The goal of Fairview School District 72's remote learning program is to provide students with opportunities for connection, well-being, and learning while school is closed. For the 2020-2021 school year, District 72’s primary focus will be students’ needs in regards to Social and Emotional Learning and a strong emphasis on literacy and math skills. As we make decisions for this school year, staff should start by using the lens of CASEL’s Social and Emotional Learning Competencies referenced below:

As we prepare for the potential of additional remote learning time periods this school year, we recognize that our remote learning plan will never duplicate the rich learning that occurs in our
physical classrooms. We will continue to develop our capacity to provide learning to students in progressive, creative, and meaningful ways, focused on building relationships.

The District’s remote learning plan does fulfill the requirements of the law and does allow for continuity of learning for our students. While the state of Illinois is in Phase 4 of the COVID-19 pandemic, we are committed to providing in-person instruction for students, as well as a full remote option for families. Although this does not include all grade levels to begin the school year, we hope we can welcome all students back when it is safe to do so. District 72 will continue to follow the guidance on remote learning that has been provided by the Illinois State Board of Education and our plan includes most core curricular subjects (reading, writing, math, social studies, and science along with social-emotional activities, fine arts, and physical education).

## Timeline

In communication sent to families for the start of the 2020-2021 school year, the District has provided an option for either in-person instruction or remote learning (5 days a week).

To begin the school year, students in kindergarten through 2nd grade will be the only students to begin with in-person instruction as an option. As a District, we feel it is essential to have our youngest students in the building if they are able. Below are the targeted dates for potential grade levels to come back to the building for in-person instruction.

- **September 21: Decision on Grades 3-5**
  - September 28th: Grades 3-5 can begin in-person instruction, pending District decision.

- **October 26: Decision on Grades 6-8**
  - November 9th: Grades 6-8 can begin in-person instruction, pending District decision.
  - All remote learners may return to school.

For families that choose REMOTE LEARNING, their timeline is as follows:

- Primary and Middle School students will remain in remote learning until the end of the 1st Trimester (primary) and Quarter (middle school). For the purposes of continuity, this date will be Friday, November 6th (last day of remote learning). Students that choose to return from remote learning, will return on Monday, November 9th.
- Families will have an option to continue with remote learning if they choose.
- Prior to the completion of the marking period, the District will contact remote learners and ask if they will resume remote learning, or enroll in an in-person instruction.
- During this time period, if a family chose in-person instruction, and would like to switch to remote learning due to safety or other concerns, this request will be honored. However,
students that would like to be back in-person from the remote setting, during the first marking period, will be highly discouraged.

What to Expect from Remote Learning at Fairview

In order to ensure the highest quality education possible for our remote learners, it is important that all staff are consistent with the expectations below:

In-Person Instruction AND remote learning option will mirror the Fairview School District 72 school day:

- Primary: 8:00am-3:30pm
- Middle School: 7:50am-3:20pm

If the District has to move to a full-remote situation, the schedule will be adjusted to best meet the needs of all students. This schedule is included in this remote learning document.

The remote school day includes guided lessons by the teacher delivered either live via video conferencing or pre-recorded lessons. It also includes student independent work time. In the outline below, you can see how teachers will deliver these lessons.

- Grades K-1 teachers will be asked to use SeeSaw.
- Grades 2-8 teachers will be asked to use Google Classroom.
- The remote school day includes dedicated time for staff to collaborate with colleagues, as they would have in a normal school day.
- Students receiving Special Education Services will have those needs met through remote learning.

Ensure High Quality Mini-Lessons and Student Application/Student Practice

- Teachers will deliver targeted mini-lessons (both recorded and live) focused on the specified essential standards.

An essential standard can be defined as: standards that 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).
Utilize Small Group Differentiated Instruction

- Teachers will ensure every student has a small group lesson focusing on essential standards within the curriculum:
  - **Primary:** At least four times per week in both reading and math
  - **Middle School:** At least twice a week per core subject area class (Core counts as one subject area).
  - **Middle School Band and Orchestra:** At least one sectional AND a larger ensemble session per week.
  - **Special Education:** Small group lessons that address IEP goals and objectives.
  - **English Learners:** Small group lessons that support lessons within the curriculum.

- Lessons need to be differentiated to ensure continuous growth and learning of essential standards.

Give Specific Feedback to Each Student

- Teachers will provide specific feedback on student work in relation to essential standards predominantly via Seesaw or Google Classroom -- may be oral feedback or written feedback.
  - **Primary:** Provide each student at least one piece of specific feedback once per day.
  - **Middle School:** Each teacher (all subjects on schedule) provides each student at least one piece of specific feedback once per week.

Monitor Student Progress and Student Work

- Students will provide daily evidence of independent practice of each subject area on their daily schedule each day.
  - Students will be asked to upload evidence to the platform his or her teacher is using (Seesaw or Google Classroom).
    - Evidence of independent practice may include: uploading a picture or video of work in progress, Google Classroom or Seesaw assignment, a screenshot of assignment or score on an application, completed assignment, or exit ticket.

- This will serve multiple purposes:
  - It will be motivation for students to engage in their independent practice because they know that is the expectation.
It will also allow teachers to assess students’ progress formatively in order to provide specific feedback and to adjust guided lessons according to students’ needs.

**Focus on Being Responsive to Students’ Learning Needs**
- Teachers will be responsive to students’ needs based on socio-economic level, language development, culture, and current IEP, as applicable.
- Differentiate recorded mini-lessons and live small group synchronous sessions.
- Differentiate student independent learning activities.
- Assess student learning, in particular of the essential standards
  - Teachers will do this using formative assessment, analyzing student work uploaded to Seesaw or Google Classroom.
    - Evidence of independent practice may include: uploading a picture or video of work in progress, Google Classroom or Seesaw assignment, a screenshot of assignment or score, completed assignment, or exit ticket.

**Supporting Social Emotional Development**
- Universal Tier 1 Supports Will be Used
  - Intentional SEL/relationship building component every day.
    - All students K-8 will participate in a “Morning Meeting” daily.
    - Focus will be on key SEL language and conversations.
    - Implementation of weekly Second Step lessons.
  - Daily check-ins via classroom meetings, small groups, or other methods.
  - Daily closure to the end of the day by the teacher. Some ways teachers will accomplish this could be:
    - Whole-group note/message to the class posted on Seesaw or Google Classroom
    - Google Form
    - Exit Slip

**Ensure Use of Non-Technology Learning Materials**
- Writing paper and pencil (this is essential for K-2nd grade, in particular).
- Books for independent reading (essential for all grades).
- Subject area manipulatives (as needed).

