

Prairie-Hills Elementary School District 144 Emergency E-Learning/Remote Learning Plan

- **Ensure access from home or other appropriate remote facility for all students participating, including computers, the Internet, and other forms of electronic communication that must be utilized in the proposed program. During e-learning/remote learning, students are provided work from the teachers they were assigned to see.**

Prairie-Hills Elementary School District 144 offers its students a one-to-one environment in all buildings and all grade levels during a regular instructional day. However, students do not take their assigned devices home. The district conducts an annual survey of all parents during parent/teacher conferences related to the types of electronic devices that are available in their homes for student use, (i-pads, laptops, desk top computers, tablets, or smart phones), as well as the availability of internet services. Responses have indicated that approximately 20% of our student population continues to be without household Wi-Fi services; however, they do have Smart Phone data package availability. The District understands that alternate means of accessibility for instructional materials and resources must be made available. The District's E-Learning/Remote Learning Plan will utilize the District's website, Google Classroom and Google Meets for class assignments and parent communication for those with on-line accessibility, as well as instructional hard copy packets for distribution for our population without online accessibility.

For our student population capable of digital participation, teachers, (both general education and special education), ancillary staff, special teachers (music and physical education) will assign work through Google Classroom. Our SPED Co-Teachers will be included with their Gen Ed Teachers' Google Classrooms, giving them the ability to post assignments for their students, and check the work when it is returned. All textbooks are available on-line as well. All students have assigned passwords and credentials to access those resources.

All ancillary staff will have the option to create their own classrooms or join their existing teachers' classrooms for the students on their caseloads. Both options will allow for separate assignments for their students, modified assignments, or assignments related to individual student goals.

Music and Physical Education staff will also deliver lessons through Google Classroom, Google Meets, or incorporate on-line teacher created videos.

All teachers, co-teachers, coaches, and support staff will be available from home (8:30 a.m.-1:30p.m.) to support student learning and answer any questions students or parents may have.

All educational digital resources will be posted on the District website for student and teacher access under the Remote Learning Link.

Class work will be assigned to students through Google Classroom and Google Meets for grades Pre-K-8 on emergency days or remote learning days. Assignments are posted by 8:30 a.m. every Monday and submitted back to the teacher or staff member by 8:30 p.m. the day of assignment.

Elementary and Junior High Staff:

On E-Learning/ Remote Learning days, the workday for teachers shall be scheduled as follows unless otherwise directed:

- 8:20 a.m. - 8:30 a.m. - Planning/preparation
- 8:30 a.m. - Learning modules/plans posted and period of availability, student engagement, Instruction, supervision and support as needed begins
- 8:30 a.m. - 1:30 p.m. - 5-hour block of student engagement, instruction, supervision, monitoring and support as needed
- 1:30 p.m. - 2:00 p.m. - Duty Free
- 2:00 p.m. - 3:00 p.m. - Verification/assessment of student work/engagement
- 3:00 p.m. - 3:15 p.m. - Professional responsibilities

Elementary Music, Art and Band Teachers will send out assignments to students the morning of the remote learning day by 8:30 a.m.

Ancillary Staff, Counselors, School Psychologists, School Nurses and RNs will be available to Parents and students on the E-Learning/Remote Learning days and will be issued an assignment from their building administrator in lieu of planning a lesson.

- Literacy Coaches Reading and Math Interventionists will provide support for teachers during planning.
- Technology Coaches will provide tech support for staff, students through video chats, lessons and trainings as needed during the remote learning days.
- Specialists or Case Managers are expected to reach out, individually, to families of students on their caseloads to share activities that coincide with related services.

● Ensure that non-electronic materials are made available for students participating in the program who do not have access to the required technology or to participating teachers or students who are prevented from accessing the required technology.

As previously mentioned, the district understands the need to provide non-electronic materials for students who do not have access to the required technology to participate with teachers or staff, therefore students will have access to paper instructional standard based activity packets, resources and materials prepared by staff and distributed at every school and district office. Additionally, information related to free or reduced Wi-Fi services offered by Comcast and AT&T will be made available at all schools and district office as well.

Packets will be distributed to any student or family requesting or needing the assigned work packets. Packets will also be posted on District website, and made available for pick-up at individual community schools, and the District Office. In the event distribution is not feasible, packets may be mailed, depending on the length of the absence. On-line resources will also be

posted on the District website for usage and accessibility. In the event of needed extended days of absence, additional paper packets will be updated and made available for distribution.

