

2020-2021

**Remote Learning
Handbook Supplement
River Forest District 90**



Lincoln Elementary School

Roosevelt Middle School

Willard Elementary School

Superintendent's Welcome

Dear District 90 Families, Faculty, and Staff,

Welcome to the 2020-21 school year! While we know that this school year will undoubtedly be unlike any other, please know that our goal to provide an outstanding education for all of our students remains resolute. Thank you in advance for your support of our students, staff, and schools, as well as our efforts to make every school year a positive and engaging one for the children of District 90.

This Remote Learning Handbook Supplement represents a practical guide on how remote instruction will function in District 90. Please be assured that remote instruction for the 2020-21 school year will be markedly different from the spring. As we begin the new school year with this new instructional model, remote learning 2.0 will be more robust, rigorous, and engaging for students.

Created in response to the many questions and comments District and school administrators have received from families, the Handbook will include information about:

- Instructional Schedules
- Learning Management Systems
- Expectations for Students, Staff, and Families
- Synchronous (live) and Asynchronous (recorded) Instruction
- Special Education, 504 Plan, and Related Services
- Social-Emotional and Physical Wellness

This guide cannot answer all of the things that families and students may be thinking about, but administrators have tried to address the questions that have been received and anticipate others. Please use this Handbook supplement as you and your family prepare for the coming school year. Also, please expect that your child's school will provide additional, school-specific information for you as we start the new school year.

Thank you for your flexibility and patience, particularly during these uncertain days. Please know that we remain deeply committed to providing a high-quality and equitable learning experience for all our students at all times.

Respectfully,

Ed Condon, Ph.D.
Superintendent

Remote Learning Handbook Supplement Contents and Purpose

This Handbook is designed to be a practical guide for remote instruction during times when in-school instruction is inappropriate or unwise due to current local, national, or global circumstances, such as a pandemic, or inclement weather that precludes the safe opening of schools. Be sure to visit the District's website (www.district90.org) for the most current information about school closures and other information.

Acknowledgment of Receipt of the Remote Learning Handbook Supplement

This Remote Learning Handbook Supplement is an essential document for parents, guardians, and students. It includes important information about remote instruction; technology and learning management systems; guidance regarding synchronous and asynchronous instruction; social-emotional supports; and special education, 504 plans, and special services. *Starting on August 18, please visit your PowerSchool account to indicate your acknowledgment that you and your child have received, read, and understand the information contained within this remote learning supplement, as well as your authorization for live streaming participation.*

What is Remote Learning?

In District 90, remote learning involves students receiving instruction from classroom teachers in a location outside the traditional school setting. Instruction can be received at home or another locale at the family's discretion through the use of computers/iPads or other District-supported technology. The District may utilize a remote learning platform under various circumstances such as:

- Guidance from the Illinois State Board of Education and/or the Illinois Department of Health regarding educational matters or public health issues
- Inclement weather related to excessive heat, snow, or cold that requires school closures

Remote instruction in District 90 adheres to the following principals:

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

The use of remote instruction is not embarked upon lightly, as District 90 believes that "in-person" instruction is optimal for most students. District administrators understand that adopting this model of instruction poses various challenges for students, families, and staff members. In recognition of these circumstances, it is important that remote instruction is provided with a focus on social-emotional support for all students and families. Numerous research studies indicate that social-emotional wellness is essential within the academic framework because it supports academic achievement, enables students to develop executive functioning, reduces conflict among students, and contributes to a positive classroom environment for learners.

Remote instruction will be delivered in an age-appropriate way and in a manner that ensures all students have access to equitable educational opportunities. Further, it is incumbent on District 90 to ensure that

remote instruction is responsive to students with Individualized Education Plans, Section 504 Plans, and who require specialized services.

How will remote instruction be implemented?

Unlike the e-learning that was implemented in the spring, faculty and staff have been developing a refined remote learning model that is better suited to the academic needs of our students. The remote instruction model of the 2020-21 school year will be markedly different from the experience at the conclusion of the last school year. With a more robust instructional framework based upon the collaborative efforts of teachers within and across grade levels, remote instruction will provide students with an engaging academic schedule while supporting the unique social and emotional challenges that students are addressing. For students in the Inclusion Preschool through 8th grade, remote instruction will include:

- Five hours of instruction each day for students in 1st through 8th grade. Inclusion Preschool and Kindergarten students will have 135-145 minutes of instruction each day. Instruction will incorporate both synchronous (live) and asynchronous (recorded) lessons.
- Focus on core courses and essential standards, such as reading, writing, math, social studies, and science. Specials and exploratory classes in art, music, STEM, library, Advisory, and PE will also be a part of the daily and weekly instructional schedule, as well as world languages at the middle level.
- Interactive, authentic, and differentiated class offerings that will help students remain connected to teachers and classmates.
- Scheduled synchronous instructional sessions that will be planned in advance and recorded to enable students to review lessons later, as needed. Students will be required to log in to synchronous sessions at the established times whenever possible. If it is not possible for students to participate in the live lesson, then students should view the recorded lessons at another time each day.

