



eLearning Pilot Districts Project
Final Report to the
Education Oversight Committee
April 20, 2020

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Introduction and Background

Pursuant to Proviso 1A.83 of the 2019-20 General Appropriation Act (Appendix A), the Education Oversight Committee (EOC) constructed and implemented the second year of a pilot program for alternative methods of instruction for make-up days. In summer 2019, the anonymous scoring process by school districts from Cohort 1, the EOC selected ten (10) school districts as Cohort 2 (Anderson 1, 2, and 3; Berkeley; Florence 1; Georgetown; Lexington 2 and 3; York 2 and 3) for the pilot program to utilize alternative methods of instruction which may include, but are not limited to, online or virtual instruction for scheduled make up time. These districts joined the five (5) districts in Cohort 1 (Anderson 5, Kershaw, Pickens, Spartanburg 1 and 7) selected in school year 2018-2019 to implement the project in school year 2019-2020. The Cohort 1 group agreed to serve as mentors to the new districts in Cohort 2. Mentoring included hosting virtual meetings, sharing resources, providing examples of communications, and building extended capacities.

The selection process for Cohort 2 included an application (Appendix B) requiring the districts to define the readiness of the district to implement an eLearning day in lieu of a face-to-face school day. The readiness factors were based on device distribution among students, teachers' familiarity with the use of a learning management system, technology infrastructure and current integration status of instructional technology as a part of the overall learning process.

The districts in Cohort 1 scored the 23 applications using a pre-designed rubric available to the applicants (Appendix C). All applications were redacted of identifying information making them anonymous. The scorers were also unidentified in any feedback. In early July, districts were notified of selection.

The EOC contracted with Dr. Lee M. D'Andrea to structure the pilot project, to assist cohort districts in implementation, and to establish a working network among the cohorts and South Carolina ETV (SCETV) and the SC State Library as required by the proviso. The following report documents the implementation, findings, and conclusions from the second year of the pilot program.

For the purpose of this report, the following terms are defined and used accordingly:

- Digital learning (or instructional technology integration) – the use of technology resources with teaching lessons, regardless of whether the lessons are face-to-face, online exclusively or in hybrid modes. This includes the use of hardware, the use of the web, cloud applications, social media, and other software programs.
- eLearning – the use of technology resources through a systemic delivery method (or Learning Management System – LMS) allowing teachers and students to provide or continue existing instruction for multiple reasons, including, but not limited to, inclement weather, local disasters or interruptions in basic services such as power or water, student suspension from school, and student medical related absences from school. In the pilot project over the last two years, this period of time for absences has ranged from 1-5 days in length.
- Online learning – the exclusive use of technology resources for teaching and learning. Face-to-face classes are *not* a part of the regular planning, teaching, learning activities or submission of materials.

Special Note in the Introduction and Background

During the COVID-19 health crisis, South Carolina teachers and students migrated from classrooms with little digital learning to a full online environment, in some districts. In districts, such as the 15 pilot districts with demonstrated robust digital learning environments in the classroom *and experience in eLearning*, the migration to full online learning was a gentler transition. Yet, even this transition is filled with challenges and prompted questions. For example, how should special education services prescribed in the student Individual Education Plan (IEP) be delivered without the stated resources; or how can “wet labs” in science classes be reproduced digitally, or how to provide wrap-around services related to health, counseling or guidance?

The SC State Department of Education is the leader of this transition related to COVID 19. When the COVID-19 issues are “resolved” and public education resumes at some level of normal delivery, information, reflections and feedback should be collected for integration into eLearning Pilot Projects in the future. Further, the accurate collection of data such as analytics regarding teacher online time/sign-ins and student online time/sign-ins as an indicator of readiness for eLearning should be a priority. Districts, schools and classrooms were forced to transform overnight. We should learn the lessons and chart the best practices for the future from this unprecedented disruption of the system. Out of the worst of times, can come good, useful data.

Implementation Process

Upon notification of award to serve as a pilot project district in Cohort 2, mentee assignments were made to Cohort 1 districts. Considering size of district (students and staff), level of readiness, Learning Management System platforms, and in some cases distances apart, the assignments are shown in Table A. The EOC provided compensation to the mentor districts.

Table A

Cohort One (Mentoring District)	Cohort 2 (Mentee Districts)
Anderson 5	Anderson 1, 2, and 3; Lexington 2 and 3
Kershaw	Florence 1 and Georgetown
Pickens	Berkeley
Spartanburg 7	York 2 and 3

**Spartanburg 1 did not use any eLearning days in 2018-2019 and chose not to serve as mentoring district. They did participant in meetings, etc. in 2019-2020.*

Monthly meetings were scheduled between July and December with a final summary meeting in March of 2020. The agendas for each meeting are in Appendix D. In general, the topics for the meetings included:

1. district sharing of current instructional technology implementation status and device distribution implementation plans;
2. learning about additional resources at SCETV and SC State Library;
3. delivery of eLearning in compliance with IEPs and 504s;
4. communication strategies (with board members, parents, students, teachers and staff);
5. findings from the Mock or Practice days each district scheduled;
6. absence rates; and
7. collection of recommendations for future pilot districts.

On the July 31, 2019, meeting at SCETV, all districts were encouraged to plan for any early fall events (hurricane and/or flooding). Districts were expected to schedule and implement a “mock-day” for the purpose of ensuring all participants were implementing their role with fidelity. This included teachers, administrators, students, and technology support staff. The students were still in the buildings, but various scenarios were created to ensure students were exclusively engaged in digital learning, thus the “mock eLearning Day.” These “mock days” were implemented differently in the districts. For example, sometimes elementary schools used one day, middle and high schools used another day. In other incidences, some feeder clusters practiced on one day and different feeder clusters practiced on another day. In both cases and in every district, the majority of teachers (75-93%) reported it was helpful to have the mock day *and* to engage with other teachers across schools at the same grade levels or in vertical alignment as the planning took place.

The ten districts in Cohort 2 reported that the Cohort 1 districts’ lessons from school year 2018-2019 helped in preparation for “mock days,” especially in the planning for communications to all stakeholders, development of web pages and use of online resources for parents and students, as well as setting expectations of staff. Even with the assistance in planning, Cohort 2 districts reported the discovery that some teachers and staff needed significantly more help or direction than anticipated. In many of these classrooms, individuals were using digital learning less frequently than other classrooms prior to beginning the eLearning Pilot Project.

From the beginning of school in August 2019 through March 6, 2020, eLearning days were used by each of the pilot districts in Cohorts 1 and 2.

eLearning Data for School Year 2019-2020

Cohort 1 Districts	Enrollment	1st eLearning date	1st day absent and using eLearning later	Later date used in eLearning	2nd eLearning date	2nd day absent and using eLearning later	Later date used in eLearning	3rd eLearning date	3rd day absent and using eLearning later	Later date used in eLearning
Anderson 5	13,110	Feb. 20, 2020				-				
Kershaw	10,756	Sept. 5, 2019				-				
Pickens	16,212	Feb. 7, 2020			Feb. 21, 2020	-				
Spartanburg 1	5,153					-				
Spartanburg 7	7,356	Feb. 21, 2020				-				
Total	52,587									
Cohort 2 Districts										
Anderson 1	10,185	Feb. 21, 2020						-		
Anderson 2	3,762					-		-		
Anderson 3	2,609	Feb. 21, 2020						-		
Berkeley	35,794		Sept. 2, 2019	Oct. 25, 2019		-	Sept. 3, 2019	Mar. 13, 2020	Sept. 4, 2019	Apr. 10, 2020
Florence 1	16,102					-				
Georgetown	9,306		Sept. 2, 2019	Oct. 25, 2019		-	Sept. 3, 2019	Jan. 17, 2020	Sept. 4, 2020	Mar. 20, 2020
Lexington 2	8,947		Sept. 5, 2019	Nov. 11, 2019				-		
Lexington 3	2,082	Feb. 14, 2020						-		
York 2	8,037		Oct. 9, 2019	Feb. 17, 2020		-	Feb. 7, 2020	Mar. 23, 2020		
York 3	17,722		Oct. 9, 2019	Apr. 13, 2020			Feb. 17, 2020	22-May-20		
Total	114,546									
Total Students in Cohorts 1&2	167,133									

Until the COVID-19 health crisis emerged, the fifteen districts were on track to bring eLearning days to a close, complete the school year and bring closure to Year 2 of the eLearning Pilot. The landscape clearly changed with the suspension of face-to-face school days across all of South Carolina on March 16, 2020. At the time of this report writing, the suspension of face-to-face school remains in effect through the end of April.

Findings

The following Findings are a result of observations and interviews, site visits, data collection and network meetings. While the Findings are in the scope of the original Pilot Project as described in Proviso 1A.83, it is challenging to ignore the new context with public school in PreK 4 through grade 12 currently exclusively in online delivery. The three Findings in this report have implications for Cohort Three, should the General Assembly decide to pursue this option; also, the Findings are lessons for all districts in the pursuit of global and world-class instruction programs.

1. In the implementation of eLearning, district leadership and organizational structure were vital and critical to the overall success of each district.

In conversations with superintendents from the fifteen pilot districts, the vision and the expectations were clearly described, and the commitment evident through communications and dedication of resources. Using multiple sources of funding: dovetailing state and local revenues, seeking federal, foundation and business grants, dedicating parts of 8% bonds, even securing referendum approved bonds, the superintendents, chief financial officers, instructional and technology district leaders developed the vision into a reality. The enormity and complexity of building these learning environments are not school by school initiatives, but rather system ventures.

When organizational charts were reviewed, districts had a variety of organizational structures in place to support both the instructional side of the implementation and the technical side of the implementation. Regardless of the exact organizational chart, human capital (people) were dedicated to the endeavor at both the district and the school level. The great majority of the people did not have eLearning as the sole responsibility, but rather it was naturally integrated with an existing responsibility. For example, a technology integration coach might work with teachers daily to use digital resources in the classroom and then, be the “on-call” resource for the Learning Management System (LMS) during eLearning.

