



SOUTH BEND COMMUNITY SCHOOL CORPORATION

Dr. C. Todd Cummings, Superintendent

Curriculum and Instruction

Brandon C. White, Chief Academic Officer

August 10, 2020

To: Principals, Teachers, and Support Staff

Fr: Mr. Brandon C. White, Chief Academic Officer

Re: eLearning Guidelines, Professional Learning, Curriculum Maps

Although this year is beginning like none we have experienced, I hope you are excited about reconnecting with our students and colleagues to begin the 2020-2021 school year. I want to ensure that you have the information needed to support your work both now and throughout the school year.

Below you will find the eLearning Guidelines for the first quarter. The guidelines have been revised since last spring to ensure that we are focused on providing instruction to students on a daily basis. We are establishing a feedback cycle to collect your thoughts and inform future guideline revisions as we continue to develop and increase our capacity around remote learning.

While the start of this school year may not be ideal, it does allow us to provide a professional learning experience for all teachers. Over the next two weeks, you will have the opportunity to expand and enhance remote learning instructional strategies, add to your social-emotional learning toolbox, and provide the opportunity to learn and collaborate with your colleagues. Information about professional learning can be found in the professional [learning schedule](#).

I am truly pleased to announce that we have been able to build a Canvas course where we will house all curriculum maps, curriculum resources, and supports to aid in your work of providing high-quality education to all students of the SBCSC. The Canvas course can be found at pd.sb.school → instructional staff → curriculum and instruction → enroll.

Again, I hope you have a wonderful school year. Please know that the curriculum and instruction department is here alongside you to support you in your efforts to educate our students to the highest standards. If you have any questions, please contact your building administrator.

Respectfully,

A handwritten signature in black ink that reads 'Brandon C. White'. The signature is written in a cursive, flowing style.

Brandon C. White
Chief Academic Officer



eLearning Guidelines for Quarter 1

These guidelines are approved for the 1st Quarter of the 2020-2021 school year. Amendments cannot and will not be made throughout the 1st quarter.

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Expectations

K-12 Student Expectations

- Check email daily
- Log into LMS daily
- Communicate directly with teacher using SBCSC-approved methods of communication
- Participate to the best of their ability
 - Attend synchronous learning opportunities
 - Students unable to attend must communicate with the teacher and agree to a solution
 - A student's grade cannot be adversely affected by the inability to attend
 - Complete all assignments and participate in class activities
 - Assignments will be posted daily on the SBCSC-approved LMS.
 - Assignment due dates for students will be posted and need to be turned in by the due date.
 - Grades will be updated on PowerSchool per district guidelines.
 - Grades that appear in PowerSchool are official grades
- Ensure access to a reliable internet source
 - If internet access is not available, students/parents/guardians will need to contact the school representative.
 - Families who qualify may be able to receive free/reduced cost internet through area providers
 - Learn more about [Internet Essentials from Comcast](#)
 - Learn more about [Access from AT&T](#)
 - [SBCSC wifi-enabled busses](#) will be parked in selected locations for student use
 - Free wifi is available throughout the community
 - [Free Community Wifi Access Map.](#)
- Report any Chromebook issues to their teacher or at the Help Desk with Technology Services
 - Please call 574-393-5970
- Follow the SBCSC Code of Conduct

Teacher Expectations

All teachers will...

- Use the SBCSC-approved LMS
 - Google Classroom is the SBCSC-approved LMS that students and parents will be directed to and provided resources about.
 - Teachers wishing to use Canvas as their LMS must...

- Create a Google Classroom containing information for students and parents that Canvas will be used.
 - Provide necessary resources to ensure that students and parents are able to navigate Canvas.
- Create a section of the LMS that contains:
 - Contact information
 - Syllabus (if applicable) or “welcome letter” (if applicable)
 - Virtual meeting times (can be subject to change)
- Add a school administrator and department head/lead teacher to LMS
 - Co-teachers and other support staff should be added as necessary
- Post daily lesson on the SBCSC-approved LMS
- Use Google Suite Apps and/or SBCSC-approved edtech tools for instruction and material creation
- Participate in professional learning
 - **August 12 - August 21:** Afternoon PD sessions will be attended to receive specific instruction on SEL resource implementation, Equity & Inclusion, COVID-19 safety and procedures, quality eLearning lesson creation, etc.
 - **August 24th - TBD:**
 - Digital Integration Specialists will provide weekly professional development based on building needs and in collaboration with Coordinators.
 - Digital Integration Specialists will be available for individual teacher support on a needs basis.
 - Coordinators will provide differentiated professional development based on grade level, subject, and building needs.
 - Canvas Professional Development Catalog will be continuously updated for individualized learning opportunities in instructional strategies and technology.

