



Hinckley-Big Rock CUSD #429
Emergency Learning Plan: Royal Remote Learning

The remote learning plan set forth is provided to address two potential scenarios involving remote learning: (1) an emergency day, such as a snow day, and (2) an extended period of time that necessitates use of remote learning. This plan constitutes the District's Remote Learning Program under Section 10-20.56 of the Illinois School Code (105 ILCS 5/10-20.56). It is provided to comply with the Illinois State Board of Education's requirements for a documented and approved remote learning plan, including annual verification by the Regional Office of Education/Intermediate Service Center that the plan provides access for all students. HBR's creation of the plan does not guarantee that remote learning will be used for emergency days; Remote Learning Days are used instead of a scheduled emergency day and are limited to the number of emergency days built into the approved school calendar. The law requires a minimum of 5 clock hours of instruction or schoolwork and appropriate learning opportunities for all students' needs. Student work will be relevant, meaningful, and manageable. Should a circumstance, such as a power outage, not allow a student to complete the assignment, that student will be given adequate time to make up the assignment without penalty.

HBR has built a comprehensive plan for remote learning to be deployed under several different scenarios. Because the instructional needs of younger and older students differ significantly, this plan uses two distinct models: a Chromebook-based synchronous/asynchronous model for Grades 9-12, and a learning-packet/independent-practice model for PreK-8. The five areas of the plan are:

- Access - This section addresses technology and internet access as well as access to materials for each grade band.
- Instruction - This section addresses instruction under emergency and extended use of remote learning, including the Grades 9-12 Chromebook model and the PreK-8 learning packet model.
- Students with Special Needs/Accommodations - This section highlights the importance of accessible learning experiences and the development of individual remote learning plans for students with IEPs.
- Training & Communication - This section addresses the training of staff and communication about remote learning with parents and students.
- Program Evaluation - This section delineates how we will collect information and evaluate our programming.

Access

Access on emergency/remote learning days is structured by grade band:

Grades 9-12: Students will access their classroom learning platform through Google Classroom. Students should sign in to Google Classroom at 10:00 am to find their learning plan for each course. On remote learning days, the learning begins with a late start to allow teachers to post meaningful material for student learning and to allow our students and families to organize their

day. Students at these grade levels will need access to a computer and internet. Those who do not have a device at home may check one out from the school. Hot spots are also available for checkout for those who need internet access.

PreK-8: Students in this grade band are not required to use a Chromebook or sign in to a device on emergency days. Instead, each student receives an at-home learning packet (see Instruction section below) to be completed independently or with family support. A digital/printable version of each packet will be posted on the school website for families who prefer that format or need a replacement copy. Additional copies will be available at each school main entrance for families to pick up if a replacement is needed.

Equitable Access for All Students

This plan is designed so that every enrolled student, regardless of household technology or internet access, has a meaningful way to participate on a declared Royal Remote Learning day. Grades 9-12 students without home internet may check out a district hotspot in advance of anticipated closures; students unable to access the internet at all on the day of closure may contact their teacher to arrange a paper-based alternative assignment covering the same objective. PreK-8 students participate through a paper learning packet that requires no device or internet connection at all, ensuring full access regardless of household connectivity. Building administrators and case managers will identify and follow up individually with any student or family who reports a barrier to participation.

Instruction

Remote instruction may be used on emergency weather days and during periods where the building may be closed for an extended period. Remote instruction will also be made available for students with medical conditions qualifying for homebound instruction (per Section 14-13.01(a) of the Illinois School Code).

Grades 9-12: Synchronous & Asynchronous Learning

Students in Grades 9-12 will participate in the instructional day by accessing their classrooms virtually through Google Classroom, combining synchronous (live, real-time) instruction with asynchronous (anytime) activities as directed by each teacher's instructional plan.

Synchronous learning is an approach where teachers and students are online at the same time, with the teacher providing instruction at a set time, including live instruction and interaction through video conferencing. Asynchronous learning is an approach in which teachers and students are not online at the same time; the teacher provides instruction, resources, and/or assignments that students can access and complete within an assigned time block. Teachers will provide students/parents with regular communication that includes any necessary links or attachments needed for learning, and will monitor and verify each student's electronic participation throughout the day.

