



# MCS Digital Learning Teacher Handbook

2020-21

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## I. MODELS OF INSTRUCTION SUMMARY

The models of instruction that will be offered 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 30<sup>th</sup> 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 30<sup>th</sup> 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 30<sup>th</sup> 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.

## II. INSTRUCTIONAL EXPECTATIONS

### OVERVIEW

Maryville City Schools Digital Learning Program is an optional online educational delivery system in lieu of attending school onsite and in person during the COVID-19 Pandemic. Families electing to engage in the MCS Digital Learning Plan will be educated through digital and interactive tools to meet the Tennessee standards of the grade level or course. In addition, hybrid opportunities are offered for students being served in grades 8-12 where students may request to participate in Digital Learning and attend for specialized in-person courses that have restrictions to be taught digitally. 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 must mirror the rigor, standards alignment, and expectations of the onsite classroom, including assignments, testing, and instructional components. There is no online pathway that can completely replicate the activities and strategies in a traditional classroom, but every effort will be made to provide an equally high quality education. 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.

The following components in this handbook address the focus and intentions to fulfill the domains represented in the TEAM Teacher Evaluation Rubric – Planning, Instructional, Culture & Climate, Professionalism – paired with the process of TIGER – consistent and pervasive implementation of the best strategies – to fully meet the academic, social, and emotional needs of our students.

### **TIGER TEACHER EVALUATION MODEL**

The performance of all teachers shall be evaluated as provided by MCS Board policies and procedures. The TIGER Model, using the TEAM rubric, will be used to evaluate all digital teachers, and evidences may be collected during ZOOM meetings, virtual lab instruction, lesson plans, collaborative planning sessions, and other items utilized for instruction in the LMS system (Canvas or other format). The Tiger Summative score represents the performance of the teacher, pervasively and consistently based on growth. Digital learning teachers will follow all provided guidelines of Tiger and use the TEAM rubric for evaluation.

The TEAM Rubric focuses on four domains of planning, instruction, culture and climate, and professionalism. All domains will be expected for digital learning teachers. The items within the Table of Contents of the MCS Digital Learning Teacher Handbook will provide examples of areas to capture evidence within the TEAM rubric. For example, requesting communication examples from teachers will inform the digital culture and climate created in the digital classrooms. Reviewing student engagement reports will provide information for the instructional components of the rubric.

Throughout the process, teachers will be asked to share reflections and feedback to strengthen the digital evaluation process.

### **TYPES OF DIGITAL OFFERINGS**

- a. Schools PLP
- b. Grad Point
- c. Teacher directed LMS delivered
- d. Tele-Class
- e. Adaptive curriculum software

## INSTRUCTIONAL DAILY SCHEDULES

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 seven (7) hours of Instructional Time each school day and students in Kindergarten with access to four and one half (4.5) hours of Instructional Time each school day. In addition, digital learning students in grades K-5 should be scheduled for 2 sessions of P.E. each week, totally a minimum of 60 minutes.

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	4.5	22.5
1-12	7	35

The amount of time a student spends

### 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 1<sup>st</sup>-3<sup>rd</sup> 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 – 60 minutes
- P.E. Brain Breaks – 30 minutes

A recommended K elementary student daily schedule would be:

- Literacy – 2 hours
- Math – 1 hour
- Lunch – 30 minutes
- Independent Play (Recess) – 30 minutes
- Specials/P.E. – 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 :**

**8<sup>th</sup> Grade:** English Language Arts, Pre-Algebra, Algebra 1, and Science

**9<sup>th</sup> 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:****8<sup>th</sup> Grade:** Social Studies**9<sup>th</sup> Grade:** World History and Geography and AP Human Geography**World Languages:** French 1 & 2, Latin 1 & 2, and Spanish 1 & 2**Wellness:** 8<sup>th</sup> and 9<sup>th</sup> grades Health and Physical Education**Career Technical Education (CTE):****8<sup>th</sup> Grade:** Computer Science Independent Study and Teen Living**9<sup>th</sup> Grade:** Computer Science Foundations, Principles of Engineering and Technology, Principles of Manufacturing and Construction, Culinary Arts, and Career Explorations**Fine Arts:****8<sup>th</sup> Grade:** Band, Orchestra, Art, and Theatre**9<sup>th</sup> 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:** 8<sup>th</sup> and 9<sup>th</sup> grades Chorus/General Music**Career Technical Education (CTE):** 8<sup>th</sup> grade Shop and 8<sup>th</sup> grade Gateway to Technology**Electives:** 8<sup>th</sup> and 9<sup>th</sup> 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.

