

# **Greenview Remote Learning Plan**

In the remote learning plan, all students will be counted as present for learning that will take place in accordance with ISBE Regulations and policy. It is important families monitor these situations in the community and district and encourage learning to the best degree possible.

## **1. Greenview High School**

--Teachers provide a technology-based platform for instruction, Packets of Learning Materials for students who have no access to technology and in instances where teachers choose paper copies.

--Staff must be available by email from 8:00 am - 1:00 pm Monday-Friday.

--We will attempt to arrange 2 class digital meetings each week for students in classes.

--Lesson needs to be available to students through Google Classroom or other learning platforms staff has communicated to families. If no technology is available, the district will do the best possible job in providing paper based instructional opportunities.

--Students should be prepared for an average of 2 hours of work per class per week in core classes, although this can change.

--Each teacher will try to provide 2 learning goals for each course every week.

## **2. Greenview Junior High School**

--Teachers provide a technology-based platform for instruction as well as grade appropriate novels.

--Staff must be available by email from 8:00 am - 1:00 pm Monday-Friday.

--We will attempt to arrange 2 class digital meetings each week for students in classes.

--Lesson needs to be available to students through Google Classroom or by paper.

--Students should be prepared for an average of 2 hours of work per class per week in core classes, although this can change.

--Each teacher will try to provide 2 learning goals for each course every week.

### **3. Greenview Elementary School**

--Staff must be available by email from 8:00 am - 1:00 pm Monday-Friday.

--Students should be expected to complete work best they can each week.

--We will attempt to arrange 2 class digital meetings each week for students in classes.

--Instruction from home--lessons/activities sent home as possible, teacher's use Google Classroom, Class Dojo or Seesaw to communicate with families.

--Each instructor will try to provide 2 learning goals for each course every week.

--Elementary coursework will revolve around English/Language arts and Mathematics.

### **4. Staff Expectations**

--Staff must be available by email from 9:00 am - 2:00 pm Monday-Friday.

--Staff will update Google Classroom or other learning platforms with information.

--Staff will respond to student questions within that school approved program for student use or school email. Staff will not directly communicate with students through personal email, text message or personal social media. Any occurrence of this should be reported to school administration. Staff may communicate with parents with previously established means of communication (school email, Remind App).

### **5. Special Education Teachers**

--Special education and 504 students will be provided the same accommodations and modifications outlined in their IEP to the best of the staff's ability. Special education teachers will work with regular education staff to determine the appropriate modifications for any electronic/home based learning materials.

--Special education teachers will contact families to determine the appropriate methods to supply help during the assigned work times.

--Help may be provided via email, school phones, Skype, and Google Hangouts using school emails.

--Staff will NEVER visit a **student's** home unless there is administrative approval.

## **6. Educational Support Personnel**

- Assignments may vary depending on the nature of duties.
- Secretarial staff can work on site or at home if possible, this will require approval of the Superintendent.
- Teachers' Aides will receive what needed roles will be filled from the teacher they work with.
- Kitchen staff will work as needed in consultation with the Superintendent.
- Transportation staff will work as needed in consultation with the Superintendent.
- Custodians will be contacted regarding alternate assignments during this situation.

## **REMOTE LEARNING PLANNING DAYS**

As CUSD #200 staff have done an exceptional job preparing for this event; the 5 planning days granted per ISBE will be utilized at the end of this period to plan for a return for students, if that occurs. This could be for a period of 1-5 days as determined by ISBE or the Greenview Superintendent of Schools.

## **Student Learning/Grading/Assessment**

***IT IS THE GOAL OF CUSD #200 TO FOCUS ON STUDENT LEARNING. DURING THE REMOTE LEARNING TIME FRAME, STAFF WILL FOCUS ON CRITICAL COURSEWORK AND ACTIVITIES WILL SUPPORT LEARNING AND CONTINUE WITH MAJOR LEARNING THEMES IN COURSEWORK.***

CUSD #200 understands unique challenges to remote learning for families and staff. During the remote learning period, students will do their best to complete all required work. Staff understands the challenges students face and will work diligently to accommodate student learning. The focus of CUSD #200 is to at all times stay focused on learning while providing solid feedback. The grading schedule used will be:

A/B/C/D/ INCOMPLETE

Pass / Fail / INCOMPLETE will be utilized for grades in the event we cannot determine the learning progress of a student. STUDENTS WILL BE GIVEN AN EXTENDED OPPORTUNITY TO COMPLETE WORK. CUSD #200 will make choices on the final grades at the time we must submit for college transcripts or to the State Board of Education. In the event we are in a declared emergency, all students are held harmless on assessment.

Students can submit completed work either through Google Classroom (or other platform as outlined by individual teachers) or by taking a digital picture and emailing it to teachers. If doing so by email, please label it in the subject line with [Last name of student and Title of Assignment]. Otherwise, assignments will be collected and graded on the backside of this hiatus.

