



Remote Learning Plan Procedures



Achieving Excellence Takes Everyone

Introduction

On Tuesday, April 7th, Lake Villa School District will be implementing a Remote Learning Plan for all students in the district. Over the past weeks, district staff has been refining elements of the plan and providing professional development for staff. Our goal is to continue to engage students in the learning process during the COVID 19 Pandemic. Please review aspects of the plan that are applicable to your student/s. If you have any questions please contact your classroom teacher or building principal.

The development and implementation of Remote Learning is new to everyone. We would appreciate that our stakeholders understand that the delivery of instruction in a remote learning environment is not perfect. Staff are doing their best to provide instruction and make connections with students through new platforms and strategies. Please refrain from judging staff or posting information that is being provided to students on social media. All of our stakeholders should understand the privacy rights of both our students and staff as instruction is being provided to students remotely.

Purpose

In the event of school closings, the implementation of an “Electronic Learning” (Remote Learning) day may now be utilized by the District in lieu of the traditionally scheduled emergency days at the end of the academic year. On Remote Learning days, students will engage in remote and virtual instruction while not being physically present at school. Our goal on Remote Learning days is to partner with our families to provide meaningful and engaging learning opportunities outside of the classroom, both electronic and non-electronic, which will maintain our high expectations and pursuit of increased student growth and achievement.

We acknowledge the reality that Remote Learning days create specific challenges for students, families, and staff. We further acknowledge that these challenges are unique to the different grade levels. While acknowledging these challenges, feedback in the District has demonstrated that our families greatly value the benefits that Remote Learning days provide in regards to a more predictable school calendar, continuity in learning, and more.

Communication

In order for Remote Learning days to be implemented effectively, they will require advanced communication. The District will send a communication to all staff and students to notify them of this possibility. This will allow all impacted stakeholders to prepare for Remote Learning instruction and to bring home the necessary devices and resources to participate in remote learning. A communication will be sent by the District if it is ultimately determined that school will be cancelled and a Remote Learning day will be implemented.

In the event of an internet and/or power outage that impacts a significant portion of our District households, an Remote Learning day may not be called or may be cancelled. If the outage is localized (i.e. a specific home or small neighborhood cluster), students can take advantage of the additional one calendar week to complete their learning tasks (see “Student Attendance”).

Device Access

All Lake Villa School District #41 students in 3rd-8th grade and staff are issued a Chromebook. 3rd - 8th grade students will utilize already deployed 1:1 Chromebooks. EC/PreK-2nd grade students will be issued a Chromebook and charger the preceding day of an emergency day. The advanced notice by the District of potential Remote Learning days will provide students and staff the opportunity to bring necessary technology devices home. All certified and non-certified staff will use a district-issued Chromebook.

Internet Access

We want all families to have access to the internet on Remote Learning days and throughout the year. If a family does not have the internet at home or from another reasonably accessed remote location, please contact the building principal. The District will contact Comcast or another telecommunications service in an effort to secure wireless hotspots for students who do not have access to the internet. A survey will be sent to all families to determine if they have internet available at their home through the district mass communication system.

Technical Assistance

Administration and technology personnel will be available daily from 8:45 am to 3:45 pm for support. We ask that students/parents first reach out to the teacher associated with the class with which they are experiencing an issue. If the teacher is unable to resolve the issue, they will submit a technology ticket with our District technology support team. Staff will be available through the helpdesk (technology@district41.org). **Due to safety concerns, there will not be any Chromebook repair during the COVID 19 pandemic.**

Student Attendance

Per ISBE regulations posted on 3/29/2020, staff do not need to take attendance during an Remote Learning day. Staff should follow-up with students/parents for students not actively engaging in Remote Learning.

Delivery of Curriculum and Collection of Assignments

All curriculum delivery will be done digitally through Rapid Identity and GSuite Applications. All teaching staff are expected to deliver instruction, assign practice, and determine understanding through assessment for all Remote Learning Experiences for the adopted content in their category of position. As a general guideline, the content areas should reflect approximately 10-15 minutes of direct instruction through Google Meet (this does not include independent practice) per content area/specials/encores during normal days of attendance. Teachers that are already using Screencastify may continue to use this platform. If Google Meet is used by staff to deliver (live) instruction, it is required for staff to use the record feature so that students who cannot attend at the given time can access the lesson. Teletherapy should be used by special education staff to support students when possible. Our goal as a district is to ensure that staff are interacting with students on a regular basis throughout this remote learning experience to assist in the social emotional aspect of our relationships with students.

