

# E-LEARNING PLAN

**(USED FOR EMERGENCY DAYS)**

Recording Note: No individual, outside of the staff member conducting the lesson is allowed to record any virtual session.

There may be certain circumstances where the e-Learning Plan expectations are adjusted. Details will be provided by District Cabinet members.



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# e-Learning Introduction and Governance

Procedures outlined within this document are intended to provide Rock Island-Milan School District #41 parents, students, and community guidance in preparing for and conducting effective e-Learning education services. The plan entails all requirements from ISBE and the local ROE. The following State of Illinois School Code guidelines must be followed:

- e-Learning may be used for no more than the built in emergency days the district has in the State approved calendar (5 days).
- **At least** 5 clock hours of instruction must be included in all e-Learning days.
  - Students enrolled in any of the following shall have these hours counted toward the **minimum** 5 clock hour requirement: dual credit, supervised career development experiences, youth apprenticeships, and blended learning programs.
  - **The district may decide to have MORE THAN 5 clock hours for an e-Learning Day. Teachers will communicate any changes to the normal scheduled meeting times.**
- Devices provided for all students. **Contact school administration with questions or support needs.**
- Non-electronic materials are made available to students without the required technology, when possible.
- Appropriate learning opportunities for students with special needs.
- Monitor and verify student participation -- daily attendance must be taken.
- Must be approved by the Regional Office of Education (ROE). The RIMSD e-Learning Plan was approved on November 10, 2020 and renewed on [Insert Renewal Date].

RIMSD will communicate e-Learning general expectations and responsibilities to all teachers, staff, and students annually, at the start of the school year and again before winter. (i.e. July or August and October or November). This will be done through email, staff meetings, RIMLines (weekly staff newsletter), and student/family school communication (website, newsletters, classroom lessons, etc.).

The District provides annual e-Learning reminders, updates, and recordings for all staff to review prior to an e-Learning Day. The T&L Department will work with Lead Teachers to communicate to all staff about the expectations and professional development resources. Principals are to ensure teachers provide lessons/reminders on Google Classroom, chromebook home use, and e-Learning responsibilities. Building Principals are to ensure communication is provided to parents/guardians about e-Learning expectations. The District will post details on the main district website and all other communication tools and apps and work with the Family & Community Engagement Team (FACE) to provide additional reminders to parents/guardians.

For identified E-Learning days, RIMSD will follow the E-Learning Plan as approved by the local school board, in collaboration with administration and all local bargaining units. The Human Resources Department works with representatives from each collective bargaining association around e-Learning Days. Representatives provide feedback on past plans and revisions made.

# Communications

## Procedures and Protocols

Effective and ongoing communication is a critical component to ensure families and students are made aware of district e-Learning days. The district will announce an e-Learning day as soon as possible. These e-Learning days are typically used for weather-related emergencies so we may have to wait to make the official call, depending on details known at the time. Every effort will be made to make the decision the night prior so families can ensure students are sent up for e-Learning instruction.

## Communications

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- Communication will be provided to our students, staff, families, and community members as soon as the decision is made to use an e-Learning day.
- Local media will be informed to assist in providing this information to all stakeholders
- District website, robocalls/texts, and social media will be utilized to inform all stakeholders
- Individual schools will provide communication (such as through email, websites, robocalls, etc.)
- Every attempt will be made to provide notification in multiple languages

## e-Learning Revisions

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The District will annually review & revise the e-Learning Plan by seeking input from stakeholders to address any difficulties encountered.

# Teaching & Learning

## Procedures and Protocols

e-Learning for instruction involves providing students with State and/or District approved, standards-aligned curriculum in an online/virtual setting. RIMSD will use Google Classroom to deliver instruction (Prek-12). Whenever possible, materials will be provided for both staff and students.

## Start and End Times of School

- Staff will be available during the typical start and end times for each school.
- Student instruction will be conducted at the typical start and end times.

## Student Expectations in e-Learning:

- Students are expected to have access to either a district provided device or a working device of their own.