A typical Remote Learning day for Grades 9-12 follows this structure:

Time Block	Activity Type	Description
Independent work blocks	Asynchronous	Students complete assigned tasks in each content area at their own pace within the allowed time block
Teacher office hours	Synchronous (drop-in)	Teachers available live for questions via video conference
Submission window	Asynchronous	Students submit completed work through Google Classroom

Combined across the morning check-ins, independent work blocks, and content-area assignments for the day, the Grades 9-12 schedule is designed to total five clock hours of instruction and schoolwork, consistent with the E-Learning Day requirement under 105 ILCS 5/10-20.56.

Evidence of participation may be demonstrated through completing and submitting a Google Form (reflecting on work), emailing questions or responses, participating in a discussion board, showing evidence of viewing an instructional video, participating in a synchronous session, engaging in an asynchronous session, etc.

PreK-8: Learning Packets & Independent Practice

Students in PreK-8 will complete a grade-level learning packet in place of Chromebook-based instruction. Packets are designed to be completed independently, with family support as needed, and without reliance on a device or internet connection. Each packet includes:

- Independent reading (grade-appropriate leveled text or a choice reading log)
- Basic skills practice - repetitive, low-prep review of foundational skills already taught (e.g., letter/sound recognition and counting for PreK-K; sight words and math fact fluency for Grades 1-2; multiplication/division fluency and spelling patterns for Grades 3-4)
- One open-ended enrichment activity (writing prompt, journaling, or a hands-on math task using household items)
- For students in grades 5-8, a stand-alone learning unit will be created by the grade level team to ensure that each of the core courses is represented for learning that targets priority learning standards.

Packets are sent home at the start of the season when weather closures are most likely and refreshed periodically, or distributed within 24 hours of a forecasted closure when advance notice allows. Completed packet pages are returned to the teacher on the next attended school day; teachers spot-check for completion consistent with the independent, low-stakes nature of the practice.

Each PreK-8 packet is built to require a combined total of approximately five clock hours of instruction and schoolwork across the day, consistent with the E-Learning Day requirement under 105 ILCS 5/10-20.56, distributed across shorter, developmentally appropriate segments (e.g., independent reading, basic skills practice, the enrichment activity, and family-guided review) rather than a single continuous block.

Parents of students who are unable to participate in remote learning can call or submit an absence to their respective schools following our district's regular procedures and policies.

Students with Special Needs/Accommodations

Specialists will work with students and families to ensure appropriate learning opportunities for students with specific learning needs (e.g. students with IEPs or 504 plans). Students with special needs will have individual Remote Learning Plans as determined and designed by the IEP team, applicable to whichever grade-band model (Chromebook-based or packet-based) the student follows. Learning activities will take into account the varying needs of our student population. Special education staff and certified support staff will work to ensure to the greatest extent possible that remote learning is accessible and manageable for the students they serve. Related services will be provided via teletherapy, as appropriate, for students in the Chromebook-based model, or through adapted packet materials for younger students, to meet the unique learning needs of the students. Case managers will reach out to families and students on their caseload to provide consultation and support for remote learning. The social

worker will be available to communicate with and support parents and students on remote learning days.

Training & Communication

For short emergency closures, Royal Remote Learning days will be announced as soon as possible but no later than 6 AM using our automated calling system, social media, local news outlets, and through our website, <https://www.hbr429.org/>. The announcement will specify the grade-band expectations for that day: Grades 9-12 students should check Google Classroom for the day's schedule, and PreK-8 families should complete the at-home learning packet.

Notice will be sent via social media, website, and parent/student phone, text, or email of remote learning days. Administration will continue to work with teachers to establish and review the expectations for participation and procedures. All PK-12 instructional staff have access to a district device for Royal Remote Learning as needed for parents or students who require support throughout the day.

Should teachers or students encounter any technical issues on a Royal Remote Learning day, the technology staff and the administration will be available, as they are also working during the Royal Remote Learning day. Technology-related questions can be submitted to chromebooks@hbr429.org.

Program Evaluation

If sustained remote learning is deployed, the district will solicit feedback from parents, students, and staff regarding the program. Program evaluation may be accomplished through surveys and/or focus groups with the goal of having relevant, current information that is used to make immediate adjustments to the remote learning program as possible and warranted.

ISBE Remote Learning Program Compliance Note

This plan is submitted as the District's Remote Learning Program under 105 ILCS 5/10-20.56. Consistent with statutory requirements, the Board of Education adopted/renewed this plan following a public hearing notice at least 10 days in advance. The DeKalb County Regional Office of Education will verify, on or before September 1 annually, that this plan provides access for all students. Once verified in accordance with these procedural requirements, the plan is valid for three years, after which it must be renewed following the same public hearing process.