STAUNTON CUSD #6

REMOTE LEARNING PLAN

At Staunton Schools we expect everyone's best.
Lead - Challenge - Achieve

INTRODUCTION

The purpose of the Staunton CUSD #6 Remote Learning Plan is to provide educators, students, and families information for remote learning focusing on two key areas: instruction and grading. These recommendations acknowledge that each school building in our district is different and serves students of different ages and needs. As a result, we have honored building autonomy to set guidelines that best meet the needs of their unique students.

Our primary goal is to support our educators in minimizing, to the extent possible, any negative impact these unprecedented circumstances have on our students, staff, and communities.

For the purposes of this plan, a remote learning day is defined as an educational program designed to provide continuation of learning for students under conditions that prohibit the learner and instructor from being in the same physical space.

These are unprecedented circumstances that none of us have experienced. We as educators and families must partner together in remote learning to best meet the needs of our students. As we learn and grow together from this experience we will update this document when it is necessary and in the best interest of the students. We ask for your flexibility, adaptability, patience and understanding as this plan evolves.

STAKEHOLDER ENGAGEMENT

Upon the suspension of on-site learning a Rapid Response Team for Continuous Learning was established. The purpose of this team is to collaborate together in order to best support the needs of our educators while working remotely and to ensure the continuity of education for students. It is the charge of this team to ensure that all students' unique learning needs are met while doing no educational harm to students.

The team consists of the following members:

- Suellen Goebel — SES Teacher/SFT President
- Lauren DeCourcey — SES Teacher
- Brianna Bohlen — SES Teacher
- Sarah Schulte — SJH Teacher
- Gina Cruthis — SJH Special Education Teacher
- Dan Dulaney — SHS Teacher
- Shannon Lickenbrock — SHS Guidance Counselor
- Linda Brissenden — American Institute for Research
- Nancy Werden — SES Principal
- Ryan McGowen — SJH Principal
- Brett Allen — SHS Principal
- Dan Cox — Superintendent of Schools

Community/Family/Student Engagement

Community, family and student engagement and input was sought through a Facebook Live Town Hall held on March 26, 2020. The Staunton Superintendent Student Advisory Council convened to provide input and insight.

Faculty and Staff Engagement

Faculty and staff were engaged via a synchronous electronic meeting where questions could be asked in live time.

Faculty and staff were engaged in a Thoughtexchange resulting in the following input:

119 Participants	123 Thoughts	4040 Ratings

The word cloud on the cover is a representation of the top words utilized within the exchange.

Staunton CUSD #6
Remote Learning Plan

GUIDING PRINCIPLES

- Simplicity is best: simplicity of our instructional framework, communication strategies, and our expectations will be practiced.
- We call upon everyone to assume flexibility and grace for all.
- Model resilience, critical & creative thinking, thoughtful responsiveness, and empathy to ensure that students continue to grow personally, academically, and linguistically.
- We will prioritize the needs of our students, staff, and families by:
  - General health, safety, well-being;
  - Social Emotional Learning;
  - Continuity of education.

Essential Instructional Principles

- District staff will work together to determine what critical standards will be prioritized for the duration of remote learning.
- Plan and implement remote learning that respects the needs of all students and staff.
- Structuring active student engagement with learning in accordance with age-appropriate thresholds.
- Selecting content for remote learning that is aligned to standards, relevant, and appropriate for each student.
- Instruction and learning will focus on instructional standards.
- We will work to minimize instructional loss.
- We will provide students access to meaningful/high-quality educational material that aligns to state standards.
- We will practice consistent communication with students, families, and staff to understand how the health emergency is impacting them.
- Assignments must be modified and/or differentiated to best meet the needs of students. This is especially relevant for students who have an IEP or 504 plan. Accommodations should be implemented and special education staff should be consulted.

Essential Grading Principles

- Our priority for schoolwork assigned, reviewed, and completed during remote learning is on learning, not compliance.

