



eLearning Pilot Districts Project
Final Report to the
Education Oversight Committee
May 7, 2019

Prepared by Lee M. D'Andrea, Ph.D.

Table of Contents

Introduction and Background	page 4
Implementation Process.....	page 5
Final Findings.....	page 5
Recommendations for Year Two eLearning	page 9
Final Conclusions.....	page 9
Appendix	page 10
• Proviso 1A.86 of the 2018-19 General Appropriation Act	
• eLearning Application	
• Fall Meeting Agendas (September, October, November, December)	
• Late Winter Meeting Agenda (March)	
• Sample Report to the local Board of Trustees (Spartanburg 7)	
• Feedback Results from Districts (Anderson 5, Kershaw, Spartanburg 1 and Pickens)	
• Sample Website Communication https://www.kcsdschools.net/elearning	

Introduction and Background

Pursuant to Proviso 1A.86 of the 2018-19 General Appropriation Act, the Education Oversight Committee (EOC) constructed and implemented a pilot program for alternative methods of instruction for make-up days. On August 6, 2018 the EOC selected five (5) school districts around the state (Anderson 5, Kershaw, Pickens, Spartanburg 1 and Spartanburg 7) for a 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. This preliminary report articulates information regarding the project implementation and results through December 31, 2018.

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

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

Implementation Process

Upon notification of award to serve as a pilot district, monthly meetings were scheduled between September and December and a final meeting in March of 2019. 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.

Final Findings

During the networking meetings, districts described the extensive instructional technology landscape 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 e-learning day to students and families as a strategy for continuing instruction without interruption. In each of the five pilot districts, instructional technology integration and 1:1 devices had been in existence for at least two years. The districts reported this amount of time was necessary to fully implement an effective learning management system, secure devices and establish practices for use both in school and at home. In addition, professional development was ongoing during the entire implementation process. Helping and supporting teachers on topics such as learning management use, instructional strategies and location of resources were scheduled in face-to-face meetings, summer seminars and webinars. Both the SC State Library and SCETV provided help to teachers in one or more of these deliveries.

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 lacking skill or commitment to implement technology in the learning environment. All districts reported the Mock or Practice days as an integral part of the process. But all five districts reiterated the desire for eLearning as an alternative to canceling school is really because the eLearning 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/Practice days as well as actual eLearning days strengthened the overall teaching and learning plans in their districts. This could only happen with a strong instructional technology foundation and high level of readiness in all stakeholders, including students with devices, teachers working in this instructional technology environment and administrators communicating clearly both internally and externally.

Actual eLearning days were used by four of the five districts during the fall and winter. The reasons included flooding and rain associated with Hurricane Michael and snow and ice the week of December 10, 2018. Included in eLearning days used are two scheduled make-up days.

District	Day 1	Day 2
Anderson Five	October 11	December 10
Kershaw	January 7 (make-up)	
Pickens	December 10	December 11
Spartanburg 1		
Spartanburg 7	December 10	December 11

When the pilot districts reviewed the data on average daily membership, eLearning days were not abnormally different at the elementary school level. Two findings were noted at the middle and high school level. (1) When the attendance was dependent on work being turned in on time, more students get counted absent. This is not the case in physical attendance recording. The student is literally in the seat and his/her presence is recorded; the work done is a separate documentation in the grade book; and (2) the districts

determined, in an effort to ensure the learning was meaningful, the amount of work assigned by teachers in many cases took a lot longer to complete. The districts, as a part of their own reflection, are reviewing the attendance and graded work issue and will make need local revisions.

The overwhelming feedback was positive, and the best evidence is in the qualitative stories, either posted on social media sites or reported by local news outlets. In all pilots, information is also gathered to improve or correct the initiative. The constructive criticism from parents and teachers were used to make subsequent days better. The two most frequent improvement feedback to parents having to stay home from work (when work was not also closed) and time to complete lessons being too short or too long. Samples of these are in the links and/or websites below:

Spartanburg 7

<https://www.goupstate.com/news/20181210/e-learning-keeps-district-7-students-busy-on-snow-day>

<https://www.wyff4.com/article/upstate-school-district-uses-virtual-learning-during-winter-storm/25487369>

<https://www.facebook.com/SchoolDistrict7/> (see posting on December 10)

Pickens

<https://upstatetoday.com/2018/12/online-learning-an-answer-for-snow-days/>

Anderson 5

<https://www.wspa.com/news/anderson-5-holds-first-ever-e-learning-day-in-state/1520130625>

Kershaw

<http://www.chronicle-independent.com/archives/52043/>

Finally, 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).

The districts that used eLearning days in the fall and winter 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 65-75% positive response; however, the comments revealed that the students missed being with their friends and wanted a day off.

