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Judah Christian School: Remote Learning Plan

Published April, 2020

Modifications may be made to this plan as situations change.

Overview of Remote Learning Days

Judah Christian School is committed to providing an academically excellent, Christ-centered education to our P-12 students, regardless of the method of instructional delivery. The goal of Remote Learning Days is to continue students' conceptual understanding and skill development. Our students will receive school/class announcements, course expectations, learning goals/objectives, and appropriate activities to meet these goals/objectives in various formats. The communication below will provide more specific guidance related to Remote Learning Days. *Remote Learning Recommendations* from the Illinois State Board of Education (ISBE) have been considered in the creation of the Remote Learning Plan for JCS; however, given the commitment of ISBE to local control, school administration has designed a plan unique to our school and its community.

Thank you for your support and assistance as we implement this Remote Learning Plan. If you have any questions, please feel free to contact your division principal or your child's classroom teacher(s).

Remote Learning Planning Days

The Illinois State Board of Education has granted five Remote Learning Planning Days to support educators in the coordination and implementation of strategies appropriate for this delivery of instruction. Judah Christian has designated the following as Remote Learning Planning Days with no student participation on these days: May 11, 12, and 13, 2020. The final day of instruction for the 2019-2020 school year will be Friday, May 8.

Judah Christian School Guidelines

School Responsibilities

- Develop thoughtful, accessible remote learning plans
- Implement remote learning plans
- Communicate regularly with all stakeholders
- Support teachers in planning and implementing remote learning plans
- Help families find needed resources in the community (academic, health, social)
- Pray for our school, JCS families, and greater community



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Teacher Responsibilities

- Be connected to students on a regular basis
- Be compassionate about student situations
- Provide timely feedback on student work
- Be flexible with due dates and demonstration of learning
- Provide engaging and meaningful learning opportunities for all learners
- Pray for our school, JCS families, and greater community

Student Responsibilities

- Review and complete your assigned work
- Ask your teacher clarifying questions when you need help or do not understand
- Be respectful to yourself, teachers and peers and use good digital citizenship practices
- Pray for our school, JCS families, and greater community

Parent/Caregiver/ Family Responsibilities

- Talk to your student about the work assigned and feedback from the teacher
- Reserve a space for students to complete remote learning work
- Set sensible time limits for technology use
- Contact the teacher with questions or for assistance
- Help students establish and follow regular daily routines
- Pray for our school, JCS families, and greater community

Instructional Content

Learning opportunities for students will be focused on meeting the most crucial learning outcomes and content of their grade level or subject area from a biblical perspective. Teachers have prioritized the content for their classes and will deliver instruction as outlined in our Remote Learning Plan. Additional details are noted in the division sections that follow.

Instructional Delivery

When Remote Learning Days are utilized, teachers will communicate course/class expectations using the following:

- **Preschool**
 - Preschool students will utilize a Google site as the primary delivery method for class content.



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- **Elementary, Grades K-6**
 - Students in grades K-6 will utilize a hybrid approach to instructional delivery including various online platforms and learning packets.
- **Grades 7-12**
 - Students in grades 7-12 will utilize FACTS Learning Management Systems as the primary delivery method for class content. Other online platforms may also be used.

Accessibility of remote learning instruction to all students enrolled at Judah Christian School is a priority. Technology and packets will be utilized to provide students with the resources and assignments needed for remote learning. Any barriers to technology and/or learning packets are resolved with our families on an individual basis.

Supporting Student Engagement During Remote Learning

The amount of student engagement our school will aim for is inclusive of digital interaction and assigned work. This is not inclusive of non-graded enrichment opportunities, which ISBE and JCS encourages teachers and families to provide. The thresholds in the table below are recommendations which may be exceeded. Please contact the classroom teacher(s) or division principal(s) if there are concerns with student workload.

The following ISBE recommendations and guidelines are suggested minimum and maximum times of engagement by each student in remote learning activities:

ISBE Suggested Minimum and Maximum Times

Grade Level	Minutes per Day	Minutes per Class	Span of Attention
Preschool/PreK	20-60		
K	30-90		3-5 Minutes
1-2	45-90		5-10 Minutes
3-5	60-120		10-15 Minutes
6-8	90-180	15-30	One Class*
9-12	120-270	20-45	One Class*

*ISBE Guidelines are based on a 6 period day.



