

District 68 Remote Learning Plan2.0

Background

July 1, 2019: Public Act 101-0012 passed which allowed Illinois school districts to utilize e-learning days in lieu of emergency days, thereby maintaining these days as instructional days on the school calendar. A minimum of five instructional hours is one required component of e-learning. Procedural components such as local Board approval and public hearings are included as part of the law.

March 9, 2020: Illinois school districts encouraged to submit e-learning plans in response to evolving circumstances related to COVID-19. Procedural components for the e-learning plan were waived by State Superintendent Carmen Ayala and Illinois State Board of Education (ISBE).

March 27, 2020: ISBE released guidance around remote learning which included recommendations and guidelines for minimum and maximum times of engagement by each student in remote learning activities. The maximum times of engagement ranged from 60 minutes per day for PreK students to 270 minutes per day for high school students.

June 18, 2020: Governor Pritzker signed Public Act 101-0643, the education omnibus legislation. This public act provides school districts the ability to use Remote and Blended Remote Learning Days for public health emergencies, such as COVID-19. Illinois school districts must adopt a Remote and Blended Remote Learning Day Plan which is to be approved by the school superintendent and posted publicly for all stakeholders on the district website.

June 23, 2020: ISBE and the Illinois Department of Public Health released “Starting the 2020-21 School Year” guidance which details the opening of school in Fall 2020.

Remote and Blended Remote Learning Day Plan

Required Elements

As outlined in PA 101-0643, the plan must address the following:

- A. Accessibility of the remote instruction to all students enrolled in the district;
- B. When applicable, a requirement that the Remote Learning Day and Blended Remote Learning Day activities reflect the Illinois Learning Standards;
- C. Means for students to confer with an educator, as necessary;

- D. The unique needs of students in special populations, including, but not limited to, students eligible for special education under Article 14; students who are English Learners, as defined in Section 14C-2; students experiencing homelessness under the Education for Homeless Children Act [105 ILCS 45]; or vulnerable student populations;
- E. How the district will take attendance and monitor and verify each student's remote participation; and
- F. Transitions from remote learning to on-site learning upon the State Superintendent's declaration that Remote Learning Days and Blended Remote Learning Days are no longer deemed necessary.

Access

Technology

All Skokie School District 68 students are assigned an iPad for use at home. Students who do not have high-speed internet at home are eligible to check out a mobile hotspot from the technology department at no charge and may keep the hotspot for the duration of remote learning. Students whose iPads are not working can submit a helpdesk ticket or make an appointment with technology. Students and parents may access daily learning through the Skokie 68 Portal, Seesaw (K-5), and Canvas (6-8) platforms.

Students with Special Needs

Accommodations for students with special needs will be addressed through consultation with the student's special education case manager. Based on a student's needs and Individualized Education Plan goals, students may participate in remote learning activities created by the general education teacher(s) in collaboration with the special education case teacher/manager, or solely by the special education case teacher/manager. Activities will be adapted to support student needs. When appropriate or needed, non-electronic alternatives will be provided for any activity that requires a device or internet connectivity. Students may access both their general education teacher(s) and special education teacher(s) through email, Google Classroom, Seesaw, or Canvas platforms.

Language development supports will be afforded to English Learners. Teachers will apply the Illinois English Language Development Standards and utilize the WIDA Can-Do Descriptions as they develop learning activities for these students.

Staff Technology

All certified staff are issued a laptop and iPad. Staff may access web-based applications remotely via the internet to post assignments and respond to student/family questions. Teachers will use Seesaw and Canvas to engage in posting and responding to student assignments. Teachers will also utilize the Skokie School District Portal.

Staff Professional Learning

All certified staff have the opportunity to engage in various professional learning sessions centered around remote learning. Utilizing resources such as EdTech Teacher and FIRST Educational Resources, teachers can participate in virtual, on-demand modules that are designed to elevate their teaching and students' engagement during remote learning experiences. In addition, the district's Instructional Technology Team has designed modules for district teachers to complete that assist them in using instructional technology (i.e. Nearpod, Flip Grid, etc.) as part of their daily instruction. Finally, the work of the district in equity continues through the availability of Culturally and Linguistically Diverse modules on the district's professional learning platform, EduPlanet 21.

Instruction

Social Emotional Support

Students will continue to be supported in social-emotional health using RULER, the district SEL curriculum. Teachers will maintain daily contact with students, with the support of school social workers, psychologists, and principal as needed.

Standard Alignment

Student learning activities will be tied to existing district curriculum which is aligned to the Illinois Learning Standards. Learning objectives align to the content and skills students must master to be successful learners. Teachers will collaborate with their grade level or content area colleagues to develop rigorous learning activities that are varied, balanced, and engaging.

