Lockport School District 91
Remote Learning Plan
2019-2020

The safety and wellness of D91 students and their families is central to our educational mission. On March 27, Dr. Carmen I. Ayala, State Superintendent of Education declared that Remote Learning Days will begin for schools statewide on March 31 and continue until in-person instruction can resume.

Remote Learning benefit students by:

- Providing the opportunity to learn in a blended 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

We know that no Remote Learning day can 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 during this unprecedented time.

Accessibility of Remote Learning

The district encourages each learner to have a device available to utilize for Remote Learning. In order to ensure universal access to the learning program, students that do not have access to a laptop, desktop, or Chromebook will be encouraged to check out a Chromebook for home-use from the district. The district will provide instructions to guardians regarding how to obtain a device and/or hot spot for use at home via ParentSquare and our website.

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.

Families with no WIFI internet access should contact the superintendent or technology director in order to explore your connectivity options. Please contact them immediately.

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: https://www.youtube.com/watch?v=xfgqtCi7hdo.

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, 99 % 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, https://www.internetessentials.com/ 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.

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 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. To streamline the phone system interface for students and families, the district has modified the connection options for callers. Families can press 1 to report a student absent, 2 to speak with a social worker, 3 to speak with a nurse, 4 to speak with administration or district staff, or 6 for a dial by name directory.

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 chat/hangout/duo, Zoom meeting, or other educational technologies.

Local websites with additional information can be found here:

- https://coronavirus.illinois.gov/s/
- https://willcountyhealth.org/coronavirus-information/
- https://www.isbe.net/coronavirus

Meal Distribution

Meal Pick-Up is Monday and Thursday for Breakfast and Lunch (three breakfasts and lunches will be provided on Monday and two breakfasts and lunches will be provided on Thursday). Meals will be available during the entire period of remote learning.

Families that desire meals for their children ages 18 and under can come to Kelvin Grove between 9am and 10:30 am each pick up day. Parents and/or children need only to come to Door 9 (remain in your vehicle unless on foot) and tell the food service distributor how many children under the age of 18 you need to feed.

Please email jkoziol@d91.net with any questions. No income limits, No verification required, No questions asked. Please 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 you how many children under 18 you require meals for 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

Social Emotional Supports to Students and Families

D91 Nurses & Social Workers Available to Parents/Guardians & Students:
Hours: 9am-2pm on remote learning days (Please see school calendar)

They can be contacted by dialing 815-838-0737 and extension 3551 for social workers or extension 3552 for nurses and follow the prompt.

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. Students in all grade levels will receive a weekly social emotional lesson (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 disabilities (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 other support services (RTI, Title I, etc) will benefit from customized support.

Special education students' parents/guardians can contact Mr. Larry Spencer for assistance at extension 1138 or lspencer@d91.net. Parents of students with 504 plans can contact their building principal.

Students receiving English learners, Title I, or RTI supports will continue to receive those services through their current practitioner.

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; families of foster children can contact the Foster Child Liaison, Mrs. Jaime Koziol at extension 2104 or jkoziol@d91.net.

Students in these groups may receive more frequent communication, including email, phone, and other methods of communication (Zoom, Google classroom). Remote learning opportunities may include real-time instruction, use of teletherapy, flexible instruction, or paper based resources and materials based on the individual needs of the student. The goal is to provide appropriate learning activities and support for these students based on their 504, IEP, or RTI plan.. Our staff members will make every effort to stay connected to students for a continuity of

educational and related services. Staff members will document these efforts.

Attendance

All work will be posted in the Google Classrooms by 9:00 am on each Remote Learning day.

Students are encouraged to engage in learning activities each day and caregivers are empowered to develop a remote learning schedule that works for their family. Attendance will be determined by the percentage of student engagement in each subject area on a weekly basis. Elementary students who accomplish submissions will be considered present/engaged. Students who do not accomplish submissions are considered absent/disengaged.

Students will not be penalized for absences/periods of disengagement caused by computer problems, power outage, or circumstances beyond their control.

Parents should call the student attendance line at (815)838-0737 (press 1) if their child will not be able to complete their weekly submission. Calling the attendance line signals to the teacher that a student may need additional time to complete an assignment. Proactive communication will ensure the assignment remains available; we desire to give students flexible timeframes to redo and/or submit at a later date.

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

Guidance from the State of Illinois: The following recommendations and guidelines are presented as suggested minimum and maximum times of engagement by each student in remote learning activities.

Grade Level	Minimum	Maximum	Recommended 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: 30 minutes/day Total: 180 minutes/day	1 subject area or class

School Calendar

April 2020					May 2020				
		1	2	3	Possible Schedule if Remote Learning Continues				1 PD
6 PD	7 X	8 X	9 X	10 NIA	4 X	5 X	6 X	7 X	8 PD
13 X	14 X	15 X	16 X	17 PD	11 X	12 X	13 X	14 X	15 X
20 X	21 X	22 X	23 X	24 PD	18 X	19 X	20 X	21 X	22 TI
27 X	28 X	29 X	30 X		25 HOL	26	27	28	29

Key: X remote learning day, NIA not in attendance, HOL holiday, PD professional development day, TI teacher institute day

Remote Learning Lessons & Assignments

Teachers are encouraged to design worthwhile learning activities that are reflective of the high quality instruction students are engaged in on a daily basis within D91 classrooms. When possible, teachers should use online components for curricular elements already board adopted and familiar to the student. In order to create the best possible alternate learning experience, teachers are encouraged to collaborate with their grade level teams. Activities will be aligned to the Illinois Learning Standards; however new standards and content will not be introduced in order to ensure no educational harm to any child. The scope and sequence of the following grade level will be adjusted to include standards and content that were missed during the 19-20 academic year.

