

Remote Learning Plan 2020-2021

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Overview

What is Remote Learning?

Remote learning enables schools to provide continuous educational opportunities for all students and is specifically designed for those times when students and educators are unable to learn within the same physical space due to school closures or other circumstances.

Remote learning is delivered online through a computer or any other digital device. Learning occurs through a blended learning experience using a combination of asynchronous (learning that does not occur at the same time) as well as live, face-to-face interactions (synchronous).

Remote learning provides an opportunity for students and teachers to remain connected to one another even while physically distanced. It allows students an opportunity to continue their educational journey and pursue their academic goals. Through their participation, students contribute to the important mission of our educational system.

Purpose of Remote Learning

The purpose of the Northbrook 28 Remote Learning Plan is to provide continued access to learning and strive to empower every learner. In Northbrook 28, each educator dedicates him or herself to ensuring that students are challenged with learning experiences and diverse resources to provide the differentiated instruction for children. A hallmark of District 28 is our recognition of the unique talents of each child, considering the whole child and ensuring that social-emotional development is a priority. Although our situation in our world is changing and we don't have all the answers to questions, who we are and what we believe in at District 28 is unchanging.

Remote learning cannot replace or completely replicate in-person learning. Yet remote learning will address the academic and social emotional learning needs of students, especially when guided through the expertise and care of our teachers.

Continuous Improvement of Remote Learning in District 28

During the summer of 2020, educators in our district developed new plans and resources to support the development of our remote learning programming. The guiding research and documents for our work are listed below.

[Covid 19 Learning Keeps Going](#) (June, 2020)

[Distance Learning Solutions](#) (June, 2020)

2020

[ISBE/IDPH Starting the School Year](#) (June 23, 2020)

[ISBE/IDPH Fall 2020 Learning Recommendation](#) (July 23, 2020)

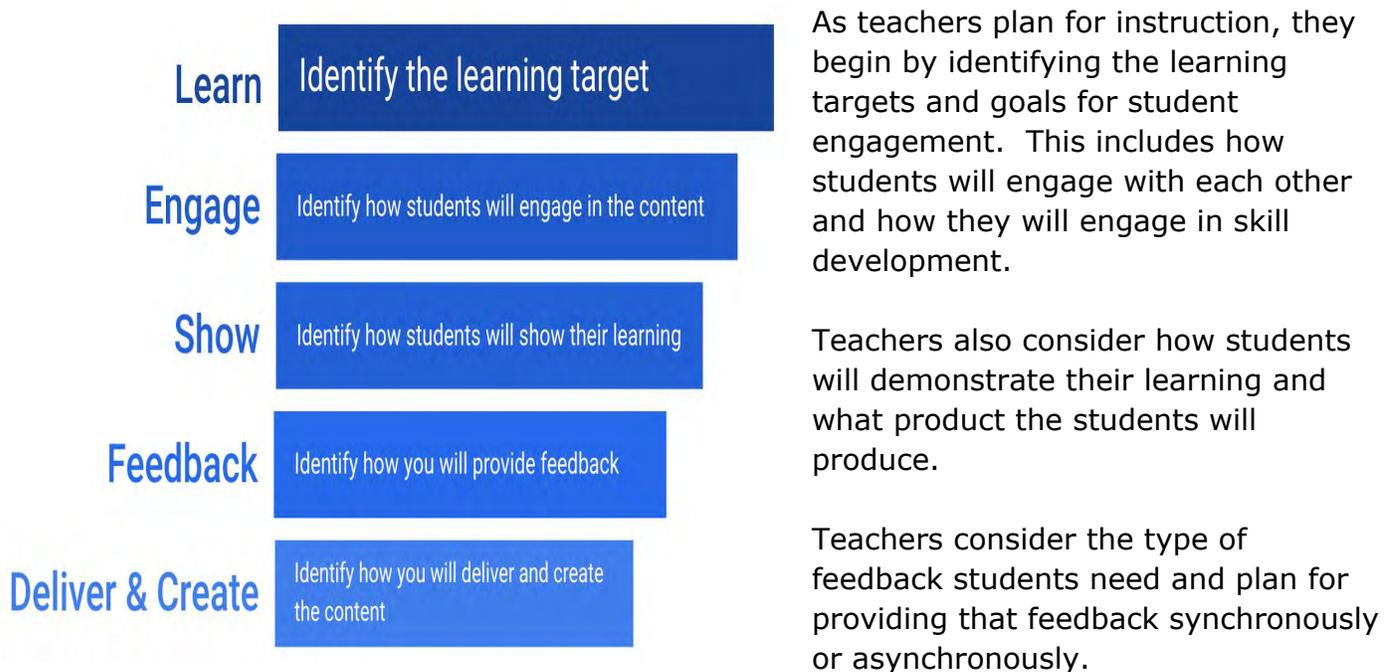
[Pandemic Planning for Distance Learning](#) (May, 2020)

