



GLENVIEW SCHOOL DISTRICT 34

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GLENVIEW SCHOOL DISTRICT 34 e-LEARNING PLAN RENEWAL

Date: August 2023

To: Dr. Kevin Jauch, Regional Superintendent of Schools, ROE #5//Exec. Dir., North Cook ISC

From: Dr. Matthew Silverman, Assistant Superintendent of Teaching & Learning

Brian M. Engle, Assistant Superintendent for Instructional Innovation

Kristin Caceres, Assistant Superintendent of Student Services

Raquel Kim, Assistant Superintendent for Multilingual Services

Re: Request for renewal of the District 34 e-Learning Plan

This memo contains:

- The original steps to enact an e-Learning Plan in Glenview District 34;
- An historical context for implementing e-learning days in Glenview District 34;
- The e-Learning Plan renewal for consideration;
- The general structure for implementation;
- General education expectations; and
- Special education/related services expectations, classified expectations.

Timeline to Enact D34 e-Learning Plan and Renewal

- Ongoing since March 8, 2020: Regular meetings with IIS, LRC, Coach, Communications, and Teaching & Learning team members and representatives to discuss e-learning/cloud education
- Ongoing since March 2020: Regular meetings with the Glenview Education Association (GEA) to discuss the e-Learning Plan and state requirements.
- May 19, 2020: Post a notice of public hearing and publish the notice in the newspaper
- Ongoing since March 2020: Building based sharing with staff to discuss e-learning/cloud education, including thoughts (initial) about implementation overview, guidelines and support
- June 22, 2020: D34 Board of Education hearing on e-Learning Plan; Board considers the adoption of the resolution to utilize e-Learning Plan
- June 27, 2023: District office meeting revising the proposal of a e-learning application and e-Learning Plan to the North Cook ISC
- August 2023: Gather feedback from collective bargaining groups
- August 21, 2023: Board of Education hearing and approval of e-Learning Plan renewal
- Ongoing: Staff professional development as part of e-Learning Plan for emergency days for the 2023-2024, 2024-2025, and 2025-2026 school years.

Historical Context

Over five years ago, the State of Illinois allowed three districts to pilot e-learning days as a trial for potential expansion throughout the state. In November 2018 the Illinois State Board of Education (ISBE) issued a letter with new guidelines regarding the school day. The outcome of the letter allowed districts to begin using e-learning because the districts were able to define learning and the school day unilaterally. The Illinois Federation of Teachers (IFT) and Illinois Education Association (IEA) were successful in legislating the 5-hour school day, but the caveat is that districts will be able to utilize electronic learning (e-learning) and e-learning for the purposes of emergency days. In May of 2019, the Illinois State Board of Education further refined the guidelines for emergency days indicating that they need to be made up on the day of the weather/emergency event. The guidance from ISBE makes the choice to exercise makeup days on the date of the event or at the end of the year the only option to exercise.

At the beginning of the 2019-2020 school year, D34 chose not to propose e-learning days. In light of the possibility of extended school closings and additional capacity to administer a e-Learning Plan, the District through both the proposal of a e-Learning Plan as defined by ISBE, as well as a cloud education environment that supports learning while out of the District. At that time and per this document, Glenview D34 moved forward with a plan to implement e-learning for the remainder of the 2019-2020 school year. Moving forward, the Glenview 34 School District will maintain the option to make up inclement weather/emergency days at the end of the year, and/or implement a r e-learning day to make up the attendance day.

In accordance with the ongoing requirement of e-Learning Plans by ISBE and the North Cook Intermediate Service Center (NCISC) as part of Public Act 101-0012 of the 101st Illinois General Assembly, Glenview District 34 is looking to renew its 3-year e-Learning Plan. In order to move forward with a e-Learning Plan for emergency days over the next three years (2023-2026), D34 must re-approve and resubmit an updated e-Learning Plan to the NCISC for final approval. Based on the approval by NCISC, the D34 Board of Education will formally re-adopt a resolution to be able to utilize e-learning for emergency days.

