

West Central C.U.S.D. #235
Remote Learning Plan
Drafted March 30, 2020

Introduction

The COVID-19 Pandemic has created an unprecedented situation the likes of which most of us have never seen and quite possibly has not occurred since the 1918 Pandemic. We are proud of the way our staff and community have rallied together to face this adversity and risen to the challenge to provide meals to our students and to continue providing learning opportunities for all of our students in keeping with our mission of Providing Opportunity, Expecting Excellence.

On March 13, 2020, Governor Pritzker mandated that all schools in Illinois be closed through March 30, 2020, and declared that those days would be considered Act of God Days. This closure was then extended through April 7. ISBE has now declared that Remote Learning Days will begin for schools statewide on March 31 and will continue until in-person instruction can resume.

Schools may use up to five Remote Learning Planning Days at any time after March 30 to work on Remote Learning Day Plans. West Central will be using a Remote Learning Planning Day on Tuesday, March 31 to finalize our Remote Learning Day Plan, to prepare lessons and to assemble new packets. Remote Learning will begin on April 1, 2020.

Remote Learning Days, Remote Learning Planning Days, and Act of God Days count as actual student attendance days and require students to complete the assignments. All of these days count toward the minimum length of the school year and do not need to be made up.

The West Central staff understands that this is not easy for our families and students or an ideal way to provide an education. There is no substitute for the face-to-face interaction between students and staff, and the learning activities that take place daily in our schools. This plan is not intended to replace that, but to provide the best option possible given the current circumstances. We want our students to feel like we are still a family here at West Central, and we want to maintain and keep the learning moving forward. West Central staff members are trying to provide a variety of opportunities for students to continue to be engaged in learning activities during the closure in keeping with our mission but also understand there will be struggles. We absolutely value learning, but above all, we value our students' health and well-being.

We understand that each family is different, and each family has unique stressors that present unique challenges. Our commitment is to be understanding, realistic, and flexible. There are some situations where we are limited in what we can do, but we will work hard to work with you as long as you communicate your needs to us. Again, you can do that through email, the teacher's individually selected communication mode, or calling the District Office at (309) 627-2371.

We recognize the following challenges in our planning:

1. Student Related Challenges
 - Displacement from school setting routines.
 - Lack of regular access to teachers and staff.

- Lack of reliable internet access for some.
- Other individual challenges that students encounter.

2. Staff Related Challenges

- Staff are displaced from educational resources.
- Lack of reliable internet access for some.
- Staff are often serving as caregivers for their children, spouses, parents, and grandparents etc.
- Staff have children of their own with home district schooling requirements.

This plan has been thoughtfully developed with input from staff to provide support and learning opportunities for an extended closure. **The goal of the West Central C.U.S.D. #235 Remote Learning Plan is to provide valuable learning opportunities to our students during this COVID-19 mandated closure while supporting our staff in the process.**

Our Remote Learning Plan has been approved by the WCATS Leadership. This Plan has been shared on our District Website.

Communication

We will continue to communicate with our West Central community using the *District Blackboard Connect* all call system (email), *District Website (www.wc235.k12.il.us)*, *District Facebook page (West Central CUSD 235)*, and the *District Twitter (@WC District 235)*. We are checking email regularly, as well as the voicemail at each school office and the District Office. Please contact us if you have any questions or concerns, and we will make every attempt to respond within 24 hours. Please know that the administrators will only be on campus on an as-needed basis. All voicemails left on the District phone are forwarded to a District email and/or can be accessed externally by District staff. The phone numbers for each building are listed below:

West Central Elementary	(309) 627-2339
West Central Middle School	(309) 924-1681
West Central High School	(309) 627-2377
West Central District Office	(309) 627-2371

Teachers, and staff members have been using their individually selected platforms to communicate learning information, including their school social media page, Google Classroom, Google Meet, Class Dojo, Zoom, Seesaw, Remind, and Bloomz.

Technology assistance will be available to students and staff by emailing Melinda Frakes at frakes-melinda@wc235.k12.il.us and/or Help Desk at help@wc235.k12.il.us.

Remote Learning

Teachers and students in 3rd – 12th grades have become accustomed to using electronic platforms to access and submit assignments. Each year our District Technology Committee conducts

training for teachers on how to utilize various platforms of technology to incorporate technology into their lessons.

All students in Grades 3-12 have been supplied with Chromebooks to be able to access lessons, instruction, materials, etc. Grades Kindergarten – 2nd grade, as well as students with limited to no internet access, will be furnished with remote learning day packets that contain all the lessons and needed materials for their remote learning experience. If the closure is extended beyond April 7, we are preparing devices for some lower elementary students to have at home as well. Most staff members are issued district-owned Chromebooks and proper materials to implement remote learning days.

ISBE has communicated that work assigned can review and reinforce previously learned material. In addition, new material can be presented and will focus on essential content and skills needed.

Appropriate and meaningful lessons will be provided online and/or in paper/pencil format.

Lessons will:

- be specific to the age or grade level of the student.
- try to integrate, as seamlessly as possible, with the regular instruction that has been occurring in class. Tasks should be meaningful and important to students.
- utilize digital tools and platforms students are using as part of their regular instruction.
- include formative assessments and feedback on assignments.

Students with individualized education plans will follow lessons provided by classroom teachers and those modified by their caseworkers online or otherwise (hard copies, projects, reading, etc.) All lessons will be appropriate and follow the students' IEP guidelines as well as class schedules.

