



Maryville City Schools Digital Learning Guidelines

2020-21

Table of Contents

| | |
|---|-----------|
| I. MODELS OF DIGITAL INSTRUCTION | 2 |
| Digital Instruction Teachers | 3 |
| II. STUDENT AND PARENT DIGITAL LEARNING EXPECTATIONS | 3 |
| Technical Issues..... | 4 |
| Academic Integrity..... | 4 |
| Attendance..... | 4 |
| Digital Learning Lab | 5 |
| Engagement | 5 |
| Student Behavior and Dress Code..... | 6 |
| III. STUDENT SCHEDULES AND COURSE OFFERINGS | 6 |
| Time & Learning Requirements..... | 6 |
| Elementary Online Students | 7 |
| Intermediate Online Students | 7 |
| MJHS Online Students | 8 |
| MHS Online Students | 9 |
| Extracurricular Activities | 10 |
| IV. ASSESSMENTS AND GRADING | 10 |
| Late Work..... | 10 |
| State Exams | 11 |
| Report Cards | 11 |
| Accommodations | 11 |
| V. WHOLE CHILD SERVICES | 11 |
| Instructional Support Services | 11 |
| School Counseling Services | 11 |
| Translation Services..... | 11 |
| Internet Access Services | 12 |
| Library Access..... | 12 |

Maryville City Schools is offering a digital learning opportunity for the 2020-21 school year to meet the needs of our community as it relates to the COVID-19 pandemic. The purpose of the digital opportunity is to provide an avenue in which students may engage in the rigor of daily school within an environment that best meets the family's medical, physical, or social/emotional needs related to COVID-19.

Unlike the emergency closure in the spring, this online pathway will more closely mirror the rigor of the daily classroom, including assignments, testing, and instructional components. There is no online pathway that can completely replicate a traditional classroom. Students will be expected to participate in daily digital class sessions with their teachers and follow a more defined schedule of studies throughout the day. In person meetings for assessment will occur at the school site and will be scheduled by the teacher. Any student showing deficiency in work completion or mastery of the content will be required to meet face to face with the teacher for remediation.

Students residing within Maryville City Schools have some advantages of utilizing the digital learning opportunities vs. other online programs. Online learners will be taught the TN standards through rigorous MCS pacing guides and assessments. In addition, our online students have access to school events, and networking with a peer group. Finally, students have the support of our technology department, school counseling staff and administration.

I. MODELS OF DIGITAL INSTRUCTION

The models of instruction that will be employed by MCS this school year are:

Options for grades K-12:

- **Face to Face** – the student is at their assigned school daily taking courses as usual (July 30th start date)
- **Online** – the student is at home accessing course work in a digital format. Each school will have a digital learning lab that will be utilized as a face to face assessment location for ALL online learners and used for remediation for those students needing additional help and support. (July 30th start date)

Option for grades 8-12 only:

- **Hybrid** – A digital learner, one who takes most classes virtually, may wish to take courses that involve projects, instruction, and assignments that require hands-on, face-to-face work with the teacher in the classroom. (Culinary 3 or Building/Construction are good examples) The hybrid learner will participate primarily as a digital learner, with a few select on-campus courses. Each school will have a digital learning lab that will be utilized as a face to face assessment location for ALL online learners and used for remediation for those students needing additional help and support. Parents are responsible for transportation to and from school to access the hybrid program. (July 30th start date)

We encourage families to remain with the selected delivery format (traditional or digital) for nine week intervals. Students may transition from digital to traditional (or vice versa) at the natural breaks (fall break, winter break, spring break). It is requested that students only make one instructional delivery change per year.

Digital Instruction Teachers

Each virtual teacher is highly qualified in the subject areas and grade levels they teach. All teachers hold valid Tennessee certification and have completed all necessary fingerprinting and background checks. Each teacher is available to students via email, virtual classroom, or during onsite digital learning lab times.

