Monroe Local School District
Reopen/Restart 2020-2021
Instructional Guidelines
Board Approved July 27, 2020

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SUPERINTENDENT'S MESSAGE

Input from parents, teachers, staff, administrators, along with guidance from the state and local health departments was essential to the development of our Monroe Local School District's reopening plan. I appreciate all the thoughtfulness, time, and consideration that went into planning our safe reopening.

Our responsibility is to protect the health and safety of all students and staff to the best of our ability as we return to school in the fall. We have developed this plan to provide the tools, guidance, and professional development for our team to meet the needs of all students. In this unprecedented time, it is critical that we maintain a growth mindset by facing the challenges that lie ahead and working together to find the best solutions. As we know, we are better together.

Thank you for your dedication to the District's students and families.
Kathy Demers

INTRODUCTION: Teaching & Learning Principles

The following principles should guide decisions, preparations and actions to help reopen schools for the 2020-2021 school year.

1. We are responsible for protecting the health and safety of all students and staff.
2. We are responsible for communicating effectively with all stakeholders.
3. We will support the social, emotional and physical health of staff and students.
4. We are responsible for providing educator support and training.
5. We are responsible for meeting the needs of all students.
6. We are responsible for providing clear expectations for staff, students and parents.

MLS Strategic Plans:

Teaching & Learning: To create a future-ready, student-focused learning environment.
Social & Emotional: To foster social and emotional well-being of all stakeholders.
Culture: To develop positive relationships that will foster productive behaviors.
Fiscal Responsibility: To be responsible and transparent stewards of district resources.

SCHOOL IS OPEN

The normal school day will look different from past pre-COVID-19 conditions. Required hand washing, social distancing (when at all possible), revised bell and lunch schedules, recess precautions, and transportation procedures will be evident from day one.

FIVE PLANNING & COMMUNICATION PRACTICES TO START NOW

The practices listed below are quick and easy ways to help absent students access their curriculum if they are home due to illness. Though each requires a little time up front, they will make your teaching life easier in the long run, allowing you to get ahead of the steady drip of emails asking, "what did we do in class today?" Or worse, "did you do anything while I was gone?"

1. Post **updates to Google Classroom at minimum two assignments per week and communicate regularly with both students and parents** (Communication Expectation), including: the agenda of what you did in class; links to resources, notes, slides, and copies distributed to students who were present; expectations for homework. These should follow the district format for Google Classroom.

2. Set and teach **expectations** with students (3-12)/parents (K-2) so they know what to do when they are absent and how to stay safe at school. Remind them to check Google Classroom, if they are well enough to do so and complete the work remotely that is listed for those day/days absent.
   ○ Safe At School (hand washing, materials, etc...)
   ○ Remind students to **stay home** when they are sick, and reassure them that you will support them in keeping up with their work.

3. Start **checking for understanding and providing feedback** in multiple ways and various formats including opportunities for students to be assessed in an online format (Edulastic, Adopted Curriculum Resources/ Envision/ McGraw Hill, ...).

4. Start **screencasting** your lectures/lessons/mini lesson/direct instruction when possible and posting to Google Classroom. You can, quite easily, record your screen during an in-class lecture and capture your audio narration while you teach. Or, if you anticipate that you will be absent, you can pre-record a lesson for students to watch with the sub. Screencastify (our recommended software) auto-saves the video lesson to your Google Drive, and from there, you can post a private link to Google Classroom.

5. Begin building **connections/rapport/relationships** with students and learn about their strengths and needs so that you become aware of the support that they need. This includes creating opportunities for student to student relationships. (Social/Emotional)

BUILD YOUR REPERTOIRE: CHECKLIST, ESSENTIAL DOWNLOADS AND TRAINING

The best time to build your repertoire of tools and skills is ***before*** you need them. We will leverage a combination of Google Classroom, Google Suite, Zoom, and Screencastify to support students and keep the learning moving.

Checklist (required)
Complete checklist so you and your students are prepared for any closures and are ready to move to remote learning when needed.

Download and set up Zoom (required)
Classroom teachers will have paid accounts with site licenses, allowing for unlimited video-conferencing minutes with up to 100 participants and the ability to record your meeting. You will receive a Zoom Account Invitation via email. Follow the instructions in the email.

Test Drive Zoom in Grade Levels, Departments or Teams (required)
Practice the five essential skills listed below with at least one other person in Zoom.
1. Joining a meeting
2. Scheduling a meeting
3. Sharing your screen
4. Troubleshooting audio
5. Setting chat/mute parameters for participants
6. Creating a breakout session/room.

