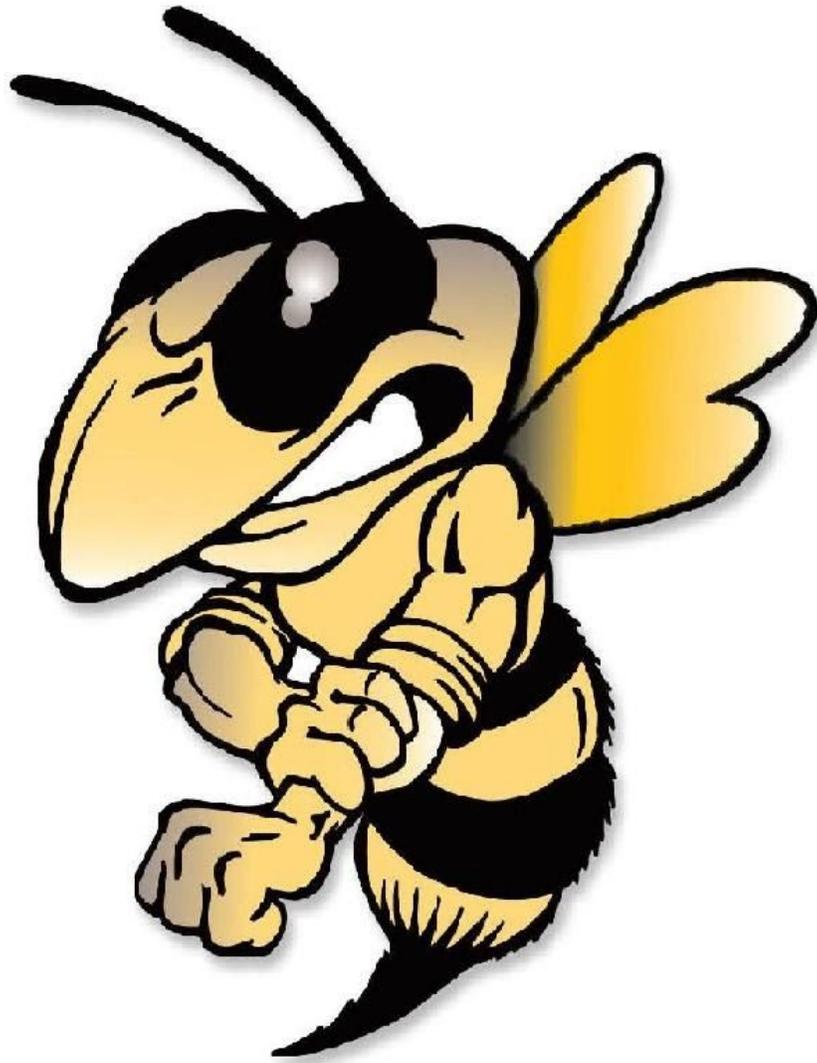


Lockport School District 91  
Remote Learning Plan 20-21

Adopted Aug 11, 2020



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# Remote Learning Plan 20-21

The safety and wellness of D91 students and their families is central to our educational mission. This plan is a reflection of our desire to promote health while lowering risks in our community. To that end, we submit this remote plan for emergency closings to enable teaching and learning outside the traditional classroom.

Remote learning benefits students by:

- Providing the opportunity to learn in a blended or remote environment that has been curated by a professional teacher
- Promoting skills that are reflective of real-world learning
- Providing opportunities for students to receive social-emotional support
- Providing families access to school mental health and nursing professionals
- Engaging in curriculum which reflect state learning standards
- Enhancing technical and organizational skills sought by employers and colleges

Remote learning provides benefits to the LEA as well, affording schools the opportunity to limit instructional days lost to national crisis or inclement weather. Flexibility to provide emergency institute days is essential to the smooth operation of the district and the provision of staff resources without disrupting the educational process.

We know that remote learning can not replace the opportunity for Lockport D91 students to be face-to-face with their professional teacher, but we believe our remote learning plan is of a quality that will truly benefit our students and prevent learning loss on days off of school.

### **Devices for Remote Learning**

The district provides chromebooks for each learner to utilize for remote learning. Families with no WIFI internet access should contact the superintendent or technology director in order to explore your options. Furthermore, teachers and other related service professionals will design alternate paper based activities for students whose instructional objectives or capabilities require such adaptations. Similar accommodations will be provided to students who are unable to access technology despite the district's outreach.