**8<sup>th</sup> Grade:** Band, Orchestra, Theatre, Shop, Gateway to Technology, Art, French 1, Latin 1, Spanish 1**9<sup>th</sup> 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 <sup>th</sup> Grade Lunch)
4th Period	12:29 - 2:07 (8 <sup>th</sup> 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.

## COMMUNICATION

In the virtual classroom, the telephone is one of the key pieces of technology that helps a teacher to facilitate the learning process by effectively increasing student on-task learning, decreasing student off-task behavior, communicating with parents, and reaching out to teammates for support. Text messaging with students may be used but limited to academic communication only and should include a parent or guardian.

All teachers are required to have a designated Google phone number or school direct extension available during work hours other than the school office telephone number. All teachers are required to have a positive voicemail that identifies who they are, the school, and the times they are checking messages and returning calls. For teachers in grades 4-12, office hours should be posted on the course page in Canvas.

All teachers will conduct a monthly contact process with parents updating them on the academic progress of the student. All monthly calls should be documented and available to administration, as needed. Teachers are responsible for checking their MCS email and all LMS systems on a daily basis. Teachers should use their MCS email address when contacting parents and students. It is an expectation that communication be returned within 24-48 hours.

Digital Learning Teachers will have daily interactive sessions scheduled for all students.

### **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.

Scheduling and setting access times for the Digital Learning Lab must include a session within the routine instructional day as well as a replication opportunity outside of school hours based on availability of the digital learning teacher. Parents must have a week's notice for mandatory attendance at a digital lab. Teachers must follow the schools' procedures for reserving and scheduling digital lab experiences.

### **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 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's 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 cop 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.

#### **If an academic integrity arises, follow these steps:**

1. Parent and student contact by teacher is ALWAYS necessary when handling Academic Integrity issues. Once an Academic Integrity concern has been discussed with the student and parent, please follow the process below.

2. Fully document the discussion. Below are the required points to document:
  - a. Parent/Student communication
  - b. Incident number
  - c. AI consequence (listed below)
  - d. Contact Administration to provide

**These consequences are sequential and apply throughout an entire course.**

1st offense in your class:

- Temporary grade of a “0” with feedback requesting student and parent to contact teacher
- Student/Parent/Teacher phone conference to discuss offense and review Academic Integrity policy
- Student can resubmit the assignment for a grade no higher than an 80%

2nd offense in your class:

- Grade of a “0” with feedback requesting student and parent to contact teacher
- Student/Parent/Teacher phone conference to discuss offense and review Academic Integrity policy
- Student cannot resubmit the assignment for a higher grade

3rd offense in your class:

- Grade of a “0” with feedback requesting student and parent to contact teacher
- Student/Parent/Teacher conference with Administration
- Administration’s decision for further action
- Student cannot resubmit the assignment for a higher grade

### Dyknow

Dyknow is a resource available to teachers to help monitor classroom management in real-time. Accessed from <https://www.dyknow.me/maryville-schools>, the Dyknow interface allows teachers to view student desktops, send message to students, lock their laptop screens, and allow or deny specific software or websites. While useful for day-to-day classroom management, Dyknow can also be used to maintain academic integrity during coursework or assessments. Additionally, Canvas is made to integrate with Respondus Lockdown browser to offer an additional layer of management on Canvas assessments. To require Lockdown Browser for a Canvas assessment, open the applicable Canvas course and select “LockDown Browser” from the left-hand navigation menu. Then, locate the desired quiz, select “Modifit Settings” and “Require Lockdown Browser.” This will require Lockdown Browser to be used in order for the student to launch a quiz, even from a personal device. However, it should be noted, using a management tool like Dyknow or Lockdown Browser is not a failsafe way to ensure maintaining academic integrity. If a student has an additional device, like a cell phone, home computer, or other personal device, they can use it instead to circumvent any type of control put in place on the school-issued laptops.

