e-Learning Guidebook

For Teachers, Educational Support Staff (ESP's), Students, & Parent/Guardians (4/20/2022)

Introduction:

The Oakwood CUSD #76 School district may implement an alternative learning day, also known as an e-Learning Day, in the event school must be canceled. An e-Learning Day may be issued in place of an emergency day, as defined by the Illinois State Board of Education for a maximum of five (5) days in a school year. In most cases, an e-Learning Day would likely be used in the case of closing school due to poor weather conditions but could be also used for other emergencies (loss of power, water, or other need to close one or all school buildings). This document summarizes the district's plan for implementing an e-Learning Day.

What is e-Learning:

e-Learning is defined as an educational program designed to provide continuity of learning for students under conditions that prohibit the learner and instructor from being in the same physical space. These guidelines should assist educators to develop an e-Learning approach that is inclusive of, and equitable to, all students regardless of age, location, background, and available resources. These goals of instruction and assessment will be accomplished by providing innovation and assignment choices when appropriate through digital and non-digital platforms.

What is an eLearning Day: (5 Clock Hours Required)

An e-Learning Day approach allows us to provide an "instructional day" even if our buildings are not open due to emergencies. If these situations do not permit Oakwood CUSD #76 to be in session, we can deploy an e-Learning Day; but it is not required and can be taken at the district's discretion. On these days, teachers will e-mail and post assignments, lessons, and/or provide enrichment activities to parents and students. If a student does not have technology/internet at home, other arrangements will be made. Teachers will also be available via e-mail to answer questions as they arise.

Issuing an e-Learning Day:

In the event conditions are such that school must be canceled, the administration will do its best to make that determination by 6:00 a.m. Sometimes this is not possible, as conditions can change rather quickly in Central Illinois, but the goal will be to notify parents by 6:00 a.m. Once the decision is made, students, staff, and parents will be notified (in order of sequence):

1. Through our district call system (email/text/phone)
2. Through the main page of our website (www.oakwood76.org)
3. Through local TV stations

If an e-Learning Day is implemented, everyone will be notified in the same manner as when school is canceled (email/phone/text/website/television). Students will be expected to utilize the day to work on their required assignments/activities as described below in the Student Assignments/Activities section.

Student Assignments/Activities (5 clock hours):
Expectations for student assignments/activities are going to vary greatly based on grade levels and subject matter. Students in grades K-3 will use SeeSaw for work distribution, while students in grades 4-12 will use Google Classroom. However, it is important to remember that activities should be about reinforcement and review of already learned material if the teachers are unable to present new material. It is also important to realize that many students may have other responsibilities (shoveling snow, watching siblings, helping on the farm, etc.) or be in a different environment (at a grandparent's house, in daycare, at work with a parent, etc.). For those students with multiple classes, remember that they will have work from each teacher.

Student Grade Level Variance:
Each grade level of teachers will be collaborating on an e-Learning Day to collectively develop experiences that are grade-level appropriate and ideally a continuation of what has been happening in the classroom. Examples could include a review of content in social studies, a reinforcement activity in math, an introduction to a unit, or a spelling or writing prompt. At higher grade levels, many of our students are already engaged in digital platforms for classes utilizing Google Classroom. In these cases, teachers will simply assign experiences as though the student were in attendance. Teachers will also be available from 8:00 a.m. to 1:30 p.m. by email, Google Classroom, or any other established means of communication between student/parent and teacher.

Student Expectations:
We understand that digital access may not be available to everyone and that some students may not be able to complete all tasks assigned by instructors. We also want to be clear that not all activities will need the digital aspect to be completed. These days are meant to enhance learning and be formative. Homework may be assigned in anticipation of a day out of school by our instructors.

Student Attendance, Accountability, and Make-up Work:
Students will be accountable for checking in with their teachers and completing the assigned tasks in the same manner as any other excused absence. Students will have two days to make up work for each e-Learning Day.

Certified Teacher Availability:
Teacher lesson plans for e-Learning Days will ensure at least 5 clock hours of instruction/school work. All students have a school-issued electronic device. Our Chromebooks are equipped with GoGuardian which monitors student login times and time spent working. Teachers will be available with the following schedule:

- Online: 8:00 a.m. - Noon (4)
- Lunch: Noon to 12:30 p.m.
- Online Office Hours: 12:30 p.m. - 1:30 p.m. (1)

Teachers are expected to be available to students/parents from 8:00 a.m. to Noon, and 12:30 p.m. to 1:30 p.m. by email. For many teachers, other systems may work better than email (Google Hangouts, SeeSaw, Google Classroom, TeacherEase, etc.), and staff is encouraged to utilize these other communication tools as the situation dictates. However, all teachers will check their email at least once per hour and provide feedback and guidance to students/parents on an as-needed basis. Although teachers are not required to be online with students for the full 5 hours, they will be expected to connect with students throughout the day by Google Meets, Google Classroom activities, SeeSaw Activities, etc.. The district understands that many teachers have responsibilities that may arise these days (supervising their children, shoveling snow, etc.). The district also understands that there will be time spent in follow-up activities after the e-Learning Day (reviewing completed

assignments, providing support for students without internet access, encouraging students to complete assignments, etc.).