II. STUDENT AND PARENT DIGITAL LEARNING EXPECTATIONS

Expectations for Online Students

- ✓ Check Canvas, SeeSaw or other teacher communication format daily. Teachers will provide scheduled office hours.
- ✓ Report any tech issues through the Tech Help link in Classlink as soon as the issue arises.
- ✓ Attend Virtual Lessons Daily with teachers.
- ✓ Be an active participant in virtual discussions as instructed by the teacher.
- ✓ Submit assignments as designated by the teacher. Assignments may be assigned with flexibility to submit weekly, such as Saturday by midnight.
- ✓ If a student fails to complete an assignment and there was no communication, then the student shall earn a failing grade for the assignment.
- ✓ Attend mandatory in person assessment days at your school.
- ✓ Maintain the pace of the course.
- ✓ It is expected that students keep interactions online positive and constructive.
- ✓ Online students will continue to follow and maintain all expectations contained in the MCS Responsible Use Policy and the iReach User's Guide.
- ✓ iReach User Guide and Resources - <https://maryvilleschoolsorg.finalseite.com/central-office/technology/resource-guide>

Expectations for Parent/Guardian of an Online Student

Parents play a vital role in their child's education, even in a digital format. Parents shall ensure there is access to the necessary technology to support digital learning. Monitoring of a student's progress will be a key component to student success and should occur at regular intervals during the day and week. Parental support and encouragement are consistently required for students working in online courses.

- ✓ Set up and maintain a daily work schedule for the student.
- ✓ Set up a dedicated learning space in the home.
- ✓ Maintain open lines of communication (phone and email) with teachers.
- ✓ Maintain academic integrity by not assisting or allowing assistance for assignments or projects.

- ✓ Ensure students are submitting assignments as directed by the teacher.
- ✓ Ensure student attends the mandatory testing sessions at the school.
- ✓ Communicate any issues or questions to the teacher.
- ✓ Read, review, and follow the MCS Responsible Use Policy and the iReach Digital User's Guide - <https://maryvilleschoolsorg.finalsite.com/central-office/technology/resource-guide>

Technical Issues

If a student experiences a technology issue that a teacher is unable to help solve, the procedure to request assistance involves submitting a technology support ticket online. The form to submit a support ticket can be found by going to the Classlink Portal at <https://launchpad.classlink.com/maryville> and clicking on the “eLearning Tech Help” icon. This will take the students to an online form where they can submit their name, preferred method of contact, and an overview of the issue they are experiencing.

Academic Integrity

Academic Integrity is a key character trait for all students. Students with academic integrity make decisions based on ethics and values that will prepare them to be productive citizens. We want our learners to be independent and self-motivated to engage with their learning. We believe these traits are transferrable and applicable to the workplace and other facets of student and adult life. An online environment can challenge these character traits and require that students be even more intentional and reflective in how they will manage the work demands. MCS expects a full commitment to academic integrity from each student, regardless of the chosen instructional format. Parents will be contacted should an academic integrity violation occur.

The following definitions will be utilized in defining academic integrity issues:

Plagiarism – representing work that has been copied or pasted from a published internet resource without proper credit.

Cheating – representing any other person' work or work from any source as your own.

Student Academic Broker – posting to a secondary source (Yahoo!, Answers, Facebook, etc) OR sharing a virtual or hard copy of any work whether or not compensation occurs.

Should a student demonstrate an issue in academic integrity, consequences will follow the same process as a school site incident. Continued negligence could result in the removal of the student from the digital learning opportunity and require a return to a regular schedule in the school building.

Attendance

Attendance for students selecting digital learning will be taken by the teacher(s) daily during the scheduled online instructional interaction, through PowerSchool, our SIS system. Online and Hybrid students are expected to adhere to the same district attendance policy as onsite students. Attendance is monitored for all students daily, and any student exceeding the threshold of

allowable absences are subject to the intervention procedures outlined in policy. (BOE Policy 6.200 Attendance)

All absences incurred by a student are included in the student's total attendance record. All students will be limited to ten (10) excused absences with a parent note. All absences that occur above the limit of ten will be considered unexcused absences. Exceptions would include medical, religious, legal, and bereavement absences with appropriate documentation. All absence documentation should be emailed within three days of the absence. Doctor notes may be scanned or photographed and emailed. Absences without proper documentation (excuse note) are considered unexcused after three school days.

Exceptions:

Students will not be counted absent if they are representing Maryville High School in a local, state, or national competition that has been approved by the principal. Students have two days during each of their junior and senior years for college visits.

Documentation:

Notes must be emailed to the digital teacher(s) for the courses missed. Documentation from parents should clearly state the days the student has been absent and the reason the student has been absent or will be absent. Notes from professionals should clearly state the period of time the student was or will be required to be absent from school and not simply that the student was seen in the office or place of business. Documentation for an unexcused absence must be received within three days of the absence. Students and parents in grades 4-12 are expected to check PowerSchool within 24 hours to verify that the note has been recorded.

