



West Northfield School District 31

eLearning Plan/ Remote Learning Plan



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Adapted March 30, 2020 based on Executive Order 2020-15
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Board of Education Approval: July 16, 2020

***Information is subject to change based on ongoing Illinois State Board of Education Guidance**



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eLearning Guidance

Public Act 101-0012 allows for eLearning opportunities for students.

The following **components** of an eLearning plan are required:

- Ensure and verify at least five clock hours of instruction for each student participating in an eLearning day
- Ensures home or remote access for all students participating, including computers, the Internet, and other forms of electronic communication that must be utilized in the proposed program.
- Ensures 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. without required technology
- Ensures appropriate learning opportunities for students with special needs
- Monitors and verifies each student's electronic participation
- Address the extent to which student participation is within the student's control as to time, pace and mean of learning.

The following **procedures** to approve an eLearning plan are required:

- A public hearing must be held with the public receiving at least a ten (10) days notice before the hearing (publication in a newspaper of general circulation in the school district, written or electronic notice designed to reach parents or guardians of students in the district
- Written or electronic notice designed to reach the parents or guardians of all students enrolled in the district
- Written or electronic notice designed to reach any exclusive collective bargaining representatives of school district employees and employees without a collective bargaining unit
- School board approval following a public hearing
- Review and revise the program implemented to address difficulties confronted
- 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 eLearning day.



Background

As of March 27, 2020, Governor Pritzker issued [Executive Order 2020-15](#).

In response, ISBE offered the following [Notice of Emergency Rule](#), which further relaxed eLearning requirements. The new language is now *Remote Learning*, as this provision allows flexibility in methodology and delivery of remote instruction. If a district does not have access to technology, a more traditional method can be adopted. However, an eLearning plan can be considered as a Remote Learning Plan.

The following elements must be addressed in a Remote Learning Plan:

1.
 - a. Accessibility of the remote instruction to all students enrolled in the school or district.
 - b. When applicable, a requirement that the Remote Learning Days activities reflect the State learning standards.
 - c. Means for students to confer with an educator, as necessary.
 - d. The unique needs of students in special populations, including, but not limited, students eligible for special education under Article 14 of the Code, students who are English learners, as defined by Section 14C-2 of the Code, students experiencing homelessness under the Education for Homeless Children Act [105 ILCS 45], or vulnerable student populations.
 - e. Transitions from remote learning to on-site learning upon the State Superintendent's declaration that Remote Learning Days are no longer deemed necessary.
2. The school's or district's superintendent or chief administrator shall periodically review and amend its Remote Learning Day Plan, as needed, to ensure the Plan meets the needs of all students.
3. Each Remote Learning Day Plan shall be posted on the school's or district's Internet website where other policies, rules, and standards of conduct are posted and shall be provided to students and faculty.
4. Work connected to Remote Learning Day Plans shall be mutually agreed upon between employers and any collective bargaining entity.

Other Resources:

- [Joint Statement of the Office of Governor JB Pritzker, Illinois Education Association, Illinois Federation of Teachers, Illinois Association of School Administrators, Illinois Principals Association, and Illinois State Board of Education](#)
- [Remote Learning Recommendations](#)



Access to Technology

- **Student Access to Devices: District 31 is a 1:1 Device school**
 - All students in grades 3-8 are assigned a chromebook through the District's 1:1 Device Program. Devices are allowed to go home each night with the students.
 - Students in grades K-2 are assigned an iPad. During a typical school year, K-2 students are not allowed to take the devices home. During unplanned school closures, all attempts will be made to send iPads home with students or work will be emailed to parents.

- **Student Access to the Internet**
 - If available, families who do not have access to the internet may check out a "hot spot" device for the eLearning opportunity. This solution is offered based on the availability of "hot spot" devices.
 - Free Internet service provided by a local internet provider may be an option for some families without access.

- **Students with special needs/accommodations**
 - Teachers work to create relevant, meaningful and manageable assignments for students on eLearning days. Activities will vary based on the course, subject, unique skills and knowledge required for the lesson.
 - Students may be assigned individualized assignments or given individualized instructions via email or a phone conversation.
 - If there is a concern about a student's eLearning assignments and that the IEP or 504 is not being followed, parents are encouraged to contact case managers or the Director of Special Education.

- **Student Inability to participate in eLearning**
 - In the event that a student is not able to access their devices or the Internet during an eLearning window, please contact the school. Depending on the anticipated duration of the eLearning window, non-electronic copies may be available for pick-up at the school.
 - Students who are unable to access electronically or pick-up paper versions will be required to make-up work once school resumes. Students are responsible for all work assigned during remote learning.
 - Students have two days to make up work for each missed eLearning day.
 - If a student is sick (or any other reason they would normally miss school), parents should follow regular call-off procedures and contact the school office before 10 a.m. Students are responsible for completing their work.
 - Field Office: 847-272-6884
 - Winkelman Office: 847-729-5650 (press 5)

Teacher Access

- All District 31 WNTA members have been assigned a laptop computer.
- If a staff member needs access to the internet at home, they may check out a "hot spot" device while the eLearning plan is in effect. This solution is pending availability of "hot spot" devices.



Definitions

Blended Remote Learning Days (BRLDs) – School attendance days during which the District provides hybrid days of in-person and remote instruction to students. Once the State Superintendent of Education declares that the District must use remote learning days or blended remote learning days, the Superintendent implements these days in grades pre-kindergarten through 12. These days are counted as days of attendance and are pupil attendance days for calculation of the length of a school term under 105 ILCS 5/10-19 and 5/10-19.05, added by P.A. 101-643. If the District has implemented an *eLearning program*, these school attendance days may be met through it. See 105 ILCS 5/10-30, added by P.A. 101-643. (Illinois Association of School Boards)

eLearning Program Days – eLearning is short for electronic learning. As an optional instructional tool for school districts. eLearning days are part of an implemented *eLearning program* in the District that:

1. Uses the Internet, telephones, texts, chat rooms, or other similar means of electronic communication for instruction and interaction between teachers and students that meet the needs of all learners; and
2. Addresses a district's responsibility to ensure that all teachers and staff who may be involved in the provision of eLearning have access to any and all hardware and software that may be required for the program.

