



Reed-Custer CUSD 255 Remote Learning Plan (2020-2021)

Introduction

In March of 2020, the Illinois State Board of Education closed all schools in Illinois. This order caused schools and districts across the state to quickly create remote learning plans to provide education to students through the end of the 2019-2020 school year. Reed-Custer CUSD 255 implemented a plan that followed the guidance at the time. The current COVID-19 pandemic has shown how quickly an emergency situation can arise, proving that a Remote Learning Plan is an essential component of any district's educational toolbox.

During the summer of 2020, a Remote Learning Committee consisting of Reed-Custer administrators and teachers discussed the pros/cons of the spring remote learning period, reviewed feedback from students, staff, and parents, and began working on revisions to the District plan. The Illinois State Board of Education provided updated guidance on remote learning in its document titled "Starting the 2020-2021 School Year", published on June 23, 2020. This updated guidance was implemented within this plan.

Reed-Custer CUSD 255 has chosen the following theme to guide the new plan:
Remote Learning with a human touch through a common vision and common tools.

This remote learning plan provides for instruction when it is not possible for students to be on campus (mandated closure) or for students whose parents/guardians have selected this method of learning for the start of the 2020-2021 school year (choice). Special Education and 504 services will be provided during any remote learning period. Special education providers will need to develop an Individualized Remote Learning Plan to facilitate student participation in remote instruction which will take into consideration student needs and caseload responsibilities for both on-site and remote learners. Details will be provided by appropriate building personnel.

Instructional Model (IDPA)

Instruction (I): Teachers will provide video and/or digital lessons for students. These could be either teacher generated or supplied from another source (e.g. APEX). This material will be accessible to students through the District’s common technology platforms:

RCES: SeeSaw (K-4) and Google Classroom (5)

RCMS and RCHS: Google Classroom and APEX

Discussion (D): This will be done through “live” virtual sessions. Teachers will have the flexibility to make this time their own. Discussion sessions will look different depending on the grade level and/or curricular content. These sessions are required and will be used to monitor daily attendance.

Practice (P): Students will be assigned work related to the lesson. Teachers may provide feedback on this work (formative assessment). Teachers may also choose to use a portion of the next discussion session to review prior practice.

Assessment (A): Students will be both formatively and summatively assessed for understanding through required assessments (e.g. quizzes, tests, etc...).

Technology

Reed-Custer CUSD has purchased electronic devices to implement a 1:1 technology initiative, meaning every student will be provided with a District-owned device (K-4 students will work with iPads; 5-12 students will work with Chromebooks). During in-person instruction, devices will remain on campus. Students will have access to their devices throughout the school day, and teachers will familiarize students with the District’s online learning platforms to provide a seamless transition in the event of a mandated remote learning period. In order to simplify this process, the District will maintain classroom resources and communication through two specific learning platforms (K-4 students will use Seesaw; 5-12 students will use Google Classroom). In the event a mandated remote learning period is initiated, students will be issued both their device and a charger for the duration of the closure period. Some devices are currently back-ordered due to large demand as a result of the pandemic. Devices currently in the District’s possession will initially be prioritized to students choosing remote learning for the start of the 2020-2021 school year.



Remote Learning Scenarios (2 Possible)

Scenario 1: Parents/Guardians choose for their student(s) to participate in remote learning at the start of the 2020-2021 school year. - **Choice**

Scenario 2: ALL students are required to participate in remote learning due to a mandatory closure for an emergency reason. - **Mandate**

Note: This plan will look at these two situations separately since some variations exist.

Remote Learning (Choice)

Parents/Guardians chose this learning model for their student(s) for the start of the 2020-2021 school year. If this option is selected, the student will remain in remote learning for the following time period in order to maintain continuity of learning:

- Reed-Custer Elementary School: Trimester 1 (Ending November 5, 2020)
- Reed-Custer Middle School: Quarter 1 (Ending October 14, 2020)
- Reed-Custer High School: Semester 1 (Ending December 18, 2020)

Parents will be contacted near the end of these terms to determine how they want their student to proceed. If Illinois or Reed-Custer's region reaches Phase 5, all students will be required to return to on-site instruction.

