



ELKHART
COMMUNITY SCHOOLS

Parental Guidance Document

eLearning Settings

2020 - 2021

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**Elkhart Community Schools
Parental Guidance Document
2020-2021**

Introduction

In response to the COVID-19 outbreak, Elkhart Community Schools will implement eLearning as our commitment to provide continuity in learning for extended periods of time. Our [Re-Entry Plan](#) establishes two plan options for students for the first half of the 2020-2021 school year. The first plan offers parents the option of having students attend school two days per week, with three days of scheduled eLearning per week. The second option offers parents the option of having students stay enrolled in their home school, but complete all learning online from home.

The purpose of this document is to provide guidance for parents as they navigate both instructional delivery and grading options for students. We seek to provide high quality instruction while remaining flexible and understanding of the various home situations of our students. For this reason, it is imperative that students are not penalized for circumstances beyond their control.

Plan Options

Hybrid Plan Half of Students Alternating Days

- Students will attend school two days per week, with three days of scheduled eLearning per week.
- Elementary: Students will physically attend school on M/W (Group A) or T/Th (Group B). On the days when students are not physically attending school, they will be expected to complete eLearning activities. For elementary students, “specials” classes will alternate weeks between in-person and online.
- Middle: Students will physically attend school on M/W (Group A) or T/Th (Group B). For the first nine weeks, middle school students will complete periods 1, 2, 5, and 6 in person. For the second nine weeks, middle school students will complete periods 3, 4, 7, and 8 (period 8, if applicable) in person.
- High: Students will physically attend school on M/W (Group A) or T/Th (Group B). For the first nine weeks, high school students will complete Blue days (periods 1, 2, 3, 4) in person. For the second nine weeks, high school students will complete Gold days (5, 6, 7, 8) in person.
- On the days when students are not physically attending school, they will be expected to complete eLearning activities.
- Fridays will be eLearning for all students in grades K-12.
- Plan 1’s eLearning will be planned and led by students’ classroom teachers, and focus on practicing and demonstrating proficiency on skills on which students have received in-person instruction.
- Content covered in eLearning will be connected to content covered during in-person instruction.
- Students will be grouped in Group A / B based on home address to ensure siblings who live together will attend school on the same day.

Online Virtual Learning from Home

- Students will stay enrolled in their home school, but will complete all learning online from home.
- Elementary: Depending on the total number of students, a teacher (or multiple teachers) will be assigned a specific grade level. This teacher (or teachers) will have a cohort (“classroom”) of students from across the district.
- Middle and High School: Depending on the total number of students, a teacher (or multiple teachers) will be assigned a class (or multiple classes), based on topic. This teacher (or teachers) will teach many students from across the district.
- Instruction will look much different than the emergency eLearning our students experienced from midMarch through May 2020. Teachers will use digital video to deliver curriculum and engage with students. Students will have an opportunity to engage in group discussions focused on classroom curriculum.

- Students may be clustered according to their identification as high ability, special education, etc. to ensure they are learning engaging and challenging content based on their specific needs. Appropriately licensed teachers will lead these classrooms.

What Does eLearning Look Like for Fall 2020?

eLearning is an important part of instruction within both options for the fall re-entry plan for Elkhart Community Schools. As people consider these options, it is important to understand the differences between the two options and to understand how this eLearning will be different from the eLearning conducted in the spring during the emergency closure.

Spring 2020
Emergency eLearning
<p>Schools closed due to the spread of COVID-19 and then they were forced to stay closed due to the Governor’s Executive Order.</p> <p>High school and middle school teachers had some experience and professional development to prepare for scheduled eLearning days prior to closure.</p> <p>Elementary teachers had not had this professional development as their first day of eLearning was scheduled for April 1, after schools closed.</p> <p>Instruction was intended to engage students in core learning, but because of the sudden closure and because schools across Indiana were in various phases of readiness, schools were encouraged to not follow standard grading and attendance practices. High school seniors were given credit simply for being enrolled in classes, and there were waivers for graduation and testing requirements due to the emergency. Because not all students had internet access and learning was not comparable to what would occur in the classroom, elementary students did not receive grades for the final grading period. High school semester grades were weighted toward work completed early in the semester.</p> <p>Teachers and principals engaged in professional development on Tuesdays and Thursdays to improve instructional practices and collaborate on eLearning strategies throughout the emergency closure period.</p>

