



# District 200 Remote Learning Plan 2020 - 2021

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## **Attendance Procedures**

### **Elementary & Early Childhood**

Please call before the start of the instructional day to report any absences.

Early Childhood: (630) 682-2474

Virtual Academy: (630) 836-9661

Valid causes for non-attendance include illness, observance of a religious holiday, death in the immediate family, family emergency, and situations beyond the student's control.

A student will be considered "absent" for a half-day in the a.m. if he or she misses the required morning required synchronous (live) video session unless he or she is scheduled for and attends a small group session in the a.m. and attends.

Any student marked half-day absent in the a.m. who does not attend the afternoon check-in, participate in any scheduled small group sessions, or complete trackable asynchronous work will be marked absent for a full day.

Parents whose students are excessively absent, whether excused or unexcused, may be required to present a statement from a physician verifying reasons for the extended or multiple absences. Failure to provide such verification will result in the absences being designated as unexcused and subject to possible truancy referral. If the number of absences is excessive, a referral may be made to the DuPage County Truancy Office or other local or state authorities.

### **Tardiness**

Children will be considered tardy if they are ten minutes late to a synchronous (live) video session. Parents will be notified of excessive tardies.

### **Middle School**

Please call the attendance line for your child's school by 10:00 to report any absences.

Edison: (630) 682-2053 Franklin: (630) 682 - 2359 Hubble: (630) 821-7900 Monroe: (630) 682-2290

Virtual Academy: (630) 836-9661

Valid causes for non-attendance include illness, observance of a religious holiday, death in the immediate family, family emergency, and situations beyond the student's control.

Any student who does not attend a synchronous (live) class session will be considered absent from that period for the day.

### **Tardiness**

Students will be considered tardy if they are ten minutes late to a synchronous (live) video session. Parents will be notified of excessive tardies.

### **High School**

Please call the Attendance Office at North (630-784-7334) or South (630-784-7203) before the start of school to report any absences.

Valid causes for non-attendance include illness, observance of a religious holiday, death in the immediate family, family emergency, and situations beyond the student's control.

Any student who does not attend a synchronous (live) class session will be considered absent from that period for the day.

Parents whose students are excessively absent from school, whether excused or unexcused, may be required to present a statement from a physician verifying reasons for the extended or multiple absences. Failure to provide such verification will result in the absences being designated as unexcused and subject to possible truancy referral. If the number of absences is excessive, a referral may be made to the DuPage County Truancy Office or other local or state authorities.

### **Tardiness**

A student will be considered tardy if he or she is at least ten minutes late to a required synchronous (live) video session. Parents will be notified of excessive tardies.

## **Assessments**

### **SAT Testing Dates**

- The SAT will be administered in-person to all seniors on October 14, 2020.
- The SAT will be administered in-person to all juniors on April 13, 2021.
- PSAT for freshmen and sophomores will also be administered in person in April 2020. The exact dates are TBD, depending on physical distancing requirements at that time.
- For more details on testing, please contact your child's counselor.

## **District Assessments**

### **Elementary**

Students will take fall, winter, and spring District Assessments in reading and math. Log-in directions and other information will be provided by your child's teacher.

### **Middle School**

Students will take fall, winter, and spring District Assessments in reading and math. Log-in directions and other information will be provided by your child's language arts and math teachers.

Students in eighth grade will take PSAT 8 in person in October (date TBD).

For more details on testing, please contact your child's counselor.

## **FastBridge Adaptive Assessments**

### **Elementary**

Students in grades 2-5 will take fall, winter, and spring Fastbridge adaptive assessments in reading and math. Log-in directions and other information will be provided by your child's teacher.

### **Middle School**

Students in grades 6-8 will take fall, winter, and spring Fastbridge adaptive assessments in reading and math. Log-in directions and other information will be forthcoming.

### **High School**

Selected High School students will take fall, winter and spring Fastbridge adaptive assessments in reading and math. Log-in directions and other information will be forthcoming.

### **English Learners (EL) Screening**

Students who need to be screened for EL services will be assessed in person at their home school within the first 30 days of enrollment.

## **English Learners (EL)**

EL and bilingual teachers will work alongside classroom teachers to ensure relevant and appropriately supported learning experiences for students on E-Learning days, with consideration to the students' academic needs and language proficiency levels. Teachers will utilize language acquisition plans as differentiation guides. Parents are encouraged to contact their child's classroom and/or EL/bilingual teacher to ask questions, find additional support, or provide input. The EL/bilingual teacher that serves your child most often will collaborate with the classroom teacher regularly. Spanish bilingual resources will be provided to students who qualify for Spanish TBE services. Students' language growth and progress towards language goals as identified by the [WIDA CAN Do Descriptors](#) will be considered within all grading processes.

