Geneva CUSD 304 Remote Learning Plan During Covid-19 Emergency Closure

Purpose:
Due to the unprecedented shutdown of all Illinois Public Schools due to the COVID-19 Emergency, districts across Illinois are now providing students with learning opportunities at home. As a district we are referring to this learning as our Remote Learning Plan. Fortunately, the implementation of our 1:1 initiative has helped build capacity for stakeholders in our school community over the last several years. While we know that this is new to everyone, we also know that our district vision calls on us all to be self-directed, collaborative, creative communicators and citizens. This is certainly an unprecedented challenge for us all, but we also know that our entire school community is up to the challenge. As we move forward with our Remote Learning plan, we intend to engage in regular and ongoing reflection, and we encourage all members of the community, including our staff, to live the ideals of our vision as self-directed, lifelong learners. This is a powerful opportunity for us all to be models for our children.

Shared Understandings:
It is important to acknowledge that there is no activity that can replace the type of learning that happens when children are together in a classroom being supported by a great teacher. However, we also believe that we can and should do our very best to educate and support our students in this unprecedented situation. Below you will find our shared understandings that provide the foundation of our Remote Learning Plan.

Connection
It is important for our teachers to maintain their connection and relationship with students during this extended closure, and these activities will help students and their teachers maintain that connection.

Sense of Normalcy
This is a very unusual circumstance that can cause disruption to routine, creating stress, and anxiety. While we know this situation is anything but normal, it is our hope that these activities will provide students with some semblance of their normal routine.

Intellectual Engagement
One of the most valuable aspects of school is that it provides students with the opportunity to "build their brain muscles" by engaging them in tasks that require some cognitive work. Our goal will be to help kids continue training those muscles.

Reinforce the Importance of School, Learning, and Content
We want kids to know that even though we are in this unique situation because we are focused on keeping everyone safe and healthy, we also can't forget that school and the things they learn in school are important.

In this moment, all any of us can do is our best.
None of us has ever experienced anything like this, and we're all just doing our best. We know that as parents you are navigating this unique situation as well as you can, and we hope you know we're doing the same as we work to support you and our students.

Instruction:

Remote Learning Operational Definition
Remote learning can be real-time or flexibly timed, and it may or may not involve technology. A teacher may utilize a blend of real-time, flexibly timed, technological, and non-technological options. Our staff has been asked to prioritize connection and to focus on academic skills and standards that will be most beneficial to students in their future. The goal will be to put students in the best position to be successful beyond the closure. This means that learning activities may focus on both reinforcing previously taught content or supporting students in the learning of new content and skills.

Overview of Engagement/Instructional Tasks Minutes Guidelines
The table below provides guidance from the Illinois State Board of Education regarding the recommended daily level of engagement for students for remote learning activities. It is important to note that these guidelines are inclusive of all lessons and activities and could be inclusive of: project time that spans multiple days, independent work, or direct teacher engagement. The thresholds below do not represent expectations of engagement with educational products or web-based platforms.

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

Content Delivery and Teacher Availability
On scheduled remote learning days, teachers are working their traditional number of hours. Teachers will provide daily remote learning activities focused on our goals for students and shared understandings. As noted, these activities may be provided on a daily basis or may be distributed in larger chunks as teachers check in and support students regularly.   In addition, teachers will:
- o do their best to use technology tools that they have previously used with students in a face-to-face setting;
- o work to provide students with learning activities by the typical start of the school day;
- o alert students where information about remote learning activities can be accessed and how support can be accessed through the day; and
- o do their best to be available to students during typical school hours.

Roles and Responsibilities

Teachers will...	Students will...	Parents/Guardians will...
- Provide learning activities that are aligned with our shared understandings - Be available for student questions and support - Contact parents/guardians, certified support staff, or administration if there are concerns regarding student engagement and/or work completion	- Do their best - Engage in learning activities assigned by teachers - work to complete assigned work - ask teachers and for help and support when needed	- Check in with students and help monitor participation, engagement, and work completion - Encourage their students to complete assigned work - Communicate concerns to teachers and/or related service or support staff (counselor, dean, case manager)

Special Populations

Emergent Bilinguals
Any student receiving Bilingual Services in a self-contained classroom will continue to meet as a classroom and receive his/her instruction from that teacher. Students who receive English Language services will continue to be contacted and supported by the district's EL teachers. Guidelines for services are specific to the individual student's needs; and therefore, specific information related to these services will be communicated to individual families based on those identified needs. Specific questions related to the English Language/Bilingual services should be directed to the EB teacher.

