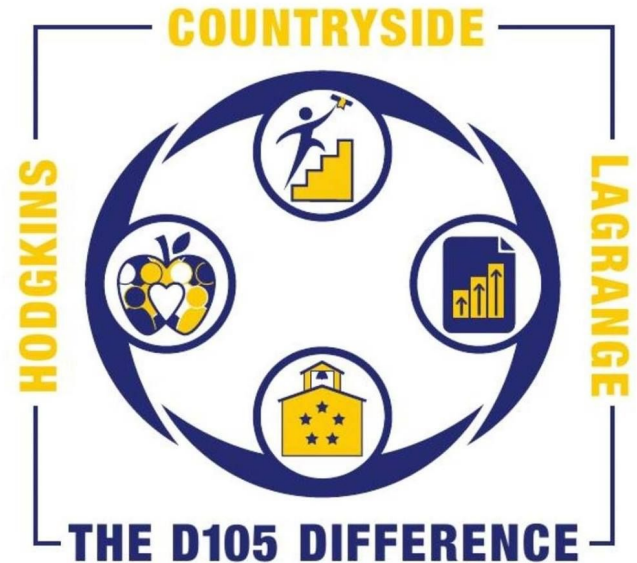


LaGrange School District 105

Board Presentation
Monday, August 24, 2020



Metrics for Blended Learning Model

- If the 14 day community positivity rate (out of all tests conducted, how many came back positive for COVID-19) in our area falls between 5.5%-7.9% the Superintendent and School Board will meet to discuss next steps.
- If the 3 consecutive day positivity rate reaches 8% or higher school will not open for in-person learning. The Superintendent and School Board will reconvene and decide next steps.

Metrics may change due to adjustments from state and federal health organizations.

*Any spread in our schools could result in a transition to full remote learning until it is determined it is safe to return.

Metric Data

60525 Zip Code

Location	End of Week Date	7 Day	14 Day
Cumulative	8/10	5.51%	5.53%
Cumulative	8/17	5.43%	5.47%
Cumulative	8/24 (latest data available)	5.27%	5.35%
Weekly Rolling Average (new data point)	8/23	2.8%	

Data Sources:

<https://www.chicagotribune.com/coronavirus/ct-viz-covid-19-cases-by-zip-code-20200407-aikakoyycje4fbqvferzjffkg4-story.html>

<https://www.dph.illinois.gov/regionmetrics?regionID=10>

<https://www.nbcchicago.com/news/local/coronavirus-tracker-daily-updates-on-cases-deaths-in-illinois-indiana/2270783/>

Metric Data-Illinois Region 10

Location	End of Week Date	7 Day	14 Day
Illinois Region 10	8/10	5.9	5.8
Illinois Region 10	8/17	6.4	6.15
Illinois Region 10	8/21 (last updated data point from IDPH)	6.7	6.35

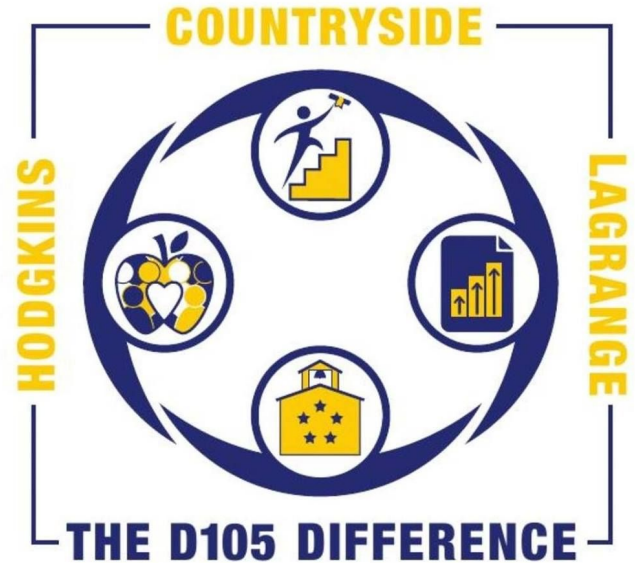
Data Sources:

