



Bethalto Elementary Schools

“Where we all work, learn, and succeed together.”

Bethalto East Primary

Grades PreK-1st

Racheal R. Leckrone, Principal

Parkside Primary

Grades 2nd-3rd

Aaron B. Kilpatrick, Principal

Meadowbrook Intermediate

Grades 4th-5th

Kimberly S. Wilks, Principal

Return to Learn Plan

(last updated August 3, 2020)

Introduction

Bethalto Elementary Schools are committed to maintaining the health and safety of our students, staff, and families as we work collaboratively with all stakeholders to return to school. During Phase 4, the Illinois Department of Public Health (IDPH) currently requires that all public and nonpublic Prekindergarten through 12th grade schools follow these guidelines:

- Require use of appropriate personal protective equipment (PPE), including face coverings;
- Prohibit more than 50 individuals from gathering in one space;
- Require social distancing be observed, as much as possible;
- Require that schools conduct symptom screenings and temperature checks or require that individuals self-certify that they are free of symptoms before entering school buildings; and
- Require an increase in schoolwide cleaning and disinfection

It is important to note that guidelines and requirements are subject to change pursuant to updated public health guidance and changing public health conditions, and we will work to communicate any updates in a timely manner. This may include but is not limited to transitioning to alternate methods of delivering instruction, such as a hybrid/blended model and/or a remote learning model. In Eagle Nation we are fortunate to have strong community support, and we appreciate your flexibility, understanding, and collaboration during this sliver of time. The following learning scenarios for Bethalto East, Parkside, and Meadowbrook, are included in the plan below:

1. In-Person Learning Model
2. Blended/Hybrid Learning Model
3. Remote Learning Model

Bethalto East Primary

309 Albers Place, Bethalto, IL 62010
Tel (618)377-7250 Fax 618-551-8663
618-551-7741

Parkside Primary

600 East Central, Bethalto, IL 62010
Tel (618)377-4100 Fax 618-551-7791

Meadowbrook Intermediate

111 West Roosevelt, Bethalto IL 62010
Tel (618)377-7270 Fax

IN-PERSON LEARNING MODEL

Student Instructional Hours: IN-PERSON LEARNING MODEL

Morning PreKindergarten

Drop-off 9:10-9:20a.m.

Pick-up 11:45a.m.

Afternoon PreKindergarten

Drop-off 12:40-12:50p.m.

Pick-up 3:15p.m.

Kindergarten-5th Grade

Drop-off 8:00-8:30a.m.

Pick-up (bus riders) 2:15p.m.

Pick-up (car riders) 2:20p.m.

Building/Staff Hours: IN-PERSON LEARNING MODEL

- Nurses 7:45am-3:15pm
- All Staff 8:00am-3:30pm

Symptom Screening: IN-PERSON LEARNING MODEL

All staff, students, and essential visitors will self-certify before entering the building. All staff and students will be randomly screened for symptoms of COVID 19. Individuals with a temperature greater than 100.4 degrees Fahrenheit and/or with known/visible symptoms of COVID-19, such as cough, shortness of breath or difficulty breathing, chills, fatigue, muscle and body aches, headache, sore throat, new loss of taste or smell, congestion, nausea, vomiting, or diarrhea will not be allowed to enter the building and/or will be escorted to a designated area until pick-up can be arranged.

Staff

- All staff will self-certify at home within 4 hours of arriving at school and have the option to also be screened by the school nurse between 7:45a.m. and 7:55a.m.
- [BETHALTO EAST SELF-CERTIFICATION](#) (STAFF)
- [PARKSIDE SELF-CERTIFICATION](#) (STAFF)
- [MEADOWBROOK SELF-CERTIFICATION](#) (STAFF)
- Staff should enter the building at the following locations:
 - BE- North annex entrance
 - PS- Northeast gym entrance
 - MB- Northwest gym entrance

Students

- Students dropped off at school by a parent/guardian and/or students who walk to school who exhibit symptoms and/or a fever over 100.4 degrees Fahrenheit will not be admitted into the building. Students who are dropped off by a parent/guardian may be screened before exiting the vehicle.
- Students who ride a bus and exhibit symptoms and/or have a fever over 100.4 degrees Fahrenheit will be escorted to a designated area of the building until pick-up can be arranged.
- Students who attend the before school latchkey program will be screened by a Step-By-Step staff member upon arrival.

