



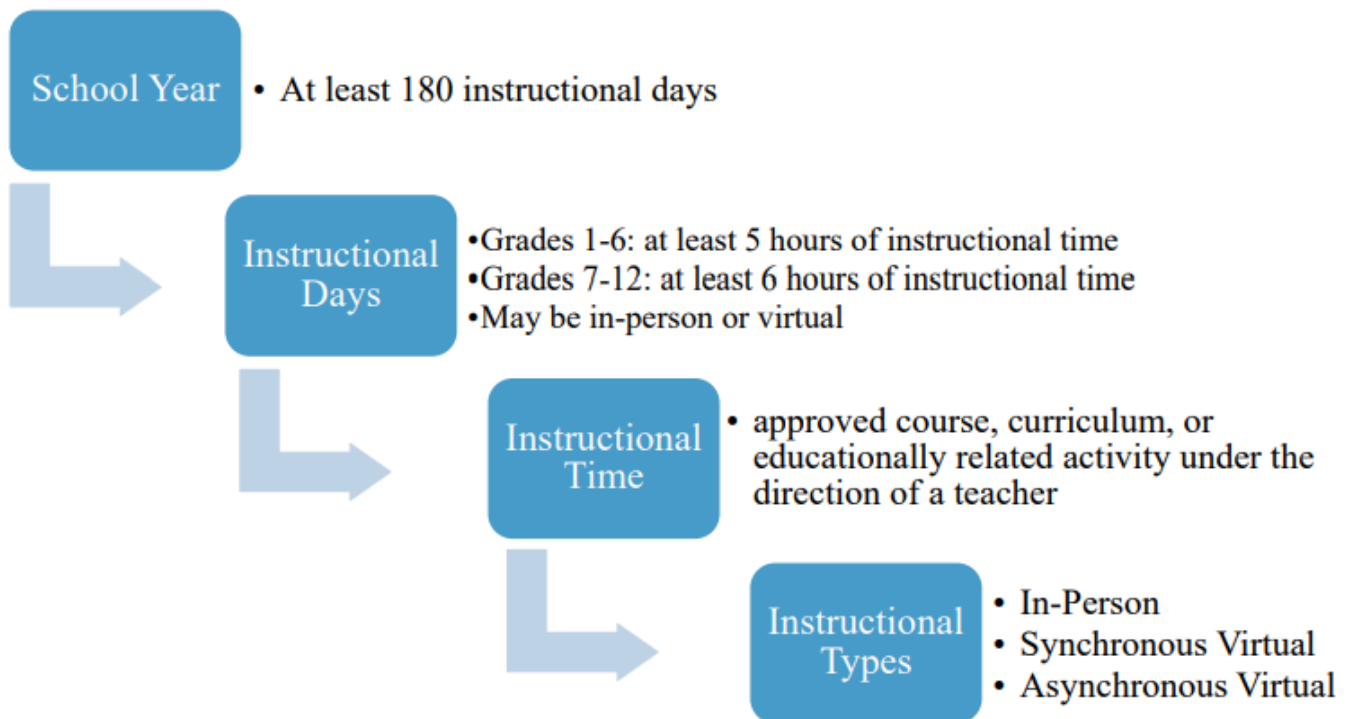
### **eLearning Overview**

Under IC 20-31-4.1-4(a), MSD of Steuben County applied for and received a waiver for IC 20-30-2-3. This waiver allows us not to have students in session on our three scheduled PD days. That means teachers can focus solely on their PD on those days. The first three inclement weather days will be asynchronous eLearning days. That means teachers can post their lessons and then be available for students. Live Meets can happen, but are not required. All eLearning days beginning on the 4th eLearning day will be synchronous eLearning days. This means that teachers must be logged into Google Meet to provide instruction following the guidelines below.

With the eLearning legislation passed in 2022, the state has provided the requirements below regarding instructional time requirements and expectations for an eLearning day to be counted as an instructional day.

IDOE defines instructional time as follows:

### **General Instructional Time Requirements**



The table below provides a breakdown of potential instructional day compositions and how each is considered for purposes of contributing to the 180 instructional day requirement. Note that each day must meet the overall minimum instructional time requirements to count as a day of instruction.

<b>EXAMPLES OF INSTRUCTIONAL DAY COMPOSITIONS</b>			
<b>% In-Person Instruction</b>	<b>% Synchronous Virtual Instruction</b>	<b>% Asynchronous Virtual Instruction</b>	<b>Counts as an Instructional Day?</b>
100	0	0	ALWAYS
0	100	0	ALWAYS
0	0	100	NO MORE THAN 3 PER YEAR
50	50	0	ALWAYS
50	0	50	ALWAYS
0	50	50	ALWAYS
25	25	50	ALWAYS
20	20	60	NO MORE THAN 3 PER YEAR

*No more than three (3) days consisting of more than 50% virtual asynchronous instruction may be considered instructional days that contribute to the 180 day school year.*

Instructional days may consist of in-person as well as virtual instruction. To be considered an instructional day, at least 50% of instructional time must be provided as in-person instruction, synchronous virtual instruction, or a combination of in-person and synchronous instruction.

For grades 1-6: at least 2.5 hours of instructional time must be in-person instruction, synchronous virtual instruction, or a combination of synchronous and in-person instruction.

For grades 7-12: at least 3 hours of instructional time must be in-person instruction, synchronous virtual instruction, or a combination of synchronous and in-person instruction.

Below are the eLearning expectations for all MSD of Steuben County teachers. We will utilize three asynchronous eLearning days and then transition to synchronous eLearning days. Synchronous eLearning must continue the daily planned curriculum to address focused, priority content. Asynchronous eLearning should provide students with an opportunity to apply and practice recently taught content.

