OBJECTIVE

To provide the best possible educational experiences for the students of Roanoke-Benson CUSD 60 utilizing our talented teaching staff in conjunction with technology, effective processes, established protocols, and best practices.

Creation of this plan is a collaboration of the Roanoke-Benson Board of Education and the Roanoke-Benson Education Association.

GRADING

All grading during E-Learning 1.0 shall be based upon the principle of "no educational harm to any child". This plan expects that student learning shall continue during remote learning periods, but there will not be a negative impact on students. We will adopt a 'Pass' or "Incomplete" grading system. However, students and parents will access E-Learning scores earned within the Google Classroom platform to review their student's performance during the COVID E-Learning 1.0 duration. These scores will not be posted on the student/parent portal and not reflected in the grade reports or transcripts. Where possible, the content from remote learning will be made up after the transition back to regular in-person school attendance resumes. Assessment is ongoing and related to student learning and growth. In collaboration with the Illinois State Board of Education, flexibility and responsiveness to our students' needs are incumbent upon the grading of student learning during this new remote learning context.

Remote student learning may be formatively assessed as well. We acknowledge that student work may need to be assessed during the transition back to in-person instruction. Remote learning is designed to support student learning and continuity of education. Our focus for schoolwork assigned and reviewed during remote learning is on learning, not on compliance. All students will have the opportunity to redo, make up, or try again to complete, show progress, or attempt to complete work assigned during the COVID-19 school closures.

Students have the opportunity to improve their grade in their classes during the time of "remote learning." For instance, if as a student you had a failing grade at progress report, you have the opportunity to complete work that will change you from a failing status to a passing status. Here are three scenarios that demonstrate how the semester grade can be affected by remote learning.

<table>
<thead>
<tr>
<th></th>
<th>Student 1</th>
<th>Student 2</th>
<th>Student 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Progress Report Grade</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(3rd Quarter)</td>
<td>A</td>
<td>B</td>
<td>F</td>
</tr>
<tr>
<td><strong>Remote Learning</strong></td>
<td>Incomplete</td>
<td>Pass</td>
<td>Pass</td>
</tr>
<tr>
<td>(Fourth Quarter)</td>
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</tbody>
</table>
During this time of remote learning, it is important that students complete all assignments. Students that do not complete assignments in an acceptable manner will have extra time to complete assignments, but if assignments are not completed appropriately by the end of the semester, an incomplete grade will be posted as the semester grade and will not count towards graduation until made up.

Advanced Placement Grading (High School Only)
Grading for AP courses will also be converted to pass / incomplete. Assignments will focus on material that will best prepare students to take the AP exam. Teachers will provide feedback to the students that indicates if the student has obtained the requisite knowledge for the AP exam. In order to obtain AP credit, students will still be required to complete the exam as provided by the College Board.

Dual Credit Grading (High School Only)
The grading of dual credit courses will be consistent with guidance that is provided by the ISBE: https://www.isbe.net/Documents/Joint-Dual-Credit-Guidance-During-Suspension-of-In-Person-Instruction.pdf

In general terms the following grading policies will be in place.
- For students enrolled in a dual credit course that is taught in-house by an RBHS instructor, the grade received will also either be pass or incomplete. A passing grade will be defined by ICC in collaboration with RBHS.
- For students enrolled in a virtual dual credit course through ICC, the type of grade available to be received (i.e. letter grade versus pass/incomplete) will be determined by ICC.

For students enrolled in CTE courses that leads to licensure (i.e. CNA program), completion of the classroom portion and grade assigned will be per ICC. Students most likely will have to take an overall incomplete for the course because students are unable to complete the clinical portions of the class. RBHS will work with ICC to determine the means of students to complete the clinical portions.

**ATTENDANCE**

We will be taking attendance during this time for the purpose of keeping track of which students are engaged in the process. Student attendance however is only one measure. Teachers are responsible for gauging how often each student is involved and determining the appropriate response to those students that are not engaged.

**COURSEWORK**

Coordinating Assignments
Google Classroom will be used as the tool to assign and collect coursework from students. This allows administration, faculty, staff, students, and parents to share a common language for ease of both collaboration and support. It allows teachers to deliver instructions and course materials in one place so students and parents can find their assignments and tasks. Furthermore, it allows students (or parents) to deliver completed assignments in a wide variety of formats, including, but not limited to, Google Drive files, links, photos, and screenshots.

Assignments shall be posted on Google Classroom 9:00 a.m.

Teachers will be available to students in their Google Classroom from 9:00 a.m. – 2:00 p.m. each day. The teacher workday is documented here: [http://www.rb60.com/wp-content/uploads/2020/03/MOU.pdf](http://www.rb60.com/wp-content/uploads/2020/03/MOU.pdf)

The Administration will be available at school. They are responsible for:
- Monitoring Learning Activities
- Promoting Collaboration and Professional Development
- On-going Support

The RBHS Counselor is available through email at the same time our teachers are available. He is responsible for:
- Counselors will communicate with students and staff through both synchronous (phone, chat session, or video conferencing) and asynchronous (email, postings, video) means. It is up to each counselor to determine which model is most appropriate.
- Counselors will collaborate with our staff. Collaboration should be for ensuring consistent access to resources for students and staff across the district.

