

District 97 Proposed E-Learning Plan

Review and Renewal in
Collaboration with Ed Council

May 28, 2024

Board of Education Meeting





E-Learning Review Team

May 14, 2024

District 97 Education Council

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Rachel Weber, Lincoln
Jenny Raia, Longfellow
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Agenda

Topics Covered

E-Learning: Big Idea and Background

Overview of E-Learning in D97

Timeline

Challenges

Grade Level Plans:

- Pre-K - 2
- Grades 3-5
- Grades 6-8



What's the big idea?



Background:

E-Learning in D97

In July 2021, the District 97 Board of Education approved an E-Learning plan for students to receive instruction electronically in lieu of traditional emergency days (or inclement weather days). This means that instead of canceling school, the superintendent now has the option of calling an “E-Learning Day” where students and staff learn and work virtually at home.

E-Learning provides students a **continuation of learning, prevents the loss of critical instructional days, and provides access to instructional resources** in the event of district closures due to emergencies.



Background: E-Learning in D97

State-approved E-Learning plans are valid for three years.

Since District 97's plan was approved by the board of education in 2021, we are currently going through the process of updating our plan in collaboration with teachers. The goal is to renew the plan for the 2024-25 school year.

E-Learning Renewal Process



E-Learning Renewal Process



TEAM

District 97 Ed Council, in collaboration with senior leadership

GOALS

- Collect and review feedback from D97 staff
- Create updated/improved E-Learning Plan that:
 - Maintains in-person schedule to the maximum extent possible
 - Ensures integration of special areas/ non-classroom teacher roles in a meaningful way
 - Proposes revised logistics plans for different grade bands (Pre-K - 2, 3-5, 6-8)



Timeline: D97 E-Learning Plan Renewal

MAY 14, 2024

Present updated
E-Learning Plan to
Board of Education.

FALL 2024

Communicate
updated plan to staff
and families;
complete annual staff
training.

WINTER/SPRING 2024

Ed Council and senior leadership
review renewal requirements,
collect staff feedback, update
current plan.

AUGUST 2024

Board meeting:

- Public hearing (notice published 10 days prior)
- Plan goes to board for approval
- Final plan is sent to West40

District 97 E-Learning Plan

Pre-K through Grade 8



Vision

- Continue students' connections to learning and with teachers and peers.
- Engage students in meaningful learning experiences.
- Work as a team to continue support students' individual and programming needs. (i.e., IEPs, multilingual learners, specials, Pre-K/early childhood, etc.).
- Align with the regular in-person schedule while incorporating asynchronous learning time into the school day.

Challenges

We recognize that an E-Learning Day can be a challenge for students, staff and families due to:

- Less experience for the younger students with technology
- Increased screen time versus in-person learning
- Unforeseen internet or technology issues due to weather or other circumstances
- Battery life issues of aging devices
- Competing responsibilities of working families at home
- Student anxiety or other social/emotional needs
- The need for strong executive functioning skills in order for students to manage their schedule and work independently
- The need for additional supports for ML students and students with IEPs and 504s to be successful

Plan Components

- Synchronous vs. Asynchronous Learning
- Student Schedule
- Teacher Expectations
- Support Staff Expectations
- Absence Procedures
- Resources



E-Learning Day: Synchronous vs. Asynchronous Learning

	EARLY CHILDHOOD	GRADES K-2	GRADES 3-5	MIDDLE SCHOOL
Synchronous Learning <i>Live/real-time interaction and instruction with a teacher.</i>	Approximately 40-50% of the instructional day	Approximately 40-50% of the instructional day	Approximately 50-60% of the instructional day	Approximately 50% of the instructional day
Asynchronous Learning <i>Students engage in a self-determined review of content.</i>	Approximately 50-60% of the instructional day	Approximately 50-60% of the instructional day	Approximately 40-50% of the instructional day	Approximately 50% of the instructional day



D97 E-Learning Plan: Pre-K - Grade 2

Proposed E-Learning Plan Improvement and Renewal



(Approximate) Daily Time Distribution: Elementary Schools

SUBJECT AREA	TIME ALLOCATION
English Language Arts	70 minutes (synchronous/asynchronous)
Mathematics	60 minutes (synchronous/asynchronous)
Social Science/Science	30 minutes (synchronous/asynchronous)
Special area classes (PE, Art, Music, WLES, Library)*	30-60 minutes - per your normal daily schedule (synchronous/asynchronous)
Social/Emotional Learning	40 minutes (synchronous/asynchronous)

*Per the class schedule of the day

*In addition to subject area time allocation, students have breaks/transition time, etc.