- Students are expected to have access to the internet.
- Students are expected to access Google Classroom each day of e-Learning.
- Students are expected to attend live lessons.
- Students are expected to engage in learning.
- If a student completes the attendance question or logs into Google Meet but does not turn in assignments, teachers will address this with typical protocols (phone calls, emails, Skyward notifications, etc.).
- **If home internet usage for a student goes down, students or parents need to contact the building principal so student attendance is not affected.**
  - Staff will work with parents/guardians to provide paper copies of needed work to assist with any internet or other issues preventing the student from participating virtually.

If a decision to use a day as an e-Learning day is decided after school has been dismissed or over a shortened period of time (i.e. weekend, morning of, due to inclement weather, close to dismissal time, etc.), no material pick up will be conducted. Materials to assist students in completing assignments will be provided during the next in-person learning day.

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## Assessments

Students will be required to complete assessments assigned on the e-Learning day.

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## Assignments

Teachers will use Google Classroom to post the e-Learning day material or assignments by the start time for each specific school.

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## Course

CTE Courses, Dual Credits, High School Apprenticeships, Special Needs Program Job Coaching, ACC (Area Career Center), and elementary Challenge Group (1<sup>st</sup> and 2<sup>nd</sup> graders)

- Students involved in CTE classes, where hands-on requirements exist, will follow local program requirements when on-the-job training. (i.e. nursing and welding)
  - If local programs will not allow in-person program requirements, the program may have to be postponed.
- Students involved in Dual Credit will follow all dual credit specifics from the local college. Dual Credit courses will be Remote, unless otherwise specified.
- Students involved in the Welding Apprenticeship will follow all apprenticeship and company requirements. Work directly with your high school teacher on in-person specifics for RIHS.
- Students involved in the special education job coaching program will work with the teacher(s) to identify specifics around organization or company work criteria.
- Students involved in courses at the Area Career Center (ACC) will follow the ACC school schedule for those specific courses.
- Students in the elementary challenge group will be notified by the teacher for a live check-in time.

Driver's Education Behind-the-Wheel

- In order to provide behind-the-wheel training to students in driver's education in compliance with all Secretary of State and IDPH safety requirements, the following procedures must be followed:
  - During e-Learning, permit tests and instruction may occur. Behind the wheel driving practice will not occur, unless the reason for the e-Learning day is lifted by the time of the driving practice.

## **Grading**

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RIMSD will use current grading practices. Current grading practices will continue during e-Learning days.

## **Home Tutors (See also Homebound Instruction in Separate Student Services Document)**

Home tutors will provide instruction virtually on e-Learning days.

## **Individualized Education Plans (IEPs), Multi-Language Learners (ML), and 504 Plans:**

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All IDEA and State regulations must be followed for any student who has an IEP, receives Multi-Language Learner services, or a 504 plan.

- Special education and Multi-Language Learner teachers must collaborate to ensure equitable and effective instruction for all students.
- Teachers in the ML program in grades K-12 will have his/her own Google Classroom.
- Teachers in the functional, instructional, or resource special education K-12 program will have his/her own Google Classroom.
- PreK teachers for ML or special education will work with the Director of Early Childhood on Google Classroom specifics.

Below are ideas and strategies to use with students in Special Education or ML:

- Provide visuals to accompany the content being taught.
- Add audio and video when at all possible to support the various modalities.
- Provide translations and interpreters for both students and parents.
- Offer 1:1 sessions with students and parents to decrease the level of anxiety and answer questions they may have around any topic.
- Take into consideration the student's level of English proficiency and allow for modifications and adaptations to assignments (shorten directions, provide word banks, lessen the number of multiple choice options, record stories or words to assist with pronunciation, provide extra time etc.).
- Work collaboratively with the general education teacher to make appropriate accommodations and modifications to foundational curriculum.
- Identify specific focus areas for students to pre-teach and reteach identified skills.

## **Live Lessons (synchronous) during e-Learning**

**Live lessons must occur** each e-Learning day, per teacher, per class period. There is no required length of each live (synchronous) lesson. However, each live lesson must provide quality instruction. Teachers may use this time to review skills, teach a full lesson, model a skill or activity, etc. **The amount of time for a live lesson is expected to be age appropriate. Teachers must remain available during the entire class period.**

### **Recording Note:**

**No individual, outside of the staff member conducting the lesson, should record any virtual session.**

It is encouraged for students to use the camera on the device to interact with teachers. However, the use of the camera is not required by students and cannot result in a disciplinary action for not using the device camera.