All students are assigned Google Suite for Education login credentials upon enrollment and utilize the platform as a regular part of their learning. A parent tutorial for google classroom can be found [here](#). A variety of tools within the Google Classroom platform can be used by classroom teachers, student services, and building/district leaders to verify that instructional requirements are underway. Faculty will be available to support student learning and answer any questions. The accessibility of Remote Learning options for all students is paramount to the success of the plan.

### **Home Internet Access**

Based on an internal survey, 98% of our students have access to reliable internet service at home. Additionally, based on the continual direct contact rates provided by our ongoing electronic messaging reports, we verify the 99% access rate frequently. The school staff will work with individual families to provide solutions as needed (e.g. access to reduced rate programs, etc.). If there is a power outage or another issue out of the families control; staff will work with the student/parent to make arrangements for an opportunity for the work to be completed. The child will not be penalized for such an occurrence. Parents should reach out to the building principal to make these arrangements.

Google Classroom is designed to be used on any web-enabled device and can be reliably used with even the most basic internet connections.

## **Meal Distribution**

### **Full Remote:**

If the district is in full remote learning, a Meal Pick-up Schedule will be created in partnership with Quest Foodservice at Lockport Township High School. Lockport District 91 would offer pick up daily at a time to be determined for Breakfast and Lunch. D91 students can preorder their meals and those approved for free and/or reduced lunch would continue to receive meals at no/reduced cost. Meals will be available during the entire period of remote learning.

Please email [jkoziol@d91.net](mailto:jkoziol@d91.net) with any questions. We ask that you notify us at least one business day in advance if you will be participating in Meal Pick-up.

### **Procedure for picking up meals:**

- Access Kelvin Grove from 8th Street by turning into the driveway that leads to the playground.
- Drive past the playground and stop outside of Door 9.
- Honk - Stay In Your Vehicle Unless On Foot (Knock if not in vehicle).
- A food service distributor will ask your last name and will return to your vehicle with the grab and go sacks.
- Children can access meals on their own; parents are not required to be present at distribution.

### **Blended Learning:**

If the district is utilizing a blended learning model with onsite and remote attendance days, breakfast and lunch will be provided on site during student attendance days and meals will be provided for days that they are not on site. D91 students can preorder their meals and those approved for free and/or reduced lunch would continue to receive meals at no/reduced cost. Please email your building's lunch program manager with any questions.

## **Communication Plan**

Our priority during this period of remote learning is the safety, health, and well-being of our students, staff and families. The district wishes to partner with families to keep children emotionally and physically safe, fed, and engaged in learning. It is not the intention of remote learning for parents to become the sole provider of educational content, but our schools rely heavily on your support. With a strong partnership between home and school, we can keep students progressing emotionally and academically during an unprecedented time.

Regular communication will be provided to keep students actively engaged, provide structure, and alleviate stress and uncertainty. Lockport District 91 utilizes [www.d91.net](http://www.d91.net) and ParentSquare as the primary messaging tools. The district webmaster frequently updates the website with information stakeholders may need. Parents are encouraged to install the ParentSquare app or visit the ParentSquare website to view all posts and relevant information; families may receive mass or targeted text messages, voice calls and/or emails through the platform as well. Parents can create their ParentSquare accounts to receive messages in the language of their choice and can use Google translate to interact with the website. Social media may also be used to amplify messages sent via ParentSquare or posted to the website.

Parents can communicate with staff via email, Parent Square, or phone at 815-838-0837; please refer to the staff directory on the website, [D91.net](http://D91.net).

All teachers will be assigned a laptop or chromebook for use at home for Remote Learning days in order to offer services through Google Classroom. Students will be provided with specific options for daily communication with their teacher(s) through Google Classroom. These may include email, Google meet/hangout, or other educational technologies. An assignment schedule will be provided each week for student and parent reference and will be housed on the district website in the remote learning section.