In addition to appropriately differentiated classroom learning experiences, some students may have access to Imagine Español or Imagine Learning, supplemental computer programs designed to practice targeted language skills. EL/bilingual teachers will ensure that all students who need these programs have their login information. Imagine Learning is most beneficial when it is used for 60 minutes per week but is considered supplemental to the classroom learning experience. Families can also expect to receive a weekly language practice calendar from your EL/bilingual teacher every Monday that will provide opportunities for you to connect as a family in your home language and English.

District 200 staff may use an interpreter as needed to serve families during E-Learning. Families may request an interpreter through their child's classroom teacher or EL/bilingual teacher. During E-Learning, it may be helpful for families to install the [Google Translate Chrome Extension](#) on the device(s) that your child(ren) use to access E-Learning.

## **Expectations**

### **District**

- Inform students, parents, and teachers regarding updates on the mandated closure period.
- Communicate clear and consistent expectations for all teachers, parents, and students.
- Provide the necessary supports and resources to ensure high-quality learning continues through the remote learning plan.

### **Teachers**

- Develop remote lessons and learning activities that are age/grade appropriate.
- Be accessible to communicate and interact with students and parents during the scheduled workday
- Teachers are encouraged to check in with students and or parents regularly through email, Zoom, Google Meets, or other authorized modes of communication to ensure student participation and engagement.

- When not engaged in live/real-time learning activities with students, teachers will check for communications from students, parents, staff, and administration throughout the workday.
- Provide timely feedback on student work.

### **Student**

- Complete assigned daily learning activities
- Advocate for yourself so we know how to support you
- Participate in Zoom/Meets meetings with teachers
- Track progress in each class/course according to progress expectations
- Check email daily
- Access assignments in Google Classroom
- Read, watch, or listen to the directions and work carefully.
- Know when your teacher will be online and ask for help and explanations if needed. (Please be aware that the timeliness of email responses will vary.)
- Share work and discuss ideas with your teacher and with other students, when appropriate.
- Submit completed assignments by the established deadline. If you are having difficulty submitting, let your teacher know.
- Look for assignments that your teacher has reviewed, and/or commented on.

### **Parent/Caregivers**

- Facilitate academic support and encouragement as a learning partner to motivate and guide your child throughout the school year
- Ensure your child is on track with assignments and coursework
- Ensure your child is reaching out to their teacher or remote learning liaison for assistance
- Assist in supporting your child's needs by establishing and managing the daily schedule
- Consider creating a designated learning space for your child at home to learn comfortably and with minimal distractions
- Maintain communication with your child's teacher by phone, email messages, and/or online meetings to create a learning partnership in the district-approved communication channels
- Help your child own their learning.
- Provide support and encouragement, and expect your children to do their part.
- Become familiar with your student's Google Classroom account

### **Driver's Education**

Plans for Driver's Education are currently being developed and will be communicated with students as they are finalized.

### **Grading**

#### **Early Childhood**

Teachers will partner with parents to rate students on targeted indicators from Teaching Strategies GOLD.

#### **Elementary**

Traditional grading practices will resume for remote learners during the 2020 - 2021 school year. Report cards for each grade have been revised to reflect learning activities that are possible in a remote environment, and math skills have been edited to reflect new pacing and an emphasis on the most essential standards.

### **Middle School**

Traditional grading practices will resume for remote learners during the 2020 - 2021 school year.

### **High School**

Traditional grading practices will resume for remote learners during the 2020 - 2021 school year.

## **Google Classroom**

All students will receive daily assignments through their Google Classroom account. For Virtual Academy students at the Early Childhood and Elementary grades, teachers will provide an orientation and support during the first week of school.

## **Illinois Learning Standards**

All student learning in a remote learning environment will align with the Illinois Learning Standards and utilize learning targets.

## **Live Lessons and Conferencing**

### **Expectations for Video Conferencing with Google Meets and Zoom**

District 200 is committed to providing a complete educational experience during the E-Learning time. As face-to-face instruction and interactive lessons remain essential for learning, the only platforms that will be supported by the district to facilitate virtual meetings are Google Meets and Zoom.

[Google Hangout Meets Tutorial](#)

[Zoom Information on Joining a Meeting](#)

While school is occurring in a remote setting, there are many benefits to video conferencing that allow people to stay connected with classmates and engage in instructional activities. However, there are some essential requirements that must guide our usage of this technology.