## GUIDELINES FOR USING ZOOM OR OTHER MEETING PLATFORMS

The primary online meeting platform approved for use is Zoom. Additionally, Microsoft Teams is included in your Office 365 account and is permitted and supported. Use of other platforms should be limited so as not to overwhelm teachers or students with redundant software offerings. Both Zoom and Teams can be used for teleconferencing with both internal users and external users. While the below practices are specific to Zoom, the safeguards mentioned should apply to any sort of teleconferencing tool.

### Zoom Practices

Use of Zoom should happen through the Zoom login in Classlink. This assures you are using an account that is centrally managed and has been provisioned to improve meeting security to minimize issues from “Zoom Bombing” or other types of meeting hijacking attacks.

Zoom accounts are limited to 40 minute meeting length

When hosting a meeting, do NOT share your meeting invite code publicly. Share it only with your students or intended audience. This can be done using school email accounts, Canvas, Seesaw, Remind, etc., depending on the tools in use in your classroom.

Use the “waiting room” to admit users to your meeting individually. This is set by default on MCS Zoom accounts.

There is an option to record your meeting in Zoom. This will record the meeting to your local computer at the end of the session. This should be done both to archive your session, and as a professional safeguard. Recording of sessions is highly recommended.

If posting a copy of your meeting online for students, to protect student privacy, be sure it’s not publicly viewable if any audio or video of your students is included. Options for this would be posting in Canvas or uploading as an unlisted YouTube video.

Students should access Zoom through the Zoom app saved on the desktop of their computer. They can also access through the Zoom app on a personal phone, tablet, etc.

### Digital Resources

Additional information on available digital resources, as well as tutorials and instructional content, can be found at <https://www.maryville-schools.org/central-office/technology/elearning>.

An additional resource that provides a variety of information and topics:

[https://docs.google.com/presentation/d/1fFl9nq896ScyG\\_sUHaz2OiKB0HUZLVIEGY8Z9Y3afcY/edit#slide=id.g8b42b57bf6\\_1\\_376](https://docs.google.com/presentation/d/1fFl9nq896ScyG_sUHaz2OiKB0HUZLVIEGY8Z9Y3afcY/edit#slide=id.g8b42b57bf6_1_376)

## INTRODUCTORY PROCESS

The Welcome call is required and the primary purpose is to build positive relationships. The welcome call should occur prior to the online course starting on July 30th. This will allow

families to understand the course expectations and clarify any concerns. The following items should be discussed during your Welcome Call:

- Build rapport by asking about student needs, interests/hobbies, etc.
- Verify student and parent contact information – phone numbers and email addresses.
- Verify that the student is in the correct course.
- Share your contact information and office hours with students and parents.
- Discuss pacing – students are expected to complete all work within a specified period of time. Saturday evening will be the last day of the work week to submit work for tracking/grading purposes.
- Review the student and parent expectations.
- Explain the month grace period. If a student/parent is not comfortable with the online format, they will have one opportunity to return to an onsite format.
- Explain the Digital Learning Lab and how you will utilize the space throughout the course.
- All work submitted for grading must be the original work of the student. Explain the academic integrity policy and that if needed, students may be required to attend proctored quizzes and tests for academic integrity purposes.
- Remind parents that you are a support system for them as you teach their students.
- Explain the course syllabus, how students will be receiving instruction as well as assignments. Ensure that parents and students are clear on the process to submit work for grading.

### MONITORING ACADEMIC PROGRESS

Academic progress is a primary concern of parents, students, and staff members. When a student does not show adequate progress, teachers will engage parents in two way communication regarding a plan of action. Throughout the grading period, teachers are expected to consistently review grades and document both student and parent communication for students who are not meeting academic expectations. Teachers should communicate with counselors about all students earning D's or F's at the mid-point of each grading period. Counselors, teachers, and administrators will develop an academic improvement plan to address problem areas, identify resources, and establish intervention strategies for students who are failing multiple courses or who fail a single class for more than one grading period.

### GRADING POLICIES

The grading policy for each student enrolled in the online course work will be no different from a face to face student. Please refer to your school's teacher handbook for grading policies and expectations.