During a Remote Learning day, all personnel should be available from 8:45 am-3:45 pm daily, but are not required to be continuously online. The Remote Learning day is meant to be flexible for staff and we acknowledge that staff members may have their own children to supervise and/or have other unique demands on these days. During Remote Learning hours, teachers should post a schedule for their classes for all students they serve by 8:45 a.m. It is extremely important for staff to collaborate with specials/encore teachers and support providers i.e. SPED, reading resource, TPI, and RTI teachers for the students you serve. This will assist in making sure that instruction does not overlap. In addition, teachers should provide students a two hour timeframe for office hours. The purpose of having office hours is to provide students and parents a time frame when teachers are available to answer any questions or provide feedback to stakeholders. It is also important to include one hour in your schedule each day to collaborate with other staff members.

The general expectation for parent communication is that any communications are responded to within a 24 hour time frame. Parents and students should use each teacher's posted office hours as much as possible. Staff are expected to communicate with students and/or parents through our established tools and resources including email, Google Classroom, Google Drive, Seesaw, and Google Meet. This includes collaboration with related service staff.

In an effort to ease into the remote learning process, during the first week of implementation (April 7-9; April 10th is a non-attendance/instructional day) elementary grade level teachers should only focus on English Language Arts and mathematics. This will provide elementary staff and students the opportunity to learn how to navigate this new instructional process. Specials/encore teachers and middle school and support providers should schedule classes and/or services for the first week of implementation. All teachers should limit assignments and activities in the first week to minimum teaching/learning time per day. This will allow students and staff to transition into this Remote Learning Environment. Middle School content teachers who also teach exploratory classes will not need to post lessons for their exploratory classes.

The following table represents the minimum and maximum amount of total time students will spend on Remote Learning each day (Minutes do not include special education service). This includes instruction/practice for all content areas, specials/encores, and additional support services (per Illinois State Board of Education Guidelines):

Grade Level	Minimum amount of teaching/learning time per day	Maximum amount of teaching/learning time per day
EC/PreK	20 minutes	60 minutes
Kindergarten	30 minutes	90 minutes
Grades 1-2	45 minutes	90 minutes
Grades 3-5	60 minutes	120 minutes
Grades 6-8	90 minutes	180 minutes

Daily Lesson Plans

All teaching staff will post lesson plans for students by 8:45 am on Google Classroom. Elementary grade level teachers may take the responsibility of posting for one content area for the entire grade level at their respective school as long as all content areas are covered.

Expectations for staff are to include 10-15 minute lessons for each course of instruction, two hours available for office hours, and one hour of collaboration/staff meeting time built into their daily schedule that takes place within the 8:45-3:45 school day. It is recommended that staff create consistent schedules for the benefit of students and other service providers.

Early Childhood/Prek Instruction

A Remote Learning experience will be a greater challenge for early childhood and prek students. As a result, adults and/or older siblings may be needed to support students if they are to be successful with an Remote Learning experience. In the event that students may need this type of support, teachers should provide guidance to adults and/or older siblings in an effort to assist younger students. All EC/PreK teachers, together, will provide mini lessons through Google Meet for students. It is suggested that teachers use Google Meet in providing students with specific times in which instruction will take place unless teachers are providing students a recorded copy of the lesson on Google Meet. When using Google Meet to deliver (live) instruction, it is required for staff to use the record feature so that students who cannot attend at the given time can access the lesson. EC/PreK teachers may elect to meet with smaller groups of students via Google Meet in an effort to

provide additional support to students and their parents. Staff follow-up should take place during times when direct instruction is not taking place.

Cross-Categorical Instruction

A Remote Learning experience will be a greater challenge for cross-categorical students. As a result, adults and/or older siblings may be needed to support students if they are to be successful with an Remote Learning experience. In the event that students may need this type of support, teachers should provide guidance to adults and/or older siblings in an effort to assist cross-categorical students. Cross-categorical teachers will provide mini lessons through Google Meet to present lessons for students. Teachers that are already using Screencastify may continue to use this platform. It is suggested that teachers using Google Meet provide students with specific times in which instruction will take place unless teachers are providing students a recorded copy of the lesson on Google Meet. If Google Meet is used by staff to deliver (live) instruction, it is required for staff to use the record feature so that students who cannot attend at the given time can access the lesson. Each of these lessons will be followed with practice through regular digital curriculum resources posted to Google Classroom. Cross-categorical teachers may elect to meet with smaller groups of students via Google Meet in an effort to provide additional support to students and their parents. Staff follow-up should take place during times when direct instruction is not taking place.