- 2. Successfully separating from the physical school space is based on the foundation of a well-established digital learning environment within the physical classroom. eLearning is not the same as online learning. eLearning is the use of technology resources through a systemic delivery method (or Learning Management System – LMS) allowing teachers and students to provide or continue existing instruction for multiple reasons. Online learning is the exclusive delivery of teaching and learning via technology. This pilot project examined the use of eLearning when schools were forced to close (or separate students from the physical space) for short periods of time, in cases of inclement weather, utility emergencies, out of school suspension or student illness.**

In the networking meetings, all fifteen pilot districts described the extensive digital learning landscapes they had created as a part of the overall teaching and learning environment in the district. The readiness to implement predicated the ability to offer the eLearning day to students and families as a strategy for continuing instruction without interruption. In each of the fifteen pilot districts, digital learning (instructional technology integration) and 1:1 devices were in existence for at least two years. The districts reported this amount of time was necessary to fully implement an effective Learning Management System (LMS), secure devices and establish practices for use both in school and at home. In addition, professional development was ongoing during the entire implementation process. Even during implementation, the 15 pilot project districts reported the need to identify teachers with less skill in these teaching strategies and provide professional development. Helping and supporting teachers on topics such as Learning Management System (LMS) uses, digital instructional strategies and location of resources were scheduled in face-to-face meetings, summer seminars, webinars and Professional Learning Communities (PLC) time. Both the SC State Library and SCETV provided help to district staff and teachers in one or more of these deliveries. Multiple resources are available on each organization's website - <http://www.statelibrary.sc.gov/> and <https://www.scetv.org/elearning>.

- 3. Preparation and planning make a difference in the quality of the migration from digital learning environment (in school) to eLearning (away from school).**

Even with the foundation of digital learning in place, the actual execution of eLearning required implementation details and support be in place. The mock or practice days were positive learning experiences for the districts. Each district reported “small, but important details” related to communications with parents, student downloading assignments, software interfacing and log-ons, and a few teachers still lacked skill or commitment to integrate technology in the learning environment. All districts reported the mock or practice days as an integral part of the process. But all districts reiterated the desire for eLearning as an alternative to canceling school is only because digital learning is an operational part of their learning environments and this opportunity truthfully lessens interruptions in instruction. In fact, the districts reported the laser focus on being prepared for either mock or practice days as well as actual eLearning days strengthened the overall teaching and learning plans in their districts. This only happens with a strong digital learning foundation and high level of readiness in all stakeholders, including students with devices, teachers working in this instructional technology environment and administrators communicating clearly to all stakeholders.

When the planning and preparation were extensive, transparent and well communicated, parents, community members, board members and business/industry and faith-based groups were included and a part of the overall implementation process. Parents understood the expectations and where to seek help if needed. Sometimes this help came from the teacher via text or email, other times the district IT department answered technical calls and, on many occasions, the community provided Wi-Fi areas or special offerings from internet providers.

When asked, the districts reported thousands of man hours had gone into the planning for every aspect: financing, procurement, LMS structure, communications, IT set-up and backup, migration and interface with PowerSchool, defining curriculum and instruction expectations and creating learning resources. While many of these tasks were a part of building the high-quality digital learning environment, significant amounts of time were invested in preparation for eLearning day(s). Districts also reported this is an ongoing

process and after eLearning day(s) were used debriefings were integral part of the process to improve this option.

Special Note on Online Learning – As defined earlier in this Report, Online Learning is the delivery of a course or content exclusively via technology. This option is in increasing demand and offerings in every field of work and study. Just as the development of textbooks, software and other education resources require teams of experts in multiple fields – content specialists, online learning specialists, production and audio technicians and communications experts – online education delivery for students in PK-12 requires a sophisticated and team approach. Even making the content 100% assessible (ADA compliant) to all students can be a challenge beyond the scope and resources of a single district. While IEP compliance was addressed in eLearning through the understanding that the short time period away from prescribed services could be made up, it was noted that longer periods of time (two weeks was discussed) would require an updated IEP, etc.

SCETV is a great resource for the conversation, but without a doubt this endeavor is a state or regional level project. As noted earlier in the Report, eLearning is not Online Learning; however, the Pilot Project brought the topic of Online Learning into the realm of discussion and possible action. In general, Online Learning addresses the needs and situations in which physical school access over a sustained period is not feasible, i.e. rurality or distance to source of the educator, need to offer more flexibility in times, long-term natural disasters, or group/ individual health issues.

Recommendations for Year Three eLearning

The pilot districts are so positive about the experience, and strongly encourage a Year 3 Cohort. The pilot districts worked, collaborated and shared: forms, communication strategies, how some issues were resolved and even readiness checklists. They even built common websites with resources to share. While different Learning Management Systems (Google Classroom, Canvas and Schoology) were used and different devices, the central focus of all the districts is quality, student-focused instruction. This common mission served as a strong bond for networking.

Given the COVID-19 health crisis and the South Carolina State Department of Education (SCDE) approval of some districts to use eLearning for delivery of instruction while public school is suspended, these districts are recommended to be a part of Cohort 3 without application as described below. The lessons learned as well as the questions and challenges they encountered in implementation can be a vital part of a statewide exemplary eLearning platform. Their lessons and innovations can also be a part of the development of a systematic delivery on instruction in online learning. Both options may be a significant part of multiple future endeavors, i.e. long-term weather disasters, pandemic readiness, and even addressing equity and equality challenges across the state.

Contingent on passage of the budget proviso directing the EOC to conduct Year 3, the fifteen districts will read the Cohort 3 applications (with identifying information redacted), score their readiness and applications. Once Cohort 3 is chosen, the process for planning and implementing includes creating regions for meetings (instead on one statewide per month). Each region would have one lead district (chosen from the 15 districts in Cohorts 1 and 2). The lead district would convene networking meetings, coordinate communications and assist the EOC and SDE representatives in data collections and site visits. The remaining districts in Cohorts 1 and 2 would be assigned as Mentor districts to the new Cohort 3 and the Readiness Cohort. Again, monthly

meetings in the late summer and fall will build capacity, increase resources and even share professional development opportunities.

Final Conclusions

Finally, the eLearning days used were successful because of the significant amount of instructional technology existing in the districts, laser focus on preparation for continuing this learning environment without being in a traditional classroom, the resources, activities and lessons extended the existing lesson plans (and not arbitrary busy work) and the support and help that was available during the day (via phone, social media, text or email).

Prior to the suspension of face-to-face school (due to COVID19), the districts were asked to survey the teachers, the administrators the students and the parents using one question: *Was the eLearning day a positive learning experience for you?* The parents, teachers and administrators' results were overwhelmingly positive. Each district reported over ninety percent (90%) **Yes** in these three groups. The students reported a 65-80% positive response; however, in the comments it revealed that the students missed being with their friends and wanted a day off.

The General Assembly has supported pilot projects for decades. This writer was professionally involved in implementing a Target 2000 grant in the early nineties. Pilot projects are, by design, an opportunity to innovate or solve a problem differently. And when the final Findings are positive, as is the case in this pilot project Years 1 and 2, (and there has been an emergency use of technology for some model of delivery during COVID-19), there may be a proclivity to move to 100% implementation. Clearly, these fifteen districts had foundations in place on which to build this Pilot Project. Minus this level of readiness, the results may be very different and can be disastrous for everyone: students, policymakers, teachers, and communities. The General Assembly is strongly encouraged to continue the pilot project for one more year using the data and information from this Report. In the school year 2020-2021, the EOC and the SDE would work together to assist all districts – a Cohort 3 of districts with resources in place and a Readiness Cohort of districts acknowledging they are not ready but seek to build the essential foundation. In school year 2021-2022, the eLearning project would reside in the SC State Department of Education.

Given the “overnight” migration of digital learning environments in physical classrooms to Online Learning, this writer suggests a review of the emergency implementation, gathering information and data related to building the solid digital foundation and other aspects of successful implementation. This review and report should be used for future planning and preparation.

Appendix A

Proviso 1A.83. of the Conference Committee Report 2019-20 General Appropriation Bill, H.4000

1A.83. (SDE-EIA: Digital Learning Plan) The Education Oversight Committee is responsible for implementing the second year of a pilot program for alternative methods of instruction for make-up days. The five school districts that participated in the initial pilot program in the prior fiscal year shall have the option of continuing to participate during the current fiscal year. As a condition of their continued participation, these five school districts shall assist the committee in reviewing and approving additional school districts to participate in the second year of the pilot program and shall provide technical assistance and support to new districts participating in the pilot. From funds available to the committee, the committee is authorized to allocate funds to the five districts for providing technical support to the new districts participating in the pilot program.

All districts participating in the pilot in the current fiscal year shall utilize alternative methods of instruction which may include, but are not limited to, online or virtual instruction for scheduled make up time. All make up time must reflect the number of hours of the make-up days the instruction will cover. All make up time must meet state requirements for elementary and secondary school days. All districts shall continue to report to the Department of Education all days missed, reasons for the absences, days made up, and now the alternative method of instruction used. The Education Oversight Committee shall work with the Educational Television Commission (ETV) and the State Library to utilize and coordinate available ETV and State Library resources and explore alternative means of delivery to districts that may lack proper access to online instruction. All school districts shall report the following information to the Education Oversight Committee by April 1, 2020: method(s) of implementation utilized, advantages and disadvantages of the method(s) used, any feedback received from administrators, teachers, parents or guardians, and recommendations for how the program can be implemented statewide.

By June 1, 2020 the Education Oversight Committee shall report to the Governor, the General Assembly, the Department of Education, and the State Board of Education a plan for implementing the eLearning program for make-up days statewide.

Appendix B

Application for Cohort 2 eLearning Pilot Project

Pursuant to Proviso 1A.83. of the 2019-20 General Appropriation Bill as passed by the House of Representatives, 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 June 10, 2019 meeting of the EOC.

Districts applying to participate in the eLearning program in 2019-20 must submit the following to the EOC by **May 1, 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.

