

Gillespie Community Unit District #7



Home of the
Ben-Gil Tigers
Gillespie Middle School Indians
Gillespie Miners

Revised Remote/E- Learning
Plan 2021-2022

8-21-2021

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Definitions

Remote = only applies to students Pre- K-12 who have been assigned a mandated quarantine or in times when the M.C.P.H.D./I.D.P.H. recommends that the district/school take an adaptive pause.

Remote Learning = 4th-12th grade students must participate in and view all instructional sessions by following their daily schedule. Students in grades Pre-K-3rd will follow the instructional directives provided by their classroom teacher.

E-Learning = Instruction that occurs during a school closure due to an emergency day. ie...inclement weather.

A Note from the Superintendent

As the world continues to battle the Corona Virus, education as we know has changed forever. Student and staff safety continues to be our priority throughout the 2021-2022 school year. We have listened to our staff, students, and families and have revised our remote learning plan. We have addressed the many comments, concerns, questions that have been expressed. While we fully understand that remote learning will not and cannot replace in-person learning it is our responsibility to continue to assess, alter, and amend our plan to fit the needs of our community. We appreciate your patience with this process as we “learn” this new way of teaching/learning together.

R. Shane Owsley, CUSD 7 Superintendent

Introduction

Guiding Principles

(adapted from ISBE recommendations)

- All students and families will have access to quality educational materials and to the supports needed to successfully access those materials.
- Given the reality of the digital divide, we will provide digital and nondigital access to content.
- Students will have access to meaningful/high-quality educational materials that align to State standards.
- Students and schools/teachers will maintain a personal connection that supports necessary, rigorous academic work in a manner that is respectful of students' contexts (their mindset, feelings, responsibilities, home considerations, etc.).
- Simplicity is best during this time—simplicity of the framework, of communication structures, and of expectations.
- Support the whole child—their mental health, nutritional needs, and safety needs.
- Parents and other caregivers need access to clear information and ample resources.
- Teachers may need support, encouragement, and compassion to ensure their success and resilience.

Student & Family Commitments

As students and families are implementing this Remote Learning Plan, we need your help...

- Ensuring students are checked in and engaged in classes by 7:45 AM daily for middle school/high school and by 8:15-8:30 for Ben-Gil Elementary Students.
- Having students establish and follow regular daily routines to the greatest extent possible.
- Ensuring students get enough sleep.
- Designating a specific space to work on remote learning activities.
- Setting sensible time limits for students' technology use.
- Reviewing communication from us daily.
- Completing assigned activities to the greatest extent possible.
- Discussing remote learning experiences and needs and communicating these with our staff.
- Communicating with appropriate office personnel regarding student "absences" (inability to complete daily learning assignments)

Online assignments must be live by 7:45 a.m. (MS/HS) and 8:45 a.m. (Elementary) on each day of remote learning.

Students must participate in and view all instructional sessions by following their daily

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schedule.

For Students without Verified Technology Access

CUSD #7 will determine additional ways to support families in need of additional resources. If we need to move to a model where paper-based materials are provided, we will develop those using District resources and our current distribution models as a next line of providing resources for families to work from home.

Attendance

- Teachers will take daily attendance on Skyward.
 - An elementary student is considered present if two-way communication has occurred between teacher and student/parent. (Please follow the teacher's directive concerning the means of communication for attendance. Student check-in must take place by 8:30 AM daily.)
 - A middle school/high school student is considered present if actively engaged in all live instructional sessions.
- If a student is unable to complete daily learning requirements due to illness or "absence," the student's parent/guardian is still responsible for contacting the appropriate office.

Special Education Remote Learning Details

Recommended Daily Structure

Principals and Teachers will determine appropriate structures for collaboration and instructional planning based on student needs as they may evolve over time.

Instruction will vary based on the services listed in the IEP and the student's grade level. Here's how Special Educators will work to ensure services are provided to students.