## **Social Emotional Supports to Students and Families**

D91 Nurses & Social Workers Available to Parents/Guardians & Students:

Hours: 8:30-3:00 on remote learning days (Please see school calendar)

### **Social Emotional Learning (SEL):**

Our vision for remote learning includes the continuation of Social Emotional lessons in order to address students' social and emotional needs. Parents and students will be surveyed to gather information regarding the effects of the transition to remote learning has had on families. Students in all grade levels will receive a weekly social emotional lesson during remote learning (delivered as Second Steps, Morning Mindfulness, Guidance, Advisory, or Behavioral Support). Students who desire additional support are directed to reach out to their school social worker and an individual plan of support may be put in place. Staff members are encouraged to:

- Provide opportunities for positive feedback/connection
- Acknowledge students' current situation and context
- Provide students with appropriate supports to process events
- Utilize trauma-informed practices, when possible
- Utilize school and community resources to provide mental health supports

### **Special Populations:**

Students with special needs (IEP and 504), English learners, or students facing homelessness/foster care will benefit from individual outreach from case managers, practitioners and other related service providers to meet the needs of the learner. Students receiving English Language learner support, Title I, or RTI supports will continue to receive those services through their current practitioner.

Special education students' parents/guardians should expect communication from the case manager. Parents/guardians can contact Mr. Larry Spencer for assistance at extension 1138 or [lspencer@d91.net](mailto:lspencer@d91.net). Parents of students with 504 plans may contact their building principal with questions or concerns.

Students struggling with homelessness and/or change in living situation may contact our Homeless Liaison, Mr. John Jennings at extension 1105 or [jjennings@d91.net](mailto:jjennings@d91.net); families of foster children can contact the Foster Child Liaison, Mrs. Jaime Koziol at extension 2104 or [jkoziol@d91.net](mailto:jkoziol@d91.net).

Students in these groups may receive more frequent communication, including email, phone, and other methods of communication (Google Classroom and Meet). Remote learning opportunities will be synchronous and asynchronous sessions, which may include teletherapy, flexible instruction, paper based resources, materials based on the IEP, or other modalities appropriate to the needs of the individual student. The goal is to provide appropriate learning activities that meet the criteria of the 504, IEP, or RTI plan.

### **Length of the Remote Learning Day**

Schools will ensure and verify 5 clock hours of instruction or work as required by Illinois school code for students participating in a remote learning day. Illinois Public Act 101-0012 states the requirement that a school day consists of a minimum of five hours of instructional time, and allows students to engage in remote learning.

Flexibility will be built into the daily plans to ensure each child is able to engage appropriately by grade level and achieve 2.5 hours of live instruction daily.

### **Attendance**

Student attendance will be recorded in Infinite Campus based on attendance in synchronous sessions on remote learning days.

Students will engage in learning activities each day following a grade level schedule. Students who attend sessions and accomplish independent assignments will be considered present. Students who do not attend sessions or accomplish independent assignments are considered absent.

Students will not be penalized for absences caused by computer problems, power outage, or circumstances beyond their control. Caregivers must communicate such difficulties as early in the academic day as possible, so technical assistance can be provided when possible. School personnel will document attempts made to engage the student via email, phone logs, and Google Classroom comments.

Parents should call the student attendance line at (815)838-0737 (press 1) if their child will not be in attendance each day by 9:00am. Proactive communication will ensure the remote assignments remain available; we desire to give students flexible timeframes to redo and/or submit at a later date if circumstances require excused absences per the Illinois School Code.

Each assignment completed will be given feedback and the opportunity for corrections or improvements. To monitor student progress on assignments, teachers and school/district leaders have access to progress dashboards.

### **Professional Development**

The 20-21 School Year will start with five remote learning professional development days to provide teachers and support personnel with strategies and skills to enhance the remote learning experience. Those that are absent will need to meet with their building administrator independently to review the provided information. A wide variety of available remote learning resources, strategies, options, and examples will be provided for teacher reference and collaboration. Building principals and the curriculum coordinator will offer ongoing professional development and/or support to ensure successful implementation of the Remote Learning Plan through the academic term. The Remote Learning Plan will be reviewed and staff will be trained annually.

### **Remote Learning Lessons**

Teachers will design worthwhile learning activities that are reflective of the high quality instruction intended in the core curriculum. On remote learning attendance days, teachers will provide synchronous and asynchronous instruction via the district's learning management system. Teachers will use online components for

curricular elements already board adopted and familiar to the student (ie. Go Math, StemScopes, Discovery Education, Sadlier, My World, Early Explorers, Superkids, Google Classroom). In order to create the best possible alternate learning experience, teachers will collaborate with their grade level teams.