- You must use your District 200 school email to be admitted into the Zoom/Meets meeting. You will be asked to sign into Zoom/Meets using your school username and password.
- No student is allowed to enter a classroom they have not been invited into by the teacher.
- Students are required to have the camera on (and pointed at their faces) and participate for the entire class period. If you need to step away from your computer for a few minutes, please inform the teacher through a private chat and turn your video camera off.
- Virtual backgrounds must be school appropriate and not distracting to others.
- Be mindful of what is presented from your screen (posters on walls, graphics on shirts, etc.).
- **ALL RULES APPLY.** When you're in class, you're in school. Behavior during remote instruction on discussion boards or video conferencing should reflect the same expectations as in the classroom and the same

disciplinary consequences may still occur- including being removed from video conferencing by the teacher with an alternative setting for the lesson.

- If you are unable to attend the lesson for the day via video-conferencing, please have your parent/guardian call the attendance office to excuse your absence.
- When you are in a Zoom/Meets breakout room, all full class Zoom/Meets protocols still apply.
- If there is an extenuating circumstance that requires the video to be off during class, a parent/guardian needs to contact the teacher about this potential accommodation.
- Class **may NOT** be recorded. During live-streamed classroom instruction, due to student privacy concerns, participants or families may not make audio and/or video recordings, take screenshots, or share images online without explicit permission. However, there are times when not everyone in your class can join during the scheduled time and the teacher may need to record portions of the session for students to access at a later time.
- Be flexible and understanding. Recognize that everyone is doing the best they can under these circumstances.
- Be kind and observant. We can't know all the challenges each of us is facing and we all handle stress differently. Stay connected with friends and let an adult know if you or a peer is in need.

To maintain the confidentiality of students and adhere to parent permissions for sharing of student photos and work, **we are asking staff and parents to NOT record videos or take photos of students** participating in Google Hangouts Meet or Zoom. Please take a moment to review [Student Use of Virtual Platforms](#) regarding the use of various virtual platforms to support small groups, individuals, and other types of service delivery. Please be especially aware that we should not share any photos or videos of these meetings on school or personal social media accounts.

## Materials Pick-Up

**Elementary Virtual Academy:** Families with a child enrolled in Elementary Virtual Academy are welcomed to pick up their Chromebooks and curriculum materials on Friday, August 28 from their home schools. Each school will be establishing a schedule for this distribution and will communicate this schedule directly with Virtual Academy parents via email.

**Middle School Remote Learning and Virtual Academy:** Families are welcomed to pick up their Chromebooks and curricular materials on the following dates. Exact pick-up times will be communicated via email from the student's home school.

Edison Middle School -- Friday, August 28

Franklin Middle School -- Monday, August 31

Hubble Middle School -- Monday, August 31

Monroe Middle School -- Friday, August 28

**High School Remote Learning:** Families are welcomed to pick up their Chromebooks and curricular materials on the following dates. Exact pick-up times will be communicated via email from the student's home school.

Wheaton Warrenville South -- Tuesday, August 25

Wheaton North-- Monday, August 24 and Tuesday, August 25

## Additional Materials Pick-Up During the School Year

Additional dates and procedures for materials pick-up will be communicated to families during the school year.

## PACE

All students participating in E-Learning or Virtual Academy will receive PACE services. For the 2020-2021 school year, PACE will be offered for grades 3,4, and 5 in math.

## Schedules

The State Superintendent has determined that days of instruction during a public health emergency must include at least 5 clock hours. Remote and Blended Remote Learning Plans must ensure that at least 5 clock hours of a combination of instruction and school work for each student participating in Remote or Blended Remote Learning Days occurs. Students will experience two types of learning in E-Learning/Virtual Academy to meet the 5 clock hours daily (2.5 for Kindergarten).

**Asynchronous Learning** is an approach where teachers and students are not online at the same time. The teacher provides learning resources and tasks so students can access the conversation and content anytime.

**Synchronous Learning** is an approach where teachers and students are online at the same time with a set schedule. The teacher provides learning and resources during set class time.

Each EC-5 classroom teacher will create an E-Learning schedule based on the District 200 instructional frameworks below.