**Implement Normal Attendance, Grading and PowerSchool Practices**
- Teachers will take attendance every day and record it in PowerSchool, as one would during a normal school day.
- **Primary**: Morning attendance will be taken at the beginning of the day during scheduled *Morning Meeting* time.
- **Middle School**: Official attendance taken in the first live remote session of the day. All teachers are encouraged to track attendance virtually for each period, and if communicated through class expectations to start the school year, attendance can be included in a student's overall grade.
- Implement normal grading practices (pre-COVID-19).
  - PowerSchool will be used to input/communicate grades (K-8)
  - Report Cards will be completed, as normal, prior to COVID-19.
  - Trimester Dates for Primary are as follows:
    - 2nd Trimester: 11/5/2020 - 2/9/2021
    - 3rd Trimester: 2/10/2021 - 6/11/2021
  - Quarter Dates for Middle School are as follows:
    - Quarter 1: 8/27/2020 - 10/23/2020
    - Quarter 2: 10/26/2020 - 1/15/2021
    - Quarter 3: 1/19/2021 - 4/9/2021
    - Quarter 4: 4/12/2021 - 6/11/2021

  **NOTE**: There will be an overlap into quarter 2 for remote learners who return on November 9th for middle school students. The first two weeks of their second quarter will be in remote learning to help continuity and communication purposes throughout K-8.

- Parent/Teacher Conferences will be held virtually on November 23rd and February 11th. Families will still be utilizing an online sign-up tool.

### Communication with Families
- Faculty and staff will maintain consistent communication with families to ensure they are partners in their child’s education.
- Primary teachers will send weekly communications to families via email.

### Prepare and Distribute Learning Materials
- **K-2** teachers *may* prepare bags of materials *monthly* for parent pick-up.
  - Books at independent reading levels of students
  - Age-appropriate writing paper
  - Math manipulatives
  - Art materials
  - Science materials, when possible
○ Other basic supplies as needed
● 3-5 teachers may prepare bags of materials monthly for parent pick-up
  ○ Same as K-2 supplies above
● 6-8 teachers will prepare bags of materials bi-weekly or monthly for parent pick-up as needed
  ○ Coordinate with team members, and/or school so parents are not making multiple trips to the building.

**Participation and Attendance for Students and Families**

For District 72 families that have chosen remote learning, or if there is a need to shift to whole District remote learning, attendance is expected, and participation is required. Student learning and engagement is our priority, and a partnership with our families is necessary in order to set up success for our students and staff.

While we recognize the circumstances and situations for families may vary, we also understand the importance of keeping our students engaged in their learning.

For families that have chosen remote learning as an option, their attendance will be taken by their remote learning teacher that begins their day. Students that are not present, will be marked absent as if they were in school.

Each school day is to be treated as a regular attendance day, and count towards a student’s cumulative record.

**Remote Learning Platforms**

Remote learning plans will be shared with students using one common learning management system (LMS), depending on his or her grade level.

**Kindergarten through First Grade Students:**
- In an effort to provide a better interface and opportunities for engagement between students and teachers, all K-1 teachers are being asked to use SeeSaw.
- Training for staff will be provided by Mr. Patrick Healy, the Director of Technology, and Ms. Emily Brotsky, the Instructional Technology Coach. This training will take place in partnership with SeeSaw, so staff can use the tool effectively and with fidelity.
- The District will communicate to families that SeeSaw will be the primary platform (K-1) of communication and delivering curriculum, and we will be providing family training and learning opportunities.
Second through Eighth-Grade Students:
● Students in grades 2-8 will use Google Suite, and most specifically Google Classroom as their primary learning management system (LMS).
● Assignments and resources will be posted to Google Classroom on a daily basis.
● Training for staff will be provided by Mr. Patrick Healy and Ms. Emily Brotsky, in partnership with Google Education, so staff can use the tool effectively and with fidelity.
● The District will communicate to families that Google Classroom will be the primary platform (2-8) of communication and delivering curriculum, and we will be providing family training and learning opportunities.
● Faculty will be asked to use video conferencing to interact with students during remote learning going forward.

Hours for Remote Learning

● Remote learning times will coincide with a traditional school schedule at Fairview.
● Primary: 8:00- 3:30pm
● Middle School: 7:50- 3:20pm
● Teachers will be given time to collaborate with one another during the day, as well as work in time to meet with individual students or small groups.
● Students should be engaged in 5 clock hours of “learning activities”. ISBE defines learning activities as the following:

“Learning activities may include, but are not limited to, in-person instruction, the teacher delivering instruction via recorded video or synchronous platform, remote small group work via breakout room or conference call, independent/flexible student work time, and virtual/telephone teacher-student check-ins. If using non-interactive platforms, students must have means to confer with an educator and receive feedback before assignments are graded or assessments are administered.”

● Depending on the grade level a student is in during remote learning, a schedule will reflect the times of the day to engage in synchronous instruction, asynchronous instruction, small group instruction, whole group instruction, etc.
Our students deserve the highest quality education that we can provide them. Please see below for the various ways that our faculty and staff will ensure this for our remote learners.

**Cultivate Classroom Community Starting the First Week of School**

- Relationship building in the first two weeks, and continuing throughout the school year.
- Students will complete getting-to-know you activities so they will get to know their peers and their teachers.
- Teachers will share with their students about themselves so students can make connections with their teachers, and feel safe and welcome!
- Help parents get to know you by sending a quick video home to introduce yourself, and your classroom.

**Teach Grade Level Standards and Stay Aligned with the Curriculum**

- Fairview staff have been provided throughout the summer with various professional development opportunities, focusing on many areas of our curriculum. Staff training and PD will continue to take place throughout the 2020-2021 school year, as we know this is crucial to the success of our students and teachers.
- Grade level teams will work together to establish the most essential standards, needed to cover at each grade level. There will be professional development time for staff dedicated to identifying these essential standards.