RCES: Students will be assigned to a remote learning classroom, and remote learning K-5 will be provided by a classroom teacher during the 8:30 to 3:00 school hours. This instruction will focus on ELA and math with occasional enrichment opportunities for other instructional areas.

RCMS/RCHS: Remote learning 6-12 will be provided through online courses offered by APEX, a digital curriculum program. Daily instruction will not be provided by Reed-Custer teachers. Instruction will be delivered through the APEX program and supplemented by virtual sessions conducted by Reed-Custer content teachers. Students will have the opportunity to receive virtual content-specific support from teachers at scheduled times throughout the week, some of which will be after 3:00 pm. Teachers will review coursework expectations at the beginning of the designated term to maintain as much consistency as possible between on-site and remote learners. Students will not be allowed to participate in any on-site programs during the school



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day. Students will be allowed to participate in after-school extracurricular or co-curricular activities. Their schedule will consist of core courses and elective courses that are offered through APEX (only). APEX courses will be counted as equal credit to courses taken on-site.

- 6th grade middle school students will be required to take courses in the 4 core areas (math, English, science, and social studies).
- 7th and 8th grade middle school students will be required to take courses in the 4 core areas plus health.
- High School students will be required to take a minimum of 5 courses (prioritizing required core classes and PE). Students may take up to 7 courses if certain APEX electives are desired or students are in need of credits. This plan may be revised on a case-by-case basis for special circumstances.

The following courses, which are available for on-site learning, will not be available for remote learners:

- RCMS: Art, character education, home economics, financial literacy, STEM, band, and chorus
- RCHS: Family and consumer science courses, CTE/STEM courses, yearbook, computer applications, art courses, music (band or choir), WILCO/GAVC, JJC dual credit courses, career (COOP) and teacher internships

Attendance: Attendance will be taken once per day during a scheduled virtual check-in. Teachers will reach out (by email or phone) to any parents whose child is not engaged in the remote learning program. Building administrators will provide support as needed.

Grading: Students will be graded as though they are participating in on-site instruction.

RCES: Standards-based reporting will apply.

RCMS/RCHS: Category Weights are as follows:

- Instruction: No Weighting
- Discussion (attendance and participation): 1/3
- Practice: 1/3
- Assessment: 1/3



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Progress will not be viewable in PowerSchool until the end of the term. Parents will be able to review student progress throughout the term in the APEX program. We encourage parents to reach out to teachers with any grading questions.

Student Expectations

- Attend virtual sessions as assigned
 - All students must have the video option turned on and be viewable by the teacher for the entire meeting session
 - All students must wear appropriate attire
 - All students should be aware of what is in the background (both video and audio)
 - All students are expected to follow individual teacher expectations for virtual sessions
 - Normal handbook policies apply
- Complete practice items in a timely fashion/per instructor expectations
- Complete assessment items in a timely fashion/per instructor expectations
- Participate in approximately 5 clock of hours of school work (a combination of: Instruction, Discussion, Practice, and Assessment)
- Communicate any and all concerns or questions with the instructor through the means requested by the instructor (e.g. email, learning platform tools, Remind, etc...)

Building Schedules

The building schedules for students participating in remote learning (by choice) will vary based upon the building. The following pages will describe the specifics for:

- Reed-Custer Elementary School
- Reed-Custer Middle School
- Reed-Custer High School

Reed-Custer Elementary School (RCES)

(Kindergarten Remote Learning Schedule - see pg 7)

8:30 - 9:00 Instruct: ELA

Students preview a short video lesson for ELA in preparation for discussion and practice. This lesson could be a read-aloud or short mini-lesson focused on the grade-level ELA priority standards.

9:00 - 9:30 RCES Remote Learning Check-in & Morning Meeting

Attendance will be taken, class welcome and greeting conducted virtually.

