



Galesburg Community Unit School District 205

District Administrative Offices

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DATE: August 5, 2020
TO: Families of District 205
FROM: Dr. John Asplund, Superintendent of Schools
RE: District 205 Return to Learn Plan 2020-2021

Over the course of the last several months, District 205 has spent a considerable amount of time eliciting valuable feedback from district stakeholders regarding remote learning in the spring and plans for moving forward, reviewing available health guidance from the Illinois Department of Public Health and the Center for Disease Control, and guidance from the Illinois State Board of Education for our return to learn in the fall. We have held several meetings to determine the best course of action for returning District 205 students and staff to a safe and effective learning environment. Perspectives of parents, community members, teachers, administrators, and health care professionals were compiled, reviewed, and subsequently used to guide the development of this Return to Learn Plan.

While we recognize the critical need for our students to return to learning in the fall, our greatest priority is the health and safety of our students and staff. For these reasons, we have determined that for the first five weeks of school a fully virtual E-Learning format for our Return to Learn is the best course of action at this time. After the first five weeks, the district will evaluate the status of our learning format and make changes in a timely manner as circumstances change.

Student Expectations:

- Attend school every day: Students will complete attendance by 11am each day through using the E-Learning Attendance Google Form located on the District 205 app and the District 205 website.
- Be Responsible:
 - Check your Digital Learning Platform (SeeSaw for PreK-2; Google Classroom 3-12; Moodle for current users as approved by building administrator) for Learning Activities each day
 - Check your teachers' online availability hours so you know how to connect with them
 - For five hours each day, actively engage in learning activities, assignments and assessments as directed by your teacher
 - The recommended time spent each day is a combination of all learning activities, it is NOT a recommendation for students to spend five hours per day on a device
 - Grades will be assigned to assignments and assessments
 - Be respectful to yourself, teachers and peers
 - This includes producing and submitting high-quality work to your teachers
 - Perform Assigned tasks and be prepared for class each day
 - Turn in assignments in a timely manner

- Follow the [Acceptable Use Policy](#) for internet/technology use ([French](#) and [Spanish](#)).
- Reach out to the teacher, ask questions and seek clarification if necessary
 - This can be done through email or pre-arranged conferences with teachers
 - Please allow a response window of 24 hours from your teacher(s), during the school week
- All Code of Conduct rules remain in effect for E-learning

Parent Expectations:

- Ensure that your student is checking in for attendance each day using the E-Learning Attendance Google Form located on the District 205 App and the District 205 website. Grades will be assigned to assignments and assessments.
- Check the Digital Learning Platform (Seesaw K-2; Google Classroom 3-12, and Moodle for current users as approved by building administrator) for each course they are assigned:
 - Each Monday with your student - check the plan for activities, assignments, and assessments to be completed for the week
 - Each Thursday with your student - check your student's assignment completion status and follow up with them about any remaining work that needs to be done by the end of the week
 - Verify that your child has completed and submitted their assignments through the Digital Learning Platform. For those in grades 6-12, check Skyward for current grades and messages
- Reserve a space within your home to allow students to complete their school work.
- Help students establish and follow regular daily routines:
 - Encourage students to get plenty of sleep
 - Monitor technology usage and set limits for personal technology
 - Ensure students log in to SeeSaw or Google Classroom and other platforms as needed, on a daily basis
 - Remind students to check their email on a daily basis
 - Reach out to teachers to ask questions and seek clarification if necessary
 - This can be done through email or pre-arranged conferences with teachers
 - Please allow a response window of 24 hours from your teacher(s) during the school week
- Allow students to work independently, don't feel the need to correct all their errors. Allow learning to take place.