An eLearning program is implemented after a school board:

1. Adopts a resolution to implement research-based program(s) for district-wide eLearning days that permit student instruction to be received electronically while students are not physically present in lieu of the district's scheduled emergency days as required by 105 ILCS 5/10-19 (105 ILCS 5/10-20.56(b), amended by P.A. 101-12);
2. Conducts a public hearing on the District's initial eLearning program proposal or renewal with at least 10 days' advance notice (Id. at 5/10-20.56(c), amended by P.A. 101-12); and
3. On or before September 1st annually, to ensure access for all students, receives verifications by the regional office of education (ROE) or intermediate service center (ISC) that the board's proposal for an eLearning program has: (a) met the requirements specified in 105 ILCS 5/10-20.56, amended by P.A. 101-12; (b) the components designed to reasonably and practicably accomplish the requirements outlined in the enabling statute; and (c) not exceeded the minimum number of emergency days in a district's approved school calendar. In its verification process, the ROE/ISC ensures that the specific needs of all students are met, including special education students and English Learners, and that all mandates are still met using the proposed research-based program. See 105 ILCS 5/10-20.56(b), amended by P.A. 101-12.

While the ROE/ISC must annually verify a district's eLearning program, the Board's approval of an eLearning program is for a term of three years. 105 ILCS 5/10-20.56(d)(10), amended by P.A. 101-12. (Illinois Association of School Boards)

Plan – The District's formal implementation of remote instruction that includes RLDs (Remote Learning Days) and BRLDs (Blended Remote Learning Days). If the District already has an eLearning program in place, it should adapt the program into a Plan by ensuring that the requirements for communicating the Plan, e.g., website posting, etc. are met. When finalized, it



is provided to students and faculty, posted on the District's website where other policies, rules, and standards of conduct are posted, and listed in 2:250-E2, *Immediately Available District Public Records and Web-Posted Reports and Records*. Plans should be periodically reviewed and amended to ensure the needs of all students continue to be met throughout the suspension of in-person learning. If a plan is amended, post the amended plan to the District website. (Illinois Association of School Boards)

Remote Learning Days (RLDs) – Remote learning is learning that happens outside of the traditional classroom because the student and teacher are separated by distance and/or time. Remote learning can be real-time or flexibility-timed, and it may or may not involve technology. School attendance days are days that the District provides remote instruction to students. Once the State Superintendent of Education declares that the District must use remote learning days or blended remote learning days, the Superintendent implements these days in grades pre-kindergarten through 12 on days of attendance. These days are counted as pupil attendance days for calculation of the length of the District's official calendar under 105 ILCS 5/10-19 and 5/10-19.05, added by P.A. 101-643. If a district has implemented an *eLearning program*, these school attendance days may be met through it. Five RLDs, taken consecutively or in separate increments, may be used to develop, review, or amend the District's Plan or provide professional development to staff about remote education; i.e., *Remote Learning Planning Days*. See 105 ILCS 5/10-30, added by P.A. 101-643. (Illinois Association of School Boards)

Remote Learning Planning Days – Up to five consecutive or separate increment days that a district may use to develop, review, or amend its Plan or to provide professional development to staff about remote education. These days are counted as days of attendance and are pupil attendance days for calculation of the length of a school term under 105 ILCS 5/10-19 and 5/10-19.05, added by P.A. 101-643. See 105 ILCS 5/10-30, added by P.A. 101-643. (Illinois Association of School Boards)

Synchronous - The word synchronous means working together at the same time. In the online learning world, chat rooms and online conferences are good examples of synchronous communication. In a chat room, people's comments to each other are relayed immediately, enabling a real-time discourse. Similarly, online conferencing with the benefit of voice over Internet protocol (VOIP) tools enable real-time conversations to take place online. Learning from synchronous communication is enhanced because real-time conversations allow people to explore, through writing or talking, the class concepts. The act of verbalizing helps students build bridges between different ideas and concepts, thus helping them retain information more effectively. ([World Wide Learning](#)).

Asynchronous - Asynchronous communication is the relay of information with a time lag. Discussion forums and email are two examples of how asynchronous communication is employed in online learning. It is very helpful to communicate in this way, because students have plenty of time to formulate thoughts. By communicating via email, students are able to respond in detail to a question or topic that they might have answered incompletely in a real-time conversation. This time lag in communication helps students internalize information by giving them time to research certain ideas or merely extra time for contemplation. The main disadvantage to asynchronous communication is time lost waiting for a response. ([World Wide Learning](#)).



Survey Summary Feedback

May 2020

- Open for 10 days and shared twice with parents through email and on social media
- 195 responses - 72 K-2 - 65 3-5 - 58 6-8
- Offered in English, Korean, Mongolian, and Spanish
- Students and staff also participated in surveys

Winkelman K-2	Winkelman 3-5	Field 6-8
<p>Technology</p> <p>Provide professional development to all stakeholders (staff, students and family) on technology, especially at the primary grades</p> <ul style="list-style-type: none"> • Create more opportunities for primary grades and student independent activities • Possibly streamlining digital learning platforms <p>Redesign the weekly schedule</p> <ul style="list-style-type: none"> • Provide a mixture of synchronous and asynchronous learning • Work with the Winkelman SLT to design a weekly schedule that incorporates academics and a variety of co-curricular courses on a daily basis while ensuring equal teaching and planning times for all certified staff <p>Continue to build student/teacher and student/student relationships</p> <ul style="list-style-type: none"> • Build in more face-to-face time • Purposeful virtual meetings 	<p>Increase face-to-face time with teachers and students</p> <ul style="list-style-type: none"> • Work with the Winkelman SLT to develop clear expectations and practices through Google Meets <p>Create a happy medium of work time for students</p> <ul style="list-style-type: none"> • Work with grade level teams, departments, coordinators, and the Asst. Supt. of Curriculum & Instruction to design well balanced lessons and assignments <p>Redesign the weekly schedule</p> <ul style="list-style-type: none"> • Work with the Winkelman SLT to design a weekly schedule that incorporates academics and a variety of co-curricular courses on a daily basis while ensuring equal teaching and planning times for all certified staff 	<p>Provide information on best practices for eLearning</p> <ul style="list-style-type: none"> • Screen time • Mixture of synchronous and asynchronous <p>Resume regularly scheduled communication regarding student learning and performance</p> <ul style="list-style-type: none"> • Skyward Gradebook • Bi-weekly electronic progress reports • Resume monthly newsletter from grade level teams <p>Collaboration and Social opportunities for students</p> <ul style="list-style-type: none"> • Create more opportunities for students to engage with one another

