

# Harvey Public School District 152

## E-Learning Plan

*Revised July 20, 2020*

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## I. Overview

The following is Harvey School District 152's E-Learning Plan. This plan takes precedence over a remote learning plan and, as such, will be implemented in the event of either short-term or long-term closures. This plan consists of General information, including grades, attendance, assessments, students with special needs, and training for staff. It also outlines specific procedures for each of the following:

- a. *General Information*
- b. *Students*
- c. *Parents*
- d. *Teachers & Certified Staff*
- e. *Other Staff (Administrators, Student Support Services, Library and Lab Assistants, Parent Coordinators)*

The procedures for teachers and students are broken into two distinct branches with procedures for **students with access** and **students with no access**. During e-learning days, all students must be provided instruction and learning opportunities in all content areas that equate to **five (5) instructional hours**. Students will receive grades and attendance based upon submission of this work.

## II. General Information

### Attendance

- a. When a remote learning day is declared, parents or students must "check in" for the day using the school-specific links posted on the District website by 9:30 AM.
- b. The student check-in data will be monitored by the parent/attendance coordinators and recorded in PowerSchool by 3:10 each day.
- c. Parents will also have the option to leave a voicemail message at their child's school to check in. These messages will be monitored by the school secretary and recorded in PowerSchool by 3:10 each day.
- d. Attendance will be recorded as one of the following:
  - i. Present
  - ii. Unexcused Absence
  - iii. Excused Absence\*
- e. Teachers may edit student attendance for the day based upon a student's engagement during the e-learning day at their discretion.
- f. \*Excused absences may only be recorded if the parent contacts the teacher in advance to inform them of their child's absence.

### Grading

- a. Teachers will provide students with regular feedback on their digital assignments.
- b. Teachers are required to enter a minimum of two grades per week in PowerTeacher Pro.
- c. Traditional grades (A-F) will be assigned for all students during e-learning.

- d. Students earning a grade of 'D' or 'F' will be required to participate in additional learning activities.

## **Assessments**

- a. The iReady assessment will be the only approved benchmark assessment for extended remote learning.
- b. Further instructions will be provided by the Department of Teaching & Learning in the event that the iReady assessment is to be administered remotely.
- c. Teachers may continue to administer all other class assessments remotely.

## **Communication**

It is imperative that communication remains clear and consistent between students, staff and families during e-learning. The standard methods of communication will include postings on the district's website and social media, robocalls, emails and phone calls and via the Remind App. Teachers may also communicate with families via Class Dojo. Teachers are expected to determine the most effective means of communication to utilize with their students and families. Communication will be disseminated in the student's home language to the greatest extent possible. The following protocols will be implemented in an effort to maintain ongoing, effective communication during e-learning:

- a. All staff will be issued a district Chromebook to perform work related responsibilities.
- b. All staff are expected to utilize their district email account to communicate with students and families.
- c. The district will make an effort to provide staff with Remind phone services. Until this effort is fully realized, staff are encouraged to utilize phone settings and web-based applications to mask their phone numbers when communicating with students and parents from their personal phones.
- d. All students will be issued a district Chromebook to use at home upon request.
- e. To the extent possible, the district will support families with acquiring internet access via district controlled hotspot devices upon request.
- f. All teachers with Google Classrooms are required to provide parents/guardians with access to the "Guardian Summary" in Google Classroom.
- g. All parents should provide their child's school and teacher with a valid email address and current telephone number.

## **Training**

- a. The district will provide training to all instructional staff on utilizing Google Classroom and digital curriculum resources.
- b. The Department of Teaching & Learning will provide principal with training on the plan during the beginning of the retreat/orientation meetings.
- c. Principals are expected to provide their staff with training on the district's E-Learning Plan during the Fall Teacher Institute Day.

- d. Principals should also review the plan with parents and families during school Open House events.
- e. Teachers are expected to review the plan with their students.

## **Tech Support**

An attempt to rectify a technical issue through remote support (email or phone) is the first step of support.

- a. Teachers are the first point of contact for obtaining student login information. Teachers should provide basic support recommendations, including:
  - i. Shut down and restart computer (this should be done daily)
  - ii. Close unused tabs
  - iii. Check that the computer is connected to the internet
- b. Teachers may elevate a student tech support issue by directing the student/parent to their building-assigned lab assistant.
- c. The lab assistants may elevate tech issues to the Technology Coach or Technology Department.
- d. If the issue is unable to be resolved through remote support, the technology coach will contact the administrator for the child's school and arrange for the parent to exchange their Chromebook for a loaner device while their Chromebook is repaired.
- e. The parent will need to return the loaner device and pick up the Chromebook assigned to their child upon completion of the repair.
- f. Tech support is only available for district-owned devices.

