

District 90 and Full Remote Instruction

Special Board of Education Meeting

August 10, 2020



**River Forest
Public Schools**

District 90 “Return to School” Guiding Principles

- ▶ **Safety of students and staff**
- ▶ **Equity**
- ▶ **Social emotional and physical wellness**
- ▶ **High quality instruction**

D90 Transitions to Full Remote Instruction

Among the reasons D90 transitioned to Full Remote Instruction ...

- ▶ Resurgence in COVID-19 health metrics (esp. Cook County positivity rate)
- ▶ Shifting guidance from local, state, and national health officials about required safety and response protocols
- ▶ Lack of directives from public health agencies about response to COVID-19 transmission when it occurs in school settings

Why Now?

- ▶ Return to School Resolution of July 27 allows for modification of the “Return to School” plan when necessary
- ▶ Inability of D90 to implement or sustain school operations in a safe and functional manner
- ▶ Heightened incidence of coronavirus in west Cook community
- ▶ Provides time for families to make necessary arrangements
- ▶ Time for faculty to make instructional preparations and coordinate social emotional supports for students

Between Now and August 27 (first day of school for students...)

Faculty and Staff will participate in ...

- ▶ Technology training opportunities
- ▶ Professional development experiences
- ▶ Teacher Institute Days – August 24-26

*All designed to make remote
learning robust and challenging*



Summer 2020 Professional Development

Grade level	Training	Goals/Objective	When
5-8	Swivl and Schoology Training	<ul style="list-style-type: none"> • Intro to hardware and set up • Use with remote and hybrid learning • Integration with Zoom and SmartBoards 	<ul style="list-style-type: none"> • August 19th • August Institute Days • Ongoing support - grade level, department, and 1:1
K-4	Swivl Training	<ul style="list-style-type: none"> • Intro to hardware and set up • Use for remote and hybrid learning • Integration with Zoom and SmartBoards 	<ul style="list-style-type: none"> • August 18th & 20th • August Institute Days • Ongoing support - grade level, department, and 1:1
K-8	Zoom Training	<ul style="list-style-type: none"> • Use of break out rooms • 1:1 conferencing • Enhanced functionality 	<ul style="list-style-type: none"> • Grade level and department meetings • 1:1 training sessions • August Institute Days
5-8	Teachers College Reading and Writing Project Virtual Institutes	<ul style="list-style-type: none"> • Support for teaching reading and writing workshop in a virtual setting • In-depth review and planning for each unit 	<ul style="list-style-type: none"> • Four sessions: July, September, November, December
All	New Teacher Orientation	<ul style="list-style-type: none"> • Technology training and support • Curriculum orientation and mentoring 	<ul style="list-style-type: none"> • Aug. 17th - 20th • Ongoing new teacher cohort meetings

Remote Learning Instructional Practices

- ▶ Return to five clock hours minimum of daily instruction
- ▶ Provide a minimum of 50% synchronous instruction each day (at least 2.5 hours daily)
- ▶ Continue to prioritize essential standards
- ▶ Implement mitigation plan for content not covered last spring
- ▶ Deliver new content/concepts to students
- ▶ Utilize off-line learning activities, assignments, small group break out sessions for student collaboration
- ▶ Resume traditional grading practices

Key Elements for Robust Remote Learning

- ▶ Established through *D90 Remote Learning Action Team* (RLAT) recommendations
- ▶ Daily, scheduled synchronous learning, integrated lesson design, student choice, and high-interest activities
- ▶ Ongoing social-emotional supports
- ▶ Increased communication via streamlined learning platforms and clear remote learning expectations for teachers, parents, and students
- ▶ Reinstated grading practices, regular student feedback, and instructional rigor across grade levels

Consistency/Alignment in Remote Learning

- ▶ Develop clear expectations for synchronous instruction
- ▶ Ensure instructional alignment of grade level teams and content areas
- ▶ Provide clear remote learning expectations for students, teachers, and families
- ▶ Support teacher collaboration and articulation
- ▶ Consolidate and align communications across district to the extent possible

Personalizing Remote Learning for Students

- ▶ Utilize curriculum-based formative and summative assessments to differentiate instruction
- ▶ Provide flexible group break-out sessions to support range of learners
- ▶ Continue use of choice boards (K-4)
- ▶ Provide readers with appropriate level of challenging texts and reading resources
- ▶ Self-pacing platforms (D90 example: ST Math)
- ▶ Project-based learning

Instructional Assessments – District 90

- ▶ Continue screening of English Learners
- ▶ Utilize curriculum-based formative and summative assessments aligned to classroom instruction
- ▶ Develop classroom-based assessment calendar to drive data-based instruction
- ▶ Administer 1:1 interviews for reading and math (K-5)
- ▶ Review ST Math Student Data Dashboards (K-6)
- ▶ Continue work on aligning standards-based learning to end-of-unit assessments or projects