Teaching and Learning

Remote learning provides an opportunity for students and teachers to remain connected and engaged while working from their homes. During remote learning, the teacher supports students in understanding critical content through the use of various methods and tools. Essential instructional practices build connections, engage students and provide differentiated learning experiences.

Although there are similarities to lesson design and best practices during on-site, in-person learning, there are differences in our teaching and learning practices when teaching remotely.

Lesson Creation



Finally, the teachers determine how to present the content, synchronously or asynchronously, and create the content to be delivered.

Modes of Instruction

Three main modes of instruction include:

1. **Live/Pre-Recorded Direct Instruction:**

Teachers provide direct instruction through a live or a pre-recorded lesson. Students attend synchronous, live sessions.

2. **Small Group/Individual Support:**

Teachers meet virtually with smaller groups of students to address differentiated needs for students.

3. **Independent Work and Feedback:**

Students work independently on coursework. Students may be directed to external websites or other resources for assignments. Teachers provide feedback to students.

District 28 Philosophy Synchronous and Asynchronous Learning

Educator-Student Interaction

Remote learning includes direct instruction, learning activities/tasks, project-based learning options, formative/summative assessment work, and more. District 28 teachers utilize essential learning standards for each grade level content area/course to ensure students are engaged in the most important learning aligned to state standards and local curriculum. Teachers work to be as flexible as possible with students; however, students and families should expect timelines and due dates just as they would during traditional in-school learning experiences.

ISBE guidelines released June 23, 2020 state, "Schools and districts should include as much face-to-face or synchronous instruction as possible." (pg. 11) In addition, in ISBE guidelines released July 24, 2020 states, "provide all their students with at least 2.5 hours of synchronous learning with real-time instruction and interaction between students and their teachers." (p. 6)

Teachers follow a master schedule. The schedule ensures that a student will not have a conflict to participate in real-time instruction. In addition, the schedules provide opportunities for teachers to meet virtually with their students throughout the week.

The teacher posts all meetings in advance so that students can prepare appropriately for live sessions.

Effective remote learning requires a combination of synchronous and asynchronous learning; it's not either/or.

When to use Synchronous Learning (Communicating in Real Time):

Use Synchronous Learning when teachers need to:

- Engage students in active discussion, to brainstorm ideas and solutions or engage in active discourse;
- Explore ideas and concepts more dynamically than is possible in a medium with lag time; often, there is a speed and immediacy to synchronous online learning that, at its best, evokes the same level of accountability and engagement as classroom attendance;
- Maximize efficiency through real-time input and output. Often, verbal feedback, in real time, is more efficient for the teacher and the students. Students can ask questions and receive answers mid-lesson;
- Build personal connections and stay connected to others;
- Present challenging content; when content is very challenging, it's important for the teacher to be present to encourage students, step in to quickly address immediate misconceptions, and break learning into manageable chunks depending on how students are responding to the instruction; and
- Rely on more input modes than just reviewing student production of work; teachers can read students' faces, detect levels of disengagement, and elicit responses from a variety of students.

When to use Asynchronous Learning (Recorded lessons or assignments):

- To provide content students can explore at their own pace and time (student choice about when to access);
- To provide information and explanation that can be accessed again later;
- To provide information that is studied independently (not in conjunction with anyone else); and
- To provide context and information prior to synchronous learning or engagement.

Teachers are the best determinants of when to use synchronous and when to use asynchronous learning. These decisions are based on the teacher's instructional goals and developmental nature of the learner. Teachers may choose to have instructional assistants provide synchronous instructional support alongside the teacher.

Establishing routines related to synchronous learning are essential. Students need to be taught how to participate effectively in synchronous sessions. Parents and students need to have as predictable a schedule as possible for synchronous sessions.

Teacher Responsibilities

Teachers will use Zoom to connect with students in real time to provide support, guidance, and instruction. All teachers have a Zoom account established by the district.