**Implement High Quality Instructional Practices**

- Remote learners will mirror the in-person learners daily instructional program. This will maximize all District 72 students’ educational experience.
- Remote learners will learn each subject area with the same number of minutes of teaching and learning as our in-person learners, as outlined in the next section, “Mirror the Regular School Day.”
- Best practice informs our instructional program strategies and structures. The following instructional strategies and structures are expected during remote learning:
  - Whole group mini-lessons (recorded or live via video conferencing)
  - Small group instruction -- differentiated (via video conferencing)
  - Independent practice of standards (student work posted on Google Classroom or Seesaw).
  - Providing students feedback on their learning of standards.
- Use effective pedagogy for high student engagement
- Differentiate/personalize instruction
• Assess formatively each day.
• Please see Appendix A, *Remote Learning by Role*, for expectations related to the frequency, purpose, and parameters/recommendations of each of these types of structures.

### What does Instruction Look Like?

- Teachers will be asked to create lessons that are authentic, and should be targeted to specific learning objectives within the curriculum.
- Grade level teams will plan together and ensure they are moving at the same pace, to ensure consistency across the grade level.
- Direct instruction will happen daily. If teachers decide to incorporate a longer-term project, it should still be accompanied by daily instruction to facilitate this learning.
- Teachers will plan for ways to give authentic student feedback and use student feedback on a daily basis to adjust instruction accordingly.

### Mirror the Regular Instructional Minutes Per Day

- Remote learners will learn each subject area with the same number of minutes of teaching and learning as our in-person learners.
- See below for the daily SAMPLE schedule overviews at each grade level, should Fairview be in a full-remote learning situation.

<table>
<thead>
<tr>
<th>Kindergarten through Second Grade</th>
<th>Third and Fourth Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Learning Time</strong> (315 minutes)</td>
<td><strong>Student Learning Time</strong> (315 minutes)</td>
</tr>
<tr>
<td>Morning Meeting</td>
<td>30 minutes</td>
</tr>
<tr>
<td>Literacy</td>
<td>75 minutes</td>
</tr>
<tr>
<td>Mathematics</td>
<td>60 minutes</td>
</tr>
<tr>
<td>Science/SS</td>
<td>30 minutes</td>
</tr>
<tr>
<td>Special</td>
<td>30 minutes</td>
</tr>
<tr>
<td>PE</td>
<td>30 minutes</td>
</tr>
<tr>
<td>Small Group Sessions</td>
<td>60 minutes</td>
</tr>
</tbody>
</table>
### Remote Learning SAMPLE Schedule

#### Third Grade Schedule

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00-8:30am</td>
<td>Teacher Plan and Prep.</td>
</tr>
<tr>
<td>8:30-9:00am</td>
<td>Morning Meeting/SEL/Attendance</td>
</tr>
<tr>
<td>9:00-9:45</td>
<td>ELA</td>
</tr>
<tr>
<td>9:45-10:00</td>
<td>Break &amp; Snack</td>
</tr>
<tr>
<td>10:00-10:30</td>
<td>PE</td>
</tr>
<tr>
<td>10:30-11:30</td>
<td>Math</td>
</tr>
<tr>
<td>11:30-12:30</td>
<td>Lunch</td>
</tr>
<tr>
<td>12:30-1:00</td>
<td>ELA</td>
</tr>
<tr>
<td>1:00-1:30</td>
<td>Special of the Day</td>
</tr>
<tr>
<td>1:30-2:00</td>
<td>Science/SS</td>
</tr>
<tr>
<td>2:00-3:00</td>
<td>Small Group Sessions (WIN time)</td>
</tr>
<tr>
<td>3:00-3:25</td>
<td>TEACHER PLAN AND PREP. TIME</td>
</tr>
<tr>
<td>3:25-3:30</td>
<td>Teacher Plan and Prep.</td>
</tr>
</tbody>
</table>

#### Fourth Grade Schedule

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00-8:30am</td>
<td>Teacher Plan &amp; Prep.</td>
</tr>
<tr>
<td>8:30-9:00am</td>
<td>Morning Meeting/SEL/Attendance</td>
</tr>
<tr>
<td>9:00-10:00</td>
<td>Math</td>
</tr>
<tr>
<td>10:00-10:15</td>
<td>Break &amp; Snack</td>
</tr>
<tr>
<td>10:15-11:00</td>
<td>ELA</td>
</tr>
<tr>
<td>11:00-11:30</td>
<td>PE</td>
</tr>
<tr>
<td>11:30-12:30</td>
<td>Lunch</td>
</tr>
<tr>
<td>12:30-1:00</td>
<td>Special of the Day</td>
</tr>
<tr>
<td>1:00-1:30</td>
<td>ELA</td>
</tr>
<tr>
<td>1:30-2:30</td>
<td>Small Group Sessions (WIN time)</td>
</tr>
<tr>
<td>2:30-3:00</td>
<td>Science/SS</td>
</tr>
<tr>
<td>3:00-3:25</td>
<td>TEACHER PLAN AND PREP. TIME</td>
</tr>
</tbody>
</table>

*Green/yellow blocks of time indicate teachers should begin with synchronous instruction.*

### Remote Learning SAMPLE Schedule

#### Middle School Grades 5-8

*Schedule for Tuesday, Wednesday, Thursday, Friday*

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:55-8:15</td>
<td>Morning Meeting/SEL/Attendance</td>
</tr>
<tr>
<td>8:20-9:00</td>
<td>Period 1</td>
</tr>
<tr>
<td>9:05-9:45</td>
<td>Period 2</td>
</tr>
<tr>
<td>9:50-10:30</td>
<td>Period 3</td>
</tr>
<tr>
<td>10:35-11:15</td>
<td>Period 4</td>
</tr>
<tr>
<td>11:15-11:40</td>
<td>STUDENT BREAK TIME</td>
</tr>
<tr>
<td>11:40-12:25</td>
<td>LUNCH FOR ALL STUDENTS AND STAFF (Period 5)</td>
</tr>
<tr>
<td>12:25-1:05</td>
<td>Period 6</td>
</tr>
</tbody>
</table>

*OPTIONAL time for teacher appointments or small group meetings when necessary*
<table>
<thead>
<tr>
<th>Time</th>
<th>Period</th>
</tr>
</thead>
<tbody>
<tr>
<td>1:10-1:50</td>
<td></td>
</tr>
<tr>
<td>1:55-2:35</td>
<td></td>
</tr>
<tr>
<td>2:40-3:20</td>
<td></td>
</tr>
</tbody>
</table>

**Schedule Note:**
Social, Emotional, Learning opportunities are extremely important for students and experiences outside of the remote learning environment are essential. We ask families to be on the lookout for potential virtual clubs that meet after school.

