



# **2020-2021**

# ***Remote Learning Plan***

*(As of August 17, 2020)*



**ACHIEVING EXCELLENCE TAKES EVERYONE**

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## Enhanced Remote Learning for 2020-2021

### *ENHANCED DELIVERY*

Remote Learning enables schools to provide educational opportunities when students and educators are not able to physically be on-site. Within Lake Villa District 41, remote learning is delivered online through the use of a Chromebook for our pre-kindergarten through eighth grade students. Additionally, hands-on materials for our pre-kindergarten / early childhood through first grade students as well as resource and special education students may be provided.

Remote Learning for the 2020-2021 school year will be significantly different from the Remote Learning used at the end of the 2019-2020 school year. Students will be taught live using a livestream, Google Meet and Chat feature. Whole group, small group work, 1:1 work, and virtual check-ins and feedback will take place during this time. The minimum time for live instruction will be 2.5 hours per day for a full-time remote learner. This is a significant state-wide increase.

Remote learners will participate during designated times. Online classrooms will be synchronous and mirror the on-site classrooms. The flipped classroom model may be used. This model allows for the student to preview the content and for live instruction to focus on student engagement and small group instruction. Synchronous instruction videos and flipped classroom videos will be available for a minimum of seven days. The spotlight feature can be used to eliminate students during recordings. From time to time, students may appear in the recording. Parents/guardians should contact their school principal should they have any questions/concerns.

INSTRUCTIONAL PRACTICES DEFINED		
	Defined	When
Synchronous Instruction	<p>Live teaching, review, re-teach, or preview</p> <p>Real-time conversations allow people to explore, through writing or talking, the class concepts</p>	Daily (2.5 hours per day at a minimum per ISBE)
Asynchronous Instruction	<p>Learning outside of live instruction</p> <p>Students can interact within their own schedule</p> <p>Students have plenty of time to formulate thoughts</p>	Daily

Materials will be available for pick-up on a regularly scheduled basis for early childhood education / pre-kindergarten through first grade students as well as resource, special education students, and English Language Learners. See grade level information for your child's school for specific plans.

### ***ENHANCED AND ONGOING COLLABORATION***

Teams/grade levels, Learning Teams, will **collaboratively work** together to create an approach to teaching and learning within their grade level /content area team. The intent is that they are collaborative and consistent within their team/grade level.

Time is to be established for staff members to collaborate on a daily basis with a focus on:

- Within building leadership/specialty/content/grade level teams, staff members will determine how to best build hope within their students in an inviting, supportive, and caring environment
- Within teams, staff members will collaboratively reflect upon professional development with a focus on meeting the needs of students who may have experienced recent traumas
- Within teams, staff members will collaboratively reflect upon professional development with a focus on instructional tools and practices for a remote, partially remote, or face-to-face school setting
- Specialty teams will collaboratively discuss both the social emotional and academic impact upon their student population, plan for, and prepare accordingly
- School psychologists and social workers will collaboratively discuss both the social emotional and academic impact upon the student population, plan for, and prepare accordingly
- Non-English Language Arts and Math teachers will consider how the social emotional needs as well as the academic deficits in English Language Arts and Math will impact their content areas
- Grade level teachers and service providers will identify the power standards in the areas of English Language Arts and Math that are taught during trimester three (refer to Trimester 3 Scopes and Sequences)
- Grade level teachers and service providers will identify power standards in the areas of English Language Arts and Math that students were exposed to during remote learning
- Grade level teachers and service providers will identify power standards in the areas of English Language Arts and Math that students were not exposed to during remote learning
- Grade level teachers will articulate such areas to the succeeding grade level
- Grade level teachers will reflect and create a baseline action plan, allowing for flexibility in content sequence, dependent upon the students' needs
- Consistent schedules and daily lesson plans

**Building Leadership Teams** will be utilized to monitor data and to collaboratively discuss the work of each team. Teams meeting monthly and more frequently, if needed. Additionally, district-wide building leadership teams will meet on a monthly basis.

The Building Leadership Team will participate in a Leadership Summit during the summer of 2020. The goal of the summit is to generate hope and support as we transition into the 2020-2021 school year. The focus will include:

- Our schools re-grouping as a community even with social distancing and/or remote learning
- Teaching, leading, and learning in a long-term remote setting and/or
- Teaching, leading, and learning after a short-term remote setting
- Evaluating possible standards not fully met during the spring of 2020 based upon district scope and sequences

- Pre-assessing our students' social emotional needs
- Pre-assessing our students' academic needs
- Development of activities to support our students academically and socially in alignment of our district and school improvement plans
- Development of activities to support our subgroups and most vulnerable populations academically and socially in alignment of our district and school improvement plans
- Implementation of a process that ensures both students' emotional and academic success

**Vertical Planning** will take place through the work of the Building Leadership Team and Re-Engagement Planning for full grade level/team meetings throughout the month of August. Such events will allow for teachers to discuss the standards covered and mastered during the past year.

### **Special Education Collaboration and Staff Meetings**

All staff will have a scheduled collaboration time daily. This will allow for joint planning to take place between educational and support staff. Building principals will also schedule bimonthly virtual staff meetings in an effort to guide, provide feedback, and support the staff members during the remote learning process.

