



Return to Learn

2020-2021

Roselle School District 12

Spring Hills School
Roselle Middle School

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Return to Learn At-A-Glance

First Day of School	Monday, August 24 for K-8 all students (remote and in-person) Revised District 12 2020-2021 school calendar.
Meet and Greet	Parents will receive a Meet and Greet video from their student's classroom teacher prior to the start of school. Each school will have a drive by "meet the teacher" by grade level that will last 45 minutes. Students will also be picking up symptom certification packs and curriculum materials for remote learners.
In-Person Instruction	Guidance from the Illinois State Board of Education (ISBE) and the Illinois Department of Public Health (IDPH) form the foundation for our safe and supportive return to school in which, <i>"in-person instruction is highly recommended."</i>
The Plan Changes When Guidance or Circumstances Change	Roselle SD12 will monitor regional and local COVID-19 infection rates in weekly coordination with the DuPage County Health Department. If the guidance necessitates, the District may pivot to full remote learning to protect the health and safety of our students, faculty, staff, and community members.
Mandatory Health Precautions	All students, faculty, staff, and visitors will : <ul style="list-style-type: none"> ● wear face coverings (masks) ● social distance, ● and practice frequent hand sanitization. All students, staff, and visitors must submit to a health screening prior to entering any District facility.
Families Choose	Parents and guardians of students in grades 1st-8th choose the learning environment that best meets the needs of their students. Options include learning that is in-person or remote learning. So that teachers can spend the most face to face instructional time with our youngest learners, there is no remote learning option in Kindergarten at this time.
Engagement Makes a Difference	Daily attendance is taken during in-person instruction, and during remote class sessions. Student work is graded for both in-person and remote learning classes.

Defining Asynchronous and Synchronous Learning

	Definition	Teacher Role	Student Role
Asynchronous (recorded and/or self-guided)	Asynchronous learning happens using materials provided by the teachers and completed independently or with other students.	Provide feedback to students virtually on the work being submitted using written, voice recorded, or live feedback. Option to add synchronous time if necessary for small groups and/or individual students.	Work independently to apply and practice skills. Submit work to the teacher.
Synchronous (real-time live)	Synchronous learning is the kind of learning that happens in real-time. This means that teachers and students interact in a specific virtual place, through a specific online medium, at a specific time.	Conduct live instruction via whole class, small groups, or individual students. Provide whole group feedback.	Participate in live instruction with the teacher. Leave live instruction prepared for asynchronous work.

The 20-21 School Year

	In-Person Learning	Remote Learning
Curriculum Materials	Students will receive all textbooks, manipulatives and other materials and resources that support learning. Daily lessons and activities will be communicated in a consistent format across the grade level.	Students will receive all textbooks, manipulatives and other materials and resources that they would receive during in-person instruction. Daily lessons and activities will be communicated in a consistent format across the grade level. Material pick-up dates will be provided to students and parents routinely throughout the school year.
Technology Help/Support	Technology support will be provided to staff and students as needed. If the student's device is in need of repair, the teacher will complete a tech ticket and a loaner will be provided.	Technology support will be provided to staff and students as needed. If a student has an issue, please contact their teacher. If the student's device is in need of repair, the teacher will complete a tech ticket and a loaner will be provided with a drop/off pick up time communicated.

[Technology Support Videos for Parents](#)

Attendance	Daily attendance and engagement of students should be expected whether students are participating in classes in-person or remotely. In accordance with ISBE reporting requirements, attendance will be taken every day and recorded in Skyward. Parents will call their home school's office if a child is going to be absent from instruction that day either in-person or remote learners.
Communication	<p>Teachers will share a daily agenda with their students. Students in both in-person and remote will be working from the same lesson plans, although delivery of the instruction may look different. Digital workflow will go through Google Classroom.</p> <p>Teachers will communicate with parents via email or phone. The district website will continue to provide parents news, information, events, and resources.</p>
Field Trips	There will be no field trips for in-person or remote learners at this time.

