Fremont School District 79
Extended eLearning Procedures

Purpose

In the event of an extended school closure, the implementation of "Electronic Learning" (eLearning) days will be utilized by the District. On these eLearning days, students will engage in remote and virtual instruction while not being physically present at school. Our goal on eLearning days is to partner with our families to provide meaningful and engaging learning opportunities outside of the classroom, both electronic and non-electronic, which will maintain our high expectations and pursuit of increased student growth and achievement.

A major difference between our original eLearning procedures, introduced in the fall of 2019, and these extended eLearning procedures, is the significant emphasis placed on synchronous learning, including: a daily class "bell schedule" that will be followed by all students, teachers beginning each class period or content area transition with a synchronous experience, and teachers live streaming relevant components of lessons during the period. In addition to the aforementioned changes to synchronous learning, the extended eLearning procedures will also detail updated attendance practices, grading practices, and posting expectations for lessons and assignments.

Student Expectations and Attendance

Students will receive clear expectations from their teachers regarding how they will be able to effectively participate in learning on an eLearning day. This will include communication regarding the resources they will need to access, how they will access them, how they will participate in learning, and how they will demonstrate learning.

Attendance will be taken daily. Evidence of attendance for students participating in eLearning may include their presence during videoconferencing, participation evidence, work completion evidence, Google form check-in, phone call, and/or email. Work complete evidence may include examples such as: participation in online discussions, the generation of online work products or reflections, submission of a multimedia artifact, app usage metrics, electronic time stamps, active monitoring, and more. Students who are not able to provide any of the above examples of attendance may be counted present once they provide the necessary evidence, with attendance records adjusted accordingly. The school will make direct contact with students/families if a student is not engaging in classes.

The expectation is that students complete and submit their eLearning expectations as requested by the teacher, including deadlines related to assignments, projects, assessments, etc. Flexibility will be provided, as needed, for individual students.

The eLearning day will be changed from an excused absence to an unexcused absence for students who do not provide evidence of attendance after one calendar week.

Teacher Expectations

Teachers will prioritize synchronous learning (e.g. real time videoconferencing) in our eLearning environment. This is in addition to asynchronous learning (e.g. independent learning) that will occur.

Learning activities will be relevant, meaningful, manageable, and aligned to the learning currently taking place in the classroom. All relevant information for each class or content area (e.g. videoconference links, lesson goals, expectations, agendas, directions, etc.) will be communicated to students and parents no later than 9 p.m. the evening preceding the eLearning day. Information regarding specific assignments, class resources, activities, etc. will be shared synchronously during the class and will be posted thereafter for any student that is unable to attend.

A daily class "bell schedule" will be established at each building which will guide the synchronous learning. These "bell schedules" will replicate the regular school day (see Appendix A for specific schedules). Teachers will begin each class period (grades 6-8) or each transition between content areas (grades PK-5) with a synchronous experience in order to complete activities such as taking attendance and providing all students with the directions and expectations needed for the class that day.

Teachers are expected to livestream relevant components of class lessons (e.g. whole group instruction, new content, etc.). Additionally, any such relevant components of the synchronous lessons should be recorded and used for asynchronous learning opportunities for students who are not able to attend synchronously due to technology challenges, illness, child care logistics, etc.

During an eLearning day, licensed personnel are expected to be on duty, available, and accessible during their respective contract hours. During school hours, the general expectation is that any communications are responded to within one hour of being sent. Additional response time may be necessary when staff are engaged in teaching consecutive classes. Communications received prior to 2 p.m. will be responded to that same day.

Teachers are expected to communicate with students through our established tools and resources including email, Zoom, Google Hangouts, Google Classroom, Google Docs, SeeSaw, TeacherEase, pre-recorded/flipped videos, etc.

Regular, authentic, and meaningful classroom assessment and grading procedures will be integrated, to the greatest extent possible. The focus will remain on measuring student progress towards, and attainment of, their respective standards.

As needed, non-electronic materials may be provided to students. These decisions will consider the viability of integrating methods such as drop-off or curbside pick-up, if health and safety protocols are able to allow it.

Parent/Guardian Expectations

Parents/guardians are asked to oversee student engagement on eLearning days, as appropriate by age and ability level. This includes staying abreast of District and classroom communications and helping the child(ren) participate in learning. Parents/guardians are not expected to assume the role of the teacher or teach new content.