## **III. Procedures for Students**

### **Students with access**

#### **PreK-1st**

Seesaw is the learning management system for grades Pre-K through 1st grade. Students will use Seesaw as a hub for all online instructional activities, including lessons, instructions for completing assignments, daily communications from teachers, and grades/feedback on assignments. The following are the steps to be taken by students with access to a computer and a home WiFi network in the event of an e-learning day:

- a. Students will be required to login to their class Seesaw portal and attend their scheduled Google Meet session each morning of an e-learning day. Housekeeping and announcements for the day assignments and activities will be provided during this morning meeting.
- b. All students will receive instructions on accessing Seesaw, and [Clever SSO](#) from home. Teachers have a list of their students' login information. If a student has misplaced their login card, they will need to contact their teacher to retrieve this information. Forgotten login information will not be accepted as an excuse for non-attendance.

- c. Students will complete all assignments posted in Seesaw on e-learning days. This work is to be completed on the date it is assigned to receive credit and attendance for the e-learning day.
- d. Students can communicate with their teachers via Seesaw and/or video conference on e-learning days.

## Grades 2-8

Google Classroom is the district's official learning management system for grades 2-8. Students will use Google Classroom as a hub for all online instructional activities, including lessons, instructions for completing assignments, daily communications from teachers, and grades/feedback on assignments. The following are the steps to be taken by students with access to a computer and a home WiFi network in the event of an e-learning day:

- e. Students will be required to login to their homeroom Google Classroom and attend their scheduled Google Meet session on the morning of an e-learning day. Housekeeping and announcements for the day assignments and activities will be provided during this morning meeting.
- f. All students have received instruction on how to access [Google Classroom](#), and [Clever SSO](#) from home. Teachers have a list of their students' login information. If a student has misplaced their login card, they will need to contact their teacher to retrieve this information. Forgotten login information will not be accepted as an excuse for non-attendance.
- g. Students will complete all assignments posted in Google Classroom on e-learning days. This work is to be completed on the date it is assigned to receive credit and attendance for the e-learning day.
- h. Students can communicate with their teachers via email, Google Chat, Google Classroom, and/or video conference on e-learning days.

### Daily Schedule (Students with access)

<b>9:00-9:30</b>	Eat breakfast and get dressed before the morning meeting
<b>9:30</b>	Students are logged into their Google Classroom account
<b>9:30-12:00</b>	Attend the AM Google Meet Session as scheduled. Work on assigned tasks and contacting teacher(s) with questions and assistance.
<b>12:00-12:30</b>	Lunch
<b>12:30-3:00</b>	Attend the PM Google Meet Session as scheduled. Work on assigned tasks and contacting teacher(s) with questions and assistance.

### Behavior Expectations

- a. Students are expected to be signed into all scheduled video meetings at the designated time.
- b. Students must have their camera activated

- c. Students must mute their microphones unless instructed to do otherwise.
- d. Students may not use the chat feature in Google Meet, unless instructed to do so by their teacher.
- e. To the extent that it is possible, students are expected to work from an at-home location that is conducive to learning.
- f. All devices logged in under a district account are monitored using the district's device monitoring software
- g. Students are expected to be engaged in the activity designated by the teacher. No other tabs should be active.
- h. Students should not eat during any virtual class meetings. Students are expected to eat breakfast before their AM virtual meeting and lunch before their PM virtual meeting.