Fall 2020

Alternating Day eLearning Option

This option exists to allow schools to have fewer students in classrooms in order to socially distance. This means that on the A Days students will be in class and B Day students will eLearn. Then B Day students will learn in class while A Day students are online at home. Friday is eLearning for all students and will allow teachers to check in on students, engage in professional work, and continue their professional growth.

Students can complete their work online while at home to count as a school day. For students without access, they will be able to download work they need for eLearning days while in attendance on their designated days to complete it. Students have contact with a teacher throughout the week, so there are not long periods of time before students can seek help. Teachers can ask and assist with work more frequently, thus increasing accountability.

The expectation is that students complete the remote learning exercises for the days they are not in attendance. This work will be skills practice as well as activities and projects to demonstrate mastery of concepts taught in previous days.

Because their regular classroom teacher is teaching students, a teacher may not be available to immediately assist a student. The work will be intended to be attempted and completed individually. Also, the work can be completed any time during the day since the classroom teacher is working with other students. Some teachers may choose to involve students at home with students who are in the classroom through a writing activity or a virtual class meeting, but this would not be a requirement of students on the alternating day.

Completing work on these days is required to show what students know and can do. Completing work on the remote learning days counts as positive attendance for those days when students are not physically in the buildings. With the expectation this work is completed, this work can be counted in grades.

Unlike the waivers in spring for seniors and secondary school weighing semester grades heavily by work from the start of the semester, student work from all nine weeks will count in that grade this fall. With middle and high school students completing half their courses in mini-mesters lasting 9 weeks, they will need to be engaged in that smaller course load and complete all work since it will be at a faster pace.

Fall 2020

Full-time Online eLearning Option

This option exists for students who cannot attend or chose not to attend the in-person option. Students who select this option must have consistent access to reliable internet service. Elkhart teachers will be dedicated exclusively to teaching in this online format and their class will be students from across the district.

Students who select this option acknowledge that their school day will run from the normal start and stop time and students should be available for any instruction, conference, or class meeting a teacher would call. Work needs to be completed daily and participation in each class counts as attendance for the day. A student cannot “let work go” and make it up at a later point.

Elementary teachers in the online school will create their daily schedule and expectations for students. Secondary students will have half their schedule in a mini-mester; their day will be divided into a schedule of even time across these courses.

Instruction in this format will include direct instruction via Google Meet or recorded lessons, videos and other online resources, interactive activities with other students, and submission of writing and projects to demonstrate mastery.

All work in this option is expected to be completed and can count in a students grade based on the grading policies of the instructor. Passing grades in these courses are required to earn high school credits toward graduation.

How Should Parents Decide?

There are some excellent resources to assist parents as you consider which option is best for your child. The Michigan Virtual Learning Research Institute provides a *Profile of a Successful Online Learner*.

Characteristics of successful online students include:

- Good Time Management
- Effective Communication
- Independent Study Habits
- Self-Motivation
- Academic Readiness
- Technologically Prepared

When determining if your child would be successful in a fully virtual environment, consider the following:

- Can your student create and maintain a study schedule throughout the semester without face to face interaction with a teacher?
- Can your student ask for help, make contact with other students and the online instructor and describe any issues or problems with the technology?
- Can your student study and complete assignments without direct supervision?
- Can your student stick to a schedule?
- Does your student have a strong desire to learn skills, acquire knowledge and fulfill assignments in online courses because of an educational goal?
- Does your student have the basic reading, writing, math and computer literacy skills to experience success in the class?
- Is your student prepared to use the technology?

(<https://michiganvirtual.org/resources/guides/parent-guide/>)

There are many guides that can be referenced to help parents structure their home environments to support learning at home.

