



TO: Dr. Timothy Truesdale

DATE: March 27, 2020

SUBJECT: UPDATED 2019-20 to 2021-22 eLearning Resolution to use Remote Learning Days during the School Year

NOTE: An update in processes and procedures from the 9-12-2019 submitted and approved District 201 eLearning plan to transition to longer-term Remote Learning are provided in italics, below.

On March 4, 2019, students in J. Sterling Morton High School District 201 piloted remote learning days to recoup an emergency day from January. Feedback from parents, students, and teachers indicated that the pilot was successful and using e-learning days is preferred over making up emergency days at the end of the year. Since then, the Illinois State Board of Education has provided further guidance and put required procedures in place that districts must follow in order to use e-learning days. School districts must pass a resolution and have the program approved by the assigned Regional Office of Education in order to use e-learning days for the next three years. Both the resolution and program verification form list a series of bullet points that each school district must address. Summary responses to those bullet points are provided below:

1. 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.

All Morton High School District 201 certified staff are supplied with a PC laptop device to utilize during their employment with the district. These laptops are serviced and replaced at regular intervals, along with corresponding software updates on the devices.

2. Ensure and verify at least 5 clock hours of instruction as required under Section 10-19.05 of the School Code, for each student participating in an E-Learning day.

As an Office 365 district, all student work using those tools is time stamped and available for view by the teacher. Because our students will be assigned similar tasks to what they would have received in their classroom on a normal day, participation in the assigned tasks for each class will equate to the normal daily allotment of minutes for that particular class.

3. 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. (UPDATED 3/27/2020)

All students in J. Sterling Morton High School District 201 have been issued Dell laptops. District 201 provides hot spot access for students whose homes do not have internet access. Students have two (2) additional days to complete an assignment after an e-learning day. Students who encounter technical difficulties trying to access assignments can contact a member of the school's technology team.

4. 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 access the required technology.

District 201's practice is to make hard-copy materials available upon returning to school for any student not able to access the e-learning technology during an emergency day. Students have two (2) additional days to complete an assignment after an e-learning day. Thus, if an e-learning day is a Wednesday, assignments are due on the upcoming Friday.



Staff have a variety of communication tools at their disposal to contact students through Skyward messenger, Remind, and email to distribute documents or communicate adjustments necessary in the event of a technology challenge for the student or staff member.

5. Ensure appropriate learning opportunities for students with special needs.

For students who are unable to independently participate in an e-learning day, individual instructional materials and objectives will be made available and accessible to parents or caregivers to keep at home or to access from home. Materials will include expectations and opportunities for those students to move forward academically when e-learning days occur. Again, these will be individualized for each student, will be developed by each student's IEP or 504 team and will directly support each student's IEP goals or 504 Plan. Case managers will make personal connections (by phone or email) with each of the students and/or their parent/caregiver on their caseload in order to provide necessary support or assistance.

If students are in EL programming in the district, their interactions with their teachers on an e-learning day will meet their needs just as they do in the face-to-face classroom daily. If those students are in regular education classrooms, it is due to their skills in speaking, listening, and writing in English and they will therefore participate with their class peers as usual.

6. Monitor and verify each student's electronic participation. (UPDATED 3/27/2020)

Students *access the student information system to sign in for the day and students access assignments and communicate with teachers through Office 365. As an Office 365 district, all student work using those tools is time stamped and available for view by the teacher.* Teachers will keep track of student participation and completion of work either through Office 365 or Skyward Gradebook. School administration will communicate absences as during a regular school day.

7. Address the extent to which student participation is within the student's control as to the time, pace, and means of learning. (UPDATED 3/27/2020)

As e-learning days are designed primarily as asynchronous learning, students have the freedom to complete their work at their own time and pace. District 201 understands that many of our students are responsible to help care for younger siblings if the local elementary sender districts are closed for inclement weather while District 201 will have an e-learning day. Some students might need to account for work schedules or the need clear walkways in the morning. Some students would prefer to get started on their work early in the morning while others might prefer to get started in the afternoon. This approach to e-learning days gives our students the flexibility to participate how and when it makes sense for them and their families.

Remote learning is designed for both synchronous and asynchronous learning experiences for students. The "Class" indicates the day and time full-interactive class will be in session. This time is dedicated to whole class discussion, teaching on an essential skill or concept in the course, and a consistent time for students to interact with his/her teacher and classmates.

If there is no "Class" listed on the schedule, it means that classes do not meet, as a whole, at that time. During these periods, students can work on their assignments, get individualized support from their teacher, complete redos and incompletes to improve their course grade, etc. Teachers will be available to provide feedback and support with individual or small class groups during this time.