The adoption of a e-Learning Plan continues to permit D34 to utilize e-learning for three years and is a necessary step to implementing the formal plan for e-learning on emergency days. Currently, there is a plan to utilize e-learning days for any days other than emergency days. If this was ever considered for anything other than emergency circumstances, it would go through the normal calendar adoption procedures in the district and with the Board of Education.

The e-Learning Plan below outlines the manner in which administration will address the ISBE requirements, which are outlined in the attached e-Learning Program Verification Form (PVF). The PVF is a stock form from ISBE and NCISC. Approving this form permits Glenview Community Consolidated School District 34 to move forward with the e-Learning Resolution for Emergency Days.

Request

The request is that the North Cook Intermediate Service Center renew the updated e-Learning Learning Plan.

Rationale

The rationale for this request is that it will continue to provide D34 further flexibility in its learning environment, and it will further codify the school year without adding emergency days to the end of the year.

Recommendation

The recommendation is that the Glenview District 34 Board of Education approves the e-Learning Verification Form for a period of three school years to expire at the end of the 2025-2026 school year.

INTRODUCTION

Glenview District e-Learning Plan 2023-2026

Public Act 101-0012 of the 101st Illinois General Assembly permits local school districts to establish an e-Learning Plan to address student learning in an e-environment. After a successful implementation of this e-Learning Plan in 2020 for use during the COVID-19 pandemic, Glenview CCSD34 will continue to utilize this e-Learning Plan to allow e-learning on emergency days. Since students in D34 are used to digital learning experiences in the classroom, this enables teachers and staff to take educational experiences beyond the walls of the classroom and comply with the statutory requirements.

Due to the state legislation and our current technology infrastructure, District 34 can meet the statutory stipulations to use e-learning days in a manner that permits students to use digital tools to access learning opportunities from e-locations. The approval of the **e-Learning Verification Form** along with the **Resolution to Adopt e-Learning for Emergency Days** allows District 34 to move forward with the overarching plan for e-learning for emergency days.

Teaching & Learning & Curricular Connections

Student learning activities will be tied to the existing curriculum within Glenview CCSD34. Learning objectives align with the content and skills students must master to be successful in each course and upon completion of the given academic year. Teachers will collaborate on their course and grade-level teams to develop activities in line with the expected curriculum, as is done currently on a regular basis. Suggested activities include formative assessment, student collaboration, and/or activities that provide an extension of learning. It is the expectation that the e-learning activities will be approximately the length of a class period on a shortened day and/or closely aligned to the instructional time allocated for a given week. The District Multi Tiered System of Support (MTSS) for both academics and social-emotional learning will be implemented within a e-learning design as means to support students identified for Tier II and/or Tier III services.

Student & Staff Access & Connectivity

Student learning will be implemented utilizing a Learning Management System such as Schoology or Seesaw, and can be completed on any device, including a district-issued iPad or a home device. Learning experiences may be non-digital in nature if that makes educational sense for the unit and/or grade level. Teachers will be available to interact with their students digitally during contract time on the e-learning day, and students may also have the opportunity to engage with their peers via digital tools like Google, Zoom, and other communication avenues. Students identified as having limited or no access to reliable internet at home will be provided with mobile hotspots to begin each academic year.

Student Attendance

Student attendance and monitoring will take place through the PowerSchool portal along with the Learning Management Systems of Schoology and Seesaw, and will be based on work or learning activities performed on these days. Attendance may also be collected via Google Form for some classes.

Students with IEPs

Students will be afforded direct services and/or accommodations and modifications as outlined in their IEP, 504, and/or support plan(s). All students with an IEP will have an individual e-Learning Plan that is reviewed yearly. Teachers and related service staff will be available during the hours of instruction to provide services to students. Students who receive related services minutes in their IEP will receive services through the use of video technology or hands-on tasks provided by the therapist/clinician. Individual approaches will be determined based on what is appropriate for each student and family.