### **Material Needs for e-Learning**

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- Whenever possible, students and staff will be given the materials needed to conduct and participate in e-Learning.
- When additional materials are needed, principals will work with district staff on ways to provide these materials to families whenever possible.
- If a decision to use a day as an e-Learning day is decided after school has been dismissed or over a shortened period of time (i.e. weekend, morning of due to inclement weather, close to dismissal time, etc.), no material pick up will be conducted. Materials to assist students in completing assignments will be provided during the next in-person learning day.

### **Student Attendance**

Student attendance will be recorded by the teacher either by an attendance question, during the live lesson, or by looking at the student's GoGuardian report. **These are the only ways we can accurately account for attendance. If an attendance question is used, staff will remind students to complete this each day/course period.**

- Attendance may be taken for each class period but at least once per day, depending on the grade level and typical in-person procedures.
- If an attendance question is used, staff are to remind students to complete the attendance question and provide time for those who still need to complete it during each live check-in.

### **Student Discipline and Behavior**

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Staff and students are to follow the student Code of Conduct for all learning environments. Below are ideas and strategies to use with students in Special Education or EL during any learning setting:

- Provide visuals to accompany the content being taught.
- Add audio and video when at all possible to support the various modalities.
- Provide translations and interpreters for both students and parents.

- Offer 1:1 sessions with students and parents to decrease the level of anxiety and answer questions they may have around any topic.
- Take into consideration the student's level of English proficiency and allow for modifications and adaptations to assignments (shorten directions, provide word banks, lessen the number of multiple choice options, record stories or words to assist with pronunciation, provide extra time etc.).
- Work collaboratively with the general education teacher to make appropriate accommodations and modifications to foundational curriculum.
- Identify specific focus areas for students to pre-teach and reteach identified skills.

Below are ideas for ways to communicate with families during any learning setting:

- Use district approved tools to contact families (emails, phone calls, etc.)
- Provide updates, announcements, etc. on Google Classrooms
- Remind and assist families of device/material/meal pick up options (when available)
- Remind and assist families of internet options
- Use the local public television stations to deliver information
- Use the marquee boards at each school

### **Student Schedule for e-Learning Day(s):**

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All schools will follow the typical school schedule on an e-Learning Day. Unless otherwise announced, all schools will have all typical courses that day. Additional communication will come from the individual buildings.

### **Support Services (Additional Details)**

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Supporting Multilingual Learner (ML) students and students with Individualized Education Plans (IEPs) or 504 Plans with e-Learning:

***See the list of Strategies above.***

(Additional) Special Education Considerations

- RIMSD 41 will remain responsible for ensuring that special education students receive a free appropriate public education. e-Learning Plans must address the unique needs of students eligible for special education services. It is important to utilize paraprofessionals in the general education classroom e-Learning lessons when possible.
- RIMSD 41 must adhere to timelines for annual IEP/504 meetings and required evaluations. District School Psychologists will work with building assigned teams to ensure compliance. IEP teams should meet to determine whether any amendments to student's IEPs are necessary to address students' current level of performance.
- In-person instruction at home is allowed for medically homebound students. Find additional information on homebound instruction [here](#).

## **School Names and Phone Numbers**

If you have questions not addressed in the plan, please contact the school directly.

- Horace Mann Early Learning Center: 309-793-5928
- Denkmann: 309-793-5922
- Earl Hanson: 309-793-5930
- Eugene Field: 309-793-5935
- Frances Willard: 309-793-5940
- Longfellow: 309-793-5975
- Ridgewood: 309-793-5980
- Rock Island Academy: 309-793-5944
- Rock Island Center for Math & Science: 309-793-5995
- Thomas Jefferson: 309-793-5985
- Edison Jr. High: 309-793-5920
- Washington Jr. High: 309-793-5915
- Thurgood Marshall Center: 309-793-5924
- Rock Island High School: 309-793-5950