



Student Learning Environments

Parent Guide

Fall 2020 *Guidance as of 7/15/2020*

Overview

The following guide is designed to support decision-making for parents and guardians in planning for 2020-2021. Please note that each of the following scenarios is subject to change in response to the evolving health requirements of COVID-19.

In addition, for each scenario, prioritization of teacher collaboration and learning standards will be utilized to support all students in receiving consistent, high-quality instruction as well as a continuity of learning - should there be a need to transition from in-person to hybrid to remote or vice versa, based on student needs and/or the possible changes in health regulations. In both hybrid and remote learning environments, teachers will personalize instruction with **synchronous** (real-time live) and **asynchronous** (recorded and/or self-guided) instruction.

District 205 Definitions of Instructional Delivery Models

IN-PERSON - Five full days of in-person live instruction in classrooms with other students. To the extent possible, distance between students will be maximized and teachers will move into classrooms (where applicable), rather than students moving locations.

- Available only for students in **Early Childhood through 5th Grade** for the start of 2020-2021

HYBRID - Two full days of in-person live instruction each week and two days each week of a blend of remote synchronous and asynchronous virtual learning opportunities. Wednesdays serve as an opportunity for intensive intervention/extension and may occur in-person at school and/or remote (based on student needs).

- Available only for students in **6th through 12th Grade** for the start of 2020-2021

REMOTE LEARNING - Five days consisting of five daily hours of remote synchronous and asynchronous virtual learning opportunities¹.

- Available for all students in **Early Childhood through 12th Grade** for the start of 2020-2021

¹ Remote instruction may be provided by a teacher from the child's home school or a different school within D205.

Instructional Delivery Models At-a-Glance (Fall 2020-21 Implementation)

The figure below provides an overview of expected elements of each instructional delivery model; more detail follows in subsequent sections.

LEARNING ENVIRONMENTS		EC-5	6-12	ELEMENTS to EXPECT
1	IN-PERSON	✓		<ul style="list-style-type: none"> Students attend classes at school taught by an assigned D205 teacher (full schedule) Design of learning environments will maximize distance between students, with students in classrooms as much as possible Specials teachers will travel to classrooms when feasible (e.g. Art, etc.)
2	HYBRID		✓	<ul style="list-style-type: none"> A/B weekly schedule will be developed Classes start with a "Daily Opening Lesson" (pre-recorded or live) from a D205 teacher <ul style="list-style-type: none"> Lessons may involve teams of teachers sharing lesson deliveries Students view "Opening Lesson" remotely or from the classroom based on A/B schedule Students engage in learning activity remotely or from the classroom Teacher facilitates "Daily Live Discussion" following activity to synthesize student learning for both Groups A and B
3	REMOTE LEARNING	✓	✓	<ul style="list-style-type: none"> Students attend classes at home taught by an assigned D205 teacher See the "Details" section for daily 5-hour schedules in alignment to ISBE guidance <ul style="list-style-type: none"> Classes will consist of both synchronous and asynchronous instructional delivery models

* In all instructional delivery models, students will participate in classroom assessments, receive regular feedback from the teacher(s), and follow the District 205 Grading Policies and Procedures.

** All courses will use the D205 Common Syllabus Template for Grades 9-12 for clarity, consistency and equity.

*** If choosing to use a syllabus in Grades 6-8, courses will use the D205 Common Syllabus Template for Grades 6-8.

In-Person Model

With a focus first on safety, students will engage in a full day of scheduled learning led by designated teachers and staff from the school site (as staffing allows). Should any changes in learning opportunities (e.g. changes to specials schedules) become necessary to maintain student and staff

safety, parents will be informed. The teacher(s) of specials may either visit the classroom setting throughout the school day, and/or utilize virtual opportunities to teach students (e.g. a physical education teacher may use Zoom outside class to teach students inside class).

Details of the In-Person Model for Early Childhood

ATTENDANCE - Daily attendance will be recorded by the classroom teacher with parents calling the school to report absences in accordance with typical school guidelines. Parents of students who do not report an absence will receive a phone call from a staff member to verify attendance.

