

Middle School Online Learning 7:45 a.m. - 2:45 p.m.

SYNCHRONOUS INSTRUCTION EXPECTATIONS

Core Content Teachers will facilitate live, synchronous instruction a minimum of 80 minutes per week per course.

Each student school day will include a minimum of 180 synchronous minutes.

Teachers may also hold additional live sessions (office hours, intervention, small group, etc.) during the asynchronous periods of their scheduled classes. These sessions would be optional for students and no penalties should be incurred for non-attendance.

Synchronous sessions will be recorded for future viewing by students.

	Total	Synchronous
Instruction Per Week	1,650/27.5 hours	830 mins/13.8 hours
Total Hours Per Year	984.5 hours (Sync + Async)	NA

Note: Total Instructional Hours Required Per Year is 900

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
HR/1	7:45-8:45	SYNC	ASYNC	ASYNC	SYNC	ASYNC
2	8:50-9:30	SYNC	ASYNC	ASYNC	SYNC	ASYNC
3	9:35-10:15	SYNC	ASYNC	ASYNC	SYNC	ASYNC
4	10:20-11:00	SYNC	ASYNC	ASYNC	SYNC	ASYNC
5	11:05-11:45	ASYNC	SNYC	ASYNC	ASYNC	SYNC
6	11:50-12:30	ASYNC	SYNC	ASYNC	ASYNC	SYNC
7	12:35-1:15	ASYNC	SYNC	ASYNC	ASYNC	SYNC
8	1:20-2:00	ASYNC	SYNC	ASYNC	ASYNC	SYNC
9	2:05-2:45	Intensive	Intensive	Intensive	Intensive	Intensive

Note: Lunch periods will be scheduled at building discretion
ELD and Special Education Teachers may have a slightly different synchronous schedule

A Day in the Life of a Middle School Learner

Period	Time	Time Allotment	Educational Experience
Period 1 - Homeroom	7:45-8:45	60 minutes	Period 1 - Attendance/Check In <ul style="list-style-type: none"> • Students will log in to be marked PRESENT • Social-Emotional Lesson
	8:45-8:50	5 minutes	Transition
Period 2	8:50-9:30	40 minutes	Period 2 - Synchronous (Minimum) and Asynchronous <ul style="list-style-type: none"> • M/Th - Synchronous • T/W/F - Asynchronous
	9:30-9:35	5 minutes	Transition
Period 3	9:35-10:15	40 minutes	Period 3 - Synchronous (Minimum) and Asynchronous <ul style="list-style-type: none"> • M/Th - Synchronous • T/W/F - Asynchronous
	10:15-10:20	5 minutes	Transition
Period 4	10:20-11:00	40 minutes	Period 4 - Synchronous (Minimum) and Asynchronous <ul style="list-style-type: none"> • M/Th - Synchronous • T/W/F - Asynchronous
	11:00-11:05	5 minutes	Transition
Period 5	11:05-11:45	40 minutes	Period 5 - Synchronous (Minimum) and Asynchronous <ul style="list-style-type: none"> • M/Th - Synchronous • T/W/F - Asynchronous
	11:45-11:50	5 minutes	Transition
Period 6	11:50-12:30	40 minutes	Period 6 - Synchronous (Minimum) and Asynchronous <ul style="list-style-type: none"> • T/F - Synchronous • M/W/Th - Asynchronous
	12:30-12:35	5 minutes	Transition
Period 7	12:35-1:15	40 minutes	Period 7 - Synchronous (Minimum) and Asynchronous <ul style="list-style-type: none"> • T/F - Synchronous • M/W/Th - Asynchronous
	1:15-1:20	5 minutes	Transition
Period 8	1:20-2:00	45 minutes	Period 8 - Synchronous (Minimum) and Asynchronous <ul style="list-style-type: none"> • T/F - Synchronous • M/W/Th - Asynchronous
	2:00-2:05	5 minutes	Transition
Period 9 - Intensive	2:05-2:45	45 minutes	Period 9 - Synchronous or Asynchronous - Sixth Grade <ul style="list-style-type: none"> • 30 minutes Independent Reading • 10 minutes Math Period 9 - Seventh and Eighth Grade <ul style="list-style-type: none"> • 20 minutes ELA/20 minutes Math

INSTRUCTIONAL EXPECTATIONS FOR TEACHERS

During online learning, students must:

- acquire new learning through rigorous instruction by being introduced to new topics and participating in critical thinking activities, problem-solving, etc.
- participate in engaging learning experiences that promote skill acquisition and application.
- have agency by taking ownership of their learning with guidance, support and accountability.