<https://www.chicagotribune.com/coronavirus/ct-viz-covid-19-cases-by-zip-code-20200407-aikakoyycje4fbqvferzjffkg4-story.html>

<https://www.dph.illinois.gov/regionmetrics?regionID=10>

IDPH Health Updates

Latest Updates
8/17/20 and 8/20/20



Health Updates-Illinois Department of Public Health (IDPH)

Schools must send home or deny entry to individuals with any possible COVID-19 symptoms:

Fever	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

This includes individuals with existing conditions presenting with symptoms similar to those of COVID-19 due to the undescriptive nature of COVID-19 symptoms and the potential for infection with COVID-19 along with the existing condition. Many COVID-19 cases have been observed in persons who originally discounted their symptoms due to other existing conditions, e.g., allergies.

Siblings/household contacts must also be sent home/denied entry and are required to quarantine until an alternative diagnosis is made or a negative COVID-19 test result is received or for the full 14 days if the ill individual becomes a confirmed/probably case.

COVID-19 testing is **strongly recommended**.

IDPH Exclusion Guidance

Send home or deny entry (and provide remote instruction) if **ANY** of the following symptoms are present: Fever (100.4°F or higher), headache, shortness of breath, cough, sore throat, vomiting, diarrhea, abdominal pain.

In addition, some individuals (especially adults) may present with the following symptoms:
congestion or runny nose, new loss of sense of taste or smell, nausea, fatigue, muscle or body aches.

Medical Evaluation and Testing are Strongly Recommended for ALL Persons with COVID-Like Symptoms.

Status	COVID-19 diagnostic test Positive (confirmed case) OR COVID-19 diagnosis without diagnostic testing (probable case)	Symptomatic individual with a negative COVID-19 diagnostic test ² <i>(Negative COVID-19 diagnostic test must be from a specimen collected 48 hours prior to or after symptom onset.)</i>	Symptomatic individual with an alternative diagnosis without negative COVID-19 diagnostic test ²	Symptomatic individual without diagnostic testing or clinical evaluation	Asymptomatic individual who is a close contact to a confirmed OR probable COVID-19 case
Evaluated by Healthcare Provider?	YES	YES / NO	YES	NO	NA
Return to School Guidance	Stay home at least ten ² calendar days from onset of symptoms AND for 24 hours with no fever (without fever-reducing medication) AND improvement of symptoms.	Stay home until symptoms have improved/resolved per return-to-school criteria for diagnosed condition. Follow provider directions, recommended treatment & return to school guidance as per school policies and IDPH Communicable Diseases in Schools .	Stay home until symptoms have improved/resolved per return-to-school criteria for diagnosed condition. Follow provider directions, recommended treatment & return to school guidance as per school policies and IDPH Communicable Diseases in Schools .	Stay home at least 10 ² calendar days from onset of symptoms AND for 24 hours with no fever (without fever-reducing medication) AND improvement of symptoms.	Stay home for 14 calendar days after last exposure to the COVID-19 case. If COVID-19 illness develops, use the ten-day isolation period ¹ guidance for a COVID-19 case from the onset date. Testing is recommended.
Quarantine for Close Contacts?	YES	NO	NO	Household Member (e.g., Siblings, Parent) ⁴	NA
Documentation Required to Return to School	'Release from Isolation' letter issued by Local Health Department and provided to parent/guardian or individual	Negative COVID-19 test result OR healthcare Provider's note indicating the negative test result	Healthcare Provider's note with alternative diagnosis	Note from parent/guardian documenting that the ill student and/or household contacts are afebrile without fever-reducing medication and symptoms have improved.	'Release from Quarantine' letter issued by Local Health Department and provided to parent/guardian or individual

¹ Based on available data and science, schools must make local decisions informed by local context in consultation with their local public health department.

² Severely immunocompromised or severely ill: may need to isolate for 20 days as per guidance from individual's infectious disease physician.

