

## OCUSD #220 Alternative Learning Plan

### **Purpose**

Since the beginning of FY 20, Illinois has allowed for a maximum of 5 days that may be run as remote learning days per year, if needed. Given the potential impact of COVID-19, ISBE is working with legislatures to create a protocol to support remote learning should it be necessary as schools, and society at large, work to find a means of staying productive in this situation. We believe that it is important for OCUSD students to have a remote learning option given the potential for schools to not be in session for a prolonged period of time. Such an instance of prolonged closure without academic activity would negatively impact students in a number of ways.

Having the option of remote learning days reinforces the fact that teaching and learning are not confined to class periods or physical classrooms. Additionally, the implementation of technology-infused learning and personalized learning used in conjunction with remote learning days has the ability to build capacity of all stakeholders in our school.

### **Timing**

Teachers will send lessons and instructional materials home with students prior to an alternative learning day. Remote days will be announced as soon as possible and ideally with a day of notice. In the event of an unforeseen situation, the district would announce no later than 6:00am. The district will use our automated calling system, social media, local news outlets, and through our website.

### **Communication/Availability**

We expect teachers to be in communication with students regarding learning expectations during a remote learning day. Additionally, we expect teachers to monitor their email in order to provide support to students. Minimal staff expectations are to monitor their email from 9:00am-11:30am and 12:30pm-3:00pm. The purpose of the remote learning day is to supplement and support the stated objectives of the curriculum while providing flexibility for both the students and faculty/staff.

### **Attendance**

Teachers will be taking attendance based on the students' work toward the stated learning expectations utilizing the resources provided. Attendance for students issued take-home work will be based upon completed assignments turned in within the appropriate time frame once school resumes. Teachers will allow flexibility (up to five days) for students that need extra time to get the work turned in due to school closure.

### **General Expectations**

One of the best pieces of advice offered from other states is to not overwhelm students with work on these days. The district recognizes that teachers will use their professional expertise to build appropriate lessons based on grade level and content area. Student work should be

relevant, meaningful, and manageable for them. Students will not be expected to complete the equivalent of classwork time and additional homework in our traditional school day during a remote learning day. In general, student work on a remote learning day will be based upon research informed instructional practices. Some examples of research informed instructional practices appropriate for remote learning include, but are not limited to:

**Early Elementary Example:** Give students an interesting story to read with their parents, along with a written/oral exercise on reading comprehension. The reading comprehension exercise is turned in by the student when they return, providing an opportunity for feedback to the student and an artifact to use when justifying giving the student attendance credit for that day.

**Late Elementary/Junior High School Example:** Assign students a passage to read out of their assigned textbook or a photocopied portion of one (for students without internet access at home) OR a small research task for the internet (for students with internet access). The reading or research task should be related to the topics that would have been discussed in class before the e-learning day, to keep the curriculum in sequence during the absence. Students write a summary of what they read or researched and turn it in when they return. The summary provides an opportunity for feedback to the student, and is the artifact used to justify the student's attendance credit.

**High School Example:** Students are assigned to read a chapter in their textbook or a chapter from an assigned novel. Students should outline (take notes on) the chapter they read, and complete assigned end of chapter problems (textbook) or write a short opinion essay (novel). Students turn in the outline and chapter work when they return, for feedback and an artifact to justify attendance credit. Should a circumstance, such as a power outage or lack of internet access at their home prohibit a student from completing an assignment(s), that student will be given adequate time to make up the assignment without penalty once school resumes. If it is known in advance that a student does not have access to the internet or required technology to complete the work, a non-electronic method of completing the work, if available, should be provided to the student. All students will have five (5) school days to submit any expected work on a remote learning day for full credit.

### **Support**

Should teachers or students encounter any technical issues on an alternative learning day, the technology staff and the administration will be available as they are also working during the alternative learning day. Instructional staff can use or check out district technology for alternative learning days