The pilot districts fully expected to use more eLearning days in January and February as these two months presented the most snow and ice challenges for school attendance. However, there were no additional days used for eLearning.

Recommendations for Year Two eLearning

When asked if the districts would like for the opportunity to extend into 2019-2020, the resounding response was “Yes!” The pilot districts are so positive about the experience, they encourage a Year Two Pilot Cohort. The pilot districts worked, collaborated and shared: forms, communication strategies, how some issues were resolved and even readiness checklists. While different Learning Management Systems 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.

The five districts offered to read the second cohort applications (with identifying information redacted), score their readiness and applications. Once Cohort Two is chosen, the process for planning and implementing could be repeated, this time with the help and support of Cohort One.

Final Conclusions

The General Assembly has supported pilot projects for decades. This reporter was professionally involved in implementing a Target 2000 grant in the early nineties. Pilot projects are, by design, an opportunity to innovative or solve a problem differently. And when the final findings are positive, as is the case in this pilot project Year One, there may be a proclivity to move to scale too quickly. Clearly, these five 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 at least one more year and perhaps two with a goal of having 25 to 33 percent of the districts engaged in what would be three cohorts.

Appendix

1A.86. of the 2018-19 General Appropriation Act

1A.86. (SDE-EIA: Digital Learning Plan) From funds administered by the K-12 Technology Committee, the following study committee is created to develop a Digital Learning Plan for the state's K-12 public education system. The goal of the Digital Learning Plan is to build upon the existing technology foundation of public schools and develop a coherent long-term strategy that sets directions and priorities, supports innovation, and provides resources to enable educators and students to benefit fully from digital-age teaching and learning. The Digital Learning Plan must provide recommendations for State actions that will guide and support K-12 schools in their transitions to digital-age education. The plan must be submitted to the General Assembly by January 1, 2019 and must address, at a minimum, the following issues for districts and schools: technology, infrastructure, and devices; human capacity; content instruction and assessment; security; regional and state support; policy and funding; local digital learning initiatives; and the use of alternative methods of instruction for scheduled make up time. The Digital Learning Plan must include timelines for implementation and cost projections beginning with the subsequent fiscal year. The study committee shall confer with other states and national experts on developing and implementing the Digital Learning Plan. Staff support shall be provided by the K-12 Technology Committee and agencies represented on the committee. The study committee shall be composed of the following members:

1. Executive Director of the Department of Administration, or his designee, who shall chair the study committee;
2. State Superintendent of Education, or his designee;
3. President of Educational Television Commission, or his designee;
4. Director of the State Library, or his designee;
5. Executive Director of the Education Oversight Committee, or his designee;
6. A representative of the private sector in the field of information technology appointed by the Chairman of the Senate Finance Committee;
7. A representative of the private sector in the field of information technology appointed by the Chairman of the House Ways and Means Committee;
8. One representative of an educator preparation program appointed by the State Board of Education;
9. One member of a local board of education who represents a local education agency that has successfully incorporated technology into its schools, who is appointed by the Education Oversight Committee;
10. One member of a local board of education who represents a local education agency that has limited access to technology, who is appointed by the Education Oversight Committee; and
11. One parent of a public school child appointed by the Education Oversight Committee.

The Education Oversight Committee shall be responsible for and have control over the construct and implementation of the pilot program for alternative methods of instruction for make-up days. For the current fiscal year, the Education Oversight Committee shall select school districts around the state for a 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. 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. The Education Oversight Committee shall provide guidelines to the selected school districts no later than August 1, 2018. 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.

The school districts shall report the following information to the Education Oversight Committee by April 1, 2019: method(s) of implementation utilized, advantages and disadvantages of the method(s) used, and any feedback received from parents or guardians.

The Education Oversight shall report those findings to the Chairman of the House Ways and Means Committee and the Chairman of the Senate Finance Committee by June 1, 2019.

Requirements for District Participation in eLearning Pilot

The superintendent of the school district and the chair of the board of trustees of the school district must certify to the Education Oversight Committee (EOC) that the district:

1. Meets the following minimum requirements to participate in the eLearning pilot to use eLearning to make up days missed due to inclement weather;
2. Agrees to provide data to the EOC or independent consultants hired by the EOC to evaluate implementation of the pilot. The data elements will be mutually agreed upon by the EOC and the pilot school districts; however, all data elements will be consistent across districts participating in the pilot; and
3. Agrees to facilitate the collection of online surveys as requested by the EOC to identify the successes and challenges of the pilot from the perspective of administrators, classroom teachers, students, and parents.