### 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 before work will be late, if possible, or as soon as is possible after.

### **III. PROFESSIONAL DEVELOPMENT**

All current MCS teachers are expected to participate in their school based professional development program for the school year, to include face to face trainings held at the school and self-directed PD hours. Teachers who are secured for the purpose of digital delivery may also be expected to participate in professional development based upon the length of the contract and the expectations set forth.

Please see the Appendix for the current school year's professional development opportunities.

### **IV. 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.

#### **SCHOOL COUNSELING SERVICES**

Counselors are available to help students work through school, social, and personal problems, even in the digital learning format. If a student needs school counseling assistance or a potential referral for contracted therapy with Helen Ross McNabb, please ask the student to contact the school counselors assigned to their home school through phone or email. Inform the student that tele-therapy and digital counseling support are options. Follow up with the school counselor to provide an update of the potential contact by the digital learning student or his/her family.

#### **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 and assigned teachers, both digital and onsite, 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 for digital learning students.

#### **TRANSLATION SERVICES**

Digital Learning Students and their families are entitled to Language Translation Services. ELL Teachers in each assigned home school secure translation services for students. In addition, these contacts, along with our Communications Director and Technology Director can provide support and assistance for digital translation services available through 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.

### **V. LOGISTICS**

#### **DIGITAL DELIVERY MEDIA WAIVER**

Families must complete the MCS waiver to acknowledge and give permission for their student(s) to be included in videotaping or recording of onsite instruction for the purpose and provision of offsite, digital instruction. It is understood that the policy of MCS is that such recordings will be used for educational purposes only and will not be copied or disseminated beyond what is needed for educational use. The information and/or records that may be disclosed in such recordings would include the Student's image, the Student's in-class comments and the Student's participation in classroom activities. The purpose of the disclosure is to allow for enhanced online learning for those students who are not attending class in person so that they can more closely approximate the experience of the classroom while not being physically present in the classroom. The recordings will only be shared with other students in the class and/or other educators and MCS staff for legitimate educational purposes.

In addition, digital learning students must also sign this waiver to ensure agreement that the Student and/or Parent will not record, tape, share, or transmit any recordings of any classroom



activities at MCS and that any recordings of classroom activities shall be used only for their intended purpose.

See Appendix for waiver.

## **ATTENDANCE**

### **Students**

Attendance for students selecting digital learning will be taken by the teacher(s) daily during the online instructional interaction. Online and Hybrid students are expected to adhere to the same district attendance policy as face to face students.

### **Teachers**

When there is a need for a teacher to be “unavailable” where no contact with students is a possibility, teachers must notify their administrator that they are taking a sick day by email and complete the absence request in the SmartFind Express online system. If you are sick and unable to come in on a day that you are scheduled for face-to-face, proctoring, a staff meeting, or other event where you need to attend in person, you need to take time off. No substitutes will be provided for digital teachers who are absent unless it is an extended leave that has been approved by the administration. Teachers must also notify their students of absences via email and by posting on their course Announcement Page or other main form of communication.

## **DIGITAL OFFICE HOURS**

All digital instructors are expected to post and be available to work with a student through a digital format. Office hours should be communicated to the student and parent formally at the start of the course. For teachers in grades 4-12, office hours should be posted on the course page in Canvas. Email or phone communication should be utilized to communicate any change in the teacher office hours.

## **FACULTY MEETINGS**

For current MCS teachers, attendance at the school assigned faculty meeting is expected. These meetings are typically scheduled once a month on school campuses unless otherwise stated or cancelled. Teachers are expected to attend, regardless of the model of instruction. If a teacher cannot attend they need to take time off and notify the administrative staff. Digital teachers hired through certified assistants or hired solely for the purpose of delivering online instruction may be expected to attend faculty meetings at an assigned school.

## **PARENT CONFERENCES/IEP MEETINGS**

There may be times when teachers are requested to attend parent conferences or IEP Meetings either at the school building or through another digital format. Every effort will be given to allow at least 48-hours notice of a scheduled meeting at the school, however, the meetings will be scheduled during regular working hours, and teachers are expected to attend when requested. Teachers should bring their laptops and be prepared to discuss the progress of their students. In some cases, teachers will be asked to participate remotely. They should plan ahead and have a microphone and appropriate dress to use the webcam feature.



