

BLUE RIDGE CUSD 18

Remote Learning Day Plan

Revised 4-8-2020

INTRODUCTION

The educational mission of Blue Ridge Schools is to promote individual and shared excellence for all students by providing every child the opportunity for a quality education in a safe, supportive learning environment in order to cultivate the knowledge and skills that will enable them to become life-long learners and productive, well balanced citizens.

This mission continues even when our students cannot attend our public school buildings. The relationship between a student, their teachers and their classmates are essential foundations for learning to occur.

Therefore, Blue Ridge CUSD 18's remote learning plan is grounded in these principles:

- Maintaining relationships is the basis for all remote learning activities
- Continuity of learning is essential for growth and development

To accomplish these principles, Blue Ridge Schools will adopt a remote learning model that:

- Gives **flexibility and autonomy** to our teaching staff to develop, modify or choose learning activities that fits the essential content of their class;
- Acknowledges that each student will have **unique learning environments** that may be fluid and need flexibility in accomplishing the goals of the class;
- Adopts the motto: DO NOT HARM. This includes the grading aspect of our teaching to include **only improvement of grades**, as recommended by ISBE.

State Guidance

This document was created based on [Illinois State Board of Education's Remote Learning Recommendation during COVID-19](#), published March 27, 2020, and based on work done by Bloomington School District 87 which was shared with Blue Ridge CUSD 18. This document will be updated as more information is available. ISBE's guidance document is referenced by page numbers in this document. We have used [ISBE COVID-19](#) website for executive orders and updates.

This document was a collaborative effort of the Blue Ridge leadership team and Blue Ridge Federation of Teachers. **All questions regarding this document should be directed to building principals.**

COMMUNICATION

Communication with Students

Our primary goal during remote learning is to give our students some stability and social interactions during Remote Learning Days. We do not want any student to feel disassociated or left out of the Blue Ridge learning experience. Blue Ridge values the safety of our students and staff. We have adopted various communication methods. The district approved communication/learning platforms include:

- District Mass Communication System
- Class Dojo
- YouTube
- Gsuite Products – Google Hangouts, Google Classroom, etc.
- Bloomz
- SeeSaw

Note: Google Hangouts will be supported by our district technology team. Zoom will not be supported.

We acknowledge that teachers have used other methods for communicating with students. During Remote Learning Days, teachers and staff are encouraged to use the communication method they have been using in your class even if it is not listed in the above chart. Repeat: Teachers and staff DO NOT need to change their current communication platform with students. Continue as you have for the remainder of this school year.

- Teachers should maintain regular contact at consistent times using consistent methods that allow students to become comfortable with that form of communication (e.g., phone calls and/or online conversations).
- **All** teachers are encouraged to **establish “office hours”** to help with consistency and also to put up boundaries for communications. The district expectation is that the teacher decides the time, method and duration of these “office hours” to fit the needs of the teacher and their students.

Communication with Colleagues

Communication is not just between a teacher/student, but also colleagues. We will have various opportunities for teams and full faculty to come together to share successes and concerns.

- The primary communication method for faculty will be email. All employees are asked to frequently check their emails for updates.
- Where possible, Zoom or Google Hangout staff meetings will be recorded for colleagues that are unable to attend the meeting at the designated time.
- We will have up to 5 Remote Planning Days to help facilitate communication and planning. The following Remote Planning Days are scheduled through the end of the

current school year, if needed: April 3, April 24, May 8, and May 22. More information will be sent out regarding plans for these days.

Student Attendance

Parents ONLY need to report their child absent if he or she is not participating in remote learning that day. Absences are reported on this form: <https://forms.gle/S6BNDtRpSN89Xtgr5>

FOOD DELIVERIES

At this time, food is delivered to each of our 3 towns from 8-10 daily. Home deliveries can be arranged if needed. Each package contains breakfast and lunch for the day. Anyone can receive food. It is free to any child 18 or younger, regardless of income or residence status. Adults may also receive food for \$4/day. Any adult who cannot afford the \$4 should contact the school and we will work to cover the cost. If any of these components of food deliveries should change, that will be communicated throughout our school community.

LEARNING MATERIAL DELIVERIES/PICKUPS

Learning materials, technology devices, and related items can be exchanged daily at any of the food delivery sites, or home drop off/pick up can be arranged if needed.

ASSIGNMENTS/LEARNING LINKS

Daily learning links are posted in a banner at www.blueridge18.org with the label “Daily Remote Learning Activities”, or you may access the assignments directly using the links provided below. Assignments will be posted by 9 a.m. If you send an email inquiry to teachers, they will respond by 10:00 a.m. and 3:30 p.m.