### **Instructional Assistants**

Instructional assistants will be set up as co-teachers in Google Classroom, Google Meet, Seesaw and/or digital applications with the use of a Chromebook to support students. Teacher assistants may be used for individual and/or small group instruction. Office hours are encouraged. Additional duties may be assigned.

## ***ENHANCED EXPECTATIONS***

District 41 will strive to:

- Provide continuous learning aligned to our scope and sequence documents
- Engage in virtual collaboration with students
- Provide for strong partnerships between home and school
- Support students' social emotional growth through daily interactions and activities
- Work towards consistency between onsite and Remote Learning if both are being used
- Provide a schedule so that students, parents/guardians, and educators know what to expect

Schools will:

- Articulate goals
- Implement Remote Learning Plans
- Communicate regularly with all families and stakeholders
- Support teachers in planning and implementing the Remote Learning Plan
- Assist families to develop skills necessary to support Remote Learning
- Develop a plan to check on students' well being

Staff members will:

- Provide academically rigorous, differentiated remote learning activities that promote student growth in learning
- Provide students activities that tap into students' interests, readiness levels, and learning styles
- Provide a mix of real-time, flexibly timed, technological, and non-technical options to meet students' needs
- Create a common platform for student use through Seesaw for primary and Google Classroom for Primary, Upper Elementary, and Middle school students

- Collaboratively work with team members
- Post assignments for seven days, minimally
- Create and maintain a safe, engaging, and empowering culture for learning
- Communicate regularly with students and families
- Collaborate with staff, students, and parents to seek continuous improvement of the remote learning program
- Provide timely feedback to students on progress related to learning activities

Students will:

- Be prepared to learn
- Be sitting in a designated quiet workspace, with upright seating
- Have chromebook charged, powered on and ready to use or charger is nearby
- Have materials as designated by teacher (i.e., paper, pencil)
- Take responsibility for own learning
- Login for attendance
- Attend all Google classes and meetings in their entirety
- Follow school or grade level student Google Meets expectations
- Complete assigned work by the due date
- Ask clarifying questions and seek help when needed
- Be curious, engaged, and ready to collaborate
- Review and respond to ongoing feedback and communication from teachers

Parents / Caregivers will:

- Review digital learning platform expectations
- Provide a space for students to complete Remote Learning work
- Set a schedule to help students establish and follow regular daily routines
- Review and monitor assignments with students frequently
- Request technological support as needed
- Follow attendance procedures

## WHAT TO EXPECT

**Remote learning classrooms will be synchronous and mirror the on-site classrooms.**

Remote learners will participate during designated times (e.g. direct instructions, small group instruction, and as requested by the classroom teacher).

**Remote Learning will take place via livestream (e.g. Google Meet) and/or through the flipped classroom model. A flipped classroom within D41 is when a teacher-created video is assigned for homework. The teacher then engages the students (e.g. Google Classroom or livestream) using small group instruction based upon the students individual skills.**

Flipped classroom model classroom videos will be available for seven days.



**Student Attendance**

Teachers will register all attendance into Powerschool by 9:00 am daily for on-site and students engaged in Remote Learning. Attendance will be based upon participation in live instruction / Google Meets and work completion. The following morning, phone calls home if a student is not signed-in and the parents/guardians have not made prior arrangements with the teachers. Wellness checks may be made if the school district continually does not hear from the parent/guardian, nor the child.

**Grading**

Grading practices will revert back to our normal practices. Students will receive grades. Feedback will be given in a timely manner. Staff members will upload grades into PowerSchool within two weeks of the assignment due date. Our district participates in standards-based grading with multiple opportunities to show growth, progress, and understanding as well as traditional grading practices.

**Hours**

School Hours:

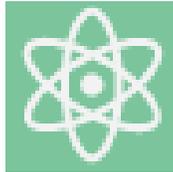
7:40 a.m. - 8:45 a.m. Teacher Plan/Meeting Time

8:45 a.m. - 11:45 p.m. Remote Learning School Day

11:45 a.m. - 12:30 p.m. Lunch

12:30 p.m. - 2:30 p.m. Remote Learning School Day

2:30 p.m. to - 3:10 p.m. Teacher Plan/Meeting Time



## Instruction: Meeting the Academic and Social Emotional

### *ACADEMIC*

District 41 will be assessing students for a potential learning loss. Preliminary approaches to diagnosing our students and meeting our students' needs may include, but not be limited to:

- Determination of standards that may have not been fully met during the third trimester
- Use and reflections of assessments as per ISBE guidelines in the areas of English Language Arts and Math at the start and throughout the year to identify learning gaps
  - English Language Arts
    - FastBridge, MAP Survey (If purchased by district), and Modified Unit Assessments for pre-assessments (On-going)
  - Math
    - Elementary-FastBridge, MAP Survey (If purchased by district), and Review What You Know for pre-assessments (On-going)
    - Middle School-FastBridge, MAP Survey (If purchased by district), and Readiness Assessments for pre-assessments (On-going)

Additionally, the following curriculum formative, benchmark, curriculum-based, summative assessments based upon our district-wide curriculum are utilized on an ongoing basis:

- English Language Arts
  - Weekly assessments: spelling, grammar, and reading selection test (vocabulary and comprehension from the program)
  - Unit assessment every six weeks
  - Writing in the areas of: narrative, expository, argumentative, and opinion/persuasive (primary/elementary)
- Math
  - SuccessMaker, Lesson quick checks (quizzes), and topic assessments following the enVision curriculum
- Social Studies
  - Chapter assessments, written responses, and projects
- Science
  - Unit assessments, lesson quizzes, and chapter assessments
- Students will also engage in:
  - Reflection, goal-setting, coaching, higher-leveled questioning, written reflections/journal responses, presentations, performance-based, self-assessment activities
  - Polls, surveys, quick writes, rubrics, white-board responses, short answers, quizzes, audio/video explanations or reflections, interviews, mini-conferences, and learning logs
- In lieu of formalized assessments for pre-kindergarten / early childhood through primary grades, digital portfolios may be used.

Such assessments will allow for timely and actionable data to be collected. Teachers will then best understand their students' skill as well as conceptual and specific knowledge that reflects classroom content. From such assessments we will implement data-informed instruction as they:

- Determine students areas of strengths with a focus on power standards
- Determine students areas for growth and educational gaps with a focus on power standards
- Prioritize a strong review and infusion of the critical standards and key skills that were not addressed or mastered from the previous year
- Determine strategies to meet areas of growth and educational gaps
- Determine best use of resource staff members based upon students' areas for growth and educational gaps
- Determine what we want the students to know based upon their background knowledge
- Determine what we want the students to know as an individual or collectively
- Determine how the student will demonstrate what they know, understand, or are able to do
- Differentiate
- Establish goals for individual student growth

Additionally, data will help guide staff members as they:

- Go deeper into each standard, taking time to develop lasting student proficiency in authentic context
- Keep high standards for all and instruction focused
- Implementation of Tier 1, 2, and/or 3 instruction with a focus on power standards
- Use of intervention and enrichment time
- Create engaging lessons

Curriculum Briefs by grade level are available at: <https://www.district41.org/Page/48>

Grade level scopes and sequences for English Language Arts and Math are below:

### Grade Level Scopes and Sequences for English Language Arts and Math

	English Language Arts	Math
<b>Kindergarten</b>	<a href="#">Grade K ELA Scope and Sequence</a>	<a href="#">Grade K Math Scope and Sequence</a>
<b>First Grade</b>	<a href="#">Grade 1 ELA Scope and Sequence</a>	<a href="#">Grade 1 Math Scope and Sequence</a>
<b>Second Grade</b>	<a href="#">Grade 2 ELA Scope and Sequence</a>	<a href="#">Grade 2 Math Scope and Sequence</a>
<b>Third Grade</b>	<a href="#">Grade 3 ELA Scope and Sequence</a>	<a href="#">Grade 3 Math Scope and Sequence</a>
<b>Fourth Grade</b>	<a href="#">Grade 4 ELA Scope and Sequence</a>	<a href="#">Grade 4 Math Scope and Sequence</a>
<b>Fifth Grade</b>	<a href="#">Grade 5 ELA Scope and Sequence</a>	<a href="#">Grade 5 Math Scope and Sequence</a>
<b>Sixth Grade</b>	<a href="#">Grade 6 ELA Scope and Sequence</a>	<a href="#">Grade 6 Math Scope and Sequence</a>
<b>Seventh Grade</b>	<a href="#">Grade 7 ELA Scope and Sequence</a>	<a href="#">Grade 7 Math Scope and Sequence</a>
<b>Eight Grade</b>	<a href="#">Grade 8 ELA Scope and Sequence</a>	<a href="#">Grade 8 Math Scope and Sequence</a>

## ***ACADEMIC SUPPLEMENTAL EDUCATIONAL MATERIALS***

Supplemental materials will be used to enhance remote learning experiences for students. Online materials include: GSuites, FlipGrid, EDPuzzle, IXL, SeeSaw, NoRedInk, Learning A-Z, RAZ Kids, PebbleGo, Mystery Science, and BrainPop. Additionally, District 41 opted for the updated STEMScopes platform which has further engaging activities for remote learners.

## ***SOCIAL EMOTIONAL LEARNING***

It is recognized that our students may return to school facing recent traumatic experiences including stress, illness, and grief. It is also recognized that such experiences for students can translate to behavioral concerns. Preliminary approaches to meeting our students' needs may include, but not be limited to:

- Use and reflection of social emotional needs surveys, observational, and anecdotal data at the start of the school year and throughout the year
- Determine if resources are appropriately distributed based upon need
- Implementation of re-engagement activities to re-establish a sense of belonging within the school community
- Implementation of Leader in Me, Tier 1, social emotional learning activities
- Implementation of small group Tier 2 sessions with school psychologist and/or social worker, as needed
- Implementation of individual Tier 2 and/or 3 school psychologist and/or social worker, as needed
- Implementation of classroom meetings conducted by school psychologist, social worker, and/or classroom teacher, as needed
- Use of intervention and enrichment time
- Monitor changes in students behaviors
- Continued implementation of restorative practices
- Limited non-structured activities
- Ongoing connections with students' families



## Delivery of Curriculum and Collection of Assignments

All curriculum delivery will be done digitally through Rapid Identity, SeeSaw, and GSuite Applications.

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.

