School Closure
E- Learning Plan

Addressing the instructional needs of students and staff during school closures due to emergencies

Updated Dec 16, 2021

Summary of Plan – Info for Students & Families

How do I know if my student's classroom is doing e-learning or a snow day?
- SASED classrooms located in host schools will follow the host district severe weather decisions and the host district calendar.
- SASED transition/vision transition classrooms will have snow days that will be made up at the end of the school year.
- SASED Southeast & Directions classrooms will likely have e-learning days.

Student & Caregiver Responsibilities

During remote learning days, students and caregivers have certain responsibilities. The Illinois State Board of Education recommends the following responsibilities:

Student Responsibilities
- Review assigned work
- Participate in synchronous learning activities
- Complete assigned work by the due date
- Ask clarifying questions when you need help and communicate if you are struggling emotionally, physically, or academically to the extent possible
- Be respectful to yourself, teachers, and peers

Caregiver Responsibilities
- Review syllabi/schedule, digital learning platform expectations, deadlines, etc.
- Reserve a space for students to complete remote learning work
- Encourage students to get enough sleep
- Set sensible time limits for technology use
- Talk to students about their work every day
- Set a schedule to help students establish and follow regular daily routines

Technology & Logistics

Each student in SASED programs has been assigned a 1:1 device (e.g., Chromebook, i-Pad) to be used for instruction at school and at home on e-learning days. When severe weather is forecast, students will be asked to bring their devices home with them in order to have them available if an e-learning day is called. On an e-learning day, students should log onto their device at the usual start of the school day. Once logged on, the student will open their electronic learning platform (i.e., Seesaw, Google Classroom, or Microsoft Teams) to get their schedule for the day. Instructions for these platforms are available at this link under Guidance & Resources.

Learning & Assessment

Remote e-learning activities in SASED programs will be designed around each student's IEP goals, and as applicable, the Illinois Learning Standards for K- 12 (including Essential Elements Standards), the Illinois Early Learning and Development Standards for Pre-K, or the SASED Transition Outcomes for students aged 18-22. All students will receive at least 5 clock hours of instruction on remote e-learning days. At least 2.5 hours daily will be teachers and students meeting together virtually for instruction and/or remote services, with the addition of activities, assessment/feedback/progress monitoring, and independent student work at the student's own pace. Students will receive the related services as they would normally occur if they were in-person according to the students' schedule on a given day of closure.

For help
- Is your question about curriculum, classwork, grades? Please ask your student's teacher.
- Is your question about technology? Please ask your student's teacher or contact your program administrator.

Summary of Plan – Info for Teachers & Staff

How do I know if my classroom is doing e-learning or a snow day?

- SASED classrooms located in host schools will follow the host district severe weather decisions and the host district calendar.
- SASED transition/vision transition classrooms will have snow days that will be made up at the end of the school year.
- SASED Southeast & Directions classrooms will likely have e-learning days. Their calendar may not be able to be extended due to ESY Credit Recovery.

Tasks in the event of e-learning days	Who is responsible?	When
Create e-learning packet in advance as a "just in case" and send home or keep in students' backpacks (optional)	Classroom teams (teachers, TAs/MATAs, related services)	Nov/Dec
Staff will be notified of a potential upcoming e-learning day prior to the end of the school day.	Program/Service Administrator, Central Office Administrator, Host District Administrator	Day before potential e-learning day / severe weather in forecast
If notified that the following day might be an e-learning day, send the following home with students: ▪ Student 1:1 device ▪ Any texts or paper-based materials that the students might need in e-learning ▪ Instructions on how and where to log on for e-learning day 　o Learning management system or Zoom link for the start of the day or assignment/activity for start of school day 　o Time – start of regular school day 　o Schedule for the day with links (optional)	Teacher	Day before potential e-learning day / severe weather in forecast
Adjust lesson plans to e-learning. Collaborate with classroom team members to plan any needed schedule changes for students or staff.	Classroom teams (teachers, TAs/MATAs, related services)	Day before potential e-learning day &/or day of e-learning
Work with host district staff to ensure students who are included in general education classes can access e-learning for those classes as well	Classroom teams (teachers, TAs/MATAs, related services)	Day before potential e-learning day &/or day of e-learning
If schedule wasn't sent home with students, send schedule to students via email	Teacher, or designee	By student's regular start of their school day
Take attendance in Synergy as usual	Teacher/secretary	e-learning day
Provide instruction for at least 5 hours, including at least 2.5 hours of synchronous instruction on e-learning day	Classroom teams (teachers, TAs/MATAs, related services)	e-learning day
Troubleshoot tech issues by connecting with tech team, as needed.	Classroom teams, tech team, families	e-learning day
Monitor any asynchronous work and respond to student questions that might arise	Classroom teams (teachers, TAs/MATAs, related services)	e-learning day
Remind students to bring their device and all materials back to school	Classroom teams (teachers, TAs/MATAs, related services)	End of e-learning day
Ensure that all devices and materials returned to school	Classroom teams (teachers, TAs/MATAs, related services)	Day after e-learning day