Primary Instruction

A Remote Learning experience will be a greater challenge for primary students. As a result, adults and/or older siblings may be needed to support students if they are to be successful with a Remote Learning experience. In the event that students may need this type of support, teachers should provide guidance to adults and/or older siblings in an effort to assist younger students. Teachers in grades kindergarten through second grade will provide mini lessons through Google Meet to present lessons for students. Teachers that are already using Screencastify may continue to use this platform. It is suggested that teachers using Google Meet provide students with specific times in which instruction will take place unless teachers are providing students a recorded copy of the lesson on Google Meet. If Google Meet is used by staff to deliver (live) instruction, it is required for staff to use the record feature so that students who cannot attend at the given time can access the lesson. Each of these lessons will be followed with practice through regular digital curriculum resources posted to Google Classroom. Primary teachers may elect to meet with smaller groups of students via Google Meet in an effort to provide additional support to students and their parents. Staff follow-up should take place during times when direct instruction is not taking place.

Grades Three through Six Instruction

Teachers in grades three through six will provide mini lessons through Google Meet to present lessons for students. It is suggested that teachers using Google Meet provide students with specific times in which instruction will take place. Teachers that are already using Screencastify may continue to use this platform. If Google Meet is used by staff to deliver (live) instruction, it is required for staff to use the record feature so that students who cannot attend at the given time can access the lesson. Each of these lessons will be followed with practice through regular digital curriculum resources posted to Google Classroom. Staff follow-up should take place during times when direct instruction is not taking place.

Middle School Content Area Instruction

Teachers in grades seven and eight will provide mini lessons through Google Meet to present lessons for students. Teachers that are already using Screencastify may continue to use this platform. It is suggested that teachers using Google Meet provide students with specific times in which instruction will take place. If Google Meet is used by staff to deliver (live) instruction, it is required for staff to use the record feature so that students

who cannot attend at the given time can access the lesson. Each of these lessons will be followed with practice through regular digital curriculum resources posted to Google Classroom. Staff follow-up should take place during times when direct instruction is not taking place.

Specials/Encores

Elementary "specials" teachers will create one class for each grade level they serve in Google Classroom and will be required to provide one lesson per grade level per week. Specials/Encore teachers should use Google Meet to provide instruction on a specific skill. Teachers that are already using Screencastify may continue to use this platform. If Google Meet is used by staff to deliver (live) instruction, it is required for staff to use the record feature so that students who cannot attend at the given time can access the lesson. Each of these lessons will be followed with practice through regular digital curriculum resources posted to Google Classroom. Physical education instruction at the elementary level kindergarten will take place on Mondays, 1st grade on Tuesdays, 2nd/3rd grades combined on Wednesdays, 4th/5th grades combined on Thursdays, and 6th grade on Fridays. The schedule for art will have Sixth grade on Monday, fourth/fifth grade on Tuesdays, kindergarten on Wednesday, second/third grade on Thursday, and first grade on Friday. Music will schedule fourth/fifth grades on Monday, sixth grade on Tuesday, first grade on Wednesday, kindergarten on Thursday, and second/third grades on Friday. It is important for specials/encore teachers to collaborate with grade level and support staff to ensure instruction does not conflict with other instruction taking place.

Band

Band teachers will create one class for each sectional for each grade level they serve in Google Classroom and will be required to provide one lesson per grade level sectional per week. Band teachers should use Google Meet to provide instruction on a specific skill. Teachers that are already using Screencastify may continue to use this platform. If Google Meet is used by staff to deliver (live) instruction, it is required for staff to use the record feature so that students who cannot attend at the given time can access the lesson. Band teachers should schedule any (live) instruction around other (live) content area instruction that is taking place on a given day. Each of these lessons will be followed with practice through regular digital curriculum resources posted to Google Classroom.

Special Education/Reading Resource, RTI, and EL Instruction

A Remote Learning experience will be a greater challenge for students with disabilities. As a result, adults and/or older siblings in the home may be needed to support students if they are to be successful with an elearning experience. In the event that students may need this type of support, teachers should provide guidance to adults and/or older siblings in an effort to assist students. All grade level/content area teachers should add support providers to their Google Classrooms for the students they serve within their classrooms. All special education, related service providers, reading resource, RTI, and EL teachers will provide students with interventions digitally on a daily (or per a student's IEP or 504 or what is reasonable) through the instruction initiated by the classroom teacher within the daily classroom lesson. Teachers may, if they elect to do so, schedule sessions individually, in groups (i.e. EC/Self-Contained, Speech, Social work, OT, PT, HI, Behavior Itinerant, Vision Itinerant), or join grade level teachers during their instruction to support the students that they serve. Staff follow-up should take place during times when direct instruction is not taking place. Service providers should not record any of these meetings in Google Meet due to student privacy issues. All special education will need to document what they are doing for each child on their caseload. This will be crucial when school is back in session and it will need to be determined for any compensatory services. Please know, no one is entitled to full make up of all services missed. It is case by case based on how the child is presenting.

Special Education Resource

Special education resource students will continue to have access to suggested activities by their teacher through a link on the district website. Google Meet can be used to provide individual/small group Remote Learning.