### ***ELEMENTARY SCHOOL INSTRUCTION***

Teachers in grades early childhood / pre-kindergarten through sixth grades will provide lessons through Google Meet to present lessons for students. Teachers that are already using Screencastify may continue to use this platform. Instruction will take place during the scheduled class period. 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 are absent from class on a given day can access the lesson. Each of these lessons will be followed with practice through regular digital curriculum resources posted to Google Classroom and SeeSaw. Each class period must include live class instruction/interaction. The remaining minutes in the class period may consist of independent/group work. Please see below for grade level information. Per ISBE students need a minimum of 150 minutes (75 for early childhood / pre-kindergarten) a day of direct, live instruction. Supplemental hands-on materials may be available for pick-up on a regularly scheduled basis. Detailed school and grade level schedules will be released early August.

<b>Grade Level(s)</b>	<b>Live Instruction Guidelines</b>	<b>Live Instruction Minutes</b>	<b>Independent Practice</b>
Early Childhood / Pre-Kindergarten	75 minutes	In 10 minute increments based upon students' ability	In 10 minute increments based upon students' ability
Kindergarten - 6th Grades	150 minutes	Math: 40 minutes ELA: 60 minutes Social Studies/Science: 15 minutes each SEL: 10 minutes Specials: 10 minutes =150 minutes	Math: 40 minutes ELA: 70 minutes Social Studies/Science: 20 minutes each Specials: 10 minutes =150 minutes

### **Elementary Schedule**

**FULL SCHEDULES TO BE RELEASED BY INDIVIDUAL TEACHERS**

Basic Schedule for All Schools; Grades Kindergarten - 6th Grade (M.S. will look different)

8:45 a.m. - 11:45 p.m. INSTRUCTION

11:45 a.m. - 12:30 p.m. LUNCH

12:30 p.m. - 2:30 p.m. INSTRUCTION

Basic Schedule for All Early Childhood / Pre-Kindergarten

AM Session

8:45 a.m. - 11:15 a.m.

PM Session

12:30 p.m. - 3:00 p.m.

**Daily Lesson Plans**

All teaching staff will post lesson plans for students by 8:45 am on Google Classroom or SeeSaw. Staff members will create a daily and consistent schedule for the benefit of students and other service providers.

**Early Childhood/Pre-Kindergarten Instruction**

Early Childhood / Pre-Kindergarten teachers will provide mini lessons through livestream and/or Google Meet for students. Such events should be held on a consistent schedule. Supplemental hands-on materials may be available for pick-up on a regularly scheduled basis.

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. 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.

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.

**Cross-Categorical Instruction**

Cross-categorical teachers will provide mini lessons through livestream and/or Google Meet for students. Such events should be held on a consistent schedule. Supplemental hands-on materials may be available for pick-up on a regularly scheduled basis.

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. 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.

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.

**Primary Instruction**

Rather than starting from a deficit view, the ISBE encourages inquiry-based learning activities that allow children to enter at multiple points for both topic interest and skill level. We are encouraged to allow children to flexibly demonstrate growth in skills that are adjacent to and relevant for learning goals.

Primary teachers will provide mini lessons through livestream and/or Google Meet for students. Such events should be held on a consistent schedule. Supplemental hands-on materials may be available for pick-up on a regularly scheduled basis.

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. 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.

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.

### **Grades Three through Six Instruction**

A variety of assessments will be used on an ongoing basis to determine students areas of strengths, needs, and potential learning loss. Teachers will provide mini lessons through livestream and/or Google Meet for students. Such events should be held on a consistent schedule. Supplemental hands-on materials may be available for pick-up on a regularly scheduled basis.

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. 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.

At the start of the school year, teachers will provide instruction regarding the use of Google Classroom, Google Meet, and curricular platforms. Students in third through sixth grades should be independent with a need for little/minimal to no to minimal technical assistance from his/her parents/guardians.

### ***MIDDLE SCHOOL INSTRUCTION***

Teachers in grades seven and eight will provide lessons through Google Meet to present lessons for students. Teachers that are already using Screencastify may continue to use this platform. Instruction will take place during the assigned class period. 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 are absent from class on a given day can access the lesson. Each of these lessons will be followed with practice through regular digital curriculum resources posted to Google Classroom. Each class period must include live class instruction/interaction consisting of at least 17 minutes. The remaining minutes in the class period may consist of independent/group work. The 17 minutes could be a combination of time included in the beginning and the end of the class period. Please see above for a sample schedule. Per ISBE students need a minimum of 150 minutes a day of direct, live instruction, so 17 minutes per class period is the minimum amount of time that is allowed.