Approval of Districts for Participation in Pilot

The following are recommendations proposed by the Academic Standards and Assessments Subcommittee to the EOC staff for determining which districts participate in the pilot:

1. Only school districts that submit documentation certifying their ability to meet the following minimum requirements for participation will be considered for participation in the pilot.
2. No more than five districts will be approved for participation in the pilot in school year 2018-19 with districts that successfully complete the application process approved in the order received. The Subcommittee recommends that Anderson 5 be one of the five districts selected.
3. To the extent possible, the districts selected for the pilot will represent various sizes and geographic locations as well as alternative methods of instruction.
4. Pending final approval of the 2018-19 General Appropriation Act, the EOC will begin approval of districts for participation in the pilot beginning at its next regularly scheduled meeting.

Requirements	Certification or Information Needed from District
<p>All Schools</p>	<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>
<p>Instructional eLearning Days</p>	<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>
<p>Number of eLearning Days</p>	<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>How will the district decide when/if eLearning days will occur?</p> <p>_____</p> <p>_____</p> <p>_____</p>

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

Requirements	Certification or Information Needed from District
Demonstrated Access to Students of eLearning lesson plans	<p><input type="checkbox"/> The district will collect information from each teacher and parent/guardian documenting what devices that teachers and students use to access the Internet outside of school.</p> <p><input type="checkbox"/> The district will work with teachers and parents to access discounted Internet access at home.</p> <p><input type="checkbox"/> The district will allow students to download eLearning assignments onto their devices.</p> <p><input type="checkbox"/> The district will allow students to work offline in a learning management system like Google Drive or allow for offline work.</p> <p><input type="checkbox"/> Other (Please specify)</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;"><input type="checkbox"/> Yes <input type="checkbox"/> 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;"><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>Please provide information on the specific responsibilities of classroom teachers.</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;"><input type="checkbox"/> Yes <input type="checkbox"/> No</p>

Requirements	Certification or Information Needed from District
<p>Student Responsibility</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> <p>How will incomplete work be handled? _____</p> <p>_____</p>
<p>Accommodations</p>	<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>
<p>Technical Support</p>	<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>Learning Management System</p>	<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>

Requirements	Certification or Information Needed from District
Learning Management System	Please identify the learning management system or systems to be used. Please denote grade levels served: _____
Other Support	Is the district interested in reviewing and using eLearning resources provided by Discus through the South Carolina State Library and/or SC ETV? <div style="text-align: center;"> <input type="checkbox"/> Yes <input type="checkbox"/> No </div>
Reporting	The district agrees to work with the Education Oversight Committee (EOC) and its staff 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. <div style="text-align: center;"> <input type="checkbox"/> Yes <input type="checkbox"/> No </div>
Key Contact	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: _____

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: _____

Agenda of Meetings

SC Pilot Program – elearning
Pilot Districts (5) Meeting
September 27, 2018

Host: Anderson School District 5 - Administrative Office

Agenda

- 10:00 am Welcome and Introductions
- Share for 5 minutes about your district plan
- 10:30 am Review of Proviso 1A.86, expectations and general reporting (handouts) – discuss infrastructure, data collection and design
- State time requirements (Update on meeting with Darlene Prevatt)
 - Days missed notice to SDE
 - Information to Melanie Barton and Lee D’Andrea (for reporting and answering questions)
 - Description of Reports for EOC and General Assembly
- 11: 00 am Overview of another state’s solution – Dr. Shane Robbins, Superintendent Kershaw (a pilot district)
- 11:30 am State Library resources overview
- 12:00 am Determine meeting dates:
October 22 - Kershaw - resources and communications
November *XX* - Pickens - professional development and trials
December *XX* - Spartanburg 1 - challenges seen and unseen; documentation
January - progress reporting and status updates
January 15 – My status report to EOC and General Assembly
February - progress reporting and status updates
March *XX* - Spartanburg 7 – review final report to the General Assembly
- 12:20 pm Questions, suggestions, ideas
- 12:30 pm Adjourn

SC Pilot Program – eLearning
Pilot Districts (5) Meeting
October 22, 2018

Host: Kershaw County - Administrative Office

Agenda

- 10:00 am Welcome and Introductions and Announcements
- 10:15 am Update from Anderson 5 on eLearning Day
- What worked
 - What would you do differently
- 10:30 am SC ETV Resources Overview
- 11: 00 am Special Education and eLearning – guidance from SDE
- 11:45 am Practice Dates and Communications
- 12:10 pm Needed Information for Legislature
- 12:25 pm Questions, suggestions, ideas
- 12:30 pm Adjourn

Next meeting dates:

- November 16 - Pickens - professional development and trials
- December 14 - Spartanburg 1 - challenges seen and unseen; documentation
- January - progress reporting and status updates
- January 15 – My status report to EOC and General Assembly
- February - progress reporting and status updates
- March 21 - Spartanburg 7 – review final report to the General Assembly

SC Pilot Program – eLearning
Pilot Districts (5) Meeting
November 16, 2018

Host: SDPC - Administrative Office – Technology Building
1348 Griffin Mill Road, Easley SC

