

Moscow School District's Online-Only Instructional Model

Elementary students:

- Online-only students will be grouped into a grade-level class.
- The online-only class will have a Moscow School District teacher assigned to their class. Students might not have a teacher from their regular building. If a family rejoins at semester they would likely return to their regular school and be assigned to a teacher at that school, if class size permits.
- Online-only curriculum will be the same as the hybrid students at MSD.
- Online-only instruction and pacing will be comparable to the instruction and pacing of the hybrid students. This will make a transition back into the regular MSD classroom much easier.
- Instruction will include live teaching via Zoom or other online conferencing programs, recorded lessons and presentations posted by teachers, and assignments and activities via the Canvas Learning Management System.

Middle School and High School students:

- Online-only students at the secondary level will be allowed to limit their enrollment to five core classes: Math, Social Studies, Science, English Language Arts, and P.E. Electives will be an option if a student wishes to/needs to take them.
- High School students - including those choosing the online-only option - will be assigned to either the A or B group. This will allow online-only students access to the many different course offerings at the High School.
- Curriculum, instruction and pacing will align with what is happening in the classroom for the other students. This will ease the transition back into the buildings, when that time comes, and ensures that students receive credit for classes they complete.
- Counselors at the High School will work with online-only students to ensure that they have enough credits to graduate and provide other options if necessary.
- Students utilizing the online-only option are eligible to participate in all extracurricular activities, including MSD sports.

Recommended Amount of Time for Online-Only Learning

It is intended that the online-only model and the hybrid learning model address the same standards, utilize the same support materials, have the same or similar assignments and require roughly the same amount of time from the student each week. Student-Teacher interactions, such as instruction, will be tailored from what is typically expected in the traditional model, with a focus on standards and related learning targets that are most critical. The following are a recommended number of minutes that each grade should expect when completing online-only learning tasks. Online-only learning may include students logging onto Canvas and attending online instructional lessons, watching instructional videos, working on apps such as Khan, iStation or Zearn, etc., completing assignments/projects, and specialist activities (ie: PE, Music, etc.). Students at the elementary level will need support from a “coach” at home to monitor engagement.

Grade Level	Approximate Amount of Daily Online Learning Time (see definition above) In both the hybrid and online only models, the focus is on content covered and not necessarily specific time spent learning.
K	150 minutes for all subjects combined
1-2	210 minutes for all subjects combined
3-5	270 minutes for all subjects combined
6-8	30 minutes per class/per day plus independent learning time for an approximate total of 300 minutes per day
9-12	45 minutes per class/per day plus independent learning time for an approximate total of 320 minutes per day

Students within the Special Education Program will have specific needs met according to their Individualized Education Program (IEP) and the Individualized Distance learning Plan (IDL P). Educational teams (including parents) in each building will identify and develop plans to meet the needs of students who have other educational concerns.

Grading Practices

It is intended that the hybrid learning model and the online-only model address the same standards, utilize the same support materials, have the same or similar assignments, and require roughly the same amount of time from the student each week.

Student-teacher interactions, such as instruction, will be tailored (from what is typically expected in the traditional model) to focus on standards and related learning targets that are most critical.

Assessment Practices

Benchmark Assessments	Benchmark assessments are administered periodically (e.g., fall, winter, spring) throughout a school year to establish baseline achievement data (starting points) and measure progress toward goals. These assessment practices are important for determining programming for instruction, especially considering the current state of education. Benchmark assessments will continue to occur with the same frequency as in the traditional model.
Classroom Assessments	Classroom assessment is a systematic approach used by instructors to determine how well students are learning and to inform ongoing instruction. <u>For this reason, we ask parents/guardians to allow students to work independently on assessments.</u>
Participation and Attendance	Attendance in a hybrid school is as important as attendance in a traditional classroom. For students to have a positive, productive, and enjoyable learning experience, they must attend and participate on both the distance learning days and face-to-face days. Teachers will take attendance on the face-to-face days and monitor participation on the online days.

Concerns From the Spring Soft Closure	Solutions
Little or no contact was made with the student or the parent.	In addition to activities and instruction delivered through Canvas, teachers will check-in with elementary students each day and weekly with secondary students. (Such as emails, video conferencing, phone calls, etc.)
Packets were given to students with little or no instruction.	Teachers will provide instruction for all student assignments. The assignments will be accompanied with written or oral (video/audio) directions.
Parents felt the burden of teaching fell on them.	Teachers will provide instruction for all student assignments. The assignments will be accompanied with written or oral (video/audio) directions. Parents are encouraged to be a support for their child/children, but all instruction (both assignment directions and teaching of skills) will be provided by the teacher.
Some students did not receive timely feedback on the work they completed.	Teachers will provide weekly feedback through Canvas.
Little or no opportunities for student engagement were provided.	In addition to activities and instruction delivered through Canvas, teachers will conduct virtual class meetings at least once per week at the elementary level and on an as-needed basis at the secondary level.
Too much unsupervised time occurred, so it was easy for the students to drift and miss deadlines.	Teachers will post all assignments on Canvas calendar.

Students were not actively participating in the learning.	Attendance and participation will be monitored. In general, pass/fail grades will not be an option.
Additional Recommendations	
Teachers will provide regular weekly scheduled office hours via video conferencing or phone for students (and parents by appointment).	
The online component will be available at all grade levels and for all core courses as an option for families that choose to not participate in the face-to-face instruction. Families will be asked to commit to this option on a semester by semester basis.	
The online courses at all levels will mirror the hybrid/in-school courses where teachers are teaching and instructing the same learning targets as they would in a classroom. Assignments and expectations will mirror the in-school courses.	
Students participating in just the online option will be assigned a dedicated class period to account for their instructional needs.	
A focus on keeping children emotionally and physically safe, fed, and engaged in learning should be our first priority during this unprecedented time.	