9:30 - 10:30 Discuss: ELA (Synchronous Learning)

The remote teacher will meet online with the class through Zoom/Google Meet providing both whole group and small group instruction focused around the priority standards from the video lesson.

10:30 - 11:00 Practice: ELA (Synchronous Learning)

Independent practice for ELA: Assignments will be turned in through common platforms such as SeeSaw or Google Classroom.

Specialized instruction for small groups/individuals.

11:00 - 11:30 Optional Enrichment

Students may work on additional activities/projects; these are not required but can be submitted to PE, Art, Music, etc. for feedback.

11:30 - 12:30 Lunch for Students and Teachers

12:30 - 1:00 Instruct: Math

Students prepare for math instruction by watching a pre-recorded video lesson focused on grade-level priority standards in math.

1:00 - 2:00 Discuss: Math (Synchronous)

The remote learning teacher will meet online with the class through Zoom providing both whole group and small group instruction focused around the priority standards from the video lesson.

2:00 - 2:30 Practice: Math (Synchronous)

Independent practice for math - Exit ticket/problem set will be turned in through common platforms such as SeeSaw or Google Classroom.

Specialized instruction for small groups/individuals.

After 2:30: Students may work on additional activities/projects that may be submitted to PE, Art, Music, etc. for feedback.



Kindergarten Remote Learning Schedule (RCES)

Because our youngest learners require time to play, move, create, and explore, our kindergarten remote learning schedule will look a little different. Our remote learners in kindergarten will meet with their teacher for half of the school day and then have time to practice their newly acquired skills as well as try the activities/projects from PE, music, art, and science during the other half of their day. We want our newest learners to work at their pace and still have time to go outside or enjoy being little.

Kindergarten students will be assigned to an AM or PM section of Kindergarten for remote learning. We will still be using the same model that the other grade levels are using (Instruction, Discuss, Practice and Assess), however the virtual times below are adjusted.

Instruct

- 8:30-9:00 (AM Session)
- 12:30-1:00 (PM Session)

Students prepare for their school day during this time. Students may be asked to view a pre-recorded lesson, watch a video introducing a topic/story that will be discussed, or complete an activity that will be used during the virtual discussion.

Discuss

- 9:00-11:00 (AM Session)
- 1:00-3:00 (PM Session)

Students will meet virtually as a whole group with their teacher to check-in for the day, take attendance, and go over announcements.

During this time students will also:

- Meet in small groups (break-out rooms) with the teacher and/or an assistant to focus on foundational skills for ELA and math.
- Be given brain breaks and time to stretch.
- Meet with the teacher/assistant for individualized instruction.

Practice

- 11:00-11:30 (AM Session)
- 3:00-3:30 (PM Session)

Students complete independent practice for ELA and math. Students will turn their work in through Seesaw.

Assess:

Teachers will take time to provide feedback on the practice assignments submitted to Seesaw so students and parents can review student progress.

When students are not in a virtual session, they can choose to complete activities / projects assigned by the specialists (PE, music, art, and science). We will also be providing an online catalog for our library and a time for our remote learners to pick-up/drop-off books each week.

Reed-Custer Middle School (RCMS)

Mondays

Grade 6 – Encore teachers will check in with students for attendance and social-emotional purposes (SEL) during times in the chart on page 8.

Grades 7 and 8 – Encore teachers will have a group of remote learning students to check-in for Health.

The assigned Encore teacher will monitor student progress in APEX for Health (grades 7 and 8 only).

Tuesday - Friday

Grade level content teachers will check-in with remote learners in their grade level/content area as shown in the charts on page 8.

Grade level content teachers will monitor student progress in APEX, per content areas.

Attendance Expectations

Attendance will be taken daily at the check-in time. Students are required to check in each day at the specified time, or they will be marked absent for the day.

Additional Information

Reading and Math Interventionists will check-in with students at a time to be determined based on which students will be remote learners.

*Afternoon support sessions (3:30-4:30) are not mandatory for students to check-in, but are offered for students that may desire additional help.

