

## Ridgewood High School e-Learning Plan

*Section 10-20.56(c) of the School Code requires an e-learning program contain “provisions designed to reasonably and practicably accomplish” certain goals. These goals and tasks are described below.*

- 1. Ensure and verify at least 5 clock hours of instruction or school work for each student participating in an e-learning day.**
  - a. Ridgewood High School District 234 e-learning clock hours are based on the attendance data collected through a Google Form and the student workflow submitted through our learning management system Canvas.
  - b. The means to track student attendance and participation requires student to open a Google Form for each of their courses and submit the form. The data will be used for attendance purposes. Students will be required to “check in” to all classes by 1:00 pm.
  - c. Teachers can use the data from the form submitted by the student and enter the attendance information in our student management system (SMS) Skyward. Teachers would have until 4:00pm to submit their class attendance for the e-learning day, which is consistent with daily attendance submission on a regular school day.
- 2. To ensure access from home or other appropriate remote facility for all students participating, including computers, the internet, and other forms of electronic communication that must be utilized in the proposed system.**
  - a. Students have been 1:1 in our classrooms since the 2014-2015 school year and also utilized the LMS Canvas as part of their normal instructional day.
  - b. We have surveyed our students to determine who does not have access to wi-fi during the day. Those students who do not have access will be issued a mobile hot spot.
  - c. By utilizing Google apps, Canvas, email, and our district mobile app, our students are comfortable with the digital environment and expectations associated with success in an e-learning environment.
  - d. Teachers have been issued their own district-issued device and have created all course content on Canvas.
- 3. To ensure appropriate learning opportunities for students with special needs.**
  - a. Students with special needs receive their assignments through Canvas.
  - b. Students are reminded by the teachers before leaving for the day about the process and expectations
  - c. Information about the process and expectations is mailed home in advance.

- d. Students also have access to their case managers via email, Canvas, and other digital communication platforms to report any issues or require additional support.
  - e. Students in our LIFE Program receive their assignments as hard copies and sent to their school email accounts. Student attendance and accountability is recorded by the agreed upon process established by the teacher and student. This can be a voicemail, email, or other communication acceptable to fulfill the attendance requirement.
- 4. To monitor and verify each student's electronic participation.**
- a. Student activity, attendance, time on task, and submission of work is tracked by the data analytics and usage reports housed in Canvas, and the attendance platform, Google Forms.
- 5. To address the extent to which student participation is within the student's control as to the time, pace, and means of learning.**
- a. In the event of an e-learning day, teachers will have until 9:00 a.m. on the morning of the e-learning day to post their lesson/assignment. This agreement was reached in collaboration with the Ridgewood High School Collective Bargaining Unit.
  - b. Students are required to "check in" by 1:00 p.m. on an e-learning day. This allows staff the ability to review the attendance before submitting on Skyward by 4:00pm.
  - c. Students are provided the flexibility to complete the work for each course. Staff are asked to provide a seven day grace period for students to submit work if any connectivity or issues arise.
  - d. Students have access to online resources that provide the instructional support, rigor, and mirrors the expectations in a normal instructional day.
- 6. To provide effective notice to students and their parents/guardians of the use of particular days for e-learning.**
- a. When e-learning days are announced, the same communication protocols announcing a "snow day" will be used. This includes automated calls, posted messages on the websites, and news stations.
- 7. To provide staff and students with adequate training for e-learning days' participation.**
- a. Teachers with district issued devices have created their own content and use our competencies to align their class resources.
  - b. Teachers have been provided Professional Development for the following: Canvas, Skyward, and any other digital platform needed during an e-learning day.
  - c. Teachers were provided Professional Development on how to convert lessons into e-learning lessons.

- d. Tech coaches created step-by-step videos to support items b and c stated above.
- 8. To ensure an opportunity for any collective bargaining negotiations with representatives of the school district's employees that would be legally required.**
- a. The e-learning proposal and all of its components have been reviewed, discussed, and vetted, and approved by the district's collective bargaining unit.
- 9. To review and revise the program as implemented to address difficulties confronted.**
- a. In order to efficiently manage and implement an e-learning day, the following actions will provide the information needed to review or revise the program
    - i. Student, parent, and staff surveys
    - ii. Administration surveys
    - iii. Attendance reports from e-learning days
    - iv. LMS usage reports
- 10. Ensure that the protocol regarding general expectations and responsibilities of the program is communicated to teachers, staff, and students at least 30 days prior to utilizing an e-learning day.**
- a. Communication, ongoing Professional Development, and e-learning expectations is provided during several early dismissal Wednesday's during the first semester of the school year.