SCHOOLGY EXPECTATIONS

All online instruction, 6-8, must be delivered through Schoology, the School District of Lancaster's Learning Management System. All communication with students and parents should occur through Schoology, Synergy Mail, and/or Remind, or another school endorsed communication platform.

ONLINE INSTRUCTION

Online instruction can include videos, text or presentations with audio.

Instruction should:

- align to the standards and to the scope and sequence of the curriculum as written.
- follow the stated objectives of the course.
- include Learning Targets and Target-Task Alignment
- cross all levels of the Marzano Taxonomy
- have sufficient breadth, depth, recency and relevancy.
- be culturally diverse and bias-free.

ONLINE LEARNING EXPERIENCES

Online learning experiences include, but are not limited to:

- lecture,
- small group activities,
- discussion forums,
- assignments,
- external digital tools and media albums accessed by students in Schoology.

The goal is to create engaging learning experiences for students. An engaging activity is one in which the students are actively invested in a relevant and intentional instructional experience that inspires them to apply and extend their learning. The activities must also be tied to the stated objectives and competencies of the course.

When designing engaging learning experiences, consider the following:

- Learning activities should be student centered. The teacher should be facilitating the learning.
- **Insert link to online strategies from Slechta**
- Live instruction will mirror the classroom experience, with a combination of live lecture, opportunities for students to raise their hand and ask questions, group work, interactive activities and other opportunities for students to engage in collaborative or differentiated activities.
- Uninterrupted lecture time will not exceed 15 minutes in middle school.
- The learning experiences should be manageable but also challenging.

- Group work should be included. This can be accomplished by using the breakout room feature in Zoom during live virtual teaching, or by assigning asynchronous work to students that requires them to collaborate with other students.
- Students should receive feedback on their learning.
- Future online learning activities should be planned in response to student performance on assigned tasks.

PROFESSIONAL EXPECTATIONS FOR TEACHERS

At Home Learning: Teacher Expectations	
Work Function	Expectation
Work Hours	<ul style="list-style-type: none"> ● 35 hours per week
Check Email	<ul style="list-style-type: none"> ● Minimum of twice daily ● At the beginning and end of contracted day
Lessons Posted to Schoology	<ul style="list-style-type: none"> ● At least 2 days prior to the expected start of the assignment
Hours of Synchronous Lessons Per Week	<ul style="list-style-type: none"> ● Math, Communication Arts, Science, Social Studies <ul style="list-style-type: none"> ○ Teachers present two 40 minute synchronous lessons per week ○ Teachers will provide three 40 minute asynchronous lessons per week - these classes could be offered synchronously at the teacher's discretion with 2 days advance notice to students ○ Teachers should meet or conference with their advisory students at least 1 time per week. ● Unified Arts (Music, Art, Phys Ed, Spanish) <ul style="list-style-type: none"> ○ Teachers would present at least two 40 minutes synchronous lesson per week ○ Teachers will provide one 40 minute asynchronous lesson per week ● There may be some vulnerable populations that require a customized schedule that varies from the criteria outlined in student expectations.
Hours to Provide Student Support Per Week (Office Hours)	<ul style="list-style-type: none"> ● One hour per day with flexible scheduling throughout the week that includes AM and PM hours
Frequency of Communication with Families	<ul style="list-style-type: none"> ● Minimum - every other week at flexible times ● Document in Synergy Parent Contact Log
Planning Time	<ul style="list-style-type: none"> ● 255 minutes (5 days per week x 40 minutes each day)
Wednesdays	<ul style="list-style-type: none"> ● 3.5 hours of Professional Development on Early Dismissal Wednesdays ● Other Professional Development days as designated by the district calendar ● Non PD Designated Wednesdays: <ul style="list-style-type: none"> ○ 1 hour: District PLC weekly <ul style="list-style-type: none"> ■ Fixed standard time weekly - first thing in the morning ○ 1 hour: Faculty meeting once a week ○ 2 hours: Office hours <ul style="list-style-type: none"> ■ Monitoring student progress ○ 2 hours: Planning <ul style="list-style-type: none"> ■ Collaboration with ELD and LS teachers ○ 1 hour: Wellness Wednesday

ACCOUNTABILITY AND GRADING

Teachers should assess and grade students in the online environment as they would in the brick-and-mortar setting. Course grading policies should be clearly communicated to students. During the closure, teachers should be as flexible as possible with deadlines while maintaining clear expectations and accountability. Teachers should communicate with students and parents in the event that a student's grade begins to decline significantly or the student is not engaged in online learning.

