



July 29, 2020

Dear MISD Parents of PreK - 5th Grade students,

We are excited for the upcoming 2020-2021 school year! As we draw nearer to the start date of school on Thursday, August 13th, we want to make sure that all families are informed of what learning will look like for the first three weeks of virtual instruction or beyond for those who have chosen virtual learning on their Commitment Response Form. The information below will provide additional information about expectations and the virtual school day. You can expect to receive information about specific campus/grade level schedules the week of August 3rd. If you have additional questions beyond the information provided below, please contact your child's campus principal.

General Information

- Virtual learning for elementary students will be provided by a McKinney ISD teacher at a designated time each day through SeeSaw for PreK - 2nd grade students and Canvas for students in 3rd - 5th grade. Students will have the opportunity to learn live with teachers and peers each day, and then will be expected to complete individual practice, activities, and/or assignments after receiving instruction from the teacher.
- Virtual learning will adhere to district attendance and grading guidelines as outlined by the Texas Education Agency (TEA).
- According to the Texas Education Agency (TEA), all students at all grade levels, including PreK - 2nd, need direct instruction and synchronous support from teachers. MISD students in PreK - 5th grades will participate in a blended learning model including:
 - Synchronous (Requires all participants to be present at the same time, virtually): Intermittent daily opportunities consisting of a collaborative class activity during a morning meeting and small group instruction with live teacher instruction. Additionally, students will have opportunities to work in small groups, independently, and/or meet one-on-one with the teacher. If targeted intervention is needed, additional live teacher time will be offered.
 - Asynchronous (Does not require all participants to be virtually present at the same time): Additional support from a parent/caregiver may be needed for students to serve as a learning coach to support, motivate and provide assistance with daily learning activities. Learning activities could include:
 - Work/assignments that will be placed in Seesaw/Canvas
 - Hands-on activities
 - Collaborative opportunities with peers
 - Video lessons
 - Assessments
 - Social/Emotional learning activities
 - All Specials Classes (Art, Music, and PE) will be asynchronous with daily choices.

Expectations for Virtual Learning

Student role during virtual learning

- Dedicate appropriate time (per your campus schedule) to log on and participate in learning each day.
- Log on daily to SeeSaw or Canvas for instruction, announcements, activities, and assignments.
- Engage with teachers daily as you work to complete assignments.
- Engage with teachers for individualized/small group support as assigned.
- Submit all assignments in SeeSaw or Canvas, by due dates.

Family role during virtual learning

- Ensure that a laptop, tablet, or Macbook and reliable internet access are available at home.
- Elementary students entering PreK – 2nd grade who received a district-issued laptop during the school closure this past spring—and still have it at home—can continue to use that laptop during at-home (online) learning when school begins.
- Elementary students entering 3rd – 5th grade will pick up their MacBooks at their respective schools on August 10 – 12. Each elementary campus will communicate details and a campus-specific schedule for laptop pick-up. Parents of students entering 3rd – 5th grade who received a laptop from MISD to use during the closure last spring must return that laptop when they pick up their student’s new MacBook.
- Monitor district communications and maintain communication with your child’s teachers.
- Monitor time spent on virtual instruction by your child.
- Provide time for the scheduled physical activities in your child’s schedule (brain breaks, recess, and PE on PE days).
- Understand attendance requirements and ensure that your child demonstrates engagement per the district’s engagement definition and/or participates daily in virtual instruction for attendance purposes.
- If parents have questions, they can contact their child’s school. Campus contact information can be found under the “Schools” tab on the McKinney ISD homepage.

Teacher role during virtual learning

- Teachers will engage virtual learners every day at the designated time and will remain online for the duration of the normal time allotted for each subject.
- Teachers have full autonomy to temporarily stop any recording, mute audio or video as needed throughout each class.
- Develop high quality lessons and assignments that align with McKinney ISD Curriculum documents, including the Instructional Framework.
- Provide appropriate English Learner, 504, and Special Education accommodations and/or modifications.
- Provide live conferencing opportunities for students daily.

