



E-LEARNING PLAN

WEST NORTHFIELD
SCHOOL DISTRICT 31

2026–2027 through 2028–2029



CONTINUING
LEARNING.
SUPPORTING
STUDENTS.



CLEAR
COMMUNICATION.
STRONGER
TOGETHER.



EQUITY.
ACCESS.
OPPORTUNITY
FOR ALL.



SAFE TODAY.
PREPARED
FOR
TOMORROW.



This plan is developed in accordance with Section 10-20.56 of the Illinois School Code and guidance from the Illinois State Board of Education (ISBE).



WINKELMAN
ELEMENTARY SCHOOL
PreK–5



FIELD
MIDDLE SCHOOL
6–8



DISTRICT 31

Our Beliefs About E-Learning

LEARNING CONTINUES. TOGETHER.

District 31 believes that e-learning should provide continuity of learning and maintain meaningful educational opportunities for students during emergency school closures while prioritizing student and staff safety, accessibility, flexibility, and well-being.

The District believes effective e-learning should:

- Maintain strong connections between students, staff, and families.
- Provide clear, consistent, and developmentally appropriate learning expectations.
- Ensure equitable access to instructional materials, technology, and support services.
- Support student engagement, feedback, and continued academic growth.
- Recognize the diverse needs, circumstances, and learning environments of students and families.
- Balance instructional expectations with flexibility during emergency situations.
- Continue providing support for students with individualized learning, social-emotional, and intervention needs to the greatest extent possible.
- Utilize continuous reflections and feedback to improve e-learning practices and systems over time.

District 31 also believes that e-learning is most effective when **communication is clear, expectations are manageable, technology systems are reliable, and learning experiences are intentionally designed** to support student success across grade levels and learning needs.

OUR COMMITMENT TO STUDENTS & FAMILIES

ENSURE CONTINUITY OF LEARNING
by providing meaningful, accessible, and developmentally appropriate instructional opportunities during emergency school closures.

MAINTAIN CLEAR COMMUNICATION & EQUITY
Maintain clear communication, consistent expectations, and equitable access to instructional materials, technology, and student support services for all students and families.

SUPPORT ENGAGEMENT, PROGRESS & WELL-BEING
Support student engagement, academic progress, and well-being while maintaining compliance with Illinois School Code and ISBE e-learning requirements.

TOGETHER, WE CAN **ADAPT**. TOGETHER, WE CAN **LEARN**.

Purpose of the District 31 E-Learning Plan

The District 31 E-Learning Plan ensures continuity of learning and district operations during emergency or weather-related school closures while maintaining meaningful, accessible, and equitable educational opportunities for all students. The plan provides a structured framework for instruction, communication, student support, and operational expectations during e-learning days, aligned with Illinois School Code requirements.

The District's E-Learning Plan is designed to:

- Maintain continuity of instruction and student learning;
- Provide clear expectations for students, staff, and families;
- Ensure equitable access to learning opportunities, resources, and supports;
- Support student engagement, communication, and feedback during remote learning days;
- Maintain continuity of specialized services and interventions to the greatest extent possible;
- Establish consistent procedures for communication, attendance, technology support, and instructional delivery; and
- Minimize disruption to the educational program while prioritizing student and staff safety.
- District 31 also recognizes the importance of flexibility, developmentally appropriate expectations, and strong home-school communication in creating an effective and supportive e-learning experience for students and families.

Goals of E-Learning

- Ensure continuity of learning by providing meaningful, accessible, and developmentally

appropriate instructional opportunities during emergency school closures.

- Maintain clear communication, consistent expectations, and equitable access to instructional materials, technology, and student support services for all students and families.
- Support student engagement, academic progress, and well-being while maintaining compliance with Illinois School Code and ISBE e-learning requirements.

Alignment to School Code

The District 31 E-Learning Plan aligns with the Illinois School Code by establishing procedures and expectations that ensure students continue to receive meaningful instruction and access to educational services during approved e-learning days. The plan meets the requirements outlined in Section 10-20.56 of the Illinois School Code and related guidance from the Illinois State Board of Education (ISBE).