Agenda

- 10:00 am Welcome and Introductions and Announcements
- 10:15 am Update from Districts on Mock/Practice Days
- What worked
 - What would you do differently
 - Specifically: professional development
 - Specifically: communications
- 10:45 am Overview of SDPC Network Plans and Implementation
- 11:10 am Review Outline of Report Due in January
- Early Grades Provisions
 - Survey to Pilot Districts
 - District Websites and Other Internal Resources
 - Recommendations for 2019-2020
- 11:50 am Update from EOC and General Assembly
- 12:10 pm Questions, suggestions, ideas
- 12:30 pm Adjourn

Next meeting dates:

December 14 - Spartanburg 1 - challenges seen and unseen; documentation
January - progress reporting and status updates
January 15 – My status report to EOC and General Assembly
February - progress reporting and status updates
March 21 - Spartanburg 7 – review final report to the General Assembly

SC Pilot Program – eLearning
Pilot Districts (5) Meeting
December 14, 2018

Host: Spartanburg One Administrative Office,
121 Wheeler St, Campobello, SC 29322

Agenda

- 10:00 am Welcome and Introductions and Announcements
- 10:15 am Update from Districts on eLearning Days
- What worked
 - What would you do differently
 - Communications strategies, successes and challenges
 - Any survey results
 - As a teacher, the eLearning day provides a positive instructional opportunity for students. yes or no
 - As a student, the eLearning day provides a good instructional opportunity for me to continue learning and working. yes or no
 - As a parent, the eLearning day provides instructional lessons/activities for my child. yes or no
 - As an administrator, the eLearning day provides consistent opportunities for student learning and work. yes or no
 - Unknown or unexpected issues
- 11:15 am Review documentation for Early Childhood grades (without 1:1 devices)
- 11:30 am Review Outline of Report Due in January (gather some data)
- Survey to Pilot Districts
 - District Websites Links and Other Internal Resources
 - Recommendations for 2019-2020
- 11:50 am Update from EOC and General Assembly (in person or via phone)
- 12:10 pm Questions, suggestions, ideas;
- 12:30 pm Adjourn

Next meeting dates:

January 15 – My status report to EOC and General Assembly

February - progress reporting and status updates

March 21 - Spartanburg 7 – review final report to the General Assembly

SC Pilot Program – eLearning
Pilot Districts (5) Meeting
March 21, 2019

Host: Spartanburg Seven Administrative Office,
610 Dupre Dr., Spartanburg, SC 29307
Agenda

- 10:00 am Welcome and Introductions and Announcements
- 10:15 am Update from Districts on eLearning Days
- What will you do differently next year (assuming the Proviso passes and signed)
 - Communications strategies for Year 2
 - New resources discovered
 - Absence rates on eLearning dates
 - Device distribution for 2019-2020
- 11:15 am Tentative Application, Process and Rubric
- Overall timeline
 - Meeting dates for Cohort 2
- 12:15 am Other questions, suggestions, ideas
- 12:30 pm Adjourn

**SC Pilot Program – eLearning
Anderson School District Five
2018-2019**

Survey

Foundation for Implementation

1. Describe the device distribution the district had in place before applying for the Pilot project. Please include the timeline for this distribution.
Anderson School District Five is one to one with Chromebooks in grades K through 12. We also have 5 devices per 4K class. Below is a historical and future timeline for our 1:1 program.
 - **October 2018: K-2nd devices refreshed.**
 - **August 2018: 6th-12th Devices Refreshed.**
 - **January 2018: New devices for 3rd - 5th, Older Devices pushed down to 1st and 2nd.**
 - **September 2015: All 5th Devices to be Distributed using the Classroom Model**
 - **August 2015: All 6th - 8th Devices to be Distributed for Take-Home Use**
 - **August 2015: All 9th-12th Devices to again be Distributed for Take-Home Use**
 - **Summer 2015: Network and Wireless Upgrades at Elementary and Middle Schools**
 - **January/February 2015: TL Hanna and Westside 10th-12th Devices Distributed for Take-Home Use**
 - **October 2014: All 9th Devices Distributed**
 - **Summer 2014: Network and Wireless Upgrades at High Schools**
 - **December 2013: 6th - 8th Devices Distributed Robert Anderson Project**
 - **December 2012: Devices Piloted for Robert Anderson Project**
2. Describe the Learning Management System the district had in place before applying for the Pilot project. Please include the timeline for using this system.
We are a GSuite District and use Google Classroom as our Learning Management System in grades K through 12. We have been a GSuite District since December of 2013. We required teachers to use Google Classroom as their LMS in 2017.
3. Describe the instructional technology expectations and implementations in the district before applying for the Pilot project. Please include professional development strategies.
Six years ago, we started preparing our teachers for a one to one Chromebook environment. We purchased SimpleK12 and required all of our teachers to get 5 hours of SimpleK12 credit. SimpleK12's mission is to help educators inspire their students, engage their learners, perfect their craft, and share their experiences to help others do the same. Online professional development. Anytime. Anywhere... even at home in your pajamas! This tool gave our teachers the ability to self select PD to suit their needs. It also gave our schools the ability to push out PD to their teachers that met their goals. We also hosted several Google Summit's for all of our teachers. These Summits included international educators as presenters. These