STAFFING - Students will attend Madison with an assigned building-based classroom teacher.

SCHEDULE - The in-person class and schedule will be followed five days per week.

Early Childhood In-Person Learning Time	
Class / Course	Minutes
All Classrooms	150 per day
Itinerant Speech Only (Walk- In)	60 per week

SETTING FOR LEARNING - Classroom furniture will be organized to maximize distance between students with outside learning when weather permits. Daily schedules will incorporate time for lessons on cleaning and hygiene awareness for students. Learning time will be established for developing student skills in utilizing technology to support any possible future shift to Hybrid and/or Remote Learning.

ASSESSMENT, FEEDBACK & GRADING - Per ISBE guidance, grading will return to its traditional format for the completion of assignments, assessments, and other classroom instructional strategies with necessary flexibility provided to students and families as needed related to COVID-19. Teachers will share assessment details and regular feedback regarding student learning in consistent parent communications. Report cards will be provided in accordance with the yearly calendar.

SUPPORT FOR STUDENTS - Students with specific learning needs (IEP, 504, EL services) will receive services on-site at Madison in accordance with individual plans.

TECHNOLOGY ACCESS - In 2020-2021, each student in Early Childhood will receive a District-issued iPad device. Developmentally-appropriate educational apps may be used on occasion for instructional purposes, with specific information shared by classroom teachers. In-person learning will focus on in-person engagement with students; learning to utilize and access technology will serve only to support learning remotely in the future, should it be necessary.

Details of the In-Person Model for Kindergarten through 5th Grade

ATTENDANCE - Daily attendance will be recorded by the classroom teacher with parents calling the school to report absences in accordance with typical school guidelines. Parents of students who do not report an absence will receive a phone call from a staff member to verify attendance.

STAFFING - Students will attend their assigned school with building-based classroom teacher(s).

SCHEDULE - The in-person daily school bell schedule will be followed five days per week to the fullest extent possible, as staffing allows. Teachers of specials (e.g. Art, etc.) will travel to the classrooms and/or utilize virtual opportunities for instruction. (Whenever possible, classes such as music and PE will be held outside, and indoor music classes will avoid singing). Any shared equipment will be cleaned between student uses and disinfected at the end of each class. Focus will remain on maintaining 6-foot distance between participants with students and staff performing hand hygiene at the start and end of each class period, and after the use of each piece of equipment

Typical Daily Schedule

All-Day Kindergarten In-Person Learning Time		Grades 1-5 In-Person Learning Time	
Class / Course	Minutes	Class / Course	Minutes
Math	60	Math	60-75
Literacy (Reading, Writing, Social Studies)	90	Readers Workshop	75-90
Acceleration	30	Writing	30-45
Specials	60	Science/Social Studies	30

Interdisciplinary Centers	60-65	Acceleration (Literacy)	30
		Specials	60

A lunch schedule will be developed to promote social distancing. Students may bring their own lunch to school, which will be eaten in various locations (outdoors, cafeterias, gyms, etc.–eating in classrooms will be avoided when possible) of less than 50 people, in accordance with health and safety guidelines. For any student not bringing a lunch, bagged lunches and milk will be delivered to eating spaces by food services staff to eliminate student travel. The District will continue to follow the Elmhurst School District #205 Food Allergy and Anaphylaxis Management Procedure (FAAMP). **Given safety and operational concerns, the previously-provided “Home Lunch” opportunity will be suspended until further notice.**

Outdoor recess will occur daily when weather permits, but may not occur at a time attached to lunch. Students may remove their masks during outdoor recess while remaining physically-distant. Ongoing lessons focused on how to maintain physical distance will be taught by classroom teachers and other school staff as a part of the development of regular classroom and school routines.

SETTING FOR LEARNING - Classroom furniture will be organized to maximize distance. Students will be outside as much as possible. Students will stay in their own classrooms and not mix with other students as much as possible to reduce potential spread of infection. Daily schedules will incorporate time for cleaning and hygiene awareness for students. Learning time will be established for developing student skills in utilizing technology to support any possible future shift to Hybrid and/or Remote Learning.