Essential Visitors & Substitutes

- The Raptor Visitor Management System will be used for check-in of essential visitors in the office area of each school.
- All essential visitors will self-certify by responding to health related questions. Visitors will be denied access if they answer yes to any of the health questions.
- The school secretary will perform a temperature check before admitting entrance.
- Step-By-Step/Latchkey Staff will follow Step-By-Step procedures and guidelines and self-certify and self-check upon arrival.

Visitor Policy: IN-PERSON LEARNING MODEL

“Visitors must be restricted to authorized personnel only. Visitors to any building must always wear an appropriate face covering and report directly to the main office for a wellness screening which includes a temperature check. Visitors will remain in the entry of each building unless they must enter the building. Students or staff will be asked to meet the visitor in the front entrance to conduct business as needed. Visitors will not have access to the building in general as to maintain physical distancing and student bubbling. This will be in addition to the normal sign in procedures. All visitors, including substitute teachers, who must gain physical access to the inside of our buildings will sign in using our visitor management system, Raptor. Part of signing in will include being asked questions as they relate to COVID-19. Access to our building will be determined after those questions are answered.”

Attendance: IN-PERSON LEARNING MODEL

- Daily attendance and engagement of students will be expected whether students are participating in classes in-person or remotely and daily contact will be attempted.
- In case of any absence, it is the responsibility of the parent/guardian to notify the school the day of the absence. If the parent/guardian does not contact the school, an automated reminder will be sent. If the school does not receive contact from the parent/guardian about the absence, the student will be marked as unexcused.
- Families who need to pick-up students from school prior to dismissal should consider the additional time this process may take and provide the school with ample notice prior to arrival. Families who arrive near regular dismissal times may have additional wait time. If a student has an appointment during school hours, a note from the doctor, dentist, orthodontist, etc. will be required in order for the absence to be excused.
- Families are encouraged to keep students at home when they are ill or exhibiting symptoms of COVID-19. Families are still required to call the school office to report absences as stated above.
- Per the Illinois State Board of Education, the school will discontinue practices which incentivize or reward perfect attendance and discourage individuals from staying at home when they are ill.

Coverage for staff that are sick/quarantined: IN-PERSON LEARNING MODEL

Attempts will be made to provide substitute teachers. However, when substitute teachers cannot be secured, other building staff will fill in for the sick/quarantined teachers as needed.

Arrival: IN-PERSON LEARNING MODEL

Pre-Kindergarten Arrival

- Classroom teachers and paraprofessionals will assist with arrival.
- **Preschool students who ride the bus** will be dropped off at school by 9:15a.m. for morning preschool and by 12:45p.m. for afternoon preschool. Preschool buses will drop off students at the annex entrance on the south side of the building. Following the symptom and temperature screening, students will be escorted to their classrooms.
- **Preschool students who are dropped off** at school by a parent/guardian can be dropped off between 9:10a.m. and 9:20a.m. for morning preschool and between 12:40p.m. and 12:50p.m. for afternoon preschool. Students should be dropped off at the annex entrance located on the south side of the building. Families should enter the drop-off and pick-up lane from Winona Street next to Trimpe Middle School and should remain in their vehicles while dropping off students. Following the symptom and temperature screening, students will be escorted to their classrooms.

Kindergarten-5th Grade Arrival

- Classroom teachers will be in their classrooms by 8:00a.m. and paraprofessionals will be at their assigned supervision location by 8:00a.m.
- **K-1st grade students who go to latchkey** at Bethalto East will be escorted to their classrooms by a Step-By-Step staff member at 8:05a.m.
- **2nd-5th grade students who go to latchkey** will be escorted to the bus at Bethalto East by Step-By-Step staff members and will ride the bus to Parkside or Meadowbrook.

- **K-5th grade students who ride the bus** will be dropped off at school between 8:00a.m. and 8:30a.m. Following the symptom and temperature screening, students will be guided to their classrooms. Students will be offered breakfast upon arrival, which will be eaten in the classroom.
 - BE- Bus drop-off is located at the circle drive entrance on the east side of the building.
 - PS- Bus drop-off is located at the circle drive entrance on the southwest side of the building.
 - MB- Bus drop-off is located at the rear gym entrance on the northwest side of the building.
- **K-5th grade students who are dropped off at school** and/or who walk to school can be dropped off between 8:00a.m. and 8:30a.m. Parents should remain in their vehicles while dropping off students. Following the symptom and temperature screening, students will be guided to their classrooms. Students will be offered breakfast upon arrival, which will be eaten in classrooms.

