



Revised 9/7/2021

Remote Learning Plan for High Road Schools
Updated September 2021

Purpose

The High Road Schools support continuity of learning for all students. Due to the previous unprecedented shutdown of all schools due to the COVID-19, and the potential for additional school closures, High Road Schools are prepared to provide remote learning opportunities at home for our students, which we are referring to as our Remote Learning Plan. We have built the capacity for all High Road programs to successfully implement this program in the best interest of our students. Remote learning cannot replace students' experience in the school communities with their teachers, therapists, support staff, administrators, and peers. We must all pull together-parents and caregivers, students, the community, and of course, our educators and staff-to help students continue their learning during any school closure, or during periods of time when in-person instruction is not an option for a student(s).

In order to address the needs of ALL High Road students, during times when a student is unable to attend school in-person for any reason, a combination of digital and non-digital access to instructional content, including online resources and student work packets will be utilized. The resources and materials will address both academic and clinical domains (Speech/OT/SW). This remote learning plan will be implemented for all High Road therapeutic day schools:

High Road School of Belvidere
High Road School of Hoffman Estates
High Road School of Mt. Prospect
High Road School of Naperville
High Road School of Quad Cities
Northwest Center for Autism at High Road School
High Road School of the South Suburbs
High Road School of Bloomington
High Road School of Peoria

This remote learning plan will be implemented during any mandated school closure, or during any identified period of time a student or full classroom is not able to attend school in-person. High Road Schools will consult with a student's home district when remote learning is considered an option for a student.

Attendance

Mandated School Closure:

Participation in continued learning is the expectation and utmost goal for all High Road students during any remote learning period. **Instructional lessons and therapy sessions will be live streamed utilizing Google Meet, Zoom, Doxy, or via Teletherapy. Daily attendance and engagement of students is expected.** Daily student attendance/participation will be recorded in the High Road Schools' internal tracking logs and will be reported to serving public school districts.

Classroom Quarantine:

Participation in continued learning is the expectation and utmost goal for all High Road students during any remote learning period. If a classroom is required to quarantine, **classroom instruction and therapy sessions will be live streamed utilizing Google Meet, Zoom, Doxy, or via Teletherapy, following the current classroom/therapy schedule. Daily attendance and engagement of students is expected during this remote learning time period.** Daily student attendance/participation will be recorded in the High Road Schools' internal tracking logs and will be reported to serving public school districts.

Other identified periods of time when a student is not able to attend school in-person:

Participation in continued learning is the expectation and utmost goal for all High Road students during any remote learning period. **Classroom instruction and therapy sessions will be live streamed utilizing Google Meet, Zoom, Doxy, or via Teletherapy, following the current classroom/therapy schedule. Daily attendance and engagement of students is expected whether students are participating in classes in-person, or remotely.** Daily student attendance/participation will be recorded in the High Road Schools' internal tracking logs and will be reported to serving public school districts.

Instruction

Mandated School Closure:

Instruction during remote learning will be provided synchronously with live streamed instructional lessons and therapy sessions. **Students are expected to follow the daily classroom/therapy schedule remotely, and attendance/participation on live stream instruction is required.** Platforms such as Google Meet, Zoom, Doxy, and Tele therapy will be used to deliver instruction/related services. Asynchronous learning will be incorporated to supplement teaching and learning; however, the basis of instruction will be provided via live streaming of lessons/therapy sessions.

Each student's individual programming will be based on IEP benchmarks and goals and support academics, social/emotional learning, vocational skills, and overall health/well-being. Instructional materials provided will be differentiated to specific levels and learning styles of each student. In addition to academic lessons, real-world and authentic learning activities will be incorporated in students' educational programming.

Access to numerous online resources and curriculum will be shared with students/families. In the rare event technology is not available, teachers and therapists will prepare work packets to be mailed to student homes via US mail or to be picked up by parent/guardian. Given that our students rely on structure and consistency, teachers and therapists will work with families to develop schedules and

structure in the home environment. All work provided to students must be returned for assessment and grading. Failure to return completed work will negatively impact student grades and progress in their educational programming. In addition, teachers and therapists will schedule daily calls with students and parents who are participating in school via work packets. The purpose of the calls is to evaluate student progress on work completion, comprehension of material, direct instruction of material, and to check on overall health and well-being. Student attendance will be monitored through daily contact and work completion/submission.

Below is a sample outline of resources to be utilized in High Road remote learning plans.

