

**Regional Office of Education  
e-Learning Program Verification Form**

According to Public Act 101-0012 of 101<sup>st</sup> Illinois General Assembly, local school district e-learning programs, adopted by resolution, may not exceed the minimum number of emergency days in the approved school district; ROE must approve program **prior** to the use of an emergency day. Before adoption, the school board must hold a public hearing for initial proposal or renewal of e learning program by:

- Publication in a newspaper of general circulation in the school district at least 10 days prior to hearing.  
Date of Publication: \_\_\_\_\_
- Written or electronic notice designed to reach the parents or guardians of all students enrolled in the district.  
Date of Notification: 3/13/2020
- Written or electronic notice designed to reach any exclusive collective bargaining representatives of school district employees and all those employees not in a collective bargaining unit.  
Date of Notification: 3/11/2020
- The school board's approval of a district's initial e-learning program and renewal of the e-learning program shall be for a term of 3 years.  
Date of Public Hearing: 3/16/2020 Date of Board Meeting/Resolution 3/16/2020

Specifically, the Regional Office of Education for the school district must verify that the e-learning proposal will: 1) ensure access for all students; ensure that the specific needs of all students are met, including special education students and English learners; ensure that all mandates are still met using the e-Learning program adopted; and 2) contain provisions designed to reasonably and practicably accomplish the following:

- 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
- 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.
- Ensure that non-electronic materials are made available for 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.
- Ensure appropriate learning opportunities for students with special needs.
- Monitor and verify each student's electronic participation.
- Address the extent to which student participation is within the student's control as to the time, pace, and means of learning.
- Provide effective notice to students and their parents or guardians of the use of particular days for e-learning.
- Provide staff and students with adequate training for e learning days' participation.
- Ensure that all teachers and staff who may be involved in the provisions of e-learning have access to any and all hardware and software that may be required for the program.
- Ensure an opportunity for any collective bargaining negotiations with representatives of the school district's employees that would be legally required, and 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.
- Review and revise the program as implemented to address difficulties confronted.
- Ensure that the protocol regarding general expectations and responsibilities of the program is communicated to teachers, staff, and students at least 30 days prior to utilizing an e-learning day.

Dr. Bruce Law  
Verified by: School Dist. Superintendent (printed)

Royce Lee J. Wood  
Verified by: Regional Superintendent (printed)

[Redacted Signature]  
Signature

3/12/2020  
Date

3/12/2020  
Date



# Township High School District 113 e-Learning Plan

March 2020

## Overview

This document describes Township High School District 113's plans for e-Learning.

## Introduction

Building extensive professional development and support around instructional technology over the past several school years, District 113 developed the following research-based program for e-learning days. To develop this plan, a team from District 113 reviewed and evaluated existing e-learning day programs from [Evanston Township High School](#), [Gurnee District 56](#), [Loyola Academy](#), [Consolidated High School District 230](#), [Ridgewood High School District 234](#), [Stevenson High School District 125](#), and the Chicago Public Schools. District 113 designed our e-learning plan to adhere to the provisions established by the Regional Offices of Education and the Illinois State Board of Education.

## Background

Different situations call for [different sorts of e-learning needs](#) and arrangements.

Situation		Example Scenarios
0	<b>School is open. Normal operations.</b> There are no external conditions affecting the operation of schools.	<ul style="list-style-type: none"> <li>Nearly every day.</li> </ul>
1	<b>School is open. Increased absences.</b> How do we keep learning on track for absent students without overloading teachers with individual requests?	<ul style="list-style-type: none"> <li>Many concurrent field trips.</li> </ul>

2	<p><b>School is open. Significant and prolonged absences.</b> How do we ensure instructional continuity when some are on campus and some are remote?</p>	<ul style="list-style-type: none"> <li>● Many concurrent field trips.</li> <li>● Local or regional illnesses.</li> </ul>
3	<p><b>Campus is closed for a short period of time. Classes are online.</b> How do we support student well being and academic development in the midst of a brief (i.e., less than one week) disruption to our daily operations?</p>	<ul style="list-style-type: none"> <li>● Emergency Days</li> <li>● Snow days.</li> <li>● Facilities problems.</li> </ul>
4	<p><b>Campus is closed for an extended period of time. Classes are online.</b> How do we support student well being and academic development in the midst of an extensive (one week or more) disruption to our daily operations? How do we ensure teachers have the tools needed to plan and re-plan instruction amid the inevitable chaos of such a situation?</p>	<ul style="list-style-type: none"> <li>● Emergency Days</li> <li>● National or state emergencies; pandemics.</li> </ul>

Per the Illinois School Code [Section 10-20.56.](#), *this plan focuses on Level 3 and Level 4 situations.*

**Access**

This section describes how we will ensure that all students and teachers in District 113 have the tools necessary to successfully teach and learn during e-learning days.

**Access for Students**

All District 113 students—general education and special education—are assigned a Chromebook upon enrollment.

