

Americus Sumter High School Expectations for Virtual Learning 2020-2021

➤ Attendance

Student <u>attendance</u> during live virtual instruction	<u>Record which students participate in live instruction</u> (virtual lessons, morning meetings, office hours, etc.)
Student log-in to online platform	<u>Record</u> which students access the online learning environment ** <u>Record</u> which students access available videos or complete reading assignments in online platform
Student time spent in online classroom or platform	<u>Record</u> which students access the online learning environment and length of time logged in
Student submission of assignments	<u>Record</u> when students submit homework assignments (via email, online, mail, in-person drop off, etc.) **Identify amount of time expected to be spent on assignments and completion of assignments **Record when students complete quizzes or formative assessments **Record assignments/packet distribution
Student/teacher interactions	Record phone call or email interactions between student/teacher

Students that test **positive for Covid 19 will be allowed to make up all missing assignments.

The school will follow the SCS grading protocol for making up missing assignments:

Absences:

- Students will be given make-up opportunities for all missed summative assessments (marked work that will be part of student grades) without penalty.

Make-up Work:

- The time period for completing make-up work should be relative to the amount of times missed. (i.e. A student absent for one day will have one day to make up the assignments missed). If make-up work is not completed after a reasonable amount of time, it will result in a failing grade. Reasonable time will be at the discretion of the teacher based on the assignment and the circumstances for the absence.
- Teachers may exempt students from penalties.
- Care should be taken to ensure penalties (if used) do not distort achievement or motivation.

Incomplete Work:

- Work that is not submitted will be identified as I (Incomplete). Students are expected to complete all required work and will be given opportunities to do so.

Americus Sumter High School Expectations for Virtual Learning 2020-2021

- In determining grades, teachers must decide whether there is sufficient evidence of achievement. If not, the grade recorded shall be an “I” for Incomplete~Insufficient Evidence.
 - Where credits are involved, an “I” means no credit until the missing work is completed and the grade is updated.
 - A teacher/designee may change an Incomplete grade to the appropriate grade whenever the student finishes the required work, provided it is finished and the appropriate grade is recorded within ten (10) calendar days of the end of the semester. School-based Grade Change Forms should be used to document the process. For extracurricular eligibility purposes, the grade is considered a failing grade until the final grade is recorded in the student’s record. At the end of the next semester, if the work has not been made up, the ‘I’ will be changed to the appropriate earned average for the student.
- Curriculum
- Review timelines for local curriculum documents to ensure that all content areas adjust to provide a viable instructional program in the district during this adjusted learning timeframe.
 - Determine alternatives to delivery models of instruction that support the present environment
 - Adopt into the curriculum the teaching of healthy habits at all grade levels.
 - Virtual lessons must be aligned to curriculum and assessment
 - Lesson plans and instruction should be standards-based and differentiated.
 - Ensure online learning follows the scope and sequence of the coursework.
 - Teachers needed to monitor and measure learning with formative assessments.
- Instruction
- Provide synchronous instruction at least 3 days per week using Google Meet
 - Use the following virtual meeting norms:
 - **Be Respectful of others’ opinions; Agree to disagree**
 - **Please place your microphone on mute when you are not sharing out. This will help with feedback issues. Also, remember to have your camera on.**
 - **Use the chat box to ask questions during the presentation. Moderator will share all questions with the Presenter.**
 - **Remain Focused and On Task**
 - **Please be aware this session is being recorded.**
 - Touch base with students during asynchronous learning
 - Make sure students have a reasonable amount of work. Consider factors that are out of their control like multiple siblings sharing a device, some are babysitting siblings, some internet connections are unstable, etc)
 - Use resources that are aligned to your core curriculum
 - Monitor assignment submissions, and communicate and remind students of missed and/or upcoming deadlines.
 - Co-teaching: We have to continue to support our students with disability so we have to consider ways that we can do that under the current conditions. This may include but is not limited to:
 - Referring students to online calculators
 - Allowing more time on assignments
 - Providing formulas, steps, notes, graphic organizers, anchor charts
 - Provide small group instruction (through google meet or Zoom)