ASSESSMENT, FEEDBACK & GRADING - Per ISBE guidance, grading will return to its traditional format for the completion of assignments, assessments, and other classroom instructional strategies with necessary flexibility provided to students and families as-needed related to COVID-19. Teachers will share assessment details and regular feedback regarding student learning in consistent parent communications. Report cards will be provided in accordance with the yearly calendar.

SUPPORT FOR STUDENTS - Students with specific learning needs (IEP, 504, EL services) will receive services on-site at school in accordance with individual plans.

TECHNOLOGY ACCESS - Each student will receive a District-issued device. Developmentally appropriate educational apps will continue to be used for instructional purposes, with specific information shared by classroom teachers.

BAND, CHOIR, AND ORCHESTRA (4th-12th Grade) - To the extent possible, in-person band, choir, and orchestra instruction will be offered in small groups based on staffing and IDPH/CDC guidelines. In-person instruction in all performing ensembles, including vocal and instrumental music, will not be available to students who have selected the Remote Learning model. For example, students selecting remote learning will not be able to attend orchestra class in-person. Full group rehearsals (i.e. combined grade levels, combined courses/sections, combined A and B group students, combining small groups, etc.) before, during, and after school will not convene until further notice.

Hybrid Model

The Hybrid Model is intended to provide students with in-person learning experiences in middle schools and at York High School while minimizing group size. This model facilitates attendance at school in smaller groups, for the purpose of social distancing, while following a consistent weekly schedule of designated days for learning in-person and remotely.

Typical Student Perspective - Group A

	Monday	Tuesday	Wednesday	Thursday	Friday
What's Happening?	In-Person Instruction	In-Person Instruction	Remote Instruction with Intensive Intervention/ Programming	Remote Instruction	Remote Instruction
Length of Day	Typical school day length*	Typical school day length*	Minimum of five hours of instruction	Minimum of five hours of instruction	Minimum of five hours of instruction

* The length of the school day may change given circumstances with staffing and student safety.

Typical Student Perspective - Group B

	Monday	Tuesday	Wednesday	Thursday	Friday
What's Happening?	Remote Instruction	Remote Instruction	Remote Instruction with Intensive Intervention/ Programming	In-Person Instruction	In-Person Instruction
Length of Day	Minimum of five hours of instruction	Minimum of five hours of instruction	Minimum of five hours of instruction	Typical school day length*	Typical school day length*

For most courses (based on staffing), this model provides direct engagement with the classroom and designated teacher(s) each day of the week in various formats, regardless of whether in-person or remote for that day. More detail follows.

Details of the Hybrid Model for 6th through 12th Grade

ATTENDANCE - Daily attendance will be recorded by the classroom teacher during in-person instruction. Students will utilize Google Classroom to record attendance and participate during remote instruction. Parents will call the school to report absences in accordance with typical school guidelines. Parents of students who do not report an absence will receive a phone call from a staff member for the purposes of verifying attendance and accountability.

STAFFING - Students will attend their home school on assigned days based on alphabetically-based group assignments (A or B). Both A and B groups will learn from designated building-based classroom teachers to the fullest extent possible (staffing allowances may utilize teachers from across the District as-needed and/or teachers may collaborate in lesson deliveries).

SCHEDULE - See below.

In-Person Instruction Schedule: The in-person daily school bell schedule will be followed five days per week to the fullest extent possible, as safety guidelines and staffing allows. When possible, teachers of certain courses will travel to the classrooms and/or utilize virtual opportunities for instruction. Whenever possible, classes such as music and PE will be held outside, and indoor music classes will

avoid singing. Students will change classrooms during days of in-person instruction while adhering to social-distancing to the fullest extent possible and following designated traffic patterns in halls.

In accordance with ISBE guidance, students will not be changing clothing or using locker rooms for PE class; if necessary, shoe changes can occur in the classroom prior to arrival in PE. Any shared equipment will be cleaned between each student use and disinfected at the end of each class. Focus will remain on maintaining 6-foot distance between participants with students and staff performing hand hygiene at the start and end of each class period, and after the use of each piece of equipment.