Service	Collaboration	Planning	Instruction
Academic Support or Resource	Collaborating with general education teachers and related service providers as necessary.	<p>Creating assignments or activities related to students' IEP goals.</p> <p>Planning for students who do not have Internet access or may not be able to access any live instruction.</p>	<p>Ensuring accommodations and modifications are provided.</p> <p>Creating assignments aligned to students' IEP goals</p>
Self-contained or Pull-out classes	Collaborating with general education teachers and related service providers	<p>Planning activities related to students' IEP goals and course content aligned to the suggested minutes for the students' grade levels.</p> <p>Planning for students who do not have Internet access or may not be able to access any live instruction.</p>	<p>Ensuring accommodations and modifications are provided.</p> <p>Creating assignments aligned to students' IEP goals</p>
Functional Life Skills/Essential Skills	Collaborating with related service providers as necessary	<p>Planning activities related to students' IEP goals and course content aligned to the suggested minutes for the students' grade levels.</p> <p>Planning for students who do not have Internet access or may not be able to access any live instruction.</p>	<p>Ensuring accommodations and modifications are provided.</p> <p>Creating assignments aligned to students' IEP goals</p>

		Planning activities and therapy aligned to students' IEP goals.	Ensuring accommodations and modifications are provided. Creating assignments aligned to students' IEP goals
Related Service Providers	Collaborating with general education and special education teachers, as needed.	Considering collaborating with parents for them to support needs identified in students' IEPs. Planning for students who do not have Internet access or may not be able to access any live instruction/therapy.	

Videoconferencing or teleconferencing may be used with individual students to provide services. Prior to providing these services, staff members will obtain consent to provide special education and related services via remote learning (see Appendix A). Consent will be obtained via email or a scan/photo of the agreement.

The District will meticulously document the best efforts possible being made under the current emergency conditions with regard to students with Individualized Education Programs (IEPs) and Section 504 Plans.

Digital Devices

Access

Community Unit District #7 is an integrated 1:1 environment with students and teachers having regular access to electronic devices. Students in grades 4-12 have a laptop assigned to them that allows them to take the laptop to and from school. Guidelines for how to use and care for devices can be found on the district website.

Students in grades Pre- K – 3 will be supplied with paper pencil materials and distributed through a packet pickup/drop off system. Pre-K -3 student work will be dropped off/picked up on a weekly basis.

The District is working to assist families and teachers that may not have Wi-Fi connections. Students are encouraged to go to local libraries and school parking lots to utilize the Internet. For those students who do not have Internet access, alternative assignments are provided.

Usage Guidelines

Community Unit District #7 teachers and staff are provided with consistent, safe and secure tools, via an assigned laptop they use regularly. Teachers and staff who are using digital resources to facilitate communications and Remote Learning are required to use their District accounts for any online communications (including email and chats) and must use their District credentials when logging into any digital resources.

Teachers and staff are required to use necessary steps to ensure student safety and privacy when using digital resources, including using passwords and appropriate restrictions on web conferencing, and utilizing available digital and non-digital tools to maintain an appropriate online learning climate. The District will evaluate digital resources as needed to ensure that they are compatible with District systems and provide reasonable security and educational value in our environment.

During Remote Learning days staff may use video conferencing with Microsoft platforms to support student learning through open office hours and providing opportunities for teachers to meet and interact with multiple students. Chat and sharing will be restricted to what is educationally necessary for the goals of the session. Additionally, teachers will consider measures to include muting participants when not in discussion and monitoring breakout rooms to ensure a positive environment, just as they would in a traditional classroom. Video conferencing sessions will not be done in a one-on-one environment unless specific consent has been provided by the parent/guardian as part of the student's IEP services (see Appendix A). When arranging meetings with individual students, teachers will invite team members or colleagues to join the videoconference to ensure this

standard is met.

Student presentation and participation will not be recorded. The only video recordings that are permitted are recordings of teacher presentations. Video conferencing can be used as an optional way to record a lesson or a demonstration that students can view live or individually at a later time. If recording, staff should ensure that student video is turned off.

If teachers opt to use video conferencing, as in a traditional classroom, there is always a risk that students might record and distribute the sessions, other students in the household might be in the room and overhear the conversation, or a parent might be present. Teachers and parents should be aware of this when choosing to initiate or participate in such sessions.

District, School Teacher, Student and Family Responsibilities

Any information is subject to change due to ISBE guideline updates.