<p>Online resources (Language Arts, Math, Science, Social Studies, Integrated Fine Arts, Gross Motor/PE, Vocational, SEL, Podcasts)</p>	<p>Online resources <u>include, but not limited to</u>: Lalilo, GreatMinds, Khan Academy, Lexia, GoMath, Holt McDougal, Think Central, Hi/Lo Reading, Wordly Wise, Zearn, Prodigy, Dreamscape, Readworks, Typing.com, Study Ladder, code.org, Epic Reader, Channel 10; Youtube videos (including teacher made videos); Dojo; Reading A-Z; Scholastic, News2You, Eureka Math, IXL, Education.com, Attainment, Boosterthon, National Geographic Kids, RAISE, Banzai</p> <p><i>*Additional online resources attached</i></p> <p><i>*Teachers will determine most appropriate online resources for individual students and corresponding lessons/activities</i></p>
	<p>PLATO Edmentum Curriculum, including Exact Path and Study Island</p> <p><i>*Student account access will be provided</i></p>
	<p>Zoom video conferencing</p>
	<p>Material presentation/communication platforms including Classroom Dojo, Google Classroom, Seesaw</p>
<p>Take Home Educational Materials (Teachers)</p>	<p>Include but not limited to worksheets, short stories/comprehension questions, research projects, current events questions corresponding to live news on TV, simple science experiment w/ directions/comprehension questions, flashcards, picture/visual materials, mini schedules to be used with activity completion, calendar materials, file folder activities, art projects, task analysis</p> <p><i>*Individual student packets/resources will be sent home with students, via email, and/or US mail</i></p>
	<p>Packets will focus primarily on IEP goals with additional classroom activities included;</p>
	<p>Parent/guardian daily sign off sheet to document activity completion</p>
<p>Take Home Therapeutic Materials (Clinical Team)</p>	<p>Packet materials Therapy Resources/Activities/Assignments (Speech/OT/SW)</p>
	<p>Doxy.com/Teletherapy</p>
	<p>Visual supports (i.e. schedules, picture cards, task analysis, etc.)</p>
	<p>Support to families with access to basic needs, ex. food banks, food grab-and-go from their local school, etc.</p>

Vocational Resources	Written and visual task analysis (differentiated)
	Data tracking forms
	Online resources to support financial literacy skills, advocacy, independence, self-determination, independence
	Interest inventories
	Teacher-made visual modeling instructional videos/Youtube instructional videos
Physical Education Resources	Online resources such as Go Noodle, yoga websites, etc.
	Movement packets with games and gross motor activities (leveled)
	Teacher-made gross motor videos/PE activities
Additional Resources	Leveled COVID-19 and “At Home” social stories for students
	Teacher/therapist access via “check-in” phone calls and/or zoom conferencing with students/parents
	Daily email blasts with COVID-19 resources, school updates, academic and therapeutic activities,
	Food service options including district locations/times, other food distribution centers
	Administrator, teacher and therapist access via phone and email; daily communication with students/families via phone and email

Classroom Quarantine

Should a classroom be required to quarantine, immediate instruction via remote learning will be provided synchronously with live streamed instructional lessons and therapy sessions. **Students are expected to follow the daily classroom/therapy schedule remotely, and attendance/participation on live stream instruction is required.** Platforms such as Google Meet, Zoom, Doxy and Teletherapy will be used to deliver instruction/related services. Asynchronous learning will be incorporated to supplement teaching and learning; however, the basis of instruction will be provided via live streaming of lessons/therapy sessions.

Each student’s individual programming will continue to be based on IEP benchmarks and goals and support academics, social/emotional learning, vocational skills, and overall health/well-being. Instructional materials provided will be differentiated to specific levels and learning styles of each student. In addition to academic lessons, real-world and authentic learning activities will be incorporated in students’ educational programming. When the quarantine period has expired and it is safe to return to school, students will transition back to in-school learning.

Other identified periods of time when a student is not able to attend school in-person:

Instruction during remote learning will be provided synchronously with live streamed instructional lessons and therapy sessions. **Students are expected to follow the daily classroom/therapy schedule remotely, and attendance/participation on live stream instruction is required.** Platforms such as Google Meet, Zoom, Doxy and Teletherapy will be used to deliver instruction/related services.

Asynchronous learning will be incorporated to supplement teaching and learning; however, the basis of instruction will be provided via live streaming of lessons/therapy sessions.

Each student's individual programming will be based on IEP benchmarks and goals and support academics, social/emotional learning, vocational skills, and overall health/well-being. Instructional materials provided will be differentiated to specific levels and learning styles of each student. In addition to academic lessons, real-world and authentic learning activities will be incorporated in students' educational programming.

Instructional Platforms

Mandated School Closure, Classroom Quarantine & Other Identified Periods of Time When a Student is Not Able to Attend School In-person:

High Road Schools recommend common platforms for communication and instruction. High Road Schools utilize various platforms such as ZOOM, Google Classroom (Google Hangouts), Seesaw, and Dojo, for remote engagement and communication.