Student Services

In this very unique circumstance, the Geneva 304 Student Services Department is committed to doing our very best to support our students with IEPs. We understand that replicating special education services, supports, and instruction will pose some unique challenges during remote learning and that many things will not look typical. Our intent is to provide students with individualized, "good faith," reasonable, appropriate, and coordinated services based on student's Individual Remote Learning Plan to the very best of our ability. We ask that you partner with us and remember that the total minimum and maximum times listed above are inclusive of all remote learning and that special education services will be designed to fit within this framework. We understand that a school closure of any length provides added stress and pressure on students with disabilities and their families. The Student Services staff are here to provide support and resources during this difficult time.   We recognize that this situation will impact all families differently, and we trust that all families will be doing their very best in this trying time, just as we are.

Section 504

Your child's classroom teachers will continue to provide appropriate accommodations or modifications required to allow your child access to the general education curriculum during Remote Learning. Specific questions related to your child's 504 Plan should be directed to the classroom teacher or 504 Coordinator/Case Manager.

Interventions

If your child was receiving an intervention prior to the transition to Remote Learning, your child's school team will be contacting your family to offer this opportunity to extend into Remote Learning school days. As many of these interventions require in person and small group instruction, staff will be creative in how to modify the instruction during Remote Learning.

Technology Resources and Support:
Technology platforms, equipment, and support are core components to ensure students have access to the information, resources, and people on Remote Learning Days.

Platforms
Online platforms support the remote classroom by providing a structured location to house information, provide assignments and resources, and facilitate communication and collaboration between teachers and students. Teachers and students are encouraged to use the tools and resources they are already familiar with to support a successful remote learning experience. To that end, some of the more common tools and platforms being used include Microsoft Office 365, Microsoft Teams (real-time audio/video collaboration), Google Classroom (Grades 6-12), Schoology, FlipGrid, and SeeSaw.

Equipment
The District's 1:1 program, realized fully in the 2018-19 school year, has helped to ensure that most students have direct access to a school-issued computer to support their remote learning. Students in grades 3-12 took a device home with them on the last day before schools closed. As students in K-2 classes use shared technology devices, these students are mostly using personal

devices to access online resources. We have been able to support the use of school-issued devices and Internet-enabled hotspots for those students that reported a need.

Teachers and other staff are using their school-issued laptops to support remote learning. These devices have the technical features and software they need to support students.

Support

Inevitably, some form of technology will not work as expected. We understand that equipment failures will still occur, programs and applications will have issues, and other forms of technology support are needed on Remote Learning Days. In support of this, the Technology Department's staff is working remotely to troubleshoot and resolve issues as they arise. Support channels include the web-based Help Desk system where students and staff can enter support tickets, a parent-oriented Home Access support email address, and remote support that allows "hands-on" support by our technicians.

When physical equipment fails, we take a multi-layered approach. This includes the use of a personal device, another school-issued device in the household, the direct shipment of a part or peripheral, and a curbside exchange when necessary. These paths to support are available to both staff and students.

Participation, Engagement, and Grading:

Student participation and engagement in remote learning activities is strongly encouraged. Teachers are developing activities with the goal of supporting students and preparing them for their future; both within our district upon our eventual return and beyond. To that end our staff will be focused on student engagement throughout the closure and will work to ensure that all students participate and give their best effort.

According to the ISBE, the emphasis for schoolwork assigned, reviewed, and completed during the remote learning period is on engagement and learning and not on compliance. Therefore, grading should focus on the continuation of learning and prioritize the connectedness and care for students and staff.   While our priority is and will be the emotional and physical well-being of our students, we will also strive to engage them in learning and academic activities during this unprecedented situation.