Weekly Instructional Schedules

Remote learning will consist of synchronous (live) and asynchronous (recorded) instruction. Based on an individual teacher's discretion and age appropriateness, remote instruction in core subjects and specials will often include:

- Small group and/or work with partners
- Whole class lessons
- Teacher/student conferencing
- Independent practice
- Individual assignment completion
- Work on projects or activities
- Daily reading assignments

Please see the charts near the end of this Handbook for a breakout of the weekly instructional schedules and content area minutes for the Inclusion Preschool and Kindergarten, 1st through 4th grade, and 5th through 8th grade classes.

Recommended Remote Learning Lesson Structure

Whether engaging in synchronous (live) or asynchronous (recorded) lessons, learning is a result of students participating in the application of new skills through targeted practice, assignments, or longer-term projects. Primarily, students learn by doing as opposed to passively listening to lectures for a full class period. Effective lesson structures frequently include the following:

- *Name* the teaching objective for the day
- *Present* a lesson through framing an essential question, model a skill, or exploration of a new idea
- *Engage* students individually or through partnerships in the guided practice of the learning objective
- *Provide* students with time to apply the lesson objective or skill independently or in small groups
- *Facilitate* small groups or 1:1 teacher conferencing, as appropriate
- *Debrief* as a whole group to share or synthesize the learning of the day

Remote Learning Modes

Synchronous Learning - Live instruction with students and teachers interacting in real-time (whole group activities, mini-lessons, break out groups, small groups, partner work, 1:1 teacher/student conferencing). Please see the *District 90 Parent/Guardian Authorization for Live-Streaming and/or Videotaping Classroom Instruction* at the end of the Handbook for parent/guardian approval of student participation in synchronous instruction.

Asynchronous Learning - Students working on assigned tasks related to reading, writing, math, science, social studies, art, music, PE, library, foreign language, and STEM. Learning may include reviewing recorded lessons or other online resources assigned by teachers.

Learning Management Systems and Platforms

District 90 employs several Learning Management Systems (LMS), which help teachers and administrators keep track of student information. Some of the information stored in the District's LMS include student grades, attendance records, parent/guardian contact information, etc. Roosevelt utilizes the *Schoology* platform with PowerSchool. Willard and Lincoln utilize *Seesaw* with PowerSchool. All of the systems are accessible via app and web browser on the District-issued iPads.

Attendance during Remote Instruction

Students are expected to be present every school day during the remote instruction period. Remote instruction starts at 9:00 a.m. for students and ends at 3:00 p.m. in elementary school, with instruction for middle school students ending at 3:20 a.m. For students in 1st through 8th grade, attendance will be taken twice a day – once in the morning and once in the afternoon, which will be documented in students' PowerSchool records. If a student is unable to attend class for any reason, a parent or guardian must call a school's Attendance Line to report the absence.

Lincoln Elementary: (708) 366-7340

Roosevelt Middle: (708) 366-9230

Willard Elementary: (708) 366-6740

Assessment Practices and Grading

Student assessment represents an essential component of the educational process and helps to ascertain whether students have attained the requisite academic skills and objectives. District 90 has always professed that a single assessment tool cannot provide a complete evaluation of a student's learning. Instead, assessing students accurately requires multiple and varied assessment tools to determine student proficiency in specific areas. Due to the rapid transition to e-learning in March and the cumulative nature of many subjects, faculty members have been working to determine the most productive methods to assess students' understanding of skills and concepts that may have been truncated or discarded in lieu of essential goals at the end of the last school year.

Student assessment will begin as soon as it is feasible, and after students have gained familiarity with their iPads and other learning devices. Assessment may include:

- 1:1 teacher/student interviews for reading and math fluency
- Assessments prior to the beginning of a unit to determine what students know, understand and are able to do
- Formative, or ongoing assessment, to check student understanding and progress toward learning goals as they move through a unit
- Summative, or end of unit assessments, to determine students' overall understanding of skills and concepts taught over the course of the unit
- Teacher feedback on assignment and projects
- Use of rubrics to evaluate assignments and projects.
- 1:1 or small group conferences between teacher and student(s)
- Unit quizzes and tests
- Student self-assessment/reflection

Grading

The Illinois State Board of Education (ISBE) recognizes that grading is a local decision, and recommends timely feedback be given to students to support their growth and achievement. District 90 will resume foundational grading practices during the remote instruction period. However, those practices may be modified to reflect the learning circumstances of the remote model. Teachers will engage in formative (ongoing) assessment as well as summative (end-of-unit or project) assessment to ensure that students are making progress relative to the Illinois Learning Standards. These assessment practices may also allow students the opportunity to redo, makeup, or resubmit assignments to show progress or complete previously assigned work. As during traditional instruction, grading during remote learning will be at the prerogative of the teacher, commensurate with District and school grading parameters.