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Further, we encourage teachers to provide rigorous coursework, engagement opportunities, and enrichment opportunities (e.g., independent research projects), while keeping in mind individual student circumstances. Additional engagement is especially important for primary grades, where it is not developmentally appropriate to expect a student to attend to academic tasks for a long period of time. Instead, students and families should be supported in having access to varied enrichment opportunities. Elementary music, art, physical education, and Spanish are considered enrichment opportunities during Remote Learning Days. In addition, students and families are encouraged to support academic skills and social-emotional health through activities that extend beyond assigned remote learning work.

Meeting Student Needs

During Remote Learning Days our faculty and staff are committed to meeting the unique needs of our student population, including, but not limited to, students eligible for special education under Article 14 of the code, students who are English learners, as defined by Section 14C-2 of the Code, students experiencing homelessness under the Education for Homeless Children Act, or vulnerable student populations. As we work remotely, communication with students with special needs will be provided through e-mail, phone calls, or other school approved communication tools. Staff will document the best efforts being made under the current emergency conditions to ensure ongoing growth and progress and to continue serving these students to the greatest extent practicable by tailoring remote learning that provides educational benefits to students with disabilities. Methods may include regular communication, scaffolding, and breaking up assignments into more manageable parts.

Attendance

Attendance is based on student engagement and work completion. Parents/guardians of students not engaged, nor completing work, will be contacted by the teachers(s) to check on student/family wellness and determine if instructional support or other assistance is needed. Division principals may also be in consultation with families in this regard.

JCS Grade-Level Specific Information

Preschool

Content and Delivery

Young children learn through everyday play, exploration, and consistency in a safe and stimulating environment. Teachers will provide students and their families with ideas to construct an understanding of the world around them, especially supporting and encouraging their



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communication, early literacy, and social-emotional skills. Both digital and hands-on, real life activities will be provided to preschool parents. In addition, multiple resources are available on the preschool website.

Communication

Teachers have established modes of communication with families throughout the school year. This communication via email, phone call or through another form will continue. Preschool staff will check in with families to determine the best way to support the family.

Time

Based upon the developmental needs of students and the attention span of our youngest students, parents will follow the guidelines from the ISBE Recommendations. Instructional time could be used for story time, songs and fingerplays, gross motor activities, etc.

Elementary Grades K-6

Content and Delivery

Elementary teachers will work to design learning opportunities for students in an asynchronous fashion. Both review and new learning will occur with ample time provided for understanding, practice, and include opportunities for student responses and feedback. Learning activities will occur through online platforms or learning packets and may include digital resources, prerecorded videos, or a choice of suggested activities. Whole class synchronous activities, such as class Zoom meetings, will focus on connection with students and social/emotional well-being. Specials activities such as art, music, physical education, and Spanish will be provided as enrichment opportunities.

Teachers will be mindful of various learning situations for students at home. As always, teachers will keep students' needs and circumstances in mind regarding learning activities. The goal of engaging and supporting students is paramount.

Communication

Teachers have established modes of communication with families throughout the school year. This communication via email, a returned phone call or through a classroom platform such as Google Classroom or Class Dojo will continue. Teachers will establish the best mode of communication for Remote Learning Plans for the day/week, which could include all of the above methods of communication. Teachers will be available to answer questions from students and families



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throughout this time as directed by the individual teacher. If a teacher has not interacted with a student for several days, the teacher will reach out to students/families to determine if assistance is needed.

Time

Based upon the developmental needs of students and the attention span of elementary students, instructional time will vary by grade level. Instructional time could include synchronous opportunities such as Zoom, working on independent learning activities suggested by the teacher, watching and responding to previously recorded videos and when appropriate and available, digital resources. The length of instructional sessions will take into account the attention span of the child.

