

GRUNDY COUNTY SPECIAL EDUCATION COOPERATIVE (GCSEC) REMOTE LEARNING PLAN (RLP)

1. GENERAL INFORMATION

- Remote Learning Planning Days will be utilized on March 31st through April 3rd to develop the RLP in collaboration with our collective bargaining units.
- Student remote instruction will begin on Monday, April 6th.
- The student's case manager/instructional leader will be coordinating remote learning with paraprofessionals, itinerants and related services staff.
- Case managers will be responsible for reaching out to their student's parents in order to obtain contact info. (i.e. parent/student email, technology requirements, etc.)
- Check for the availability of school supplies for your students. We can arrange to get supplies to them if needed.
- IEPs remain in place and should direct students' remote learning.
- Express or Paperwork Re-Evaluations should proceed via phone conference or video conferencing.
- Initial evaluations or re-evaluations that require face-to-face assessments should be postponed until school resumes.
- Meetings will be held electronically, via Google Hangouts, Zoom, phone conference, etc. However, nothing may be recorded through these apps., including instruction for students.
- Keep detailed documentation using the GCSEC e-Learning Log.
- Share your GCSEC e-Learning Logs with your coordinator
- Send your lesson plans/therapy plans to your coordinator weekly
- Related Service Providers: make contact with families/students at least every other week

2. REMOTE LEARNING INSTRUCTION

- Instructional plans should be written and disseminated to students on Mondays for the entire week. (For Monday of the following week).
- Related services staff and itinerant teachers should consult with the student's case manager in order to gauge instructional workload, as well as to eliminate any redundancy of instruction.
- Teachers will use a variety of instructional methods to engage students such as: Google classroom, online curriculum, work packets and other methods depending upon parental preference and student access to electronics and internet.
- Teachers will communicate with parents via email, text message, mail, and phone calls to discuss specific expectations for their child, at minimum, on a weekly basis. Our technology staff can provide you with

“Telephone Masking” which allows you to use your personal phone however the caller i.d. will indicate that the call is coming from the cooperative office.

- Teachers will be available to answer questions from students and parents using any available means during the hours of 9:00 am - 2:00 pm. Teachers will be available to administrators from 8:00 am - 3:30 pm.
- Students are assumed to be present. Teachers will maintain attendance records. Parents should communicate absences with the school and case manager.
- Students may submit their work electronically using Google Sheets, taking a picture of their completed assignment and emailing or texting or any other available means to the case manager.
- Grading cannot harm students, however, failure to complete work can result in an incomplete grade which can be made up during the summer or on a later date when face to face instruction resumes.

3. ENGAGEMENT CONSIDERATIONS

- Take into account that students are receiving different and often reduced levels of support than they are accustomed to (no 1-1 paraprofessional assistance and other resources and supports made available in the classroom).
- Students may need time to adjust to Remote Learning.
- Time expectations should not be exceeded and be clearly communicated to parents and students.
- Instruction should allow for flexibility since some students may be required to take care of their younger siblings while parents are at work.
- Some students may have limited or no access to internet or electronic devices.
- May be required to share electronic tools.
- May have difficulty focusing due to added stress, illness, or other concerns.
- Limited language barriers.
- Document all contacts and attempts of contact to parents and students using the GCSEC e-Learning log. Do not rely on only one method of contact to communicate as all households may have diverse accessibilities.

Suggested Minimum and Maximum Engagement Time for Students

| GRADE LEVEL | Minimum | Maximum | Recommended Length of Sustained Attention |
|-------------|---|---|---|
| Pre-K | 20 minutes/day | 60 min/day | 3-5 minutes |
| K | 30 minutes/day | 90 min/day | 3-5 minutes |
| 1-2 | 45 minutes/day | 90 min/day | 3-5 minutes |
| 3-5 | 60 minutes/day | 120-=- min/day | 10-15 minutes |
| 6-8 | Class 15 minutes/day Total 90 min/day | Class 30 minutes/day Total 180 minutes/day | 1 subject area or class |
| 9-12 | Class 20 minutes/day Total 120 minutes/day | Class 45 minutes/day Total 270 minutes/day | 1 subject area or class |

Please refer to the Remote Learning Recommendations provided by ISBE for additional guidelines and assistance.

<https://www.isbe.net/Documents/RL-Recommendations-3-27-20.pdf>

4. TELEPRACTICE GUIDELINES

As a related service provider, if you are going to provide teletherapy do the following:

- Obtain parent consent (contact Carol Senica for form)
- Send your coordinator an invite to the session
- Do not record the session

5. EXPECTATIONS FOR PARAPROFESSIONALS

- Assist teachers with review materials
- Participate in classroom meetings with staff
- Participate in video conferences with students
- Engage in Professional Development (GCN trainings)
- Grade assignments
- Support related service personnel

6. PERSONAL OR SICK DAYS

- Staff may continue to use sick or personal days during the remote learning period, and do not need to keep office hours.