Multilingual Learners

Students who qualify for additional English Language (EL) services will receive supplemental support to scaffold their EL development across the four language domains: listening, speaking, reading and writing. EL students who qualify for bilingual services will have access to content in their home language, as needed.

Notice to Bargaining Unit

Discussions with the Glenview Education Association (GEA) occurred given the possibility of inclement weather days in future years. At that time the e-Learning Plan was drafted and updated by the leadership team in collaboration with our GEA leadership.

Staff Training

Continual professional learning on technology use occurs throughout the year for all staff in Glenview CCSD34. Similarly, the staff understands how to use age-appropriate digital resources for student work and collaboration. Instructional Integration Specialists (IIS), content area facilitators, interventionists, LRC Directors (Librarians) and district technology support will be available to support staff in the implementation of e-Learning and on e-learning days.

Benefits of e-Learning for Emergency Days

- Allows for the end of the school year to be predictable and constant, regulates the number of emergency days.
- As structured, it allows educators to advance learning more effectively, given the ability to plan within the normal school year.
- It supports educators with families while maintaining the long-term fidelity of course/class scope and sequence, in that educators will have a reasonable amount of time to post assignments and are not expected to be available at all times, yet they can still provide meaningful educational experiences.
- Promotes flexible learning and operations in the digital age.
- Promotes learning beyond the school walls.

e-Learning Structures & Rationale

There are a number of ways to implement e-Learning within any school district. This update for the Glenview Public Schools seeks to continue to offer high quality academics for all students, that advances learning within each class/course. Students in preschool-8th will, as in the past, participate in e-Learning with information being pushed out to parents via an online portal (example: Seesaw, Schoology, Google, etc) and the experiences likely will require a device unless adequate notice is not able to be given in preparation for the emergency day.

The e-learning day shall be made up on the day of the emergency day. This updated plan will maintain a truer end to the school year while ensuring that educational time is compensated for with fidelity.

The procedure for conducting a e-learning day (emergency day) will be to alert parents, students, and staff that the emergency day is commencing and that links to e-class sessions, assignments and/or activities will be posted no later than 9:00 a.m, however focused on beginning at the actual start time of each building. This will allow parents, students, and educators to make e-Learning Plans that advance their classes/courses. It also allows for the process of developing and implementing lessons for the day to be collaborative, via educator devices, so that students have a higher degree of continuity.

It is important to note that attendance on the make-up day will be counted in PowerSchool as an assignment and that students will have an appropriate amount of days to complete the requisite work (based on the amount of time out - example: 5 days). This allows educators and families the flexibility to demonstrate the learning on their timeline with little disruption to the general or special education programming.

Communication will be a critical piece in implementing e-Learning on emergency days. To begin with, the district developed a communication plan prior to March 17, 2020 that introduced families to the concept of e-Learning on emergency days, and provided some infrastructure to what this experience would look like for their children at different levels.

Proposed e-Learning Structures for Personnel

General Educator Expectations

Purpose

To define the expectations of an e-learning day for general education teachers so that they can adequately plan and implement lesson plans within the District 34 framework.

Definition

If the e-Learning option is exercised, the day shall be made up on the date of the emergency event.

Communication

- It is expected that educators are notified of the emergency day per the usual District 34 communication protocols.
- Educators will post their learning experiences no later than 9:00 a.m. on the emergency event day, with a plan to conduct a normal school day of curriculum planning and delivery of instruction. Attendance will be based on participation during the day and/or the successful completion of this experience within the next five days.
- Depending on grade-level, the Instructional Innovation Specialists will ensure all work is posted by the start of school day or no later than 9:00 a.m. on the emergency event day