Special Education and 504 Plan Students

- ▶ Remote Learning Plans will be developed by service providers for IEP students with parental input
- ▶ Plans will outline services to be provided during remote learning period
- ▶ Plans will be individualized based on unique needs, and may include some in-person services for special education learners
- ▶ IEP/504 meetings will continue via Zoom to the extent possible

Other Learner Considerations

- ▶ Homeless student needs will be evaluated on an individual basis to ensure multifaceted supports, as appropriate
- ▶ English Learners will receive tailored instruction based upon determinations made by EL teachers

Remote Learning Materials and Supplies

- ▶ Provide hands-on supplies when appropriate
- ▶ Develop plan to organize and distribute books and materials to students
- ▶ Replenish/refresh materials as needed during remote learning period
- ▶ Use of appropriate materials and supplies can reduce the need for screen time, in many cases

Provision of Synchronous Instruction

	Kindergarten through second grade	Grades three and four	Grades five through eight
Synchronous Learning	Approximately 40% - 50% of the instructional day	Approximately 40% - 50% of the instructional day	Approximately 50% - 70% of the instructional day
Asynchronous Learning	Approximately 50% - 60% of the instructional day	Approximately 50% - 60% of the instructional day	Approximately 20% - 30% of the instructional day

Remote Learning Schedule - Elementary

Format – Daily instruction for math, writing, reading and specials (60 mins.), SEL (40 mins.), SS/Science (25 mins.)

8 AM - 9 AM:	Collaborative grade level teacher planning
9 AM - 12 PM:	Synchronous and asynchronous learning
12 PM – 1 PM:	Lunch/Recess
1 PM – 3 PM:	Synchronous and asynchronous learning
3 PM:	Dismissal

Remote Learning Schedule – Middle School

Day 1/Day 2 Format – Double period every other day for core (80 mins.)
and daily PE, Exploratory (40 mins.)

8 AM - 9 AM:	Collaborative department teacher planning
9 AM - 12 PM:	Synchronous and asynchronous learning
12 PM – 1 PM:	Lunch/Recess
1 PM – 3:20 PM:	Synchronous and asynchronous learning
3:20 PM:	Dismissal

Social Emotional Wellness

- ▶ Implement orientation plan for all classrooms to build classroom community and cohesion
- ▶ Provide predictable schedule/routines to support social emotional needs
- ▶ Provide SEL curricula and supplementary services for students and staff
- ▶ Place intentional focus on students' emotional health who may have been or continue to be impacted by COVID-19

Social Emotional Wellness (Cont.)

- ▶ Engage students in morning meetings in elementary grades and Advisory at the Middle School
- ▶ Establish opportunity for all students to safely meet classroom teacher in person at the start of the year
- ▶ Continued support from social workers, psychologists, and other support systems

Instructional Technology

- ▶ Consolidate platforms where possible
- ▶ K-4 will utilize the Seesaw Learning Management System
- ▶ Synchronous and asynchronous instruction will be provided via Zoom sessions and integrated as needed with Swivl technology
- ▶ Post assignments on District 90 website weekly on Sunday evening
- ▶ K-4 student and family support provided by emailing: powerschool@district90.org
- ▶ Middle School students can email helpdesk@district90.org for direct support

Childcare/Remote Learning Supervision

- ▶ Facilitated in partnership with West Cook YMCA
- ▶ Developed to address safety and equity concerns, ensuring all D90 students are supervised and supported
- ▶ Option available for students in grades K-6
- ▶ Children in pods of 15 or less, 2 staff members
- ▶ Hosted in D90 schools
- ▶ Registration information will be available by August 14

Between now and October 1

District 90 will ...



- ▶ Continue to monitor/evaluate COVID-19 positivity metrics
- ▶ Push for stable guidance from local, state, and national public health agencies
- ▶ Pursue specific directives for responding to potential COVID-19 transmission in schools
- ▶ Assess conditions and ensure preparations for physical return of students and staff to school
- ▶ Continue to improve the D90 models for in-person and hybrid instruction

Additional Details

- ▶ Continued distribution of lunches to eligible families
- ▶ School “family information sessions” about remote learning coming soon
- ▶ Conduct virtual Open House for Families
- ▶ Distribution of available iPad keyboards for student home use (Roosevelt)
- ▶ Possibility of some remote clubs/activities, as guidance and circumstances permit

Additional Details

- ▶ Teachers will conduct remote instruction from their school classrooms
- ▶ The *D90 Remote Learning Handbook* will be distributed on August 15. It will provide detailed information about:
 - School and instructional schedules
 - Responsibilities and expectations of students, families, faculty, staff, and administrators
 - Grading practices
 - Delivery of special education and related services
 - Other related matters

Q & A