

Community High School District 94 E-Learning Day Report February 9, 2018

Community High School District 94 utilized an e-Learning Day on Friday February 9, 2018. The documentation below outlines the feedback report required of those participating pilot schools when a day is used:

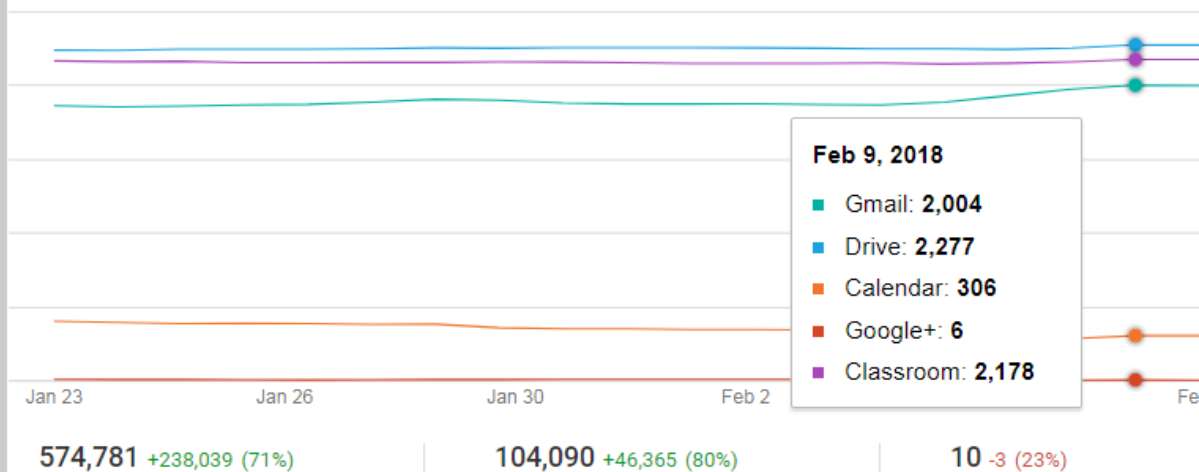
- A) A description of the process and evidence used to verify that a minimum of five clock hours of instruction or school work was provided for each student participating on the e-learning day

Google provides the following analytics for evaluating student access. Each of the following graphs displays a “snapshot in time” showing use of devices and access to Google Classroom.

Apps usage activity

Latest data available for: Feb 21, 2018

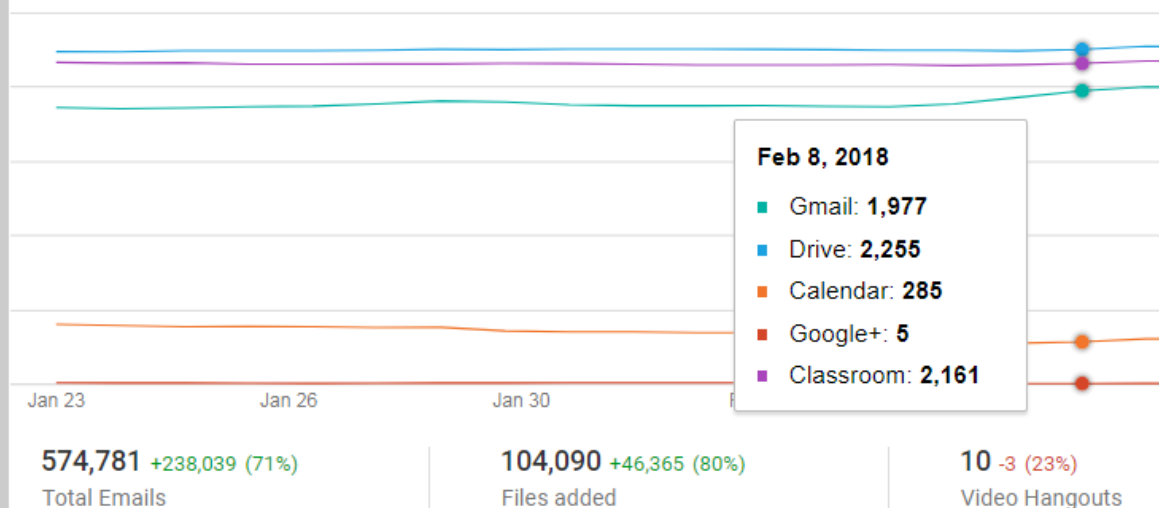
● Gmail ● Drive ● Calendar ● Google+ ● Classroom



