

MPS Distance Learning Platform



*“WE EDUCATE AND EMPOWER, EVERY STUDENT,
EVERY CHANCE, EVERYDAY”*

Dear Marshall Public School Families,

Marshall Public Schools (MPS) is dedicated to educating all of our students with an engaging curriculum meeting the needs of all students. Our goal is to provide a distance learning program allowing our students to interact with our MPS teachers and staff utilizing our MPS curriculum that is aligned to the Missouri Learning Standards. This curriculum is written with the academic needs of our Marshall students in mind. We have found ourselves in unprecedented times and we want to ensure you our MPS Distance Learning will support your student academically, emotionally and socially. We respect your decision to have your child schooled at home during this uncertain time and our district will remain focused on providing a collaborative relationship with you so your child can continue to learn with us and continue to be a proud Marshall Owl.

Enrollment and Support:

- These are Marshall Public School District Guidelines. Once distance learner numbers are confirmed at each grade level, building administration will create building distance learning guidelines and expectations specific to their learning environment. These plans will be on the MPS website and sent to each family requesting distance learning.
- Parents must confirm their distance learning option with their child's assigned district school by August 7th. If you do not have an assigned district school you may call the MPS Central Office.

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- If the district goes into Phase 4, meaning all students are in distant learning, these are the expectations for teaching and learning for our MPS students and staff.
- MPS Distance Learning students will be taught by a MPS certified teacher or team of teachers.
- Student's IEPs, 504 plans, English Language support and Title I instruction will also occur in the MPS distance learning platform by MPS certified teachers. Our distance learners will also be able to utilize MPS counselors and social workers via online meetings or the safest environment for that student. [Special Service FAQ Sheet](#)
- MPS students who attend MPS distance learning will be placed with peers of the same grade or content area.
- Students will be enrolled as a MPS student and will be assigned to a MPS district school, all communication will come from your student's assigned district school.
- Teachers and class offerings will be determined once a final number of students per grade level have been calculated based on the deadline for parent choice on August 7th. All core content will be offered. Middle and high school students will be offered enough classes to meet the state guidelines for credit acquisition.
- Families selecting the MPS Distance Learning will be expected to remain in the distance learning for the entire semester. Families will be given a chance to change their option at semester.
- If a family starts with the in-seat option and then chooses to move to the MPS Distance Learning option, they may not return to the in-seat option until semester.
- Students who qualify for free and reduced lunch can utilize this option at their assigned district school or the school located closest for breakfast and lunch. Please see the [Special Service FAQ Sheet](#) for details and requirements.

MPS Distance Learning Platform



- MPS will work with families who opt in for the MPS Distance Learning platform to issue the family a device. While the district acquires added devices (Chromebooks are on backorder due to the increased need nationwide) devices may be provided at a ratio to a family, for example for every two students the family will be issued one device. This ratio can not be determined until final numbers reflecting the district's distance learning needs. Families will be required to fill out a user agreement form to utilize a district device.
- Parent help videos, handouts and information will be provided by the district to help parents understand Google Classroom and other information tied to MPS Distance Learning. These can be found under the “Returning to Learning” and “Parent Resources” on the menu bar at www.marshallschools.com starting Monday, August 10th. The Parent Resource Library will be updated as the district sees additional support opportunities for parents.
- Although paper packets are not the district's preferred method of instruction, paper packets could still be an option, if needed. MPS will provide these packets for parents to pick up on Tuesday and Thursday. When parents pick up the packet, they must turn in the previous work for feedback. These will be turned in for feedback and grades. This option could require students to come to their district assigned school on an individual or small group schedule to meet with their distance learning teacher(s) to take required assessments and complete some tasks.

Communication and Technology:

- Early Childhood through fourth grade will communicate using the DOJO application. Classroom instruction will occur through Google Classroom.
- Fifth grade through twelfth communication will occur through Google Classroom and Google Email.

