MEMORANDUM

Date: March 2020

To: North Cook ROE; RTSD 26 BOE

From: Kristine Seifert - Assistant Superintendent for Teaching & Learning;
Jodi Megerle - Assistant Superintendent Student Services

RE: eLearning Documents for eLearning Plan

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Abstract:
This memo contains the steps to enact a eLearning plan in RTSD 26; a historical context for implementing eLearning days in RTSD 26; the eLearning plan for consideration; certified staff expectations (general, special education, related services); classified staff expectations.

Required Elements:

The regional office of education or intermediate service center for the school district must timely verify that a proposal for an e-learning program has met the requirements specified in this Section and that the proposal contains provisions designed to reasonably and practicably accomplish the following:

(1)   to ensure and verify at least 5 clock hours of instruction or school work, as required under Section 10-19.05, for each student participating in an e-learning day;

(2)   to ensure access from home or other appropriate remote facility for all students participating, including computers, the Internet, and other forms of electronic communication that must be utilized in the proposed program;

(2.5)   to ensure that non-electronic materials are made available to students participating in the program who do not have access to the required technology or to participating teachers or students who are prevented from accessing the required technology;

(3)   to ensure appropriate learning opportunities for students with special needs;

(4)   to monitor and verify each student's electronic participation;

(5)   to address the extent to which student participation is within the student's control as to the time, pace, and means of learning;

(6)   to provide effective notice to students and their parents or guardians of the use of particular days for e-learning;

(7)   to provide staff and students with adequate training for e-learning days' participation;

(8)   to ensure an opportunity for any collective bargaining negotiations with representatives of the school district's employees that would be legally required, including all classifications of school district employees who are represented by collective bargaining agreements and who would be affected in the event of an e-learning day;

(9)   to review and revise the program as implemented to address difficulties confronted;

Modified Emergency Steps to Enact Emergency eLearning Plan:

- Allows district Superintendent to adopt the plan without board approval,
- Removes school board requirement to hold public hearing,
- Allows districts to use e-learning days for the duration of the state emergency declaration,
- Removes Sept. 1 plan approval deadline
- Removes 30-day protocol notification requirement.

Historical context:

Four years ago, the State of Illinois allowed three districts to pilot eLearning days as a trial for potential expansion throughout the state. In November 2018 the Illinois State Board of Education (ISBE) issued a letter with new guidelines regarding the school day. The guidelines were finalized in summer of 2019 yet no rubric for approval was released at that time. RTSD 26 chose not to move forward with a plan to have the option to implement eLearning in the 2019-2020 school year after consulting the BOE, TLC, and district administration. However, in light of recent events and a pending health crisis, River Trails School District 26 will create an eLearning plan to support students during a potential school shutdown. The eLearning Plan below outlines the manner in which administration will address the ISBE requirements, which are outlined above.

Rationale

At the urging of the State Superintendent, RTSD26 has developed a plan to provide learning opportunities to students during a potential extended emergency school closing. It will further codify the school year without adding emergency days to the end of the year.

RTSD 26 eLEARNING PLAN
2019-2020

Introduction:
Public Act 101-0012 of the 101st Illinois General Assembly permits local school districts to establish an eLearning plan to address student learning in a remote environment. 5-8th grade students in RTSD 26 are issued a district managed device. 2-4th grade students will be offered take-home devices as needed. PreK-1st grade students will be provided paper-based learning activities.

Due to the recent State Superintendent proclamation, our current technology infrastructure, and teacher technology devices, RTSD 26 can meet the statutory stipulations to use e-learning days in a manner that permits students access to learning from remote locations. Other options will be available for any students and who do not have access to technology when off campus.

Teaching & Learning and Curricular Connections
Student learning activities will be tied to the existing curriculum of RTSD 26 schools which are aligned to the Illinois Learning Standards. Learning objectives align to the content and skills students must master to be successful learners. Teachers will collaborate on their course and grade level teams to develop rigorous activities in line with the standards. Suggested activities will align with a student's current instructional program (i.e. reading, math, content, health, fine-arts, PE). Learning activities will be varied, balanced, and meet the hourly requirements of the eLearning plan.