**Communicate the Schedule**
- Teachers will set and communicate a routine that students and families can rely on as soon as possible within the first couple days of school.
- Consistency is key.
- Teachers will maintain this routine schedule, as much as is possible. This will support students and their families to develop and maintain consistency.
- Each Friday, teacher’s will share the following week’s schedule. This will support students and families to maintain a schedule. It will also allow parents to have the weekend to adjust for any potential changes from the regular schedule.

**Utilize Familiar Tools**
- Remote learners will utilize familiar online tools such as Google Meet, Zoom, Seesaw and Google Classroom. In addition, students will capitalize on our other familiar curricular-based platforms such as those listed below. Students will access most online platforms through Clever.
- See below for some of our most highly used online tools. *Note: There are other District approved resources not on this list.*
  - Newsela
  - Khan Academy Mappers
  - Math In Focus (digital resources)
  - Scholastic
  - EPIC books
  - Nat. Geo. (digital resources)
  - Mystery Science
Types of Learning

Fairview students will engage in activities, which are provided through various means: online tools, researching, practice assignments, educational videos, and more. During periods of remote learning, teachers will continue with instruction based on their developed curriculums and lesson plans. When necessary, teachers should review previously learned material with students and begin teaching new material to students through both synchronous and asynchronous opportunities. While some activities and assignments may require the use of a device, students will have offline learning opportunities as well.

Per the ISBE guidance on Synchronous Learning:

*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.*

<table>
<thead>
<tr>
<th></th>
<th>Synchronous Learning</th>
<th>Asynchronous Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Definition</strong></td>
<td>Synchronous learning is remote learning where everyone from a given group is online at the same time using tools such as Google Meet.</td>
<td>Asynchronous learning is remote learning where students access pre-recorded lessons or independent learning tasks at any time during the day.</td>
</tr>
<tr>
<td><strong>What does this look like?</strong></td>
<td>Checking in with students regarding their social-emotional wellness, building community, and establishing personal connections.</td>
<td>Viewing recorded instructional videos of lessons in a content area.</td>
</tr>
<tr>
<td></td>
<td>Holding a “Morning Meeting” daily for students to discuss important topics associated with their well-being.</td>
<td>Listening to read alouds and answering questions.</td>
</tr>
<tr>
<td></td>
<td>Engaging students in discussions to ensure understanding of information.</td>
<td>Engaging in online discussion by reading and posting responses (i.e. via Google Classroom, Flipgrid, Seesaw)</td>
</tr>
<tr>
<td></td>
<td>Previewing or explaining assignments or expectations of learning tasks.</td>
<td>Reading posted literary selections and responding.</td>
</tr>
<tr>
<td></td>
<td>Answering student questions about one of the recorded lessons.</td>
<td>Responding to and collecting student work.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Recordings of performances submitted by students.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Completing independent learning</td>
</tr>
</tbody>
</table>
Conducting small group instruction.
Modeling or sharing examples of final products.

<table>
<thead>
<tr>
<th>Implement Consistent Attendance Policies</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Teachers will take attendance for students in PowerSchool everyday. The District will follow our normal practices if students are absent.</td>
</tr>
<tr>
<td>● “Present” means the student was engaged in the day’s lessons and in the independent work activities as instructed by the teacher.</td>
</tr>
<tr>
<td>○ Evidence of engagement <strong>may</strong> include work completion, active participation in discussion and asking questions for feedback; professional discretion may be necessary in determining student “presence”.</td>
</tr>
<tr>
<td>● If a student is tardy, teachers will change the <em>Absent</em> coding in PowerSchool to <em>Present</em> and include the time they joined the remote learning environment. The District front office will update attendance records when appropriate.</td>
</tr>
<tr>
<td>● <strong>When a student is sick, their parents will call the main office to report the absence.</strong> The front office staff will ask a series of questions, and if necessary, will redirect a parent/guardian to our school nurse Mrs. Sarah Bazarek.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Return to Normal Grading Practices</th>
</tr>
</thead>
<tbody>
<tr>
<td>● During remote learning in the spring of 2020, student grades could not be negatively impacted, or held against a student because of the unprecedented circumstances (Per the ISBE guidance).</td>
</tr>
<tr>
<td>● For the 2020-2021 school year, normal grading practices will resume.</td>
</tr>
<tr>
<td>● Teachers and staff will update student grades through PowerSchool and PowerTeacherPro, as well as provide specific feedback through SeeSaw and Google Classroom.</td>
</tr>
<tr>
<td>● The District will resume the use of D72 Report Cards.</td>
</tr>
</tbody>
</table>
When Your Child’s Teacher is Absent

- If a Fairview teacher needs to schedule an absence, or is out of the building due to an illness, a substitute teacher will be provided.
- The teacher will create lesson plans and a substitute will facilitate remote instruction for the day. This will allow for continuity and consistency for our students.

Professional Development Opportunities

- The professional growth and learning of our staff at Fairview is crucial to the success of our students, staff, and entire school district.
- The Professional Development Committee has met and is planning a wide variety of activities to begin the 2020-2021 school year.
- The District will continue to provide a wealth of Professional Development Opportunities for our staff during scheduled Monday Staff Development days, grade-level planning times, and five scheduled ISBE planning days, which have been built into the 2020-2021 school calendar.

Communication (Early and Often) with Families is the Key to Our Success!

Communicate the Main Platform

- The District will let families know which online platform we will be utilizing: Seesaw (K-1) or Google Classroom (2-8).
- Include instructions/guidance for families so that they will be able to access the online platform in the way that you will need them to for their children to be successful as remote learners. *Ms. Emily Brotsky and Mr. Patrick Healy will support staff and families when needed.

Provide Clear Expectations

- Staff will provide clear expectations on how to interact (student-to-student, student-to-teacher, student-to-content) in a virtual setting and how to transition between varied settings.
- Staff will provide clear directions for submitting classwork, such as turning in
assignments, project-based learning, and journals, in a virtual classroom setting (e.g., electronic submission).

**Inform Families of Student Learning**
- Teachers will communicate frequently to ensure families are aware of their child(ren)’s learning progress.
- It will be important to cultivate a partnership with each family by sharing information on how they can continue to support their child(ren)’s progress from home.
- Methods to support ongoing communication can include:
  - Weekly newsletters, emails, phone calls, specific feedback on student work.

**Make Phone Calls to Families to Support Attendance and Engagement**
- If a student or family is struggling with attendance and engagement, teachers will make phone calls home to maintain the home - school connection.
- The District will help problem-solve attendance challenges with emails, phone calls, or video conferencing, if necessary.
- Support students’ engagement with ongoing family communication.

