Madison City Schools
Reentry Plan

July 17, 2020

Bi-annual revisions: 04-10-2021, 08-02-2021, 02-23-2022, 09-13-2022, 04-03-2023, 08-29-2023

Dear Parents, Teachers, Staff, Students and Community,

The Madison City School System (MCS), in partnership with the Alabama State Department of Education (ALSDE), has developed requirements and recommendations for the reopening of schools in August of 2020. Our plan is built on the latest information from the ALSDE, the Alabama Department of Public Health (ADPH), The Madison County Health Officer and numerous publications from other governmental and community agencies. The MCS Reentry Plan is designed to prioritize the health and safety of our students and employees as we open our school buildings and deliver instruction for the 2020-2021 school year.

As we begin this year, I know that many of us have concerns, questions and fears about the reentry of school and the effects of Covid-19. Let me assure you that our team is working diligently to answer questions and develop procedures to address your many concerns. Additional information and details will be shared as more protocols are developed in the next few weeks. I want to thank the countless stakeholders that have responded to our online survey and served on our district task force. From this dialogue, we have gained much insight into the development of this plan.

Please know that beyond the health and welfare of those in our system, we understand the concerns for mental health, vulnerable health conditions and the need for all of us to have social interaction regardless of a school-based setting or a virtual platform. We are committed to meeting the needs of ALL our students and providing them educational services that have become a trademark of MCS.

Over the next few weeks, we will communicate more information and procedures on the reentry of school and how we will address specific issues for our students and staff. The best way to communicate your concerns would be to use the links available on our website for parent and staff feedback. We would like to address every email we receive, but it is impossible to do so while also holding meetings that consider your apprehensions. By providing us feedback on our website links, you can be assured your questions will be addressed in our meetings.

Finally, please know that in this uncertain time, one constant is the fact that the staff, teachers, administrators and School Board of MCS are listening to you. We are focused on being transparent in our process, ensuring we provide an equitable education for our children and placing the safety of all our stakeholders as a priority.

Thank you for your support of our district and for helping us to develop a GREAT start to a new school year.

Sincerely,

Dr. Edwin C. Nichols, Jr.
Superintendent

Madison City Schools Fall 2020 Reentry Plan

RETURN TO SCHOOL

Students will return to school starting August 10 with a staggered reopening: students whose last names begin with A-J attend on August 10, students whose last names begin with K-R attend on August 11, students whose last names begin with S-Z attend on August 12, and all students attend on August 13.

Students will have the option of selecting school-based learning, which will be more traditional in person learning, or virtual learning. Please complete the Madison City Schools Learning Intent Form by 5:00 pm on July 24 to declare whether your child will participate in the virtual learning model or school-based learning model.

According to clarification from Dr. Karen Landers, Madison County Health Department Director (MCHD), all students, employees, and visitors within school buildings are required to wear a face covering at all times regardless of social distancing. This mask ordinance will be in effect within the school buildings until further notice from the MCHD. If/When this mask ordinance is lifted, Madison City Schools will work to mitigate the spread through a combination of face coverings, face shields, and plexiglass.

The MCS Reentry Plan outlines the guidelines for returning to school. Additional phases of the reentry plan will be issued in the upcoming weeks to provide detailed procedures on the reopening of school. A Reentry Taskforce has been assembled to provide input for the forthcoming procedures focused more deeply on Health and Wellness, Teaching/Learning/Technology, Operations/Facilities, Communications, Extracurriculars, and Human Resources/Student Policies/Student Services. Over 50 members of the school community (to include students, teachers, parents, principals, and district administrators) are serving on the Reentry Taskforce.

DEFINITIONS

Face Coverings	Hand Sanitizer	COVID-19 Screening	Clean/Disinfect
Recommendations regarding face coverings differ based on the guidelines of the MCHD, ALSDE, ADPH, and level of community spread. The recommendations can be found throughout this document. Face coverings should follow the MCS Code of Student Conduct as it relates to clothing.	Hand sanitizers should contain at least 60% alcohol and be used with employees and children who can safely use hand sanitizer. Hand soap can also be used.	Parents screen children for COVID-19 symptoms at home before sending to school. Employees self-screen for COVID-19 symptoms before departing for school. COVID-19 symptoms to monitor for include temperature of 100°F, cough, congestion, shortness of breath, and gastrointestinal symptoms (see CDC Symptoms of Coronavirus).	Ensure the safe and correct application of disinfectants. Keep disinfectants out of the reach of children.

HEALTH, WELLNESS, SAFETY, AND PREVENTION GUIDELINES

STANDARD PRACTICE

Implement standard operating procedures along with the following preventative measures throughout the school day upon entering the building, while in classrooms, and during transitions:

- Teach and reinforce good hygiene measures such as handwashing, covering coughs, and face coverings
- Provide hand soap or hand sanitizer with at least 60% alcohol, paper towels, and no-touch trash cans in all bathrooms, classrooms, and frequently trafficked areas
- Provide hand sanitizing stations throughout buildings
- Post signage in classrooms, hallways, and entrances to communicate how to stop the spread (COVID-19 symptoms, preventative measures including staying home when sick, good hygiene, and school/district specific protocols) and training employees on these safety guidelines
- Clean/disinfect frequently touched surfaces at least daily and shared objects after each use
- Provide plexiglass between student desks to help protect from possible exposure and mitigate the spread
- Ensure ventilation systems operate properly and increase circulation of outdoor air as much as possible, as long as this does not pose a safety or health risk to students or employees

HEALTH, WELLNESS, SAFETY, AND PREVENTION GUIDELINES (continued)

- Conduct deep cleaning of schools prior to returning; schedule periodic cleanings during weekends or school holidays/breaks (to the extent feasible)
- Require all employees and students to wear a face covering while inside the school buildings per the MCHD Director (if/when the mask ordinance is lifted, employees and students will be required to wear a face covering while inside the schools buildings when unable to social distance or have protective barriers)
- Limit non-essential visitors and activities involving external groups or organizations
- Install plexiglass in front offices to protect from exposure
- Limit unnecessary congregations of students and employees
- Monitor arrival/dismissal to keep students moving to their destination
- Follow protocols for students/employees who experience symptoms while at school
- Require visitors to call the front office before entering the building, screen visitors upon entering the building, and require the use of a face mask / covering; contact school administration if refusals occur
- Establish a protocol for student arrival/dismissal with staggered entry and release (by grade, class, or bus numbers) and social distance markings for pickup
- Conduct additional cleaning of hallways and high-touch surfaces throughout the school day
- Designate areas of the hallway (i.e. lanes) to walk to keep students separated (to the extent feasible)
- Provide additional time for class changes and other transitions throughout the school day
- Plan staggered class changes (by hall, room numbers, grade, content) to decrease number of students in hallways at one time
- Organize rooms for maximum social distancing
- Utilize large spaces (gymnasiums, auditoriums, outside spaces – as weather permits) for distancing
- Student desks should face the same direction
- All student desks will not be guaranteed 6 feet of social distancing the entire school day
- Small groups are subject to the current mandatory face covering order by the MCHD Director (if/when the mask ordinance is lifted, small groups should utilize a combination of facial coverings, plexiglass, and social distancing to help mitigate the spread)

CHILD NUTRITION GUIDELINES

Implement standard operating procedures along with the following preventative measures:

- Provide hand sanitizer for students and employees
- Allow hand washing before and after meal service
- Conduct cleaning of cafeterias and high-touch surfaces throughout the school day
- Utilize plexiglass shields for cashiers
- Follow serving models that promote distancing
    - Serve meals in classrooms
    - Serve meals in cafeterias with
        - Spaced seating utilizing outdoor seating as appropriate
        - Serving lines marked on floors for social distancing
        - Mark spaced lines on floors for distancing to enter the cafeteria; designate entrance and exit flow patterns; stagger use
        - Longer meal periods for more staggered meal delivery
        - Consider pre-packaged boxes or bags for each student instead of traditional serving lines
        - Avoid sharing of food / utensils
        - Use disposable plates / utensils
        - Schedule a rotation of classes eating in the cafeteria

TRANSPORTATION GUIDELINES

Implement standard operating procedures along with the following preventative measures:

- Provide hand sanitizer for students and bus drivers
- Require bus drivers and students to wear face coverings
- Students will not be guaranteed 6 feet of social distancing the entire time on the school bus
- No field trips currently based upon MCHD guidelines (if/when restrictions are lifted, field trip opportunities will be revised)
- Clean and disinfect frequently touched surfaces on the bus at least daily
- Air out buses when not in use

LARGE GROUP GATHERINGS AND EXTRACURRICULAR ACTIVITY GUIDELINES

Implement standard operating procedures along with the following preventative measures:

- Provide hand sanitizer for students and employees
- Require all employees and students to wear a face covering while inside the school buildings per the MCHD Director (if/when the mask ordinance is lifted, employees and students will be required to wear a face covering in large group gatherings when unable to social distance)
- Limit unnecessary congregations of students and employees
- Discourage congregating in parking lots and common areas
- Follow AHSAA guidelines for sporting events and practices
- Abide by the maximum number of people allowed to congregate as defined by state and local health officials
- Stagger the schedule for large group gatherings (recess and school meals)
- Utilize large spaces (gymnasiums, auditoriums, outside spaces–as weather permits) for social distancing
- Follow forthcoming guidelines for physical education, band, choir, and other extracurricular activities