Sample Daily Schedule

Grades 6-8 In-Person Learning Time		Grades 9-12 (<i>Grade 9 Example</i>) In-Person Learning Time	
Class / Course	Daily Minutes	Class / Course	Daily Minutes
English Language Arts	70	Spanish 2	50
Math	70	Intro to Engineering Design	50
Science	35	Biology H	50
Social Studies	35	AP Human Geography	50
Elective 1	38	Lunch/Guidance	50
Acceleration	30	Health	50
		English 9	50
		Adv Alg Trig H	50

A lunch schedule will be developed to promote social distancing. Students may bring their own lunch to school, which will be eaten in various locations (cafeterias, libraries, outdoors, gyms, etc.) of less than 50 people, in accordance with health and safety guidelines. The District will continue to follow the Elmhurst School District #205 Food Allergy and Anaphylaxis Management Procedure (FAAMP).

Remote Instruction Schedule: During days of Remote Instruction, students will follow their schedule remotely and engage with classmates online for all courses in alignment with the following “Elements to Expect.”

- A/B weekly schedule will be developed
- Classes start with a “Daily Opening Lesson” (pre-recorded or live) from a D205 teacher
 - Lessons may involve teams of teachers sharing lesson deliveries
- Students view “Opening Lesson” remotely or from the classroom based on A/B schedule
- Students engage in learning activity remotely or from the classroom
- Teacher facilitates “Daily Live Discussion” following activity to synthesize student learning for both Groups A and B

* **For Grades 6-8**, Remote Instruction Days will involve asynchronous (recorded and/or self-guided) instruction for **specials/elective courses** (including Band, Orchestra, Choir, World Language, Music, Art, PE/Health, Creative Tech, Industrial Tech, Family and Consumer Science, and Project Lead the Way).

* **For Grades 9-12**, Remote Instruction Days will involve a blend of asynchronous and synchronous learning opportunities for **elective courses** in alignment to the above “Elements to Expect” (to the fullest extent possible).

Transition Center: Students who attend the Transition Center will experience the in-person schedule. Parents and families of students at the Transition Center should be aware of the following:

- Any parent/guardian of a student at the Transition Center may choose to have their child educated remotely.
- All students must wear a mask, or other face covering, during the school day with the exception of when eating meals or when outside. Information is available in [Open D205: A Plan for Safe, Healthy, and Rigorous Learning for the 2020-21 School Year](#) regarding exceptions to this requirement.
- Students educated at the Transition Center are also often in the community at work sites. There may be additional requirements for students while they are at supported work sites, and the District will work with all students and their families as appropriate.

Wednesday Schedule (Intensive Intervention / Remote Instruction Days): Regular bus service will be provided on Wednesdays with opportunities for students to attend full-day to receive in-person and/or remote intervention/enrichment in the following options, as teachers will be present in schools on

Wednesdays. These options are likely to be implemented on a quarterly basis to evaluate the effectiveness and plan for improvements.

Option 1: Academic and Social Emotional Focused Programming

- Students would be scheduled for this option based on screener scores for support with social-emotional and academic challenges.
- Enrichment opportunities may be provided for students

Option 2: Grade-Level Focused Programming

- Students would be scheduled in programming focused on the unique needs of students according to grade level needs (e.g. transitioning to middle school in 6th grade, freshman advisory programming, college applications and postsecondary planning, course selection, or other functions in which students might otherwise be pulled from class)
- In this option, students would be scheduled based on their grade level

Option 3: Flexible Use of Time

- Opportunities for activities and clubs to meet
- Other creative opportunities

In all Wednesday Options, students who are not receiving instruction in the building, would be engaged in extensions of learning (remotely engaging with teachers and other students) or independent remote learning (activities that can be completed with teachers and other small groups of students).

SETTING FOR LEARNING - Classroom furniture will be organized to maximize distance between students with students remaining in classrooms as much as possible during in-person instruction days with outside learning utilized when weather permits.