**Promote Parent Learning to Ensure a Partnership**
- Technology support will be provided from Mr. Patrick Healy and Ms. Emily Brotsky, along with other Technology Team members (Mr. Barry Cory, Ms. Kristen Bastian, Mr. Derek Layes).
- Recorded videos and webinars to support parents’ understanding of digital platforms will be provided by our District Technology Team.

**Social Emotional Learning Expectations**

One of the District’s priorities during remote learning outlined in the Teaching and Learning section of this document is to **Support the Social Emotional Development** of our students on a daily basis. All classroom teachers must place an intentional focus on building relationships, checking in with students, and team building within remote learning classrooms. Through live interactive sessions, it is important to make this an inherent component of small group instruction.

- Our Social Emotional Learning Team, comprised of Mrs. Stacy Glascott, Mrs. Janine Laverdiere, Mrs. Kristina LiRosi, Mrs. Carly Gross, Director of Student Services, and
Mrs. Martha Gale, our School Psychologist, will be supporting all faculty, staff, and families as we transition back to school.

- Student social emotional needs will continuously be assessed and monitored throughout the course of the school year through various screeners.

The Illinois State Board of Education has indicated that it is imperative during this time that districts create remote learning environments that attend to students’ well-being, safety, social-emotional, and behavioral health needs. Some ideas to ensure that students stay connected and feel included in all learning environments are below:

- Establish daily check-in routines with students to recognize and respond to at-risk student behaviors;
- Encourage ongoing communication among caregivers and teachers;
- Establish predictable routines to help students maintain a sense of psychological safety;
- Provide opportunities for positive feedback/connection between students and teachers;
- Acknowledge students’ current situation and context, and help all students feel valued and welcomed regardless of their background or identity;
- Provide students with appropriate strategies to help them process events, such as providing them factual information and explanations, assigning journaling, facilitating friendship groups, etc.;
- Place students in small groups to work on projects and encourage students to work together using web-based conferencing and/or phone communication;
- Introduce mindfulness exercises to help lesson student anxiety;
- **Staff will utilize the Fairview SEL team for support with these items.

Social Emotional Learning Support for Staff

The social and emotional health of staff members will also be prioritized during these continued unprecedented times. We will work with staff to promote and ensure the following:

- Encourage staff to up a predictable work routine with clear boundaries that include turning off the computer, scheduling time for meals, responding to student emails only throughout the school day, and finding time to dis-connect.
- Confer with individual staff members when planning for a transition to either remote or in-person learning, to ensure that their needs and concerns are addressed.
- Use self-care routines throughout the day that might include mindfulness, deep breathing exercises, yoga, and other strategies that support emotional and physical well-being.
The Insurance and Wellness Committee will be planning events throughout the school year, which will support the health and wellness of our entire staff and professional community. The committee will also be introducing the NEW EBC Well-Being program portal to the staff, which will provide individual wellness options, group challenges and information on all of the available programs offered by our group health insurance.

The Professional Development Committee will be implementing staff opportunities for wellness, collaboration, mindfulness, etc.

Kindergarten through Eighth-Grade Special Education Services

Students with IEPs
During remote learning, administrators and educators can build on the relationships, practices, and infrastructure created during in-person learning to support students with special education needs. The following addresses considerations and recommendations that should be taken into account in planning, delivery, and assessment for learners with special education needs during times they may be away from school, teachers, and peers. Keeping these considerations and recommendations in mind before, during, and after planning, will maximize the effectiveness of remote learning for students with special education needs.

Planning for Students with IEPs
Teachers will:
- Identify realistic, individualized time frames for task completion. Be mindful of extended time accommodations outlined in IEPs.
- Provide specific instruction and mini-deadlines/benchmarks for assignments, especially those with multiple-tasks.
- Use technology resources to provide comprehensible instructions to students. Provide two-three step directions, record (audio or visual) of yourself reading directions, and either link to or embed the recording in your lesson.
- Create opportunities for students to demonstrate progress and receive feedback related to assignments and IEP goals.
- When possible, use technology tools that allow for students to communicate through multiple modalities. If that is not possible, plan alternative communication options for students.
  - Do not require students to show their video during video conferences and/or allow them to listen without the expectation of having to talk, depending on student need.
  - Use captions, when possible.
- Offer the option of communicating through a different modality (e.g., using the chat box during a video call or posting a link to an audio or video response in a discussion board).
- Give students various ways to access information because students are more likely to remember information that is presented in various formats.
- Think about how movement, arts, nature, and social activities can be incorporated into instruction.
- Encourage caregivers to use high- and low-tech devices around the house to establish and maintain schedules and routines. Egg timers, microwave timers, alarm clocks, and cell phone timers are examples of supplies that can be used as auditory, visual, or tactile (vibration) alerts to keep students on task.
- Provide a sample schedule for caregivers to model how to move from task to task and take breaks.
- Provide or help caregivers create visual or tactile supports (e.g., schedules, cues) that are consistent with the school environment.
- Be prepared to support students as they continue to learn the social nuances of working remotely. Explicit instruction or scaffolded directions may be necessary to teach students how to use and interact with others on various technology platforms.
- Remote learning environments often require students to multitask and filter through layers of incoming sensory information. Be proactive in providing support for students to either direct or redirect their attention to the most salient aspects of instruction.
- Prepare and provide materials for students with visual impairments or print disabilities in braille or other formats required by the student’s IEP.
- Consider the following for students who are deaf or hard of hearing or have visual impairments when planning for and engaging in online meetings:
  - Use a neutral background and use appropriate lighting.
  - Prepare for your and the student’s use of assistive listening technology.
  - Avoid eating or chewing gum.
  - Reduce background noise and mute participants, when appropriate.
  - Speak at a normal pace and be mindful of remote interpreters and captioning.
  - Announce who is speaking and pre-war students if you are sharing your screen or content that causes your face to not be visible.
  - Ensure any visuals are easily seen by using color contrast, manipulating text size, or sharing the visual with the student so they can manipulate the image, as needed.
  - Prepare and supply materials or visuals in tactile formats, when possible.
  - Prepare notes to provide to students after the meeting or video.
  - Check in with the students privately to determine their understanding.
Be aware that students may be navigating multiple devices and assistive technology.