Drop-off locations by building:

- BE- Students should be dropped off at the annex entrance located on the west side of the building. Families should enter the drop-off and pick-up lane from Winona Street by Trimpe Middle School.
- PS- Students can be dropped off at either the main entrance located on the north side of the building off of Williams Street, OR at the circle drive entrance located on the southeast side of the building off of Central Street.
- MB- 4th grade students should be dropped off at the front circle drive entrance located on the south side of the building off of Roosevelt Street, and the 5th grade students at the cafeteria entrance, located at the south corner.

Dismissal: IN-PERSON LEARNING MODEL

PreKindergarten Dismissal

- **Pre-K students who ride the bus** will board the bus at 11:45a.m. for morning preschool and at 3:15p.m. for afternoon preschool. The bus will pick-up students at the annex entrance located on the south side of the building.
- **Pre-K students who are picked up from school** can be picked up beginning at 11:35p.m. for morning preschool and 3:05p.m. for afternoon preschool. Students should be picked up at the annex entrance located on the south side of the building. Families should enter the drop-off and pick-up lane from Winona Street next to Trimpe Middle School and should remain in their vehicles until the staff member brings the child to you.

Kindergarten-5th Grade Dismissal

- Please note that student pick-up times are staggered to allow for social distancing. In order to avoid overcrowding and congestion in the hallways, classroom teachers will remain in their classrooms with all students who are picked up until all of our bus riders exit the building.
- **K-1st & 4th-5th grade students who remain in the building for latchkey** will be picked up from classes by a Step-By-Step staff member at 2:15p.m. and escorted to the cafeteria.
- **K-5th grade students who ride the bus** will board at 2:15p.m. Staff will collect students from classrooms and escort them to the bus.
- **K-5th grade students who are picked up from school** can be picked up beginning at 2:20p.m.
 - BE- Students should be picked up at the annex entrance located on the west side of the building. Families should enter the drop-off and pick-up lane from Winona Street next to Trimpe Middle School and should remain in their vehicles.
 - PS- Students should be picked up at the main entrance located on the north side of the building off of Williams Street.
 - MB- 4th grade students should be picked up at the front circle drive entrance located on the south side of the building off of Roosevelt Street, and the 5th grade students at the cafeteria entrance, located at the south corner.

Lunch/Recess/Gross Motor: IN-PERSON LEARNING MODEL

Lunch, recess, and gross motor time will be limited to one group of students at a time and students will remain with the same group to the greatest extent possible. A group is defined as 50 individuals or less in a space. Cohort groups of 1-2 classrooms may be combined for lunch/recess. Social distancing guidelines and procedures

will continue to be followed to the best extent possible. Preschool students will remain with individual classes. Students will not be required to wear a face covering/mask when eating lunch or outside for recess. The cafeteria and gym spaces may both be used for lunch to limit the number of students in one space and to allow for social distancing.

Health & Safety: IN-PERSON LEARNING MODEL

All buildings will follow CDC & IDPH sanitization and cleaning guidelines and recommendations to the greatest extent possible. For additional information on health and safety guidelines and procedures, see district plan.

Student Education on Health & Safety Guidelines

- Staff will plan for and use instructional strategies such as role play, social stories, and video modeling to teach proper hand washing, social distancing, sneeze/cough etiquette, and mask wearing to students within the first two weeks of school and will reinforce regularly.

Face Coverings/Masks

- The IDPH and the CDC currently recommend that all students and staff wear face covering masks at all times excluding lunch, recess, and when outside, unless they are younger than 2 years of age, have trouble breathing, or are unable to remove the cover without assistance. The Bethalto School District will provide 2 masks to employees and 1 reusable mask to students. Remember to follow the cleaning guidelines for the type of mask you have in your possession. If you do not or can not adhere to the mask guidelines, we may recommend remote learning or other appropriate accommodations. This requirement is subject to change as these guidelines evolve from the state.

Hand Hygiene

- Additional hand sanitizing stations will be added throughout the building to encourage frequent sanitizing.
- Students will use hand sanitizer and/or wash hands upon arrival and prior to dismissal, before and after lunch, after restroom use, and when entering and exiting the classroom.

Transitions

- Hallways, cafeterias, gyms, and high traffic areas will be marked with arrows and signage to assist with the flow of traffic during transitions and to encourage social distancing.
- Locker use will be limited to small groups of students at one time in order to avoid congestion.
- Restroom breaks, lunches, recess, gross motor, and transitions will be scheduled to limit the number of students in the hallway at one time.

Playground Equipment

- Per CDC guidelines and IDPH, playground equipment will not be shared by students.