Special Education/504/EL Supports

- Individualized Remote learning plans to support unique learning needs of students with IEPs, 504s and receiving EL supports.
- Incorporate plans into IEPs at an annual review or with an amendment
- Incorporate specific feedback from parents/guardians into the plans
- Define specific services and schedules of providers for students receiving special education, intervention, 504 or English Language services in a letter for parents/guardians.
- Provide services utilizing a blended model: face to face activities, on demand videos, check-ins, other supports.
- Utilize established teacher office hours & homework help

Focus on SEL for all students

- Collaboration from Social workers and Psychologists to focus on returning to school and utilizing trauma informed strategies
- Building communities inside the classroom and outside the classroom
- Focus on expected and unexpected responses, building relationships, promote predictability through routines and consistent practices using SEL standards
- Provide groups for students who need more intensive services



District Practices and Procedures

Attendance:

Per ISBE requirements governing eLearning, all students are required to participate in eLearning if schools are shut down for any reasons (health, weather related, etc) and the school(s) default to a remote learning model. If a student must be absent from the eLearning experience for any reason, a parent must call the school office, as they would for in-person school, with the reason for the absence. If a family cannot accommodate eLearning, they must contact the building principal in order to problem solve.

Teachers will take attendance during each synchronous learning opportunity. Attendance will be recorded via Skyward in order to keep a record of attendance for each opportunity available during the day. A teacher may choose to arrange an alternate learning opportunity for a student.

eLearning School Day:

Per ISBE requirements, an eLearning school day is five (5) hours of instructional opportunities. This can include time spent with teachers and classmates virtually, or time working on assignments independently at home. ISBE requirements require schools to take attendance and measure engagement.

Grading/Measuring Engagement:

Students will be responsible for any work assigned during the eLearning experience. All assignments will be assessed for a grade and/or feedback, per the school's normal grading procedures. Engagement will be measured through attendance and participation in sessions, interaction with staff, and required work submitted for assessment/feedback.

Defaulting to eLearning:

When will schools default to eLearning?

- If schools are shut down again because we moved into Restore Illinois Phase 1, 2, or 3
- If a school/grade level/class needed to be quarantined at home because of confirmed or suspected cases of Covid-19, per the Illinois Department of Public Health.
- If a significant number of staff are unable to be physically present in school and appropriate substitute coverage is not available to safely support student attendance.
- If one school needed to be closed for any emergency such as loss of electricity, plumbing issues, etc.
- The District may also default to eLearning in the event of a weather related school closure, such as a snow day or a day with extreme cold, or any other emergency closure. When the Board of Education adopts a school calendar, they will determine whether eLearning will take place during a weather related/emergency closure or if we will make up the days at the end of the school year.
 - For the 2020-2021 school year, the District will move to eLearning if a weather related/emergency school closing is needed.

Communicating a Move to eLearning

- A school closure will be communicated with an emergency automated phone call
- A school closure will be communicated by an email from District 31, with a follow up from building administration as soon as possible.
- A school closure will be communicated via social media (Facebook) and any other social media platform that District 31 actively participated in.
- If the closure is for an individual student(s)/group of students/class, parents will receive a phone call and an email as soon as possible.



Winkelman eLearning Plan

During eLearning, Winkelman follows a daily schedule where students have core curricular classes on each day. eLearning programming is a mixture of synchronous and asynchronous learning where all synchronous classes are at least 45 minutes in length and are conducted through Google Meets, Google Classroom or SeeSaw. The master schedule allows for teachers to schedule small group sessions or one-on-one sessions for additional support during the FLEX times. FLEX times support independent, small group, extension, reading, study hall, one-to-one, and differentiation options. During online class time, students learn or review concepts, connect with their teacher and peers through discussion, or receive directions for projects. All students continue to use G Suite for Education during eLearning.

	Winkelman
Synchronous Learning Plan	<ul style="list-style-type: none"> • Blended Model per proposals below • With video recording
Asynchronous Learning Plan	<ul style="list-style-type: none"> • Blended Model per proposals below • With video recording
Materials Pick-Up Plan	Staggered pick-up schedule as needed
Parent Communication Plan	Daily: Attendance Daily schedule the day before 6PM Weekly: Updates/newsletters from Principal and classroom teachers
Required Platforms	iPads, chromebooks, variety of applications
Grading/ Accountability	Traditional grading practices per ISBE guidelines
Attendance Requirement	Digital attendance
Extracurricular Options	Possible virtual options locally and through outside vendors
Social Emotional Planning	Daily Morning Meetings/Community Building Second Step lessons will be taught by classroom teachers and social workers
Specials Plan	Weekly rotating co-curricular classes with options for asynchronous and synchronous learning PE will on a daily basis
Band Plan	If applicable, Band director will create a schedule and communicate with students
Special Education Options	Case managers will provide services through technology and/or paper assignments
EL Options	Serviced by an EL endorsed staff member through technology
Intervention Options	Interventionist will work with students through technology and/or paper assignments during eLearning



Winkelman Schedules

Grades K - 2

In grades K-2, 2.5 hours of the 5-hour instructional day must include synchronous learning, with live instruction and interaction between students and with the teacher. This means each child should have at least 2.5 hours of live contact time each instructional day. Synchronous learning may include whole group, small group and individual students. Flex times are a great opportunity for small group and individual synchronous connections.

