

# **District 65 E-Learning Plan**

**Adopted by D65 Board of Education - September 27, 2021**

**Procedures for Implementation**

**Revised as of January 2022**

**[Approved Plan](#)**

**[Approval Verification](#)**

**Please send any feedback or corrections to [beardsleys@district65.net](mailto:beardsleys@district65.net)**

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# District 65 E-Learning Plan

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## **School Preparation**

Please review the E-Learning Preparation Checklist at the school level to ensure that the school is ready to implement e-learning in case of emergency days.

## **Decision-Making**

The Superintendent or designee will evaluate the specific situation that may require the use of an emergency day and make the decision to use the emergency day with considerations for health and safety.

The announcement of an E-Learning Day will be made as soon as possible but no later than 5:00 am on the morning of the emergency. The announcement will be made through the standard modes of communication used by the school district (district email, District website, Facebook, and Twitter).

## **Communication: Announcing an Emergency Day**

In the event of an Emergency Day, all efforts will be made to communicate with District 65 educators, support staff, and administrators with as much notice as possible. The decision will be formally communicated via District 65 staff email accounts with additional communication sent via phone and text. Please note that communication of the decision and any related instructions will likely be sent both by district and school leaders.

Please ensure that your personal contact information remains up-to-date with the Human Resources Department. Change of Employee Information forms can be found on the [HR Employee Website](#).

## **Communication of the E-Learning Plan**

### *Educator/Staff Communication:*

Upon approval of the plan, the District will engage school leaders to support communication and awareness efforts with both their staff and families. School leaders may use communications developed by the District's Communications Department to proactively build awareness but also be prepared with a standard communication in the event E-Learning Days are enacted.

As part of other annual notices and communication to educators, e-learning expectations and planning guidance will be shared at the beginning of the school year. Other topics may include emergency drills, sub plans, evaluation, and other required tasks to be implemented by educators. By providing the communication annually at the

beginning of the year educators will have a clear plan and expectations that can be enacted when needed. This should exceed the 30 day requirement.

Initial communication of the e-learning plan will occur using these methods once approved regardless of the time of year.

*Community Communication:*

Upon approval of the District's e-learning plan, a communication plan will be enacted in order to build awareness of the model, expectations, and resources to support ongoing teaching and learning. To ensure convenience and accessibility, the plan will be posted and available year-round on the District 65 website which can be translated in dozens of languages. In addition, a high level summary and frequently asked questions will be developed to supplement communication efforts.

To increase awareness of the availability of the plan, a combination of email, phone, and text communications will be sent to families.

To more broadly engage our community in the release of the e-learning plan, the District will also include announcements in our *Fast Five* community newsletter along with social media postings on Facebook, Twitter, and Instagram. The District will also tap into family and community partners to support outreach and awareness efforts with an emphasis of meeting families where they're at and working to build a clear understanding of what to expect as it relates to e-learning in District 65.

Additionally, information regarding e-learning will also be added to the Student Handbook.

Initial communication of the e-learning plan will occur using these methods once approved regardless of the time of year.

**PK-8th Grade General Information**

District 65 will ensure that all students have access to 5 clock hours of instruction or work as required by the Illinois school code for students participating in E-Learning Days. The instruction will be a combination of synchronous and asynchronous work that is designed and appropriate based on the age/grade level of the student.

Teachers will utilize our current online platforms to deliver instruction, directions, and assignments (Seesaw, Google Classroom) These provide a secure learning network for teachers, students, and schools. It provides a safe way for us to connect, share content, access classrooms, participate in discussions, and receive important class information or announcements.

Educators may also utilize some of our online programs to support the asynchronous learning that students are all familiar with and should be able to access/sign in independently. (MyOn, Learning A-Z, ST Math, Zearn, BrainPop, Newsela, Desmos, StudySync, etc)

## **E-Learning Session Times**

### **Calendar Full Day**

Pre-Kindergarten (JEH)

- AM Session and Full Day Students: 8:35 AM
- PM Session Students: 12:30 PM
- Please follow session times from educator

Kindergarten - 5th Grade (Except Magnets)

- 9:05 AM - 11:35 AM

Magnet Schools (K-8th grade)

- 8:00 AM - 11:00 AM

Sixth to Eighth Grade (Nichols, Chute and Haven)

- 8:00 AM - 12:05 PM

Park School

- 9:00 AM - 11:30 AM

### **Calendar Half Day**

Pre-Kindergarten

Please look for a communication from JEH to indicate if sessions will start at 8:35 AM or 12:30 PM.

