

Chadwick-Milledgeville CUSD #399 E-Learning Plan

Purpose

We believe that it is important for Chadwick-Milledgeville CUSD #399 to have an E-Learning option given the potential for schools to not be in session for snow emergencies or for a prolonged period for a health pandemic crisis. Such an instance of prolonged closure without academic activity would negatively impact students in several ways. More importantly, for all students, we believe that having the option of E-Learning days reinforces the fact that teaching and learning are not confined to class periods or physical classrooms. Additionally, the implementation of technology-infused learning and personalized learning used in conjunction with E-Learning days has the ability to build capacity of all stakeholders in our schools and ensure the continuity of learning.

Timing

Snow/Emergency E-Learning Days will be announced as soon as possible but no later than 6:00 a.m. using our School Messenger calling system, social media, local news outlets, and push notifications through our district app, and school website (www.dist399.net). K-12 teachers will share lessons and expectations on district learning platforms (Schoology, Moodle, Teams, Classroom Dojo, Edmodo, etc...), and/or email by 8:30 a.m. on the morning of the remote learning day with students, or they will send instructional materials home with students the evening prior if possible. The following radio/TV stations will be given this information:

WSDR	Sterling	1240 AM
WFRL	Freeport	1570 AM or 98.5 FM
WCCI	Savanna	100.3 FM
KROS	Clinton	1340 AM
WLLT	Dixon	107.7 FM
KWQC TV	Davenport	Channel 6
WQAD TV	Moline	Channel 8
WREX TV	Rockford	Channel 13

Communication/Availability

We expect teachers to provide direct instruction daily to all students through learning platforms and video conferencing. Junior High and High School teachers will follow a remote learning bell schedule in which they virtually meet with each class daily. Elementary teachers will deliver direct instruction each remote day via instructional videos. These taped lessons will relate to snow day packet lessons provided to students in advance of the winter season. Teaching staff are also expected to monitor their email and learning platforms in order to provide instructional support to students. The purpose of the E-Learning day is to foster, and support continued learning in a safe learning environment during a snow emergency or extended school closure.

6-12 Students E-Learning day schedule:

PERIOD	TIME
1 ST	8:30-9:07
2 ND	9:07-9:44
3 RD	9:44-10:21
4 TH	10:21-10:58
5 TH	10:58-11:35
LUNCH	11:35-12:05
6 TH	12:05-12:42
7 TH	12:42-1:19
8 TH	1:19-1:56

- 8:00-8:30 a.m.-planning and preparation-contact administration for needed support
- 8:30 am-students notified via e-mail and daily activities posted on learning platforms (Moodle, Schoology, Edmodo, Microsoft Teams, etc.)
- 8:30 am-1:30 pm-5-hour block of student engagement, instruction, supervision, monitoring, and support, as needed
- 1:30-2:15 pm-duty free prep
- 2:15-3:45 pm-verification/assessment of student work/engagement; planning/prep for next day; contact with administration as needed
 - Modify lessons for special education students more than normal.
 - Assign meaningful activities that will drive the learning forward; no busy work. Learning can be achieved outside of the actual school building.
 - Have fun and get creative!

Attendance

- K-5 staff will report attendance each day based on completion/participation of assigned activities.
- 6-12 students must log into their Teacherease accounts and record their own attendance by 8:30 a.m. each day of E-Learning.
- K-5 staff will mark attendance for their students in Teacherease.
- 6-12 staff will record attendance in Teacherease during each period of video conference lessons.

*Those student without internet access must call into the school secretary by 9 a.m.

General Expectations

In general, student work on a E-Learning day will be based upon research informed instructional practices. The following are all effective forms of delivering instruction during E-Learning.

