



LaGrange School District 102
333 N. Park Rd. LaGrange Park, Illinois 60526

Remote Learning Plan

This updated District 102 Remote Learning Plan expands upon the plan developed in the Spring of 2020 with the objective of providing additional guidance and support to teachers, students and parents for an extended period of remote learning not contemplated in the earlier plan.

This document includes sample schedules for parents, students and teachers to visualize what a remote learning day will look like. Each student and each grade level will look different based on the time when certain classes may be scheduled. However, the overall structure will be similar per grade level.

Students ARE expected to participate in all Remote Learning lessons and activities as though they were in school learning. Attendance will be taken daily. Academic progress will be reported using the D102 Standards-Based Grading proficiency ratings.

Key Definitions

- **Synchronous learning** occurs when there is a scheduled time for the teacher and students to meet virtually and instruction is delivered in real time.
- **Asynchronous learning** occurs when students are working independently at their own pace and time. Learning takes place by accessing information virtually but does not require live or simultaneous interaction with a teacher or class.

The Remote Learning Option will be available to any student in the District. We have planned for equity to *ensure all students can access the learning platforms*.

- All classes will mirror a typical school day, as closely as possible, with five instructional hours, both large and small groups instruction, and will follow the District curriculum, using a balance of independent and digital instruction.
- Students participating in Remote Learning may be assigned to a teacher that **is not** from the child's home school and may also have classmates from other home schools as well.
- Daily and weekly social-emotional learning lessons will be embedded in the curriculum to support the unique needs students are facing during this pandemic. Teachers will focus on creating relationships and connections during the first 3 weeks. This will align with the district's most recent adoption of *Caring School Community* as its primary SEL curriculum.

The Elementary Remote Classroom Day will be structured to follow a full schedule of learning opportunities.

- All curriculum areas:
 - Will include synchronous "live teaching" lesson and/or asynchronous video lesson with synchronous follow up
 - Will include synchronous small group break-out sessions coupled with independent work for each student

- Each remote learning day will include:

Elementary (5 hours a day)

1. Morning Meeting
2. ELA - Reading Writing
3. Mathematics
4. Science and/or Social Studies
5. Intervention/Supplemental Enrichment
6. Specials throughout the week that may include:
Music, PE, Art, Spanish (grades 5%)

Junior High (5 hours a day)

1. ELA - Reading & Writing
2. Mathematics
3. Science
4. Social Studies
5. Exploratory: STEM, Public Speaking, Art, Music, or Health
6. Physical Education
7. World Language:
French, Spanish, Heritage Speakers

- Intervention support will be provided based on student need
 - Will be provided in tiered services in Reading and/or Math
 - Will include small group instruction via separate zoom times or within break-out sections in classroom zoom
 - Study Skills weekly lessons will be provided
- Special Education
 - Frequent contact with service providers in accordance with IEP's through Zoom
 - Consistent, robust direct service delivery, similar to that offered during ESY 2020
 - Continued utilization of online platforms, such as MaxScholar, TeachTown, DreamBox, etc.
 - Special Education Remote Learning Plans (SERLP) for home-school communication

- Talent Development
 - Students who are scheduled to take Humanities or accelerated math courses would take these courses through remote learning.

Student Expectations

Daily attendance will be taken, students will be given assignments/assessments and grades will be assigned.

- Login to complete your attendance by 9:00 am.
- Check your email/Canvas daily for communication from teachers and staff
- Take advantage of the learning opportunities provided by teachers
- Be responsible
 - Check Canvas daily for learning activities from your teachers
 - Participate in daily class lessons and learning opportunities between the hours of 9:00 am and 2:00 pm
 - Email teachers with any questions you might have; please allow a response window of 24-48 hours
 - Complete and submit your assignments by the assigned due date.
 - Produce and submit high-quality work to teachers
 - Be respectful to yourself, teachers and peers
 - Check your Canvas account, know your progress, and keep up with your assignments
 - Be prepared to be successful when taking tests and other assessments

Parent Expectations

Daily attendance will be taken for students. Students will be given assignments/assessments and grades will be assigned.

- Regularly monitor student's assignment completion by logging into Canvas
- Reserve a space for students to complete remote learning work and participate in daily classes between the hours of 9:00 am and 2:00 pm
- Encourage students to get enough sleep
- Set sensible time limits for personal technology use (i.e. social media, video games, etc.)
- Help students establish and follow regular daily routines
- Remind students how to best communicate with their teachers
- Ensure students check email/Canvas daily
- Allow students to work independently, don't feel the need to correct all their errors. Allow the learning process to take place.

Teacher Expectations

- Teachers will be prepared to deliver remote learning through online instruction starting day one of the 2020-21 school year.
- Teachers are required to use Canvas as the remote learning platform for their classes.
 - Work will be assigned and collected through Canvas.
 - Create engaging activities for students linked on Canvas.
 - Focus on the grade level standards of learning.

