

EAST ST. LOUIS SCHOOL DISTRICT 189



Remote Learning Plan April 1, 2020

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Content for this document is based on [ISBE Remote Learning Recommendations](#) and collaboration with [IFT Local 1220](#) and has been modified for ESTL 189's use.

ESTL189 Vision

Students in East St Louis School District 189 are supported physically, socially, and emotionally in a safe and nurturing environment to achieve academic success that prepares them for college, the workforce, and citizenship in the 21st century.

ESTL 189 Mission

The Mission of School District 189 is to cultivate the potential in every student to thrive as a global citizen by inspiring a love of learning and civic engagement, by challenging and supporting every student to achieve academic excellence, and by embracing the full richness of our community.

Purpose

East St. Louis School District 189 (ESTL189) continues its commitment to provide students with physical, social and emotional support so that each child may reach the full potential of their academic success, even when unexpected circumstances force the closure of school. In response to Illinois State Board of Education's (ISBE) recommendations and Illinois State Governor JB Pritzker's Executive Orders, the district has developed a remote learning plan to meet the learning needs of our students during this unprecedented and uncertain time.

The ESTL 189 Remote Learning Plan is designed to accomplish three goals.

1. Ensure all students have opportunities to continue learning that focuses on critical standards for success in the current and coming school year.
2. Minimize instructional loss while maximizing resources available to students and teachers.
3. Provide students and families with routines, structures and supports to meet academic and social-emotional needs.

Definition of Remote Learning by ISBE

Remote learning is learning that happens outside of the traditional classroom because the student and teacher are separated by distance and/or time. Remote learning can be real-time or flexibility timed, and it may or may not involve technology. Real-time, technology-infused remote learning may be appropriate for one district, while flexibly timed instruction without technology is the right choice for another. Other districts might find that a plan including a blend of real-time, flexibly timed, technological, and non-technological options is the best fit for its students and families.

Remote Learning Plan

Roles in Supporting Remote Learning

The Remote Learning Plan only works if everyone is involved and participates.

Stakeholder Responsibilities	
District Responsibilities	<ul style="list-style-type: none"> ● Develop thoughtful, accessible remote learning plans using stakeholder input, when possible. ● Support schools in planning and implementing remote learning plans. ● Help schools identify needed resources in the community (academic, health, social, emotional).
School Responsibilities	<ul style="list-style-type: none"> ● 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).
Teacher Responsibilities	<ul style="list-style-type: none"> ● Make remote learning activities available to students by 9:00 AM each day. ● Be available at scheduled times to answer student/caregiver questions. ● Set specific times/methods for communicating with students and parents. ● Create structure and routine. ● Be flexible and understanding with regards to social/emotional needs. ● Provide a range of meaningful learning opportunities and resources that engages and meets the needs of all learners during the period of closure. ● Provide multiple pathways to assess student learning and provide timely and regular feedback to students on progress related to learning activities.
Student Responsibilities	<ul style="list-style-type: none"> ● Review assigned work. ● Commit to and engage in this new educational environment ● Complete your assigned work by the due date. ● Ask clarifying questions when you need help or don't understand ● Be flexible and understanding as instructors navigate this new territory ● Be respectful to yourself, teachers and peers.

Parent/Caregiver /Family Responsibilities	<ul style="list-style-type: none"> ● Review work assigned to the student. ● Reserve a space for students to complete remote learning work. ● Encourage students to get enough sleep. ● Set sensible time limits for technology use. ● Talk to students about their work every day. ● Help students establish and follow regular daily routines.
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Options for Instruction

Throughout the school closure, ESTL189 teachers and support staff will continue to provide students with instruction that is designed to build upon learning trajectories already established within classrooms and prepare students for the next school year by focusing on critical skills and standards needed for success. This will happen using one of the three remote learning options identified in this plan.

<p style="text-align: center;"><u>OPTION 1</u> School-Provided Printed Instructional Materials with Guidance from Teachers and Support Staff</p>	<p style="text-align: center;"><u>OPTION 2</u> Teacher Led Instruction both in Print and Online with Guidance from Teachers and Support Staff</p>	<p style="text-align: center;"><u>OPTION 3</u> Teacher-Led Full Digital Instruction with Guidance from Teachers and Support Staff</p>
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In each of these options, teachers will communicate with students using appropriate communication methods and parents via phone, email, and, in some cases, through virtual conversation (Google Hangout, Zoom, etc.). It is important to make sure all student and parent contact information is up to date to ensure the success of the delivery of instruction.

Best Practices for Remote Learning

Instruction, Intervention and Enrichment

Remote learning instruction is based on these core beliefs.