Download and set up Screencastify (required)
Please add the Screencastify plugin to your Chrome browser. This tool allows you to create instructional videos by recording your screen with audio narration (ie: tutorial, virtual lecture, mini lessons, direct instruction, feedback on work). When prompted, sign in with Google and select your email account. Videos from screencastify autosave in your Google Drive. You can post to Google Classroom from there. Students can also use screencastify, so feel free to include it in your lesson planning.

HYBRID MODEL

In School Instruction (2 days/week)
Students will attend in the school building 2 days a week. Grade levels need to determine which concepts need to be taught in person. Assessments should not be scheduled during those in school days since time is limited. Quick checks, exit slips, formative assessments and short checks can be completed during the in school times. Some high school classes may do a summative assessment, but these should be limited looking at the overall time you have students for the month. This does not include those benchmarking assessments at the primary and elementary levels that need to be completed in person. Intervention specialists will be focusing on providing their specially designed instruction (SDI) during these days.

Remote Instruction (Off Days)
Students will have remote learning on the 3 days they will not be attending school in person. During the days that you will have the other half of your students you need to ensure that parents and students are aware of your limited availability. You can schedule assessments on these days, but you may want to consider having different assessments or make some adjustments for the Mon/Tues group and the Thurs/Friday group. All work should be posted on the Google classroom. If you screencastify the lessons you did in person then students may rewatch these on their remote days. This is a great resource for the students that need reteaching or may struggle with the concept. Students can bring things home with them to work on also, so it does not have to be all virtual learning.

Wednesday Plan
All staff will be expected to reach out remotely to their homeroom class or academic subject area either through a Zoom session, video, phone call or email. You may do small group, individual or whole class activities and sessions during this day. Intervention specialists should be providing any required SDI with students. Please collaborate with any related service providers and teachers to ensure we are not overlapping a students' Wednesday schedule.
All staff should have scheduled open office hours virtually for any student or parent.
Grade level and department meetings may be scheduled each Wednesday.
Building specific schedules will be determined and communicated by building principals.

Curriculum/Standards/Assessment
It is important to identify essential standards, determine which standards need to be taught in person and to use this information to update pacing guides/curriculum maps.   Formative assessments should be used to gather data to inform instruction and help plan for small group instruction or intervention/enrichment which may occur any day of the week. Board adopted curriculum will be used as the main source of instruction if available.

REMOTE LEARNING

The school will be closed and all students will be learning remotely. Faculty and staff will be required to come into the building, if allowable by the health department. If the school is closed, but the buildings are open, teachers might be able to collaborate in real-time at school. If there is a quarantine or it isn't safe to gather, staff can gather virtually using Zoom. Either way, it is expected that teachers will gather at key points as a grade level, department or team and even as a whole faculty. We will need this time to stay in touch, support each other, and plan.

At this level, the way we teach fundamentally changes. You need to think about teaching in chunks. Remember that students (K-6/homeroom class, 7-12/Hive or Hornet class) will meet with you virtually. Other than that, you will use other tools to communicate with them (Google Classroom, email, screencasts). Because of this, you need to rethink how you will lay out your class. Remember students in junior high and high school are not just taking your class, but trying to keep up with all classes. Although they do that now, doing this totally online will be different and take some practice. The shift may be particularly challenging for students with executive function learning differences. You will not be able to "read the room" to gauge their understanding, so you need to figure out ways to check-in on every student individually. It is super easy to fall behind virtually and hide in the back of the virtual room. You'll need to double-down on checking for understanding and touch points.

EXPECTATIONS FOR CLASSROOM TEACHERS

Continue these practices through remote learning with some enhancements:

1. Post **weekly updates to Google Classroom that are more thorough and communicate regularly with both students and parents** (Communication Expectation). With every step away from the physical classroom and into the virtual one, updates in Google Classroom need to be more comprehensive and detailed. You'll need to give context for the week's worth of work, including your objectives (in student-facing language), expectations for learning, a preview of the assignments, and where to find the resources, assignments, and assessments. Think: Lesson Planning 101. Start with the end in mind: what do my students need to know and how will I know they learned this? These should follow the district format for Google Classroom.

2. Remind and reinforce **expectations** with students (3-12)/parents (K-2). Follow all remote learning expectations.

3. **Check for understanding and provide feedback** to students in multiple ways and various formats whether through online format (Edulastic, Adopted Curriculum Resources/ Envision/ McGraw Hill, ...), Google Classroom documents/slides/..., exit tickets, Zoom check ins and other means.