#### Kindergarten - 5th Grade (Except Magnets)

- 9:05 AM - 11:35 AM

#### Magnet Schools

- 8:00 AM - 11:00 AM

#### Middle Schools (Nichols, Chute and Haven)

- 8:00 AM - 11:00 AM

#### Park School

- 9:00 AM - 11:30 AM

#### **Educator Expectations:**

- Classes need to start on the times directed in this document with live instruction unless the school principal or designee has been notified of a necessary change.
- Learning assignments and student expectations are posted no later than one hour prior to the start time on the E-Learning Day.
- Every class shall have a reasonable plan posted and aligned to state standards with assignments that are connected and aligned to current areas of learning in the course curriculum.
- Monitor and respond to school emails between the hours during the work day hours
- Provide work submission expectations when assignments, projects, activities, etc. are assigned
- Assign work that is appropriate in length based on individual grade levels/courses
- If a student cannot attend synchronous learning, an additional learning opportunity needs to be provided to allow the student to access 5 hours of learning. This could include a video of instruction, a Zearn lesson, a reading that shares the learning the student needs from the lesson, etc.
- Provide timely feedback for all required assignments
- Follow all attendance expectations as outlined within this plan
- Work with your school leadership team to address any attendance or technology concerns that a student or family may experience.

#### **Student Expectations:**

- Students are expected to join the synchronous learning sessions and complete the synchronous and asynchronous work during an emergency day.
- If a student cannot attend the synchronous learning window, they are to notify their classroom teacher who will provide an additional learning option to ensure that the student receives the 5 hours of learning required.
- Students are expected to use the links provided in order to complete the items that are assigned.
- Students should utilize platforms to ask questions and communicate with staff.
- It is expected that students keep interactions online positive and constructive.
- Educators will monitor platforms and email and work to respond to student requests in a timely manner.

## **Pre-School**

### **Pre-Kindergarten**

Pre-Kindergarten will issue a choice board that provides learning activities for a student to engage in while enacting e-learning. Assignments will be issued using a learning management system (SeeSaw) and submitted for feedback via the same system.

- [PK Sample Choice Board English](#)   [PK Sample Choice Board Spanish](#)

If the closure extends beyond three days, e-learning will be led by the teacher (unless they are ill, when an appropriate substitute will be identified) following the same schedule expectations as in SY21. Those expectations vary according to the program your child is in. Your child's teacher will communicate the schedule with you.

### **K-5th Grade (Elementary and Magnet Schools w. K-5 students)**

Educators will lead synchronous learning via Zoom for a minimum of 2.5 hours. The instruction will be focused on math, literacy and social emotional learning. Educators will incorporate science or social studies depending upon the current unit of study in either the synchronous or asynchronous learning time. If students have a special (arts or PE) during the synchronous learning block then students will attend the class via zoom. It is recommended that the PE/Arts teacher joins the zoom of the classroom teacher and the classroom teacher makes the new teacher a co-host.

Classes will begin at their traditional starting time (Middle and Magnet schools @ 8:00 AM and K-5 Elementary at 9:05 AM) Districtwide unless a school needs to adapt the starting time for reasons related to the emergency. Any change in the start time must be approved by the Assistant Superintendent of Schools and communicated in a timely

manner to school families. Educators will post aligned learning activities for any student who could not attend the synchronous session. These activities could include videos, articles, worksheets, etc. that provide access to the learning and the opportunity to practice.

Educators should think about both the general guidance on instructional time in Math and English Language Arts/Spanish Language Arts, social emotional learning, and general priorities for learning when setting their schedule for the day. The following e-learning time allocations were used in the past but can be adjusted by the educator if there is current learning that requires adjusting these recommended times.