**Delivery of Services for Students with IEPs**

To make remote learning as accessible as possible to students with special education needs, the following considerations may support educators and related professionals, as well as students and caregivers:

- Have clear procedures and expectations for every technology tool or platform used with students.
- Maintain regular communication with students. Use school-approved messaging and videoconferencing tools to communicate regularly with students.
- Encourage social interaction among students by scheduling times for students to interact without the pressure of learning content at the same time. Have students talk about events in their lives, tell jokes, or share good news.
- Provide opportunities for students to practice listening, speaking, reading, and writing skills in content areas.
- Incorporate arts into instruction to allow students to learn content and express information through various media.
- Create video modeling of how you expect something to be done or what has been successful in the school setting, such as hand-over-hand assistance in the classroom.
- Provide repetition of content using multiple modalities during and after instruction.
- Students with disabilities may not have the stamina, patience, or ability to attend to instruction or interact with others for long periods of time in a remote learning environment. Chunk information or interaction into smaller sections for students to process. For example:
  - Rather than giving students a 10-minute video to watch, break it into 2- or 3-minute sections so students can process what they have seen before moving on.
  - Instead of directing students to read an entire news article on a news website where the amount of text and visual noise may be overwhelming, copy and paste paragraphs onto a blank document so that the information is broken up into manageable sections free of distractions.
  - Allow a student to discuss a topic with one other partner in a video call rather than in a group of four so their attention can be better focused on the task at hand.
- Utilize technology resources to visually illustrate concepts for students. If you are recording yourself, show or use a small whiteboard or pieces of paper to draw and write. Use images to illustrate key concepts.
• Provide text at different levels. When looking for texts to share with students, try to use websites that provide leveled texts with audio and visual support. If that is not possible, create your own leveled text with audio and visual support.

• Be aware of the impact that limited physical mobility, both gross and fine motor activity, might have on the student’s ability to fully participate in remote instruction.

• If possible, provide questions or prompts to students before online group discussions if they need extra time to process the questions, formulate responses, or to relieve anxiety. Use built-in accessibility features in learning management systems, on an individualized basis according to student need. For example:
  ● Use heading styles that allow screen reading software to navigate from section to section.
  ● Use font, size, and text formatting to distinguish between items or to navigate. Ensure no information is conveyed solely by color or sound.
  ● Use Alt-Text to allow users with screen readers or with slow connection to identify your images, graphs, and charts.
  ● Enable tooltips so that descriptions appear when users hover over images, graphs, and charts.
  ● Enable captioning if accurate auto-captions are an option in the online platform.
  ● Use descriptive titles, headers, and captions to provide additional context and information for students.
  ● Use descriptive text in hyperlinks so students clearly know where the link will take them. Avoid phrases like “click here” or “read more” without additional descriptors.
  ● Allow for flexibility and extended time for students to process and respond to content.

IEP Case Manager and Related Services Provider Responsibilities for Students with IEPs

Every case manager and related service provider will be working with their team members to determine how individual IEP goals will be supported in a remote learning format. Case managers will be expected to provide families with a weekly schedule for students participating in Remote Learning, containing related service supports/groups. The following are expectations of students who are engaging in remote learning:

• Engagement, work, and attendance will be expected equally from in-person learners and remote learners.

• ISBE’s guidance calls for remote learners to engage in a minimum of 5 hours of learning activities during normal school day hours. At Fairview, a remote learner’s day will closely mirror an in-person learner’s day.
• Grading practices and progress updates will return to normal practices for both in-person learners as well as remote learners.

When considering related services for students (OT/PT, Speech, Social Work Services, etc.), ISBE recommends considering telehealth visits as a means to provide services. This provision of remote services should be equivalent to the services that would be provided in an in-person model.
• Utilize virtual tools that are effective for students and families e.g., Seesaw, Zoom, etc.

Remote Learning Tools for Students with IEPs
Special Education Teachers will follow the same guidelines under the Teaching and Learning and Utilize Familiar Tools, section of this document.

IEP Evaluations
• 60-day timeline: Evaluations must be completed within 60 school days of parental consent. School days do not include Act of God days or Remote Learning Planning Days but do include Remote Learning Days. If less than 60 school days remained in the school year, the evaluation should be complete prior to the start of the next school year. Evaluation components should continue to be done virtually to the extent possible; in-person assessments can be done as long as they adhere to all safety guidelines. Teams should complete missing portions of evaluations as early as safely possible. The team should then convene or reconvene to review the results, determine or revisit eligibility, and develop or revise the IEP, as needed.
• Timelines for IEP evaluations remain the same and remote learning days count as regular school days.

Delivery of IEP Services
• Speech Pathologists, Occupational Therapists, Physical Therapists, and Social Workers who need to supply a direct service in a visual manner, will utilize a video conferencing session to work with your student.
• If parents do not have access to the internet, therapists will reach out to families by phone and provide guidance, assistance, etc. regarding the therapy resources provided to your child/children.

Delivery of IEP Instructional Minutes
• Resource/co-taught minutes will be met through the special education teacher working with students through joining class lessons and/or working with students in small group settings.
For students who receive services outside of the general education setting, special education teachers will provide activities/resources to address the pull out services similar to how these services would be provided in-person.

Conducting IEP Meetings

- Carly Gross, Director of Student Services, will handle coordinating all IEP/504 meetings.  
  cgross@fairview.k12.il.us
- All IEP/504 meetings will be held virtually. No in-person meetings will occur.
- Zoom or Google Meet will be used for parents and staff to join either by phone or by video conference.
- All legal timelines for meetings should continue to be met to the best of our ability.

Technology Support

If students are experiencing any issues accessing applications and other technology resources, they are encouraged to first reach out to their classroom teacher. If a classroom teacher cannot resolve an issue, students and families can contact the following staff members:

Remote Learning Coordinators:
Primary Students/Families (Kindergarten-4th Grade)
Emily Brotsky
ebrotsky@fairview.k12.il.us

Middle School Students/Families (5th Grade-8th Grade)
Barry Cory
bcory@fairview.k12.il.us

Should families experience any issues with a district-issued Chromebook, please email Patrick Healy, Director of Technology at phealy@fairview.k12.il.us and you will receive a response in a reasonable amount of time.

Fairview 72 will ensure each student has internet service in their home, if remote learning. If access is an issue for your family, please contact Mr. Healy to develop a plan. If students are unable to access the internet due to issues outside of their control (e.g. power outages), teachers will allow students extra days to make up their homework/classwork.

We look forward to collaborating and working with all of our District 72 staff and families!