E-Learning Elementary Teacher Expectations

WHO: Pre-K to Grade 2 classroom teachers (general education and special education), elementary specials area roles (PE, Music, Art, WLES), EL teachers, teacher assistants

ON IDENTIFIED E-LEARNING DAY

- Each day should contain 5 hours of student engagement (synchronous/asynchronous).
- Post your E-Learning schedule on LMS (Seesaw/Clever). This will include both synchronous and asynchronous work as following the district guidelines share prior on the following slide.
- If you should need a sub, prepare for the next E-Learning Day by following all the expectations and share plans with sub/school office team.
- **The overall schedule remains the same as far as when specials occur and when related services are provided. Specials teachers use the homeroom teacher meet link. When servicing students outside of the homeroom, related service providers will create a meets link.**



E-Learning Elementary Teacher Expectations

WHO: Pre-K to Grade 2 Classroom Teachers (General Education and Special Education), Teacher Librarians, Elementary Specials Area Roles (PE, Music, Art, WLES), EL Teachers, Teacher Assistants

PRIOR TO E-LEARNING DAY	ON IDENTIFIED E-LEARNING DAY
<ul style="list-style-type: none">• Teach students how to access Google Meet (post link in Clever or Seesaw)• Locate and distribute non-digital options• A Space for Google Meet Link will need to be added to Seesaw or Clever; (Resources: Google Meet training and teacher training/tutorial link)• Set up Google Meet link:<ul style="list-style-type: none">◦ Click “New meeting” button◦ Select “Create a meeting for later” option◦ Copy Google Meet link information◦ Paste to defined location on Seesaw or Google Classroom	<ul style="list-style-type: none">• At 8 a.m. teachers will take attendance and post student attendance in your Google Meet meeting to PowerSchool• Post/communicate the directions to access your student assignment and Google Meet link(s) on your district teacher profile webpage and/or already identified way you communicate with students/families (Google Meet training resources link here)• Student work needs to include a digital and non-digital option for each subject matter• Non-homeroom teachers will follow their regular schedules, or supporting homeroom teachers



E-Learning Support Staff Expectations

WHO: Instructional Coaches, Student Success Coaches, Social Workers, Psychologists, Nurses, Building Office Staff, Assistant/Associate Principals, Student Support Specialists, Teacher Librarians, Speech Pathologists, Hallway Monitors, IB Coordinators, Curriculum Coordinators, CAST, BRAVO, Occupational Therapists, MTSS Interventionists, LAS, UDL Coordinators, Elementary Resource Teachers

ON IDENTIFIED E-LEARNING DAY

- Your direct supervisor has provided clear expectations for what your continuation of work would look like at home.
- Staff can do the following:
 - Support E-Learning classrooms
 - The overall schedule remains the same as far as when specials occur and when related services are provided. Specials teachers use the homeroom teacher meet link. When servicing students outside of the homeroom, related service providers will create a meets link.
 - Complete work that they have in their work plan/job tasks



D97 E-Learning Plan: Grades 3-5

Proposed E-Learning Plan Improvement and Renewal



(Approximate) Daily Time Distribution: Elementary Schools

SUBJECT AREA	TIME ALLOCATION
English Language Arts	70 minutes (synchronous/asynchronous)
Mathematics	60 minutes (synchronous/asynchronous)
Social Science/Science	30 minutes (synchronous/asynchronous)
Special area classes (PE, Art, Music, WLES, Library)*	30-60 minutes - per your normal daily schedule (synchronous/asynchronous)
Social/Emotional Learning	40 minutes (synchronous/asynchronous)

*Per the class schedule of the day

*In addition to subject area time allocation, students have breaks/transition time, etc.



E-Learning Elementary Teacher Expectations

WHO: Grade 3-5 Classroom Teachers (General Education and Special Education), Elementary Specials Area Roles (PE, Music, Art, WLES), ML Teachers

ON IDENTIFIED E-LEARNING DAY

- Each day should contain 5 hours of student engagement (synchronous/asynchronous).
- Post your daily schedule on Google Classroom as if you were onsite and follow the same schedule. This will include both synchronous and asynchronous work as following the district guidelines on the next slide.
- If you should need a sub, prepare for the next E-Learning Day by following all the expectations and share plans with sub/school office team.
- **The overall schedule remains the same as far as when specials occur and when related services are provided. Specials teachers and related service providers will create a Google Meet link.**



E-Learning Elementary Teacher Expectations

WHO: Grade 3-5 Classroom Teachers (General Education and Special Education), Teacher Librarians, Elementary Specials Area Roles (PE, Music, Art, WLES), ML Teachers

PRIOR TO E-LEARNING DAY	ON IDENTIFIED E-LEARNING DAY
<ul style="list-style-type: none">• Post assignment (Google Classroom, Seesaw)• Post/locate digital content• Review submitted assignment• A Space for Google Meet Link will need to be added to Seesaw or Clever; (Resources: Google Meet training and teacher training/tutorial link)• Set up Google Meet link:<ul style="list-style-type: none">◦ Click “New meeting” button◦ Select “Create a meeting for later” option◦ Copy Google Meet link information◦ Paste to defined location on Seesaw or Google Classroom	<ul style="list-style-type: none">• At 8 a.m. teachers will take attendance and post student attendance in your Google Meet meeting to PowerSchool• Post/communicate the directions to access your student assignment and Google Meet link(s) on your district teacher profile webpage and/or already identified way you communicate with students/families (Google Meet training resources link here)• Student work needs to include a digital and non-digital option for each subject matter