- Students **will not experience educational harm** during the remote learning period, and districts should provide emotional support for the context of each family's individual situations.
- Our schools will maintain a personal connection that supports necessary, rigorous academic work that is respectful to students' contexts i.e. their mindset, feelings, responsibilities, etc.
- All students will have the opportunity to redo, make up, or try again to complete work assigned prior to the remote learning period in that time frame.
- Our primary focus will be on keeping students emotionally and physically safe, fed, and engaged in learning.
- Alternate assessments will be developed for career and technical education course work.
- Dual credit policies will be developed in conjunction with Lewis and Clark Community College. ***Dual credit policies may supersede the above listed principles.***

REMOTE LEARNING DAYS

Remote Learning Days are defined as an educational program designed to provide continuation of learning for students under conditions that prohibit the learner and instructor from being in the same physical space.

The goal of remote learning is to maintain learning, not to add stress, to the greatest extent possible.

School Calendar

March 16, 2020	E-Learning Day
March 17-30, 2020	Act of God Days - These days will not be made up.
March 31-April 3, 2020	Remote Learning Days
April 6-April 10, 2020	Spring Break - No student learning materials assigned.
April 13, 2020	Remote Learning Planning Day - New learning materials issued.
April 14-30, 2020	Remote Learning Days
May 1-May 26, 2020	TBA

Beginning Monday, April 20th 8:00 a.m. - 12:00 p.m. the district will use this time for remote learning planning where students will be able to obtain and return physical materials. This will continue each Monday until school resumes.

Minimum/Maximum Remote Learning Instructional Day

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

Pre-K Schedule for Remote Learning Days
Monday: "Motivational Monday" Social/Emotional and Art
Tuesday: "Think Time Tuesday" Math, Fine-Motor
Wednesday: "Workout Wednesday" Outdoor, Gross-Motor, Music
Thursday: "Focus on Literacy" Phonics, Early Reading Skills, Letter Recognition
Friday: "Family Fun Challenge" Science/STEM/STEAM, Building Activities, Fun Learning Games

K-5 Schedule for Remote Learning Days

	K	1-2	3-4	5
Monday	Motivational Monday	Motivational Mon.	Motivational Mon.	Motivational Mon./ Get Moving Mon.
Tuesday	Math/Reading	Math	Reading	Social Studies
Wednesday	Math/Reading	Language Arts	Math	Math
Thursday	Math/Reading	Language Arts	Science	Reading
Friday	Fitness/Fine Arts	Fitness/Fine Arts	ELA	Science

Junior High School Schedule:

Monday:
- Social Emotional Learning, PE, Social Studies, Science
- Focus on planning, provide new CLK's, and collecting materials

Tuesday:
- Math & ELA

Wednesday:
- Math & ELA

Thursday:
- Math & ELA

Friday:
- Social Emotional Learning, PE, Social Studies, Science

High School Schedule:

Monday:
- Social Emotional Learning
- Physical well-being (P. E.)
- Focus on planning, provide new CLK's, and collecting materials

Tuesday:
- Math / Social Studies / Spanish / Vocational Courses / Computers / Art

Wednesday:
- English / Science / FACS / Business / Music / Drivers Ed / Agriculture Science

Thursday:
- Math / Social Studies / Spanish / Vocational Courses / Computers / Art

Friday:
- English / Science / FACS / Business / Music / Drivers Ed / Agriculture Science

Note: The above schedule excludes Dual Credit Classes.
- Teachers will have materials posted in Google Classroom by 9:00 AM.
- Teachers will be checking their Gmail accounts between 9:00 AM - 1:00 PM each weekday.

RESPONSIBILITIES

District Responsibilities
- Develop thoughtful, accessible remote learning plans using stakeholder input.
- Support schools in planning and implementing remote learning plans.
- Help families find needed resources in the community (academic, health, social).

School Responsibilities
- Implement Remote Learning Plans.
- Communicate regularly with all stakeholders.
- Support teachers in planning and implementing remote learning plans.
- Determine the most critical standards to be taught.
- Help families find needed resources in the community (academic, health, social).

Teacher Responsibilities
- Make remote learning activities in a timely manner.
- Be available at scheduled times to answer student/caregiver questions.
- Provide timely feedback on student work within 24-72 hours.
- Communicate regularly with students.
- Provide a range of meaningful learning opportunities that meet the needs of all learners during the period of closure.
- Provide regular feedback to students on progress related to learning activities. Feedback and grading are different.

Student Responsibilities
- Read daily.
- Review assigned work.
- Complete your assigned work.
- Ask clarifying questions when you need help or don't understand.
- Be respectful to yourself, teachers and peers.