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Purpose & Benefits

- To allow students the opportunity for engaged learning during scheduled emergency days
- To ensure the safety of students and staff on days of inclement weather
- To maintain the school calendar by not adding emergency days at the end of the school year to be made up
- To avoid unexpected interruptions in learning and services provided to students
- To promote school and family collaboration on generalization and maintenance of skills in the home environment
- To promote flexible learning in the digital age and learning beyond school walls

105 ILCS 5/10-20.56 Requirements for Remote E-Learning Day Plans

Remote e-learning day plans must adhere to the requirements set forth in Section 10-20.56 of the Illinois School Code. The following information summarizes SASED's response to the requirements under 105 ILCS 5/10-20.56:

- E-learning days will not exceed the minimum number of emergency days in the approved school calendar of the SASED or host school site
- The e-learning program may utilize the internet, telephones, texts, chat rooms, and other similar means of electronic communication for instruction and interaction between teachers and students that meet the needs of all learners.
- Accessibility of the remote instruction to all staff and all students enrolled in the district:
  - SASED is partnering with its member/host districts to ensure that all students have access to an appropriate device (e.g., Chromebook or I-Pad).
  - SASED will continue to work with its member districts to ensure that all students have internet access available to them for remote learning.
  - Assistive technology required for students to access instruction will be made available based on each student's individual needs.
  - Students and staff will have access to the software necessary for e-learning.
- A public hearing was held on December 8, 2021, at a regular meeting of the SASED Board of Control. The terms of the proposal were presented and an opportunity for public comments was provided. Notice of the public hearing was provided at least 10 days in advance of the hearing by publication in the Daily Hearld; electronic notice designed to reach the parents and guardians of all students enrolled in SASED programs, and electronic notice designed to reach the collective bargaining representatives SASED employees and those not in a collective bargaining unit.
- The proposal contains provisions designed to reasonably and practicably accomplish the following:
  - *Provide at least 5 clock hours of instruction or schoolwork for each student participating in an e-learning day*
  - *Ensure access from home for all students participating including a device, the Internet, and other forms of electronic communication that must be utilized*
  - *Non-electronic materials will be made available to students who either do not have access to the required technology on the e-learning day or students who are prevented from accessing the required technology*
  - *Provide appropriate learning opportunities for students with special needs:*

All students being served by SASED are eligible for special education services and have Individualized Education Plans (IEPs). Some students are included in general education classes for some of their classes. Most students served in SASED-run programs receive special education supports and services, including all academic classes, in a self-contained special education classroom.

