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CCSD 66

Return to Learn Plan

2020-2021

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CCSD66 RETURN TO LEARN PLAN

(In Person Option, Remote Delivery Option, and Possible Full Remote Learning for All)

2020-2021 -DRAFT

A. Introduction

As we enter the 2020-2021 School year, Center Cass School District 66 has planned and prepared for the following learning environments to meet the IDPH and ISBE guidelines and the changing conditions with current pandemic. CCEA members will provide instruction in person or remotely depending on decisions made by the Board of Education, Illinois Department of Public Health, the Illinois State Board of Education, and/or the Governor, on whether schools should be opened or closed.

Staff will read the learning recommendations in the ISBE guidance for all students, including those who are multilingual, students with IEPs, and students with other learning needs. Staff will also review the recommendations for grade levels or departments they teach. In addition, staff will review the guidance documents below in section B.

The Return to Learn plan is designed to meet the [Center Cass School District 66 Mission/Vision/Inclusion Statement](#)

B. Guidance

In preparation for the 2020-2021 school year, Center Cass School District 66 Administration has partnered with the CCSD 66 union representation and began reviewing state and federal guidance and implementation strategies. On June 23, the Illinois State Board of Education (ISBE) released requirements and recommendations for schools to resume in-person learning this fall while keeping students and staff safe and healthy. The guidance continues to evolve, but Center Cass School District 66 plans are in coordination with ISBE, the Illinois Department of Public Health and the DuPage County Health Department.

District 66 administration along with CCSD 66 Union representation have and will continue to collaborate to develop and implement a plan that can be flexible and responsive to the changing conditions of the pandemic and prioritize a return to in-person instruction while ensuring a safe and secure learning environment for all students and staff aligned to ISBE, IDPH, and CDC recommendations.

[STARTING THE 2020-21 SCHOOL YEAR - ISBE and IDPH Joint Guidance on Reopening Schools](#)

[FALL 2020 LEARNING GUIDELINES - ISBE Guidance on Learning](#)

[PLAN, PREPARE, RESPOND - CDC Guidance on Re-Opening Schools](#)

C. Collaboration with School Personnel

The Board and CCEA agree as follows as it relates the school operations:

[DRAFT MEMORANDUM OF AGREEMENT - 08.04.2020](#)

D. In-Person Instruction - Synchronous Learning Environment

Research tells us that in-person learning is the optimal choice for many reasons. Below are highlights of the in-person learning model.

- Each morning, parents will need to self-certify that their students are COVID-19 symptom free on a ticket. Parents will sign the ticket and the student will give the ticket to the bus driver or secretary for admittance.
- Before boarding, students will be temperature checked by the bus driver. Students with a fever will not be allowed to ride the bus. Students must face forward and wear their mask. Bus will be sanitized after each route.
- Students will be temperature checked when they enter the school building. Students with fevers will not be allowed in the school.
- After entering the building, students will go directly to their classroom and use the hand sanitizer before sitting down in their assigned space, which will be approximately six feet apart from others.
- In addition to hand sanitizer, tissues, and disinfecting supplies will be available in every classroom.
- Students will not share any items (i.e., equipment, textbooks, paper, etc.) during class without them being sanitized first.

- When students leave their classroom they will go directly to their next space in a socially distant manner. Hallways and stairwells will be marked as one-directional.
- Students will not have a locker, and will carry their possessions with them at all times.
- Water bottles are allowed, and may be refilled at the water stations. (Water spouts will be unavailable.)
- 5.5 hour instructional day delivering the Priority Standards of Center Cass District 66's Rigorous Viable curriculum. During half days the instructional minutes will be half time.
- Instruction will come in a variety of formats.
- All students should have the opportunity to redo, make up, or try again to complete, show progress, or attempt to complete work assigned within a reasonable amount of time or through that particular unit of study.

	PK	K	Elementary (1-2)	Elementary (3-5)	Junior High (6-8)
Daily schedule	AM 8:45-11:15 PM 12:00-2:30	AM 7:40-10:20 PM 11:0-1:40	7:40 AM-1:40 PM	8:15 AM- 2:15PM	8:55 AM- 2:55 PM
Instructional Minutes	2.5 hours of Instructional Time	2.6 hours of Instructional Time	5.5 hours of instructional Time	5.5 hours of Instructional Time	5.5 hours of Instructional Time
ENCORES Art/Music (Rotating) PE (Everyday)	No Encore Classes	20 -25 min	20-35 min	25-35 min	42 min <i>Rotates One a day</i>
Lunch	No Lunch	No Lunch	35 min	30 min	30 min
Recess	20 min	20 min	20 min	15 min	No

E. Remote Delivery of Instruction - Synchronous Learning Environment

For students who are unable to attend school in person, D66 will provide the following option.