Class Considerations

	In-Person Learning	Remote Learning
Music/Band	<p>Indoor rehearsals are discouraged. Music and band-related courses will be outside as much as possible. Students should wear face coverings while singing and avoid touching, choreography, and singing/playing in circles. Students should sanitize hands prior to handling instruments. Instruments should not be shared at any time. Sanitize hands after using instruments.</p> <p>Conductors / Instructors should face students from more than 10 feet away from the first row of singers/band members. Where possible, conductors are encouraged to wear glasses/goggles or install a plexiglass shield.</p>	<p>Asynchronous assignments and activities will be provided for students to work on independently. This may be done through links, videos, recordings. Students will follow the same specials' schedule for their grade level.</p> <p>4th grade Band will not begin until Phase 5.</p>
Art/Health/Spanish /Technology/STEM	<p>Follow all state and district guidelines, especially those on social distancing and students' transition procedures between classrooms, as much as possible. When possible, provide students with their own supplies that can be used at school and taken home in the event of remote learning. Adhere to all sanitary practices with consumables. In-person learning may possibly be done remotely (with teaching remotely streamed into the classroom)..</p>	<p>Asynchronous assignments and activities will be provided for students to work on independently. This may be done through links, videos, recordings. Students will follow the same specials' schedule for their grade level.</p> <p>When planning remote or blended lessons, try to be cognizant of access to supplies and technology variables.</p>

		There is no STEM 8th grade class for remote learners. Spanish will have two in-person sections and one remote.
Physical Education	<p>Follow state and district guidelines on social distancing and students' transition procedures between classrooms. Encourage structured activities that are physical and focus on social-emotional engagement. Consider having blended gym lessons and online physical educational resources for flexible learning transitions. When possible, move PE outdoors so coverings can be removed while 6-foot distance is maintained.</p>	<p>Asynchronous assignments and activities will be provided for students to work on independently. This may be done through links, videos, recordings. Students will follow the same specials' schedule for their grade level.</p> <p>Some PE supplies may be provided to students. When planning remote or blended lessons, try to be cognizant of supplies and technology variables of caregivers.</p>
Kindergarten	<p>It is important to provide opportunities for kindergarten children to explore and engage with technology in the classroom, specifically the tools they may need to use if moved to remote learning. Include practice sessions with synchronous video experiences and support media literacy for young children and caregivers. Kindergarten play-based curriculum will be adapted so that students are not sharing materials and can maintain appropriate distance.</p> <p>Young students may struggle more with understanding safety and health requirements, such as wearing face coverings and maintaining social distance.</p> <p>Recommendations to assist students with understanding and compliance include the following:</p> <ul style="list-style-type: none"> ● Develop social stories for the expectations, routines, and procedures. Read the social stories daily. ● Role play the routines and expectations in small groups. ● Develop a visual tool and explicitly teach how to show and notice emotions and feelings while wearing a face covering, such as thumbs up/down, hands clenched, eyebrows scrunched, hands on hips, excited wave in the air, etc. 	<p>At this time there is no Kindergarten remote option.</p> <p>The district will prepare for remote Kindergarten instruction in the event that the school/district transitions from in-person instruction.</p>

	<ul style="list-style-type: none"> Develop visuals for identifying emotions and feelings on smaller cards and for each area of the classroom. 	
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Teaching and Learning

	In-Person Learning	Remote Learning
Teaching Spaces	K-2: Four classrooms 3-5: Three classrooms 6-8: Two large classroom <ul style="list-style-type: none"> Class sizes are designed to ensure 6 foot social distancing Outside classroom spaces will be utilized Mask breaks will be scheduled throughout the school day Restroom breaks will be scheduled throughout the day to maximize cleaning and sanitizing of high-touch stations 	All remote instructors will be teaching from District 12 campuses unless guidance from the Illinois Department of Public Health dictates otherwise. Lunch and breaks will be scheduled into the remote learner's daily agenda.

