

**District 125 eLEARNING PLAN
2019-2020**

eLearning Structures & Rationale as Aligned to State Expectations and Requirements:

There are a number of different ways to implement eLearning within any school district. The proposal for Stevenson High School seeks to offer a legitimate learning experience for all students that advances learning within each class/course.

The eLearning day shall be made up on the day of the emergency day by making use of the Internet, our learning management system Canvas, telephones, texts, chat rooms, or other similar electronic communications for instruction and interaction between teachers and students so that all learning needs are met. This plan will maintain a true end to the school year while ensuring that educational time is compensated with fidelity.

The procedure for making up school after an emergency day will be to alert parents, students, and educators the emergency day is commencing and that assignments will be posted by no later than 9:00 a.m. This will allow parents, students, and educators to make eLearning plans that advance their classes/courses. This will also ensure that required clock hours of instruction or school work is met by each student participating in an eLearning Day. Through our 1:1 initiative and other supports, District 125 will ensure access from home or other appropriate remote facilities that all students participating in the program will access to any materials (electronic or non-electronic) that might be needed to support learning. Likewise, as described below, District 125 will ensure that learning opportunities are designed for students with special needs, and that all students' learning is monitored and verified.

It is important to note that attendance on the make up day will be counted in Infinite Campus as an assignment, and that students will have up to 2 days to complete the requisite work. This allows educators and families the flexibility to demonstrate the learning on their timeline with little disruption to the general or special education programming. Student attendance on the eLearning day will count as a regularly sanctioned attendance day for all students who demonstrate teacher identified course expectations for learning. In these ways, District 125 is dedicated to making sure student participation in an eLearning day is within the student's control as to the time, pace, and means of learning.

Communications of eLearning days will provide effective and timely notice to students and their parents or guardians of the particular days for eLearning, including clarity and at the start of the 2019-20 school year where protocols and general expectations and responsibilities of the eLearning program will be communicated to teachers, staff, students, and parents at least 30 days prior to utilization of an eLearning day.. Likewise, staff and students will be provided adequate train for eLearning days' participation. In making use of eLearning days during the 2018-19 school year, collective bargaining negotiations have been determined, and reviews of the program as implemented have been confronted through revisions.

This proposal ensures all teachers and staff who may be involved in the provision of eLearning have access to any and all hardware and software that may be required for the program, and once approved will seek verification from the Regional Office of Education for the school district to ensure access for all students for implementation for a period of at least 3 years or at the discretion of revisions made to state requirements.

Benefits of eLearning for Emergency Days:

- Allows for the end of the school year to be predictable and constant regardless of the number of emergency days.
- As structured, it allows educators to advance learning more effectively given the ability to plan within the normal school year.
- As structured, it supports educators with families while maintaining the long-term fidelity of course/class scope and sequence.
- Preserves a firm start date for summer school and summer programming.
- Ensures end-of-the-year activities like graduation and commencements are maintained.
- Prevents undesired intersections with religious holidays.
- Promotes flexible learning and operations in the digital age.
- Promotes learning beyond the school walls.

General Expectations for Teaching Faculty

Purpose: To define the expectations of an eLearning day for general education teachers so that they can adequately plan and implement lesson plans within the Stevenson High School framework.

Definition: If the eLearning option is exercised, the day shall be made up on the date of the emergency day through the use of the Internet, a learning management system (Canvas), telephones, texts, chat rooms, or other similar means of electronic communication for instructional purposes..

Communication: It is expected that educators are notified of the emergency day per the usual District 125 communication protocols. Educators will post their learning experiences by no later than 9:00 a.m. on the emergency day, and they will base their attendance on the successful completion of this experience within the next 5 days. For example, if Monday, January 6, 2020 is used to make up an emergency day, then the educators will post their assignments by 9:00 a.m., and attendance will be completed by midnight on Monday, January 13, 2020 (2 days after the original date of posting). Please see attachments of prepared communications to teachers, students, and parents.

Technological Support: Stevenson is dedicated to insure that students have access to technologies that support and enhance learning. All Stevenson students have access to iPad technologies, and all courses at Stevenson have a presence on Canvas--Stevenson's learning management system.

Canvas supports instructional tools that allow for a variety of different, robust learning experiences during an eLearning day--including the capability of assessment, video lectures, discussion forums, etc. Likewise, in the Internet, telephones, texts, chat rooms, or other similar means of electronic communications might be used to support an eLearning experience.

The following is a general listing of learning experience expectations for students:

- Learning target(s) and experience are posted by 9:00 a.m. on the eLearning day. Assignments should be meaningfully connected to course curriculum, take no more than 20-25 minutes to complete, and should be reviewed by the teacher to ensure expectations of learning are met.
- Teachers will respond in a timely manner during the normal work hours on the actual emergency day.
- Students shall have 2 school days to complete the learning experience (see above example for clarification).
- Attendance shall be tied directly to successful completion/demonstration of the learning experience.
- Every class shall have a reasonable plan posted.
- Assignments should demonstrate authentic learning directly connected to the curriculum.
- Students will need to demonstrate and provide evidence that learning occurred.

Special Educator Expectations

General IEP Procedures:

All students in Special Education will participate in E-Learning. Students with IEPs have E-Learning plans that match their learning goals as determined and designed by the student's IEP team. Students who have IEPs receive related services minutes per month as designated by their IEPs. Any related service minutes missed as a result of an E-Learning day will be made up within the specified month.

District Responsibilities:

Adlai E Stevenson High School will ensure the provision of FAPE for all special education students during E-Learning Experiences.

Special Education Teacher/Student Services Staff Responsibilities:

Similar to general education, the E-Learning experiences will be accessible through postings on the Canvas learning system. However, because the E-Learning lessons are based on student IEP Goals, special education teachers will establish posted E-Learning lessons at the start of the year and review the process with all special education students. This will include utilizing the E-Learning experience as a platform for teaching strategies supporting student independence, self advocacy, and executive functioning.

Special Education E-Learning Procedures:

- IEP teams will collaborate to develop an E-Learning plan for each student with an IEP on their caseload.
- Any changes to the E-Learning Plan will be communicated with parents at the IEP meeting.
 - Teachers will respond in a timely manner during the normal work hours on the actual emergency day.
- Students shall have 2 school days to complete the learning experience (see above example for clarification).
- All special education teachers will incorporate into their plans a formative assessment process for an immediate review the E-Learning lesson and utilizing the formative data to enrich the independent learning initiated by the students.
- Attendance shall be tied directly to successful completion/demonstration of the learning experience.

Related Service Responsibilities:

- Case Managers and related service staff will review allotted minutes for related service supports at IEP meetings.
- Make-up days for compensatory related services will be established for addressing the lost minutes included on the IEPs if necessary.
- Related service staff will document that compensatory related service minutes provided in the comments section of the IEP including the time and date of the provided services.
- Any changes to the E-Learning Plan will be communicated with parents at the IEP meeting.
- Related Service Providers will respond in a timely manner during the normal work hours on the actual emergency day.