Elementary and Middle (PreK-8)

We always prioritize connectedness and care for our students, and this situation is no exception. As we work to keep our students engaged in learning activities, our teachers will strive to focus on critical learning goals and make their best effort to be reflective of the totality of evidence of learning submitted by each student. We recognize that this body of evidence may differ based on what is submitted by each individual student and can be influenced by the level of connectivity, support, and other factors. To that end, while grades cannot be negatively impacted by student work during the closure, we can and do expect that students will engage in remote learning activities and that their engagement and participation will reflect positively on them and their work. Additional information regarding student grades will be shared by level as the closure progresses.

High School (9-12)

The knowledge, skills, and experiences that students will gain between now and the end of the year are crucial for our high school students. For freshmen and sophomores, this time is a

building block for future high school courses. For juniors and seniors, this work is preparation for plans beyond high school. We urge all of students to take advantage of this opportunity to prepare for future success. Please see the information at this link to review specific information regarding Geneva High School's grading practices during the extended closure. Please reach out to our high school administrators if you have additional questions

Attendance

While formal daily attendance will not be taken during the emergency closure our plan does include a process for monitoring and reinforcing student engagement in remote learning activities. Teachers will be the first point of contact with students and families who are not engaging in the learning activities with administration and support staff also providing additional levels of support and encouragement.

Self-Directed Learning Days

Geneva's Remote Learning Plan will be in place until the state-mandated school closure has been lifted. During the closure, staff and students will participate in regular remote learning activities on normal school days. However, due to the unique nature of this instructional approach and the varying experiences of individual students, families, and teachers we plan to devote several days throughout the closure as Self-Directed Learning Days. On Self-Directed Learning Days students will have the opportunity to catch up on work from the week as well as engage independently in a variety of optional activities that their teachers will provide. At the same time our educators will work collaboratively to learn new skills and plan and prepare for upcoming remote learning. Geneva will employ these Self-Directed Learning Days on the following Dates: Fridays of April 17th, April 24th, May 1st, May 8th, May 22nd. Please see the Calendar below for details.

April-2020

Mon	Tue	Wed	Thu	Fri	Total
		1	2	3	3
6	7	8	9	10	5
13	14	15	16	17	4
20	21	22	23	24	5
27	28	29	30		4

May-2020

Mon	Tue	Wed	Thu	Fri	Total
				1	1
4	5	6	7	8	5
11	12	13	14	15	5
18	19	20	21	22	5
25	26	27	28	29]	4

	Non-Attendance Day
	Self-Directed Learning Days
	Pre-Scheduled Institute Day
]	Last Day of School

In addition to the optional activities provided by our teachers the following suggestions have been provided by the ISBE and may be helpful to consider.

Suggestions for Additional Activities				
Mind	**Body**	**Sprit**	**Environment**	**Family**
• 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 • Offer to help someone

Assessments

All district-wide assessments such as NWEA MAP and F&P are suspended at this time. State assessments, including the Illinois Assessment of Readiness, SAT/PSAT, DLM-AA, the Illinois Science Assessment, and Constitution exam are all suspended for Spring, 2020 and will not be required.

> *SAT*
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> We recognize that the free SAT administered through the school may be the only opportunity many students get to take a college entrance exam. ISBE is working with the College Board on developing options to allow current 11th-grade students to take the SAT in the fall.
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> *College Board Advanced Placement Exams*
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> For the 2019-20 exam administration only, students can take a 45-minute online exam at home. Educator-led development committees are currently selecting the exam questions that will be administered. Students will be able to take these streamlined exams on any device they have access to— computer, tablet, or smartphone. College Board has stated that the exam questions are designed in ways that prevent cheating. College Board is using a range of digital security tools and techniques, including plagiarism detection software and a required testing lock-down browser, to protect the integrity of the exams.

Return to On-Site Learning

Of course, everyone's ultimate goal is a return to the routine and normalcy of learning in our schools and classrooms. While we are certainly mindful of the need to support students when that transition occurs, our primary focus at this point is to ensure that we are doing everything we can to support our students in this new remote learning environment. To that end, we will continue to evaluate our current situation as we develop plans for our eventual return, and we will keep our stakeholders informed as such plans are developed.