Maryville Jen School Remote Learning Plan:
March 31, 2020

**Definition of Remote Learning by ISBE**
Remote learning is learning that happens outside of the traditional classroom because the student and teacher are separated by distance and/or time. Remote learning can be real-time or flexibility timed, and it may or may not involve technology. Real-time, technology-infused remote learning may be appropriate for one district, while flexibly timed instruction without technology is the right choice for another. Other districts might find that a plan including a blend of real-time, flexibly timed, technological, and non-technological options are the best fit for its students and families.

**Purpose**
Jen School continues its commitment to provide students with physical, social and emotional support so that each child may reach the full potential of their academic success, even when unexpected circumstances force the closure of school. In response to Illinois State Board of Education’s (ISBE) recommendations and Illinois State Governor JB Pritzker’s Executive Orders, Maryville Jen School has developed a remote learning plan to meet the learning needs of our students during this unprecedented and uncertain time.

The Jen School Remote Learning Plan is designed to accomplish three goals.
1. Ensure all students have opportunities to continue learning that focuses on critical standards for success in the current and coming school year.
2. Minimize instructional loss while maximizing resources available to students and teachers.
3. Provide students and families with routines, structures and supports to meet academic, physical educational, social-emotional, and career and vocational needs.

**Timing**
Jen School has been implementing the approved E-Learning Plan scheduled during the initial shutdown, March 17- March 31, 2020. Full implementation of the Jen School Remote Learning Plan will begin on April 6, 2020. During the week of March 30, faculty, students and families will receive training and materials for implementation.

**Attendance**
Students are expected to sign in using Google G-Suite/Google classroom/Google document with their classroom at 8:30 am daily. This morning check-in is designed to set up the daily lessons, review assignments and touch base before launching into the academic portion of the day.
Students/families who are unable to sign in using the Google Form (e.g. unable to access the Internet) can submit an excused absence similar to existing school policies and will have two days to make up any missed work consistent with the current Jen School policy unless their IEP designates more time.
Instruction
Remote Learning lessons are based on each student’s IEP and courses in which they are enrolled. This will include utilizing the Remote Learning experience as a platform for teaching strategies supporting student independence, self-advocacy, and executive functioning.

Lessons will provide instruction that can fit in during any point in the curriculum; however, teachers are encouraged to create a customized lesson and/or learning activities for the Remote Learning platform. Lessons should be shared in any of the online platforms utilized regularly such as GSuite, Google Classroom, and Blackbaud.

Students enrolled in the vocational educational programming will be provided with specially designed coursework that will be also available in GSuite, Google Classroom, and Blackbaud.

Physical education classes will be conducted through Google Classroom and Blackbaud. Students will be expected to complete independent physical education logs and complete assignments.

IEP related services
Speech and Language services will continue to be delivered through the online format.
Nursing services will be provided by the Jen School Nurse who will be in daily contact with students/families and provide support/resources as necessary.
Group/integrated social work services will continue to be provided; each of the classroom counselors will maintain daily contact via various means of communication.
INVEST/transition services will be delivered via remote learning classes that have been established in Google Classroom and Blackbaud. CWT teachers and job coaches will be providing instruction.

Communication/Availability
We expect teachers, counselors, and paraprofessionals/job coaches to be in communication with students/families throughout the Remote Learning Plan Day. Maryville Jen School faculty will communicate with students in a variety of ways, email, Google G-Suite, Blackbaud, phone, text, Google Classroom, and/or Google Meet from 8:30 am -12:00 and 1:00-3:30 pm. All Jen School faculty will be available during scheduled office hours, 2:30 – 3:30 daily.

Certified Staff Instructional Schedule
7:30-8:30: Teacher Plan/Team Collaboration Time
8:30-12:00: instruction/ related services
12:00-1:00 Lunch/ Break
1:00 – 2:30 Instruction/related services
2:30-3:30 Teacher/Counselor office hours/resource time.
Our Remote Learning Plan instructional schedule is purposely set up as an asynchronous experience to provide flexibility for both the students and the staff. Each classroom will provide students/parents/guardians specific academic schedules.

**Roles and Responsibilities**
Remote Learning can be a positive educational experience if all stakeholders participate and fulfill their responsibilities.

**Maryville Jen School**
- Implement remote learning plans.
- Communicate regularly with all stakeholders.
- Support teachers in planning and implementing remote learning plans.
- Assist families in finding resources in the community. (Academic, health, social)

**Maryville Jen School Faculty**
- Make remote learning activities available to students by 8:30 am daily.
- Be available at scheduled times to answer questions from students/parents/guardians.
- Set specific times/methods for communicating with students/parents/guardians.
- Create structure and routine.
- Provide a range of meaningful learning opportunities and resources that engages and meets the individual educational/social-emotional/vocational/physical needs of all students.
- Provide documentation of student grading, attendance, and all required IEP documentation.
- Participate in student staffings, IEP meetings, parent conferences.

**Student Responsibilities**
- Review assigned work.
- Commit to and engage in this new educational environment.
- Complete assigned work by the due date.
- Ask clarifying questions when help is needed for understanding.
- Be flexible and understanding as teachers navigate this new territory.
- Be respectful to yourself, teachers and peers.

**Parents/Guardians Responsibilities**
- 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.
Grading - Scoring and Feedback
The Illinois State Board of Education (ISBE) released information on how schools should operate during the newly defined Remote Learning Days, including guidance on how teachers can continue to score assessments and provide grades for students. What is most important is that teachers continue to provide students with meaningful feedback that supports their ongoing learning and academic growth. The recommendations for grading are based upon the principle of no educational harm to any child. For continuity, consistency and in the best interest of our students at this time the following options to address grading will be followed:

Requirements to Pass Courses
Receive a passing grade in the course (A, B, C, D), and show growth on major assignments.

Action needed in the case of “Incomplete” grade
Students will be re-enroll in that course to remove the “Incomplete” grade from their transcript and receive credit for the course. Students will be given credit for work completed prior to the implementation of Remote Learning. The student must complete and pass the course.

Transition Back to On-Site Instruction
This will be an important aspect as to when we are able to return to face to face instruction. However, right now, our focus is to provide the very best learning opportunity for our students, additional supports for our students and families, for our faculty and their families. When it is safe and appropriate for schools to re-open, a formal transition plan will be shared with students, parents, guardians and all other stakeholders via email, the Jen School website, and other social media sites and US mail.