

Arlington Heights School District 25 eLearning Plan

Historical context

In 2015, the Illinois State Board of Education authorized an eLearning pilot to note the merits of using e-Learning during emergency days [105 ILCS 5/10-20.56]. With information from the three districts that piloted e-Learning, as well as ISBE guidelines regarding the length of the school day, ISBE granted all districts the ability to utilize e-Learning days in place of emergency school closing days [Public Act 101-0012].

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.

Required Elements

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

Rationale & Structures

An initial eLearning day option provides District 25 with an opportunity to engage students in remote learning activities during building closures. Due to recent guidance from the Illinois State Superintendent noting it is imperative districts begin working on emergency plans immediately, District 25 has developed a Remote Learning Day Plan that can meet the statutory stipulations to use e-Learning days in a manner that permits students to engage in learning from remote locations. Learning opportunities for our Remote Learning Day Plan include online and non-technology based options.

Communication

Information about the D25 Remote Learning Day Plan will be shared with students and their parents/guardians. Students and parents/guardians will be notified per D25 communication protocols of the district's intent to use a Remote Learning day in place of an emergency school closing day.

Teaching & Learning and Curricular Connections

Student learning activities will be tied to the existing curriculum of D25 schools which are aligned to the Illinois Learning Standards. Learning objectives align with the content and skills students must master to be successful learners. The Department of Student Learning and teachers will collaborate to develop activities aligned with the standards. Suggested activities will align with a student's current instructional program (e.g., reading, math, science, social studies, health, PE, art, etc.). Learning activities will be varied, balanced, and meet the hourly requirements of an e-Learning Plan. Many of the Remote Learning activities may be accomplished independently, but others will require some assistance from a parent, caregiver, or sibling. If none are available to assist a student, the student will not be held accountable for that activity.

Student & Staff Access and Connectivity

Remote Learning activities will be accessible through daily emails from elementary school classroom teachers and middle school team leaders. Teachers will also be checking email periodically throughout the day to answer any questions and assist students. Although all Remote Learning activities are not technology dependent and students have choice in selecting activities, any D25 family that does not have a device with internet access in their home may contact our Director of Technology, Chris Fahnoe, cfahnoe@sd25.org who will begin to make arrangements to provide devices wherever possible. Staff required to interact with students during the contractual hours all have district-issued devices to support student learning on these days. Non-electronic copies of lesson materials will be shared with any student without a device or Internet prior to a Remote Learning Day or on the next school day following a school closing.

Student Attendance

Student attendance and monitoring will take place through a school specific attendance Google Form that will be shared with families. Student attendance on a Remote Learning 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 support plan(s). Teachers will be available during normal work hours to provide additional assistance to students. Related services should be replicated through remote learning or plans should be developed for parents to implement related services at home under the guidance of the service provider.

Notice to Bargaining Units

Discussions with the ATA have taken place during the development of the Remote Learning Plan. Bargaining unit members will assist in the plan's evolution and execution as we implement and monitor the success of the plan.

Staff Training

Staff will be informed of the procedures, expected roles, and process for learning activity support and development as we implement and monitor the plan. Staff will have an opportunity to collaboratively work on grade level/team Remote Learning Day activities with curricular and technology support from Department of Student Learning and Department of Student Services Coordinators as well as Building Support Technicians.

General Educator Expectations

- Purpose
To define the expectations of a Remote Learning Day for general educator personnel so they may adequately plan and implement the learning activities.
- Definition
If the Remote Learning Day option is exercised, the day shall be made up on the date of the emergency school closing (i.e., If school is closed on 4/10/20, the Remote Learning day will occur on 4/10/20) and it will count as a day of work for general educator personnel.
- Communication
It is expected educators will be notified of the emergency day per the usual D25 communication protocols.

Teachers will post learning target(s) or choice board and experiences by no later than 9:00 a.m. on the Remote Learning Day.

Teachers will respond to student and parent email in a timely manner during normal work hours.

Special Educator Expectations

- Purpose

To define the expectations of a Remote Learning Day for special educator personnel so they may adequately plan and make proper use of their work time and professional development.

- Communication

It is expected special educator personnel will be notified of the emergency day per the usual D25 communication protocols.

- Definition

If the Remote Learning Day option is exercised, the day shall be made on the date of the emergency school closing (i.e., If school is closed on 4/10/20, the Remote Learning Day will occur on 4/10/20) and it will count as a day of work for special educator personnel.

There are many different and essential roles that special educator personnel serve within D25, and depending on the role, the experience will be differentiated to better meet the needs of these employees

General IEP Procedures:

- The Department of Student Services is working to create a form that will be added to the electronic system for creating students' Individualized Education Plans (Brecht's Data System) and ultimately to students' IEPs delineating the discussion surrounding plans for individual students along with the actual plans.