### EARLY CHILDHOOD E-LEARNING INSTRUCTIONAL FRAMEWORK 9:15 - 11:45 & 12:45-3:15

15 minutes	Whole class meeting & SEL	Live Lesson
45 minutes	Literacy	Live lesson, Prerecorded Interactive Video, and Choice Board
30 minutes	Math	Live Lesson, Prerecorded Interactive Video, and Choice Board
30 minutes	The Arts	Live Lesson, Prerecorded Interactive Video, and Choice Board
15 minutes	Social Studies/Science	Live Lesson, Prerecorded Interactive Video, and Choice Board
15 minutes	Gross Monitor	Prerecorded Interactive Video and Choice Board

**E-LEARNING/VIRTUAL ACADEMY INSTRUCTIONAL FRAMEWORK  
FOR A STUDENT DAY  
KINDERGARTEN  
9:00 - 11:00 & 1:00 - 3:00**

<b>10 minutes</b>	Whole class meeting with the teacher/Attendance	Live Lesson
<b>Language Arts</b>		
<b>30 minutes</b>	Whole class and/or small group Language Arts	Live Lesson or Prerecorded Interactive Lesson
<b>30 minutes</b>	Time to work on Language Arts assignments	Independent Work Time
<b>Math</b>		
<b>20 minutes</b>	Whole class and/or small group Math	Live Lesson
<b>15 minutes</b>	Time to work on Math assignments	Independent Work Time
<b>Social Studies and Science</b>		
<b>15 minutes</b>	Science and Social Studies (may be embedded within Language Arts)	Live Lesson, Prerecorded Interactive Lessons and Independent Work time
<b>Special</b>		
<b>40 minutes</b>	PE, Art, or Music	Prerecorded Interactive Lesson may be accessed outside of the 2 hour day

**E-LEARNING/VIRTUAL ACADEMY INSTRUCTIONAL FRAMEWORK  
FOR A STUDENT DAY  
GRADES 1-5  
9:00 - 3:00**

<b>20- 30 minutes</b>	Whole class morning meeting and afternoon check-in/Attendance	Live Lesson
<b>Language Arts: 120 minutes daily for 1-2 &amp; 90 minutes daily for 3-5</b>		
<b>30- 40 minutes</b>	Whole class and small group Language Arts lesson	Live Lesson or Prerecorded Interactive Lesson
<b>30 - 80 minutes</b>	Time to work on Language Arts assignments	Independent Work Time
<b>Math: 60 minutes daily</b>		
<b>20 minutes</b>	Whole and/or small group Math	Live Lesson
<b>40 minutes</b>	Work on Math assignments	Independent Work Time
<b>Science/Social Studies</b>		
<b>30 - 45 minutes</b>	Science/Social Studies *3 times a week for grades 1-2	Live Lesson, Prerecorded Interactive Lesson, and/or Independent Work Time
<b>Specials</b>		
<b>40 minutes</b>	PE, Art, Music	Prerecorded Interactive Lesson
<b>Synchronous Teacher Support</b>		
<b>60 minutes across the day</b>	Each classroom teacher will be available to support students with their assignments and/or conference with parents	

- Live instruction or prerecorded interactive lessons will be delivered by multiple teachers including classroom teachers, specials, related services.
- Schedules and minutes per content area can vary throughout the week. This means a teacher may spend more time on ELA one day instead of math.
- The amount of time a student spends on independent work can be based on their instructional level.
- All students will have a 30 minute lunch and breaks in their schedule.
- Teachers will take attendance during the morning meeting and afternoon check-in.
- Live instruction will be scheduled from 9:00 - 2:00 daily. From 2:00 - 3:00 students will have asynchronous learning activities and opportunities to check-in with their teacher for synchronous learning support including interventions and scheduled times with related service providers.

### **Middle School Remote Learning Day**

The middle school remote learning day will consist of a combination of asynchronous learning and synchronous learning (live instruction) following a standard bell schedule. Each day, students will have 25 minutes of synchronous learning and 15 minutes of asynchronous learning per course.

<b>MIDDLE SCHOOL VIRTUAL ACADEMY/REMOTE BELL SCHEDULE</b>	
8:00 - 9:00	Students work on asynchronous work
9:00 - 9:25	Period 1
9:30 - 9:55	Period 2
10:00 - 10:25	Period 3
10:30 - 10:55	Period 4
11:00 - 11:30	Student Break/Teacher Office Hours
11:30 - 11:55	Period 5
12:00-12:25	Period 6
12:30-12:55	Period 7
1:00-1:25	Period 8
1:30-2:00	Student Break
2:00 - 3:00	Students work on asynchronous tasks assigned during the day Teachers will hold office hours, provide direct support & feedback to students, or assist students directly
Teachers will take attendance each period Students will receive asynchronous tasks when reporting to class	

## High School Remote Learning Day

The high school remote learning day will consist of a combination of asynchronous learning and synchronous learning (live instruction) following a standard bell schedule. Each day, students will have 30 minutes of synchronous learning and 15-20 minutes of asynchronous learning per course.