PROTECTING VULNERABLE POPULATIONS GUIDELINES

Implement standard operating procedures along with the following preventative measures:

- Establish a point-of-contact with the local health department
- Identify local COVID-19 testing sites
- Provide hand sanitizer for students and employees
- Allow vulnerable students to complete their coursework virtually
- Establish a process for regular check-ins with vulnerable students and employees
- Allow an early transition for vulnerable students to go to classes
- Limit large group gatherings/interactions for vulnerable students and employees
- Adhere to FERPA and HIPAA requirements
- Adhere to state and federal employment law and extended leave allowances
- Provide washable face masks/coverings for employees and students
- Systematically review all current health plans for accommodating students with special healthcare needs and update their healthcare plans as needed to decrease the risk for exposure to COVID-19
- Systematically review employee information regarding healthcare needs

TEACHING AND LEARNING GUIDELINES

Implement standard operating procedures along with the following preventative measures:

- Provide hand sanitizer for students/employees
- Conduct cleaning of classrooms and high-touch surfaces daily
- Limit sharing of items and other supplies
- All students will follow the Board approved school year calendar
- Establish an academic baseline:
    - Administer formative assessments at the start of the school year
    - Collaborate as a school team to identify students' academic progress and revise any plans as appropriate (includes IEP, 504, RTI, GEP, IELP, daily course of action, etc.)
- Provide additional instructional supports to:
    - Students at-risk of not graduating on time
    - Students with specialized learning needs
    - Students who struggled during the spring virtual learning environment
    - Students identified as being behind academically
- Address learning loss:
    - Provide extended learning opportunities
- Meetings (for staff, departments, special services, parent-teacher conferences, etc.) should be conducted remotely when possible

VIRTUAL LEARNING MODEL GUIDELINES

- Students K-12 will have the option of taking courses virtually and will remain enrolled in their home school
- Access to reliable internet and a device is necessary
- Devices and wifi hotspots will be made available to students and teachers based on need
- Attendance will be taken daily by logging into the Learning Management System (LMS)
- Assignments will be graded
- Students may transfer from the virtual model to the school-based model at the end of each 9 week grading period for elementary (K-5 students) and at the end of each semester grading period for secondary (6-12 students)
- The state-provided LMS Schoology will be used
- Elementary (K-5) will utilize the state-provided online curriculum SchoolsPLP
- Secondary (6-12) will utilize the state-provided online curriculum SchoolsPLP in addition to Edgenuity and the ACCESS Franchise Model
- Elective offerings may be limited (more information will be released)

RESPONSE TO SCHOOL OR CLASSROOM CLOSURE GUIDELINES

Hybrid Instructional Model

- **Utilize the Hybrid Instruction Model if students may be absent for an extended time due to COVID-19 or in quarantine due to COVID-19 exposure**
- When students cannot be at school due to illness or quarantine, they will follow the guidelines for the Virtual Instructional Model
- Students in the Hybrid Instructional Model will utilize the state provided LMS and online curriculum
- The Hybrid Instructional Model will be fluid to meet the needs of students who may contract COVID-19 or need to be in quarantine and therefore out of the School-Based Instructional Model temporarily

Blended Instructional Model

- **If MCS is required to limit density of people to no greater than 50% maximum occupancy, then a blended approach with an alternative A/B Schedule will be implemented**
    - Students would be divided into 2 groups, likely alphabetically
    - Groups would alternate face-to-face and virtual instruction during the week.
        - Example
            - Group A would attend Monday and Wednesday and work virtually the other days of the week
            - Group B would attend Tuesday and Thursday and work virtually the other days of the week
            - Friday would be a reserved for providing additional specialized services for students; all students would work virtually

School Buildings and/or Affected Areas are Closed

- Use social media and other communications to inform parents, students, and staff about COVID-19 symptoms, preventative measures, good hygiene, and school/district specific protocols
- Only *essential staff* report in-person to carry out functions that are *absolutely necessary*
- Keep in-person reporting to an absolute minimum during school closures
- Provide PPE to participating staff
- Utilize virtual tools and platforms when possible to conduct essential business
- All students and employees will operate under the Virtual Instructional Model utilizing the state provided LMS and online curriculum

Virtual Instructional Model

- Access to reliable internet and a device is necessary
- Devices and wifi hotspots will be made available to students based on need
- Attendance will be taken daily by logging into the LMS
- Assignments will be graded
- The state-provided LMS Schoology will be used for the Virtual Instructional Model
- Elementary (K-5) will utilize the state-provided online curriculum SchoolsPLP
- Secondary (6-12) will utilize the state-provided online curriculum SchoolsPLP in addition to Edgenuity and the ACCESS Franchise Model

MADISON CITY SCHOOLS
VIRTUAL LEARNING AND SCHOOL-BASED LEARNING OPTIONS
2020-2021

In response to COVID-19, Madison City Schools is extending the opportunity to participate in School-Based Learning or Virtual Learning for all grades, K-12. Students in both options - school-based and virtual - will:

- Register for the school that student is zoned to attend using the online registration portal (PowerSchool Enrollment).
- Communicate their intent for School-Based Learning or Virtual Learning via the Madison City Schools Learning Intent Form 2020-2021 by 5:00 pm on July 24, 2020.
- Follow the academic calendar for 2020-2021 posted on the Madison City Schools website.
- Complete all assessments required by the Alabama State Department of Education and Madison City Schools.
- Learn standards described in the Alabama Courses of Study for the grade and/or subject in which the student is enrolled.
- Receive feedback at the mid-quarter and end-of-quarter for grades K-2 and at the end of each 3 week period for grades 3-12.
- Be eligible for participation in after-school events.

VIRTUAL LEARNING OPTION

- Parents and guardians who want their children to participate in the Madison City Schools virtual learning option must complete the Madison City Schools Learning Intent Form by 5:00 pm on July 24, 2020. Class rosters and teaching assignments will be adjusted based on the intent form. Students may make changes to their learning option choices at the end of the nine weeks (K - 5th Grade) and at the end of the semester (6th - 12th Grade).
- Students must have access to a computer device (not a phone) and high-speed internet in order to participate in Madison City Virtual Learning. The intent form will provide guidance to those families who do not have access to a device and/or high speed internet. The Madison City Virtual Learning option is NOT the same as the Academic Continuity Plan used in the spring of 2020. Students and families should expect to be engaged in daily online learning with the standards of pacing and rigor used in the school-based option.
- Attendance for Madison City Virtual Learning is determined by participation in daily and weekly assignments and instruction. For students with specialized plans, an amendment to the plan may be written based on the individual needs of the student as a learner in a virtual setting.
- Some virtual learning may be asynchronous, while some learning, even in the virtual environment, may remain synchronous. Additional offline work will be required each day to complete assignments.
- For students in grades 6-12, all elective courses may not be available as a virtual learning option. Madison City Schools may utilize ACCESS online courses already provided by the Alabama State Department of Education for students enrolled in grades 7-12. ACCESS courses are monitored by Madison City Schools but the instruction is delivered by certified teachers within Alabama. All other courses and classes will be taught by Madison City Schools teachers and delivered via the Schoology learning platform using a multitude of resources, including online content provided by the Alabama State Department of Education.
- Parents and guardians who select Madison City Schools Virtual Learning will receive further information in an orientation session before school begins. This orientation session will be conducted virtually.

SCHOOL-BASED LEARNING OPTION

- Parents and guardians who want their children to participate in the Madison City Schools School-Based Learning option should complete the Madison City Schools Learning Intent Form by 5:00 pm on July 24, 2020. The School-Based Learning option requires students to attend school on campus daily. Madison City Schools is following the guidance provided by the Alabama State Department of Education and the Alabama Department of Public Health to open schools. As guidance from these organizations change, the protocols for School-Based Learning may change. No scope of careful precautions can completely protect all students or staff from risk of infection. Madison City Schools is committed to providing an environment for learning that lessens the risk as much as possible.
- Students whose attendance is impacted, either directly or indirectly, by COVID-19 will continue to receive assignments from teachers using an online learning management system. The rigor and pace of learning will continue through any type of quarantine or closure that may occur, and the students will continue to be supported by Madison City teachers.

All parents and guardians should complete the Madison City Learning Intent form for each child by July 24, 2020, at 5:00 pm.

ADDENDA TO
MADISON CITY SCHOOLS FALL 2020 REENTRY PLAN

July 17 Update

HEALTH, WELLNESS, SAFETY, AND PREVENTION GUIDELINES

PATRIOT PATH AT BOB JONES HIGH SCHOOL AND REFUEL AT JAMES CLEMENS HIGH SCHOOL

- Patriot Path and Refuel in the high schools will not occur until CDC and ADPH guidelines permit.

PARENTS AND VOLUNTEERS ON CAMPUS

- Parents and volunteers on campus will be limited to emergency situations, special circumstances, and with prior permission.
- Parents should stay in their vehicles during drop off and pick up and not enter the school buildings.
- Parents will not be able to eat lunch with students until further notice.
- Classroom parties/celebrations on hold until further notice. (No outside food for shared use).
- Hold parent-teacher conferences and other meetings virtually to the extent possible.
- All visitors are subject to temperature screenings and a health questionnaire.