Grading/Assessment

Mandated School Closure, Classroom Quarantine & Other Identified Periods of Time When a Student is Not Able to Attend School In-person:

Access to educational continuity, skill development, and active participation in learning are the goals of the High Road remote learning plan. Schools will adhere to traditional grading requirements for completion of assignments, assessments, and other classroom instructional strategies that were followed pre-COVID mandated school closures. Educational growth, including student grades, will be assessed in an inclusive manner using a variety of resources including:

1. Submission of work assignments/tasks;
2. Direct instruction/observation via Zoom or other platform;

Combined with:

- Phone calls with student (demonstrate knowledge, answer questions, etc.)
- Portfolio of evidence

High Road Schools will track IEP benchmark/goal progress and provide progress updates quarterly for students. In addition, midterm and quarterly grades will be provided to parents/guardians and districts.

Student Government/Status

Mandated School Closure, Classroom Quarantine & Other Identified Periods of Time When a Student is Not Able to Attend School In-person:

Students participating in remote learning are expected to adhere to the same behavior norms and expectations that apply to students who attend school at the school building. Whether participating in school or remote learning, students are expected to:

- attend and participate in all scheduled classes/therapy sessions/activities
- attend and participate in Townhouse and GGI sessions
- adhere to all behavior norms
- serve as a role model for peers and redirect/support peers when necessary
- adhere to the academic norms

Communication/Availability

Mandated School Closures:

During mandated school closures, all staff are expected to be available and in communication as needed with direct supervisors, students and stakeholders throughout the duration of the remote learning plan. Weekly virtual or teleconference resource and team meetings will be scheduled to keep the lines of communication open for all staff. In addition, staff expectations are to monitor their emails three times per day, and participate in all scheduled educational lessons and required virtual/conference meetings. Teachers will also establish daily virtual office hours to help support students. Virtual Townhouse and GGI session offerings will be scheduled to ensure that student/staff relationships remain strong. These recommended daily Camelot process will also continue to support our students' SEL growth needs. Research has shown that providing virtual engagement opportunities to a remote learning platform ensures high level teacher engagement, content engagement, and student engagement with one another. Remote learning best practices reveal that daily touch points, virtual asynchronous, and live virtual synchronous are also great ways to supplement the suggested online learning platform.

During mandatory school closures, it is critical for High Road team members to maintain consistent communication with students/families and stakeholders during any period of remote learning time. In order to fully support continuity of education, High Road school staff are required to have multiple touch points with students/families. All attempts and completed points of contact for each student will be documented. Staff members will be available daily during the hours 7:30 am-3:30 pm via phone, email, or digital conferencing. Additional accessibility may be provided based on student/family needs and circumstances. High Road will work with home school districts to provide translators to all non-English speaking parents/families. **It should be noted that communication schedules may fluctuate based on guardian/family requests, availability, and preferences.**

Daily: Campus email/blog
Campus Website
Teacher email/blog/phone call/Zoom conference/Google Meets
Therapist email/blog/phone call/online Teletherapy

Weekly: Expressive therapy email/blog
School Newsletters
Email to partner districts
Therapist email/blog/phone call/online Teletherapy

Classroom Quarantine

During any time a classroom is required to quarantine and transition to remote learning, all staff are expected to be available and in communication as needed with direct supervisors, students and stakeholders throughout the duration of the quarantine period while following the remote learning plan. Weekly virtual team meetings will be scheduled to keep the lines of communication open for all staff. In addition, staff expectations are to monitor their emails three times per day, and participate in all scheduled educational lessons and required virtual/conference meetings. Teachers will also establish daily virtual office hours to help support students. Virtual Townhouse and GGI session offerings will follow the school schedule. to ensure that student/staff relationships remain strong. These recommended daily High Road processes will also continue to support our students' SEL growth needs. Research has shown that providing virtual engagement opportunities to a remote learning platform ensures high level teacher engagement, content engagement, and student engagement with one another. Remote learning best practices reveal that daily touch points, virtual asynchronous, and live virtual synchronous are also great ways to supplement the suggested online learning platform.