- Teachers and students will be present and fully engaged. Short, daily or weekly videos, emails or electronic communication (ie. Remind, Class DOJO, etc) can help the instructor connect with, reassure, and provide students with encouragement.
- Educator collaboration is essential to creating engaging lessons and activities. Teachers will work within grade-level and or content-specific teams to support the development of remote learning. Teachers are encouraged to leverage the expertise and insight of novice and veteran teachers to fully support the creation of motivating and effective lessons for all learners.
- Teachers will focus on engaging and accessible learning materials and techniques. Prioritized mini- lessons and short mini-lectures will keep students

engaged. Incorporated mixed media content, such as television clips, newspapers, maps, and political cartoons and interactive web-based, free software tools, etc., will keep students engaged and excited about learning.

- Flexibility with pacing and student assignments is expected for students success. Students with non-traditional schedules and diverse learning styles can stay engaged, connected, and abreast of learning expectations if all assignments and accompanying resources offer student choice and are posted at the beginning of the week and are due by the end of the week or before the start of the next week.

There are many methods that teachers may approach to deliver their lessons each day. No matter which of the instructional options teachers choose, they will be communicating assignments and expectations with students weekly, if not daily, by email or through some form of online platform such as Google Classroom. Teachers may choose to meet with their students during the day either everyday or several times during the week or they may provide students with an activity/assignment at the beginning of the day and allow the students to work independently. Teachers might also choose to blend these two options (for instance during a class meeting they might meet with students and then ask students to do independent tasks). These methods can be identified as Teacher Led instruction or Teacher Directed instruction and are defined in the following tables.

Common Formats for Online Instruction	
Teacher Led	Teacher Directed
Real-time, interactive teacher-to-student instruction using Google Hangouts Meet or Zoom.	Teachers post course assignments via email or Google Classroom and students complete the assignments within a designated timeline.

Characteristics of Online Instruction	
Teacher Led	Teacher Directed
Teacher Delivers Lesson Live - Webinar Style Face-To-Face (Google Hangouts Meet/Zoom)	Lesson is Pre-Recorded or Task is Pre-Loaded
Real-Time Breakout Groups	Pre-assigned groups
Live Chat	Discussion Boards
Real-Time Discussions	Discussion Boards

Keep in mind teachers can combine these....have a live chat running (to answer students' questions) while students are working on a self-paced activity.

Many of the resources already used in the classroom will continue to be a resource as part of ESTL189 Remote Learning Plan. Students will access many of those resources through the district website's Clever link, a teacher email, or other commonly used web-based programs. Once in Clever, students will use the online version of textbooks and activities along with classroom intervention and enrichment programs. Students will be asked to spend time working with teachers to continue progress toward standards and skills required for success in the next grade level through inquiry-based or discovery activities. Students will be provided with activities to fill gaps in their learning as identified by previous assessments and offered extended learning opportunities to enrich their knowledge and experiences with skills and grade-level standards.

Student Work Submission

Teachers are encouraged to create purposeful activities allowing students to demonstrate their learning in various ways. (ie. written work, essays, journals, portfolios, discussion posts, video response, pictures, and other artifacts) Students will submit their work by sharing documents through Google Classroom, email documents, photos or videos of work, or by any previously agreed upon method.

From these submissions, teachers will let students know if they have not yet met, met, or exceeded the standard or expectation of the learning. Students will receive productive feedback and additional time allowing them to go back and make corrections until the standard has been met.

Grading - Scoring and Feedback

The Illinois State Board of Education (ISBE) released information on how schools should operate during the newly defined Remote Learning Days, including guidance on how teachers can continue to score assessments and provide grades for students. Clearly, what is most important is that teachers continue to provide students with meaningful feedback that supports their ongoing learning and academic growth.

The recommendations for grading are based upon the principle of no educational harm to any child. For continuity, consistency and in the best interest of students at this time the following options to address grading will be followed:

Grade Level	Requirements to Pass Courses	Action needed in the case of “ Incomplete” grade
Pre-K	Complete all activities with family.	Must complete work within the first 6 weeks upon school resuming.
K	Complete all assigned activities and show growth on major assignments.	Must complete work within the first 6 weeks upon school resuming.
1-8	Receive a passing grade in course (A, B,C), and show growth on major assignments.	Must complete work within the first 6 weeks upon school resuming.
9-12	Receive a passing grade in course (A, B,C), and show growth on major assignments.	Must complete work within the first 6 weeks upon school resuming. An “Incomplete” will not affect GPA, but must be completed in order to receive credit for the course.