Cleaning/sanitizing

- Building custodians will be on a continuous cycle of sanitizing high traffic areas throughout the day. High touch surfaces will be frequently sanitized.
- Sharing manipulatives, supplies, and classroom materials will be limited as much as possible and sanitized regularly.
- Cloth and/or highly porous materials that cannot easily be sanitized will not be used. This includes dramatic play cloth dress up items and play food kitchen items.
- Name tags will be kept in individual student desks and/or pencil boxes.
- Reusable bus tags will be replaced with disposable tags.

Water Fountains

- Drinking fountains will be temporarily shut down. Students are encouraged to bring a water bottle from home for use in the classroom throughout the day, and water filling stations will be available.

Classrooms

- Students will remain with the same group of students and staff throughout the day to the best extent possible.
- Classroom spaces will be arranged to allow for social distancing.
- Students should not bring toys or non-essential items to school.
- Classroom teachers are encouraged to open classroom windows and to take students outside for instruction and breaks when weather and safety considerations permit.
- Classroom doors should only be closed during teacher/staff lunch periods. Doors should be left open all other times, including before, during, and after school hours, for ventilation purposes and to minimize the

amount of contact with the door handle to the best extent possible.

Nurse's Procedures

- The nurse will travel to students to administer medications and/or will schedule medication distribution to limit the number of students in the office at one time.
- Students exhibiting signs of COVID-19 and/or illness will be referred to the school nurse by staff for an on-site evaluation. Staff will refer students by calling the nurse or by scheduling an appointment and will not send students prior to doing this. Following the nurse's evaluation, students determined to be exhibiting signs of COVID-19 will be escorted to the designated waiting area within the building and supervised until pick-up can be arranged.
- Students and staff who have been exposed to COVID-19 should follow the CDC and IDPH guidelines.

Building Offices

- In order to reduce traffic in the office area, non-essential visits from staff, students, and visitors will be limited.
- Staff will call the office when needed and/or make an appointment, and staff use of the office printer will be discouraged.
- Mail will be delivered to staff regularly and/or moved to a location accessible to staff.

Instruction & Assessment: IN-PERSON LEARNING MODEL

A reintegration survey and assessment will be used to guide instructional decisions and to determine academic and social/emotional needs as we transition back to in-person learning. Plans to make up for lost academic progress due to school closures and distress associated with the pandemic will be balanced by a recognition of the likely continued distress of educators, students, and families that will persist as our schools re-open to full capacity while following CDC and IDPH guidelines for physical distancing to help prevent the spread of COVID-19.

- The first days of school will be August 19, and 20, 2020. In this model, all students will be in attendance for school Monday through Friday for in-person learning. Families will have the option of choosing a remote learning model during registration. We will work to meet students where they are at academically upon reintegration.
- Staff will begin with inquiry-based learning activities that allow students to enter at multiple points and will avoid a deficit view approach of what was not covered last year. While teachers have identified standards not covered in each class/grade level the previous year, the focus will be on meeting individual student needs and designing authentic instruction from there rather than adopting a "back to basics" philosophy. Classroom instruction during traditional learning will emphasize quality over quantity, be data-driven and be based on the student's needs and abilities. Teachers will use instructional strategies to differentiate and address students' needs through whole and small group developmentally appropriate instruction. Grade level teams will critically evaluate classroom-based assessments in order to maximize in-person instructional time.

Assessment & Intervention Services: IN-PERSON LEARNING MODEL

We will continue to utilize our universal screening system, Fastbridge, and other relevant data sources to determine needs for Tier 2 and Tier 3 instructional and/or social emotional support. Staff will work collaboratively to continue implementing a multi-tiered system of support focused on narrowing achievement and equity gaps.

Grading: IN-PERSON LEARNING MODEL

The Bethalto School District will continue to use the district's traditional grading policy. In addition, students will be provided with ongoing feedback. Students will be given time to complete work and flexibility will be given due to absences for medical purposes.

Special Education & Section 504 Plans: IN-PERSON LEARNING MODEL

Students with Individualized Education Programs and Section 504 Plans will continue to receive the services and instruction outlined and agreed upon in individual plans.

IEP meetings will take place via Google Meet due to the continued concerns of appropriate social distancing and limiting visitors into the buildings. Parents will be contacted by their child's case manager to determine a mutually agreeable time to meet. Notification of Conference will confirm the meeting and include directions to join the meeting. A copy of the finished IEP will be mailed home. Parents are encouraged to contact their child's case manager with any questions or concerns.

Communication Plan: IN-PERSON LEARNING MODEL

- Preschool staff will use the ReadyRosie application, kindergarten-3rd grade staff will use the SeeSaw application, and 4th-5th grade staff will use Google Classroom for regular communication with families.
- Classroom teachers will provide families with instructions on how to access and use these platforms for communication and learning purposes.
- In the event that we need to transition to a hybrid/remote learning model of instruction, these applications will be our primary learning and communication platforms; therefore, regular use during in-person instruction is highly encouraged.