Sample from School Year 2020-21 Hybrid Learning Plan (modified)

Learning Model	What	Best Use of Time
Block 1: <b><u>Synchronous Core Instruction</u></b>  2 hours 30 minutes -20 min SEL ~60 min ELA/SLA ~60 min Math 10 mins close	Learning that prioritizes: <ul style="list-style-type: none"> <li>● active learning time and active learning engagement</li> <li>● student(s) are doing the work of the learning</li> <li>● <i>Sage on the stage time should be limited and short in this block.</i></li> </ul>	Learning that prioritizes: <ul style="list-style-type: none"> <li>● Discussion and collaboration</li> <li>● Formative assessment through observation, white boards, etc</li> </ul> High student engagement in learning with rapid feedback for students to iterate and revise

Additional asynchronous activities will be issued to students to provide 2.5 hours of asynchronous learning. The asynchronous learning will be focused on additional practice or extension activities that can be completed without access to instruction. A sample of core ideas will be provided to educators and they may customize for their learners.

- [English](#)
- [Spanish](#)

Educators will post activities in the grade appropriate learning management system (currently SeeSaw (K-2) and Google Classroom (3-5) and students will submit work through the same systems. Educators will provide feedback on the work in a manner similar to their onsite classroom practices.



## 6th-8th Grade Middle and Magnet School Students

Educators will lead synchronous learning via zoom based on the schedule below. Students will engage in a schedule that is specific to e-learning referred to as an e-learning skinny schedule. Each period will meet but for a shorter period. A sample schedule is shared below

### Calendar Full Day:

Period	Start	End	Transition
1	8:00	8:20	5
2	8:25	8:45	5
3	8:50	9:10	5
4	9:15	9:35	5
5	9:40	10:00	5
6	10:05	10:25	5
7	10:30	10:50	5
8	10:55	11:15	5
9	11:20	11:40	5
10	11:45	12:05	5

### Calendar Half Day and Magnet Schedule:

Period	Start	End	Transition
1	8:00	8:15	3
2	8:18	8:33	3
3	8:36	8:51	3
4	8:54	9:09	3
5	9:12	9:27	3
6	9:30	9:45	3

7	9:48	10:03	3
8	10:06	10:21	3
9	10:24	10:39	3
10	10:42	10:57	3

Educators will post activities in the learning management system (Google Classroom - 3-8) and students will submit work through the same systems. Educators will provide feedback on the work in a manner similar to their onsite classroom practices.

Additional asynchronous activities will be issued to students to provide the balance of the 5 hour day. The asynchronous learning will be focused on additional practice or extension activities that are connected to the synchronous learning time. The amount of time per subject and the subject areas that issue asynchronous practice will be determined by the school to ensure that students end up with a manageable amount of asynchronous work.

### **Serving Students with an IEP, 504 of Language Support Plan (Emergent Bilingual) during E-Learning Days**

District 65 classrooms will execute the following plans to ensure full access inclusive of special education students and English learners with attention to meeting necessary mandates.

The approach for supporting students during e-learning includes providing access to core grade level learning for all students as well as required support for students who have an IEP, language support plan, or a 504. Free Appropriate Public Education (FAPE) requires school districts to develop programming based on students' individual and unique needs; therefore, students will be provided with core and more during E-Learning Days. Please see the plan for various student groups below.

#### **Students with IEPs and Emergent Bilingual Students**

Students will be part of the e-learning classes. They will also have the opportunity to continue to receive support from their special education or emergent bilingual teacher based upon the requirements of their individual plans. During synchronous teaching time, the Special Educator and/or EL educator is encouraged to join the class Zoom and

work with students in a breakroom if small group or individual support is required. If the engagement is outside of synchronous time, a student will be invited to participate in these services and will join a separate remote meeting. Ideally the services are provided outside of the e-learning time. If this is not possible then IEP, 504 or language services take precedence.

A child's case manager and/or Emergent Bilingual teacher will be the designated point person to communicate the schedule to parents or guardians. It is recommended the service providers maintain the same schedule in order to not disrupt the child's day.

Rule of Thumb: Minimize the number of zoom links that need to be accessed particularly for younger children.

