

Oregon CUSD 220 – E-Learning overview

2/22/2024 - DRAFT

Introduction

Oregon CUSD #220 will utilize E-Learning as a part of the plan to utilize Distance Learning on emergency days. At OCUSD 220 all students have individual access to a district managed Chromebooks all students will have access to assignments electronically. This will enable our teachers to take educational experiences beyond the walls of the classroom and comply with the statutory requirements. Oregon CUSD 220 meets the statutory stipulations to use E-Learning days in a manner that permits students to use digital tools to access learning opportunities from remote locations.

These learning opportunities will also better prepare all students for future work in post high school learning that will involve technology and alternative forms (paper copies, including handouts, notes, and homework) of instructional delivery. The district will ensure access for all students that the specific needs of all students are met, including special education students and English language learners. In addition, the district will ensure that all mandates are met using the E-Learning program.

Legal Requirements

Per Section 10-20.56 of the School Code [[105 ILCS 5/10-20.56](#)], school districts may, after holding a public hearing and by formal resolution, utilize “E-Learning days” in lieu of emergency days.

- OCUSD 220 will hold a formal hearing on May 20, 2024, at the regularly scheduled board meeting.
- The OCUSD 220 Board of Education will be asked to adopt the resolution on June 17, 2024, at the regularly scheduled board meeting.

Teachers will provide appropriate and meaningful lessons **online or in paper/pencil format**. As a guideline for student work on E-Learning days:

1. OJSHS students will be provided roughly 30 minutes of work per class.
2. OES students will be provided roughly 15 minutes of work per class.

Lessons will be specific to the grade level:

1. Lessons will try to integrate as seamlessly as possible into the regular instruction that has been occurring in class.
2. Tasks should be meaningful and important to students.
3. Utilize digital tools and platforms students are using as part of their regular instruction if possible.
4. Include formative assessment and feedback on assignments turned in and participation points will be awarded for completed assignments.
5. Teachers are responsible for taking student attendance through a specified communication tool and inform parents what specific tool to utilize when reporting.
6. Students need to connect online by 9:00 AM with their teachers for attendance. For K-4 students, a parent or older sibling can report the student present, get assigned work, and submit any completed work.
7. Those with paper and pencil work will be supplied with materials and be sent home with students prior to the E-Learning day.
8. Teachers will send out their lessons electronically or begin synchronous instruction by 9 am.

9. Teachers, support staff, and administration are expected to be present/available electronically for 5 hours on an E-Learning day. Students can always reach out to their teachers and other staff members with questions outside of those times, similar to what students currently do during in-person learning. Teachers and/or staff, when available, will respond.
10. Parents will be notified of E-Learning days through e-mail, call notification system, and social media.
11. Assignments provided during E-learning will be treated as if they were provided during in-person learning.
12. Any issues that arise during the program will be communicated to administration.
13. A letter will be sent out yearly explaining the process and this policy will be located on the district website as well as building handbooks and mobile apps.

E-Learning Days for Students with IEP's

1. Students with individualized education plans will follow lessons provided by classroom teachers and those modified by their caseworkers online or otherwise (hard copies, projects, reading, etc.)
2. All lessons will be appropriate and follow the students' IEP guidelines as well as class schedules.
3. Case managers will include in the students' IEP the needed (if any) accommodations that would be implemented on the day that E-Learning takes place.
4. Accommodations for students without access to the internet will be addressed on an individual basis before the school year or on an as-needed basis.

Oregon Junior/Senior High School

1. Teachers will provide appropriate and meaningful lessons online or paper/pencil format.
2. Teachers provide a technology-based platform for instruction.
3. Teachers need to be available via school email, Google Suite, Schoology, or any other approved platform for 5 hours. Teachers will communicate their scheduled availability with students/families (where appropriate) no later than the morning of the E-Learning day.
4. Teachers will send out their lessons electronically by 9 am.
5. E-learning assignments are treated like every other assignment given in class. They are expected to be completed, otherwise the student will not receive credit for being in attendance that day.

Oregon Elementary School

1. Teachers will provide appropriate and meaningful lessons online or paper/pencil format.
2. Teachers may provide a technology-based platform for instruction.
3. Teachers need to be available via school email, Google Suite, Schoology, or any other approved platform for 5 hours. Teachers will communicate their scheduled availability with students/families (where appropriate) no later than the morning of the E-Learning day.
4. Teachers will send out their lessons electronically by 9 am.
5. E-learning assignments are treated like every other assignment given in class. They are expected to be completed, otherwise the student will not receive credit participation credit.
6. Lessons should be equivalent to the subject areas taught during class sessions.

Pre-K through 4:

- When appropriate Pre-K through 4th grade may send home-lessons/activities the day before the E-Learning Day. Additional instructions may be sent to parents electronically by 9 am if multiple days are used and more lessons/activities are needed.

Certified Staff Expectations

1. Certified staff must be available for 5 hours. Teachers will have the autonomy to select the schedule they believe best serves their students. Their schedule should be communicated to their students no later than the morning of the E-Learning day.
2. Can work from school, when safe to travel, or home.
3. Certified Staff will record student attendance in PowerSchool by 10:00 AM

Special Education Teachers:

1. Special education and 504 students will be provided the same accommodations and modifications outlined in their IEP.
2. Special education teachers will work with regular education staff to determine the appropriate modifications for any electronic/home based learning materials.
3. Special education teachers will contact families to determine the appropriate methods to supply help during the assigned work times.
4. Help may be provided via school email, Google Suite, Schoology, or any other approved platform.

Educational Support Personnel Expectations

1. Assignments may vary depending on the nature of duties.
2. Administrative Assistants staff can work on site or at home. Working from home will require establishing a schedule with the building principal.
3. Paraprofessionals/Aides, kitchen staff, bus drivers, and custodians offered the opportunity to make up the day by attending upcoming in-service days, online trainings and/or working extra hours to make up the time.
4. When safe, options will be made available to any employee who wishes to work on site with an approved plan by their supervisor. Building Principals and staff will provide updated information to students and families to carry out specific details of completing the assignments.