Digital Learning Lab

A Digital Learning Lab will be identified at each school as a dedicated learning space for those students and teachers engaged in digital learning. The Digital Learning Lab will be utilized for remediation and secure testing purposes for individual or small groups of students. Digital Learning Lab sessions could be scheduled before school, after school, during the school day, on weekends, and at intervention times on the school calendar. Optional instructional sessions may be offered in the learning lab (such as small group work), but assessment and remediation sessions will be mandatory.

Deep cleaning of this space will occur at the transition between individuals/small group use of the space.

Engagement

All students participating in Digital Learning – either online or hybrid models – are expected to engage in the learning environment and content. Student engagement is measured through pacing in the course. If a student is not on pace – they are not participating in online sessions, not completing or attempting assignments, a week behind in work completion, not responding to teacher communications – then the following steps will be initiated.

1. Parent/Teacher/Student Conference – digitally or on the phone – to determine areas of need
2. Should dis-engagement continue, then the Parent and Teacher will develop a two-week action plan for the student identifying the services necessary for the student to be successful. This plan will include weekly face to face sessions in the Digital Learning Lab for the specified course(s).
3. Should a student continue to be off track in the course even with an action plan, withdrawal from Digital Learning will be initiated, and the student will return to face to face instruction at school or secure a different school option outside MCS.

Student Behavior and Dress Code

All students, regardless of their chosen model of instruction, must abide by the Rights and Responsibilities of Students as noted in the Maryville City Board of Education Policy 6.301. When attending events at school, such as the Digital Learning Lab, students are expected to follow the district dress code and expectations for student conduct.

III. STUDENT SCHEDULES AND COURSE OFFERINGS

Depending on the grade level and course selection, student schedules may include mandatory and required appointments within the school day. Please review the categories below to understand the course work opportunities, recommended daily schedules, and other key details for online learning.

Time & Learning Requirements

Tennessee State Board of Education Policy 3.210 provides clear guidelines on the time requirements for each grade level should a school be closed, on a modified schedule, operating with a reduced capacity, or permitting students to participate in Remote Instruction due to COVID-19 related reasons. Under this policy, MCS is required to provide students in grades one (1) through twelve (12) access to six and one half (6½) hours of Instructional Time each school day and students in Kindergarten with access to four (4) hours of Instructional Time each school day.

In order to meet the state’s requirements for academic instructional time, your student should complete the following minimum hours of school each week.

| Grade | Hours Per Day | Hours Per Week |
|-------|---------------|----------------|
| K | 4 | 20 |
| 1-12 | 6½ | 32½ |

The amount of time a student spends completing assigned course work will vary from student to student, and even course to course.

Elementary Online Students

Parents of elementary school students are expected to have a high level of student oversight. This oversight is critical to their successful completion of the assigned content.

The following areas of study are provided in grades K-3:

- Reading
- Writing
- Mathematics
- Science
- Social Studies
- Specials – lesson and activities will be available weekly to families via Zoom and SeeSaw. The availability and variability of activities will be based on the number of students participating in digital learning.

Any student showing deficiency in reading or math will be required to meet weekly in person in the digital learning lab at the school with their teacher for remediation.

A recommended 1st-3rd elementary student daily schedule would be:

- Literacy – 2.5 hours
- Math – 1 hour
- Lunch – 30 minutes
- Independent Play (Recess) – 30 minutes
- Science/Social Studies - 60 minutes
- Specials – 30 minutes
- Brain Breaks for physical movement – 30 minutes

A recommended K elementary student daily schedule would be:

- Literacy – 2.5 hours
- Math – 1 hour
- Lunch – 30 minutes
- Independent Play (Recess) – 30 minutes
- Science/Social Studies – 30 minutes

Intermediate Online Students

A student at the Intermediate level should spend between 60-90 minutes per course per day, and 30-45 minutes per encore course.

The following areas of study are provided in grades 4-7 in an online format:

- Reading/English Language Arts
- Mathematics
- Science
- Social Studies Literacy
- Reading Intervention
- Math Intervention
- Academic Success

- Library/Literacy activities including Independent Reading and Fluency work
- Physical Education activities to promote health and wellness
- Encore class availability will be based on the number of students participating in digital learning. Online formats for first year band and orchestra students will not be available.