The schedule below indicates when synchronous instruction should take place. Synchronous instruction is indicated by the highlighted yellow cells. Note that the teachers may make adjustments in order to meet the needs of students, especially based upon formative assessment data. If adjustments are made teachers must take care to include 2.5 hours (150 minutes of synchronous instruction for all students.

Time	Activities
7:50-8:10	Morning Announcements, Attendance
8:10-8:40	SEL/Community Building (synchronous)
8:40-9:25	PE
9:25-10:10	ELA (synchronous)
10:10-10:55	ELA Flex (asynchronous/synchronous) <i>See teacher weekly schedule</i>
10:55-11:15	Take a break Go for a walk/run/stretch
11:15-12:00	LUNCH
12:00-12:45	Math (synchronous)
12:45-1:20	Math Flex Time (asynchronous/synchronous) <i>See teacher weekly schedule</i>
1:20-1:50	Co-curriculars
1:50-2:20	Science/Social Studies
2:20-2:30	Daily Classroom Closing Circle



Grades 3 – 5

In grades K-8, 2.5 hours of the 5-hour instructional day must include synchronous learning with live instruction and interaction between students and with the teacher. This means each child should have at least 2.5 hours of live contact time each instructional day. Synchronous learning may include whole group, small group and individual students. Flex times are a great opportunity for small group and individual synchronous connections.

The schedule below indicates when synchronous instruction should take place. Synchronous instruction is indicated by a yellow highlight. The minimum number of minutes is included in italics in the highlighted cells. Note that teachers may make adjustments in order to meet the needs of students, especially based upon formative assessment data. If adjustments are made teachers must take care to include 2.5 hours (150 minutes) of synchronous instruction for all students.

	3	4	5
7:50-8:00	Morning Announcements/Attendance/Community Building 10 min		
8:00-8:30	SEL	SEL	SEL
8:30-9:00	PE	ELA (50 sync)	Math (50 sync)
9:00-9:30	CC		
9:30-10:00	Math (50 sync)	PE	Math Flex
10:00-10:30		CC	ELA (50 sync)
10:30-11:00	Math Flex	ELA Flex	
11:00-11:40	Lunch		
11:40-12:00	Recess/Break		
12:00-12:30	Sci/SS	Sci/SS	CC
12:30-1:00	ELA (50 sync)	Math (50 sync)	PE
1:00-1:30			Sci/SS
1:30-2:00	ELA Flex	Math Flex	ELA Flex
2:00-2:30	FLEX		
2:30-2:50			
2:50-3:00	Daily Closing Circle 10 min		



Field eLearning Plan

During E-learning, Field will use the current daily schedule. E-learning programming is a mixture of synchronous and asynchronous learning where all synchronous classes are 50 minutes in length and are conducted through Google Meets. The master schedule allows for teachers to schedule small group sessions or one on one sessions for additional support.

During online class time, students learn or review concepts, connect with their teacher and peers through discussion, or receive directions for projects. In addition to regularly scheduled online classes, students may be provided video lessons to watch on their own time such as during an open period in their schedule or for homework. All students will continue to use G Suite for Education during E-learning.

As shown below, the daily class schedule will remain the same. The schedule below was selected in order to allow students to maintain as much routine as possible. The schedule below is subject to change.

Remote Regular Bell Schedule		
Students Log On & Check Email and Google Classroom	8:30 a.m. – 8:38 a.m.	
Period 1	8:38 a.m. – 9:18 a.m.	40 min.
Period 2	9:21 a.m. – 10:01 a.m.	40 min.
Period 3	10:04 a.m. – 10:44 a.m.	40 min.
Period 4	10:47 a.m. – 11:27 a.m.	40 min.
Period 5	11:30 a.m. – 12:10 p.m.	40 min.
Period 6	12:13 p.m. – 12:53 p.m.	40 min.
Period 7	12:56 p.m. – 1:36 p.m.	40 min.
Period 8	1:39 p.m. – 2:19 p.m.	40 min.
Period 9	2:22 p.m. – 3:02 p.m.	40 min.
Teacher Office Hours	3:02 p.m. – 3:40 p.m.	38 min.

All methods of communication prior to E-learning will continue. These include, weekly communication from the principal, monthly newsletters from each team, grade book updates every two weeks, and emailed progress reports every two weeks, which include missing assignments. Parents are encouraged to reach out to teachers with any questions or concerns.

	Field
Synchronous Learning Plan	<p>E-learning programming is a mixture of synchronous and asynchronous learning where all synchronous classes are 50 minutes in length and are conducted through Google Meets. The master schedule allows for teachers to schedule small group sessions or one on one sessions for additional support.</p> <p>During online class time, students will learn or review concepts, connect with their teacher and peers through discussion, or get directions for projects. In addition to regularly scheduled online classes, students may be provided video lessons to watch on their own time such as during an open period in their schedule or for homework. All students will continue to use G Suite for Education during E-learning.</p>
Asynchronous Learning Plan	Students are expected to view video lessons and complete assignments and projects during non-scheduled class time during the school day.
Schedule	See schedules above (Subject to change)
Materials Pick-Up Plan	Schedule pick-up of materials by grade level.
Parent Communication Plan	All methods of communication prior to E-learning will continue. These include, weekly communication from the principal, monthly newsletters from each team, grade book updates every two weeks, and emailed progress reports every two weeks, which include missing assignments. Parents are encouraged to reach out to teachers with any questions or concerns.
Required Platforms	G Suite for Education: Google Classroom, Google Meets, G-Mail. Skyward
Grading/ Accountability	Return to traditional grading practices
Attendance Requirement	Teachers take attendance in each class and record in skyward. Continue protocols of calls home for absent students
Social Emotional Planning	Social Worker and School Psychologist coordinate with PE and provide periodic Second Step Lessons and check ins during PE classes
Band Plan	Band director develops a schedule and communicates with students



Intervention Options	Interventionist schedules with individual students, Guided Study and Math Strategies continue during E-learning
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Student Supports (Special Education, 504s, EL & Intervention)

During eLearning days our goal as support services is to provide support to our colleagues in ensuring students have the necessary tools, accommodations or modifications, to complete their eLearning assignments. In addition, we maximize our work to assist our students to continue to progress on their individualized goals, support our colleagues and to move forward with our daily routines as a department. The roles and responsibilities of case managers, related service staff, EL staff members and assistants are listed below.

