

**Engagement and Growth**

**ILH eLearning Frameworks**

Table of Contents

1. ILH eLearning Mission and Vision 2
2. eLearning Pre-Planning 3
3. Technology Distribution Process and User Agreements 3
4. Google Classroom and Approved Online Curriculum 5
5. K-2 eLearning Curriculum and Materials 5
6. 3-5 eLearning Curriculum and Materials 5
7. Design Thinking and Pathways Curriculum and Materials 6
8. Daily Routine and Schedule 6
9. Teacher Responsibilities 6
10. Parent Communication 8
11. Adjusted Job Responsibilities during extended eLearning Time 9
12. Calls, Office Hours, and Contact Information 9
13. Special Education and ELL Accommodations, Supports, and Documentation. 11
14. Virtual Counseling, Social-Emotional Learning, and Family Supports 12

Appendix A - Acceptable Usage Policy and Technology Insurance 13

Appendix B - Attendance Policy 15

Appendix C - eLearning Lesson Framework 17

1. ILH eLearning Mission and Vision

Effective spring 2019, Indiana schools/districts are not required to request approval from the IDOE to implement eLearning days. Assurances to maintain instructional fidelity remain the responsibility of the individual school/district. Invent Learning Hub has collaborated with other local schools including staff from virtual learning schools to determine the best model for eLearning based on our school model. The Mission of ILH eLearning is to:

* Provide clear, rigorous, standards based instruction utilizing all of our school model and curriculum as closely as possible while supplementing with additional materials to meet student needs in a virtual setting
* Providing constant and intentional communication with our families
* Focus on engagement so that students want to participate in learning

ILH eLearning Academic Mission and Vision

ILH understands the urgency in providing students with continuous and real-time instruction in the event of school closures. Utilizing standards-based, data-driven work, an intentional daily schedule, frequent communication, and school provided technology (Grades K-8) allows students to continue to grow in a manner consistent to ILH instructional frameworks.

ILH utilizes the following four fundamental frameworks for our E-Learning process:

1. We are forward-focused and prepared to carry out eLearning for as long as it takes.

2. We are prepared to rigorously provide data-driven, standards-based instruction to our students every school day from this point forward.

3. We are committed to maintaining constant communication with our school families and school community.

4. We are focused primarily on core content while providing specialized school content (Pathways and Design Thinking) in a condensed model.

ILH eLearning Student and Family Social and Emotional Supports

ILH recognizes that asking families to support student learning from home may require additional supports for success. In the event of a short or a long term school closure, ILH will provide unprecedented social, emotional, and community support while connecting families to resources to assist them. ILH’s office hours approach and point of contact allows parents to reach out for support as needed. Each family also has a weekly check-in with their assigned point of contact to ensure each student is supported in every way necessary. We also provide support by the following means:

* Virtual counseling services
* Services through Adult and Child
* Translation services
* Academic support from the teacher
* Technology support
* Community Resources

1. Pre-Planning for ILH eLearning

ILH recognizes that eLearning is not ideal for families when many students require additional supports through special programming and have individualized needs. It is still the mission of the school to provide a high quality core content curriculum that is accessible to all students and feasible for families to implement. We also want to ensure families feel prepared to complete the required tasks and feel supported through the process.

The pre-planning process for ILH e-Learning involves several key steps. Below is a sequential process of ILH eLearning planning steps.

1. Planning with other local schools and reaching out to virtual school administrators for support.
2. Talk to curriculum providers to see how they are supporting with the transition into eLearning.
3. Find ways to supplement parts of the curriculum that could not be adapted to fit eLearning.
4. Determine the best platforms to use for eLearning that allows the most simple and understandable approach for families.
5. Develop a logistical plan for roll out, scheduling structures, systems, and materials.
6. Provide 1-on-1 support to all staff members as they transition into this new model of teaching.
7. Develop a training and communication timeline and structure to onboard families.
8. Technology Distribution Process and User Agreements

Materials

ILH provides all students who do not already have a device at home (K-8) with a school issued Chromebook. In addition, all ILH students in grades K-8 receive all necessary materials to go along with lessons. Additionally, all special education students and English Language Learners who may require more accessible materials documented in their IEP or ILP will be provided access to these.