Students are not expected to exceed their required hours of eLearning activities during a given day. If a student has been engaged in learning and cannot complete the entirety of the expectations given to them, then it is appropriate for the student (or parent/guardian if more age appropriate) to reach out to the teacher(s) to share this information. Teachers will take this into account when recording participation/attendance.

Mental Health and Wellness

We will integrate the mental health and wellness procedures noted in our FSD79 Return to School Plan. These efforts include the following:

- ❏ Screen all students to assess their social, emotional, and mental health.
    - ❏ Invite all families to complete an intake survey for each student to help educators know of any changes that have taken place in recent months (e.g., loss, illness, financial need/changes) that may need to be addressed by those who interact with the students.
    - ❏ Conduct student self check-in screenings at the start of the academic year and periodically thereafter.
    - ❏ Conduct periodic student social-emotional screenings by teachers.

- ❏ Provide support for students and staff to include: information in advance regarding how school will look different, social-emotional focused activities during the opening days, and opportunities to discuss their experiences during the pandemic.
- ❏ Provide social work support and outside resources for students experiencing adverse effects and/or trauma from the impact of the pandemic.
- ❏ Support additional students that may be in need of social-emotional learning intervention opportunities within the school day.
- ❏ Provide educational materials for staff, parents, and families on ways to cope with stress, loss, and grief.
- ❏ Provide information to families regarding resources available for those who emerge as needing physical and mental health support and intervention.
- ❏ Provide information to staff on signs and symptoms to observe in students who may need additional support, including needs related to anxiety, depression, trauma, and fear.

Technology Support

If technology issues arise during an eLearning day, we are here to support these needs. We ask that students/parents first reach out to the teacher associated with the class with which they are experiencing an issue. If the teacher is unable to resolve the issue, they will submit a technology ticket with our District technology support team.

We will explore additional opportunities to provide virtual training for parents/guardians on our instructional technology resources. Students attending Lincoln Early Learning Center will be provided instructional technology devices, as needed.

Internet Access

We want all families to have access to the internet on eLearning days and throughout the year. If a family does not have the internet at home, or from another reasonably accessed remote location, please contact the building principal and we will work to assist with these needs. Students will not be penalized if they do not have internet service on an eLearning day and we will work with those families on an individual basis to meet their needs.

Students with Specific Learning Needs

We will work with students and families to ensure appropriate learning opportunities for students with specific learning needs (e.g. students with IEPs or English language learners). When

appropriate, accommodations will be provided and/or modifications may be made by teachers or case managers consistent with the student's goals and needs.

Feedback

The District will continuously review the success of eLearning days throughout our implementation. If there is specific feedback for the District to consider, please contact Public Relations via email at publicrelations@fsd79.org.

Appendix A: Master Bell Schedules

Preschool A.M. Schedule

9:00 - 9:20	Calendar/Large Group
9:20 - 9:40	Small Groups
9:40 -10:40	Independent Play
10:40 - 11:10	Gross Motor Play
11:10 - 11:30	Large Group

Preschool P.M. Schedule

1:00 - 1:20	Calendar/Large Group
1:20 - 1:40	Small Groups
1:40 -2:40	Independent Play
2:40 - 3:10	Gross Motor Play
3:10 - 3:30	Large Group

Kindergarten A.M. Schedule

8:45-9:00	Homeroom Check-In
9:00-9:50	ELA
9:50-10:30	Specials/Second Step
10:30-11:00	Math
11:00-11:25	ELA
11:25-11:45	Science/Social Studies

Kindergarten P.M. Schedule

12:45-1:25	ELA
1:25-1:55	Math
1:55-2:20	ELA
2:20-2:40	Science/Social Studies
2:40-3:20	Specials/Second Step
3:20-3:38	Homeroom Check-In

Full-Day Kindergarten

8:45-9:00	Homeroom Check-In
9:00-9:50	ELA
9:50-10:30	Specials/PE/Second Step
10:30-11:20	Math
11:20-12:00	ELA
12:00-12:40	Lunch/Recess
12:40-1:15	ELA
1:15-1:55	Science/Social Studies
1:55-2:35	Specials/PE/Second Step
2:35-3:20	ELA
3:20-3:38	Homeroom Check-In

