



2020 - 2021 Remote Learning

Remote Learning is any learning that happens outside of the traditional classroom because the student and teacher are separated by distance and/or time. This learning can be real-time or flexibility timed, and individual lessons may or may not involve technology. The following plan was created with guidance from the Illinois State Board of Education, the Hollis teaching staff and administration, parent feedback, and current best practices regarding remote instruction.

The full remote option is for students who will not be attending school in-person due to the COVID 19 pandemic. This option will allow students to still receive high-quality instruction from the teachers at Hollis. The full-time remote learning option will be a combination of two types of learning: synchronous and asynchronous learning. Synchronous learning will consist of real-time learning activities between the teacher and the remote learner (i.e. viewing live lessons on a platform like Google Meet, attending virtual class meetings, real-time student-teacher check-ins, etc). Asynchronous learning will consist of elapsed time learning activities (i.e. viewing pre-recorded lessons, completing a reading and responding to questions posted by the teacher, etc).

While this will vary among grade level bands (K-2, 3-5, 6-8), students will be expected to attend live lessons when possible. Any live lessons will also be available on-demand at the end of the school day. Grade level teachers will provide specific expectations for student learning and engagement. Pending student photo/video release forms, remote learners may or may not have access to fully engage via video with all classmates.

Choosing the Remote Learning Option

- The remote learning option is available to all students, K-8.
- Parents will be asked to choose between in-person instruction and the remote option when completing 2020-21 registration.
- The remote learning option will require a 9-week commitment. At the end of the first quarter, students and their parents will be able to evaluate their situation and make another decision for the second quarter.

Student Expectations & Responsibilities

Student expectations will look different from the expectations in Spring 2020.

- Complete your attendance form daily.
- Check-in daily for lessons and assignments. Teachers will either post coursework daily or at the beginning of the week. Teachers will post to the established classroom platform (i.e. See Saw, Google Classroom, Facebook).
- Follow your teacher's instructions on how to complete assignments and submit work.
- Complete all assigned work to the best of your ability.
- Attend and engage in as many live classroom lessons as possible. This will help bridge the gap between remote learning and in-person instruction. It will also help create a sense of classroom community between the two learning platforms.
- Contact your teachers with questions regarding an assignment. Teachers will be available during office hours each day (M-F) and throughout the day when possible. Students should reach out via email or post questions to the online platform.

Parent/Guardian Expectations

No one expects parents to become full-time teachers or content matter experts. Instead, you will now become your child's learning coach. There are several key steps you can take to support your child as they navigate through a new style of learning.

- Emphasize the importance of learning and education.
- Stress to your child that a little struggle is ok. Becoming an independent learner takes time and lots of practice.
- Create a daily routine for your child. Help organize assignments and assist your child with a plan to accomplish the assigned work.
- Create a designated space for your child to complete work. This space should be quiet and free from distractions.
- If your child is unable to complete the daily attendance form, assist your child with this process and strive to submit it daily by 9:30 AM.
- After living and working at home, we all need to let off a little steam. Encourage physical activity and exercise between classes and assignments when possible.

Teacher Expectations

Teachers will be responsible for providing the traditional curriculum to students in the classroom and to those who are learning remotely.

- Post assignments, lessons, and coursework daily.
- Provide timely feedback to students.
- Choose a user-friendly platform to post coursework. The platform should be one that can easily be accessed by students and/or parents/guardians.
- Be available during your posted office hours to assist remote learners with troubleshooting any assignments or providing assistance.
- Check your school email and student engagement platform as much as possible throughout the day.
- Respond to student questions in a timely manner. Student questions that are posed during the school day hours should be answered that day. Questions that are asked after established office hours may be answered the following day.

Instruction & Grades

- To every extent possible, remote learners will follow the same curriculum, pacing, assessments, and expectations as those students learning in-person. This includes due dates for work.
- The amount of time students are to be engaged with the material will vary based on grade level and subject area, but the total daily instructional time will be approximately 5 hours. This includes any and all time a student spends to complete work (viewing live or recorded lessons, communicating with a teacher, troubleshooting an assignment, completing required readings and assignments).
- Students who choose the remote learning option will follow the traditional grading policy.

Attendance Procedures

- Daily attendance must be recorded for students who choose remote learning. Students/parents will be expected to complete an attendance form daily by 9:30 AM. This will allow the student to be marked present for the school day.

***Hollis Remote Learning Plan is a fluid document that can change at any time. Administration has the right to change the plan based on guidelines established by IDPH, CDC and ISBE.**