When teaching virtually, all teachers will...

- Post daily lessons and videos in SBCSC-approved LMS by the start of the scheduled school day
 - Elementary - 8:00 AM
 - Secondary - 9:00 AM
- Communicate regularly with students and parents/guardians
 - Be available for parent/student contact during the school day
 - Elementary - 8:00 AM - 3:00 PM
 - Secondary - 9:00 AM - 4:00 PM
 - Teachers are to respond to a student/parent/guardian email within 24 hours
- Blend on-screen and off-screen activities/tasks
- Offer both asynchronous and synchronous learning opportunities
 - Use Google Meet to conduct synchronous learning sessions or when meeting virtually with students.
 - Teachers are required to provide a schedule of virtual meetings to all students and parents one week in advance

- Record all Google Meet interactions when only one student is present
- Must provide a 48-hour notice if there are changes to the schedule, unless unexpected illness or emergency
- Lessons should contain all materials and/or links needed for the lesson.
 - If a student will need a page from a textbook or paper that was sent home, these items should also be posted on the LMS.
- Elementary instruction and learning tasks should not exceed content area block time lengths.
 - Please be mindful of age-appropriate time lengths of a task
 - Elementary teachers are encouraged to infuse their curriculum with hands-on learning, art, and music when possible, and will be provided for students to engage.
- Secondary instruction and learning tasks should not exceed class period time lengths.
- Teachers are strongly encouraged to hold virtual meetings. Please see the “eLearning Daily Schedule” sections and examples for more information regarding virtual meetings and schedules.
 - Students are not required to attend live meetings, but are still required to know the content.
 - When recording a virtual meeting, teachers must inform students that it is being recorded.
 - Teachers should communicate directly and privately with students who do not wish to turn on their camera.
 - Virtual meetings should be a blend of community building and content-related instruction.
 - Teachers are strongly encouraged to create small, collaborative student groups. It is more effective to virtually meet with smaller groups for better and more individualized instruction, collaboration, and community building.
- Teachers will engage students and families through live interaction via:
 - Google Meet
 - Phone Calls
 - E-mails

Elementary eLearning daily schedule

- **August 12th - August 21st:**
 - Elementary teachers expected to connect with students daily and follow the eLearning Phase 1 schedule.
- **August 24th:**
 - Teachers should divide live interaction hours between the morning and the afternoon or based on the needs of their students. Teachers will follow the Elementary eLearning daily schedule below.
 - Literacy, Math, and Science/Specials/SEL block times are flexible based on building needs.
 - Students are not expected to be on screen for the duration of the block. Please see the teacher expectations section for more details.
 - Below is a sample daily schedule:

Sample elementary schedule

8:00 AM	9:00 AM	Responsive Classroom Instruction Block 1
9:00 AM	10:15 AM	1:1, Independent/ Small Group Instruction
10:15 AM	11:00 AM	Collaboration/Plan Time
11:00 AM	12:00 PM	Instruction Block 2
12:30 PM	1:45 PM	1:1, Independent/ Small Group Instruction
2:00 PM	3:00 PM	Instruction Block 3

Secondary eLearning daily schedule

- **August 12th - August 21st**
 - Secondary teachers make contact with each individual student on rosters and follow the eLearning Phase 1 schedule.

