



WHILE YOU ARE WAITING FOR THE DISTANCE LEARNING WEBINAR TO BEGIN...



HIGHLIGHTS OF THE K-12 MUSIC PROGRAM

- In-person music classes focusing on rhythmic and pitched instruments that do not require breath
- An in-person focus on smaller ensembles, with musicians appropriately spaced according to the current safety guidelines
- Blended learning strategies that include classroom demonstrations followed by live online sessions in instrumental/vocal groupings
- Outdoor ensemble playing and singing for band and chorus



HIGHLIGHTS OF THE K-12 PHYSICAL EDUCATION PROGRAM

- Focus on activities and sports that are teacher led but performed individually
- Pilates, mindfulness, meditation, fitness-based activities, dance, yoga
- Individual goal setting, strength development, target activities, backyard games
- Orienteering, geocaching, outdoor education, hiking, power walking, track and field
- Racket sports such as pickleball, badminton and tennis played in singles format



MADISON PUBLIC SCHOOLS

Distance Learning

MEET OUR PANELISTS

Teachers and Instructional Coaches:

- Erin Chester (ELA Instructional Specialist)
- Stacey Daly (Math Instructional Specialist)
- Michael Ginsburg (Tech Instructional Specialist)
- Drew Sellitti (Elementary School Teacher)
- Christopher Pagliuco (K-8 Social Studies Coordinator)
- Paul Mezick (DHHS Science Teacher)

Administrative Team:

- JeanAnn C. Paddyfote Ph.D., Interim Superintendent
- Gail Dahling-Hench, Assistant Superintendent
- T.J. Salutari (DHHS Principal)
- Brian Bodner (DHHS Assistant Principal)
- Melanie Whitcher (DHHS Assistant Principal)
- Kathryn Hart (Polson Middle School Principal)
- Martha Curran (Polson Middle School Assistant Principal)
- Frank Henderson (Brown Intermediate School Principal)
- Becky Frost (Jeffrey Elementary School Principal)
- Kelly Spooner (Ryerson Elementary School Principal)
- Dr. Liz Battaglia (TCLC Principal/Director of Special Education)

JUNE SURVEY FEEDBACK ON DISTANCE LEARNING

K-12 Distance Learning Themes- Areas for Improvement

- Organization of Google Classroom
 - Finding assignments and due dates
 - Class to class inconformity
- Direct Teaching everyday
- More updates on progress

Over 50% of over 1,000 parents Agreed or Strongly Agreed that their child:

- frequently receives feedback during remote learning
- had been able to maintain a relationship with their teacher
- Made academic progress

Less than 50% of over 1,000 parents Agreed or Strongly Agreed that:

- Their child has enjoyed the flexibility in schedule

RE-TEACHING AS NEEDED

Skills from T3 Distance Learning (Grade 1)	How to Assess T3 Distance Learning Include pre and post assessment evidence	Fall Grade Level Skills and Unit to be Taught In Identify essential Skills and Knowledge in <u>Stage One</u>	Recommendations for Reteaching Materials
Covered in Previous Grade Distance Learning (C)			Most essential activities and lessons to advance the learning in the unit.
NOT Covered in Previous Grade Distance Learning (NC)			I = Independent practice G = Guided work with an adult/para (small group) T = Direct instruction from certified staff (whole class)

