



**West Northfield School District
E-Learning Plan/Remote Learning Plan
for the 2023-2024 through 2025-2026**

West Northfield School District 31

E-learning Plan/Remote Learning Plan

Board of Education Hearing: June 29, 2023

Notification to WNTA: June 5, 2023 (via email)

Hearing Notice in Paper: Week of June 15, 2023

Board of Education Approval: June 29, 2023



West Northfield School District E-Learning Plan/Remote Learning Plan for the 2023-2024 through 2025-2026

E-Learning Guidance

Public Act 101-0012 allows for E-learning opportunities for students.

The following **components** of an E-learning plan are required:

- Ensure and verify at least five clock hours of instruction for each student participating in an E-learning 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.
- Provide effective notice to students and their parents/guardians of the use of particular days for e-learning.
- Provide staff and students with adequate training for e-learning days' participation.
- 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.
- 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 are affected in the event of an e-learning day.
- Review and revise the program as 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 e-learning day.

The following **procedures** to approve an E-learning 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 a remote learning day.



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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 31 1:1 Device program. These devices are allowed to go home each night with the students.
 - Students in grades K-2 are assigned an iPad. The iPad is generally kept at school and not sent home. Prior to a known e-learning day, every attempt will be made to send iPads home with students or work will be emailed to parents.
- **Student Access to the Internet**
 - When registering, parents are asked if they had access to the internet. Ninety-eight percent of District 31 students have access to the internet.
 - If available, families who do not have access to the internet may check out a “hot spot” device for the E-learning opportunity. This solution is offered based on the availability of “hot spot” devices.
 - Comcast has issued an [Internet Essentials](#) package of free Internet service as an option for families.
- **Students with special needs/accommodations**
 - Teachers work to create relevant, meaningful and manageable assignments for students on E-learning days. Activities will be varied to the course, subject, unique skills and knowledge required for the lesson.
 - Students may also be assigned individualized assignments or given individualized instructions via email or a phone conversation.
 - If there is a concern about a student’s E-learning assignments and that the IEP or 504 is not being followed, parents are encouraged to contact case managers or the Director of Special Education, Janine Gruhn (jgruhn@district31.net).
- **Student Inability to participate in Remote Learning**
 - In the event that a student is not able to access their devices or the Internet during an E-learning window, they should contact the school. Depending on the anticipated duration of the E-learning 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 the work once school resumes. Students are responsible for all work assigned during E-learning/remote learning.
 - Students will have two days to make up work for each E-Learning day missed.
 - 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 10am. Students are still responsible for completing the assignment.
 - 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 during an E-learning window. This solution is pending availability of “hot spot” devices.



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Definitions

E-learning Program Days – E-learning is short for electronic learning. As an optional instructional tool for school districts, e-learning days are part of an implemented *e-learning 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 e-learning have access to any and all hardware and software that may be required for the program.

An e-learning program is implemented after a school board:

1. Adopts a resolution to implement research-based program(s) for district-wide e-learning 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 e-learning 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 e-learning 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 e-learning program, the Board's approval of an e-learning 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 – If the District already has an e-learning 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)

Synchronous - The word synchronous means working together at the same time, and 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 - ([World Wide Learning](#)))



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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](#))



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District Practices and Procedures

Attendance:

Per ISBE requirements governing E-Learning or remote learning, all students are required to participate in E-learning if schools are shut down for any reasons (health, weather related, etc) and the school (s) default to an E-Learning remote learning model. If a student must be absent from the E-Learning 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 E-Learning, they need to contact the building principal in order to problem solve.

Teachers will take attendance during each synchronous learning opportunity. Attendance will be recorded via Skyward or a similar protocol communicated by building administration, in order to keep a record of attendance for each opportunity available during the day.

E-Learning Learning School Day:

Per ISBE requirements, an E-Learning 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 remote learning 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 E-Learning:

When may a school default to E-Learning?

- If a school was required to limit physical access or be unable to physically open due to a health crisis, state of emergency ordered by the local state or federal government, or any other emergency.
- If one school needed to be closed for any emergency such as loss of electricity, plumbing issues, etc.
- The District may also default to E-learning or remote learning 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 remote learning will take place during a weather related/emergency closure or if we will make up the days at the end of the school year.



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Communicating a Move to E-Learning

- A school closure will be communicated with an emergency automated phone call and text
- 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.