All Virtual Remote Learning Option: IN-PERSON LEARNING MODEL

Families who chose to opt out of in-person learning for the remote learning option will participate in remote learning for the entire first semester. Families will have the option to transition students from remote to in-person learning at the completion of the semester only. See section on Remote Learning for more information.

BLENDED/HYBRID LEARNING MODEL

For the 2020-2021 school year, District 8 will begin in a blended/hybrid learning model, as determined by state and regional health and safety conditions and guidelines. All K-5 student(s) will be assigned to a specific instructional group. For risk mitigation purposes, K-5 classes will be split and blended/hybrid instructional groups will alternate between in-person and remote instruction. Hybrid learning combines face-to-face instruction with online learning. An emphasis will be placed on keeping families on the same schedule to the best extent possible. Per the Illinois State Board of Education (ISBE), consideration for daily in-person instruction and equitable scheduling is given to priority groups as outlined in the [ISBE 2020-2021 Joint Guidance document](#). Please keep in mind that on the days your child is learning remotely his/her teacher(s) will be instructing the other half of their class and will not be available during the entire school day. In-person class sizes in preschool have been reduced to approximately 10 students or less, so preschool students will continue to attend school in-person Monday through Thursday following the regular in-person AM and PM class times and will participate in remote learning activities on Fridays. Preschool families who have opted for the ALL remote learning options will participate in remote learning Monday through Friday. A virtual Meet the Teacher event will be held on Monday, August 17th. More information will be shared following the closing of online registration.

K-5 Blended/Hybrid Student Schedule: BLENDED LEARNING MODEL

Monday	Tuesday	Wednesday	Thursday	Friday
Group A - In-Person Group B - Remote	Group A - Remote Group B - In-Person	Group A - In-Person Group B - Remote	Group A - Remote Group B - In-Person	Group A - Remote Group B - Remote

K-5 Group A- Students with last names beginning with A-K First Day of School: WEDNESDAY, AUGUST 19TH

K-5 Group B- Students with last names beginning with L-Z First Day of School: THURSDAY, AUGUST 20TH

Academic Support Days: BLENDED LEARNING MODEL

Fridays are designated “Academic Support” remote learning days for all students. Staff will provide academic support for small groups and/or individual students from 9:00a.m. to 2:00p.m. Outside of providing academic support, contractual work hours will be used for planning, collaboration, and ongoing communication purposes.

Classroom Reintegration Assessment & Instruction: BLENDED LEARNING MODEL

We understand that each student will return to school with different remote learning experiences and learning needs. For this reason, reintegration assessments/surveys will be utilized to guide academic and social/emotional decisions in and out of the classroom. Staff will prioritize essential standards, emphasizing quality over quantity, and will be mindful and responsive to student and family social/emotional needs. Teachers will provide explicit instruction on new content and will supplement with resources aligned to learning goals, curriculum, and needs. Grade level teams will critically review assessment practices to ensure in-person instructional time is maximized. Staff will utilize building and district supports for student academic and social-emotional needs. Teachers will work to ensure that students understand the connection between in-person and remote learning experiences and activities.

Learning Platforms

Preschool staff will use the ReadyRosie application, kindergarten-3rd grade staff will use the SeeSaw application, and 4th-5th grade staff will use Google Classroom as primary learning platforms, for providing students with ongoing feedback and for communication. The use of these platforms during in-person instruction will help facilitate a fluid transition between in-person and remote learning experiences. Classroom teachers will provide families with instructions on how to access and use these platforms for communication and learning purposes. To

streamline the remote learning experience, while learning remotely from home, families will only require access to the learning platforms (ReadyRosie, SeeSaw, or Google Classroom) and will not be expected to utilize other applications or resources which require additional logins.

Reintegration Expectations:

Staff will begin with inquiry-based learning activities that allow students to enter at multiple points and will avoid a deficit view approach of what was not covered last year. While teachers have identified standards not covered in each class/grade level the previous year, the focus will be on meeting individual student needs and designing authentic instruction from there rather than adopting a “back to basics” philosophy. Classroom instruction during traditional learning will emphasize quality over quantity, be data-driven and be based on the student’s needs and abilities. Teachers will use instructional strategies to differentiate and address students’ needs through whole and small group developmentally appropriate instruction. Grade level teams will critically evaluate classroom-based assessments in order to maximize in-person instructional time. Staff will purposefully plan for and explicitly teach the following essentials the first two weeks of school and will periodically review as necessary:

- Use instructional strategies such as role play, social stories, and video modeling to teach proper hand washing, social distancing, sneeze/cough etiquette, and mask wearing to students.
- How to use and access the virtual learning platforms using available technology and resources.
- The connection between in-person and virtual learning activities.

