April 1, 2020

Dear Proviso Faculty and Staff,

On Tuesday, March 31, 2020, Illinois schools transitioned from "Act of God" days to "Remote Learning Days". The main difference between the two designations that impact us, is the specific guidance on grading, that is shared later in this document. Our approved eLearning plan meets the other expectations for remote learning, so we will continue to implement it until face-to-face instruction can resume. To support our efforts, specific guidance is included below that will help us transition and function as a virtual school community. Our ultimate goal is to provide successful learning experiences for both students and adults.

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Collaboration

It is particularly important during this remote learning period that we stay connected and informed. Therefore, we will maintain our regular schedule of department meetings, staff meetings, and professional learning/teacher choice periods as outlined in our CBA. These events will happen virtually, so adhere to your building leader's expectations and guidance regarding logistics. In addition, there may be voluntary check-ins or meetings to update or share information and resources.

All District communication regarding COVID-19, Act of God, and Remote Learning can be found on our website. https://www.pths209.org/domain/3390.

Remote Learning Planning Days

Engaging students over an extended period of time in e-learning, requires planning, preparation, and new ways of facilitating learning. ISBE has allowed districts to schedule remote learning planning **(RLP)** days to give faculty an opportunity to learn and plan for on-going, effective eLearning instruction.

We have Friday, April 3 scheduled for our first RLP. It will be structured as follows:

8:00 am	Principal's address
8:45 am	Virtual PD (focus on eLearning design, strategies, and resources)
12:00 pm	Lunch
1:00 pm	Teacher planning & preparation
2:45 pm	Check-out session with department (optional)
3:00 pm	Complete evaluation links

PD hours will be given for completion of activities. No eLearning on RLP days.

Remote Learning Schedule

March – April

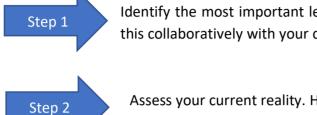| Monday	Tuesday	Wednesday	Thursday	Friday
30 Last Act of God day	31 Remote Learning Day	April 1 Remote Learning Day	2 Remote Learning Day	3 RLP day No eLearning
6 Collaborative Team mtgs Remote Learning Day	7 Remote Learning Day	8 Remote Learning Day	9 Remote Learning Day	10 No School
13 Collaborative Team mtgs Remote Learning Day	14 Remote Learning Day	15 Remote Learning Day	16 Remote Learning Day	17 RLP day No eLearning
20 Collaborative Team mtgs Remote Learning Day	21 Remote Learning Day	22 Remote Learning Day	23 Remote Learning Day	24 RLP day No eLearning
27 Collaborative Team mtgs Remote Learning Day	28 Remote Learning Day	29 Remote Learning Day	30 Tentative last day of Remote Learning	May 1 Potential return to onsite instruction

Teaching & Learning

Remote content delivery is new for all of us and there is a learning curve. It is highly recommended that you determine the readiness levels of you and your students and allow that to inform the best type of instruction to deliver.

Our primary goal is to ensure all students have successful learning experiences tied to the standards, skills, and content that are critical for your course. The level of support is different in

an online environment, so you will not be able to cover as much as you would face-to-face. This means, you will have to be selective and prioritize those learning targets that are the <u>most important</u> for students to achieve.

Step 1 → Identify the most important learning targets for your course. It is best to do this collaboratively with your course team members.

Step 2 → Assess your current reality. Have students achieved learning on previously taught targets at high levels?

- If not, you may use this time to go deeper into those targets using engaging content. This approach will help students achieve higher levels of proficiency in skills that will support their future learning. It also gives you and the students time to transition to a remote learning environment. Because the targets will be somewhat familiar to students, they will feel less overwhelmed completing assignments without the full support and guidance they are used to receiving in a face-to- face environment.
- If yes, or if review is not appropriate, go to step 3.

Step 3 → Determine readiness and need for introducing new learning targets. Does at least one of these conditions exist?

1. Your course requires coverage of a specific set of standards prior to a fixed assessment or certification date. AP IB, dual credit, and CTE courses typically fall into this category. New learning must be introduced so that students are adequately prepared.

2. Students are proficient in previously covered skills and content. They will need new material to stay engaged and connected to the learning. They also need new learning to be best prepared for the next level of course.

When it is time to facilitate new learning, acquire the skills and knowledge needed to plan for, and deliver high quality online instruction. This is new for most of us and the skills required to deliver effective eLearning are different from those required for classroom-based learning. During Remote Learning Planning days, you will have time to engage in professional learning that will increase your skills and knowledge of eLearning design and implementation. Being able to

conduct mini-lessons, video conferences, and/or using other interactive web-based media will be necessary to effectively support students as they acquire new skills and content. In addition to PD, you also have instructional coaches, academic interventionists, certified Microsoft Innovator Educators (MIE), and a tech integration coordinator, all willing to help and support you.

Please see the E-Learning Plan for specific expectations involving responsibilities of teachers and students on eLearning days.

Assignments

Per new guidance from ISBE, assigned work for students should take 20 minutes – 45 minutes per class. Please do not create busy work. Students can be given time to catch up on assignments or multiple periods to work on a meaningful assignment. It is permissible not to post a new assignment every day in these instances. Also, when requiring students to check in for "live" interactions, please schedule it during their regular class period so it doesn't conflict with their other classes.

Grading

Students will receive grades for their work during this remote learning period, however, the grades received must **improve or maintain their grade prior to the closure**. In our case, this refers to quarter 3. Because there is no way to guarantee students are in environments that are conducive to learning, or have reliable access to schoolwork remotely, grades achieved during remote learning, cannot lower a student's academic standing. Therefore, we will engage the following grading practices which prioritize learning and student proficiency and will not adversely affect students unable to engage e-learning at acceptable levels.