Health Updates-IDPH

Close Contact=

- Anyone with a 15 min or more total exposure time to a positive case within 6 feet, anytime from two days before symptoms to the time the case is in isolation or away from the contact. Includes:
 - 15 minutes at one point in time
 - 15 minutes throughout the course of one day
 - 15 minutes throughout the multiple days the individual is considered infectious (2 days before symptoms start and until the individual isolates)
- Definition unchanged by one or both of the individuals wearing face coverings/masks.

Outbreak=2 confirmed cases of COVID-19:

- Within 14 calendar days of each other
- In individuals who shared a place (e.g. classroom).

Outbreak would prompt CCDPH investigation which could result in recommendations for testing and quarantining of all students/staff in the affected classroom.

Health Updates-IDPH

PPE

Higher level N95s Respirators required for:

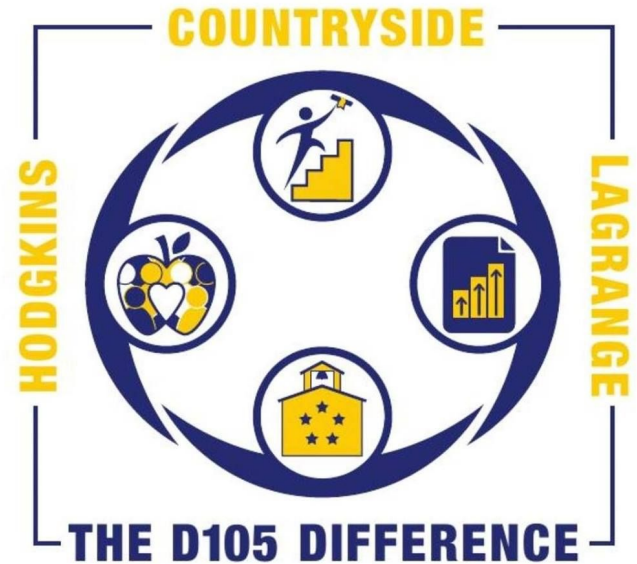
- Nurses caring for ill individuals
- Custodial staff cleaning areas used by a suspected or known case of COVID-19

N95 Respirators require the user to obtain a medical clearance and be fit tested.

Must be used as part of a written Respiratory Protection Program

Respirators ordered and fit testing scheduled. Respiratory Protection Program to be developed.

Instructional Program Updates



Program Enrollment

Blended Learning by Grade Level

Grade Level	Average Total Class Size	Daily Class Size
Kindergarten	16	8
First	17	8.5
Second	20	8
Third	16	8
Fourth	16	8
Fifth	18	9
Sixth	17	8.5
Seventh	18	9
Eighth	18	9

69% of overall student enrollment



Program Enrollment

Full Remote Learning by Grade Level

Grade Level	Average Total Class Size
Kindergarten	14
First	19
Second	15
Third	23.5
Fourth	15
Fifth	18.5
Sixth	21
Seventh	23
Eighth	22.5

31% of overall
student enrollment



Full Remote Elementary Staffing

K-3

Grade	Teacher	Homeschool
Kindergarten	Mrs. Katie Walsh Mrs. Przybylek	Spring Hodgkins
Kindergarten	Mrs. Conrady	Hodgkins
First	Ms. Orosz	Seventh
First	Ms. Niepokoj	Ideal
Second	Mrs. Kramer	Seventh
Second	Mrs. Glancy	Ideal
Third	Mrs. Bethany Walsh	Seventh
Third	Ms. Karanian	Ideal



Full Remote Elementary Staffing Continued

4-6

Grade	Teacher	Home School
Fourth	Mrs. Albreski	Ideal
Fourth	Ms. Chronos	7th (new to District)
Fifth	Mrs. Beezhold	Ideal
Fifth	Mrs. Coffey (Emma Forano)	Spring (New to District)
Sixth	Ms. Regan	Ideal
Sixth	Mrs. Christman	Ideal