Teachers shall assist students with participation in virtual meetings by:

- following the established schedule to avoid creating multiple meetings at the same time for students to access and participate;
- providing students with clear directions about how and when to join virtual meetings; and
- offering clear expectations surrounding behaviors during virtual meetings.

Student Responsibilities

Students are expected to regularly attend scheduled class meetings as they would regular class meetings based on teacher guidance. Students shall not use Zoom or any other district platform to meet with other students in an unsupervised environment. Students shall only join meetings created by school personnel. Students should only display their real name during class meetings.

Parent Responsibilities

Parents and guardians are a critical partner in creating a successful remote learning experience for students. We value and appreciate the time and effort parents and guardians are putting forth. In order to continue creating the optimal learning environments for students, it will be important for parents, guardians, teachers, and students to understand the expected roles for each group. Please note that we would appreciate if all parents and guardians could help us in the following ways:

- Help support your child(ren) to access remote learning. Please contact your child's teacher if there are any questions or if you need support to do this.
- If you need to help your child access Zoom, please remember to keep all information about other children that you may see or hear during remote learning strictly confidential. This includes anything discussed or displayed as a part of Zoom class meetings. As we continue to provide education and services for all students, we are appreciative of our parents' and guardians' willingness to maintain confidentiality.
- Please encourage your child (only) to comment or participate in a Zoom meeting as all meetings are intended for children only, even when parent support is needed for students to access Zoom.
- Only District 28 staff will be permitted to record a lesson. Any other recording of sessions is strictly prohibited and is in violation of District 28 Responsible Use Expectations for Technology.

Technology

Seesaw and Google Classroom

Classes in Grades K-2 will utilize Seesaw, and Grades 3-5 will utilize Google Classroom as their primary Learning Management System. Teachers may utilize other instructional platforms such as integrated tools including Zoom, Dreambox, Freckle, and McGraw Hill.

Classes in Grades 6-8 will utilize Google Classroom as their primary Learning Management System. Additionally, Zoom, FlipGrid, Loom, Clever and other apps may be leveraged to support instruction.

Students will be issued a school iPad to use during the school day. The iPad will have the apps students need for learning.

Device distribution will occur in August for all students who select remote learning. Students and families experiencing problems with district-issued technology will fill out a tech help request ticket, via Google Form, located on the district website.

Families without internet service can request a district-provided WiFi hotspot by emailing their building principal.

Supporting the Needs of All Learners

Special Education Services & Section 504

District 28 is committed to providing a free and appropriate public education (FAPE) pursuant to a child's Individualized Education Program (IEP) or Section 504 Plan. We are also committed to ensuring our students with IEPs and Section 504 Plans are provided their educational services in compliance with all state and federal safety guidelines related to the COVID-19 Global Pandemic.

The IEP or 504 team, in consultation with parent(s)/guardian(s) will create or amend an individualized remote learning plan to ensure relevant services and accommodations are implemented in the remote learning environment. Opportunities for synchronous and asynchronous supports will be considered.

English Learner (EL) Services

The specific needs of students who receive EL services will be reviewed on a case-by-case basis. Consideration will be given to both synchronous and asynchronous support during periods of remote learning. EL teachers and classroom teachers will collaborate to ensure appropriate supports and scaffolds to build listening, speaking, reading, and writing proficiency.

Grading and Assessment

We Believe:

- Effective feedback, grading, and evaluation can provide an important contribution to a child's academic and social emotional learning.
- Students' grades should reflect achievement and mastery of the skills taught.
- Student self assessment contributes to the learning process.

Illinois State Board of Education guidance from July 23, 2020 states, "Grading and assessment are meant to provide feedback and communication to students and caregivers with the focus on learning, growth, and progress. Meaningful grading and assessment provide students the opportunity to redo, make up, or try again to complete, show progress, or attempt to complete work assigned." In District 28, students unable to meet expected academic standards will be provided an opportunity to relearn, provided through differentiated supports.

Grading for Grades K-5

Students in grades K-5 will receive both anecdotal feedback as well as information related to student progress toward meeting expected state standards for a specific grade level. Grades will reflect standard levels of proficiency and be reported as previously practiced in District 28.

