



River Forest  
Public Schools

## ***District 90 Remote Learning Plan***

*Effective Date: April 6, 2020*

### **Purpose of the *D90 Remote Learning Plan***

The purpose of establishing a Remote Learning Plan for District 90 schools is to provide a plan for delivering virtual instruction for students in cases when physical attendance at school is not possible. In this situation, “remote learning” will be defined as instruction in which the teacher affords learning experiences for students using distance learning or other electronic learning platforms. Students will be asked to show evidence of learning by engaging in online activities or completing independent assignments/activities that demonstrate understanding about instructional concepts, learning objectives, or learning standards. While remote learning is not preferable to traditional classroom instruction, it can serve as a suitable substitute in situations when traditional classroom learning opportunities are not available due to extraordinary circumstances.

### **Overview of Remote Learning Plan Document**

This document will provide general information about the following topics:

- Seeking Clarification about Remote Learning - Questions
- Essential Guidelines for Teachers, Students and Families
- Social-Emotional Learning and Relationships
- Communication
- Daily Instructional Time for Remote Learning
- Remote Learning Days for Students with Individualized Education Plans
- English Learner Supports
- McKinney-Vento Families
- Daily Attendance
- Grading/Student Feedback
- Content Delivery/Instruction
- Ongoing Staff Development
- Technology - Hardware and Accessibility
- Return to On-Site Learning
- *D90 Remote Learning Plan* Revisions/Refinements

## Seeking Clarification about Remote Learning - Questions

Please note that this document is intended to explain the *D90 Remote Learning Plan* sufficiently to address most questions and/or concerns, while avoiding a granular level of detail. However, if further clarification is necessary about any element of the plan, please contact the following individuals with questions or for assistance at any time:

Individual/Role	Contact
Student	Classroom Teacher
Parent/Caregiver	Student's Teacher, Principal, or Asst. Principal
Faculty/Staff Member	Principal, Asst. Principal, or District Administrator

## Essential Guidelines for Teachers, Students, and Families

Work assignments are intended to align to the skills and standards that students are engaged in when they are present in school. Some assignments will be an extension of the classroom learning they are currently engaged in, and some assignments will be intended as reinforcement or continued practice of recently acquired skills. Teachers will post all daily assignments by 9:00 a.m. on the designated Remote Learning Day. Teachers will be available throughout the instructional day to support students by answering questions, clarifying assignments, and providing direct feedback. Teachers will endeavor to respond to all student/family email messages on the day in which they are received. Please note that email messages sent to teachers after 3:00 p.m. may not receive a response until the following morning.

The Remote Learning Day will end at 3:00 p.m., though students will have until 9:00 p.m. to submit all assignments for the day.

During Remote Learning Days teachers will facilitate all activities pertaining to remote instruction, lesson planning, and student feedback. Examples include:

- Planning and delivering virtual instruction (as per teacher or school schedule)
- Collaborating with Team/Department
- Providing student feedback
- Lesson development (traditional and virtual)
- Responding to emails/reviewing student assignments
- Answering student questions
- Providing direct support for students
- Contacting/responding to parents

It is important to acknowledge that during Remote Learning Days teachers will benefit from flexible scheduling to conduct instruction in an effective manner. This need is reflected in the design of the academic day. Similarly, some of our D90 students may have supervisory responsibility for siblings on Remote Learning Days. The schedule is intended to be maximally responsive to D90 student learning needs, while also providing teachers and students with flexibility to respond to the unique dynamics of teaching and learning remotely.

Please see the refined daily schedule below for both Elementary and Middle School:

<b>Time</b>	<b>Activity/Description</b>
8:00 - 9:00 a.m.	Individual teacher planning/preparation period
9:00 a.m.	All daily learning assignments will be posted for students by this time; RMS students submit attendance form
9:00 a.m.- 3:00 p.m.	<b><i>School in Session</i></b>
12:00 - 1:00 p.m.	Lunch/break for staff and students
3:00 p.m.	<b><i>School Dismissal</i></b>
9:00 p.m.	All daily student assignments due (electronic submission)

### **Social-Emotional Learning and Relationships**

It is imperative that remote learning in District 90 attend to the social and emotional needs for all individuals, with particular emphasis on students. Some ways to ensure that all members of the school community feel connected and supported include:

- Encouraging transparent communication among all stakeholders
- Understanding that academic development and social-emotional development are strongly interrelated.
- Affirming the value of healthy relationships between and among adults and students as a powerful asset
- Seeking opportunities for positive feedback/connection between students/staff
- Acknowledging students' current situation and context
- Providing students with appropriate time and space to process events
- Utilizing school and community resources to provide wellness/mental health
- Acknowledging that all individuals in the school community – including students and adults - are experiencing stress, anxiousness, and a sense of loss.