Responsibilities	
District Responsibilities	<ul style="list-style-type: none"> • Develop thoughtful, accessible remote learning plans using stakeholder input, when possible. • Support schools in planning and implementing remote learning plans. • Help schools identify needed resources in the community (academic, health, social, emotional).
School Responsibilities	<ul style="list-style-type: none"> • Implement remote learning plans • Communicate regularly with all stakeholders. • Support teachers in planning and implementing remote learning plans. • Help families find needed resources in the community (academic, health, social).
Teacher Responsibilities	<ul style="list-style-type: none"> • Make remote learning activities available per district plan • Be available at scheduled times to answer student/caregiver questions. • Communicate regularly with students. • Document two-way communication with students/parents • Provide a range of meaningful learning opportunities that meet the needs of all learners during the period of closure. • Provide timely and regular feedback to students on progress related to learning activities. • While grading provide at least one opportunity for students to redo, makeup or try again to complete work (with effective feedback given by teacher) • Uphold your duties as a mandated reporter, even when teaching remotely
Non-Certified Staff Responsibilities	<ul style="list-style-type: none"> • Conduct wellness checks when possible, on teacher-identified groups of disengaged students • Assist in delivery of instructional materials, digital devices, etc. to transportation-less students and families • Form support groups to encourage social interactions for students struggling with the change in learning environment • Provide academic support to students as needed • Assist classroom teachers with relevant educational duties (attendance, organization, small/large group instruction, etc.) • Participate in virtual/remote classrooms to better assist students during class times or online availability • Collaborate with classroom teacher(s) on content and delivery • Assist with cataloging library books for online inter-library loans • Assist office personnel • Assist with meal distribution

<p style="text-align: center;">Student Responsibilities</p>	<ul style="list-style-type: none"> • Check in with homeroom/1st periods teachers daily • Attend all virtual classes daily • Review assigned work. • Complete your assigned work by the due date. • Ask clarifying questions when you need help or don't understand • Be respectful to yourself, teachers and peers. • Maintain a healthy, structured daily schedule • Communicate with teachers only during contractual hours
<p style="text-align: center;">Parent/Caregiver/ Family Responsibilities</p>	<ul style="list-style-type: none"> • Check in with homeroom/1st period teachers daily • Contact office regarding student absences • Review work assigned to the student. • Reserve a space for students to complete remote learning work. • Encourage students to get enough sleep. • Set sensible time limits for technology use. • Talk to students about their work every day. • Help students establish and follow regular daily routines • Communicate with teachers only during contractual hours.

E-Learning Days in lieu of Emergency Days (ie...inclement

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weather)

Staff members have the option to work from home.

Responsibilities	
District Responsibilities	<ul style="list-style-type: none"> • Develop thoughtful, accessible E-Learning plans using stakeholder input, when possible. • Support schools in planning and implementing E-Learning plans. • Help schools identify needed resources in the community (academic, health, social, emotional).
School Responsibilities	<ul style="list-style-type: none"> • Implement E-Learning plans • Communicate regularly with all stakeholders. • Support teachers in planning and implementing remote learning plans. • Help families find needed resources in the community (academic, health, social).
Teacher Responsibilities	<ul style="list-style-type: none"> • Every emergency day teachers (or teams) will share daily learning plans and assignments with students and families by 7:45 AM (MS/HS) or 8:45 AM (elementary). • Make E- Learning activities available per district plan • Be available at scheduled times to answer student/caregiver questions. • Communicate regularly with students. • Document two-way communication with students • Provide a range of meaningful learning opportunities that meet the needs of all learners during the period of closure. • Provide timely and regular feedback to students on progress related to learning activities. • While grading provide at least one opportunity for students to redo, makeup or try again to complete work (with effective feedback given by teacher) • Uphold your duties as a mandated reporter, even when teaching virtually
Non-Certified Staff Responsibilities	<ul style="list-style-type: none"> • Form support groups to encourage social interactions for students struggling with the change in learning environment • Provide academic support to students as needed • Assist classroom teachers with relevant educational duties (attendance, organization, small/large group instruction, etc.) • Participate in virtual classrooms to better assist students during class times or online availability • Collaborate with classroom teacher(s) on content and delivery

Student Responsibilities	<ul style="list-style-type: none"> • Check in with homeroom/1st period teachers by 7:45 AM for attendance • Attend all classes • Review assigned work. • Complete your assigned work by the due date. • Ask clarifying questions when you need help or don't understand • Be respectful to yourself, teachers and peers. • Maintain a healthy, structured daily schedule • Communicate with teachers only during contractual hours
Parent/Caregiver/ Family Responsibilities	<ul style="list-style-type: none"> • Check in with homeroom/1st period teachers daily (Elementary by 8:45 and MS/HS by 7:45) • Contact office regarding student absences • Check Skyward routinely (grades, discipline, attendance) • Review work assigned to the student. • Reserve a space for students to complete E-Learning work. • Encourage students to get enough sleep. • Set sensible time limits for technology use. • Talk to students about their work every day. • Help students establish and follow regular daily routines • Communicate with teachers only during contractual hours.