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- Families will need to watch their email for a parent invite into their student's Google Classroom from their student's teacher. (A training video is provided).
- Elementary families will need to watch their phone for a text message or email for an invite to the DOJO classroom app.
- As needed, MPS Distance Learning teachers may make phone calls to families to offer support, provide feedback and make appointments.
- Technology support will be provided for MPS issued devices.
- Students may be required to upload videos of themselves in Google Classroom (this is private in the student's view of Google Classroom) to demonstrate the knowledge of an assigned task (learning support will be provided prior to this expectation for any student).
- All early childhood through fourth grade students (and other grades if teachers deem necessary) will be issued a "log-in" card with their username and passwords. Teachers will work at making these the same for all log-ins needed (Google Classroom is the delivery of instruction platform, but the district has other educational resources that are compatible with Google Classroom that teachers may use as a resource for a lesson or guided practice help and resources).
- Those families who may be utilizing paper packets will be expected to communicate on a regular basis via telephone with their assigned distance learning teacher(s). The district has the right to have a district employee visit the home if there is not any communication with the family for more than 3 days.

MPS Curriculum and Instruction Overview of Instruction Delivery Methods :

MPS Distance Learning Platform will utilize both synchronous and asynchronous instruction and learning.

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Synchronous learning is any type of learning that takes place in real time where a group of students are engaging in learning through live instruction and interaction with the teacher. This can include live video through Google Hangouts, chatting and live-stream lessons.

Asynchronous learning is where teachers provide learning through lessons, assignments, activities, etc that students will be required to complete on their own time. This kind of learning is more self-paced, independent and completed by students when it is convenient for them but also meeting the teachers expectation for class assignment completion.

[Elementary Virtual Curriculum and Instruction](#)

[Elementary Paper Packet Curriculum and Instruction](#)

[Bueker Middle School Virtual Curriculum and Instruction](#)

[Bueker Middle School Paper Packet Curriculum and Instruction](#)

[Marshall High School Virtual Curriculum and Instruction](#)

[Marshall High School Paper Packet Curriculum and Instruction](#)

[Saline County Career Center Virtual Curriculum and Instruction](#)

[Saline County Career Center Paper Packet Curriculum and Instruction](#)

[Northwest School \(TLC and GATE\) Virtual Curriculum and Instruction](#)

[Tips on setting up a successful schooling at home environment](#)

[Suggested live instruction minutes by division](#)

Elementary (Early Childhood through Fourth Grade)

Virtual Curriculum and Instruction:

- Teachers will teach grade-level curriculum that is aligned with the [Missouri Learning Standards](#) in core content areas. Completed MPS curriculum pacing guides can be found here: [Elementary Curriculum Pacing Guides](#)
- MPS distance learners will be on the same schedule and curriculum pacing as MPS in-seat learners.

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- Students will be engaged in a variety of learning activities: live online instruction, small group instruction, one-on-one support, and independent guided activities and practice.
- Teachers will record live lessons for student reference.
- Completed activities will be submitted for the teacher to provide feedback and grades.
- If needed students will be provided learning kits with any necessary learning materials for hands-on activities. These will need to be picked up by families and returned to school when the student returns to in-seat instruction (at semester, if the family chooses, or the end of the school year)
- Students will be provided P.E. Art, Music and Library instruction via recorded lessons on a daily rotated schedule.
- Families may work with their teachers and assigned district school librarian to utilize check out privileges of their homeschool library. All check out, due dates and fines will apply.
- Students will be expected to take all district and state-wide assessments including the MAP. Students can also schedule a time to meet with their distance learning teacher(s) to take district assessments (if needed) to provide teachers with data to help provide appropriate instruction for their students. This could include the Developmental Reading Assessment, DORA and other assessments as deemed necessary and appropriate by building level administration.
- MPS distance teachers will provide a detailed schedule in Google Classroom of expected synchronous and asynchronous instruction for their class.
- Students who qualify for IEP instruction, 504 plans, English Language support and Title I instruction will be supported by a mix of live and recorded instruction on a regular basis. Students may have regularly scheduled live Google Meets to receive appropriate services with their assigned special education, English Language or Title I teacher. [Special Service FAQ Sheet](#)

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Accountability, Feedback and Communication:

