CUSD 200 E-Learning Overview

Public Act 101-0012 allows Illinois school districts to utilize e-learning days in lieu of emergency days.

Schedules

The State Superintendent has determined at least 5 clock hours of instruction or school work are required under Section 10-19.05, for each student participating in an e-learning day.

Asynchronous learning is an approach where teachers and students are not online at the same time. The teacher provides learning resources and tasks so students can access the conversation and content anytime.

Synchronous learning is an approach where teachers and students are online simultaneously with a set schedule. The teacher provides learning and resources during set class time.

Each EC-5 classroom teacher will create an E-Learning schedule based on the District 200 instructional frameworks below.

EARLY CHILDHOOD 9:15 - 11:45 & 1:00 - 3:30		
15 minutes	Whole class meeting & SEL	Live Lesson
45 minutes	Literacy	Live lesson, Prerecorded Interactive Video, and/or Choice Board
30 minutes	Math	Live Lesson, Prerecorded Interactive Video, and/or Choice Board
30 minutes	The Arts	Live Lesson, Prerecorded Interactive Video, and/or Choice Board
15 minutes	Social Studies/Science	Live Lesson, Prerecorded Interactive Video, and/or Choice Board
15 minutes	Gross Motor	Prerecorded Interactive Video and/or Choice Board

HALF-DAY KINDERGARTEN 9:15 - 11:45 & 1:00 - 3:30		
10 minutes	Whole class meeting with the teacher/Attendance	Live Lesson
Language Arts		
30 minutes	Whole class and/or small group Language Arts	Live Lesson and/or Prerecorded Interactive Lesson
30 minutes	Time to work on Language Arts assignments	Independent Work Time
Math		
20 minutes	Whole class and/or small group Math	Live Lesson
15 minutes	Time to work on Math assignments	Independent Work Time
Social Studies and Science		
15 minutes	Science and Social Studies (may be embedded within Language Arts)	Live Lesson, Prerecorded Interactive Lessons and/or Independent Work time
Special		
20 minutes	PE	Live Lesson or Prerecorded Interactive Lesson

ADK and Grades 1-5 9:15 - 3:30 (lunch/break from 12:00 - 1:00)		
20 - 30 minutes	Whole class morning meeting and afternoon check-in/Attendance	Live Lesson
Language Arts: 120 minutes daily for 1-2 & 90 minutes daily for 3-5		
30- 40 minutes	Whole class and small group Language Arts lesson	Live Lesson and/or Prerecorded Interactive Lesson
30 - 80 minutes	Time to work on Language Arts assignments	Independent Work Time
Math: 60 minutes daily		
20 minutes	Whole and/or small group Math	Live Lesson
40 minutes	Work on Math assignments	Independent Work Time
Science/Social Studies		

30 - 45 minutes	Science/Social Studies	Live Lesson, Prerecorded Interactive Lesson, and/or Independent Work Time
Specials		
90 minutes per week	PE, Art, Music *Based on the classroom schedule	Live Lesson or Prerecorded Interactive Lesson
Synchronous Teacher Support		
60 minutes across the day	Each classroom teacher will be available to support students with their assignments and/or conference with parents.	

MIDDLE SCHOOL REMOTE BELL SCHEDULE	
8:00 - 9:00	Students work on asynchronous work and teacher office hours
9:00 - 9:25	Period 1
9:30 - 9:55	Period 2
10:00 - 10:25	Period 3
10:30 - 10:55	Period 4
11:00 - 11:30	Student lunch break
11:30 - 11:55	Period 5
12:00-12:25	Period 6
12:30-12:55	Period 7
1:00-1:25	Period 8
1:30 - 3:00	Students work on asynchronous tasks assigned during the day Teachers will hold office hours, provide direct support & feedback to students, or assist students directly
Teachers will take attendance each period Students will receive asynchronous tasks when reporting to class.	

HIGH SCHOOL REMOTE BELL SCHEDULE	
7:00-9:00	Students work on asynchronous work Teachers will hold office hours, provide direct support & feedback to students, or assist students from 8:00 - 9:00
9:00 - 9:30	Period 1
9:35 - 10:05	Period 2
10:10 - 10:40	Period 3
10:45 - 11:15	Period 4
11:20 - 11:50	Period 5
11:55 - 12:25	Period 6
12:30 -1:00	Period 7
1:05 - 1:35	Period 8
1:35 - 2:30	Students work on asynchronous tasks assigned during the day Teachers will hold office hours, provide direct support & feedback to students, or assist students
Teachers will take attendance each period Students will receive asynchronous tasks when reporting to class.	