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Winkelman E-learning Learning Plan

Synchronous/ Asynchronous Learning Plan	During E-learning we will use a daily schedule where students will have core curricular classes on each day. E-learning Learning 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 E-learning 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 will learn or review concepts, connect with their teacher and peers through discussion, or get directions for projects. All students will continue to use G Suite for Education during E-learning.
Schedule	Schedule below is a sample. In the event of an E-learning day, a more specific schedule will be sent home to families the night before. PE will be included on a daily basis and specials may also be assigned depending on the current rotations.
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 Principals & classroom teachers as needed
Required Platforms	iPads, chromebooks, variety of applications
Grading/ Accountability	Traditional grading practices per ISBE guidelines
Attendance Requirement	Digital attendance
Social Emotional Planning	Daily Morning Meetings/Community Building Second Step lessons will be taught by classroom teachers and social workers
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 remote learning



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Sample Schedule

	K	1	2	3	4	5
7:50-8:10	Morning Announcements/Attendance/Community Building/SEL					
8:10-8:55	ELA	Math	Sci/SS	Math	ELA	Math
8:55-9:40	ELA Flex	Math Flex	ELA	CC/SEL	ELA Flex	PE
9:40-10:25	PE	Sci/SS	CC/SEL	Math Flex	Sci/SS	Math Flex
10:25-11:10	Sci/SS	CC/SEL	ELA Flex	Sci/SS	PE	Sci/SS
11:10-11:55	Lunch					
11:55-12:40	CC/SEL	ELA	Math	PE	Math	ELA
12:40-1:25	Math	PE	Math Flex	ELA	CC/SEL	ELA Flex
1:25-2:10	Math Flex	ELA Flex	PE	ELA Flex	Math Flex	CC/SEL
2:10-2:55	Flex					
2:55-3:00	Dismissal					

Preschool students will be offered an optional synchronous opportunity to meet with teachers for stories and “connections” during their regularly scheduled class time.



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Field E-Learning Plan

Synchronous/Asynchronous Learning Plan	<p>During E-learning students will attend each of their classes online through Google Meets. E-learning programming follows the same bell schedule as in-person learning, but students will have a combination of synchronous and asynchronous instruction.</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 for homework. All students will continue to use G Suite for Education during E-learning.</p>
Schedule	See schedule above (Subject to change)
Materials Pick-Up Plan	Schedule pick-up of materials by grade level as needed
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	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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Regular Bell Schedule				
	8:30 AM		1st Bell	
	8:35 AM		Warning Bell	
	8:37 AM		Tardy Bell	
	8:37-8:38		Pledge & Attendance	
Period 1	8:38 - 9:17		(8:57)	39 min.
Period 2	9:19 - 9:58		(9:38)	39 min.
Period 3	10:00 - 10:39		(10:19)	39 min.
Period 4	10:41 - 11:20		(11:01)	39 min.
Period 5	11:22 - 12:02		(11:42)	40 min
Period 6	12:04 - 12:44		(12:24)	40 min
Period 7	12:46 - 1:26		(1:06)	40 min.
Period 8	1:28 - 2:07		(1:47)	39 min.
Period 9	2:09 - 2:48		(2:29)	39 min.
Period 10	2:50 - 3:30		(3:10)	40 min.
Dismissal	3:30			



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Student Supports (Special Education, 504s, EL & Intervention)

During E-learning days the goal of support services will be to provide support to our colleagues in ensuring students have the necessary tools, accommodations or modifications to complete their E-learning assignments. In addition, we will 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.

<p>Special Education Case Managers:</p> <ul style="list-style-type: none"> • 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 with general education teachers to provide necessary accommodations to e-learning assignments. • 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. 	<p>Related Service Staff Members:</p> <ul style="list-style-type: none"> • 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 be available to collaborate and consult via email or phone.
<p>Teacher Assistants:</p> <ul style="list-style-type: none"> • Work with your case managers to support students in accommodating assignments or creating e-learning materials. • Additional duties may be assigned by the District Office or Building Administration. 	<p>Math / Literacy Interventionist</p> <ul style="list-style-type: none"> • Interventionists will assist students in progressing on their intervention goals through technology or paper assignments. • Interventionists will provide assignments in addition to the general education teacher’s assignments if required to meet intervention minutes. • Interventionists will be available to consult and collaborate with other staff members regarding intervention as well as to answer parent and student questions • Interventionists will provide general strategies for parents and students to work on at home to promote reading and math practice.