## OPEN HOUSE/GRADUATION/CURRICULUM NIGHTS

Digital teachers may be expected to attend special in-person events as related to the school site. These events will be itemized in the school calendar and provided at the beginning of the school year.

## VI. iREACH MANAGEMENT

### TECHNOLOGY TROUBLESHOOTING AND SUPPORT

In the case of technology issues, whether on-site or working remotely, teachers must open a support ticket. A ticket should be opened in ANY situation requiring technical assistance, regardless of the severity of the issue. There is no stigma attached to creating a ticket. Currently, there are three different ways a ticket can be opened:

1. Teachers can send an email to your school's technical support email account. This will automatically generate a ticket.

MHS: [mhs.helpdesk@maryville-schools.org](mailto:mhs.helpdesk@maryville-schools.org)

MJHS: [mjhs.helpdesk@maryville-schools.org](mailto:mjhs.helpdesk@maryville-schools.org)

MRIS: [mr.is.helpdesk@maryville-schools.org](mailto:mr.is.helpdesk@maryville-schools.org)

CGIS: [cgis.helpdesk@maryville-schools.org](mailto:cgis.helpdesk@maryville-schools.org)

SHE: [she.helpdesk@maryville-schools.org](mailto:she.helpdesk@maryville-schools.org)

JSE: [jse.helpdesk@maryville-schools.org](mailto:jse.helpdesk@maryville-schools.org)

FHE: [fhe.helpdesk@maryville-schools.org](mailto:fhe.helpdesk@maryville-schools.org)

CO: [co.helpdesk@maryville-schools.org](mailto:co.helpdesk@maryville-schools.org)

2. Teachers can login to their Classlink Portal at <https://launchpad.classlink.com/maryville> and click on the "Freshdesk Ticket System" icon. It will open a form that can be submitted online.
3. Teachers can go directly to <https://maryvillecityschools.freshdesk.com/support/tickets/new> and fill out the online form

Technical issues that do not have a ticket submitted (i.e., verbally mentioned, mentioned via text message or personal email) have a high likelihood of not being addressed in a timely manner, or of being overlooked altogether.

For new staff members, account setup happens as part of the human resources onboarding process. Once entered into PowerSchool, users' computer, wifi, and email logins will be created that night. Other peripheral accounts (Canvas, Classlink, etc.) should then sync the following night. If users experience issues being unable to access expected sites or services, a support

ticket should be opened using one of the methods above. If unable to log in to any accounts, ticket creation method #3 can be used.

If a student experiences a technology issue that a teacher is unable to help solve, there is a similar ticket creation process for students. For a student to create a ticket, they should login to their Classlink Portal at <https://launchpad.classlink.com/maryville> and click on the “eLearning Tech Help” icon. This will take the students to an online form where they can submit their name, preferred method on contact, and an overview of the issue they are experiencing.

### **iREACH USERS GUIDE**

The iReach User’s Guide provides a full handbook for digital use and application. Digital Care, Use, and Digital Citizenship guidelines are available in this resource. Our Acceptable Use Policy assumes all students and families read and review the contents of the iReach Users’ Guide.

### **TEACHING DEVICE CARE**

To help minimize lost instructional time as a result of a damaged device, teachers should providing orientation to their digital learning students by reviewing the highlights of the RUP and the iReach Resource Guide, including focused details on device care and responsible use (Resource Guide available at <https://www.maryville-schools.org/central-office/technology/resource-guide>). Review the section on digital citizenship and show the iReach Deployment Video in one of first few digital engagement sessions. This video can be found at <https://www.maryville-schools.org/central-office/technology/digital-citizenship> under “Device Care and Responsibilities”). As needed throughout the year, provide on-going digital citizenship reminders and review of the contents within the RUP and the iReach Resource Guide.

## **VII. MCS REFERENCES AND RESOURCES**

Digital Learning Teachers are held accountable for the content and information contained in the MCS Student/Family Digital Learning Handbook. All Digital Learning Teachers should read, review, and reference the handbook, the RUP forms, and the iReach User’s Guide. In addition, teachers should read and review the school handbook representing the students they serve.