K to Grade 1 Math

Fall Grade: 1 st Grade			
Skills from T3 Distance Learning (Kindergarten) Covered in Previous Grade Distance Learning (C)	How to Assess T3 Distance Learning Include pre and post assessment evidence	Fall Grade Level Skills and Unit to be Taught In Identify essential Skills and Knowledge in <u>Stage One</u>	Recommendations for Reteaching Materials
NOT Covered in Previous Grade Distance Learning (NC)			Most essential activities and lessons to advance the learning in the unit. I = Independent practice G = Guided work with an adult/para (small group) T = Direct instruction from certified staff (whole class)
Combinations of 5-10 (C)	Fact Fluency Progression Card/ Bridges Intervention Progress Monitoring Sheets (linked in Reteaching Materials column under "Worksheets"	Unit A: addition/subtraction strategies & Models (Build in work with combinations up to 10)	I= Apps: Ten Frame Mania Marble , Math Jr, Make 10 Plus Websites: Illuminations , 5 Frame Math Playground , Make 10 Number Bonds ; NCTM 10 Frames Workplaces: Make it 5 , Roll, Add, & Compare , Shake Those Beans G & T= Bridges Intervention Volume 1 Module 3 Session 11-13 (Activities: Collect 5 dots, Win 5, Pair It Up 5's, Make 5 Worksheets G & T = Bridges Intervention Volume 2 Module 2 Session 6-9 (Activity: Win Ten, Win Ten with Equations, Pair It Up Tens), Make 10 Worksheets G & T = Bridges Intervention Volume 2 Module 3 Session 11-13 (Activity: Make the total), Combos to 10 Worksheets
Counting to 100 (NC)	Use Kindergarten Assessment card (1 on 1 interview)/Bridges Intervention Progress Monitoring	Small group reteaching	G= Bridges Intervention Volume 1 Module 6 Session 26-27 (Warm Up 1: Before & After Counting, Start Stop Counting) I = Grab & Count objects using a 100's chart or decade strip

Grade 6 to 7 Science

Fall Grade: 7 th grade science			
Skills from T3 Distance Learning from Grade 6	How to Assess T3 Distance Learning Include pre and post assessment evidence	Fall Grade Level Skills and Unit to be Taught In Identify essential Skills and Knowledge in <u>Stage One</u>	Recommendations for Reteaching Materials
Covered in Previous Grade Distance Learning (C)			Most essential activities and lessons to advance the learning in the unit.
NOT Covered in Previous Grade Distance Learning (NC)			I = Independent practice G = Guided work with an adult/para (small group) T = Direct instruction from certified staff (whole class)
<ul style="list-style-type: none"> Cells are the basic unit of life. (C) Cells have organelles and other structures that help them survive, grow, and meet their needs. (C) Develop and use a model to describe the function of a cell as a whole and ways parts of cells contribute to the function. (C) Explain how the body is a system of interacting subsystems composed of groups of cells. (C) Create a prosthetic hand complete with appropriate bone, muscle and connective tissue components. (C) Analyze data from [iterations] to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success. (C) Each sense receptor responds to different inputs, transmitting them as signals that travel along nerve cells to the brain; The signals are then processed in the brain, resulting in immediate behavior or memories. (NC) 	<ul style="list-style-type: none"> Review EDP (occurs during Rube-Goldberg) Educational preassessments on major cellular organelles. 	mini-Unit 1: Rube-Goldberg <ul style="list-style-type: none"> Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success. A solution needs to be tested, and then modified on the basis of the test results in order to improve it. There are systematic processes for evaluating solutions with respect to how well they meet criteria and constraints of a problem. The iterative process of testing the most promising solutions and modifying what is proposed on the basis of the test results leads to greater refinement and ultimately to an optimal solution. 	<ul style="list-style-type: none"> Direct live instruction of key concepts T Lab Grown Meat I&G Organelles I&G Cell Environment Project I&G Functions of the Human Skeletal System I Layers of Bone I Connective Tissue I&G Joints I&G Muscles I&G Nervous System I Hand Build PBA I, G & T

SOCIAL EMOTIONAL LEARNING



Grades K-3

- My Magic Breath
- Hopes and Dreams
- Being different gives the world color



Grades 6-8

- Coping with COVID stressors
- Developing healthy skills
- Racial Consciousness



Grades 4-5

- Making New Friends
- Having a Growth Mindset
- Being a Leader



Grades 9-12

- Executive Functioning
- Social/Emotional Awareness- how to reach out
- Cultural Awareness