presenters shared how they used GSuite Apps in the classroom to increase engagement and academic achievement. We also realized that we needed to take a “team” approach to training, coaching, and modeling with all of our teachers. We have a team of 10 outstanding educators that serve as Digital Integration Specialists for our district. We also have a support person (ITSA) in each school that handles any hardware/software issues. They work out of the Information Technology Services Department. Having all of these supports in place in Anderson School District Five allowed us to be confident in our application to be a pilot district for eLearning Days.

Pre-Implementation Strategies

1. Describe the communication strategies used prior to implementation. Please strategies to for Board Members, teachers, students, parents and community. If you have a district webpage for eLearning, please include the link here.

Our eLearning Site can be accessed here.

<https://sites.google.com/anderson5.net/elearningday>. Mr. Wilson, our superintendent, sent out several communications via email to introduce the eLearning Day pilot. We presented the pilot at a School Board Meeting, Principals’ Meetings, Parent Nights across the district, and sent out Parent communications/flyers about our pilot. We also had several news stories on the pilot.

A few are listed below:

- **[CBS News](#)**
- **[South Carolina's first eLearning day: How it went for Anderson School District 5](#)**
- **[Anderson School District Five, first in South Carolina for E-learning make-up day pilot](#)**
- **[Anderson 5 to launch virtual school day pilot program](#)**
- **[Anderson 5 holds first ever E-Learning day in state](#)**
- **[Washington Post Article](#)**
- **[Good Morning America](#)**
- **[Newsweek Article](#)**
- **[Yahoo Finance](#)**
- **[The Weather Channel](#)**

Social media was used to keep everyone up to date with the pilot. Our hashtag is #a5eLearning.

2. Mock or trial days. I have notes and links you have shared. If you’d like to include other notes or links, please describe here.

We had an early eLearning Day on October 11 due to Hurricane Michael. We used that day as our first trial day for eLearning.

Implementation Strategies

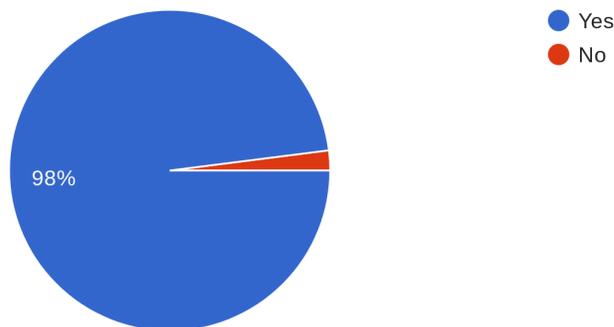
1. Describe the impact on instruction and learning when using eLearning days instead of school days canceled.

eLearning allows us to continue with instruction and keep kids engaged in the learning process. It gives us the opportunity to stay on track with the courses and curriculum we need to cover. Many of our schools have stated that they had better participation on the eLearning day than they did on any make up day we had last school year. I also believe having eLearning days will push our teachers to utilize the technology in more engaging and collaborative ways. eLearning days are preparing our students for how they will work in college and in the workplace.

2. Feedback from teachers, students, parents and administrators. Please use the 4 questions and share the results with me.

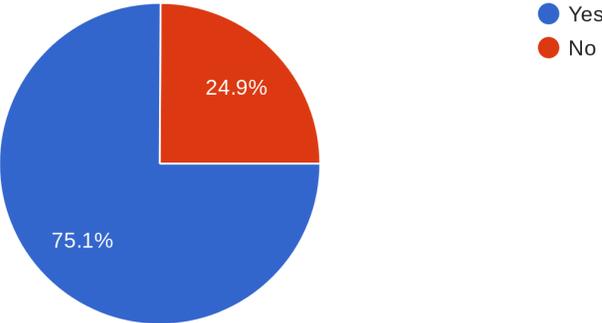
As a teacher, the elearning day provides a positive instructional opportunity for students.

897 responses



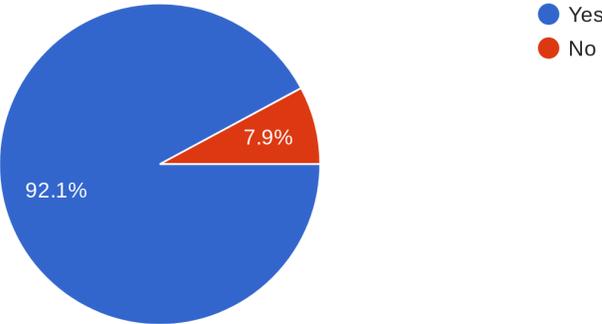
As a student, the elearning day provides a good instructional opportunity for me to continue learning and working.