Administration Availability:
All administrators will be digitally accessible from 8:00 a.m. - 2:00 p.m. for staff/student/parental outreach.

Specialties:
Physical Education, Music, Art, Vocational, and Co-curricular will work with the building principals to determine schedules and times of instruction and communicate the plan to the teachers/staff in advance. Specialists and Educational Support Personnel (ESP's) will be available to help students in need of intervention. All students are encouraged to complete all of the work assigned and reviewed during the e-Learning period. If students cannot or do not complete the work, there may be an incomplete grade assigned and the student will need to work with the teacher regarding the completion of the work.

Special Education and 504 Accommodations Service Delivery:
We will ensure to the greatest extent possible that appropriate learning opportunities for students with special needs will be met. Special Education case managers share necessary accommodations and/or modifications with teachers on an annual basis. Teachers will ensure that e-Learning lesson plans consider these. Case managers are available through multiple means of communication to assist students with special needs.

We realize students with disabilities are particularly vulnerable during times of disruption and change. To ensure ongoing growth and progress, special education teachers will focus their planning efforts on how to continue serving these students to the greatest extent practicable by tailoring e-Learning that provides educational benefits to students with disabilities. All decisions regarding special education will comply with guidance from the U.S. Department of Education. The basic guidelines and options/opportunities are based on the following core beliefs:

- IEPs remain in place and should direct students' e-Learning.
- We will adhere to local procedures and leverage local leadership.
- We will emphasize structure and consistency for students with special needs.
- Students with special needs benefit greatly from ongoing motivation and excel when relationships with adults and peers are strong.
- Resources will be viewed broadly and include leveraging local associations, professional organizations, government agencies, and more.
- Assisting students in accessing the curriculum during e-Learning will be a collaborative effort, just as it is in a typical school environment.

The focus of instruction will be individualized and based on the students' IEPs, their goals, modifications, and accommodations within the IEP. To ensure this differentiation occurs, there will be communication between special and general education teachers, case coordinators, teacher assistants, and clinicians to support students in accessibility and in meeting their IEP benchmarks and goals.

Social-emotional learning strategies are integral to students' learning and well-being. Many of our students have clinician services and intense social-emotional needs documented in their IEPs. Special educators will

collaborate with the students' clinicians to work on activities that support students with stress/anxiety reduction and other SEL activities.

Oakwood Grade School

e-Learning Days may consist of learning packets, SeeSaw activities, Google Classroom activities, Google Meets, videos, and app/software activities (Reflex, Mystery Science, Gizmos, IXL, etc.). Students will also have an activity to complete for their specials (Art, Music, Physical Education). When possible, teachers will conduct Morning Meetings via Google Meet for students to connect, ask questions, and provide the necessary support. Parents can reach out to teachers (classroom, encore, and special education teachers) via email between 8:00-1:30 with any questions related to assignments.

Oakwood Junior High School & High School

e-Learning Days will consist of material being pushed out via Google Classroom. Teachers will have the option of scheduling live Google Meets for their classes during their assigned time. If a Meet is scheduled, this should be communicated with students via Google Classroom no later than 8:00 a.m. Students without internet connections should make every effort to communicate this with the classroom teacher(s) via email in advance. Student grades/assignments will not be penalized for missing a Google Meet on an e-Learning Day if they make contact with their teacher to let them know. Parents can reach out to teachers (classroom and special education teachers) via email between 8:00 a.m. - 1:30 p.m. with any questions related to assignments.

INSTRUCTION DELIVERY SAMPLE OF ACTIVITIES

Primary - PreK - Grade 2

Teachers will use age-appropriate materials and activities designed to reinforce basic skills covered in class. Time will be appropriate to the level of students and may involve parent interaction with their child.

Planned Activities:

- Short videos of classroom daily activities.
- Printed activities for students.
- Links for parents to reinforce skills with their child.
- Choice Boards for Kindergarten students for reading practice, sight words, and writing practice.
- Utilize Seesaw to listen to stories, read stories out loud, practice sight words, and interact with the teacher through the site.
- Reinforce math activities and identify new concepts.
- Mystery Science with Mystery Doug.
- Online games, drawing, and scavenger hunts.
- Class DoJo activities in Math, ELA, Science, and Social Studies.
- iPad apps.
- Google Classroom.