Full Remote Staff Gurrie

Course	Teacher	Homeschool	In-Person Replacement
7th Grade ELA/SS	Mr. LaBud	Gurrie	Mrs. Megan Anderson
8th Grade ELA/SS	Dr. McGovern	Gurrie	Mrs. Meghan Schuemann
Read 180	Mrs. Gjoni	Gurrie	
Health/Science	Mrs. Noga	Gurrie	Health (Dan Walson (current paraprofessional) Science
7th and 8th Grade Core and Advanced Math	Ms. Zalewska	Gurrie	Katie Courtney (District AAD Math Specialist)
Spanish	Mrs. Yena	Gurrie	Mr. Jesus Irigoyen
French	Mrs. Rupert		
Exploratory	Mrs. Halper	Gurrie	Ms. Halper will continue with STEM and Math 180 and also organize lessons submitted by exploratory teachers



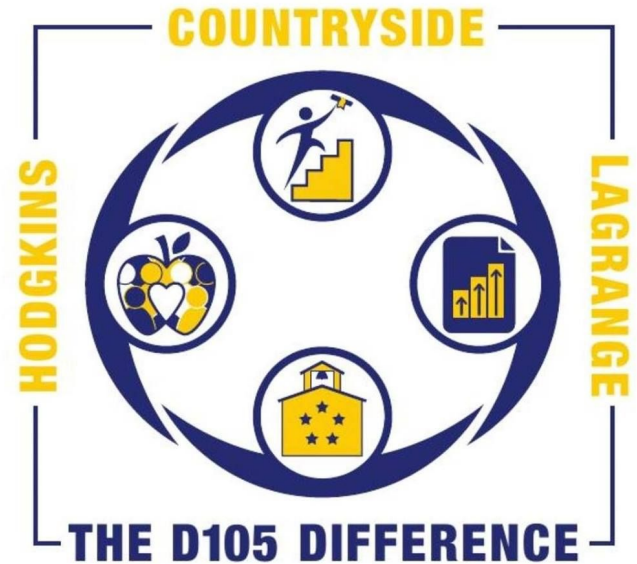
Full Time Equivalent Change

Position	FTE
Kindergarten	1.0
Fourth Grade	1.0
7th/8th ELA	1.0
7th/8th ELA	1.0
STEM/Math 180	.7
Spanish	.7
Art	-.3
Current staff picking up additional course	.4
Total	5.5

Offsetting Additional Staff Costs

- Activity bus and after school services will be suspended until further notice
 - *Activity buses= Approximately 500k
 - *After School Programs= Approximately 200k
- District received an emergency relief grant 196k
- Monies allocated for maintenance projects will be reallocated to help support

Student Support Services



Advanced Academics

5th Grade Accelerated Math

- Taught by Mrs. Demer and Mrs. Wiegand
- Instruction will be delivered remotely
- Mrs. Demer and Mrs. Wiegand will support blue, gold, and green students
- Synchronous and asynchronous instruction

6th Grade Accelerated Math

- Taught by Ms. Waterston and Mrs. Chadwick (with Mrs. Demer for additional in-person support)
- Instruction will be a combination of remote and in-person instruction
- Ms. Waterston and Mrs. Chadwick will support blue, gold, and green students
- Synchronous and asynchronous instruction

7th Grade Accelerated Math

- In-person instruction to blue and gold students delivered by Mrs. Eiternick
- Remote instruction delivered to green students by Ms. Zalewska

8th Grade Accelerated Math

- In-person instruction to blue and gold students delivered by Mrs. Courtney
- Remote instruction delivered to green students by Ms. Zalewska



Advanced Academics Con't

7th Grade Advanced ELA

- In-person instruction to blue and gold students delivered by Mr. Ingwersen and Mr. Driscoll
- Remote instruction delivered to green students by Mr. LaBud

8th Grade Advanced ELA

- In-person instruction to blue and gold students delivered by Ms. Schuemann
- Remote instruction delivered to green students by Dr. McGovern

Advanced Academics Math Support

- Taught by Mrs. Wiegand and Mrs. Demer
- Support will be provided for grades 2, 3, and 4
- Services will be delivered remotely to blue, gold, and green students

Advanced Academics ELA Support

- Taught by Mrs. Musillami and Mr. D'Alessio
- Support will be provided for grades 3, 4, 5, and 6
- Services will be delivered remotely to blue, gold, and green students