Grade Level(s)	Live Instruction Guidelines	Live Instruction Minutes	Independent Practice
7th Grade - 8th Grade	150 minutes	Math:30 minutes daily ELA: 30 minutes daily Social Studies/Science/P.E./Encore/SEL: 20-30 minutes 2-3 times per week	Math: 60 minutes daily ELA: 60minutes daily Social Studies/Science/P.E./Encore/SEL:30-40 minutes 2-3 times per week

### Middle School Schedule

#### FULL SCHEDULES TO BE RELEASED ON AUGUST 14th

Basic Schedule for All Schools; Grades Kindergarten - 8th Grade

8:45 a.m. - 11:45 p.m. INSTRUCTION

11:45 a.m. - 12:30 p.m. LUNCH

12:30 p.m. - 2:30 p.m. INSTRUCTION

### Middle School Sample Schedule

**\*Would follow a schedule that would allow for a smooth transition to a hybrid model**

M,W,F		T, Th	
8:45 - 9:45	1st Period	8:45 - 9:45	2nd Period
9:45 - 10:45	3rd Period	9:45 - 10:45	4th Period
10:45 - 11:45	5th Period	10:45 - 11:45	6th Period
11:45 - 12:30	LUNCH	11:45 - 12:30	LUNCH
12:30 - 1:30	7th Period	12:30 - 1:30	8th Period
1:30 - 2:30	9th Period	1:30 - 2:30	10th Period

Each student will have ELA and Math once per day. Other subject areas (Social Studies, Science, Physical Education, and one encore) will be held two - three times per week.

### **SPECIALS AND ENCORES**

Elementary "specials" teachers will have a Google Classroom. Elementary special rotations will be on an A, B, C rotation by trimester. Specials will include Art, Music, and Physical Education. Similarly encores will be on rotation by trimester.

### **BAND**

Band teachers will create one class for each section for each grade level they serve in Google Classroom and will be required to provide one lesson per grade level section per week. Band teachers should use Google Meet to provide instruction on a specific skill. The 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, Resource Services, and English Language Services

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.

### ***SPECIAL EDUCATION, RESOURCE, AND ENGLISH LANGUAGE 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 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 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 basis (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. At that time ethos documentation log will be utilized to determine if there is a need for compensatory services.

### ***SPECIAL EDUCATION RESOURCE***

Special education resource students will continue to have access to the general education curriculum through the Google Classroom. Google Meet and/or livestream and Google Chat can be used to provide individual/small group remote learning. Special education resource teachers may choose to serve as a co-teacher within the virtual classroom.

### ***SPEECH AND LANGUAGE***

Google Meet and/or livestream and Google Chat 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 and/or livestream and Google Chat 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.

### ***OCCUPATIONAL AND PHYSICAL THERAPY***

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 and/or livestream and Google Chat 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.

### ***RESOURCE***

Reading resource/RTI students will meet with their teacher through Google Meet and/or livestream and Google Chat during a designated time to provide individual/small group support. Resource teachers may choose to serve as a co-teacher within the virtual classroom.

### ***ENGLISH LANGUAGE (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. TPI teachers may choose to serve as a co-teacher within the virtual classroom.



## Special Education and Section 504

Our district will remain responsible for ensuring that special education students receive a free appropriate public education (FAPE) that addresses the individual needs of students eligible for special education services. Distance Learning Plans will be completed for all students with Individualized Education Plans (IEP). These plans must address the unique needs of students eligible for special education services when the district utilizes remote learning. We will continue to adhere to timelines for annual IEP meetings and required evaluations. All Individuals with Disabilities Education Act and Section 504 timelines remain in effect. See the full Special Education Remote Learning Plan [here](#).

### ***STEPS WE WILL TAKE***

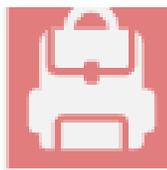
- Individualized Remote Learning Plans will be created for all students with IEPs to address service delivery during Remote Learning Days.
- Documentation of services log will be kept on each child with IEP services while engaging in remote learning.
- Students requiring sensory materials will need to have individual items that are not shared with others.
- Special Education Teachers, Paraprofessionals, and Related Service Providers will coordinate services and support plans with the IEP teams to ensure that all services are provided and that there is not an overlap of scheduling that impacts the service delivery.
- Students will continue to be able to access the curriculum as their same aged peers through the Google Classroom platform.

### ***EARLY CHILDHOOD / PRE-KINDERGARTEN***

Our district will continue to provide services for our Early Childhood and Pre-Kindergarten population throughout remote learning. We are committed to replicating the on-site instruction to the best of our ability during this time. Teams will review all IEPs and make individualized remote learning plans to meet the needs of our students during remote learning.

### ***IEP MEETINGS***

All special education meetings (domain, evaluation, and annual review) will be held virtually. Additionally, we are committed to completing evaluations that were unable to be conducted during the school closure as quickly as possible once school resumes. Any new or upcoming evaluations will be conducted either in-person or virtually based on the educational team's recommendations for gathering appropriate data to inform eligibility determination decisions. We are currently developing procedures to conduct evaluations safely for all staff and students.



## School Activities

When possible, virtual events for students will be considered.

### ***EVENTS***

#### **Curiosity Day**

Teachers will schedule classroom meetings through Google Meet. The goal of these meetings will be to provide students with an opportunity to meet their teacher/s and other students within their classrooms. In addition, teachers will review what to expect as we transition into the school year. It is recommended that parents attend these meetings with their students. We will be holding a student text-book / materials pick-up (Dates To Be Determined).

#### **Curriculum Nights**

Principals and staff will send out invitations to all parents/guardians for participation in a Google Meet for all Curriculum Night Presentations. This will be followed by grade level presentations to include curriculum, expectations, communication, grading, safety, and social distancing guidelines.

#### **Extra Curriculars**

The potential of remote extracurricular activities will be evaluated after the successful start of the school year.