Student & Staff Access and Connectivity
Student learning will be implemented utilizing the district approved Learning Management System, Schoology, and Google Tools. Work can be completed on any device, including the district issued Chromebook. Teachers will be available to interact with their students digitally, and students may also have the opportunity to engage with their peers via digital tools. Students without device access or connectivity issues can request Internet hotspots or Chromebooks, and parents will be able to come check-out devices. Paper Based learning activities will be provided for all PreK-1 students as well as students without access to technology. These learning activities will also be posted online for students and families.

Student Attendance
Student attendance and monitoring will be collected in a variety of ways. Elementary parents will receive an email by 9 AM on each eLearning day to submit a Google Form for attendance purposes. Middle School student activity and participation will equate to attendance. Teachers will track student engagement in learning tasks, and attendance credit will be granted. Student attendance on the eLearning day will count as a normal attendance day for all students.

IEP and EL Students

Students will be afforded all reasonable accommodations and modifications outlined in their IEP, 504, and/or language support plan(s). The IEP team must determine whether and what level of E-Learning supports will provide an individual student Free Appropriate Public Education (FAPE). The IEP team should discuss these plans at the annual review each year. The provision of special education and related services on E-Learning days should be pre-established in the IEP. Teachers and related service support staff will be available during the hours of instruction to provide additional assistance to students. If the student does not have access to the related service over multiple days due to inclement weather, it may be necessary for the District to provide services at an alternate time upon return to school.

Notice to Bargaining Units

Discussions with the RTEA have taken place throughout the development of the eLearning plan. Bargaining unit members assisted in plan development. Discussions will continue to take place as we implement and monitor the success of implementation.

Staff Training

Staff will be trained on attendance procedures, expected roles, and lesson development. Staff receive regular training on district issued technology and currently use it to drive instruction. Instructional coaches, building administrators, district administrators, and technology support staff will be available to train and support staff in the implementation of eLearning days.

RTSD 26 Certified Staff eLearning Expectations

Purpose:
To define the expectations of a eLearning day for teachers so that they can adequately plan and implement lesson plans within the RTSD 26 eLearning Plan Framework.

Definition:
If the eLearning option is exercised, the day shall be made up on the date of the emergency event (i.e. School is closed on 3/10/20, eLearning day is scheduled for 3/10/20).

Communication:
It is expected that educators are notified of the emergency day via Bright Arrow and email. Every effort will be made to alert staff prior to 9 p.m. the evening before. Educators will post their learning experiences by no later than 9:00 a.m. on the day of the emergency event.

Recommended Schedule Certified Employees:

8:00-9:00: Teacher Plan/Team Collaboration Time
9:00-12:00: Student/Family Support
12:00-1:00: Lunch
1:00-2:30: Student/Family Support
2:30-3:00: Teacher Plan/Team Collaboration Time

*We understand that many staff will have complicated factors impacting your work day. Please communicate with your administrator/supervisor as needed for support.

GENERAL EDUCATOR EXPECTATIONS

Learning Experience Expectations:
- Learning target(s) and experiences are posted by 9:00 a.m. on the eLearning day.
- Teachers will respond to students in a timely manner via Schoology, Google Docs, phone or Gmail.
- Attendance practices vary based on the age of the student.
  - Middle School Attendance will be based on participation in activities.
  - Elementary School Attendance will be based on parental reporting.
- Expectations by level of instruction shall be:
  - Early Elementary - PK-1: Students will be provided a learning menu to complete over the course of 1 week.
  - Elementary - Students will complete the daily lesson plan that includes activities in both CORE academic and non-CORE subjects.

- ○ Middle - Students will complete activities in 4 content areas daily. Required content areas will rotate on a day-to-day basis.
- The learning experience must have the ability to demonstrate or provide evidence that learning occurred and linked to the Common Core Standards/IL Learning Standards.

