NSSEO e-Learning Plan
2021-2024

Introduction:
Public Act 101-0012 of the 101st Illinois General Assembly allows local school districts to establish plans to utilize "e-learning days" in lieu of emergency days. NSSEO recognizes that e-learning is not an ideal format or structure for the vast majority of students within our programs and NSSEO does not intend to utilize e-learning for all emergency days. However, there are some circumstances in which utilizing an e-learning day in lieu of an emergency day would confer benefits. The following plan outlines the considerations, structures, and procedures for the use of e-learning days at NSSEO.

Benefits of utilizing e-learning for emergency days:
- Ensures the safety of students and staff on days of inclement weather or health advisory closings.
- Maintains the school calendar by not adding emergency days at the end of the school year to be made up.
- Avoid unexpected interruptions in learning and services provided to students.
- Promotes school and family collaboration on generalizing skills to the home environment.
- Promotes flexible learning in the digital age and learning beyond the school walls.

Considerations for determining whether and when to utilize e-learning at NSSEO:
It is the intention of NSSEO that e-learning may be used for some, but not all, emergency days. The decision whether to utilize an e-learning day in lieu of an emergency day will be made by NSSEO leadership. The following considerations will be used to guide the determination of whether to utilize an e-learning day or an emergency day in the event of a school closure:
- Use of e-learning will be considered when the emergency days that have been built-in to the NSSEO school calendar have already been used.
- Use of e-learning will be considered when the decision to close school and subsequently use an e-learning day can be made during the previous school day, giving staff and students/families notice and opportunity to distribute the needed technology and materials for e-learning.
- Use of e-learning will be considered during periods of prolonged school closure and in collaboration with member districts.
- The determination of the use of an e-learning day in lieu of an emergency day for DHH and other satellite classrooms will be made in alignment with the determination of the host school building.

Advance planning for use of e-learning:
- The NSSEA (Northwest Suburban Special Education Association) met with NSSEO leadership to provide feedback on the proposed e-learning plan on 11/29/2021 and identified no need for additional collective bargaining negotiations.
- NSSEO program leaders met with staff to communicate and review the proposed e-learning plan including the expectations and responsibilities of teachers and staff during December, 2021.
- Communication will be distributed to all NSSEO families and students to explain the e-learning plan and associated expectations for students following Board approval of the plan (anticipated January 5, 2022).
- The first potential use of an e-learning day in lieu of an emergency day would be at least 30 days following the above communication to staff, families, and students.
- Ongoing training and coaching on resources and suggested learning opportunities during e-learning will be provided within each NSSEO program and from the NSSEO Innovative Learning Department.
- Each student's e-learning plan will be updated at least yearly in collaboration with the IEP team.
- The NSSEO Technology Department will collaborate with building and program leaders to develop and implement plans within each NSSEO program to distribute the technology and other materials needed for each student's e-learning plan on the day before an anticipated e-learning day (to the maximum extent possible).
- Most NSSEO staff have an assigned laptop and/or tablet device that will be used to support e-learning. The NSSEO Technology Department will include plans to assign and distribute any needed devices for NSSEO staff who do not have an assigned device and who will be expected to directly support e-learning in their student technology distribution plan (above).

Procedure to initiate e-learning days:
If NSSEO decides to use an e-learning day on an emergency day of school closure, all NSSEO staff and families will be informed via School Messenger. An e-learning day will count as a regular attendance day for all students.

NSSEO e-learning structure:
NSSEO aims to offer an e-learning structure that will provide appropriate learning experiences and opportunities that will advance learning for each individual child. Some of the learning experiences may happen electronically (synchronous and/or asynchronous), while other learning experiences will utilize low-tech or no-tech materials and activities. Students served by NSSEO will have individualized e-learning plans aligned to their IEP goals as determined by the child's IEP team.