- Students who are included for general education academic subjects will receive remote instruction from their general education teacher in those academic subject areas using the host school's learning management system for synchronous and asynchronous learning activities, including for the distribution assignments and communications. SASED program classroom staff and/or district special education staff will provide accommodation and modification supports for these subject areas based on the individual needs of the student.
- Students who receive all academic instruction in self-contained special education classrooms will receive specialized remote instruction from SASED teachers and related service staff, with support from paraprofessionals using a developmentally appropriate learning management system (i.e., See Saw, Google Classroom, or Microsoft Teams). Instruction, distribution of assignments, and communications will occur through the learning management system and will include both synchronous and asynchronous learning activities. Accommodations and modification supports also will be provided by these staff.
- Specialized instruction and supports will include individualized supports for each student's IEP goals and objectives.
- SASED staff will assess and provide feedback as appropriate on submitted work from students all of whom have Individualized Education Plans.
- SASED staff will communicate with students and/or guardians to support the e-learning plan.

o *Take attendance and monitor and verify each student's remote participation:*
- Student attendance will be taken and recorded in the Synergy SIS.
- Teachers and related service staff will monitor student assignments and engagement in the synchronous and asynchronous learning activities through their learning management system and by email or phone.
- Teachers and related service staff will monitor questions and conversations through the learning management system, email, and/or by phone.
- Student work verification will occur through the learning management system, online instructional applications, and/or completed paper packets.
- Refer to the Attendance section of this document for additional information.

- *Address the extent to which student participation is within the student's control as to the time, pace, and means of learning*
- *Provide effective notice to students and their parents or guardians of the use of particular days for e-learning*
  - This information was communicated to teachers, staff, and students on January 13, January 20, and January, 27, 2022.
- *Provide staff and students with adequate training for e-learning day participation*
  - Most students and staff learned how to do remote learning using their devices and learning management systems during the COVID-19 pandemic school closures. However, training and practice will be provided in the late Fall of each school year to ensure that all staff and students can access their remote learning tools.
- *Ensure an opportunity for any collective bargaining negotiations with representatives of SASED's employees that would be legally required, including all classifications of SASED employees who are represented by collective bargaining agreements and who would be affected in the event of an e-learning day*
- *Review and revise the program as implemented to address difficulties confronted*
- *Communicate the protocol regarding general expectations and responsibilities of e-learning to teachers, staff, and students at least 30 days prior to utilizing an e-learning day.*

▪ This information was communicated to teachers, staff, and students on January 27, 2022.

Key Definitions

SASED defines "Continuity of Instruction" as a continuation of academic activities as much as possible while mitigating the effects of any significant academic disruption(s). SASED is committed to utilizing remote e- learning, as necessary, in a manner that maintains the continuity of instruction in the event of an emergency disruption that may result in the suspension of learning, including in-school classes and/or after school/extra-curricular activities.

Remote learning/Remote e-learning refers to learning that happens outside of the traditional classroom because the student and teacher are separated by distance and/or time. Remote learning can be real-time or flexibly-timed, and it may or may not involve technology. These days are counted as pupil attendance days for calculation of the length of the SASED programs official calendar under 105 ILCS   5/10-20.56.

Synchronous Learning occurs when there is a scheduled time for the educator and students to meet together virtually for instruction in real time.

Asynchronous Learning occurs when the student is working independently at their own time and pace without real time live instruction or interaction with the educators or other students. Learning in this mode may include virtual instruction through pre-recorded content.

General Staff Expectations

During remote e-learning days, each classroom team (i.e., licensed professional staff) is responsible for maintaining the remote learning plans for their students. Class work on remote e-learning and days should substantially align with the current class content/IEPs and should advance the curriculum and IEPs forward to the fullest extent possible. For consistency, the following general expectations apply:

● Certified/licensed professional staff members will work their *regular work day hours* per the contract with dedicated time online/email/phone daily to provide synchronous and asynchronous instruction and answer student and parent/guardian questions about assignments and SASED-approved online communication technologies
● Classified staff and support staff members will work their *regular work day* by providing continuity of learning supports and other activities as directed by the classroom teacher and/or program administrator
● Staff will review this SASED School Closure E-Learning Plan for familiarity and knowledge of procedures
● Staff members will attend all necessary meetings (e.g. all-staff, IEP, GLT, etc.) as scheduled by the program administrator (or, case manager, etc.) on e-learning days
● Staff members will maintain open lines of communication with PLTs, GLTs, administrators, SIIS team coaches and tech support to collaborate on learning strategies and maximize colleague expertise, skills, and resources

Specific Roles & Responsibilities for Staff

The following Roles and Responsibilities for Staff are designed to provide general clarity and guidance for staff to facilitate remote e-learning days with success for students and families.