### Behavior Consequences

- a. Student-teacher conference
- b. Parent-teacher conference.
- c. Loss of privileges and/or participation in classroom activities
- d. Referral to Principal
- e. Second notification to parent and possible suspension from virtual sessions

### **Students with no access**

Students will be informed of an e-learning day by official district communication. All students have received instruction on the expectations for completing non-electronic work on e-learning days. The following are the steps to be taken by students without access to a computer and the a home WiFi network in the event of an e-learning day:

- a. **In the event of a short-term closure**, anticipated closure, teachers will distribute non-electronic work packets to be completed on the date(s) of the school closure(s). This work is due upon the students return to school.
- b. In the event of a short-term, unexpected closure, teachers will distribute non-electronic work packets to students without access upon their return to school. This work is to be returned within one (1) week of distribution.
- c. **In the event of a long-term closure**, teachers will create weekly non-electronic packets. These packets will be made available at the student's school and a pickup date will be communicated to parents by robocall and email. This work is to be completed and returned to the school by Thursday at 12:00 PM of the following week. If the school closures remain in place, parents will drop off the packet of completed work and pick up their child's assignment packet for the following week at the same time. This weekly cycle of packet drop-off and pick-up will continue for as long as the school closure remains in effect.
- d. All non-electronic assignments will have a clear title and date for completion at the top of the page. Each assignment will be identified by its title on the corresponding date for completion in the Weekly Planner Template.
- e. The weekly planner template will be attached to the top of every student packet.

- f. Parents will review which assignments should be completed by their child each morning, provide assistance, and check that the work is completed each afternoon. The parent should contact the teacher with any questions regarding their child's assignments.

### Daily Schedule (Students with no access)

<b>9:00-9:30</b>	Eat breakfast and get dressed before starting your school day.
<b>9:30-10:00</b>	Review morning tasks/activities with a parent/guardian.
<b>10:00-12:00</b>	Working on assigned tasks and contacting teacher(s) with questions and assistance.
<b>12:00-12:30</b>	Lunch
<b>12:30-1:00</b>	Review afternoon tasks/activities with a parent/guardian.
<b>1:00-3:00</b>	Working on assigned tasks and contacting teacher(s) with questions and assistance.

### Return to In-Person Instruction

- a. Failure to complete e-learning assignments will lead to required participation in additional e-learning activities, after-school tutoring, and/or summer school upon return to in-person learning.
- b. Students are expected to return any district-issued devices to their child's school upon return to in-person learning. Parents will be responsible for device replacement or the replacement cost of any device that is not returned or returned damaged.
- c. Upon return after a long-term closure, students will be subjected to safety protocols for in-person instruction.

## IV. Procedures for Parents/Guardians

Parents will be informed of an e-learning day by official district communication. Parents are accountable for the following:

- a. Check-in your child for attendance via the District website each day by 9:30 AM.
- b. Ensure that your child(ren) is/are awake, logged into their District Google account, prepared for their AM meeting, and logged into Google Classroom by 9:30 AM.
- c. It is the responsibility of each parent/guardian to ensure that the school/teacher has an accurate and up-to-date phone number and email address for their family.
- d. Communicate with your child's teacher once per week at a minimum.
- e. Download the "Remind App" to ensure you remain abreast of the most up to date information from your child's school and the district.
- f. Ensure your child is working in an area free from distractions.
- g. Ensure that you have a copy of your child's Google login information.

- h. Ensure that you know how to access the “Parent Support for Remote Learning” webpage.
- i. Ensure that each of your child’s teachers have your personal email address and that you are signed up to receive Guardian Summaries of your child’s Google Classroom assignments from each of their teachers if your child is completing work electronically.
- j. Check your email daily for communication from your child’s teacher/school.
- k. Monitor your child’s activity and ensure they are actively engaged in learning activities from 9:30 AM-12:00 PM and 12:30 PM-3:00 PM.
- l. Familiarize yourself with and discuss the [behavior expectations](#) with your child.
- m. If your child has an absence from school, ensure that they make up the work for the missed day.
- n. If your child does not have internet access, it is the parent’s responsibility to pick up hard-copy packets for each child at their respective school each Thursday for the following week. Parents will drop off the completed packets for the previous week at this time.

## V. Expectations for Teachers & Certified Staff

During e-learning days, students must be provided instruction and learning opportunities in several content areas that equate to **five (5) instructional hours**. Students will receive grades and attendance based upon their participation in each day’s learning activities and submission of their work.

### **Determine access**

Each teacher is responsible for determining individual student access to a computer and a home WiFi network. The Student Access Letter [\[Appendix, Section I\]](#) is to be sent home to all parents/guardians. Teachers must gather this data for every student in their homeroom and contact parents if this form is not returned. Teachers will enter the data into the “[Student Access Data](#)” spreadsheet for their school. This data will be available to all teachers within the building.

The target date for completion of the “Student Access Data” spreadsheet is **August 28th**.