- Case workers will include in each student's IEP the needed (if any) accommodations that would be implemented on the day that remote learning takes place.
- Classroom teachers and caseworkers will collaborate via email and/or designated platform to ensure lessons are appropriately modified and accommodations are being provided.

Accommodations for students without access to the internet will be addressed on an individual basis.

Success will be determined by the concerted efforts of teachers, parents, and students. Please take time daily to prepare, participate, and complete learning activities, regardless of whether in paper-and-pencil form, or digitally. Research supports the belief that students are more successful in a structured learning environment. We strongly encourage parents to create time and a physical space for students to take part in activities regularly

Grading

ISBE encourages that, "school districts' local grading policies during Remote Learning Days embrace the principle of 'no educational harm to any child' and that school districts adopt grading models of pass or incomplete." Grades 2-12 will be using a grading scale of A, B, C, D, or I. Assignments will be graded and feedback will be given. For fourth quarter, students will be

given one completion point for each assignment satisfactorily completed. An assignment will be considered satisfactorily completed if the student scores a 70% or above. If a student scores below a 70%, the student will be asked to make corrections or redo the assignment. If a student does not satisfactorily complete the assignment, they will be given an incomplete and be asked to make up the work when we return or during the summer to get credit for each class.

A student must satisfactorily complete 62% of the 4th quarter assignments in order to get a grade and credit for the quarter. If they satisfactorily complete 62% of the assignments, the student's grade for 4th quarter will be 100% or an A. If a student does not satisfactorily complete 62% of the assignments, the student will be given an incomplete for 4th quarter until such time as they have satisfactorily completed 62% of the 4th quarter assignments. Students will also have the opportunity to redo or make up previously assigned work from before the closure for a better grade. A student's grade or standing at the end of 3rd quarter will not be negatively impacted. Kindergarten and 1st grade will continue with their current grading system.

Maximum Length of Instruction, Activities, and Assignments:

The amount of student engagement is inclusive of digital interaction and assigned work. The thresholds in the table below indicate the maximum minutes of engagement by each student in remote learning activities and could be inclusive of project time that spans multiple days, independent work, and direct teacher engagement.

Grade Level	Maximum Minutes
Pre-K	20 - 60 minutes/day
K	30 - 90 minutes/ day
1-2	45 - 90 minutes/day
3-5	60 - 120 minutes/day
6-8	Class: 25 minutes/day/class
9-12	Class: 35 minutes/day/class

Stakeholder Expectations

The following are expectations of administrators, teachers, students, and parents/guardians/caregivers. We are a team and successful teams work together to enhance the skills of team members. Engagement and learning will take a team effort.

Administrative Responsibilities

- Develop thoughtful, accessible remote learning plans using stakeholder input, when possible.
- Implement remote learning plans.
- Communicate regularly with all stakeholders.
- Support stakeholders in planning and implementing remote learning plans.
- Help families find needed resources in the community (academic, health, social).

Teacher/Paraprofessional Responsibilities

- Post remote learning lessons, activities, and assignments electronically by 9:00 a.m. each day via the teacher selected platform, accessible by both students (3-12) and parents (K-12). ISBE has communicated that work assigned can review and reinforce previously learned material. In addition, new material can be presented. New material will focus on essential content and skills needed. Research, reflection, and conversation should also be considered for our older students and should be included within the maximum minutes requirement.
- Be available to students and parents during Remote Learning Days via email as well as the teacher selected communication tool. Due to similar challenges our students and parents face, teachers will not have “office hours,” but they will be available daily Monday-Friday for any help needed. They are not expected to sit at a computer all day, so their response may be delayed, but they will respond as soon as possible; usually within a few hours or within 24 hours at the latest.
- Provide timely feedback on student work. Spend time going over new material and particular assignments via a short video, video conference, or other method of teaching and engagement.
- Communicate regularly with students.
- Provide a range of age appropriate and meaningful learning opportunities that meet the needs of all learners during the period of closure.
- Classroom Associates, or paraprofessionals, may be engaged in learning opportunities as well. If students have a question, or just want to chat, they can also contact our support staff during the closure.

Student Responsibilities

- BE ENGAGED.
- Check in with your 1st hour or classroom teacher by 10:00 a.m. on each school day.
- Complete your remote learning assigned work, engage in activities, and communicate with your teachers.
- Ask clarifying questions when you need help or don't understand something.
- Be respectful to yourself, teachers, peers, and school technology.

Parent/Guardian/Caregiver/Family Responsibilities

- 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 - Contact teachers when you need clarifying answers to assist your students when you need help in understanding something. Teaching and learning is different than when parents went to school.
- Help students establish and follow regular daily routines.

Transition Back to In Person Instruction

Once the mandated closure executive order has been lifted, we will have two Remote Learning Planning Days to allow staff to prepare for in person instruction.

In closing, keeping students and staff emotionally and physically safe, fed, and engaged in learning are our priorities, in that order. It is our goal to do that by supporting our students, staff,

and families during this unprecedented time. This includes responding to questions and concerns; engaging students, staff and families; connecting with students, staff, and families; providing meals; being understanding and flexible; and treating one another with love, respect, and compassion.

We are hopeful that we can return to school soon, but please know that we are preparing for an extended closure if that is ordered by the Governor. **Complying with social distancing and other measures in order to minimize the spread of COVID-19 is of the utmost importance.** Education is important, but nothing is more important than the health and well-being of our students, staff, and community. Stay strong, stay safe, stay positive, and we will get through this together...*#WCHeatPride*