Teachers & Vision/Hearing Itinerants
● Plan a variety of student lessons and activities that are accessible to all students in remote settings

- Use a SASED-approved learning management system (LMS) to ensure that at least 2.5 hours of synchronous instruction is provided daily by the team, as well as to provide asynchronous instruction if synchronous instruction is not used for the entire school day. The LMS also may be used to distribute content & assignments, and communicate with students/families. (Seesaw, Google Classroom, Microsoft   Teams)
- Create the daily schedule/calendar of lessons, meetings, activities, & assignments for students and communicate the schedule to students and families
- Provide instruction as closely as it was intended to be delivered on that particular school day
- Assess and provide timely feedback on submitted work or live work and progress
- Be available to answer student/caregiver questions
- Uphold duties as a mandated reporter for suspected child abuse/neglect
- Participate in team meetings (PLT, GLT, classroom teams) as scheduled
- Prepare and participate in IEPs as scheduled
- Vision/Hearing Itinerants only: Facilitate access to curriculum and instruction as regularly scheduled

Program-Based Related Services (SLPs, social workers, program-based BMSs, psychologists, O&Ms, nurses)
- Related Service staff should provide therapy and instruction as closely as it was intended to be delivered on that particular school day
- Related service staff will coordinate with classroom teams to create a schedule to indicate when students will receive therapy and will communicate the schedule to families
- Ensure consent for group online instruction is obtained before providing any live group instruction/activities
- Related service staff will use SASED-approved learning management system or other approved online communication technologies to provide services to students virtually
- Provide instructions and activities for strategies that students can work on from home
- Utilize SASED-approved learning management system, other approved online communication technologies, or documents stored in your SASED provided OneDrive or Sharepoint sites to provide and exchange information with students and parents
- Participate in team meetings (PLT, GLT, classroom teams) as scheduled
- Prepare and participate in IEPs as scheduled
- Nurses only: Read and respond to teacher, parent, student, and administrator email inquiries concerning student health

District-Based Related Services (OTs, PTs)
- Related Service staff should provide therapy and instruction as closely as it was intended to be delivered on that particular school day
- Related service staff will coordinate with classroom teams to create a schedule to indicate when students will receive therapy and will communicate the schedule to families
- Continue to prepare for and participate in IEP meetings as scheduled

Support Staff (Teacher Assistants, Sign Language Interpreters, Bus Drivers, MATAs)
- Read alouds
- Join lessons to assist students to support engagement
- Video participation in the classroom (i.e.: be a model for A-PE)
- One-on-ones, write up tips to help support the parents (submit to teacher for review prior to sharing with parents)
- Sign language interpreting
- Brailling
- Facilitating communication in a family's primary language (other than English) as appropriate
- Other activities to be determined

School Improvement& Instructional Support Team Coaches (SIIST/AT)

- Coaches may be called on to develop at-home strategies to support student behavior through written and phone/video communication
- Support SASED staff in coaching of implementation of learning management systems (e.g., Microsoft Teams, Seesaw, Host District Google Classroom) and instructional technology
- Support staff with remote learning and blended remote learning with content tips & ideas
- Work on current district/program projects
- Develop new trainings on hot topics
- Provide virtual professional development

Program Secretaries & Administrative Assistants
- Manage attendance in Synergy
- Read and respond to teacher, parent, student, and administrator email inquiries
- Use online systems from home to do normal tasks like approving timesheets, updating student information, create PO's, and other assigned tasks
- Complete and disseminate IEP paperwork
- Copy and collate paper packets

Program Administrators & Central Office Administrators
- Develop and implement thoughtful, accessible remote e-learning day plans using stakeholder input, when possible
- Support staff in implementing remote learning plans
- Facilitate IEPs as scheduled
- Monitor student attendance and other staff procedures
- Virtually visit GLT Meetings as scheduled to provide support, facilitation, and instructional leadership
- Virtually visit classrooms on a regular basis
- Facilitate the distribution of hardware, packets, etc.
- Work with districts on behalf of families