Students who do not have access to high speed internet at home are eligible to check out a mobile hotspot through their counselors. The student will be notified as to when they should return them.

In the event that students are not able to access their Chromebook or the internet on the day an e-learning day is called, students may pickup non-electronic copies of lesson materials from the teachers on the next school day following a school closing. Students have two school days from the date of the e-learning day to turn in any work either electronically or non-electronically.

## ***Access for Teachers***

All District 113 teachers are issued a laptop. Teachers have access to numerous productivity tools to assist them with their instructional efforts. Nearly all of the district-specific applications—including Schoology, our learning management system, and Infinite Campus, our student information system—are accessible from a web browser.

## **Instruction**

### ***Emergency e-Learning Plans***

Starting in the 2020-21 school year, teachers and/or course teams will be asked to produce an emergency e-learning lesson plan at the beginning of school, akin to the emergency substitute coverage plan that is currently expected. This plan will be expected to describe how e-learning will take place for that course if either a Level 3 or a Level 4 situation occurs.

### ***Daily Schedules***

The following applies to both Level 3 and Level 4 situations.

Most online learning will occur [asynchronously](#), with students working independently and/or in online groups. As a rule of thumb, teachers should assume that the classes to be taught on a given e-learning day follow the regular daily schedule ([DHS](#), [HPS](#)).

For the occasional synchronous e-learning activity, teachers should follow the appropriate starting and ending time of the class per the daily schedule.

By 9:00 AM every day, teachers should update their Schoology pages for the courses that are scheduled to occur that day. This post should include all instructional resources, instructions, assignments and/or assessments necessary. Even if students are working on long-term, asynchronous projects, each post should update to reflect their progress. In other words, teachers should provide instructional supports and a check-in for every day that students are learning in their course.

During regular school hours, teachers should be available to students via email or Schoology should they have questions or need assistance. Teachers should use their additional time during the school day for planning and preparation.

## ***Weekly Schedules and Plans***

For Level 3 situations, schools will follow the schedule as mentioned above.

For Level 4 situations, the following applies.

The first two school days immediately following the call for emergency designation will be designated as non-instructional. Given that a major calamity is befalling a large portion of the Deerfield and Highland Park communities, staff, students, and families will need time to care for the sick and injured, ensure basic life safety needs are fulfilled, establish new childcare routines, and the like. A message from the Superintendent will be issued to all parents with this information.

During these initial two days, teachers should meet online with their course teams and prepare a week-long lesson plan, which should be shared with their department chairs at the end of the second day.

Every week after the first during a Level 4 situation, course teams should submit an updated weekly lesson plan to their department chairs.

## ***Lesson Design, Lesson Content***

Lessons for e-learning days should be planned for roughly the same duration as if campus was open. Class work on e-learning days should substantially align with what the course is currently doing and should move the curriculum forward. E-learning days should not be filled with busy work. Instruction should add value to the class and be a coherent part of the curriculum.

It is unrealistic to think that students can complete a full day of class work and a full day of homework on an e-learning day. As a rule of thumb, students should be able to complete all the work for each course in 45 minutes.

The District 113 Instructional Technology team [has curated and produced a set of resources to help teachers of all departments](#) make the best use of e-learning days.

## **Attendance**

Per ISBE rules, it is the responsibility of the school to "[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](#)". To that end, the following procedures associated with attendance will be established.

During e-Learning days, students are expected to log in to Schoology every day before midnight. Their attendance will be verified via back-end logging and synchronized with the district's student information system.

### ***How will attendance be taken?***

Each student must log in to Schoology every day. This will be verified using the logs from Schoology.

### ***When and who will put attendance into Infinite Campus?***

On the morning of the next business day, the IT team will download the logs from Schoology. Any student not listed on that log will be marked absent for classes on the previous day in Infinite Campus.

### ***What to do if there is a question or dispute on student attendance?***

This request should be emailed to either [DHSPortal@dist113.org](mailto:DHSPortal@dist113.org) or [HPHSPortal@dist113.org](mailto:HPHSPortal@dist113.org). The IT team will double-check the Schoology logs. If no discrepancy is found it will be forwarded on to the appropriate Dean to handle.

### ***What should guardians do if they need to call their students absent from school?***

Parents/guardians can always still call into the attendance phone lines:

- HPHS: (224) 765-2020
- DHS: (224) 632-3001

The Deans at the school will process the attendance as normal.

### ***Will attendance robocalls calls still go home?***

Attendance phone calls will go home the next business day after IT imports the attendance into Infinite Campus.

## **Training and Professional Development**

Staff will learn about the expectations for an e-learning day through email communication. An informational website with links to resources, as well as an online learning module with video [has been created](#). Opportunities for in-person support and consultation will be made available during independent professional

time. In addition, video conferencing for support will be made available in the event of a level 3 or level 4 situation.