Grading: BLENDED LEARNING MODEL

The Bethalto School District will continue to use the district’s traditional grading policy. In addition, students will be provided with ongoing feedback. Students will be given time to complete work and flexibility will be given due to absences for medical purposes. Students who do not complete assignments, in-person and/or remotely, may be referred for administrative intervention and/or truancy.

Attendance: BLENDED LEARNING MODEL

Daily attendance and engagement of students will be expected whether students are participating in classes in-person or remotely and daily contact will be attempted. Students will not be penalized for missing school due to illness and will be given the opportunity to make up missed work.

- In case of any absence, it is the responsibility of the parent/guardian to notify the school the day of the absence. If the parent/guardian does not contact the school, an automated reminder will be sent. If the school does not receive contact from the parent/guardian about the absence, the student will be marked as unexcused.

Classroom teachers should connect with students on a daily basis via the following options:

- Daily attendance check-in using a survey/Google Form.
- Video conference “check-ins.”
- Wellness checks coupled with a question on student engagement/participation in lessons.
- Phone calls coupled with a question on student engagement/participation in lessons.
- Text messages or email communications coupled with a question on student engagement/ participation in lessons.
- Packet collections by school personnel (if applicable).
- Work completion via virtual learning platforms.

Intervention Services: BLENDED LEARNING MODEL

We will continue to utilize our universal screening system, Fastbridge, and other relevant data sources to determine needs for Tier 2 and Tier 3 instructional and/or social emotional support while maintaining our focus on narrowing achievement and equity gaps.

- In order to maximize in-person core instructional time, all small group and individualized interventions will be provided on student remote learning days and will not take place on in-person learning days whenever possible.
- The Title 1 Reading Specialist, Reading Recovery teachers, interventionists, and certified support personnel will work collaboratively to schedule virtual interventions via Zoom and Google Meet to the best extent possible.

Special Education/Section 504 Plans: BLENDED LEARNING MODEL

Students with Individualized Education Programs and Section 504 Plans will continue to receive the services and instruction outlined and agreed upon in individual plans. Priority in-person scheduling will be determined by individual plans and needs and may include Monday through Thursday in-person instruction.

IEP meetings will take place virtually via [Google Meet](#) and/or via phone conference. Parents will be contacted by their child’s case manager to determine a mutually agreeable meeting time. The Notification of Conference will confirm the meeting and include directions on how to join. A copy of the finished IEP will be mailed home. Parents are encouraged to contact their child’s case manager with any questions or concerns.

Childcare: BLENDED LEARNING MODEL

See district plan for information.

All Virtual Remote Learning Option: BLENDED LEARNING MODEL

Families who chose to opt out of the blended learning model for the remote learning option will participate in remote learning for the entire first semester. Families will have the option to transition students from remote learning at the completion of the semester only. See section on Remote Learning for more information.

Home School VS Remote Learning:

The table below details the differences between Remote Learning and Home School.

Remote Learning	Home School
Students enrolled in public school as a student of record. Parents follow the district registration process.	Students not enrolled in the public school. Families encouraged to complete voluntary registration process through the ISBE and local Regional Offices of Education.
Virtual instruction and support provided by certified teachers and staff through the school district.	Parents/guardians responsible for instruction and curriculum.
Research-based curriculum and resources implemented by the school district.	ISBE Home School FAQ Document https://www.isbe.net/Documents/ISBE-Home-School-FAQ.pdf

REMOTE LEARNING 2.0

The District 8 Remote Learning model for grades Pre-K-12 will be similar to traditional school days in that students will engage in learning activities facilitated by staff and that daily attendance and engagement will be expected.

Food/Meal Distribution: REMOTE LEARNING 2.0

In the event of a district wide remote learning scenario, families will have access to food/meals. See the district's meal distribution plan for more information.

Remote Instruction: REMOTE LEARNING 2:0

Remote instruction will emphasize quality over quantity, and staff will prioritize essential standards. Teachers will provide explicit instruction on new content and will supplement with resources aligned to learning goals, needs, and curriculum.