- Students will be provided a class schedule with times for subject areas.
- Students will log into their Google Classroom, Google Meet, and/or Seesaw link at the specified times from their homes, virtually joining the Synchronous instruction in the classroom.
- Up to 5.5 hour instructional day delivering the Priority Standards of Center Cass District 66's Rigorous Viable curriculum. During half days the instructional minutes will be half time.
- Teachers will take attendance for students who selected Remote Delivery.
- Students receiving Remote Delivery will see and hear the teacher through Google, in most situations live, in some situations recorded.
- Students may type their questions into the chat box or post in the Google Classroom page. Teachers may be able to answer the question right away during a natural transition during instruction, or it may take until their plan time the next day.
- Students will receive the CORE instruction, meaning English Language Arts Reading/Writing, Math, and Science. Social Studies is core at Lakeview
- Google Meets video will be turned off for instruction that does not occur in the cohort classroom or during non-instructional times or breaks.
- In most situations students will submit work electronically.
- In situations where students are asked to complete non-electronic work, students must have work dropped off at the school for the teacher to provide feedback.
- Live stream instruction is real-time teaching being accessed by students not participating in the in-person educational program. This could include but is not limited to live video and/or audio, screen share, etc.
- Live stream lessons shall not be recorded, unless the teacher chooses to record.
- Parents/guardians and students will need to sign off on expectations for live live stream instruction prior to the instruction occurring.
- The camera is focused on the teacher and students should not be visible on the camera view. Should a disturbance in the classroom or a distraction from a student receiving live steam occur during live steam instruction, the teacher will cease the live stream and

resume instruction when the situation has been rectified. At no time should a student's actions and/or behaviors be live streamed.

- Live stream lessons shall not be recorded, unless the teacher chooses to record.
- Teachers are evaluated face to face in person, thus, live stream instruction is for the purpose of student learning, not evaluation.

	PK	K	Elementary (1-2)	Elementary (3-5)	Junior High (6-8)
Daily schedule	No Remote PK	AM 7:40-10:20 PM 11:00-1:40	7:40 AM-1:40 PM	8:15 AM-2:15PM	8:55 AM- 2:55 PM
Instructional Minutes	No Remote PK	2.0-2.6 hours of Instructional Time	4.0-5.5 hours of instructional Time	4.0-5.5 hours of Instructional Time	4.0-5.5 hours of Instructional Time
When Appropriate	No PE, Music, Art, or Encore Classes	PE, Music, Art, or Encore Classes	PE, Music, Art, or Encore Classes	PE, Music, Art, or Encore Classes	PE, Music, Art, or Encore Classes

F. Possible Shift to Full Remote Learning

If we move to a full remote environment, CCEA members will provide instruction remotely.. ISBE guidance strongly recommends that districts should strive to provide all their students with **at least 2.5 hours** of synchronous learning with real-time instruction and interaction between students and their teachers. Remote Learning provides students with the opportunity to continue their D 66 education through synchronous and asynchronous learning opportunities that occur throughout the entirety of the school day. These opportunities will be far greater than those offered during the emergency remote learning period in the spring. A tentative breakdown of synchronous vs asynchronous responsibilities is below

	PK	Kindergarten	Elementary (1-2)	Elementary (3-5)	Junior High (6-8)
	AM 8:45-11:15 PM 12:00-2:30	AM 7:40-10:20 PM 11:00-1:40	7:40 AM-1:40 PM	7:40 AM-1:40 PM	8:55 AM-2:55 PM
Synchronous Learning	1.0 hours - 2.5 hours	1.5 hours - 2.5 hours	3 hours - 5.5 hours	3.5 hours - 5.5 hours	4 hours - 5.5 hours

Asynchronous Learning or other Modality	0 hours - 1.5hour	0 hours- 1.0 hour	0 hours - 2.5 hours	0 hours - 2.0 hour	0 hours - 1.5 hour

	PK	K	Elementary (1-2)	Elementary (3-5)	Junior High (6-8)
Daily Schedule	AM 8:45-11:15 PM 12:00-2:30	AM 7:40-10:20 PM 11:0-1:40	7:40 AM - 1:40 PM	8:15 AM- 2:15PM	8:55 AM- 2:55 PM
Instructional Minutes (Synch/Asynch/ Other) These minutes may be consecutive or may be collective depending on the school schedule	2.5 hours of Instructional Time	2.5 hours of Instructional Time	5.5 hours of instructional Time	5.5 hours of Instructional Time	5.5 hours of Instructional Time
Encore of Art & Music (Rotating) / PE (Everyday)		20 -25 min	20-35 min	25-35 min	42 min <i>Rotates One a day</i>
Lunch Break	No Lunch	No lunch	35 min	30 min	30 min
Recess Break	20 min	20 min	20 min	15 min	No

G. Staff Responsibilities During Full Remote Learning

During Remote Learning educators will be responsible for:

- Creating positive classroom communities in an online environment
- Taking attendance daily
- Providing 5.5 hours of instruction a day for full day programs

- Developing learning for a virtual environment aligned to the rigor of the District 66 academic and social emotional standards
- During remote instruction, staff will provide meaningful, engaging and positive professional instruction for students remote learning from the student’s home, through a variety of platforms, including asynchronous and “listen, watch, and interact” live instruction.
- All students will have the opportunity to redo, make up, or try again to complete, show progress, or attempt to complete work assigned within a reasonable time
- Assessing and reporting on students’ acquisition of academic and social emotional skills
- Providing to their families communication on expectations regarding their classroom schedule and student behavior
- Grade Level and Building meetings will continue in alignment with the contract
- If district moves to Remote Learning educators will be working out of District 66 brick and mortar sites unless otherwise approved by administration
- Please remember, district-provided electronic devices are subject to the same [Acceptable Use Policy and Guidelines](#) during remote learning. For parents, please, monitor your child's use of these devices to ensure adherence to district policies.