Grading for Grades 6-8

During remote learning, District 28 will continue to use a traditional grading structure for students in grades 6-8 with a goal of supporting students to find success. District 28 has defined the following expectations related to supportive grading practices:

- Students must engage and complete all learning assignments/assessments required by the teacher.
- Letter grades will continue to be based on the quality of work and demonstration of knowledge and skill acquisition at or above defined expectations.
- Students and parents can continue to monitor student progress of grades through the TeacherEase portal.
- We encourage a partnership between students, parents and teachers, regarding student learning and progress.

Assessments

Students will participate in all local and state assessments, unless guidance states otherwise. These updates will be provided to teachers, based on regulations and guidance for ISBE/IDPH as well as the 'Restore Illinois' plans.

Teachers will administer assessments aligned to the district curriculum. These assessments include standardized tests, classroom assessments, and progress checks. The results of assessments help teachers determine their next steps for instruction.

School Schedule

The RLA elementary school day hours are 9 a.m. to 3 p.m. with designated days for appointments/office hours from 8:30 a.m. to 9 a.m. or 3 p.m. to 3:30 p.m.. Elementary students will have a math block, literacy block, specials classes, and differentiated instructional time built into their schedule.

RLA junior high students follow a 10-period school day, 8:35 a.m. to 3:35 p.m. Junior high students have 5 core classes (math, language arts, science, social studies, world language), Physical Education and an exploratory class. Junior high students will have X-Block once a week.

Attendance Procedures

Teachers will take attendance at the beginning of every school day. Teachers will enter attendance into PowerSchool. The home school office staff will monitor attendance entry, contact parents if a child is absent, and work with teachers to ensure accurate attendance records.

Families are encouraged to schedule appointments outside school hours when possible. Instruction missed during an absence is difficult to make up. Learning occurs best when students attend their school day sessions regularly and are on time for learning sessions.

Teacher Responsibilities	Student Responsibilities	Parent Responsibilities
<p>Teachers will take attendance at the beginning of the school day.</p> <p>Teachers will provide support to absent students upon their return to remote learning in regard to missed work.</p> <p>Teachers will communicate regularly with the building administrator if a student is regularly absent from learning.</p>	<p>Students should participate daily and do their best. Students should start their work day on time ready to go. This includes having accessible technology and a designed workspace.</p> <p>Students are required to attend all classes.</p> <p>Based on grade level, students will contact their teacher regarding any absence and make-up work during remote learning.</p>	<p>Parents are asked to support their child each day, to ensure that they are in attendance.</p> <p>If a child is sick or will be missing a day of remote learning, the home school should still be contacted per the usual attendance procedures. School office/nursing staff will verify the reason for the absence.</p>

School Contact Information
<p>Greenbriar: Reporting a Student Absence Email: gbattendance@northbrook28.net</p>
<p>Meadowbrook: Reporting a Student Absence Email: mbattendance@northbrook28.net</p>
<p>Westmoor: Reporting a Student Absence Email: wmattendance@northbrook28.net</p>
<p>Northbrook Junior High: Reporting a Student Absence Email: nbjhattendance@northbrook28.net</p>

Frequently Asked Questions

How do students log in?

Elementary students' parents will receive an update from their child's teacher each day outlining the work, including live session links. Students will utilize Seesaw, Google Classroom, and Zoom, as the main platforms during remote learning.

NBJH students will access all assignments through Google Classroom. In addition, the use of Google Calendar will be utilized to support student organization, assignment dates, and due dates for assignments.

What if a child is having technical issues during Remote Learning days?

When technical issues arise, including damages and malfunctions, tech help can be requested through the [Tech Help Request Form](#). Technology support specialists will respond to these requests. Replacement of devices will be at the discretion of the Technology Team after examining the device.

What is a family's responsibility for the district-provided devices?

Students are strongly encouraged to use the district-provided devices and chargers that they were issued at the start of the year. These devices will be filtered at home in the same way they are filtered at school in accordance with the Children's Internet Protection Act (CIPA). That said, active monitoring of device use by an adult is still strongly recommended. The district's [Responsible Use Expectations for Technology](#) are linked here for your reference.

Do students need to log in at a particular time?

Students should log in at the beginning of the school day. Also, students should ensure that they are in attendance for all live Zoom sessions and review these times, which are scheduled by teachers.

What will the student learning day look like?

Students should follow the daily schedule, which includes a 10-period day for NBJH and the daily schedules for elementary that are shared by teachers. Students must attend the synchronous sessions and will have the flexibility to work on assignments at their own pace during asynchronous learning times. Daily learning will support 5 clock hours of daily instruction, as stated by ISBE guidelines.