Note: Please see detailed virtual check-in schedules for Grades 6, 7, and 8 on the next page along with a specific example for each grade level.



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6 th Grade	Monday	Tuesday	Wednesday	Thursday	Friday
12:35-1:05/Mon 1:05-1:45/Tu-Fri	SEL/Ardnt Students A-H	ELA Students A-H	Math Students A-H	Science Students A-H	Soc. Studies Students A-H
2:30-3:10	SEL/Dinelli Students I-Z	ELA Students I-Z	Math Students I-Z	Science Students M-Z	Soc. Studies Students M-Z
*3:30-4:30	Special Ed Support	ELA Support	Math Support	Science Support	Soc. Studies Support

Example: Cindy Appletree is a 6th grade student. Cindy's last name starts with the letter A.

On Mondays, Cindy will meet virtually with Mr. Ardnt for Social Emotional Learning from 12:35-1:05. On Tuesdays from 1:05-1:45, Cindy will meet virtually with her ELA teacher. On Wednesdays, from 1:05-1:45 Cindy will meet virtually with her Math teacher. On Thursdays, from 1:05-1:45 Cindy will meet virtually with her Science Teacher. On Fridays, from 1:05-1:45 Cindy will meet virtually with her Social Studies Teacher.

7 th Grade	Monday	Tuesday	Wednesday	Thursday	Friday
12:35-1:05/Mon 8:00-8:45/Tu-Fri	Health/Sukley Students A-G	ELA Students A-G	Math Students A-G	Science Students A-G	Soc. Studies Students A-G
2:30-3:10	Health/Johnston Students H-Z	ELA Students H-Z	Math Students H-Z	Science Students H-Z	Soc. Studies Students H-Z
*3:30-4:30	Special Ed Support	ELA Support	Math Support	Science Support	Soc. Studies Support

Example: Jon Smith is a 7th grade student. John's last name starts with the letter S.

On Mondays, John will meet virtually with Mrs. Johnston for Health class from 2:30-3:10. On Tuesdays from 2:30-3:10, John will meet virtually with his ELA teacher. On Wednesdays, from 2:30-3:10 John will meet virtually with his Math teacher. On Thursdays, from 2:30-3:10 John will meet virtually with his Science Teacher. On Fridays, from 2:30-3:10 John will meet virtually with his Social Studies Teacher.



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8 th Grade	Monday	Tuesday	Wednesday	Thursday	Friday
12:35-1:05/Mon 9:25-10:05/Tu-Fri	Health/Graham Students A-L	ELA Students A-L	Math Students A-L	Science Students A-L	Soc. Studies Students A-L
2:30-3:10	Health/Porter Students M-Z	ELA Students M-Z	Math Students M-Z	Science Students M-Z	Soc. Studies Students M-Z
*3:30-4:30	Special Ed Support	ELA Support	Math Support	Science Support	Soc. Studies Support

Example: Suze Greene is an 8th grade student. Suze’s last name starts with the letter G.

On Mondays, Suze will meet virtually with Mrs. Graham for Health Class from 12:35-1:05. On Tuesdays from 9:25-10:05, Suze will meet virtually with her ELA teacher. On Wednesdays, from 9:25-10:05 Suze will meet virtually with her Math teacher. On Thursdays, from 9:25-10:05 Cindy will meet virtually with her Science Teacher. On Fridays, from 9:25-10:05 Suze will meet virtually with her Social Studies Teacher.

*Afternoon support sessions (3:30-4:30) are not mandatory for students to check-in, but are offered for students that may desire additional help.

Reed-Custer High School (RCHS)

Remote Learning students will be assigned a specified period each day to check-in with a specific teacher for attendance, progress monitoring, and discussion (see possibilities in the chart below). **It is essential that students check-in during their assigned period because this is when daily attendance will be taken.** Teachers will communicate with students using Zoom and/or Google Classroom/Meets.