Apps usage activity

Latest data available for: Feb 21, 2018

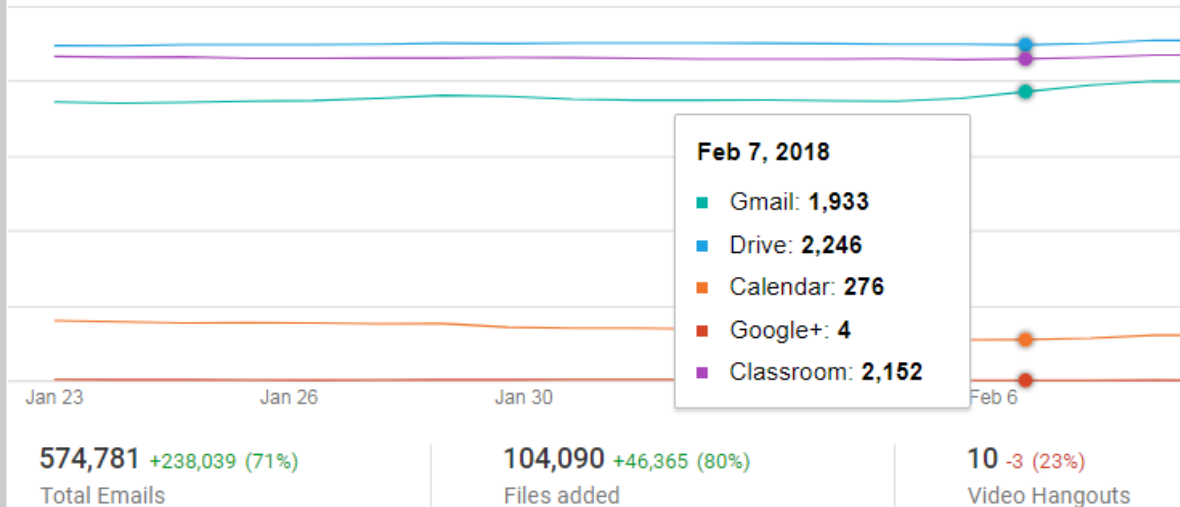
● Gmail ● Drive ● Calendar ● Google+ ● Classroom



Apps usage activity

Latest data available for: Feb 21, 2018

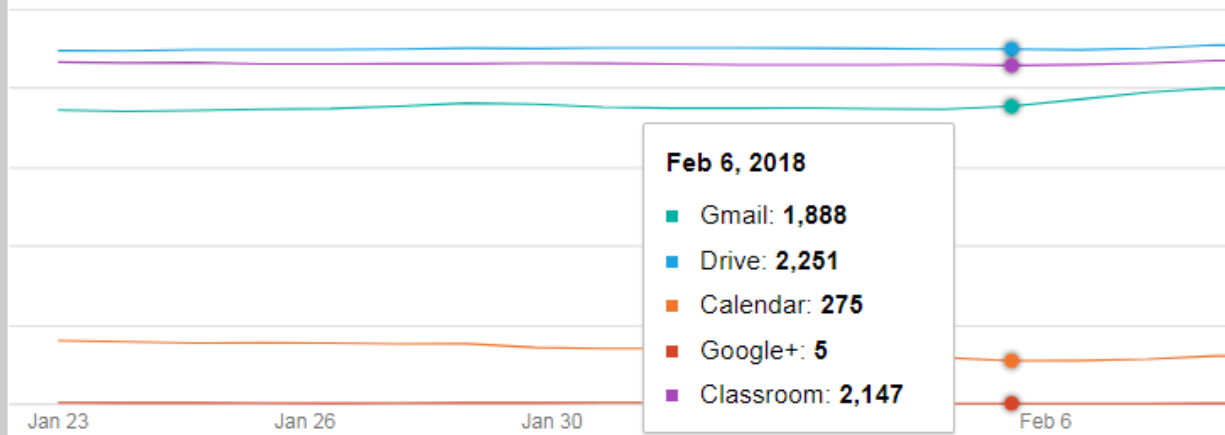
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Clock hours of attendance are based on attendance data captured through our learning management system. When a student checks into the class, our learning management system automatically time stamps the students attendance and when coupled to the assignment(s) supports the five hours of minimum class time throughout the day. As you can see from the graphs above, our e Learning Day activity was slightly higher than any of the three preceding days. Our staff utilize Go Guardian, which allows staff members to remotely control student's devices and post materials to their devices.

B) A summary of how each of the requirements of Section 10-20.56 of the School Code and components of the e-learning program approved under this Section were met, describing any challenges encountered and/or solutions proposed to remedy the problem identified

1. To ensure and verify at least 5 clock hours of instruction or schoolwork for each student participating in an e-learning day.