### **Park School**

Students attending Park school will continue to have access to IEP and related services. Educators will lead synchronous learning via zoom so that students receive 2.5 hours including related services. Additional asynchronous activities will be issued to students to provide 2.5 hours of asynchronous learning. The asynchronous learning will be focused on additional practice or extension activities that can be completed with a learning partner. If e-learning needs to be extended beyond three days, a student schedule will be coordinated by the case-manager based on the student's individual needs.

Related service providers may see students who require 1:1 sessions in the afternoons via zoom. This would be communicated to families on an individual basis and in alignment with what is reflected in their individual education plan.

### **Rice Students**

Students will be part of the e-learning classes. They will also have the opportunity to continue to receive support from their special education, emergent bilingual teacher and related services providers based upon the requirements of their individualized plans. A student will be invited to participate in these services and will join a remote session.

## **Paraprofessionals**

Paraprofessionals should stay connected with the student(s) or classroom(s) that they are primarily assigned to support. The paraprofessional should request the Zoom/Google Meet link from the classroom educator if it has not been provided and prepared to support small group work in breakout rooms, etc. The paraprofessional should also be available to support their student in doing asynchronous work if a student requires support. This would involve issuing a Zoom or Google Meet link to work with a student(s).

## **Attendance**

### *Family Information*

Families should notify the school if their child is unable or will not be present in the online learning in the same manner that is used to report a traditional absence.

It is important to note that attendance on the make-up day will be counted in our student management system for attendance, PowerSchool.

Students accessing the instruction online will have an opportunity to complete an exit slip and/or have teachers take attendance which will allow us to electronically track their attendance.

### *Educator Information*

District 65 will verify each student electronically with educators merging the sign-in report from zoom with record of work submissions in SeeSaw or Google Classroom. Students will be marked present for the day if they attend Zoom and/or submit classroom work via the learning management systems or by paper upon return to onsite learning.

## **Provision of Student Technology and Non-Electronic Materials**

All students are provided access to learning.

The majority of our students will access learning with District issued 1:1 learning devices (K-8). The pre-kindergarten classes rely on learning packets.

Our K-8 schools maintain a list of students who do not have wifi access at home. Schools issue hotspots to students when there is notice of a potential school closure

and the District makes pick up of hotspots available at the District office if travel is safe and there is an extended closure.

Educators provide access to learning via zoom with the hyperlink and the phone number to provide an additional opportunity to access learning. Educators are instructed to provide alternative assignments or extended time if a student does not have adequate materials at their learning site.

### **Provision of Educator Technology**

All D65 educators (teachers, administrators, and paraprofessionals) have computers assigned to them that they take to and from work. These devices have access to all necessary learning platforms for conducting e-learning.

### **Monitoring and Feedback**

Ongoing collaboration with educational committees, including representatives from DEC and other instructional bargaining units, will have opportunities to share feedback on the implementation of e-learning processes and support. Feedback will also be used to align, guide and develop professional learning opportunities to ensure staff have opportunities to develop and strengthen use of technology systems and e-learning tools. Families and caregivers will have opportunities to share feedback using this [Google form](#) with their children's schools and with district administration for ongoing continuous improvement. The form will be issued at least annually when the District implements E-Learning Days. The feedback from the e-learning form will be reviewed in June annually to make revisions to the e-learning plan.

## Pre-Kindergarten Checklist

### Inclusion Classrooms:

#### Preparation:

- Ensure that all families have Seesaw and Zoom log-on information.
- Post activities in SeeSaw for families.
- Post information that lets families know the best way to communicate with you if they have questions or need support and the hours during which you are available which should coincide with class time.
- Provide clear directions on what evidence of learning should be submitted through SeeSaw.
- Email your families with the information for class. [HERE](#) is a draft communication email you may use to get started.

#### Class Time:

- Monitor SeeSaw and email and/or the other preferred modes of communication.
- Provide feedback to students when work is submitted.
- Take attendance in PowerSchool
  - Students are marked present if they complete and turn in assignments in SeeSaw and/or submit work upon return or in email.

#### After Class Time:

- Monitor email for student questions
- Ensure attendance was submitted
- Attend any previously schedule collaboration meetings or prep times

### PreK Self-Contained Special Education Classrooms:

#### Educator Checklist - Special Education

- Review your schedule and determine which students you will be able to support in the regular time window.
- Revise your schedule as needed to provide required support and minutes to students who require a different schedule.
- Post the Zoom link or Google Meet link in the appropriate learning platform (SeeSaw or Google Classroom).