## **Suggestions for Additional Family Activities**

- Reading, e.g., independent reading, listening to someone else read, audiobooks
- Puzzles, Word Searches
- Write a story or in a journal
- Count money
- Draw a map of your neighborhood
- Building with blocks or Legos
- Listen to a podcast
- Watch a documentary
- Take a walk
- Dance
- Exercise
- Fine/gross motor activities
- Stretch or do yoga
- Play a sport
- Listen to music or sing
- Playing (inside or outside)
- Creative arts
- Coloring or drawing
- Imaginative play
- Meditate
- Do something you've been avoiding
- Clean up your room
- Do age appropriate chores
- Gardening
- Fix something broken
- Take care of pets or plants
- Cook or bake
- Write a letter to someone
- Play board games with a family member
- Tell jokes or riddles
- Build a fort and tell stories in it

**The Superintendent and Building Principal will provide updated information to students and families as remote learning days continue.**

## Greenview #200 Remote Learning Plan Matrix

<b>Essential Instructional Recommendations (Strongly Encouraged by ISBE)</b>			
<b>Implementation Measures</b>	<b>Implementation Methods</b>	<b>Timeline</b>	<b>Evidence/Outcome</b>
Planning for remote learning that respects the needs of all students and staff.	Paper and Pencil Digital Platforms	Beginning April 2, 2020	
Implementing remote learning that attends to the diversity of each community to ensure that all students have access to equitable educational opportunities.	-Paper and Pencil -Digital Platforms -Email and Telephone check-ins with parents -IEP students considerations	Beginning April 2, 2020	
Meticulously documenting the best efforts possible being made under the current emergency conditions with regard to students with Individualized Education Programs (IEPs) and Section 504 Plans.	-Building principal, special education teacher, SASSED Coordinator, IEP team, and Parents (or 17+ student). - Building principal will conference with SASSED prior to April 2, 2020  -Special education and 504 students will be provided the same accommodations and modifications outlined in their IEP to the best of the staff's ability. Special education teachers will work with regular education staff to determine the appropriate modifications for any electronic/home based learning materials. -Special education teachers will contact families to determine the appropriate methods to supply help during the assigned work times. -Help may be provided via email, school phones, Skype, and Google Hangouts using school emails.	Beginning April 2, 2020	
Structuring active student engagement with learning in accordance with the age appropriate thresholds presented on.	-Share the age appropriate thresholds with staff. -Engage in conversation with each staff member regarding planning	Beginning April 2, 2020	

Selecting content for remote learning that is aligned to standards, relevant, and appropriate for each student.	-Grade level virtual meetings with team and building principal	Beginning April 2, 2020	
Practicing consistent communication with students, families, and staff to understand how the health emergency is impacting them.	-Document interactions from teachers to students/parents and all two way communication.	Beginning April 2, 2020	-Email records. -A parental contact documentation record. Other methods that can be saved and accessed.

Essential Grading Recommendations			
Implementation Measures	Implementation Methods	Timeline	Evidence/Outcome
The emphasis for schoolwork assigned, reviewed, and completed during the remote learning period is on learning, not on compliance.	-ISBE's guidance on grading states that <i>no grading can not be detrimental to students' academic standing at the beginning of the closure</i> . None of the assignments or assessments that have been/will be provided for students during this closure will be factored into course grades. However, Middle School and High School students in danger of failing due to academic standing (grades) prior to the March 17 <sup>th</sup> shutdown, may request (through the building principals)	Beginning April 2, 2020	
Feedback should focus on the continuation of learning and prioritize the connectedness and care for students and staff. 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. A focus on keeping children emotionally and physically safe, fed, and	ISBE's guidance on grading states that <i>no grading can be detrimental to student's academic standing the beginning of the closure</i> . None of the assignments or assessments that have been/will be provided for students during this closure will be factored into course grades. However, Middle School and High School students in danger of failing due to academic standing (grades) prior to the March 17 <sup>th</sup> shutdown, may request (through the building principals).	Beginning April 2, 2020	

<p>engaged in learning should be our first priority during this unprecedented time.</p>			
<p>Local districts should develop alternate methods of assessment for career and technical education course work, where appropriate, including use of video, electronic submission, etc.</p>	<p>-principal will work with the CTE staff regarding how to provide alternate methods of assessment for career and technical education course work</p>	<p>Prior to Beginning April 2, 2020</p>	
<p>Dual credit policies should be developed in conjunction with partner institutions.</p>	<p>-Building Principal will coordinate with WIU personnel</p>	<p>Prior to Beginning April 2, 2020</p>	
<p>More broadly, nothing in this recommendation is intended to replace or supersede federal or state law, contracts, or collective bargaining agreements or established past practice.</p>	<p>-Understood</p>	<p>Beginning April 2, 2020</p>	