Instructional Technology Overview

Grades K-4

Returning students previously received iPads and chargers, with lending agreements sent electronically to parents for their signature with the request that they scan and return the agreements to the District. New students will be issued iPads at the start of the school year. Parents were also requested to inform faculty about Internet access in their homes, with accommodations (WiFi hotspots) being made available to assist those who require access. During remote instruction, teachers deliver lessons, activities, and assignments via the Seesaw and Google Classroom platforms. Synchronous and asynchronous lessons will be delivered via the Zoom video communications platform. In addition, new Swivl devices have been purchased to facilitate live and recorded lesson content delivery. Swivl is a communication technology that enables classroom instructors to teach synchronously, record instruction for asynchronous viewing, and engage students simultaneously. Technology Integration Specialists will be available via *Google Hangouts* during established times (to be determined and communicated to students/staff). The D90 Technology “Help Desk” will be staffed and responsive during all instructional days. Parent technical questions should be sent to **Powerschool@district90.org**. Responses will be provided as soon as possible.

Grades 5-8

Returning students previously received iPads and chargers, with lending agreements sent electronically to parents for their signature with the request that they scan and return the agreements to the District. New students will be issued iPads at the start of the school year. Parents were also requested to inform faculty about Internet access in their homes, with accommodations (WiFi hotspots) being made available to assist those who require access. Teachers deliver lessons, activities, and assignments via the Schoology platform. Synchronous and asynchronous lessons will be delivered via Zoom, and new Swivl devices have been purchased to better facilitate live and recorded lesson content delivery. 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 “Help Desk” will be staffed and responsive during all instructional days. Parent technical questions should be sent to **Powerschool@district90.org**. Responses will be made as soon as possible.

Special Education, 504 Plans, and Related Service Delivery

With safety as our top priority, all students attending River Forest D90 public schools will begin the year remotely, including students receiving special education and 504 services. All special education students will have a remote learning plan developed by the student’s IEP team with the input of parents/guardians. IEP teams will consider the individual needs of each student, progress during remote/e-Learning, input and feedback from family members, and overall progress towards IEP goals to make recommendations for how to best provide IEP services within the remote learning environment. Some flexibility of scheduling may be necessary on a case by case basis to address a child’s unique learning needs. The student’s IEP is the guiding document for planning the remote learning delivery.

The District plans to utilize a metrically measured phased-in approach to the school year to support students receiving specialized student services.

- Phase 1: (Start of the year) All IEP students and 504 students will receive services remotely. Individual remote service plans will be developed for all students with IEPs. Section 504 case managers will consult with families and general education teachers to ensure students receive accommodations and modifications.
- Phase 2: September 8/September 14 - The following students will return to school for in-person/hybrid instruction:
 - Students with an IEP in instructional programs using a functional curriculum (Multi-Needs Skills program at Willard and Roosevelt)
 - Students with an IEP in the inclusion preschool and kindergarten program
- Phase 3: October 1 - The Special Education Department will participate in District processes and review of options to consider returning additional IEP students to in-person or hybrid instruction, or potential in-person services, if possible.

IEP teams will consider the following:

- Whether the student's medical condition is conducive to in-person attendance or if needs would best be met remotely
- The student's behavior and capacities, including
 - the ability to control secretions
 - ability to cover mouth/nose when sneezing and coughing
 - ability to maintain distance from other classmates
 - ability to tolerate wearing a face covering (may consider the option of face shield instead)
 - ability to wash hands with/without assistance and to use hand sanitizer
- The number of students per classroom and the ability to maintain six-foot distance, when possible
- The best modality to meet the student's individualized needs after consult with individual student health care providers, if applicable, and IEP teams

IEP teams will consider the individual needs of each student, progress towards individual remote learning plans, input and feedback from family members, and overall progress towards IEP goals to make recommendations for how to best provide IEP services within the enrolled learning environment. Additional information about special education services can be found here [Special Education and Related Services Guidance](#).

Interested parents are encouraged to join an optional Parent Zoom Information Session (Registration is required)

- Inclusion Preschool Parent Meeting (Pre-K) August 19 from 5:00 to 6:00 p.m. Register in advance for this meeting [here](#).
- Special Education Parent Meeting (K-8) August 19 from 6:30 to 7:30 p.m. Register in advance for this meeting [here](#).

After registering, a confirmation email will be sent containing information about joining the meeting.

Social-Emotional Wellness

The impact of the pandemic on our students, families, staff, and community cannot be underestimated. Students and staff returning to school may be experiencing challenging feelings surrounding the changes to school since March. As our community grapples with the impact of the pandemic on our schools, it is imperative that we support the social and emotional well-being of our students, families, and staff members. In either the typical or remote learning environments, the District is committed to providing schools with the protocols and training necessary to support the mental health needs of students and adults. To address these issues, a Social-Emotional Workgroup met during the summer to develop recommendations for the reopening of the 2020-2021 school year, identify current social-emotional needs for the District, and identify short-term and long-term plans to strengthen SEL practices in the wake of the COVID19 pandemic.

The team utilized CASEL's [Social and Emotional Roadmap For Reopening Schools](#). SEL Critical Practices serve as a helpful guide for immediate and long term social-emotional planning to meet the District's needs. CASEL identifies the following as four critical practices for schools:

- **SEL Critical Practice 1:** Take time to cultivate and deepen relationships, build partnerships, and plan for SEL
- **SEL Critical Practice 2:** Design opportunities where adults can connect, heal, and build their capacity to support students
- **SEL Critical Practice 3:** Create safe, supportive, and equitable learning environments that promote all students' social and emotional development
- **SEL Critical Practice 4:** Use data as an opportunity to share power, deepen relationships, and continuously improve support for students, families, and staff

Additional information will be forthcoming about specific social-emotional supports that will be available to students, families, and staff during our initial "return to school" and the following weeks of remote learning.