In grades 6 - 12, students will be given opportunities to complete missing assignments and work on assessments that impact their 3rd Quarter grades. The philosophy is to recoup, review and refine.

Family, Student and Staff Illness

We certainly hope that the well-being of our students, families, and staff is maintained throughout this critical period. Please continue to follow the guidance of The Illinois Public Health Department as it relates to health and wellness.

Should any student or immediate family member of a student endure hardships due to illness or grave loss associated with COVID-19, the student will be excused from all assignments. If a student should encounter other general illness, they will be allowed ample time to make up assignments.

Staff will continue to follow the local agreements as substitute procedures may be enacted for any staff member who is unable to continue services to students. In the case that a teacher is not available to provide support or instruction, students will not be negatively impacted.

To the greatest extent possible, District 189 will offer emotional support services to students or staff affected by family or individual grave illness during this period.

Time Recommendations

Students should be actively engaged in learning each week day to allow for consistency in their routine and to ensure continuous growth and improvement in their learning. Likewise, students should have daily engagement with timeframes that are age appropriate. Teachers will use the guidelines when planning instruction and engagement activities.

<u>Grade Level</u>	<u>Minimum</u>	<u>Maximum</u>
PreK	20 minutes/day	1 hour/day
K	30 minutes/ day	1½ hours /day
1-2	45 minutes/day	1½ hours /day
3-5	1 hour/day	2 hours/day
6-8	Class: 15 min/day Total: 1½ hours /day	Class: 30 min/day Total: 3 hours/day
9-12	Class: 20 min/day Total: 2 hours/day	Class: 45 min/day Total: 4½ hours /day

Meeting Needs of Special Programs

Advanced Placement (AP) - College Board

For support and information regarding Advanced Placement instruction and exams refer to [College Board](#). Video instruction and exam information can be found at (<https://apcentral.collegeboard.org/about-ap/news-changes/coronavirus-update>).

CTE - Career-Technical Education

When weighing content decisions for CTE students, essential skills/knowledge must be considered along with what is required for students to earn industry credentials and meet standards of employers/certifying bodies.

Teachers may choose to use various delivery methods for materials and evaluation of knowledge. Presentation may include, but not be limited to, video, YouTube, self-guided activities, posting materials with discussion and questioning, reading of texts and readings, essay writing, and sequential process flow. Additional recommendations for CTE are being developed and will be posted on [ISBE's COVID-19 webpage](#) when available.

For Career and Technical Education dual credit courses typically delivered in person but currently being delivered online through an alternative format or via remote instruction after March 17, 2020: In the event that students are able to resume in-person instruction at the high school or institution of higher education campus and complete the hands-on competencies as a part of the course, the high school and institution of higher education should ensure that instructors and students are exercising social distancing practices.

If after April 7, 2020, the college were to resume in-person instruction but the high school did not, opportunities to bring students on campus to complete the hands-on competencies as a part of the course should be implemented. If the high school were to resume in-person instruction but the institution of higher education did not, students should be allowed the opportunity to complete the course and/or the hands-on competencies as a part of the course at the high school, even if this is outside of normal timelines. Institutions of higher education and high schools should work together to finalize these plans.

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 joint guidance can also be [found here](#).

For those dual credit courses that are taught by a high school instructor: The online,

alternative, or remote instruction that takes place must still meet the standards for college credit. So long as coursework is being completed in these courses, students should receive credit for that work.

If the high school lacks the capacity for online, alternative, or remote instruction, it is the agencies' recommendation that the college work with the high school to share any online resources/platforms needed to ensure student success. For example, the college or university might set up a Blackboard course section for the high school instructor or loan laptops to the students in the class, if needed.

For students who choose not to continue their dual credit enrollment, given the challenges associated with the COVID-19 pandemic: Recognizing that students may be experiencing varying mental and physical health challenges at this time and may have very different access to supports and technology at home, grading should strongly consider the principle of "No educational harm to any student." High schools and institutions of higher education should be actively engaged with each student to ensure he/she is not penalized by this situation. With oversight authority from the Illinois Community College Board and the Illinois Board of Higher Education, the Dual Credit Quality Act was enacted to protect the academic standing of students. See 110 ILCS 27/15, to wit:

Sec. 15. Student academic standing. Institutions may adopt policies to protect the academic standing of students who are not successful in dual credit courses, including, but not limited to, options for (i) late withdrawal from a course, or (ii) taking the course on a pass-fail basis, or both.

Multilingual Learners

Multilingual Learners refers to all children and youth who are, or have been, consistently exposed to multiple languages. It includes students known as English language learners, English learners (ELs) or dual language learners; heritage language learners; and students who speak varieties of English or indigenous languages.

