SC EDUCATION
OVERSIGHT COMMITTEE
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MEMORANDUM

TO: District Superintendents

FROM: Melanie Barton

DATE: May 22, 2019

IN RE: eLearning for School Make-Up Days

Proviso 1A.83. of the 2019-20 General Appropriation bill, H.4000, as recommended by the Conference Committee on May 20, 2019 and adopted by the House and Senate, requires the Education Oversight Committee (EOC) to oversee implementation of the second year of a pilot program for alternative methods of instruction for school make-up days. The eLearning pilot will expand from the original five districts that participated in school year 2018-19 (Anderson 5; Kershaw; Pickens; Spartanburg 1 and Spartanburg 7), which are referred to as Cohort 1, to an additional five to ten districts that will comprise Cohort 2.

If you are interested in your district participating in Cohort 2, I want to explain the application process.

- First, applications must be submitted to the EOC by **June 14, 2019.** You or your staff can email them directly to me at mbarton@eoc.sc.gov. There applications include three forms, which are attached and can be downloaded from the EOC's website: (1) Coversheet; (2) FY2019-20 Application Form; and (3) Signature Page.

- Second, applications will be evaluated by representatives from Cohort 1 using a rubric also designed by Cohort 1. The rubric is also attached. In scoring the applications, Cohort 1 insists upon anonymity; no reference to the district or to any employee of the districts can be referenced on the 2019-20 Application Form.

- Third, based upon the scoring of the applications by Cohort 1, there will be between five and ten applications approved. Cohort 1 will identify between five and ten districts who document readiness to participate in the pilot. The EOC will then notify these districts of their ability to participate in the pilot by **mid-July**.

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EXECUTIVE DIRECTOR

If your district is selected, please be advised of the following:

- One of the school districts in Cohort 1 will provide technical assistance and support to your district during implementation of the pilot. The EOC will compensate the districts for their support.

- There will be approximately three meetings in the fall and three meetings in the spring. Representatives from the South Carolina Educational Television Commission (ETV), the State Library, and the South Carolina Department of Education will be invited to these meetings to provide assistance and support.

- Finally, organizing and leading the meetings and facilitating the pilot program will be Dr. Lee D'Andrea, former superintendent of Anderson 4 and Pickens. Dr. D'Andrea will again assist the EOC in monitoring and evaluating the pilot program. A copy of Dr. D'Andrea's evaluation of the first year of the eLearning pilot program is also available on the EOC's website.

If you have any questions about the process, please contact me at mbarton@eoc.sc.gov or at (803) 734-6148. If you have questions about the first year of the pilot program, I encourage you to reach out districts that participated.

Pursuant to Proviso 1A.83. of the 2019-20 General Appropriation Bill as included in the Conference Committee report and as approved by the House and Senate, the Education Oversight Committee (EOC) is responsible for implementing the second year of a pilot program for alternative methods of instruction for school make-up days. The five school districts that participated in the eLearning pilot in school year 2018-19 (Anderson 5, Kershaw, Pickens, Spartanburg 1 and Spartanburg 7) will assist the EOC in reviewing and approving additional school districts, between five and ten districts, to participate in the pilot program in school year 2019-20. Decisions will be finalized at the by mid-July. Districts applying to participate in the eLearning program in 2019-20 must submit the following to the EOC by **June 14, 2019**:

- Coversheet with information that identifies the school district;
- An application that identifies the assurances or requirements for participating. Please do **NOT** include any information that would identify your school district in this part of the application; and
- Signatures of the school district superintendent and chair of the school district board of trustees, which identify the school district.

Instructions:
1. Please complete the attached application in Word. All supplemental information requested should be included as an appendix which may be a pdf or other file.
2. Include the name of the district on the Coversheet and Signature pages **ONLY**. On all other documentation do **not** include the name of the district or any school in the district or the name of any district employee. The individuals, representing the initial cohort of districts, will review the applications and insist upon anonymity.
3. All applications will be reviewed to determine the readiness of the district to participate in the pilot. A rubric is attached that explains that readiness is measured against the following:
   a. Access of students to devices
   b. Teachers' familiarity and use of a Learning Management System
   c. The district's technology infrastructure
   d. The current status of the district's ability to use instructional technology in the overall learning process; and
   e. District interest and support of participating in the pilot.
4. If you have questions about the application, please contact Melanie Barton at mbarton@eoc.sc.gov or Dr. Lee D'Andrea at leedandrea@gmail.com.