- Providing access to school social workers as needed via email (See also “Remote Learning Days for Students with Individualized Education Plans”)

## **Communication**

District 90 strives to convey clear, consistent, concise, and accessible communications. Family and staff access to information is imperative in a remote learning context. The guidelines below provide important considerations about effective and appropriate communication in District 90 during Remote Learning Days.

### *General Guidelines for Remote Learning Communications*

- Be clear, consistent and concise
- Ensure that materials and communications are accessible to all students and families
- Encourage/maintain ongoing two-way communication, whenever possible
- Clearly define terms and avoid jargon to avoid miscommunication

### *Guidelines for Communicating with Students*

- Maintain classroom customs and norms as much as possible
- Remind students how to best communicate with adults and peers, when appropriate
- Ensure that all students have access to information
- Adhere to all established District 90 expectations/procedures regarding student communications and interactions
- Share guidelines for teacher response times
- Maintain regular communication and establish a minimum threshold for contact

### *Guidelines for Communicating with Families*

- Avoid educational jargon and define terms, when necessary
- Garner family input about learner needs
- Provide information that can assist families to support the whole child
- Provide information and communication within established response times

## **Daily Instructional Time for Remote Learning**

Elementary students will receive daily reading, writing, and math assignments, as well as an activity from one of their weekly Specials classes. Middle school students will receive lessons from all subject areas and designated exploratories on a “Day 1-Day 2” basis.

School districts that have piloted and launched early Remote Learning Plans (“E-Learning Plans”) for the Illinois State Board of Education have shared that schools need to be mindful of inadvertently overloading students with assignments, particularly at the middle school level. We will continue to refine the allocation of instructional minutes as we gather and reflect upon parent, student, and teacher feedback related to D90’s Remote Learning Plan, once it has been fully instituted.

Please see the intended daily instructional minutes for each grade level below. Please note that these time allocations generally fall in the upper range of those suggested by the Illinois State Board of Education (ISBE) in the “Remote Learning Recommendations During COVID-19 Emergency” document, released on March 27, 2020.<sup>1</sup> However, because Grade 5 is considered part of the middle school program in District 90, 5<sup>th</sup> grade instructional minutes exceed the recommended allocations. However, teachers have the discretion to lessen/curtail assignments for students as circumstances require.

<b>Grade Level</b>	<b>Instructional Minutes/Day</b>	<b>Subject Area/Days</b>
<b>Pre-Kindergarten</b>	<b>45 + Story Time</b>	<b>Pre-Reading, Pre-Math</b>
<b>Kindergarten</b>	<b>75 + Independent Reading*</b>	<b>Reading, Writing, Math + one Specials class (10 min.)</b>
<b>Grades 1 &amp; 2</b>	<b>90 + Independent Reading</b>	<b>Reading, Writing, Math + one Specials class (15 min.)</b>
<b>Grades 3 &amp; 4</b>	<b>120 + Independent Reading</b>	<b>Reading, Writing, Math + one Specials class (20 min.)</b>
<b>Grades 5 – 8</b>	<b>150 + Independent Reading</b>  (Grade 5 minutes may be lessened for individual students, if needed)	<b>ELA (30 min.) Math, Social Studies, Science, Foreign Language, Physical Education, Exploratory (20 min. each)</b>

**\*Independent Reading time will be configured differently for Kindergarten students**

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<sup>1</sup> “Remote Learning Recommendations During COVID-19 Emergency,” March 27, 2020. Illinois State Board of Education (ISBE).