Grading

The emphasis for schoolwork assigned, reviewed, and completed during Remote Learning Days is on continued education. Student feedback will focus on the continuation of learning, growing, and prioritizing the connectedness/care for students, faculty, and staff. Effective feedback will be timely, specific, positive, and include opportunities for self-reflection and growth. Grading procedures will align with State guidance of *no educational harm to any child*.

Elementary teachers will not issue grades in the traditional sense during the period of Remote Learning. Instead, elementary students will earn a Pass (P) or Incomplete (I) for each subject during the period of remote instruction. This designation will be based on student engagement and work completion. Report cards will be issued at the conclusion of the school year; students earning an Incomplete (I) for any subject area will work with the principal to determine a plan and timeframe to complete necessary coursework to earn a Pass (P). Upper elementary students will not receive final grades. Feedback in areas such as Work Habits, Social/Emotional Growth, and Spiritual Growth will be provided, during periods of Remote Learning, and will be based on classroom engagement from the 4th quarter prior to the commencement of remote learning, in addition to work completed during Remote Learning days. The focus will be on the continuation of education with no educational harm to any child.

Junior High Grades 7-8

Content and Delivery

Junior High teachers will collaborate with one another to prioritize skills, concepts, and content that are essential for students to understand as we implement Remote Learning. Teachers will work to design learning opportunities for students in an asynchronous fashion. The learning opportunities factor in time frames, best practices in distance learning, and include small or short assessment



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opportunities. Common assessments may be administered, although not required, as the focus for assessments is to provide student feedback and to allow for relearning. Teachers will also integrate social, emotional, and spiritual learning opportunities into the weekly educational experience for students.

Communication

Junior high teachers have well-established means of communication that have been in place all year. Parents are encouraged to utilize those methods. Students can expect regular communication with their teachers. This communication could be by email, Google classroom, LMS, a Zoom conference, or other methods communicated by the individual teacher. The purpose of this communication is to ensure understanding of learning expectations. Additionally, this communication also ensures that staff and students are staying connected with one another. Finally, all teachers will communicate with students and parents the best method to receive help or support.

Both principal and teachers will extend themselves to families and students that have had minimal contact with teachers so far. The goal of this communication will be to reduce the barriers to learning that the family is experiencing and to encourage active dialogue with faculty and staff.

Time

The ISBE recommendations and guidelines for suggested minimum and maximum times of engagement for Junior High students in remote learning activities will be considered. There are no set times each day when a class would "meet." Students will receive activities and assignments totaling at least 25-30 minutes per day per course. Remote Learning may look different than an in-person school day.

Grading

Grading procedures for Remote Learning Days will align with State guidance of *no educational harm to any child*. We acknowledge that avoiding educational harm includes both avoiding grading penalties solely related to remote learning, and keeping students engaged so their learning can advance. Grading procedures can only help a student's grade and any grade of an F is to be marked as Incomplete.

Student grades for the 3rd quarter will represent the student's current grade to begin the 4th quarter. Students then have the opportunity to raise any grade from that point forward. Work can and will be graded, but only recorded on the report card in a manner that maintains or helps a student's grade. For example, a student who remains engaged during the remote learning period and completes 4th quarter assignments will earn their 3rd quarter grade or higher for 4th quarter. If work is not



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completed, they will be assessed an I (Incomplete) and will be given the opportunity to complete the coursework moving forward.

Special consideration will be given to those students who would now be classified with an Incomplete. Teachers will develop a plan for each student in this category to map forward what needs to be completed in order to reach a credit-bearing grade (A-D).

Final Exams: Common Finals will not be given this semester and will not figure into the Semester II grade.

High School (9th - 12th Grade)

Content and Delivery

Our goal is to provide students with continued learning opportunities that are focused on the goals and objectives in their current course that will best prepare them for their coursework in the following academic year.

Communication

High school teachers will be keeping notes if students are engaged in Remote Learning for the purpose of communication - not consequence. Students are not expected to be present online at assigned times, but are encouraged to engage in the provided learning opportunities, as appropriate by content. On occasion, a teacher might ask for students to join a Zoom meeting or another live equivalent. We have taken steps to avoid any overlap in these types of lessons for students.