There will also be documents providing staff office hours, point of contact for the family, and staff phone numbers.

Distribution

In the event of a long-term school closure, parents are notified of a time to pick up their child’s Chromebook and materials. ILH staff will be there to pass out materials, technology, and have parents sign the appropriate paperwork.

In the event of a short school closure due to weather or circumstances out of our control (1-2 days) ILH will not utilize eLearning as an option but will most likely use closure days. This would always be communicated to families.

Waivers and User Agreements

Each ILH student will receive a school issued Chromebook if they do not already have a device at home. Upon receiving the device, the teacher will log the student’s serial number in a pre-made google document. Each parent has to sign an Acceptable Use Policy and Technology Insurance document (See **Appendix A**). The school will keep these documents on file.

In the event of damage, loss or theft, the family will be charged a fine to cover the actual repair or replacement costs for school-issued Chromebooks.

Lost Chromebooks

If a Chromebook is lost, notify school administration immediately. The charge for a lost device will be $100.00.

Stolen Chromebooks

If a Chromebook is known to be stolen, file a police report and notify school administration. The charge for a stolen Chromebook will be $100.00.

Damaged Chromebooks

If there is damage to the Chromebook and the family opted out of insurance they will be charged the damage cost and an additional $20.00 fee. A new device will be issued to the student once the damage fee is paid. If full replacement of the device is required there will be a charge of $100.00.

Lost or Damaged Chargers

A replacement charger will cost $20.00

1. Google Classroom and Approved ILH Online Curriculum

All assignments provided by ILH will have links provided in our school’s Padlet page. The links in Padlet will take you directly to Google Classroom. Google Classroom was chosen by ILH administrators and teachers as the primary platform for eLearning. Google Classroom is utilized by all teachers in ILH and provides familiarity to both staff and students. The platform allows teachers to upload daily assignments, add students, assess and grade daily work, and incorporate learning videos. Teachers can provide real-time feedback and support students through the live chat feature and via video using Google Hangouts. The online platform is supplemented by paper/pencil packets as needed. Students will receive their student notebooks for math and Fundations. These resources will be utilized to maintain consistency and provide students with a way of showing their work using paper/pencil.

Additional online platforms that are utilized for eLearning include:

* [www.raz-kids.com](http://www.raz-kids.com) (app available)
* [www.zearn.com](http://www.zearn.com)
* [www.lexiacore5.com](http://www.lexiacore5.com) (iPad and iPhone app available)
* [www.dreambox.com](http://www.dreambox.com) (iPad app available)
* [www.clever.com](http://www.clever.com)
* [www.classdojo.com](http://www.classdojo.com)

1. K-2 Curriculum and Materials

Teachers use a combination of Wilson Fundations, KIPP Wheatley, Eureka Math, and teacher created materials. Additionally, K-2 curriculum will be supplemented with paper/pencil work to give students the opportunity to show their mastery of the standards without the need to type. Teachers will also utilize the online platforms mentioned above for student learning.

1. 3-5 Curriculum and Materials

Teachers use a combination of KIPP Wheatley, Eureka Math, and teacher created materials. We are working to maintain our current curriculum course as much as possible. Students will have books to read as part of the KIPP Wheatley curriculum. Math curriculum will require a student workbook where problem sets and exit tickets will be completed to show mastery of the content. Teachers will also utilize the online platforms mentioned above for student learning.

1. Design Thinking and Pathways

Teachers will provide lessons weekly on the Google Classroom Platform. These lessons will be available each Wednesday, and will consist of both teacher created material and often outside resources such as Mystery Science, YouTube, and Indiana Career Explorer. Design Thinking lessons will have school provided materials, and students will also be asked to use commonly found materials in their home for certain projects. These lessons are designed to be completed over the week they are assigned.