Special Education Case Managers:

- Case Managers will assist students in progressing in their general education classes and IEP goals either through technology or paper assignments.
- Case managers will collaborate on a daily basis to ensure general education teachers are able to provide necessary accommodations to eLearning assignments.
- Case manager will work with the teaching assistants and have them assist you in this process to adapt assignments, make materials and provide support to students.
- Case managers will provide assignments in addition to the general education teacher's assignments if required to meet IEP goals and minutes.
- Case managers will be available to consult via email or phone.
- Case Managers-will complete paperwork for upcoming IEP meetings, update progress reports.
- Case Managers will determine calendar IEP, annual review dates and reevaluation dates.
- Case Managers will facilitate and participate remotely in evaluation meetings and annual reviews.
- Case Managers will participate remotely in a weekly meeting with the Director of Special Education.

Related Service Staff Members:

- Related Service Staff Members (Speech Language Pathologists, Psychologists, Social Workers, Occupational Therapists) will assist students in progressing in their IEP goals through technology or paper assignments.
- Related Service Staff will provide assignments in addition to the general education teacher's assignments if required to meet IEP goals and minutes.
- Related Services-will complete paperwork for upcoming IEP meetings, update progress reports.
- Related Services will facilitate and participate remotely in evaluation meetings and annual reviews.
- Related services will be available to collaborate and consult via email or phone.
- Related Services who provide MTSS services will provide general strategies for parents and students to work on at home, such as Second Step strategies, language development activities, motor activities, etc. Focus on overall good practices.
- Related Service Staff members will participate in a weekly meeting with the Director of Special Education.

Teacher Assistants:

- Work with your case managers to support students in accommodating assignments or creating eLearning materials.
- Additional duties may be assigned by the District Office or Building Administration.



EL Teachers

- EL teachers will assist students in progressing in their general education classes and EL goals either through technology or paper assignments.
- EL teachers will collaborate with the general education teachers on a daily basis to ensure the students have the necessary EL supports in place to complete the eLearning assignments.
- EL teachers will provide assignments in addition to the general education teacher’s assignments if required to meet EL programming goals and minutes.
- EL teachers will be available to consult via email or phone.
- EL teachers-will complete paperwork or update Ellevation
- EL teachers will provide strategies to EL families on how to support their children at home during eLearning days.
- EL teachers will participate in a weekly meeting with the Coordinator of EL Programs.

Mrs. Veronica Gott, EL/Bilingual Coordinator, D31 vgott@district31.net

	Students with IEPs, 504s, EL and intervention and other needs
Synchronous/ Asynchronous Learning Plan	<ul style="list-style-type: none"> • Teams and parents will meet to discuss individualized needs • Schedules will be developed • IEP amendments and parent letters will be sent home • Teachers will have designated office hours to provide check ins or homework help • Face to face time will be encouraged • Activities will be prerecorded and it is encouraged to record lessons for review or for students who miss lessons
Schedule	<ul style="list-style-type: none"> • Schedules will be based on Field and Winkelman’s schedule, and will address individualized needs
Materials	<ul style="list-style-type: none"> • List of electronic resources will be available to all parents and in the remote learning plan • Physical materials such as white boards, markers, fidgets, etc, will be ordered and organized in the beginning of the year for students. • Additional materials-parents will be contacted and pick up will be curbside
Parent Communication	<ul style="list-style-type: none"> • Parent/Guardian letters will be sent home • Letters will verify schedules, individualized services and needs • Parent/Guardian meetings will be held as needed to discuss services
Required Platforms	<ul style="list-style-type: none"> • Zoom, Google Meets, Google Voice (District selected)
Grading	<ul style="list-style-type: none"> • Progress reports will be due during report cards • Report card-follow District procedures • Modified grades for students with IEPs should note the modification as well as the purpose on IEP • Intervention reports provided during report cards
Attendance	<ul style="list-style-type: none"> • Staff members will keep detailed service logs • Student attendance will be based on attendance in class • Other attendance exceptions must be discussed between the parent, teacher and administrator
Extra curricular	<ul style="list-style-type: none"> • Follow building procedures



<p>Staff Training</p>	<ul style="list-style-type: none"> • Expectations for eLearning • Technology • How to develop remote learning IEP amendments • Other District requirements
<p>Student Training</p>	<ul style="list-style-type: none"> • Schedule • Updated technology • How to access teacher assistance • Expectations
<p>Communication</p>	<ul style="list-style-type: none"> • Parents will receive email/phone conference regarding reentry • Parents will be notified regarding teacher assignment and “save the date” annual review or other important meetings for the year • Teacher will provide introduction letter to parents • Teacher will reach out to student prior to school year to form relationships • Teachers will hold parent/guardian conference about eLearning schedule and amend IEP • Amendment will be sent home

Student Support FAQs

What recent Guidance has ISBE given for students receiving special education?

ISBE issued the FAQ related to Special Education on June 30, 2020, <https://www.isbe.net/Documents/SpEd-FAQ-Return-to-InPerson-Instruction-2020630.pdf>.

What recent Guidance has ISBE given for students receiving English Language Supports?

ISBE issued an FAQ on May 11, 2020 <https://www.isbe.net/Documents/EL-Remote-Learning-FAQ-5-11-20.pdf>

How will we handle special education, annual review, initial evaluations and reevaluations timelines?