Competency-based courses can score per the current pCBE model. This model requires students to demonstrate mastery but does not penalize students for low scores made on the way to mastery.

Mastery-based learning courses can score per the model. If a student has not reached mastery by the end of the semester, the student must be given an incomplete. F grades cannot be given.

Traditional courses will utilize the current grading system with the following adjustments:

- Default semester weighting (40% Q3 + 40% Q4 + 20% Final), will be removed for semester 2. There will be less student support and fewer grades during the remote learning period for quarter 4, therefore, these grades should not have equal weighting with grades from quarter 3. And, if not back in session, it will be difficult to administer meaningful, final exams. Instead, the semester grade will be the average of all the grades entered for the entire semester. There is no requirement to administer a final exam or common interims.

- For students who had a passing grade in quarter 3 (A – D):

- o For quarter 4 grades, allow multiple opportunities to achieve passing assignment grades when needed. If a student completes an assignment that does not meet the expectations, provide feedback and require the student to make corrections or demonstrate the learning in a different way.
  - If the student completes the assignment at a higher level, include the higher grade. Do not average it with the lower grade.
  - If the student completes the assignment at the same or lower level, provide a mini lesson for the student and have him/her try again.
  - If the student does not turn in an assignment, list it as "M" for missing.
- o At the close of quarter 4, a student's grade should be the same as, or higher than, their quarter 3 grade. If it is not, issue a "P" for passing as the summative semester 2 grade. See the chart below for details.
- o If a student finishes the semester with multiple missing assignments making it difficult to determine a final grade, issue an "NG" for the quarter 4 grade. Issue an "I" incomplete for the semester grade. Do not issue an F grade. Incompletes will be rectified over the summer. See chart below for more details.

- For students who had a failing grade in quarter 3 (F):
  - o For quarter 4 grades, allow multiple opportunities to achieve a passing assignment grade. If a student completes an assignment that does not meet the expectations, provide feedback and require the student to make corrections or demonstrate the learning in a different way.
    - If the student completes the assignment at a higher level, include the higher grade. Do not average it with the lower grade.
    - If the student completes the assignment at the same or lower level, provide a mini lesson for the student and have him/her try again.
    - If the student refuses or fails to re-do the assignment, connect with the interventionist or counselor for extra support.
    - If the student does not turn in an assignment, list it as "M" for missing.
  - o If a student finishes the semester with multiple missing assignments making it difficult to determine a final grade, issue an "NG" for the quarter 4 grade. Issue an "NG" for the semester 2 grade. Do not issue an F grade. NG requires the student to recover the course during summer school. See chart below for more details.

Grading Chart

If the quarter 3 grade is:	And the quarter 4 grade is:	The final semester grade will be:	This means:
A	A	A	Credit is issued and the grade is factored into the GPA.
	B or lower	Pass (P)	Credit is issued, but the grade does not impact the GPA.
	NG – student did not complete enough assignments to earn a grade	Incomplete (I)	Student must complete required Q4 coursework in order to earn credit during summer school. Once the incomplete has been rectified, credit will be issued and a grade of Pass(P) will be entered.
B	B or higher	B or higher	Credit is issued and the grade is factored into the GPA.
	C or lower	Pass (P)	Credit is issued, but the grade does not impact the GPA.
	NG – student did not complete enough assignments to earn a grade	Incomplete (I)	Student must complete required Q4 coursework in order to earn credit during summer school. Once the incomplete has been rectified, credit will be issued and a grade of Pass(P) will be entered.
C	C or higher	C or higher	Credit is issued and the grade is factored into the GPA.
	D or lower	Pass (P)	Credit is issued, but the grade does not impact the GPA.

If the quarter 3 grade is:	And the quarter 4 grade is:	The final semester grade will be:	This means:
	NG – student did not complete enough assignments to earn a grade	Incomplete (I)	Student must complete required coursework in order to earn credit during summer school. Once the incomplete has been rectified, credit will be issued and a grade of Pass(P) will be entered.
D	D or higher	D or higher	Credit is issued and the grade is factored into the GPA.
	F	Incomplete (I)	Student must complete required Q4 coursework in order to earn credit during summer school. Once the incomplete has been rectified, credit will be issued and a grade of Pass(P) will be entered.
	NG - student did not complete enough assignments to earn a grade	NG	Student does not earn credit. The entire course must be recovered in summer school.
F	D or higher	D or higher	Credit is issued and the grade is factored into the GPA.
	F, NG	NG	Student does not earn credit. The entire course must be recovered in summer school.

Assessment

All state and district level assessments are suspended during this remote learning period. Students will not be required to take PSAT, SAT, DLM, ISA, or common interims. IB students' grades will be calculated by student's Internal Assessment (IA) and the student's predicted grade

for each course. AP exams, however, will be delivered online. Some dual credit courses may still require specific assessments. In those cases, teachers will follow the guidance of the partner college.

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We are very proud of the work that has occurred to date. We are ahead of most districts in the e-learning and support services we have been providing. This is due to strong collaborative efforts between several departments, faculty, leaders, and the PTU. We will continue our collective work to improve learning experiences each day. Thank you for your hard work and patience as we navigate uncertain times together. Your feedback and suggestions are always welcome. Feel free to contact me via email nhoward@pths209org or phone (708) 338-5908.

Sincerely,

Nicole N. Howard. Ed.D.
Assistant Superintendent
Academics & Family Services