



Prospect Heights District 23 e-Learning Plan Action Item

Date: April 9, 2026

Subject: Prospect Heights District 23 e-Learning Plan

Prepared by: Craig Curtis, Ed.D. Assistant Superintendent for Teaching and Learning

Abstract:

This memo communicates the steps to enact an e-Learning plan in Prospect Heights District 23, a historical context for e-Learning days in District 23, the e-Learning plan for consideration, the general structure for implementation, general education expectations, special education/related services expectations, and classified expectations.

Required Elements:

The regional office of education (ROE) or intermediate service center (ISC) for the school district must timely verify that a proposal for an e-Learning program has met the requirements specified in this Section and that the proposal contains provisions designed to reasonably and practicably accomplish the following:

- (1) to ensure and verify at least 5 clock hours of instruction or school work, as required under Section 10-19.05, for each student participating in an e-Learning day;
- (2) to ensure access from home or other appropriate remote facilities for all students participating, including computers, the Internet, and other forms of electronic communication that must be utilized in the proposed program;
- (2.5) to ensure that 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;
- (3) to ensure appropriate learning opportunities for students with special needs;
- (4) to monitor and verify each student's electronic participation;
- (5) to address the extent to which student participation is within the student's control as to the time, pace, and means of learning;
- (6) to provide effective notice to students and their parents or guardians of the use of particular days for e-Learning;
- (7) to provide staff and students with adequate training for e-Learning day participation;
- (8) to ensure an opportunity for any collective bargaining negotiations with representatives of the school district's employees that would be legally required, including all classifications of school district employees who are represented by collective bargaining agreements and who would be affected in the event of an e-Learning day;
- (9) to review and revise the program as implemented to address difficulties confronted;

Required Steps to Update the District 23 e-Learning Plan:

- February 10, 2026 - Meeting with the PHEA to discuss the e-Learning plans.
- February 11, 2026 - Meeting with the Leadership team, which includes principals, to discuss the e-Learning proposal.
- February 16, 2026 - Communication of e-Learning Plan and public hearing for parents and community via School/District Newsletters and Newspaper
- April 9, 2026 - Public hearing and Board of Education approval of the District 23 e-Learning Plan. The School Board's approval of a district's e-Learning program and renewal of the e-Learning program shall be for a term of 3 years

Historical context:

Ten years ago, the State of Illinois allowed three districts to pilot e-Learning days as a trial for potential expansion throughout the state. Then, 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. Later, the challenge by the Illinois Federation of Teachers (IFT) and Illinois Education Association (IEA) was successful in legislating a 5-hour school day. The caveat is that districts will be able to utilize e-Learning for emergency days.

During the COVID-19 pandemic, the Illinois State Board of Education directed districts to prepare for school closures, including the preparation of an e-Learning plan. Our teachers adapted to provide a high-quality educational experience for our students, staff, and parents. It took several months of practice and professional development to provide a meaningful learning experience for students while teaching remotely. Our teachers, staff, and parents made the best of the emergency situation. While in-person instruction is **always** the preferred method of instruction, we must be prepared should we need to use e-Learning days again in an emergency.

Current context:

District 23 is moving forward with a plan to implement up to five days of e-Learning during the 2026-27 to 2028-29 school years. Prospect Heights School District 23 will maintain the option to make up inclement weather/emergency days at the end of the year, and/or implement an e-Learning day to make up the attendance day.

The e-Learning Plan below outlines the procedures for the administration to 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 the North Cook Intermediate Service Center (NCISC).

We worked hard to develop a collaboratively constructed and comprehensive plan during the pandemic, and we will continue this process over the next three years if there is a need to call any e-Learning Days. Based on the modifications to the legislation, our plan can be adapted to meet the needs of our students and staff.

Prospect Heights District 23 e-Learning Plan for School Year 2027-2029

Introduction:

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 a remote environment. Since Kindergarten through 8th-grade students in District 23 are issued a district-managed iPad, our teachers can take educational experiences beyond the classroom walls and comply with the statutory requirements.

Due to state legislation and our current technology infrastructure, District 23 can meet the statutory stipulations for e-Learning days in a manner that permits students to access learning opportunities from remote locations. The approval of e-Learning and the e-Learning Verification Form allows District 23 to move forward with an overarching plan for e-Learning for emergency days.

Communication

Initial discussions of our e-Learning plan with bargaining units occurred in March 2020 and will continue as we implement and monitor the success of the distance learning plan for the 2026-27 to 2028-29 school years. The initial discussion specifically about the utilization of e-Learning days with our bargaining unit took place in October 2020, again in March 2023, and a third time in February 2026. The e-Learning plan will be posted on the District 23 website for students, staff, and families. The general expectations and responsibilities of the e-Learning plan have been communicated to teachers, staff, students, and families. Students and parents/guardians will be notified through the district's typical communication channels of the district's intent to use an e-Learning day in place of an emergency school closing day, including notification of e-Learning day usage.