SUBSTITUTE TEACHERS

- Substitute teachers will be subject to the same health screenings/protocols and trainings/protocols for cleaning as regular teachers
- To the extent possible, substitutes should work in the same school to prevent cross contamination

CHILD NUTRITION GUIDELINES

- For a period of time, CNP staff will deliver meals on rolling carts to the classrooms.
- A preorder system will have students make their preferences early each day.
- Disposable trays and cutlery will be utilized, and social distancing will be followed.
- Some schools may allow classes to eat in lunchrooms on alternative days, depending on space demands in the school.
- Breakfasts will be grab-n-gos available from kiosks near the car and bus drop offs.
- At this time, CNP is planning to transition to a completely cashless program for the foreseeable future. Parents should utilize Paypams, (in the child nutrition link of the MCS website) to add money to your student's account.

TRANSPORTATION GUIDELINES

- To reduce the number of students on each bus, parents are encouraged to transport their child to and from school if possible.
- Bus riders MUST wear a mask to enter the bus.
- Upon boarding the bus, seating will start from the rear and move forward.
- An assigned seating arrangement will be provided once regular ridership has been established.
- Drivers will also wear masks and have their temperature checked prior to boarding the bus.
- Students are encouraged to follow social distancing at bus stops and wear masks.
- A hand sanitizer dispenser will be on each bus, and buses will be wiped down and sprayed daily.
- Drivers will open roof hatches and/or windows to keep fresh air circulating during the bus route.

LARGE GROUP GATHERINGS AND EXTRACURRICULAR ACTIVITY GUIDELINES

SECONDARY BAND SUMMER REHEARSALS (TO INCLUDE BAND CAMP)

Rehearsals

- While the state ordinance requiring masks remains in place, all students must wear a mask while inside school facilities. This prevents wind instruments from playing inside the building.
- Music rehearsals with wind instruments will be conducted outside as long as weather permits. If weather conditions do not allow for outdoor rehearsals, indoor rehearsals will be conducted without playing wind instruments. (visual fundamentals, music theory, etc.)

Before Leaving Home

- Parents should check the temperature of their student(s) before leaving home. If a student has a temperature of 100ºF or higher, that student must remain at home until he/she has been fever free for at least 48 hours.

Screening Protocols Upon Arrival

- Each student who attends a rehearsal will be screened upon arrival. This screening will include a temperature check and questionnaire:
  - Have you had a fever of 100ºF or higher in the last 48 hrs?
  - Have you had any contact with anyone who is positive for COVID-19?
  - Are you experiencing a cough, shortness of breath, or sore throat?
- If a student's temperature is higher than 100ºF or answers yes to any of the above questions, that student will not be permitted to attend rehearsal and must return home. The student will not be allowed to return until he/she has been cleared by a doctor and documentation has been provided.
- Parents who are dropping off students must wait until students are screened before leaving campus.
- After screening, students should report to their assigned rehearsal locations.

General Guidelines To Be Followed at All Summer Rehearsals

- A mask is required to be worn by all students while inside the school building.
- Students will be spaced at 6 foot intervals during all rehearsals to allow for adequate social distancing whether inside or outside.
- All students are expected to bring their equipment (instrument, music, water, etc.) with them each day and take their equipment home with them each day. This is to alleviate groups of students in smaller areas.
- Students MUST bring their own water bottles with enough water to last the entire rehearsal. The water fountains at school are off limits.
- There can be no congregating of groups in the band room or auditorium.

Procedures for Outdoor Sectional Rehearsals

- Masks are not required to be worn during outdoor activities with social distancing being observed.
- Students will be spaced based on the 6ft social distance guideline at all times.

TEACHING AND LEARNING GUIDELINES

OPEN HOUSE

- Open Houses will be held virtually this year. Information pertaining to the open houses will be shared soon by the individual schools.

SPECIAL EDUCATION SERVICES

School-Based Learning Option:

- Transportation
    - Students who receive transportation as a related service through their IEP will continue to receive this service.
    - Health and safety guidelines and protocol as outlined by MCS will be followed.
- Preparing your child for the first day of school.
    - Practice wearing face coverings for extended periods of time at home.
    - Show social stories or read books about wearing masks, social distancing, cleanliness.
    - Make sure younger children can open all lunch items and snacks independently and if your child can not tie shoes, tieless shoes are recommended.
    - Remind your child that there is no sharing of food or other school supplies.
- The students will follow the daily schedule in accordance with the guidelines and protocols as established by the district.
- Masks, face shields and plexiglass table shields.
    - Clear face masks have been purchased and will be used as needed.
    - There will be face mask breaks for students.

Virtual Learning Option:

- Instruction will include but is not limited to these items and please note that flexibility will be needed as the situation changes.
    - Special education teachers and paraprofessionals will work collaboratively with general education teachers to provide resources and accommodations for daily classroom assignments.
    - The IEP will develop a Distance Learning Plan (DLP) to address individual needs.
        - The difference between and IEP and DLP:
            - Virtual IEP students will have a distance learning plan that will be discussed with the parent for fair and reasonable expectations of services the individual needs for student in order to provide FAPE
    - The team will work collaboratively in small groups in the virtual classroom with the students.
    - Teachers will schedule virtual meetings with students and parents.
    - Students will receive virtual group and one-to-one instruction from general and special education teachers.
    - Guidelines will be provided in regards to the amount of time allotted for subjects, grade and developmental appropriateness.
    - Extra help will be provided for students and parents who are struggling with assignments or learning platforms.
    - Instruction will focus on critical standards and IEP goals.
    - Instruction may be a combination of virtual as well as task boxes, packets and other hands on materials as deemed appropriate by the IEP team.
    - Moving from virtual to in building options: This will be determined on an individual basis to provide services for the individual needs of the student. As per district guidelines, elementary(PreK-5) can make decisions every 9 weeks and secondary(6-12) will make decisions at the semester.

TEACHING AND LEARNING GUIDELINES (continued)

SPECIAL EDUCATION SERVICES (continued)

- Progress Monitoring/Grades, data collection and attendance
  - Attendance will be monitored through the learning platform.
  - Students will participate in virtual instruction daily.
  - Progress monitoring and IEP goals will be addressed every 9 weeks and communicated to parents.
  - If students aren't making adequate progress then the IEP will be reconvened.
- Related services
  - Pending on the guidelines set forth by local, state and federal guidelines, will determine if in building services will be taking place.
  - ***In person home services will not be provided.***
  - All related services will be provided virtually.
- Communication with parents
  - Progress reports will be sent every 9 weeks.
  - Teachers will be in contact with parents via Emails and phone calls and virtual platforms.
  - Parents will be offered training for the learning platforms or to address any other questions or concerns that arise.

SCHOOL-BASED LEARNING OPTION

Content

- Teachers will have their own customized content, grade level / subject textbooks, and a repository of online curriculum to use as they build their lessons.
- At the elementary level, Wonders, EnVision, Odysseyware, SchoolsPLP, iReady, and RazPlus ELL will all be available to teachers' and students. Schoology classrooms will be used to familiarize students to the platform should virtual learning be required for all at any point in the school year. All lessons in the repository are aligned to ALSDE standards.
- At the secondary level, a teacher's customized content, textbook, and resources including Edgenuity, SchoolsPLP, and the ACCESS franchise model content will all be available for teachers, as they build their daily/weekly plans. Schoology classrooms will be used to familiarize students to the platform should virtual learning be required for all at any point in the school year. All lessons in the repository are aligned to ALSDE standards.

Instructional Framework

- Elementary teachers will communicate weekly focuses using electronic communications.
- Secondary teachers will use various methods of electronic communication to share information with students and parents/caregivers.
- Learning will take place through teacher directed lessons (whole group and small group), individual online practice, assignments, assessments, and projects. Some assignments/projects may be completed at home.
- Each week, whole group and small group instruction are expected as part of the plan to provide differentiation for all students; individualized instruction will be provided as needed.
- Teachers will document all accommodations for students' individual plans in the documentation form provided.
- Supplemental English Learner (EL) lessons will be provided to qualifying EL and immigrant students via small group pull out lessons (elementary) or EL Elective and co-teaching model (secondary).
- Teachers will build time and activities in their classrooms for students' social / emotional learning.

TEACHING AND LEARNING GUIDELINES (continued)

VIRTUAL LEARNING OPTION

Content

- Teachers will have a repository of online curriculum in addition to their own customized content and textbook, to use as they build their lessons. Teachers may layer the online repository with virtual lessons using additional resources that will be provided to students.
- At the elementary level, Odysseyware, SchoolsPLP, and iReady will all be available in teachers' learning management system, Schoology classrooms, for ease of use and easy access. All lessons in the repository are aligned to ALSDE standards.
    - Teachers may layer the online repository with virtual lessons using additional resources that will be provided to students.
    - The fifth grade accelerated math class will be offered virtually. The teacher may not be the teacher from the student's home school. The content used is the same across the district.
    - English Learner (EL) supplemental classes will be offered virtually by the EL teacher to qualifying EL and immigrant students. The teacher may not be the teacher from the student's home school. The content used will be customized for the student's English Language Development level based on the state WIDA standards.
- At the secondary level, Edgenuity, SchoolsPLP, and the ACCESS franchise model content will all be available in teachers' Schoology classrooms for ease of use and easy access. All lessons in the repository are aligned to ALSDE standards.