Parent/Caregiver/Family Responsibilities
- Pick up and return learning packets on disbursement and collection days.
- Review work assigned to the student.
- Reserve a space for students to complete remote learning work.
- Encourage students to get enough sleep.
- Set sensible time limits for technology use.
- Talk to students about their work every day.
- Help students establish and follow regular daily routines.
- Encourage time for movement, self-care and discussing emotions.

CONTENT DELIVERY/STUDENT ENGAGEMENT/GRADING

Content Delivery Best Practices

- Be present and fully engaged as the teacher. Short, daily or weekly videos or phone calls can help the teacher connect with, reassure, and provide students with encouragement.
- Teachers are encouraged to develop remote learning lessons collaboratively and utilize the expertise of our collective whole. Monday mornings will be assigned as remote learning planning time. Teachers are encouraged to use other collaboration platforms above and beyond the designated time.
- Focus on engaging and accessible learning materials and techniques. Prioritize mini-lessons and short mini-lectures to keep students engaged. Incorporate mixed media content, such as television clips, newspapers, maps, political cartoons and interactive web-based, free software tools, etc., to keep students engaged and excited about learning.
- Remain flexible with pacing and student assignments. Students with non-traditional schedules and diverse learning styles will be able to stay engaged, connected, and aware of learning expectations. Students must be provided multiple attempts to complete assignments during the remote learning process.

Non-Digital Remote Learning

- Non-digital learning materials should include information that, when possible, includes multiple modes of representation of content (e.g. text, diagrams, graphic organizers, large print, manipulatives, maps and illustrations), in color and black and white, to help students and parents grasp previous content. **There should be multiple ways for children to demonstrate their developing understandings.**
- Instructions for projects and activities should be provided in clear language, free of jargon to support parents as they support their children at home.
- Remote learning resources and materials, including library books, etc. should be made available to the greatest extent possible.
- Leverage the district's mass communication resources to text students and families with links to content that is accessible by cell phone, when possible.

Digital Remote Learning

- Teachers should use a combination of technology and media in the creation and delivery of content.
- Platforms and tools will be determined by each building through collaboration between principals and teachers.

Supporting Student Engagement During Remote Learning

When planning, teachers should consider:

- Students may or may not have a consistent caregiver who can work with them every day. Ensure that instructions are written so that the student can understand them independently.
- Use headings, bullet points, appropriate text size, boldness, and color to create a clear workflow for students to follow.
- Answer these questions when designing remote learning experiences:
  - How will a student know where to start?
  - How will a student know what to do next?
  - How did you modify the assignment for a student with a 504 Plan or IEP?
  - How will a student know when/where to submit the work that is successfully completed?
  - How will the district know a student completed an activity?

Grading

Our recommendations at Staunton Schools are based upon the principle of ***no educational harm to any child.*** The COVID-19 pandemic and the statewide suspension of in-person instruction - the first in modern history - has impacted our entire society. The broad scope and long-lasting ways in which this pandemic has affected each and every one of us is yet to be measured or fully understood.

The aim, emphasis, and focus for schoolwork assigned, reviewed, and completed during the remote learning period is on learning, not compliance.

While we are all living in this time of crisis, it must be understood that it is not a time for failing students or adversely impacting student learning progress. As we learn and grow together, the Staunton School District reserves the right to update the grading guidelines when it is in the best interest of the students.

General Grading Principles

- Our primary focus and goal is to keep students emotionally and physically safe, fed and engaged in learning.
- During these unprecedented times, we prioritize the connectedness and care for our students and one another as we maintain a continuity of learning. We recognize the importance of providing feedback, assessing student progress and learning; and communicating this to students, parents, and teachers in the form of grades.

- Students are expected to continue with the learning activities assigned during remote learning.
- District specialists, interventionists and educational support personnel will be available to help students in need of intervention.
- Individual student engagement or disengagement will be addressed by the teacher, principal and counselor.
- Every attempt to encourage and intervene with the student in their learning will be documented.

