INTRODUCTION

In alignment with new guidance from the Illinois State Board of Education (ISBE) that will require school districts to convert future canceled school days to “remote learning days,” Civitas Education Partners (CEP) created new guidance that outlines expectations, strategies, and available resources for schools to implement remote learning. This document provides resources for parents/guardians to navigate our remote learning plan.

Even during unprecedented time, we will remain committed to our mission to provide our teams and students with an exceptional experience rooted in high expectations for student achievement and civic responsibility. Civitas plans to support our students and families in every way that we can. We Thank you for understanding, flexibility and grace during this time. We hope this guide is helpful.

Our goals for remote learning are to:
- Provide students with continuous learning opportunities that reinforce critical standards
- Minimize instructional loss
- Provide routines and structures to help students stay engaged and connected
- Attend to our students’ social and emotional needs

To meet these goals, we will support each school as they develop and implement a remote learning plan that aligns to CEP’s graduate aims.

### CEP Graduate Aims

<table>
<thead>
<tr>
<th>Joyful Problem Solvers</th>
<th>Identity Affirmed</th>
<th>Navigators of a Changing World</th>
<th>Changemakers</th>
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</thead>
<tbody>
<tr>
<td>Graduates are able to build deep relationships that help them create through collaboration. They are eager to solve complex problems and are familiar with the tools and frameworks associated with human-centered design and recognize that real-world trial and error is a faster route to progress than siloed conversation.</td>
<td>Graduates are comfortable with who they are, self-aware, and socially confident. They interrogate their own stories, operate with an equity-first lens, and build empathy with people across lines of difference.</td>
<td>Graduates are curious knowledge and skill seekers that continually scan and make sense of the world around them. They develop habits around goal-setting, planning, doing, and reflection that result in ambitious short and long-term plans for education and work that they are uniquely suited to pursue.</td>
<td>Graduates grapple with the complexities of history, make connections to current events, and reflect on the choices they confront today. They develop how they can make a difference with nuanced and effective solutions to local and global challenges.</td>
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### REMOTE LEARNING

On Friday, March 27, ISBE released guidance stating that schools must adopt either remote learning or e-learning starting March 31 through the remainder of school closures. In alignment with CPS, CEP will provide remote learning to ensure an equitable learning experience for every student in our network of schools.

### SCHOOL COMMITMENTS DURING REMOTE LEARNING

<table>
<thead>
<tr>
<th>Remote Learning Commitments</th>
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</thead>
<tbody>
<tr>
<td><strong>Daily</strong></td>
</tr>
<tr>
<td>• Provide daily remote learning materials equitably to all students that reinforce critical grade-level standards and prioritize social and emotional needs.</td>
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<tr>
<td>• Ensure all educators are virtually available and engaged with their students every school day.</td>
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<tr>
<td>• Ensure your school community is virtually available to students and families during regular school day hours through the use of “virtual office hours.”</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Act of God Days (as defined by ISBE)</th>
<th>Remote Learning (as defined by ISBE)</th>
<th>E-Learning (as defined by ISBE)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mode of Learning</td>
<td>Digital and non-digital</td>
<td>Digital and non-digital</td>
</tr>
<tr>
<td>Engagement/ Attendance</td>
<td>Enrichment materials offered; No expectations for engagement</td>
<td>Expectation of student engagement and teacher availability; No daily attendance</td>
</tr>
<tr>
<td>Hours on Digital Platform</td>
<td>No hours logged</td>
<td>Minimum thresholds for student activity provided; No logging of hours</td>
</tr>
<tr>
<td>Grades</td>
<td>Grades provided only if they improve academic standing</td>
<td>Grading protections in place to ensure students with limited access to technology and supports are not penalized</td>
</tr>
</tbody>
</table>
FREQUENTLY ASKED QUESTIONS

What are the expectations for student engagement?
Students are expected to engage in their assignments as much as possible. Students will not be asked to log a minimum amount of daily learning hours. Rather, schools will be asked to prepare content to meet estimated minimum thresholds for activity duration. These thresholds of activity duration are the same for digital and non-digital resources. The following are recommended durations for daily student academic engagement:

- **Pre-K**: 60 minutes
- **Grades K-2**: 90 minutes
- **Grades 3-5**: 120 minutes
- **Grades 6-8**: 180 minutes
- **Grades 9-12**: 270 minutes

These minimum time requirements are not meant to be the number of minutes spent engaging directly with a teacher or using a specific educational program or technology. Rather, they should reflect a balance of engagement activities. These engagement thresholds include both digital interaction and assigned work.

Student Remote Learning Schedules
Can Be Found here (click School to access): [CICS ChicagoQuest](#) [CICS Northtown](#) [CICS Ralph Ellison](#) [CICS Wrightwood](#)

What type of content will my child be asked to complete?
Schools should seek to provide a balance of four types of opportunities aligned with critical grade-level standards:

- **Skill Practice**: Schools should provide skill practice opportunities that are grade-level and developmentally appropriate and easily student-driven. Many educational technology programs are helpful in supporting skills practice because they provide students with immediate feedback. If students do not have regular access to technology, this can also be achieved through thoughtfully designed worksheets.
- **Projects**: Activities (often spanning multiple days) allow students to develop their understanding of concepts taught throughout the school year and apply their knowledge in new and interesting ways. To support all students, these projects should be available in digital and non-digital formats with opportunities for extensions.
- **Enrichment Activities**: Enrichment activities in the form of games, puzzles, movement activities, and other opportunities allow students to explore areas of interest and develop general cognitive and life skills. Enrichment is often designed in ways that family members and caregivers can easily engage with their children to support student collaboration and communication skills.
- **Reading**: Students should have daily opportunities to read diverse, engaging texts of their choice. In the primary grades, this may mean students are reading with a family member or caregiver. These four categories of activities should be made available across all content areas and courses and in digital and non-digital formats.