PARENT MINI-WEBINAR SERIES THURSDAYS AT **6PM**

- **August 24:** Navigating our New Normal: Ways to Support Anxious Students
- **September 2:** Navigating Google Classroom for Parents
- **September 24:** Tools and Templates for Organizing your Student School Day
- **October 15:** Raising Independent Learners
- **October 29:** Ways to Maintain Social Connections while Social Distancing
- **November 12:** Teaching Children how to Self Monitor their Work
- **December 3:** Establishing and Keeping Routines

IN ALL INSTRUCTIONAL MODELS

SYNCHRONOUS

Synchronous Learning: Classes occur on set schedules and time frames. Students and instructors are online at the same time in synchronous classes since lectures, discussions, and presentations take place at specific hours. When blended or remote, all students must be online at that exact time in order to participate in the class. Group size can vary for synchronous learning sessions.

ASYNCHRONOUS

Asynchronous Learning: Classes let students complete their work assigned on their own time. Students are given a time frame — usually a one-week window — during which they need to connect to their class daily or as determined by the teacher. When asynchronous, students can access assignments and content at any time of the day.

LIVESTREAMING: SYNCHRONOUS INSTRUCTION

ROLE OF PARENTS/STUDENTS

- Parents do not participate or interject but support access to livestream sessions for younger students;
- The audience for livestream sessions are students;
- Prohibition against the recording of live instruction, unless by teacher for instructional purposes;

WHAT ABOUT FERPA?

(FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT)

- Not a record maintained by the district on an individual student;
- It is an instructional necessity due to a health emergency and a response to conditions imposed on districts;
- State Department has endorsed such instruction.

Defined Schedules For Remote Learners



The Center for Public Research at Columbia University made the following recommendations for total length of day for students accessing education remotely:

- students in elementary grades (K-6) length of day should be 4.25 hours
- students in secondary grades (7-12) length of day should be 5.0 hours

Google Classroom Meet Times will be established in Google Classroom.



ALERT: PARENTS OF HIGH SCHOOL STUDENTS

AP AND HONORS CLASSES

- Advanced Placement is a program in the United States and Canada created by the College Board which offers college-level curricula and examinations to high school students.
- Pacing, curriculum and tests are NOT influenced by MPS.
- MORE time in synchronous learning with less time for doing the work within the school day.
- Level I Honors Courses - the highest level of instruction for college placement and/or college credit as well as for the work place. It includes Advanced Placement, UCONN Early College Experience courses, and Honors courses.

TOOLS AND RESOURCES

- Planner in DHHS Handbook (page 92 in the Program of Studies)
- Guidance Counselor check ins
- Pay attention to course drop dates (Page 2 in the Program of Studies)
- Social Emotional Lessons:
 - executive functioning tools
 - Who do I go to resource

Below are two charts that will help you understand and better manage your time commitments. Typically, classes have no more than 30 minutes of instruction (50.5 hours). There might be more or less on any given day, but the average will be about 2.5 hours a week. However, some courses will regularly have more homework than this. In the *Program of Studies*, the amount of estimated homework time is noted in the course descriptions of courses that exceed the typical 30 minutes a week. As you select courses for next year, fill in this information into the **Homework Time Commitment Chart** below. You won't know exactly when courses will meet or if you will get into all of your selected courses, but you will know how many instructors the school uses and the homework commitment. This will help you estimate your schedule for the next. Next, fill in the **Other Time Commitment Chart**. These two charts for an account of your daily time commitments after school and on the weekend.

Review your selections and discuss the planner with your family. The goal is for you to achieve a balance among your own and family time, your academic commitments, and your extracurricular activities, in and out of school. Your Guidance Counselor can help you with your course selections.

Homework Time Commitment Chart

Note: If you take time you intend to complete homework on subjects you find difficult when what is estimated. This will provide the school with the information you need to make adjustments.