E-learning activities will be accessible through postings on Remind and Seesaw learning management systems or alternative communication (i.e. e-mail, Google Classroom, or phone) as deemed appropriate by the IEP team. In addition to providing core academic support, we will utilize e-learning to include teaching strategies that support sensory needs, student

independence, self-advocacy, daily living skills, and physical movement. In any cases where missed work would impact grading, students will have permission to submit their work for full credit or demonstrate completion within 3-5 school days after returning to in-person learning.

Students who receive related services minutes in their IEP will receive services through the use of video technology or consultation with parents/caregivers on tasks and activities that can be incorporated in the home. Individual approaches will be determined based on what is appropriate for each student and family including consideration for access to technology as a part of e-learning in the home.

Expectations for NSSEO staff:
IEP Teams, including parents/caregivers, will collaborate and determine an appropriate e-learning plan for each student, aligned to their IEP. Moving forward, these plans should be discussed and updated yearly during the first quarter of the school year.

In the event of an e-learning day, staff will utilize the first hour of the normal school day as planning time to finalize and communicate plans for each student's e-learning schedule and activities (between 8:00-9:00 am for Kirk students and between 8:30-9:30 am for Timber Ridge and Miner students). Each student's e-learning schedule will include at least 5 clock hours of instruction or school work for each e-learning day. Staff will be available for student support during normal school hours.

Special education teacher responsibilities:
1. Create and/or update an individualized e-learning plan for each student in your classroom. With the assistance of your multi-disciplinary team, an e-learning plan should be created that is appropriate for each student in your classroom and updated in collaboration with caregivers at least yearly. These learning plans can include: videos, hands-on activities, sensory suggestions, reading response activities, etc. Please seek assistance from your Instructional Coach and teammates. Teachers will also be supported with resources and suggested learning opportunities from the NSSEO Innovative Learning Department.
2. Notify students, caregivers, and members of your multi-disciplinary team (including ESPs) of the specific schedule and activities for the e-learning day within the first hour of the normal school day.
3. Collaborate with your multi-disciplinary team to provide at least 5 clock hours of instruction or school work for each student participating in an e-learning day. This instruction and school work can include a mix of synchronous and asynchronous virtual learning as well as low-tech or no-tech activities and materials. The exact schedule and types of activities provided for each student should be in alignment with the agreed-upon e-learning plan for that student, which includes consideration for the individualized needs, learning styles, and preferences of both the student and the caregiver(s) who might be supporting that student during e-learning.
4. Individualized contact will be initiated with each student and/or caregiver on each e-learning day.

5. Special education teachers will monitor and verify each student's participation in e-learning. Attendance and participation in e-learning will be collected via student or caregiver responses and/or confirmation of participation through the usual home-school communication modes used in that classroom (i.e. Remind, Seesaw, Google Classroom, email, phone, Zoom, etc.).

Related service provider responsibilities:
1. Occupational Therapists, Speech Therapists, Physical Therapists, Social Workers, and Psychologists along with other service providers should operate as consultants and support to teachers when developing e-learning plans for students.
2. Related service providers will collaborate with the IEP team, including parents/caregivers, to create and update e-learning plans that identify which related services can and should be replicated through an online platform during e-learning and which resources or plans should be developed for parents to implement related services at home under the guidance of the service provider.
3. Individualized contact will be initiated with each student each day that the related service would have been provided.

Classified staff responsibilities:
There may be different expectations for different employees depending on the nature of their work. It is important for supervisors to clearly communicate expectations to classified staff for e-learning days. The schedule for the day should include a minimum of 5 hours of work time and a one-hour lunch/breaks.

In general, these are the options for e-learning days, to be determined in collaboration and with approval of supervisors:

1. Employees who are required to be on site due to maintenance, snow removal, or cleaning needs will have timing and expectations communicated to them via normal channels.
2. ESPs will have clearly defined responsibilities during the work day to support students, as prescribed by the student's IEP and/or directed by the teacher.
3. Sign-language interpreters will collaborate with classroom teams during the first hour of an e-learning day to clarify the plan and schedule for the day so that they can appropriately support all students or groups of students to whom they are assigned.
4. Employees that can effectively work from home on their normal tasks will have the option to exercise this on an e-learning day with approval from their supervisor.