Learning Times	Spring Hills Student Learning Time In Person 8:30 - 3:30		Spring Hills Student Learning Time Remote 8:30 - 3:30	
	Morning Meeting	15 minutes	Morning Meeting	15 minutes
	Literacy	90 minutes	Literacy	90 minutes
	Mathematics	90 minutes	Mathematics	90 minutes
	Science/SS/SEL	45 minutes	Science/SS/SEL	30 minutes
	Specials	45 minutes	Special	45 minutes
	Lunch/Recess	60 minutes	WIN	30 minutes
	WIN	45 minutes	*Remote individualized schedules will be sent out from the remote teachers by Friday, August 21	
	*In person schedules will be given to students on Monday, August 24			

Roselle Middle Student Learning Time In Person 7:30 - 3:00	
WIN	40 minutes
Literacy	85 minutes
Mathematics	85 minutes
Science/SS	85 minutes
Specials/SEL	90 minutes
Lunch	30 minutes

*In person schedules will be given to students on Monday, August 24.

Roselle Middle Student Learning Time Remote 7:30 - 3:00	
WIN	40 minutes
Literacy	60 minutes
Mathematics	60 minutes
Science/SS	60 minutes
Specials	80 minutes

*Remote individualized schedules will be in Skyward, but end times will be shortened as indicated in the above table.

Elements of Instruction	<ul style="list-style-type: none"> Daily agendas will be reviewed with students upon arrival. Students are in school taught by their teachers. Academic support will be available. Students complete digital learning activities, lessons, and assessments that are graded. Student attendance is taken. Student readiness will be assessed using formal assessments. 	<ul style="list-style-type: none"> Digital agenda will be available daily by 7:30am for RMS and 8:30am for SHS. Teachers will use both synchronous and asynchronous instruction with a structured schedule. Academic support will be available Students complete digital learning activities, lessons, and assessments that are graded. Student attendance is taken. Student readiness will be assessed using formal assessments.
Interventions and Support Services (Academic Support, EL, Speech, etc)	<ul style="list-style-type: none"> Support services will be decided using data from assessments. Services will be provided in person if 6 foot social distancing can be maintained. Services will be provided utilizing remote technology within the building when necessary for safety. 	<ul style="list-style-type: none"> Support services will be decided using data from assessments. Services will be provided utilizing remote technology.
Social-Emotional Learning with Social Workers	<ul style="list-style-type: none"> Ongoing SEL check-ins will be incorporated into classroom curriculum to increase the awareness of students' changing emotional wellness via morning meetings and WIN. 	<ul style="list-style-type: none"> Ongoing SEL check-ins will be incorporated into classroom curriculum to increase the awareness of students' changing emotional wellness via morning meetings and WIN.

	<ul style="list-style-type: none"> Weekly SEL lessons will be delivered by social workers either in person or by utilizing remote technology from the building. 	<ul style="list-style-type: none"> Weekly SEL lessons will be provided to students remotely that will mirror the in person lessons.
Additional Social-Emotional Support for All Students	<p>We know that social and emotional learning (SEL) will be critical to re-engaging students, supporting adults, rebuilding relationships, and creating a foundation for academic learning. The COVID-19 pandemic and current cultural events impacting society has underscored SEL as an essential part of high-quality education—highlighting our relationships, resiliency, and collective problem-solving as fundamental to teaching and learning.</p> <p>Systems and protocols for monitoring the emotional wellbeing of students will be used. Ongoing SEL check-ins will be incorporated into classroom routines to increase the awareness of students' changing emotional wellness. Classroom supports will also be available digitally to support students remotely.</p> <p>Access to social workers, and school psychologists is available for all students. SEL activities, and executive functioning skills will be incorporated during instruction and WIN (What I Need) time.</p>	
Planning for All Students	<ul style="list-style-type: none"> Both in-person and remote teachers will have plan time as defined by their contract with a designated space provided for planning purposes. Daily common plan time will be provided to teams to synchronize learning experiences for in person and remote students. Classroom teachers are not available to students during plan time, specials or lunch. 	