**\*\*Please note that access must be determined for each individual student. If a family has one computer and three children in the district, they have access for one child, not three. A phone hotspot does not qualify as a home WiFi network.**

### **Students with access**

#### **PreK-1st**

- a. Teachers will utilize Google Meet to conduct their live sessions and Seesaw to assign their daily lesson materials/assignments. Assignments may be submitted via Seesaw or within the program through which it was assigned.



- b. Each teacher must conduct a minimum of 120 minutes of online instruction each day according to the schedule that is designed between the teacher and building administrator.
- c. Daily assignments, materials, and activities must be posted in Seesaw by 9:30 AM.

## **Grades 2-8**

- a. Teachers will utilize Google Meet to conduct their live sessions and Google Classroom to assign their daily lesson materials/assignments. Assignments may be submitted via Google Classroom or within the program through which it was assigned.
- b. Each teacher must conduct a minimum of 120 minutes of online instruction each day according to the schedule that is designed between the teacher and building administrator.
- c. Daily assignments, materials, and activities must be posted in Google Classroom by 9:30 AM.
- d. During 'Office Hours,' teachers will be available via email, Google Chat, or Google Meet to answer student questions and provide individual assistance as needed.
- e. Teachers are required to utilize the digital curriculum for their content area for their e-learning lessons.
- f. Teachers are free to supplement their curriculum with the variety of instructional resources that are available within the District. These resources are available on the District's [E-Learning Resources page](#).
- g. [Student engagement logs](#) must be completed each afternoon. These are used to monitor student participation and teacher engagement. Logs will be checked daily by your building administrator.
- h. All teachers will be provided with a list of student Google login information for their grade level. Students and parents will be advised to contact their child's teacher if they need their Google login information.
- i. See the "[Tech Support](#)" section for more detailed information regarding Tech Support.

## **Students with no access**

- a. All teachers will create five (5) days of remote learning packets at the start of the academic year. Upon activation of the e-learning plan, teachers will create an additional five (5) days of non-electronic lessons each week. Teachers may plan more than the minimum of five (5) days if they prefer. All teachers must:
  - i. Use the [Weekly Planner Template](#) when creating non-electronic packets.
  - ii. Homeroom teachers must share the document with their team (including Related Arts, EL/SPED teachers) so that each student receives only one (1) planner that contains all assignments.
  - iii. Each individual assignment must have a clear title and date for completion at the top and the assignment must be identified by its title on the corresponding date in the Weekly Planner Template.
  - iv. Each packet must have the weekly planner attached to the top.

- v. This packet must be available for parent pickup by Thursday at 12:00 PM for the following week. The packet should be submitted to the Principal by the close of the school day on Wednesday.
  - vi. The work from the previous week will be dropped off by the parent at the same time they pick up the work for the following week.
  - vii. If an e-learning day is imminent for the following day, the building principal will communicate to staff that they should send e-learning materials home with students without access.
  - viii. In the event of a short-term emergency school closure, students are expected to complete all assignments during the e-learning day. This work is to be submitted on the day students return to school in order to receive credit.
- b. If your electronic and non-electronic assignments are not identical, be sure that they target the same standard and are equitable in terms of time required to complete.

## **Schedules**

Teachers and building administrators will work together to design individual schedules based upon the parameters below. That schedule will be coordinated with Related Arts, EL, SPED & Interventionist teachers. All schedules must be approved by the building principal. Schedules should be distributed to students and parents and posted in Google Classroom.

### **Daily Schedule Parameters (Teachers)**

<b>8:15</b>	All staff must check using the daily staff check in form on the <a href="#">District E-Learning Page</a> , located under “Staff check-in”
<b>8:15-9:30</b>	Lesson preparation/planning
<b>9:30-12:00</b>	<p><b><u>AM Instructional Block</u></b></p> <p>Morning Google Meet Session I - provide a minimum of 60 minutes of online, live instruction in whole group or small group format as needed during the morning session. Instruction may be provided in a continuous or noncontinuous format.</p> <p>Maintain an active presence in Google Chat, Gmail, Google Classroom, and Meet to respond to student questions and requests for assistance.</p>
<b>12:00-12:30</b>	Lunch
<b>12:30-3:00</b>	<p><b><u>PM Instructional Block</u></b></p> <p>Afternoon Google Meet Session II - provide a minimum of 60 minutes of online, live instruction in whole group or small group format as needed during the afternoon session. Instruction may be provided in a continuous or noncontinuous format. Instruction may be provided in a continuous or noncontinuous format.</p> <p>Complete engagement logs. Maintain an active presence in Google Chat, Gmail, Google Classroom, and Meet to respond to student questions and requests for assistance. Update student attendance, based upon student participation at teacher discretion.</p>