Any student showing deficiency in reading, math, science or social studies will be required to meet weekly in person in the digital learning lab at the school with their teacher for remediation.

MJHS Online Students

For all MJHS Digital Learning students, assigned courses will be year-long and on an A/B schedule, just as if you were in the school building. All online Digital Learning courses are on Canvas with resources launching from the Canvas Learning Management System. Students may be required to virtually attend classes in real-time, as per the student's daily schedule.

The following courses will be offered as online Digital Learning and meet daily all school year, as per the student's daily schedule :

8th Grade: English Language Arts, Pre-Algebra, Algebra 1, and Science

9th Grade: English 1, Geometry, Algebra 1, Biology 1, and Environmental Science

The following courses will be offered as online Digital Learning and meet on an A/B rotation all school year, as per the student's daily schedule :

Social Studies:

8th Grade: U.S. History

9th Grade: World History and Geography and AP Human Geography

World Languages: French 1 & 2, Latin 1 & 2, and Spanish 1 & 2

Wellness: 8th and 9th grades Health and Physical Education

Career Technical Education (CTE):

8th Grade: Computer Science Independent Study and Teen Living

9th Grade: Computer Science Foundations, Principles of Engineering and Technology, Principles of Manufacturing and Construction, Culinary Arts, and Career Explorations

Fine Arts:

8th Grade: Band, Orchestra, Art, and Theatre

9th Grade: Band, Orchestra, Art 1, Theatre 1, and Theatre Intermediate

Academic Success: Reading, Math, Learning Lab

The following courses will NOT be offered online in grades 8-9:

Fine Arts: 8th and 9th grades Chorus/General Music

Career Technical Education (CTE): 8th grade Shop and 8th grade Gateway to Technology

Electives: 8th and 9th grades Yearbook, Student Assistant, Special Areas Peer Tutoring

Hybrid Program: considered on a case-by-case basis

Students will be required to attend on campus at the time scheduled in student's daily schedule or at the request of the teacher of the course for hands-on experiences and assessments.

8th Grade: Band, Orchestra, Theatre, Shop, Gateway to Technology, Art, French 1, Latin 1, Spanish 1

9th Grade: Band, Orchestra, Theatre 1, Theatre Intermediate, Culinary Arts, Art 1, Principles of Manufacturing and Construction, French 1 & 2, Latin 1 & 2, Spanish 1 & 2

Special Education courses will be determined on a case-by-case basis as per the IEP team.

MJHS Daily Schedule:

| Period | Time |
|------------|---|
| 1st Period | 8:20 - 9:28 |
| 2nd Period | 9:33 - 10:41 |
| 3rd Period | 10:46 - 12:24 (9 th Grade Lunch) |
| 4th Period | 12:29 - 2:07 (8 th Grade Lunch) |
| 5th Period | 2:12 - 3:20 |

MJHS online digital students will be required to follow all policies and procedures as included in the Maryville Junior High School Student Handbook and Maryville City Schools Scholars Guide Grades 8-12.

MHS Online Students

All MHS students participating in the online or hybrid instructional model will utilize Canvas as the home base for required instructional materials for each course. The student schedule will consist of four courses in the fall semester and four courses in the spring semester. The classes will be scheduled into a block time frame, just as a face to face course. Students will be expected to join online during these instructional blocks and should expect to spend 90 minutes per course per day.

Student Daily Schedule:

8:25-9:55 First Period
9:55-10:10 Break
10:10-11:40 Second Period
11:47-1:47 Third Period and Lunch
1:54-3:25 Fourth Period

The following courses will not be offered online in grades 10-12*:

Fine/Performing Arts: Musical Theatre, Play Production, Chorus, some art courses

Career Technical Education (CTE): Many CTE courses past the introductory level require hands on work within the classroom environment due to material needs and project restraints. Students desiring a CTE course will need to consider the hybrid model and meet face to face for some of these courses.

Electives: Yearbook, Teacher Assistant, Peer Tutoring

*If you have selected a course that is unavailable in a digital format, and you do not wish to consider a hybrid option, your school counselor will make a schedule change to your next elective request.

Any student showing deficiency in reading or math will be required to meet weekly in person in the digital learning lab at the school with their teacher for remediation.