Trimester 1 Classes	Only Homework Time	Trimester 2 Classes	Only Homework Time	Trimester 3 Classes	Only Homework Time
1		1		1	
2		2		2	
3		3		3	
4		4		4	
5		5		5	
6		6		6	

Other Time Commitment Chart

Examples: Sports, Driver's Ed., School Jobs, Community Service, Community Clubs, Music or other interests, etc.

Trimester 1 Activities	Time	Trimester 2 Activities	Time	Trimester 3 Activities	Time
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Trimester 1 Total Time

Trimester 2 Total Time

Trimester 3 Total Time

SCHEDULES

- Aspire to mirror the regular school day schedule for each student to the greatest extent possible;
- Schedules for livestream classes will become more routine after teachers gain experience with new tools/equipment and blended instructional models;
- Uniformity and fluid conditions are encouraged with tools to make in-class experiences that prepare students for successful distance learning;
- Attention is given to making sure schedules are considering guidance on screen time amounts and meeting the needs of all learners;

ATTENDANCE

- Attendance will be taken daily- remote learning days are school days. All policies will be followed unless state guidance is revised.
- Students who are sick should be called into school as such and recorded as absent.
- All students are expected to attend livestream sessions as scheduled
- Some livestreams will be recorded by teachers as needed for re-teaching, pre-teaching and make-up work.
- Gaps in attendance will be tracked and building guidance counselors and administrators will be contacting guardians.

ASSESSMENTS AND GRADING

- Assessments K-12 will use the [Go Formative assessment system](#) for all content areas;
- In addition, as in a typical school year, some content areas will use other assessments that include demonstrations, performance based assessments, and authentic student work.
- At this time, all state assessments will be administered and in Grades 3-8. Ct SATs are expected to be administered to Juniors this year. Practice and short Interim Assessment Blocks will provide formative information and familiarity prior to administration for Grades 3-8.
- Continued use of Universal Screening tools and other sensitive instruments will be used and prioritized for in-class assessment time.
- Grades will be reported as in standard practice for all levels. In addition to grades, Polson Middle School will be adding comments about progress in standards to their trimester grade reports. K-5 report cards will be in Infinite Campus.