- Parents can expect whole class consistent updates to be communicated by their child's teacher through DOJO.
- Parents can expect to have their child in Google Meets daily to receive instruction from their assigned teacher(s).
- Teachers may also use email or phone calls for more personalized and confidential communication when needed.
- Families can expect teachers to respond to messages by the end of the next school day during the work week. If a teacher is out and unavailable to respond they will let families and students know in advance.
- The teacher will reach out to students if they are not engaging or completing assigned work (parents as needed). If the teacher is not successful in making contact, the school counselor will be notified and the district reserves the right to have a district employee visit the home.
- The teacher will contact every student during the first week of school to ensure the student (and parent, as needed) understands the distance learning expectations.
- Building level administrators reserve the right to conduct a meeting (in person, via telephone or Google Meet) to go over the district and family obligations for the student to be enrolled in the MPS Distance Learning Platform.
- Distance learning grading will occur just as in-seat grading will occur.
- Grade cards and progress reports will be distributed following the MPS Board approved calendar.
- Attendance will be taken daily. Students who do not report to the live lesson(s) will be reported absent. They will be expected to make up all work as if they were not at school. They will need to utilize the recording done by the teacher for that lesson.

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- Teacher feedback will be given on an ongoing basis to students and updates as needed to parents.
- Parent teacher conferences will be scheduled and held in Google Hangouts during the normal scheduled parent teacher conference week at the end of the first quarter.

Elementary (Early Childhood through Fourth Grade)

Paper Packet Curriculum and Instruction:

- Teachers will teach grade-level curriculum that is aligned with the [Missouri Learning Standards](#) in core content areas. Completed MPS curriculum pacing guides can be found here: [Elementary Curriculum Pacing Guides](#)
- MPS distance learners utilizing paper packets will be on the same schedule and curriculum pacing as MPS in-seat learners.
- Students will be provided paper packets two times a week on Tuesday and Thursday. Parents will be expected to pick up the packets from their student's assigned district school.
- Completed activities will be submitted for the teacher to provide feedback and grades on the Tuesday and Thursday pick up days.
- If needed students will be provided learning kits with any necessary learning materials for hands-on activities. These will need to be picked up by parents and returned to school when the student returns to in-seat instruction (at semester, if the family chooses, or the end of the school year)
- Students will be provided P.E. Art, Music via assignments and directions from these specific content teachers.
- Families may work with their teachers and assigned district school librarian to utilize check out privileges of their assigned district school library. All check out, due dates and fines will apply.
- Students will be expected to take all district and state-wide assessments including the MAP. Students can also schedule a time to meet with their distance learning teacher to take district assessments (if needed) to provide

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teachers with data to help provide appropriate instruction for their students. This could include the Developmental Reading Assessment, DORA and other assessments as deemed necessary and appropriate by building level administration.

- Teachers will provide a detailed set of directions and expectations of packet assignments with each distribution.
- Students who qualify for IEP instruction, 504 plans, English Language support and Title I instruction will be supported by packets and assignments with explicit directions and may require phone calls and or one- on- one scheduled meetings to provide these specific services. [Special Service FAQ Sheet](#)

Accountability, Feedback and Communication:

- Parents can expect whole class daily updates to be communicated by their child's teacher through DOJO.
- Teachers may also use email or phone calls for more personalized and confidential communication when needed.
- Families can expect teachers to respond to messages by the end of the next school day during the work week. If a teacher is out and unavailable to respond, they will let families and students know in advance.
- The teacher will reach out to students if they are not engaging or completing assigned work (parents as needed). If the teacher is not successful in making contact, the school counselor will be notified and the district reserves the right to have a district employee visit the home.
- The teacher will contact every student during the first week of school to ensure the student (and parent, as needed) understands the distance learning expectations.
- Building level administrators reserve the right to conduct a meeting (in person or via telephone) to go over the district and family obligations for the student to be enrolled in The MPS Distance Learning Platform.