Assigned RCHS Daily Check-In Teachers 8:00 am - 3:00 pm

Period 1: 8:00 - 8:45 am (Mr. Gleixner)

Period 2: 8:50 - 9:35 am (Mrs. Cann)

Period 3: 9:40 - 10:25 am (Mr. Voris)

Period 4: 10:30 - 11:15 am (Mrs. Bugg)

Period 5: 11:20 - 12:05 pm (Mrs. Bugg)

Lunch 12:05 -12:45PM

Period 6: 12:50 - 1:35 pm (Mr. Gleixner)

Period 7: 1:40 - 2:25 pm (Mr. Gleixner)

Students will be required to take a minimum of 5 courses (prioritizing required core classes and PE). Students may take up to 7 courses if certain APEX electives are desired or students are in need of credits. This plan may be revised on a case-by-case basis for special circumstances.

ALL teachers will be available to provide content area support for students from 2:30 until 3:00 Monday, Tuesday, Thursday, and Friday. Details will be provided once remote learning rosters are finalized. Students who are struggling may be assigned a check-in teacher during Comet Time on a daily basis. Additional content support will be provided by RCHS teachers during scheduled after-school times. Mrs. McGarey will be setting up check-in times with IEP remote learning students during Comet Time or Transition periods with their case managers.



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Movement to Phase 5 (Restore Illinois Plan)

**Subject to change pending state guidance*

Reed-Custer Elementary School

Remote learners will return to on-site instruction. The remote learning classroom the student was assigned to will be converted to an on-site classroom and follow a normal daily schedule that includes both academic core subject matter and specials (e.g. music, art, library, PE, etc...).

Due to staffing limitations, students in grades 3-5 that started the year in a remote learning class, will be transitioned into a new class (possibly new teacher) in order to balance class sections.

Reed-Custer Middle School and Reed-Custer High School

Students will be placed in a lab setting to finalize online coursework through the expiration of the time period defined previously (RCMS - quarter , RCHS - semester). Once this period has expired, students will return to a normal schedule. Since APEX offers flexibility regarding scheduling and completion of coursework during the day, students will be offered an opportunity to return to *certain* elective course offerings if approved by the teacher (e.g. band, chorus, art, etc...). Grading techniques would be determined if/when this event occurs.

A Parent/Guardian requests that a student moves from on-site instruction to remote learning

In order to maintain continuity of learning, the District discourages this change. However, each request will be reviewed on a case-by-case basis. If a change is approved, the student will be moved to a remote learning program and follow the plan guidance listed previously. RCMS and RCHS students would require a schedule change to eliminate any exploratory or elective courses they were taking while participating in the on-site learning model.



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Remote Learning (Mandate)

In the event the state issues a mandated closure for an emergency reason

All schools (RCES, RCMS, and RCHS) will be closed to any type of student attendance. If allowed, all staff members will be on-site.

Students who chose a remote learning setting for the 2020-2021 school year:

Students will finalize online coursework for the remainder of the defined time period. Once this period has expired, students will be placed into a full schedule (including Reed-Custer designed electives).

Students who chose in-person instruction for the 2020-2021 school year:

RCES: Students will be assigned to a remote learning classroom (likely the same teacher), and remote learning K-5 will be provided during the 8:30 to 3:30 school hours. This instruction will follow a student's normal on-site learning day, meaning that the student will participate in both core academics and specials (e.g. art, music, PE, etc...).

RCMS/RCHS: 6-12 core courses (math, English, science, and social studies) will be provided through online courses offered by APEX, a digital curriculum program. Reed-Custer content teachers will facilitate this learning through the IDPA model (described previously on Page 2). Elective courses will follow the same IDPA instructional model and will be designed and facilitated by Reed-Custer teachers. Students will receive virtual content-specific support from teachers during assigned discussion times throughout the 8:00 am to 3:00 pm school hours.

Attendance: Attendance will be taken daily during **each** class period through a virtual check-in (per the building schedule). Teachers will reach out (by email or phone) to any parents whose child is not engaged in the remote learning program. Building administrators will provide support as needed.