The District's plan aligns with the Illinois School Code by:

- Providing access to instruction and learning opportunities for all students during e-learning days;
- Ensuring students have access to teachers and instructional support;
- Establishing procedures for attendance, participation, and instructional time;
- Providing opportunities for students to complete work and receive feedback from staff;
- Addressing the needs of students with IEPs, 504 plans, multilingual learners, and students requiring additional supports;
- Ensuring access to technology, instructional materials, and communication systems;
- Including a communication plan for students, families, and staff;
- Providing professional expectations and guidance for staff during e-learning days;
- Requiring Board of Education approval following a public hearing process; and
- Including ongoing review and revision of the plan to ensure continued effectiveness and compliance.

The plan also supports continuity of learning while prioritizing flexibility, equity, accessibility, and developmentally appropriate instructional practices for students across grade levels.

When E-learning May Be Utilized

District 31 may consider using e-learning days when circumstances significantly impact the District's ability to safely operate in-person instruction. These situations may include:

- If a school was required to limit physical access or be unable to open physically due to a health crisis, a state of emergency ordered by the local, state, or federal government, or any other emergency.
- If a school needed to close due to an emergency, such as a loss of electricity or plumbing issues.
- 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, an extreme-cold day, or any other emergency closure.
- The E-Learning Plan may also be utilized when a school is selected to serve as a polling place.

When the Board of Education adopts a school calendar, it 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.



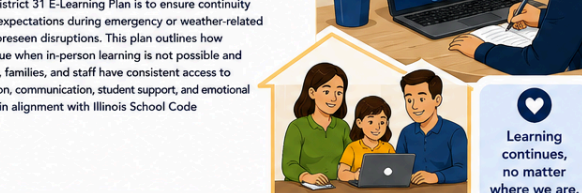
DISTRICT 31 E-LEARNING PLAN

2026–2027 through 2028–2029

Continuity. Connection. Community.

INTRODUCTION

The purpose of the District 31 E-Learning Plan is to ensure continuity of learning and clear expectations during emergency or weather-related closures or other unforeseen disruptions. This plan outlines how instruction will continue when in-person learning is not possible and ensures that students, families, and staff have consistent access to resources for instruction, communication, student support, and emotional well-being—working in alignment with Illinois School Code requirements.



Learning continues, no matter where we are.

ALIGNED TO ILLINOIS SCHOOL CODE

The District 31 E-Learning Plan is aligned to Illinois School Code for e-learning and closure days, and outlines the minimum educational requirements, communication expectations, and roles and responsibilities during closures, including remote instruction days, emergency days, and other disruptions.

 Instructional expectations maintain academic continuity.	 Ensures provision of instruction and student engagement.	 Defines guidelines for communication with families and staff.	 Outlines attendance and participation requirements.	 Supports equitable access to devices and learning resources.	 Addresses roles and responsibilities of staff, students, and families.
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 This plan is reviewed and updated regularly to reflect best practices, state guidance, and the needs of our District 31 community.

THE DISTRICT 31 E-LEARNING PLAN IS DESIGNED TO:

 Mitigate disruption to instructional time during emergencies.	 Provide clear expectations for students, families, and staff.	 Ensure equitable access to instruction, resources, and supports.	 Support student engagement, well-being, and academic progress.	 Align with district goals and state guidelines.	 Maintain clear communication and decision-making during uncertain times.
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 District 31 recognizes the importance of flexibility, family partnership, and student well-being as we navigate unexpected disruptions to school operations.

ADDITIONAL PROVISION

The E-Learning Plan may also be utilized when a school is selected to serve as a polling place.