- Collaborate with colleagues to ensure alignment of pacing, content, and assessment.
- Teachers will provide daily direct and/or flipped classroom videos in the content area
- Teachers will have their initial modules posted for each week by Monday morning.
 - Teachers can create their own, use ones created by their content area or grade level teams, PLC, or upload videos already created by a reputable source.
- Teachers will utilize RSD and planning times to collaborate weekly with their colleagues to ensure equitable student experience in learning, aligned pacing, and similar opportunities in assessment for students.
- Teachers will respond to parent and student emails within 24-48 hours during normal business hours.
- Teachers will begin the school year by introducing themselves and sharing information with students and parents through an introductory zoom or in-person small group meeting about:
 - School email address
 - How to access Canvas
 - How to access the primary resources used in the class
 - Attendance expectations
 - Expectations of learning
 - Grading Guidelines
 - Building a classroom community in a remote environment
- Teachers will provide weekly feedback to students on assignments.
- Teachers will coordinate each week with the special education case manager and/or related service provider, as applicable.

Special Education Teacher Expectations

Special education teachers play a vital role in the daily instruction of students with IEPs. During remote learning, special education teachers will continue to support students' IEP goals and services.

- Special education teachers should follow the Teacher Expectations as outlined in the prior section.
- All special education teachers should focus on IEP goals and services and how students can access the curriculum.
- Case managers will review students' IEPs and determine how to support individual student's IEP goals during Remote Learning. This plan should be communicated to the parent/guardian.
- Special education teachers will provide instruction and support to address students' IEP goals and services.
- Students who received services from a special education teacher through a pull out or co-teaching model may be supported through a co-teaching remote learning model in addition to direct instruction small group or individual instruction from a special education teacher.
- Students who received services from a special education teacher through a pull out or co-teaching model may also require a combination of consult with the general education teacher and accommodations and modifications to assignments, activities, and assessments.

Related Service Providers Expectations

Related service professionals play a vital role in the daily instruction of students with IEPs. During remote learning, related service providers will continue to support students' IEP goals and services. Related service providers should also follow the general teacher expectations outlined in the prior section.

- Related service providers are required to use Canvas as the remote learning platform for their services.
 - Instruction, therapy, and other supports will be provided through approved delivery methods.
 - Create engaging activities to support students' IEP goals through appropriate delivery methods.
 - In addition to their own Canvas, related service providers may also be a co-teacher in a self-contained special education classroom.
 - Host live video conferences during school hours with each student on their caseload.
 - Upload video instruction as an assignment for students' IEP goals as appropriate. Video instruction can be created by the service provider or uploaded from a reputable source.

- Related service providers will also:
 - Review students' IEPs and determine how to support individual student's IEP goals during Remote Learning.
 - Provide accommodations and modify assignments in accordance with students' IEP goals and services.
 - Provide resources for families in need of assistance, such as mental health resources, crisis lines, suicide prevention.
 - Collaborate with other educators to meet the needs of students with disabilities.
 - Maintain service logs in accordance with IEP requirements.

Administrator Expectations

- Will be on site at their buildings daily and will monitor both remote learning and in-person learning activities.

SAMPLE Elementary Schedule – Template A **Grades K-6**

Students in attendance from 9:00-2:00

Grades K-6	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 – 9:00	Staff Meeting/Plan Time				
9:00 - 9:15 15 min/day	Message SEL/morning meeting activity Attendance	Message SEL/morning meeting activity Attendance	Message SEL/morning meeting activity Attendance	Message SEL/morning meeting activity Attendance	Message SEL/morning meeting activity Attendance
9:15 - 10:00 45 min/day	ELA	ELA	ELA	ELA	ELA
10:00 - 10:15	Break	Break	Break	Break	Break
10:15 - 11:00 45 min/day	Math	Math	Math	Math	Math
11:00 - 11:15	Break	Break	Break	Break	Break
11:15 - 11:45 30 min/day	Science or Social Studies	Science or Social Studies	Science or Social Studies	Science or Social Studies	Science or Social Studies
11:45 - 12:00 15 min/day	PE /Health Specialists EL/SPED	Music or Art Specialists EL/SPED	Music or Art Specialists EL/SPED	PE/Health Specialists EL/SPED	PE/Health Specialists EL/SPED
12:00 - 1:00	Lunch/Plan				
1:00 - 2:00	EL/Literacy/SEL Student Support/Small group instruction				
2:00 - 3:15	Teacher Planning and Collaboration Time (ON WEDNESDAYS RSD will be held from 2:30-4:30pm)				
3:00 - 9:00	Student independent work time. This should not be more than 1 hour.				

Sample Grades 7-8 Junior High Schedule	
Times	Monday through Friday
8:00 – 9:00	Meeting Times – Staff / Planning and Collaboration
9:00 - 9:15	Announcements / SEL/Morning Meeting/ Attendance:
9:15 - 9:45	1 st Period (Math)
9:45 - 9:55	Break
9:55 - 10:25	2 nd Period (ELA)
10:25 - 10:35	Break
10:35 - 11:05	3 rd Period (Science/Social Studies)
11:05 - 11:35	LUNCH
11:35 - 12:05	4 th Period Class (Science/Social Studies)
12:05 - 12:15	Break
12:15 - 12:45	5 th Period Class (Explore)
12:45 - 12:55	Break
12:55 - 1:25	6 th Period Class (World Language)
1:25 - 1:35	Break
1:35 - 2:05	Student Support: ESL/Literacy/SEL Student Support /Extra Support
2:05 - 3:15	Teacher Plan (ON WEDNESDAYS RSD will be held from 2:30-4:30pm)
3:00 - 9:00	Student independent work time. This should not be more than 1.5 hours.