- Use Seesaw (PreK - 2nd grade) or Canvas (3rd - 5th) to post all assignments, materials, and resources.
- Communicate regularly with students and families regarding expectations and feedback about student progress.
- If a student hasn't engaged in lessons or assignments in two days, contact parents and campus leadership.
- Participate in professional learning sessions focused on best practices for virtual learning.
- Teachers will meet weekly with their collaborative teams to review current data, student needs, etc.
- Track student engagement for attendance purposes.
- Teachers will be available by appointment before and after school and during their conference periods to meet with parents via Zoom or by phone.
- Be flexible, innovative, and creative in teaching practices, remembering that virtual learning presents challenges different from a traditional classroom.

Virtual Learning Overview

Attendance

Attendance for elementary students will be taken daily for both in-person and on-line. The 90% attendance rule is for all students, whether attending in-person or on-line.

Assessments

Options/Considerations for assessment may include, but are not limited to:

- Open book/resources at hand for assessments
- Portfolios
- Shorter, more frequent assessments given in a variety of ways
- Oral assessment
- Student self-assessment
- Project-based tasks with appropriate and equal access for virtual instruction materials
- Some assessments for instructional planning will be incorporated into feedback rather than for an assigned grade.
- Both formative and summative assessments will be used.
- A plan for assessments not typically administered online will be developed. These may include reading assessments, District Assessments (DAs), MAP, STAAR, etc.

Dual Language Program

- Students participating in the one-way dual language program (Burks, Caldwell, Finch, Lawson Early Childhood School, Malvern, Slaughter, Vega, Webb) or two-way dual language program (Caldwell) will follow the same instructional schedule as students in a monolingual classroom, but instruction will be delivered in the designated language of instruction according to the 20-21 Language of the Day Calendar. Students will receive instruction in English and Spanish daily.

Gifted and Talented (ALPHA)

- An ALPHA teacher will provide one hour per week of instruction using a blended model of synchronous and asynchronous instruction to **currently identified 1st and 2nd grade students**. An ALPHA teacher will work with campus administrators to schedule this time and will let you know in advance when your child's ALPHA group is meeting.
- An ALPHA teacher will provide three hours per week of instruction using a blended model of synchronous and asynchronous instruction to **currently identified 3rd grade students** (9:00am - 12:30pm - including lunch) -- on Mondays.
- An ALPHA teacher will provide two days of instruction (4.5 hours each day - 9:00am - 1:30pm including lunch and recess) using a blended model of synchronous and asynchronous instruction to **currently identified 4th and 5th grade students by cluster group**.
 - Cluster groups on Tuesday/Wednesday (Burks, Glen Oaks, McClure, Valley Creek, Webb, Wilmeth, Eddins, Finch, Minshew, and Press)
 - Cluster groups on Thursday/Friday (Bennett, McGowen, Slaughter, Malvern, McNeil, Walker, Caldwell, RJE, Vega, and Wolford)

Grading

- Current McKinney ISD Grading Guidelines will be followed for virtual learning.
- Students will be expected to show completion of their assignments in Seesaw (PreK - 2nd grade) or Canvas (3rd - 5th).

Schedule

Your child's teacher will provide you with a schedule for the grade level with times for synchronous and asynchronous instruction noted. Sample schedules are provided on pages 6 (PreK - 2nd grade) and page 7 (3rd grade example serving as an example for 3rd-5th grades).

Special Education/504/LPAC Considerations

ARD, 504, and LPAC Committees will consider the unique needs of students who receive accommodations or modifications and will make support and service recommendations for implementation in virtual learning format.

Student Progress

Teachers will provide feedback during virtual learning to each student weekly, including next steps or necessary academic remediation to improve performance. That feedback could be in the form of a comment from a teacher on an assignment, daily live interaction with the teacher, or feedback provided on an assessment.