 SUPPORTING CONTINUITY, PROMOTING WELL-BEING We are committed to supporting our students, families, and staff through every circumstance.	 FAMILY & COMMUNITY PARTNERSHIP We value the partnership of families and our community in supporting student success.	 EQUITY & ACCESS We are committed to equitable access and support for all students.	 ACCOUNTABILITY Clear expectations and responsibilities guide our decisions and actions.	 LIFELONG LEARNING We foster resilience, curiosity, and a love of learning in every environment.
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WHEN DISTRICT 31 MAY CONSIDER E-LEARNING DAYS

We prioritize safety. We protect learning.



CIRCUMSTANCES THAT MAY IMPACT IN-PERSON INSTRUCTION

District 31 may consider utilizing e-learning days during circumstances that significantly impact the District's ability to safely operate in-person instruction. These situations may include, but are not limited to:



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.



ADDITIONAL PROVISION

The E-Learning Plan may also be utilized when a school is selected to serve as a polling place.



EVALUATION & RECOMMENDATION

The Superintendent, in collaboration with District and local emergency personnel as appropriate, will evaluate conditions and make recommendations regarding school operations and the potential use of e-learning days.



PLAN DOES NOT REQUIRE USE



The existence of an approved E-Learning Plan does not require the District to utilize e-learning in place of a traditional emergency day.



DECISION AT THE DISTRICT'S DISCRETION



The decision to implement an e-learning day remains at the discretion of the Board of Education and District administration based on the specific circumstances, operational considerations, safety concerns, and the District's ability to provide meaningful and accessible instruction during the closure.



SAFETY FIRST

We prioritize the safety and well-being of our students and staff.



CONTINUITY OF LEARNING

We are committed to providing meaningful, accessible learning for all students.



COMMUNICATION

Clear, timely communication with students, families, staff, and our community is essential.



FLEXIBILITY & CARE

We recognize the importance of flexibility, compassion, and support for everyone in our school community.

Authority to Activate E-Learning

The Superintendent, in collaboration with District and local emergency personnel as appropriate, will evaluate conditions and recommend school operations and the potential use of e-learning days. An approved E-Learning Plan does not require the District to use e-learning in place of a traditional emergency day. The Board of Education and District administration will decide whether to implement an e-learning day based on the specific circumstances, operational considerations, safety concerns, and the District's ability to provide meaningful and accessible instruction during the closure.

Communication

District 31 will strive to ensure all E-Learning communications are:

- Timely and accurate.
- Clear and consistent across schools.
- Accessible to all families.
- Provided through multiple communication methods.
- Updated as additional information becomes available.

Whenever possible, families and staff should receive initial notification before the District makes public announcements through the District website or social media.

Communication - Family Notification: In the event of an E-Learning Day, District 31 will communicate using multiple methods to maximize the likelihood that families receive the information. Families can expect to receive:

- An emergency automated phone call, email, and/or text message announcing the E-Learning Day.
- A follow-up communication from the building principal outlining school-specific expectations, schedules, attendance procedures, and instructional information.
- A notification posted on the District website.
- Updates shared through the District's official social media channels.

If an E-Learning Day applies only to an individual student, classroom, grade level, or other limited group, affected families will be contacted directly by phone and email as soon as practicable.

Communication Method	Platform
Emergency Phone Calls	SchoolMessenger
Email	SchoolMessenger or Finals site
Text Messaging	TalkingPoints or SchoolMessenger
District Website	Finals site
Social Media	District Facebook Page

Communication Responsibilities

Primary responsibility for family communication rests with:

- Superintendent
- Building Principal
- Communications Coordinator (or designee)
- Other District administrators, as delegated

Multilingual Communication

District 31 is committed to communicating with families in a language they understand whenever practicable.

Support may include:

- TalkingPoints translation services
- District website translation tools
- Family liaisons and multilingual staff
- Additional translation or interpretation services, as appropriate

Communication - Staff Notification: Staff members will be notified as soon as a decision is made to implement an E-Learning Day.

Communication will generally include:

- An emergency automated phone call.
- District email notification.
- A follow-up email from the building principal with building-specific expectations and operational information.