Early Childhood & Preschool

Distance Learning Exploration Kits



- All of the early childhood and preschool students will receive an exploration kit that includes four weeks of daily, structured activities that the teachers and related service providers will use to guide their instruction
- These kits will assist in providing routine, while targeting foundational skills in the areas of Literacy, Math, Movement, Sensory, Fine Motor, Communication and Behavior
- Each kit includes a themed mask with social stories to practice and promote mask wearing at home prior to returning to in-person learning



IEP Services

- IEP teams are collaborating to create Individualized Remote Learning Plans for their students
- The Individualized Remote Learning Plans are based on the IEP and will document how services, modifications and accommodations will be delivered
- Individual Remote Learning Plans will be shared and reviewed with parents/guardians
- Parents will be encouraged to provide input on the plans
- All IEP meetings will be held remotely until further notice



Social Emotional Learning & Supports

- D105's Social Work team partnered with other key staff members to form the Wellness Team, a collaborative group designed to support the health and well-being of all staff and students
- The Social Work Department continues to:
 - prioritize providing supports for families under financial hardship regarding access to basic needs
 - implement our tier 1 social emotional Response Classroom approach
 - implement PBIS at the middle school
 - introduce the Zones of Regulation as a tier 1 framework to provide common language across the district
 - supply all students with the skills to identify strong feelings and manage the emotional and physical symptoms they experience by providing introductory training to staff and student lessons



Social Emotional Learning & Supports, Cont.

- The Social Work Department continues to:
 - explore how we can embed more consistent SEL student check-ins with trusted adults
 - prioritize daily social emotional learning for all students using an SEL integration approach
 - provide professional development to staff on strategies for addressing social emotional needs in the classroom
 - provide self-care professional development for all staff as well as time and space to allow for connection, listening, and self-reflection among staff



English Learners

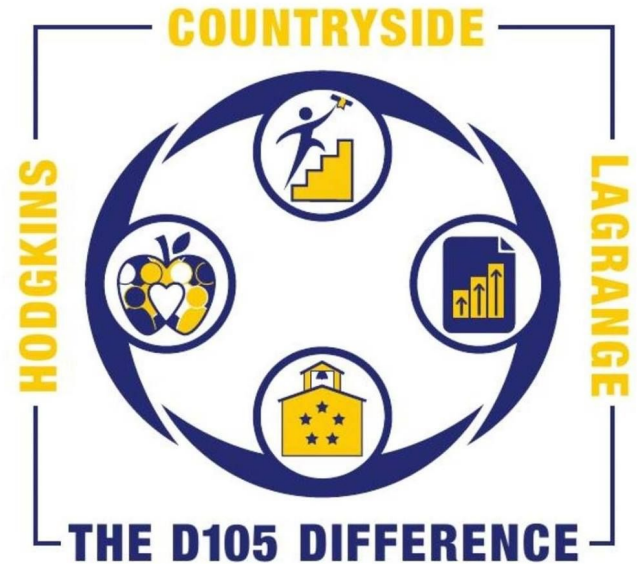
- One EL teacher per grade level
- ELs will follow the same daily schedule as their grade level peers
- EL staff will continue to collaborate with classroom teachers to adapt instruction to support students' language development.
- Lessons in the content areas will include both content and language objectives
- Lessons will be adapted to develop vocabulary, build background knowledge, modify texts, and to provide a framework for understanding that makes content accessible to ELs.
- EL staff will also have synchronous and asynchronous opportunities for EL students to access their daily instruction and develop their language skills.



English Learners

- EL teachers will target each student's greatest area of need within the four domains of language acquisition (according to their current ACCESS scores) and provide English language development- content based.
- Newcomers will receive daily ESL support.
- EL staff will continue to participate in SLOP coaching training and share these practices with classroom teachers, with an emphasis on language objectives and comprehensible input for this school year.