SPECIAL EDUCATOR EXPECTATIONS

General IEP Procedures:
1. The IEP team must determine whether and what level of eLearning supports will provide an individual student Free Appropriate Public Education (FAPE).
2. The IEP team should discuss these plans at the annual review each year. The provision of special education and related services on eLearning days should be pre-established in the IEP.*

*Because this is an emergency eLearning plan, current IEP documents will not reflect student needs and accommodations for eLearning. This is something that will be added during IEP annual reviews moving forward. Upon return from the eLearning, compensatory services or ESY will be considered.

District Responsibilities:
1. If the eLearning Day option is exercised, it is the District's responsibility to make sure the students and parents can access the eLearning modules.
2. The District will provide special training for parents and students as needed.
3. It is the District's responsibility to ensure that students have the relevant tools available when an eLearning day is implemented.

Special Education Teacher/Student Services Staff Responsibilities:
1. A teacher should create the modules with the individual student in mind. These modules may include PDFs, podcasts, presentations, multimedia, Google Docs, and any combination of the above.
2. If the student typically receives intensive support throughout the school day or one-on-one adult support, the same level of support should be available through direct and indirect special education services, including telephone contact,synchronous classrooms, instant messenger, Google docs, or through contracted providers.
3. Our plan is to ask for individuals to be available on eLearning days, via email, to answer student and parent questions regarding the modules.

Related Service Responsibilities:
The occupational therapists, speech therapists, and other related services providers, should operate as consultants when the teachers are putting together the modules for students who receive related services. Although the services may not be replicated through an online platform, there should be plans for the parents to implement some of the services at home under the guidance of the related service provider. If the student does not have access to the related service over multiple days due to inclement weather, it may be necessary for the District to provide services at an alternate time upon return to school.

RTSD 26 Classified Staff eLearning Expectations

Purpose:
To define the expectations of an eLearning day for classified personnel so that they can adequately plan and make proper use of their work time and professional development within the RTSD 26 framework.

Definition:
If the eLearning option is exercised, the day shall be made up on the date of the emergency event (i.e. School is closed on 3/10/20, eLearning day is scheduled for 3/10/20).
There are many different and essential roles that classified personnel serve within RTSD 26, and depending on the role, the experience will be differentiated to better meet the needs of these employees.

Communication:
It is expected that educators are notified of the emergency day via Bright Arrow and email. Every effort will be made to alert staff prior to 9 p.m. the evening before.

CLASSIFIED EXPECTATIONS

Work Plan(s):
There will be different expectations for classified employees depending on the nature and timing of their work. It is important that supervisors communicate the expectations on these days clearly to their employees. Supervisor expectations will be the most important piece in defining the workday for classified RTEA employees. In general, employees will have four different plans for work on these days, and again, the supervisors will communicate and approve work plans on the actual eLearning day. The four general work plans for eLearning days are as follows:

1. Employees who are required to be on site due to maintenance, cleaning, technology support and potential snow removal will have timing and expectations communicated to them via normal channels before and on the date of the emergency event. Standard operating procedures will remain in place for this group of employees. (Your supervisor will define your work schedule)

2. Employees who require student presence (such as classroom aides) will either have clearly defined responsibilities during the work day, as prescribed by the students' IEPs, or they will have a professional development opportunity that will be pushed out via Human Resources (HR) or building administration. (See work schedule below)

3. Employees that will not have a clear work role on the eLearning day will be required to participate in 2-3 professional development modules that will be pushed out to them from HR. They will have some choice in the professional development modules, and they will be aligned to improving skills related to

their jobs. This will ensure that the days are meaningful for the employees while not being overly burdensome. (See work schedule below)

4. Employees that can effectively work from home on their traditional tasks will have the option to exercise this on a eLearning day, and it will only be pending supervisor approval. (Typical work schedule)

Recommended Schedule Classified Employees:

8:45-9:00: Collaboration/Communication (Email, checking in with teachers, etc)
9:00-12:00: Professional Learning Modules
12:00-1:00: Lunch
1:00-2:15: Professional Learning Modules
2:30-2:45: Collaboration/Communication (Email, checking in with teachers, etc)

*We understand that many staff will have complicated factors impacting your work day. Please communicate with your administrator/supervisor as needed for support. Additionally, you may be asked to do alternate tasks by your supervisor. Flexibility is appreciated.