4. Continue **screencasting** your lectures/lessons/mini lesson/direct instruction and posting to Google Classroom. Begin **screencasting your weekly updates** also. Once you set up your Google Classroom update with the overview of the week, we recommend that you screencast yourself walking students through your post, just as you would in class. This is your chance to tell them verbally what they will be doing that week/unit and what your expectations are. This practice is especially important if students are working for multiple weeks on one project or one unit. They need to know where they are headed in their learning, not just what is due right now. Post the screencast in your Google Classroom update. You may want to screencast a sample final project or a model of student work so students know what to expect. Importantly, as a school where fostering relationships with students is core to our pedagogy, a screencast with your voice will help make a switch to online learning feel less impersonal and more relational.

5. Continue providing opportunities for student **connections/relationship building** both with staff and other students. (Social/Emotional) Teachers will provide check-ins for students through a variety of ways (Google form, flipgrid, surveys…), which will be determined at a building level.

EXPECTATIONS FOR COUNSELORS

Counselors will be available during Office Hours to meet/work with students. They will continue providing services to their caseloads, in a one-on-one format or small group setting, throughout the course of each work day. Counseling staff will be available to help support students who are absent/cannot participate, and may choose to lead small groups online for personal support. Counselors will work with the administration to communicate with families about attendance/participation concerns and support students in getting back on track.

EXPECTATIONS FOR ADMINISTRATORS

The administration will communicate with the community at least weekly through OneView.

Administration will communicate attendance expectations to parents including that no perfect attendance awards will be given for the 2020-21 school year.

Faculty and Staff can expect weekly meetings (full Faculty/Staff, Department Heads, Grade Levels, and/or individual departments/teams). Look for Google Calendar invitations either for the location of the meeting if in the building or for a link to the Zoom meeting. Additionally, administrators will "walk the virtual halls" by checking Google Classroom and joining classes via Zoom.

EXPECTATIONS FOR TECH

In the event of a school closure, the tech department may still be working from campus. In the event of a campus-wide closure they will be working remotely. The tech department will be monitoring ithelp@monroelocalschools.com email during normal school hours. Please include a phone number so that we can contact you quickly. All effort will be made to quickly contact you to resolve the issue. This may include remoting into your computer (with permission), sending you a screencast, calling you, emailing, or opening a Zoom session.

DISTRICT GUIDELINES

Attendance: What constitutes "present and participating" is, of course, different for remote learning. There are many ways for you to sync with students to ensure they are following along with their studies. You could ask students to join a virtual class on Zoom, reply to a discussion board post on Google Classroom, collaborate on a google doc, submit an assignment, or simply respond to an email. Teachers will link the attendance check in each day in their Google classroom.
For participation teachers will monitor their classes and work completion. If they are unable to make contact with a student during the week they would need to follow their building procedure for reporting those students. Please forward their name to the school counselor also.

- **Parent Notification:** All schools will continue to utilize the automated system to notify parents when a student is not participating in remote learning. Please be sure your student is logging into Google classroom to mark their attendance each day.
- **Parent Communication:** During remote learning and during the remote days of the hybrid option all schools continue to track student absences. Teachers will mark grades as missing if parents fail to notify the school of an absence. If your child is sick, or will be absent for a day, please follow the standard procedure for reporting your student's absence by calling the school and leaving a message. Parents of primary and elementary students may leave a message at the school or utilize the online absence note. Please check ProgressBook to review your child's absence details. If you have any questions, please contact your school's attendance secretary.
    - **Teacher Responsibilities:** As stated above each teacher will take attendance on the remote learning days. This should be linked in your Google Classroom.
    - In Person Days: Teachers submit attendance as usual in the online system.

*There will be no perfect attendance awards given for the 2020-21 school year to ensure students/parents do not risk coming to school ill.

