ADDENDA TO
MADISON CITY SCHOOLS FALL 2020 REENTRY PLAN
July 28 Update

ELEMENTARY VIRTUAL LEARNING EXPECTATIONS

The expectations listed below provide a district structure for virtual learning. However, teachers are encouraged to use professional judgment and creativity when developing lessons for the students. Reflection and formative feedback during/after lessons will guide your planning during virtual learning just as it does during face-to-face instruction. Teacher autonomy also has a place in virtual learning and can be used to create appropriate lessons and assignments for your students.

SCHEDULE

- A daily schedule will be developed by each teacher to include synchronous learning (with the teacher) and asynchronous learning (guided by the teacher providing flexibility). The synchronous learning schedule will remain the same each day to help parents/caregivers establish a routine for the students. The teacher schedule should include asynchronous learning as a guide for learning within school hours; however, this time will be more flexible for family schedules.
- The teacher should determine a daily live, virtual lesson time, using WebEx, scheduled for the same time each day. The lesson focus during the time frame will change, but the lesson time will remain the same to better assist families in scheduling at home learning. Grade levels should try to alternate times to avoid requiring families with students in different grades to have lessons at the same time..
    - All live, virtual lessons will be facilitated through WebEx.
    - Live and pre-recorded lessons should last between 20-30 minutes depending on the age of the students.
        - Fourth and fifth grade teachers may have reason to extend the lesson for certain focuses.
    - Live lessons will be recorded should a student need to watch the lesson again.
- Each student should also have a scheduled small group time with the teacher each week to provide differentiated instruction. The small group lessons may focus on reading and/or math.
- The schedule for the week should include a daily time for the students to join the teacher virtually for assistance on the independent assignments or to receive clarification from the whole group/small group lessons. This time will remain consistent daily except in special circumstances.
- The weekly schedule shared with parents should include links the students will need for a particular week (live lesson links, pre-recorded video links, additional educational video links, on occasion) along with all of the assignments for each subject. Teachers should not add additional work to students throughout the week unless it is absolutely necessary. However, this should not be a regular occurrence.
- The schedule for the week will be shared with families through Schoology by 8:00 a.m. each Monday.
    - Schoology can be accessed through Clever, the single sign-on for students.

INSTRUCTION

- The order of instruction / pacing will follow the grade level pacing used for face to face instruction.
- Each lesson / assignment should be relevant to a grade level standard.
- Teachers will have access to the following resources through Schoology to assist in developing virtual lessons:
    - Edgenuity/PathBlazer, SchoolsPLP, Wonders content, EnVision content
- SchoolsPLP math standards are aligned to the 2016 Alabama Mathematics Course of Study
    - Teachers may access specific lessons, from each of the resources.
    - The resources are intended to support teachers as they provide instruction aligned to standards.

INSTRUCTION (continued)

- Kindergarten - Third grade teachers should design a daily lesson for reading and math that mirrors the format below:
  - Clearly defined learning target
  - Direct instruction piece with a focus relevant to the grade level standard(s)
    - Live virtual lesson, teacher made video, other educational video resource, on occasion
      - One live whole group lesson is required each day in addition to live virtual times for students to request help
      - All other direct instruction lessons will be pre-recorded
      - Small group sessions will be provided to all students at least one time weekly
  - Independent practice
    - All assignments are related to the standards
    - Assignments may sometimes spread over multiple weeks, depending on the focus and assignment type
    - Assignments may be digital or paper/pencil. If paper/pencil, teachers must be willing to make the copies and provide them to the families. This will need to be organized by the classroom teacher in some way without making house deliveries and limiting person-to-person contact.
  - Science and social studies lessons should be taught at least once a week in grades K-3.
  - The schedule for the week will be shared with families through Schoology by 8:00 a.m. each Monday.
- Fourth - Fifth grade teachers should design a daily lesson for reading and math that mirrors the format below:
  - Clearly defined learning target
  - Direct instruction piece for focus relevant to the grade level standard(s)
    - Live virtual lesson, teacher made video, other educational video resource, on occasion
      - One live whole group lesson is required each day in addition to live virtual times for students to request help
      - All other direct instruction lessons will be pre-recorded
      - Small group sessions will be provided to all students at least one time weekly
  - Independent practice
    - All assignments are related to the standards
    - Assignments may sometimes spread over multiple weeks, depending on the focus and assignment type.
    - Assignments may be digital or paper/pencil. If paper/pencil, teachers must be willing to make the copies and provide them to the families. This will need to be organized by the classroom teacher in some way without making house deliveries and limiting person-to-person contact.
  - Science and social studies lessons should be taught at least 2 times a week in fourth grade. These lessons may be live or pre-recorded. Independent assignments may be assigned more often.
  - Science and social studies lessons should be taught daily in fifth grade as live or prerecorded lessons.
    - Departmentalized grade levels will need to rotate live lessons so that students are required to join one whole group lesson a day and at the same time as much as possible.
    - The schedule for the week will be shared with families through Schoology by 8:00 a.m. each Monday.
- Differentiation will be provided, just as it is in the traditional classroom.
- Teachers should follow-up with students in some way to intervene if misconceptions or misunderstandings are noted.