Grading: Students will be graded as though they are participating in on-site instruction. Standards-based reporting will occur at RCES and the following category weights will apply at RCMS and RCHS:

- Instruction: No Weighting
- Discussion: (attendance and participation): 1/3
- Practice: 1/3
- Assessment: 1/3



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Progress will not be viewable in PowerSchool until the end of the term. RCMS and RCHS parents will be able to review student progress throughout the term in the APEX program. We encourage parents to reach out to teachers with any grading questions.

Final grades for middle and high school students will be proportionately determined by the amount of time a student spent in on-site learning and the amount of time a student spent in remote learning.

Example: The first semester is 85 days long. The state closes schools on day 50.

A student's final grade will be calculated as follows:

- 50/85 Days = .588 (58.5%) of the semester
- 35/85 Days = .412 (41.2%) of the semester

A student has an 82% in a class when school is closed and receives a 90% during the remote learning period.

- Final Grade = (82%) x .588 + (90%) x .412 = 85.3%

**Note: The same mathematical model would apply to a quarter class.*

Student Expectations

- Attend virtual sessions as assigned
 - All students must have the video option turned on and be viewable by the teacher
 - All students must wear appropriate attire (follow the expectations provided in the student handbook)
 - All students should be aware of what is in the background (both video and audio)
 - All students are expected to follow individual teacher expectations for virtual sessions
- Complete practice items in a timely fashion/per instructor expectations
- Complete assessment items in a timely fashion/per instructor expectations
- Participate in approximately 5 clock of hours of school work (A combination of: Instruction, Discussion, Practice, and Assessment)
- Communicate any and all concerns or questions with the instructor through the means requested by the instructor (e.g. email, learning platform tools, Remind, etc...)

Building Schedules

The building schedules for a mandated remote learning period will vary based upon the building. The following pages will describe the specifics for each school.



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Reed-Custer Elementary School (RCES)

8:30 - 9:00 Instruct: ELA

Students preview a short video lesson for ELA in preparation for discussion and practice. This lesson could be a read aloud or short mini-lesson focused on the grade-level ELA priority standards.

9:00 - 9:30 RCES Remote Learning Check-in & Morning Meeting

Attendance will be taken, class welcome and greeting will be conducted virtually.

9:30 - 10:30 Discuss: ELA (Synchronous Learning)

The remote teacher will meet online with the class through Zoom/Google Meet providing both whole group and small group instruction focused around the priority standards from the video lesson.

10:30 - 11:00 Practice: ELA (Synchronous Learning)

Independent practice for ELA - Assignments will be turned in through common platforms such as SeeSaw or Google Classroom.

Specialized instruction for small groups/individuals.

11:00-11:30 Special Classes

Students may work on additional activities/projects for special classes (PE, Art, Music, and Science). Students will be expected to complete two assignments per week from the special areas. These will be assigned by the specialists on Monday and due by Friday of that same week.

11:30-12:30 Lunch for Students and Teachers

12:30 - 1:00 Instruct: Math

Students prepare for math instruction by watching a pre-recorded video lesson focused on grade-level priority standards in math.

1:00 - 2:00 Discuss: Math (Synchronous)

The remote learning teacher will meet online with the class through Zoom providing both whole group and small group instruction focused around the priority standards from the video lesson.

2:00 - 2:30 Practice: Math (Synchronous)

Independent practice for math - Exit ticket / problem set will be turned in through common platforms such as SeeSaw or Google Classroom.

Specialized instruction for small groups/individuals.



Kindergarten Remote Learning Schedule (RCES)

Because our youngest learners require time to play, move, create, and explore, our kindergarten remote learning schedule will look a little different. Our remote learners in kindergarten will meet with their teacher for half of the school day and then have time to practice their newly acquired skills as well as try the activities/projects from PE, music, art, and science during the other half of their day. We want our newest learners to work at their pace and still have time to go outside or enjoy being little.

Kindergarten students will be assigned to an AM or PM section of Kindergarten for remote learning. We will still be using the same model that the other grade levels are using (Instruction, Discuss, Practice and Assess), however the virtual times below are adjusted.

