



MADISON-GRANT UNITED SCHOOL CORPORATION

Scott Deetz, Ph. D., Superintendent

Shaela Smith, Business Director

Steve Vore, Assistant Superintendent

Kristy Drewitz, Transportation Teresa Riggs, Payroll Misty Stewart, Human Resources
Secretary

Allison Holloway, Corporation

Inspire, challenge, and cultivate excellence in every Argyll.

July 27, 2020

Dear Madison-Grant Community,

As we prepare for the 2020-2021 school year, we know that virtual education may be the only option for some of our Madison-Grant families. While we are ready to welcome students and families into the virtual world, it is important to understand the role of all stakeholders in this virtual classroom.

Virtual Learning Enrollment Deadline: Friday, July 31, 2020 - If you've already enrolled, but change your mind about virtual or in-person programming, please reach out to your child's school. They will be happy to make your requested adjustments.

Transition Points: Some families are not sure if they want to commit to a virtual program for an entire year, so we've developed Transition Points providing students the ability to re-enter in-person or virtual programming. For grades K-8, students are able to transition to a different program at the conclusion of a quarter (9 weeks). For grades 9-12 and students taking high school credit bearing courses, they will be able to transition at the end of a semester.

Required Tools: As a Madison-Grant virtual student, you will receive a student issued Chromebook and all textbooks, just like our in-person students. Pick-up arrangements at the school will be made during the first week of classes.

Average Daily Work Requirements: Students and families can anticipate five or more hours of work each day. While work is not turned in daily, if students and Learning Coaches are not able to commit time each day to their school work, a virtual program may not be the best option for your student.

Virtual Education Expectations

Teachers will:

- Follow established curriculum maps to design virtual curriculum for remote students. The course will live in Google Classroom and will be updated and distributed through there.
 - Curriculum will follow strong instructional pedagogy and include explicit instruction, modeling, independent practice, assessment and feedback.
- Respond to any questions or concerns by the student or Learning Coach within 24 hours.
- Provide asynchronous (not live) instruction daily over topics. Instruction can come from teacher created instructional videos or videos curated from internet resources, ie. Khan Academy. This can be done at the student's own pace within reason.



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- Provide synchronous (live) instruction weekly to check on student progress and provide support via Google Meet. Students will be expected to attend synchronous instruction in each of their scheduled classes. Teachers will coordinate scheduled times to avoid overlap as much as possible. These schedules will be released within the first two weeks of the start of school. Synchronous (live) requirements will be reevaluated after 4 weeks.
- Provide feedback on submitted assignments and provide grades as needed. Grades will be kept in Powerschool for all students grades 3-12. Students in grades K-2 will be monitored using a competency based system that is watching for mastery of grade level standards.
- Monitor attendance through established attendance requirements in conjunction with [IDOE guidance](#). See attendance guidelines below and pages 7-8 of linked guidance.
- Teachers will work directly with the Special Education team to identify / determine intervention time, accommodations, and support(s).
- Supervising Teachers will coordinate weekly meetings (similar to a homeroom) with a small group of students enrolled in the virtual program. These meetings will allow the Supervising Teacher to review a student's overall progress and help to address any concerns. Communication can be through Google Meet. A communication log will be kept to demonstrate connection and aid in record keeping as these meetings will be a required part of student attendance.

In a virtual model, the parent takes on a critical role in their child's education. A parent, or parent designee, will serve as the student's Learning Coach.

Learning Coach will:

- Serve as the primary instructor/monitor during their student's school day.
- Establish the schedule and routine of the day. The school hours can be flexible with the exception of the required synchronous (live) scheduled lesson.
- Ensure estimated engagement time aligns with the Department of Education's Attendance Requirements for K-6 (5 hours per day) and grades 7-12 (6 hours per day).
- Provide reliable internet connection.
- Check student work with provided answer keys to help the student progress toward mastery.
- Ensure the student is completing assigned work in a timely manner.
- Monitoring PowerSchool and Google Classroom is an essential component of success in a virtual classroom.
- Communicate with the teacher as needed for guidance.
- Ensure that email is being monitored daily.

Students will:



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- Complete assigned tasks as provided by the teacher. Work will be scheduled and organized in one or two week intervals. Work must be completed within the specified week or two week timeframe. Some classes at the high school level may require more rigorous deadlines due to synchronous opportunities.
- Communicate with the Supervising Teacher weekly (like homeroom). Younger students will rely on communication between the teacher and learning coach.
- Monitor and respond to email daily.
- Attend synchronous (live) instruction a minimum of one time weekly.
- Complete all finals, state assessments, and major tests in person at Madison-Grant facilities. These will be scheduled by the teacher and school administration. The school will follow the strictest guidelines for sanitization and safety protocol.

Madison-Grant Attendance Guidelines for Virtual Education:

Attendance in a fully virtual model will be monitored on a weekly or biweekly basis. Attendance is monitored based on completion of work over time rather than work completed each day. The following criteria is monitored:

To obtain 5 or 10 days of attendance at the completion of each weekly or biweekly cycle, students must have:

- Attended synchronous instruction weekly
 - Failure to attend will result in 1 absence per missed session
- Communicated with the supervising teacher weekly (like homeroom)
 - Failure to communicate weekly will result in 1 absence per missed communication.
- Completed all assigned work for the biweekly cycle. Failure to complete all assignments will result in an absence at the rate of 1 absence per 10% of missed assignments.
- Compulsory attendance laws from the state of Indiana will apply to all students.

We have always been proud of our in-person programming as we feel it is the very best way to deliver high quality content and experiences. Now, you have the opportunity to work with us virtually. We welcome your questions and encourage you to reach out to the appropriate school principal.

Grades PK-2 - Jackie Samuels, 765-536-2875

Grades 3-6 - Melissa DeWitt, 765-536-0084

Grades 7-12 - Bengamin Mann, 765-526-0032

Sincerely,

Dr. Scott A. Deetz