FEEDBACK / GRADING

- Assignments/Assessments will be submitted through Schoology.
- Feedback and grading should be timely relative to deadlines.
  - Kindergarten - Second grade teachers should follow-up on assignment/assessment outcomes within a week of the assignment due date.
  - Third - Fifth grade teachers should post grades and/or follow-up on assignment/assessment outcomes in iNOw within a week of the assignment due date.
  - Students in third - fifth grades should receive a minimum of 1 or 2 grades a week in ELA and math focused on the standards; and students in fourth - fifth grades should receive at least 1 grade each week in science/social studies focused on the standards.
- Progress reports and report cards will be available to parents as scheduled.

COMMUNICATION

- Teachers and students will login to Schoology daily and actively engage in the learning following the weekly plan.
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- Teachers will communicate with students through daily live, virtual lessons.
- Teachers will communicate with students and parents through daily virtual office hours.
- On a weekly basis, teachers will communicate the following through the weekly Schoology schedule:
  - Objectives for new learning related to grade level standards.
  - Links to virtual lessons and videos used during direct instruction lessons.
  - Instructional tools students will use to access content for learning.
  - Assignments to be completed by the student.
  - Assessments to be administered.
    - Due dates for when assignments/assessments are due.
- Teachers will collaborate with EL parents to ensure they have access to information in a language they can understand.
  - Teachers will connect with the EL teacher for help, and will use the Talking Points app/text messaging if possible.
  - Teachers will utilize Google Doc translation feature (Tools/Translate Document feature for additional languages) when applicable.
  - Teachers will use Youtube Auto Translate feature for videos when possible.
- Responses to parent emails should be communicated within 24-48 hours of receiving the email Monday-Friday.

SPECIALTY AREA

Art / Music / Spanish / PE

- Specialty area teachers will create a Schoology page for each grade level to share weekly pre-recorded lessons for each grade level.
- Each speciality area teacher should host one live virtual lesson for every class during the first nine weeks. The week of the live lesson will replace the prerecorded video for that class.

Elementary School Counselors

- Elementary School Counselors should be available to support students/families as needed during virtual learning and host meetings as needed or as requested.
- Elementary counselors will create a Schoology page for each grade level to share pre-recorded lessons with each grade level twice a month just as during face-to-face instruction.
- Elementary School Counselors should also host one live, virtual lesson with every class during the first nine weeks.

SPECIALTY AREA (continued)

Library Media Specialists
- Library Media Specialists will provide technology assistance to teachers as they begin and continue with virtual learning as well as troubleshoot issues. Assistance can be provided through tutorials that may be helpful and shared with teachers, through live sessions and/or as requested by the teachers. Elementary Library Media Specialists will also assist teachers with resources as needed.
- Library media specialists will provide pre-recorded, grade level appropriate lessons to all students twice a month (digital citizenship, book talk, tech tips, read aloud focused on specific grade level standards, etc.)

Gifted Teachers
- Gifted Teachers will use Schoology to provide instruction and assignments for students receiving gifted services in third - fifth grades. Gifted teachers will do an interactive lesson with each grade level once a week and be available for questions from students/parents daily. Office hours should be communicated to families and remain consistent.