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 **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: _____

Email: _____

Phone Number: _____

FY2019-20 APPLICATION

Assurances	Certification or Information Needed from District
School Access	<p>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.</p> <p style="text-align: center;"><input type="checkbox"/> YES <input type="checkbox"/> NO</p>
Instructional eLearning Days	<p>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.”</p> <p>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.</p> <p style="text-align: center;"><input type="checkbox"/> YES <input type="checkbox"/> NO</p> <p>Will any eLearning days be used for specific built-in, make-up days like Martin Luther King Day, Presidents’ Day, Memorial Day, etc.?</p> <p style="text-align: center;"><input type="checkbox"/> YES <input type="checkbox"/> NO</p> <p>If Yes, which days?</p> <p>_____</p> <p>_____</p>
Number of eLearning Days	<p>Will the district limit the number of days of eLearning used for make-up days?</p> <p style="text-align: center;"><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>If Yes . . .</p> <p>At a maximum, how many eLearning days could be used for make-up days?</p> <p>_____</p> <p>How will the district decide when/if eLearning days will occur?</p> <p>_____</p> <p>_____</p> <p>How will the district notify parents and staff of implementation of an eLearning day? _____</p> <p>_____</p> <p>_____</p>

Assurances	Certification or Information Needed from District
	<p>___ The district will allow students to work offline in a learning management system like Google Drive or allow for offline work.</p> <p>___ Other (Please specify)</p>
Instructional Technology	<p>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.</p> <p>Please provide at least 3 support letters from teachers and administrators.</p>
Notification	<p>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.</p> <p style="text-align: center;">___ Yes ___ No</p>
Teacher Responsibility	<p>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.</p> <p style="text-align: center;">___ Yes ___ No</p> <p>What are the specific responsibilities of classroom teachers?</p> <p>_____</p> <p>_____</p>
Student Responsibility	<p>The district certifies that each student and parents/guardians have a clear understanding of the responsibility of students to complete the eLearning assignments.</p> <p style="text-align: center;">___ Yes ___ No</p> <p>Please respond to the following questions:</p> <p>How will the district communicate to students and parents? _____</p> <p>_____</p> <p>How many days will the student have to complete all make-up work? ___</p>

Assurances	Certification or Information Needed from District
	<p>How will incomplete work be handled? _____</p> <p>_____</p> <p>_____</p>
Accommodations	<p>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.</p> <p>All students who have accommodations for instruction will be provided with or have access to those accommodations.</p> <p>For limited English proficient students, teachers will provide parents/caregivers appropriate educational materials and learning activities for student use per the Individual Learning Plan.</p> <p style="text-align: center;">___ Yes ___ No</p> <p>Please describe how the district will handle the above accommodations.</p> <p>_____</p> <p>_____</p> <p>_____</p>
District IT Support and Infrastructure	<p>If students or parents have problems with accessing the eLearning assignments, how will the district respond to questions or concerns?</p> <p>_____</p> <p>_____</p> <p>Please provide a copy of the district's organization chart that identifies IT and instructional technology support at the district <i>and/or</i> school level. Do NOT include the names of individuals; only include their titles and denote whether they are full or part-time employees.</p> <p>Please provide evidence, including a narrative, of the IT and instructional technology support services provided at the district and school.</p>
Learning Management System	<p>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.</p> <p style="text-align: center;">___ Yes ___ No</p> <p>Please identify the learning management system or systems to be used.</p> <p>_____</p>

Assurances	Certification or Information Needed from District
	Please denote grade levels served: _____
Other Support	<p>Is the district interested in reviewing and using eLearning resources provided by Discus through the South Carolina State Library and/or SC ETV?</p> <p style="text-align: center;">___ Yes ___ No</p>
Reporting	<p>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.</p> <p style="text-align: center;">___ Yes ___ No</p>

SIGNATURES

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.

Appendix C

District Application: _____ Reviewer: _____

eLearning Pilot Two 2019-2020

Application Rubric and Scoring

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

	<i>Zero Points</i>	<i>1-4 Point</i>	<i>5-8 Points</i>	<i>9-10 Points</i>	<i>Dist. Score</i>
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 <i>some</i> 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 <i>and</i> instructional technology support at the district or school level. Titles may vary; responsibilities must be clearly articulated.	The district's organization chart shows IT <i>and</i> instructional technology support at the district <i>and</i> school level. Titles may vary; responsibilities must be clearly articulated.	

	<i>Zero Points</i>	<i>1-4 Point</i>	<i>5-8 Points</i>	<i>9-10 Points</i>	<i>Dist. Score</i>
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

	<i>Zero Points</i>	<i>4 Point</i>	<i>7 Points</i>	<i>10 Points</i>	<i>District Score</i>
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)					

Observations:

Strengths of the Application:

Weaknesses of the Application:

Name(s) of Individual(s) who Reviewed the Application

Signature(s) of Individual(s) who Reviewed the Application:

Date of Submission: _____

Appendix D
Cohort Meeting Agendas

SC Pilot Program – eLearning
Year 2 -Cohort 2 (10 districts)
July 31, 2019

Host: SCETV, George Rogers Blvd., Columbia, SC

Agenda (draft)

- 10:00 am Welcome and Introductions
- 10:15 am Review of Proviso 1A.86, expectations and general reporting (handouts)
– discuss infrastructure, data collection and design
- Information to Melanie Barton and Lee D’Andrea (for reporting and answering questions) Please report via email to Melanie Barton and me when you do use an eLearning day. She needs to know for questions that come from the members of the General Assembly and the media. I need it for the written report to the GA.
 - Description of Reports for EOC and General Assembly Per the Proviso 1A.86 the districts shall report to the EOC (me) and I will prepare the report. The report will focus on preparations to provide an eLearning environment, methods of implementation utilized, advantages and disadvantages of the methods, and any feedback from parents or guardians. (Melanie Barton remarks at conclusion of the meeting.)
- 10:30 am Sharing from Cohort 1 Districts using eLearning 2018-2019
- 11:00 am SC State Library Resources Overview
- 11:30 am SCETV Resources Overview
- 12:00 pm (*Determine*) Meeting dates, locations and plans:
September 4 or 6 – Anderson 5, AIT facility - Resources and Communications
October 2 or 4 – Columbia, tbd - Professional development and Trial Days
November – No statewide meeting. District trial/practice days.
December 4 or 6 – Kershaw, tba facility – Results of Trial Days: Challenges and Successes
January – No statewide meeting. Progress Reporting and Status Updates.
February – Statewide Forum (Columbia) progress reporting and status updates
March 6 – Spartanburg 7, Spartanburg High – Review Information for Report to General Assembly
- 12:15 pm Concluding Comments - Melanie Barton
- 12:30 pm Adjourn

SC Pilot Program – eLearning
Year 2 -Cohort 2 (10 districts)
September 4, 2019

Host: Anderson School District 5 at Anderson Institute of Technology
315 Pearman Dairy Rd, Anderson, SC 29625

Agenda – **Canceled due to hurricane and flooding statewide**

- 10:00 am Welcome and Introductions; Update on Education Oversight Committee Leadership
- 10:15 am Anderson 5 – Short review purpose of the facility
- 10:30 am SCETV Resources – Chronicling the Journey
- 10:50 am Review data collection form; set site visits for me
- 11:00 am What are the questions you have right now? Administrative processes, communications, best teaching strategies, resources, technology, etc.
- 11:30 am Mentor and mentee group time – share resources and communications
- 12:00 pm Short tour of the facility; technology integration spaces and idea gathering
- 12:30 pm Adjourn

SC Pilot Program – eLearning
Year 2 - Cohort 2 (10 districts); Cohort 1 (5 districts)
October 2, 2019

Host: SCETV, George Rogers Blvd., Columbia, SC

Agenda

- 10:00 am Welcome and Introductions; Update on Education Oversight Committee Leadership; Update on SDE reporting
- 10:30 am SCETV Resources – Chronicling the Journey
- 10:50 am Review data collection form; set site visits for me
Georgetown and Florence 1 (Monday, October 14?)
York 2 and York 3 (Wednesday, October 16?)
Anderson 1, 2, and 3 (Thursday, October 10?)
Lexington 2 and 3 (Wednesday, November 20?)
Berkley (Thursday, November 21?)
- 11:00 am What are the questions you have right now? Administrative processes, communications, best teaching strategies, resources, technology, etc.
- 11:20 am Mentor and mentee group time – share resources and communications; trial and mock day experiences
- 12:15 pm Summaries and sharing
- 12:30 pm Adjourn

Future Meeting Dates, Locations and Plans:

- November – No statewide meeting. District trial/practice days.
- December 6 – Kershaw, tba facility – Results of Trial Days: Challenges and Successes
- January – No statewide meeting. Progress Reporting and Status Updates.
- March 6 – Spartanburg 7, Spartanburg High – Review Information for Report to General Assembly

SC Pilot Program – eLearning
Year 2 - Cohort 2 (10 districts); Cohort 1 (5 districts)
December 6, 2019

Host: Kershaw School District
Location: 874 Vocational Lane, Camden, SC (updated 12.2.2019)

Agenda

- 10:00 am Welcome and Introductions; Update on Education Oversight Committee Executive Director search; Update on site visits and findings
- 10:30 am SCETV – Chronicling the Journey; Producer David Adams will join us, and some video and interviews will be arranged
- 11:00 am Review data collection form (please bring or send me the initial Information Form requested); additional information needed
- Geographical area of your district
 - 45-day enrollment number
- 11:30 am Recommendations for 2020-2021
- Cohort 3 or statewide
 - “Must do or have” for other districts
 - Sharing and mentoring options
- 12:00 pm Mentor and mentee group time – share resources and communications;
- 12:15 pm Summaries and sharing
- 12:30 pm Adjourn

Future Meeting Dates, Locations and Plans:

- January – No statewide meeting. Progress Reporting and Status Updates.
- March 6 – Spartanburg 7, Spartanburg High – Review Information for Report to General Assembly

SC Pilot Program – eLearning
Year 2 - Cohort 2 (10 districts); Cohort 1 (5 districts)
March 6, 2020

Host: Spartanburg School District 7
Location: Spartanburg High School, 2250 East Main Street, Spartanburg, SC

Agenda (updated 2/26/2020)

- | | |
|----------|--|
| 10:00 am | Welcome and Introductions; Introduce new Executive Director of Education Oversight Committee; Update of the Report Summary for 2019-2020 |
| 10:15 am | SCETV – Chronicling the Journey; preview of the video |
| 10:30 am | Share lessons learned from eLearning Days used since December 6 th meeting; update from Kershaw on tornado and recovery |
| 11:00 am | Review summary of data collection (for presentation to EOC and General Assembly) |
| 11:20 am | Review timeline and application for Cohort 3 for 2020-2021; review scoring rubric; determine date for summer mentoring meeting with Cohort 3 |
| Noon | Tour new Spartanburg High School (30-45 minutes) |
| 12:30 pm | Adjourn |