Assessments: Assessments with online students require careful planning. It's our job to create a learning environment that sets students up for success rather than for a moral dilemma. This is a good time to consider other types of assessment. If a traditional test is out, how else can you evaluate what students understand? How else can you assess the development of a key skill? Project based learning, with multiple checkpoints along the way, is a great fit for remote learning.
Consider the following when determining assessments for remote learning:

Types & Purpose:
- Teachers should be mindful of the tools they use to assess to ensure it fits the purpose of what they are assessing.
    - For example, if you want to see the process use flipgrid not a Kahoot. If you want to ensure mastery of content use assessments such as Edulastic, ALEKS, IXL. Teachers can also ask students to reflect in videos to ensure work is authentic.
- Formative assessments:

- Homework, checks for understanding, exit slips, questions of the day, student work, discussion, quizzes, online games...
- Evaluating how someone is learning material throughout a unit/course/lesson.
- Assessing work to inform next teaching.
- Summative assessments:
  - Quizzes, tests, checklists or rubrics
  - Evaluating student learning at the end of an instructional unit by comparing it against some standard or benchmark.

Tools for Test Security:
- Assessment Technology to ensure test security
  - Draft Back: Google Chrome extension show patterns in students' work
  - Go Guardian: Grades 7-12, teachers can access if the students are logged into their Google school account
- Academic Dishonesty:
  - Intentionally teach students about academic honesty.
  - Students caught cheating or are suspected of cheating, the normal procedures will follow. Including, but not limited to, parent communication, loss of points on an assignment, zero given, and administrative referral.
  - Teachers should also notify administration of the situation and consequences given in case parents contact the office.

Assessing Younger Students:
- Reading levels: Teachers can utilize individual reading conferences or reading groups to assess students' reading levels. This could include letter/sound checks, sight word checks, oral reading fluency, running records and comprehension checks.

Accommodations & Modifications:
- All students (IEP, 504, EL) should still have access to their accommodations and/or modifications for assessment during remote learning. Teachers are responsible for ensuring these are provided through the following procedures.
  - Ensure students have access and know the steps to enable their reader with current programming.
  - Ensure students that may need this know how to turn on captions for videos, which in YouTube you can change the language.
  - Allow students extended time if applicable through enabling longer turn in dates or time an assessment is open.
  - Schedule students for additional support with paraprofessionals or intervention specialists through the building.
    - Paraprofessionals will provide small group or one-on-one video conferencing to provide accommodations for students.
    - Building paraprofessionals will create schedules which will be shared with the teachers at each building.
    - Intervention specialists may also provide accommodations.
- For modifications to assessments teachers should work with any intervention specialists or EL teachers to determine if assignments should be modified. Considerations should include a review of classroom practice when students were in school.

Class Schedule: Each building will determine the amount of time per week students will work, including: time for reading/watching/listening, engaging with peers via discussion boards and docs, attending class virtually via zoom, assignments/learning tasks, etc. Given the dramatic shift in teaching and learning, students, families, and counselors will rely on the grade book to track progress. In order to help students plan their week and schedule their time, please strive to post all work for the week by 4pm on Monday. At a minimum, you must give 24 hours notice for all work due, with the exception of any work completed during your class time. When assigning timed work within your class time, please be sure to respect extended time for students with accommodations.

Plan on being available to answer student questions for the duration of Office Hours. You may choose to host office hours via email, 1:1 zoom meetings, small group zoom meetings (by opening up a meeting and posting the code on Google Classroom), the chat function within Google Docs -- or any combination of these methods. Please post an update on Google Classroom explaining to students and parents where they can reach you and/or how they can schedule time with you during Office Hours.

Communication: Teachers are expected to be in their classes on Google Classroom every school day. Post all instructions, assignments, and learning materials to Google Classroom at reasonable hours (8am-8pm). Each week, post an update with an overview of the learning objectives and expectations. It pays dividends to be overly-clear; we don't have the benefit of reading the room and clarifying on the fly. Please answer emails within 24 hours. Below are specific expectations.

- All teachers (grades PK-12) will use Google Classroom as their primary communication tool.
- Teachers will use Google Guardian email notifications to notify parents of important items on a weekly basis.
  - *These will replace weekly newsletters and email blasts.*
- During remote learning, all assignments will be posted on Google Classroom.
- Teachers may still use other communication tools (ie. Class Dojo, Remind, Instagram, etc.) for quick reminders, discipline, or pictures.
- **Google Guardian Email Reminders**
  - The tech department will upload all parent emails into Google which will automatically assign them to each of their children's classes.
    - Teachers will check to make sure parents are receiving emails and can add additional guardian emails if needed
  - Parents can choose to receive daily or weekly emails.
  - Each email will have a summary which includes:
    - Class activity (this is where announcements and other information can be posted)
    - Upcoming Assignments
    - Missing Assignments
  - Parents will receive one email with information from each of their child's classes.

