

Remote Learning Plan

Fenton Community High School District #100



Introduction

In light of the Covid-19 Pandemic, Illinois' Shelter in Place mandate, and Illinois State Board of Education's directive to proceed with public education in a Remote Learning Environment, Fenton Community High School District #100 has developed the following guidelines for staff, students, and families. These guidelines are grounded in the philosophy ensuring "no educational or social/emotional harm to any student". The Remote Learning Task Force made up of administrators and teacher leaders have taken several of the Illinois State Board of Education's (ISBE) recommendations for grading, attendance, curriculum, etc., and collaborated to create a plan that we believe will have the best impact on, and be of benefit to, students' continued learning and educational experiences. The Remote Learning Task Force will continue to monitor and make minor adjustments as needed throughout the implementation period.

Attendance & Participation

Students will continue logging in to submit attendance during 2nd and 7th period everyday. Students are also expected to participate daily with assignments, and teachers continue to be available daily to assist students.

Grading

Grades are important, essential, and key to obtaining admissions to vocational programs and universities, for career opportunities, and for earning scholarships and individual recognitions. The information in this section describes specific details on how Fenton will be executing grading practices moving forward. This information supersedes all teacher and department grading procedures for the remainder of the 2019-2020 school year.

1. For each class, a student's grade as of March 16th will be the minimum grade the student can earn for semester two. All credit earned during the remote learning days can only raise a student's final semester grade.
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2. A student who had a grade of 'F' as of March 16th can improve that grade during remote learning.

3. No failing grades will be issued in the second semester of the 2019-2020 school year. The grading scale will be adjusted in the following manner:

A - 100% -90%

B - 89% - 80%

C - 79% - 70%

D - 69% - 40%

4. In cases where students have provided an extremely limited amount, or no evidence, of learning, prior to March 16th and throughout the remote learning days, a teacher may seek approval from administration to recommend that a student retake the class during the 2020-2021 school year.

Assignments

Students will access their assignments through Google Classroom, email, or other platforms that teachers use with their students. Assignments will be posted for students by 9:00 A.M. each morning. Some teachers may elect to provide all assignments for the week on Monday morning. No new assignments will be issued on Fridays.

Our remote learning days will focus on the following goals:

- a. Engaging students in Social/Emotional Learning supports
- b. Remediating or deepening students' understandings of skills and concepts prior to March 16th
- c. Enrichment and feedback for all students to promote academic growth of the essential learning outcomes for courses

If a student finds that instructional tasks are taking substantially longer than 20-40 min to complete, they are encouraged to contact their teacher to discuss potential adjustment. Due dates for assignments should be provided to students, with flexibility for extensions possibly being necessary without penalty to the grade.

Assessments

Course teams should determine the MOST CRITICAL content and skills on which students will be assessed. The feedback for these assessments will focus only on the positive aspects of student performance and include areas for improvement of the assessment to be redone to improve the grade. Any grades assigned will only serve to improve student grades. All students will have the opportunity to redo, make-up, or re-take assignments and assessments (including those assigned and due prior to remote learning). Reassessment opportunities may be personalized and adjusted to meet individual student needs.

Teacher Availability

Teachers will communicate their office hours to students through either google classroom or email, at the beginning of each week. Teachers will use a variety of methods to stay connected with students, including

google classroom updates (or other learning management system updates), Google Classroom Hangouts, Zoom Meetings, screen casts, emails, phone calls, etc. These efforts will help the teachers connect with, reassure, and provide feedback and encouragement to students.

Our expectation is that both faculty and students will check their email and other various electronic resources, and respond when necessary. Students have flexibility to complete their assignments at any time; teachers will monitor and choose to provide support and/or feedback when available after 9:00 AM each day.

Daily Schedule

Live learning events will take place Monday through Thursday and will be staggered by department by day to avoid conflicts for students. Scheduled live learning events will be shared by teachers through their Google Classrooms, other learning management systems, or email. Friday is a day where teachers are allotted time to collaborate and engage in professional learning. Just as throughout the week, teachers will also maintain office hours on Friday for students who seek individualized assistance. Students may submit work on Friday, but no new work will be assigned. Finally, on Fridays, teachers will submit names of students of students who have not participated in learning so intervention teams can follow up about students safety and wellness.

IEP & 504 Communication

Each service provider/special education teacher will communicate regularly to provide the necessary support. Guidelines for services are specific to each child’s Individual Education Plan (IEP), and all accommodations are available to teachers in PowerSchool. Students, parents and teachers should contact case managers with specific questions.

Social Emotional Supports

Although students are highly encouraged to engage in their learning, we understand that personal/family connection, social-emotional support, family responsibilities, and time for reflection may become a higher priority during this time. Counselors, Social Workers, Deans, Psychologists, and other student service personnel are available for students who are experiencing social emotional concerns. Students, parents, or teachers are encouraged to reach out to the school for any reason.

Many of our staff, students, and families may be feeling the effects of trauma during this challenging time. Our teachers are using a trauma-informed approach, and we are recommending the same for families. This approach includes four priorities:

1. Predictability
2. Flexibility
3. Connection
4. Empowerment

As a district, we will continue to provide guidance in this area through our Wednesday Words, and through other electronic and virtual delivery methods.

Connectivity

In the event a student does not have access to WiFi or a Smart Device with Data, please contact the student's school counselor ASAP for alternative options.

If students are unable to access the internet due to issues outside of their control (e.g. power outages), teachers will allow students extra days to make-up their homework/classwork.

Questions, Concerns, Celebrations.....

Please feel free to reach out to fentonhelp@fenton100.org with questions, concerns, celebrations, etc. We are interested in your feedback and are here to help.