



Remote Learning Plan

Community Unit School District 303

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OVERVIEW

This guidance document is a revision of the previously developed and approved CUSD 303 eLearning Plan. It has been designed with the goal of supporting all of the district's stakeholders with the full understanding that the need for extended remote learning is derived from a time when our world is managing circumstances that are both unique and challenging to the educational field and all those related to it. With this in mind, this guidance document is intended to promote student engagement in learning and support student and staff health and wellness during this unprecedented and challenging time. Also, the document attempts to balance our stakeholders' needs for clear and consistent guidelines while recognizing the need for flexibility as we meet the needs of individual students as well as respond to the ongoing guidance from federal and state governmental bodies.

The plan that was created ultimately aligns with guidance from the ISBE that states:

"As educators work to implement these recommendations, we call upon everyone to assume flexibility and grace for all. At this moment, we will all need to model resilience, critical and creative thinking, thoughtful responsiveness, and empathy to ensure that students continue to grow personally, academically, and linguistically."

- [Remote Learning Recommendations During COVID-19 Emergency](#), ISBE 3/27/20

ACCESSIBILITY

Access and Connectivity

Student learning will be delivered through a District supported Learning Management System (LMS) such as Google Classroom, Schoology, Seesaw, or email, and can be completed on any device, including a District-issued Chromebook, iPad, or a home device. Learning experiences may be non-digital in nature if that makes educational sense for the unit and/or grade-level. Teachers will be available to interact with their students digitally during contractual time on the remote learning day, and students may also have the opportunity to engage with their peers via digital tools. In the event a student does not have access to Wi-Fi or a device, the District will work to support families to gain access. For students who require specialized instruction, the District's responsibility is to make sure the students and parents can access the remote learning activities/assignments, both digital and non-digital, and understand the expectations on a date prior to the actual remote learning day. Special education, related service staff, as well as building and District administration, will work in collaboration with parents/guardians to support understanding of necessary assistive technology and specialized programming supportive of student needs during remote learning.

ACADEMICS

Instruction, Learning, and Curricular Connections

Student learning activities and tasks will be aligned to the existing curriculum of Community Unit School District 303. Learning targets will align with the standards and skills of School Board approved curricula. Teachers will collaborate with their course and/or grade-level teams to develop activities/tasks aligned with the curriculum and current instructional unit. It is the expectation that the remote learning activities will be provided depending on the grade-level in accordance with the

guidelines from ISBE and District 303. ***The suggested time frames below do not include elementary specials. Additionally, EL services, special education, and/or related service minutes may be provided outside the below suggested time expectations based on individual student need(s).***

Daily Time Expectations for Students

Grade Level	Time Expectations
Early Childhood	60 minutes
Grades K-2	90 minutes
Grades 3-5	120 minutes
Grades 6-8	25 minutes per class/period
Grades 9-12+	30 minutes per class/period

Asynchronous/Synchronous Learning

As teachers plan remote learning experiences for students, the delivery method or means by which students will engage with the content or learning can vary. Teachers may plan asynchronous learning or synchronous learning experiences, which are defined below.

Asynchronous Learning: Students learn content, ask questions, and practice at different times and locations. Examples of asynchronous learning in a remote setting are:

- Pre-recorded presentations, such as slideshows and videos
- Email
- Discussion boards
- Social media groups
- Collaborative documents in Google Drive/Schoology, etc.

Synchronous Learning: Students learn at the same time by attending scheduled meetings or lessons. Examples of synchronous learning in a remote setting are:

- Scheduled time for students to share ideas
- Scheduled video conferences or group phone calls
- Live streamed lectures or demonstrations

All in person school and class rules apply to online classes. Students are not permitted to record, video or audio, during synchronous lessons. When participating in synchronous learning, students may choose to open the video and audio options to allow themselves to be seen and heard, or choose to keep these turned off and participate by viewing, listening, and using the chat options.

Synchronous Learning for Early Childhood and Elementary School

If and when synchronous learning occurs at these levels, teachers will communicate directly with families ahead of time. For students unable to attend the synchronous instruction, the lesson will be provided to students asynchronously.