Virtual Learning Orientation

- A district-created virtual learning orientation will be shared with all virtual learners. The video will be posted on school websites and the link will be shared for asynchronous viewing.

Extracurricular Activities

- Students who select the virtual option of school will be allowed to attend extracurricular activities that are scheduled during the school day. For example, a student who has chosen the virtual format and is a volleyball player or a band member will be allowed to participate in 4th block volleyball or 1st block Marching Band respectively.

Devices and Internet Access

- Devices and hotspots will be provided upon request. Parents will receive a survey.

Instructional Framework

- Weekly plans will be posted in each virtual teacher's Schoology class by 8:00 a.m. on Monday morning.
    - Any synchronous and asynchronous learning expectations, to include learning targets and due dates, and links to Webex meetings will be included in the weekly plan.
        - Live virtual lessons will be scheduled on a regular basis as much as possible.
    - Each week, whole-group and small group instruction are expected as part of the plan to provide differentiation for all students; individualized instruction will be provided as needed.
    - Weekly assignments will be posted on Monday, with the understanding that teachers may need to re-evaluate assignments based on the needs of the students.
    - Both synchronous and asynchronous learning will be a part of each teacher's class on a weekly basis.
    - Weekly synchronous learning opportunities example: live virtual sessions will be scheduled by the teacher to coincide with the student's scheduled class time for secondary and during the school day for elementary.
    - If a student cannot meet during the planned synchronous learning time, the teacher will post a recording of the session and the student may watch the recording session.
        - Video will only be available to the students who are members of the class.
        - Students will be held to the expectations of the MCS Acceptable Use Policy.

TEACHING AND LEARNING GUIDELINES (continued)

VIRTUAL LEARNING OPTION (continued)

- Teachers will use the remote learning screen time recommendations provided by the ALSDE when developing their lessons.
- Learning will take place through teacher directed virtual lessons (whole group and small group) (live and recorded), individual online practice, assignments, assessments, and projects both online and offline.
    - Virtual students will participate in Madison City and state required assessments.
- Time spent for each class, when including both online and offline requirements, will be comparable to time spent on each class in the school-based learning option.
- Teachers will be present in their virtual classrooms daily.
- Teachers will continue to meet the needs of their students based on plans that are in place for each student (through IEP, 504, EL/I-ELP, GEP, and RTI plans), collaborate with the team and revise plans as needed.
- Teachers will schedule regular virtual office hours for students and post these office hours in their Schoology classroom and on their syllabus.
- Teachers will document all accommodations for students' individual plans in the documentation form provided.
- Teachers will build time and activities into their virtual classrooms for students' socialization and social/ emotional learning.

Communication / Grading Procedures

- Communication is critical to the success of our students in a virtual classroom.
    - Students will participate in a virtual orientation.
    - If students/parents have questions about their classroom content, they should contact their classroom teacher.
    - If students/parents have questions about hardware, usernames, passwords, or anything else of a technical nature, they should email: elearninghelp@madisoncity.k12.al.us.
        - All efforts will be made to respond within 24 hours.
    - If students/parents have questions about specific online programs, they should begin by contacting their teacher. If needed, their teacher will work with school and district personnel to find a solution.
- The same daily procedures and policies that are in place for school-based students will apply to virtual students in regards to weighted grades, make-up work, teacher classroom rules, grade reporting, etc.
- If a student's schedule must be altered because some of the classes he/she signed up for originally are not offered virtually, counselors will contact the student and parent/guardian to identify a suitable alternate class for the student.
- Teachers will meet with students regularly to provide instruction, answer questions, provide feedback, etc.
- Teachers will be mindful of the possibility of a language barrier. Teachers will collaborate with the EL teachers for support and will use tools to help EL parents stay connected (Talking Points text app-initial contact will be initiated by the teacher, Google Doc Translate option, YouTube CC/Translation option, MCS official translation/interpreting services for I-ELPs and meetings), and collaborate with EL teachers for further support. All I-ELP meetings will happen virtually.
- Assignments and assessments will be graded following the grade level grading scale.
- Progress Reports and Report Cards will be issued just as they are for school-based learning.
- Progress Reports
    - Grades K-2- Every 4½ weeks
    - Grades 3-12- Every 3 weeks
- Report Cards
    - After every nine week period as stated on the Madison City Schools School Year Calendar

TEACHING AND LEARNING GUIDELINES (continued)

VIRTUAL LEARNING OPTION (continued)

Speciality Areas

- Elementary PE, art, music, Spanish, and school counselor lessons will be provided to students on a regular basis through a recorded lesson.
- STEAM lessons will be provided for fourth grade students as live and/or prerecorded lessons.

Family Commitment

- Families who choose the virtual-based option, will commit to the option for at least a nine week period for K-5 and a semester period for 6-12.
- Time spent for each class, when including both online and offline requirements, will be comparable to time spent on each class in the school-based learning option.
- Students can expect to complete work offline in addition to their time spent online.
- Students should expect to be present in their virtual classrooms daily.
    - If students are not present in their virtual classes as noted by infrequency of log-ins to the class and/or lack of work completed, parents/guardians will be contacted.
    - Teachers will document their communication with parents/guardians.
- Students who choose the virtual option will continue with their virtual teacher / schedule, regardless of how the district plan may change.
    - This plan ensures the teacher and the learning cohort can remain consistent throughout the school year.

TEACHER COLLABORATION / PROFESSIONAL DEVELOPMENT

- Continued collaboration between teachers is expected.
    - Collaborative teachers and general education teachers will continue to plan and teach together.
    - General education teachers are encouraged to collaborate on all components of instruction.
- Professional development will be provided for teachers throughout the year, based on their whole group and individual needs.
    - Prior to the beginning of school, professional development is planned for all new technological resources (Schoology, SchoolsPLP, Edgenuity/Odysseyware, Renaissance Place (including STAR Custom and Freckle and iReady/mClass), and other platforms as needed.
    - A repository of 3-5 minute how-to videos will be accessible to teachers.
        - Videos will include a variety of topics, including support for various technology applications, social/emotional learning, classroom management, etc.
        - Teachers can request support on a specific technology or area of need for video tutorials to meet that need.

MADISON CITY SCHOOLS
VIRTUAL LEARNING COURSE OFFERINGS
2020-2021
GRADES K-12

The core lists shared below for elementary students include courses where curriculum is available through the following online curriculum platforms -Odysseyware and SchoolsPLP. A Madison City Schools teacher will also provide virtual instruction to students participating in remote learning.

The core and elective lists shared below for middle and high schools include courses where curriculum is available through the following online curriculum platforms - Edgenuity, SchoolsPLP, ACCESS (franchise model), and ACCESS. Additional courses developed by Madison City teachers could be made available for the virtual option over the next few weeks.

Kindergarten	First Grade	Second Grade
English Language Arts K Math K Social Studies K Science K Physical Education K Art K Music K Spanish K	English Language Arts 1 Math 1 Social Studies 1 Science 1 Physical Education 1 Art 1 Music 1 Spanish 1	English Language Arts 2 Math 2 Social Studies 2 Science 2 Physical Education 2 Art 2 Music 2 Spanish 2
Third Grade	**Fourth Grade**	**Fifth Grade**
English Language Arts 3 Math 3 Social Studies 3 Science 3 Physical Education 3 Art 3 Music 3 Spanish 3	English Language Arts 4 Math 4 Social Studies 4 Science 4 Physical Education 4 Art 4 Music 4 Spanish 4	English Language Arts 5 Math 5 Social Studies 5 Science 5 Physical Education 5 Art 5 Music 5 Spanish 5
Sixth Grade	**Seventh Grade**	**Eighth Grade**
Language Arts 6 Honors Language Arts 6 Math 6 Accelerated Math 6 Earth and Space Science Social Studies 6	Language Arts 7 Honors Language Arts 7 Math 7 Accelerated Math 7 Geography Civics Life Science	Language Arts 8 Honors Language Arts 8 Math 8 Algebra I Physical Science 8 World History 8 PreAP World History

MADISON CITY SCHOOLS
VIRTUAL LEARNING COURSE OFFERINGS (continued)
2020-2021
GRADES K-12

Middle School Virtual Elective Offerings
(Schools will determine the grade level and availability of these courses)

Career Preparedness CodeSpace - Intro to Python Digital Communications	Physical Education Grade 6 Physical Education Grade 7 Physical Education Grade 8	Introduction to visual Arts French I German I	Mandarin Chinese I Latin I Spanish I

High Schools Offerings
The following courses are for grades 9-12. High Schools will determine which courses they will offer based on staffing.