Instruct

- 8:30-9:00 (AM Session)
- 12:30-1:00 (PM Session)

Students will prepare for their school day during this time. Students may be asked to view a pre-recorded lesson, watch a video introducing a topic/story that will be discussed, or complete an activity that will be used during the virtual discussion.

Discuss

- 9:00-11:00 (AM Session)
- 1:00-3:00 (PM Session)

Students will meet virtually as a whole group with their teacher to check-in for the day, take attendance, and go over announcements.

During this time students will also:

- Meet in small groups (break-out rooms) with the teacher and/or an assistant to focus on foundational skills for ELA and math.
- Be given brain breaks and time to stretch.
- Meet with the teacher/assistant for individualized instruction.

Practice

- 11:00-11:30 (AM Session)
- 3:00-3:30 (PM Session)

Students complete independent practice for ELA and math. Students will turn their work in through Seesaw.

Assess:

Teachers will take time to provide feedback on the practice assignments submitted to Seesaw so students and parents can review student progress.

When students are not in a virtual session, they will be expected to work on/complete two weekly activities/projects from the special areas (PE, music, art, and science). Assignments will be posted on Monday and due by Friday.



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Reed-Custer Middle School (RCMS)

Zero Hour: 8:10 - 8:40 Panther Time. All teachers will use this time to check-in with their panther time students for SEL purposes. Additionally, the time will be used for RtI Tier 2 interventions utilizing IXL and Khan Academy.

Daily Schedule – 6th grade

Period 1 8:50 - 9:25
Period 2 9:35 - 10:10
Period 3 10:20 - 10:55
Period 4 11:05 - 11:40
Lunch 11:40 - 12:10
Period 5 12:10 - 12:45
Period 8 12:55 - 1:30
Period 9 1:40 - 2:15
Period 10 2:25 - 3:00

Daily Schedule – 7th grade

Period 1 8:50 - 9:25
Period 2 9:35 - 10:10
Period 3 10:20 - 10:55
Period 4 11:05 - 11:40
Lunch 11:40 - 12:10
Period 6 12:10 - 12:45
Period 8 12:55 - 1:30
Period 9 1:40 - 2:15
Period 10 2:25 - 3:00

Daily Schedule – 8th grade

Period 1 8:50 - 9:25
Period 2 9:35 - 10:10
Period 3 10:20 - 10:55
Period 4 11:05 - 11:40
Lunch 11:40 - 12:10
Period 7 12:10 - 12:45
Period 8 12:55 - 1:30
Period 9 1:40 - 2:15
Period 10 2:25 - 3:00



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Reed-Custer High School

RCHS 8:00 am - 3:00 pm

Period 1: 8:00 - 8:40AM

Period 2: 8:50 - 9:30AM

Period 3: 9:40 - 10:20AM

Period 4: 10:30 - 11:10AM

Period 5: 11:20 - 12:00PM

Lunch 12:05 -12:45PM

Period 6: 12:50 - 1:30PM

Period 7: 1:40 - 2:20PM

Comet Time (2:30-3:00PM) Teacher prep time and/or teacher availability for extra help

Guidance provided to return to on-site instruction

**ISBE/IDPH or other*

Information will be reviewed and updated guidance to parents and students will be provided.

Contact Information

Reed-Custer Elementary School: 815-458-2145

Reed-Custer Middle School: 815-458-2868

Reed-Custer High School: 815-458-2166

Remote Learning Committee Members

Mark Mitchell: Superintendent

Danielle Valiente: Director of Teaching and Learning

Heather Faletti: RCES Principal

Shane Trager: RCMS Principal

Tim Ricketts: RCHS Principal

Jamie Meyr: RCES Teacher

Deona Walsh: RCES Teacher

Allison Kaufmann: RCMS Teacher

Shelby Zwolinski: RCMS Teacher

Kim Askew: RCHS Teacher

Addie Dennis: RCHS Teacher

Melissa Rankin: RCHS Teacher