Time

The ISBE recommendations and guidelines for suggested minimum and maximum times of engagement for High School students in remote learning activities will be considered. There are no set times each day when a class would "meet." Students will receive activities and assignments totaling at least 25-30 minutes per day per course. Online Remote Learning looks different than an in-person school day.

Grading

Grading procedures for the duration of Remote Learning will align with the State guidance of *no educational harm to any child*. We acknowledge that avoiding educational harm includes both avoiding grading penalties solely related to remote learning, and keeping students engaged so their learning can advance. Grading procedures can only help a student's grade and any grade of an F is to be marked as Incomplete.



ACADEMICALLY EXCELLENT, CHRIST-CENTERED

Student grades for the 3rd quarter will represent the student's current grade to begin the 4th quarter. Students then have the opportunity to raise any grade from that point forward. Work can and will be graded, but only recorded on the report card in a manner that maintains or helps a student's grade. For example, a student who remains engaged during the remote learning period and completes 4th quarter assignments will earn their 3rd quarter grade or higher for 4th quarter. If work is not completed, they will be assessed an I (Incomplete) and will be given the opportunity to complete the coursework moving forward.

Special consideration will be given to those students who would now be classified with an Incomplete. Teachers will develop a plan for each student in this category to map forward what needs to be completed in order to reach a credit-bearing grade (A-D).

Final Exams: Common Finals will not be given this semester and will not figure into the Semester II grade.

Transcripts: Transcripts will reflect the Semester grade given in each course. Incompletes may need to be monitored/processed by the School Counselor according to the student plan, if necessary.

Recommendations Specific to Dual Credit, and Advanced Placement (AP)

Dual Credit

The Illinois Board of Higher Education, Illinois Community College Board, and Illinois State Board of Education developed the following guidance to advise secondary and postsecondary institutions in Illinois on supporting and accommodating students who are enrolled in dual credit courses during the COVID-19 public health emergency.

The online, alternative, or remote instruction that is taught by a high school teacher must still meet the standards for college credit. As long as coursework is being completed in these courses, students will receive credit for that work.

For those students who may not be able to complete a course within the current semester framework:

- Students unable to complete the dual credit course within the semester timeframe may be given the option to receive an "Incomplete," with an individual plan to complete that work as soon as is possible, within the context of the credit granting higher education institution's policies for completion of coursework.



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- If an incomplete is granted, institutions of higher education and high schools will work together to support all students with the development of an individual plan for the completion of a dual credit course, with a focus on students who are expected to graduate in the spring of 2020.

Advanced Placement

- For the 2019-20 exam administration only, students can take a 45-minute free-response online exam at home.
- The exam will only include topics and skills most AP teachers and students have already covered in class by early March. We will be sure to review these topics in advance of the assessment.
- Students choosing to not take the exam they signed up for will not incur any fees related to cancellation.
- The College Board has shared updated information regarding the scheduling and details of upcoming AP exams. For the updated testing schedules at:
https://apcoronavirusupdates.collegeboard.org/educators/taking-the-exams/ap-exam-schedule?SFMC_cid=EM294654-&rid=165244458.
 - If you scroll down on the schedule website, you will find all the tests listed. When you click on the AP exam your student is planning to take, it will expand with more information for that specific test.
- Colleges support this solution and are committed to ensuring that AP students receive the credit they have worked this year to earn.

Transition Back to Onsite Learning for Grades P-12

This portion of the plan outlines the processes for the education for students when we return to our buildings and conclude Remote Learning.

Our goal is to provide a seamless transition back to education in the building when social distancing has been lifted. We understand that students may have had different educational experiences during the remote learning time period. We have prioritized the learning concepts knowing that adjustments will need to be made to the curriculum to mitigate possible gaps.

School leadership, along with JCS teachers, will analyze the curriculum gaps and provide recommendations for further instruction. If required, professional learning will be provided to support teacher instruction.



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Upon returning to the building, teachers will assess students' understanding using various assessments to determine instructional needs. Programming will be determined and adjusted to meet student needs.