Appendix E
District Information Sheets

INFORMATION FOR ELEARNING REPORT

District: Anderson School District One

District Person Completing Report: Kristen Hearne

Date: 12/2/2019

Questions	Responses	Special Notes
Were any days missed due to inclement weather during 2018-2019?	Yes	
If days were missed, how many days?	1 (December 10)	
How many days were made up?	1 (March 25)	
What was the ADM on the make-up days?	9,544	10,199 total enrollment at the time
How is the district conducting mock days or practice time, etc.? (Days in some schools, certain times of day, etc.)	The district conducted mock eLearning days on three scheduled days, and the school could determine the time of the practice. In the majority of elementary schools, each grade level conducted their mock eLearning at the same time so that it did not interfere with their daily schedule. High school and middle school classrooms conducted a practice time for the first ten minutes of each class period. This was decided so that students could see and begin a practice assignment for each class.	
Please provide calendar dates for these practices.	October 16, 17, 18	
Has the district distributed or released communications regarding eLearning?	Yes	
If yes, please list communication types and audiences, i.e. email-parents, press release-public, etc.	Parents were sent an email with information as well as a printed letter. The district has also posted information on social media and shared a link to our eLearning website.	
If the district has gotten feedback and/or comments, please describe the general or majority remarks.	The overwhelming majority of the feedback has been positive, and all of our teachers and students have been open-minded and excited about the possibility of eLearning.	
If you have a district webpage with information about eLearning, please provide the url.	https://sites.google.com/apps.anderson1.org/elearningasd1/home?authuser=0	
Please suggest glossary terms for this reference page(s). Think about terms you've clarified with public, board members, press, teachers, et.	Learning Management System Mock eLearning Day	

INFORMATION FOR ELEARNING REPORT

District: Anderson School District 2

District Person Completing Report: Tara L. Brice

Date: 12/2/19

Questions	Responses	Special Notes
Were any days missed due to inclement weather during 2018-2019?	Yes	
If days were missed, how many days?	#1	
How many days were made up?	#1	
What was the ADM on the make-up days?	3451/3723	92.7% attendance rate on make-up day
How is the district conducting mock days or practice time, etc.? (Days in some schools, certain times of day, etc.)	A block of time was scheduled for each school during the last week in October.	
Please provide calendar dates for these practices.	HPMS-Oct. 25; BHP-Oct. 28; MPS, BMS, WES-Oct. 30; BES-Oct. 31; WES-Nov. 1	
Has the district distributed or released communications regarding eLearning?	Yes	
If yes, please list communication types and audiences, i.e. email-parents, press release-public, etc.	A webpage for eLearning is posted on our website. After the Dec. principals' meeting, we will distribute all information to schools and parents.	
If the district has gotten feedback and/or comments, please describe the general or majority remarks.	A survey was distributed to teachers following the mock day. The feedback was very positive with most feedback commenting on how smooth the mock day went and how thankful they were to have one. They were appreciative of the resources that we provided. The teachers emphasized that we will need to remind students of the procedures before an actual eLearning day.	
If you have a district webpage with information about eLearning, please provide the url.	https://sites.google.com/asd2.org/elearningdays/faqs?authuser=0	
Please suggest glossary terms for this reference page(s). Think about terms you've clarified with public, board members, press, teachers, et.	eLearning The type of programs that the schools use such as Remind, Google Classroom, School Messenger, etc.	

INFORMATION FOR eLEARNING REPORT

District:	Anderson School District 3	
District Person Completing Report: Stewart Lee		Date: 12/4/19

Questions	Responses	Special Notes
Geographical area of your district	167 mi ²	Largest, geographically, of the 5 Anderson Districts.
45-day enrollment number	2623	2019-2020 School Year
Were any days missed due to inclement weather during 2018-2019?	Yes	<p>We missed school on 12/10/2018 for inclement weather.</p> <p>We made up day on 3/25/2019.</p>
If days were missed, how many days?	1	
How many days were made up?	1	
What was the ADM on the make-up days?	Anderson 3 ADA/ADM Reports, Make-up Days 18-19	
Questions	Responses	Special Notes
How is the district conducting mock days or practice time, etc.? (Days in some schools, certain times of day, etc.)	<p>All of our schools and students in grades K-12 participated in an eLearning practice day. Each School practiced on a separate day so the Admin Team could be there to observe and note areas for improvement. Mock eLearning Plan</p>	
Please provide calendar dates for these practices.	9/16/19, 9/18/19, 9/19/19, 9/20/19	
Questions	Responses	Special Notes
Has the district distributed or released communications regarding eLearning?	Yes	
If yes, please list communication types and audiences, i.e. email-parents, press release-public, etc.	<p>Social Media Posts, District and School Websites, Local Print Media, District App, Parent Letters</p>	



3 Anderson school districts wi instead of makeup days

Katty Pierre, Anderson Independent Mail Published 6:10 a.m. ET July 16, 2019

Facebook Twitter LinkedIn Email Print

Three more Anderson school districts have been selected to use eLearning instead of canceling classes for inclement weather for the upcoming school according to the South Carolina Education Oversight Committee.

Anderson districts 1, 2 and 3 are among 10 districts that will become part of the eLearning Pilot. Two of the five districts were selected in the first year.

Parents and Guardians,

Valuing instructional time, the eLearning pilot allows Anderson School District 3 to extend learning into the home and keep everyone safe during inclement weather. The goal is to keep students learning, even when events occur that would inhibit more traditional methods. An eLearning day is very similar to a normal school day.

What can I do to make sure my student is successful with their eLearning Day?

The eLearning Program is new for Anderson School District 3 and the teachers. Our number one goal with eLearning is to make sure your student continues to learn, and is safe from the hazards of inclement weather. With a new process, while your student continues the learning process at home, we know there will also be some areas of improvement needed for the whole system. When students return to school, there will be an opportunity for you at home and the students to share strengths as well as needs for improvement about the eLearning Day.

How will my students get the eLearning assignments that they need to complete at home?

Teachers will have all lessons for your student loaded to their Google Classroom, our learning management system for students. Prior to leaving the school building, students will receive the necessary resources to complete their work at home. Elementary students will bring home packets of work depending on their grade; instructions will be posted for all PK-12 grades in Google Classroom still.

Students, grades 6-12, will be able to use Google Docs (create and edit documents), Google Sheets (create and edit spreadsheets), Google Slides (create and edit presentations), and Google Drawings (create and edit diagrams) online. There will be some lessons that will have videos or other media. Teachers will work with the students to have this information downloaded to their Chromebook, prior to leaving the school for the day.

If students do not have the Internet, they can still complete the eLearning assignments, and upload/sync their work when they return to school. Google Classroom App for Android and Apple can be used as well. The Chromebook battery has been tested to last a little over 10 hours.

How many lessons will my student need to complete?

PK-2 - students will take home an activity packet with choice boards. Students will need guidance from the parent to complete the activities.
K-5 - Homeroom teachers should plan for 1 ELA lesson/assignment, 1 Math lesson/assignment, 1 Science lesson/assignment, and 1 Social Studies lesson/assignment. Each lesson should be 50 minutes each.

eLEARNING FOR THE HOME



Teachers met today during professional development to work on policies and lessons for future e-learning days! #A3eLearning

4 MONTHS AGO, A3 DAILY



The SC Education Oversight Committee announced Tuesday that Anderson 3 has been chosen to participate in Year 2 of the State eLearning Pilot! The eLearning Pilot allows Anderson 3 students to complete school work at home on inclement weather days, removing the need for snow make-up days in our district calendar. This will support the continuity of instruction and keep students engaged. We will provide more information as soon as details are finalized.

5 MONTHS AGO, A3 DAILY




If the district has gotten feedback and/or comments, please describe the general or majority remarks.

The Director of Instructional Innovation & eLearning presented information about the eLearning practice day to the school board and provided them with a flyer that explained eLearning findings.

[eLearning Board Overview](#)

The Superintendent received comments from stateholders at the Superintendent's Roundtable Meeting on 10/3/19. The teachers also participated in a survey after the practice day.

[eLearning Teacher Survey Results](#)

Questions	Responses	Special Notes
<p>If you have a district webpage with information about eLearning, please provide the url.</p>	<p>acsd3.org -> eLearning Day Site</p> <p>There is a custom eLearning link on the district's homepage for all stakeholders (parents, teachers, and students).</p> <p>eLearning Resource Page</p>	
<p>Please suggest glossary terms for this reference page(s). Think about terms you've clarified with public, board members, press, teachers, et.</p>	<p>"URL" is an abbreviation that stands for "Universal Resource Locator". It's another name for a web address, the text that you type into your internet browser when you want to go to a website.</p> <p>"LMS" is an abbreviation that stands for "Learning Management System". It is a software application for the administration, documentation, tracking, reporting, and delivery of educational courses, training programs, or learning and development programs. The Learning Management System concept emerged directly from eLearning.</p> <p>Anderson 3 uses Google as our LMS.</p> <p>A Choice Board is a document (print or electronic) where students have a choice of activities to complete but the whole document need not be completed.</p> <p>A HyperDoc is a digital document such as a Google Doc where all components of a learning cycle have been pulled together into one central hub. Within a single document, students are provided with hyperlinks to all of the resources they need to complete that learning cycle.</p> <p>A hyperlink is an electronic link providing direct access from one distinctively marked place in a hypertext or hypermedia</p>	

document to another in the same or a different document.

Hypertext is a database format in which information related to that on a display can be accessed directly from the display.

Hypermedia is a database format similar to hypertext in which text, sound, or video images related to that on a display can be accessed directly from the display.

A WebQuest is an inquiry-oriented online tool for learning. This means it is a classroom-based lesson in which most or all of the information that students explore and evaluate comes from the World Wide Web. Beyond that, WebQuests can be as short as a single class period or as long as a month-long unit, usually (though not always) involve group work, with division of labor among students who take on specific roles or perspectives, and are built around resources that are preselected by the teacher. Students spend their time using information, not looking for it.