## **Sample Schedule**

*[Click here for a copy of the teacher instructional block schedule template.](#)*

### **Co-Teachers and Instructional Specialists**

Co-teachers should have access to the general education teacher's Google Classroom to monitor lessons and provide appropriate accommodations and support. EL/SPED Resource and Inclusion teachers and Interventionists will develop their own unique schedules to supplement the homeroom teacher's schedules to provide small group and individualized virtual instruction to the students on their caseload. These schedules should be coordinated with the general education teacher and approved by the building principal.

### **English Language Learner Teachers**

- a. EL Resource teachers will collaborate with homeroom teachers to discuss lesson planning and be included in google classroom to support students during lesson.
- b. All EL Resources teachers will create a schedule for breakout sessions with clear expectations to strategically work with EL students for each grade level.
- c. All E-Learning assignments/activities during breakout sessions should align to what students are learning in homeroom class, as well as taking into consideration students' level of language proficiency.
- d. ELs should be provided with opportunities to utilize their home language whenever possible.
- e. EL Resource teachers will communicate with students and parents whenever possible and encourage parents/guardians in their role as an at home support to their students' learning.

### **Interventionists**

- a. Verify academic engagement of Tier 2 and Tier 3 students daily.
- b. Collaborate with homeroom teachers and provide resources to support the instructional needs of Tier 2 and Tier 3 students.
- c. Develop schedule and provide individualized or small group virtual instructional sessions to all Tier 3 students.
- d. Communicate with Tier 3 students per service days in the district's MTSS Plan (i.e.... If students receive service 3 days per week, the teacher needs to communicate with the student 3 days per week).
- e. Log communication with students on caseload on Student Engagement Log.
  - a. in live instruction sessions.
- b. Provide resources to support e-learning assignments and ensure modifications and/or accommodations are provided, per a student's IEP.
- c. Develop a schedule and provide additional individualized or small group virtual instructional sessions and activities that meet students IEP goal areas.
- d. Communicate with students per service days in the IEP (i.e.... If students receive service 3 days per week, the teacher needs to communicate with the student 3 days per week).
- e. Log communication with students on caseload on Student Engagement Log.

## VI. Expectations for Non-Instructional Staff

### Daily Schedules

<b>8:15</b>	All staff must check using the daily staff check in form on the <a href="#">District E-Learning Page</a> , located under “Staff check-in”
<b>8:15-12:00</b>	AM Block Perform duties as specified in the table below according to your position.
<b>12:00-12:30</b>	Lunch
<b>12:30-3:00</b>	PM Block Perform duties as specified in the table below according to your position.

### Responsibilities

Position	Responsibilities
<i>Administrators</i>	<ul style="list-style-type: none"><li>a. Monitor gradebooks to ensure that electronic assignments are collected and scored by the end of the week.</li><li>b. Monitor gradebooks to ensure that non-electronic assignments are collected and scored within one week of receipt.</li><li>c. Assign attendance monitoring duties to the parent coordinator and verify that attendance records are up-to-date. Follow up on any issues or discrepancies that arise with the appropriate teacher.</li><li>d. Assign and monitor special assignments to library/media and lab assistants.</li><li>e. Monitor the “<a href="#">Student Engagement Logs</a>” and ensure they are completed each afternoon.</li><li>f. Assist teachers in contacting the parents of students who are not participating in daily e-learning activities.</li><li>g. Monitor the “Student Access Data” spreadsheet for your building and work with parents to determine if access is possible. (E.g. Do they have WiFi, but not enough devices? Are they aware of options that exist for obtaining home WiFi?)</li><li>h. Manage the distribution of packet pick up &amp; drop off for students with no access.</li><li>i. Utilize <a href="#">Little SIS for Classroom</a> to monitor Google Classrooms and support teachers.</li><li>j. When notified by the District Technology Coach, issue replacement devices from loaner inventory to parents that have checked out a Chromebook that requires repair.</li></ul>