Curriculum and Instruction



District 105

2020-2021 Remote Learning

Student-Parent Guide



THE D105 DIFFERENCE

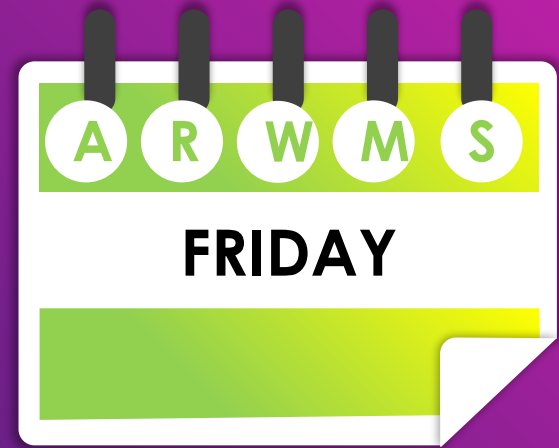
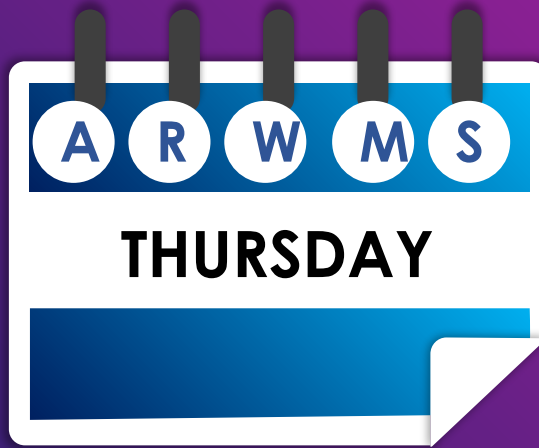
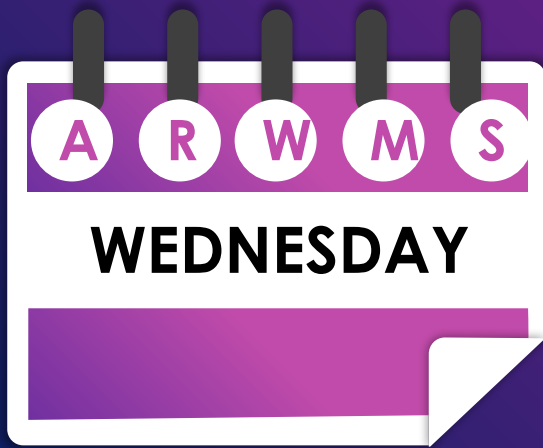
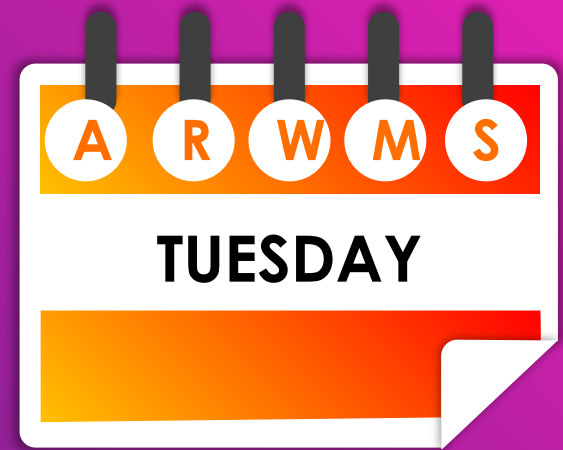
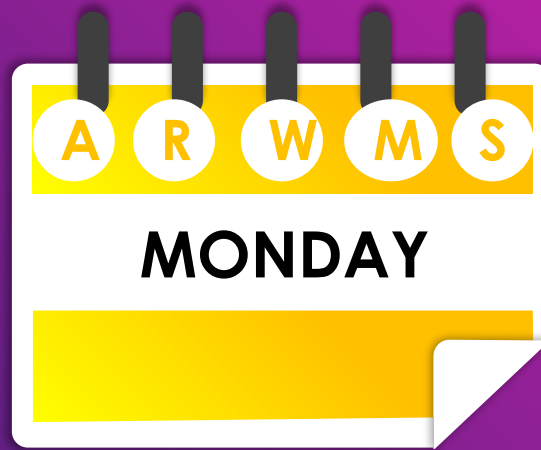
THE D105 DIFFERENCE

Weekly Learning Plan

Week of:

GRADE LEVEL

ADD YOUR SUBJECT HERE.



