

## **E-Learning/Student Engagement/Continuity of Education Plan**

**Submitted By: Lisa M. Harrod, Superintendent Manteno CUSD No. 5**

**Respectfully Submitted To: Dr. Gregg Murphy, Iroquois- Kankakee Regional Office of Education**

This document is written with the understanding that several of the components have been waived at this time during the use of Act of God Days beginning March 17, 2020 through March 30, 2020.

\*Show evidence that the Board of Education has:

1. Given notice of the public hearing in the newspaper or general circulation (waived)
2. Provided written or electronic notice to parents of hearing (waived)
3. Written or electronic notice of hearing to any exclusive collective bargaining unit (waived)

2. Show evidence of adopted board resolution (waived) of the research-based programs from E-Learning Days. Describe technology, techniques, and procedures that will be used on E-Learning/Student Engagement/Continuity of Education Days:

Early Childhood through Second Grade will be using packets or materials and activities posted online for students that teachers have prepared using familiar research-based resources that align with instructional expectations under traditional school days. These include Wilson Reading, Eureka Math, and many other engaging activities and supportive resources. Teachers in grades 3-12 will be using Google Classroom as the platform to share expectations, post assignments, offer support, and engaging activities also aligned to the standards that are also research based.

Parents have been instructed at the beginning of the year how to access these platforms and where to find assistance. This will be on-going over the course of these days in the form of step-by-step instructions. Teachers will be available for support for learning resource activities and our technology department will be ready to assist at any time for connectivity and hardware questions or challenges. All teachers currently use the school email system and our student management system to communicate with parents and will continue to use familiar resources. If students do not have internet access at home, we have created a plan for them to receive the instruction through whatever medium will work best for them and in-keeping with the expectations using a variety of resources.

3. Identify hardware and software that is required by teachers and staff for the program:

Our teachers have been involved in the planning, coordination and implementation of this program. Teachers and staff are using district-issued devices. Teachers use Google Classroom, Wilson Reading, Eureka Math, Second Step, Creative Curriculum, Learning A-Z, and many other research-based strategies aimed at increasing the educational achievement of our students.

If a teacher should not have internet access or is experiencing any connectivity issues, the teacher will either be free to utilize the school district network in our buildings. The teacher can also be provided with mobile hotspots, or other devices to ensure learning is continual. The administrators in the district are also ready to assist in these virtual classrooms as needed.

Teachers who are not available due to sick or personal days will post lessons in advance and admin will have access to the site to keep learning continual for students. These teachers will not be responsible for the office hours/engagement on these days.

4. Do all teachers and staff have access to the hardware and software required to deliver the E-Learning/Student Engagement/Continuity of Education program?

Yes, all staff have continued access to the hardware required to successfully deliver these programs.

5. How will the district ensure and verify at least 5 hours of instruction or schoolwork as required under Section 10-19.05, for each student participating in these days. (waived)

Teachers will post lessons and activities each day through the researched-based platforms mutually agreed upon. They will also be sending home packets for those students who do not have devices or are unable to use them. Teachers will provide lists for students and parents to follow that clearly streamline and designate what is to be completed each day. Teachers have provided and will provide again contact information, passwords, access instructions, and each subject with the corresponding time allotment.

The following schedule was agreed up by our teachers and staff (2019 Committee):

8:00-8:30: Teachers will sign in through student management system. Activities are posted, educators are available for questions while completing teacher and student activities.

9:00-11:00: Student engagement, teacher providing resources and support to students and parents.

11:00-1:00: Live office hours where teachers will be connected for any parent that has questions and to provide students support, engage with them in a variety of activities, etc.

1:00-1:30 Duty Free

1:30-3:30: Teachers will be reviewing work that has been completed, looking for ways to follow up with students again that were exhibiting difficulty, and continuing to plan and prepare if there should be another consecutive day added.

Once these days are removed from Act of God, the teachers will also spend the times above informally assessing, conducting error analysis and looking for ways to support students.

If the student has any issues during the remote learning, they will work with the teacher for extended deadlines or use the non-electronic assignments.

6. How will the district ensure access from home or another 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 open communication through a variety of modalities and parents will have specific names and numbers of those to call in case they are exhibiting any challenges. Work that cannot be completed will not be held against students and teachers or administrators will work with students to complete assignments as issues are resolved or other access points are needed.

7. How will the district ensure that non-electronic materials are made available to students participating in the program who do not have internet access to the required technology or to participating teachers and students?