Intermediate - Grades 3-5

Students at this level will have greater responsibility and accountability for self-pacing and completion of activities. Students with the ability level will utilize additional online resources and activities and will be able to interact through online platforms or email.

Planned Activities:

- Khan Academy.
- Google Classroom - Reading, Vocabulary, Grammar, Biology, and U.S. History.
- Response writing through Google Classroom.
- Social Studies/Current events - CNN10.
- Video instruction through Zoom or Skype.
- Use of Mystery Science, Reflex Math, Gizmos, IXL, Boom Cards, Moby, AR, etc..
- Educational videos and online articles.

Junior High / High School - Grades 6-12
Students at this level are much more in control of their learning. The ability to focus on activities and acquire the appropriate resources requires more time and attention to the activities. An emphasis on teacher-student interaction through online platforms is strongly encouraged.

Planned Activities:

- Recorded video lectures with examples from book or workbook.
- Livestream through Google Meets.
- Google Classroom - Regular posts and assignments.
- Novel Study.
- Book Discussions.

Specialists and Co-curricular Subjects:
Teachers in the areas of music, physical education, and technology will support instruction by offering activities to enhance the arts and physical well-being of the students. Technology support will encourage exploration of the resources offered by the teachers and assist with technical questions.

Planned Activities:

Providing a list of activities with a description that students can do at home.

- Activity logs.
- Exercise videos.
- Google Classroom Activities.
- Keyboarding review and games.
- Digital Citizenship review, resources and games.
- Resources for coding, audio editing, image editing, video editing, and 3D Design.
- Playlists and discussion forums.
- Practice logs.
- Practice sessions.
- Recommended sites for music listening, sing-a-long, and creative expression.

School Code Requirement	District Plan Response

1. Show evidence that Board of Education has
 	
  i. Given notice of public hearing in newspaper of general circulation
 	
  ii. Provided written or electronic notice to parents or guardians of hearing
 	
  iii. Written or electronic notice of hearing to any exclusive collective bargaining unit
	See e-Learning Program Verification Form

2. Show evidence of adopted board resolution of research based program(s) for e-Learning Days. Describe technology, techniques and procedures that will be used on e-Learning Days	See e-Learning Program Verification Form and attached board resolution
3. Identify hardware and software is required by teachers and staff for the program.	Chromebooks or iPads at home. Google Classroom or SeeSaw (depending on grade level). Google Meets.
4. Do all teachers and staff have access to the hardware and software required to deliver the e-Learning program?	Yes. Chromebooks have been purchased for teachers and staff who need one. The district has ensured that all teachers have Google Classroom or SeeSaw (depending on grade level) on their devices.
5. How will the district 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?	Teacher lesson plans for e-Learning Days will ensure at least 5 clock hours of instruction/school work. Students in grades 4-12 have a school-issued Chromebook equipped with GoGuardian which monitors student login times and time spent working. ● Online: 8:00 a.m. - Noon (4) ● Lunch: Noon to 12:30 p.m. ● Online Office Hours: 12:30 p.m. - 1:30 p.m. (1)
6. How will the district 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?	The district has provided all students with Chromebooks and/or iPads. The vast majority of students reported in a survey that they have the internet at home. To the greatest extent possible, teachers will inform students of a potential e-Learning Day the day before, allowing students to download assignments to their Chromebooks so they can work offline. In cases where this is not possible, all required software can be accessed via smartphones for students lacking the internet. Also, each school campus is set up as a wifi hotspot zone for students that can make it to campus. Teachers can communicate with students via email, Google Meets, or phone. The district has also purchased hot spots for teachers/students with internet problems at home.