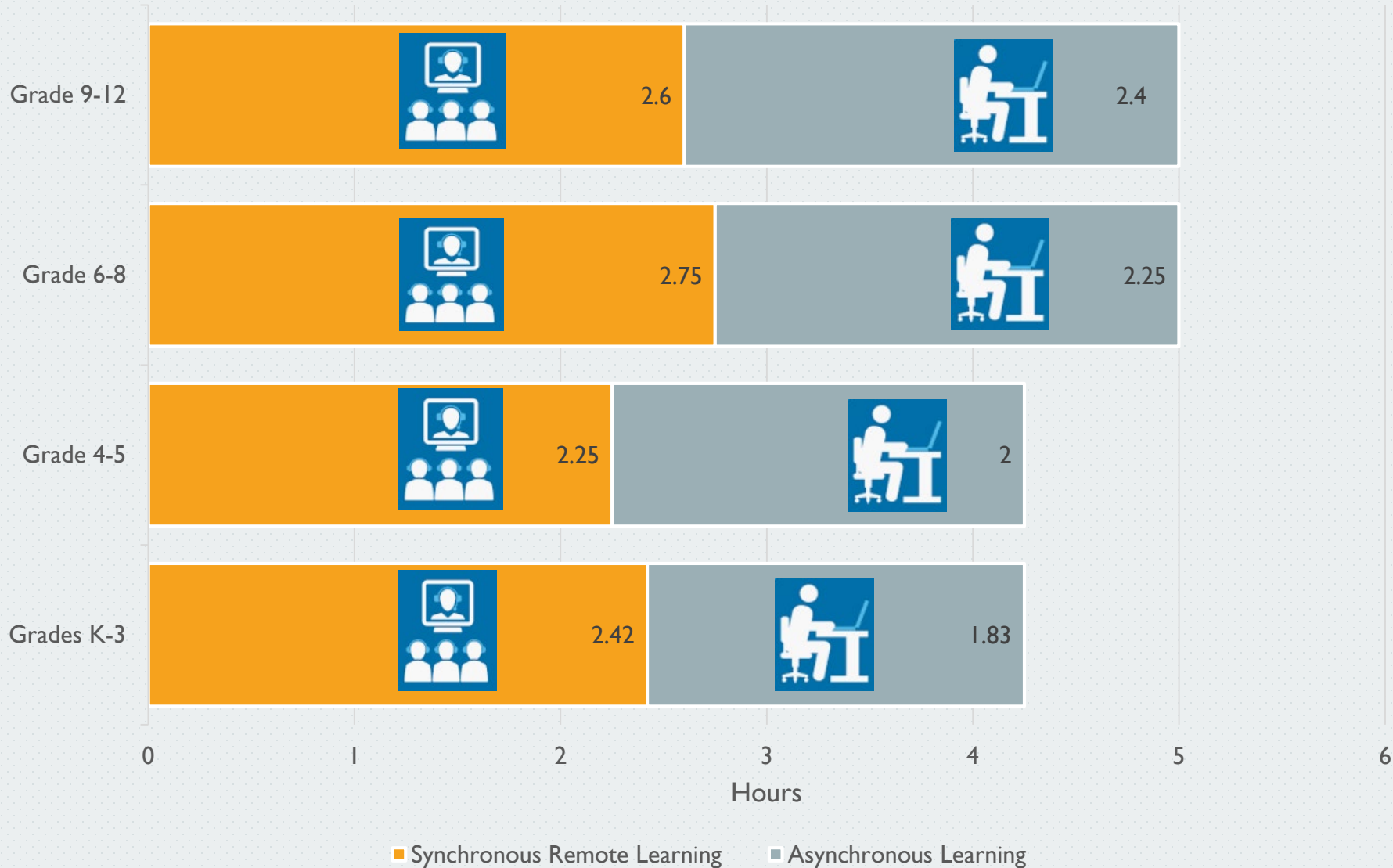
Technology Measures Taken to Support Distance Learning

- Chromebooks
 - National Supply Shortage
 - Priority distribution to the survey: family distribution
 - Remainder for 1:1 delivered late September
 - Travel back and forth with student
- Classroom webcams, tripods, speakers and mics.



Combination of Synchronous & Asynchronous Learning Design

Students in school and at home will be learning at the same pace and with the same lessons, assignments and standards as described in weekly planner.