The teachers in our district have created packets that are available and ready to align with the electronic activities that are unable to be completed. They are for multiple days at a time. We will provide all parents with a survey to gauge how we can better serve those who do not have internet access and how we can provide them with resources if needed. We will partner with community agencies if needed. All students will be able to reach teachers to discuss any type of activity they are required to complete. Right now, based on feedback, we do not have a major issue with internet access or connectivity. We will continue to monitor this each year.

8. How will the district ensure appropriate learning activities for students with special needs?

We continue to look at model guidance for federal and state agencies. We adhere to these guidelines and know that these students have unique learning needs. The caseload managers will be in touch with parents to ensure access and will work with teachers to ensure all modifications and accommodations are being followed per the Individualized Education Plan. If students have assistive technology devices, we will center appropriate instruction around their specific needs and make sure all students have access points to instruction whether that occurs through an electronic device or non-electronic means. All our support service providers are working with teachers and will provide support and embedded goals and objectives to the greatest extent possible in classroom work. All educators will be available to lend any additional support or answer any questions.

9. How will the district ensure appropriate learning opportunities for English Language Learners?

Our caseload manager for our ELL will be working with teachers proactively to create continued engaging activities to complete either through electronic or other means. They will be available for any questions or assistance that is needed.

10. How will the district ensure appropriate learning opportunities for other student's unique needs as identified by the district?

Our intervention specialists and student support specialists have worked together to create meaningful activities in a variety of modalities and will be available for students who have any questions, are exhibiting any difficulty, or need additional support. This includes both the academic and social emotional realms.

11. How will the district monitor and verify each student's electronic participation?

During the engaged instructional time and after, teachers will be monitoring assignments, looking for ways to support students, and providing live error analysis and intervention/acceleration if needed. There are a variety of means built into the platforms that will help us accrue data on engagement and participation. Parents can also sign off on the completion of activities page showing the importance of the home/school connection. Students who are not using an electronic device will have a packet that will be signed off on and they will work through any questions on the next traditional school day.

12. How will the district address the extent to which student participation is within the student's control as to time, pace, and means of learning?

There are many built-in accountability pieces in our plans and on the various platforms we will be using. We are also going to consistently monitor our plans and meet to discuss the challenges and successes we are experiencing. We will be adjusting and modifying as needed to better serve our students and be responsible to our community. These activities are not intended to introduce new information, but rather provide continued learning opportunities and encourage mastery and transfer. Each student will receive a checklist containing activities for the day and we will continually work to refine and streamline available resources. Administrators will be working with students, conducting surveys and making sure we are responding to the needs of all students during these days. All these areas together will help us monitor responding to checks of accuracy for time, pacing, and modules for learning.

13. How will districts provide effective notice to students and their parents or guardians of the use of days for E-Learning/Student Engagement/Continued Educational Days?

We will communicate these procedures well in advance of any of these days that may need to be taken. We will provide ample time for parents to digest these procedures and ask any questions for clarification that may be needed. If we need to close and initiate our Non-Traditional school day format, we will notify parents through our student management system, social media platforms, on our district webpage, and through local media outlets. This is consistent with procedures we already have in place.

14. How will the district provide staff and students with adequate training for E-Learning/Student Engagement/Continuity of Education Days Participation?

We will utilize effective communication to work with our teachers to set high expectations and the importance of consistency on these days. We will lend support and be available for any questions they may have. This is in keeping with the positive climate and culture that we work to sustain. Time will be given to teachers on School Improvement or Teacher Institute Days for grade level teams to work together and create documents, resources for parents, and set expectations. If any teacher needs additional support, they will have ample opportunity to work with administrators.

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/Student Engagement/Continuity of Education day?

The district will enter a Memorandum of Understanding if needed with our collective bargaining agency.

16. How will the district review and revise the program as implemented to address difficulties confronted?

The district currently uses effective communication and open-door policies to consistently modify our existing plans in a variety of areas to ensure that we are always providing opportunities for our students and staff. We are committed to being responsible to our students and making sure that the days are being utilized to the greatest extent possible, maximizing student engagement and are fair and

equitable. We will continually search for any obstacles for students, any issues with technology and connectivity that need to be addressed and will review data to look for patterns and challenges that we can problem-solve solutions to. We will debrief after every set of days to look for ways to improve. We will work with parents and our community to make sure these days are understood and adjusted as necessary.

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 prior to utilizing an E-Learning/Student Engagement/Continuity of Education Day?

Teachers will be using time afforded to them on Teacher Institute and School Improvement Days. There will ample chances for us to engage in proactive conversations about these days. Parents will all receive information before October 1<sup>st</sup> of each year and all students will be given expectations of these days and in-class simulations before the end of the first quarter each year.