Elementary Learning Academy
- Students in the Elementary Learning Academy will continue to receive assignments from the home school teacher(s) and should be invited to the home school teacher's/teachers' virtual lessons. The teachers from the Learning Academy will provide small group instruction just as they would during face to face instruction.

Tutors
- Elementary tutors will provide explicit instruction to qualifying students during virtual learning. The tutors will schedule daily instructional times to meet with small groups of students. The same programs used during face-to-face instruction for reading and math interventions will be utilized during virtual tutoring.

EL Teachers
- EL Teachers will follow general elementary expectations as well as additional EL teacher guidelines. EL teachers will provide weekly supplemental language development lessons based on each child's I-ELP. All I-ELP meetings will be held virtually until face-to-face school resumes.

Special Education Teachers
- Special Education Collaborative Teachers will follow the special education virtual learning expectations.

SECONDARY VIRTUAL LEARNING EXPECTATIONS

The expectations listed below provide a district structure for virtual learning. However, teachers are encouraged to use professional judgment and creativity when developing lessons for the students. Reflection and formative feedback during/after lessons will guide planning during virtual learning just as it does during face-to-face instruction.Teacher autonomy also has a place in virtual learning and can be used to create appropriate lessons and assignments for students.

SCHEDULE

- Within the structure of regular class time schedule, teachers will build their own set daily / weekly plan and communicate the plan with students and parents.
- Times for the following will be part of the teacher's daily / weekly plan and should be set at the beginning of the school year. These times will remain consistent throughout the virtual learning period:
  - Daily synchronous learning (for each block)
    - Synchronous instruction can include live sessions or prerecorded teacher videos.
  - Daily online support times for students
  - Daily office hours for students / parents
  - Small group instruction (once per week, per block, and replaces online support for the designated day)
- Students should expect real-time live sessions at least two times per week (each block)
  - Each week, each student should receive the same amount of real-time live instruction with the teacher.
  - Real-time live sessions will be recorded and posted in the Schoology classroom.
    - These recordings will benefit students who are unable to attend the live session due to unforeseen circumstances.
    - These recordings will benefit students who would like to revisit the content taught during the lesson.
- Three days per week, when a live session is not held, teachers will provide video (preferably video including teacher presence) and may use pre-recorded videos from their other classes.
- Although videos from educational resources such as Edgenuity and Freckle are welcome in the virtual classroom, the default for video will be lessons recorded by the teacher when possible.
- The length of time for direct instruction, whether it be a live session or a recorded video, and any additional online work for each block should follow the suggested minimum and maximum time limits:
  - Middle School - Minimum of 15 minutes per block / maximum of 30 minutes per block
  - High School - Minimum of 20 minutes per block / maximum of 45 minutes per block
- In addition to the above-mentioned minimum and maximum times for **direct instruction** and **screen time**, teachers will provide relevant assignments, collaborative projects, etc. that would require additional **offline time**.
- The total time per block will mirror the amount of time a student would spend on learning in a traditional face-to-face class/block.
- During the time of virtual learning, middle school schedules should not rotate.
  - Class schedule will remain: A, B, C, D, E
  - Rotation of classes may resume, once school-based students are allowed to attend courses face-to-face.

SECONDARY VIRTUAL LEARNING EXPECTATIONS (continued)