Minimum Clock Hours

Per Illinois State Board of Education, students are required to participate for five (5) clock hours of instruction during remote learning. School districts are given flexibility in determining how to best meet this requirement. All learning activities may be counted towards the time requirement. Learning activities may include, but are not limited to:

- In-person instruction
- Teacher delivering instruction via recorded video or synchronous platform
- Remote small group work via breakout room or conference call
- Independent/flexible student work time
- Virtual/telephone teacher-student check-ins

Attendance

Student attendance will be taken each day of remote learning through the Skokie 68 Portal. Regular procedures for reporting a student absence from remote learning should be followed by parents.

Student participation in remote learning activities will be monitored by teachers. Teachers will track student engagement in learning tasks. Students are expected, and required, to complete learning activities assigned remotely just as they would if attending school in-person.

Grading

Classroom teachers will determine a students' progress in standards through the student's participation in remote learning activities. Progress will be communicated regularly to parents through normal channels (progress reports, parent-teacher conferences, emails, phone calls, graded student work).

Transition to On-Site Learning

Two planning committees, the Safety/Resource Task Force, and the Remote Learning Team, will convene upon notification by the state superintendent that Remote and Blended Remote Learning Days are no longer be necessary. The two committees will determine the impact a return to in-person schooling will have on students, parents, and district staff. Input from stakeholders will be collected and reviewed by the committees as part of the re-entry planning. The transition to in-person instruction and all the factors surrounding a full return will be communicated to stakeholders in multiple ways (i.e. robocall, parent newsletters, email, district website, etc.).



Return to Learning 2020

Board of Education Presentation

August 5, 2020

Return to Learn Goals

Remote Learning and In-Person (specified populations only) design will:

- provide a student-centered approach that addresses students' academic and social-emotional needs
- strive to provide consistency and predictability around schedules and learning
- ensure that district resources are focused on a supportive launch of the school year
- provide rigorous learning that moves students forward in grade-level standards

School Calendar

The school year calendar will be adjusted to allow for additional professional learning and preparation for remote instruction:

- August 20 and 21: Teacher Institute Day
- August 24 and 25: Remote Learning Plan Day
- August 26: Teacher Plan Day
- August 27: First day of school for Early Childhood through 8th grade

Six (6) Mondays between August 31 and October 26 will be Remote Learning Plan Days

- Mornings will include synchronous teaching and learning for remote learners. In-person students will only attend school for the morning.
- Students will be assigned asynchronous activities to complete in the afternoons.. Teachers will be engaged in additional professional learning and collaboration meetings.

November 3 Teacher Institute Day (Election Day) has been deemed by the state as a holiday. Teacher Institute Day will be moved to November 2nd. This will be a non-attendance day for students.

School Hours

School hours for elementary and junior high will be 9:00 a.m. – 3:00 p.m. for all students in the district, whether attending In-Person Learning or Remote Learning 2.0.

Elementary and Junior High Lunch:

- All elementary students will have lunch at the same time (12:20 – 1:20 p.m.).
- All junior high students will have lunch at the same time (12:00 – 12:40 p.m.)

Early Childhood Center school hours will be:

- Morning session from 9:00 – 11:30 a.m.
- Afternoon session from 12:30 – 3:00 p.m.

Instruction

- All mandated curriculum to be taught
- Focus on grade-level standards (moving students forward)
- Intervention services provided for Reading and Math
- Formative and summative assessments used to inform teaching and learning experiences (i.e. MAP testing, Reading Fluency probes, classroom assessments)

Allocation of Instructional Minutes

300 minute minimum required*

	SEL	ELA	Math	Social Studies/ Science	Specials/ Encore	Breaks	Total
PreK* *150 minute day	30	20	20	20	30	30	150
K – 5th	30	90	70	20	30	120	360
6 th - 8 th	30	70	70	70	60	60	360

*ISBE recommendations are that 2.5 hours of the 5-hour minimum be spent in synchronous instruction.

Early Childhood Center Sample Schedule

Time	Activity
9:00	Arrival and Community
9:20	Circle Time
9:35	Motor Time (Music and Adaptive P.E.)
10:20	Center Time
10:50	Snack/Break
11:00	Circle Time and Dismissal

Sample Daily Schedule for Elementary

	Kinder	1st	2nd	3rd	4th	5th
9:00	SEL	SEL	SEL	SEL	SEL	SEL
9:30	Literacy	Literacy	Literacy	Literacy	Specials	Literacy
10:00	Break					
10:10	Math	Literacy	Math	Specials	Math	Literacy
10:40	SS/Science (10:50)	Specials	SS/Science (10:50)	Literacy	SS/Science (10:50)	Math Groups
11:10	Break					
11:20	Specials	Math	Literacy	Math	Literacy	Math
11:50	Literacy	SS/Science (12:00)	Specials	SS/Science (12:00)	Literacy	SS/Science (12:00)
12:20	Lunch					
1:20 – 3:00	Math / Reading Groups & Practice	Specials Reading Groups Practice				