Synchronous Schedule for Middle School and High School

***Please note that the below times are for synchronous learning only, meaning that this schedule only needs to be used when teachers plan for scheduled learning with the whole class. A is the first day, B is the second day, etc. In general, students will choose when to complete their assignments, whether during the regular school day or later in the day. These scheduled times are only for all group virtual meetings. Schools will inform students ahead of time as to which days are A and B.**

Times	A	B	<i>*Applied Studies, PLATO, Math Lab/MRR teachers check in with their students weekly.</i>
8:00-9:30	Business/AVID/Music	English/ELL	
9:30-11:00	Social Studies	Art/FACS/Technology Ed/PLTW	
11:00-11:30	Lunch/Break	Lunch/Break	
11:30-1:00	Math	Science	
1:00-2:30	Wellness	World Language/IP Electives/Intervention	

Social Emotional Learning

Social and emotional learning (SEL) is the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions (CASEL, 2020). Across D303, SEL standards are embedded within curricular areas. During remote learning, it is imperative staff work collaboratively to further support the SEL needs of students. Recognizing the uncertainty associated with school closures, staff must continue to foster the development of SEL skills and competencies through their instruction as well as seek to connect and support students and families in need of additional assistance.

Assessments

During remote learning students will be able to access the curriculum and instructional supports in a variety of ways and assessments will still be administered. Keeping consistent with the state rules on grading, assessments should be designed to record the accumulation of student skills, abilities, and progression through the course targets. As students engage in a variety of assessment opportunities, staff will continue to provide feedback that is meaningful and specific. Assessments may include alternative ways for students to demonstrate learning. Students that have not yet demonstrated proficiency will be provided opportunities to continue learning and receive additional feedback to demonstrate attainment of learning targets. When given an assessment students are asked to complete them in good faith using the parameters set by their teachers.

Grading

During remote learning days, District 303 will continue to use the letter grade structure for students in grades 6-12 throughout the remainder of the semester. All students should have the opportunity to redo, make up, or try again to complete, show progress, or attempt to complete work assigned prior to the remote learning period in that time frame. The emphasis for schoolwork assigned, reviewed, and completed during the remote learning period is on learning, not on compliance. D303 has defined the expectations and grading practices listed below based upon ISBE's principle of doing no educational harm to any child.

For Grades K-5:

- Students in grades K-5 will receive feedback from their teachers on students meeting state standards for their particular grade level
- Students struggling may receive additional support from educators and specialists within their school
- Our goal is to prepare students for the next level; therefore, teachers will focus on the most essential standards during remote learning
- Teachers will continue to advance in the curriculum utilizing both formative and summative assessments to drive instruction
- Teachers will report out on competencies taught prior to and throughout remote learning
- Teachers and staff will make every attempt to engage students in remote learning

For Grades 6-12:

- A student's current grade as of March 13th is maintained or improved and does not decrease, provided the student demonstrates continued engagement and ability at a passing level
- Teachers will continue to advance in the curriculum utilizing both formative and summative grades, but neither can lower a student's grade from March 13th
- Students may earn an "I" (incomplete) or "C" (complete) for assignments not graded to communicate to families, including any work assigned between March 16th and March 27th
- If a student was earning an "F" as of March 13th and has not improved their grade by the conclusion of the semester, that student will receive an "I" (incomplete) as a semester grade
- If a student earns an "I" (incomplete), they will be expected to complete the learning requirements by the end of the first semester upon returning to in-person learning, with the exceptions of seniors. Seniors must resolve an "I" (incomplete) to a grade of A, B, C, or D at least five days prior to graduating
- Our goal is to prepare students for the next level; therefore, teachers will focus on the most essential standards during remote learning
- For a student to maintain or improve their current grade, they must engage and complete all expected assignments and assessment required by the teacher and demonstrate proficiency of standards
- Students struggling to maintain or improve their grades may receive additional support from educators within their school
- Teachers and staff will make every attempt to engage students in remote learning

- Grading scale:

Grading Scale for Grades 6-12		<i>* All students earning a 59% and below will receive a grade of Incomplete and be required to demonstrate proficiency of essential standards.</i>
A	90-100%	
B	80-89%	
C	70-79%	
D	60-69%	
I*	59% and below	

Early College: AP and Dual Credit

Advanced Placement (AP) (Subject to change as additional guidance is released)

For the 2019-2020 AP exams, students will take a 45-minute, online exam at home. For the most up-to-date and course-specific exam information, please visit the [CollegeBoard website](#) or the [Student AP website](#). It is the expectation that AP students take the AP exam(s) and will support students in being successful. Based on current information from the CollegeBoard, colleges and universities will accept the AP exam scores as administered this year for credit or placement.

Dual Credit (subject to change as additional guidance is released)

The Illinois Board of Higher Education, Illinois Community College Board, and Illinois State Board of Education developed the below guidance to advise secondary and postsecondary institutions in Illinois on supporting and accommodating students who are enrolled in dual credit courses during the COVID-19 public health emergency. The joint guidance can also be found [here](#).