Sample Daily Schedules

With Livestream Approximations

Grade K-3		Grade 4-5		Grade 6-8		Grade 9-12	
<i>Grade 1 Sample Schedule</i>	In Person Learners & Distance Learners	<i>Grade 4 Sample Schedule</i>	In Person Learners & Distance Learners	<i>Grade 6 Sample Schedule</i>	In Person Learners & Distance Learners	<i>Grade 9 Sample Schedule</i>	In Person Learners & Distance Learners
8:35-9:15	Arrival, Announcements, Morning Work, One-to-One instruction, Small group work	7:40-8:05	Arrival and school-wide Announcements	8:00-8:03	Homeroom	7:20	Warning Bell
9:15-9:30	Morning Meeting (15 min LIVE)	8:05-8:20	Morning Meeting (15 min LIVE from 8:10-8:25)	8:05-9:16	CORE 1 - ELA (in homeroom classroom) (35 min LIVE from 8:10-8:45)	7:25-8:27 (Period-1)	Algebra I (31 min LIVE from 7:30-8:01)
9:30-10:30	Reading (30 min LIVE from 9:25-9:55)	8:20-9:05	Core (20 min LIVE from 8:25-8:45)	9:19-9:58	Elective Block 1 (20 min LIVE from 9:25-9:45)	8:31-9:36 (P-2)	PE/Health 9 (32 min LIVE from 8:35-9:07)
10:30-10:45	Snack/Mini-Recess	9:05-10:15	Core (20 min LIVE from 9:10-9:30)	10:00-10:40	Elective Block 2 (20 min LIVE from 10:05-10:25)	9:40-10:11 (P-3A)	Study Hall
10:45-11:30	Writing (20 min LIVE from 10:50-11:10)	10:17-10:57	Related Arts (20 min LIVE from 10:20 to 10:40)	10:42-11:50	CORE 2- MATH (in homeroom Classroom) (35 min LIVE from 10:45-11:20)	10:11-10:42 (P-3B)	Lunch
11:30-12:00	Lunch in Classroom	10:59-11:14	Break	11:51-12:17	LUNCH (in homeroom Classroom)	10:46-11:17 (P-4A)	Literature & Writing (31 min LIVE from 10:50-11:21)
12:00-12:30	Recess	11:16-12:26	Core (20 min LIVE from 11:20 - 11:40)	12:19-12:57	Elective Block 3 (20 min LIVE from 12:20-12:40)	11:17-11:48 (P-4B)	
12:30-12:45	Quiet Time	12:28-1:18	Lunch/Recess	1:00-2:16	CORE 3 - Sci/SS (in homeroom Classroom) (35 min LIVE from 1:05-1:40)	11:52-12:23 (P-5A)	Biology (31 min LIVE from 11:55-12:26)
12:45-1:25	Related Arts in Classroom (30 min LIVE from 12:50 - 1:20)	1:20-2:00	Related Arts (20 min LIVE, from 1:25-1:45)	2:16-2:38	Homeroom - Closing Meeting & Dismissal	12:23-12:54 (P-5B)	
1:25-2:30	Math (30 min LIVE from 1:30-2:00)	2:00-2:45	Core (20 min LIVE from 2:05 - 2:25)			12:58-2:00 (P-6)	Spanish 3 (31 min LIVE from 1:05-1:36)
2:30-3:00	Sci/SS (20 min LIVE from 2:35-2:55)	2:45-2:50	Dismissal				
3:00-3:25	Closing Circle, Quiet Time, Dismissal from Classrooms						
	<i>SAMPLE and times may change based on a classroom's schedule</i>		<i>SAMPLE and times may change based on a classroom's schedule</i>		*The schedule is adjusted to reflect 4 core classes in grades 7 and 8.		
In-Person Student Day	8:50am-3:25pm	In-Person Student Day	8:05am-2:50pm	In-Person Student Day	8:00am-2:38pm	In-Person Student Day	7:25am-2:00pm
Remote Student Day	2.42 hours LIVE synchronous learning ~ 1.83 hours asynchronous learning	Remote Student Day	2.25 hours LIVE synchronous learning ~ 2 hours asynchronous learning	Remote Student Day	2.75 hours LIVE synchronous learning ~ 2 hours asynchronous learning	Remote Student Day	2.6 hours LIVE synchronous learning ~ 2.4 hours asynchronous learning