Grading is defined as:
- Assessment as learning (self-assessment)
- Assessment for learning (formative)
- Student/teacher partnership (home)
- Criteria for work and expectations (exemplars)
- Confidential
- A dialogue
- Part of the learning process
- Reflective
- Coaching
- Purposeful
- Supportive
- Focused on student growth
- Individual
- Differentiated

K-5 Grading Guidelines:
- Students are expected to complete work given by the teacher.
- Teachers will provide feedback and/or a grade for work submitted by a student.
- Grades for 4th quarter will be based on work turned in. Teachers may assign a letter grade using the present scales for the 2019-2020 school year or assign a Pass or Incomplete. Pass would be completion of assignment and Incomplete would mean the assignment was not turned in or not completed. At the end of the quarter, any work completed may be added into the 3rd quarter grade to raise the grade earned 3rd quarter. This will be entered as the final report card grade. If insufficient work/no work was submitted to raise the student's grades, then the 3rd quarter grade will be carried over and submitted as the final grade for the second semester.

6-8 Grading Guidelines

- Junior high will be following a Meets/Approach/Incomplete model.
- Teachers will provide feedback and/or a grade for the work submitted by a student. Students will receive one grade a week out of 100 points on Skyward.
  - If the student meets all expectations, they will receive 100 points.
  - If the student approaches expectations, they will receive a grade that is equivalent to their 3rd quarter grade.
  - If a student does not meet expectations, they will receive an Incomplete.
- If a student has two-thirds or more incomplete assignments, they will receive an incomplete for the quarter.
- Students have the opportunity to increase their 2nd semester grade by completing these assignments.
- An incomplete grade can be made up.

Example:

Student 1 received a 98.7% for 3rd quarter.

If Student 1 meets all expectations, they will receive a 100/100 for the week. Semester 2 grade will increase.

If Student 1 approaches expectations, they will receive a 98.7/100 for the week. Semester 2 grade will stay the same.

If Student 1 does not meet expectations, the grade in Skyward will be left blank and an "Incomplete" comment will be added.

High School Grading Guidelines:

- Students are expected to complete assigned work in a timely fashion.
- Teachers provide feedback and/or a grade for the work submitted by a student.
- Students currently have earned their 3rd Quarter Grade for the year; however, students can improve their grade by engaging and completing the assigned work from their teachers.
- Teachers will grade the assigned work and input the grade into Skyward.
- **For students who complete the assigned 4th quarter work**, the grades will be calculated two ways:
  - Grades will be reviewed to see if improvement occurred. If a grade improves, that is the grade submitted for the spring 2020 semester.
  - If the grade did not improve, the grade will default to the 3rd quarter grade.
- **For students who do NOT complete the assigned 4th quarter work**, please review the points below.

- A grade of Incomplete (I) will be issued on the student's transcript for the spring 2020 semester.
- Students will be provided an opportunity to make-up the material to replace the 'I' with a letter grade and earn the credit once remote learning has ended.
- Situations involving senior students will be dealt with on a case by case basis through consultation with the school administrator and school counselor.

A student enrolled in a dual credit course will still be held to the Staunton CUSD #6 grading policy as listed in the Staunton CUSD #6 Handbook. Lewis and Clark Community College requires students to be assigned a letter grade in order to receive college credit for the spring 2020 semester.

NOTE: Student grades in Skyward may not be reflective of what the final semester grade will be during remote learning. Actual student grades will be the higher of the quarter 3 grade or semester grade if all work is completed.

PARTICIPATION

Teachers will communicate with students and monitor their participation using the following methods:
- Google Classroom
- Google Meet
- Gmail
- Drive-Thru while Continued Learning Kits (CLK's) are distributed and collected
- Phone Calls

TRANSITION PLAN
A transition plan will be developed to aid students and teachers in the return to school. This section is under development and will be shared when updated.

CONCLUSION
This document has been adapted from the Illinois State Board of Education's COVID-19 Emergency Guidelines for Remote Learning issued on March 27, 2020. The recommendations and guideline were adopted to meet the needs and local context of Staunton CUSD #6.

We are grateful for the input and work of everyone involved. Moving forward together we will continue to evolve in our best practices to serve our students. Our commitment to one another is to take care of each other so that we can take care of our students. We are in this together and will get through this together.

The Staunton CUSD #6 Remote Learning Plan has been collaboratively developed between administration and teachers with input from diverse stakeholders.
The Staunton CUSD #6 Administration and Staunton Federation of Teachers mutually agree upon the Remote Learning Plan.

_____   _____ 4/3/2020
Suellen Goebel, SFT   (Date)   Dan W. Cox, Superintendent   (Date)

Adopted: 4/03/2020