#### **Field Trips**

Field trips will not be permitted. Students may participate in virtual field trips within the classroom.

#### **Parent/Teacher Conferences**

All parent/teacher conferences will be scheduled during regularly scheduled conference days through Google Meet. All teaching staff will send a conference sign-up document through email immediately following Curriculum Night.

#### **Sports-Interscholastic and Intramurals**

On-site athletic events are canceled during Phase 4 as per the Illinois Elementary School Association.

#### **Music / Band Concerts**

Music and band concerts are postponed until the spring of 2021. If possible, an online performance may be conducted for individual or small groups of students.

#### **Outside Organizations**

While in Phase 4, indoor use of facilities will not be available until December 31st, 2020. Organizations may choose to rent exterior spaces from the school district. Use of school property on/after January 1st, 2021 will be reassessed should the State of Illinois be in transition into Phase 5.

**Other**

No school assemblies, book fairs, family nights or any other large gatherings will take place while in Phase 4. Online events are encouraged.



## Support for Students and Parents

### ***INTERNET ACCESS***

We want all families to have access to the internet. **If a family does not have the internet at home or from another reasonably accessed remote location, please contact the building principal.** Internet hot spots are available, upon request. District 41 has a plan of action for reaching out to families regarding hot spots.

### ***LUNCH OPTIONS***

Grab and Go lunches will be available for purchase and pick-up. Detailed information will be/was shared with parents through the school newsletter.

### ***TECHNICAL ASSISTANCE***

Technology personnel will be available daily from 8:45 am to 3:15 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](mailto:technology@district41.org)). In the event that a student or staff member needs repair to a district owned device, there will be a device dropoff/pickup by appointment at Palombi Middle School.

### ***TUTORING AND SUPPORT***

During full-remote learning, tutors will be available after school hours to answer clarifying questions and provide support. Classroom teachers will recommend students for tutoring. There will be a limit of ten students per tutor.



## Staff Members' Preparation

In alignment with the Maslow's Hierarchy of Needs, it is the belief of the district that our students' and staff's emotional needs must be at the forefront as we re-engage students back into teaching and learning. The goal of the Leadership Summit (formerly referred to as Data Retreat) is to generate hope and support as we transition into the 2020-2021 school year.

### *ONGOING STAFF PROFESSIONAL DEVELOPMENT AND SUPPORT*

The district will reflect upon the Remote Learning experience that took place during the spring of 2020 as well as staff and parent/guardian survey results. Based upon such experiences, strengths and areas of need for professional development opportunities for staff will be identified. Professional development opportunities will take place during the summer of 2020 and the fall of 2020. Over 80% of our staff members participate in summer professional development which reflects their great interest in providing our students with the highest level of education.

Four Teacher Institute Days are available to support the transition from Remote Learning at the beginning of the year. Three and one half days will be utilized for preparation and professional development.

Additionally, Illinois PA 101-0643 allows every school and district to utilize up to five total Remote and Blended Remote Learning Planning Days. These will be scheduled throughout the school year when deemed necessary (e.g. after start of year pre-assessments are completed, potential transition back into full remote learning).

Staff members will participate in a series of activities as we prepare to re-engage our students in a remote, partially remote, or face-to-face school setting. Activities will focus on meeting the needs of students who may have experienced recent traumas as well as instructional tools and practices. Sample professional development/collaboration sessions will focused on:

- Tools for Remote or Face to Face Classroom Settings
- Trauma-Informed Classrooms
- Strategies for Meeting Emotional and Behavioral Needs of Students
- Grade Level/Team Re-Engagement Planning
- Creative Ideas for a Virtual Curiosity Day and Curriculum Night
- Best Practical Strategies During Re-engagement
- Math: Grade Level Articulation-Use of Assessments
- English Language Arts: Grade Level Articulation-Use of Assessments
- A Live Streamed Classroom Training
- Safety Procedures for Students (Handout to Guide Staff)

Safety Procedures for Staff

*GCN: COVID-19 Plan, Prepare, and Respond (Educational Institutions)*

*GCN: COVID-19 Video: How to wear a Mask (OSHA)*

*GCN: COVID-19 Video: Proper Handwashing (CDC)*

*GCN: COVID-19 Workplace Guidelines*

*Video Created by SEDOL for District 41*

Bullying Prevention

*GCN: Bullying -- IL*

Training on recognizing and affirming the socio-economic, cultural, religious, ethnic, racial, sexual orientation, gender identity/expression, and language diversity of the population within each district

*GCN: Cultural Competency and Racial Bias -- IL HB3869*

*GCN: Discrimination*

*GCN: General Harassment*

*GCN: Illinois Senate Bill 75*



## Communication

The general expectation for parent communication is that any communications are responded to within a 24 hour time frame. 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.