We will make every attempt to hold annual reviews, initial evaluations and reevaluations prior to the due date. Meetings are held remotely during school closure and eLearning days.

- Per ISBE’s Guidance the School Closure “Act of God” days do not count as school days. Therefore, this does not count toward the 60 day deadline for evaluations, or 14 days to respond to a parent request for evaluation.
- Meetings for annual reviews, initial evaluations and reevaluations can be held through phone conference or video conference. Attendance at the meeting will be noted as “participated via phone conference”.
- In most cases, teams cannot evaluate students without in-person testing sessions or classroom observations. When schools reopen, student services teams should prioritize evaluations for students who are impacted by the timing of the Governor’s March 13 order and school closure.
 - Consider reviewing and amending domains.
 - Consider doing a file review and reopening the evaluation for the next school year.



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- If the evaluation timelines cannot be met after every effort has been made to comply, the IEP team will develop a plan to complete the evaluation, which will be documented as an IEP meeting with all necessary team members.

How will special education and student services be provided during eLearning days?

Special education teachers, related services, EL, and intervention staff members provide a blended model of instruction. eLearning will be provided as consultation time with other teachers to assist in accommodating or modifying lessons, individual or group instruction through video conferencing, pre-recorded video lessons, online support through emails and established office hours. Case managers and service providers are in contact with students and parents to provide individualized supports and services.

- Daily Recommended schedules are as followed, however may be adjusted based on student individualized needs*, IEP meeting scheduling or other circumstances:
 - See Winkelman's Schedule (pgs. 11-12)
 - See Field Schedule (pg. 13)

My child receives multiple special education or support services, how will this be handled so that my child can participate in the general education activities and still get the necessary services?

Staff members collaborate using a Google scheduling form based on student individual needs, programs and services. Teachers plan ahead to map out a student schedule to coordinate all student services. The schedule is provided to parents and students to ensure that there are no conflicts and that it will work for the student and family. eLearning requires flexibility in scheduling and may change as staff and student needs change throughout the process.

Do we need to amend the IEPs for eLearning purposes and put in specific accommodations?

IEPs do not need to be amended at this point as we need to implement eLearning due to mandated school closures, but we should have discussion in the future at the regular annual review.

How do we handle confidentiality for social workers, speech language pathologists and other providers in regards to video conferencing? Should we have a confidentiality form or some kind of consent?

If doing group work, an email will be sent home to the parents that students will be participating in a group via email, video conferencing or other online tool. If there is a concern the parent or guardian should contact the provider or director of special education..

- [See opt out letter.](#)

Direct services can be provided through video conferencing. The provider can send an email or letter to the parent or guardian letting them know how services will be provided and to contact the provider if there are any concerns.

- [See opt out letter.](#)



What happens if the District cannot deliver specialized instruction or related services during eLearning or other “continuous learning opportunities” ?

The District may deliver compensatory services on an individualized basis following the school closure. District 31 will be making every attempt to provide a blended model of specialized instruction to support the individualized needs of students.

Are school districts required to provide home hospital services during mandated school closures?

No. School districts are not required to provide home hospital services during the mandated school closure. District 31 encourages parents/guardians to communicate with their home/hospital provider or Dr. Janine Gruhn, Director of Special Education (jgruhn@district31.net) if there are questions regarding their child’s participation during school closures.

Please see the following link for video support on [Chromebook and google accessibility features](#).

Please contact Dr. Janine Gruhn jgruhn@district31.net or 847-313-4411 with additional questions regarding special education, intervention, or 504s. For information regarding, English Learners, please contact Mrs. Veronica Gott at vgott@district31.net.



Technology Use Guidelines

1. All students are allowed access to digital resources unless the school is notified in writing by the parent/guardian.
2. All users of the district network and equipment must comply at all times with the West Northfield School District 31 Acceptable Use Policy.
3. Chromebooks/Laptops, iPads and all technology equipment associated with the device are on loan to students and remain the property of West Northfield School District 31.
4. All users are accountable to all school, district, local, state, and federal laws.
5. All use of the technology equipment and network must support education.
6. Students and families must follow all guidelines set forth in this document and by district staff.
7. All rules and guidelines are in effect before, during, and after school hours for all district chromebooks/laptops, iPads and technology equipment whether on or off the school campus.
8. All files stored on district equipment or on the network are property of the district and may be subject for reviewing and monitoring.
9. The term “equipment” or “technology” refers to chromebooks/laptops, iPads, batteries, power cord/chargers and bag/cases/covers. Each piece of equipment is issued as an educational resource. The conditions surrounding this equipment can be equated to those of a textbook or a school issued calculator.
10. Students are expected to keep the equipment in good condition. Failure to do so will result in bills for repair or replacement.
11. Students are expected to report any damage to their device as soon as possible. This means no later than the next school day.
12. Students who identify or know about a security problem are expected to convey the details to their teacher without discussing it with other students.
13. Students are expected to notify a staff member immediately if they come across information, images, or messages that are inappropriate, dangerous, threatening, or make them feel uncomfortable.
14. All users are expected to follow existing copyright laws and educational fair use policies.
15. Students may only log in under their assigned West Northfield School District 31 username. Students will not share their password with other students at any time.
16. Students may not loan equipment to any other person for any reason as students are held financially responsible for any loss of components.
17. Any failure to comply with the rules as outlined in this handbook may result in disciplinary action. West Northfield School District 31 may remove a user’s access to the network without notice at any time if the user is engaged in any unauthorized activity.
18. West Northfield School District 31 reserves the right to confiscate the equipment at any time.



Teacher/Student/Parent Expectations during eLearning

Student Expectations

K-2nd Grade

- Students should have dedicated academic times broken into age-appropriate chunks each day.
- Students should have opportunities for unstructured, free play every day.
- Students should read and/or be read to each day.
- Students should complete daily work as assigned by their teachers.
- Optional/suggested activities should only be completed if a child seems eager and ready for additional work and this additional work does not preclude opportunities for free play and outdoor activity.
- With help from their parents, students should follow each teacher's directions for "turning in" work.