See answer provided above (A). The electronic time stamps in the graph above combined with the reports from each department head support a full day of instruction (greater than five clock hours).

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 program.

Students were given notice and opportunity prior to the end of the preceding school day to pick up a hot spot from our library distribution site in the event an e-learning day was called and they needed access from home. As reflected in response (C) below, 96.07% of our students were on-line and had access. This percent of student attendance is consistent with our normal attendance. Furthermore, the checkout of hot spots increased to 20 checked out from a normal weekend distribution of 8 to 10.

3. To ensure appropriate learning opportunities for students with special needs.

The Special Education Department utilized the following supportive systems. The school is 1:1 with google chrome books. As a consequence, Special Education students are familiar with and utilize google chrome books throughout their academic courses. Special Education students who attend general education courses utilize the procedures in place for general education students. Special Education students receive their accommodations built-in to the given google classroom activity. That is, the special education student completes the attendance procedure and given assignment with access to their accommodations and special education case manager for guidance/assistance. Special Education students who are enrolled in instructional courses (courses taught by a special education teacher) complete the check-in procedure through either a google document and/or emailing the instructor. In addition, the students completed the online assignment given by their special education teacher. The special education teacher was available by email for assistance and feedback. Special Education students with severe and profound disabilities are generally enrolled in the Developmental Learning Program and Transition Program. These students received ELearning Binders from their case manager/special education teacher. These binders are specifically developed with instructional materials that are appropriate for the student based on their needs and individualized education plan. The activities allowed students to continue to work on their IEP goals during the e-learning day. Since all the e-learning activities are extensions of the academic activities students would complete during a traditional school day, special education students continued progress towards skills as if school was in session.

4. To monitor and verify each student's electronic participation.

The ability to monitor student participation is shown in the artifact used in answer (A). Each individual teacher has the capability to utilize the remote monitoring software, Go Guardian, installed on each Chromebook and/or through Google Classroom.

5. To address the extent to which student participation is within the student's control as to the time. Pace, and means of learning.

Students were required to check-in to each class by 1:00 pm. The attendance data supports the position that students had the flexibility to define their work schedule. Additionally the chart supplied in answer (A), which is a snapshot in time, demonstrates that students did not have to complete the work within the defined school day but had time that evening as well as make-up time to complete assignments. This is further supported by dialogue with parents who spoke to the ability of their student to control the flexibility and pace of the assignments.

The sole challenge that was shared with me was consistent with the first e Learning day taken last year, some of our students would check into each class where they would get their work. In a normal day, the volume of schoolwork is spread out throughout the day. There was a sense from some of our students that too much work was assigned. Follow up on time management and how to address classwork will be addressed by our guidance counselors and building administration when discussing e learning to help alleviate any sense of being overwhelmed.

6. To provide effective notice to students and their parents or guardians of the use of particular days for e-learning.

We have established and communicated the e-learning expectations annually as well as posting them on our website. Our policy for notification is as follows:

If we call an e-learning day, the announcement will come by 8:00 p.m. of the night before via our automated calling system, email, and text message (if you opted in). We will also post a notice on the home page of our website at www.d94.org. This is intended to allow teachers time to create lessons and expectations for their students. Those expectations will be shared with students via their District email by 9:00 a.m. on the morning of the e-learning day.

On February 8, 2018 prior to 8:00 pm parents and students were notified via automated phone call and email (Both in English and Spanish), the message was posted on our website and the Emergency Closing Center was notified. The emergency Closing Center notice was broadcast through the media and stated we would be utilizing an e-learning day.

7. To provide staff and students with adequate training for e-learning days' participation.

Teachers were provided professional development on the procedures to be followed during all three (3) pilot years related to an e-learning day. For example, how to use Google classroom to provide consistent delivery of content to students and on current and applicable applications and websites that could be used for effective delivery of content to students, such as Ed

Puzzle. Professional development to staff was provided during institute days and department meetings. Students were instructed during class on the procedures to be followed during an eLearning day, including how to access the work and the expectations for work completion.

8. To ensure an opportunity for any collective bargaining negotiations with representatives of the school district's employees that would be legally required Documentation including the sign-off from the respective union presidents was included in the original submission. No further negotiations on this topic have taken place.
9. To review and revise the program as implemented to address difficulties confronted.