Seven period day

9:00 AM	9:21 AM	Period 1	21 min
9:26 AM	9:47 AM	Period 2	21 min
9:52 AM	10:13 AM	Period 3	21 min
10:18 AM	10:39 AM	Period 4	21 min
10:44 AM	11:05 AM	Period 5	21 min
11:10 AM	11:31 AM	Period 6	21 min
11:36 AM	11:57 AM	Period 7	21 min

Eight period day

9:00 AM	9:18 AM	Period 1	18 min
9:23 AM	9:41 AM	Period 2	18 min
9:46 AM	10:04 AM	Period 3	18 min
10:09 AM	10:27 AM	Period 4	18 min
10:32 AM	10:50 AM	Period 5	18 min
10:55 AM	11:13 AM	Period 6	18 min
11:18 AM	11:36 AM	Period 7	18 min
11:41 AM	11:59 PM	Period 8	18 min

- **August 24th - May:**

- Virtual meetings may be adapted based on student needs but should only take place during your scheduled class time.
- Teachers will follow their individual school's eLearning daily schedule.
- Below are two sample daily schedules:

Sample Seven period day

9:00 AM	9:45 AM	Period 1	45 min
10:00 AM	10:45 AM	Period 2	45 min
11:00 AM	11:45 AM	Period 3	45 min
11:45 AM	12:15 PM	*Lunch*	30 min
12:15 PM	1:00 PM	Period 4	45 min
1:15PM	2:00 PM	Period 5	45 min
2:15 PM	3:00 PM	Period 6	45 min
3:15 PM	4:00 PM	Period 7	45 min

Sample Eight period day

9:00 AM	9:40 AM	Period 1	40 min
9:50 AM	10:30 AM	Period 2	40 min
10:40 AM	11:20 AM	Period 3	40 min
11:30 AM	12:10 PM	Period 4	40 min
12:10 PM	12:40 PM	*Lunch*	30 min
12:40 PM	1:20 PM	Period 5	40 min
1:30 PM	2:10 PM	Period 6	40 min
2:20 PM	3:00 PM	Period 7	40 min
3:10 PM	3:50 PM	Period 8	40 min

Magnet High School Program Teachers:

- If we go back to school in-person, magnet teachers will teach a blended course throughout the year.
- They will integrate Google Classroom into face-to-face courses, so students who are attending through eLearning will be able to actively engage in content.

CTE Program Teachers:

- Decided by program of study, courses will continue adhering to the procedures outlined in the Summer Bridge guidance by the Indiana Governor's Workforce Cabinet.

Special Education Teachers:

- Special Education services will be provided through eLearning phases
- IEP case conference meetings may need to be held to determine services and supports specific to eLearning
- PPE specific to learning environments for students with special needs is currently being discussed and planned
- Determination of differentiated phase in models may need to be discussed as we navigate guidance from IDOE
- Consulting with IDOE regarding life skills INTERN programs to support students in our life skills and adult programs

English Language Teachers:

- During eLearning, schools are required to provide services to English learners (ELs).
- Equitable access must be the focal point in delivering eLearning instruction for ELs. Teachers must also ensure that the e-learning content and delivery are accessible for ELs at their current level of English proficiency.
- English Language Development instruction must align with accommodations and modifications indicated in the student’s Individual Learning Plan (ILP).
- Instruction must encompass the delivery of content and assessments, appropriate scaffolds and supports, and equitable grading practices.
- Continuing to welcome and serve all students and families equitably, regardless of race, ethnicity, language, national minority must be the priority of Indiana schools. This must include the required effective communication with parents in a language and method they understand and can access.

Principal/Administrator Expectations

- Ensure that teachers are following the daily schedule for Phase 1 (August 12th - August 21st)
- Create a school-wide, daily elearning schedule based on periods and/or learning/content blocks that maintains the number of instructional hours required by the state.
 - These school-based schedules will not be in effect until August 24th
- Ensure teachers are following SBCSC teachers expectations (see teacher expectations)
- Be added to evaluating teachers LMS
- Maintain and distribute up-to-date information to students and parents/guardians
- Create a procedure for communicating with parents/guardians if student issues arise
 - Ex: Google form, calling tree, etc

Staff Roles in a Virtual Setting for Special Populations

- Staff roles may change due to intermittent or total school closures. Below is guidance on possible responsibilities to support remote learning for special populations.