	k. Administrators are available by email and/or phone to support teachers throughout the day.
<i>Parent/Attendance Monitor</i>	→ The student check-in data will be monitored by the parent/attendance coordinators and recorded in PowerSchool by 3:10 each day.
<i>Secretaries</i>	→ Serve as remote receptionists. School phone calls will be forwarded to the secretaries' district cell phones. → Parents will also have the option to leave a voicemail message at their child's school to check in. These messages will be monitored by the school secretary and recorded in PowerSchool by 3:10 each day.
<i>Lab Assistants</i>	→ Monitor the "Student Access Data" spreadsheet for your building and work with parents to determine if access is possible. (E.g. Do they have WiFi, but not enough devices? Are they aware of options that exist for obtaining home WiFi?) → Provide basic technology support.
<i>Paraprofessional &amp; One to One Assistants</i>	→ Participate in virtual lessons via Google Meet with classroom teacher → Monitor the " <a href="#">Student Engagement Logs</a> " and ensure students on caseload are actively participating in e-learning. → Communicate with students and parents who are not participating in daily e-learning activities. → Complete daily " <a href="#">Checklist for Paraprofessionals during E-Learning</a> " to log student participation and parent communication.
<i>Speech Pathologist, Occupational Therapist &amp; Physical Therapist</i>	→ Conducts evaluations for students with speech and language disorder. → Collaborate and work with staff during MDT/IEP/Annual meetings. → Develop a schedule to provide speech and language services to students using Google Meet or Theraplatform. Provide homeroom teachers with a copy of the schedule. → Service minutes should be provided per the student's IEP. Provide homeroom teacher with schedule → Log minutes in I-Tames
<i>Social Workers</i> <i>Recreational Therapist</i>	→ Provide personal and/or one-to-one counseling for students → Act as a liaison with other schools and community agencies → Act as a link for at-risk students for home and school → Collaborate and works with staff during MDT/IEP/Annual team meetings
<i>Case Manager</i>	→ Organize Intake/Domain/MDT/IEP/Annual meetings → Maintain compliance with all legal responsibilities → Monitor IEP's, create and distribute case loads to service providers → Collaborate and communicate with building principals
<i>Psychologists</i>	→ Implement testing for diagnosing for academic, psychological, or

	<p>mental health problems.</p> <p>→ Collaborate and works with staff during MDT/IEP/Annual team meetings</p> <p>→Log minutes in I-Tames</p>
<i>Library/Media Staff</i>	<p>→ Promote and monitor the use of the Accelerated Reader program.</p> <p>→ Support students with completing AR quizzes remotely.</p> <p>→ Respond to the research needs of teachers and students</p> <p>→ Provide support and access to electronic books and resource materials.</p> <p>→ Provide admin, teachers, parents and students with weekly AR user reports.</p> <p>→ Develop schoolwide reading challenges to promote literacy</p> <p>→ Collaborate with classroom teachers to provide book talks and live read aloud via Google Meet</p>
Health Coordinator	<p>→Maintain health records</p> <p>→Notifies parent of required immunizations</p> <p>→Collaborate and works with staff during MDT/IEP/Annual team meetings</p>
Health Assistant	<p>→Maintains health records</p> <p>→Notifies parent of required immunizations</p> <p>→Check on medically fragile students</p>
Instructional Coaches	<p>→Provide staff with ongoing professional development opportunities aligned to instructional goals</p> <p>→Assist staff with developing remote learning lessons aligned to the district's curriculum</p> <p>→Conduct virtual district-wide grade level meetings</p> <p>→Identify target standards and facilitate local and grade level assessments</p> <p>→Provide individualized staff support as needed with lesson development, data analysis and instructional resources.</p> <p>→Utilize <a href="#">Little SIS for Classroom</a> to monitor Google Classrooms of teachers on caseload.</p> <p>→Closely monitor classrooms where long-term substitute teachers are staffed.</p>

## VII. Appendix

[\[Section I\]](#) - Determine Access Form --(Parent Letter)

[\[Section II\]](#) - Teacher Sample Schedule

## Determine Student Access Form

Dear Parent(s)/Guardian(s),

In compliance with HSD 152's E-Learning Plan, it is essential that we know which students have access to a computer and a home WiFi network to participate in digital e-learning activities. Students that do not have access to a computer and a home WiFi network will be provided with weekly non-electronic packets **that must be picked up and returned by the parent each week.** Each student will be required to engage in five hours of school work during an e-learning day. Grades will be assigned for student work and student attendance will be recorded. Students participation in the assigned e-learning activities is mandatory to be counted as present for the day. If the work is not submitted, your child will not receive credit for it.