Learning Experience Expectations

- Learning target(s) and experiences are posted by the start of the regular school day or no later than 9:00am on the e-learning day.
- Teachers will respond in a timely manner to written communication during the normal work hours on the actual e-learning day when not in online environments with students.
- Students shall have five school days to complete the learning experience (see above example for clarification) if they are unable to get online during the specific day.
- Attendance shall be tied directly to successful completion/demonstration of the learning experiences on the day in question or within the five school day window.
- This will be entered on the sixth school day following the weather event (district office will send a reminder to complete this via PowerSchool)
- Expectations by level of instruction or preschool through 8th grade shall be: Core learning experiences shall be developed and will be posted for student interaction. Students will complete an experience in five Core subjects, and a max of two specials each day based on their normal schedule.
- Must be authentic learning directly connected to the curriculum that is taught throughout the year and in alignment with state / national standards.
- Must have the ability to demonstrate or provide evidence that learning occurred.
- A product is not required for evidence of learning to occur, nor for attendance purposes.

Special Educator Expectations

General IEP Procedures

- The IEP team must determine what level of e-learning support will provide an individual student so as to provide Free Appropriate Public Education (FAPE). This will be documented through a e-Learning Plan.
- 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. Documentation logs will be kept to monitor student learning and student response to learning.
- During e-learning days, IDEA compliance rules and regulations will be followed with virtual meetings being held through electronic means.

District Responsibilities

- If the e-learning day option is exercised, it is the District's responsibility to make sure the students and parents can access the e-learning activities/assignments.
- Provide support for parents and students.
- It is the IEP teams' responsibility to ensure that students have the relevant assistive technology available when a e-learning day is implemented.

Special Education Teacher/Student Services Staff Responsibilities

A teacher should create activities/assignments with individual students in mind. These activities/assignments may include PDFs, podcasts, presentations, multimedia, Google Docs, telephone 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, Google Hangout, or through contracted providers.

The plan is for individuals to be available on e-learning days, via email and Google Hangout/Zoom to answer student and parent questions regarding the modules.

Related Service Responsibilities:

The occupational therapists, speech therapists, social workers, school psychologists and other related service providers will continue supporting students through e-Learning. Students who receive related services minutes in their IEP will receive services through the use of video technology or hands-on tasks provided by the therapist/clinician. Individual approaches will be determined based on what is appropriate for each student and family. These services will be addressed in the individual e-learning plan.

Non-Certified Staff Expectations

Purpose

To define the expectations of a e-learning day for non-certified personnel so that they can adequately plan and make proper use of their work time and professional development within the D34 framework.

Definition

If the e-learning option is exercised, the day shall be made up on the date of the emergency event, and it will count as a day of work for non-certified personnel. There are many different and essential roles that non-certified personnel serve within District 34, and depending on the role, the experience will be differentiated to better meet the needs of these employees. These plans will be shared via email to each of the non-certified employees.

Work Plans

There will be different expectations for non-certified employees depending on the nature and timing of their work. It is important that supervisors communicate the expectations on these days clearly to their employees. The supervisor's expectations will be the most important piece in defining the workday for non-certified D34 employees. In general, employees will have four different plans for work on these days, and again, the supervisors will communicate and approve work plans on the actual e-learning day. The four general work plans for e-learning days are as follows:

1. Employees who are required to be on site due to maintenance, technology, and potential snow removal will have timing and expectations communicated to them via normal channels before and on the date of the emergency event. Standard operating procedures will remain in place for this group of employees.
2. Employees who require student presence (such as classroom associates) will either have clearly defined responsibilities during the work day, as prescribed by the students' IEPs, or they will have a professional development opportunity that will be pushed out via Human Resources (HR).
3. The remainder of our support staff will be required to participate in 2-3 professional

development modules that will be pushed out to them from HR. They will have some choice in the professional development modules, and they will be aligned to improving skills related to their jobs. This will ensure that the days are meaningful for the employees while not being overly burdensome.

4. Employees that can effectively work from home on their traditional tasks will have the option to exercise this on an e-learning day, and it will only be pending supervisor approval.