ASSIGNMENTS

Should a teacher make the decision to not hold synchronous lessons on Wednesday, then asynchronous learning will still occur. Students must be given assignments to complete during all asynchronous classes. Completion of these assignments will signify attendance.

ASSESSMENTS

Students will demonstrate and/or apply their learning during an assessment.

Assessments can be a quiz or test, but they can also be a project, an essay or anything teachers use to evaluate student's understanding.

Whenever possible, teachers should consider alternative forms of assessment, such as projects, participation in a synchronous session, videos or portfolios.

When designing online assessments, teachers should consider the following:

- The assessments should be open book/open notes but answers should not be "Google-able".
- Students should be responding to subjective questions whenever possible.
- Students can be asked to answer questions across all levels of the Marzano Taxonomy.

Students should be provided an opportunity to reflect on the results of assessments.

GRADING

When learning activities, assignments or assessments are graded, they should give clear instructions for completion.

The directions should specify how much the activity is worth and explain how those points will be assessed through a rubric or other means.

Assignments should explain what the students need to do (instructions), why they are doing it (connection to the course standards/objectives) and how they are going to do it (instructions, rubrics, exemplars, etc.).

DUE DATES

Graded assignments should have a due date and time. The due date should be the date that the assignment is expected to be submitted.

Graded assignments should allow for digital submission.

ATTENDANCE

Attendance for the 2020-2021 school year will follow the School District of Lancaster Attendance Policy and daily school attendance remains required for compulsory age students (ages 6-18).

- The district will continue to follow Attendance Policy 204 - See SDoL [Attendance Manual](#)
- The district is responsible for instructional time, whether in-person, virtual, or a combination thereof.
- Teachers will use a combination of the following to determine daily attendance
 - **Attendance during live** synchronous sessions
 - **Submission** of a daily assignment(s) during asynchronous sessions. *Note:* Grading of synchronous and asynchronous completed assignments should be used for grading.
 - **A daily assignment must be developed to determine student participation** for asynchronous sessions, such as:
 - Ticket out the door
 - Forum response, responding to prompts, reaction to posts, chat polls, completion of assignments on online platforms (Study Island, iXL, etc.)
 - Evidence of work on a project based learning activity
 - Elementary teachers will need to manually track attendance throughout the day and monitor submission of work and enter at the end of the day due to Daily Attendance set up in Synergy.
- Students are expected to attend the live lesson periods during their scheduled times
 - Extenuating circumstances (childcare issues, connectivity issues, etc.) may prevent a child from being able to attend the live session
 - Should a student need to miss a live lesson period, parents are asked to contact the child's teacher to avoid any miscommunication or missed work.
- Absences should be reported to the school office within three days of the absence listing the reason for the absence.
 - Excuse notes may be emailed to your student's school building by using the attendance email address for that building. If an absence is communicated to the teacher, the teacher needs to notify/send the note to the office so the attendance secretary can make the change in Synergy.
 - In addition to the acceptable reasons for an excused absence as listed in our SDoL policy, COVID related absences from school will be excused as long as an excuse note is submitted within three days of the absence listing the reason for the absence as it related to COVID.
- Attendance must be entered in a timely manner, either by the end of the day or the end of the following day.

GLOSSARY OF TERMS

ASYNCHRONOUS LEARNING :

When learners engage in online learning activities independently at different times and in different locations.

ENGAGEMENT:

Learners who are actively participating in all aspects of the online course are considered engaged.

LEARNING MANAGEMENT SYSTEM:

A virtual learning environment (Schoology) that allows for the creation, management, and sharing of academic content.

ONLINE LEARNING EXPERIENCES:

Students are together in the classroom with an instructor while working through digital lessons and assessments.

SCHOOLGY:

The name of the learning management system that is used.

SYNCHRONOUS LEARNING:

When learners engage in an online learning course at the same time but in different locations. Synchronous learning allows learners to interact with the instructor and other participants.

ZOOM:

The name of the virtual classroom tool that is used to facilitate synchronous learning.

Note: learners do not attend a “Zoom Session.” They attend a synchronous session, a math lesson, a social studies lesson, etc. in Zoom.