COVERSHEET

Please provide the name, title and contact information for the district employee who will be responsible for implementation of eLearning:

Name: _____

Title: _____

District: _____

Email: _____

Phone Number: _____

FY2019-20 APPLICATION FORM

Assurances	Certification or Information Needed from District
School Access	The district certifies that eLearning will be implemented for **all** schools in the district for one or more make-up days due to inclement weather. **___YES ___NO**
Instructional eLearning Days	Section 59-1-425 of the South Carolina Code of Laws defines an instructional day and the requirements for make-up days. The law defines an instructional day for elementary students to be a minimum of 5.5 hours a day and for secondary students, 6.0 hours. Regulation 43-172 stipulates that "a pupil shall maintain membership in a minimum of 200 minutes of daily instruction or its equivalency for an annual accumulation of 36,000 minutes." For any eLearning day used, the district certifies that each eLearning day will be 5.5 hours for students in kindergarten through grade 8 and 6.0 hours for students in grades 9-12, or a minimum of 200 minutes of daily instruction. **___YES ___NO** Will any eLearning days be used for specific built-in, make-up days like Martin Luther King Day, Presidents' Day, Memorial Day, etc.? **___YES ___NO** **If Yes**, which days? _____ _____
Number of eLearning Days	Will the district limit the number of days of eLearning used for make-up days? **___Yes ___No** **If Yes** . . . At a maximum, how many eLearning days could be used for make-up days? _____ How will the district decide when/if eLearning days will occur? _____ _____

Assurances	Certification or Information Needed from District
	How will the district notify parents and staff of implementation of an eLearning day? _____ _____ _____
eLearning Lessons	The district certifies that the eLearning lessons will address academic content or skills that would have been addressed if school had been in session in a traditional setting. **___Yes ___No**
Device Distribution For Students	The district certifies that **all** students in the district have access to a device or an app to complete all eLearning lessons. **___Yes ___No** The district has assigned a digital device for all students in grades __ through ___ which can be taken home daily. Please identify which devices have been assigned. _____ All students in grades ___ through ___ have access to a digital device or app as documented by _____. Please provide specific information on apps to be used to complete eLearning lessons.
Demonstrated Access to Students of eLearning lesson plans	The district certifies that all students and teachers either have access to the Internet away from school buildings or have access to the eLearning assignments. **___Yes ___No** Please check *all* that apply below and provide any additional information on how the district will document access. ___ The district will collect information from each teacher and parent/guardian documenting that the student has access to broadband Internet access at home and can download necessary apps.

Assurances	Certification or Information Needed from District
Demonstrated Access to Students of eLearning lesson plans	___ The district will collect information from each teacher and parent/guardian documenting what devices that teachers and students use to access the Internet outside of school. ___ The district will work with teachers and parents to access discounted Internet access at home. ___ The district will allow students to download eLearning assignments onto their devices. ___ The district will allow students to work offline in a learning management system like Google Drive or allow for offline work. ___ Other (Please specify)
Instructional Technology	Please provide evidence of the systemic use of instructional technology in the classroom (instructional directions or teacher handbook, strategic plan, etc.) sample files, lessons from some classrooms including lessons in multiple content areas, etc. Please provide **at least 3** support letters from teachers and administrators.
Notification	The district certifies that students and parents/guardians will be informed of their eLearning targets for any day missed by inclement weather and made up with eLearning by 9 a.m. **___Yes ___No**
Teacher Responsibility	The district certifies that each classroom teacher of record will be responsible for uploading eLearning assignments and will have "office hours" to answer questions or assist parents/guardians and students in completing the virtual assignments. **___Yes ___No** What are the specific responsibilities of classroom teachers? _____ _____

Assurances	Certification or Information Needed from District
Student Responsibility	The district certifies that each student and parents/guardians have a clear understanding of the responsibility of students to complete the eLearning assignments. **___Yes ___No** Please respond to the following questions: How will the district communicate to students and parents? _____ _____ _____ How many days will the student have to complete all make-up work? __ How will incomplete work be handled? _____ _____ _____
Accommodations* *** If selected, one of the first pilot cohort meetings will include staff from the SC Department of Education reviewing guidance to both inform and ensure the district is in compliance.**	For students with disabilities who do not use an online platform for eLearning or for whom an online platform is not appropriate, teachers will provide parents/caregivers with appropriate educational materials and learning activities for student use. All students who have accommodations for instruction will be provided with or have access to those accommodations. For limited English proficient students, teachers will provide parents/caregivers appropriate educational materials and learning activities for student use per the Individual Learning Plan. **___Yes ___No** Please describe how the district will handle the above accommodations. _____ _____ _____
District IT Support and Infrastructure	If students or parents have problems with accessing the eLearning assignments, how will the district respond to questions or concerns? _____ _____