The Fairview School District 72 Administration
Remote Learning Expectations by Role

<table>
<thead>
<tr>
<th>Structure</th>
<th>Frequency</th>
<th>Purpose</th>
<th>Expectations/Parameters:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Independent Work</td>
<td>Frequency: Daily for each subject.</td>
<td>Purpose: To ensure students have opportunities to apply and practice the learning standards you've taught them.</td>
<td>- Mirror what happens in the in-person classroom&lt;br&gt;- Focus on standards from the recorded lesson&lt;br&gt;- Can include work for non-essential standards as well&lt;br&gt;- Differentiate tasks to align with different independent performance levels of students in your classroom&lt;br&gt;- Post application/activity on Seesaw/Google Classroom&lt;br&gt;- Use centers or choice boards&lt;br&gt;- Use district curricular resources (i.e. Newsela, Khan Academy Mappers, etc.) to support student independence&lt;br&gt;- When introducing new resources or procedures, provide students with a recorded lesson or synchronous session to explain how to navigate the task/platform.&lt;br&gt;- <strong>Specify amount of time students should spend on application/activity</strong>&lt;br&gt;- Ensure language and content are addressed and supported&lt;br&gt;  ○ For EL and SpEd.</td>
</tr>
</tbody>
</table>

Recommendations
- Leverage grade level teams to share responsibility for independent work task creation.<br>  ○ i.e: One teacher creates/finds
<table>
<thead>
<tr>
<th><strong>Mini-Lessons</strong> (synchronous or asynchronous)</th>
<th><strong>Frequency:</strong> Daily; mirrors what happens in a classroom for in-person instruction</th>
</tr>
</thead>
</table>
| **Primary:**                                   | **Reading:** Daily  
|                                               | **Math:** Daily  
|                                               | **Writing:** Daily  
|                                               | **Sci/SS:** Daily  |
| **Middle School:**                             | **All core subject areas on student’s daily schedule** |
| **Purpose:**                                   | **To teach students the learning objectives of the standard(s) being introduced or covered.**  
|                                               | **Allows all students access to the teacher’s whole group lesson regardless of potential schedule conflicts.** |
| **Mini-Lesson Expectations/Parameters**        | **Planned lessons that teach learning objectives of the standards being covered**  
|                                               | **Post:** Seesaw or Google Classroom  
|                                               | **Model assignment, independent practice, exit slip or follow up activity that provide students an opportunity to apply/practice the learning objective.**  
|                                               | **Teacher analyzes the above practice for formative assessment and feedback purposes**  
|                                               | **10-15 mins-mini-lesson with a modified gradual release of responsibility approach (times are approx.):**  
|                                               | **1 min -- state learning objective of lesson**  
|                                               | **5-7 mins -- teach students what you want them to learn**  
|                                               | **3-6 mins -- model how you want students to apply the learning during their independent practice**  
|                                               | **Ensure language and content are addressed and supported**  
|                                               | **For EL and SpEd.** |

**Recommendations**
- Leverage grade level teams to share responsibility of lesson creation.
  - Elementary example: One reading choice boards, one creates/finds writing activities, one creates/finds math activities.
- Share responsibility for independent task creation with teams.
- Incorporate student non-tech materials for students
  - e.g. books, writing paper, math manipulatives

**Supports**
- Utilize math and reading interventionists, Instructional Technology Coach
teacher creates/finds the reading video lesson, one creates/finds the writing video lesson, one creates/finds the math video lesson.
- MS Example: One core teacher creates a recorded portion of mini-lesson for social studies and the other does one for language arts in grammar.
- Share responsibility of lesson creation with co-teachers.

**Supports**
Utilize Instructional Technology Coach

<table>
<thead>
<tr>
<th>Video Conferencing</th>
<th>Frequency:</th>
<th>Purpose:</th>
<th>Expectations/Parameters</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Small Group:</strong></td>
<td>See column to right.</td>
<td>Small group instruction</td>
<td></td>
</tr>
<tr>
<td><strong>Whole Group:</strong></td>
<td>Primary: To begin the day and for each core subject area.</td>
<td>- Provide differentiated, targeted support to students in relation to their demonstration of proficiency/understanding of learning objectives.</td>
<td>- Live sessions are differentiated and responsive to how students are performing on essential standards.</td>
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<tr>
<td></td>
<td>Middle School: Every period must start with a live Google Meet/Zoom session.</td>
<td>- To provide reteaching of essential standards for students who need extra support.</td>
<td>- Focus time on lessons that teach essential standards.</td>
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<tr>
<td></td>
<td></td>
<td>- Should also be used for whole group lessons or class meetings/SEL</td>
<td>- Frequency expectations (small group): Each student should participate in small group:</td>
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<tr>
<td></td>
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<td>- Kindergarten-4th grade: At least four times per week in both reading and math</td>
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<td>- Middle School Core: At least twice a week per core subject area class</td>
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<td>- Middle School Band and Orchestra: Once per week in sectional</td>
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<td>- Special Education: Small group lessons may address IEP goals and objectives.</td>
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<td>- English Language Learners: Small group lessons should support classroom curriculum.</td>
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<td>- Provide additional time and/or reteaching of essential standards for specific groups of students.</td>
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<td>- Approx 20-30 mins/session -- be responsive to how long your students are engaged</td>
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<td>- Use a gradual release for each session.</td>
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<tr>
<td>Give Students Feedback on their Learning/Wor</td>
<td>Frequency: Daily (Primary) Weekly (Middle School)</td>
<td>Purpose:</td>
<td>Expectations/Parameters</td>
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<tr>
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<td>● To help a student continuously improve their level of learning</td>
<td>● Feedback focused on student demonstration of proficiency toward learning objective</td>
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<td>● May be oral or written</td>
<td>○ One specific strength related to the student work</td>
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<td>○ One specific suggestion to move the student forward</td>
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<td>● Give feedback on at least one important assignment</td>
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<td></td>
<td>○ Primary: Daily for students in your class</td>
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<td>○ Middle School: Weekly for students</td>
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</tbody>
</table>

Recommendations
- Share responsibility for small group instruction with reading/math interventionists, and EL teachers.