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- Distance learning grading will occur just as in-seat grading will occur.
- Grade cards and progress reports will be distributed following the MPS Board approved calendar.
- Attendance will be granted based on completion of paper packet and continued interaction with the teacher via phone calls. They will be expected to make up all work as if they were not at school.
- Teacher feedback will be given on an ongoing basis to students and updates as needed to parents via phone calls and packet and activity completion.
- Parent teacher conferences will be scheduled and held via a phone call during the normal scheduled parent teacher conference week at the end of the first quarter.

Bueker Middle School

Virtual Curriculum and Instruction:

- Teachers will teach grade-level curriculum that is aligned with the [Missouri Learning Standards](#) in core content areas. Completed curriculum pacing guides can be found here: [Middle School Curriculum Pacing Guides](#)
- MPS distance learners will be on the same schedule and curriculum pacing as MPS in-seat learners.
- Bueker Middle School Administration has the right to limit distance learning class offerings based on certified personnel numbers and number of middle school students choosing distance learning. The building administration does assure that students will be provided with the opportunity to meet all state requirements for acquisition of credits.
- Students will be engaged in a variety of learning activities: live online instruction, small group instruction, one-on-one support, and independent guided activities and practice.
- Teachers will record live lessons for student reference.
- Completed activities will be submitted for the teacher to provide feedback and grades.

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- If needed students will be provided learning kits with any necessary learning materials for hands-on activities. These will need to be picked up by parents and returned to school when the student returns to in-seat instruction (at semester, if the family chooses, or the end of the school year).
- Families may work with their teachers and assigned district school librarian to utilize check out privileges of their assigned district school library. All check out due dates will still apply.
- Students will be expected to take all district and state-wide assessments including the MAP and the Algebra 1 EOC, if applicable. Students can also be scheduled a time to meet with their distant learning teacher to take district assessments (if needed) to provide teachers with data to help provide appropriate instruction for their students. This could include DORA and other assessments as deemed necessary and appropriate by building level administration.
- The MPS distance learning teachers will provide a detailed schedule in Google Classroom of expected synchronous and asynchronous instruction for their class.
- Students who qualify for IEP instruction, 504 plans and English Language support will be supported by a mix of live and recorded instruction on a regular basis. Students may have regular scheduled live Google Meets to receive appropriate services with their assigned special education, English Language teacher. [Special Service FAQ Sheet](#)

Accountability, Feedback and Communication:

- Parents can expect whole class consistent updates to be communicated by their child's teacher through Google Classroom and or email.
- Parents can expect to have their child in regularly scheduled Google Meets in core content areas to receive instruction from their assigned teacher or teachers teams.

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- Teachers may also use email or phone calls for more personalized and confidential communication when needed.
- Families can expect teachers to respond to messages by the end of the next school day during the work week. If a teacher is out and unavailable to respond they will let families and students know in advance.
- The teacher will reach out to students if they are not engaging or completing assigned work (parents as needed). If the teacher is not successful in making contact the school counselor will be notified and the district reserves the right to have a district employee visit the home.
- The teacher will contact every student during the first week of school to ensure the student (and parent, as needed) understands the distance learning expectations.
- Building level administrators reserve the right to conduct a meeting (in person, via telephone or Google Meets) to go over the district and family obligations for the student to be enrolled in The MPS Distance Learning Platform.
- Distance learning grading will occur just as in-seat grading will occur.
- Grade cards and progress reports will be distributed following the MPS Board approved calendar.
- Attendance will be taken daily. Students who do not report to the live lesson(s) will be reported absent. They will be expected to make up all work as if they were not at school. They will need to utilize the recording done by the teacher for that lesson to assist in completing the missed work.
- Teacher feedback will be given on an ongoing basis to students and updates as needed to parents.
- Parent teacher conferences will be scheduled and held in Google Hangouts during the normal scheduled parent teacher conference week at the end of the first quarter.