Students who are Multilingual Learners come from culturally and linguistically diverse backgrounds and include students with varying levels of proficiency in English and their home language. Teachers will build on families' culturally and linguistically diverse backgrounds by providing students with authentic language activities that allow them to participate and access material in both English and their home language. These activities will be developed using the students' current level of language proficiency. Teachers will plan to provide opportunities for students to practice their listening, reading, speaking and writing skills.

Supports will be provided to families by their classroom teachers, ESL/Bilingual teacher, and by paraprofessionals. Students attending the Regional Office of Education (ROE) will be provided with learning activities from teachers at that site. Teachers and support

staff will work to engage students in learning by providing a mixture of activities to include oral-based activities, thematic units, games, artistic creations, and inquiry-based lessons.

Special Education and Related Services

Students with disabilities are particularly vulnerable during times of disruption and change. To ensure ongoing growth and progress, teachers should focus their instructional planning on how to continue serving these students to the greatest extent practicable by tailoring remote learning that provides educational benefits to students with disabilities. All decisions regarding special education must comply with guidance from the [U.S. Department of Education](#).

In District 189, students who receive Special Education and other services from District 189 will continue to receive services. The focus of instruction will be individualized and based on the students' IEPs, their goals, the modifications, and accommodations within the IEP. Students will receive daily support from case managers via online or other communication methods in completion of assigned tasks. In determining how to best deliver services, IEPs may require a change to support and/or match remote learning.

Related service professionals and paraprofessionals play a vital role in the daily instruction of students with IEPs. It is essential during remote learning that these professionals are a part of the continued learning of our students. These individuals will be working in collaboration with other educators to meet the needs of students with disabilities.

- Assist in contacting families (in accordance with district policies) and helping with work.
- Chunk activities; provide students with work schedules and other more structured ways to approach their learning goals.
- Provide resources for families in need of assistance, such as mental health resources, crisis lines, suicide prevention.

When possible, clinicians may conduct check-in calls, and clinicians (such as Physical Therapy/Occupational Therapy) may consider creating videos on exercises, etc.

Digital Resources for Core Subject Areas and Social-Emotional Supports

As mentioned in the previous section, students will have access to the Clever portal and other web-based resources. Any additional links or downloaded items required for student activities will be provided in emails or Google Classroom by the teacher.

Please see the current list of all digital resources.

All Online Content and/or Social-Emotional Learning (SEL) Supports

[ESTL 189 Clever Portal](http://www.estl189.com) (www.estl189.com - Look for the  in the menu option on the right side of the screen . This is a link to apps used by students during the school day.)

www.khanacademy.org (Great resource for parents and students grades K - 12 in all subjects and for SAT test preparations.)

[ESTL 189 ELA and Math Resources](https://tinyurl.com/uyhb7xs) (<https://tinyurl.com/uyhb7xs> - Handouts and Printable Resources)

www.digitallibrary.io/ (Online library for younger readers)

[Scholastic Activities](https://classroommagazines.scholastic.com/support/learnathome.html) (<https://classroommagazines.scholastic.com/support/learnathome.html> - Cross-curricular on-line journeys)

English/Language Arts

<https://www.abcya.com/> (Provides over 400 fun and educational games for Pre-K-6 in reading and math.)

<https://pbskids.org/games/reading/> (Uses technology and media through educational games and videos to build knowledge, critical thinking, imagination and curiosity in reading.)

English/Language Arts (continued)

<https://www.funbrain.com/> (Free educational games, books, comics, and videos that help develop skills in reading, problem-solving and literacy (K-8).)

<https://www.starfall.com/h/> (Children ages 3-6 have fun learning to read.)

<https://www.sesamestreet.org/games> (This popular kid show has reading games that get the grouch out of anyone for ages 3-6.)

<https://www.seussville.com/> (This popular series of books puts Dr. Seuss in a town of reading fun for ages 3-6)

<https://www.storylineonline.net/> (Videos featuring celebrated actors reading children's books alongside creatively produced illustrations.)

Math

<https://www.aleks.com/> (Students in Grades 5-8 (plus some select HS courses) can access ALEKS.)