Teacher Expectations:

- Teachers will be prepared to deliver E-Learning through online instruction starting day one of the 2020-2021 school year
 - Teachers may report to their classrooms each day (Safety guidelines, as outlined in District-provided online training MUST be followed each day)
 - Teachers are required to follow contractual times. This time should be used to complete contractual work.
 - When on campus:
 - Teachers will remain in their classrooms/workspace throughout the day
 - Teachers will utilize restrooms within the building in designated areas
 - Mail and requested copy jobs will be delivered to classrooms twice per day by the building secretary
- Teachers will begin the school year by sharing information with students and parents about communication including:
 - School email address

- How to engage in online availability hours with the teacher
- How to access the teacher's Digital Learning Platform
- How to access the primary resources and programs used in the classroom
- Attendance expectations
- Expectations of Learning
- Grading Guidelines
- Teachers will provide feedback to students on assignments and assessments at a minimum of once per week (more frequently is encouraged)
- Teachers will maintain grades in Skyward (Grades 6-12), updated no less than weekly
- Teachers will coordinate each week with the special education case manager, intervention teachers, and/or related services and supports as needed
- Teachers are required to use the approved digital learning platforms (PreK-2: Seesaw, Grades 3-12: Google Classroom and/or Moodle for current users and as approved by administration) as the E-Learning Digital Learning Platforms for their classes
 - Work will be assigned and collected digitally
 - Create/provide relevant activities that focus on Essential Skills and Standards with grade-level curriculum to drive instruction
- Teachers will post a tentative outline of learning for the week in their digital learning platform each Monday, by 9am, for all classes. The expectation is that students will be actively engaged for five total hours per day.
- Teachers will actively engage students in learning activities, assignments and assessments for five hours per day
 - The recommended time spent each day is a combination of all learning activities, it is NOT a recommendation for students to spend five hours per day on a device or in direct live instruction
- Teachers are encouraged to meet via Google Meet on a daily basis for direct instruction. Teachers shall conduct a Google Meet for the purpose of direct instruction for no less than three days per week, or a minimum of 150 minutes per week.
- Teachers are encouraged to add engaging activities and videos, to enhance their instructional delivery
- All teachers will hold digital office hours at the end of the day for one hour (Google Meet, phone, email, etc.). In grades 5-12, depending on the number of preps a teacher has will determine how the hour is divided (i.e. 1 prep teacher is available for 1 hour, if a teacher has 2 preps, the teacher is available for 30 minutes for each course, etc.).
 - This allows teachers to be available for students' questions for guided instruction, reteaching, or support
 - Teachers are encouraged to take student and parent meetings by appointment as needed. Teachers will be compensated for up to 10 hours of after-hours virtual parent/student meetings. These hours are available for each term we are in an E-Learning format.
- Teachers are encouraged to collaborate with their colleagues to ensure equitable student experience in learning, essential skill progression, and similar opportunities in learning and assessment
- Teachers will make every effort to respond to parent and student communication within 24 hours during normal business hours
- Teachers will be expected to plan activities and assignments on sick and personal days. Other arrangements will be made with a Principal if a teacher is not capable.
- Teacher expectations in regards to SEL(Social Emotional Learning) include the following:
 - Teachers will receive ongoing support and focused professional development aimed at integrating instructional strategies that support SEL, as well as

SEL-focused self-awareness activities. Supports will be available to teachers as they begin to embed this at the classroom level.

- Teachers will continue to collaborate with student services personnel and outside agencies as necessary to meet the emerging needs of our students
- Teachers will collaborate with student support personnel (school social workers, school counselors, deans, outreach, and administration) to also offer explicit lessons on SEL core competencies
- Teachers will continue to support school and districtwide SEL efforts

Special Education Teacher Expectations:

Special education teachers and staff play a vital role in the daily instruction of students with IEPs. During E-Learning, special education teachers will continue to support students' IEP goals and services.