For accountability purposes, teachers and staff are required to collect the work students completed and record the assignments upon return, from the extended days of absence.

Building administrators will be available to support individual families and their needs for accessibility and completion of student work.

- **Ensure appropriate learning opportunities for students with special needs.**

Students with special needs will have assignments modified and provided based on their IEP goals from their special education teacher or related service provider through either Google Classroom, Google Meets, or for those identified not having on-line services, through teleconferences or telephone communications depending on disability, or areas of concern.

IEP meetings and completed evaluations will be conducted via videoconferencing, Google Meets, or Zoom Cloud Meetings (video or audio). In instances that require face-to-face assessments or situations where the parent(s) does not consent to videoconferencing, or where parent has no accessibility to on-line services, will be postponed until school reconvenes.

- **Monitor and verify each student's electronic participation.**

All work will be posted in individual staff members Google Classrooms by 8:30 a.m. on the E-Learning /Remote Learning day. Student work will need to be completed and turned in electronically by 8:30 pm. On the e-learning/remote learning day.

Parents of students without on-line accessibility can submit a written note detailing the work completed during the duration of the absence. All assignments completed will count for additional effort work. Each general and special education teacher, content area teacher, ancillary staff, and special teacher will collect the work students complete. All self-contained teachers or content teachers will record the assignments by week's end.

- **Address the extent to which student participation is within the student's control as to the time, pace, and means of learning.**

PHESD 144 and its staff understands the importance of recognizing that the absence of students from school may cause some inherent difficulties or possible changes in students being able to focus for long periods of time to computers and devices. Activities and assignments can be limited due to various reasons that may not be in the students' control (caring for younger sibling(s), meal preparations, etc.). Therefore, student participation will be based on grade levels as follows:

- For Pre-K and Kindergarten students engagement for 45 min
- For Grades 1-2, student engagement for 60 minutes
- For Grades 3-4, student engagement for 90 minutes

- For Grades 5-8, student engagement for approximately 120 minutes (45 min for ELA/Social Studies) 45 min for Math/Science, and 15 minutes PE/Specials.

- **Provide effective notice to students and their parents or guardians of the use of particular days for e-learning/remote learning.**

PHESD 144 will provide immediate notification to students, parents or guardians of the use of particular days for E-Learning/Remote Learning days. Communication and notification will take place through paper (if possible), phone calls, District Robo calls, District website, Twitter, Facebook, and automated cell phone notifications.

- **Provide staff and students with adequate training for e-learning days' participation.**

Students were provided trainings with Google classroom and Google Meets through the District Instructional Technology Program. Students learned how to use Google Classroom and Google Meets, during their library/media classes by the District Technology coaches. Staff received trainings during District-wide School Improvement Days, as well as technology collaborations. Both trainings were provided by the District Technology Team, and coaches. Instructional and live video conferencing refresher videos are posted on the District website. Small group trainings are provided through Google Meets or Zoom i-Cloud Meetings. The District also posts and distributes Frequently Asked Questions sheets for staff and student reference to explain the E-Learning/Remote Learning procedures and participation.

Building Principals will also review the expectations with staff during virtual or upcoming staff meetings. Principals will have electronic sign-ins or paper sign-in sheets to indicate that all staff received the information during the virtual staff meetings.

Teachers or staff members absent from the staff meeting will be expected to contact their building administrators to individually review the missed information.

- **Ensure that all teachers and staff who may be involved in the provisions of e-learning have access to all hardware and software that may be required for the program.**

All instructional staff and support members were assigned a laptop for use at school and at home. All staff members have assigned passwords and credentials to access any and all resources, textbooks, and programs the District has made available.

Teachers and specialists will be available for support from 8:30 am to 1:30 pm. Parents/students can email their teacher/specialist through a virtual chat through Google Classroom, Google Meets, emails, and voicemail. Teachers, and staff will also be able to communicate, ask questions, and participate in chats with their building administrators through the same mediums as well. Teachers can also retrieve school voicemails remotely as well as review and revise lessons as needed for instructional purposes and to address whatever difficulties may arise.

E-Learning/Remote Learning Transition Plan

The E-Learning/Remote Learning Transition Plan will include staff trainings via videoconferencing focusing on transitioning from remote learning to our regular school calendar. PHESD 144 committed to maintaining our approved calendar of events as much as possible during the remote learning days. This includes, but is not limited to spring break, professional development days, and parent/teacher conference days. By following the outlined procedure, the transition from imposed remote learning days back to actual approved calendar days should be seamless.