Instruction

Key Shifts and Considerations of Remote Learning

What It Is	What It Is Not
Scheduled Google Meets and check-ins with students	All day live teaching
Content posted to digital platforms and access to curricular materials	Students on their screen all day
Structured daily schedule that follows school hours	The same experience as Spring 2020
Defined teacher hours	Unlimited access to teachers
Pre-recorded, live lessons, digital feedback/interaction	Live cameras in classroom all day
A unique group of teachers dedicated to remote learning students	The same teachers as in-person students

	In-Person Learning	Remote Learning
Direct Instruction	Synchronous teaching and learning with students and teachers for all subject areas.	Synchronous teaching and learning for language arts, math and SEL. Asynchronous teaching and learning for all other subject areas.
Small-Group Instruction	Teachers and students may participate in small-group asynchronous instruction, or in synchronous learning while maintaining appropriate distancing.	Teachers and students participating in small groups for synchronous learning over Google Meets. Asynchronous learning will take place with teacher-provided links, videos, and recordings when not participating in synchronous instruction.
What I Need (WIN) Time	Synchronous teaching and learning for students with a focus on executive functioning, SEL, technology skills, and intervention support based upon individual needs.	Asynchronous teaching and learning for students with a focus on executive functioning, SEL, technology skills, and intervention support based upon individual needs.
Media Centers	Library staff may deliver library items to classrooms for check-out. Library books will have to be set aside after return for an allotted amount of time as determined by IDPH.	Library books may be available for check-out through Destiny. There may be a scheduled time for pick-up/drop-off of books. Books will have to be set aside after return for an allotted amount of time as determined by IDPH.
Homework	Homework will be assigned to students by teachers to support the curriculum, practice concepts and skills, and for reteaching purposes.	
Grading	Grading for all students will continue with our current grading systems with report cards for both remote and in-person instruction. Feedback and grading will be focused on proficiency of learning standards.	

Assessments

	In-Person Learning	Remote Learning
Classroom Assessments	Students will be given classroom assessments, both in writing and digitally to all students. Remote students will receive support on best practice assessment skills in a virtual environment.	
iReady	<p>iReady is an adaptive assessment that provides a customized evaluation to identify students' strengths, needs and measures growth over time in both Reading and Math.</p> <p>iReady assessments will be digitally administered three times per year for grades 1-8 (Fall,</p>	

	Winter, Spring) and two times per year for Kindergarten (Winter, Spring) to all students.	
Kindergarten Individual Development Survey (KIDS)	<p>The Kindergarten Individual Development Survey (KIDS) is designed to help teachers, administrators, families and policymakers better understand the developmental readiness of children entering kindergarten. The observations take place as kindergarten students go about their daily routines.</p> <p>The KIDS assessment is for kindergarten students only and is administered within the first 40 days of school.</p>	At this time there is no kindergarten remote option. The district will prepare for the KIDS assessments in the event the school/district transitions from in person instruction to full remote instruction.
Illinois Assessment of Readiness (IAR)	<p>In compliance with federal testing requirements, Illinois administers a science assessment to students enrolled in a public school district. The assessment is aligned to the Illinois Learning Standards for Science incorporating the Next Generation Science Standards (NGSS), which were adopted in 2014.</p> <p>IAR will be administered for grades third through eighth in the spring.</p>	

The Roselle School District 12 Return to Learn guide was created in collaboration with Roselle District 12 teachers and administration. Thank you to Valerie DeFelice, Jennifer Jozwiak, Natalie Poli, Terri Schoen and Lisa Steiner for your time and effort on this project.