District Responsibilities:

- If the Remote Learning Day option is exercised, it is the District's responsibility to make sure students and parents can access the remote learning activities and expectations.
- It is also the District's responsibility to ensure students have the relevant assistive technology available when a Remote Learning Day is implemented.

Special Education Teacher/Student Services Staff Responsibilities:

- Individualized contact will be made with each student on each Remote Learning Day.
- With the assistance of the multidisciplinary team, remote learning activities shall be created, appropriate for each student on a teacher's caseload. These learning plans may include videos, hands-on activities, sensory suggestions, reading response activities, etc.
- Teachers will also be supported with resources and suggested learning opportunities from the Department of Student Services.

Related Service Responsibilities:

- Occupational therapists, speech therapists, social workers, and other related services providers should operate as consultants when the teachers are creating activities for students who receive related services.
- Although the services may not be replicated through remote learning, there will be plans for the parents to implement some of the services at home under the guidance of a related service provider.

- If a student does not have access to the related service over multiple days due to school closure, it may be necessary for the District to provide services at an alternate time upon return to school.

Teaching Assistant, Clerical Assistant & Registered Nurse (TCARN) Expectations

- Purpose
To define the expectations of a Remote Learning Day for TCARN personnel so they may adequately plan and make proper use of their work time and professional development.
- Communication
It is expected TCARN personnel will be notified of the emergency day per the usual D25 communication protocols.
- Definition
If the Remote Learning Day option is exercised, the day shall be made on the date of the emergency school closing (i.e., If school is closed on 4/10/20, the Remote Learning Day will occur on 4/10/20) and it will count as a day of work for TCARN personnel.

There are many different and essential roles that TCARN personnel serve within D25, and depending on the role, the experience will be differentiated to better meet the needs of these employees

Employees who require student presence (such as teaching assistant) will either have clearly defined responsibilities during the workday or they will have a professional development opportunity that will be communicated electronically by their building administrator or designee.

Employees that will not have a clear work role on the Remote Learning Day will be required to participate in professional development modules that will be communicated to them electronically. They will have some choice in professional development options that 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.

Educational Support Personnel (ESP) Expectations

- Purpose
To define the expectations of a Remote Learning Day for ESP personnel so they may adequately plan and make proper use of their work time.
- Communication
It is expected ESP personnel will be notified of the emergency day per the usual D25 communication protocols.

- Definition

If the Remote Learning Day option is exercised, the day shall be made on the date of the emergency school closing (i.e., If school is closed on 4/10/20, the Remote Learning Day will occur on 4/10/20) and it will count as a day of work for ESP personnel.

There are many different and essential roles that ESP personnel serve within AHSD25, and depending on the role, the experience will be differentiated to better meet the needs of these employees

If the Remote Learning Day option is exercised, the day shall be made on the date of the emergency school closing (i.e., If school is closed on 4/10/20, the Remote Learning Day will occur on 4/10/20) and it will count as a day of work for non-certified personnel.

There are many different and essential roles that ESP personnel serve within D25, and depending on the role, the experience will be differentiated to better meet the needs of these employees.

Employees that can effectively work from home on their traditional tasks will have the option to exercise this on a Remote Learning Day, and it will only be pending supervisor approval.

Service Employees International Union, Local #73 (SEIU) Expectations

- Purpose

To define the expectations of a Remote Learning Day for SEIU personnel so they may adequately plan and make proper use of their work time.

- Communication

It is expected SEIU personnel will be notified of the emergency day per the usual D25 communication protocols.

- Definition

If the Remote Learning Day option is exercised, the day shall be made on the date of the emergency school closing (i.e., If school is closed on 3/10/20, the Remote Learning Day will occur on 3/10/20) and it will count as a day of work for SEIU personnel.

There are many different and essential roles that SEIU personnel serve within D25, and depending on the role, the experience will be differentiated to better meet the needs of these employees.

Employees who are required to be on-site due to maintenance, custodial, 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.

Recommendation

At the urging of the Illinois State Superintendent, it is recommended that District 25 submit an initial e-Learning plan to the North Cook Intermediate Service Center for verification.

Subsequent to verification, it is recommended the District 25 superintendent approve an initial Remote Learning program. In the event of an emergency school closing, the District will still retain the ability to choose between implementing a Remote Learning Day or making up the missed day at the end of the school year.

Approval

Verified by School District Superintendent: Lori Bein, Ed.D., Arlington Heights School District 25 Superintendent on 3/13/20.

Verified by Regional Superintendent: Kevin Jauch, Ed.D., Regional Superintendent of Schools ROE#5/, Executive Director North Cook Intermediate Service Center on 3/13/20.