INFORMATION FOR ELEARNING REPORT

District: Berkeley County School District

District Person Completing Report: Diane Driggers, Chief Information and Technology Officer

Date: 11/15/19

Questions	Responses	Special Notes
Were any days missed due to inclement weather during 2018-2019?	Yes	Our district missed 4 instructional days due to Hurricane Dorian
If days were missed, how many days?	#4	
How many days were made up?	#3 (will be)	
What was the ADM on the make-up days?	See attached report	
How is the district conducting mock days or practice time, etc.? (Days in some schools, certain times of day, etc.)	BCSD conducted a district wide mock day/days throughout all of the schools.	
Please provide calendar dates for these practices.	Elementary School – 09/25/19 Middle and High School – 09/23/19-09/27/19	
Has the district distributed or released communications regarding eLearning?	Yes	
If yes, please list communication types and audiences, i.e. email-parents, press release-public, etc.	Mass parent email, district wide email to faculty/staff, mass call-out to parents, distribution of bookmarks to all elementary age students	
If the district has gotten feedback and/or comments, please describe the general or majority remarks.	We have created a survey via Google Forms for parents, students, and teachers to complete. We are currently collecting the feedback.	
If you have a district webpage with information about eLearning, please provide the url.	https://sites.google.com/bcsdschools.net/bcsdelearningpilot	
Please suggest glossary terms for this reference page(s). Think about terms you've clarified with public, board members, press, teachers, et.		

INFORMATION FOR ELEARNING REPORT

District: Florence 1 Schools

District Person Completing Report:

Date: 11-21-19

Questions	Responses	Special Notes
Were any days missed due to inclement weather during 2018-2019?	Yes	YES - 1 for Dorian – We did not use eLearning this day as the coast evacuated to our District.
If days were missed, how many days?	1	
How many days were made up?	We will make the day up Jan 6th	
What was the ADM on the make-up days?	TBD	
How is the district conducting mock days or practice time, etc.? (Days in some schools, certain times of day, etc.)	At School Mock Day At Home Mock Day https://www.f1s.org/Page/22753	
Please provide calendar dates for these practices.	November 15 th & November 19 th	
Has the district distributed or released communications regarding eLearning?	Yes	
If yes, please list communication types and audiences, i.e. email-parents, press release-public, etc.	Email, Multiple Press Releases, Social Media, Blackboard Communication(Calls, Text, & Emails), and Formal Letter from Superintendent.	
If the district has gotten feedback and/or comments, please describe the general or majority remarks.	Yes, the District has surveyed all students, teachers, and parents. We continue to work to strengthen the quality and length of our eLearning lessons and assignments.	
If you have a district webpage with information about eLearning, please provide the url.	https://www.f1s.org/domain/3540	
Please suggest glossary terms for this reference page(s). Think about terms you've clarified with public, board members, press, teachers, et.	eLearning, Mock eLearning at School, and Mock eLearning at Home, Learning Platform, Google Classroom, Wi-Fi	

INFORMATION FOR eLEARNING REPORT

District:	Georgetown County School District	
District Person Completing Report: Genia Smith, Keith Brown, Marc Frechette, Doug Henderson		Date: 10/7/19 Updated: 12/2/19

Questions	Responses	Special Notes
Were any days missed due to inclement weather during 2018-2019?	<u>Yes</u> or No	
If days were missed, how many days?	#12	
How many days were made up?	# 5	
What was the ADM on the make-up days?	9289.6	
How is the district conducting mock days or practice time, etc.? (Days in some schools, certain times of day, etc.)	Mock Days were conducted, using our LMS (Google Classroom) one attendance zones per date. We had a variety of methods including, early in the morning for all subjects on a shortened time frame, per period, all in one period, and all in one subject area teachers class per period of attendance to that class.	
Please provide calendar dates for these practices.	Sept. 18, 20, 24 and Oct. 1	
Has the district distributed or released communications regarding eLearning?	<u>Yes</u> or No	
If yes, please list communication types and audiences, i.e. email-parents, press release-public, etc.	Community Key Leaders Meeting, Parent Cabinet Meetings, Press Release, Newspaper Articles from Board Meetings, Facebook and letters to parents from the schools.	
If the district has gotten feedback and/or comments, please describe the general or majority remarks.	<p>FEEDBACK:</p> <p>(S= Student Responses, T=Teacher Responses)</p> <p>(S) Are you excited for the opportunity to make up missed school days without having to actually come to school? 81.9% "Yes" or "Maybe."</p> <p>(S) Do you know how to get to your assignments in Google Classroom for the "real" eLearning Days? 93.5% "Yes" or "Maybe"</p> <p>(T) Did you feel this mock eLearning Day has <u>helped you as a teacher</u> better understand, or become better prepared for our real eLearning Days? 91.2% "Yes" or "Maybe"</p>	

	<p>(T) Did you feel this mock eLearning Day has helped your students better understand, or become better prepared for our real eLearning Days? 90.5% "Yes" or "Maybe"</p> <p>COMMENT(S):</p> <p>Average Daily Attendance = 95.2% First eLearning Attendance = 94.8%</p>
<p>If you have a district webpage with information about eLearning, please provide the url.</p>	<p>Our eLearning website is: http://tinyurl.com/gcsdelearning</p>
<p>Please suggest glossary terms for this reference page(s). Think about terms you've clarified with public, board members, press, teachers, etc.</p>	<p>LMS (Learning Management System) Mock (Practice eLearning Day)</p>

INFORMATION FOR ELEARNING REPORT

District:	Lexington County School District Two	
District Person Completing Report: Casey Jordan Hallman		Date: 10/10/19 Updated, 12/6/19

Questions	Responses	Special Notes
Were any days missed due to inclement weather during 2018-2019?	Yes	We missed school on 9/11/18, 9/12/18, 9/13/18, 9/14/18, and 10/11/18 for 2 different hurricanes. We had a schedule Early Release Day on 9/26/18. We cancelled the Early Release and went to school for a full day. This isn't included in the count, but we wanted to note that time for instruction was made up.
If days were missed, how many days?	5	
How many days were made up?	3	
What was the ADM on the make-up days?	Lexington Two A DA/ADM Reports, Make-up Days 18-19	We made up days on 1/14/19, 2/18/19, and 3/22/19. Two days were local board forgiven.

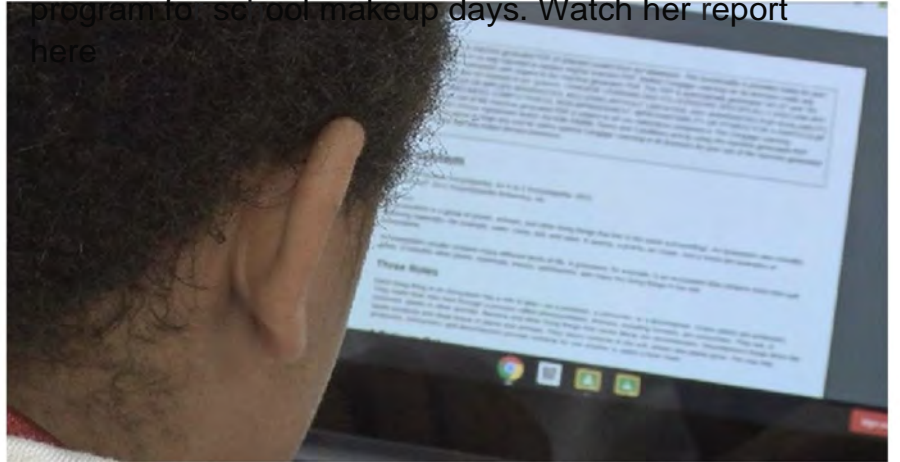
Questions	Responses	Special Notes
How is the district conducting mock days or practice time, etc.? (Days in some schools, certain times of day, etc.)	All of our schools and students in grades 3-12 participated in an eLearning practice day.	
Please provide calendar dates for these practices.	9/25/19	

Questions	Responses	Special Notes
Has the district distributed or released communications regarding eLearning?	Yes	
If yes, please list communication types and audiences, i.e. email-parents, press release-public, etc.	Social Media Posts, District and School Websites , Local Print Media , and Local News Media	

LE Lexington School District Two

September 26 at 8:42 AM • ""

Thank you Emily Scarlett WIS TV for sharing this story about Lexington School District Two's elearning program for school makeup days. Watch her report here



!-_i;__ Lexington School District Two
July 16 at 4:35 PM

Lexington School District Two is one of 10 SC districts selected to participate in the elearning program for school make-up days in the 2019-20 school year. Read more here: <https://bit.ly/2SILC6K> ... More



99 Likes • 13 Comments

WISTV.COM

elearning in SC: After test run this week, Lexington Two students are ready to learn from...

24 Likes • 6 Shares



Lexington School District Two

September 25 at 4:42 PM · 🌐

Our Lexington School District Two schools had a practice run today for our upcoming eLearning weather makeup day, scheduled for Nov. 11. Emily Scarlett WIS TV stopped in at Cyril B. Busbee Creative Arts... More



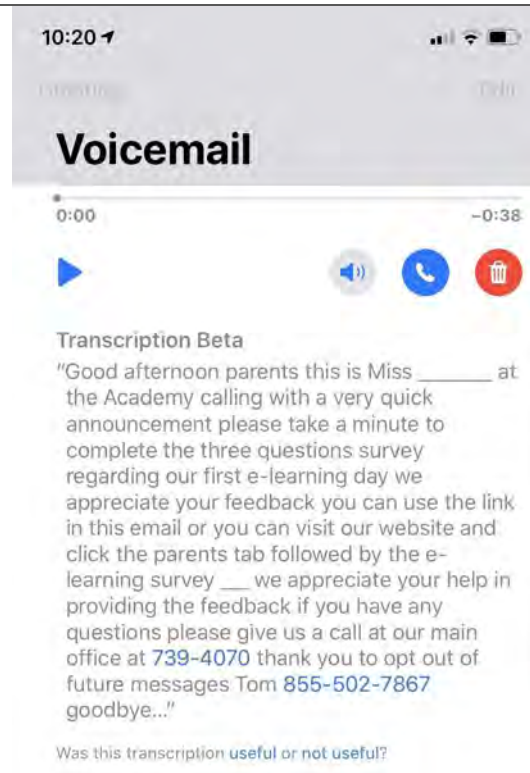
33 Likes

If the district has gotten feedback and/or comments, please describe the general or majority remarks.