How will my child be graded during school closures?
Grades are important tools for communicating academic progress to families and educators alike. Schools are able to provide grades to students based on the work completed during the remote learning period, but your child's final grade should not be harmed as a result of school closures and remote learning. Grades entered in PowerSchool for work completed during the remote learning period can only raise your child's grade.

We expect that students remain engaged and complete assignments to the furthest extent possible. If your child does not complete a given assignment during the remote learning period, they can be issued an "incomplete." If your child receives an incomplete, he or she will have the opportunity to make up or complete the assignment during this semester. In the coming weeks, CEP will continue to provide more detailed guidance around grading expectations.

E-Learning Rubrics Can Be Found Here
(Click School to Access)

How will schools provide feedback to students?
**Digital Feedback**: Students will receive feedback on the assigned learning activities at least once per week. Just as they would in the classroom, teachers can utilize rubrics and exemplars to clarify expectations on a specific task and identify areas of success and areas of growth within student work. When possible, students can provide feedback to their peers on their work and teachers can provide self-reflection prompts for students to think about their own progress.

**Non-Digital Feedback**: Providing feedback to students who do not have digital access will be challenging. Schools will need to consider creating a regular weekly check-in schedule using the Google Meet phone option or conference lines. It is important to connect with students in order to provide support and feedback. Please ensure your school has your family's most up-to-date contact information.

Will teacher and staff weekly collaboration and professional development will continue?
Yes, optional weekly collaboration series for teachers, staff, and external guests to showcase remote/e-learning best practices and solve issues across the network. This will occur on Fridays during student independent learning times.

My family is in a temporary living situation. How will my child be supported during remote learning?
If your family is currently experiencing homelessness, please contact 312-237-4043 or LGoud@civitasedpartners.org to get more information about available supports and resources. District-created, hard copies of learning materials will be provided at all food distribution.
Will anyone from my child's school be available to answer my questions during the closure?
Yes. Schools will share their plans for school-wide virtual office hours to ensure there will always be someone available during regular school hours to address your questions and concerns.

My child has an Individualized Education Program (IEP). How will they be supported during remote learning?
Schools will continue to support students with diverse learning needs during school closures. Special education and general education teachers, along with related service providers, will collaborate to modify remote learning materials to meet the needs of students with disabilities. Teachers will continue to modify grades for students whose current IEP reflects the need. A school-based member of your child's IEP team will collaborate with the school during your child's weekly check-in to support.

Are Non-Digital Remote Learning Packets Available?
Yes, Non-digital remote learning Packets and instructions are available by Clicking Here. If you are unable to print these materials or use them digitally, you can go to any school-based food distribution site and pick up a printed packet.

How can my child connect with their teacher virtually?
Your child's teacher will communicate with you about their virtual availability. All Google-based communications tools can be accessed with your child's school email account. Some potential Google-based communication tools include:

- Google Meet/Hangouts provides a safe and secure way for teachers to host video sessions with a group of students in real-time. For more information, please review this quick guide to Google Meet for parents and students.
- Google Chat allows teachers to chat with individual students, groups of students, or create a room to communicate with their class.
- Google Classroom allows teachers to create a discussion board for their classes, distribute assignments, and give real-time feedback to students. Parents if you would like to be added to the Google Class please reach out directly to the teacher to be added.
- Google Live Stream provides teachers the option to record or broadcast a one-way video to their students.

Civitas Education Partners is committed to providing remote learning opportunities. Fortunately, our students and staff have used these digital platforms for learning for the last few years. All Google-based communication tools are the network's secure, integrated, and recommended standard for remote learning during the COVID-19 school closures. However, in an effort to accommodate the needs of the school community during this unprecedented time, schools/teachers may elect to use other tools outside of the Network's endorsed standard, such as Zoom. Schools who wish to use a tool outside of Google Suite tools should notify parents and allow them to opt their student out of using such a tool.

Other learning platforms being used at our campuses:
- CICS Wrightwood Full List of E-Platforms can be found HERE.
- Khan Academy offers practice exercises, instructional videos, and a personalized learning dashboard that empower learners to study at their own pace in and outside of the classroom.
- NoRedInk builds stronger writers through interest-based curriculum, adaptive exercises, and actionable data.
- ClassDojo is a school communication platform that teachers, students, and families use every day to build close-knit communities by sharing what's being learned in the classroom home through photos, videos, and messages.
- REMIND is a communication platform that helps educators reach students and parents where they are. Fast: Messages are sent in real time to an entire class, a small group, or just a single person. Students can call their teachers in a safe regulated way. School Principals are also hosting weekly virtual "Parent Chats" to answer any questions - links to Parent Chats are sent Via REMIND. JOIN REMIND FROM YOUR PHONE TODAY - This is for parents and families to to become familiar with content areas, Curriculum & tools.