Attendance Procedures

Elementary and Early Childhood: Please call your child's school before starting the instructional day to report any absences. Valid causes for non-attendance include illness, observance of a religious holiday, death in the immediate family, family emergency, and situations beyond the student's control. A student will be considered "absent" for a half-day in the a.m. if he or she misses the required morning synchronous (live) video session unless he or she is scheduled for and attends a small group session in the a.m. Any student marked half-day absent in the a.m. who does not attend the afternoon check-in, participate in any scheduled small group sessions, or complete trackable asynchronous work will be marked absent for a full day. Children will be considered tardy if they are ten minutes late to a synchronous (live) video session. Parents will be notified of excessive tardies.

Middle School and High School: Please call the attendance line for your child's school to report any absences. Valid causes for non-attendance include illness, observance of a religious holiday, death in the immediate family, family emergency, and situations beyond the student's control. Any student who does not attend a synchronous (live) class session will be considered absent from that period for the day. Students will be considered tardy if they are ten minutes late to a synchronous (live) video session. Parents will be notified of excessive tardies.

Technology

All students K-12 will have access to a district-provided Chromebook. For assistance with a student device or internet access, please use the district helpdesk. Parents and students can create accounts and enter helpdesk tickets just as staff would. Helpdesk uses email to communicate with technicians, so monitor your email inbox after entering a ticket.

If parents have indicated that there is no way to connect to the internet at home with a school device, the teacher can also provide paper material to accomplish the instructional tasks desired upon request. In addition, if a student has a disability or physical impairment limiting their ability to access technology, paper copies will be made available.

Google Classroom
All students will receive daily assignments through their Google Classroom account.

Expectations
District
- Inform students, parents, and teachers regarding the closure of the school and the use of an e-learning day.
- Communicate clear and consistent expectations for all teachers, parents, and students.
- Provide the necessary supports and resources to ensure high-quality learning continues through the remote learning plan.

Teacher
- Develop remote lessons and learning activities that are age/grade appropriate.
- Communicate the schedule, learning activities, and assignments.
- Be accessible to communicate and interact with students and parents during the scheduled workday.
- Teachers are encouraged to check in with students and or parents regularly through email, Zoom, Google Meets, or other authorized modes of communication to ensure student participation and engagement.
- When not engaged in live/real-time learning activities with students, teachers will check for communications from students, parents, staff, and administration throughout the workday.
- Provide timely feedback on student work.

Student
- Complete assigned daily learning activities and submit completed assignments by the established deadline.
- Participate in Zoom/Meets meetings with teachers.
- Track progress in each class/course according to progress expectations.
- Access assignments in Google Classroom and check email.
- Read, watch, or listen to the directions and work carefully.
- Know when your teacher will be online and ask for help and explanations if needed. (Please be aware that the timeliness of email responses will vary.)
- Use the D200 Chromebook to complete learning assignments.

Parent/Caregivers
- Ensure your child is on track with assignments and coursework.
- Ensure your child is reaching out to their teacher or remote learning liaison for assistance.
- Assist in supporting your child's needs by establishing and managing the daily schedule.
- Provide a designated learning space for your child at home to learn comfortably and with minimal distractions.
- Provide support and encouragement, and expect your children to do their part.

Live Lessons Expectations
District 200 is committed to providing a complete educational experience during the E-Learning time. Face-to-face instruction and interactive lessons remain essential for learning, the only platforms that the district will support to facilitate virtual meetings using Google Meets and Zoom.

[Google Hangout Meets Tutorial](#)
[Zoom Information on Joining a Meeting](#)

While school is occurring in a remote setting, there are many benefits to video conferencing that allow people to stay connected with classmates and engage in instructional activities. However, some essential requirements must guide our usage of this technology.

- Students should have their camera on and be ready to be an on-screen learner showing their faces throughout all classes. However, if a student has an individual social-emotional need that would make camera-ready learning problematic, they should contact their counselor to explain the concern.
- Consider using earbuds or headphones during live sessions; remember that background noise can be picked up when your microphone is on.
- Use your District 200 school email to be admitted into the Zoom/Meets meeting. Sign in using your school username and password.
- No student is allowed to enter a classroom they have not been invited into by the teacher.
- Be mindful of what is presented from your screen (posters on walls, graphics on shirts, etc.).
- **ALL RULES APPLY.** When you're in class, you're in school. During remote instruction on discussion boards or video conferencing, the behavior should reflect the same expectations as in the classroom. The same disciplinary consequences may still occur- including being removed from video conferencing by the teacher with an alternative setting for the lesson.
- All Zoom/Meets protocols apply when participating in a breakout room.
- Class **may NOT** be recorded. Due to student privacy concerns, participants or families may not make audio and/or video recording during live-streamed classroom instructions during live-streamed classroom instruction, take screenshots, or share images online without explicit permission. However, there are times when not everyone in your class can join during the scheduled time, and the teacher may need to record portions of the session for students to access later.
- Students should be encouraged to problem-solve when experiencing a variety of technology issues. Students should advocate for themselves by troubleshooting and asking for help. Simply not doing anything will not solve the problem.