1. Daily Routine and Schedule

ILH’s eLearning schedule will mirror that of the ILH academic day. The daily schedule for each eLearning day will be:

* ELA 9:00 - 11:00 (M, W, Th, F)
* Math 1:00 - 4:00 (M, W, Th, F)
* Design Thinking 9:00 - 10:00 (W)
* Pathways 1:00 - 2:00 (W)

1. Teacher Responsibilities

During ILH eLearning, teachers play the biggest role in all phases of the process-from pre-planning, to delivering lessons, to following up. Below are details of the specific responsibilities:

Lesson Planning

ILH teachers will create standards-based lesson plans on the Google Classroom platform one week in advance for approval by school admin. The plans are due on Friday during extended school closures and must be uploaded by 8:00 a.m. on a one-day school cancellation. The lesson plans on the platform must align to the structure of that week or days lesson and include the components of the ILH E-Learning Lesson Framework (Appendix C).

Communication

Each ILH teacher must log weekly communication with students and/or families. This is logged in the ILH daily metrics spreadsheet and shared with school administration for tracking engagement/attendance. Teachers receive communication assignments so that all staff are involved and all students have a contact.

Additionally, teachers can communicate in real-time using the live chat feature of Google Classroom to help support their students and families.

During an extended school closure, teachers will schedule conferences at regular intervals with each student over the phone to track academic progress and provide context into the child’s academic data.

Grading

During each week, teachers should have at least the following grades by content area:

* Math - 3 grades (2 classwork, 1 Dreambox Completion)
* ELA - 3 grades (2 classwork, 1 Achieve/Lexia Completion)
* Pathways - 1 Grade
* Design Thinking - 1 Grade

Grades should be logged in Alma and should focus on high lever

academic power standards. It is up to the teacher to decide which eLearning

assignments to grade based on what standards will give the best reflection of

mastery.

Attendance

Attendance will be taken on Monday of the week following classes. Please see

the full attendance policy in **appendix B**.

Weekly Team Meetings

Team Meetings are led weekly by the school administration. Teachers must attend 1 weekly meeting and will have weekly check-ins with the Director of Academics.

Data and Goals

ILH teachers are expected to track progress weekly for all students. Student growth towards mastery will be assessed using Kipp Wheatley and Eureka Math Assessments. All ELA goals continue to be in place as all students can either use Achieve3000 to measure lexile, or Raz-Kids to measure reading level.

1. Parent Communication

Frequent and intentional parent communication is the key driver in the success of the ILH eLearning platform. Communication with parents and students can be done utilizing the following strategies:

* Telephone Call
* Texting
* E-Mail
* Class Dojo
* Virtual meeting on Google Hangout

Frequency of Communication

The point of contact for the student will reach out at a designated time weekly. All teachers have daily office hours to provide support to students and families. Additional appointment times can be scheduled as needed. Parents have access to all staff and can call their designated number at any time.

Extended Closure Parent Conferences

In the event of an extended closure, school principals will designate a time for a

more in depth parent conference with the teacher. The conference should

discuss data, growth, student academic strengths, and areas to improve.

Communication Tracking

ILH school staff will utilize a daily participation data tracker. The tracker allows school leadership and teachers to log notes, participation rates, and attendance.

Special Programming Communication

The ILH special programs staff will document student communication and attendance during scheduled service times in their daily trackers. Special programs trackers will be reviewed daily by the Director of Special Programs. Special programs teaching staff will meet virtually one time per week with the Director of Special Programs to ensure all students receiving special education or english language supports are being provided a high level of support during eLearning instructional days. Classroom teachers will continue to utilize the ILH Special Education, English Language Learner tracker to ensure accommodations are being provided to students during core English Language Arts and Math lessons.

All IDEA timelines for students with disabilities will remain in effect, and every

attempt will be made to complete all evaluations and case conferences as

mandated by IDEA and Indiana Article VII. In the event that a timeline cannot

be met, an extension will be provided (with mutual consent from all parties).

Until federal and state guidance suggests otherwise, eLearning will not be

considered a change of placement requiring an additional case conference. If, at

any point, eLearning becomes more than a short-term emergency measure,

ILH Schools will consider adjusting the IEP to accommodate a change of

placement.