It is critical for High Road team members to maintain consistent communication with students/families and stakeholders during any period of remote learning time. In order to fully support continuity of education, High Road school staff are required to have multiple touch points with students/families. All attempts and completed points of contact for each student will be documented. Staff members will be available daily during the hours 7:30 am-3:30 pm via phone, email, or digital conferencing. Additional accessibility may be provided based on student/family needs and circumstances. High Road Schools will work with home school districts to provide translators to all non-English speaking parents/families. **It should be noted that communication schedules may fluctuate based on guardian/family requests, availability, and preferences.**

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Therapist email/blog/phone call/online Teletherapy

Weekly: Expressive therapy email/blog
School Newsletters
Email to partner districts
Therapist email/blog/phone call/online Teletherapy

Other identified periods of time when a student is not able to attend school in-person:

During identified periods of time when a student is not able to attend school in-person, it is critical for High Road team members to maintain consistent communication with students/families in order to fully support continuity of education. High Road school staff are required to have multiple touch points with students/families. All attempts and completed points of contact for each student will be documented. Given the fact that staff members will be engaged with students who are in school during the day, staff members will establish office hours before and after school, or by appointment. Additional accessibility may be provided based on student/family needs and circumstances. High Road Schools will work with home school districts to provide translators to all non-English speaking parents/families. Additional modes of communication may include:

Daily: Campus email/blog
Teacher email/blog/phone call/Zoom conference/Google Meets
Therapist email/blog/phone call/online Teletherapy

Weekly: Expressive therapy email/blog
School Newsletters
Email to partner districts
Campus Website
Therapist email/blog/phone call/online Teletherapy

Two-Way Communication

Mandated School Closure, Classroom Quarantine & Other Identified Periods of Time When a Student is Not Able to Attend School In-person:

Due to the current situation with COVID19, we are recommending that we proceed in a manner that we believe is in the best interest of our students, or families, and our communities. We know that there is a good chance that our remote learning plan could change as more national and local updates become available. As a result, we will maintain open lines of communication with our stakeholders. We rely on feedback from students/families, staff, and stakeholders in order to make programmatic changes to improve our remote learning process, as needed. This feedback will assist our schools in evaluating the overall effectiveness of our remote learning plan. It is imperative that current parent/guardian and emergency contact information is on file with the school at all times.

Student and Family Support

Mandated School Closure, Classroom Quarantine & Other Identified Periods of Time When a Student is Not Able to Attend School In-person:

Given this unprecedented situation, High Road Schools are committed to providing support to students and families during the school closure in the following ways:

- Consistent communication via email, phone calls, texts, online platforms, Remind App;
- Free online educational resources;
- Provision of necessary visual supports and other supports to be used with students;
- Information on available food locations;

- Information on community resources;
- Information on the acquisition of technology;

Staff Training/Support

High Road Schools are committed to providing training and support to team members to support distance learning. Training and support will be provided in the following areas:

- Utilization of technology;
- Utilization of identified online platforms;
- Incorporation of online resources into student programming;
- Supporting students with limited to no access to technology
- Supporting students and families

- Effective communication with parents, students, and stakeholders;
- Assessment strategies;
- Online professional development modules focusing on best practices for serving students with disabilities;

Transition Back to On-Site Instruction

Mandatory School Closures:

When the mandatory school closure ends and it is deemed safe for students and staff to return to on-site learning, High Road Schools will work with students and families to assist with the transition back to school. A specific plan which addresses the following items will be developed and implemented at that time:

- Schedule for communication to parents/students/staff regarding return to school procedures;
- Communication with districts and transportation agencies regarding return to school procedures;
- Schedule for staff to return to school to prepare classrooms, therapy rooms, and overall classroom environment for staff and student return;
- Supports for students such as social stories, visuals, virtual conferencing, etc. to support with return to school preparation and expectations;
- Plan for meal preparation to ensure breakfast and lunch food items are available upon return;

Classroom Quarantine & Other Identified Periods of Time When a Student is Not Able to Attend School In-person:

When it is deemed safe or appropriate for students to return to on-site learning, High Road Schools will work with students and families to assist with the transition back to school. A specific plan which addresses the following will be developed to meet the individual diverse needs of the student:

- Supports for students such as social stories, visuals, virtual conferencing, etc. to support with return to school preparation and expectations;
- Communication to parents/students/district regarding specific return to school procedures that are being followed by the school;

Resources:

Starting the 2020-2021 School Year: Part 3-Transition Joint Guidance
<https://www.isbe.net/Documents/Part-3-Transition-Planning-Phase-4.pdf>

Part 3- Transition Joint Guidance FAQ (July 9, 2020)
<https://www.isbe.net/Documents/FAQ-Part-3-Transition-Guidance.pdf>

ISBE Coronavirus Updates and Resources
<https://www.isbe.net/Pages/covid19.aspx>

Illinois Department of Public Health
<https://www.dph.illinois.gov/>

Centers for Disease Control and Prevention

<https://www.cdc.gov/>

ISBE Toolkit

http://www.isbe.net/_layouts/Download.aspx?SourceUrl=https://www.isbe.net/Documents/School-District-Fall-Reopening-Toolkit.docx