Role	Virtual Responsibilities
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Speech-Language Pathologists	<ul style="list-style-type: none"> ● Schedule/provide virtual Speech-Language therapy services to students on your caseload, participate in meetings/staffings as scheduled/needed ● Participate in/conduct virtual IEP meetings ● Conduct in-person evaluations/hearing screenings ● Write evaluation reports ● Schedule/participate in virtual eligibility meetings ● Log service hours in Go Solutions and document student progress and parental/student contacts in IIEP
SLPAs	<ul style="list-style-type: none"> ● Provide virtual Speech-Language therapy services under the supervision of an SLP ● Participate in meetings/staffings as scheduled/needed ● Participate in virtual IEP meetings ● Assist with in-person hearing screenings ● Document student progress and parental/student contacts in IIEP and log service hours in Go solutions, if appropriate
Occupational Therapists	<ul style="list-style-type: none"> ● Schedule/provide virtual Occupational therapy services to students on your caseload ● Participate in meetings/staffings as scheduled/needed ● Participate in virtual IEP meetings ● Schedule and conduct in-person evaluations ● Write evaluation reports ● Participate in virtual eligibility meetings ● Log service hours in Go Solutions and document student progress and parental/student contacts in IIEP
COTAs	<ul style="list-style-type: none"> ● Provide virtual Occupational therapy services under the supervision of an OT ● Participate in meetings/staffings as scheduled/needed ● Participate in virtual IEP meetings ● Log service hours in Go Solutions, and document student progress and parental/student contacts in IIEP
Physical Therapists	<ul style="list-style-type: none"> ● Schedule/provide virtual Physical therapy services to students on your caseload ● Participate in meetings/staffings as scheduled/needed ● Participate in virtual IEP meetings ● Schedule and conduct in-person evaluations ● Write evaluation reports ● Participate in virtual eligibility meetings ● Log service hours in Go Solutions and document student progress and parental/student contacts in IIEP
PTAs	<ul style="list-style-type: none"> ● Provide virtual Physical therapy services under the supervision of an PT ● Participate in meetings/staffings as scheduled/needed ● Participate in virtual IEP meetings ● Log service hours in Go Solutions, and document student progress and parental/student contacts in IIEP
Teachers of the Deaf and Hard of Hearing	<ul style="list-style-type: none"> ● Schedule/provide Deaf and/or Hard of Hearing services to students on your caseload through a virtual platform ● Consult with general education teachers to address individual student needs and/or assist with the implementation of accommodations ● Participate in meetings/staffings as scheduled/needed ● Participate in virtual IEP meetings ● Schedule and conduct in-person evaluations ● Participate in virtual eligibility meetings ● Document student progress, student attendance and parental contacts in IIEP
Interpreters / Communication Facilitators	<ul style="list-style-type: none"> ● Provide virtual services to assigned students under the supervision of the DHH teachers ● Consult with general education teachers of service to address individual student needs and/or assist with the implementation of accommodations and instruction via the teacher's virtual learning platform ● Potentially assist with the home delivery of equipment ● Participate in meetings/staffings as scheduled/needed
Teachers of the Visually Impaired	<ul style="list-style-type: none"> ● Schedule/provide BLV services to students on your caseload through a virtual platform ● Consult with general education teachers to address individual student needs and/or assist with the implementation of accommodations

	<ul style="list-style-type: none"> • Participate in meetings/staffings as scheduled/needed • Participate in virtual IEP meetings • Schedule and conduct in-person evaluations • Participate in virtual eligibility meetings • Document student progress, student attendance and parental contacts in IIEP
BLV Facilitators	<ul style="list-style-type: none"> • Provide virtual services to assigned students under the supervision of the BLV teacher • Assist the BLV teacher with the construction of individualized student classroom resources/materials and potentially assist with the home delivery of said materials • Consult with general education teachers of service to address individual student needs and/or assist with the implementation of accommodations and instruction via the teacher's virtual learning platform • Participate in meetings/staffings as scheduled/needed
Special Education Teachers	<ul style="list-style-type: none"> • Schedule/provide special education services to students on your caseload through a virtual platform • Consult with general education teachers to address individual student needs and/or assist with the implementation of accommodations • Participate in meetings/staffings as scheduled/needed • Participate in virtual IEP meetings • Participate in virtual eligibility meetings • Schedule and conduct in-person evaluations • Document student progress and parental/student contacts in IIEP
Paraprofessionals	<ul style="list-style-type: none"> • Provide virtual services to assigned students under the supervision of the assigned special education teacher • Assist the special education teacher with the construction of individualized student classroom resources/materials and potentially assist with the home delivery of said materials • Consult with the general education teacher of service to address individual student needs and/or assist with the implementation of accommodations and instruction via the teacher's virtual learning platform
INTERN Coordinator & Instructor	<ul style="list-style-type: none"> • Meet with community business partners to secure training opportunities for INTERN students • Schedule/provide special education services to INTERN students through a virtual platform or in-person when the opportunity arises • Consult with Business Partners, Employment Specialists, and TORS to address individual student needs and/or assist with the implementation of accommodations • Participate in meetings/staffings as scheduled/needed • Participate in virtual IEP meetings • Participate in in-person evaluations • Document student progress and parental/student contacts in IIEP
Employment Specialists	<ul style="list-style-type: none"> • Meet with INTERN Coordinator & Instructor for proper implementation of job training for INTERN students • Provide virtual services to assigned students under the supervision of the INTERN Coordinator & Instructor • Assist the INTERN Coordinator & Instructor with the construction of individualized student job site resources/materials and potentially assist with the home delivery of said materials • Consult with the business partners to address individual student needs and/or assist with the implementation of accommodations and instruction via the teacher's virtual learning platform • Develop videos of job site tasks/procedures to pre-train/post-train students In combination with INTERN Coordinator & Instructor
Non-pub Special Education Teachers	<ul style="list-style-type: none"> • Schedule/provide special education services to students on your caseload through a virtual platform as identified in their Service Plans • Consult with general education teachers to address individual student needs and/or assist with the implementation of accommodations • Participate in meetings/staffings as scheduled/needed