## Elementary “Specials” Rotation

	Monday	Tuesday	Wednesday	Thursday	Friday
Kindergarten	Music	STEM	Library	PE	N/A
1st	Art	Music	STEM	Library	PE
2nd	PE	Art	Music	STEM	Library
3rd	Library	PE	Art	Music	STEM
4th	STEM	Library	PE	Art	Music

## Remote Learning Days for Students with Individualized Education Plans

### *Recognition of the Exceptional Circumstances*

The mandatory school closures, stay-at-home orders and unique circumstances caused by the COVID-19 pandemic have caused school districts to change how educational services and supports are provided for all students. The unique circumstances facing our students, staff and school community also present unique challenges for some of our students with disabilities. Our District and the school staff members who support our students have been hard at work preparing for the implementation of Remote Learning Days consistent with the need to protect the health and safety of students and those providing education, services and support to our students. In addition to developing Remote Learning Days for all of our students, our special education teachers, service providers and support personnel have been collaborating to consider the needs of all of our students with disabilities under these unique circumstances as well.

### *Accommodations, Supports and Services*

During this period of Remote Learning Days, IEP students will receive services and support tailored to each student’s individualized educational needs based on the current circumstances and limitations of remote service delivery. Students with disabilities will participate in grade-level remote learning activities provided to all students in the District, with appropriate accommodations, modifications and support as necessary. Your student’s special education providers, in collaboration with general education teachers and other relevant school staff, will make a good faith effort to provide support and services to facilitate your student’s participation in remote learning activities.

*Delivery of Special Education and Related Services:*

In planning for the delivery of special education and related services to students with disabilities remotely, your student's special education providers have closely considered your student's individual needs and current circumstances in determining the appropriate supports, services and mode of delivery to be provided to your student during Remote Learning Days.

*Examples of Accommodations, Supports and Services Special Education Teachers May Provide Based on Student IEP Need During the Exceptional COVID-19 Circumstances:*

- Provide modifications and accommodations of general education lessons, activities and plans in collaboration with the general education teacher
- Provide intervention lessons to address priority learning standards and targeted IEP goals
- Provide video or phone check-ins with students and/or parents
- Provide video lessons for certain groups of students or individual students
- Collaborate with service providers and other school staff who are part of the student's team
- Provide feedback to parents related to assignments and IEP goals

*Examples of Supports and Services Related Service Providers (social workers, speech-language pathologists, occupational therapists, physical therapists, school nurses, school psychologists) May Provide Based on Student IEP During Remote Learning Days:*

- Intervention lessons to address applicable IEP goals
- Video or phone check-ins with students
- Video lessons for certain groups of students or individual students
- Communications with school personnel who interact with the child
- Feedback to parents related to their IEP goals

*Examples of Supports Teaching Assistants May Provide Based on Student IEP During Remote Learning Days:*

Teaching Assistants play a vital role in the daily instruction of students with disabilities. During Remote Learning Days, Teaching Assistants will continue to be a part of the continued learning of our students. They will be working in collaboration with the classroom teachers to meet the needs of students with disabilities, and may reach out to provide additional support to our students with disabilities.

## **English Language Learner Supports**

District 90 has a Transitional Program of Instruction (TPI) for its English Language Learners and students are taught by teachers with an English as a Second Language (ESL) endorsement. ESL Teachers collaborate with grade-level teams to differentiate instruction in such a way that students are able to gain access to grade-level content that is aligned with their level of English language development.

Teachers utilize student ACCESS data to develop instructional supports and strategies that match the different levels of language acquisition. English language learners should have daily opportunities to engage in activities in both English and/or the home language within the four language arts domains of reading, writing, speaking, and listening. Each EL student has an instructional plan tailored to his or her individual language development needs. EL teachers will provide support through individual and small group learning sessions, as well as provide feedback on content-area assignments.

## **McKinney-Vento Families**

For McKinney-Vento families experiencing homelessness while remote learning is in session, the highest priority is student health and well-being. The District will provide social-emotional support, and ensure that students' essential needs are met. Students will continue to be provided with all necessary instructional materials and technology support based on free and reduced lunch status. Lunches will continue to be provided for families either through pick-up at the District Office or delivery. District 90 social workers will collaborate with McKinney-Vento families and community services in River Forest to provide wrap-around service support for expressed family needs.