- Email the families as needed based on support that is required to ensure the student can join the learning time.
- Please notify the child's classroom teacher if the schedule is going to require the child to miss part of another class so the educator knows why they are absent from their class.
- Post any activities that your students will need for synchronous or asynchronous learning

## Kindergarten - Fifth Grade E-Learning Checklist

### Preparation

- Post the Zoom link in SeeSaw or Google Classroom with the information for phone access for students who may not have wifi.
- Verify your Zoom or Google Meets settings to ensure they are set the way you want them (waiting room, no entrance code, etc. - settings are the choice of the educator)
- Post any activities that your students will need for synchronous or asynchronous learning.
  - Educators may use the Grade Level Activity Board if they chose
    - [English](#)
    - [Spanish](#)
- Email your families with the information for class; [HERE](#) is a draft communication email you may use to get started.
  - Starting time and ending time
  - Zoom link
  - Any additional items you want students to have for class
  - Preferred way for families to communicate with you with hours that you will be available to support
- Provide the zoom link to the arts/PE teacher if your class has a special in the synchronous learning time window.
- PE/Specials Teachers - if your class is outside of the synchronous learning time, please post asynchronous assignments.
- Ensure that an EL Educators or Special Education educators have the Zoom link to join your class.
- Provide clear directions on what evidence of learning should be submitted through SeeSaw/Google Classroom.

### Class Time

- Please arrive 5 minutes prior to the start of the school day to allow students to enter the classroom.
- Monitor the waiting room for any late arrivals
- Primarily focus on leading instruction using Zoom or Google Meets
- Take attendance in PowerSchool



- Students are marked present if:
  - Attend synchronous learning -and/or-
  - They complete and turn in assignments in SeeSaw and/or submit work upon return or in email
  - You can check zoom engagement by using the [Zoom report](#)
    - Reports will ONLY show:**
      - the name the student signs in with or what they change it to in the meeting\*
      - an email (ONLY if they are signed into Zoom)\*
      - when they entered and left the class.

*\*Contingent on what settings you have chosen in your account/meeting*

- Clearly communicate expectations for asynchronous learning time (assign tasks in SeeSaw/Google Classroom)
- Close class at the times designated on page 5
- If students would have a special (arts or PE) during the synchronous learning block then students will attend the class via zoom. It is recommended that the PE/Arts teacher joins the zoom of the classroom teacher and the classroom teacher makes the new teacher a co-host.

After Class Time:

- Ensure attendance was submitted
- Attend any previously schedule collaboration meetings or prep times
- Monitor SeeSaw/Google Classroom and email and/or the other preferred modes of communication.
- Provide feedback to students when work is submitted.

## Middle School Grades E-Learning Checklist:

### Preparation

- Post the Zoom link in SeeSaw or Google Classroom with the information for phone access for students who may not have wifi.
- Verify your zoom settings to ensure they are set the way you want them (waiting room, no entrance code, etc. - settings are the choice of the educator)
- Post any activities that your students will need for synchronous or asynchronous learning
- Period 1 educator - email your first period students with the time schedule for the day so they know what time starts and what the period times will be for the day. Please check above for your school specific schedule and confirm with your school leader. [HERE](#) is a draft communication email you may use to get started.
  - Starting time
  - Zoom link
  - Schedule for the day
  - Any additional items you want students to have for class

### Class Time

- Class starts at 8 AM - please arrive by 7:55 AM to allow students to enter the classroom.
- Monitor the waiting room for any late arrivals
- Take attendance in PowerSchool
  - Students are marked present if they attend the zoom synchronous learning time and/or complete and turn in assignments in SeeSaw or Google Classroom.
    - You can check zoom engagement by using the Zoom report
- Clearly communicate expectations for asynchronous learning time (assign tasks in Google Classroom or Desmos/StudySync Learning Platforms)
- End class on time based on the schedule.
- Remind students about the start time of their next class and where to find the zoom (Google Classroom)

After Class Time:

- Monitor email for student questions
- Ensure attendance was submitted
- Attend any previously schedule collaboration meetings or prep times