All ILH special education, 504, and ELL staff will work weekly with classroom

teacher to be sure that lessons are modified or accommodated to meet their

student’s needs. ILH administration will oversee this practice in weekly

reviews of lesson plans.

The Director of Special Programs will oversee all special programs staff with a weekly check-in and review of service trackers to ensure fidelity to providing required IEP and ILP services.

1. Adjusted eLearning school Job Responsibilities and Chain of Command

During eLearning ILH staff have been assigned office hours and responsibilities throughout the week. Those not teaching classes directly are providing special education and EL support. They are also tracking engagement in lessons and reaching out to families. Every staff member has been assigned to Mr. Surface or Mrs. Ostler as points of contact for weekly check-in and monitoring.

1. Calls, Office Hours, and Contact Information

\*\* Staff members can be reached on Dojo anytime. You can also schedule an appointment outside of office hours as necessary. If you are unsure who to call you can always call the school line to get Mr. Edwards at 317-832-4900. Also, there are no office hours after 2:00 on Wednesdays due to staff PD.

|  |  |  |
| --- | --- | --- |
| **Staff Member** | **Office Hours** | **Phone Number** |
| Aleicha Ostler | Call anytime  \* If there is no answer leave a voicemail for a return call | 317-503-0265 |
| Gabriel Surface | Call anytime  \* If there is no answer leave a voicemail for a return call | 812-344-8874 |
| Joshua Edwards  \*Call if you need help knowing who to talk to or need help outside of office hours. | Call anytime  \* If there is no answer leave a voicemail for a return call | 317-832-4900 |
| Penny Inskeep | Call anytime  \* If there is no answer leave a voicemail for a return call | 317-201-6482 |
| Rachel Chambers | Call anytime  \* If there is no answer leave a voicemail for a return call | 419-367-5563 |
| Wendi Lepley | 11:00-12:00  3:00-4:00 | 812-519-2047 |
| Megan Fitzgerald | 11:00-12:00  3:00-4:00 | 614-390-5647 |
| Nina Rozes  (Habla Español) | 8:00-9:00  10:00-11:00  2:00-3:00 | 401-474-9942 |
| Esther Passarelli  (Habla Español) | 11:00-12:00  3:00-4:00 | 317- 661-1036 |
| Mia Washington | 8:00-9:00  10:00-11:00  2:00-3:00 | 317-372-1917 |
| Sarah Clem | 8:00-9:00  10:00-11:00  2:00-3:00 | 317-626-3259 |
| Telesha Pitts | 11:00-12:00  3:00-4:00 | 317-593-5208 |
| Joanna Ireland | 11:00-12:00  3:00-4:00 | 317-408-8513 |

1. Special Education, 504, and ELL eLearning Supports and Accommodations

During eLearning at ILH, special programs staff will work in collaboration with classroom teachers in order to meet the needs of each student’s Individual Education plan. In order to support families, every student receiving special education or english language services will receive an individualized schedule outlining daily service minutes, type of service and who will be providing the service or services. Each child receives daily communication from their assigned staff member. These calls are documented in the school wide communication log and service minute trackers.

Examples of eLearning accommodations and supports vary by student per the terms of the child’s IEP. Below are examples of ILH eLearning accommodations provided:

* Extended Time on Assignments
* Daily Support Calls from the General Education Teacher and Teacher of Service
* Differentiated work packets
* Access to School Guidance Counselor for designated Counseling Minutes

Additionally, all special education students and English Language Learners will be receiving direct services through video conferencing daily with an ILH staff member to meet the needs of their IEP or ILP. Students who receive speech, language, or occupational therapy services will receive Teletherapy from our partners at Kids Count. We recognize there may be circumstances that require families to have alternate options available other than videoconferencing or teletherapy. ILH will give families the option to receive differentiated packets, which include alternate work to meet the needs of their IEP or ILP and supports for speech, occupational, and physical therapy from our partners at Kids Count.

