



E-Learning Program

This memo contains a context for implementing eLearning days in Lake Zurich 95; the benefits of utilizing them; the general structure for implementation; general education expectations; and special education/related services expectations.

The Lake Zurich 95 School District will maintain the option to make up inclement weather/emergency days at the end of the year, and/or implement an eLearning day to make up the attendance day. The following proposal demonstrates our work to ensure all students have access, all needs are met, and all mandates are part of the process.

Ensure and verify at least 5 hours of instruction or school work, as required under Section 10-19.05, for each student participating in an e-learning day.

There are a number of different ways to implement eLearning within any school district. Lake Zurich seeks to offer learning experiences for all students that advance learning within each class/course.

District responsibilities:

- Alert parents and students the emergency day is commencing and assignments will be posted by no later than 9:00 a.m.
- Make sure the students and parents can access the E-Learning modules and understand the expectations on a date prior to the actual E-Learning day.
- Provide special training for parents and students, if needed.
- Ensure students have the relevant technology available when an E-Learning day is implemented.

Attendance:

- Attendance will be counted as an assignment, and that students will have up to 5 days or longer if the school closure is extended, to complete the requisite work. This allows educators and families the flexibility to demonstrate the learning on their timeline with little disruption to the general or special education programming.
- Once the classroom teacher has documentation of the completed work, he/she will be responsible for maintaining attendance documentation for our elementary students.
- Student attendance on the eLearning day will count as a normal attendance day for all students.
- Students at the ELC and Kindergarten shall be exempted from attendance as their attendance does not count against the district. However, there will be learning opportunities provided for these students.

Access:

- Elementary
 - Students in grades K-2 will be provided paper packets and other materials via the District website to complete their learning.
 - Students in grades 3-5 will be provided an iPad, as well as other materials via the District website, to complete their learning.

- Parents will be provided additional information for learning through digital communication via their email addresses since our elementary students do not have a district email account.
- Middle & High schools
 - Students in grades 6 -12 have a device that will provide the instruction through online applications and student learning platforms.
 - Lessons, communication and attendance reporting will be documented through our Learning Management System (Canvas).
- Any student who does not have access within his/her home environment, may go to any of the district facilities and work from the car/parking lot. Each building will have an exterior access point available. Tech support will be available to students and families, if needed.

GENERAL EDUCATOR EXPECTATIONS

Communication:

- It is expected that educators are notified of the emergency day per the usual communication protocols.
- Educators will post their learning experiences by 9:00 a.m. on the emergency day, and they will base the students attendance on the successful completion of these experiences within the next 5 days, or longer if the school closure is for an extended period of time.

Teacher Expectation:

- All staff will be available for communication with parents and students during the instructional day.
 - Teachers will be available each e-learning day for a morning and afternoon session
 - 9:00 - 11:00 AM session
 - 1:00 - 3:00 PM session
- All staff will be required to continue to work with their PLCs for planning purposes, as well as review all documentation for the completion of work
 - All PLC work will be completed via district communication options: Email, google platform, Microsoft team.
 - Teachers will use the five hour instructional day to complete documentation of student learning.
- Student attendance will be recorded within 5 days, or longer if the school closure is for an extended period of time.

Learning Experience Expectations:

- Learning target(s) and experiences are posted by 9:00 a.m. on the eLearning day via the website for elementary and via the LMS for secondary.
- Teachers will respond to student and parent inquiries in a timely manner during the normal work hours on the actual emergency day.
- Students shall have 5 school days (or longer, if the school is closed for an extended time) to complete the learning experience.
- Attendance shall be tied directly to the completion/demonstration of the learning experience.

- All learning will be connected to the curriculum, with an ability to demonstrate or provide evidence that learning occurred.
- Expectations by level of instruction shall be:
 - Secondary - Every class shall have a reasonable plan posted.
 - Elementary - Experiences shall be developed in ELA, math, science, social science; and each special should post an experience for the students to choose from.

SPECIAL EDUCATOR EXPECTATIONS

General IEP Procedures:

- The IEP team must determine whether and what level of E-Learning support will provide an individual student FAPE.
- The IEP team should discuss these plans at the annual review each year. The provision of special education and related services on E-Learning days should be pre-established in the IEP.
- The Department of Student Services has created detailed plans for each grade-level span, including related services and transitional students.

Special Education Teachers Responsibilities:

- Modules with the individual student in mind, will be created. These modules may include PDFs, podcasts, presentations, multimedia, Google Docs, and any combination of the above.
- If the student typically receives intensive support throughout the school day or one-on-one adult support, the same level of support should be available through direct and indirect special education services, including telephone contact, synchronous classrooms, instant messenger, Google docs, or through contracted providers.
- Individual teachers/specialists will be available on eLearning days, via email, to answer student and parent questions regarding the modules.

Related Service Responsibilities:

- Related services will be providing skill-based activities based on his/her IEP for students to experience during the e-learning days.
- Related services providers will operate as consultants for teachers who are putting together the modules for students who receive related services. Although the services may not be replicated through an online platform, there should be plans for the parents to implement some of the services at home under the guidance of the related service provider.
- If the student does not have access to the related service over multiple days due to inclement weather or emergency, it may be necessary for the District to provide services at an alternate time.