Educational Content Delivery

Ben-Gil Elementary

Ben-Gil Elementary School
2:00 Dismissal
Remote Learning Schedule

Kindergarten

1st Grade

8:15 – 8:45	Attendance/Morning Work	8:15 – 8:45	Attendance/Morning Work
8:45 – 9:30	Reading	8:45 – 9:45	Math
9:30 – 10:30	Math	9:45 – 10:15	Reading
10:30 – 10:45	Recess	10:15 – 10:45	Math Fact Practice
10:45 – 11:15	Lunch	10:45 – 11:15	Lunch
11:15 – 12:00	Science	11:15 – 11:30	Recess
12:00 – 12:30	Math Fact Practice	11:30 – 12:00	Science
12:30 – 1:00	Snack/Recess	12:00 – 1:00	Reading
1:00 – 1:30	Reading/Writing	1:00 – 1:30	Specialty
1:30 – 2:00	Specialty	1:30 – 2:00	ELA/Writing

2nd Grade

3rd Grade

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8:15 – 8:45	Attendance/Morning Work	8:15 – 8:45	Attendance/Morning Work
8:45 – 9:15	Science	8:45 – 9:30	Science
9:15 – 9:30	Reflex Math	9:30 – 10:00	Specialty
9:30 – 10:30	Math	10:00 – 10:15	Reflex Math
10:30 – 11:30	Reading	10:15 – 11:15	Math
11:30 – 12:00	Lunch	11:15 – 11:45	ELA/Writing
12:00 – 12:15	Recess	11:45 – 12:15	Lunch
12:15 – 12:45	Specialty	12:15 – 1:15	Reading
12:45 – 1:30	ELA/Writing	1:15 – 1:30	Recess
1:30 – 2:00	Reading	1:30 – 2:00	Reading

4th Grade

5th Grade

8:15 – 8:45	Attendance/Morning Work	8:15 – 8:45	Attendance/Morning Work
8:45 – 10:15	Reading	8:45 – 9:15	Specialty
10:15 – 10:45	Specialty	9:15 – 10:00	Science
10:45 – 11:15	Science	10:00 – 11:00	Math
11:15 – 11:30	Recess	11:00 – 12:00	Reading
11:30 – 12:00	Reflex Math	12:00 – 12:30	Lunch
12:00 – 12:30	Lunch	12:30 – 12:45	Recess
12:30 – 1:30	Math	12:45 – 1:00	Reflex Math
1:30 – 2:00	ELA/Writing	1:00 – 1:30	Reading
		1:30 – 2:00	ELA/Writing

*Students in pre-k through third grade will be provided paper packets for instruction during emergency days. Fourth and fifth grade students will have emergency day folders downloaded to their devices. Learning instructions and materials will be in these folders.

Gillespie Middle School:

1 st Period	7:45-8:17
2 nd Period	8:20-8:52
3 rd Period	8:55-9:27
4 th Period	9:30-10:02
5 th Period	10:05-10:37
Lunch	10:37-11:15
6 th Period	11:20-11:52
7 th Period	11:55-12:27
8 th Period	12:30-1:02
9 th Period	1:05-1:40

For Emergency Days: Middle school students will have emergency day folders downloaded to their devices or instructional directives/videos on their devices through Microsoft Teams.

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Gillespie High School:

1 st Period	7:45 – 8:28
2 nd Period	8:32 – 9:15
3 rd Period	9:19 – 10:02
4 th Period	10:06 – 10:49
5 th Period	10:53 – 11:36
Lunch	11:36 – 12:06
6 th Period	12:10 – 12:53
7 th Period	12:57 – 1:40

For Emergency Days: High school students will have emergency day folders downloaded to their devices or instructional directives/videos on their devices through Microsoft Teams.

Meal Distribution

During mandated Remote learning breakfast and lunch will be delivered (together) to all bus stops and will be made available at each building for students who are not bus eligible.

Meals will not be distributed on emergency days.