## **Daily Attendance**

Elementary student daily attendance will be evidenced by student completion and/or submission of assignments and activities. Classroom teachers will monitor attendance and submit absences to the school secretary on a daily basis, consistent with the Principal's direction. Middle school students will be required to submit a required Google Form each day to log attendance by 9 a.m. This form will be transmitted to them through the Technology Department. School secretaries will contact parents/family members by phone and/or email to inform them of unreported absences. If your student must be absent from a Remote Learning Day, please send a message to the following email address to notify the school:

Lincoln Elementary School - [koprivam@district90.org](mailto:koprivam@district90.org)  
Willard Elementary School - [olivaress@district90.org](mailto:olivaress@district90.org)  
Roosevelt Middle School - [schrodts@district90.org](mailto:schrodts@district90.org)

**If your child is ill with suspected or diagnosed Coronavirus (COVID-19) or Influenza, please contact the school nurse at the following email address to notify us. We will be monitoring and reporting incidences of these conditions to health agencies and request your assistance to track them accurately.**

Lincoln Elementary School - [godellase@district90.org](mailto:godellase@district90.org)  
Willard Elementary School - [clinkp@district90.org](mailto:clinkp@district90.org)  
Roosevelt Middle School - [hardyg@district90.org](mailto:hardyg@district90.org)

### **Grading/Student Feedback**

Grading for students under Remote Learning Days will be based on the principle of “no educational harm to any child.” Instruction will focus on the continuation of learning and provide flexibility in the way that students are able to demonstrate progress. District 90 is adopting the recommendations from the Illinois State Board of Education (ISBE) such that student work be evaluated on a “Pass or Incomplete” basis, with varied opportunities provided for make-up completion. All students should have the opportunity to redo, make up, or try again to complete, show progress, or attempt to complete work assigned prior to the remote learning period in that time frame. However, students will still be provided with teacher direction/reinforcement about academic performance through the use of formal and informal feedback, as warranted.

### **Content Delivery/Instruction**

Teacher decisions about content delivery will be made consistent with the following considerations:

- **Instruction will be provided within the context of social emotional support for all students and families.** Emphases on the whole child and empathy - including mental health, nutritional needs, and physical safety - will be prioritized at all times.
- The primary academic goals are **1) providing instruction that focuses on critical standards, and 2) minimizing learning loss.**
- Active student engagement with learning will be structured in accordance with age-appropriate thresholds.
- Instruction will include both digital and non-digital access to content, as warranted.

- Content for remote learning will be selected that is aligned to critical standards, and is relevant and appropriate for all students.
- Content will be delivered in a manner that ensures that all students have access to equitable educational opportunities.
- The needs of students with Individualized Education Programs (IEP's) and Section 504 Plans will be accounted for in the design and delivery of instruction, within the context of the exceptional circumstances.
- English Learners will be provided with access to meaningful/high quality educational materials that align to state standards and build language development.
- Remote learning that emphasizes interaction and authentic and differentiated learning opportunities will help students stay connected to teachers and classmates.
- Developing consistency for remote learning on which students can rely is elemental to effectiveness. Successful, consistent remote learning includes clearly articulated goals, options for students that reflect varied interests and readiness levels, and flexibility in completion expectations.
- Parent access to clear information and ample resources are integral to the success of remote learning.

#### *Special Considerations Regarding Real-Time and Pre-Recorded Instruction*

- District 90 will employ video conferencing and virtual learning platforms that are compliant with data privacy laws and District 90 standards for student data protection. The vendor's online terms and conditions/privacy policies must provide adequately robust protections for student data privacy and do not misuse or allow misuse of student data.
- Teacher decisions to employ asynchronous (pre-recorded) or synchronous (real-time) instruction will be contingent on the age and developmental level of students. While real-time instruction allows teachers to engage directly with students, pre-recorded lessons allow increased flexibility for student learning.
- Parents/guardians may not record virtual instruction displaying students at any time, and real-time instruction may only take place during school hours.

#### *Expectations for Video Conferencing*

- All participants must participate in real-time instruction in a "public space" at home (i.e. living room, kitchen, etc.).
- Students should mute their audio when listening.
- Student dress code standards are in effect at all times.

- Respectful conduct is expected as if instruction was taking place in a school classroom.
- Students and teachers will ensure that their workspace background is both presentable and appropriate.
- All video conferencing invitations will be initiated by the staff member.
- Special education or related service providers may utilize video conferencing tools to provide one-to-one or small-group therapy, with parental waivers.
- If there is concern about the ability for students or staff to meet the expectations reflected above, pre-recorded instruction should be utilized.
- In the case of limitations presented by pre-recorded instruction, staff-initiated phone calls to the parent or guardian should be employed to resolve the matter.
- Parents are requested to notify teachers directly if students do not have their permission to participate in real-time instruction. All parent “opt-out” requests will be honored.
- Additional expectations may be added to these guidelines, as necessary.