7. How will the district 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?	Teachers will prepare "take-home instructional packets" and send those home in advance with students when possible to account for situations where students and/or staff do not have access to the required technology. **Special Education** Teachers will reach out and make contact with all students on their caseload.
8. How will the district ensure appropriate learning opportunities for students with **special needs?**	**Special Education case managers** share necessary accommodations/modifications with teachers on an annual basis. Teachers will ensure that e-Learning lesson plans consider these. Case managers are available through multiple means of communication to assist students with special needs.
9. How will the district ensure appropriate learning opportunities for students with English Learners?	The district teachers and administrators are available through multiple means of communication to assist our English Learners.
10. How will the district ensure appropriate learning opportunities for other students' unique needs as identified by the district?	The district utilizes an instructional approach rooted in differentiation across all classrooms. Classroom teachers are already experts in meeting the unique needs of all learners. The district will ensure that appropriate learning opportunities are provided for all students by providing flexibility in the e-Learning plan.
11. How will the district monitor and verify each student's electronic participation?	All students have a school-issued electronic device and our Chromebooks are equipped with GoGuardian which monitors student login times and time spent working. Students will submit assignments primarily via Google Classroom or SeeSaw.
12. How will the district address the extent to which student participation is within the student's control as to the time, pace, and means of learning?	To the greatest extent possible, students should work on assignments and communicate with teachers during school hours. However, the district understands that some students may need to work during alternate hours due to factors such as access to technology/internet or parental support.
13. How will the district provide effective notice to students and their parents or guardians of the use of particular days for e-Learning?	The district has multiple means it uses to communicate with students and parents, including email through TeacherEase, social media, and phone class/text messages through ClassDojo, and Google Classroom.
14. How will the district provide staff and students with adequate training for e-Learning Days' participation?	Staff members and students received a significant amount of experience with e-Learning during the COVID pandemic. New teachers will be supported by their teacher mentors. Staff members and students use Google Classroom or SeeSaw (depending on grade level) regularly so they are already familiar with them.

15. How will the district 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?	As a district, we successfully implemented an e-Learning plan during the 2020-21 school year with our certified and ESP staff. The plan was sent to the union president before board approval. Administration corresponded/communicated with union leadership, who indicated their support for the use of e-Learning Days.
16. How will the district review and revise the program as implemented to address the difficulties confronted?	The district will address any issues that arise after the use of an e-Learning Day to quickly make adjustments as needed. The district will annually review and revise the program as needed.
17. How will the district ensure that the protocol regarding general expectations and responsibilities of the program is communicated to teachers, staff, and students at least 30 days before utilizing an e-Learning Day?	Upon adoption of the board resolution, the plan protocols will be shared by the administration with teachers, staff, parents, and students. The district will not utilize an e-Learning Day until at least 30 days after said communication.

Responsibilities:

DISTRICT RESPONSIBILITIES	● Develop thoughtful, accessible e-Learning plans using stakeholder input, when possible. ● Support schools in planning and implementing e-Learning plans. ● Help schools identify needed resources in the community (academic, health, social, emotional).
SCHOOL RESPONSIBILITIES	● Implement e-Learning plans. ● Communicate regularly with all stakeholders. ● Support teachers in planning and implementing e-Learning plans. ● Help families find needed resources in the community (academic, health, social).
TEACHER RESPONSIBILITIES	● Make e-Learning activities available in a timely manner. ● Be available at scheduled times to answer student/caregiver questions. ● Provide timely feedback on student work. ● Communicate regularly with students through Google Classroom, Dojo, Seesaw, etc.. ● Provide a range of meaningful learning opportunities that meet the needs of all learners during the period of closure. ● Provide regular feedback to students on progress related to learning activities.
STUDENT RESPONSIBILITIES	● Review assigned work. ● Complete your assigned work by the due date. ● Ask clarifying questions when you need help or do not understand. ● Be respectful to yourself, teachers, and peers.
PARENT/CAREGIVER/FAMILY RESPONSIBILITIES	● Review work assigned to the student. ● Reserve a space for students to complete e-Learning work. ● Encourage students to get enough sleep. ● Set sensible time limits for technology use. ● Talk to students about their work every day. ● Help students establish and follow regular daily routines.

Conclusion:

To best serve Oakwood CUSD #76 students through this e-Learning Day, we are committed to planning and preparing e-Learning opportunities, supporting families' social-emotional learning, and engaging families. Together we can make this a meaningful learning opportunity by following the guidelines below.

- As instructors provide for student learning and engagement we ask students to add feedback and discuss topics & issues.
- Reach out with questions and concerns during the specific times and methods communicated by your teachers.
- Commit to and engage in this reimagined educational environment as teachers look for new ways to instruct and explore multiple pathways to assess your learning.
- Help teachers create and maintain structure and routines by completing assignments and assessments in a timely fashion.
- Be flexible and understanding as instructors navigate this new territory, knowing they are flexible and understanding concerning your social/emotional needs.

(1/16/24) In case of emergency or further questions, please contact the administration at:

- Oakwood Grade School: lapenasn@oakwood76.org, actonl@oakwood76.org
- Oakwood Grade School (Grades 5-8):   johnsonn@oakwood76.org
- Oakwood High School: smithe@oakwood76.org, steelez@oakwood76.org
- Oakwood District Office: maynardl@oakwood76.org

Thank you for your commitment to excellence in education!