3rd-5th Grade

- Students should give all assignments dedicated time and focus.
- Student work should reflect the student's best effort.
- Students should log into Google Classroom each day to access and submit assignments.
- Please note that synchronous activities, like class discussion, cannot be recreated.
- In all virtual discussions, regardless of platform, students should conduct themselves in the same manner as would be expected at school.
- Students are expected to join synchronous learning opportunities (i.e., livestream instruction, scheduled group chats, etc.) on time and participate fully. If a student experiences difficulty accessing the class or has connectivity issues during the class, they should immediately report this to the teacher via email.
- Students are expected to complete their own work as if they were in the classroom. They should not receive extensive help or consult websites, except as directed and approved by their teacher.
- Students should communicate with their teacher via email if:
 - They have any difficulty accessing an assignment or the resources they need To complete it.
 - They have a question or need assistance with any portion of an assignment.
 - They do not understand the directions or expectations of an assignment.
 - They have difficulty submitting an assignment.
- Depending on the nature of a student's question or concern, the teacher may:
 - Switch the method of communication. (i.e., chat, Google Meet, phone call)
 - Provide an alternate assignment for the student to complete.
 - Put the student in touch with administration.
- Students should submit each assignment to the appropriate teacher(s) via the requested format (Google docs, See-Saw submission, email attachment, etc) no later than requested day and time. Students should email their teacher if they will need to submit after the given deadline.

Middle School

- Students should give all assignments dedicated time and focus.
- Student work should reflect the student's best effort.
- Students must check Google Classroom and their district email accounts regularly.
- Students should log into Google Classroom each day to access and submit assignments.
- Students should check Skyward periodically to monitor their assignments
- Please note that synchronous activities, like class discussion, cannot be recreated.
- In all virtual discussions, regardless of platform, students should conduct themselves in the manner expected at school.
- Students are expected to join synchronous learning opportunities (i.e., livestream instruction, scheduled group chats, etc.) **on time** and participate fully. Students should ensure they are muted when



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the teacher is talking and that the camera remains on for the entire class period. If a student experiences difficulty accessing the class or has connectivity issues during the class, they should immediately report this to the teacher via email.

- Students are expected to complete their own work as if they were in the classroom. They should not receive extensive help or consult websites, except as directed and approved by their teacher.
- Teachers will be available via email and will communicate office hours with students
- Students should communicate with their teacher via email if:
 - They have any difficulty accessing an assignment or the resources necessary to complete it.
 - They have a question or need assistance with any portion of an assignment.
 - They do not understand the directions or expectations of an assignment.
 - They have any difficulty submitting an assignment.
- Depending on the nature of a student's question or concern, the teacher may:
 - Switch the method of communication (i.e. chat, Google Meet)
 - Provide an alternate assignment for the student to complete.
 - Put the student in touch with an administrator.
- Students should submit each assignment to the appropriate teacher(s) via the requested format (Google docs, digital submission, email attachment, etc) by the assigned due date.

Parent Expectations

The parent-child relationship can be challenging in the best of times, and may become even more strained when parents are engaged in the learning process like never before. These tips can help:

- Provide a dedicated space and adequate time for your child to work.
 - Help your child limit distractions. Our students do not have access to cell phones during the school day; you may want to consider this during the "school day" at home as well.
 - Ensure your child has access to basic school supplies (i.e., pencils, highlighters, colored pencils or markers, paper, etc.).
 - Supervise your child's use of technology and completion of work at an age-appropriate level.
 - Ensure your child demonstrates academic integrity and completes his/her own work.
 - Communicate any concerns or questions to your child's teacher via their student email account.
- Depending on the nature of a student's question or concern, the teacher may:
- Switch the method of communication (i.e., phone call, Google Meet conference)
 - Engage administration or another appropriate staff member for additional assistance.
 - If your child is ill or otherwise unable to participate in a Google Meet class or complete his/her work, please notify the teachers/office.

Teacher Expectations

K-5th Grade

- Homeroom teachers email a Google sheet with an overview of the week's assignments/activities for all subjects to parents by 8:00 a.m. on Monday morning
- Teachers post all detailed instructions, links, and resources in their subject's folder within the appropriate grade level distance learning folder in Google Drive by 8:00 a.m. on day to be determined.
- Teachers may ask that families submit the student's completed work electronically



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- If parental involvement/assistance is necessary, expectations for that involvement/assistance should be made clear
- Teachers will respond to all inquiries as promptly as possible during school hours.
- Assignments may be collected and graded. Teachers should specify which electronic platform (Google docs, Google Classroom, email attachment, SeeSaw etc) students are meant to use to complete the transaction.

Middle School

- Teachers post announcements/assignments Google Classroom by 9:00
- The school day officially starts at 8:30 a.m.; this allows for students to log in and check email. The first synchronous class begins at 8:38 a.m.
- Assignments may be collected and graded. Assignments will be submitted through Google Classroom. Grades will be posted to Skyward with gradebook updates taking place at posted dates and times (every two weeks).
- In general, assignments should be something the student can complete independently
- Teachers are available via email, and students and teachers may request small group meetings during the school day (between 3:02 and 3:40).
- Parents and students are initially expected to contact the teacher via email.



Frequently Asked Questions

1. What will eLearning look like for my child?

Knowing that there are developmental differences in how students learn, schedules and expectations will look different for our different grade levels. Please stay tuned for an email from your building administrators for the schedule for your child.

2. How will my child be graded?

Students are responsible for all work assigned and for participating in class per Illinois School Code. Current grading practices remain in effect. Students with IEPs will continue to receive updated goal progress reports in addition to teacher feedback and/or pass/fail grades.

3. Do my students need to “attend” school?

Per ISBE guidelines, students are required to participate and show engagement in eLearning work. Attendance will be taken and work assessed.