ASSESSMENT, FEEDBACK & GRADING - Per ISBE guidance, grading will return to its traditional format for the completion of assignments, assessments, and other classroom instructional strategies with necessary flexibility provided to students and families as-needed related to COVID-19. Teachers will share assessment details and regular feedback regarding student learning in consistent parent communications focused on safety, learning, and growth. Report cards will be provided in accordance with the yearly calendar.

SUPPORT FOR STUDENTS - Students with specific learning needs (IEP, 504, EL services) will receive services on-site at school in accordance with individual plans..

TECHNOLOGY ACCESS - Each student will receive a District-issued device. Developmentally appropriate educational apps will continue to be used for instructional purposes, with specific information shared by classroom teachers.

BAND, CHOIR, AND ORCHESTRA (4th-12th Grade) - To the extent possible, in-person band, choir, and orchestra instruction will be offered in small groups based on staffing and IDPH/CDC guidelines. In-person instruction in all performing ensembles, including vocal and instrumental music, will not be available to students who have selected the Remote Learning model. For example, students selecting remote learning will not be able to attend orchestra class in-person. Full group rehearsals (i.e. combined grade levels, combined courses/sections, combined A and B group students, combining small groups, etc.) before, during, and after school will not convene until further notice.

Remote Learning Model (Fall Opt-In Opportunity)

Currently, any parent/guardian may choose to have their child educated remotely by enrolling in this option before the closing of the extended July 31st deadline. Families who do not provide a selection will automatically be placed in either the In-Person Model (EC-5) or the Hybrid Model (6-12) based on grade level. Opting for remote learning is a commitment to the selection on a semester basis (i.e. opting for remote learning at the beginning of the year would remain the selection through January).

The Remote Learning Model available this fall is designed with a focus on providing five daily hours of learning and instruction based on the anticipated schedules and information below.

Details of the Remote Learning Model for Early Childhood through 12th Grade

ATTENDANCE - Daily attendance will be recorded by the classroom teacher during daily Google Meet / Zoom learning sessions. Parents will call the school to report absences in accordance with typical school guidelines. Parents of students who do not report an absence will receive a phone call from a staff member for the purposes of verifying attendance and accountability. Daily attendance and participation is expected for all students in the remote learning environment.

STAFFING - Students will be taught by a teacher designated for the student and peers in the same grade or course learning remotely. Based on staffing availability, the teacher may be a school-based classroom teacher or an assigned teacher from across the District.

SCHEDULE - Based on grade level, students (and parents) can anticipate the following learning schedules. Please note that certain elective courses, possible advanced level courses, and other unique hands-on, in-person experiences may not be available to students in remote learning due to staffing and course design. If necessary upon finalizing scheduling, the courses in student schedules may be adjusted by counselors to meet graduation requirements (based on the courses available and a review of student transcripts). Every effort will be made to replicate student schedules to the fullest extent possible in remote learning.

Schedule Comparison | In-Person vs. Remote

Early Childhood In-Person Learning Time		Early Childhood Remote Learning Time	
Class / Course	Minutes	Class / Course	Approx. Daily Minutes
All Classrooms	150 per day	Class Check-In (Synchronous)	15 per day
Itinerant Speech Only (Walk- In)	60 per <u>week</u>	Daily Learning Activities Provided in Areas of Literacy, Numeracy, Fine / Gross Motor Skills, and Social-Emotional Learning (Synchronous and Asynchronous)	120 per day

All-Day Kindergarten In-Person Learning Time		All-Day Kindergarten Remote Learning Time	
Class / Course	Daily Minutes	Class / Course	Approx. Daily Minutes
Math	60	Math	30 Synchronous

			30 Asynchronous
Literacy (Reading, Writing, Social Studies)	90	Literacy (Reading, Writing, Social Studies)	30 Synchronous 120 Asynchronous
Acceleration	30	Acceleration	30 Synchronous and/or Asynchronous
Specials	60	Specials	60 Asynchronous
Interdisciplinary Centers	60-65		