ACS International Schools recommends:

- | | |
|---|---|
| • Establishing routines and expectations | • Establishing times for quiet and reflection |
| • Choosing a good place to learn | • Encouraging physical activity and exercise |
| • Staying in touch with the school/teacher | • Managing stress and make the most of an unusual situation |
| • Helping students “own” their learning | • Monitoring time on-screen and online |
| • Beginning and ending the day by checking in | • Connecting safely with friends, and be kind |

More detailed information can be found [HERE](#)

**Please note, parents who select this option acknowledge that their school day will run from the normal start and stop time and students should be available for any instruction, conference, or class meeting a teacher would call. Students will not be counted present if they do not check in or log in when the teacher schedules class meetings. If your schedule does not permit the

student logging in during normal school hours, this would not be the appropriate option to choose.

What does a Typical Day Look Like for Students?

Hybrid Students/eLearning Day Expectations

Students participating in the Hybrid model will engage in eLearning that builds on and continues progress with their in-class curriculum. Students should complete their work online while at home to count as a school day. Students without home internet access will be able to download work they need for eLearning days while they are present in their school building so it will be available at home for completion without the internet.

With this option, students have contact with teachers throughout the week, so there are not long periods of time before students can seek help. Teachers can ask and assist with work more frequently, thus increasing accountability.

The expectation is that students complete the remote learning exercises for each day they are not in attendance. This work will be skills practice as well as activities and projects to demonstrate mastery of concepts taught in previous days.

Because the regular classroom teacher is teaching in-person students, a teacher will not be available to immediately assist a student during their home eLearning time. It will be the intent for the remote learning exercises to be attempted and completed independently to the best of the student's ability. This work may be completed any time during the day. Some teachers may choose to invite students at home to virtually interact with students who are in the classroom via a writing activity or a virtual class meeting, but this would not be an attendance requirement.

Instructional Design for Hybrid Students

	Monday	Tuesday	Wednesday	Thursday	Friday
In Class Students physically attend school	Group A	Group B	Group A	Group B	No Students
eLearning Content connected to in-person instruction	Group B	Group A	Group B	Group A	Groups AB

Hybrid Learning (Weekly Expectations)

Subject	Reading (reduce to 60 min on eLearning Days)	Math (reduce to 60 min on eLearning Days)	Social Studies Science Specials Other	Independent Work Expectations (On eLearning Days)
Kindergarten	90 minutes	60-90 minutes	Varies by Building	45 minutes per day
1st Grade	90 minutes	60-90 minutes	Varies by Building	45 minutes per day
2nd Grade	90 minutes	60-90 minutes	Varies by Building	60 minutes per day
3rd Grade	90 minutes	60-90 minutes	Varies by Building	60 minutes per day
4th Grade	90 minutes	60-90 minutes	Varies by Building	90 minutes per day
5th Grade	90 minutes	60-90 minutes	Varies by Building	90 minutes per day
6th Grade	90 minutes	60-90 minutes	Varies by Building	90 minutes per day

**The delivery of instruction in the hybrid model reflects instruction that would normally take place in the classroom (Mini-lessons, guided reading, student activities, etc.) The teacher would provide the students with the directions of the activities that would be completed on the eLearning Day. In a Flipped Classroom scenario, teachers would provide the instruction during the eLearning Day via videos or activities in Seesaw/ScootPad and then provide additional support and practice when students return.

Virtual Students Learning Expectations

Virtual “classrooms” will consist of students in their grade or subject-class from around the district.

Students who select this option must have consistent access to reliable internet service. Specially-assigned Elkhart teachers will be dedicated exclusively to teaching in this online format and their class will be composed of students from across the district.

Students who select this option should be aware that their school day will run from the normal school start and stop time. Students should be available for all instruction, conferencing, or class meetings at the times scheduled by their teacher. Work needs to be completed daily and participation in each day’s class activities will be used to mark attendance for the day. A student cannot “let work go” and make it up at a later point.

