

D90 Return to School Update: Remote Learning

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District 90 “Return to School” Guiding Principles

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

Foundational Resources for “Return to School” Guidance

1. Illinois State Board of Education (ISBE): *Starting the 2020-21 School Year - Part Three Guidance (6/23/2020)*
2. Illinois State Board of Education (ISBE): *Fall 2020 Learning Recommendations (7/23/2020)*

- Developed in partnership with Illinois Department of Public Health (IDPH)
- Address safety, instruction, social emotional issues, procedures, recommendations for curriculum modifications, other items
- Reflect Governor Pritzker’s *Restore Illinois* plan

Uses/Description of Remote Learning in District 90

- Possible “full remote” learning program (students learn at home, with staff providing remote instruction from school)
- Optional “full remote” learning program, available to all families (regardless of “return to school” model)
- Daily school closures (i.e. snow days; heat warnings)
- Medium length closures (i.e. individual, class, or school quarantines; “rolling” closures dictated by public health agencies or local COVID counts)

Remote Learning Instructional Practices

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

Differentiation Opportunities in Remote Learning

- 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

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

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

Sample Elementary Remote Learning Schedule

Time	Activity
8:20-8:40am	Morning Meeting
8:40-8:55am	English Language Arts
8:55-9:10am	English Language Arts
9:10-9:25am	English Language Arts
9:25-9:40am	English Language Arts
9:40-9:55am	English Language Arts
9:55-10:10am	Math
10:10-10:25am	Math
10:25-10:40am	Math
10:40-10:55	Math
10:55-12:55	Teacher Lunch and Planning
12:55-1:10pm	Asynchronous Math
1:10-1:25	Music/Art/Library/STEM
1:25-1:40pm	Music/Art/Library/STEM
1:40-1:55	Physical Education
1:55-2:10pm	Physical Education
2:10-2:40pm	Asynchronous Social Studies
2:40-3:10pm	Asynchronous English Language Arts
3:10-3:20pm	"Wrap Up"

Middle School Remote Learning Schedule

- Continued A/B day schedules
- Increased daily synchronous instructional minutes
- Regularly scheduled Advisory period
- Grade level schedules for live Zoom
- Instructional objectives for the week will be available in advance for both students and parents
- Use of streamlined learning platforms

Synchronous (Live/Interactive) vs. Asynchronous Learning

	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

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

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
- Engage students in morning meetings in elementary grades and Advisory at the Middle School
- Continued support from social workers, psychologists, and other support systems

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 on Sunday evening each week
- K-4 student and family support provided by emailing: powerschool@district90.org
- Middle School students can email helpdesk@district90.org for direct support

Professional Development and Planning

- Provide ongoing technology support and professional learning
- Initiate SEL training for staff and provide resources to families
- Continue work on standards-based learning, unit, and assessment development
- Embed Remote Learning Planning Days into school calendars
- Support ongoing grade level / content area articulation and collaboration

Additional Considerations for Remote Learning

- Continued distribution of lunches to eligible families
- Conduct virtual Open House for Families
- Distribution of available iPad keyboards for student home use (Roosevelt)
- Continuation of some after school clubs, as guidance and circumstances permit

Q & A