The Chief Instructional Officer presented information about the eLearning practice day to the school board and provided them with a flyer that explained eLearning.

[eLearning Board Flyer](#)

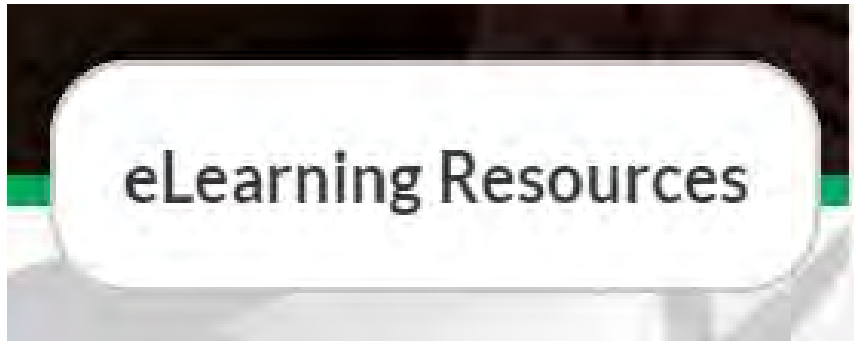
The district was featured on a local news channel after the practice day. This feature included comments from the students. The Superintendent received comments from stateholders at the Superintendent's Roundtable Meeting on 10/3/19. The teachers also participated in a survey after the practice day. [eLearning Teacher Survey Results](#) The district's Technology Facilitators include eLearning updates in our bi-weekly [Instructional Newsletter](#).



Questions	Responses	Special Notes
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If you have a district webpage with information about eLearning, please provide the url.

www.lex2.org
 There is a custom eLearning tab on the district's homepage for families.



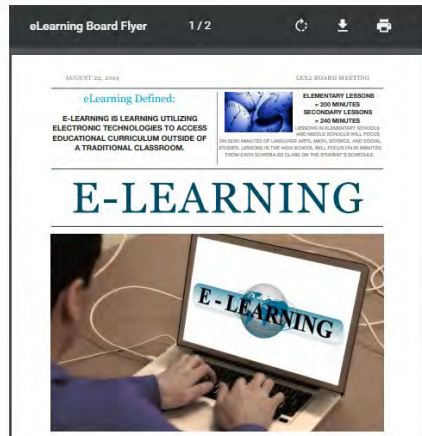
[eLearning Resource Page](#)

Home

Welcome to the eLearning Page for Lexington School District 2!

On this page you will find everything you need to know regarding eLearning. We are in the process of gathering and developing all the material you will need to have before, during, and after an eLearning day. Please check back frequently in the coming weeks for added content. For now, we have attached the eLearning Flyer for your perusal.

[eLearning Board Flyer](#)



- Home
- Parent Resources
- Tech Support
- FAQ

Please suggest glossary terms for this reference page(s). Think about terms you've clarified with public, board members, press, teachers, et.

"URL" is an abbreviation that stands for "Universal Resource Locator". It's another name for a web address, the text that you type into your internet browser when you want to go to a website.

"LMS" is an abbreviation that stands for "Learning Management System". It is a software application for the administration, documentation, tracking, reporting, and delivery of educational courses, training programs, or learning and development programs. The Learning Management System concept emerged directly from eLearning.

Lexington Two uses Google as our LMS.

A HyperDoc is a digital document such as a Google Doc where all components of a learning cycle have been pulled together into one central hub. Within a single document, students are provided with hyperlinks to all of the resources they need to complete that learning cycle.

A hyperlink is an electronic link providing direct access from one distinctively marked place in a hypertext or hypermedia document to another in the same or a different document. Hypertext is a database format in which information related to that on a display can be accessed directly from the display.

Hypermedia is a database format similar to hypertext in which text, sound, or video images related to that on a display can be accessed directly from the display.

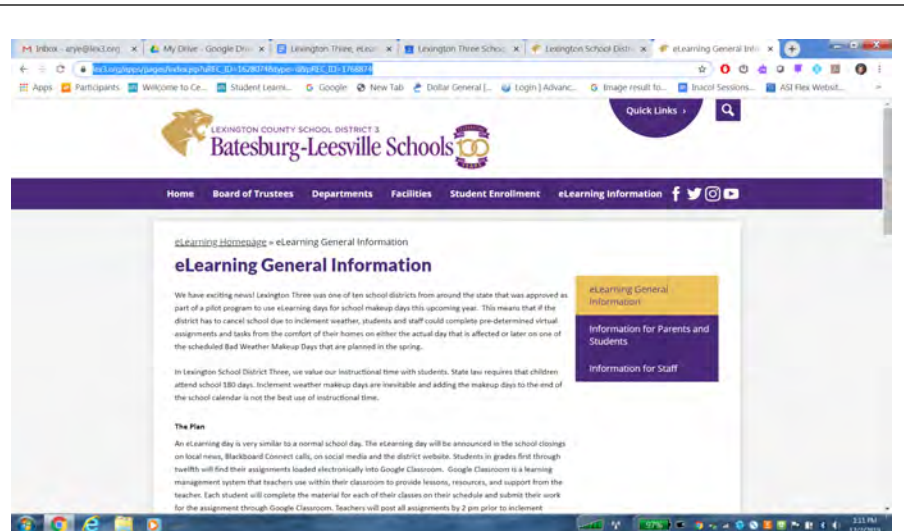
A WebQuest is an inquiry-oriented online tool for learning. This means it is a classroom-based lesson in which most or all of the information that students explore and evaluate comes from the World Wide Web. Beyond that, WebQuests can be as short as a single class period or as long as a month-long unit,

	<p>usually (though not always) involve group work, with division of labor among students who take on specific roles or perspectives, and are built around resources that are preselected by the teacher. Students spend their time using information, not looking for it.</p>
<p>Geographical Area</p>	
<p> District Map Elementary School Boundaries Middle School Boundaries High School Boundaries </p>	
<p>45 Day Count</p>	
<p>Lexington Two 45 Day Count 2019-2020</p>	

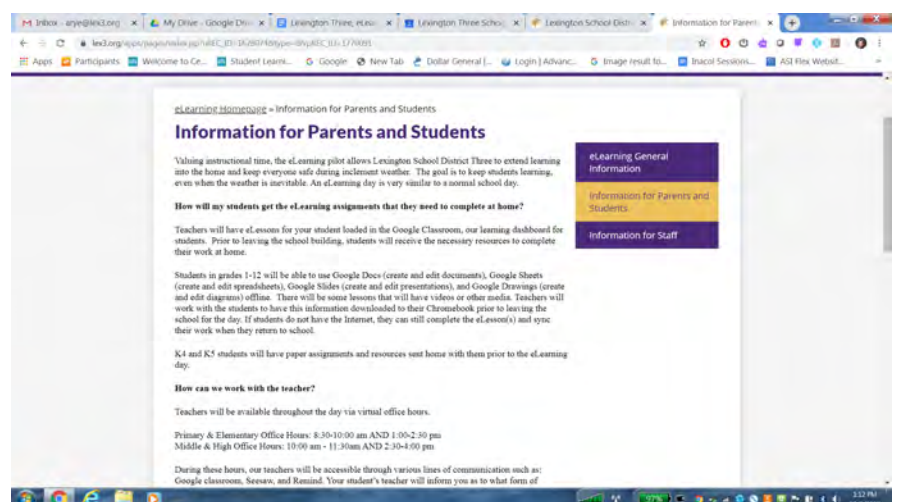
INFORMATION FOR ELEARNING REPORT

District:	Lexington County School District Three
District Person Completing Report: Angie Rye	Date: 12/2/2019

Questions	Responses	Special Notes
Were any days missed due to inclement weather during 2018-2019?	Yes	<p>We missed school on 9/11/18, 9/12/18, 9/13/18, 9/14/18, and 10/11/18 for 2 different hurricanes.</p> <p>We made up days on 2/18/19, 3/15/19 and 4/22/19. Two days were local board forgiven.</p>
If days were missed, how many days?	5	
How many days were made up?	3	
What was the ADM on the make-up days?	2018-19 Make Up Day Attendance	
Questions	Responses	Special Notes
How is the district conducting mock days or practice time, etc.? (Days in some schools, certain times of day, etc.)	All of our schools and students in grades 1-12 participated in two eLearning practice days.	
Please provide calendar dates for these practices.	September 16, 2019 and November 21, 2019	
Questions	Responses	Special Notes
Has the district distributed or released communications regarding eLearning?	Yes	
If yes, please list communication types and audiences, i.e. email-parents, press release-public, etc.	Social Media Posts, District and School Websites	
If the district has gotten feedback and/or comments, please describe the general or majority remarks.	<p>The staff was given opportunity for feedback after our second eLearning practice day. The feedback was generally positive with most concerns being from teachers at the lower grade levels regarding students remembering how to access assignments and/or returning devices after the eLearning event.</p> <p>eLearning staff survey responses</p>	
Questions	Responses	Special Notes
If you have a district webpage with information about eLearning, please provide the url.	<p>www.lex3.org</p> <p>There is a custom eLearning tab on the district's homepage for families.</p>	



[eLearning Resource Page](#)



Please suggest glossary terms for this reference page(s). Think about terms you've clarified with public, board members, press, teachers, et.

"URL" is an abbreviation that stands for **"Universal Resource Locator"**. It's another name for a web address, the text that you type into your internet browser when you want to go to a website.

"LMS" is an abbreviation that stands for **"Learning Management System"**. It is a software application for the administration, documentation, tracking, reporting, and delivery of educational courses, training programs, or learning and development programs. The Learning Management System concept emerged directly from eLearning.

Lexington Three uses Google as our LMS.