Students Protected by the McKinney-Vento Act

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

English Learning and Multilingual Students

District 90 has a Transitional Program of Instruction (TPI) for its English Learners, and students receive instruction from teachers with an *English as a Second Language (ESL)* endorsement. English learner 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 English language development.

Teachers utilize student ACCESS data to develop instructional support and strategies that match the different levels of language acquisition. During the remote instruction session, English learners (EL) 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 also provide feedback on and support with content area assignments and projects.

All students complete the Home Language Survey when they enroll in District 90. Any student who indicates they speak a language other than English in their home will be screened to determine if they would benefit from English Language services. Screenings can be conducted remotely.

Activities and Extracurricular Activities

During the current period of remote learning, extracurricular activities, events, and athletics have been suspended. Faculty members and District administrators are currently considering the addition of extracurricular pursuits that can be conducted safely in a remote manner.

Responsibilities and Expectations

A clear understanding of the responsibilities and expectations of students, families, faculty, and staff is essential for the success of the remote learning session. Below is a chart that outlines the expectations and responsibilities of all involved in remote instruction.

Expectations for Members of the D90 Learning Community	
Student Responsibilities	<ul style="list-style-type: none"> • Attend all remote instruction classes every school day • Review assigned work • Review and apply teacher feedback on assignments and projects • Complete assigned work by the due date • Ask clarifying questions when you need help, and let someone know if you are struggling emotionally, physically, or academically • Demonstrate respectful conduct to yourself, teachers, and peers • Comply with health, safety and behavior policies • Get enough rest and commit to self-care

<p>Parent/Guardian Responsibilities</p>	<ul style="list-style-type: none"> • Ensure that students are signed in for daily instruction • Ensure that students’ study and learning areas are in appropriate locations for remote instruction • Review assignments, digital learning platform expectations, deadlines, etc. with students • Set appropriate time limits for technology use • Talk to students about their assignments and what they are learning • Set a schedule to help students establish and follow regular daily routines • Contact the school when a student is absent from remote instruction
<p>Non-Teaching Faculty & Staff Responsibilities</p>	<ul style="list-style-type: none"> • Conduct regular wellness checks on students who have been identified by teachers as disengaged • Assist classroom teachers with relevant educational duties (attendance, organization, small/large group instruction) • Participate in virtual/remote classrooms to better assist students during class times or online availability • Collaborate with classroom teacher(s) on content and delivery systems • Form support groups to encourage social interaction for students struggling with the change in the learning environment
<p>Teaching Faculty Responsibilities</p>	<ul style="list-style-type: none"> • Develop interactive, robust, and engaging lesson plans for students • Be available to answer student/family’s questions and responsive to concerns • Provide timely feedback to student work • Communicate regularly with students and families, including any questions that will provide information as to a student’s mental and physical well-being • Provide a range of differentiated learning opportunities to support the needs of all learners • Provide regular feedback to students on progress related to learning activities
<p>School Administrator Responsibilities</p>	<ul style="list-style-type: none"> • Implement remote and blended learning day plans, including oversight for safe school operations • Communicate regularly with families and stakeholders • Support teachers in planning and implementing remote learning plans • Help parent/guardians develop skills necessary to support remote and blended learning (accessibility, communication, outside services) • Develop and implement plans to check on students’ well-being

District Administrator Responsibilities	<ul style="list-style-type: none"> • Develop thoughtful, accessible remote learning planning days using stakeholder input, when possible • Support schools in planning and implementing remote learning plans • Help schools identify needed resources in the community (academic, health, social, emotional) • Ensure that systems are in place to support families, students, and staff members to facilitate high-quality teaching and learning, with an emphasis on safety and equity • Develop and implement District-wide social-emotional learning plans
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Source: Partially adapted from the *Fall 2020 Learning Recommendations*, Illinois State Board of Education (July 23, 2020)

Communication Priorities

The primary communication priority for the District remains to deliver information in a clear and transparent manner that supports the District’s priorities and initiatives. During the remote learning session, District communication efforts will continue to support D90’s guiding principles of safety, equity, social-emotional and physical wellness, and high-quality instruction.

Schools and teachers will communicate with students and parents/guardians regularly through several channels, including email, video conferencing, and website updates. Among the many matters that schools will communicate with families and parents/guardians are the following:

- Weekly notification of instructional focus and assignments
- Schedule of synchronous and asynchronous instructional sessions
- Regular feedback on student formative and summative assessments

Channels of Communication

Communication with key stakeholders will continue to use multiple channels and approaches to ensure that essential messages reach the greatest number of individuals and groups. These channels and strategies include:

- School Messenger notices to the D90 community, including families, faculty and staff, Board of Education members, River Forest officials, members of the media, and community partners
- District 90 website updates
- Social media, such as Facebook and Twitter
- Community Information Brochure
- Media/reporter outreach and press releases
- District 90 Primer and school e-newsletters
- Collaborative communication and outreach efforts with partner organizations and school districts (i.e., Districts 91, 97, and 200)

- Frequently Asked Questions (FAQs)
- Video messages to the D90 community
- Speaking opportunities for the Superintendent or his designee

District 90 Parent/Guardian Authorization for Live-Streaming and/or Videotaping Classroom Instruction

Please see the attached authorization for students to participate in live-streaming and/or videotaped instruction at the end of this Handbook. Families are asked to review this document and provide authorization for student participation through your PowerSchool account.