<https://mathbeforebed.com/> (Numeracy for K - 3)

<https://wodb.ca/> (Which one doesn't belong? Thought provoking puzzles)

<https://www.samebutdifferentmath.com/> (Same but Different Math for building arguments and critiquing reasoning)

<https://stevewyborne.com/2017/02/splat/> (Games and puzzles from all areas)

<https://www.gregtangmath.com/> (Games and activities)

<https://www.hoodamath.com/> (Games and activities)

<https://www.arcademics.com/> (Games and activities)

<https://www.mathplayground.com/> (Games and activities)

<https://www.funbrain.com/math-zone> (Games and activities)

<https://www.education.com/resources/number-sense/> (Games and activities)

Social-Emotional Resources

- Ripple Effects - Home Access Link: <https://rippleeffectsweb.com/adminportal/login>
- Online Stories: <https://www.storylineonline.net/>
- Social Emotional Learning activities from Centervention:
<https://www.centervention.com/social-emotional-learning-activities/>
- GoNoodle (online SEL activities; ex: Mindfulness, Breathing, Stretching)
<https://www.gonoodle.com/blog/gonoodle-games-movement-app-for-kids/>
- Epic! Books (online SEL activities): <https://www.getepic.com/>
- PBIS: Daniel Tiger: <https://pbskids.org/daniel/>

Communication

Especially in times like these, communication is the key to success. It is vitally important for all families to have updated contact information so that teachers can connect with students. Each family is asked to update their mailing address, email, and phone numbers. Without this updated information, students will be left behind. Likewise, families need contact information for principals and teachers. Should a family need to contact a school, please email the school principal. Please see the list of building administration with email addresses.

East St. Louis SD 189 - School and Building Leader Directory

Vivian Adams Early Childhood Center	
Principal: Melanie Hood	melanie.hood@estl189.com
Asst. Principal: Devon Bruce	devon.bruce@estl189.com
James Avant Elementary School	
Principal: Quanshanda Nicholson	quanshanda.nicholson@estl189.com
Asst. Principal: Latesha Clemons	latesha.clemons@estl189.com
Gordon Bush Elementary School	
Principal: Dr. Brittany Green	brittany.green@estl189.com
Asst. Principal: Delicia Ferrell	delicia.ferrell@estl189.com
Paul Laurence Dunbar Elementary School	
Principal: Carlynda Coleman	carlynda.coleman@estl189.com
Asst. Principal: Audrey Jackson-Luster	audrey.jackson-luster@estl189.com

Annette Officer Elementary School

Principal: Tifani Brown	tiffani.brown@estl189.com
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Asst. Principal: Darla Wall	darla.wall@estl189.com
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Katie Harper-Wright Elementary School

Principal: Maria White-Burton	maria.white-burton@estl189.com
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Asst. Principal: Mica Ike	mica.ike@estl189.com
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Lincoln Middle School

Principal: David Shanks	david.shanks@estl189.com
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Asst. Principal: Katina Griffin	katina.griffin@estl189.com
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Asst. Principal: Renaldo Jackson	renaldo.jackson@estl189.com
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Mason Clark Middle School

Principal: Kimberly Jones-Riley	kim.jones-riley@estl189.com
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Asst. Principal: Dennis Love	dennis.love@estl189.com
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Asst. Principal: Gwendolyn Randolph	gwendolyn.randolph@estl189.com
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Wyvetter Younge Alternative Center of Education

Principal: Darnell Spencer	darnell.spencer@estl189.com
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Asst. Principal: Lena Dye	lena.dye@estl189.com
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East St. Louis Senior High School

Principal: Dr. Justin Moore	justin.moore@estl189.com
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9th Gr Asst. Principal: Anson Mitchell	anson.mitchell@estl189.com
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10th Gr Asst. Principal: Danielle Huff	danielle.huff@estl189.com
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11th Gr Asst. Principal: Kimberly Allen	kimberly.allen@estl189.com
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12th Gr. Asst. Principal: Dr. Tesha Robinson	tesha.robinson@estl189.com
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Providing Access for All Students

Internet Access

To the greatest extent possible, District 189 will collaborate with internet service providers and local governmental agencies to attempt to provide cellular devices and free Wi-Fi to all households. Non-digital options may be used if technology access is not available.

Distribution of Devices and Print Material

Individual schools will periodically provide opportunities for parents and students to obtain electronic devices and/or print material. Teachers will notify families if and when printed materials need to be picked up and when completed work should be returned for scoring. Parents should communicate their individual needs for resources with building leaders and teachers.

Maintaining Connectedness to the Community

Grab and Go Meals

[Grab and Go Student Meals on Wheels](#) is a service program allowing families and students to receive breakfast and lunch meals daily at schools, centers and bus stops. Information about this program can be found at <https://tinyurl.com/s7xnmfv> .

Support Programs (Social-Emotional and Community)

School District 189 continues to work with community partners to provide resources for students, and families, during this health crisis. In addition, resources that will support the mental and physical health of our community are included.

[Need Help? Resources for You](#) (<https://tinyurl.com/v8gopf7>)