Schneider Elementary School:

https://docs.google.com/document/d/1_kMMU-3yptQmd7_2Ah2ysZGQxmXVrZb04Nx-6dg4Hf0/edit?usp=sharing

BRIJHS:

<https://docs.google.com/document/d/1gcmH1biksRoC7SOe7rAggLUBhYKU6guT7m2rLD0FVwg/edit?usp=sharing>

BRHS:

<https://docs.google.com/document/d/1PnxhUVZyDNaFSzjIehfvoOdQGKWnIbzYDXmoKasAdn8/edit?usp=sharing>

TECHNOLOGY NEEDS

- Students will be provided with devices as needed for their schoolwork
- Families who do not have internet access may request a district jetpack which provides home access for schoolwork.
- Technical Difficulties? Students experiencing technical difficulties with their device or school hotspot need to email help@blueridge18.org.

Information that Applies to All Grades

Key Points

1. This plan was developed using [Illinois State Board of Education's Remote Learning Recommendation Document](#) published March 27, 2020.
2. Flexibility and adaptability from all staff is expected as we develop our remote learning experiences for students.
3. No grading practices can be punitive or diminish a student's current academic grade, per ISBE guidelines.
4. Teachers, PSRP and Principals will be in regular communication with each other.

Priorities for Remote Learning Days for students and staff

- **Focus on the student's needs**
 - The relationship with a student is the most important aspect of our remote learning days. During this difficult time, we must focus on the social-emotional needs of our students.
 - Each student will have unique learning environments and they will not all be equitable. All assignments, lessons and grading should be tailored to the student's needs including special education, 504 plans and bilingual/ESL.
- **Focus on Key Concepts to continue learning**
 - Teachers will decide KEY CONCEPTS for 4th quarter. These concepts will be taught by teachers in the manner they feel is most appropriate
 - Assignments and learning will be aligned to these key concepts.
- **Focus on Improvement of grades and academic performance**
 - Student's current grade in the current system of the district is maintained or improved and does not decrease. This is provided the student demonstrates continued engagement and ability at a passing level after the transition to instructional remote learning days.
 - Teachers may choose to create contracts with individual students regarding the work they must do to earn specific grades in the 4th quarter. This may include

allowing students to complete missing assignments or redo assignments from 3rd quarter.

- Students who do not complete assignments needed to pass a class may be given an incomplete and required to make up the work through credit recovery, retaking the class, or via teacher/student contract within the following school year.

GRADING

- Grading protocols have been recommended by [Illinois State Board of Education for remote learning days](#). Blue Ridge will adhere to these recommendations during this time. The following page numbers are referencing the [ISBE Recommendation for Remote Learning Document](#):
 - “Students’ grades must not be negatively impacted during remote learning.” (page 45)
 - “Overall Goal: The focus should be on ensuring core standards are being met for success in the next grade.” (Page 49)
 - “Students...cannot be required to master and cannot be penalized for failure to master the new content” (Page 52)
- Blue Ridge acknowledges that grading and academic attainment have been intertwined in our school culture. However, during this time, we must separate the grading aspect of our teaching to include only improvement of grades.
- As of the writing of this document, we do not have clarification about final exams. We will keep you updated as more information is available.

What will grading look like?

- Although grading will be different for some teachers, the focus of the remote learning grading is on feedback and improvement.
- Teachers can enter grades into Skyward. Assignments may be marked as “no count” unless it would benefit a student’s grade.
- Teachers may create contracts with individual students to allow students to earn specific grades
- This chart is for teachers' knowledge of the remote learning grading matrix. Students will not have this chart shared with them. Students will be told that the school wants them to improve their grades and that participation in class/learning is expected.

Grading System for Remote Learning 4 th Quarter grades		
3 rd Quarter (<i>grade entered into Skyward for January-March work</i>)	Student’s Remote Learning Activities/Participation	Final Grade for 2nd Semester*

F	Does not do any work	Final grade is Incomplete **
F	Works to improve grades, participates in assignments	D, C, B, A depending on work level
D, C, B	Does not do any work	Final grade is Incomplete **
D, C, B	Works to improve grades, participates in assignments	C, B, A depending on the level of work completed and at what academic level
A	Does not do any work	Final grade is Incomplete **
A	Continues to do work	A

**This chart has been created with the assumption that final exams will not occur for this semester.*

** Students who do not complete assignments needed to pass a class may be given an incomplete and required to make up the work through credit recovery, retaking the class, or via teacher/student contract within the following school year.