The following general guidelines and reminders will be communicated before announcing an e-Learning Day in District 23:

- Review the Google Meet names/links that will be used for e-Learning Days. Please ensure your class Google Meet nickname is accurate and share the information with your students and families.
- **You should follow the same schedule as a regular school day, including specials classes/exploratory classes.**
- Please continue to take attendance, marking students as present (use the code for e-learning day).
- At the District level, we will communicate with parents as soon as the e-learning Day is called via multiple communication modes.
- Principals and teachers should notify parents that the possibility of an e-Learning day exists and how they can expect to locate pertinent information on these days (Seesaw/Schoology).
- All teachers and staff should follow their normal schedule during e-Learning days. During the day, a class may follow a usual format as laid out by the teacher. The minimal expectation would be that a teacher checks in with the class via Google Meet at the beginning of a subject area to explain an assignment and ensure students know where to find it (Seesaw/Schoology). Then, the teacher would continue to remain available and present in a Google Meet for the remainder of the class period to answer questions.
- All Specials/Exploratory staff should place assignments/directions into Seesaw/Schoology as well. The minimal expectation for specials staff would be to log into the Google Meet with students at the start of each period to ensure students understand an assignment. They should also leave the Google Meet link open for the remainder of the period to answer student questions. Another option is to stay online to teach remotely for some fun and engaging lessons during the entire session.

- All support staff and related personnel should plan to see groups per their usual schedule via Google Meet nicknames. Please communicate your session names to students and parents during your scheduled time. They may teach their lessons in small groups virtually or follow the pattern of other staff. The minimal expectation matches that of other staff, which is to sign in to the Google Meet with students at the start of each period to ensure student understanding of the assignment. They should also leave the Google Meet link open for the remainder of the period to answer any questions.
- All program assistants should plan to attend class/Google Meet sessions based on their typical schedules. Please also check in with the classroom teacher(s) you work with to see if there are any additional assignments for you during the day.

At the end of each school year, the district will gather feedback to review and revise the district's e-Learning program, addressing any difficulties in implementation.

Teaching & Learning and Curricular Connections

Student learning activities will be applicable to the existing curriculum of District 23 schools, and aligned with the Illinois Learning Standards. Learning objectives align with the content and skills students must master to be successful learners. Teachers will collaborate on their course and grade-level teams to develop rigorous activities aligned to the standards. Suggested activities will align with a student's current instructional program (i.e., reading, math, content, health, fine arts, PE). Learning activities will be varied, balanced, and meet the hourly requirements of the e-Learning plan.

Student & Staff Access and Connectivity

Student learning will be implemented through the district-approved Learning Management Systems, such as Schoology and See-Saw, via the district-issued iPad. Teachers will be available to interact with their students digitally via Google Meet during contract time on the e-Learning Day, and students may also have the opportunity to engage with their peers via digital tools.

Staff required to interact with students during the contractual hours have district-issued devices to support student learning on these days. Flexibility in due dates and participation will be permitted for students experiencing a loss of power or internet during the e-Learning day. **Upon request, parents and/or students may request non-electronic materials at the beginning of the school year if they are unable to participate in the e-Learning Day.**

School Day and Student Attendance

The School Day during an e-Learning day will consist of a combination of live Google Meet instruction and independent work. to mirror a regular in-person school day. The student hours will be 8:00-2:30 at Eisenhower School, 8:10-2:40 at Betsy Ross and Anne Sullivan Schools, and 8:25-3:15 for MacArthur Middle School. Morning classes at Eisenhower School will be 8:00-10:45. Afternoon classes at Eisenhower School will be 11:45-2:30. This keeps the same daily schedule of instructional time for core subject areas as well as specials, just as they would in person. The plan also meets the minimum requirement of 5 hours for instruction, which will be a combination of live Google Meet instruction and independent work.

Student attendance and participation monitoring will occur through the Power School portal, along with utilizing Google Meets and learning management programs, such as Schoology and SeeSaw, and will be based on work or learning activities performed on these days.

IEP and EL Students

Students will be afforded all reasonable accommodations and modifications outlined in their IEP, 504, and/or support plan(s). Teachers and aides will be available during school hours to provide additional assistance for students. Students with other needs will have minutes made up during the school year.

Notice to Bargaining Units

In February 2026, we initiated discussions of the renewal of the e-Learning plan with the Prospect Heights Education Association (PHEA). Formal conversations were continued with PHEA and all staff from February through May of 2026. We plan to have a public hearing and Board of Education vote in May 2026 to discuss the use of emergency e-Learning days during the 2026-27 to 2028-29 school years.