Grades 1-5 In-Person Learning Time		Grades 1-5 Remote Learning Time	
Class / Course	Daily Minutes	Class / Course	Approx. Daily Minutes
Math	60-75	Math	30 Synchronous 30 Asynchronous
Reader Workshop	75-90	Reader Workshop & Word Work	30 Synchronous 45 Asynchronous
Writing	30-45	Writing K-1 & Writing 2-5	30 & 45 Synchronous and Asynchronous
Science/Social Studies	30	Science/Social Studies	30 Synchronous and/or Asynchronous
Acceleration (Literacy)	30	Class Meeting (Whole Class, Building Relationships, Individual Student Check-In, etc.)	15 Synchronous as Class and 15 Asynchronous
Specials	60	Specials (Art, Music, Library, Spanish, PE)	60 Synchronous and/or Asynchronous

Grades 6-8 In-Person Learning Time		Grades 6-8 Remote Learning Time	
Class / Course	Daily Minutes	Class / Course	Approx. Daily Minutes
English Language Arts	70	English Language Arts	30 Synchronous 40 Asynchronous
Math	70	Math	30 Synchronous 40 Asynchronous
Science	35	Science	20 Synchronous 15 Asynchronous
Social Studies	35	Social Studies	20 Synchronous 15 Asynchronous
Elective 1	38	Elective 1	20 Synchronous 15 Asynchronous
Acceleration	30	Acceleration / Intervention	20 Synchronous 10 Asynchronous

Grades 9-12 (Grade 9 Example) In-Person Learning Time		Grades 9-12 (Grade 9 Example) Remote Learning Time	
Class / Course	Daily Minutes	Class / Course	Approx. Daily Minutes
Spanish 2	50	Spanish 2	20 Synchronous 30 Asynchronous
Intro to Engineering Design	50	Intro to Engineering Design	20 Synchronous 30 Asynchronous
Biology H	50	Biology H	20 Synchronous 30 Asynchronous
AP Human Geography	50	AP Human Geography	20 Synchronous 30 Asynchronous
Lunch/Guidance	50	n/a	n/a
Health	50	Health	20 Synchronous

			30 Asynchronous
English 9	50	English 9	20 Synchronous 30 Asynchronous
Adv Alg Trig H	50	Adv Alg Trig H	20 Synchronous 30 Asynchronous

SETTING FOR LEARNING - If able, parents / guardians are encouraged to provide a specific, distraction-free location in the home that is designated as the student's classroom.

ASSESSMENT, FEEDBACK & GRADING - Per ISBE guidance, grading will return to its traditional format for the completion of assignments, assessments, and other classroom instructional strategies with necessary flexibility provided to students and families as-needed related to COVID-19. Teachers will share assessment details and regular feedback regarding student learning in consistent parent communications focused on safety, remote participation, daily work, learning, and growth. Report cards will be provided in accordance with the yearly calendar. To the extent possible, District and other assessments will continue to be administered for students in remote learning.

SUPPORT FOR STUDENTS - Students with specific learning needs (IEP, 504, EL services) will receive services on-site at school in accordance with individual plans in accordance. In addition, students qualifying for intervention while in remote learning may be offered the opportunity to attend school for Wednesday learning opportunities.

TECHNOLOGY ACCESS - Each student will receive a District-issued device. Developmentally appropriate educational apps will continue to be used for instructional purposes, with specific information shared by the remote learning teacher.

BAND, CHOIR, AND ORCHESTRA (4th-12th Grade) - To the extent possible, in-person band, choir, and orchestra instruction will be offered in small groups based on staffing and IDPH/CDC guidelines. In-person instruction in all performing ensembles, including vocal and instrumental music, will not be available to students who have selected remote-only instruction. For example, students selecting remote learning will not be able to attend orchestra class in-person. Full group rehearsals (i.e. combined grade levels, combined courses/sections, combined A and B group students, combining small groups, etc.) before, during, and after school will not convene until further notice.

Additional Information

Please visit the [Open D205 site](#) for additional information and details regarding [Open D205: A Plan for Safe, Healthy, and Rigorous Learning for the 2020-21 School Year](#) plan. An [executive summary of the plan](#) also is available.