To maintain the confidentiality of students and adhere to parent permissions for sharing student photos and work, **we are asking staff and parents NOT to record videos or take photos of students** participating in Google Hangouts Meet or Zoom. Please take a moment to review Student Use of Virtual Platforms regarding the use of various virtual platforms to support small groups, individuals, and other types of service delivery. Please be especially aware that we should not share any photos or videos of these meetings on school or personal social media accounts.

Special Education
Special education teachers and related services staff will create meaningful and manageable assignments for students on E-Learning days. Services, supports, and activities will be varied according to your child's needs, courses, and your child's Individualized Education Plan. Services may include the following: accommodations and modifications, student assignments, consulting services, or phone or video conferencing. Parents will be notified of remote learning services in varying formats depending on the length, duration, and intensity of remote learning services. If you have any questions, please contact your child's case manager or the Special Education Department.

Multilingual Learners
Multilingual teachers will work alongside classroom teachers to ensure relevant and appropriately supported learning experiences for students on E-Learning days, considering the student's academic needs and language proficiency levels. Teachers will utilize language acquisition plans as differentiation guides. Parents are encouraged to contact their child's classroom and/or multilingual teacher to ask questions, find additional support, or provide input. The multilingual teacher that serves your child most often will collaborate with the classroom teacher regularly. Spanish bilingual resources will be provided to students who qualify for Spanish TBE services. Students' language growth and progress towards language goals identified by the WIDA CAN Do Descriptors will

be considered within all grading processes. In addition to appropriately differentiated classroom learning experiences, some students may have access to Imagine Español or Imagine Learning, supplemental computer programs designed to practice targeted language skills. Multilingual teachers will ensure that all students who need these programs have their login information. District 200 staff may use an interpreter as needed to serve families during E-Learning. Families may request an interpreter through their child's classroom teacher or EL/bilingual teacher. In addition, it may be helpful for families to install the [Google Translate Chrome Extension](#) on the device(s) that your child(ren) use to access E-Learning.

Required components for an e-learning proposal per Section 10-20.56

1. **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.**
   See the Schedule section of the CUSD 200 E-learning Overview Document.

2. **Ensure access from home or another appropriate remote facility for all students participating, including computers, the internet, and other forms of electric communication that must be utilized in the proposed program.**
   See the Technology and Google Classroom sections of the CUSD 200 E-learning Overview Document.

3. **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.**
   See the Technology and Google Classroom sections of the CUSD 200 E-learning Overview Document.

4. **Ensure appropriate learning opportunities for students with special needs.**
   See the Special Education and Multilingual Learners sections of the CUSD 200 E-learning Overview Document.

5. **Monitor and verify each student's electronic participation.**
   See the Attendance and Expectations sections of the CUSD 200 E-learning Overview Document.

6. **Address the extent to which student participation is within the student's control as to the time, pace, and means of learning.**
   See the Expectation sections of the CUSD 200 E-learning Overview Document.

7. **Provide effective notice to students and their parents or guardians of the use of particular days for e-learning.**
   Parents and students will receive an overview of the e-learning program in CUSD 200. This document will be posted on the district website and shared with parents through Blackboard connect messages. In addition, the document will be translated into Spanish.

8. **Provide staff and students with adequate training for e-learning days' participation**
   All teachers will receive a presentation on the expectations and professional responsibilities for e-Learning days to best maintain consistency and service to our community of learners. Teachers will receive a digital copy of the e-Learning overview to have as a reference. Teachers will provide students with an overview of how e-Learning is organized and the established expectations. All staff will receive training on the best practice of e-learning and the required components for a school day. The staff has received ongoing professional learning on Google Classroom and technology integration.

9. **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 staff has access to a district-provided laptop and district-provided subscriptions to support online instruction.

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 district employees who are represented by collective bargaining agreements and who would be affected in the event of an e-learning day.**
    The job description was developed through negotiation with WWEA

    In cooperation with WWEA, teachers have been involved in the development and review of the E-Learning plan

We communicate regularly with WWEA leadership to review progress, problem solve and address concerns

11. **Review and revise the program as implemented to address difficulties confronted**
    The WWEA leadership and administration will complete a yearly review of the e-learning plan. Additionally, District 200 will encourage families to provide feedback.

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.**
    Upon completion and approval of the e-Learning plan, all stakeholders will be informed of the process and expectations through appropriate communication and/or training (i.e., Teacher Institute, District Website, Parent/Student Handbooks, Curriculum Night, etc.).