Per mandate from the United States Department of Education and Article 7 Federal Law, eLearning days count as official school days and thus keep our special education timelines the same for all case conferences and evaluation timetables. The Director of Special Programs will work to keep ILH in compliance with all appropriate timelines. The ILH Special Education team and building leaders have developed contingency plans for all necessary steps in the compliance process including holding phone or video meetings and evaluating or providing services on-site or at a neutral site if the school building is not accessible.

During an extended school closure, the ILH MTSS teams in each building will continue to meet via phone or video conference in order to continue to discuss data, track student growth, and identify students for potential special education evaluation. These meetings are recorded at the site level and the necessary interventions are incorporated into the students eLearning plan.

During eLearning at ILH, English Language Learners receive a multitude of supports that meet the needs of their individual learning plans. Classroom teachers work collaboratively with the Director of Special Programs to provide differentiated work packets and a translated communication plan with each family. Each child receives daily communication from their general education teacher and their ELL instructor. These calls are documented in the school communication log and special programs service tracker.

Examples of eLearning accommodations and supports vary by student per the terms of the child’s ILP. Below are examples of ILH eLearning accommodations provided:

* Differentiated Work
* Translation Services
* Extended Time
* Vocabulary Worksheets
* Reduced Reading Passages

1. Virtual Counseling, Social-Emotional Learning, and Family Supports

During this time of uncertainty, ILH believes that it is imperative to support the mental health of our community while simultaneously continuing our social-emotional learning. In accordance with ASCA’s guidelines for virtual counseling, students will still receive counseling services with the disclaimer that confidentiality may not be guaranteed. Counseling sessions will be conducted virtually, and scheduled times will be based on student availability (which may exceed past ILH’s standard business hours). In order to continuously assess for need, a google survey will be shared with families to serve as a mental health check-in. Through this survey, students can self-report their emotional state, request a counseling session, and reflect on self-regulation techniques. Virtual counseling sessions will also be offered to parents and guardians as they navigate changes and challenges with their own mental health. In addition to receiving school counseling and mental health counseling services, Adult and Child will continue to provide skill-building services to students electronically. During this period of eLearning, weekly meetings between ILH staff and Adult and Child personnel will continue to be held via video conference. As both counseling and Adult and Child sessions progress and barriers are uncovered, we will connect families with necessary resources and referrals.

During eLearning at ILH, we will utilize exciting new avenues for social-emotional learning while also providing a sense of normalcy for our students. In keeping with our current practices, students will be invited to engage in weekly “circles” with their hub families via Google Hangouts. Students will also receive direct instruction every Wednesday from 10:00-11:00 that will infuse SEL content throughout the lesson. With eLearning, there is a fear that our students are losing invaluable face-to-face social interaction with their peers (which is essential for social skill development). To help combat this, ILH will utilize The Social Express, an evidence-based, data-tracking, social skills training program that has generously supplied free licenses to schools through June in response to the current pandemic. To further enrich our students, daily SEL challenges will also be provided to each hub on Class Dojo for families who wish to engage with their students’ SEL learning at home.

Now more than ever, it is important to help our ILH family feel a sense of connection. To help support our teachers and maintain our school culture, we will continue to hold weekly Compass circles with all staff members. In these circles, we will check-in with our staff, share appreciations and celebrations, and allow staff members to continue their individual SEL work known as “badge work” (which is presented in the circle this week). In having our staff members continue their social-emotional learning, it is our hope that they are better able to guide our students in theirs.

In summary, ILH will utilize the following supports and services to provide SEL development and monitor mental health statuses:

* Virtual school counseling and mental health counseling services
* Adult and Child Services
* Weekly check-in form for self-reporting
* Connection to resources to overcome barriers
* Hub circles for students to connect with peers
* Direct SEL instruction every Wednesday
* Student usage of the computer program The Social Express
* Daily enriching SEL challenges on Class Dojo
* Weekly staff Compass circles

**Appendix A**

**ACCEPTABLE USE POLICY**

**INVENT LEARNING HUB**

We expect students to use the devices with access to the Internet while in our building only for educational purposes approved by Invent Learning Hub. This use is a privilege, not a right, and we may discipline students or take away their right to use the devices, or access to the Internet at school if they misuse this privilege. Students are responsible for their own actions while they are on a device, or the Internet at Invent Learning Hub and are also accountable for any online activities that occur by others because they have allowed them to use their account. As a student, you should read the following regulations to understand your responsibilities in using the devices with access to the Internet at this school.