Communication Method	Platform
Email	District 31 Email
Emergency Phone Call	SchoolMessenger

Communication Responsibilities: Primary responsibility for staff communication rests with:

- Superintendent
- Building Principal
- Other District administrators, as delegated

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 in grades 4-8.
 - Students in grades K-2 are assigned an iPad. The iPad is generally kept at school and not sent home. Before a known e-learning day, we will try to send iPads home with students, or email work to parents.
- **Student Access to the Internet**
 - When registering, parents are asked whether they have internet access. Ninety-eight percent of District 31 students have internet access.
 - If available, families without internet access may check out a “hot spot” device for e-learning. This solution depends 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 vary based on the course, subject, and the unique skills and knowledge required for the lesson.
 - Students may also receive individualized assignments or instructions via email or phone.
 - If you have concerns about a student’s E-learning assignments and believe the IEP or 504 is not being followed, contact case managers or the Assistant Superintendent of Student Services, Janine Gruhn (jgruhn@district31.net).
- **Student Inability to Participate in Remote Learning**

- If a student cannot 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 pickup at the school.
- Students who cannot access the work electronically or pick up paper versions must 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 misses school for any other reason), parents should follow regular call-off procedures and contact the school office before 10 am. 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 internet access at home, they may check out a “hot spot” device during an E-learning window. This solution depends on the availability of “hot spot” devices.

Technology & Device Procedures

Device Distribution - District-issued devices support student learning throughout the school year and ensure continuity of instruction during E-Learning Days.

- Students in **grades 4–8** are assigned a District-issued device and are expected to bring the device to and from school each day. Students should ensure their device is fully charged and working. Although students are assigned a device, they may participate in asynchronous activities.
- Students in **Pre-Kindergarten through Grade 3** generally do not take District-issued devices home. During an E-Learning Day, these students will participate in developmentally appropriate asynchronous learning experiences that may include printed materials, hands-on activities, offline learning tasks, and teacher communication.
- The District distributes devices at the beginning of the school year or as needed throughout the year.
- In the event of an extended school closure or prolonged period of remote instruction, the District may modify device distribution procedures or provide additional devices to younger grade levels as appropriate.

Student & Family Responsibilities -Students and families are expected to:

- Care for District-issued devices and accessories.
- Bring devices to school fully charged each day (Grades 4–8).
- Report damaged, lost, or malfunctioning devices promptly.
- Use District technology in accordance with the District's Acceptable Use Policy.

Technology Support - Device Repairs & Replacement

Students or staff experiencing technology issues should notify the Technology Department as soon as possible.

The District will provide:

- Technical troubleshooting.
- Password and login assistance.
- Repair or replacement of malfunctioning devices, when appropriate.
- Temporary loaner devices, based on availability.

Internet Access - District 31 recognizes that reliable internet access is essential for successful participation in remote learning. Families experiencing internet connectivity challenges are encouraged to contact the District. Staff will work collaboratively with families to identify available supports and alternative instructional options.

Connectivity Support - During extended periods of remote instruction, the District may provide:

- Mobile hotspot devices (based on demonstrated need and availability).
- Alternative connectivity solutions when feasible.
- Printed instructional materials or other accommodations when technology access cannot be immediately restored.

Approved Digital Platforms - District 31 utilizes District-approved digital platforms to support instruction and communication.

Learning Platforms	Communication Platforms	Video Conferencing
• Google Classroom • Seesaw • District-approved instructional applications and digital resources	• District Email • TalkingPoints • Skyward • Seesaw • District Website • SchoolMessenger	• Google Meet • Other District-approved virtual meeting platforms, as appropriate

Technology Support Procedures (Staff) - Staff members requiring technology assistance should submit a technology support request through established District procedures or contact the Technology Department directly. During E-Learning Days, instructional and operational technology issues will receive priority.

Student & Family Support - Students and families experiencing technology difficulties should contact the school office or the Technology Department for assistance.