E-Learning Elementary Teacher Expectations

WHO: All non-homeroom teachers, service providers, teacher assistants

PRIOR TO E-LEARNING DAY	ON IDENTIFIED E-LEARNING DAY
<ul style="list-style-type: none">• Post assignment (Google Classroom, Seesaw)• Post/locate digital content• Review submitted assignment• A Space for Google Meet Link will need to be added to Seesaw or Google Classroom; (Resources: Google Meet training and teacher training/tutorial link)• Set up Google Meet link:<ul style="list-style-type: none">◦ Click “New meeting” button◦ Select “Create a meeting for later” option◦ Copy Google Meet link information◦ Paste to defined location on Seesaw or Google Classroom	<ul style="list-style-type: none">• Non-homeroom teachers will follow their regular schedules, or support homeroom teachers.• Post/communicate the directions to access your student assignment and Google Meet link(s) on your district teacher profile webpage and/or already identified way you communicate with students/families (Google Meet training resources link here)• Student work needs to include a digital and non-digital option for each subject matter• Report to supervisor for directions on supporting students and classrooms



D97 E-Learning Plan: Grades 6-8

Proposed E-Learning Plan Improvement Renewal



(Approximate) Daily Time Distribution: Middle Schools



[SY 23-24 Brooks Middle School Schedule](#)



[SY 23-24 Julian Middle School Schedule](#)

BOTH SCHOOLS

- Students and teacher will follow the bell schedule during E-Learning Days using the synchronous and asynchronous class time allocation as described on the E-Learning Day Checklist.
- Students and teachers will follow the already scheduled A/B/C day schedule with 50% of period synchronous and 50% asynchronous.



E-Learning Middle School Teacher Expectations

WHO: Middle School Teachers (History, Math, Visual Arts, Design, Musical Arts, SDD, PE/Health, World Language, Science, Special Education, English Language, Academic Encore, ML Teachers, Teacher Assistants)

PRIOR TO E-LEARNING DAY	CANVAS RESOURCES
<ul style="list-style-type: none">• Set up a Google Meet Link for classes and add to course navigation<ul style="list-style-type: none">◦ Resources: Google Meet training and teacher training/tutorial link• Set up Google Meet link:<ul style="list-style-type: none">◦ Click “New meeting” button◦ Select “Create a meeting for later” option◦ Copy Google Meet link information◦ Paste to a document• Add as external link (Redirect Tool) in Canvas Course<ul style="list-style-type: none">◦ Create assignment in Canvas Calendar (link the Google Classroom assignment within the Canvas calendar assignment)◦ Post/locate digital content◦ Review submitted assignment	<ul style="list-style-type: none">• Suggested Canvas Assignment Structure• Canvas help (Chat)• Canvas Instructor Guide• Canvas Resources• Canvas 101• Canvas Support Hotline: 855-976-3136



E-Learning Middle School Teacher Expectations

WHO: Middle School Teachers (History, Math, Visual Arts, Design, Musical Arts, SDD, PE/Health, World Language, Science, Special Education, English Language, Academic Encore, ML Teachers, Teacher Assistants)

ON IDENTIFIED E-LEARNING DAY: CHECKLIST

- Take attendance at the beginning of each Google Meet meeting and post into PowerSchool
- Post/communicate the directions to access your student assignment and Google Meet links on your LMS (Canvas)
- Follow the already scheduled A/B/C day schedule with 50% synchronous/ 50% asynchronous
- Include a digital and non-digital option for student work in each subject matter
- Provide student engagement that will total of approximately 5 hours
- Post on Canvas your daily schedule as if you were onsite and follow the same schedule. This will include both synchronous and asynchronous work as following the district guidelines shared in the prior slide E-Learning Day checklist
 - [SY 23-24 Brooks Middle School Schedule](#)
 - [SY 23-24 Julian Middle School Schedule](#)
- If you should need a sub, prepare for the next E-Learning Day by following all expectations and share plans with sub/school office team
- Post directions for how and when the work needs to be turned in. The expectation is that work is turned into the teacher online or for non-digital materials to be turned in when we return to school.



E-Learning Middle School Support Staff Expectations

WHO: Student Success Coaches, Social Workers, Psychologists, Nurses, Building Office Staff, Assistant/Associate Principals, Teacher Librarians, Speech Pathologists, Hallway Monitors, Curriculum Coordinators, CAST, BRAVO, Occupational Therapists, UDL Coordinators

ON IDENTIFIED E-LEARNING DAY: CHECKLIST

- Your direct supervisor has provided clear expectations for what your continuation of work would look like at home.
- Staff will do the following:
 - Follow your regular schedule as much as possible
 - Connect with students as needed
 - Complete work that they have in their work plan/job tasks
 - Complete other identified training methods identified with supervisor
- Staff member to provide a task list of what was completed during the identified E-Learning Day to school principal.



Thank you!