- Video conferencing (Teams, Zoom, Skype, etc.)
- Video lessons (Schoology, Moodle, Teams. and links to Schoology posted in Dojo)
- Choice boards with check-ins (on snow days)
- Email check-ins

- Phone calls from case managers, teachers, related service providers

Some examples of research informed instructional practices appropriate for remote learning include, but are not limited to:

1. Setting Objectives
2. Reinforcing Effort/Providing Recognition and Feedback
3. Cues, Questions & Advance Organizers
4. Nonlinguistic Representations (Graphic Organizers)
5. Summarizing & Note Taking
6. Identifying Similarities and Differences
7. Generating & Testing Hypotheses
8. Homework for later grades with minimal parental involvement with a clear purpose
9. Scaffolding Instruction
10. Student practice
11. Individualized Instruction
12. Inquiry-Based Teaching
13. Concept Mapping
14. Reciprocal Teaching
15. Promoting student metacognition
16. Teacher clarity (learning goals, expectations, content delivery, assessment results, etc.)
17. Setting goals or objectives
18. Higher-level questioning
19. Learning feedback that is detailed and specific
20. The Directed Reading-Thinking Activity
21. Question-Answer Relationship
22. KWL Chart
23. Comparison Matrix
24. Anticipation Guides
25. Response Notebooks
26. Student Reflection
27. Use of software programming vetted and approved for usage by Chadwick-Milledgeville CUSD

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One of the best pieces of advice offered from other states is to not overwhelm students with work on these days. Students will not be expected to complete the equivalent of classwork time and additional homework in our traditional school day during a remote learning day. The law requires 5 clock hours of instruction and appropriate learning opportunities for all students' needs. Student work should be relevant, meaningful, and manageable for them. Should a circumstance, such as a power outage or lack of internet access at their home prohibit a student from completing an assignment(s), that student will be given adequate time to make up the assignment *without penalty* once school resumes.

If it is known in advance that a student does not have access to the internet or required technology to complete the work, a non-electronic method of completing the work, if available, should be provided to the student. All students will have five (5) school days to submit any expected work on a remote learning day for full credit.

In the event of a prolonged school closure, the district will provide MiFi cellular hotspot to any family without internet access.

Student Expectations:

- K-5 students will have Snow/Emergency Day Packets sent home early in the school year. K-5 staff will provide direct instruction video lessons uploaded to Schoology to accompany the lesson materials included in the packets. These on demand direct instruction video lessons will be made in advance by your child's teacher so K-5 families can access them via Schoology at a time that works best for them.
- K-5 staff will be available from 8:00 A.M.-3:45 P.M. on E-Learning Days to answer questions or provide direction via Teams, Schoology, Class Dojo, email, etc...
- 6-12 students will attend every class via video conference each day of E-Learning.
- 6-12 students will always have their video on during video conferencing.
- 6-12 students will turn their audio on and off at the direction of their teacher.
- Student behavior and conduct expectations are the same as if they were at school for in person learning.
- Students are expected to complete all work and turn it in on time.
- All work will be graded normally and will impact a student's academic standing.

Special Education Service Expectations

Students with an IEP must continue to receive their special education services during E-Learning days. To achieve this special education staff must adhere to the following guidelines and expectations:

1. Special Education Teachers must contact students and families daily to assess student special education needs.
2. Special Education teachers who have students that are self-contained, must plan and provide instructional material and activities for their students.
3. Special Education Teachers must document their daily contact through the district provided Microsoft Excel spreadsheet

Support

Should teachers or students encounter any technical issues on an E-Learning day, the technology, office, and administration staff will be available via phone or email to address any concerns.

If you experience technical difficulties use the following steps:

- If email is available, contact teacher directly.
- If not, contact Eric Hernandez through email (ehernandez@dist399.net), phone (815-225-7141 ext. 245), or Microsoft Teams.
- For other issues, contact the school/district offices.
 - School Office 815-225-7141
 - District Office 815-225-5839

Outside regular business hours:

Parents and students can email questions and concerns regarding E-Learning and completion of assignments to help@dist399.net.