Support may include:

- Password resets
- Login assistance
- Device troubleshooting
- Software support

- Connectivity assistance
- Access to instructional platforms

Technology Help Desk

Technology Support Email: support@district31.net

Technology Support Phone: 224-661-1773

Support Hours During E-Learning: 8 a.m.- 4 p.m

Printed Materials

Students in Pre-K through grade 5 will be provided printed instructional materials aligned to their grade-level e-learning plans in anticipation of a potential single e-learning day. We will distribute these materials in a sealed envelope no later than December 1 of each school year. If additional or extended e-learning days are needed, we may prepare and send home supplemental materials and resources as needed.

Students in grades 6–8 will primarily utilize technology-based instructional resources and digital learning platforms during e-learning

Accessibility and Accommodations

Students with IEPs or 504 Plans will continue to receive support and accommodations consistent with their individualized plans, to the greatest extent possible, during e-learning days. Case managers and appropriate support staff will communicate directly with students and/or families via email regarding instructional expectations, accommodations, related services, and specific support procedures aligned to each student's plan.

Multilingual Learner Supports: Multilingual learner staff and/or case managers will communicate directly with students and families via email regarding instructional expectations, language supports, and learning procedures aligned to the student's individual learning plan and support needs during e-learning days.

Intervention Supports: Interventionists and support staff will communicate directly with students and/or families regarding intervention expectations, learning activities, and support procedures aligned to the student's intervention plan during e-learning days.

Attendance and Participation for Students

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. Students are expected to participate in e-learning activities and complete attendance procedures established by the District and their teachers.

- **Grades Pre-K–5** - Families will receive emailed instructions regarding learning expectations and assignment completion procedures for e-learning days. Students will be considered in attendance through participation in assigned learning activities and submission of required

work aligned to the grade-level e-learning plan. 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. Students will be given three instructional days to return any classwork. Engagement will be measured through attendance and participation in sessions, interaction with staff, and required work submitted for assessment/feedback. Students in Pre-K–5 are expected to complete and submit assigned learning activities aligned to their grade-level e-learning plans.

- **Grades 6–8** - Students are expected to check in and participate through scheduled Google Meet sessions and instructional activities, according to schedules and directions communicated by their teachers. Attendance will be based on student participation, engagement, and completion of assigned instructional activities during the e-learning day. 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. Students in grades 6–8 are expected to check in and participate through scheduled Google Meet sessions and instructional activities according to teacher directions and communicated schedules.

Teachers are responsible for communicating attendance expectations, monitoring student participation and engagement, documenting attendance according to District procedures, and following up with students and families as needed regarding attendance concerns during e-learning days.



ATTENDANCE & PARTICIPATION FOR STUDENTS

DISTRICT 31 E-LEARNING PLAN



For 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.



Students are expected to participate in e-learning activities and complete attendance procedures established by the District and their teachers.

GRADES PRE-K-5



- Families will receive emailed instructions and daily/weekly expectations, and participation procedures for e-learning days.



Students will be considered in attendance through participation in assigned activities and submission of project work aligned to the grade-level learning goals.



Students will be responsible for any work assigned during the remote learning experience. No assignments will be assessed for a grade and/or feedback, per the school's makeup grading procedures.



Engagement will be measured through attendance and participation in lessons, interaction with staff, and required work submitted for assessment/feedback.



Students in Pre-K-5 are expected to complete and participate through scheduled Google Meet sessions and instructional activities according to their grade-level e-learning plans.

GRADES 6-8



- Students will be expected to check in and participate through scheduled Google Meet sessions and instructional activities according to schedules and decisions communicated by their teachers.



Attendance will be based on student participation, engagement, and completion of assigned instructional activities during the e-learning day.



Students will be responsible for any work assigned during the remote learning experience. No assignments will be assessed for a grade and/or feedback, per the normal grading procedures.



Engagement will be measured through attendance and participation in lessons, interaction with staff, and required work submitted for assessment/feedback.