It is extremely important that we know which students will have daily access to a computer and a home WiFi network and which students will need physical packets to be picked up and returned each week by the parent. Please indicate which option applies to your child below and return this form to school.

- a. Access must be determined for each individual student. If your family has one computer and three children in the district, this counts as access for only one child. You must check "No" for the other children.
- b. Phones and tablets do not qualify as e-learning devices.
- c. A phone hotspot does not qualify as a home WiFi network.

**We have a home WiFi network**

**Yes**

☐

**No**

☐

**My child has access to a computer for 5 hours each day.**

**Yes**

☐

**No**

☐

Student Name: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_

# Preparación de Aprendizaje Electrónico (E-Learning)

## Determinar el acceso del estudiante

Estimados padres / tutores:

En cumplimiento con el Plan de E-Learning de HSD 152, es esencial que sepamos qué estudiantes tienen acceso a una computadora y una red WiFi doméstica para participar en actividades digitales de e-learning. Los estudiantes que no tienen acceso a una computadora y una red WiFi doméstica recibirán paquetes semanales no electrónicos que los padres deben recoger y devolver cada semana. Se requerirá que cada estudiante participe en cinco horas de trabajo escolar durante un día de aprendizaje electrónico. Se asignarán calificaciones para el trabajo del alumno y se registrará la asistencia del alumno. La participación de los estudiantes en las actividades de aprendizaje electrónico asignadas es obligatoria para que se cuente como presente durante el día. Si el trabajo no se presenta, su hijo no recibirá crédito por ello.

Es extremadamente importante que sepamos qué estudiantes tendrán acceso diario a una computadora y una red WiFi doméstica y qué estudiantes necesitarán que los padres recojan y devuelvan los paquetes físicos cada semana. Indique a continuación qué opción se aplica a su hijo y devuelva este formulario a la escuela.

- a) El acceso debe determinarse para cada estudiante individual. Si su familia tiene una computadora y tres niños en el distrito, esto cuenta como acceso para un solo niño. Debe marcar "No" para los otros niños.
- b) Los teléfonos y tabletas no califican como dispositivos de aprendizaje electrónico.
- c) Un punto de acceso telefónico no califica como una red WiFi doméstica.

**Nosotras tenemos una red wifi doméstica**

**Si**

☐

**No**

☐

**Mi hijo tiene acceso a una computadora durante 5 horas cada día**

**Si**

☐

**No**

☐

Nombre de estudiante: \_\_\_\_\_

Firma de padre/tutor: \_\_\_\_\_



[\[Appendix, Section II\]](#)