INSTRUCTION

- Schoology is the learning management system that teachers across the district will use.
  - Lessons, assignments, and assessments will be provided and submitted through the Schoology.
- CLEVER, a single sign-on portal, will house Schoology, in addition to other online instructional tools. (example: Freckle, Renaissance Place)
- Weekly plans will be posted in each virtual teacher's Schoology class by 8:00 a.m. on Monday morning.
  - Any synchronous and asynchronous learning expectations, to include learning targets and due dates, and links to Webex meetings will be included in the weekly plan.
- Weekly assignments will be posted on Monday, with the understanding that teachers may need to re-evaluate assignments based on the needs of the students.
- The order of instruction / pacing will follow the grade level pacing used for face to face instruction.
- Each week, whole-group and small group instruction are expected as part of the plan to provide differentiation for all students; individualized instruction will be provided as needed.
- Teachers may blend their individually created content with any of the following resources: Edgenuity, SchoolsPLP, and ACCESS Franchise Model. All of these resources can be accessed through Schoology and are available to every teacher in the district.
  - The lessons in each of these resources are all aligned to the Alabama Courses of Study.
    - Exception: SchoolsPLP math content aligns with 2016 Math Course of Study
  - Teachers may access an entire course, specific units, and/or specific lessons from each of these resources to use in their classrooms.
  - These resources are intended to support teachers as they provide consistent and aligned content to students.
- Direct instruction will always be a part of a day's lesson and focus on grade level standard(s)
  - Live real-time learning, teacher-created video, or teacher curated video - These are all examples of ways to provide direct instruction for students.
- Formative and summative assessments, in addition to other graded assignments will be part of virtual learning and will guide teachers instruction, as well as provide parents with knowledge of where a student is in the learning process.
- Differentiation will be needed, just as it is in the traditional classroom.
- Teachers will follow-up with students in some way to intervene if misconceptions or misunderstandings are noted.

FEEDBACK / GRADING

- Feedback will be provided and grading will be completed in a timely manner.
- The amount of graded work in a virtual environment will mirror the amount of graded work in a face-to-face environment.
- The same daily procedures and policies that have traditionally been in place will apply in a virtual environment: weighted grades, make-up work, teacher classroom rules, grade reporting, etc.
- Grades for HS credit courses will apply to a student's GPA.
- Progress reports and report cards will issued as listed:
  - Progress Reports - Every three weeks
  - Report Cards - After every nine week period as stated on the Madison City Schools Grading Calendar

SECONDARY VIRTUAL LEARNING EXPECTATIONS (continued)

COMMUNICATION

- Teachers and students should be present in their Schoology classrooms and communication between the two should happen daily.
- Teachers will respond to student/parent emails within 24-48 hours, Monday through Friday.
- Each day, for each block, online academic support should be provided for students.
- Each day, parents and students will be able to communicate with teachers during set office hours (as outlined in teacher schedule).
- Collaboration between students should happen at a minimum of three days per week, per block.
  - Examples: virtual meetings, discussion boards, Google tools (Google Docs, Google Slides, etc)
- On a weekly basis, teachers will communicate their plan for the week and their set schedule with students and parents/caregivers. The following should be part of the information shared:
  - Any synchronous and asynchronous learning expectations, weekly assignments, due dates, assessment dates, and links to Webex meetings will be included in the weekly plan.
- Weekly assignments will be posted on Monday, with the understanding that teachers may need to re-evaluate assignments based on the needs of the students.
- Teachers will collaborate with EL parents to ensure they have access to information in a language they can understand.
  - Teachers will connect with the EL teacher for help, and will use the Talking Points app/text messaging if possible.
  - Teachers will utilize Google Doc translation feature (Tools/Translate Document feature for additional languages) when applicable.
  - Teachers will use Youtube Auto Translate feature for videos when possible.
- Teachers will continue a high level of communication and collaboration.
  - EL teachers, special education teachers, instructional partners and others make exceptional collaborators.
  - Like-content teachers are encouraged to plan and work as a team.
  - Participation in virtual meetings as requested by the school administration is an expectation.

SPECIALTY AREAS

Counselors
- Counselors will be available to support students as needed during virtual learning.

College and Career Counselors
- College and Career Counselors will be available to meet virtually with students and parents in order to provide support as students consider future plans.

TAP Advisors
- TAP Advisors will be available to meet virtually with students and parents to provide help with completing the FAFSA, college entry applications, etc.

Library Media Specialists
- Library Media Specialists will provide technology assistance to teachers as they begin and continue with virtual learning as well as troubleshoot issues. Assistance can be provided through tutorials that may be helpful and shared with teachers, through live sessions and/or as requested by the teachers.

EL Teachers
- EL Teachers will follow general elementary expectations as well as additional EL teacher guidelines. EL teachers will provide weekly supplemental language development lessons based on each child's I-ELP. All I-ELP meetings will be held virtually until face-to-face school resumes.

Special Education Teachers
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