Students and families will learn about the expectations and student responsibilities for an e-learning day through direct communication from the District 113 Communications Office via email. An [e-learning website](#) on the internal staff portal has been created and will be populated with information for teachers and staff.

## **Staff Roles During Level 3 Situations**

In the event of a Level 3 situation, all staff should monitor their email and telephones for updates.

Licensed staff members should follow the standard e-learning procedures and deliver content online to students.

Non-instructional staff shall operate under the following provisions. The following staff are expected to work their normal shifts:

- Custodian
- Maintenance
- Transportation
- Engineers
- Safety

The following staff should refer to their supervisor for instructions:

- Administrators
- Exempt
- Food Service
- Support Staff

## **Staff Roles During Level 4 Situations**

In the event of a Level 4 situation, all staff should monitor email and telephones for additional details and information. Specifically,

- Licensed staff members with students assigned to them will follow the procedures described above and deliver instruction online starting on the third day of an extended school closure.
- Administrators will work from home.
- Essential personnel with district technology will work from home, all other staff will be available for work-related calls during normal school hours.

- Instructional coaches and instructional technology specialists will work from home and make themselves available to support teachers with e-learning needs.
- Technology staff will support [helpdesk@dist113.org](mailto:helpdesk@dist113.org) to provide technical support for teachers and staff.
- Special Education Aides and other classroom aides will be available by phone during normal school hours to support teacher requests.
- Special Education Case Managers will support students during normal school hours.

### ***Sickness and Absences During A Level 4 Situation***

If an employee is sick during a school dismissal or closure as a result of a pandemic and unable to work online, they should record a sick day in AESOP/Frontline.

- Department chairs and/or course teams will use the weekly lesson plans to post learning material for students.
- Online substitute coverage for teachers during a Level 4 situation will be secured, such that substitute teachers are available.

## **Program Evaluation**

After holding an official e-learning day, the district will survey stakeholders including students, teachers, non-instructional staff, and families for feedback on how the e-learning day went and how it could be improved in the future.

## **Communication**

### ***Students & Families***

Information will be shared with students and families about expectations and protocols for an e-learning day as soon as possible. When an e-learning day is implemented in District 113, information will be shared as outlined on the Emergency and Severe Weather Notifications web page.

In the event of a Level 4 situation, a special web page with pertinent details will be made available to the District 113 community. For instance, due to the coronavirus pandemic circa Spring 2020 we created a [special web page](#) with information for the district community.

## **Staff**

District 113 staff will receive training regarding expectations for district employees on an e-learning day. Links to an orientation website with information regarding general expectations and responsibilities of the program will be provided for staff.

## **Alignment with IL School Code**

Subsection (d) of [Section 10-20.56](#) of the School Code provides details about the design and construction of a district e-learning plan. In this section of this document, we describe how our plan aligns to these aspects of the state's e-learning guidance.

***(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;***

Per the above [attendance](#) section, we will record students online attendance during an e-learning day. Per the above section about lesson plans, we will verify that each student receives the required amount of instruction in each online course.

***(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;***

Per the above [access](#) section, we will ensure that all District 113 students have internet access during an e-learning day.

***(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;***

Per the above [access](#) section, will will ensure that all students and teachers will have the technology and tools

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

Per the above sections, our special education department chairs have received special support and training to lead and manage online instruction. They have prepared an extensive set of resources to help special education and general education teachers deliver quality instruction via e-learning days to all students.

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

Please see the [attendance](#) section above that describes how District 113 plans 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;***

The plans we have described above have sufficient flexibility to address both student's individual learning needs but also the community learning needs in the event of a major educational disruption.

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

The [communication](#) section describes how we intend to communicate about e-learning days to parents, guardians, and the community.

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

Please see the [training](#) section above.

***(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;***

Multiple stakeholders have been engaged and invited to engage in the process of developing this plan.

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

The [evaluation](#) section above describes how we will evaluate our e-learning days.

***(10) to ensure that the protocol regarding general expectations and responsibilities of the program is communicated to teachers, staff, and students at least 30 days prior to utilizing an e-learning day.***

We have begun the process to follow the requirements in this section, though per the email message sent by the ISBE Chief State School Officer on Monday, March 9th, we are optimistic that some of these rules will be adjusted given the pandemic facing our planet.

## References

Cheok M. L., Wong S. L., 2015. Predictors of eLearning satisfaction in teaching and learning for school teachers: a literature review. *International Journal of Instruction*, 8(1). Retrieved from <https://eric.ed.gov/?id=EJ1085289>.

Leyden-10-Tips-E-Learning (n.d.) - Illinois State Board of Education. Retrieved from <https://www.isbe.net/Documents/Leyden-10-Tips-E-Learning.pdf>.

Leyden Finally Able To Test Out E-Learning Pilot Program. (2018). Retrieved from <https://www.journal-topics.com/articles/leyden-finally-able-to-test-out-e-learning-pilot-program/>.

[Sacred Heart Prep Flexible Plan for Instructional Continuity](#), accessed March 2020.