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Introduction

The purpose of this document is to provide information to Bunker Hill CUSD #8 educators for implementing remote learning, focusing on two key dimensions: instruction and grading. The goal is to support educators in minimizing, to the extent possible, any negative impact these unprecedented circumstances have on our students, staff, and communities.

For the purposes of these recommendations, 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 recommendations should assist educators as they develop a remote learning approach that is inclusive of, and equitable to, all students regardless of age, location, background, and available resources. This recommendation document accomplishes these goals by:

- Providing transparent access to information for all education stakeholders (families, districts, students, etc.)
- Ensuring all parties have a common understanding of terminology and best practices necessary to provide all students with equitable and continued access to high-quality education while acknowledging the diversity of contexts for schools/families/students throughout the state
- Suggesting minimum thresholds of what should be offered for all students from an equity standpoint
- Promoting innovation and outside-of-the-box thinking
- Providing examples of success and possibilities to serve as models and catalysts for districts/teachers to prepare and implement remote learning

Ultimate Aim

The ultimate goals of these recommendations are to provide direction, information, and resources to ensure that:

- All students have opportunities for continued learning that focuses on critical standards
- BH staff work to minimize instructional loss
- Students and families are given routines and structures to ensure they stay connected to schools and learning

To accomplish these goals, we uphold the following principles in this document:

- **All students and families** should have access to quality educational materials and to the supports needed to successfully access those materials
- Given the reality of the digital divide, most schools may need to provide digital and non-digital access to content
- It is still possible and imperative that students access meaningful/high-quality educational materials that align to state standards
- It is imperative that students and schools/teachers maintain a personal connection that supports necessary, rigorous academic work in a manner that is respectful of students’ contexts (their mindset, feelings, responsibilities, etc.)
• Simplicity is best during this time -- simplicity of the framework, of communication structures, of expectations
• Support the whole child -- their mental health, nutritional needs, and safety needs
• Parents will need access to clear information and ample resources
• Teachers may need support, encouragement, and compassion to ensure their success and resilience

Final points of consideration
• All means all. Districts must seek to implement remote learning that addresses the needs of all students and families by taking into consideration language, diverse learning needs, home living situation, legal status, access to technology, access to parental support, and access to transportation. Our most vulnerable student populations still need us most.
• Underpinning these recommendations is the need for resilience, critical and creative thinking, thoughtful responsiveness, and empathy to help ensure that students continue to grow personally, academically, and linguistically.

Establish Consistency for Remote Learning
A school community can be connected and thriving even if the physical school building is closed. Remote learning that emphasizes interaction and authentic and differentiated learning opportunities will help students stay connected to teachers and classmates and ease the transition from traditional to remote learning. Developing consistency for remote learning on which students can rely is key as they and their families adapt to unprecedented changes in education and society, in general. Successful, consistent remote learning includes:
• Clearly articulated goals
• Cross-curricular collaboration to focus instruction
• Options for students that tap into students' interests, readiness levels, and learning styles while providing families flexibility
• A mix of real-time, flexibly timed, technological, and non-technological options, that avoids penalizing students for their choice
• A common platform where students can access work and find support and resources (for both online and non-online work).
• A clear plan of communication involving the school, teachers, students, and families.
• Genuine interest and effort in supporting students’ social, emotional, and academic growth.

Consider Family/Home Context
It is not only access to technology that must be considered. Since home will be the new classroom, it is critical that remote learning must work in a multitude of family and home contexts. In this time of rapidly changing public health and economic uncertainty, districts must ensure that their method of remote learning accounts for:
• Students who are home alone while adults are working
• Students who are caretakers for siblings or ill family members
• Students who work to help support their family
• Students who speak a language other than English and have language needs
- Students whose parents speak a language other than English and cannot assist with homework
- Students who have special education needs (e.g., children with an IEP, twice-exceptional students)
- Students who are coping with the illness or loss of a family member
- Students who are struggling with anxiety or depression
- Staff who are working remotely and simultaneously planning and delivering remote instruction while also providing care for their families and, in many cases, their own children

Content Delivery Best Practices
- Be present and fully engaged as the instructor. Short, daily or weekly videos or phone calls can help the instructor connect with, reassure, and provide students with encouragement.
- Work within grade-level and or content-specific teams to support the development of remote learning. Remote teaching, if not done collaboratively, can become burdensome and tedious. Teachers should be encouraged to leverage the expertise and insight of novice and veteran teachers to fully support the creation of engaging, effective lessons for all learners (e.g., twice-exceptional children, Multilingual Learners, etc.).
- 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, and 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 can stay engaged, connected, and abreast of learning expectations if all assignments and accompanying resources offer student choice and are posted at the beginning of the week and are due by the end of the week or before the start of the next week.