- Special education teachers should follow the Teacher Expectations as outlined in the prior section
- All special education teachers should focus on IEP goals and services and how students can access the curriculum
- Case managers will review students' IEPs and determine how to support individual student's IEP goals during E-Learning. This plan should be communicated with the parent/guardian to determine student needs during E-Learning.
- Special education teachers will provide instruction and support to address students' IEP goals and services
- Special education teachers will work with Special Education Coordinators to balance delivery of instruction and face to face instruction and those that can access E-Learning

Special Education Paraprofessionals:

- Assist teachers with tasks listed above that support students' IEPs
- Report to their assigned area each day and observe contractual hours (Safety guidelines, as outlined in District-provided online training MUST be followed each day)
- Paraprofessionals will remain in their classrooms throughout the day and follow contractual times

ESL Teacher Expectations:

- ESL teachers' focus should include English Language Development using district resources and make accommodations and modifications to ensure core classwork is comprehensible
- ESL teachers can meet with students based on language proficiency levels and ACCESS assessment results. Services should be provided based on the demonstrated level of need.
- ESL teachers may provide instruction during designated support times with consideration to students' linguistic levels or in combination with the general education teacher or by making the needed accommodations and modifications on activities, assignments, and assessments
- Upon request, ESL Teachers will be added to the digital learning platforms for each teacher's classroom in which they are to provide supports

Intervention Teacher Expectations:

Intervention teachers play a vital role in the daily instruction of students in need of additional support. During E-Learning, intervention teachers will continue to support students.

- Intervention teachers should follow the Teacher Expectations as outlined in the prior section

- Upon request, Intervention Teachers will be added to the Digital Learning Platforms for each teacher's classroom in which they are to provide support

Instructional Coach Expectations:

Instructional Coaches play a vital role within the district and provide teachers and paraprofessionals in need of additional support. During E-Learning, intervention teachers will continue to support teachers and paraprofessionals.

- Instructional Coaches will assist teachers with technology support regarding Digital Learning Platforms, Instructional Technology Troubleshooting, development of lessons and/or units with the integration of technology.
- Instructional Coaches will plan and provide professional development opportunities for all district staff. These professional development opportunities will be aligned with district initiatives and staff professional development survey data.
- Instructional Coaches will provide office hours each day to assist with questions and answers related to effective pedagogy, daily instruction, technology support, unit and lesson planning, and more.
- Model and guide purposeful planning of assessments and differentiated assessment choices, to match the full range of student needs, abilities, and learning styles, incorporating a range of appropriate diagnostic, formative, and summative assessments into lesson plans.
- Support, implement and assess various instructional programs and program effects on student achievement in collaboration with the Director of Curriculum and Instruction.
- Work with collaborative teams (i.e.-grade levels, teams, departments, etc.), district data team, MTSS (multi-tiered systems of support) and school improvement teams.
- Instructional coaches will assist with district benchmarking, the MTSS intervention process, and assigned data teams within the schools, as directed by the Director of Curriculum and Instruction.

Librarian:

- The District Librarian will instruct students on use of the library, library research skills, information retrieval systems, books in the library, authors, and creates motivational programs to encourage ongoing reading as requested by staff.
- The District Librarian will work through the development of our District E-Book collection in grades 7-12 and manage the digital library program for grades PreK-6. The District Librarian will also provide professional development for the district staff on the use of these resources, as well as the Gale Research Database.
- The District Librarian will oversee all aspects of the upkeep, ordering and organization of District libraries.
- The District Librarian will host virtual reading challenges for district students, providing developmentally appropriate challenges and activities.
- The District Librarian will work with the Director of Curriculum and Instruction to guide library and media purchases, selection of resources, research tools, and more as needed.

Homebound Teacher Expectations:

- Continue with the caseload of students from the previous school year
- Work with the Director of Special Education and Health Services Coordinator to evaluate any new additions to the Homebound program
- Follow all teacher guidelines for instructional delivery as outlined above

Related Service Providers Expectations:

Related service professionals play a vital role in the daily instruction of students with IEPs. During E-Learning, related service providers will continue to support students' IEP goals and

services. Related service providers should also follow the general teacher expectations outlined in the prior section.