Faculty Guidelines:
9:00 am- Learning modules posted
8:00am- 3:00pm- based on the needs of your students, 5 hours of flexible availability for the following tasks:

- Feedback and grading
- Lesson design
- Communication and follow-up
- Support and structure
- Include two hours of office hours for students

Teachers will communicate their office hours and the expected days of assignment posting to students and families in the Google Classroom announcements and in the individual/grade level Friday communication via ParentSquare.

In order to optimize learning, we encourage cross-curricular activities that include multiple subject areas. Those options and opportunities include the following:

- Journals (could include journaling about what they've learned, writing prompts, collection of activities completed, etc.)

- Academic Activities (specific assignments, scavenger hunt, non-digital resources, penpals, software applications, read to parents or siblings, books study, manipulatives, count money, etc.)
- Social Engagement Activities (group video chats, written communication/emails to teachers and/or classmates, family board games, etc.)
- Hands-on Activities (art, physical education, music, create your own board game, cooking, gardening)

Example Daily Plan for older grades (younger grades may not assign every subject every day):

<u>Math</u>

- Go Math Personal Trainer module and assignment

<u>Reading/ELA</u>

- Sadlier reading and questions

<u>Science</u>

- Stemscopes simulation and questions

<u>Social Studies</u>

- Discovery education

<u>Specials</u>

- Google Classroom assignment for Gym/Health
- Exploratory classes and/or band assignments
- Social Emotional weekly assignment

Learning activities can include video, introductions, instructions, learning resources, links, PDF's, assessments, blogs, or other activities required for a lesson. 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. Live events such as video recordings or synchronous lessons will be recorded and posted in Google classroom in order to ensure all students have access asynchronously.

Teachers and other related service professionals will design alternate paper based activities for students whose instructional objectives or capabilities require such adaptations. Teachers may opt to assign a hybrid of online and paper/pencil assignments.

Grading

During these unprecedented times, we prioritize the connectedness and care for our students and one another as we maintain a continuity of learning. We recognize the importance of providing feedback, assessing student progress, and learning. Rather than issuing a letter grade, teachers will determine the percent of student engagement in each subject area during the remote learning period (April 7-TBD). Students will be issued Pass or Incomplete.

Pass	Incomplete
75% or greater weekly engagement	74% or less weekly engagement

All students will have the opportunity to redo, make up, or try again to complete, show progress, or attempt to complete work assigned. Teachers will update prior engagement reports if work is submitted at a later date. The emphasis for schoolwork assigned, reviewed, and completed during the remote learning period is on developing skills and abilities, not on compliance. These recommendations on grading are based upon the principle of *no educational harm to any child*; teachers will err in the best interest of the child. School personnel are required to document every attempt made to engage the student.

Grading in remote learning will:

- Provide meaningful feedback aimed at student progress
- Encourage students to be reflective

- Be supportive
- Focus on student growth

Grading in remote learning will not:

- Result in a letter grade
- Require full content mastery

Remote Learning cannot replace teacher to student learning and therefore grade level teams will focus on essential learning targets and will work to make adjustments in the curriculum starting point for the 2020-2021 school year.

Professional Development

Teachers received a full day of Remote Learning training during an emergency institute day on March 16, 2020. Additional Remote Learning professional development days will be offered on April 6, 2020, April 17, 2020, May 1, 2020 (tentative), and May 8, 2020 (tentative). A wide variety of available Remote Learning resources, strategies, options and exemplars will be provided for teacher reference and collaboration. Building principals and the curriculum coordinator will offer virtual professional development and/or support to ensure successful implementation of the Remote Learning plan. Time has been built into the Remote Learning day for peer collaboration. The Remote Learning plan will be reviewed and staff will be trained on annually.

Transition to On-site Learning

At the conclusion of remote learning, a transition toward on-site learning will commence. The modified grading practices utilized during remote learning will shift back toward traditional grading practices including the use of letter grades as summative designations measuring student progress of curriculum standards.

The district understands that there are factors outside of the control of the school system with learning being

moved off site. Our students and their families may have faced numerous challenges unbeknownst to our faculty and staff. Students that were not successfully engaged in remote learning during the final trimester (74% or lower engagement resulting in an “incomplete”) will be enrolled in a summer bridge program coordinated by the district. During this instructional program, students will have the opportunity to review essential learning standards in the content areas of reading and math. The goal is to successfully prepare those students for promotion to the next grade level.

Remote learning devices, district owned chromebooks, will be collected and inspected for damages during the final week of the 2019-2020 school year 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.

The district recognizes the importance of on-site learning and that remote learning cannot duplicate the amount and quality of learning that takes place inside a classroom. As a result of the lost instructional time inside the classroom during the final months of the 2019-2020 school year, an adjustment to the curriculum to address the standards that are typically covered during the time remote learning took place will be made for the 2020-2021 school year.