

Grass Lake School District #36 Remote 2.0 Learning Plan

Remote 2.0 Learning Days were created to establish expectations for Grass Lake School District #36 Staff, Students and Parents to follow during sanctioned remote instructional timeframes. These guidelines have been created in conjunction with the recommended guidelines established by the Illinois School Board of Education (ISBE). The purpose of Remote 2.0 Learning Days are to provide continuity of education for students during remote instruction. The following chart illustrates the unique roles each component of the learning community will be responsible for during the Remote Learning time period.

District Responsibilities	<ul style="list-style-type: none"> • Develop thoughtful, accessible remote learning plans using stakeholder input, when possible. • Support schools in planning and implementing remote learning plans. • Help school identify needed resources in the community (academic, health, social).
School Responsibilities	<ul style="list-style-type: none"> • Implement Remote 2.0 Learning plans • Communicate regularly with all stakeholders. • Support teachers in planning and implementing remote learning plans. • Help families find needed resources in the community (academic, health, social). • Develop a plan to check on student's well-being
Teacher Responsibilities	<ul style="list-style-type: none"> • Attend Daily Remote 2.0 Class schedule • Create Synchronous and Asynchronous learning activities • Make Remote 2.0 Learning activities available in a timely manner • Be available at scheduled times to provide instruction, answer student/caregiver questions. • Provide timely feedback on student work • Communicate regularly with students and parents/caregivers regarding academic, social emotional and attendance issues. • Provide a range of meaningful learning opportunities that meet the needs of all learners during the period of closure. • Provide regular feedback to students regarding progress related to learning activities.
Student Responsibilities	<ul style="list-style-type: none"> • Attend and participate fully in your daily class schedule. • Review assigned work and participate in class lessons. • Complete your assigned work by the due date. • Ask clarifying questions when you need help or don't understand. • Be respectful to yourself, teachers and peers (i.e. refrain from eating during a virtual lesson, raise your hand to speak, keep your microphone muted, turn on your camera during class lessons). • Establish a comfortable learning environment where you can store your school supplies and materials and will have minimal distractions. • If experiencing a technology issue, report promptly to your parents/caregiver to complete a GLS Help desk ticket.*
Parent/Caregiver/ Family Responsibilities	<ul style="list-style-type: none"> • Complete a GLS Help Desk ticket* to request assistance if your child(ren) are experiencing technology issues. • Review work assigned to the student. • Reserve a space for students to complete Remote 2.0 learning. • Encourage students to get enough sleep. • Set sensible time limits for technology use. • Talk to students about their work every day. • Help students establish and follow regular daily routines.

*GLS Help Desk access is at www.GLS36.org, click on Remote Learning Days Icon.

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Remote 2.0 Instructional Plan

- All students have a school-issued device at home which can connect via Wi-Fi.
- Teachers will conduct Google Meet or GoGuardian synchronous lessons and activities with students using their district issued, electronic devices. Additional classroom and homework assignments maybe shared asynchronously via Google Classroom, SeeSaw and various platforms students are already familiar with.
- Teachers and students will communicate with each other through virtual meetings, Google Classroom, SeeSaw and student GLS email accounts (for students in 2nd through 8th grade).

Teacher Responsibilities on Remote Learning Days

- Teachers will follow their grade level or core content area Remote 2.0 Learning Schedule.
- Teachers will provide synchronous and asynchronous instruction for students.
- Teachers will maintain grades, attendance and daily student participation in scheduled lessons.
- Teachers will differentiate instruction to provide enrichment and enhancement activities.
- Teachers will communicate with students and with parents to inform them of their child(ren) performance during Remote 2.0 Learning Days.
- Provide feedback to students in a timely manner and encourage students to do their best.

Non-Certified Responsibilities on Remote Learning Days

- The school nurse will be available to parents and students during the school day timeframe through email. School Nurse will research and create daily reports highlighting the severity of the pandemic and the stages of progression.
- Social Workers are available to parents and students on Remote Learning Days and will design activities for IEP/504 students.
- Social Workers are available to support any students and families expressing a need during Remote Learning Days.
- Paraprofessionals will partner with classroom teachers to assist in online instructional support, conduct 1:1 tutoring sessions as needed, and assist administration as needed.

Access to Learning

An initial parent communication was sent out to identify families who did not have internet connection.

- Based on the communication, 99% of families have the capabilities to support remote learning on a school issued device.
- Families that do not have home internet service, should contact the District to look into other options for supporting Remote 2.0 Learning from home.
- Teachers will take daily attendance for all of their classes.
 - Primary and Intermediate teachers will upload their attendance by 9:00 a.m. They will continue to monitor student attendance and participation throughout the school day. Students that do not attend scheduled Remote 2.0 lessons will be marked absent for that period.
 - 5-8 grade students will have their attendance taken within 5-10 minutes of each class period. Students are expected to attend classes on time per their daily grade level/content schedule. Students that do not attend sessions or log out and do not attempt to join the classroom lesson again without a valid reason will be marked absent.
- Communication is paramount to ensure all students have access to learning opportunities.