#### **eLearning Expectations**

1. eLearning Days are considered regular workdays.

2. Staff members are expected to be available to students and parents on eLearning only days during the hours of 9:00 AM- 3:00 PM.
3. On synchronous eLearning days, elementary teachers must be online live with students for 2.5 hours, and secondary teachers must be live with students for at least 3.0 hours. Schedules for synchronous learning should be established for each building, allowing teachers to have a designated time to work with their students.
4. Lessons will be delivered through Google Classroom each instructional day, even when all students are learning in the face-to-face classroom, so that students become accustomed to accessing lessons in this format in the event of an emergency closure. In such a case, students should continue learning, in the same manner, the following day, but from home.
5. The beginning portion of each lesson should address community-building needs, followed by a live presentation or recording of the teacher delivering an introduction and any additional instruction. During eLearning, teachers need to record either a live lesson with students who join their Google Meet or record their lesson and post it for those who may need to access it at a later time.
6. eLearning lessons should contain all necessary materials within the Google Slides deck. If a student will need a page from a textbook or paper that was sent home, these items should also be linked as PDFs or Google Docs on Google Classroom through your Google Slides.
7. Teachers must make their principal, special education teacher, EL teacher, instructional assistant, and another teacher with whom they work co-teachers to their Google Classrooms.
8. Each day, teachers will provide feedback on students' work. Feedback can be in the form of grades.
9. Grades will be given in the same way for eLearning as if students were learning face-to-face.
10. Students will have a 24-hour window to complete the work for your course unless you provide an alternate due date for longer projects, etc. While you may suggest that it is in the student's best interest to complete the work on each eLearning day, you may not require that it be due that day. Students are allowed to utilize the entire 24-hour window to submit their work for attendance purposes.
11. Students are marked present for the day if 1) the student logs in to the live Google Meet, 2) the required work is submitted within the 24-hour window, or 3) the student signs into a Google Form to mark attendance. Attendance will be marked in PowerSchool by each teacher using the new state-required attendance codes.

### **Communication**

Students and parents should have well-publicized methods to reach a teacher. [Google Meet](#) and Google Classroom are the expected modes of communication. Students and parents should receive a live response to their questions and concerns within a reasonable amount of time if the initial contact is made between 9:00 and 3:00.

### **Telephone Communication**

Staff members are strongly encouraged to provide students and parents with a phone number to reach them. Staff members may use Rooms to make outgoing phone calls or use [Google Meet as a space for incoming phone calls](#).

## **Other Forms of Communication - Optional**

In addition to email and phone access, many teachers also communicate with students and parents through Facebook, Twitter, Blogger, and other social media platforms. These are also acceptable forms of communication, but should be used in addition to the expected communication channel of Google Classroom.

## **Lesson Planning**

Here is a [link](#) to a lesson planning rubric to help you plan your lessons. Here is another [link](#) to a document that outlines the hallmarks of a practical e-learning or virtual lesson. These tools should be used to guide teachers in planning high-quality lessons for students.

Elementary Content should focus on Reading/Language Arts and Math. Science and Social Studies should be integrated when appropriate to connect learning across the disciplines. Specials teachers will add lessons to their Google Classrooms.

Middle- and high-school content is relevant to courses and classes taught by the teacher, focusing on high-priority content and standards.

## **Special Education\***

Special education teachers who co-teach in general education should still co-teach. If the special education teacher provides direct instruction, this should be done daily (unless otherwise decided through a case conference); teachers will need to define when their "resource" period(s) will be held. Special education teachers need to continue collaborating regularly with general education teachers during any extended e-learning periods. Special education students should not be expected to do *more* work than general education peers, so IEP-specific goals should be considered and embedded into the curriculum as special education teachers support general education differentiation.

Teachers of self-contained classes will provide lessons following the daily instructional expectations of their students. Applied Skills teachers may choose to send home paper assignments if more appropriate for the student(s).

If services, accommodations, or methodologies need to be changed, this must be done through a case conference decision. Parent concerns need to be addressed and thoroughly documented in the IEP.

Speech and language clinicians will continue to provide services as described in the IEP.

Itinerant therapists and consultants (occupational therapy, physical therapy, and deaf/hard of hearing) may provide virtual therapy or consultation sessions, or alternate activities as appropriate.

Any pending evaluations will be completed within compliance timelines or as directed by NEISEC and/or OSE. These may include virtual components. As appropriate, face-to-face meetings may be arranged (following health and safety guidelines).

### Title I Teachers

Teachers will need to be available to assist identified students at a specifically scheduled time, or monitor students' progress on intervention programs, and schedule times to meet with students based on the data.

Regular education teachers will need to include the appropriate special education and Title I teachers in their Google Classrooms so that they have access to lessons that those students may need help with. This also includes EL elementary instructional assistants so they can continue to work with their students.

### Elementary Art, Music, PE, Computer Science

Teachers should create and grade appropriate lessons for the classes they would teach on days we are closed. Share your lessons through Google Classroom. Instructional assistants who provide specials for kindergarten students will not be responsible for creating lessons.

### Instructional Assistants

Coordinate with your supervisor for one of the following options for days when school buildings are closed:

- Report to your designated building and clock in to complete one or both of the following during your regular scheduled hours:
  - Working with students in a virtual setting
  - Completing special assignments designated by your supervisor
- Utilize a benefit day according to the Classified Handbook

All other employees of MSD Steuben County must report to their designated building for work or use a benefit day, as outlined in the Classified Handbook.

### **Professional Development Days**

MSD of Steuben County has applied for a 1003 waiver to allow for the three scheduled professional development days to be free from instruction.