

Remote Learning Plan for University Laboratory High School (Urbana, Illinois)

Uni High will continue to hold classes remotely through the end of the Spring 2020 semester (May 22). Teachers are *not* expected to work in the building. Teachers can come to the building to get materials, or work in the building if needed. Teachers should contact Dr. Majerus and Dr. Radnitzer when they plan to be in the building and should practice social distancing most scrupulously.

During our remote learning period:

- We will not be taking attendance
- Per Illinois State Board of Education (ISBE) guidance, we will not be grading students on an A–F scale for their work during the period of remote learning; Students will receive grades on a Pass/Incomplete basis for second semester. (Any students who receive a grade of “Incomplete” for second semester will have the opportunity to make up missed work at the start of the fall semester in order to turn a grade of “Incomplete” into “Pass.” After a certain deadline early in the fall semester, “Incomplete” will convert to “Fail.” For seniors, the second semester grade will be pass/fail, since seniors will not be able to make up work at the beginning of the new semester.)
- Teachers will record student participation and student assignments completed in PowerSchool. Families are encouraged to continue to check PowerSchool to get a sense of their student’s level of engagement in class.
- "School day" hours will be from 9:00 AM–4:00 PM
- Teachers have been asked to plan for a maximum of 4 hours of required work (including synchronous class time) for students each week (though they can offer optional additional work or suggested activities/resources)
- Teachers have flexibility in terms of what work for their class will look like but are encouraged to check in with their students often, offering regular feedback and interaction
- Students taking U of I classes will communicate with teachers about their U of I schedule obligations; U of I class commitments will take precedence over Uni class commitments

In order to provide some structure to enable teachers to plan activities and events, we have created the following loose schedule of windows for possible class activities within our 9:00–4:00 school day. This sets aside windows when teachers can reliably plan synchronous (real time) activities if they want to. There are also other places within our virtual school day when teachers can ask students to do work.

	Monday	Tuesday	Wednesday	Thursday	Friday*
9:00 – 9:55	Period 1	Period 5	Period 1	Period 5	Independent
10:10 – 11:05	Period 2	Period 6	Period 2	Period 6	Work and
11:20 – 12:15	Period 3	Period 7	Period 3	Period 7	Project time
12:15 – 1:00	Lunch	Lunch	Lunch	Lunch	Lunch
1:05 – 2:00	Period 4	Period 8	Period 4	Period 8	
2:10 – 3:00	Uni Period online	Flexible time, virtual office hours, creative time...	Uni Period online	Flexible time, virtual office hours, creative time...	Uni Period online
3:00–4:00	Flexible time	Flexible time	Flexible time	Flexible time	Flexible time

* Remote Learning Professional Development Day for Teachers—April 17, April 24, May 1, and May 8

* Changes from the preliminary schedule of March 23–April 17 in red

Although **we will not be taking attendance for students**, teachers should still submit sick days to the VSL system. But we are not keeping track of students in the usual sense of daily attendance.

More on the ISBE context:

In general, guidelines from the Illinois State Board of Education during the period of remote learning in response to the COVID-19 crisis have encouraged K–12 schools to offer students as much learning opportunity and educational engagement as is possible under the circumstances. ISBE guidance has also made it clear that our goal is to support student development and mental health, not to meet standards and assess student achievement. Equity and an understanding of the context of this crisis has been at the forefront of ISBE messaging. There is an awareness that we can't expect the same level of engagement from every student and that we can't grade students according to the standards we rely on in normal circumstances.

Our focus is not assessing students, seeking to meet standards, or creating uniform benchmarks for all students to meet, but rather helping our students cope and engaging them in meaningful learning. We want to give our students regular feedback and interaction, but the primary focus of this feedback should not be assessment.

Uni High is also part of the University of Illinois, where online learning continues to go on. And so, we are doing our best to provide context-relevant, high quality learning opportunities for students, without placing undue burdens on them. (Teachers have also been encouraged not to put undue burdens on themselves as they attempt to work from home under a variety of challenging circumstances, often meeting other extraordinary responsibilities like homeschooling their own kids and negotiating shared or limited workspace.)

As teachers have been creating goals for the remote learning period, they have kept these questions in mind:

- What are the most important skills, concepts, and habits your students need for their future, and how can we encourage these, while letting go of the idea of “getting everything in” that we wanted to accomplish during fourth quarter?
- How can we share plans, activities, and resources that support students during this time of crisis and help them remain hopeful?
- What opportunities might this extraordinary period create for problem-solving, engagement with the real-world issues, and meaningful intellectual growth?

The Uni administration has encouraged teachers to let go of the idea of accomplishing everything they had imagined for fourth quarter. In the midst of this world-historical crisis, we are aware that we all have to be flexible. This flexibility may include teachers seeking to provide students with experiences and learning that is more relevant to our current moment than the curricula they had planned before this crisis began.

As we consider the impact this period of remote learning will have on student transcripts, we should all remember that no university anywhere in the world will look at the spring of the 2019–2020 school year on a student's transcript without seeing it in the context of a world-wide crisis situation.

In addition to providing them with engaging learning opportunities, the faculty and staff at Uni seek to support our students socially, mentally, and emotionally during this challenging time for all of us.

We encourage students to participate in “virtual Uni period” activities and other social and extracurricular elements that create a sense of school culture and community.

This situation is challenging for many of us in stretching our capacities related to technology, but we are trying new things and learning a great deal. Students and teachers alike can reach out for support related to educational technology. Zachary Schnepf is an invaluable resource, and university IT remains ready to assist Uni faculty, who can contact learnsupport@education.illinois.edu to open a direct line of support.

Dr. Radnitzer has been working to ensure that Uni students all have access to sufficient internet at home during this period and has been in contact with individual families, but students should continue to bring any internet needs to his attention.