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Daily Schedules

Teachers have created a daily schedule of classes for students to follow. It is imperative for students to actively engage and participate in their grade level schedule and complete the instructional activities assigned by all of their teachers. Individual grade level schedules will be posted on the GLS Website and will be shared with students and parents.

IEP, 504 and Related Services Students

All students that receive additional supports and services will be in contact with their service providers to determine the best process to establish that will allow students to receive their required supports during Remote 2.0 Learning.

- Special education and intervention teachers will use the same platforms as the teachers and provide learning activities based on students' IEP and learning plan goals.
- Special education and intervention teachers will collaborate with general education teachers in modifying assignments for their special education, 504, and RTI populations with the intention of ensuring the work is "reasonable" for the individual student.
- Modifications and accommodations listed on a student's IEP will also be honored as appropriate to a situation by both general education and special education teachers during Remote 2.0 Learning Days.
- The special education and intervention teachers, social worker, and related service providers will be accessible and support students through video conferencing services.
- We recognize that all students are entitled to a "Free and Appropriate Education" and teachers will make their best effort to provide services and support to our students with special needs.
- We will follow all state and federal guidelines provided during mandated school closures in regards to providing IEP service minutes and deadlines for meetings and evaluations.

Attendance

Remote Learning Day attendance is recorded using the following guidelines:

- Parents should contact the GLS attendance line (847-395-1550) or email Mrs. Duerig jduerig@gls36.org. If they are ill or will not be able to attend their scheduled remote classes;
 - all day
 - late start (due to a tardy or appointment)
 - leaving early for an appointment
 - having issues with the internet
 - Teachers will take attendance every period.
 - Mrs. Duerig will be checking Infinite Campus (IC) for attendance. If a student is marked absent, the parent/guardian will be contacted and asked why their student is not online.
 - If a message is left and there is no return call received (within 24 hours), the student will be marked absent unexcused.
 - If a student is not online and a parent cannot be contacted, Dr. Newby may make a home visit.
 - Parent or student should contact Mrs. Giombetti using this [help desk link](#) if they are having issues with their Google Chromebook or call GLS at 847-395-1550
- If the parent states it's due to a device issue and they haven't contacted Mrs. Giombetti, it's marked absent unexcused.**

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Work Completion/Grading

GRADES COUNT during Remote 2.0 Learning Days! All students are expected to attend their daily virtual classes, participate and complete assignments and assessments as directed by their classroom teachers. Students that do not attend lessons or complete work on a regular basis may be in jeopardy of grade level retention.

Communication System

Parents will be notified of Remote 2.0 Learning Days through regularly scheduled district level email, district letters, and weekly superintendent parent forums. Teachers will also communicate with families and students through the pre-established digital platforms such as Google Classroom, Infinite Campus, and Seesaw, Rainbow, GoGuardian, and Google Meet. Families can communicate with teachers through email and the established platforms. Parents/Caregivers can also complete a GLS Help Desk ticket (located at www.gls36.org), under the Remote 2.0 Learning Days Icon for assistance with technology issues (i.e. connectivity, login issues, touchscreen issues).

Remote 2.0 Learning Planning Days

Grass Lake School may make modifications to our current existing school year calendar to allow for transition back to in-person learning. To date, Grass Lake School has used 4 of our 5 Remote Learning Planning Days to prepare for the start of the school year.

Transition from Remote Learning to On-Site Learning

Grass Lake School continues to monitor the IDPH guidelines and current area metrics to determine if in-person learning for our students can commence again safely. When this determination has been made, GLS Families will be given one week to plan and transition back into in-person learning. Families that already selected Remote 2.0 Instruction will remain in Remote 2.0 instruction.

Defined Remote 2.0 Terms

Remote 2.0 Learning	Remote learning takes place when teachers and students are online at the same time using tools such as Google Meet, GoGuardian, and technology platforms like Google Classroom or SeeSaw to provide daily instruction.
Synchronous Learning	Synchronous learning refers to all types of learning in which learner(s) and instructor(s) are in the same place, at the same time, in order for learning to take place. This includes in-person classes, live online meetings when the whole class or smaller groups get together. In synchronous learning, students usually go through the learning path together, accompanied by their instructor who is able to provide support while students are completing tasks and activities.
Asynchronous Learning	Asynchronous learning is a student-centered teaching method widely used in online learning. Its basic premise is that learning can occur in different times and spaces particular to each learner, as opposed to synchronous learning at a same time and place with groups of learners and their instructor, or one learner and their instructor. In asynchronous learning, instructors usually set up a learning path, which students engage with at their own pace.

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Synchronous Learning Snapshots	<ul style="list-style-type: none">• Checking in with students regarding their social emotional wellness, building community, and establishing personal connections.• Engaging students in discussions to ensure understanding of information.• Previewing or explaining assignments or expectations of learning tasks.• Answering student questions about one of the recorded lessons.• Conducting small group instruction.• Modeling or sharing examples of final products.
Asynchronous Learning Snapshots	<ul style="list-style-type: none">• Viewing recorded instructional videos of lessons in a content area.• Listening to read aloud and answering questions.• Engaging in online discussion by reading and posting responses.• Reading posted literary selections and responding.• Completing independent learning tasks and assignments.