Virtual Learning Platform(s):

The following platforms will be utilized for communication and learning throughout remote instruction:

- **Preschool:** ReadyRosie application coupled with weekly hands-on learning activities and materials prepared by preschool staff
- **Kindergarten-3rd Grades:** SeeSaw application
- **4th-5th Grades:** Google Classroom

Classroom teachers will provide families with instructions on how to access and use these platforms for communication and learning purposes. [Tips for remote learning success](#). To streamline the remote learning experience, while learning remotely from home, families will only require access to the learning platforms (ReadyRosie, SeeSaw, or Google Classroom) and will not be expected to utilize other applications or resources which require additional logins.

Illinois State Board of Education Engagement Suggestions

Grade Level	Suggested Minimum	Suggested Maximum	Suggested Length of Sustained Attention
PreK	20 minutes/day	60 minutes/day	3-5 minutes
K	30 minutes/ day	90 minutes/day	3-5 minutes
1-2	45 minutes/day	90 minutes/day	5-10 minutes
3-5	60 minutes/day	120 minutes/day	10-15 minutes
6-8	Class: 15 minutes/day Total: 90 minutes/day	Class: 40 minutes/day Total: 200 minutes/day	1 subject area or class
9-12	Class: 20 minutes/day Total: 120 minutes/day	Class: 50 minutes/day Total: 300 minutes/day	1 subject area or class

Essential Learning Guidance for All Staff: REMOTE LEARNING 2.0

- Plan for remote learning that respects the needs of all students.
- Meticulously document the best efforts being made under the current emergency conditions with regard to students with Individualized Education Programs (IEPs) and Section 504 Plans.
- Ensure all learning, including assigned homework, aligns with the ISBE engagement and sustained

attention suggestions.

- Select content for remote learning that is aligned to standards and is relevant and appropriate.
- Be clear, consistent, and concise in communication.
- Encourage/maintain ongoing two-way communication.
- Clearly define terms/ideas in lessons/emails/communications to avoid miscommunication.
- Work closely with grade level teams and departments to align curriculum and expectations for students.

Staff Availability: REMOTE LEARNING 2.0

Staff will continue to be accessible and responsible for job related responsibilities during contractual hours throughout remote learning. Staff will be available to students/families between the hours of 9:00 a.m. and 2:00 p.m. Staff will work to respond by the following school day to communication sent outside of these hours by students/families. Staff may be required to physically report to work during remote learning days. Social distancing guidelines will continue to be followed while staff are present in the building.

Student Attendance: REMOTE LEARNING 2.0

Daily attendance and engagement of students will be expected while participating remotely and daily contact will be attempted. Students will not be penalized for missing school due to illness and will be given the opportunity to make up missed work.

- In case of any absence or disengagement from remote learning, it is the responsibility of the parent/guardian to notify the school the day of the absence. If the parent/guardian does not contact the school, an automated reminder will be sent. If the school does not receive contact from the parent/guardian about the absence, the student will be marked as unexcused.

Classroom teachers should connect with students on a daily basis via the following options:

- Daily attendance check-in using a survey/Google Form.
- Video conference “check-ins.”
- Wellness checks coupled with a question on student engagement/participation in lessons.
- Phone calls coupled with a question on student engagement/participation in lessons.
- Text messages or email communications coupled with a question on student engagement/ participation in lessons.
- Packet collections by school personnel (if applicable).
- Work completion via virtual learning platforms.

Grading: REMOTE LEARNING 2.0

The Bethalto School District will continue to use the district’s traditional grading policy, and students will be provided with ongoing authentic feedback. Students will be given time to complete work and flexibility will be given due to absences for medical purposes. Students who do not complete assignments may be referred for administrative intervention and/or truancy. Students will follow the district’s grading calendar.

Notes Regarding Grading: REMOTE LEARNING 2.0

- A focus on keeping children emotionally and physically safe, healthy, and engaged in learning is our first priority.
- The emphasis for schoolwork assigned, reviewed, and completed during the remote learning period is on *learning*, not compliance.
- All students will have the opportunity to redo or makeup work. Students will also be allowed additional opportunities to complete, show progress, or attempt to complete work within grading periods.
- Late policies may be applied according to building plans/policies.
- Grades will reflect student achievement, mastery of standards, and demonstrations of success with remote learning when applicable, and will not be based on compliance or task completion.
- Staff will remain flexible with pacing and student assignments.

Assessment: REMOTE LEARNING 2.0

Students may participate virtually in “classroom-based” assessments on new material during remote learning, as developmentally appropriate and necessary. The district will continue to monitor the state

requirements as it relates to state mandated or federally mandated testing.