## **Educator Checklist - Special Education and Emergent Bilingual Educators**

- Review your schedule and determine which students you will be able to support in the regular time window.
- Revise your schedule as needed to provide required support and minutes to students who require a different schedule.
- Post the Zoom link or Google Meet link in the appropriate learning platform (SeeSaw or Google Classroom) and/or make sure you have the link to join the students class from your co-teacher.
- Email the families as needed based on support that is required to ensure the student can join the learning time.
- Please notify the child's classroom teacher if the schedule is going to require the child to miss part of another class so the educator knows why they are absent from their class.
- Post any activities that your students will need for synchronous or asynchronous learning

## School Leadership Checklist:

- Verify that each student has a device for e-learning i.e (Chromebook, iPad)
  - Middle School:
    - Ensure that students are leaving school with devices daily.
    - If students are not taking devices home daily due to a check in/check out system, a record must be maintained that is electronically accessible to know which students may not have access to learning on an E-Learning Day. A plan needs to be developed that allows students to take devices home if there is a chance of an emergency day being called and/or if a student needs a device delivered to their home or picked up from school to access learning.
  - Kindergarten to 5th Grade
    - Ensure that students are leaving school with devices daily -OR- Define a distribution plan for any individual student devices that are not going home with students daily in the case of a possible emergency day.
- Survey the school community and/or gather information on families with the support of social workers to develop a list of families that would need wifi hotspots in order to access e-learning. ([Sample Google Form](#) - Please make a copy so you can receive your schools results)
- Verify that educators have rostered students in Seesaw (K-2) or Google Classroom (3-8). This includes all educators for all classes including specials and physical education.
- Gather the Zoom or Google Meets links into a centralized document and share with the school support team in case families need support accessing classrooms.
- Ensure that you have a plan for who will answer the main school phone line. This can be done remotely by steps that must be completed to set up the process. It is an expectation that that main school phone line is answered and responded to on an e-learning day. Our buildings are closed but our schools are open. [Slides for Phone Set Up](#)
- Technology provides 10 HotSpots to each school in case there are families that may be in need. (families should express the need for a hotspot to building admin) - define a storage space and a check out/check in process. Your librarians could be helpful here.

In the case of extended number of days for emergency e-learning:

- Headphones will be provided to schools for students in need (families should express the need for student headphones to building admin)

## HOW-TO Guides for EDUCATORS/LEADERS

- [Rival 5 Phone Set Up](#)
- Clever
  - Downloading badges
    - [Admin](#) (downloading for your entire school)
    - [Classroom Teacher](#) (downloading your entire class)
- Seesaw
  - Verify rosters (these should be automatically rostered)
  - [Know how to post Activities](#)
  - Students know how to log in and complete Activities
  - [Seesaw Basics](#)
- Google Classroom
  - [Verify rosters \(how to add students\)](#): *Start at slide 3*
  - [Getting started with Google Classroom](#)
- Zoom
  - Do I have a Zoom account? (If not, contact [instructionaltech@district65.net](mailto:instructionaltech@district65.net))
  - If you have a new Macbook computer and have not given permission to share your screen, [follow these instructions](#).
    - It is recommended to do this prior to E-learning days
    - If you still have issues, email [support@district65.net](mailto:support@district65.net)
  - [How to schedule a meeting](#)
  - [Where to post](#) the Zoom link
  - [Zoom Host Controls](#)
  - Other Zoom Options
    - Avoid Zoom Bombings** (6-8) or need to see Zoom reports with participants?
      - When you are scheduling a meeting from the Zoom webpage, NOT THE APP, you would turn on “require authentication to join (prevent outside guests)”. This will force students to sign into the app before joining which would capture their name and school email address.

- Can this be done for other grades? Yes, but keep in mind that signing in for younger students can be a little more complicated.
- [How to require authentication for iPad/Chromebook](#)  
(enabling it and signing in)
  - This is how to create the meeting and have students sign in.
  - Please reach out to [Instructional Tech](#) if you have any questions in setting this up.
- I want them to only change their name
  - [iPad](#)
  - [Chromebook](#)
- FOR SECURITY: only allow students in your classroom that have the correct name (or preferred name on your roster).

[FAQ Resource for Families](#)