Elementary teachers in the online school will create their daily schedule and expectations for students. Secondary students will have half their schedule in a mini-mester; their day will be divided into a schedule of even time across these courses.

Instruction in this format will include direct instruction via Google Meet or recorded lessons, videos and other online resources, interactive activities with other students, and submission of writing and projects to demonstrate mastery.

All work in this option is expected to be completed and can count in a student's grade based on the grading policies of the instructor. Passing grades in these courses are required to earn high school credits toward graduation.

Instructional Minute Expectations for Virtual Learners

Full-Time eLearning (Daily Expectations) for Elementary Students

Subject	Reading	Math	Social Studies Science Specials Other	Independent Work Expectations	Total Minutes Min	Total Minutes Max
Kinder	60 minutes per day	60 minutes per day	60 minutes per week	45 minutes per day	Minimum - 165 minutes or 2.75 hours per day	Maximum - 225 minutes or 3.75 hours per day
Grade 1	60 minutes per day	60 minutes per day	60 minutes per week	45 minutes per day	Minimum - 165 minutes or 2.75 hours per day	Maximum - 225 minutes or 3.75 hours per day
Grade 2	60 minutes per day	60 minutes per day	60 minutes per week	60 minutes per day	Minimum - 180 minutes or 3 hours per day	Maximum - 240 minutes or 4 hours per day
Grade 3	60 minutes per day	60 minutes per day	60 minutes per week	60 minutes per day	Minimum - 180 minutes or 3 hours per day	Maximum - 240 minutes or 4 hours per day
Grade 4	60 minutes per day	60 minutes per day	60 minutes per week	90 minutes per day	Minimum - 210 minutes or 3.5 hours per day	Maximum - 270 minutes or 4.5 hours per day
Grade 5	60 minutes per day	60 minutes per day	60 minutes per week	90 minutes per day	Minimum - 210 minutes or 3.5 hours per day	Maximum - 270 minutes or pp 4.5 hours per day
Grade 6	60 minutes per day	60 minutes per day	60 minutes per week	90 minutes per day	Minimum - 210 minutes or 3.5 hours per day	Maximum - 270 minutes or 4.5 hours per day

**Instructional minutes indicate how much time a student should work in each subject/content area.

Full-Time eLearning (Daily Expectations) for Secondary Students

	Mon.	Tues.	Wed.	Thur.	Fri.	Total Min.
Period 1	80	80	80	80	80	400
Period 2	80	80	80	80	80	400
Period 3	80	80	80	80	80	400
Period 4	80	80	80	80	80	400
Total Min.	320	320	320	320	320	1600

**Instructional minutes indicate how much time a student should work in each subject/content area.

Parent Communication

It is important to note that teachers will set specific office hours for parent/teacher communication. Teachers will not be available outside of office hours as they will be teaching during the school day either in person or in the virtual setting. Teachers are instructing throughout the school day. Teachers are expected to provide set office hours so that parents have the opportunity to ask questions and receive clarification about assignments. The use of email is also strongly encouraged as a means of communication.

Learning Expectations and Tools for Virtual Students

During virtual learning, your child is expected to complete assigned learning activities each day. S/he will show proof of participation in daily virtual learning by logging in to SeeSaw/Canvas and satisfactorily engaging with assigned learning activities, culminating in the completion of assignments to demonstrate their learning before or by the assigned due date. This daily participation is also the means by which attendance will be taken and recorded. It is important for you and your child to stay in communication with teachers when in need of additional learning support. To help facilitate this, the district has adopted several technology tools available to all students.

Devices:

All students will have access to their own IPAD in grades K-12. IPADS will be distributed via the student's individual school.

Platforms:

SeeSaw and Canvas are the platforms that allow students to access lesson materials and submit their assignments, collaborate, and communicate with their teachers. These platforms also house a variety of educational digital resources for students to access, that, depending on the course, include textbooks, content-specific applications, online reading libraries, and assessment tools. Your child can log in directly to SeeSaw/Canvas to access these tools. ScootPad is another technology tool that will be used at the elementary level to support online curriculum.