Social Worker Expectations:

- Develop SEL Lessons for the school - hold small groups, provide SEL lessons and activities for classroom teachers to implement
- Assist Mental Health Therapists with the mental health screening process, data analysis, and service acquisition and delivery
- Participate in MTSS and problem-solving meetings
- Support student crisis or student check-ins through a teacher, student, parent, staff, recommendation or through the SEL support line and SEL on Wheels
- Provide support services to our Homeless families

School Counselor Expectations:

- Check-in with all students and teachers with 504 plans and ensure accommodations are in place
- Work with building administration to connect with families and ensure student engagement during E-Learning
- Check-in with students who are not attending school regularly, and collaborate with other student service personnel. Refer to outside agencies, as warranted
- Hold individual and group counseling meetings as needed, through Google Meets
- Support students with completing college applications and reviewing available scholarship opportunities
- Career plan with students
- Participate in MTSS and problem-solving meetings, as well as SEL-focused activities woven into all aspects of school. Collaborate with school social workers, deans, and outreach as applicable.
- Support student crisis or student check-ins through teacher, student, parent, staff recommendation or through the SEL support line. Coordinate services with Bridgeway Mental Health Therapist.

Dean/Outreach Expectations:

- Communicate regularly with students to provide support and meet presenting needs.
- Collaborate with teachers and other student service personnel to best meet student needs.
- Make home visits with students who are not responding or engaging in E-Learning, if calls and other attempts are unsuccessful
- Create and follow the schedule for proactive check and connect calls home to students/parents. This can be proactive communication on expectations for work, attendance, grading, engagement, communication with teachers, social/emotional, etc.
- Support classroom teachers' attempts to connect with students
- Assist with "SEL on Wheels" and other interventions aimed at assisting highest risk students

Administrator Expectations:

- Coordinate and supervise activities of all groups listed above
- Be available from 7:30am-5pm each day of the school week
- Check attendance of students by noon each day
- Check email regularly throughout the day and respond to emails within 24 hours
- Support teachers who may need extra help with online delivery and planning
- Principals will continue to lead the implementation of newly adopted curriculum resources and work with the Director of Curriculum and Instruction to support teachers

- Lead MTSS and problem-solving meetings and coordinate additional support services of students as needed
- Walk the building on an hourly basis, checking in on staff needs
- Coordinate Substitute Teachers as needed
- Maintain a Virtual Principal Office Webpage on the school website
- Work directly with the Communications Specialist to communicate with parents and families in a unified and consistent manner
- Monitor the use of facilities and assign custodial cleaning crews to areas being used throughout the building
- Ensure that work is being assigned and communicated to students during arranged teacher absences
- Monitor for unauthorized congregations of people both inside and outside of the building
- Support teachers with embedding SEL into their classroom and instruction, and create an overall supportive and equitable learning environment for all

Secretarial Expectations:

- Complete attendance by using the Google Form each day and then enter attendance into Skyward. Communicate with building administrator, outreach and school counselors regarding absences.
- Provide clerical support to professional staff as needed, to promote social distancing:
 - Complete Non-Contact Mail Delivery 2 times per day
 - Assist with attendance of staff
 - Complete copy jobs requested by teachers and provide no contact delivery
 - Arrange Lunch Table Setup in Common Area (i.e.-school lunch orders, fast food orders, etc.)
- Assist parents in connecting with teachers and technology support

Custodian and Maintenance Expectations:

- Work with the Director of Operations and Outreach to ensure safe and sanitized learning environments
- Work with the Director of Operations and Outreach to ensure continued upkeep of buildings and grounds

Security and Transportation:

- Drive WIFI-enabled mini buses to rural locations and remain with the bus
- Assist with mail and food distribution
- Assist with Chromebook collection and dissemination
- Assist with distribution of other curricular materials as needed

Food Service:

- Prepare and package meals for students and staff at GHS Central Kitchen

Tech Hotline and Support:

- Maintain a technology hotline that can assist students and parents with technology-related questions and needs
- Assist with the repair of Chromebooks
- Maintain a log of calls from parents and students, along with the types of questions/problems that are occurring
- Assist with the maintenance of the Chromebook Inventory software

**As needs and changes to the plan take place over time, daily responsibilities may be adjusted.*

Safety guidelines, as outlined in District-provided online training MUST be followed each day by all employees.