Curriculum and Instruction - Weekly Plan

- Included in Weekly Plan
 - Synchronous - “live” meeting times and associated links
 - Asynchronous - times of day when students are working on own
 - Subject area learning focus overview for each day
 - Overview of asynchronous learning experiences
 - References to any specific Google Classroom or Seesaw documents needed for learning experiences
- Full week at a time - adjustments to support teaching and learning
- Available each Sunday afternoon

Available Options:

- Icons, Videos, Sound feature, various small group templates, etc.
- Use of these features as needed and/or when appropriate for lesson



Curriculum and Instruction - Phasing In Weekly Plan

Week 1

- **General** Overview of Week for student/parents
- Need for teacher to teach/train students how to navigate tool *before* shared
- Prior to New Student Weekly Learning Plan shared with families:
 - Students engage with Seesaw and Google Classroom features
 - Students engage with new Student Weekly Plan
 - Students learn how to locate and access learning plan
 - This sharing/teaching will occur week 1
- first days of schools - tools + community building, relationships, expectations

Week 2

- Student Weekly Learning Plan available by Sunday, August 30th



Curriculum and Instruction - Sample Lessons

- Primary example
- Intermediate example
- Middle School example



A small icon of a spiral-bound notebook with a yellow-to-red gradient cover. The word "PRIMARY" is written on the white page. The notebook has five black spiral rings on the left side.

PRIMARY




A**TUESDAY**

August 25

Directions



AGENDA



Time	Activity	Teacher or Independent
8:30	Morning Meeting	Teacher - Zoom Link
	Let's Learn About Epic!	Teacher - Zoom Continued
9:45	Reading on Epic	Independent
10:45	Lunch/Recess	Independent
11:30	Quiet Time	Independent
11:45	Community Building - Games	Teacher - Zoom Link
	Seesaw Class Review	Teacher - Zoom Continued
	Seesaw Activity- "Get to Know Seesaw!"	Independent
12:45	Take a Break/Snack (15 minutes)	Independent
1:00	Math - Counting	Independent
2:10	PE	Teacher - Zoom Link
2:40	Closing Circle	Teacher - Zoom Link

R

TUESDAY

August 25

Directions



SEESAW ACTIVITY



1. Go to Clever. 
2. Login to Seesaw.  *Seesaw*
3. Go to your activities. 
4. Complete the activity called "Get to Know Seesaw!"



INTERMEDIATE



A

MONDAY

8/24/20

Time

9:00

10:30

12:10

2:30



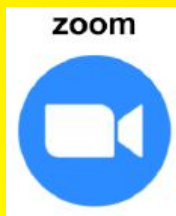
AGENDA



- **8:30- Take attendance and check out Seventh Avenue Edmodo page**
- **9:00 Class Zoom - Morning Meeting**
- **10:00 Specials**
- **10:30 Class Zoom - (ex. Shared Reading)**
- **11:20 Lunch**
- **12:10 Class Zoom - (ex. Shared Math)**
- **1:00 Break**
- **1:15 Class Zoom - (ex. Growth Mindset activity)**
- **2:00 Independent reading**
- **2:30 Class Zoom- Closing Circle**


R**MONDAY**

9/14/2020

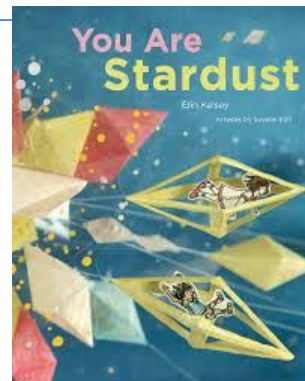
**Zoom Link**
8:50 - 9:05

SHARED READING LESSON

Content Objective: What was the author's main idea and why is it significant to your life?

Language Objective: Tell a partner about the author's main idea and why it is significant to your life. In a google doc, write two sentences about the author's main idea and explain why it is important to your life.