	<ul style="list-style-type: none"> • Participate in virtual IEP meetings, participate in in-person evaluations • Document student progress and parental/student contacts in IIEP
School Psychologists	<ul style="list-style-type: none"> • Participate in MTSS team meetings, schedule/conduct in person evaluations as appropriate • Write evaluation reports • Participate in virtual eligibility meetings • Participate in meetings/staffings as scheduled/needed • Document parental/student contacts in IIEP
Diagnosticians	<ul style="list-style-type: none"> • Schedule/conduct in-person evaluations as appropriate • Write evaluation reports • Participate in virtual IEP meetings • Provide ongoing virtual support to special education teachers • Participate in meetings/staffings as scheduled/needed • Schedule/provide ongoing virtual support to the buildings on your caseload • Document parental/student contacts in IIEP
Special Education Social Workers	<ul style="list-style-type: none"> • Schedule/provide ongoing virtual support to BEST teachers • Provide virtual SEL support/assistance to students and families as needed • Participate in meetings/staffings as scheduled/needed • Participate in virtual IEP meetings • Schedule/provide ongoing virtual support to the buildings on your caseload • Document parental/student contacts in IIEP
Transition Facilitators	<ul style="list-style-type: none"> • Schedule/provide ongoing virtual support to the high school building on your caseload • Conduct student and parent transition assessments virtually • Participate in virtual IEP meetings • Participate in meetings/staffings as scheduled/needed • Document parental/student contacts in IIEP
Autism Consultants	<ul style="list-style-type: none"> • Schedule/provide virtual services to students on your caseload • Consult with general education teachers to address individual student needs and/or assist with the implementation of accommodations (as needed) • Schedule/provide ongoing virtual support to ARR teachers • Participate in meetings/staffings as scheduled/needed • Participate in virtual IEP meetings • Work with fellow M-Team members to schedule and participate in in-person evaluations • Participate in virtual eligibility meetings • Schedule/provide ongoing virtual support to the buildings on your caseload • Document student progress and parental/student contacts in IIEP
Curriculum Facilitators	<ul style="list-style-type: none"> • Conduct staff needs assessment • Provide ongoing virtual support to special education teachers on your caseload regarding the implementation of daily instruction/curriculum and the assessment of student progress toward individual goal achievement • Participate in meetings/staffings as scheduled/needed • Document student progress and parental/student contacts in IIEP, as needed
Educational Audiologist	<ul style="list-style-type: none"> • Participate in the initial hearing screening process • Schedule and conduct in-person follow-up hearing screenings • Participate in meetings/staffings as scheduled/needed • Participate in virtual IEP meetings • Participate in and follow up on in-person DHH evaluations • Participate in virtual eligibility meetings • Address any DHH equipment needs • Potentially assist with the home delivery of said equipment • Document parental/student contacts in IIEP
CAT Team	<ul style="list-style-type: none"> • In addition to the roles described above, participate in meetings/staffings as scheduled/needed • Participate in virtual IEP meetings • Schedule and conduct in-person evaluations • Write evaluation reports • Participate in virtual eligibility meetings