Supports
- Utilize reading/math interventionists/EL team
- Templates for scheduling small group

Teacher model
- Student application
- Specific feedback
- Closing
- Start the day with a synchronous SEL whole group check in through a Morning Meeting, via video conferencing.
- Incorporate short SEL check-ins
- Utilize SEL Curriculum for weekly whole group lessons.
<table>
<thead>
<tr>
<th>Set Student Daily Schedule</th>
<th>Frequency: At beginning of remote learning period</th>
<th>Purpose: Give students and families a predictable pattern of learning</th>
<th>Expectations/Parameters</th>
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<tbody>
<tr>
<td></td>
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<td>- Create predictable pattern of what learning is happening when</td>
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<td></td>
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<td>- Make instructional day clear</td>
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<td></td>
<td>○ Recorded lessons</td>
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<td></td>
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<td>○ Live Google Meet sessions</td>
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<td></td>
<td>○ Independent work time</td>
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<td></td>
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<td>- Align with D72 Remote Learning Instructional Minutes Guidance</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Primary and Middle School EL/SPED Resource Teachers (during pull-out, push-in or co-teaching model)</th>
</tr>
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<tbody>
<tr>
<td>Structure</td>
</tr>
<tr>
<td>Mini-Lessons (synchronous or asynchronous)</td>
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</table>

<p>| Student Independent Work | Frequency: SpEd/EL-during targeted time (pull-out services) | Purpose: To ensure students have opportunities to apply and practice skills in order to address: |
|-------------------------|-------------------------------------------------------------|-------------------------------------------------|-------------------------------|
|                         |                                                             | - SpEd: IEP                                   | - See Classroom/Core Teachers above and: |
|                         |                                                             |                                                 | - Collaborate with classroom teachers to support content learning with language supports |
|                         |                                                             |                                                 |  ○ Create language objectives |</p>
<table>
<thead>
<tr>
<th><strong>Video Conferencing</strong></th>
<th><strong>Frequency:</strong></th>
<th><strong>Purpose:</strong></th>
<th><strong>Expectations/Parameters</strong></th>
</tr>
</thead>
</table>
| Pull out Intervention  | As needed, guided by IEP and/or ACCESS scores | Small group instruction  
  - Provide differentiated, targeted  
  - support to students in relation to their demonstration of proficiency/understanding of learning targets within the GenEd classroom.  
  - To provide reteaching of essential standards. | See Classroom/Core Teachers above and:  
  - Collaborate with classroom teachers to support content learning with language supports  
    - Create language objectives that support content objectives  
    - Provide scaffolds based on students’ language proficiency levels  
    - Support speaking, listening, reading, and writing  
    - Provide EL students with vocabulary, listening and speaking activities to aid classroom learning |

- **Recommendations**  
  - Share responsibility for small group instruction with other specialists/teachers
- Collaborate with classroom/core teachers to present content and SEL as a team by co-teaching

<table>
<thead>
<tr>
<th>Structure</th>
<th>Frequency</th>
<th>Purpose</th>
<th>Expectations, Parameters and Recommendations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mini-Lesson</td>
<td>Frequency: Daily</td>
<td>Purpose: Teach students the learning targets of the grade level standards.</td>
<td>- Planned lessons that teach learning targets of the grade level essential standards</td>
</tr>
<tr>
<td>(synchronous or asynchronous)</td>
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<td>- Post: Specials Teachers will have their own SeeSaw or Google Classroom</td>
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<td></td>
<td>○ Students will log in through Google and this will allow for students to toggle between classes smoothly</td>
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<td>- Independent practice--exit slip or follow up activity that provide students an opportunity to apply/practice the learning target</td>
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<td>○ Teacher analyzes the above practice for formative assessment and feedback purposes</td>
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<td>- 10-15 mins/mini-lesson with a modified gradual release of responsibility approach (times are approx.):</td>
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<td>○ 1 min -- state essential standard learning target</td>
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<td>○ 5-7 mins -- teach students what you want them to learn</td>
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<td>○ 3-6 mins -- model how you want students to apply the learning during their independent practice</td>
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<td></td>
<td>○ 1 min -- restate the learning target and say &quot;now I want you to try it yourself.&quot; Tell them you'll support them.</td>
</tr>
</tbody>
</table>
| **Video Conferencing** | **Frequency:**  
*If you are teaching a grade level that is full-remote, you should be checking in and leading synchronous daily lessons.*  
*For partial remote, you should be leading two synchronous sessions per week.* | **Purpose:**  
To provide live instruction in your content area. | **Expectations, Parameters and Recommendations**  
- Planned lessons that teach learning targets of the grade level essential standards for your content area.  
- Post: Specials Teachers will have their own SeeSaw or Google Classroom  
  - Students will log in through Google and this will allow for students to toggle between classes smoothly  
- Independent practice--exit slip or follow up activity that provide students an opportunity to apply/practice the learning target |
| **Student Independent Work** | **Frequency:** Weekly  
**Purpose:** To ensure students have opportunities to apply and practice the learning targets/standards you’ve taught them. | **Expectations, Parameters and Recommendations**  
- Provide week long plan  
- When introducing new resources or procedures, provide students with a recorded lesson or Google Meet session to explain how to navigate the task/platform.  
- Specify amount of time students should spend on application/activity  
- Post activity on their own Seesaw or Google Classroom  
- Grade remote learning tasks and provide feedback when appropriate.  
- Grading practices return to normal |
| **Give Students Feedback on their Learning/Work** | **Frequency:** Weekly  
**Purpose:** To help a student continuously improve their level of learning  
May be oral or written | **Expectations/Parameters**  
- Feedback focused on student demonstration of proficiency toward learning objectives.  
- Focus feedback on essential standards  
  - One specific strength related to the student work  
  - One specific suggestion to move the student forward  
- Give feedback on at least one important
### Related Services Staff (Social Work, Speech, OT, School Psychologist)

**Expectations, Parameters and Recommendations**

Support all aspects of the Fairview School District 72 Remote Learning Guide for Teachers:

- Supporting classroom teachers with SEL Implementation of *Second Step*
- Support teacher to implement Classroom Expectations for SEL
- Provide resources to support implementation of ISBE SEL Recommendations
- Related Services Expectations for supporting SEL, as appropriate
- Collaborate with Special Education Teacher and General Education Teacher to schedule groups (push in/pull out times)
- Provide direct instruction (through small group or 1:1) in order to address IEP goals
- Collaborate with the General Education Teacher to brainstorm Tier 1 supports

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Assignment
- **Primary:** Weekly for each student.
- **Middle School:** Weekly for each student.

**Supports**
- Utilize your teams
- Utilize Instructional Technology Coach and Technology Director for Tech. related questions/lessons