<b>HIGH SCHOOL REMOTE BELL SCHEDULE</b>	
7:00-9:00	Students work on asynchronous work Teachers will hold office hours, provide direct support & feedback to students, or assist students (7:00 - 8:00)
9:00 - 9:30	Period 1
9:35 - 10:05	Period 2
10:10 - 10:40	Period 3
10:45 - 11:15	Period 4
11:20 - 11:50	Period 5
11:55 - 12:25	Period 6
12:30 -1:00	Period 7
1:05 - 1:35	Period 8
1:35 - 2:30	Students work on asynchronous tasks assigned during the day Teachers will hold office hours, provide direct support & feedback to students, or assist students
Teachers will take attendance each period Students will receive asynchronous tasks when reporting to class	

## **Special Education**

Special education teachers and related services staff will work to create meaningful and manageable assignments for students on E-Learning days in accordance with each student's Individualized E-Learning Plan (IELP). Parents will receive a copy of their child's IELP and are encouraged to contact their child's case manager to ask questions or provide input. Services, supports, and activities will be varied according to your child's needs, courses, and your child's Individualized Education Plan. Services included as part of a student's IELP may include the following: accommodations and modifications, student assignments, consult services, or phone or video conferencing. Staff will continue to monitor student progress. However, in light of the extenuating circumstances, progress monitoring will likely be conducted differently than it is when staff is working with students in a face-to-face school setting.

District 200 will continue to comply with requirements to convene IEP meetings in a timely manner for students via alternate means, including telephone or video conferencing (i.e. Google Hangouts Meet), which are allowable under the Individuals with Disabilities Education Act. 34 C.F.R. 300.322. If your child's evaluation is due to be completed this year, the special education staff will contact you as your child's evaluation date nears to share the plan for evaluation, which may include alternate means for gathering that assessment data.

## **Technology**

All students K-12 will have access to a district-provided Chromebook. For assistance with technology devices, please use the district [helpdesk](#). Parents and students can create accounts and enter helpdesk tickets just as staff would. Helpdesk uses email to communicate with technicians so monitor email inbox after entering a ticket. Parents/Guardians please fill out the [Chromebook & Acceptable Use Agreement](#) after receiving the Chromebook. [Chromebook use and care information](#) that was accompanying chromebooks when handed out.

## **Virtual Academy**

The Virtual Academy is designed for families who would like to maintain student learning but are not comfortable sending their student(s) back to in-person instruction.

## **Early Childhood**

Virtual Academy students will follow the in-person attendance days of Monday, Tuesday, Thursday and Friday. The Google Classroom platform will be used to provide consistency in communication and assignments. Students will be assigned to a District 200 Early Childhood Special Education Teacher, will have scheduled times for synchronous learning experiences as well as Choice Boards for the organization of additional goal-specific learning activities. Choice Boards include activities in social-emotional learning, literacy, math, social studies, arts, science, fine motor, gross motor, and language development. Related services will continue to provide synchronous/asynchronous lessons based on IELP. The home-school partnership is critical for a successful remote learning experience, therefore all teachers and related service staff would have a designated time daily for office hours to consult and support caregivers.

## **Elementary**

Students will attend school remotely, following a standard school schedule that will be created by each classroom teacher based on the instructional framework. Students will be assigned to a District 200 elementary teacher, will have scheduled daily times synchronous learning experiences, digital resources, and assignments that can be completed at

home. This learning model requires academic support at home. Enrollment requires a trimester-long commitment. If a family chooses to return to school, every effort will be made to allow for a student to attend their home school, but due to space constraints, it may be possible students will need to attend another District 200 school.

### **Middle School**

A team of District 200 middle school teachers will work with students from across the district enrolled in the Virtual Academy. Enrollment requires a semester-long or year-long commitment. Students will be enrolled in Language Arts, Math, Science, Social Studies, Music, Art, PE, Band, Chorus and Orchestra. Enrollment requires a semester-long commitment.

### **Transition**

Students will attend school remotely, following a schedule determined by their child's Individualized E-Learning Plan and a minimum of five hours of instruction daily. Students would be assigned to a District 200 special education teacher and will have scheduled times for synchronous learning experiences, digital resources, and assignments that can be completed at home. This learning model requires academic support at home. Enrollment requires a semester-long commitment unless building enrollment indicates early enrollment is feasible.

### **Administrators**

Early Childhood Administrator: Stephanie Mangini

Elementary Administrator: Danielle Moran

Middle School Administrator: Ian Smith

### **Contact Information**

[District Website for Virtual Academy](#)

Early Childhood Phone Number: 630-682-2474

Elementary Phone Number: 630-836-9660

Middle School Phone Number: 630-836-9660

*We recognize these recommendations may need further refinement as we seek to implement remote learning and respond to guidance from the Illinois State Board of Education and feedback from stakeholders.*