Language Arts	Mathematics	Social Studies	Science
English 9 PreAP English 9 English 10 PreAP English 10 English 11 Honors English 11 English 12 Honors English 12 AP English Language and Composition 11 AP English Literature and Composition 12 **Electives** Creative Writing Literature Mythology and Fable Public Speaking	Algebra I with Probability Geometry PreAP Geometry Algebraic Connections Algebra II with Trigonometry PreAP Algebra II with Trigonometry Analytical Mathematics Pre-Calculus PreAP Precalculus Calculus AP Calculus AB AP Calculus BC AP Statistics Mathematical Modeling	World History: 1500 to Present (Grade 9) AP World History United States History I (Grade 10) United States History II (Grade 11) AP US History AP Human Geography US Government US Economics AP US Government and Politics AP Macroeconomics **Electives** Psychology Sociology Law in Society	Biology Physical Science PreAP Biology Chemistry Physics AP Biology Genetics Environmental Science Forensic Science AP Environmental **Electives** Marine Science Human Anatomy & Physiology

MADISON CITY SCHOOLS
VIRTUAL LEARNING COURSE OFFERINGS (continued)
2020-2021

High Schools Offerings (continued)

The following courses are for grades 9-12. High Schools will determine which courses they will offer based on staffing.

AP Courses	Career Tech	World Languages
AP Art History	Accounting	French I
AP Biology	Advanced Business Technology Applications	French II
AP Calculus AB	Business Technology Applications	French III
AP Calculus BC	Child Development	German I
AP Computer Science A	Culinary Arts I	German II
AP English Language and Composition	Culinary Arts II	German III (Honors)
AP English Literature and Composition	Cybersecurity I	Latin I
AP Environmental Science	Cybersecurity II	Latin II
AP French Language and Culture	Fashion Design	Latin III (Honors)
AP Human Geography	Introduction to Culinary Arts (Hospitality & Tourism)	Mandarin Chinese I
AP Macroeconomics	Introduction to Pharmacy	Spanish I
AP Psychology	Marketing Principles	Spanish II
AP Spanish Language and Culture		Spanish III (Honors)
AP Statistics		Spanish IV (PreAP)
AP US Government		
AP US History		
AP World History		

General Electives	Humanities
Beginning Kinesiology (PE)	Theatre I
Career Preparedness	Visual Art I
Health	
Test Prep ACT	
Test Prep PSAT	

ADDENDA TO
MADISON CITY SCHOOLS FALL 2020 REENTRY PLAN
July 22 Update

TEACHING AND LEARNING GUIDELINES

PHASED REOPENING

- **As of July 22, Madison City Schools will operate under a phased reopening.**
  - Students may still choose from two learning options: School-Based Learning Option and Virtual Academy Learning Option.
- **Due to the increase in COVID-19 cases, all students (both School-Based and Virtual) will start the school year virtually on August 12.**
  - The previously designated staggered start of August 10-12 will not be implemented due to the phased reopening.
  - Students selecting the **School-Based Learning Option** should plan to learn virtually for the first 9 week grading period. This will be reassessed approximately four weeks into the school year. If there is no change in COVID-19 cases or if the number of cases is still at a very high mark, then the students selecting the School-Based Learning Option will remain virtual through the end of the first 9 week grading period. However, if at that time there is a significant decrease in COVID-19 cases, the district will allow students selecting the School-Based Learning Option to resume in person learning prior to the end of the 9 week grading period. Depending on the COVID-19 situation, students could return to school in a Blended School-Based Learning model or a Full Scale Reopening model.
    - The **Blended School-Based Learning model** will consist of either an A-B Rotation or an A-B-C Rotation. With an A-B Rotation, students will attend in person two days a week and virtually three days a week. With an A-B-C Rotation, students will attend in person one day a week and virtually four days a week. Specialized services would be provided in person one day a week.
    - With the **Full Scale Reopening**, students will return to school in person five days a week. Students will follow the original MCS Reentry Plan Guidelines for returning to school through the School-Based Learning Option
  - Students selecting the **Virtual Learning Academy Option** will start the school year virtually. At the end of the first 9 week grading period, elementary (K-5) students selecting the Virtual Learning Academy Option may choose to remain virtual or return to school through the School-Based Learning Option. This decision for K-5 can be made at the end of each 9 week grading period. At the end of the fall semester, secondary (6-12) students selecting the Virtual Learning Academy Option may choose to remain virtual or return to school in person through the School-Based Learning Option. This decision for 6-12 can be made at the end of the Fall Semester.
- Due to the revised plan for a phased reopening, we are asking that parents/guardians complete the Virtual Learning Academy Intent Form form if they would like their child to participate in the virtual learning option for the 2020-2021 school year. (We realize that families may want to change their child's Learning Intent Option based on the revised plan that was released for a phased reopening.)
  - This form should **only** be completed if a student plans to learn virtually this year (regardless of whether the Learning Intent Form was already completed). If families do not complete this Virtual Learning Academy Intent Form, then those students will automatically be enrolled as School-Based for the 2020-2021 school year.
  - The Virtual Learning Academy Intent Form does not replace the online registration/reenrollment process for the 2020-2021 school year. Registration/reenrollment **must** be completed prior to the completion of this intent form.
  - **For families selecting the Virtual Learning Academy option, please complete the Madison City Schools Virtual Learning Academy Intent Form for each child to help us build fall class rosters for the Virtual Academy. The deadline to submit responses is 5:00 pm on Monday, July 27**.
- **As stated earlier, with the revised plan for a phased reopening, all students will start school virtually on August 12. Students can still choose from a School-Based Learning Option or a Virtual Academy Learning Option. Students selecting the School-Based Learning Option will start the year virtually. Students may make changes to their learning option at the end of the nine weeks for elementary (K-5) and at the end of the semester for secondary (6-12).**

TEACHING AND LEARNING GUIDELINES (continued)

PHASED REOPENING (continued)

- As we start the school year virtually, all students will follow the Virtual Learning guidelines previously addressed in the MCS Reentry Plan.

ATTENDANCE

- With the phased reopening of a virtual start to the school year, student attendance will be determined as follows:
    - Students must sign-in to their courses and participate in the online coursework daily
    - Participation in coursework includes (but is not limited to) coursework submissions, assessment completions, and discussion board posts
    - Until students sign-in through the virtual learning platform (Schoology), they will be marked as a “No Show”
    - Returning MCS students must reenroll before the start of the school year

SPECIALIZED SERVICES

- All specialized services (to include IEP, 504, I-ELP, GEP, RTI) will occur virtually during the time when all students are participating in virtual learning.
- EL screening will occur in person.

PROJECT SEARCH

- Project Search is on hold and the district will not be transporting students at this time due to the COVID-19 situation.

TECHNOLOGY NEEDS

- To support virtual learning, devices and wifi hotspots will be provided for students on an as needed basis.
- Families can pick up a device and/or wifi hotspot beginning July 30. More information will be released in the near future.

VIRTUAL ORIENTATION

- With the phased reopening of a virtual start to the school year, information will be released in the near future regarding a virtual orientation for all students.

HEALTH, WELLNESS, SAFETY, AND PREVENTION GUIDELINES

EXTENDED DAY

- Extended Day will not be offered until we return to a Full Scale Reopening in person.

TEMPERATURE CHECKS

- Temperatures of those entering buildings (to include employees and students) will be checked.
- Masks and social distancing protocols will apply in all school facilities as per health guidelines.

CHILD NUTRITION GUIDELINES

- More information will be released about school meal options as soon as we receive guidance from the ALSDE.

LARGE GROUP GATHERINGS AND EXTRACURRICULAR ACTIVITY GUIDELINES

- High School Only
    - Students participating in athletics and band can meet in person during the school day at the time of their designated block.
    - Students participating in athletics and band can also meet after school.
    - Transportation will not be provided for extracurricular meetings during the school day or after school practices.
    - Students can and should remain socially distanced during this time.

LARGE GROUP GATHERINGS AND EXTRACURRICULAR ACTIVITY GUIDELINES (continued)

- Masks should be worn while indoors. The only exception is that while players are actively moving and/or participating in the competition, they are not required to wear a mask. Once the player is no longer participating in the competition (i.e. on the sidelines), the player must resume wearing a mask.
- Students participating in band are not allowed to practice indoors. All band practices must take place outdoors where students can be socially distanced.
- Students must be screened prior to participation. Screening should be done by a teacher, coach, or other designated employee.

- K-12 Extracurricular Activities
  - K-12 extracurricular activities that normally meet after school will be allowed to meet after school during the time of virtual learning for all students.
    - Extracurricular activities should try to meet virtually when possible.
  - Practices/meetings can only be held after school (not during the school day).
  - Students can and should remain socially distanced during this time.
  - Masks should be worn while indoors.
  - Students must be screened prior to participation. Screening should be done by a teacher, sponsor, coach, or other designated employee.

TRANSPORTATION GUIDELINES

- Transportation services will not be provided for students coming to the school building for extracurricular activities.

EMPLOYEE INFORMATION

VIRTUAL OPENING

- With the phased reopening of a virtual start, all Board-hired employees should return to their building to work in person.
- In an effort to support our employees during this very uncertain time, employees may bring their children with them to their work location during the time when all MCS students are learning virtually. Please speak with your immediate supervisor to make arrangements. Employees are responsible for the supervision of their own child. Employees cannot bring the child of a friend, neighbor, family member, etc. to their work location. Employees are still responsible for completing their work.
  - Employees and their children will be screened upon entering the building. Masks should be worn in the buildings unless the employee and their child are in a room alone (i.e. in the classroom alone).
- Employees should complete the **2020-2021 Pandemic Impact Employee Survey** by 5:00 pm on Friday, July 24.