### **Ongoing Staff Development**

Ongoing staff development, training, and the provision of resources will be essential to ensure the success of the Remote Learning Plan. From an ethic of care, teachers must be provided with encouragement, support, and compassion to ensure their success and resilience in meeting the needs of students. Targeted, time-sensitive professional learning is also essential to foster skill development in the use of new teaching modalities and the delivery of remote content. District 90 will gather feedback from teachers on a regular basis to determine the areas in which ongoing professional development should be provided to undergird the unique teaching/learning circumstances of remote learning. As permitted by Illinois State Board of Education (ISBE) remote learning guidance, District 90 may employ up to five “Remote Learning Planning Days” for the purpose of providing ongoing staff development, refining the *D90 Remote Learning Plan*, or scheduling collaborative teacher planning time. Scheduling for a Remote Learning Planning Day will typically be communicated to staff and parents at least one week in advance, unless in case of emergency.

### **Technology - Hardware and Accessibility**

#### *Grades K-4*

iPads and chargers will be sent home with students, with lending agreements sent to parents electronically. Parents are asked to sign and scan Elementary iPad lending agreements to [kostermanb@district90.org](mailto:kostermanb@district90.org) Parents are asked to inform teachers as soon as possible if Internet access is not available at home, so that accommodations can be

made to assist with accessibility. Teachers will deliver lessons, activities, and assignments via the SeeSaw and Google Classroom platforms. Technology Integration Specialists will be available via Google Hangouts during established times (to be determined and communicated to students/staff). To assist students and faculty members, the D90 Technology “HelpDesk” will be staffed and responsive during all Remote Learning Days. Parent technical questions should be sent to [Powerschool@district90.org](mailto:Powerschool@district90.org). Responses will be made as soon as possible.

### *Grades 5-8*

Students are currently issued iPads to take home for the completion of assignments and activities. Students or parents are asked to inform teachers as soon as practical if Internet access is not available at home, so that accommodations can be made to assist with accessibility. Teachers will deliver lessons, activities, and assignments via the Schoology platform. Tech Integration Specialists will be available through Google Hangouts during established times (to be determined and communicated to students/staff). To assist students and faculty members, the D90 Technology “HelpDesk” will be staffed and responsive during all Remote Learning Days. Parent technical questions should be sent to [Powerschool@district90.org](mailto:Powerschool@district90.org). Responses will be made as soon as possible.

### **Return to On-Site Learning**

Significant planning for the return to on-site learning at the conclusion of Remote Learning Days will be imperative to the success of both students and staff. However, this is complicated by the fact that the timing of return to on-site learning remains uncertain. Whether students and teachers return to on-site learning during the course of the school year or at the beginning of a new term, faculty, staff and administrators will require a teacher institute day (without students in attendance) to prepare. The objectives for this teacher institute day will be to determine plans for the successful reintegration of students into the traditional “school-day” learning mode, ensure social emotional supports for all students, and establish thoughtful “community building” reunion activities. It will also be necessary to afford members of the school community (students, faculty, staff, administrators, and families) with a chance to debrief about their experiences and/or potential sense of loss during school closures. These opportunities may occur within or outside of the traditional school day. School social workers and community agencies/partners will be valuable resources to assist in coordinating and facilitating these events.

## **Remote Learning Plan Revisions/Refinements**

Since the *D90 Remote Learning Plan* has never been implemented before, we expect that certain components will be identified that should be adjusted or could be improved. Please expect that elements of the *D90 Remote Learning Plan* will be refined over time to make the Plan increasingly functional and effective. The D90 administrative team will strive to provide updated information about necessary changes to remote learning procedures in a timely manner. Additional resources will also be provided to supplement the content available in this document. It is recommended that students, staff members, and families create an electronic file that includes this D90 Remote Learning Plan and any subsequent resources that may be provided (FAQ's, tip sheets, reference documents, etc.).

**Please note that substantial content for this Remote Learning Plan was adapted from the following resource:**

“Remote Learning Recommendations During COVID-19 Emergency,” March 27, 2020. Final Draft, *Illinois State Board of Education*.