Students in grades 6-8 are expected to check in and participate through scheduled Google Meet sessions and instructional activities according to teacher directions and communicated schedules.

TEACHER RESPONSIBILITIES



Communicate expectations clearly.



Communicate regularly.



Monitor student participation and engagement.



Document attendance and follow District procedures.



Provide timely feedback on student work as outlined in the e-learning day.



NON-PARTICIPATION PROCEDURES

If a student does not participate in required instructional activities or procedures established by the District on e-learning days, staff will follow attendance policies to contact the student and/or parent/guardian.



Attendance concerns may be referred to school administration and/or the Assistant Superintendent of Student Services for additional outreach and support as needed.



PARENT/GUARDIAN OPTION

Parents/guardians who choose not to have their child participate on an e-learning day should notify the school office as soon as possible.



The student will be recorded as having an excused absence for that day.



Your partnership supports student learning and helps ensure every student is counted and connected—even on e-learning days.



SUPPORTING CONTINUITY

We provide consistent instruction and support so students can keep learning—no matter where they are.



FAMILY & COMMUNITY CONNECTION

We value the partnership of families and our community in supporting student success and well-being.



EQUITY & ACCESS

We are committed to ensuring all students have the resources and support they need to thrive.



ACCOUNTABILITY

Clear expectations and responsibilities guide our decisions and actions.



LIFELONG LEARNING

We foster curiosity, resilience, and a love of learning in every environment.

Non-Participation Procedures: *If a student does not participate in required attendance activities or instructional expectations during an e-learning day, school staff will make reasonable attempts to contact the student and/or parent/guardian to identify any barriers to participation and provide support as appropriate. School staff may refer attendance concerns to school administration, counselors, social workers, or other support staff for additional follow-up and intervention when necessary.*

Parents/guardians who choose not to have their child participate in an e-learning day should notify the school office as soon as possible. The student will be recorded as having an excused absence for that day.

Staff Attendance Expectations During E-Learning Days

All staff members are expected to maintain their regular workday schedules during e-learning days unless administration directs otherwise. Staff are expected to remain accessible, responsive, and engaged in their assigned responsibilities throughout the instructional day. Specific responsibilities during e-learning days may vary based on student needs, grade levels, assigned programs, and the direction of supervising teachers or administrators.

Teachers	Student Services & Support Staff	Administrators & Office Staff	Teacher Assistants
Provide instruction, assignments, communication, and support consistent with grade-level and course expectations. Be available to students and families during designated instructional and support times; Monitor attendance, participation, and assignment completion; Respond to student and family communication within a reasonable timeframe; Participate in scheduled meetings, collaboration, and professional responsibilities as directed.	Continue providing services and supports to the greatest extent possible; Communicate with students, families, and staff regarding supports and expectations; Maintain documentation and participate in required meetings and collaboration.	Administrators and office staff are expected to: Maintain availability during the workday; Support communication, operations, problem-solving, and supervision responsibilities; Assist students, families, and staff as needed throughout the e-learning day. Any staff member unable to fulfill work responsibilities during an e-learning day due to illness or emergency circumstances should notify their supervisor and follow regular absence reporting procedures. Maintaining communication with supervising staff throughout the workday.	Teacher Assistants are expected to maintain their regular workday schedules during e-learning days and remain available to support instructional and student needs as directed by teachers and administrators. Supporting students during virtual instructional activities or assigned learning tasks; Assisting teachers with communication, organization, monitoring, and instructional preparation; Providing support to students receiving accommodations, interventions, or specialized services as appropriate; Participating in scheduled meetings, collaboration, and assigned responsibilities;

Instructional Practices

- Grading Expectations:** Student work completed during e-learning days will align with grade-level and course expectations and may be used as evidence of student learning, participation, and progress. Grading practices during e-learning days will remain consistent with District grading expectations to the greatest extent possible while recognizing the flexibility that may be required during emergency situations.
- Feedback Expectations:** Teachers will provide students with timely feedback, communication, and instructional support during e-learning days. Feedback may include

written comments, digital communication, conferencing, review activities, or other instructional supports designed to guide student learning and progress.