ELEMENTARY TUTORING OPPORTUNITIES

- Elementary tutoring will occur virtually through WebEX. Contract tutors will work from the school building.
- Additional kits will be purchased as needed in the event that more resources are needed to share with students.
- A device should be designated for contract tutors to be able to provide the virtual tutoring opportunity.

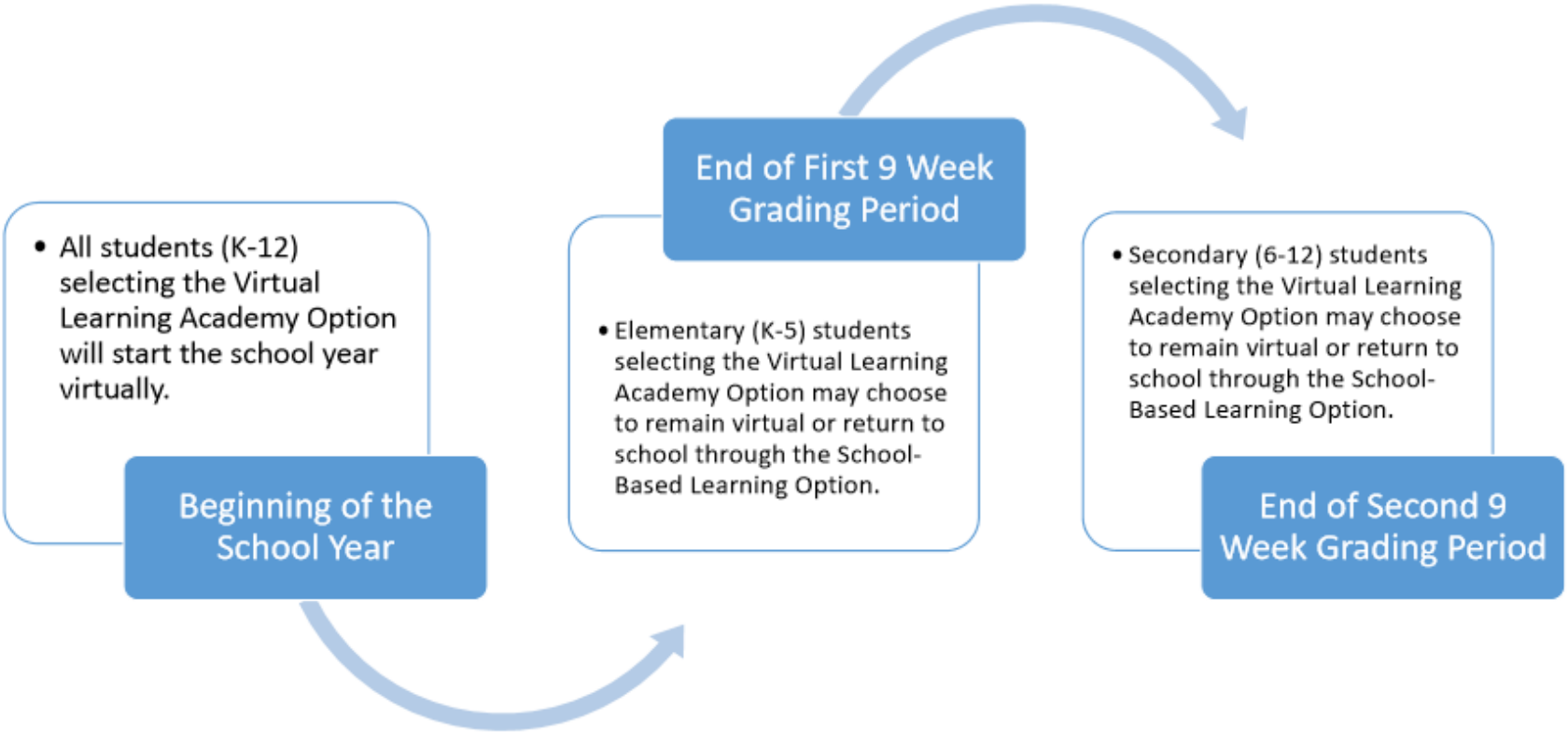
TAP ADVISORS

- High School TAP Advisors will work from the school building during the time of virtual learning for all students.
- TAP Advisors will support students virtually through WebEX with college applications, FAFSA forms, scholarship applications, etc.
- A device should be designated for TAP Advisors to be able to provide the virtual opportunity.

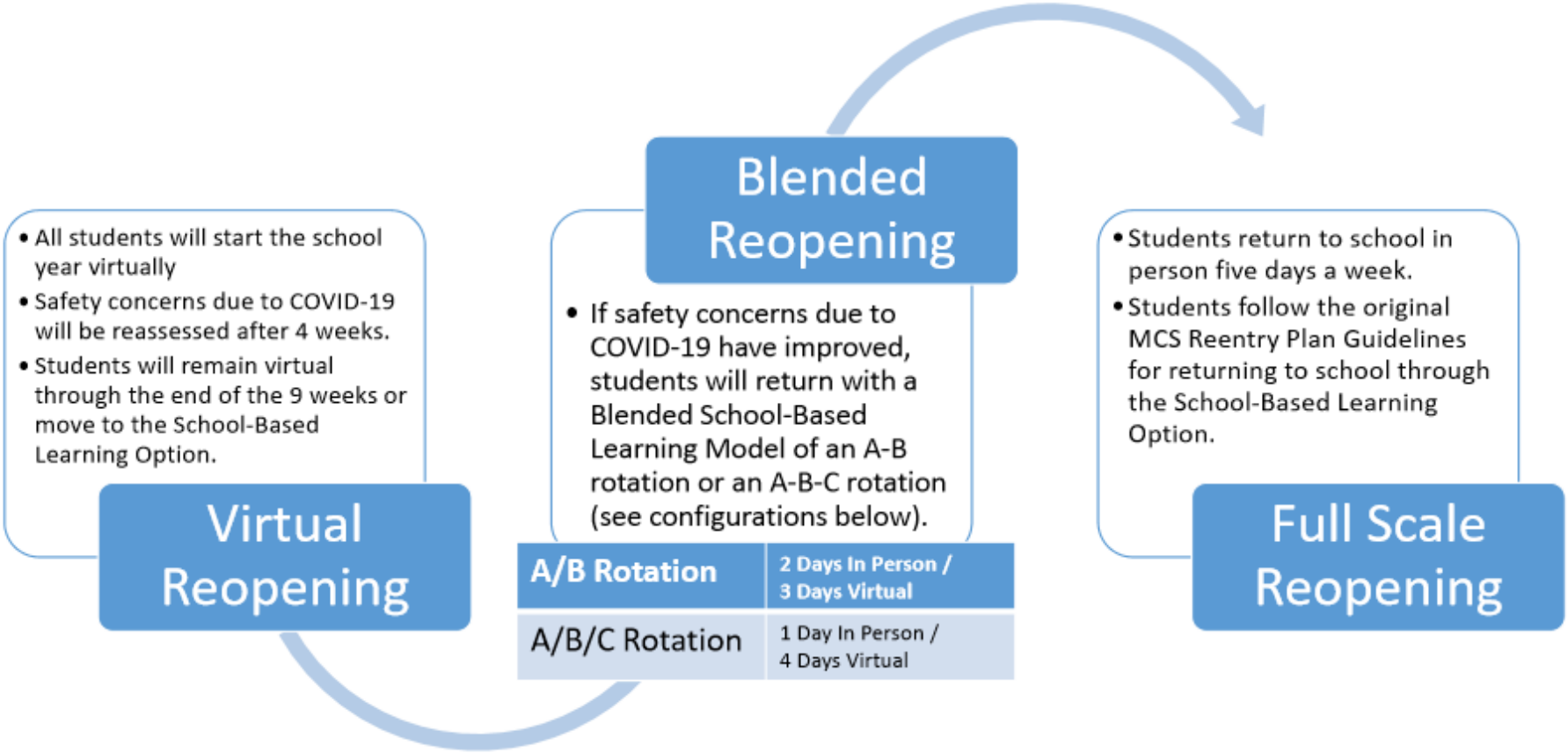
OTHER CONTRACT EMPLOYEES

- Secondary Reading Interventionists, DODEA Science Coaches, and EL Resource Room Facilitators will not be working during this time of virtual learning for all students due to the fact that the support they provide is based primarily in the physical classroom.

MCS Phased Reopening: Virtual Learning Academy Option



MCS Phased Reopening: School-Based Learning Option



ADDENDA TO
MADISON CITY SCHOOLS FALL 2020 REENTRY PLAN
July 28 Update

ELEMENTARY VIRTUAL LEARNING EXPECTATIONS

The expectations listed below provide a district structure for virtual learning. Teachers are encouraged to use professional judgment and creativity when developing lessons for the students. Reflection and formative feedback during/after lessons will guide your planning during virtual learning just as it does during face-to-face instruction. Teacher autonomy also has a place in virtual learning and can be used to create appropriate lessons and assignments for your students.