Synchronous Learning Expectations

The conditions created by the COVID-19 global pandemic have required schools and families to be flexible in their expectations of what school looks like. Additionally, this unprecedented situation has required schools to provide alternatives to in-person learning for families who cannot or choose not to send their children to school.

School District 90 has created a Remote Learning option for students who will be learning from home during the period where in-person learning is offered. Synchronous lessons will consist of live video streams that students can access during the day. Students will have the opportunity to view and hear lessons in real-time. Students will access assignments through our learning management systems. Completed assignments will be turned in via our learning management systems.

To ensure the fidelity of the program, families/guardians of all participating students, and participating students are expected to comport with the following “Synchronous Learning Expectations”:

1. Livestream videos will not be recorded, shared, or manipulated in any way by parents or students.
2. Students are responsible for attending synchronous lessons at the time they are presented.
3. The synchronous lessons are for School District 90 students who are participating in the fully remote program only. The links to the real-time live stream will not be shared.
4. Decisions about adjustments to grading/assessments are at the discretion of the teacher, within school and District parameters. Generally, students will be graded the same as when they are participating in the D90 in-person model of instruction.
5. District staff is in full control of the video feed. If, for any reason, the staff member deems it necessary to pause the video, they will do so.
6. Teachers may schedule small group or individual work sessions during class periods. Students are responsible for attending these sessions as assigned.
7. Families and students agree to observe terms of service set forth by the Zoom Meeting platform. (<https://zoom.us/terms>)

Agreement with the terms of these synchronous learning expectations is included as part of the *District 90 Parent/Guardian Authorization for Live Streaming and/or Videotaping Classroom Instruction* detailed at the end of this Handbook.

Learning Day Schedules and Instructional Program

The following information is intended to outline the instructional minutes that will be dedicated to instruction, and the manner in which it will be provided. Please note that teachers at each grade level will be working collaboratively to align instruction and design lessons that are tailored to the developmental needs of the students at each grade. Please find the following information provided in the charts below:

- Final 20-21 Elementary Instructional Minutes for Remote Learning
- Middle School Instruction Minutes for Remote Learning and Daily/Weekly Schedule

Final 2020-21 Elementary Instructional Minutes for Remote Learning Handbook

School and Grade level specific schedules will be forthcoming during the week of August 17. Each lesson will begin with a synchronous component and then transition to asynchronous components. Please note that class meeting times will vary by grade level, which requires that classroom teachers provide specific details for class meetings.

Inclusion Preschool*	
Social-Emotional Learning Activities and Integrated Content Synchronous	15 Minutes Daily Synchronous Learning: <ul style="list-style-type: none"> • Circle Time • Check-Ins • <i>Second Step</i> • Fine and gross motor development • Language, literacy, and communication • Math • Social/emotional development • Science, social studies, and exploration
Integrated Content Asynchronous	30 Minutes Daily: <ul style="list-style-type: none"> • Fine and gross motor development • Language and literacy • Math • Social/emotional development • Science, social studies, and exploration • Self-help/functional skills
Specials - one 20 minute block each day on five days of the week	Physical Education 20 minutes per week Synchronous Learning 10 minutes Asynchronous Learning: 10 minutes
	STEM 20 minutes per week Synchronous Learning 10 minutes Asynchronous Learning: 10 minutes
	Music 20 minutes two times per week Synchronous Learning 10 minutes Asynchronous Learning: 10 minutes
	Library 20 minutes per week Synchronous Learning 15 minutes Asynchronous Learning: 5 minutes
<p><i>*Students with IEPs will receive the minutes of service indicated in their IEPs. The special education team will work to develop an individual remote learning plan for each student receiving special education services.</i></p>	

	Kindergarten
Social Emotional Learning Activities	<p>15 Minutes Daily Synchronous Learning: Activities could include:</p> <ul style="list-style-type: none"> ● Class Meeting/Circle Time ● Check-Ins ● Read Aloud ● <i>Second Step</i>
Literacy: Reading Writing Word Work Handwriting	<p>65 Minutes- Daily - Learning activities will vary by day.</p> <p>Synchronous Learning: 30 Minutes Activities could include:</p> <ul style="list-style-type: none"> ● Whole Class Lessons & Read Alouds ● Small Group ● Partner Work ● 1:1 Conferencing ● Peer Conferencing ● Whole Class Share <p>Asynchronous Learning: 35 minutes Activities could include:</p> <ul style="list-style-type: none"> ● Reading: independent reading, listening to books, and/or early reading practice ● Independent Writing (idea generation, rehearsal, drawing, labeling, drafting, editing, revising, publishing) ● Completing tasks focused on building age-appropriate literacy skills
Math	<p>35 Minutes- Daily Learning activities will vary by day.</p> <p>Synchronous Learning: 20 Minutes Activities could include:</p> <ul style="list-style-type: none"> ● Whole Class Mini Lesson ● Small Group Work ● 1:1 Conferencing <p>Asynchronous Learning: 15 minutes Activities could include:</p> <ul style="list-style-type: none"> ● Independent math assignments ● Playing math games ● Real world math application
Science/Social Studies	<p>Thematic Units integrated within SEL, Reading, Writing and/or Math throughout the week</p>
Physical Education	<p>20 minutes per week Synchronous Learning 10 minutes Asynchronous Learning: 10 minutes</p>