Student & Caregiver Responsibilities

Student Responsibilities
- Review assigned work
- Participate in synchronous learning activities
- Complete assigned work by the due date
- Ask clarifying questions when you need help and communicate if you are struggling
- Be respectful to yourself, teachers, and peers

Caregiver Responsibilities
- Review syllabi/schedule, digital learning platform expectations, deadlines, etc.
- Reserve a space for students to complete remote learning work
- Encourage students to get enough sleep
- Set sensible time limits for technology use
- Talk to students about their work every day
- Set a schedule to help students establish and follow regular daily routines

Student Engagement/Instruction

Illinois Learning Standards
Remote e-learning activities in SASED programs will be designed around the Illinois Learning Standards for K-12 (including Essential Elements Standards), the Illinois Early Learning and Development Standards for Pre-K, and the SASED Transition Outcomes for students aged 18-22.

Hours of Instruction

Per Section 10-19.05 of the school code, all students will receive at least 5 clock hours of instruction on remote e-learning days. Each remote e- learning day will include at least 2.5 hours daily of educator-led synchronous instruction with the addition of asynchronous instruction, activities, assessment/feedback /progress monitoring, and independent student work. Students will receive the related services that would have occurred in a students' schedule on a given day of closure. Information will be sent to students and families using a developmentally appropriate Learning Management System, Seesaw, Google Classroom, or Microsoft Teams. Each SASED program/classroom will develop a schedule for remote e-learning that will be provided to the students and families the morning of the closure.

Time Allocations

The time allocations listed below are intended to provide an overview. Students will receive specific individual schedules from their program with times for synchronous and asynchronous activities.

DHH		English Language Arts	Math	Science/Social Studies	Social Emotional Learning	Special Subjects
Early Childhoo d	**Total Time/day**	90 min	15 min	15 min	30 min	30 min
	Synchronous	-at least 2.5 hours per day				
	Asynchronous	-up to 2.5 hours per day				
Elementary	**Time/day**	120 min	60 min	Embedded in ELA	45 min	45 min
	Synchronous	-at least 2.5 hours per day				
	Asynchronous	-up to 2.5 hours per day				
Junior High	**Time/day**	70 min	40 min	80 min	60 min/week 12 min/day	88 min
	Synchronous	-at least 2.5 hours per day				
	Asynchronous	-up to 2.5 hours per day				
Directions		English Language Arts	Math	Science/Social Studies	Social Emotional Learning	Special Subjects
Elementary	**Time/day**	90 min	60 min	45 min	45 min	60 min
	Synchronous	-at least 2.5 hours per day				
	Asynchronous	-up to 2.5 hours per day				
Junior High	**Time/day**	90 min	45 min	90 min	45 min	35 min
	Synchronous	-at least 2.5 hours per day --				
	Asynchronous	-up to 2.5 hours per day				

Directions		Class 1-	Class 2-	Class 3 –	Class 4 –	Class 5 -	Class 6-	Class 7-
High School	**Time/day**	45 min	45 min	45 min	45 min	30 min	45 min	45 min
	Synchronous	-at least 2.5 hours per day						
	Asynchronous	-up to 2.5 hours per day						

Multi-Needs		English Language Arts	Math	Science/Social Studies	Social Emotional Learning	Special Subjects / Daily Living
Early Childhood	**Time/day**	60 min	30 min	90 min	30 min	90 min
	Synchronous	-at least 2.5 hours per day				
	Asynchronous	-up to 2.5 hours per day				
Elementary	**Time/day**	90 min	45 min	45 min	30 min	90 min
	Synchronous	-at least 2.5 hours per day				
	Asynchronous	-up to 2.5 hours per day				

Junior High	Time/day	90 min	45 min	45 min	30 min	90 min
	Synchronous	-at least 2.5 hours per day				
	Asynchronous	-up to 2.5 hours per day				
High School	Time/day	90 min	45 min	45 min	30 min	90 min
	Synchronous	-at least 2.5 hours per day				
	Asynchronous	-up to 2.5 hours per day				