THE STANDARDIZATION OF GOOGLE CLASSROOM PROTOCOLS

☰ Standardization of Google Classroom

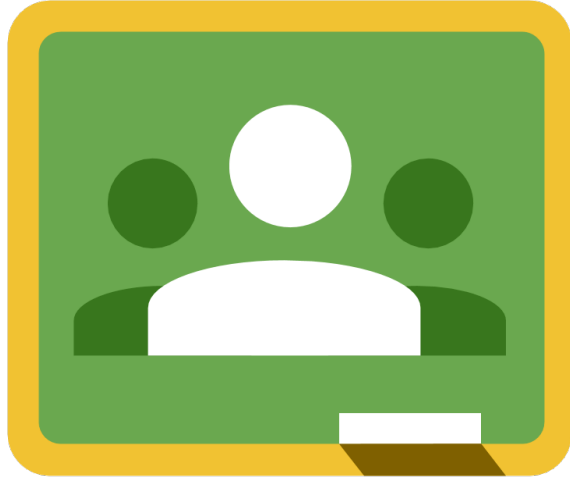
Stream

Classwork

People

⚙️

- **Part 1: The Stream**
- **Part 2: The Classwork**
 - Topics
 - Assignments
 - Week At a Glance
 - Materials and Resources
- **Part 3: The Settings**
- **Part 4: The People**

A stylized icon representing a Google Classroom. It features a green square background with a white circle in the center, flanked by two dark green circles. Below the green square is a white rectangular shape, and the entire icon is enclosed in a yellow rounded square frame with a drop shadow.

SAMPLE GRADE I SCHEDULE

Grade K-3	
Grade 1 Sample Schedule	In Person Learners & Distance Learners
8:35-9:15	Arrival, Announcements, Morning Work, One-to-One instruction, Small group work
9:15-9:30	Morning Meeting (15 min LIVE)
9:30-10:30	Reading (30 min LIVE from 9:25-9:55)
10:30-10:45	Snack/Mini-Recess
10:45-11:30	Writing (20 min LIVE from 10:50-11:10)
11:30-12:00	Lunch in Classroom
12:00-12:30	Recess
12:30-12:45	Quiet Time
12:45-1:25	Related Arts in Classroom (30 min LIVE from 12:50 - 1:20)
1:25-2:30	Math (30 min LIVE from 1:30-2:00)
2:30-3:00	Sci/SS (20 min LIVE from 2:35-2:55)
3:00-3:25	Closing Circle, Quiet Time, Dismissal from Classrooms
	<i>SAMPLE and times may change based on a classroom's schedule</i>
In-Person Student Day	8:50am-3:25pm
Remote Student Day	2.42 hours LIVE synchronous learning ~ 1.83 hours asynchronous learning



Erin Chester – ELA Instructional Specialist

Drew Sellitti – Elementary School Teacher

WEDNESDAYS- HYBRID MODEL ONLY
CLASS PERIODS WILL FOLLOW THE
REGULAR SCHOOL DAY SCHEDULE

EMPHASIS on Blending of Cohorts for not only some whole group instruction, BUT for opportunities CROSS cohorts to work in the following ways:

- Small group instruction
- Flexible groups for reteaching or acceleration
- Cooperative group work
- I:I sessions
- Related Arts: Small group lessons/ practice

*****The Wednesday remote learning classes ARE NOT open ended question and answer periods or office hours*****

PANELIST QUESTIONS

1. How are students with special education needs and 504 plans accessing services and learning on distance learning days? How will assessments be conducted?
2. How will Distance Learners be able to ask questions about a lesson?
3. What academic supports are there for students who struggle with the content? How will you intervene when you see a student is falling behind?
4. How will you communicate to students about the schedule for the class periods? In the Hybrid model, how would you communicate the Wednesday schedule?

PATIENCE: TEACHER LEARNING CURVE AHEAD

- **District New Learning:**
 - Health and Safety protocols: Building Reorientation
 - Webcams, tripods and speakers: oh MY!
 - Standardized Google Classroom
 - Weekly Standardized Schedules
 - Go Formative Assessments
 - Livestream expectations and use
 - Social/ Emotional Lessons
 - Trauma Informed Intervention Practices
 - Distance Learning Models
 - New Assignments



Madison Public Schools is dedicated to providing a high quality education for Madison students both in-person and in distance learning.

- Technology to include more live lessons with teachers
- Posted Google Meet class schedules for students to learn from their teacher remotely.
- Standardized Google Classroom
- Standardized Weekly Learning Plans
- More virtual resources and assessments that support the curriculum and engage students in fun learning activities.