INFORMATION FOR ELEARNING REPORT

District: York #2 (Clover)

District Person Completing Report: Millicent Whitener Dickey

Date: 10/29/2019

Questions	Responses	Special Notes
Were any days missed due to inclement weather during 2018-2019?	Yes	
If days were missed, how many days?	# 3	9/14/18-Hurricane Florence; 10/11/18 Hurricane Michael; 2/10/19-Snow
How many days were made up?	# 3	
What was the ADM on the make-up days?	See attached chart	
How is the district conducting mock days or practice time, etc.? (Days in some schools, certain times of day, etc.)	October 4, 2019 was the mock day for the entire district. Elementary student had a 30-45 minute block for students to practice. Middle schools practiced in each of 6 content area blocks/periods. High schools practiced with one assignment during flex time.	
Please provide calendar dates for these practices.	October 4, 2019	
Has the district distributed or released communications regarding eLearning?	Yes	
If yes, please list communication types and audiences, i.e. email-parents, press release-public, etc.	District official spoke to community groups. Emails and an eLearning infographic has been shared with parents. There was an article in the local paper, and eLearning has a presence on the district website.	
If the district has gotten feedback and/or comments, please describe the general or majority remarks.	The district will use eLearning for a make up day later in a the year for 3 schools who had to close due to a water main break. Some parents were a little confused as to why the eLearning was not done on the actual day. The district had to clarify that due to timing, it was not feasible to use eLearning on the day of the event. This feedback led to the development of the eLearning infographic.	
If you have a district webpage with information about eLearning, please provide the url.	https://www.clover.k12.sc.us/site/default.aspx?PageType=3&DomainID=4&ModuleInstanceID=483&ViewID=6446EE88-D30C-497E-9316-3F8874B3E108&RenderLoc=0&FlexDataID=31142&PageID=1 We will publish a live site within Canvas in the next couple of weeks.	

INFORMATION FOR ELEARNING REPORT

District: Rock Hill Schools

District Person Completing Report: John Jones/ Chris Odom

Date: 12/4/2019

Questions	Responses	Special Notes
Were any days missed due to inclement weather during 2018-2019?	Yes	3 days due to threat of hurricane, in Fall semester.
If days were missed, how many days?	# 3	
How many days were made up?	# 3	
What was the ADM on the make-up days?		
How is the district conducting mock days or practice time, etc.? (Days in some schools, certain times of day, etc.)	Each school is scheduling their own mock day experience for students to learn about the purpose of elearning, the expectations for students, and the workflow needed in our LMS. The district has standardized the mock day for all students so that a clear message has been provided. Principals experienced a mock day experience during district leadership, complete with a fake phone call from our PIO saying school was cancelled. This mock experience was around the facts of elearning and their responsibilities. Principals have been given a checklist to ensure each school is ready for elearning.	
Please provide calendar dates for these practices.	Each school is scheduling their own mock day experience within the window of 12/3/19-12/20/19. (working around EOC, exams, and Holiday programming)	
Has the district distributed or released communications regarding elearning?	Yes	
If yes, please list communication types and audiences, i.e. email-parents, press release-public, etc.	Letters sent home to all parents (English and Spanish), Tweets, Facebook postings, press release, information on the elearning page of Rock Hill Schools, video communication, presentations to school board and teacher groups., robocalls	
If the district has gotten feedback and/or comments, please describe the general or majority remarks.	Overall, very positive. We have developed both parent/public FAQs and a teacher/staff FAQ. We are handling questions as they come in from principals, teachers, staff. No real negative issues at this time.	
If you have a district webpage with information about elearning, please provide the url.	http://www.rock-hill.k12.sc.us/domain/2535	
Please suggest glossary terms for this reference page(s). Think about terms you've clarified with public, board members, press, teachers, et.	elearning, LMS (Learning Management System), Canvas, IEP, Mock elearning Day, PowerSchool, Technical Support	

Appendix F

Examples of Resources and Communications Created by Cohort Districts

FOR THE TEACHER

Valuing instructional time, the eLearning pilot allows Anderson School District 5 to extend learning to the home and keep everyone safe during inclement weather. The goal is to keep students learning, even when the weather prevents schools from operating. An eLearning day is very similar to a normal school day.

How will my students get the eLearning assignments that they need to complete at home?

Teachers will need to load the eLesson(s) in Google Classroom, keeping in mind that during inclement weather days, students may be without power. The goal for the teacher is to make sure students have access to their assignment(s), including students downloading information from Google Classroom to their Chromebooks, while they are in the school building. Students are able to access Google Docs, Sheets, Slides, and Drawings without having an Internet connection. Some videos and media outside of the Google platform may be accessible as well. Sharing videos and media as part of the eLesson will require teachers to load these materials to their drive, provide students with a link in the Google Classroom, and have students download the media to their Chromebooks, while in the school building.

How many lessons do I need to post? When do they need to be posted?

PK-2 - Students do not have take-home devices. PK-2 students will take home an activity packet with checklists. Students need guidance from the parent to complete the activities.

Elementary 3-5 - Homeroom teachers should plan for 3 ELA lessons/assignments, 3 Math lessons/assignments, 3 Science lessons/assignments, and 3 Social Studies lessons/assignments. Each lesson should be 50 minutes each.

Middle -Core teachers (ELA, Math, Science, and Social Studies) should prepare 3, one-hour lessons/assignments for students.

High - Each teacher will post a one hour lesson per day; plan for three days.

Teachers (3-12) will post all assignments by 2 pm prior to inclement weather in Google Classroom. This will allow students without Internet access to download assignments to their Chromebooks for offline use.

What are my 'Virtual Office Hours'?

Teachers will be available throughout the day via virtual office hours.

Pre-K and Elementary: 9-10:30 am AND 1:30-3:00 pm

Secondary: 10:30 am - 12 pm AND 3:00-4:30 pm

During these hours, the teacher needs to be accessible through a line of communication. While Google Classroom is our learning management system, if a home does not have Internet access, this system will not be available.

eLEARNING FOR THE TEACHER



What are my 'Virtual Office Hours'? [Continued from Page 1]

Making sure you have a clear line of communication with the home and your students, we recommend using [Remind](#), a quick and simple messaging system that will allow communication from the teacher to the home, allowing messages to be sent to any device, for free. With Remind, teachers will be able to see who read messages, send home photos, PDFs, voice clips and other meaningful communication.

If a student is under 13, the parent/guardian will need to join or sign-up for Remind, and be the communicator in the home to the student. If a student is over 13, they have access to their teachers utilizing Remind.

What if we have another way of communicating with our parents, guardians, and students that is not Remind?

Part of the success of eLearning days will be to have a holistic system where the same conversation is happening PK-12. By utilizing Google Classroom (as age appropriate) and Remind, we can continue strong, instructional conversations into the home.

What is the student's responsibility? How long do the students have to make up the eLesson(s) assigned on intermittent weather days?

Students are expected to complete the eLesson(s) assigned by their teachers. eLearning days are about extending learning outside of the school building and not stopping instruction.

Students have FIVE school days to complete their make up work. The FIVE days will begin on the returning day. (Ex: Students return on Monday. The eLesson(s) will be due that Friday.)

What if the student does not complete the eLesson(s) on the weather days AND did not complete the work after the five day make up period?

Students who did not complete the eLesson on the intermittent weather day(s) and five school days have passed, the student will be marked absent.

How do I keep my students accountable?

PK-2 teachers will utilize a classroom record for work and document instructional time when their students return to the classroom. While PK-2 students do have devices, they are not a 'take-home' device.

If you use Google Classroom, a record of submitted assignments will be accessible. Students have the opportunity to utilize their Chromebook or cell phone, if this is their preferred method of communication. If students do not have the Internet, they can still complete the eLesson(s), and upload/sync their work when they return to school. Google Classroom App for [Android](#) and [Apple](#).



FOR THE HOME

Valuing instructional time, the eLearning pilot allows Lexington School District Two to extend learning into the home and keep everyone safe during inclement weather. The goal is to keep students learning, even when inclement weather is inevitable. An eLearning day is very similar to a normal school day.

What can I do to make sure my student is successful with their eLearning Day?

The eLearning Program is new for Lexington School District Two and the teachers. Our number one goal with eLearning is to make sure your student continues to learn, and is safe from the hazards of inclement weather. With a new process, there will be many things your student can share about their learning and demonstrate success, but there will also be some areas of improvement for the whole system. When students return to school, there will be an opportunity for the home and students to share, strengths and needs improvement, about the eLearning Day.

How will my students get the eLearning assignments that they need to complete at home?

Teachers will have eLessons for your student loaded in the Google Classroom, our learning dashboard for students. Prior to leaving the school building, students will receive the necessary resources to complete their work at home.

Students, grades 3-12, will be able to use Google Docs (create and edit documents, Google Sheets (create and edit spreadsheets), and Google Slides (create and edit presentations) offline. There will be some lessons that will have videos or other media. Teachers will work with the students to have this information downloaded to their device, prior to leaving the school for the day.

If students do not have the Internet, they can still complete the eLesson(s), and upload/sync their work when they return to school via the Google Classroom App for [Android](#) and [Apple](#). The device battery has been tested to last a little over 10 hours if used for eLearning only.

How many lessons will my student need to complete?

PreK-2nd grade: Students do not have take-home devices. PreK-2nd students will bring home an activity packet with checklists. Your student will need guidance from the home to complete the activities.

Elementary 3rd-5th: Students will have 50 minute lessons from each subject: ELA, Math, Science, and Social Studies to be completed on their device.

Middle School: Students will have one-hour lessons from their core teachers (ELA, Math, Science, and Social Studies) to be completed on their Chromebook.

High School: Each teacher will post a one hour lesson, per day, for each class they teach to be completed on their device.



How can we work with the teacher?

Teachers will be available throughout the day via virtual office hours.

Elementary: 9-10:30 am AND 1:30-3:00 pm
Secondary: 10:30 am - 12 pm AND 3:00-4:30 pm

During these hours, our teachers will be accessible through a line of communication (e-mail, Class Dojo, Remind, etc.).

What is my student's responsibility? How long do the students have to make up the eLesson(s) assigned on intermittent weather days?

Students are expected to complete the eLesson(s) assigned by their teachers. eLearning days are about extending learning outside of the school building and not stopping instruction.

Students in grades PreK-8 have **FIVE** and students in grades 9-12 have **THREE** school days to complete their make up work. The days will begin on the returning day. (Ex: Students return on Monday. For students in grades PreK-8, the eLesson(s) will be due that Friday and for students in grades 9-12, the eLesson(s) will be due that Wednesday.)

What if the student does not complete the eLesson(s) on the weather days AND did not complete the work after the make up period?