STEM	30 minutes per week Synchronous Learning 15 minutes Asynchronous Learning: 15 minutes
Music	20 minutes - 2X per week Synchronous Learning 10 minutes Asynchronous Learning: 10 minutes
Library	30 minutes per week Synchronous Learning 20 minutes Asynchronous Learning: 10 minutes

Total Instructional Minutes PreK and Kindergarten: 135 minutes (2hrs and 15 minutes instructional time). Two days a week Kindergarten will have 145 minutes when students have STEM and Library.

	1st - 4th Grades
Social Emotional Learning Activities	40 Minutes Daily Synchronous Learning: 40 minutes divided AM/PM Activities could include: <ul style="list-style-type: none"> • Class Meeting • Morning/Afternoon Check-Ins • Read Aloud • <i>Second Step</i>
Literacy: Reading Writing Word Work Handwriting	120 Minutes- Daily - Learning activities will vary by day and grade-level. Synchronous Learning: 60 Minutes Activities could include: <ul style="list-style-type: none"> • Whole Class Lessons & Read Alouds • Small Group • Partner Work • 1:1 Conferencing • Peer Conferencing • Whole Class Share Asynchronous Learning: 60 minutes Activities could include: <ul style="list-style-type: none"> • Independent Reading • Writing responses to reading • Independent Writing (idea generation, rehearsal, drafting, editing, revising, publishing) • Completing tasks focused on building age-appropriate literacy skills

Math	<p>60 Minutes- Daily <i>Learning activities will vary by day and grade-level.</i></p> <p>Synchronous Learning: 30 Minutes Activities could include:</p> <ul style="list-style-type: none"> ● Math Talk ● Whole Class Lessons ● Problem of the Week ● 1:1 Conferencing ● Small Group Work ● Peer Problem Solving ● Whole Class Share <p>Asynchronous Learning: 30 minutes Activities could include:</p> <ul style="list-style-type: none"> ● Independent Problem Solving ~ including Problem of the Week ● Independent Math Assignments ● Real world math application ● Playing math games ● ST Math
Science/Social Studies	<p>100 Minutes - Weekly Science and Social Studies alternate throughout the school year Units are taught thematically and are often integrated in reading and writing through project based learning.</p> <p>Synchronous Learning: ~ 40 Minutes weekly Asynchronous Learning: ~ 60 minutes weekly</p>
Physical Education	<p>120 Minutes - Weekly (4x per week) Synchronous Learning 40 minutes Asynchronous Learning: 80 minutes</p>
Library	<p>30 Minutes - Weekly Synchronous Learning 15 minutes Asynchronous Learning: 15 minute</p>
STEM	<p>30 Minutes - Weekly Synchronous Learning 15 minutes Asynchronous Learning: 15 minutes</p>
Art	<p>60 Minutes - Weekly Synchronous Learning 30 minutes Asynchronous Learning: 30 minutes</p>
Music	<p>30 Minutes - 2X Weekly Synchronous Learning 30 minutes Asynchronous Learning: 30 minutes</p>

Total Instructional Minutes for Grades 1 - 4: 300 minutes (5hrs instructional time)

2020-21 Roosevelt Middle School Instructional Minutes/Schedule for Remote Learning

A remote learning day will blend live and independent learning activities for a total of 5 hours of instruction. Students will engage in daily instruction in all content areas, including math, reading, writing, Language Arts, social studies, science, exploratory classes, world languages, PE, and Advisory. Class schedules will vary depending upon the student’s grade level and specials rotation. Each week, students follow the schedule by spending 2 days in Day A, 2 days in Day B, and Friday as the Advisory Day. Below is the weekly schedule for Roosevelt students. Individual student schedules will be sent to families in the near future by Roosevelt Middle School.