Americus Sumter High School Expectations for Virtual Learning 2020-2021

- Provide clear directions and checklist
- Scaffold assignments
- Communication:
 - Classroom teachers should reach out to students who have been inactive for two days. If the teacher is unable to get a response from the student, the teacher will contact the parent.
 - Be sure to communicate with parents and students to provide **guidance** on asynchronous instruction provided in USA Test Prep, Google Classroom, academic packets, etc. Provide information such as:
 - **Weekly playlists**
 - **Parent newsletters** (decide how often)
 - **Expectations for submitting assignments**
 - **Resources that could help** (EX: post videos (teacher created or others links you found) or helpful links in google classroom or post notes/anchor charts)
 - **Which assignments will be graded** (Ex: 1 grade for USA Testprep (average of three factoring assignments and 1 grade for iXL (average of two solving quadratic assignments)
 - **How to reach out to you when they have questions** (EX: class dojo, post questions in google classroom, text through google voice, text through remind app, attend “office hours”, parent meetings)
 - Provide feedback to student inquiries within one business day. Because online learners must manage their time carefully, timely teacher feedback is especially important to them. If you cannot provide a detailed response within one business day, we suggest that you respond to the student within one business day to simply let them know when a more detailed response will be provided.
 - Provide meaningful feedback on student work using clear and concise language.
 - Record grades in Infinite Campus in a timely manner.
- Assessment
 - Formative Assessment done daily: class work, projects, performance, etc.
 - Summative Assessment: projects, performance,
- SCS Grading Policy (For more detail, refer to the SCS District Grading Guidelines):
 - **Zeroed Work:** At this point receiving full credit is not an option. However, students will receive partial credit for completing the zeroed assignment. All zero assignments will be graded on a 7- point scale which means the total point value of the completed work will equal 70 percent of the original grade. The score can be derived by grading the assignment and then multiplying the score by .70 (or 70%). **Expectation:** Students will not receive a zero for incomplete assignments. **Students will do the work.**
 - **Effort, participation, attitude, and other behaviors will not be included in grades.** They may be reported separately unless they are stated part of a learning goal.
 - **Late Work:**
 - Teachers may set due dates and deadlines for all marked work that will be part of a student grade.
 - Work handed in late if penalized will not exceed 2% per day to a maximum of 10%.
 - Teachers may exempt students from penalties.

Americus Sumter High School Expectations for Virtual Learning 2020-2021

- Care should be taken to ensure penalties (if used) do not distort achievement or motivation.
- **Homework** for practice is not part of the academic grade (i.e., timed math drills, independent reading, and letter formation). Homework evaluated for learning may be included as part of the academic grade.
- **Re-teaching:**
 - The following assessments/tasks that indicate the FINAL measure of learning may not be reassessed: Semester exams; assessments that end an instruction unit or period of study; final research papers, reports or essays; culminating projects or performances.
 - Where repetitive measures are made of the same or similar knowledge, skills or behaviors, the more recent mark or marks should replace the previous/original mark for any such multiple opportunities.

Technology Supports for Learning

SCS shall implement the following:

- Create a technology support team. This team will be available to support technology issues of students, parents and staff when teaching and learning remotely.
- A process to review local business, community and church support to the district to identify pockets of technology support for internet access.
- Partnerships with identified technology supports working with the district and parents to provide tools and resources for technology.
- A process to review Internet Acceptable Use policies to ensure they are up to date and reflect the present time frame.
- A process to develop and review the District Internet Safety plan to ensure that students are protected in the use of technology during virtual instruction.
- A process to ensure that all district technology personnel are trained in how to support student learning using technology and knows the district protocols for identifying issues.
- School Library Media Specialists shall assist with providing digital resources to support teaching and learning.

SOCIAL & EMOTIONAL HEALTH

Social & Emotional Health

SCS shall implement the following:

- Activate the district crisis teams to address psychological and emotional concerns in conjunction with the local mental health services, including post-traumatic stress syndrome counseling.
- Communicate widely that social and emotional health and wellbeing is foundational in the support of students and staff as they prepare to transition through the new ways of learning that might occur in schools.
- Incorporate SEL and academic supports in transition plans to maintain safe and caring environments for all students and staff.

Americus Sumter High School Expectations for Virtual Learning 2020-2021

- Review measures for referral to professional mental health services, particularly those willing to provide services via telehealth.
- Review the suicide awareness and prevention policy and ensure an appropriate number of staff have been trained to respond to an incident and screen high-risk students.
- Contact all families of enrolled students to verify contact information, appropriate immunization, education received since closure and access to internet and computers.
- Contact appropriate authorities to ensure the district has the most recent information on active cases with enrolled students.
- Plan re-engaging activities
 - Before school starts, provide activities to get parents and students comfortable in the school building (open house, phase reopening, etc.).
 - Review school supply lists to ensure only necessary supplies are included.
- If there has been a loss of a student, staff member or a member of the school community:
 - Plan appropriate messaging to the school community and an opportunity for recognition and grief.
 - Ensure that grief counselors are available to students and staff.
- Counselors shall provide COVID-19 online lessons and resources provided by the American School Counseling Association
- Teachers and students shall be provided an opportunity to share experiences during the COVID-19 school closures.

First Week:

- Expectations for the first week are to teach expectations, routines, Google Suite navigation, and building community.