SCHEDULE

- A daily schedule will be developed by each teacher to include synchronous learning (with the teacher) and asynchronous learning (guided by the teacher providing flexibility). The synchronous learning schedule will remain the same each day to help parents/caregivers establish a routine for the students. The teacher schedule should include asynchronous learning as a guide for learning within school hours; however, this time will be more flexible for family schedules.
- The teacher should determine a daily live, virtual lesson time, using WebEx, that will be scheduled for the same time each day. The subject focused upon during the time frame will change, but the lesson time will remain the same to assist families in scheduling at home learning. Grade levels should try to alternate times to avoid requiring families with students in different grades to have live lessons at the same time. Teachers may want to consider dividing classes into two groups for live, whole group virtual instruction. It may mean the same lesson is taught twice to a smaller number of students providing opportunities for more participation and possibly less distraction for students.
    - All live, virtual lessons will be facilitated through WebEx.
    - Live and pre-recorded lessons should last between 20-30 minutes depending on the age of the students.
        - Fourth and fifth grade teachers may have reason to extend the lesson for certain focuses.
    - Live lessons will be recorded should a student need to watch the lesson again.
- Each student should also have a scheduled small group time with the teacher each week to provide differentiated instruction. The small group lessons may focus on reading and/or math.
- The schedule for the week should include a daily time for the students to join the teacher virtually for assistance on the independent assignments or to receive clarification from the whole group/small group lessons. This time will remain consistent from day to day unless special circumstances arise.
- The weekly schedule shared with parents should include all of the links the students will need for a particular week (live lesson links, pre-recorded video links, additional educational video links, on occasion) along with all of the assignments that will be required for each subject. Teachers should not add additional work to students throughout the week unless it is absolutely necessary. However, this should not be a regular occurrence.
- The schedule for the week will be shared with families through Schoology by 8:00 a.m. each Monday.
    - Schoology can be accessed through Clever, the single sign-on for students.
    - If teachers have the weekly schedule finalized prior to Monday morning at 8:00, please share the schedule with your families ahead of the scheduled time.
- The teacher work day will consist of normal work hours to include a 45 minute lunch.

INSTRUCTION

- The order of instruction / pacing will follow the grade level pacing used for face to face instruction.
- Each lesson / assignment should be relevant to a grade level standard.

ELEMENTARY VIRTUAL LEARNING EXPECTATIONS (continued)

INSTRUCTION (continued)

- Expectations of student learning are not being lowered, intentionality of what is absolutely needed to provide instruction surrounding the standards and to grade students' knowledge of the standards is being requested.
- Teachers will have access to the following resources through Schoology to assist in developing virtual lessons:
    - Edgenuity/PathBlazer, SchoolsPLP, Wonders content, EnVision content
        - SchoolsPLP math standards are aligned to the 2016 Alabama Mathematics Course of Study
    - Teachers may access specific lessons, from each of the resources.
    - The resources are intended to support teachers as they provide instruction aligned to standards.
- Kindergarten - Third grade teachers should design a daily lesson for reading and math that mirrors the format below:
        - Clearly defined learning target
        - Direct instruction piece with a focus relevant to the grade level standard(s)
            - Live virtual lesson, teacher made video, other educational video resource, on occasion
                - One live whole group lesson is required each day in addition to live virtual times for students to request help
                - All other direct instruction lessons will be pre-recorded
                - Small group sessions will be provided to all students at least one time weekly
        - Independent practice
            - All assignments are related to the standards
            - Assignments may sometimes spread over multiple weeks, depending on the focus and assignment type
            - Assignments may be digital or paper/pencil. If paper/pencil, teachers must be willing to make the copies and provide them to the families. This will need to be organized by the classroom teacher in some way without making house deliveries and limiting person-to-person contact.
        - Assessment piece, when appropriate
            - Assessments may need to look different knowing students have access to materials. Possibly requiring application of content, not just basic recall.
                - Consider higher-level thinking activities when creating assignments/assessments
        - Science and social studies lessons should be taught at least once a week in grades K-3. This lesson can be posted as a pre-recorded lesson or taught as a live, virtual lesson in place of reading/math.
        - The schedule for the week will be shared with families through Schoology by 8:00 a.m. each Monday.
- Fourth - Fifth grade teachers should design a daily lesson for reading and math that mirrors the format below:
    - Clearly defined learning target
    - Direct instruction piece for focus relevant to the grade level standard(s)
        - Live virtual lesson, teacher made video, other educational video resource, on occasion
            - One live whole group lesson is required each day in addition to live virtual times for students to request help
            - All other direct instruction lessons will be pre-recorded
            - Small group sessions will be provided to all students at least one time weekly
    - Independent practice
        - All assignments are related to the standards

ELEMENTARY VIRTUAL LEARNING EXPECTATIONS (continued)

INSTRUCTION (continued)

- Assignments may sometimes spread over multiple weeks, depending on the focus and assignment type.
- Assignments may be digital or paper/pencil. If paper/pencil, teachers must be willing to make the copies and provide them to the families. This will need to be organized by the classroom teacher in some way without making house deliveries and limiting person-to-person contact.

- Assessment piece, when appropriate
  - Assessments may need to look different knowing students have access to materials. Possibly requiring application of content, not just basic recall.
  - Consider higher-level thinking activities when creating assignments/assessments
- Science and social studies lessons should be taught at least 2 times a week in fourth grade. These lessons may be live or pre-recorded. Independent assignments may be assigned more often.
- Science and social studies lessons should be taught daily in fifth grade as live or prerecorded lessons.
  - Departmentalized grade levels will need to rotate live lessons so that students are required to join one whole group lesson a day and at the same time as much as possible.
  - The schedule for the week will be shared with families through Schoology by 8:00 a.m. each Monday.
- Differentiation will be provided, just as it is in the traditional classroom.
    - Consider requirements of 504 Plans, IEPs and/or IELPs, GEPs and other student needs when making instructional decisions.
    - Tailor instruction and assessments to students' English Language proficiency needs in all four language domains (Listening, Speaking, Reading, and Writing).
  - Focus on equitable access/comprehensible input/accommodations for delivering virtual instruction for ELs. To view EL virtual learning expectations, click here.
    - Connect with the EL teacher as needed to ensure proper support is provided to EL students.
    - Collaborate weekly with the special education teacher to ensure proper support is provided to special education students.
    - Consider RTI Plans when making instructional and assignment decisions.
    - Document the interventions provided.
- Teachers should follow-up with students in some way to intervene if misconceptions or misunderstandings are noted.

FEEDBACK / GRADING

- Assignments/Assessments will be submitted through Schoology.
- Feedback and grading should be timely relative to deadlines.
  - Kindergarten - Second grade teachers should follow-up on assignment/assessment outcomes within a week of the assignment due date. Assignments posted early could be graded early.
  - Third - Fifth grade teachers should post grades and/or follow-up on assignment/assessment outcomes in iNow within a week of the assignment due date. Assignments posted early could be graded early.
  - Students in third - fifth grades should receive a minimum of 1 or 2 grades a week in ELA and math focused on the standards; and students in fourth - fifth grades should receive at least 1 grade each week in science/social studies focused on the standards.
- Progress reports and report cards will be available to parents as scheduled.

ELEMENTARY VIRTUAL LEARNING EXPECTATIONS (continued)

COMMUNICATION

- Teachers and students will login to Schoology daily and actively engage in the learning following the weekly plan.
- Teachers will communicate with students through daily live, virtual lessons.
- Teachers will communicate with students and parents through daily virtual office hours. Parents should be notified of the time of the daily virtual office hours.
    - Principals may choose to set a time frame for virtual office hours.
- On a weekly basis, teachers will communicate the following through the weekly Schoology schedule:
    - Objectives for new learning related to grade level standards.
    - Links to virtual lessons and videos used during direct instruction lessons.
    - Instructional tools students will use to access content for learning.
    - Assignments to be completed by the student.
    - Assessments to be administered.
        - Due dates for when assignments/assessments are due.
- Teachers will collaborate with EL parents to ensure they have access to information in a language they can understand.
    - Teachers will connect with the EL teacher for help, and will use the Talking Points app/text messaging if possible.
    - Teachers will utilize Google Doc translation feature (Tools/Translate Document feature for additional languages) when applicable.
    - Teachers will use Youtube Auto Translate feature for videos when possible.
    - Ensure 2-way communication with EL parents. Teachers will use Talking Points (login with MCS Google), click here for Talking Points training videos and resources. Use Google Translate app as needed for additional help.
- Responses to parent emails should be communicated within 24-48 hours of receiving the email Monday-Friday.
- It is also imperative that we communicate as school and grade level colleagues during this unprecedented time.
    - Participation in virtual meetings as requested by the school administration is an expectation.
    - Collaboration between teachers on a grade level team as well as special education teachers, EL teachers, gifted teachers, etc. involved in the academic progress of a child is expected using a mode of communication that works best for those involved.
        - Grade levels should be similar in weekly expectations of students.
        - Planning as a team is strongly encouraged.

SPECIALTY AREA

Art / Music / Spanish / PE

- Specialty area teachers will create a Schoology page for each grade level to share weekly pre-recorded lessons for each grade level. The speciality area teacher should facilitate the instruction during the pre-recorded video. If additional resources are needed, please utilize resources as needed. However, the specialty area teacher should facilitate the lesson overall.
- Each speciality area teacher should host one live virtual lesson for every class during the first nine weeks. The week of the live lesson will replace the prerecorded video for that class.

