



**IN ACCORDANCE WITH ILLINOIS STATE BOARD OF EDUCATION (ISBE) GUIDANCE, DISTRICT 6 WILL PROVIDE REMOTE LEARNING FOR STUDENTS WHO HAVE A MEDICAL CONDITION, LIVE WITH A PERSON WITH A MEDICAL CONDITION THAT IS COMPROMISED DUE TO COVID19, OR CANNOT ATTEND SCHOOL PHYSICALLY DUE TO OTHER OUTSTANDING ISSUES.**

**A STUDENT MAY QUALIFY FOR DISTANCE LEARNING UNDER THE FOLLOWING CIRCUMSTANCES:**

**STUDENT HAS A MEDICAL CONDITION THAT PLACES HIM/HER AT INCREASED RISK OF SERIOUS ILLNESS.**

**STUDENT HAS SPECIAL HEALTHCARE NEEDS.**

**STUDENT LIVES WITH PERSON/PEOPLE AT INCREASED RISK OF SERIOUS ILLNESS.**



## **PROGRAM**

Zion Elementary District 6 Remote Individualized Education System

## **DESCRIPTION**

Bridges [Remote Individualized Education System] provides remote education of the core content areas for qualified students. A designated educational team will complete an individualized Remote Education Plan [REP] for the student. Students will be able to attend school remotely from home or another location outside of the school building. Students will attend remotely synchronous for their core content areas and asynchronously for exploratory subjects. Students that qualify for the remote education plan will join the class virtually through Zoom. A web camera will be mounted in the classroom allowing the virtual student to see the board and the teacher. The virtual student will have audio of the class and a direct line of communication with the teacher. Assignments will continue to be available online through Seesaw and OTUS for all students.

## **PROCESS**

Interested students/families will need to submit a completed BRIDGES application to request remote educational programming for their child. The application is available on our district website and can be completed electronically or in print. The application may be emailed, faxed, mailed, or delivered Zion Elementary District 6 Student Services office.

The review of the request will take into account the student's current and historic academic record, attendance, behavior, and any possible health concerns. Students that meet the qualification standards will commit to a semester of remote education, towards the end of that semester parents will have the option of requesting to continue with the remote education plan, if the student was successful, or return to traditional in-person learning.

Upon acceptance for participation in the program, the student's educational team will complete a Remote Education Plan [REP]. Preparation for technology supports will be activated including, but not limited to, web camera installation in core classrooms, access to online classroom portals, and verification of home/school connectivity.

## **OPPORTUNITY**

To provide an alternative educational environment for students to achieve learning success.

## PARENT COMMITMENT

As a parent, you are an integral part of your child's education. Although your child will be participating within a classroom that includes in-seat instruction, elementary-aged students need additional guidance and support from their parents/guardians. Parents/guardians are expected to:



Monitor Student Daily



Maintain Weekly Progress



Ensure Content Mastery



Help with Course Navigation

In communicating expectations, staff members must recognize the stress of the current situation and the needs of the students and families they serve, as they consider including the following points:

- Students should complete instructional activities assigned by teachers within the expected timelines.
- Students should participate in check-ins, discussions, and other communication mechanisms as expected by the teacher.
- Students should review teacher feedback and complete any follow-up activities as assigned by the teacher.
- Students and families should proactively notify their teacher or a school administrator school with any concerns about progress or additional support needed.
- Families should support students in being successful by establishing routines and habits that support their success in remote learning.
- Families should ensure that students are adhering to their school's contract for appropriate behavior on web enabled devices.

## ZION DISTRICT 6 COMMITMENT

The principal is responsible for monitoring instruction as it relates to remote learning and ensuring that expectations are clearly communicated to teachers, students, families, and other involved school staff. The principal may delegate the below responsibilities to assistant principals and other staff as needed. These responsibilities may include:

- Implement structures and protocols for checking in with the teachers and staff responsible for executing remote learning.
- Establish, in collaboration with the teacher, a mechanism for tracking student engagement and interaction, which also accounts for student attendance.
- Ensure that updates and expectations about the school's remote learning program are communicated to students and families. This includes tips for student success, directions for accessing any online platforms, escalation pathways for administrative support, and assurances about student privacy.
- Ensure that a [Special Education Remote Learning Plan](#) is developed and adhered to for all students with IEPs in the school by their special education teacher or other school based staff with knowledge of the student, and that each child's plan is shared and discussed with their family.
- Ensure delivery of services to all students who receive ELL support through remote learning.

## **SOCIAL-EMOTIONAL WELLBEING**

Building supportive relationships, creating welcoming and predictable learning environments and fostering social-emotional skill development are key strategies in attending to social and emotional needs during times of change and uncertainty. This is especially important this year as we acknowledge the distress, anxiety, fear, and other challenging emotions that families have about re-engaging in school through a remote setting.

To provide the social and emotional support that our educational communities need, our schools will continue to: build a sense of community, teach social-emotional learning (SEL) skills, and share SEL information and resources with families.