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<p>EL Teachers</p> <ul style="list-style-type: none"> • 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 e-learning 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 provide strategies to EL families on how to support their children at home during e-learning days. <p>Ms. Sandra Luna, District 31 Coordinator of Multilingual Services, sluna@district31.net</p>	
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	Students with IEPs, 504s, EL and intervention and other needs
Synchronous/ Asynchronous Learning Plan	<p>Assuming E-learning is short term (just a few days), case managers and other student services staff will reach out to students or the parents of students on their case load to determine the plan for the day and any check-ins.</p> <p>If the E-learning is anticipated to be prolonged:</p> <ul style="list-style-type: none"> • Teams and parents will meet to discuss individualized needs • Schedules will be developed • Teachers will have designated office hours to provide check ins or homework help • Face to face time will be encouraged
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"> • Any materials will be available electronically or sent home with the student.
Parent Communication	<p>Assuming E-learning is short term (just a few days), case managers and other student services staff will reach out to students or the parents of students on their case load to determine the plan for the day and any check-ins.</p>



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	<p>If E-learning is anticipated to be prolonged, additional communication will be added to ensure a supportive transition for the students.</p> <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"> • Google Meet, Seesaw
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

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

A. We will make every attempt to hold annual reviews, initial evaluations and reevaluations prior to the due date. Meetings will be held remotely during school closure and E-learning days. 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. Thus testing or observations may not be held on an E-learning day.

Q. How will special education and student services be provided during E-learning days?

A. Special education teachers, related services, EL, and intervention staff members will provide a blended model of instruction. E-learning 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 will be in contact with students and parents to provide individualized supports and services. Staff members will be collaborating and communicating schedules to ensure that there are no disruptions to services.

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

A. 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

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 or 504s.. For information regarding English Learners, please contact Ms. Sandra Luna at sluna@district31.net .



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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.



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Frequently Asked Questions

- 1. What will Remote Learning 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 will be responsible for all work assigned and for participating in class per Illinois School Code. Current grading practices will 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 E-learning work. Attendance will be taken and work assessed.
- 4. What does Remote Learning 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. 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 teachers, please know that these conversations may be recorded. These recordings will only be for District 31 use.



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Supports for Families

- [Community Resources](#)
- District [Technology help information](#)
- [Northfield Food Pantry](#)
- [Maine Township Food Pantry](#)
- E-mail your principal 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)
 - Primary Principal Ms. Shaton Wolverton (swolverton@district31.net)
 - Intermediate Principal Nino Alvarez (nalvarez@district31.net)
 - **Field**
 - 847-313-4452 (number will be monitored)
 - Principal Dr. April Miller (amiller@district31.net)
 - Assistant Principal Ms. Kelsi Spain (kspain@district31.net)
 - **Special Education/Student Services**
 - 847-313-4414 (number will be monitored)
 - Administrative Assistant Meghan Swift (mswift@district31.net)
 - Assistant Superintendent of Student Services 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. Meg Knapik (mknapi@district31.net)



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Participation Support and Notification

E-learning/Remote Learning Plan will be available on the District 31 website and in the annual Student and Family Handbook published yearly at the beginning of each school year. In addition, it will also be included in the annual Employee Handbook which is published and distributed yearly to all staff.

School Leadership Teams or Administration may make recommendations for improvements in the remote learning plan annually or whenever a remote learning day is utilized.

Staff will receive annual remote learning information during a principal led staff meeting.

Students will only utilize technology that has been introduced and reinforced in class. In the event a remote learning day is anticipated, teachers will review procedures and technology with students, as well as send home any handouts and materials needed to support remote learning.

Parents will receive communication from teachers and administrators with any needed support in the event of an E-Learning day.



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District 31 E-Learning Leadership Team

[Dr. Erin K. Murphy](#), Superintendent

[Mrs. Cathy Lauria](#), Assistant Superintendent of Finance and Operations

[Ms. Meg Knapik](#), Assistant Superintendent of Curriculum and Instruction

[Dr. Janine Gruhn](#), Assistant Superintendent of Student Services

[Dr. April Miller](#), Principal of Field Middle School

[Ms. Shaton Wolverton](#), Primary Principal of Winkelman Elementary School

[Mr. Nino Alvarez](#), Intermediate Principal of Winkelman Elementary School

[Ms. Kelsi Spain](#), Assistant Principal of Field Middle School

[Ms. Sandra Luna](#), District 31 Coordinator of Multilingual Services