1. Click the image of the book *You Are Stardust* for the actual text of the reading.
2. Be ready for Readers Theater - We will Zoom as a whole class for this



R

TUESDAY

8/25/20

Here's a video with instructions of how to draw a floor plan or a map. Feel free to pause the video and work along side the presenter.



Remote Space INDEPENDENT TASK



Assignment Specifics: You are going to draw a map of what you envision to be the perfect remote learning space in your home. Think about what would be in that space to help you learn your best? What school supplies would you need nearby?

When is it due: Bring your completed or nearly completed project to our 10:30 Zoom. If you need more time to work, you'll have it.

Materials needed: Paper, pencil, ruler, markers or colored pencils

Where can you look for assistance? Watch the video to the left and bring your questions to our Zoom.



MIDDLE
SCHOOL



A

MONDAY

Today's
Schedule for
Specials/Band
& Orchestra



ZOOM LINK



Overview - Science

- News & Updates (whole group)
- Instruction and question/answer (whole group)
- Student Collaborative Practice
- Check-in (whole group)

Lesson Objectives: Today and tomorrow our focus will be understanding different energy sources around the world. How is energy harnessed, used, conserved?

L

MONDAY

Hydropower!



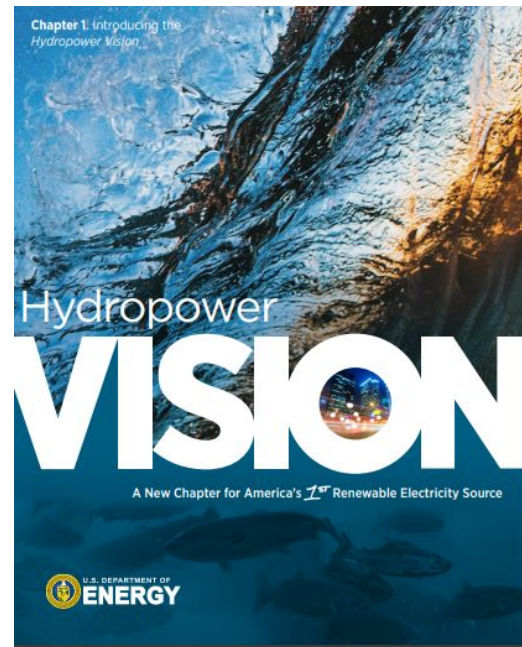
Collaborative Practice:

Work in partner group on jigsaw reading activity - see assignment on Google Classroom titled *Hydropower*.

You will TURN IN the group notes at end of class period for feedback.

Whole Class:

Check back in as whole class (same zoom link) for the last 5 minutes of our class period.



Flipped video from
last night

Curriculum and Instruction - Synchronous and Asynchronous Learning

- Per state recommendations, approximately 2.5 hours of the students' day should consist of synchronous learning experiences
- Remaining hours - asynchronous learning experiences.
- These numbers must remain approximations
- When determining amount/appropriateness of both types of learning each day:
 - stamina for the remote learning environment to best align these learning experiences.
 - teachers must consider the developmental needs of their students
 - teachers must consider content objectives



Curriculum and Instruction - Learning Gaps

- Not enough time to fully teach all “unfinished” learning AND address all grade level concepts
- Critical to be even clearer on the most important content to be addressed
- Identified *most essential* priority standards by grade/content
- Focus instruction on these essential priority standards
- Identify and assess prerequisite skills most related to essential standards
- Focus on critical priority standards, related prerequisite and supporting standards
- Teachers can maximize instructional time focused on mastery of key, essential grade levels standards



Curriculum and Instruction - Professional Learning

- FIVE Days - August 17-20
- Focus Learning:
 - Responsive Classroom - Core Beliefs and Principles
 - Responsive Classroom - RC Four Domains
 - Building Class Community Remotely - Middle School
 - SEL - Zones of Regulation
 - SEL - Self-Care for our Teachers
 - High Quality Remote Instruction - Synchronous and Asynchronous
 - High Quality Remote Instruction - Engaging Students Remotely
 - Health Presentation - COVID-19 Safety
 - Remote Learning - Planning the First Week
 - Seesaw and Google Classroom tutorials (as needed)
 - Planning time as grade level teams and departments