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., to the extent possible, should be made available at food pickup sites, delivered by school bus, etc. Another method of distribution of academic materials is the use of drive-thru lines, in which parents and guardians are given learning materials by essential staff members when they drive to the school building.
- If possible, districts should collaborate with internet service providers and local
governmental agencies to attempt to provide cellular devices and free Wi-Fi to all households.

- Leverage the district’s mass communication resources to text students and families with links to content that is accessible by cellphone, when possible.

**Digital Remote Learning**

- If digital learning is viable within specific groups of students, provide the various resources, with explanations on when and how to use those resources.
- Resources should help teachers use a combination of technology and media in the creation and delivery of content. Educators are encouraged to consider ways to use available technologies to increase the number of homogeneous and heterogeneous discussion groups in which students can collaborate and respond to one another’s ideas. Teachers can monitor, prompt, and cue the students’ work and provide ongoing feedback.

**Format of Instruction**

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
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</thead>
<tbody>
<tr>
<td>Less Structured</td>
<td>Remote Learning</td>
<td></td>
<td></td>
<td>Social-Emotional Focused</td>
</tr>
<tr>
<td>Update on Plans/Goals for the Week</td>
<td>- Email available 9:00 – 2:00 PM</td>
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<td></td>
<td>Feedback &amp; Follow-Up</td>
</tr>
<tr>
<td>Connect w/ Students</td>
<td></td>
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<td>Phone Calls</td>
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<tr>
<td>½ day Collaboration on Integrated Learning &amp; Planning Purposes</td>
<td>Learning Targets: Focus on Anchor Standards with the goal of Minimizing Loss (i.e., stopping the summer slide)</td>
<td></td>
<td></td>
<td>Fun!</td>
</tr>
<tr>
<td></td>
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<td>Learning Targets: Focus on Anchor Standards with the goal of Minimizing Loss (i.e., stopping the summer slide)</td>
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<tr>
<td></td>
<td></td>
<td>Grades can be given on “no educational harm” policy</td>
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Planning Days
ISBE allows up to 5 days of planning during a transition to remote learning. Bunker Hill CUSD #8 will allow for planning to occur on the following dates:
Monday, April 13 = 1.0
Monday, April 20 = 0.5
Monday, April 27 = 0.5

This leaves 3.0 remaining planning days to be utilized each Monday afternoon in May if the Governor’s ban on in-person instruction is extended.

Grading Scales
For the duration of Remote Learning days, Pre-K will continue enrichment without grading. PK-5 will be grades as “complete” or “incomplete” but the Quarter 4 weight in the cumulative grade will be as “0” ensuring that no educational harm occurs.

For grades 6-12, please see the below “hold harmless” grading policy:
Due to the disruption of the current Pandemic and shift to remote learning for the last term of the year, it will be challenging to assign students fair and equitable grades. In order to address potential inequities, but still meet the obligations of our partnerships Lewis & Clark Community College as well as our State Accountability measures and NCAA requirements, the following revised grading scale is proposed:

Change the current, traditional grading scale as identified below:

<table>
<thead>
<tr>
<th>Traditional Grading Scale</th>
<th>Proposed Scale Change for Quarter 4 2020</th>
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<tbody>
<tr>
<td>A</td>
<td>A</td>
</tr>
<tr>
<td>B</td>
<td>B</td>
</tr>
<tr>
<td>C</td>
<td>C -or- CR (student, counselor and parent decision)</td>
</tr>
<tr>
<td>D</td>
<td>Credit (CR)</td>
</tr>
<tr>
<td>F</td>
<td>CR or No Credit (NC)* or Incomplete (I)</td>
</tr>
</tbody>
</table>

No Ds and Fs would be reported on students’ permanent record. Instead, only CR or NC would replace these grades. Grades of D and F would be removed as an option in Teacher Ease so teachers will NOT be able to assign these letter grades. Incomplete would allow a student to potentially finish their work with assistance in the Fall of 2020. At the end of Semester 2, students will be allowed to choose between receiving the A-B-C grade or taking CR (Credit) or be allowed to take an I and retake. Students with a D will receive CR. Students with an F and passing grade 3rd quarter will receive CR.

*NC-only for non-attendance or no assignments submitted for the duration of ISBE-designated “Remote Learning Days” AND below passing in Term 3
*I-for students who could pass with additional assistance in the Fall or by submitting missing assignments. This must also be a student and parent decision.

The benefits of this proposal are that students in courses who were performing well in Term 3 will be able to maintain the boost to their GPA.

Dual credit and AP courses will still be able to assign a letter grade or an NC. LCCC is requiring students are assigned a letter grade in order to receive credit.

Under this proposal students would be able to choose between grade earned or a CR. This will allow our NCAA-eligible students to maintain their potential eligibility as CRs are changed to Ds by the NCAA when calculating student GPAs. This also ensures compliance with ISBE’s directive of “no educational harm” to any student.

**Transition Plan**

This plan is currently in development and will be finalized prior to the end of state-mandated ban on in-person instruction.