**If you have any concerns about Remote Learning, please contact the classroom teacher. If you continue to have a concern, please contact the building principal or lead teacher.**

### CONTACTS

<u>Name</u>	<u>Building</u>	<u>Phone</u>	<u>Role</u>
Dr. Lynette Zimmer	District Office	(224) 337-9346	Superintendent
Dr. Sandra Keim-Bounds	District Office	(847) 245-8002	Assistant Superintendent
Mr. Matthew Crowley	District Office	(847) 245-8306	Director of Special Education
Mrs. Anna Kasprzyk	District Office	(773) 732-4102	Chief School Business Official
Mr. Jonathan Chase	District Office	(224) 337-6999	Director of Technology
Mrs. Heather Johnson	Thompson / Hooper	(847) 485-9770	Instructional Coach
Mrs. Gina Kupfer	Palombi / Martin	(847) 986-9403	Instructional Coach
Dr. Vic Wight	Palombi	(312) 316-8730	Principal
Mrs. Angela Sisi	Palombi	(847) 409-0617	Dean of Students
Mr. Zach Driscoll	Palombi	(224) 754-1197	Technology Specialist
Mr. Steve Feldman	Hooper	(847) 528-3495	Principal
Mr. Mike Ziemblicki	Hooper	(224) 754-1154	Technology Specialist
Dr. Scott Klene	Martin	(847) 477-5598	Principal
Erich Geiger	Martin	(224) 754-1052	Technology Specialist
Mrs. Lauren Crowley	Thompson	(847) 477-5985	Principal
Mr. Adam Longtin	Thompson	(224) 754-1216	Technology Specialist



## Technology

All students and staff will be provided a Chromebook to assist in the delivery of instruction. Under no circumstance should students share their device with another student. Devices should be disinfected on a daily basis. In the event that a student or staff member requires technology support, they need to submit a technology help desk ticket through [technology@district41.org](mailto:technology@district41.org). In the event that a device needs repair, a loaner device will be provided by the school district.

- Classroom livestream (video & sound) will be used and recorded for remote learners
- Teachers will also have the option of pre-recording instruction/lessons as they deem appropriate
- Google Classrooms will be set up and used by all teachers
- Infrared body temperature scanners will be provided to all buildings for staff members and eventually students
- Repairs will be going back to normal full-time operations
- Parent & student training will be available
- Use of lunch codes will be determined to ensure students' safety for grab and go lunches

### ***DEVICE ACCESS***

Students who do not already have a Chromebook will be issued a Chromebook and charger during a device pick-up.

### ***INTERNET ACCESS***

We want all families to have access to the internet. If a family does not have the internet at home or from another reasonably accessed remote location, please contact the building principal. Internet hot spots are available, upon request.

### ***TECHNICAL ASSISTANCE AND INSTRUCTIONAL COACHING***

Administration, technology personnel, and instructional coaches will be available daily from 8:45 am to 3:15 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](mailto:technology@district41.org)). In the event that a student or staff member needs repair to a district owned device, there will be a device dropoff/pickup by appointment at Palombi Middle School.



## Health and Wellness

### ***MENTAL HEALTH***

The Illinois State Board of Education states that “Individuals can experience trauma in forms; situational trauma, psychological trauma, and vicarious trauma. Unpredictable moments in history can cause people to experience one or multiple of those forms of trauma. Regardless of the kind of trauma, it all negatively impacts a person's health by increasing the amount of stress.” This section is to provide resources, support, and outreach to staff members and students during a pandemic.

- Mental health readiness will be evaluated utilizing questionnaires, surveys, direct outreach for anyone in need of additional support
- Mental health professionals who are on-staff will provide needed resources for self-care, including resiliency strategies
- The district will provide stakeholders options for out of district support for mental health that can be provided to parents/guardians. (i.e. Willow House)

### ***CRISIS RESPONSE TEAM (CR)***

#### *Crisis Response Team (CRT)*

A Crisis Response Team (CRT) will be created at each school in the district. Teams will include building administration, school psychologist, social workers, and other staff as needed. The team will focus on student and staff mental health and wellness. Crisis team will include the health coordinator.

### ***THREAT ASSESSMENT TEAM (TAT)***

#### *Threat Assessment Team (TAT)*

Initial Threat Assessment Teams have been established district-wide.

- Administrative Procedures: [Threat Assessment Team](#)
- Suicide and Self-Harm Assessment Protocol: [Suicide and Self Harm Assessment Protocol](#)
- The district will monitor student searches using Securly and take needed precautionary measures

### ***MEETING THE NEEDS OF OUR STAFF***

#### *Meeting the Needs of our Staff*

Administration, school psychologists, and social workers will be prepared to support the District 41 staff members as well. A sense of trust, positivity, communication, and personal connections will be the focus as we re-establish and re-engage our District 41 family. Additionally, staff members will receive ongoing professional development and support throughout this journey.

## **ABSENCES AND STAFF LEAVES**

All return to work expectations will be dictated by executive and legislative guidance from the state and federal government. An employee's request for a special accommodation(s) is provided to the District for review and consideration. Absences that are related to COVID-19 concerns must be accompanied by a physician's note, or official notice from a health agency containing relevant information/direction regarding the claimed condition. Eligible employees would be entitled to any COVID-19 related federal, state, and locally mandated leaves or accommodations. Otherwise, employees may be expected to use their accrued time bank for their absence from work (sick time, vacation time, personal, etc.). If the District determines that it is both necessary and appropriate, the employee will be informed about the accommodation(s) in writing. The District will make every effort to follow all CDC and IDPH guidelines regarding district employees.