- ✓ <https://maryvilleschoolsorg.finalseite.com/central-office/technology/resource-guide>

## **VIII. MCS CONTACT AND SUPPORT**

Digital teachers directly report to the principal of their assigned school. The principal will evaluate digital teachers and provide parent and student support as needed. In addition, Andy Lombardo is the contact for all technical issues, and Deana Bishop is the contact for instructional technology and software concerns.

## APPENDIX A: Digital Delivery Media Waiver

### LIMITED WAIVER OF STUDENT PRIVACY RIGHTS RELATING TO RECORDING CLASSES FOR ON-LINE USE BY OTHER MARYVILLE CITY SCHOOLS ("MCS") STUDENTS

Parent Name: \_\_\_\_\_ ("Parent")

Student Name: \_\_\_\_\_ ("Student") who is a minor

School: \_\_\_\_\_

Grade: \_\_\_\_\_

Parent hereby waives Student's privacy rights pursuant to Family Educational Rights and Privacy Act or any other similar privacy laws or guidelines so that Student may appear in videos or other recordings taken of classroom instruction and interaction during the 2020-2021 school year. By signing below, Parent consents to the disclosure of Student's personally identifiable information that may appear in such recordings.

It is understood that the policy of MCS is that such recordings will be used for educational purposes only and will not be copied or disseminated beyond what is needed for educational use. The information and/or records that may be disclosed in such recordings would include the Student's image, the Student's in-class comments and the Student's participation in classroom activities. The purpose of the disclosure is to allow for enhanced online learning for those students who are not attending class in person so that they can more closely approximate the experience of the classroom while not being physically present in the classroom. The recordings will only be shared other students in the class and/or other educators and MCS staff for legitimate educational purposes.

It is further acknowledged that the Student and/or Parent will not record, tape, share, or transmit any recordings of any classroom activities at MCS and that any recordings of classroom activities shall be used only for their intended purpose.

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

Date: \_\_\_\_\_

## APPENDIX B: Professional Development

### MCS Professional Development, 2020-2021



**Mandatory Employment On-Boarding and Annual Training, KYTE**  
opens July 13, due by September 7

- 20-21 MCS Bloodborne Pathogens
- 20-21 MCS Employee RUP
- 20-21 MCS Student RUP Review
- 20-21 MCS Social Media Policy
- 20-21 MCS Code of Conduct
- 20-21 MCS Employee Handbook
- 20-21 MCS Phishing Awareness Training
- Added Course: 20-21 MCS COVID-19 Awareness & Plan
- 20-21 MCS Suicide Prevention\*\*
- 20-21 MCS Code of Ethics \*\*
- MCS Human Trafficking (one time only; new employee onboarding)\*\*

\*\* Teachers only

#### **Self-Directed Professional Development, 13 hours**

- Based on personal self-assessment or team goals
- Pre-approved by school principal
- Options include:
  - MCS Tech Tools Training in Kyte (There are more, but these are the most timely.)
    - MCS Tech Tools: ZOOM-- Learn to use your MCS ZOOM account with students. Video contains many best practices for educators.
    - MCS Tech Tools: Loom—Create a free Pro Loom account and easily create and share screen-casting video with your students.
    - MCS Tech Tools: DyKnow-- Learn more the classroom management solution that helps you monitor student device activity, minimize digital distractions, and keep students focused during class.
    - MCS Tech Tools: Renaissance Place 2020 Upgrade-- Learn about changes made during the July 2020 product upgrade, which updated our Renaissance Place management software to the "Growth Platform."
    - Created by Kyte
      - NearPod
      - FlipGrid
      - MasteryConnect
      - Canvas LMS