When do assignments need to be completed/posted?

Students are to be completing work throughout the day, each day. Students must attend synchronous sessions that are scheduled by the teacher(s) and be working toward assignment and lesson completion as shared by teachers throughout the day. Teachers will share specifics regarding due dates for assignments and tasks. NBJH students should monitor their assignment completion and grades via the TeacherEase portal as well. All regular grading practices will be implemented and we will issue standard report cards.

How will parents contact teachers?

Contact information will be shared by each teacher. If a parent requests a meeting with a teacher, the teacher will communicate an appropriate method or form of meeting, such as the use of Zoom.

How do parents report an absence if a child is ill and unable to complete assignments?

If your child is sick and will not attend RLA, please follow the normal procedures by contacting the school office and your child's teacher.

Remote Learning Academy Administrators and Teachers

Curriculum and General Programming

Kris Raitzer, Assistant Superintendent
Michelle Jackson, Director of Learning

Special Education Programming

Jenna Duffy, Elementary Assistant Director
Nora Geraghty, Elementary Assistant Director
Heather Schultz, NBJH Assistant Director
Kelly Sculles, Director of Student Services

English Learners Programming

Kelly Sculles, Director of Student Services

Onsite School Programs

Ginny Hiltz, Greenbriar
Pat Thome, Meadowbrook
Mary Sturgill, Westmoor
Scott Meek, NBJH

Elementary Teachers

Luanne Kowalke, Kindergarten
Gay Dodge, Kindergarten
Jod Siglin/Liz Weir, Grade 1
Shana Silver, Grade 1
Morgan Adducci, Grade 1
Amanda Shulman (Judy O'Malley), Grade 2
Patti Sacks, Grade 2
Katie Schmitt (Lance Brinkman), Grade 2
Meg Sullivan, Grade 3
Lynette Russell, Grade 3
Susan Nordberg, Grade 4
Jeremy Shea, Grade 4
Wendy Allen, Grade 4
Kathryn Mazzearella, Grade 5
Jen Rogowin, Grade 5
Katie Comer, Special Education
Laura Van Dien, Special Education
Chelsea Freedman, Special Education
Anna Marie Arreola (Courtney Risinger), Special Education
Lindsay Andrukaitis, Special Education
Dexi Karabatsos, English Learners
Ronit Shapiro, K-8 Tech Coach

Elementary Related Service Staff (supporting onsite and RLA)

Kelly Melzer, Speech Language
Lisa Kosnik, Speech Language
Izrael Cary, Speech Language
Jennifer Moore, Speech Language
Mollie King, Social Work
Kate Gilman, Occupational Therapy
Anne Ingratta, Occupational Therapy
Heather Pear, Occupational Therapy
Ariana Bensyl, Physical Therapy
Lauren Schonberg, Physical Therapy
Matt Walz, Adaptive PE
Jasmine Myalil (Val Karabotsos), English Learners
Marina Paliev, English Learners
Angela Taggart, English Learners

RLA NBJH Teachers

Susan Friedlander, Math
Shannon Zajac, Science
Sarah Avallone, Language Arts
Megan Yuhas, Social Studies
Georgia Gikunoo, Spanish
Deena Seifer, PE
Mark Hay, Exploratory
Karee Schwartz, Math
Jennifer Moran, Language Arts
Heather Sullivan, Special Education
Irene Koliopoulos, Special Education

NBJH Teachers and Related Service Staff (supporting onsite and RLA)

Mary Claire Seeberg, Math
Marissa Draniczarek, Math
Amy Hebel, Math
Carmela Stout, Science
Dave Kostal, Science
Jason Piechowiak, Social Studies
Mary Perkins, French
Kristin Samuels, Language Arts/Instructional Coach
Greg Scapillato, Band
Keri Stone, Band
Jennifer Lee-Stewart, Orchestra
Sydney Berg, Special Education
Katie Comer, Special Education
Danyel Kilburg, Special Education
Erin McAnally, Special Education
Lauren Mulkerrin, Special Education

Lisa Peyrot, Special Education
Jennifer Zhao, Special Education
Jami Grauer, Social Work
Jill Silverman, Social Work
Brooke Thiede, Social Work
Alexis Anderson, Speech Language
Jen Novak, Speech Language
Heather Pear, Occupational Therapy
Lauren Schonberg, Physical Therapy
Nicole Gas, English Learners