**Teacher(s):** Dr. Sample Schedule **School:** Where Students Excel **Elementary Grade Level:** 3

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<b>AM Instructional Block</b>					
<b>9:30 - 10:30</b>	<b>Reading</b> 9:30-9:55 (Whole Group Live Instruction)  10:00-10:30 (Student Independent Work Time/ Individual & Small Group Instruction)	<b>Reading</b> 9:30-9:55 (Whole Group Live Instruction)  10:00-10:30 (Student Independent Work Time/ Individual & Small Group Instruction)	<b>Reading</b> 9:30-9:55 (Whole Group Live Instruction)  10:00-10:30 (Student Independent Work Time/ Individual & Small Group Instruction)	<b>Reading</b> 9:30-9:55 (Whole Group Live Instruction)  10:00-10:30 (Student Independent Work Time/ Individual & Small Group Instruction)	<b>Reading</b> 9:30-9:55 (Whole Group Live Instruction)  10:00-10:30 (Student Independent Work Time/ Individual & Small Group Instruction)
<b>10:30 - 10:45</b>	<b>Brain Break Activity</b>	<b>Brain Break Activity</b>	<b>Brain Break Activity</b>	<b>Brain Break Activity</b>	<b>Brain Break Activity</b>
<b>10:45 - 11:15</b>	<b>STEM</b> (Teacher Planning)	<b>PE</b> (Teacher Planning)	<b>ART</b> (Teacher Planning)	<b>PE</b> (Teacher Planning)	<b>MUSIC</b> (Teacher Planning)
<b>11:15 - 12:00</b>	<b>Science</b> (Whole Group Live Instruction)	<b>Social Studies</b> (Whole Group Live Instruction)	<b>Science</b> (Student Independent Work Time/Individual & Small Group Instruction)	<b>Social Studies</b> (Student Independent Work Time/Individual & Small Group Instruction)	<b>Science</b> (Whole Group Live Instruction)
<b>PM Instructional Block</b>					
<b>12:30-1:30</b>	<b>Math</b> 12:30-1:00 (Whole Group Live Instruction)  1:00-1:35 (Student Independent Work Time/ Individual & Small Group Instruction)	<b>Math</b> 12:30-1:00 (Whole Group Live Instruction)  1:00-1:35 (Student Independent Work Time/ Individual & Small Group Instruction)	<b>Math</b> 12:30-1:00 (Whole Group Live Instruction)  1:00-1:35 (Student Independent Work Time/ Individual & Small Group Instruction)	<b>Math</b> 12:30-1:00 (Whole Group Live Instruction)  1:00-1:35 (Student Independent Work Time/ Individual & Small Group Instruction)	<b>Math</b> 12:30-1:00 (Whole Group Live Instruction)  1:00-1:35 (Student Independent Work Time/ Individual & Small Group Instruction)
<b>1:30-1:45</b>	<b>Brain Break Activity</b>	<b>SEL Activity</b>	<b>Brain Break Activity</b>	<b>SEL Activity</b>	<b>Brain Break Activity</b>
<b>1:45 - 3:00</b>	<b>Office Hours</b> <i>Student Independent Work</i>	<b>Office Hours</b> <i>Student Independent Work</i>	<b>Office Hours</b> <i>Student Independent Work</i>	<b>Office Hours</b> <i>Student Independent Work</i>	<b>Office Hours</b> <i>Student Independent Work</i>

**Teacher(s):** Dr. Sample Schedule **School:** Where Students Excel Middle

**Grade Level:** 7th

	ELA	MATH	SCIENCE	SOC STUDIES
<b>AM Instructional Block</b>				
Homeroom 9:30 - 9:40	Housekeeping/ SEL	Housekeeping/ SEL	Housekeeping/ SEL	Housekeeping/ SEL
Period 1 9:45 - 10:15	<b>7A</b> (Whole Group Live Instruction)	<b>7D</b> (Whole Group Live Instruction)	<b>7C</b> (Whole Group Live Instruction)	<b>7B</b> (Whole Group Live Instruction)
Period 2 10:20 - 10:50	<b>7B</b> (Whole Group Live Instruction)	<b>7A</b> (Whole Group Live Instruction)	<b>7D</b> (Whole Group Live Instruction)	<b>7C</b> (Whole Group Live Instruction)
Period 3 10:55 - 11:25	<b>Specials Quarter 1 - STEM</b> (Teacher Planning)	<b>P</b> (Teacher Planning)	<b>Specials Quarter 1 - STEM</b> (Teacher Planning)	<b>PE</b> (Teacher Planning)
Period 4 11:30-12:00	<b>Office Hours Student Independent Work Time</b>	<b>Office Hours Student Independent Work Time</b>	<b>Office Hours Student Independent Work Time</b>	<b>Office Hours Student Independent Work Time</b>
<b>PM Instructional Block</b>				
Period 5 12:30-1:00	<b>7C</b> (Whole Group Live Instruction)	<b>7B</b> (Whole Group Live Instruction)	<b>7A</b> (Whole Group Live Instruction)	<b>7D</b> (Whole Group Live Instruction)
Period 6 1:05-1:35	<b>7D</b> (Whole Group Live Instruction)	<b>7C</b> (Whole Group Live Instruction)	<b>7B</b> (Whole Group Live Instruction)	<b>7A</b> (Whole Group Live Instruction)
Period 7 1:40 - 2:10	<b>Tier 2 Instructional Support</b> (Whole Group Live Instruction)	<b>Tier 2 Instructional Support</b> (Student Independent Work Time/ Individual & Small Group Instruction)	<b>Tier 2 Instructional Support</b> (Whole Group Live Instruction)	<b>Tier 2 Instructional Support</b> (Student Independent Work Time/ Individual & Small Group Instruction)
Period 8 2:15 - 2:45	<b>Office Hours Student Independent Work</b>	<b>Office Hours Student Independent Work</b>	<b>Office Hours Student Independent Work</b>	<b>Office Hours Student Independent Work</b>