SPECIAL EDUCATION (PK-12)

Individualized Remote Learning Plans will be developed for students with special needs and will follow a process developed by Tri-County Special Education Cooperative.

ISBE GUIDELINES FOR TIME SPENT IN REMOTE LEARNING

Following are the ISBE guidelines for minimum and maximum amounts of time that students should be engaged in remote learning activities. These are meant to be a guide for parents and teachers.

Grade Level	Minimum	Maximum	Recommended Length of Sustained Attention
PreK	20 minutes/day	60 minutes/day	3-5 minutes
K	30 minutes/day	90 minutes/day	3-5 minutes
1-2	45 minutes/day	90 minutes/day	5-10 minutes
3-5	60 minutes/day	120 minutes/day	10-15 minutes
6-8	Class: 15 minutes/day Total: 90 minutes/day	Class: 30 minutes/day Total: 180 minutes/day	1 subject area or class
9-12	Class: 20 minutes/day Total: 120 minutes/day	Class: 45 minutes/day Total: 270 minutes/day	1 subject area or class

BRHS SPECIFIC INFORMATION - CURRICULUM/CONTENT

High school specific information begins on page 50 of the ISBE Guidance.

Remote learning is new for teachers and students. It is not expected, or realistic, to believe remote learning is just “school at home.” The relationships in a classroom will not be able to be duplicated in a student’s home. Therefore, we must conceptualize our curriculum expectations differently during this time.

How will we do this?

- [ISBE’s recommendation](#) is that students should have approximately 30 minutes of work assigned per class for a maximum of 150 minutes in one week. BRHS will use the parameters of 120-150 minutes per week for assignments, per class. (ISBE, p.17)
- Teachers will have the autonomy to decide how key concepts will be identified for remote learning
- Focus is on connecting with **ADVISORY** students/families
- Reach out to all students to ensure they have the technology tools they need
- Inform/Teach online processes and expectations for classes
- Communicating to counselors for any students may require academic assistance, emotional support, or other resources.
- Once key concepts are identified and communicated to all teachers, **including Special Education and EL teachers**, teachers will develop their lesson plans. These lesson plans can be completed collaboratively or individually to ensure differentiation occurs to meet the individual needs of our diverse learners.
- **Special Education Case Managers** - please work with related service providers when appropriate such as speech, OT and/or PT to ensure you have received and included related service activities with the student's lesson plans.
- [ISBE’s recommendations](#) give examples for learning activities (ISBE, p. 55-56)

Content Areas	Daily learning time can include:
Content Areas	<ul style="list-style-type: none"> ● Reading and reflection ● Writing ● Recorded lectures ● Non-digital material ● Discussion boards ● Online resources ● Content-based activities

Career & Technical Education (Applied Technology/ Business/Family & Consumer Science)	<ul style="list-style-type: none"> ● Online videos ● Discussion boards ● Article critiques ● Manipulative materials/handouts ● Career exploration research ● Self-assessments
Specials (Art/Music/Media)	<ul style="list-style-type: none"> ● Encouraging structured activities that are physical and focus on social/emotional engagement
World Languages	<ul style="list-style-type: none"> ● Most resources for Core Courses also work for World Languages. Recorded lectures offer verbal enrichment as do websites, movies, and videos in and about the language and related cultures.
Health & Physical Education	<ul style="list-style-type: none"> ● Encourage students to stay active during the current statewide lockdown. ● Use concern about COVID-19 as a means to promote sanitary practices for students.
Driver Education	<ul style="list-style-type: none"> ● The classroom portion of a driver education program may be completed through remote/distance learning, but the 6-hour behind the wheel portion of driver education programs must be suspended for the duration of the Governor’s mandated school closure.

Graduation Requirements for Class of 2020

BRHS’s intent is to have as many students graduate on time and with their correct credits. We will be analyzing and reaching out to seniors and evaluate how to insure all students graduate as intended.

- We are investigating on a case-by-case basis those students that have not taken the SAT or constitution exam. We will communicate this as we learn more information.

College Applications, Recommendations, & Scholarships:

- A special communication is being developed for seniors to outline procedures for these. Faculty are asked to respond to requests for letters of recommendations in a timely manner.
- All communication will be posted on Blue Ridge Schools' website.

Advanced Placement Courses/Testing:

- Teachers of AP classes are being communicated with as the College Board communicates with districts.
- More information is available at: www.collegeboard.org

SAT, PSAT 9, & PSAT 10:

- State assessment has been postponed until Fall 2020.