- ***Assessment Expectations:*** Assessments administered during e-learning days should align to learning targets and instructional expectations and may include formative assessments, performance tasks, assignments, projects, discussions, or other demonstrations of learning. Staff should use developmentally appropriate assessment practices and remain flexible as needed during emergency circumstances.
- ***MTSS & Intervention Expectations:*** The District will continue to support students receiving interventions and MTSS supports to the greatest extent possible during e-learning days. Intervention staff, case managers, and support personnel will communicate with students and families regarding learning expectations, supports, and intervention activities aligned to student needs.
- ***Academic Integrity Expectations:*** Students are expected to complete their work honestly and independently to the greatest extent possible and to follow District expectations related to academic integrity, digital citizenship, and appropriate technology use during e-learning days. Families are encouraged to support student learning while allowing students to demonstrate their own understanding and skills.

Social-Emotional Learning and Mental Health

District 31 recognizes that emergency situations and disruptions to normal school routines can impact students' social-emotional well-being, stress levels, and overall mental health. During e-learning days, the District will continue to prioritize supportive relationships, student connection, and access to appropriate social-emotional supports to the greatest extent possible.

- ***Student Support Procedures*** - Teachers, administrators, social workers, psychologists, counselors, and support staff will continue monitoring student well-being, engagement, and communication during e-learning days. Staff may provide check-ins, social-emotional learning activities, support resources, and referrals as appropriate based on student needs and grade-level expectations. Students or families with concerns regarding student well-being, emotional needs, or crisis situations are encouraged to contact school staff for support and assistance.
- ***Counseling Access*** - School social workers, counselors, psychologists, and other student support personnel will remain available during e-learning days within established workday expectations. Students and families may contact support staff through District-approved communication platforms regarding social-emotional concerns, support needs, or requests for assistance. The District may also provide additional community resources and referrals when appropriate.

Continuous Improvement and Evaluation

District 31 believes that effective e-learning practices require ongoing reflection, evaluation, and refinement. After each e-learning day, administration will review implementation practices, operational effectiveness, communication systems, and stakeholder feedback to identify strengths, challenges, and opportunities for improvement. In accordance with Illinois School Code requirements, the District's E-Learning Plan must be reviewed, updated, publicly presented, and approved by the Board of Education at least every three years.

The District may review multiple sources of data and feedback following e-learning implementation, including:

- Student participation and attendance;
- Student engagement and achievement;
- Technology access and functionality;
- Communication effectiveness;
- Stakeholder feedback from students, families, and staff;
- Staff implementation experiences and operational feedback.

Feedback and implementation data may be gathered through:

- Surveys to students, staff, and parents
- Staff discussions and debrief meetings;
- Administrative review and reflection;
- Technology supports data and operational review processes.
- Information gathered through these processes will guide future revisions, improve systems and supports, and strengthen the District's overall e-learning practices and procedures.

Frequently Asked Questions for Parents

What will remote learning look like for my child?

- Remote learning will vary by grade level to ensure instruction is developmentally appropriate.
- Pre-K–5: Students will primarily participate in asynchronous learning activities, including teacher-directed lessons, independent work, printed materials, hands-on activities, and opportunities to connect with teachers as appropriate.
- Grades 6–8: Students will participate in scheduled instructional activities, including Google Meet sessions, independent learning, and assignments as directed by their teachers.
- Building principals will communicate school-specific schedules, expectations, and instructional information before or at the start of each e-learning day.

How much instructional time is required during an e-learning day?

Illinois State Board of Education (ISBE) requires an e-learning day to provide five (5) hours of instructional opportunities. This includes a combination of:

- Live instruction with teachers or classmates
- Independent learning activities
- Assignments and practice
- Small-group or individual support
- Teacher feedback and communication

Instructional time will look different depending on your child's grade level.