SeeSaw is the learning platform for elementary (K-6) children to access digital resources and content.

- Students will have Seesaw as an app on their iPad and be automatically logged in on their devices.
- If your child accidentally logs out of their iPad, you will need to reach out to your child's teacher.
- [Seesaw Login Page](#)
- Seesaw: Parent Information (<https://web.seesaw.me/parents>)

Canvas is the learning platform for your secondary (7-12) children. Students will have Canvas as an app on their iPad and be automatically logged in on their devices.

- [Canvas Login Page](#)
- Canvas: [Parent/Observer Pairing Codes Guide](#)
- Canvas: [Student Guide](#)

ScootPad is a learning platform to enhance math opportunities for your children in Grades K-6.

- Parents: [How Parents Can Set Up a Free ScootPad Account](#)
- Parents: [How Parents Can Monitor Student Progress in ScootPad](#)
- Students: [How Students Monitor Progress in ScootPad](#)
- Students: [Students Viewing Behavior in ScootPad](#)

PowerSchool:

PowerSchool is the online application that allows you access to a variety of information on your child. As a registered user, you can log in to see information such as class assignments and school calendars and even communicate electronically with teachers. Here are some other types of information you have access to:

- PowerSchool is Elkhart Community Schools' primary student management system that includes information about grades, test scores, absences/tardies, lunch money balances, and more.
- Contact information and contact preferences can be updated in PowerSchool through the ABC: Annual Back-to-School Check-in icon in the PowerSchool menu. We recommend this process to be completed on a computer or iPad. Please do not use the phone app for this process.

- [PowerSchool Login Page for ECS Families](#)
- [PowerSchool Login Page for EACC Families](#)
- If a student accidentally logs out of PowerSchool and does not know their password, they can visit the [Student Landing Page](#) to reset their passwords.

Troubleshooting:

What to do if I am having trouble with a device?

- If you are having any issues with an IPAD Device, contact the Elkhart Community Schools Technology Department at 574-262-5676 for assistance. Information can also be found at <http://elkhart.k12.in.us/home/academics/11-technology/>

What should I do if I cannot figure out how to sign into Seesaw/Canvas?

- Seesaw provides a digital page, [Remote Learning Resources for Families](#), which can be accessed to show parents how students log into Seesaw.
- Parents can access the sign up for Canvas using the following link:
<https://community.canvaslms.com/t5/Observer-Guide/How-do-I-sign-up-for-a-Canvas-account-as-a-parent/ta-p/540>

How do I create a pairing code for my student in Canvas?

- Create a pairing code for your student in Canvas:
<https://community.canvaslms.com/t5/Student-Guide/How-do-I-generate-a-pairing-code-for-an-observer-as-a-student/ta-p/418>
- PDF instructions:
https://s3.amazonaws.com/tr-learncanvas/docs/Mobile_PairingCodePDF.pdf

What are some helpful parent features in Seesaw?

- Helpful parent features in Seesaw:
<https://elkhartcs.zendesk.com/hc/en-us/articles/360029387411-Signing-up-Parents-in-Seesaw-Helpful-Parent-Features>

Specials in the Elementary

Both Hybrid and Virtual students will participate in Music, PE, Art, Computer Lab, and Library “specials” classes. Hybrid students will attend specials classes in person and complete additional activities on eLearning days. The expectation is that all students will complete one activity per week related to each specials class.

Virtual students will have remote virtual teachers for Music, PE and Art. Virtual students will have access to the activities posted by the Computer Lab and Library paraprofessionals.

With the exception of Library and Computer Lab, students will receive grades in Music, Art, and PE.

Grading Scale for Specials Classes

Exceeds Expectations	Exceeds Expectations - The teacher has strong evidence of student competency on all or nearly all of the standards.
Satisfactory	Meets Expectations The teacher has evidence of student competency on much of the standards.
Needs Improvement	The teacher has little or no evidence of competency or near competency of standards.