When returning to school, reintegration assessments/surveys will be used to determine learning loss, to inform modifications to standards, to identify any necessary support services, and to guide decisions towards narrowing learning and equity gaps. This may include assessments from our universal screening program, Fastbridge.

Interventions: REMOTE LEARNING 2.0

We will continue to utilize our universal screening system, Fastbridge, and other relevant data sources to determine needs for Tier 2 and Tier 3 instructional and/or social emotional support while maintaining our focus on narrowing achievement and equity gaps. Small group and individualized interventions will also be provided on remote learning days via Zoom or Google Meet to the best extent possible.

Special Education/Section 504 Plans: REMOTE LEARNING 2.0

Students with Individualized Education Programs (IEPs) and 504 Plans will continue to receive services and instruction as outlined and agreed upon in individual plans. Accommodations and modifications will be provided by case managers and support personnel.

Students with IEPs who are enrolled in instructional, extended curriculum, or transition courses will complete the assignments provided by his/her case manager. Lessons, learning activities, and assignments will align with individual learning needs and IEP goals and objectives.

Related services which can be delivered safely will continue to be provided. Related services that require student contact (OT, PT) will not be provided due to health/safety risks; however, providers will send home activities addressing IEP goals. Speech/language, Social Work, DH/H, and Vision therapy will be provided through mutually agreed upon means decided between the therapists and families.

IEP meetings will take place virtually via [Google Meet](#) and/or via phone conference. Parents will be contacted by their child’s case manager to determine a mutually agreeable meeting time. The Notification of Conference will confirm the meeting and include directions on how to join. A copy of the finished IEP will be mailed home. Parents are encouraged to contact their child’s case manager with any questions or concerns.

Childcare: REMOTE LEARNING 2.0

See district plan for information.

Remote Learning VS Home School:

The table below details the differences between Remote Learning and Home School.

Remote Learning	Home School
Students enrolled in public school as a student of record. Parents follow the district registration process.	Students not enrolled in the public school. Families encouraged to complete voluntary registration process through the ISBE and local Regional Offices of Education.
Virtual instruction and support provided by certified teachers and staff through the school district.	Parents/guardians responsible for instruction and curriculum.
Research-based curriculum and resources implemented by the school district.	ISBE Home School FAQ Document https://www.isbe.net/Documents/ISBE-Home-School-FAQ.pdf

BCUSD#8 Partnership for Remote Learning

LINK TO: TIPS FOR REMOTE LEARNING ETIQUETTE

Parent/Caregiver/ Family Responsibilities	<ul style="list-style-type: none"> • Review work assigned to the student. • Check-in for attendance daily (grades PreK-5). • Reserve a space for students to complete remote learning work. • Encourage students to get enough sleep. • Check emails, announcements, and SchoolMessenger announcements regularly. • Set sensible time limits for technology use. • Talk to students about their work every day. • Help students establish and follow regular daily routines. • Communicate with your teacher(s) and/or school administrators if you need help with anything both inside and outside of school.
Student Responsibilities	<ul style="list-style-type: none"> • Review assigned work. • Complete your assigned work by the due date. • Check-in for attendance daily (grades 6-12). • Follow virtual etiquette guidelines as provided in this plan. • Utilize office hours provided by staff for extra classroom support. • Attend scheduled virtual classroom meetings. • Ask clarifying questions when you need help or don't understand. • Be respectful to yourself, teachers, and peers. • Contact staff during the times of 9:00 AM - 2:00 PM.
District Responsibilities	<ul style="list-style-type: none"> • Develop thoughtful, accessible remote learning plans using stakeholder input when possible. • Support schools in planning and implementing remote learning plans. • Help schools identify needed resources in the community (academic, health, social/emotional). • Communicate with all stakeholders. • Provide meals to our families. • Keep our website updated.
School Responsibilities	<ul style="list-style-type: none"> • Implement remote learning plans. • Communicate regularly with all stakeholders. • Support staff in planning and implementing remote learning plans. • Help families find needed resources in the community (academic, health, social).
Teacher Responsibilities	<ul style="list-style-type: none"> • Make remote learning activities available at a consistently scheduled time. • Be available at scheduled times (9:00 AM-2:00 PM) to answer student/caregiver questions. • Will be responsible for working their entire previously scheduled workday. • Provide timely feedback on student work. • Communicate regularly with students and parents. • Provide a range of meaningful learning opportunities that include new material and meets the needs of all learners. • Provide regular feedback to students on progress related to learning activities. • 6-12 teachers will establish office hours to meet with students to provide support. • Will have an alternate assignment or method of learning for students to complete work for those that do not have the internet. • Provide a combination of live and/or recorded video instruction for students.