Speech/Language

Speech/language students will continue to have access to suggested activities by their speech/language teacher through a link on the district website to Google Classroom. Google Meet can be used to provide individual/small group support. We will be doing teletherapy for related services utilizing Google Meet. Times will have to be coordinated so not to overlap with teachers instructional time.

Social Work

Social work students will continue to have access to suggested activities by their social worker through a link on the district website. Google Meet or phone can be used to provide individual/small group support. We will be doing teletherapy for related services utilizing google hangout/meet. Times will have to be coordinated so not to overlap with teachers instructional time.

OT/PT

OT/PT students will continue to have access to suggested activities by their OT/PT provider through a link on the district website. Google Meet can be used to provide individual/small group support. We will be doing teletherapy for related services utilizing google hangout/meet. Times will have to be coordinated so not to overlap with teachers instructional time.

Reading Resource/RTI

Reading resource/RTI students will continue to have access to suggested activities by their reading resource/RTI teacher through a link on the district website. Google Meet can be used to provide individual/small group support.

EL/TPI

Instructional activities for multilingual students should engage the entire family whenever possible. Families of Multilingual Learners are a resource for exploring one's linguistic and cultural heritage. For example, educators can take into consideration how students might engage in authentic language through conversation with family members. EL/TPI students will have access to suggested activities by their EL/TPI teacher through a link on the district website. Google Meet can be used to provide individual/small group support.

IEP Meetings

Annual review meetings to review student progress on IEP goals will continue during this time via virtual meetings. Case Managers should contact the parents of students who have an annual review meeting scheduled during the school day and provide instructions on how to participate in the meeting virtually. Additionally, we are committed to completing initial and triennial reevaluations during the school closure. As you can imagine, certain evaluation components will be impossible to complete without face-to-face assessment of students. School Psychologists will contact parents of students in the process of being evaluated to discuss what evaluation components can be completed during the school closure and to discuss alternatives to evaluation components that cannot be completed without in-person access.

Learning Teams/Special Education Collaboration/Staff Meetings

All staff should build into their schedule a collaboration time daily. This will allow for joint planning to take place between educational and support staff. It is important to keep a regular schedule for all live Google Meetings for instruction. This will allow service providers to schedule students for support. Building principals should schedule weekly or bimonthly virtual staff meetings in an effort to share information and gain feedback from staff on the Remote Learning Process.

Instructional Assistants

All instructional assistants will work remotely. They will be available digitally to support IEP students from 8:45 am to 3:45 pm during normal school days. Instructional assistants will be set up as co-teachers in Google Classroom, Google Meet and/or digital applications with the use of a Chromebook to support students.

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; and communicating this to students, parents, and teachers in the form of grades. To that end, we further identify a focus of keeping children emotionally and physically safe, fed, and engaged in learning.

Student/Parent Expectations/Communication

All communication to students and parents will be done through Google Classroom and district email accounts. Parents/guardians are asked to oversee student engagement on Remote Learning days, as appropriate by age and ability level. This includes staying abreast of District and classroom communications and helping the child(ren) participate in learning. Parents/guardians are not expected to assume the role of the teacher or teach new content.

If a student has been engaged in learning and cannot complete the entirety of the expectations given to them, then it is appropriate for the student (or parent/guardian if more age appropriate) to reach out to the teacher(s) to share this information.

Students will receive clear expectations from their teachers regarding how they will be able to effectively participate in learning on a Remote Learning day in Google Classroom. This will include communication regarding the resources they will need to access, how they will access them, how they will participate in learning, and how they will demonstrate learning.

To the greatest extent possible, and as appropriate by age, students are encouraged to independently engage in their learning activities. This includes checking their school email for communications and/or accessing their applicable online resources used for their respective classes.

The expectation is that students complete their Remote Learning expectations within the five days it is assigned. However, we understand that issues may arise, which will impact the extent to which student participation is within the student's control as to the time, pace, and means of learning. To account for unanticipated challenges that may emerge such as power outages, technology issues, oversight of learning, illness etc., students will have additional time to complete their learning tasks.

Transition Back to On-site Learning

When schools are allowed to reopen for in-person instruction, the following will be considered as we transition in District #41:

- The district will follow all CDC guidelines
- All District facilities will be deep cleaned and sanitized
- Allow time for staff to plan in preparation to receive students on-site
- Upon reopening, staff and students will focus on reconnecting and supporting the social emotional needs created as a result of time away from school
- Supports will be available for students and families to transition back to daily on-site school
- Teachers will assess the status of student learning to create a new baseline for students to move forward and establish a plan for filling in learning gaps that may have occurred as a result of remote learning
- Adjustments of learning expectations made need to be made to provide for opportunities to fill learning gaps