Some of our challenges for the day included:

- We had four (4) technical issues that needed to be resolved during the day.
- A few student issues regarding attendance or Google Classroom that were all resolved by the teacher during the day
- Some students were under the impression they had five days to complete their assignments

Students and staff were reminded of the expectations for work completion and the purpose of the five (5) day make up provision. A follow up conversation has taken place with our Division Heads who will/have shared the reminder with their staff.

- C) A summary of attendance information of students and teachers for each e-learning day used, compared to attendance information relative to students and teachers for the three days previous to the e-learning day

Student Attendance

Staff Attendance

Date	Day	Attend%	Type of Day	Date	Day	Attend%
2/6/2018	Tue	91.75%	Regular Day	2/6/2018	Tue	90.16%
2/7/2018	Wed	92.30%	Regular Day	2/7/2018	Wed	89.15%
2/8/2018	Thu	93.00%	Regular Day	2/8/2018	Thu	92.20%
2/9/2018	Fri	96.07%	E-Learning Day	2/9/2018	Fri	94.61%

- D) A summary of feedback about the e-learning experience from a representative sampling of teachers, students and parents, and how the e-learning program was improved or modified based on the feedback received

Faculty Comments:

- E-Learning went very smoothly for my classes. We were still able to have our Foods 2 student's lab plan, so that they would be fully prepared when they got back to school Monday.
- I used Google classroom to take attendance (with Google forms) and to post assignments with the due date at the end of the E-Learning day. Overall, the majority of my students completed their task for my class that day.
- There was only one student who had technical difficulties because their home internet connection was not working.
- E-learning was very beneficial to my classes because I did not have to change plans or push back lessons as it could be completed online.
- My classes overall went smoothly. Only two students were "absent" on this day.
- Most students were able to find their assignments on classroom to complete them for the day. If they could not, they would send me a screen shot of what they were having trouble with and we would solve it together. If students had other questions, they were able to email me, too.
- I thought the eLearning day went well with students being able to sign in and complete assignments in a timely manner.
- Students were able to clarify expectations as needed via communication directly through Google Classroom or email.
- There was some confusion prior to the eLearning day as to when an assignment was due. On Thursday, the day prior, I informed each classes about the protocol during eLearning day and that assignments were due that day. However, I did have several students argue with me that it was not how it was done the previous year or that other teachers were telling them five days. To this, I was able to clarify many misconceptions prior to problems. Two of five classes actually had a worksheet or assignment to complete at home and turn in electronically during Friday.
- As a teacher, e learning was just like a day in the classroom if it was a day we were using the chrome books anyway.
- E-learning did not disrupt my teaching on a Friday.
- As a teacher, I wish I could take attendance earlier in the day but I understand we need to give students time to log in.

Student Comments:

- Some of the assignments were difficult, but overall it went well and I enjoyed being able to do work at home.
- I was marked absent, but I emailed my teacher and it was able to be fixed quickly.
- I appreciated having time to get attendance/checking in by 1:00.
- I liked that I didn't have to physically come to school, but still had school.

- I think it is a positive to have it count as a school day and not make it up at the end of the year.
- It was a lot of work!
- The Chromebook worked well and everything was smooth technology wise.

Parent Comments:

- The decision to take an e Learning Day was a good one
- Using these days makes planning our year easier
- There is less danger of going out in bad weather
- Students had quite a bit of schoolwork
- My son worked at his own pace during the day
- Pretty cool opportunity
- No issues with technology
- This allowed my student to work independently
- Each subject had engaging and creative assignments
- No ideas for improvement, it worked just as well as the last time he had an e Learning Day

Summary Statement:

Our second e-Learning Day went very well. Some key metrics for the day include:

The attendance for the day was 96.07% v 92.35% avg over the three preceding days, meaning that at least 96.07% also had access to technology

Only four requests for technology assistance were submitted for the day

Teachers have anecdotally reported that students did their work and communicated to them throughout the day.

I've talked with quite a few parents about the experience and they too spoke very positively about the day.

Our challenges for the day were very limited this time:

Some students were under the impression they had five days to complete their assignments

The primary concern above was the student's perception of the amount of time they had to complete the work. Those students that experienced the first e Learning Day and misunderstood the make-up time were under the same impression going into February 9th. Our staff was able to address this ahead of time as the decision to take an e Learning Day was made during the day on February 8, 2018. This issue was a simple quick fix. The assignment completion deadlines will continue to be reinforced for staff and students so that all are reminded the five-day period is for those students who have technical issues on the day of an e-learning day. Overall, the number of technical problems, interpretations, and student-teacher interaction all continued to be far better than anticipated. Following our first e-learning day in 2016, a number of minimal issues were

addressed as outlined in the letter below (sent following the e learning day on December 19, 2016) during our in-service training on e-learning. Having experienced an e-learning day twice, the issues and challenges on the second experience were virtually negligible.