Student success comes from both academic skills and social and emotional skills—they are interlinked. Our role as educators is to create the context for academic, social, and emotional development through the learning climate. To this end, all of our school leaders will be focusing on these commitments to students during remote learning:

- Engage students in designing welcoming, safe and predictable daily routines and rituals.
- Foster relationships with and among your students using rituals and routines.
- Develop and operationalize shared agreements and expectations.
- Co-construct learning environments with social-emotional learning and equity at the center.
- Set a mutual understanding of how students will work together, communicate and interact.
- Carve out time in instructional schedules for regular class or small group circles for students to share their experiences.
- Make time for regular healing circles to help students and families to process the difficult events and emotions of the current moment and to provide mutual support.

By following these and other SEL best practices, we are working to make remote learning as supportive of an environment as possible for our students. For many students, schools are places of psychological and physical safety. During this time of uncertainty and disruption, our students may feel a sense of loss, grief, anxiety, and depression; while students who are exposed to chronic stress and trauma are especially vulnerable.

School staff are prepared to respond to student concerns via email or virtual learning following current district recommended practices as though it occurred in a school building. When there is a concern about a student's safety, well-being or mental health, staff will follow their school's crisis and/or MTSS referral process, or share their observation/report with the school principal. They will then work together with school leaders, clinical providers and behavior health team to implement the appropriate supports.

## **TECHNOLOGY DEVICES**

Students can use most technology devices that can connect to the Internet to access remote learning materials and participate in classroom activities.

The most commonly used student technology devices are:

- **Chromebooks**
- **Tablets**
- **Computers:** Windows Laptops, Apple

Once on a device, a Chrome web browser is recommended for accessing ZD6 web resources.

## GETTING A DEVICE

**Zion District 6 Issued Device:** ZD6 issues a Chromebook to each student. If you do not have internet access for remote learning, contact your school to inquire about receiving a district-issued hot spot.

If you had already received a ZD6 issued technology device, please use it. Students should return devices at the end of the school year and/or if they are transferring or graduating to a new school, or otherwise leaving the district.

**Personal Device:** Families can use personal technology devices if they already have access to one.

## INTERNET ACCESS

Once you have a technology device set up, you will need to connect it to the Internet to access classroom materials and other learning content.

## USING A DEVICE

If you are learning remotely and experiencing issues with a ZD6-issued device, you can receive support by calling the Help Desk at 847-379-0099.

## ATTENDANCE AND TRUANCY

All remote students are required to attend classes each day. Attendance is calculated as present days over membership days. This school year, in accordance with State requirements, all students must meet or exceed 300 daily instructional minutes to maintain full day attendance.

- Elementary students will have attendance taken once a day by their homeroom teacher.
- Middle School students will have attendance taken each period.

**Excused & Unexcused Absences:** If your student must miss school for some reason, please refer to the following guide on the considerations for excused and unexcused absences.

### EXCUSED ABSENSE

Student illness  
Observance of a religious holiday  
Death in the immediate family  
Family emergency with explanation  
Circumstances which cause reasonable concern for the student's safety or health; determined by principal/designee on a case by case basis  
Other situations beyond the control of the student  
Mental Health Days  
(5 maximum per year)

### UNEXCUSED ABSENSE

No contact with school  
No reason provided  
State criteria not met; is not one of the listed EXCUSED reasons for absence.

### ATTENDANCE CODES

**Remote Present**  
Student is logged in and present remotely during synchronous instruction

**Tardy**  
Student is late to the start of school or class period

**Absent**  
Student is not logged in and present for synchronous instruction.



## Process For Participation





## Remote Education Policy

This policy will ensure that the remote educational program is consistent with 105 IL CS 5/10-29. The remote educational program shall provide a remote learning option at home or another location outside of the school building for families and students that meet the qualification standards.

The remote education program shall:

- A. Align curriculum with the Illinois Learning Standards and Board policies 6:10, Educational Philosophy and Objectives and 6:15, School Accountability.
- B. Offer instruction and an educational experience consistent with the educational experience given to students at the same grade level within the district through compliance with Board policy 6:30, Organization of Instruction.
- C. Provide qualified instructors who are responsible for the following elements of the program:
  1. Planning instruction
  2. Diagnosing learning needs
  3. Prescribing content delivery through class activities
  4. Assessing Learning
  5. Reporting outcomes to administrators and parents/guardians
  6. Evaluating the effects of instruction
  7. Ensure that teachers create content that meets IDEA requirements
- D. Individual Remote Learning Plans
  1. Staff will develop a written remote educational plan addressing resources and access needs for each individual student participating in the program.
  2. A student's parent or guardian must be consulted in the development of the remote educational plan.
  3. If applicable, a student's IEP team must be consulted in drafting the remote educational plan.
  4. The Superintendent or designee will review each individual remote educational plan to approve student participation in the program when the student shows evidence of:
    - A. Enrollment in the district pursuant to Board policy 7:60, Residency
    - B. Prior approval from their individual educational program (IEP) team, if applicable.
    - C. How the remote educational program best serves the student's individual needs taking into account: living situation, medical needs of the student or person residing with the student, appropriate attendance record, disciplinary record, and academic record.
  5. Student participation will not exceed 12 months, unless the student's participation is extended by the School District.
  6. Require students to participate in all assessments administered by the District pursuant to State and Federal law and Board policy 6:340, Student Testing and Assessment Program.
  7. Align with the requirements of Board policy 7:340, Student Records.
  8. Comply with other State and Federal laws and align with all applicable Board policies. This includes the Superintendent submitting a copy of this policy to the Illinois State Board of Education along with any amendments to it and any data on student participation.
  9. Be monitored by the Board pursuant to Board policy 2:240 Board Policy Development, and included as a topic for discussion in the annual report required by Board policy 6:10, Educational Philosophy and Objectives. It shall include a discussion of the process for renewal of the program when applicable.