Paraprofessionals will be engaged in the educational process to the extent to which they can be engaged remotely. Faculty should work with administrators to coordinate their involvement when necessary. Paraprofessionals should be able to help with:
- **Communication.** Paraprofessionals can help teachers communicate with students. This can be done through both synchronous (phone, chat session, or video conferencing) and asynchronous (email, postings, video) means. It is up to teachers to determine which model is most appropriate for each learning activity.
- **Collaboration.** Paraprofessionals need to collaborate with teachers. Collaboration should be for ensuring consistent content and presentation of learning activities.
- **Engagement.** Paraprofessionals can be used to increase the engagement of our students by increasing the frequency of contact with our students.

Instructional Delivery

Teachers will have the freedom to best deliver instruction to their students, be it through online publications, articles (electronic/online or limited to what students have at home), online
curriculum (IXL, Khan Academy, Scholastic), video instruction (whether teacher-generated or third party), or through interactive media and materials (WebQuests, slideshows, apps, etc.). The tool that fits the lesson plan is the one that works best.

Teachers are encouraged to explore alternate methods of delivery such as videos, screencasts, chats) and other "flipped classroom" methods. Teachers will be supported, through the extent possible, by remote methods.

Google Classroom will be of great assistance to parents in helping organize assignments for their student(s). Links and instructions for online resources or manual assignments will be provided, and teachers will also be able to post scans of worksheets and packets for reference, with the understanding that not all families will have access to printers and every effort will be made for students to execute and return classwork in an alternative format such as photos of student performance.

Worksheets, handouts, and other hand-written or manual work can be turned in through several methods, including, but not limited to:

- Google Forms with numbered responses matching worksheet numbering
- Photos, screenshots, or video of completed assignments or projects via Google Classroom or the SeeSaw app
- Google Drive files generated by students and/or parents e Any materials that would normally be handouts, etc., will be posted to Google Classroom.

Assessments, when required, will be collected by either Google Forms or electronic methods previously established in the classroom. In cases where students need to show their work or perform other hand-written or manually produced tasks, students may provide photos or videos of their work.

All assignments will be posted to Google Classroom. Any handouts and other information a teacher would not normally share through Classroom during normal daily coursework will now be placed in Classroom.

Assessments, where required, shall be collected by either Google Forms or electronic methods previously established in the classroom. In cases where students need to show their work or perform other hand-written or manually produced tasks, students may be allowed to provide photos or videos of their work.

**Special Education**

Please see the link from the Woodford County Special Education Association (WCSEA) regarding the delivery of instruction for students with an Individualized Education Plan (IEP): http://www.rb60.com/wp-content/uploads/2020/04/WCSEAPlan.pdf

The basic guidelines and options/opportunities are based on the following core beliefs provided by WCSEA:
• IEPs remain in place and should direct students’ remote learning. Be mindful that a student's program may require commencing a team meeting.
• Adhere to local procedures and leverage local leadership.
• Emphasize structure and consistency for students with special needs.
• Students with special needs benefit greatly from ongoing motivation and excel when relationships with adults and peers are strong.
• Affirm that all students can achieve growth in all capacities.

SUPPORTING INSTRUCTION

Instruction will be supported via two key methods: Tech Support and Remote Professional Development Sessions.

Tech Support
The District Technology Director will be available throughout the instructional day for troubleshooting and general tech support for teachers. This can include email and chat support. Student and parent support should first go through teachers before being elevated to the Technology Director to prevent resource overload.

Faculty, parents, and students should refer to the to serve as a central repository for instructional and basic support information, including video and screencasts:
https://sites.google.com/rb60.com/elearning/home

Every effort will be made to assist students and parents with procuring devices and Internet connectivity.

The Technology Director and administration will hold training sessions via virtual sessions to train teachers on the use of online curriculum and interaction. Virtual sessions allow video interaction including screen sharing, which will allow the session lead to demonstrate various skills necessary for successful online course delivery.

Roanoke-Benson CUSD may schedule E-Learning Workshops to ensure professional development is afforded our staff regarding best practices in the implementation of remote learning.

TRANSITION BACK TO ON-SITE LEARNING
It is unclear when/if schools will be able to transition back to in-person instruction during the 2019-2020 school year. When we move back to in-person instruction:
• The new grading policies will remain in effect for all the work that was assigned during the “Stay-at-Home” order.
• Students not on target to Pass will be given an opportunity for meeting the expectations to pass. This will include developing a written plan with their instructor.
• Traditional grading will be resumed once school is back in session.

LUNCH
Lunches will continue to be offered to district students entitled per the National School Lunch Program. We will also offer lunches for students in need. Please contact our cafeteria manager, Sue Garber, at sgarber@rb60.com to request a free lunch for your child.
Approved on March 29, 2020
For the Roanoke-Benson Education Association

Date 3/29/20

For the Board of Education of Roanoke Benson CUSD 60
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Date 3/29/20

Approved on March 29, 2020
For the Roanoke-Benson Education Association

Date 3/29/2020

REVISIONS APPROVED: April 7, 2020
For the Roanoke-Benson Education Association

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Clinton Soper, President of the Roanoke Benson Education Association
DATE: April 7, 2020

Jake Behrens
Jake Behrens, Vice-President of the Roanoke Benson Education Association
DATE: April 7, 2020

For the Roanoke-Benson Board of Education
Brad Sauder
Brad Sauder, President of the Roanoke-Benson Board of Education
DATE: April 7, 2020