Key Details to Know:

- Green - Synchronous Instruction
- Blue – Synchronous Instruction one day per week for each subject, Asynchronous during the rest of the week.
 - Music Example – Monday is synchronous with the teacher and Wednesday is asynchronous.
- Orange – Synchronous Instruction if a student is in a Reading or Math small group. If not, student has time for asynchronous activities (completed then or at another time that afternoon/night).
- Classroom teachers will instruct in SEL, Literacy and Math.
- Other certified non-classroom teachers will take responsibility for Social Studies and Science instruction.
- AIM Program:
 - K-2 AIM teacher will provide SS/Science to 2nd grade
 - 3rd – 5th AIM teachers will provide Math instruction to students based on MAP scores and Unit tests. They will also provide support in Literacy as the schedule permits.
- Special Education and English Language services will be embedded throughout a students’ day based on their needs.

Sample Junior High Schedule

9:00 - 9:30 AM	Advisory (Social-Emotional Learning)
9:30 - 9:40 AM	Break
9:40 - 10:50 AM	English Language Arts
10:50 – 11:20 AM	Encore/Instrumental or PE/Health
11:20-11:30 AM	Break
11:30-12:00 PM	PE/Health or Encore/Instrumental
12:00 - 12:30 PM	Lunch
12:30 - 1:40 PM	Math
1:40-1:50 PM	Break
1:50-3:00 PM	Social Studies OR Science

Key Details to Know:

- Core Instruction courses will include 40 minutes of synchronous instruction, followed by 30 minutes of asynchronous instruction. The teacher will be available to students during the asynchronous portion of the class period.
- Students will have English Language Arts and Math each day.
- Students will have a block of Social Studies OR Science for about three (3) weeks and then switch to the other subject.
- Encore will be provided synchronously as part of the regular school day; students in world language will have an asynchronous encore option.
- PE/Health will be offered synchronously as part of the regular school day.
- Instrumental Music will run a regular sectional schedule during school hours and larger ensemble rehearsals at 8:25 AM and 3:00 PM.
- AIM Program:
 - AIM teachers will provide course extensions in all core subject areas asynchronously. Synchronous sessions will be contingent on student involvement.

In-Person Student Groups

Following ISBE recommendations, priority is being given for In-Person Learning to students receiving Special Education and English Language services. Students identified as needed the highest levels of support in these programs will be invited to participate.

Special Education Services	English Language Services
Early Childhood Rise at K-2 and 6-8 Individual Learning Program (K-5) Modified Core (6-8) Resource (K-8) 150 students total (invited)	Kindergarten – 2 nd grade students with a language level below 3.0 (based on WIDA) 86* students total (invited) *New student screenings are still taking place, so this number could increase.

In-Person Safety Measures, as recommended

- No more than 10 students in a class
- Desks six feet apart, minimally
- Mandatory masks, frequent hand washing
- Temperature/symptom checks prior to boarding a bus or entering school building
- Social distancing (transportation, instruction, lunch, etcetera)
- Health clerks on site

Parent Communication and Supports



Return to Learn Landing Page

The Illinois State Board of Education defines Remote Learning as *learning that happens outside of the traditional classroom because the student and teacher are separated by distance and/or time. Remote learning can be done in real-time, or at flexible times, and it may or may not involve technology.*

Please visit the links in this Landing Page to learn more about Remote Learning 2.0 in Skokie School District 68.

School Calendar 	School Day Schedules 	Attendance 
Instruction 	Assessment 	Grading 
Special Education Services 	English Learner Services 	Early Childhood Center 
In-Person Classrooms 	Meals 	Technology 



Family & Caregiver Information

www.skokie68.org

- Other Supports:
- Parent Ed virtual sessions
 - Utilization of our Coordinator of Family Services and Engagement

Professional Learning

Goal: provide teachers with enhanced knowledge and skill in best instructional practices in a remote environment

Topics:

- Designing digital experiences for student engagement
- Designing and using assessments to inform teachers, parents and students on the child's learning progress
- Instructional technology tools to support a digital classroom
- Establishing a virtual classroom community
- Distance Learning best practices
- And more!



Table of Contents

 Instructional Technology	 Priority Standards	 Curriculum	 Assessment, Feedback, Grading
 Communication	 Building Community	 SEL	 Calendars and Schedules
 Lifelong Learning	 Special Ed Services	 Language	



Return to Learn Resources