# Remote Individual Education System Application



**SECTION 1: COMPLETED BY PARENT/GUARDIAN**

Student Name: \_\_\_\_\_ Student PowerSchool # (if known) \_\_\_\_\_

Building Location: \_\_\_\_\_ Grade Level: \_\_\_\_\_

Address: \_\_\_\_\_

Parent/Guardian First and Last Name: \_\_\_\_\_

Phone: \_\_\_\_\_ Email: \_\_\_\_\_

**For the current school year, remote learning will be defined as the delivery of a limited amount of instructional services to the student via technology. The technology platform may be a combination of synchronous and asynchronous instruction and will not be identical to the course offerings afforded to those students who are accessing in-person instruction. In order to qualify for distance learning, the following guidelines have been established:**

- A. Eligibility for remote learning is based on current documentation from a primary health care provider (physician, nurse practitioner, physician assistant) of a student’s increased risk of severe illness, a student’s special health care needs, or a student’s status of living with a person who is at risk that makes in-person learning contraindicated.
- B. Students approved for remote learning will not be allowed to participate in clubs, sports, music, extra-curricular events, or end of year activities on an in person basis.
- C. The student’s temporary relocation to another community, state, or country is not a qualifying factor for remote learning.
- D. Students qualifying for distance learning are not entitled to compensatory services when they return to in-person instruction.
- E. Not all classes will be available to students who qualify for remote learning.
- F. Students approved for remote learning will not be required to have their camera turned on during instruction.
- G. The teacher assigned for elementary remote learning likely will not be from the student’s homeschool and may be changed if learning methods or class groupings are altered.
- H. The request for remote learning will be reviewed by a District and school level team; additional documentation may be requested to substantiate the request.
- I. The approval for remote learning will span one semester, after which time the request will need to be resubmitted or in-person instruction will commence. Requests for first semester consideration must be submitted by June 15 for upcoming school year. Requests for second semester consideration must be submitted by October 15 of current school year. Requests outside of the aforementioned dates will be considered on a case by case basis.

**I hereby request that my student receive remote instruction in lieu of in-person learning in accordance with the guidelines above. I recognize and accept these guidelines as part of my student’s remote instruction. I certify that my student will reside at the home address provided above for the duration of remote instruction.**

Parent/Guardian Name: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**SECTION 2: COMPLETED BY PHYSICIAN, PHYSICIAN'S ASSISTANT (PA) OR ADVANCED PRACTICE REGISTERED NURSE (APRN)**

Date of most recent medical examination:

Has the student, if eligible, been vaccinated for COVID-19?  Yes  No

If no, what is the reason the student has not been vaccinated? \_\_\_\_\_

**Please check if any of the following apply:**

- Student has a medical condition that places him/her at increased risk of serious illness.
- Student has special healthcare needs.
- Student lives with person/people at increased risk of serious illness.

*If this box is checked, please provide the individual's full name and relationship to the student.*

\_\_\_\_\_  
Name of Individual

\_\_\_\_\_  
Relationship to Student

**Describe medical condition(s) that precludes the student's ability to return to in-person instruction**

*(e.g., condition leading to increased risk of serious illness or special health care need):*

**Anticipated duration of the student's need for remote instruction (please check one):**

- First Semester (August—December)     Second Semester (January—May)     Entire School Year *MUST RESUBMIT APPLICATION BY 10/15*

**Other information, if applicable** (including accommodations that could facilitate the student's return to in-person instruction):

\_\_\_\_\_  
Physician Name

\_\_\_\_\_  
License #

\_\_\_\_\_  
Physician's Specialty (area of practice)

\_\_\_\_\_  
Phone

\_\_\_\_\_  
Email

\_\_\_\_\_  
Physician's Signature

\_\_\_\_\_  
Date

**Please attach supporting documentation for this request, including relevant student medical information only.**

**SECTION 3: SCHOOL DISTRICT USE ONLY**

Form Received By:

Date:

*Your request will be reviewed and you will be contacted when a decision is made on your application.*