Does my child need to "attend" school?

Yes. Students are expected to participate in learning activities during an e-learning day.

Attendance is based on student participation and engagement, which may include:

- Participating in Google Meet sessions (Grades 6–8)
- Completing assigned learning activities
- Communicating with teachers when requested
- Submitting required work

Attendance is required under Illinois School Code and will be recorded by the District.=

How will my child be graded?

District grading practices remain in effect during e-learning days.

Students are responsible for completing assigned work and participating in instructional activities. Assignments may be assessed for grades and/or teacher feedback consistent with normal classroom expectations. Students receiving special education services will continue to receive progress monitoring and IEP goal reporting in accordance with their individualized plans.

What if my child has an IEP, 504 Plan, receives intervention services, or is a multilingual learner?

Student supports will continue to the greatest extent possible during e-learning. Students may receive:

- Direct support from intervention teachers
- Services from special education staff
- Related services, when appropriate
- Support from multilingual teachers
- Communication from case managers regarding individualized expectations

Families with questions regarding specialized services should contact their child's case manager or school.

What if my child can't participate because they are sick?

If your child is ill, please follow the District's normal attendance procedures and notify the school office.

We will handle the absence the same way we do for an in-person school day. Students will be responsible for making up missed work according to District expectations.

What if my child cannot access the internet or a District device?

If your family experiences technology difficulties, please contact your school office or the Technology Department as soon as possible.

The District will make reasonable efforts to provide technical support, loaner devices (when available), connectivity assistance, or alternative instructional materials.

My family does not want my child to participate in an e-learning day. What should we do?

Parents/guardians who choose not to have their child participate in an e-learning day should notify the school office as soon as possible. The student will be recorded as having an excused absence for

that day and will be responsible for completing any missed assignments in accordance with District expectations.

How can families support student success during remote learning?

Families play an important role in helping students have a successful e-learning experience. We encourage parents and guardians to:

- Establish a consistent learning routine.
- Help students locate a quiet learning space.
- Encourage students to complete assignments independently.
- Ensure District-issued devices are charged and ready to use.
- Communicate with teachers if questions or concerns arise.
- Encourage regular breaks and healthy screen-time habits.

How can we partner together to promote responsible technology use?

Families are our most important partners in helping students use technology safely, responsibly, and respectfully.

Please encourage your child to:

- Follow the District's Acceptable Use Policy.
- Use only District-approved learning platforms.
- Demonstrate appropriate digital citizenship during online learning.
- Participate respectfully during virtual meetings.
- Protect personal information and passwords.

Please note that Google Meet sessions or other virtual instructional activities may be recorded for educational purposes. Recordings are intended solely for District 31 instructional use and will be maintained in accordance with District practices and applicable law.

Who should I contact if I have questions?

For questions regarding remote learning, please contact:

- Your child's teacher (instructional questions)
- Your building principal (school procedures)
- The school office (attendance)
- The Technology Department (device or technology support)
- Your child's case manager (special education or student support services)

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 involved in providing e-learning have access to any and all hardware and software 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 it meets the requirements for communicating the Plan (e.g., website posting, etc.). 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 - Synchronous means working together at the same time, and in online learning, chat rooms and online conferences are good examples of synchronous communication. In a chat room, people's comments are relayed immediately, enabling real-time discourse. Similarly, online conferencing, with the benefit of Voice over Internet Protocol (VoIP) tools, enables real-time conversations online. Synchronous communication enhances learning because real-time conversations allow people to explore class concepts through writing or talking. Verbalizing helps students build bridges between ideas and concepts, helping them retain information more effectively. (World Wide Learning - [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. This type of communication is very helpful because students have plenty of time to formulate their thoughts. By communicating via email, students can respond in detail to a question or topic they might have answered incompletely in a real-time conversation. This time lag helps students internalize information by giving them time to research ideas or simply contemplate. The main disadvantage of asynchronous communication is time lost waiting for a response. ([World Wide Learning](#))