In High School Dual Credit Courses (taught by high school faculty)

For those dual credit courses that are taught by a high school instructor, remote instruction that takes place must still meet the standards for college credit. So long as coursework is being completed in these courses, students should receive credit for that work. If the high school lacks the capacity for online, alternative, or remote instruction, it is the agencies' recommendation that the college work with the high school to share any online resources/platforms needed to ensure student success.

On College Campus Courses (full and part time)

The institution of higher education should work with the high school to transition those students to online, remote, or alternative delivery options, consistent with the direction of both systems at this time.

Career and Technical Education (*dual credit courses typically delivered in person but currently being delivered online through an alternative format or via remote instruction after March 17, 2020*)

In the event that students are able to resume in person instruction at the high school or institution of higher education campus and complete the hands-on competencies as a part of the course, the high school and institution of higher

education should ensure that instructors and students are exercising social distancing practices. If after April 7, 2020, the college were to resume in-person instruction but the high school did not, opportunities to bring students on campus to complete the hands-on competencies as a part of the course should be implemented. If the high school were to resume in-person instruction but the institution of higher education did not, students should be allowed the opportunity to complete the course and/or the hands-on competencies as a part of the course at the high school, even if this is outside of normal timelines. Institutions of higher education and high schools should work together to finalize these plans.

For Students Who May Not be Able to Complete a Course Within the Current Semester Framework

Students unable to complete the dual credit course within the semester timeframe may be given the option to receive an "Incomplete," with an individual plan to complete that work as soon as possible, within the context of the credit granting higher education institution's policies for completion of coursework. For all students who are unable to complete a dual credit course through a community college or four-year college or university, the instructor of the course should make every effort to work with the student and, if possible, their high school counselor to contact the community college, college or university to inquire about the college or university's completion policies for dual credit courses. If an incomplete is granted, institutions of higher education and high schools should work together to support all students with the development of an individual plan for the completion of a dual credit course, with a focus on students who are expected to graduate in the spring of 2020.

For Students Who Wish Not to Continue Dual Credit Credit, Given Challenges Associated with COVID-19 Pandemic

Recognizing that students may be experiencing varying mental and physical health challenges at this time and may have very different access to supports and technology at home, grading should strongly consider the principle of "No educational harm to any student." High schools and institutions of higher education should be actively engaged with each student to ensure he/she is not penalized by this situation. With oversight authority from the Illinois Community College Board and the Illinois Board of Higher Education, the Dual Credit Quality Act was enacted to protect the academic standing of students. *See 110 ILCS 27/15: Sec. 15. Student academic standing. Institutions may adopt policies to protect the academic standing of students who are not successful in dual credit courses, including, but not limited to, options for (i) late withdrawal from a course, or (ii) taking the course on a pass-fail basis, or both.*

Professional Learning

Continual professional learning on technology use occurs throughout the year for all staff in Community Unit School District 303. Similarly, the staff understands how to use age-appropriate digital resources for student work and collaboration. As all staff have a role in supporting each other, staff within various roles such as Technology Integration Specialists, Instructional Support Coaches, Teachers on Special Assignment (TOSAs), interventionists, LRC Directors (Librarians), Reading and Math Specialists, Team Leaders, Lead Teachers, and district technology support will be available to support staff in the implementation of Remote Learning and on Remote Learning days.

ISBE has released a Notice of Emergency Rules in conjunction with Remote Learning Days. These rules state, "Each school or district may utilize five Remote Learning Planning Days, consecutively or in separate increments, to develop, review, or amend its Remote Learning Day Plan. Remote Learning Planning Days shall be deemed pupil attendance days

for calculation of the length of a school term under Section 10-19 of the Code.” D303 has designated the following dates as Remote Learning Professional Learning Days:

April 10, 2020	April 17, 2020	*April 24, 2020
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**additional dates of May 1 and May 8, 2020 will be utilized should remote learning be extended*

During the above remote professional learning days, students will be provided an opportunity to engage in optional learning experiences to enhance their learning in content areas, social emotional learning (SEL), and/or college and career.

COMMUNICATION

Currently, Governor Pritzker has extended school closures through April 30, 2020. Families, students, and faculty/staff will be notified if the anticipated school opening date is extended.

Staff Availability

Staff will be responsive during the hours of 8am and 3:30pm. Teachers will use various means to stay connected with students, including: Google Classroom, Schoology, videos, emails, and phone calls to help the teacher connect with, reassure, and provide students with feedback and encouragement. D303 does not expect faculty and students to be actively online for all six hours of remote learning. It is an expectation that both groups check their email and respond when necessary. Students have flexibility to complete their assignments at any time; teachers will monitor and provide support/feedback during regular school hours. On Remote Learning Planning Days, staff will be engaged in professional learning activities and may not be as accessible to students.