Please See

Appendix A: Notice to Parent/Guardians regarding 1:1 Sessions

Appendix B: Passive Consent for Online Learning

Appendix D: Video Conferencing Guidelines

Appendix A: Notice to Parent/Guardian regarding 1:1 Sessions

Dear Parent/Guardian:

As part of your child's Remote Learning Service plan, we have determined that individual instruction, therapy, or assessments through videoconferencing or teleconferencing may be needed in order to help your child progress with his/her IEP goals and curriculum or to complete their current special education evaluation. In order to implement individual services, therapy, or assessments via videoconferencing or teleconferencing, we need your consent to provide these services. Please read the expectations below and reply to this email stating that you give consent for individual therapy or instruction.

- Individual instruction or therapy will be provided through videoconferencing or teleconferencing.
- Confidentiality still applies for these services, and no one will be permitted to record the session.
- If possible, it is important to be in a quiet space that is free of distractions (including cell phone or other devices) during the session.
- It is also important to use a secure internet connection rather than public or free Wi-Fi. If you need assistance on this point, please let us know.
- Parents or guardians are not required to be in the same room as the student during instruction or therapy, but they may join in on the videoconference or teleconference at any time.
- Please remember that during classroom instruction, audio and video recordings and photography are not allowed without specific permission from an administrator or the teacher. The same applies to our remote learning instruction. Do not make audio or video recordings of remote learning instruction or take photographs of your child during instruction which include any staff member or other students without express permission from the staff member delivering the instruction (or an administrator). If you receive such recordings or photographs from a source other than the School District, delete them and do not post or forward.
- Unit 7 staff members reserve the right to end any online session at any time for any reason.

In order for the teacher or therapist to provide individual services, I understand I must provide my consent via email. **Services cannot begin until consent is given in response to this email. I understand that I am not required to give consent and that I can contact my child's case manager, service provider, or teacher to discuss whether there are any other service alternatives available at this time.**

Appendix B: Passive Consent for Online Learning

Dear Parent/Guardian:

When school is in session, your child may participate in various instructional groups with other students led by teachers and related services staff (e.g., social workers, speech and language therapists, occupational therapists, etc.) throughout the school day. When virtual learning occurs, the staff will deliver specialized services to your child through various means, which may include an online meeting platform, specifically Microsoft platforms.

Please note:

- A feature of Microsoft is that students and parents will have the capability to see the other students in these groupings at the same time.
- To increase the privacy and confidentiality during sessions, please find a private, quiet location in your home to limit disruptions or others listening to the sessions.
- The staff member providing instruction through Microsoft platforms will not be responsible for the physical safety of students in their homes, and this responsibility remains a family responsibility.
- We will not record any sessions and we do not provide consent to be recorded during sessions.
- All information disclosed within sessions and written records pertaining to those sessions are confidential.
- Unit 7 staff members reserve the right to end any online session at any time for any reason.

If you have any questions regarding your child's participation in these groups through Microsoft platforms or you do not want your child to participate in the instructional group, please contact your child's teacher to further discuss this support for your child.

Appendix D: Video Conferencing Guidelines

Any information is subject to change due to ISBE guideline updates.

- **Follow the same classroom rules that you would follow in real life.** Listen to the teacher. Take turns to speak. Be kind and considerate.
- **Choose your Location:** Find a quiet place with a school appropriate background. Make sure nothing is distracting.
- **Dress Code:** During any live interaction through video conferencing, students will be expected to follow all school handbook policies, which includes appropriate dress
- **If requested by your teacher, turn off your video:** Only your name should be shown within your video screen.
- **Mute your microphone (mic):** Keep your mic on mute until the teacher calls on you and it is your turn to speak. This will reduce background noise.
- **Raise your hand!** Use the Raise Your Hand feature and unmute your mic when the teacher calls on you, and it is your turn to speak. Use school appropriate language as the meeting is recorded.
- **Do NOT use the Chat feature with your class unless the teacher states it is okay to do so.** When using the chat room, write using school appropriate language. Remember that the class meeting is public, and a record of the chat is retained.
- **Using the Chat feature is prohibited** outside of classes and organizational Teams.
- **Video conferencing and Chat feature are privileges.** If you cannot use it responsibly, your access to school managed video conferencing tools will be removed.

Pro Tips

If your connection is lagging or stuttering, do the following:

- Close extra open computer apps
- Try to limit others on your WiFi while you conference
- Use headphones or earbuds with a microphone