- Moby Max
  - SeeSaw 2020
  - Newsela
  - BrainPop
- MCS Tutorials and Instructional Content Support for Digital Resources:  
<https://www.maryville-schools.org/central-office/technology/elearning>
- TDOE Professional Development Options
  - Trevecca Nazarene University's Summer Teacher Professional Learning. Free, self-paced and optional online training to build skills for digital learning, including how to design classes for remote instruction, use technology to enhance learning outcomes for all students.  
<https://www.trevecca.edu/landing-page/professional-development-tools-for-remote-teaching-and-learning>
  - Achieve the Core Foundational Skills Series (TDOE K-2 Phonics PD)  
[https://openedx.tneducation.net/courses/course-v1:TDOE+fs101+2020YL/about?mc\\_cid=74c874ff40&mc\\_eid=77b8b3020c](https://openedx.tneducation.net/courses/course-v1:TDOE+fs101+2020YL/about?mc_cid=74c874ff40&mc_eid=77b8b3020c)
  - NCTM Webinars. National Council of Teachers of Math PD webinars cover a wide range of topics and FREE to educators. Link:  
<https://www.nctm.org/100-Days-of-Professional-Learning/>
  - PBSonline. Link: <http://www.pbs.org/teacherline/>  
 This resource provides content-specific free online modules for teachers and leaders.
  - USDOE Department of Educational Technology. Link:  
<https://tech.ed.gov/teachers/> This resource provides extensive guidance, resources and supports for teachers and leaders when considering digital learning opportunities. Toolkits and concrete examples are included.

## APPENDIX C: Additional Instructional Resources

### MCS Digital Learning Planning Template

To facilitate the planning for the opening of school, the following planning guide is offered to staff to help with organization, communication, and implementation of our Digital Learning option.

Our students and families will retrieve information at any time of the day or week. Please develop an FAQ to post on your student and family pages in Canvas or Showbie. Below are some questions all teachers should include in their FAQ. Add additional questions as relevant to your program or subject area.	
Where can I find weekly and monthly schedules?	
Where do I find assignments and materials?	
How do I submit work?	
How do I retrieve graded work?	
How do I contact the teacher for academic help?	
How do I get technical help?	
What expectations/needs will I have for asking digital learners to come into the building?	

What are the norms you want your students to use as they interact with one another and with you in distance learning? We ask some questions to spark your thinking, but this list may not be inclusive of all the needs for your classroom.			
What habits and dispositions are needed to be successful learners?			
How should they interact with you and others to maintain learning conditions?			
Scan your virtual classroom tools: What will students need? What will you need?			
	<b>YES</b>	<b>NOT YET/ NO</b>	<b>NEED SUPPORT</b>
Video recording for lessons and directions			
Discussion forum for students			
Student work submission			
Feedback tool			
Formative and summative evaluation			
Individual meeting platform			
Other:			
Other:			

This next section outlines some digital planning topics to simply think about and ponder as you prepare for digital learning.

What conditions are necessary in order to perform these functions in face-to-face classrooms? In distance learning?	
Finding Information	
Using Information	
Creating Information	
Sharing Information	
How will you increase touchpoints for all your students?	
How will you call on students?	
How will you notice who hasn't participated so you can re-engage them?	
What will you need to be more mindful of to create more discussion opportunities during live virtual sessions?	
How will you be a presence on your discussion boards?	
What is your "pop up pedagogy" plan to stay connected with students when you are not in a live session?	
What is your "pop-up pedagogy" plan to stay connected with families?	



<p>What are the “hows” and “whys” for teacher-student relationships in your practice? (Note: Devoting time to building relationships in the online community is essential to a successful program.)</p>	
<p><b>How will you build and maintain relationships throughout the school year in a virtual environment?</b></p>	
<p><b>Why are relationships central to your distance learning efforts?</b></p>	
<p>Following are some ideas to spark your thoughts on establishing relationships with students in a digital learning environment.</p>	