Opportunities for Communication, Feedback, and Connection

Remote learning requires flexibility, communication, and creative problem solving. Through remote learning experiences, staff will support students in developing resiliency, perseverance, and empathy. Recognizing students may be impacted by illness, limited support from parents and a host of societal challenges, the ongoing and sustained relationship with school staff is critical to students' social-emotional well-being.

Family Assistance

The health and well-being of CUSD 303 students and their families is a priority for the district. It is important the district continue to care for the extended safety, health, and welfare of students, families, non-student children, staff, and the community at large. Specific resources to support families and students will be posted on the district website as well as shared with staff members. This includes resources for families in need of support with basic needs, crisis and mental health services, financial assistance, health care, support groups, etc.

Food Assistance

The District will provide breakfast and lunch for students who need it. Families who need assistance with meals can come to Thompson Middle School, 705 W. Main St. between 9:00 a.m. and 11:00 a.m. to get "Grab and Go" bags with up to two days worth of food. For families needing delivery assistance, please contact the District office at 331.228.2000.

Additionally, families will be provided with information on how to access food banks located in the community.

SPECIAL STUDENT POPULATIONS

At the direction from ISBE, the Office of Special Education Programs ([OSEP](#)), as well as state and federal professional associations, provide districts with guidance related to remote learning days. Districts are charged with planning remote learning instruction to ensure educational benefit for all students, including those with IEPs and 504 Plans. The US Department of Education guidelines must be adhered to during remote learning.

Special Education/504

During remote learning, students with special needs and IEPs should be given the opportunity to continue with learning that is consistent for all students. The focus of instruction should be individualized and based on the students' IEPs, their goals, the modifications, and accommodations within the IEP or 504 Plan. To ensure this differentiation occurs, there will be communication between special and general education teachers (including bilingual/EL teachers), case managers, para-professionals, and related service providers to support students in accessibility and in meeting their IEP objectives/benchmarks and goals. Educators will also ensure the curriculum is accessible and multisensory in its nature to support all learning styles and language proficiency.

Assisting students in accessing the curriculum during remote learning will be a collaborative effort, just as it is in a typical school environment. Related service professionals and paraprofessionals play a vital role in the daily instruction of students with IEPs and 504 Plans. It is essential during remote learning that these professionals are a part of the continued learning of our students. These individuals will be working in collaboration with other educators to meet the needs of students with disabilities.

English Learners

Students who are English Learners come from culturally and linguistically diverse backgrounds and include students with varying levels of proficiency in English and their home language. Remote learning will be afforded to students with a focus on their identified needs. Students will be provided with instruction that addresses the four domains of English language development: listening, speaking, reading, and writing, with an emphasis on developing oral language. Many of the digital resources that teachers use include built-in accessibility features such as options to translate into a variety of languages or to have texts read-aloud to students.

Any student receiving Bilingual services in a self-contained classroom will continue to receive instruction from their assigned teacher. Materials will be provided in Spanish to students in the Bilingual program in accordance with the District's language and content allocation. Students who receive English Language Services (ESL) will continue to be contacted and supported by their EL teacher(s). Services are based on an individual student's needs and will be determined by the EL teacher and communicated to parents/guardians as well as the student's classroom teacher(s). To ensure this differentiation occurs, there will be communication between special and general education teachers (including bilingual/ELL teachers), case managers, para-professionals, and related service providers to support students in accessibility and in meeting their IEP objectives/benchmarks and goals. Educators will also ensure the curriculum is accessible and multisensory in its nature to

support all learning styles and language proficiency.

Specific questions related to services for English Learners should be directed to the EL/Bilingual teacher, assistant principal/principal, or the Director of Staff, Family, and Student Services.

TRANSITION PLAN

Transition from Remote Learning to Onsite Learning

When transitioning from remote learning to onsite learning, students will be supported socially and emotionally, as well as academically. Upon returning to onsite learning, teachers will engage in formative assessment to help determine where students are at in relation to the standards and learning outcomes of the grade-level, content area, and/or course. Plans may be developed to help support students make gains with any identified gaps. For students who are not able or choose not to be engaged in remote learning, students will be given the opportunity to re-engage with missed content through various modalities and have the opportunity to earn credit once re-engaged in onsite learning. Professional learning supports will be put into place for staff members in order to facilitate a positive transition back into onsite learning.