Staff Training

The staff has been trained on attendance procedures, expected roles, and lesson development. The staff has and will continue to receive regular training on district-issued technology, and currently use it to drive instruction. Instructional coaches, building administrators, district administrators, and technology support staff will be available to train and support staff in the implementation of e-Learning days.

Educator Responsibilities

Purpose: To define the expectations of an e-Learning day for general educator personnel so they may adequately plan and implement the learning activities.

Definition: If an e-Learning day option is exercised, the day shall be made up on the date of the emergency school closing (e.g., if school is closed on 3/03/2026, the e-Learning day will occur on 3/03/2026), and it will count as a day of work for general educator personnel.

Communication: It is expected that educators will be notified of the emergency day, per typical District 23 communication channels.

Administration Responsibilities

If an e-Learning day option is exercised, it is the district's responsibility to ensure students and parents can access the remote learning activities and expectations. It is also the district's responsibility to ensure students have the relevant assistive technology available when an e-Learning day is implemented.

Special Education Teacher/Student Services Staff Responsibilities

In the event of an e-Learning day, contact will be made with each student who typically receives special education services. During extended periods of remote learning, schedules may be adjusted. Contact may be made in various ways, including but not limited to synchronous and/or asynchronous learning, video, posting on the classroom platform, phone, or email.

Remote learning instruction and activities shall be created, appropriate for each student on a teacher's caseload. These learning plans will align with students' IEP goals and may include a variety of activities.

Related Service Responsibilities

Related service providers will provide instruction and activities aligned with students' IEP goals and may include a variety of activities.

Related service providers will also be supported by resources and suggested learning opportunities from the Educational Services Department and/or NSSEO.

Educational Support Personnel (ESP) Expectations (Teacher Assistants, Admin. Assistants, LPN's, & Nurses)

Purpose: To define the expectations of an e-Learning day for school-based ESP staff so they may adequately plan and make proper use of their work time and professional development.

Definition: If an e-Learning day option is exercised, the day shall be made up on the date of the emergency school closing (e.g., if school is closed on 3/03/2026, the e-Learning day will occur on 3/03/2026), and it will count as a day of work for ESP personnel.

Communication: It is expected that educators will be notified of the emergency day per the typical District 23 communication channels.

There are many different and essential roles that ESP staff serve within District 23, and depending on the role, the experience will be differentiated to better meet the needs of these employees.

ESP staff whose role requires student presence, such as a teaching assistant, will either have clearly defined responsibilities during the workday or have a professional development opportunity that will be communicated electronically by their building administrator or designee.

Any ESP staff whose role does not require student presence, such as the administrative assistant, and who can effectively work from home on their traditional tasks, will have the option to exercise this on an e-Learning day. The work-from-home option will only be permitted pending supervisor approval.

Employees who may not have a clear work role on the e-Learning day will be required to participate in professional development modules that will be communicated to them electronically by their supervisor. They will have some choice in professional development options aligned with improving skills related to their jobs to ensure the days are meaningful for the employees, while not being overly burdensome.

District 23 Grodsky Administration Building Staff Expectations (12-Month ESP, Non-Negotiated, Admin.)

Purpose: To define the expectations of an e-Learning day for the District 23 Grodsky Administration Center staff so they may adequately plan and make proper use of their work time.

Communication: It is expected that administrators will be notified of the emergency day by the typical District 23 communication channels.

Definition: If an e-Learning day option is exercised, the day shall be made on the date of the emergency school closing (e.g., if school is closed on 3/03/2026, the e-Learning day will occur on 3/03/2026), and it will count as a day of work for the District Administration Center personnel.

There are many different and essential roles that the Administration Building staff serve within District 23. Depending on the role, the experience will be differentiated to better meet the needs of these employees.

Employees who can effectively work from home on their traditional tasks will have the option to exercise this on an e-Learning day. The work-from-home option will only be permitted pending supervisor approval.

Custodial and Maintenance Employee Expectations

Purpose: To define the expectations of an e-Learning day so they may adequately plan and make proper use of their work time.

Communication: It is expected that the Custodial and Maintenance staff will be notified of the emergency day by the typical communication channels.

Definition: If the e-Learning day option is exercised, the day shall be made on the date of the emergency school closing (e.g., if school is closed on 3/03/2026, the e-Learning day will occur on 3/03/2026), and it will count as a day of work for SEIU personnel.

There are many different and essential roles that custodial and maintenance personnel serve within District 23. Depending on the role, the experience will be differentiated to better meet the needs of these employees.

Employees who are required to be on-site due to maintenance, custodial, 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.