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Bueker Middle School

Paper Packet Curriculum and Instruction:

- Teachers will teach grade-level curriculum that is aligned with the [Missouri Learning Standards](#) in core content areas. MPS Completed curriculum pacing guides can be found here; [Middle School Curriculum Pacing Guides](#)
- MPS Distance Learners utilizing paper packets will be on the same schedule and curriculum pacing as MPS in-seat learners.
- Bueker Middle School Administration has the right to limit Distance Learning class offerings based on personnel numbers and number of middle school students choosing distance learning. The building administration does assure that students will be provided with the opportunity to meet all state requirements for the acquisition of credits.
- Students will be provided paper packets two times a week on Tuesday and Thursday. Parents will be expected to pick up the packets from their student's assigned district school.
- Completed packets and activities will be submitted back to the teacher to provide feedback and grades. Packets will be returned on the Tuesday and Thursday pick up days.
- If needed students will be provided learning kits with any necessary learning materials for hands-on activities. These will need to be picked up by parents and returned to school when the student returns to in-seat instruction (at semester, if the family chooses, or the end of the school year).
- Families may work with their teachers and assigned district school librarian to utilize check out privileges of their assigned district school library. All check out due dates will still apply.
- Students will be expected to take all district and state-wide assessments including the MAP and the Algebra 1 EOC, if applicable. Students can also be scheduled a time to meet with their distant learning teacher to take district assessments (if needed) to provide teachers with data to help provide

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appropriate instruction for their students. This could include DORA and other assessments as deemed necessary and appropriate by building level administration.

- Teachers will provide a detailed set of directions and expectations of packet assignments with each distribution.
- Students who qualify for IEP instruction, 504 plans and English language support will be supported by packets and assignments with explicit directions and may require phone calls and or one-on-one scheduled meetings to provide these specific services. [Special Service FAQ Sheet](#)

Accountability, Feedback and Communication:

- Teachers will use email or phone calls for more personalized and confidential communication when needed.
- Families can expect teachers to respond to messages by the next day's end of school day during the work week. If a teacher is out and unavailable to respond they will let families and students know in advance.
- The teacher will reach out to students if they are not engaging or completing assigned work (parents as needed). If the teacher is not successful in making contact the school counselor will be notified and the district reserves the right to have a district employee visit the home.
- The teacher will contact every student during the first week of school to ensure the student (and parent, as needed) understands the distance learning expectations.
- Building level administrators reserve the right to conduct a meeting (in person, via telephone or Google Hangout) to go over the district and family obligations for the student to be enrolled in The MPS Distance Learning Platform.
- Distance learning grading will occur just as in-seat grading will occur.
- Grade cards and progress reports will be distributed following the MPS Board Approved calendar.

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- Attendance will be granted based on completion of paper packets and continued interaction with the teacher via phone calls . They will be expected to make up all work as if they were not at school.
- Teacher feedback will be given on an ongoing basis to students and updates as needed to parents via phone calls and packet and activity completion.
- Parent teacher conferences will be scheduled and held via a phone call during the normal scheduled parent teacher conference week at the end of the first quarter.

Marshall High School

Virtual Curriculum and Instruction:

- Teachers will teach grade-level curriculum that is aligned with the [Missouri Learning Standards](#) in core content areas. MPS Completed curriculum pacing guides can be found here: [High School Curriculum Pacing Guides](#)
- MPS Distance Learners will be on the same schedule and curriculum pacing as MPS in-seat learners.
- Marshall High School Administration has the right to limit distance learning class offerings based on certified personnel numbers and number of high school students choosing distance learning. The building administration does assure that students will be provided with the opportunity to meet all state requirements for the acquisition of credits. [MHS Distance Learning Course Offerings](#)
- Students will be engaged in a variety of learning activities: live online instruction, small group instruction, one-on-one support, and independent guided activities and practice.
- Teachers will record live lessons for student reference.
- Completed activities will be submitted for the teacher to provide feedback and grades.
- If needed students will be provided learning kits with any necessary learning materials for hands-on activities. These will need to be picked up by parents

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and returned to school when the student returns to in-seat instruction (at semester, if the family chooses, or the end of the school year).