* I will not change any device file that does not belong to me.
* I will report any device damage or problems using devices or software to the teacher in charge and make no attempt to “fix” it.
* I will not bring unauthorized software or disks into the school building and/or use unauthorized software on devices belonging to the school.
* While online, I will not use language that may be offensive to other users. I will treat others with respect. The written and verbal messages I send while on the Internet will not contain profanity, obscene comments, sexually explicit material, or expressions of bigotry, racism, and hate.
* I will not place unlawful information on the Internet, nor will I use the Internet illegally in any way that violates federal, state, or local laws or statutes. I will never falsify my identity while using the Internet.
* I will not use the Internet for non-school related activities.
* I will not send chain letters or any pyramid scheme either to a list of people or to an individual, nor will I send any other type of communication that might cause a congestion of the Internet or interfere with the work of others.
* I will not use the Internet to buy or sell, or to attempt to buy or sell any service or product.
* I will not use copyrighted materials from the Internet without permission of the author. I will cite the source where appropriate.
* I will never knowingly give my password to others, nor will I use another person’s password.
* I will never use the Internet to send or obtain pornographic or inappropriate material or files.
* Except for the usual information contained in the headers of my electronic mail, I will never give out personal information such as name, address, phone number, or gender.
* I will never knowingly circumvent, or try to circumvent, security measures on either a Invent Learning Hub device or on devices at any remote site.
* I will never attempt to gain unlawful access to another person’s or organization’s resources, programs, or data.
* I will not make, or attempt to make, any malicious attempt to harm or destroy data of another user on the Internet, including the uploading, downloading, or creation of computer viruses, malware, or adware.
* I will not vandalize, damage, disable, or steal the property of Invent Learning Hub. This includes the network, software, computers, monitors, printers, and all other associated equipment and devices.

**MS ACCEPTABLE USE POLICY**

**INVENT LEARNING HUB**

I agree to abide by the policies, rules, and regulations of system usage contained in the Acceptable Use Policy and as may be further amended periodically by Invent Learning Hub. This will be available in hardcopy from the Operations Manager upon request. I understand that malicious misuse and/or violation of the policies and guidelines may include, but is not limited to, the following sanctions or disciplinary actions:

* + Limitation of device/network privileges
  + Suspension of device/network privileges
  + Termination of device/network privileges
  + Verbal reprimand
  + Written reprimand
  + Suspension

I understand that sanctions/disciplinary actions shall be dependent upon the severity of the violation. Violations of statute will be turned over to proper authorities for investigation. Restitution/restoration for intentional damages and/or time involved in correcting a situation may be imposed. Invent Learning Hub maintains the right to impose sanctions/disciplinary action based upon its own investigation.

Student Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent SIgnature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Only this page must be signed and returned to the Executive Director. AUPs must be signed and submitted for each student before use.

**DEVICE INSURANCE**

**INVENT LEARNING HUB**

In addition to the acceptable use policy ILH is adding the home use extension agreement. Please understand that all policies above regarding the use of a device within the school extends to any device issued for home use. In addition the device should only be used for purposes of learning by the ILH student and not for use by family members. ILH is also offering accident insurance. This insurance is $30. By buying this you ensure that if for any reason the device is damaged you will not be charged beyond the $30. If the device is returned in the same condition it left the school you will be issued a $15 credit toward uniform purchases. If you choose not to purchase the insurance and the computer is damaged you may be charged up to $100 which is the full replacement of the device. If the damage repair costs less than $100 you will be charged the repair plus a $20 convenience fee. Please determine below if you will be purchasing insurance.