1,630 responses



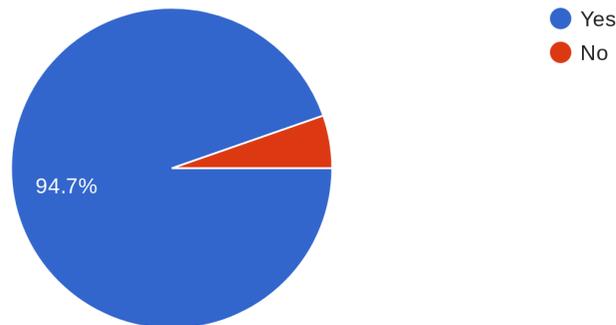
As a parent, the elearning day provides instructional lessons/activities for my child.

1,656 responses



As an administrator, the elearning day provides consistent opportunities for student learning and work.

75 responses



3. Describe 1-3 strategies your district would change (do differently) before or during implementation.

- 1. I would created example Choice Boards for teachers (K-12) to use as a template for their eLearning Lessons. These Choice Boards would include estimated times for completion of each task. I think this would help us with the issue of giving too much work to students on an eLearning Day.**
- 2. I would have an eLearning Day Parent Night at each school location. We would have the students involved in showing their parents the types of activities they are doing on the Chromebook. We would also explain the eLearning Day pilot and requirements.**
- 3. I would get students involved in creating a Public Service Announcement to the district and community concerning eLearning Days. I think having the students talk about their experience will help us communicate more effectively to our student body, staff, and community.**

**SC Pilot Program – eLearning
Kershaw County School District
2018-2019**

Survey

Foundation for Implementation

1. Describe the device distribution the district had in place before applying for the Pilot project. Please include the timeline for this distribution.
 - a. KCSD was a fully implemented 1:1 district in Middle School (6-8) and High School (9-12) prior to becoming a pilot school district. Devices were distributed to students on the first day of school. In Elementary (K-5) devices were comprised of classroom carts. Once awarded the opportunity to become a pilot district, we evaluated our inventory and ordered devices to allow each child in grades K-5 to be fully embedded as 1:1 as well. The final distribution of devices did not occur at the elementary level until mid-October due to a delay from the vendor/manufacturer.

2. Describe the Learning Management System the district had in place before applying for the Pilot project. Please include the timeline for using this system.
 - a. The district was already utilizing Google and the Google Classroom components prior to becoming a pilot district. However, in the lower grades we placed more emphasis on training as utilizing Google Classroom had previously been optional.

3. Describe the instructional technology expectations and implementations in the district before applying for the Pilot project. Please include professional development strategies.
 - a. This is my first year as the Superintendent at KCSD. Prior to arriving I reviewed the district policies. It varied based on the grade level. For example, the elementary level expectations were to utilize supplementary software such as “Imagine Learning” but it was left up to the discretion of the teacher. At the middle school level it was much of the same. At the high school level, where the district was one of the first, if not the first, one to one community, it was a part of the daily expectation as staff utilized Google Classroom and had moved away from traditional textbooks.
 - b. Professional Development occurred at the building level based on individual teacher need and request.

Pre-Implementation Strategies

1. Describe the communication strategies used prior to implementation. Please strategies for Board Members, teachers, students, parents and community. If you have a district webpage for eLearning, please include the link here.
 - a. We attempted a “phased” communication approach. We began with our School Board. This led to meetings with our teaching and support staff. There were numerous articles in our local community newspaper(s). We also utilized our “OneCallNow” system to send group recorded phone calls, emails, and text messages to our patrons.
 - b. Much of our communication directed patrons to our webpage where we had created multiple links to explain the program as well as a tab for frequently asked questions and answers: webpage url- <https://www.kcsdschools.net/domain/3002>
2. Mock or trial days. I have notes and links you have shared. If you’d like to include other notes or links, please describe here.
 - a. September 6th, Chronicle Independent- <http://www.chronicle-independent.com/archives/51212/>
 - b. October 18th, Chronicle Independent: <http://www.chronicle-independent.com/archives/51783/>
 - c. November 20th, WLTX Channel 19: <https://www.wltx.com/video/news/local/kershaw-county-schools-begin-e-learning/101-8339315>
 - d. November 26th, Chronicle Independent- <http://www.chronicle-independent.com/archives/51535/>