This schedule is intended to help us maintain continuity when dealing with situations or circumstances that prohibit us from having in-person instruction. With that said, it is important for students to maintain an open line of communication with their teachers, and notify them first if they experience any issues or encounter any challenges. Teachers and school staff will be available during Remote Learning to provide students with any necessary assistance or support.

8. Provide effective notice to students and their parents or guardians of the use of particular days for e-learning.

Parents, students, and teachers were informed of the use of e-Learning days in February 2019 via email and website posting from the superintendent. On e-learning days, we utilize Skyward messenger to send mass communications, Blackboard for robocalls, and/or Remind text messages to alert people to the fact that school will be closed and an e-learning day is in session. In addition, the district uses our website, local television stations, and social media to communicate just as we have in the past for school cancellation situations.

9. Provide staff and students with adequate training for e-learning days' participation. (UPDATED 3/27/2020)

Implementing a successful e-learning day in 2019 bolstered the learning in a digitally-rich environment as an extension of how they operate their classroom on a daily basis. In order to strengthen the individual skill sets of our teachers we offer ongoing instructional technology support through Lunch-N-Learns, after school support, just-in-time support through TSI, a year-long technology professional development strand, and our December full-day institute that is dedicated to digital learning. We collected feedback from staff after 2019's e-learning experience about supports they need. Those results are being used to design upgrades to the e-learning process.

March 16, was a full-day institute for teacher teams, with the support of school and district administration, to plan learning for the impending executive order for extended e-Learning. During the extended e-learning staff had access to digital technology support daily; this included a website of resources, tutorials, direct communication with instructional coaches and technology support staff.

March 27, was a full day, while teachers were monitoring student make-up work, for teachers, with the support of school and district administration, to plan for the impending transition from e-Learning to Remote Learning. This process involved preparing curriculum to address standards and skills that are essential to be delivered virtually through virtual synchronous and asynchronous learning. As well as common assessment, redesign for electronic administration and feedback. In addition, all teacher teams met virtually with an instructional coach regarding technology tools to support large group virtual interaction. Teachers also had to opportunity to join lengthier focused session with Coaches about tools to support on-line large group instruction.

During the remote learning period, students and staff will continue to have access to digital and instructional support daily. This includes the dynamic on-line resources page established which includes tutorials.



10. 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. (UPDATED 3/27/2020)

In anticipation of implementing an e-learning day in 2019, District 201 met monthly with the Morton Certified and Clerical Unions Executive Board to work through the logistics of an e-learning experience, expectations, and working conditions. This resulted in a collaborative communication sent to all staff with expectations and logistics for the successful March 4, 2019, e-learning day. The expectation for an e-learning day is that teaching and assignments should support and cover what the learning in class that day would be if the class had met face-to-face. The working conditions for e-learning were established and amenable to all work groups in 2019 and have been revisited for agreement in 2020.

An MOU between parties is being developed for agreement that establishes the working conditions for Remote Learning.

11. Review and revise the program as implemented to address difficulties confronted. (UPDATED 3/27/2020)

Administration will continue to meet monthly with the Morton Certified and Clerical Unions Executive Board to refine our program so that it best meets the needs of District 201 students. We continue to collect data on staff and students around the effectiveness of instructional technology utilization and student learning engagement through technology use.

E-learning attendance data has been collected and reviewed for nine (9) days, a staff survey was administered, and anecdotal experiences were shared that demonstrated a declining participation in e-learning. This precipitated the move to Remote Learning in an attempt to re-engage students through larger group interaction and expectations.

12. 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. (UPDATED 3/27/2020)

Notifications in the form of emails were sent to all district employees with notification of intent to utilize e-learning in the 2019-20 school year on Friday, September 6, 2019. The notice of public hearing was posted on Thursday, August 29, 2019. On October 1, 2019, email blasts, robocall reminders, and posted on the district and school websites will be the following:

- Parent communication explaining e-learning and an overview of processes
- Student communication explaining e-learning and expectations for students, particularly accountability for attendance and course engagement
- Staff communication explaining e-learning and expectations for staff regarding engagement and purposeful learning task(s)

Notifications in the form of emails, robocalls were sent to all district employees with notification of the intent to enact e-learning on Monday, March 16, 2020. Posting on the district website followed. Staff received updated district communication throughout the e-learning window. The website is updated daily with information to support teachers, staff, and students throughout the e-learning period. This process was repeated to announce the transition to and support the duration of remote learning.