## **School Operations**

### **CALENDAR**

The Illinois State Board of Education (ISBE) has granted schools permission to take additional planning time in preparation for re-engagement and training. In addition to the planned Teacher Institute Days, District 41 will be taking two additional days at the start of the school year for a total of 3.5 Teacher Institute Days. Additional professional development and safety training will occur on these days. Additional granted training days will be determined during the school year. **This will shift the start of the students' school year to Friday, August 21st (Group B) for Pre-Kindergarten/Early Childhood through 8th grade students. No afternoon remote learning after student dismissal. Kindergarten screenings for all incoming kindergarten students will not take place for the 2020-2021 school year.**

Additionally, unrelated to the pandemic, and due to changes in state law, school cannot be in session on Election Day, November 3, 2020. There will be no school that day. In lieu of, students will be in attendance on April 5, 2021.



## Finance

The district received \$170,000.00 of funding through CARES and ESSER. This will be utilized for a portion of additional expenses incurred from COVID-19. Building budgets will cover some of the additional expenses. Contingency funds will be allocated to cover COVID-19 expenditures. Fund Reserves will be used as needed.



## Facilities

Prior to opening for on-site learning all district facilities will go through a deep cleaning and disinfection process. Guidance for return to school procedures will be based on recommendations by the Centers for Disease Control and Prevention (CDC) and local health officials.

Daily cleaning procedures are an extremely high priority.

- High touch points will be sanitized throughout the day, using an EPA-approved disinfectant (examples include door handles, railings, door push points)
- Bathrooms will be sanitized throughout the day
- All rugs and carpeted areas will be vacuumed at least nightly
- Water bottle fillers are already in place.

### ***GUIDELINES FOR ON-SITE***

- Individuals will be required to practice social distancing as recommended by the CDC
- Individuals will be required to wear face coverings per the Illinois State Board of Education
- Any person experiencing symptoms will be required to stay at home:

*Fever or chills*

*Cough*

*Shortness of breath or difficulty breathing*

*Fatigue*

*Muscle or body aches*

*Headache*

*New loss of taste or smell*  
*Sore throat*  
*Congestion or runny nose*  
*Nausea or vomiting*  
*Diarrhea*

- Face coverings will be made available, if needed
- Spacing reminders will be placed on floors 6 feet apart in high traffic areas such as bathrooms/drinking fountain areas and pick-up/drop-off locations
- All staff will be trained in health/safety protocols of COVID-19 prior to returning to work at the start of the school year (per ISBE/IDPH)
- Staff will adhere social distancing guidelines
- Face masks and shields, when necessary, will be provided by the district
- If a staff member exhibits symptoms such as the following, the staff member will leave the building:

*Fever or chills*  
*Cough*  
*Shortness of breath or difficulty breathing*  
*Fatigue*  
*Muscle or body aches*  
*Headache*  
*New loss of taste or smell*  
*Sore throat*  
*Congestion or runny nose*  
*Nausea or vomiting*  
*Diarrhea*



## Transition to On-site Learning

### **PREPARATION**

District 41 is prepared to have our students transition back on-site when approved by the Board of Education.

Prepared plans for a returned include:

- Full On-Site Plan
- Hybrid, Onsite Learning with Full Day Schedule Plan
- Hybrid, Onsite Learning with Modified Daily Schedule Plan

A tiered approach may be taken for the transition.



		
SCHOOL OPERATIONS	HEALTH & SAFETY	PREPARATION TIPS
<ul style="list-style-type: none"> <li>*Location and separation of desks with minimal furniture and carpet</li> <li>*Use of one's own school supplies (pre-labeled)</li> <li>*Minimal movement between classrooms</li> <li>*Scheduled breaks:               <ul style="list-style-type: none"> <li>Bathroom, hand-washing, snacks, masks</li> </ul> </li> <li>*Slight staggered arrivals and departures</li> <li>*Staggered access to lockers (Elementary Schools)</li> <li>*No locker use (Middle School)</li> <li>*Adult hallway monitors</li> </ul>	<ul style="list-style-type: none"> <li>*Daily/frequent cleaning: high touch points &amp; bathrooms</li> <li>*Water bottle filling stations &amp; hand sanitizer stations</li> <li>*Face masks required by all staff and students</li> <li>*Spacing reminders placed on floors 6 feet apart in high traffic areas</li> <li>*School playgrounds will be closed</li> <li>*Elementary: students will remain in one classroom</li> <li>*Middle School: students move from class to class with altered passing times.</li> <li>*All staff trained in health &amp; safety protocols of COVID-19 prior to returning to work</li> <li>*An isolation area for those exhibiting COVID-19 available</li> <li>*Self-certification system of symptoms</li> </ul>	<p><b>Visit the School:</b> Consider driving by the school and discuss the fun memories of the building - seeing teachers, friends!</p> <p><b>Communicate with your child(ren):</b> Discuss what to expect and how things may be different to protect their safety and health.</p> <p><b>Masks:</b> Have your child(ren) practice wearing masks for short periods of time to get used to it. Follow the <a href="#">CDC guidelines</a> for how they should fit.</p> <p><b>Hand-washing:</b> Continue to practice and reinforce frequent hand-washing.</p> <p><a href="#">ADDITIONAL TIPS</a></p>

**We appreciate the support of our talented staff and our caring parents as we undertake this journey into a new reality for instruction. We truly value and recognize the importance of a partnership with all of our stakeholders.**