- Families may work with their teachers and assigned district school librarian to utilize check out privileges of their assigned district school library. All check out due dates will still apply.
- Students will be expected to take all district and state-wide assessments including the EOC. Students can also be scheduled a time to meet with their teacher to take district assessments (if needed) to provide teachers with data to help provide appropriate instruction for their students. This could include DORA and other assessments as deemed necessary and appropriate by building level administration.
- MPS Distance Learning teachers will provide a detailed schedule in Google Classroom of expected synchronous and asynchronous instruction for their class.
- Students who qualify for IEP instruction, 504 plans and English Language support will be supported by a mix of live and recorded instruction on a regular basis. Students may have regular scheduled live Google meets to receive appropriate services with their assigned special education or English Language teacher. [Special Service FAQ Sheet](#)

Accountability, Feedback and Communication:

- Parents can expect whole class consistent updates to be communicated by their child's teacher through Google Classroom and/or email.
- Parents can expect to have their child in regular scheduled Google Meets in core content areas to receive instruction from their assigned teacher or teacher teams.
- Teachers may also use email or phone calls for more personalized and confidential communication when needed.

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- Families can expect teachers to respond to messages by the end of the next school day during the work week. If a teacher is out and unavailable to respond they will let families and students know in advance.
- The teacher will reach out to students if they are not engaging or completing assigned work (parents as needed). If the teacher is not successful in making contact the school counselor will be notified and the district reserves the right to have a district employee visit the home.
- The teacher will contact every student during the first week of school to ensure the student (and parent, as needed) understands the distance learning expectations.
- Building level administrators reserve the right to conduct a meeting (in person, via telephone or Google Meet) to go over the district and family obligations for the student to be enrolled in The MPS Distance Learning Platform.
- Distance learning grading will occur just as in-seat grading will occur.
- Grade cards and progress reports will be distributed following the MPS Board approved calendar.
- Attendance will be taken daily. Students who do not report to the live lesson(s) will be reported absent. They will be expected to make up all work as if they were not at school. They will need to utilize the recording done by the teacher for that lesson to assist in completing the missed work.
- Teacher feedback will be given on an ongoing basis to students and updates as needed to parents.
- Parent teacher conferences will be scheduled and held in Google Hangouts during the normal scheduled parent teacher conference week at the end of the first quarter.

Marshall High School

Paper Packet Curriculum and Instruction:

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- Teachers will teach grade-level curriculum that is aligned with the [Missouri Learning Standards](#) in core content areas. MPS Completed curriculum pacing guides can be found here: [High School Curriculum Pacing Guides](#)
- MPS Distance Learners utilizing paper packets will be on the same schedule and curriculum pacing as MPS in-seat learners.
- Marshall High School Administration has the right to limit distance learning class offerings based on certified personnel numbers and the number of high school students choosing distance learning. The building administration does assure that students will be provided with the opportunity to meet all state requirements for the acquisition of credits.
- Students will be provided paper packets two times a week on Tuesday and Thursday. Parents will be expected to pick up the packets from their student's assigned district school.
- Completed packets and activities will be submitted back to the teacher to provide feedback and grades. Packets will be returned on the Tuesday and Thursday pick up days.
- If needed, students will be provided learning kits with any necessary learning materials for hands-on activities. These will need to be picked up by parents and returned to school when the student returns to in-seat instruction (at semester, if the family chooses, or the end of the school year).
- Families may work with their teachers and district assigned school librarian to utilize check out privileges of their district assigned school library. All check out due dates will still apply.
- Students will be expected to take all district and state-wide assessments including the EOC. Students can also be scheduled a time to meet with their teacher to take district assessments (if needed) to provide teachers with data to help provide appropriate instruction for their students. This could include DORA and other assessments as deemed necessary and appropriate by building level administration

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- Teachers will provide a detailed set of directions and expectations of packet assignments with each distribution.
- Students who qualify for IEP instruction, 504 plans and English language support will be supported by packets and assignments with explicit directions and may require phone calls and or one- on- one scheduled meetings to provide these specific services. [Special Service FAQ Sheet](#)

Accountability, Feedback and Communication:

- Teachers will use email or phone calls for more personalized and confidential communication when needed.
- Families can expect teachers to respond to messages by the next day's end of school day during the work week. If a teacher is out and unavailable to respond they will let families and students know in advance.
- The teacher will reach out to students if they are not engaging or completing assigned work (parents as needed). If the teacher is not successful in making contact the school counselor will be notified and the district reserves the right to have a district employee visit the home.
- The teacher will contact every student during the first week of school to ensure the student (and parent, as needed) understands the distance learning expectations.
- Building level administrators reserve the right to conduct a meeting (in person, via telephone or Google Hangout) to go over the district and family obligations for the student to be enrolled in The MPS Distance Learning Platform.
- Distance learning grading will occur just as in-seat grading will occur.
- Grade cards and progress reports will be distributed following the MPS Board Approved calendar.
- Attendance will be granted based on completion of paper packets and continued interaction with the teacher via phone calls . They will be expected to make up all work as if they were not at school.

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- Teacher feedback will be given on an ongoing basis to students and updates as needed to parents.
- Parent teacher conferences will be scheduled and held via a phone call during the normal scheduled parent teacher conference week at the end of the first quarter.

Saline County Career Center

Virtual Curriculum and Instruction:

- Teachers will teach their program curriculum that is aligned with the Career and Technical Education standards.
- MPS Distance Learners will be on the same schedule and curriculum pacing as MPS in-seat learners.
- SCCC Administration has the right to limit distance learning class offerings based on certified personnel numbers and the number of SCCC students choosing distance learning. This can also be limited due to the hands-on required competencies that cannot occur at a distance. The building administration does assure that students will be provided with the opportunity to meet all state requirements for acquired credits.
- Students will be engaged in a variety of learning activities: live online instruction, small group instruction, one-on-one support, and independent guided activities and practice.
- Teachers will record live lessons for student reference.
- Completed activities will be submitted for the teacher to provide feedback and grades.
- If needed, students will be provided learning kits with any necessary learning materials for hands-on activities. These will need to be picked up by parents and returned to school when the student returns to in-seat instruction (at semester, if the family chooses, or the end of the school year).
- SCCC distance learners may be required to set up one-on-one or small group in person meetings or video record their own work at home to demonstrate

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the understanding of content specific learning due to the project based learning model used in many SCCC classes.

- Students will be expected to take all district assessments and Industry Recognized Credential assessments.
- Teachers will provide a detailed schedule in Google Classroom of expected synchronous and asynchronous instruction for their class.
- Students who qualify for IEP instruction, 504 plans and English language support will be supported by a mix of live and recorded instruction on a regular basis. Students may have regular scheduled live Google meets to receive appropriate services with their assigned special education or English Language teacher. [Special Service FAQ Sheet](#)

Accountability, Feedback and Communication:

- Parents can expect whole class daily updates to be communicated by their child's teacher through Google Classroom updates.
- Parents can expect to have their child in regular scheduled Google Meets in content areas to receive instruction from their assigned teacher or teacher teams.
- Teachers may also use email or phone calls for more personalized and confidential communication when needed.
- Families can expect teachers to respond to messages by the end of the next school day during the work week. If a teacher is out and unavailable to respond they will let families and students know in advance.
- The teacher will reach out to students if they are not engaging or completing assigned work (parents as needed). If the teacher is not successful in making contact the school counselor will be notified and the district reserves the right to have a district employee visit the home.
- The teacher will contact every student during the first week of school to ensure the student (and parent, as needed) understands the distance learning expectations.

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- Building level administrators reserve the right to conduct a meeting (in person, via telephone or Google Meets) to go over the district and family obligations for the student to be enrolled in The MPS Distance Learning Platform.
- Distance learning grading will occur just as in-seat grading will occur.
- Grade cards and progress reports will be distributed following the MPS Board Approved calendar.
- Attendance will be taken daily. Students who do not report to the live lesson(s) will be reported absent. They will be expected to make up all work as if they were not at school. They will need to utilize the recording done by the teacher for that lesson.
- Teacher feedback will be given on an ongoing basis to students and updates as needed to parents.
- Parent teacher conferences will be scheduled and held in Google Hangouts during the normal scheduled parent teacher conference week at the end of the first quarter.