Students who did not complete the eLesson on the intermittent weather day(s) and the given school days (3 or 5) have passed, the student will be marked *absent and their grade may be affected as zeroes will be entered in the gradebook for those assignments.*





FAQ - Digital Learning Days for Inclement Weather Makeup

Pilot

In the School District of Pickens County, we value our instructional time with students. State law requires that children attend school 180 days. The instructional day is six hours, excluding lunch and recesses for middle and high, and six hours including lunch for elementary. Inclement weather makeup days are inevitable, and adding the makeup days to the end of the school calendar doesn't work! The School District of Pickens County was chosen by the Education Oversight Committee to pilot an Inclement Weather Virtual Learning Option.

Plan

A Digital Learning Day is very similar to a normal school day. The Digital Learning Day will be announced in the School Closings on local news, the School Messenger calls, and the district website. Students will find their assignments loaded electronically into Schoology. Schoology is our learning management system that all teachers use within their classroom to provide lessons, resources, and support from the teacher. Each student will complete the material for each of their classes on their schedule and submit their work for the assignment through Schoology. Teachers will post all assignments by 2 pm prior to inclement weather in Schoology, and allow students w/o internet access to download assignments to Chromebooks for offline use. Announcement will be made at each school for teachers to post and students to download. Students should begin working on their lessons on the day missed when possible. Student work is due five school days upon returning to school.

Teachers will be available throughout the day via virtual office hours to answer student and their parent/guardian questions. Virtual Office Hours are **Elementary**: 9-10:30 am and 1:30-3:00 pm and **Secondary**: 10:30-12 pm and 3-4:30 pm. Teachers can communicate with students/parents via Schoology, Email, Remind, or Class DoJo to answer questions or provide help during office hours. (If you do not have Internet at your house, all of these are able to be used as apps on personal devices.)

Accountability

Teachers keep a record of submitted assignments in Schoology. Students who don't have Internet access receive credit for the day missed when their work is submitted upon returning to school. The teacher will provide opportunities outside of the school day for students to complete unsubmitted "Digital Learning Lessons". Students will have **five school days** to complete the assignments. Students who do not complete "Digital Learning Lessons" will be marked with an unexcused absence.

Our mission is to educate students who are college and career-ready and will positively contribute to an ever-changing world. As we prepare "future ready" students, technology gives us an opportunity to continue with instruction despite inclement weather. With great teachers and access to our technology investment, we are ready to serve students at every level when the weather turns bad.

No Internet Access/No Power - No Worries...

Students without Internet access can download assignments to his/her Chromebooks ahead of time to be sure of access in the case of wifi outage. All students can access, complete, and submit work via cellphone on the Schoology app ([iOS](#) & [Android](#)). The Schoology app is free and allows you to do anything on a phone that you can do on a computer!

All students will have an opportunity to complete their "Digital Learning Lessons" regardless of Internet connectivity. The Chromebook battery has been tested to last a little over 10 hours. It also charges fast. A completely dead Chromebook was charged for 30 minutes and regained a charge of 35 percent, which is good for over three hours of work according to the battery life indicator. It takes about 90 minutes to charge it completely.

The district will provide information to parents concerning reduced rate internet access. The [Access](#) program from AT&T provides an affordable way for low-income consumers to have access to the internet.

ESOL Teachers

Elementary ESOL teachers will not need to create lesson plans for the Digital Learning Lessons days. You will participate in the PD that is released for related arts teachers to make up the time. Teachers will also hold office hours on the Digital Learning days

Middle/High ESOL teachers will do lesson plans for classes that meet during a designated class time. Teachers will also hold office hours on the Digital Learning days.

Elementary GT Teachers

Elementary GT teachers will create lessons for their students to complete on Digital Learning days. Teachers will also hold office hours on the Digital Learning days

Non Classroom Teachers (certified employees: Principal, Assistant Principal, Instructional Facilitator, Media Specialists, etc.)

1. May work a flexible schedule with their supervisor to make up the time
2. Their supervisor may assign online professional development or view up to 5 Safe Schools videos
3. Employee may be permitted to take a vacation day

Classified Employees

1. May work a flexible schedule with their supervisor to make up the time
2. Their supervisor may assign up to 5 Safe Schools videos
3. Employee may be permitted to take a vacation day

****Food Service, bus drivers, shadows, bus companions**

Therapists, Vision and Hearing Teachers

Be available during the Virtual Office Hours for **Elementary**: 9-10:30 am and 1:30-3:00 pm and **Secondary**: 10:30-12 pm and 3-4:30 pm.

Resource Teachers

Resource teachers will create lessons for their students to complete on Digital Learning days. Teachers will also hold office hours on the Digital Learning days.

Special Education Self Contained Classrooms

All teachers should post activities to Schoology for students to do at home and communicate with parents how to access these activities.



EMPLOYEE eLEARNING DAY MAKE-UP TIME

As the school system is closed due to inclement weather, employees are asked to make-up time missed at work during the closure or within 5 days following the eLearning Day. Make-up time should total 3.5 hours for employees. Whenever possible, we aim to provide choice in how this time is made up.

A description of the employee make-up opportunities include:

Deliver Content to Students/ Office Hours: Teachers and instructional staff prepare digital lessons/packets, participate in 2 office hours, via Outlook and/or Canvas, during eLearning Day, and collect/process student work in order to record who is present or absent following the eLearning Day. Office hours are to be communicated with stakeholders. A roster of student attendance is turned in by the end of the 5th day following the eLearning Day. Employees participate in the eLearning feedback survey issued following the eLearning Day.

Office Hours: Employees provide office hours for 2.0 hours during the eLearning Day via Outlook and/or Canvas. Office hours are to be communicated with stakeholders. Employees participate in the eLearning feedback survey issued following the eLearning Day.

eLearning Virtual PD/ 321 Insights Virtual PD/ SafeSchools Virtual PD: Modules embedded within 321 Insights, SafeSchools, or other approved platform (approved by the direct supervisor) are completed for a total of 3.5 hours. Employee should record the module name and time on a log (totaling 3.5 hours) and turn form into the direct supervisor. Employees participate in the eLearning feedback survey issued following the eLearning Day.

Log of Work- Related Tasks: A log of work-related tasks are provided that represents 3.5 hours of work completed on the eLearning Day or within the 5 days following the eLearning Day. Tasks may not take place during the employee's regular working hours (except during the eLearning Day). The log should be turned in to the direct supervisor.

3.5 Hour Timesheet: Within the 5 days following the eLearning Day, the employees may complete supervisor- approved work tasks in the workplace above and beyond the working day. The time should reflect 3.5 hours of work. Work cannot be made up during the lunch period. For example, Ms. Jones may work 1 hour beyond her normal working hours for 3 days and 30 minutes one day, totaling 3.5 hours. Timesheet must be turned in to the supervisor. Employees participate in the eLearning feedback survey issued following the eLearning Day.

Other Online Training: Employees may choose to participate in a supervisor-approved on-line professional development. Employees participate in the eLearning feedback survey issued following the eLearning Day.

Personal Day: Employees may choose to take 1.0 Personal Day for the eLearning Day as make-up for work. Employees participate in the eLearning feedback survey issued following the eLearning Day.



Matrix of Roles for Employee Groups.

Each employee role group has options for work time to account for the school day(s) that are missed due and replaced by eLearning for students. This matrix provides an overview of those.

Click [HERE](#) to view the options

Documentation

For documentation purpose, time/task must be recorded. Some options may require supporting documentation. Please provide that documentation. Click [HERE](#) for a log to record time/task for your supervisor.

Each employee will be sent a link to a survey to complete to collect role specific feedback to guide the planning of future events.

If you have any questions, please contact

Dr. John Jones (jjones@rhmail.org) Or Dr. Tanya Campbell (tcampbel@rhmal.org)

eLearning Parent Information

Rock Hill Schools



What is an eLearning Day?

On eLearning Days, students and teachers do not report to school, but will complete classroom activities using technology (grades 3-12) or packets that are sent home (grades PreK- 2). Rock Hill Schools may use up to two eLearning Days during this year's spring semester and will decide if it uses the days on a case-by-case basis. If an eLearning Day is activated, it will always be announced as it *may* be used to make up missed time due to a school closure. Time to adequately prepare for an eLearning day will play a factor in this decision (students will need time to download assignments and/or PreK-2 students will need time to get packets from teachers).

How will I know if a day that school is closed becomes an eLearning Day?

The district will communicate school cancellations and the announcement of an eLearning Day through phone calls, district/school websites, social media (Facebook and Twitter), Canvas, Launchpad, and local media.

How will students be prepared for an eLearning Day?

In grades 3-12, teachers will post eLearning assignments for students in Canvas. When possible, students will download their assignments to their laptops ahead of time at school. For students in Grades PreK – Grade2, packets will be prepared and sent home with students. (Some teachers may have their eLearning lessons posted in their classroom newsletter.)

What if I experience technical difficulties or have questions on an eLearning Day?

The Rock Hill Schools Technology Department staff will be on-call to help with technology issues. Technicians can be reached via email at helpdesk@rhmail.org.

For questions regarding an assignment, your child's teacher will be available through Canvas and e-mail during office hours on the eLearning day, which will be communicated by teachers.

How does my child turn in his/her work in order to receive attendance credit for the eLearning Day?

As 3rd - 12th grade students complete their work, they should upload their assignments. If an internet connection is not available, they will have up to five (5) school days after the last school cancellation to turn in assigned work. PreK - 2 grade students may bring in their completed packets, with signatures, within the five (5) day window to receive credit for the missed day. Attendance will not be made official in district systems until the end of the 5- day window to turn in work. Again, all students will have five (5) days in which to complete and turn in work for attendance credit. Students not completing work within this period of time will receive an unexcused absence for the scheduled eLearning Day.

Am I expected to teach my child his/her assignment?

No, the assignment should be an extension activity of material learned in class. Like homework assignments, parents may support their child in completing work. Do not hesitate to communicate with your child's teacher if there was difficulty in your child completing the assignment.

What if an eLearning make-up Day does not take place?

Teachers will work with students on continuing their lessons and assignments. Parents of students in PreK-Grade 2 are asked to return packets to the classroom teacher as these may need to be updated for future eLearning Days.

What if I have further questions?

More information may be found at the Rock Hill Schools website: <https://www.rock-hill.k12.sc.us/eLearning>
If a parent has any questions about completed work and attendance, please contact your child's teacher.