Day A	Day B	Day C/Friday
Period 1 9:00am- 10:15am 75 minutes <i>S- 38 minutes</i> <i>A- 37 minutes</i>	Period 5 9:00am - 10:15am 80 minutes <i>S- 38 minutes</i> <i>A- 37 minutes</i>	Advisory 9:00am-9:25am <i>S-25 minutes</i> Period 1 9:30 - 10:02 <i>S- 15minutes</i> <i>A-15 minutes</i> Period 2 10:07am-10:39am <i>S- 15minutes</i> <i>A-15 minutes</i>
Period 2 10:25-11:40am 75 minutes <i>S- 38 minutes</i> <i>A- 37 minutes</i>	Period 6 10:25-11:40am 75 minutes <i>S- 38 minutes</i> <i>A- 37 minutes</i>	Period 3 10:45am-11:15am <i>S- 15minutes</i> <i>A-15 minutes</i> Period 4 11:20am-11:50am <i>S- 15minutes</i> <i>A-15 minutes</i>
LUNCH 11:40am -12:40pm <i>60 minutes</i>	LUNCH 11:40am-12:40pm <i>60 minutes</i>	LUNCH 11:53am-12:53pm <i>60 minutes</i>

Period 3 12:40pm-1:55pm 75 minutes <i>S- 38 minutes</i> <i>A- 37 minutes</i>	Period 7 12:40pm-1:55pm 75 minutes <i>S- 38 minutes</i> <i>A- 37 minutes</i>	Period 5 12:58pm-1:30pm <i>S- 15minutes</i> <i>A-15 minutes</i> Period 6 1:35pm-2:07pm <i>S- 15minutes</i> <i>A-15 minutes</i>
Period 4 2:05-3:20pm 75 minutes <i>S- 38 minutes</i> <i>A- 37 minutes</i>	Period 8 2:05-3:20pm 75 minutes <i>S- 38 minutes</i> <i>A- 37 minutes</i>	Period 7 2:12pm-2:44pm <i>S- 15minutes</i> <i>A-15 minutes</i> Period 8 2:48pm-3:20pm <i>S- 15minutes</i> <i>A-15 minutes</i>
Total 300 <i>S- 152 minutes</i> <i>A-148 minutes</i>	Total 300 <i>S- 152 minutes</i> <i>A-148 minutes</i>	Total 300 <i>S-145</i> <i>A-155</i>

A=Asynchronous S= Synchronous

Class length: 75 minutes per class with a 10-minute break until the following class.

**DISTRICT 90 PARENT/GUARDIAN AUTHORIZATION FOR
LIVE-STREAMING AND/OR VIDEOTAPING CLASSROOM INSTRUCTION**

As a result of the COVID-19 pandemic, Illinois is operating under a five-phase plan referred to as *Restore Illinois*. Under Phase 4 of *Restore Illinois*, Illinois schools can return to in-person instruction by adhering to the public health and safety guidance issued by the Illinois Department of Public Health. River Forest Public Schools District 90 is committed to providing our school community a safe return to in-person instruction. While in-person instruction will provide our students with the optimal service delivery option, the District will have to incorporate remote learning as part of our reopening process and perhaps into the school year, depending on current public health/pandemic conditions.

In order to provide a synchronous learning experience to students participating in remote learning, as well to provide students with an opportunity to review the presentation of whole group instruction in a class as needed when completing assigned work for that class, the District will live-stream and/or record classroom instruction and post the recording within a secure website maintained by the District for students to access.

The following confirms that you understand and agree to the following:

1. The sole purpose of the live-stream and/or recording is to allow students enrolled in a class to access the classroom instruction through alternative means.
2. The live-stream and/or recording could potentially include images and audio of your child's participation while in class.
3. This consent does not give permission for the use or re-disclosure of your child's digital image, audio recording, video recording, and class materials by the District for any other reason beyond supporting students enrolled in the class.
4. The live-stream and/or recording will be posted to a secure District website, which will be accessible to other students enrolled in the class, potentially those students' parents/guardians, and District staff members.

Your signature below acknowledges your agreement with the above statements and indicates that you give River Forest Public Schools District 90 permission to audio and video record your child for the purpose stated above. You also give the District permission to post the recording on its secured website even if it contains your child's image or audio presence.

I give this permission voluntarily and understand there will be no penalty for declining to allow the recordings. This authorization is made by me pursuant to 20 U.S.C. § 1232g, 105 ILCS 10/1 *et seq.*, and 740 ILCS 110/1 *et seq.*, and is for the purpose of creating video recordings of class instruction that may be accessed by students in a given class. This permission expires at the end of the 2020-2021 school year or once full in-person instruction has resumed at the District, whichever occurs first. I understand that I have the right to revoke this permission in writing at any time.

Student Name: _____

Student Name: _____

Student Name: _____

Parent/Guardian Name: _____

Parent/Guardian Signature: _____

Date: _____

NOTE: If you do not provide your permission to allow the live-stream or recording of your child, the live-streaming and recording will still proceed. All efforts will be made to assign your child to a seat outside of the scope of the camera. While the District will ensure that your child will not be the focus of the video, the possibility will still exist that an inadvertent audio recording of your child's voice may occur in the course of class instruction or activities.



River Forest
Public Schools

District 90 Remote Learning FAQs *(As of August 14, 2020)*

1. Will school start for students as planned on Thursday, August 27, 2020?

Yes, students will begin school remotely on Thursday, August 27, 2020, at 9:00 a.m. Building Principals will be contacting families to provide information about the first day of class. At the elementary level, the first two days of school will be focused on helping students transition back to the new year, build a sense of classroom/online community, and facilitate the distribution of necessary materials and supplies. At the middle school level, students will have the chance to attend all classes on the first two days to get to know teachers, become comfortable with class expectations, and familiarize students with online routines.