<b>Teacher Empathy</b> How do students seek connections with you?	<ul style="list-style-type: none"> <li>• Begin synchronous and asynchronous lessons with a positive affirmation (e.g., favorite quotes, a silly joke, short video messages).</li> <li>• Establish virtual office hours for students to drop in for academic support.</li> <li>• Host short check-in conferences with families and the student to see how they are doing and what they need.</li> <li>•</li> <li>•</li> </ul>
<b>Unconditional Positive Regard</b> How will your students know you care about them as people?	<ul style="list-style-type: none"> <li>• Weave into lessons what you have learned about students' pursuits through interest surveys.</li> <li>• Provide polls for students to respond to at the end of class meetings.</li> <li>• Use voice feedback tools on student work so they can hear the sparkle in your voice, rather than read your words without context.</li> <li>•</li> <li>•</li> </ul>
<b>Genuineness</b> How will your students know you care about yourself as a professional?	<ul style="list-style-type: none"> <li>• Dress and groom professionally.</li> <li>• Project a demeanor that is optimistic about them and you.</li> <li>• Make it clear in words and actions that this is a place for learning about themselves, the world, and each other.</li> <li>•</li> <li>•</li> </ul>
<b>Nondirectivity</b> How will your students know you hold their abilities in high regard?	<ul style="list-style-type: none"> <li>• Hold individual conversations with students to help them identify their strengths, goals, and growth areas.</li> <li>• Ask questions that mediate the student's thinking, rather than asking leading questions.</li> <li>• Use shared decision-making about curriculum with students.</li> <li>•</li> <li>•</li> </ul>
<b>Encouragement of Critical Thinking</b>	<ul style="list-style-type: none"> <li>• Foster discussion among peers using questions that open up their thinking.</li> <li>• Every distance learning session includes opportunities for students to write about, illustrate, or discuss their thinking with peers.</li> <li>• Build choice and relevance into assignments and projects.</li> <li>•</li> <li>•</li> </ul>

Distance Learning Weekly Planner: Teams should consider a distance learning weekly planner template to communicate expectations and activities for each week. An example is provided below. The team should also discuss a consistent location in Canvas or Showbie so they are easily accessible for students and families.

**Content Area:**

**Grade:**

**Week of:**

<u><b>Monday</b></u>	<u><b>Tuesday</b></u>	<u><b>Wednesday</b></u>	<u><b>Thursday</b></u>	<u><b>Friday</b></u>
<b>Attend:</b>	<b>Attend:</b>	<b>Attend:</b>	<b>Attend:</b>	<b>Attend:</b>
<b>Read:</b>	<b>Read:</b>	<b>Read:</b>	<b>Read:</b>	<b>Read:</b>
<b>Watch:</b>	<b>Watch:</b>	<b>Watch:</b>	<b>Watch:</b>	<b>Watch:</b>
<b>Discuss:</b>	<b>Discuss:</b>	<b>Discuss:</b>	<b>Discuss:</b>	<b>Discuss:</b>
<b>Turn in:</b>	<b>Turn in:</b>	<b>Turn in:</b>	<b>Turn in:</b>	<b>Turn in:</b>

## APPENDIX D: Sample Parent Letters

Date:

Dear (name)

As a parent of a student in our distance learning program we are writing to request your presence at a parent conference for your child. The administration regularly reviews the attendance, discipline, and academic records of our distance learning students. We would like to meet and discuss our concerns with you. Please contact me at (INSERT contact information) to schedule a time to meet. This meeting can be held digitally or in person.

Sincerely,

Date:

Dear (name)

A meeting was held on (INSERT date) to discuss concerns regarding dis-engagement within our distance learning program with (INSERT student's name). This letter is notice that your child has been placed on two-week **Distance Learning Probation**.

Once a student is placed on **Distance Learning Probation**, should (INSERT student's name) they continue to be off track in the coursework 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 of Maryville City Schools.

Please assist us in helping your student flourish in their school work at (INSERT school's name).

Sincerely,

## APPENDIX E: Conference Form

### Maryville City Schools Digital Learning Parent-Teacher Conference Form

**Student Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Parent/Guardian in Attendance:** \_\_\_\_\_

#### **Purpose of Conference:**

- \_\_\_\_\_ Parent Request  
\_\_\_\_\_ Student Behavior  
\_\_\_\_\_ Academic Progress  
\_\_\_\_\_ Follow-Up  
\_\_\_\_\_ Other

#### **Assessment Data:**


#### **Academic Progress:**

<b>Subject</b>	<b>1<sup>st</sup></b>	<b>2<sup>nd</sup></b>	<b>3<sup>rd</sup></b>	<b>4<sup>th</sup></b>

#### **Student's Strengths:**

\_\_\_\_\_  
\_\_\_\_\_

#### **Areas to Grow:**

\_\_\_\_\_  
\_\_\_\_\_

#### **Action Plan:**

- 1.) \_\_\_\_\_  
2.) \_\_\_\_\_  
3.) \_\_\_\_\_