Attendance Requirements

Students will be expected to attend school in both the hybrid and virtual model everyday. Teachers will take regular attendance of both in person students and students who are participating virtually. Students will be counted as present in the virtual setting using the following:

- Submission of Expected Student Work
- Evidence of Student Progress
 - Seesaw Drafts
 - Photo/Screenshot of Progress
 - Shared Google doc, slide, sheet, form, etc.
- APEX/Canvas/Seesaw Login
- Student/Teacher Interaction: 2-way communication through:
 - Email
 - Phone call
 - Appearance in Google Meet
 - Canvas or Seesaw message
 - Etc.

If a student cannot participate either in person or virtually, a parent/guardian is expected to contact the school office to report the student's absence. This would be done in the same fashion as when school is in session. Regular communication of a student's participation is critical to attendance reporting. If students are not regularly attending school in any of the school settings - in person, eLearning or Virtual, they will be marked absent and the school will follow the regular attendance reporting guidelines that are mandated by the State of Indiana. Please check with your child's school regarding specific attendance requirements (sending in a note, phone call, etc.).

Assigning Final Grades

Guidance on Assigning Grades for Elementary Coursework:

Unlike the situation in March 2020, Students in the elementary school will receive grades during the 2020-2021 school year. Teachers are expected to provide instruction following the [Indiana Academic Standards](#) for their particular grade level or content area. Students will be assessed on their knowledge of the expected grade level standards, not solely on work completion. The following grading scale will be used to determine final grades.

Grading Guidance for Hybrid and Virtual Students

Grades K-1	Grades 2-6
4: Exceeds Expectations The teacher has strong evidence of student competency on all or nearly all of the standards	A: Exceeds Expectations The teacher has strong evidence of student competency on all or nearly all of the standards.
3: Meets Expectations The teacher has evidence of student competency on much of the standards.	B: Meets Expectations The teacher has evidence of student competency on much of the standards.
2: Approaching Expectations The teacher has some evidence of student competency or near competency of the standards.	C: Approaching Expectations The teacher has some evidence of student competency or near competency of the standards.
1: Does Not Meet Expectations The teacher has minimal evidence of competency or near competency of the standards.	D: Does Not Meet Expectations The teacher has minimal evidence of competency or near competency of the standards.
0: No Evidence The teacher has little or no evidence of competency or near competency of standards.	F: No Evidence The teacher has little or no evidence of competency or near competency of standards.

Guidance on Assigning Grades for Secondary Coursework:

Elkhart Community Schools is following the Governor's guidelines and mandates in order to keep our students and staff safe during the COVID-19 Pandemic. Student and staff safety is the top priority, but we are also committed to continued student learning.

One area of concern for many students, parents, and teachers is how semester grades will be earned and assigned. Based on the guidelines from the Indiana Department of Education, ECS middle and high schools will use the following guidelines to assign grades for all secondary courses.

Beginning Fall Semester 2020 the expectation is that student's final semester grades will be based on mastery of the identified essential standards for each course in which the student is enrolled. The following scale will be used to indicate student competency of the Guaranteed and Viable Curriculum (GVC).

A	The teacher has strong evidence of student competency on all or nearly all of the GVC.
B	The teacher has evidence of student competency on much of the GVC.
C	The teacher has some evidence of student competency or near competency of the GVC.
D	The teacher has minimal evidence of competency or near competency of the GVC.
F	The teacher has little or no evidence of competency or near competency of GVC, the student is not passing the course, and/or the student has not engaged in learning activities.

Child Care Options

ECS has gone above standards by collaborating with area organizations to assist parents with access to child care.

The child care options available for children are designed to accommodate eLearning, Fine Arts and STEM activities, along with extended hours to better meet work schedules. These organizations include:

- Elkhart Education Foundation will host Ed Camp 2020
 - For additional information, click this link: [EdCamp 2020](#)
- The Boys and Girls Club will host BGC Academy.

- For additional information, click this link: [BGC Academy](#)
- KidsCare will continue to offer before/aftercare, as well as an all-day (5:30am - 5:30pm) Friday option for Mary Daly and Pinewood students.
 - For additional information, click this link: [KidsCare](#)