	<ul style="list-style-type: none"> • Document parental/student contacts in IIEP
District-wide Special Education IT Support	<ul style="list-style-type: none"> • In addition to the CAT Team role described above • Participate in meetings/staffings as scheduled/needed • Participate in virtual IEP meetings, schedule/provide ongoing virtual support to the buildings on your caseload • Provide ongoing technological support to special education staff • Provide ongoing support relating the the implementation of the ULS online curriculum • Document parental/student contacts in IIEP

Support Staff Expectations

Area / Specialty	Instruction / Actions
Non-Pub Teachers	<ul style="list-style-type: none"> • Collaborate with general education for instructional level and accomodations • eLearning lessons for each period direct service <ul style="list-style-type: none"> ○ Elementary 20-30 min. ○ Secondary 30-40 min. • As tech based as possible and appropriate
Cognitive Intervention Specialist (CIS)	<ul style="list-style-type: none"> • Administrator assigned to every Google Classroom course • Ensure teachers are following SBCSC teachers expectations (see teacher expectations) • Use the eLearning Feedback Cycle, and Center for Educational Leadership (University of Washington) to support improvement of eLearning instruction and outreach.
Digital Integration Specialist	<ul style="list-style-type: none"> • Assist teachers with development of lessons, day of technical issues • Create professional development • Offer opportunities to teachers for online professional development
Bilingual Education Specialists	<ul style="list-style-type: none"> • Assist families with enrollment/registration process • Translate pertinent school information/letters/etc. • Interpret as needed • Ensure teachers have updated Individual Learning Plans (ILPs) for ELs • Ensure Home Language Survey is completed correctly and sent to Bilingual Services Department • Help students/parents access support services (device pick-up, school meal pick-up sites, wifi location sites, etc.) • Call Spanish-speaking families to ensure EL/bilingual students are accessing, understanding, completing, and reporting eLearning lessons • Provide instructional supports for 40% of day (work with small groups of students • Oversee the completion of time/task logs from the Instructional Resource Specialists • Complete time/task logs daily • Participate in designated Professional Development • Work with Bilingual PD/Literacy Specialist to ensure that students are accessing and completing Tier 2 instructional supports (Rosetta Stone and Successmaker)
Bilingual Instructional Resource Specialists	<ul style="list-style-type: none"> • Provide supplemental English language development instruction to small groups of English learners 90% daily (under the direction of your classroom teacher) • Assist teachers and Bilingual Education Specialists to ensure students are

	<p>accessing and completing Tier 2 instructional supports (Rosetta Stone and SuccessMaker)</p> <ul style="list-style-type: none"> ● Ensure that you are added to your teacher's Google classroom/Learning Management System to support student instruction ● Complete time/task logs daily - provide to Bilingual Education Specialist ● Communicate with Bilingual Education Specialist regarding issues students may be experiencing with eLearning ● Participate in designated Professional Development
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eLearning Attendance Policy

- Attendance must be recorded in PowerSchool: beginning in the 2020-21 school year, **all attendance events must be recorded (i.e. including codes for present), and records must distinguish between in-person and virtual attendance.** New attendance codes have been created for:
 - **Present (P):** To be marked for students who are in attendance for **in-person instruction only**. It should not be used during periods in which all students are eLearning.
 - **Virtual due to COVID-19 (VC):** Marked for students who are **present for eLearning instruction**, as defined in the bullet points below.
- Attendance is based on the completion of learning tasks.
 - Learning tasks may include, **but are not limited to:** attending a virtual class meeting, participating in a class discussion, a check-in form, an email correspondence with the teacher, completion of daily work, and/or completion of parts of a long-term project.
- Students must complete weekly learning tasks prior to Sunday at 11:59PM.
 - “Virtual due to COVID-19” is equal to the completion of a learning task prior to Sunday at 11:59 PM each week.
 - “Absent” is equal to the lack of completion of a learning task prior to Sunday at 11:59 PM each week.
- Teachers must enter student attendance (based on the completion of assigned learning tasks) **daily**, and rectify their attendance before the end of the contracted day on Monday of the following week to account for students who may not attend live in person instruction on the given day. Teachers are not expected to take attendance outside of the contracted work day.
 - Examples:
 - A student attends virtual class meetings throughout the week and turns in all learning tasks on the days there is no virtual meeting. The teacher records that student as present each day.
 - A student does not submit assigned learning tasks on Monday or Tuesday. The teacher records the student as absent on Monday and Tuesday. The student does not turn in any learning tasks for Monday or Tuesday before 11:59 PM on Sunday. On Monday, the teacher reviews the attendance and makes no changes.
 - A student turns in a learning task for Monday, Wednesday and Thursday at 11:00PM on Saturday. On Monday, the teacher checks to ensure the student did not complete the learning task on Tuesday or Friday. The teacher then records that student as absent on Tuesday and Friday in Powerschool.