Southeast		English Language Arts	Math	Science/Social Studies	Social Emotional Learning	Special Subjects
Elementary	Time/day	90 min	60 min	45 min	45 min	60 min
	Synchronous	-at least 2.5 hours per day				
	Asynchronous	-up to 2.5 hours per day				
Junior High	Time/day	90 min	45 min	90 min	45 min	35 min
	Synchronous	-at least 2.5 hours per day				
	Asynchronous	-up to 2.5 hours per day				

Southeast		Class 1-	Class 2-	Class 3 –	Class 4 –	Class 5 -	Class 6-
High School	Time/day	50 min	50 min	50 min	50 min	50 min	50 min
	Synchronous	-at least 2.5 hours per day					
	Asynchronous	-up to 2.5 hours per day					

STARS		English Language Arts	Math	Science/Social Studies	Social Emotional Learning	Special Subjects
Elementary	Time/day	90 min	45 min	45 min	45 min	75 min
	Synchronous	-at least 2.5 hours per day				
	Asynchronous	-up to 2.5 hours per day				
Junior High	Time/day	90 min	45 min	45 min	45 min	75 min
	Synchronous	-at least 2.5 hours per day				
	Asynchronous	-up to 2.5 hours per day				

Transition		Language Arts	Mathematics/Budgeting	Vocational Skills	Social Emotional Learning	Daily Living Skills
Transition	Time/day	60 min	45 min	60 min	45 min	90 min
	Synchronous	-at least 2.5 hours per day				
	Asynchronous	-up to 2.5 hours per day				

Vision		English Language Arts	Math	Science/Social Studies	Social Emotional Learning	Special Subjects / Daily Living
Early Childhood	Time/day	60 min	60 min	60 min (language development)		60 min
	Synchronous	-at least 2.5 hours per day				
	Asynchronous	-up to 2.5 hours per day				
Elementary	Time/day	90 min	60 min	45 min	30 min	75 min
	Synchronous	-at least 2.5 hours per day				
	Asynchronous	-up to 2.5 hours per day				
Junior High	Time/day	90 min	45 min	90 min	45 min	35 min
	Synchronous	-at least 2.5 hours per day				
	Asynchronous	-up to 2.5 hours per day				

Vision		Class 1-	Class 2-	Class 3 –	Class 4 –	Class 5 -	Class 6-	Class 7-
High School	Time/day	45 min	45 min	45 min	45 min	45 min	45 min	45 min
	Synchronous	-at least 2.5 hours per day						
	Asynchronous	-up to 2.5 hours per day						

Planning

- Staff will plan instruction for at least a 5-hour day, including at least 2.5 hours of synchronous learning for resources.
- Staff will work as teams to create and send to students/families a schedule for each student, including specific times for all whole group, small group, and individual synchronous learning activities that includes related services and progress monitoring times
- Staff will use the curricular resources and materials identified by their program/service
- Class teams will create/adapt paper packets and other non-digital students materials as appropriate.
- Students, parents/caregivers, and staff will be provided with resources and participate in training annually to ensure that they can log in and use the learning management system (e.g., Seesaw, Microsoft Teams, Google Classroom) and instructional technology (e.g., Wonders, Unique Learning) that will be utilized for their class

Delivery

- Staff will deliver remote synchronous and asynchronous learning activities for 5-hours each day using the materials designated by the program/service
- Class teams will rotate through their schedule to provide group and/or individual synchronous and asynchronous activities
- Recording of any activities will not include students
- Staff will include teaching/reteaching of CHAMPS, including STOIC, practices as needed to support e-learning
- Class teams will assign work tasks that students will turn in for feedback/grading
- Class teams will take and record student attendance daily
- Class teams will log all activities as usual.
- Class teams will monitor student engagement in paper packets and other non-digital students materials as appropriate.
- Staff and students/caregivers will utilize the learning management system, instructional technology, and non-digital materials as defined by their program
- Students will actively participate in the synchronous and asynchronous learning activities for 5- hours each day
- Students will complete and turn in assigned work by the due date

Feedback & Assessment

Providing specific, timely feedback to students, including IEP updates and grades, is important to student learning. During remote e-learning, teachers and related service staff should include regular, on-going formative assessments to monitor student learning.