Parent Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

\_\_\_\_\_Yes, we would like to purchase the $30 insurance

\_\_\_\_\_No, we would not like to purchase the $30 insurance and realize we will be responsible for any damage to the device.

Parent Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Appendix B**

**Invent Learning Hub**

**eLearning Attendance Policy**

**CORE CLASSES:**

Attendance for eLearning days will be taken ***based on assignment completion***. Each week, students will be provided **4 formal ELA lessons**, **4 formal math lessons**, **1 formal pathways lesson**, and **1 formal design thinking lesson**. This is a total of **10 lessons per week**. This is also 2 lessons per day. Each lesson completed will count as a ½ day school completion.

**SUPPLEMENTAL LEARNING:**

ILH will also be providing several supplemental learning options through Class Dojo and it is highly encouraged that students participate, but they will not change student attendance.

**INDIVIDUALIZED LEARNING:**

ILH students are expected to keep up in reading on Lexia or Achieve 3000. They are also expected weekly in math to complete their Dreambox lessons. There will be assigned staff checking in with students regarding their completion weekly. Although this will not impact their school attendance it could affect their outcomes on report cards and it would have a negative impact on their academic growth. It is an expectation that during the extended school closure students are keeping up with these programs.

**SPECIAL PROGRAMS:**

ILH will also be documenting participation in special programming times. This means that students who have an IEP or ILP will be assigned additional phone/computer meeting times with assigned staff to support their learning. Although these times will not impact school attendance we will document if students are utilizing those times to show our compliance with obligations to supporting the learning of our students within special programs. Student engagement in these times could also impact their IEP or ILP goal progress and could be noted in their individualized plans.

**ATTENDANCE TIME FRAME:**

ILH realizes that some families may need to complete lessons at night or on the weekend. For this reason, attendance will be taken the Monday following an academic week. Please reference the following example as a sample attendance week.

**ATTENDANCE EXAMPLES:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| STUDENT A | Monday | Tuesday | Wednesday | Thursday | Friday |
| Lesson 1 | Complete | Complete | Complete | Incomplete | Complete |
| Lesson 2 | Incomplete | Complete | Complete | Incomplete | Complete |
| School Attendance | **½ Day** | **Present** | **Present** | **Absent** | **Present** |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| STUDENT B | Monday | Tuesday | Wednesday | Thursday | Friday |
| Lesson 1 | Complete | Complete | Complete | Complete | Incomplete |
| Lesson 2 | Complete | Complete | Complete | Complete | Incomplete |
| School Attendance | **Present** | **Present** | **Present** | **Present** | **Absent** |

**SPECIAL CIRCUMSTANCES:**

If a family experiences a situation that would not allow them to complete a day’s assignments on time and they are marked absent they may contact the office to make special arrangements for completion. They can call 317-832-4900. At that time an arrangement can be made to extend the due date for completion and the teacher will be made aware. If after two extensions the student does not complete the work the attendance will be marked and no further extensions will be given.

**Appendix C**

**ILH eLearning Lesson Framework**

**Virtual Lesson on Google Classroom:**

1. Explicit Instruction
   1. Eureka Videos
   2. Khan Academy Videos
   3. Teacher Recorded Video
2. Modeling
   1. Teacher Led Video - Youtube or Google Hangout
3. Independent Application
   1. Work completed on Google Classroom
   2. Students can work on their own paper and take pictures, or teachers can create templates on Google Classroom for students to fill out and submit.
4. Feedback
   1. Teachers must give feedback on Google Classroom assignments daily.

**Lexia, Dreambox, Achieve3000:**

1. Create an assignment that repeats each day with the expectation of 1 Achieve article above 75% or 2 Lexia lessons, and 3 Dreambox lessons EACH DAY.
2. Teachers will monitor this daily and give scores/feedback on Google Classroom on these assignments

**Teacher Requirements**

**Math** - Eureka (4 days), Teacher Check-ins (1 day)

**K-2 ELA** - Foundations (4 days), Reading Instruction (4 Days), Teacher Check-ins (1 day)

**3-5 ELA** - Kipp Wheatley (4 Days), Teacher Check-ins (1 day)