Assurances	Certification or Information Needed from District
	Please provide a copy of the district's organization chart that identifies IT and instructional technology support at the district *and/or* school level. Do NOT include the names of individuals; only include their titles and denote whether they are full or part-time employees. Please provide evidence, including a narrative, of the IT and instructional technology support services provided at the district and school.
Learning Management System	The district has a learning management system that will post the assignments for eLearning day and will document that student assignments are collected and completed. **___Yes ___No** Please identify the learning management system or systems to be used. _____ Please denote grade levels served: _____ How long (years) has the district used this learning management system? ____ In which school year was this learning management system first fully implemented? _____
Other Support	Is the district interested in reviewing and using eLearning resources provided by Discus through the South Carolina State Library and/or SC ETV? **___Yes ___No**
Reporting	The district agrees to work with the Education Oversight Committee (EOC), its staff, and at least one school district that participated in the pilot program in the prior year to monitor and document the implementation and impact of eLearning for school make-up days. The reporting will include but is not limited to: methods of implementation utilized; advantages and disadvantages; barriers and opportunities; and feedback from administrators, teachers, students, and parents/ guardians. The EOC will not assess the impact on student achievement. **___Yes ___No**

SIGNATURE PAGE

By signing below, _____ (*District name*) certifies that it meets the above requirements to participate in the eLearning pilot for school make-up days and that it will provide the necessary data and cooperation to the Education Oversight Committee (EOC) to monitor and evaluate implementation of the eLearning pilot for school make-up days.

Superintendent: _____
Signature of Superintendent: _____
Date: _____

Chair of Board of Trustees: _____
Signature of Board Chair: _____
Date: _____

* The support of the full Board is best to implement the eLearning project. If the application was approved by the Board, please include a copy of the Agenda and/or Minutes.

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eLearning Pilot Two
2019-2020
Application Rubric and Scoring

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Based on year one research, observations and feedback from pilot districts, the following rubric serves as the scoring basis for the selection of year two pilot districts. The application completed and submitted by the district, along with the assurances signed by the superintendent and board chair, serve as the document scored by the rubric.

Readiness to Implement

	Zero Points	*1-4 Point*	*5-8 Points*	*9-10 Points*	*District Score*
Device distribution among students	The district does not have a device distribution plan implemented	The district has a device distribution written plan including financing, less than seven grade levels have been implemented. Range of points allows to consider time in implementation.	The district has a device distribution written plan including financing, 7-9 grade levels have been implemented. Range of points allows to consider time in implementation.	The district has a device distribution written plan including financing, at least 9 grade levels have been implemented. Range of points allows to consider time in implementation.	
Teachers' familiarity and use of a Learning Management System.	The district does not have a K-12 Learning Management System	The district has systemic Learning Management System(s) (LMS) and the application describes how it is used. Range of points allows to consider time in implementation.	The district has robust Learning Management System(s) (LMS) that will aide in the implementation of eLearning and the application includes evidence (screen shots, files, etc.) how it is used. Range of points allows to consider time in implementation.	The district has robust Learning Management System(s) (LMS) that will aide in the implementation of eLearning and the application includes evidence (screen shots, files, etc.) how it is used. The application includes letters of support from teachers and administration. Range of points allows to consider time in implementation.	
Technology infrastructure.	The district's organization chart shows no IT or instructional technology support at the district or school level.	The district's organization chart shows *some* IT *or* instructional technology support at the district *or* school level. Titles may vary; responsibilities must be clearly articulated.	The district's organization chart shows IT *and* instructional technology support at the district or school level. Titles may vary; responsibilities must be clearly articulated.	The district's organization chart shows IT *and* instructional technology support at the district *and* school level. Titles may vary; responsibilities must be clearly articulated.	
Current status of instructional technology as a part of the overall learning process.	There is no evidence of instructional technology as a part of the overall learning process.	Evidence is included for systemic use of instructional technology in the classroom (instructional directions or teacher handbook, strategic plan, etc.). Sample files, lessons from some classrooms are included less than five grades.	Evidence is included for systemic use of instructional technology in the classroom (instructional directions or teacher handbook, strategic plan, etc.). Sample files, lessons from some classrooms are included 6-8 grades.	Evidence is included for systemic use of instructional technology in the classroom (instructional directions or teacher handbook, strategic plan, etc.). Sample files, lessons from some classrooms are included 6-8 grades in multiple content areas and include support letters from teachers and administration.	
Sub-total Readiness					

Assurances

	Zero Points	*4 Point*	*7 Points*	*10 Points*	*District Score*
The superintendent and the board chair signatures are included in the application.	The district application does not have any signatures.	The district application does not have **one** of the signatures.	The district application has both the superintendent's and the board chair's signatures.	The district application has both the superintendent's and the board chair's signatures. The board voted to approve and support the application (minutes included).	
Sub-total Assurances					
Total Score (combination of Readiness and Assurances)					