2. Will D90 provide electronic devices for all new students who need one?

Yes, the District will issue iPads to each student who has not yet received one and will assist families who may need to secure household Internet access. Also, teachers will be working with children to help them become as comfortable navigating the apps, conferencing platforms, and learning programs as possible.

3. What will my child's day look like?

For students in 1st through 8th grade, the day will consist of 5 hours of instruction, using both synchronous (live) and asynchronous (recorded) lessons. A greater percentage of synchronous instruction will be provided for students in advanced grades. These lessons will be complemented with offline learning. Based on a teacher's discretion, instruction may also consist of small group and partner work, whole class lessons, teacher/student conferencing, and the completion of independent assignments and projects. Kindergarten students will receive half-day remote instruction in either their pre-assigned morning or afternoon session.

4. Will teachers be able to meet their students before school starts?

Student academic success is predicated on trusting relationships between teachers and students and establishing a strong classroom community with peers. Strengthening student social-emotional wellness is foundational at the start of the school year, especially during this period of remote learning. Principals and teachers are currently devising methods for students to meet their teachers in meaningful ways at the start of the year.

On Thursday, August 27 and Friday, August 28 (the first two days of school), Lincoln and Willard Schools will schedule times for families to pick up school supplies and greet teachers in person, whenever possible. Roosevelt students will have a similar opportunity to pick up supplies and materials at school the following week. Efforts are also being made to support rising 5th-grade students in their transition to middle school.

5. How will grading be implemented during remote learning?

District 90 will implement grading practices for students during the remote instruction period. However, those practices may be modified to reflect the circumstances of the remote learning model. Teachers will engage in formative (ongoing) assessments as well as summative (end-of-unit or project) assessments to ensure that students are making progress relative to the Illinois Learning Standards. The grading practices may also allow students the opportunity to redo, makeup, or resubmit assignments to show progress or complete previously assigned work, as conditions merit.

6. How will special education, 504 plans, and related services be provided remotely?

The specialized nature of special education requires that each student needing such support has individual education plans (IEP), 504 plans, or related services that are tailored to their distinct needs. The District plans to utilize a metrically measured phased approach to the school year to support students receiving specialized student services.

- Phase 1: (Start of the year) All IEP students and 504 students will receive services remotely. Individual remote service plans will be developed for all students with IEPs. Section 504 case managers will consult with families and general education teachers to ensure students receive accommodations and modifications.
- Phase 2: September 8/September 14 - The following students will return to school for in-person/hybrid instruction:
 - Students with an IEP in instructional programs using a functional curriculum (Multi Needs Skills program at Willard and Roosevelt)
 - Students with an IEP in the inclusion preschool and Kindergarten program
- Phase 3: October 1 - The Special Education Department will participate in District processes and measures to consider returning additional IEP students to in-person or hybrid instruction.

7. How will attendance be taken?

For students in 1st through 8th grade, attendance will be taken twice a day – in the morning and afternoon. Students' absences will then be recorded in the PowerSchool student data management system, as is customary.

8. How will disruptive students be held accountable for their behavior during remote instruction?

In the unusual case of a student acting in a disruptive manner, classroom teachers will address most behaviors directly. In the case of ongoing disruption or disruption that interferes in instruction for other students, the teacher will contact parents or family members for assistance. Repetitive or severe disruption/conduct will result in a child being logged off of instruction and referred to the school principal or assistant principal for possible disciplinary measures.

9. Why is childcare being offered during remote instruction?

District 90 is partnering with the West Cook YMCA to offer a limited number of onsite childcare openings during the period of remote learning. The program will be offered to students aged 5 to 12 years old (Kindergarten to 6th grade). The goal of the program is to provide safe, structured care and remote learning supervision for students who may require it during the remote instructional day. Childcare is being offered to ensure that all D90 students and families are able to fully access the curriculum and the remote learning experience.

10. What does the District need from the D90 community to support remote learning and to help reopen schools as soon as practical?

The District has always appreciated the robust and ongoing support of the D90 community, including parents/guardians, faculty and staff members, River Forest residents, community partners, and other stakeholders. Going forward, we can all assist by modeling and encouraging the entire community to practice social distancing, mask wearing, hand washing, and the other actions that will help mitigate COVID-19. Further, this is a time to ensure that all members of the school community - and especially the more vulnerable among us - have full access to the many resources and supports available within our Village. Please contact your school principal or the District Administration if you know of ways in which we can better serve those in our midst.

11. When will the District reevaluate the current remote learning program, with the goal of returning students to school in person?

The District will be reviewing public health and safety metrics during the month of September, as well as seeking and interpreting further guidance from state and local public health agencies. On October 1, the District will make a determination about the potential at that time for a phased return to in-person or hybrid instruction.

12. Are families asked to report a new case of COVID-19 within the family to the District during remote learning? If so, what happens with this information?

Yes, families are asked to report symptoms of COVID-19 within families to the school nurse. They must quarantine children who have been in close contact with other symptomatic or diagnosed individuals for 14 days. Families are strongly urged to contact the family physician for care, direction, and/or treatment. Student health information that is reported to the school is protected and governed by the Family Educational Rights and Privacy Act (FERPA) and other confidentiality restrictions.