Extracurricular Activities

Students enrolled as a full-time online student or hybrid program in grades 8-12 are eligible to participate in extracurricular activities at MJHS and MHS. Students must meet the same extracurricular activity eligibility requirements as students enrolled in the traditional day program including any applicable MCS requirements. Digital learning students/families would be responsible for initiating contact and expressing interest directly to staff sponsors for information, schedules, etc. Students should reference school websites for contact information.

Students enrolled as a full-time online student in grades K-7 are not eligible to participate in extracurricular activities at the school site.

IV. ASSESSMENTS AND GRADING

Teachers will provide a variety of assessments to determine student mastery of the course content. These assessments may look different – discussion-based assessments, essays, project based, and even onsite traditional tests. The Digital Learning Lab will be utilized to provide remediation, secure testing, and offer other necessary activities for online students. Students taking science courses that include a lab component **may** be required to attend a lab session before/after normal school hours at the school site. Teachers will schedule students for the Digital Learning Lab and science lab times with one week's notice to parents. These secure testing sessions are mandatory for students.

Late Work

The policy outlined below describes the approach to late work in our online classes. If questions about late work arise, please communicate with your teacher.

- Late work may not be accepted more than two weeks after the due date.
- Late work may be penalized by 10% up to one week late; 20% if submitted up to two weeks late.
- The late work policy does not apply to discussion and group assignments. Course discussions rely on communication during a given week, so these assignments must be posted on time and will not be accepted late without approval from the teacher prior to the assignment date or a circumstance acceptable to the teacher.
- It is important to note that this policy is intended for work that is infrequently late. Consistently handing in late work is not acceptable.

Students must not assume teachers will repeatedly accept late work without prior approval. At times circumstances out of our control, such as illness, weather-related events, family issues, or other major events, would require an exception to this policy. If this is the case, talk to your teacher. Always make every effort to contact your teacher prior to turning in late work, if possible, or as soon as is possible after.

State Exams

Online students will still be expected to take all state exams associated with their grade level or chosen course work. All state exams will be taken on campus at times scheduled by the school within the required testing windows. State exams include TNReady and EOCs.

Report Cards

Students will continue to receive academic reports of their progress at the conclusion of each nine-week instructional period. These grades will be located in PowerSchool and are viewable at any time by parents and students in grades 4-12. Grades for students in grades K-3 will be communicated by the teacher at the mid-point and end of each nine weeks grading period.

Accommodations

Students who have an active IEP or 504 will receive accommodations as stated in their most recent IEP/504 plan. Special education services will be determined by IEP teams with consideration to the above virtual learning models for all students.

V. WHOLE CHILD SERVICES

Digital Learning Students are entitled to whole child services as the need arises. If you observe or receive a request for the following Whole Child Services, please contact the assigned school administrator.

Instructional Support Services

Special Education Services and English Language Learner (ELL) Services will continue to be provided by following the student's Individualized Education Plan and the ELL Individualized Learning Plan. Special Education Teachers and ELL Teachers will work with families to ensure a continued service plan is followed for Digital Learning Students during school closures and as a selected option. Hybrid instructional models may be suggested or followed by providing a blended approach of onsite and online instruction. Students whose data indicates a need for additional intervention through RTI will also be provided a service plan to close the instructional gaps in literacy and math. Contact your school administrator or RTI Teacher for questions regarding academic intervention support.

School Counseling Services

Counselors are available to help you work through school, social, and personal problems, even in the digital learning format. School Counselors are available through phone, email, or other digital tools to meet and counsel. Please contact your school counseling office to connect with your assigned counselor.

Translation Services

Digital Learning Students and their families are entitled to Language Translation Services. ELL Teachers in each assigned home school are the main contacts to secure translation services. If you need any written or verbal communication or instruction translated, please make that request through your digital learning teachers who will then connect you with an ELL Teacher. If you have any additional questions regarding ELL instruction or translation support, contact the ELL

Teacher in your child's assigned school. In addition, the district can provide support and assistance for digital translation services through available apps and programs.

Internet Access Services

Internet HotSpots are available for digital learning students. Contact the Technology Coordinator or the District Technology Director to help assist a student with securing internet access through the use of district HotSpots. Applications and directions will be provided through the school or district technology department.

Library Access

School library access is available to digital learning students who are not being quarantined. Students may check in through the school office for a pass to the school library during regular school hours with advanced permission and scheduling. In addition, if a school site has extended library hours, either before or after school, then please include the communication of those options to the digital learning student and the family.