4. What does eLearning look like for students who receive interventions, have an IEP, have a 504 plan, or receive EL services?

Our student services department, led by Dr. Janine Gruhn, has been carefully monitoring guidance about this from the Illinois State Board of Education and the federal government.

For more information, please see [Q&A eLearning & Student Services](#). In addition, your child’s case manager and Dr. Janine Gruhn, will be reaching out to you with more specific information on how your child will be supported. Mrs. Veronica Gott, Coordinator of EL Services, will reach out to families who receive EL services.

There is time built into all the schedules for direct time with intervention and student support teachers.

5. How can we partner together to ensure technology responsibility?

Remember to use technology safely and responsibly. Although we will be sending out reminders and lessons to students, you are our largest partner to ensure kids are using their technology responsibly. In addition, as students transition to Zoom and Google Meet to have face time with students, please know that these conversations may be recorded. These recordings will only be for District 31 use.

Please see the attached [form](#) for an opportunity to opt-out of virtual instruction.



Transition Plans

Extended eLearning Transition: The timeline for transitioning from eLearning back to on-site learning will be based on the Governor's decision to end mandatory school closures or release by the Illinois Department of Public Health.

The District Superintendent will then identify when schools will reopen after taking into account the following:

- safety and security of staff and students;
- physical preparation of the schools by buildings and grounds staff;
- coordination of bus transportation service and food service;
- preparation of the District's and schools' main offices by administration; and
- preparation of learning spaces by teachers and support staff.

In preparation for the school closures to be lifted, District 31 administration will work collaboratively with the school leadership team and student services to develop a transition plan for students.

Ideally, a teacher Institute Day would be utilized to allow teachers to plan and set up for welcoming students back to school. Time would be allocated for staff meetings, planning, and any necessary professional development.

The plan is intended to include, but not be limited to the following:

- Ensuring buildings have undergone a deep cleaning
- Social emotional check-ins for students
- Opportunities for connection and reflection with students and staff
- A plan for sectioning since planned data sources will not be available
- Guidance for developing classroom activities that are more interactive and collaborative, with less reliance on technology to promote discussion and interaction.
- Development of an eLearning or remote learning survey in order to guide future plans
- Opportunities to process, get feedback and reflect with staff on remote learning success and challenges
- Development of a parent outreach component to help with parent transition

Short Term Closures: In the event a building is closed for just a short time (just a few days or less), the District Superintendent will determine if it is safe to reopen the buildings. Each building administrative team will have a plan to welcome back students.



Communication Plan

- District 31 will create eLearning Resource website page and handbook for for parents & staff
- A school closure will be communicated with an emergency automated phone call
- A school closure will be communicated by an email from District 31, with a follow up from building administration as soon as possible.
- A school closure will be communicated via social media (Facebook) and any other social media platform that District 31 actively participated in.
- If the closure is for an individual student(s)/group of students/class, parents will receive a phone call and an email as soon as possible.
- Minimum weekly communication from Dr. Murphy
- Minimum weekly communication from Principals/Assistant Principals
- Communication as needed from Student Services
- Social Media will support communication
- Teachers will leverage Google Classroom and Seesaw



Supports for Families

- [Information about breakfast and lunch service](#)
- [Technology help information](#)
- [Educational support information](#)
- [Northfield Food Pantry](#)
- [Maine Township Food Pantry](#)
- [More information about community needs](#)
- [Glenview/Northbrook Coronavirus news and information page.](#)
- Email community31@district31.net with any support needs. An administrator or other appropriate staff member will be in touch
- **Technology Assistance**
 - If a school issued device breaks or stops working, please contact tech support via “Tech Support Desk” options below.
 - **Call 847-313-4490.** Leave a message with your name, student name, problem with technology device and a contact number. This line is monitored and phone calls will be returned.
 - **Email e-techsupport@district31.net**
- **Educational Supports or General Questions**
 - The District and school website are being updated to include any needed information about school closures and news.
 - **Winkelman**
 - 847-832-2201 (number will be monitored)
 - Principal Ms. Shaton Wolverton (swolverton@district31.net)
 - Assistant Principal Nino Alvarez (nalvarez@district31.net)
 - **Field**
 - 847-313-4452 (number will be monitored)
 - Principal Dr. April Miller (amiller@district31.net)
 - Assistant Principal Mr. Justin Cooper (jcooper@district31.net)
 - **Special Education**
 - 847-313-4414 (number will be monitored)
 - Administrative Assistant Meghan Swift (mswift@district31.net)
 - Director Dr. Janine Gruhn (jgruhn@district31.net)
 - **Business Services - Buses/Meals/Etc**
 - Assistant Superintendent Cathy Lauria (clauria@district31.net)
 - **District 31 Support**
 - 847-313-4417 (number will be monitored)
 - Superintendent Dr. Erin Murphy (emurphy@district31.net)
 - Assistant Superintendent of Curriculum and Instruction Mrs. Becky Mathison (bmathison@district31.net)
 - **Support**
 - Email community31@district31.net with any support needs. An administrator or other appropriate staff member will be in touch



Professional Development

Staff

Staff will have multiple professional development opportunities to prepare for eLearning. Topics include but are not limited to social emotional support, trauma informed instruction, engagement in a virtual setting, assessing student learning, and feedback. The training will take place during teacher institute days and remote learning planning days. In addition, teachers and teams can receive individualized support from the Department of Curriculum and Instruction.

Students

Teachers will prepare students for eLearning by reviewing how to utilize technology hardware and software, expectations for engagement and behavior during eLearning, and what to expect for the school schedule each day. This training will take place during in-person instruction in anticipation of eLearning and during synchronous learning should eLearning be in place. Teachers will provide ongoing support so that students have the skills and knowledge needed to successfully participate in eLearning.

Parents

Sessions for parents will include topics such as social emotional learning, organizing for successful learning at home, and understanding the technology and school schedule for eLearning. These opportunities will be offered in the fall via pre-recorded video and synchronous virtual meetings.