Saline County Career Center

Paper Packet Curriculum and Instruction:

- Teachers will teach grade-level curriculum that is aligned with the Career and Technical Education standards.
- MPS Distance Learners utilizing paper packets will be on the same schedule and curriculum pacing as MPS in-seat learners.
- SCCC Administration has the right to limit Distance Learning class offerings based on personnel numbers and number of SCCC students choosing distance learning. The building administration does assure that students will be provided with the opportunity to meet all state requirements for acquired credits.
- Students will be provided paper packets two times a week.

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- Completed activities will be submitted for the teacher to provide feedback and grades.
- If needed students will be provided learning kits with any necessary learning materials for hands-on activities. These will need to be picked up by parents and returned to school when the student returns to in-seat instruction (at semester, if the family chooses, or the end of the school year).
- SCCC distance learners may be required to set up one-on-one or small group in person meetings or video record their own work at home to demonstrate the understanding of content specific learning due to the project based learning model used in many SCCC classes.
- Students will be expected to take all district assessments and Industry Recognized Credential assessments.
- Teachers will provide a detailed set of directions and expectations of packet assignments with each distribution.
- Students who qualify for IEP instruction, 504 plans and English language support will be supported by packets and assignments with explicit directions and may require phone calls and or one- on- one scheduled meetings to provide these specific services. [Special Service FAQ Sheet](#)

Accountability, Feedback and Communication:

- Teachers will use email or phone calls for more personalized and confidential communication when needed.
- Families can expect teachers to respond to messages by the next day's end of school day during the work week. If a teacher is out and unavailable to respond they will let families and students know in advance.
- The teacher will reach out to students if they are not engaging or completing assigned work (parents as needed). If the teacher is not successful in making contact the school counselor will be notified and the district reserves the right to have a district employee visit the home.

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- The teacher will contact every student during the first week of school to ensure the student (and parent, as needed) understands the distance learning expectations.
- Building level administrators reserve the right to conduct a meeting (in person, via telephone or Google Hangout) to go over the district and family obligations for the student to be enrolled in The MPS Distance Learning Platform.
- Distance learning grading will occur just as in-seat grading will occur.
- Grade cards and progress reports will be distributed following the MPS Board Approved calendar.
- Attendance will be granted based on completion of paper packets and continued interaction with the teacher via phone calls. They will be expected to make up all work as if they were not at school.
- Teacher feedback will be given on an ongoing basis to students and updates as needed to parents.
- Parent teacher conferences will be scheduled and held via a phone call during the normal scheduled parent teacher conference week at the end of the first quarter.

Northwest School (TLC and GATE)

- Northwest School will follow all guidelines for each division in regards to accountability, feedback and communication.
- TLC students will follow their grade level distance learning expectations as outlined by the grade they are enrolled in for the TLC program.
- TLC students will be provided with the therapy services they would be provided if they were in-seat. These may be virtual, via telephone or if families feel safe a one-one-one meeting at a scheduled time following all health guidelines set by the district.

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- GATE students will receive instruction based on the GATE teacher's decision following the guidelines set for the grade level the GATE student is assigned to for this current school year.

Tips on setting up a successful schooling at home environment:

1. Make a special school space with a desk and chair appropriate for student size.
2. Make your student's space comfortable with a lot of natural or good lighting.
3. Make your space fun and creative a place that is only used for learning and school time.
4. Create a place for supplies stocked with supplies your student would usually have at school.
5. Add teacher Items that you can use to help support your child (small white board, calculator, small objects to count, a calendar, etc).
6. Don't forget to get out of the "classroom"-Remember in seat students have lunch, recess, breaks between classes, etc).
7. Leave time for breaks.
8. Keep the room clean.
9. Distant learning teachers will set classroom rules and norms, post, review and encourage with your child.

Suggested Live Instruction Minutes by Division

- These are suggestions and are not mandated on a daily basis
- This is for live instruction
- This recommendation is for all content offered on a daily basis
- Recorded lessons, independent practice, homework etc is not included in this suggested time

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Elementary: 1-2 hours live instruction daily

Middle School: 2-3 hours live instruction daily

High School: 3-4 hours live instruction daily