- Staff will be on premises unless prohibited by governance or inclimate weather.
- Each day is structured to achieve a minimum of 300 instructional minutes per grade level.
- Each grade level would have a unique schedule that allows core academic areas and specials.
- An assignment schedule will be provided each week for student and parent reference.
- Google Classroom will be utilized as the primary platform for academic content.
- All students in grades K-8 will receive exploratory and physical education instruction when remote.
- During remote learning, core content teachers will provide synchronous sessions to be recorded as asynchronous learning opportunities for students unable to attend the live-streamed session. Each student will be provided an ELA, Math, and a Science or Social Studies synchronous session daily. Teachers will include asynchronous activities correlated with the instruction from each subject daily.

The district recognizes the importance of our academic culture and will work to optimize the remote learning experience for all students. As a result, possible adjustments to the curriculum will be continually assessed with each academic team to create the highest quality programming possible.

An example remote learning day schedule is as follows:

Times	K-5	6-8
8:30-9:00	Math	Exploratory
9:00-9:30	Math	PE
9:30-10:00	Specials	Period 1
10:00-10:30	Science	Period 1
10:30-11:00	PE	Period 2
11:00-11:30	Homeroom	Period 2
11:30-12:30	Lunch	Lunch
12:30-1:00	Social Studies	Period 3
1:00-1:30	ELA	Period 3
1:30-2:00	ELA	Period 4
2:00-2:30	ELA	Period 4
2:30-3:00	Advisory/RtI	Advisory/RtI

Learning activities may include videos, recorded instruction, learning resources, links, PDF's, assessments, blogs, games, or other activities required for a lesson. Materials will be digitized and made available to students in Google Classroom, and students will have appropriate workbooks as needed. Through Google Classroom, teachers have the ability to add web resources and files so that both students and families are able to access important learning materials.

Teachers and other related service professionals are empowered to design alternate paper-based activities for students whose instructional objectives or capabilities require such adaptations. Special education students, English learners, and other students receiving support services will benefit from individual outreach from practitioners and specialists to meet the needs of the learner.

## **Grading**

During these unprecedented times, we prioritize the need to maintain a continuity of learning. We recognize the importance of providing feedback, assessing student progress, and learning. Synchronous and asynchronous work will contribute to a student's academic record similar to progress in on-site learning.

The emphasis for school work assigned, reviewed, and completed during the remote learning period is on grade level appropriate standard mastery. Students will be issued letter or standards-based grades as a measure of their progress toward mastery of grade-level content by subject area.

### **Grading in remote learning will:**

- Provide meaningful feedback aimed at student progress
- Encourage students to be reflective
- Be supportive
- Focus on student growth
- Be based on standards
- Follow all in classroom grading policies

### **Grading Policies:**

- Students are allowed to turn in homework without penalty within the current unit of study up to the unit or module assessment.
- Upon request, students will be allowed the opportunity to retake an assessment and will receive the higher grade of the two assessments. The teacher will determine the criteria for students to be allowed to retake or make corrections on assessments.

**Grading Scale:**

<b>100-99%</b>	<b>A+</b>
<b>98-94%</b>	<b>A</b>
<b>93-92%</b>	<b>A-</b>
<b>91-90%</b>	<b>B+</b>
<b>89-85%</b>	<b>B</b>
<b>84-83%</b>	<b>B-</b>
<b>82-81%</b>	<b>C+</b>
<b>80-75%</b>	<b>C</b>
<b>74-73%</b>	<b>C-</b>
<b>72-71%</b>	<b>D+</b>
<b>70-66%</b>	<b>D</b>
<b>65-64%</b>	<b>D-</b>
<b>63% and below</b>	<b>F</b>

**Transition to On-site Learning**

The district understands that partial or full remote learning may occur at any time due to factors outside of the control of the school system. The most effective instruction occurs in-person with the presence of a professional teacher, and the district is committed to resuming on-site learning to the greatest extent possible.

Remote learning devices, district-owned Chromebooks, will be collected and inspected for damages during the transition or as soon as feasible. Families will be assessed for damaged or lost devices. Assessments will be added to the tuition for the following school year.

School personnel will communicate with students and their caregivers regarding the academic and special emotional factors involved in transitioning from remote learning to on-site attendance. As students shift back to the classroom environment, assessments will be conducted in order to provide the professional staff insight regarding what services are needed to support students. Priority will be placed on growing the relationships formed in the virtual classroom into even stronger community bonds within the physical classroom.