Dual Credit:

- For students enrolled in dual credit programs through Parkland College, contact BRHS counselors, Mrs. Whitehouse or Mrs. Coy with questions.
- Guidance is also available on [ISBE's Remote Learning Recommendations](#) (page 54).

Grading/Feedback:

- Students are expected to complete assignments and return them to teachers for feedback. Materials can be exchanged at daily drop off points in each community or submitted electronically.
- Feedback is given to students to maintain relationships--electronically or by Apptegy phone calls.

BRIJHS SPECIFIC CURRICULUM/CONTENT

Junior High school specific information begins on page 45 of ISBE Guidance.

Elementary school specific information begins on page 42 of ISBE Guidance.

Remote learning is new for teachers and students. It is not expected, or realistic, to believe remote learning is just "school at home." The relationships in a classroom will not be able to be duplicated in a student's home. Therefore, we must conceptualize our curriculum expectations differently during this time.

How will we do this?

- [ISBE recommendation](#) is that students should have a daily **maximum** of 30 minutes of work assigned per class. (P. 17)

- Teachers will have the autonomy to decide how key concepts will be identified for remote learning.
- Focus is on connecting with students/families
- Connect with your students to inform/teach online processes and expectations
- Communicating to counselors for any students may require academic assistance, emotional support, or other resources.
- Once key concepts are identified and communicated to all teachers, **including special education and bilingual/ESL teachers**, teachers will develop their lesson plans. These lesson plans can be completed collaboratively or individually to ensure differentiation occurs to meet the individual needs of our diverse learners.
- **Special Education Case Managers** - please work with **related service providers** when appropriate such as speech, OT and/or PT to ensure you have received and included related service activities with the student's lesson plans

Grading/Feedback:

- Students are expected to complete assignments and return them to teachers for feedback. Materials can be exchanged at daily drop off points in each community or submitted electronically.
- Feedback is given to students to maintain relationships--electronically or by Apptegy phone calls.
- **Note:** Grades for Quarter-long Exploratory Courses at the Jr. High level will be pass/incomplete.

SCHNEIDER SCHOOL SPECIFIC INFORMATION - PREK/ECE-GR. 3

Early Childhood-2nd grade recommendations begin on page 35 of ISBE Guidance.

Grades 3-5 recommendations begin on page 42 of ISBE Guidance.

Focus on the student's needs

- The relationship with a student is the most important aspect of our remote learning days. During this difficult time, we must focus on the social-emotional aspects of our students.
- Each student will have unique learning environments and they will not all be equitable. All assignments, lessons and feedback should be tailored to the student's needs including special education, and bilingual/ESL.

Focus on Key Concepts to continue learning

- As a grade level, teachers will decide **KEY CONCEPTS** for their content. These concepts will be taught by all teachers in the manner they feel is more appropriate.
- Assignments and learning will be aligned to these key concepts.

Curriculum/Content

Remote learning is new for teachers and students. It is not expected, or realistic, to believe remote learning is just “school at home.” The relationships in a classroom will not be able to be duplicated in a student’s home. Therefore, we must conceptualize our curriculum expectations differently during this time.

How will we do this?

- A school’s grade level will send home a weekly or daily packet of learning activities
 - Assignments focus on essential content and include learning activities from the media specialist, PE, Art and music teachers.
 - To ensure differentiation occurs such as accommodations and modifications, there should be collaboration and communication between special education and general education teachers (including bilingual/ESL).
 - [ISBE recommendations](#) have identified minimum and maximum engagement activities per grade level. (pg. 17). Blue Ridge will use these parameters for each grade level. **Please review these with your grade level colleagues.**
- This packet will be sent to families either electronically or via the daily pickup/delivery system.
- Grade levels will have the autonomy to decide how key concepts will be identified for remote learning. Once key concepts are identified and communicated to all teachers, including special education and bilingual/ESL teachers, teachers will develop their lesson plans. These lesson plans can be completed collaboratively or individually to ensure differentiation occurs to meet the individual needs of our diverse learners.
- **Special Education Case Managers** - please work with related service providers when appropriate such as speech, OT and/or PT to ensure you have received and included related service activities with the student's lesson plans

Grading/Feedback

- Students are expected to complete assignments and return them to teachers for feedback. Materials can be exchanged at daily drop off points in each community or submitted electronically.
- Feedback is given to students to maintain relationships--electronically or by phone calls.