Engagement: Teachers will design remote lessons that encourage engagement of all learners. As you shift to remote learning this can become more of a challenge, but there are many resources available to ensure you are utilizing practices for online engagement.

Equity: All Monroe Local School students in need will have access to a district device and internet. The district will work with families that do not have the internet at home or devices to ensure students can access quality instruction.
In addition all students that receive additional support (Title I, EL, IEP) will continue to have access to those supports and staff.

Grading: Our grading procedure will remain unchanged during remote learning. Students in grades 3rd-12th will receive letter grades and students in grades K-2nd grade will receive marks (E,S,P, N) as they normally would if learning was taking place inside our school building. If remote learning falls during semester exams the high school will determine if those are administered. If no semester exams are administered then the semester grade will be determined based on 50% first quarter 50% second quarter. If students do not complete work during remote learning that is not due to an extenuating circumstance or an issue with access that can not be resolved they can fail the class/subject/course. Teachers will grade students based on the district grading and adopted classroom policies. Teachers will determine if the grade will be based on completion and/or accuracy. Teachers can also allow for students to retake or re-submit any assignment, test or quiz based on the district grading and adopted classroom policies. If a teacher is allowing a retake or resubmission of an assignment they should communicate with parents/guardians.
Missing Assignments:
- Teacher expectations: All assignments (homework, classwork) must be open at least three days before it would be considered late or missing. Teachers can follow their stated class guidelines for late or missing assignments after this time, but efforts should be made to allow for students with extenuating circumstances. Communicate with parents the difference between 0/10 (student did not do the assignment) and -/10 (teacher has not graded assignment and entered score) in Progressbook.
- Student/parent communication: Students or parents need to contact teachers if there are concerns about late or missing assignments due to extenuating circumstances.
- If assignments are not turned in by the due date then teachers should mark the assignment as missing.
- Students may still turn in the assignments for late credit per the teacher's class guidelines.

Promotion: The district will continue to follow the board adopted policy for promotion of students.

Staff Training: Training and support will be provided for the set up of Google classroom

SOCIAL/EMOTIONAL

How can staff connect, create rapport & build trusting relationships with students and allow opportunities for student-to-student relationships at school.
- Greet students by name at the door of the classroom.
- Get to know your students through talking with them or surveys.
- Kagan games (Remember to pick ones that allow for social distancing.)
- Fan-N-Pick questions to learn about students and for them to learn about one another
- Takeoff Touchdown
- Small group lunchtime with students
- Talk to students to understand differences in their perceptions and expectations in class.
- Class Meetings, R Factor Trainings
- Pair with a purpose to create connections for students that may struggle with this.
- Practice social skills.
- Focus on nonverbal connections; thumbs up, smile, nod, silent cheer
- Use verbal reinforcements.
- Mindful Music Moments each day.

How can staff connect, create rapport & build trusting relationships with students and allow opportunities for student-to-student relationships during remote learning.
- Bring comfort with familiarity. (ex. If you start your day or class with a question, song, greeting… continue that virtually).
- Maintain some of their favorite class routines.
- Greet students by name as they join you virtually.
- Get to know your students through talking with them or surveys.
- Start classes by checking in on all students (e.g. verbal check-in, visual check-in, check-in game, online poll). Keep it quick and simple.
- Let students see you.
- Small group lunchtime with students virtually.
- Host virtual lunches with the whole class just like they do at school.
- Have meetings that allow every child to be greeted, seen and valued. Include a short share, so that each child hears their voice within the group. Provide the group time to engage in fun activities (such as singing, dancing and games) that nurture cohesion and community identity
- Provide space for students to talk about their emotional state (stress, anxiety, distractions), such as free-writing, free-drawing, or a brief class discussion, when it's needed
- Recognize not everyone will be comfortable sharing themselves/their homes on video and be supportive of this. Give them alternative ways of showing focus and attention, such as chat interaction, poll responses, etc.
- Let students know your availability outside of class time for individual conversations about things they may not want to share in front of the group.

- Create a safe space (e.g. Google Chat, email) for students to reach out to you during class with questions, concerns, or information (e.g. I'm not feeling well) they might not want to share publicly.
- Provide behavior specific praise both verbally and in the chat feature (see if your software will let you add stickers or emojis to your praise).
- Continue Mindful Music Moments remotely together.
- Use a yuck and a yeah to connect with students.
- Make online check-ins with peers part of a student's homework whether through email or text.
- Have a virtual party and regular celebrations.
- Be human first: set the tone of caring more about their physical and mental well-being than academics.