Implementation Strategies

1. Describe the impact on instruction and learning when using eLearning days instead of school days canceled.
 - a. We have only utilized “1” eLearning Day to date. Overwhelmingly the feedback has been positive and teachers feel as if they have not lost a day. I have been adamant that we do not “pre-plan” eLearning lessons, rather there must be continuity of instruction. This has and will allow us to maintain the integrity of our instructional program and stay on track with our pacing guides.
2. Feedback from teachers, students, parents and administrators. Please use the 4 questions and share the results with me.
 - a. Teacher feedback- They have found some students were actually more engaged than they normally were when physically present.
 - b. Parent feedback- overwhelmingly positive. However, for those students who spend a cancelled school day at a daycare it posed a challenge. For part of our

district in the northern part of Kershaw County connectivity was an issue. However, we pre-positioned over 30 school buses in that part of the county to serve as wifi hotspots.

- c. Student feedback- not one negative comment on our survey. They would like to see us utilize this concept more often if possible. We have discussed how utilizing eLearning during parent teacher conferences in lieu of a ½ student day would be much more productive.
 - d. Administrator feedback- even those administrators who aren't tech savvy appreciated seeing the flexibility for our staff and students as well as the positive feedback from our own internal surveys.
3. Describe 1-3 strategies your district would change (do differently) before or during implementation. Our district has hired a Director of Instructional Technology and eLearning. Having this person in place allows us to have a coordinated approach to professional development. This would have been useful prior to implementation.

Being a part of the pilot program has allowed our district to advance in areas we were failing to adequately provide for our students. We are spending time on professional development; training our teachers on how to “blend instruction” and flip classrooms. We are able to create more formative data, therefore we are spending time on how to effectively use this data. We have hired a person that not only focuses on eLearning in our district rather virtual instruction whether it be for remediating or accelerating our students. As I evaluate our data I believe this process has been an inspiration for growth in our district.

**SC Pilot Program – eLearning
School District of Pickens County
2018-2019**

Survey

Foundation for Implementation

1. Describe the device distribution the district had in place before applying for the Pilot project. Please include the timeline for this distribution.

SDPC first implemented a 1:1 program in 2015. We call this program Tech It Home. We started with 9th graders, then added middle and high in 2016, and 4th and 5th in 2017. All students in grades 4 through 12 now have a Chromebook and take them home.

2. Describe the Learning Management System the district had in place before applying for the Pilot project. Please include the timeline for using this system.

SDPC has three key platforms for our digital ecosystem that we call our Digital Top Stops. The first is ClassLink for our single sign-on platform, the second is Schoology for our LMS, and the third is Safari Montage for our learning object repository. All platforms are fully interoperable. Additionally, the SDPC technology department rosters the majority of digital web applications for teachers. These are available through at least one of our Digital Top Stops, if not all three. We are in our fourth year of implementation of all three systems.

3. Describe the instructional technology expectations and implementations in the district before applying for the Pilot project. Please include professional development strategies.

In 2013, SDPC implemented a district-wide BYOD program. We trained all teachers in managing BYOD. As we migrated from BYOD to Tech It Home, we added additional PD requirements to train teachers in using Schoology, ClassLink, Safari Montage, digital textbooks, web applications, and LanSchool. We also collaborated with Modern Teacher to train teachers and administrators in best practices for creating digital lessons for personalized and customized instruction. All teachers in grades 3-12 are required to use Schoology for posting digital lessons. As we have moved further into the implementation of digital curriculum, we see teachers effectively using our LMS, including teachers training and supporting each other in best practices. Delivering instruction with our digital ecosystem is now common practice.

Pre-Implementation Strategies

1. Describe the communication strategies used prior to implementation. Please strategies to for Board Members, teachers, students, parents and community. If you have a district webpage for eLearning, please include the link here.

Before we applied to become a pilot district, the superintendent and senior leadership staff presented information to board members over multiple months. As we worked through the pilot application, we kept board members, administrators, and teachers in the loop. Once SC DOE accepted us into the pilot, we communicated with parents and students through press releases, social media, and school newsletters. We created a district webpage for our program, which we call Digital Learning Days. [SDPC Digital Learning Days](#) [WYFF Story August](#) [Fox Story August](#) [Greenville Story August](#) We developed an online professional development course to educate teachers on the particulars of our Digital Learning Day policy and procedures. Teachers received PD and technology credits for participating.

2. Mock or trial days. I have notes and links you have shared. If you'd like to include other notes or links, please describe here.

We required all schools and teachers to conduct one mock day prior to using a Digital Learning Day. We practiced finding assignments and downloading them, and practiced finding and accessing assignments on Chromebooks without Internet access.

Implementation Strategies

1. Describe the impact on instruction and learning when using eLearning days instead of school days canceled.

We used two Digital Learning Days back to back. We did not note any serious disruption to learning in grades 4 through 12 from feedback in the surveys and social media. However, not all early childhood teachers had explained and/or prepared work for students for two back-to-back days. Some students had to make-up this day's work after returning to school.

