



Three-Year E-Learning Program 2026–2027 through 2028–2029 School Years

Background

Section 10-20.56 of the Illinois School Code permits school districts, through Board resolution, to establish an E-Learning Program that allows e-learning days to be used in place of scheduled emergency days. E-learning programs are approved for a three-school-year term and must meet requirements established by the Illinois State Board of Education and be verified by the appropriate Regional Office of Education or Intermediate Service Center.

Palos Heights School District 128's previous E-Learning Plan primarily uses asynchronous learning. Under the current model, students in Preschool through Grade 5 complete learning packets or choice boards, while students in Grades 6–8 access assignments via Google Classroom. Teachers are available electronically on designated e-learning days, and student attendance is verified by completion of assigned work.

Revised E-Learning Plan

As part of the District's three-year renewal, the administrative team has reviewed and redesigned the E-Learning Plan to provide students with a more consistent, interactive, and instructionally meaningful experience.

The revised plan expands opportunities for live interaction between students and teachers while maintaining flexibility for students to complete independent learning activities. Key changes include:

- K–5 students beginning and ending the instructional portion of the day with live classroom Google Meet check-ins.
- Teachers providing direct instruction and clearly defined independent learning activities.
- Teachers remaining available electronically throughout designated independent work periods to provide student support.
- Opportunities for students to access specials teachers and student support personnel, including social workers and related-service providers.
- Grades 6–8 following a shortened version of their regular class schedule and connecting with teachers through Google Meet.
- Continued accommodations and supports for students receiving special education and related services.
- A consistent districtwide structure for communication, attendance, instruction, student support, and staff expectations.

The revised model is intended to more closely replicate the continuity, teacher-student interaction, and instructional support of a regular school day while recognizing the unique circumstances associated with an emergency school closure.