- Grades cannot be based on attendance.
 - If a student does not complete a graded learning task, the student should be counted as absent. The student will still have the opportunity to submit the work for a grade (please see “eLearning Grading Policy” section for more details).
- The recording of excused and unexcused absences should be handled by the Student Management office and/or school administration team.
- Attendance issues should be handled on an individual basis. The student, parent/guardian, teacher, school administrative team, and/or any involved stakeholder must be in communication and working toward a resolution.

eLearning Grading Policy

- Students will be allowed to turn in work within a one week time frame from the original due date.
- Teachers can reduce a students’ grade on a given assignment, no more than 10% of the overall value of the assignment
- Students must have all late work submitted to teachers one week prior to mid-term, and the end of the quarter.
- All schools will follow the SBCSC grading scales.
- During this time, we must be flexible and provide accommodations for students, parents/guardians, and families.

Virtual / Distance Learning Communication

- All communication between teachers and students/parents/guardians must occur through SBCSC-monitored communication platforms (Google Apps for Ed, Google Suite, LMS).
 - For example, do not communicate via social media. Instead, tell the student/parent/guardian you will email them.
 - Google Voice can be used to communicate via phone with parents/guardians.

Best Practices

What Makes a Quality eLearning Lesson?

Parts	Rationale	Examples (Not all inclusive)	
Instruction - I do	ALL lessons for eLearning should contain instruction. Even if you provided instruction previously, you should, at minimum, provide a review of that instruction.	Best	A video of you providing information or instruction, and/or conducting a synchronous lesson
		Better	A Khan Academy or similar video that students can learn information from, i.e. EdPuzzle, Discovery Channel, National Geography, YouTube.

		Satisfactory	Written instructions posted on your LMS
Modeling- We do	ALL lessons should contain modeling. No matter what you are asking students to do, they should be provided examples that demonstrate the process needed to complete the skill. While eLearning may not allow you to always collaborate with students in person in real time, you can still provide a scaffolded model. In some cases the modeling may also be a part of the instruction piece.	Best	A video of you providing a model, i.e. solving an example problem, filling in a notes page, answering the first reflection question
		Better	Khan Academy, Learnzillion or similar site that provides modeling that you have previously vetted
		Satisfactory	A PDF or image of the example with detailed written directions.
Independent Practice - You Do	Independent practice should be contained within the lesson time parameters. Independent practice should include movement, hands-on activities, manipulatives, a blend of on-screen and off-screen time, etc... to help students maintain engagement in the day.	Best	Task integrates higher depths of knowledge and student agency effectively while working toward the 4Cs (community, collaboration, creativity, critical thinking)
		Better	Task integrates higher depths of knowledge and student agency effectively
		Satisfactory	Task integrates both rigor and relevance.
Assessment	Not all lessons have a summative assessment. Formative assessments should be used regularly and often. The independent practice may also serve as a formative assessment	Best	A creative product that contains skills that can't be Googled, i.e. a video reflection, a written response, a picture of a product, a short answer quiz.
		Better	An electronic product that falls lower on the SAMR model.
		Satisfactory	Proof of mastery through a multiple choice quiz, completion of independent practice, etc.
Grading	Quality lessons that include hyperdocs, PBL, or multi-day assignments do not typically require daily grading, but instead progress monitoring. By nature, formative assessments are not graded. Timely feedback given through formative assessments is proven more effective than a grade in the gradebook. In a virtual environment, it may not be possible for students to complete learning tasks by the end of the school day. Therefore, the use of formative assessments and/or feedback is strongly encouraged as a daily practice. Grading should be reserved for summative assessments.	Best	Grading criteria is shared ahead of time, reviewed with students, effective feedback is provided, and students have ample time to revise and resubmit.
		Better	Grading criteria is shared, effective feedback is provided, and students receive a performance score for the work completed.
		Satisfactory	A score is provided in a timely manner.