2. Feedback from teachers, students, parents and administrators. Please use the 4 questions and share the results with me.

Digital Learning Days provide instructional lessons/activities for my child. YES

- a. Parents: **91.25%**
- b. Students: K-3rd Grade **90%**; 4th -5th Grade **94%**; 6th -12th Grade **71%**
- c. Teachers: **94%**
- d. Administrator: **93%**

3. Describe 1-3 strategies your district would change (do differently) before or during implementation.
 - a. We would make sure early childhood teachers communicate plans in the event we are out more than one day. The packets sent home had enough activities for multiple days, and we should've communicated how to use those activities on additional day.
 - b. Ensure that teachers do not require that information be printed in order to be completed.
 - c. We would make sure teachers who gave too much work knew to give a more appropriate amount of work. Our biggest complaint was teachers who gave too much work. This accounted for 15% according to parent feedback. We need to have consistent procedures that all administrators follow for Digital Learning Days.
 - i. Elementary Level Guidelines – not more than 30 minutes per core subject area and 10 minutes of related arts for a total of 130 minutes per day.
 - ii. Middle Level Guidelines – between 30-45 minutes per core subject; 10-15 minutes per related arts; for a total of not more than 195 minutes
 - iii. Carnegie Unit Courses (middle or high school) – between 30-45 minutes for half-unit course; between 45 minutes – 60 minutes for full unit courses

**SC Pilot Program – eLearning
Spartanburg County School District One
2018-2019**

Survey

Foundation for Implementation

1. Describe the device distribution the district had in place before applying for the Pilot project. Please include the timeline for this distribution.

- 3 years prior: Infrastructure upgrades: switches, cabling, wifi access points in every classroom, bandwidth increase.
- 2 years prior: Implementation of GSuite cloud based services, Learning Management System, roll-out of 1:1 of teacher devices, Teacher professional development of technology integration strategies
- 1 year prior: Roll-Out of student 1:1 devices phased in over a period of 11 months

4. Describe the Learning Management System the district had in place before applying for the Pilot project. Please include the timeline for using this system.

Google Classroom is the primary LMS implemented 2 years prior with extensive teacher PD in effective integration into daily instruction. At the time of the eLearning opportunity the LMS was firmly integrated.

5. Describe the instructional technology expectations and implementations in the district before applying for the Pilot project. Please include professional development strategies.

Since the beginning of our technology initiative 3 years prior, each teacher has gradually increased the effective integration of technology into classroom instruction. Extensive PD and staff development has been in place for 3 years in order to drive the authentic adoption of technology. The job expectations of the each school's media specialist was shifted 3 years to be a site level technology integration resource. In addition, a Technology Integration Specialist was added at the District level to assist the development of Media Specialists, Instructional Coaches, and teachers. The effective use of technology has now been successfully woven into the fabric of our Staff Development with school and district opportunities being offered. In some cases the PD is "buffet style" allowing teachers to choose the technology PD that best suits their needs, and in some cases the training is mandated district-wide. The PD offerings have, and continue to be, a parallel of technology roll-out (i.e. as technology tools are rolled-out, the PD offerings are there to support). The eLearning pathway is a natural extension of 3 years of instructional technology expectations.

Pre-Implementation Strategies

1. Describe the communication strategies used prior to implementation. Please strategies to for Board Members, teachers, students, parents and community. If you have a district webpage for eLearning, please include the link here.

Updates to the Board began at the selection in the pilot program and continue through pre-established monthly instructional reports. When we do use an eLearning day, we plan to utilize the district facebook and twitter social media outlets, school messenger for phone and email notification to parents, and release to press. We are currently in the process of

2. Mock or trial days. I have notes and links you have shared. If you'd like to include other notes or links, please describe here.

We have conducted multiple, small mocks trials. We began with a single mock "period" at one school. The next mock event followed a few weeks later at an entire 6th grade level for one teacher. We have expanded our mock to include successively larger groups of teachers and students. Our final mocks were beneficial in confirming readiness with hardware, management systems, filtering, etc.

Implementation Strategies

1. Describe the impact on instruction and learning when using eLearning days instead of school days canceled.

Not applicable, yet

2. Feedback from teachers, students, parents and administrators. Please use the 4 questions and share the results with me.

Not applicable, yet

3. Describe 1-3 strategies your district would change (do differently) before or during implementation.

Even though we have not yet used an eLearning day yet, we can already see the importance of having a readiness checklist at all levels including classroom, school, and district. Procedural documentation for attendance clerks, teacher gradebooks, and hourly time cards. Communication, Communication, Communication.

Sample Website Communication (Kershaw County School District)

See: <https://www.kcsdschools.net/elearning>