H. Feedback and Grading

Providing feedback to students is an important part of learning.

- Feedback is an important part of the assessment process. It has a significant effect on student learning. (Hattie, 1999) To benefit student learning, feedback will be constructive, timely, and meaningful. Feedback is valuable when it is received, understood and acted on. How students analyze, discuss and act on feedback is as important as the quality of the feedback itself (Nicol, 2010).
- District grading procedures published in the student handbook will be followed when in-person or in remote learning for core subjects identified in this plan.
- All students should have the opportunity to redo, make up, or try again to complete, show progress, or attempt to complete work assigned within a reasonable time.

I. Feedback and Assessment

Our first priority is to build positive relationships and a safe classroom environment. The positive teacher-student relationship is thus important not so much because this is worthwhile in itself, but because it helps build trust to make mistakes, to ask for help, to build confidence to try again, and for students to know they will not look silly when they don't get it the first time (Hattie, 2014).

ISBE's Fall Return to Learn Guidance document indicates that schools should consider the following (p.19-22):

- Vertical Grade Level Articulation
- Assessing Student Skill Levels
- Addressing Learning Loss

Vertical articulation data will be gathered along with the following Assessment Schedule for the 2020-2021 school year:

[Assessment Schedule 2020-2021 -District 66 - DRAFT](#)

(If District is in Remote Learning MAP and Common Assessments will be explored to be provided remotely)

J. Priority Standards to be Taught

Priority standards are a carefully selected subset of the total list of the grade-specific and course-specific standards within each content area that students must know and be able to do by the end of each school year in order to be prepared to enter the next grade level or course. (Ainsworth, Rigorous Curriculum Design, 2010) There are many supporting standards and instructional standards taught at each grade level aligned to the priority standards.

Instructional design and delivery will be influenced by current health and safety guidelines as defined by ISBE and IDPH.

All staff will incorporate social emotional learning standards and skills identified into their classroom instruction.

Grade Level Snapshot of Priority Standards:

- [Preschool- 2020-2021](#)

- [Kindergarten- 2020-2021](#)
- [First Grade- 2020-2021](#)
- [Second Grade - 2020-2021](#)
- [Third Grade - 2020-2021](#)
- [Fourth Grade -2020-2021](#)
- [Fifth Grade -2020-2021](#)
- [Sixth Grade - 2020-2021](#)
- [Seventh Grade -2020-2021](#)
- [Eighth Grade - 2020-2021](#)
- [Encore K-5 -2020-2021](#)
- [Encore 6-8 - 2020-2021](#)

K. Professional Learning for Staff

Teachers will engage in professional learning to stimulate their professional knowledge and to ensure that their practice is critically informed and current.

- **Each District 66 building will continue to communicate with educators to understand their needs** during remote learning and, subsequently, create professional development opportunities as needed to build the capacity and meet the needs.
- District 66 Instructional Coaches and/or Team Leaders have and will continue to **host virtual professional development opportunities**, in an effort to virtually accomplish our remote learning goals.

L. Special Education and Related Services

Teachers will focus their planning efforts on how to continue serving these students to the greatest extent practicable by **tailoring individual remote learning plans that provide educational benefits** to students with disabilities. IEPs remain in place and should direct students' individual remote learning plans.

Family and student communication:

- The Director of Student Services will send all families a letter.
- Case Managers will work to create Individual Remote Learning Plans for each student on their caseloads in collaboration with related service providers and parents.
- Communication from all professionals that interact with students, including, but not limited to, social workers, speech-language pathologists, paraprofessionals, and school psychologists.

Roles of Related Service Professionals and Paraprofessionals in Delivering Instructional Services

- Work in collaboration with Case Managers to ensure that student needs are being met. Participate in Virtual Meetings with students, when appropriate. Conduct re-teach opportunities and/or provide educational support to students.
- A block of activities; **provide students with work schedules** and other more structured ways to approach their learning goals.
- Provide resources for families in need of assistance, such as mental health resources, crisis lines, suicide prevention. This will be provided by social workers after collaborating with the Director of Student Services.
- When possible, ***clinicians can conduct check-in calls, and clinicians (such as Physical Therapy/Occupational Therapy) may create videos on exercises, etc.***

Alternative Grading/Assessment Suggestions

- When grading/assessing student work, it is important to note **the priority is to assess in a manner that supports motivation and participation in remote learning.**
- The assessments or **grading will not be punitive in any manner.** Every effort will be made for collaboration between case managers, service providers, and general education staff when determining a summative grade for the quarter.