



# Remote Learning Days Q&A Webinar

March 29, 2020

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## Timeline

- Moving into Remote Learning Days **or** Remote Learning Planning Days
- Districts may use **five** Remote Learning Planning Days at any time
- In-person instruction suspended through at least April 7
- Governor, in consultation with public health officials, will determine timeline for resuming on-site learning

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## **No Need to Make Up Days & Attendance Method Suspended**

- All Act of God Days March 17-30, all Remote Learning Planning Days, and all Remote Learning Days count as actual student attendance days
- Absolutely no need to make up any days
- ROEs/ISCs will work collaboratively with districts on calendar submissions in June
- Executive Order 2020-15 suspends the method for calculation of daily pupil attendance

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## Remote Learning Plans

- Each district must have a plan to:
  - Provide instruction to all students that, when applicable, reflects state standards
  - Allow students to confer with educators
  - Address needs of students with disabilities, English Learners, students experiencing homelessness, and other vulnerable students
  - Transition back to on-site learning
- Can meet requirements through Remote Learning Day Plan **or** E-Learning Plan
- Must mutually agree on work with collective bargaining units
- Must post plan on website

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## Ultimate Aim

- A focus on keeping children emotionally and physically safe, fed, and engaged in learning should be our first priority
- All students have opportunities for continued learning that focuses on critical standards
- Minimize instructional loss
- Students and families are given routines and structures to ensure they stay connected to schools and to learning

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## Recommendations for Grading

- Grade based on principle of “no educational harm to any child,” for example: Pass or Incomplete
- Grades may only increase students’ academic standing
- When possible, allow students who receive an Incomplete the opportunity to make up content (e.g., when on-site learning resumes, during summer, or during August)
- Grading as feedback and communication to support learning, not as instrument for compliance

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## Recommendations for Instruction

- Engage multiple stakeholders and encourage cross-curricular collaboration
- Develop clear plan for communication with students, families, and staff
- Provide ongoing staff development, including surveying for needs, training on trauma and stress, establishing teacher leaders, and making resources and examples available
- Establish consistency through clear goals – with flexibility in pacing and assignments

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## Content Selection & Delivery

- Make content selections with age-appropriate expectations for time of student engagement
- Tap into students' interests, readiness levels, and learning styles
- See full recommendations for suggested activities and specific considerations for grade bands and student groups
- We recognize digital divide – more than 80 percent of districts say they are using a mix of both digital and non-digital content. Delivering remote content is a skill that must be developed.

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## Whole Child

- Remote learning should support social-emotional, as well as academic and linguistic, development
- Consider students' home/family context – students who are home alone, who are caretakers, who are working, whose parents speak a language other than English
- Consider students' mental health – students who are coping with loss and stress
- Plan for possible illness among staff, students, or families

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**Visit [www.isbe.net/covid19](http://www.isbe.net/covid19)  
for full Remote Learning  
Recommendations.**

Type questions into webinar portal.

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