eLearning Planning Checklist

Done	Item to Ponder	Notes/Planning
Management Tasks		

<input type="checkbox"/>	<p>Is your LMS set up and ready to use?</p> <p>Is your contact information easy to find? Do students/parents/guardians know the best way to get a hold of you?</p> <p>Have you posted all necessary "start of the year" materials?</p> <p>Have you posted your virtual meeting schedule?</p> <p>Have you added your evaluator and other necessary teachers to your LMS?</p>	
<input type="checkbox"/>	Do students/parents/guardians know how to navigate your LMS page?	
<input type="checkbox"/>	Are eLearning lessons easy to find in the LMS? Do you have a consistent format when posting?	
<input type="checkbox"/>	<p>Do your elementary students have a copy of their Clever badge and know how to access Clever?</p> <p>Do your secondary students know how to log onto their device and/or into their Google Account?</p>	
<input type="checkbox"/>	Do students/parents/guardians know how to access and use Google Meet?	
<input type="checkbox"/>	How are you taking attendance?	
<input type="checkbox"/>	Do students/parents/guardians know what to do if they have a Chromebook issue? Do they know what to do if they have an account issue?	
<input type="checkbox"/>	Do your students/parents/guardians know who to contact about getting internet access? Do they know about the South Bend Free Wifi map ?	
Curriculum & Instructional Tasks		
<input type="checkbox"/>	Do students know which classes they will have each day and at what times? Elem Specials, CTE, etc...	
<input type="checkbox"/>	Have you taught students how to turn in their work to you? Do they know how to find needed materials?	
<input type="checkbox"/>	Have you taught your students virtual meeting etiquette (muting their mic, how to ask questions, etc)? Do they know your expectations for virtual meetings?	
<input type="checkbox"/>	Have you incorporated all of the components of a quality lesson – I do (instruction), we do (modeling), You do (practice), and assessment/feedback?	
<input type="checkbox"/>	<p>How is your lesson engaging? Does it incorporate hands-on learning, critical thinking, or creativity? Does it include or are you working up to higher order SAMR levels?</p> <p>Are you providing both on-screen and off-screen activities?</p>	
<input type="checkbox"/>	How are you building community in a virtual setting? Are you providing time for students to collaborate or work in small groups? Are you providing time for students to share with one another and build relationships? Are you providing the opportunity for students to share ownership of their work?	
<input type="checkbox"/>	Are your daily activities/tasks age-appropriate in length? Do you have a plan for feedback from students/parents/guardians regarding length of time of activities?	
<input type="checkbox"/>	How are you providing differentiation and support to students? ELL? IEP? Students below benchmark? Do you know who to contact when more support is needed or you have questions?	
<input type="checkbox"/>	All assignments should have feedback provided. Do you have a feedback plan?	
<input type="checkbox"/>	How will students and parents/guardians be able to provide feedback on your eLearning lesson so that you know if there are areas of improvement needed?	
<input type="checkbox"/>	<p>How will you work with students who are not completing work?</p> <p>How will you communicate with parents/guardians and students regarding work not completed?</p>	

Considerations for Students with Accommodations

Technology

Accommodation	Description	Technology/Link
Calculator Use	Desmos online Calculator is bookmarked on every student computer by going to google chrome and clicking on the Student Bookmarks Folder and selecting the appropriate calculator	Desmos - Calculator Desmos - Scientific Calculator
Additional Time	Students that receive additional time to complete assignments will be given the same time as indicated in their IEP	N/A
Text/Directions Read	Read & Write is a free extension that is available on every student chromebook that will read websites or google documents aloud	Texthelp - For schools
Transcription	Google Docs hosts a tool called Voice Typing. Find it by opening a new google doc, Click Tools, Voice Typing, click on the microphone image and begin speaking	Google Support - Transcription
Recorded Lesson	Students or teachers can record screen casts or webcams to teach or document learning. Screencastify is available on student chromebooks. Quicktime is installed on every teacher computer.	Screencastify extension for students/teachers Quicktime on Mac for teachers
Google Accessibility tools	Built in accessibility tools with Chromebooks and G Suite for Education	Guardian's Guide to Accessibility