Subject Areas

- Reading/ Writing
- Math
- Science
- Social Studies

- Targeted Intervention (as needed)
- K - 5: Music, Art, or Physical Education (PE) - Five-day rotation with one day each for Art and Music and three days of PE
- Lawson - Library/Counseling/STEAM/Art - as per teacher's schedule

PreKindergarten - 2nd Grade

The following information will be applicable for PreK - 2nd grade students. Student instructional materials will be housed in the district learning management system, SeeSaw. Instruction will be delivered in a blended model using both synchronous and asynchronous learning opportunities. For example, teachers may schedule a time for whole group instruction when all students are expected to be logged on for live instruction with the teacher. The teacher may also schedule activities and assignments for students to complete at their own pace. The daily synchronous instructional minutes may not be consecutive minutes; they may be spread throughout the learning day. The teacher's schedule for synchronous whole group instruction will remain the same each day. Small group meetings and intervention/enrichment will remain during the scheduled block of time; however, the students who participate may vary by day based on individual needs.

3rd - 5th Grade

The following information will be applicable for 3rd - 5th grade students. Student instructional materials will be housed in the district learning management system, Canvas. Instruction will be delivered in a blended model using both synchronous and asynchronous learning opportunities. For example, teachers may schedule a time for whole group instruction when all students are expected to be logged on for live instruction with the teacher. The teacher may also schedule activities and assignments to be completed at their own pace. The daily synchronous instructional minutes may not be consecutive minutes; they may be spread throughout the learning day of 8:00am - 3:07pm.

SAMPLE SCHEDULES

SAMPLE SCHEDULE PreK - 2nd Grade - Self-Contained Note: Actual schedules may vary based on grade level and campus. Additional time for breaks and transitions may be added by the teacher.
Class morning meeting, announcements, and directions for the day (15 minutes) 8:00-8:15 Synchronous (live)
Reading/Writing (120 minutes) 8:15-10:15 Synchronous (live) whole group instruction (approximately 15-30 minutes each) followed by a blend of synchronous and asynchronous small group instruction/activities for each.
Brain Break (7 minutes) 10:15-10:22
Social Studies / Science (65 minutes) 10:22-11:27 Synchronous (live) whole group instruction (approximately 15-30 minutes) followed by a blend of synchronous and asynchronous small group instruction/activities.
Lunch/Recess (60 minutes) 11:27-12:27
Math (75 minutes) 12:27-1:42 Synchronous (live) whole group instruction (approximately 15-30 minutes) followed by a blend of synchronous and asynchronous small group instruction/activities.
Brain Break (5 minutes) 1:42-1:47
Specials (Art, Music, or PE) (50 minutes) 1:47-2:37
Targeted Intervention / Enrichment (30 minutes) 2:37-3:07 Synchronous (live) individual or small group instruction as determined by the teacher.

SAMPLE SCHEDULE

3rd Grade - Self-Contained

Note: Actual schedules may vary based on grade level and campus.
Additional time for breaks and transitions may be added by the teacher.

Class morning meeting, announcements, and directions for the day (15 minutes)

8:00-8:15

Synchronous (live)

Reading/Writing (105 minutes)

8:15-10:05

Synchronous (live) whole group instruction (approximately 30 minutes each) followed by a blend of synchronous and asynchronous small group instruction/activities for each.

Social Studies (45 minutes)

10:05-10:50

Synchronous (live) whole group instruction (approximately 30 minutes) followed by a blend of synchronous and asynchronous small group instruction/activities.

Lunch/Recess (60 minutes)

10:50-11:50

Math (70 minutes)

11:50-1:00

Synchronous (live) whole group instruction (approximately 30 minutes) followed by a blend of synchronous (approximately 15 minutes) and asynchronous small group instruction/activities for each.

Science (45 minutes)

1:00-1:45

Synchronous (live) whole group instruction (approximately 30 minutes) followed by a blend of synchronous and asynchronous small group instruction/activities.

Specials (Art, Music, or PE) (50 minutes)

1:45-2:35

Targeted Intervention / Enrichment (30 minutes)

2:35-3:07

Synchronous (live) individual or small group instruction as determined by the teacher.