Letter sent in December of 2016

Hello all,

Congratulations you made it past your first e-learning day! I know you probably have kids that still need to turn in assignments but overall I have been hearing positive things about the day. All your preparation paid off! Nice Job!!

The only thing that came up was a few questions about the Google form and the attendance process. I thought I would share those questions and answers with everyone as some might have the same questions.

The Done/Not Done feature in Google Classroom did not work with my form?

There are two ways to post a Google Form in Classroom and only ONE way to make Classroom see who has and has not done the form. You need to ATTACH the FORM LIKE A DOC from Google Drive. When you create the post, click the Drive icon to attach your form. Use this method to ensure the "done/not done works"

YOU MUST ATTACH THE FORM JUST LIKE A GOOGLE DOC!

Do NOT post the form using the form link as Google Classroom will not know who did the form and who did not. Below is an image of what the form will look like in Google Classroom



I didn't see zero hour on the form?

I added the periods that were missing from the form.

For the future, after you copy the form, it is yours to edit. You can add/remove periods, add/remove questions, the form is yours to edit. The question asking about period on the form is only for reference. If you attach the form in Classroom properly, the questions you ask in the form never come into play. The questions are more of a backup. Classroom knows what students took the form when you attach the form to Classroom and NOT by what period that the students check on the form.

Do I need to look at the spreadsheet for the attendance form?

No! The fastest way is to check the "not done" feature in Google Classroom. Click "not done" and you will be presented with the kids that didn't take the form. Take that list and enter those as absent in PowerSchool. The spreadsheet can be used as reference if there is an issue.

Does Google Classroom talk to PowerSchool for attendance?

No. The Google Form is your way of checking that the students checked in and attended (look at the posts) your Classroom. You still need to look in Google Classroom and transfer the attendance over to Power School. If you check the "done/not done" in Classroom, anyone "not done" would be absent. Take the "not

done" list and mark those students absent in PS.

In addition an e-learning technology FAQ sheet is under constant updating for access by our staff. A copy of the FAQ's is as follows:

Attendance form

The Done/Not Done feature in Google Classroom did not work with my form?

There are two ways to post a Google Form in Classroom and only ONE way to make Classroom see who has and has not done the form. You need to ATTACH the FORM LIKE A DOC from Google Drive. When you create the post, click the Drive icon to attach your form. Use this method to ensure the "done/not done works" If you attached the form correctly and it still didn't work check the next question and answer.

YOU MUST ATTACH THE FORM JUST LIKE A GOOGLE DOC!

Can I combine the attendance form and my e-learning assignment into the same Google Classroom post?

No. If you combine a Google Doc assignment with the attendance form the "done/not done" feature does not work. The system will be looking for the Google Doc as well as the attendance form to be turned in to count as done. We want them to be separate so make two postings, one attendance and one assignment/directions.

I didn't see one of my class periods on the form?

I added the periods that were missing from the form.

For the future, after you copy the form, it is yours to edit. You can add/remove periods, add/remove questions, the form is yours to edit. The question asking about period on the form is only for reference. If you attach the form in Classroom properly, the questions you ask in the form never come into play. The questions are more of a backup. Classroom knows what students took the form when you attach the form to Classroom and NOT by what period that the students check on the form.

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I have the same student in multiple classes and the form will only allow him/her to take the form once.

The option to only allow a student to submit once has been changed to allow multiple submissions. You can post the same form to multiple classes and any student in multiple classes should work fine. Google Classroom will only count a student present for the individual class the form was posted in. The student will need to submit the form for each separate class to be present for that individual class.. (This change will not impact students accidentally submitting more than once for a class. Google Classroom will disregard submissions after the first one.)

A student didn't fill out the form but he/she emailed me instead. Does that count?

Yes! The Google form is being used to easily collect attendance to enter into PowerSchool. The form is only being viewed by you and is just a tool to help you figure out attendance. If a student emailed you or did work but forgot to submit the form you can count them as present.

Where can my students or I get tech support from?

For you - [technology ticket](#) or reach out to colleagues. For students - elearning@d94.org

What time does everything need to be completed by?

Post E-Learning instructions (Google Doc) with all assignments in Google Classroom by 9 a.m.

Students must submit attendance form by 1 p.m.

Take attendance in Powerschool before 9 p.m.

Students have five days to make up work ONLY if there was an issue (intern

Doug Domeracki

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