1st Grade

8:45-9:00	Homeroom Check-In
9:00-9:55	ELA
9:55-10:35	Science/Social Studies
10:35-11:15	Specials/PE/Second Step
11:20-12:00	Specials/PE/Second Step
12:00-12:40	Lunch/Recess
12:40-1:20	ELA
1:20-2:20	Math
2:20-3:20	ELA
3:20-3:38	Homeroom Check-In

1st/2nd Grade Multi-Age

8:45-9:00	Homeroom Check-In
9:00-10:00	Math
10:00-10:50	Science/Social Studies
10:50-12:00	ELA
12:00-12:40	Lunch/Recess
12:40-1:55	ELA
1:55-2:35	Specials/Second Step
2:40-3:20	PE
3:20-3:38	Homeroom Check-In

2nd Grade

8:45-9:05	Homeroom Check-In
9:05-9:45	Specials/PE/Second Step
9:45-10:45	Math
10:45-12:00	ELA
12:00-12:40	Lunch/Recess
12:40-1:10	ELA
1:10-1:50	Specials/PE/Second Step
1:50-2:30	ELA
2:30-3:20	Science/Social Studies
3:20-3:38	Homeroom Check-In

3rd Grade

8:45-9:00	Homeroom Check-In
9:00-9:45	ELA/Sci/SS
9:45-10:25	Specials/PE/Second Step
10:30-11:10	ELA/Sci/SS
11:15-11:55	Specials/PE/Second Step
12:00-12:40	Lunch/Recess
12:40-1:25	ELA/Sci/SS
1:25-2:25	Math
2:25-3:20	ELA
3:20-3:38	Homeroom Check-In

3rd/4th Grade Multi-Age

8:45-9:00	Homeroom Check-In
9:00-9:40	Sci/SS
9:45-10:45	Math
10:45-11:00	Sci/SS
11:00-12:00	ELA
12:00-12:40	Lunch/Recess
12:40-1:05	ELA
1:05-1:45	Specials/PE/Second Step
1:50-2:30	Specials/PE/Second Step
2:35-3:20	ELA
3:20-3:38	Homeroom Check-In

4th Grade

8:45-9:00	Homeroom Check-In
9:00-9:40	Specials/PE/Second Step
9:45-10:45	Math
10:45-12:00	ELA
12:00-12:40	Lunch/Recess
12:40-1:05	ELA
1:05-1:45	Specials/PE/Second Step (Green) or ELA (White)
1:50-2:40	Specials/PE/Second Step (White) or Sci/SS (Green)
2:45-3:20	ELA or Sci/SS (2:35-3:20)
3:20-3:38	Homeroom Check-In

5th Grade

8:45-9:00	Homeroom Check-In
9:00-10:00	Math
10:00-10:30	ELA
10:30-11:10	Specials/PE/Second Step
11:15-12:00	ELA
12:00-12:40	Lunch/Recess
12:40-2:40	ELA or Sci/SS
1:50-2:40	Sci/SS
2:40-3:20	Specials/PE/Second Step
3:20-3:38	Homeroom Check-In

6th Grade

7:55-8:53	Period 1
8:56-9:54	Period 2
9:57-10:42	Period 3 Related Studies/PE
10:46-11:31	Period 4 Related Studies/PE
11:34-12:04	Period 5 Lunch
12:07-1:05	Period 6
1:08-2:07	Period 7
2:10-2:43	Period 8 Flex

7th Grade

7:55-8:53	Period 1
8:56-9:54	Period 2
9:57-10:55	Period 3
10:58-11:28	Period 4 Lunch
11:31-12:31	Period 5
12:34-1:19	Period 6 Related Studies/PE
1:22-2:07	Period 7 Related Studies/PE
2:10-2:43	Period 8 Flex

8th Grade

7:55-8:40	Period 1 Related Studies/PE
8:43-9:28	Period 2 Related Studies/PE
9:31-10:29	Period 3
10:32-11:30	Period 4
11:33-12:32	Period 5
12:35-1:05	Period 6 Lunch
1:08-2:07	Period 7
2:10-2:43	Period 8 Flex