Elementary School Counselors

- Elementary School Counselors should be available to support students/families as needed during virtual learning and host meetings as needed or as requested.
- Elementary counselors will create a Schoology page for each grade level to share pre-recorded lessons with each grade level twice a month just as during face-to-face instruction.
- Elementary School Counselors should also host one live, virtual lesson with every class during the first nine weeks.

ELEMENTARY VIRTUAL LEARNING EXPECTATIONS (continued)

SPECIALTY AREA (continued)

Library Media Specialists

- Library Media Specialists will provide technology assistance to teachers as they begin and continue with virtual learning as well as troubleshoot issues. Assistance can be provided through tutorials that may be helpful and shared with teachers, through live sessions and/or as requested by the teachers. Elementary Library Media Specialists will also assist teachers with resources as needed. Additional responsibilities may be assigned to Media Specialists by the school administration.
- Library media specialists will provide pre-recorded, grade level appropriate lessons to all students twice a month (digital citizenship, book talk, tech tips, read aloud focused on specific grade level standards, etc.)

Gifted Teachers

- Gifted Teachers will use Schoology to provide instruction and assignments for students receiving gifted services in third - fifth grades. Gifted teachers will do an interactive lesson with each grade level once a week and be available for questions from students/parents daily. Office hours should be communicated to families and remain consistent. Additional responsibilities may be assigned to teachers by the school administration.
- Gifted teachers will follow referral requirements and schedule assessments as needed following proper protocols.

Elementary Learning Academy

- Students in the Elementary Learning Academy will continue to receive assignments from the home school teacher(s) and should be invited to the home school teacher's/teachers' virtual lessons. The teachers from the Learning Academy will provide small group instruction just as they would during face to face instruction.

Tutors

- Elementary tutors will provide explicit instruction to qualifying students during virtual learning. The tutors will schedule daily instructional times to meet with small groups of students. The same programs used during face-to-face instruction for reading and math interventions will be utilized during virtual tutoring.
- Tutors will email parents and copy the classroom teacher to share the meeting link for each day by 8:00 a.m. on Monday.

EL Teachers

- EL Teachers will follow general elementary expectations as well as additional EL teacher guidelines. EL teachers will provide weekly supplemental language development lessons based on each child's I-ELP. All I-ELP meetings will be held virtually until face-to-face school resumes. Additional EL virtual learning expectations for EL teachers could be found here.

Special Education Teachers

- Special Education Collaborative Teachers will follow the Special Education Virtual Learning Expectations.

ELEMENTARY SAMPLE CLASSROOM TEACHER SCHEDULE	
7:25 - 8:15	Respond to Email / Plan / Prepare Resources / Grade / Provide Feedback
8:15 - 9:00	Daily Live Whole-Group Lesson (Departmentalized / Teams will rotate classes at same time)
9:00 - 9:45	Plan for Small Group Session with Specific Focuses needed for Group - Not a repeated whole group lesson
9:45 - 10:15	Daily Live Small Group Lesson / Lessons could have different focuses during small group time while students are with you
10:15 - 11:15	Respond to Email / Plan / Prepare Resources / Grade / Provide Feedback
11:30 - 12:15	Lunch
12:15 - 1:15	Record daily lessons that will not be live during upcoming week
1:15 - 2:15	Virtual office hours for students / families to ask questions
2:15 - 2:45	Remediation with specific students as scheduled
2:45 - 3:00	Respond to Email / Wrap-Up

REMINDERS

Daily Live Lessons (at least 20-30 minutes)
Reading - 2 days each week
Math - 2 days each week
Science / Social Studies - 1 day each week

Daily Small Group Lessons (30-40 minutes)
Schedule students to have a specific day(s) and time for small group time
May include more than one focus during group time as appropriate

Daily Recorded Lessons (at least 20 minutes each)
Reading - when live lesson is not offered (K-5)
Math - when live lesson is not offered (K-5)
Science / Social Studies
1 day a week when live lesson is not offered (4th Grade)
When lesson is not live (5th Grade)

Grading
Assignments should be returned to parents within a week just as they are when we are face-to-face

SECONDARY VIRTUAL LEARNING EXPECTATIONS

The expectations listed below provide a district structure for virtual learning. However, teachers are encouraged to use professional judgment and creativity when developing lessons for the students. Reflection and formative feedback during/after lessons will guide planning during virtual learning just as it does during face-to-face instruction.Teacher autonomy also has a place in virtual learning and can be used to create appropriate lessons and assignments for students.

SCHEDULE

- Within the structure of regular class time schedule, teachers will build their own set daily / weekly plan and communicate the plan with students and parents.
- Times for the following will be part of the teacher's daily / weekly plan and should be set at the beginning of the school year. These times will remain consistent throughout the virtual learning period:
    - Daily synchronous learning (for each block)
        - Synchronous instruction can include live sessions or prerecorded teacher videos.
    - Daily online support times for students
    - Daily office hours for students / parents
    - Small group instruction (once per week, per block, and replaces online support for the designated day)
- Students should expect real-time live sessions at least two times per week (each block)
    - Each week, each student should receive the same amount of real-time live instruction with the teacher.
    - Real-time live sessions will be recorded and posted in the Schoology classroom.
        - These recordings will benefit students who are unable to attend the live session due to unforeseen circumstances.
        - These recordings will benefit students who would like to revisit the content taught during the lesson.
- Three days per week, when a live session is not held, teachers will provide video (preferably video including teacher presence) and may use pre-recorded videos from their other classes.
- Although videos from educational resources such as Edgenuity and Freckle are welcome in the virtual classroom, the default for video will be lessons recorded by the teacher when possible.
- The length of time for direct instruction, whether it be a live session or a recorded video, and any additional online work for each block should follow the suggested minimum and maximum time limits:
    - Middle School - Minimum of 15 minutes per block / maximum of 30 minutes per block
    - High School - Minimum of 20 minutes per block / maximum of 45 minutes per block
- In addition to the above-mentioned minimum and maximum times for **direct instruction** and **screen time**, teachers will provide relevant assignments, collaborative projects, etc. that would require additional **offline time**.
- The total time per block will mirror the amount of time a student would spend on learning in a traditional face-to-face class/block.
- Teachers will work their normal hours and may take a 45 minute lunch break.
- During the time of virtual learning, middle school schedules should not rotate.
    - Class schedule will remain: A, B, C, D, E
    - Rotation of classes may resume, once school-based students are allowed to attend courses face-to-face.

SECONDARY VIRTUAL LEARNING EXPECTATIONS (continued)

INSTRUCTION

- Schoology is the learning management system that teachers across the district will use.
    - Lessons, assignments, and assessments will be provided and submitted through the Schoology.
- CLEVER, a single sign-on portal, will house Schoology, in addition to other online instructional tools. (example: Freckle, Renaissance Place)
- Weekly plans will be posted in each virtual teacher's Schoology class by 8:00 a.m. on Monday morning.
    - Any synchronous and asynchronous learning expectations, to include learning targets and due dates, and links to Webex meetings will be included in the weekly plan.
- Weekly assignments will be posted on Monday, with the understanding that teachers may need to re-evaluate assignments based on the needs of the students.
- The order of instruction / pacing will follow the grade level pacing used for face to face instruction.
- Each week, whole-group and small group instruction are expected as part of the plan to provide differentiation for all students; individualized instruction will be provided as needed.
- Teachers may blend their individually created content with any of the following resources: Edgenuity, SchoolsPLP, and ACCESS Franchise Model. All of these resources can be accessed through Schoology and are available to every teacher in the district.
    - The lessons in each of these resources are all aligned to the Alabama Courses of Study.
        - Exception: SchoolsPLP math content aligns with 2016 Math Course of Study
    - Teachers may access an entire course, specific units, and/or specific lessons from each of these resources to use in their classrooms.
    - These resources are intended to support teachers as they provide consistent and aligned content to students.
- Direct instruction will always be a part of a day's lesson and focus on grade level standard(s)
    - Live real-time learning, teacher-created video, or teacher curated video - These are all examples of ways to provide direct instruction for students.
- Formative and summative assessments, in addition to other graded assignments will be part of virtual learning and will guide teachers instruction, as well as provide parents with knowledge of where a student is in the learning process.
    - Schoology provides a browser lock feature that will help teachers in the assessment process.
- Differentiation will be needed, just as it is in the traditional classroom.
    - Consider requirements of 504 Plans, IEPs and/or IELPs and other student needs when making instructional decisions.
    - Tailor instruction and assessments to students' English Language proficiency needs in all four language domains (Listening, Speaking, Reading, and Writing)
    - Focus on equitable access/comprehensible input/accommodations for delivering virtual instruction for ELs. To view EL virtual learning expectations, click here.
    - Connect with EL teachers as needed to ensure proper support is provided to EL students.
    - Collaborate weekly with the special education teacher to ensure proper support is provided to special education students.
    - Consider RTI Plans when making instructional and assignment decisions.
    - Document the interventions provided
- Teachers will follow-up with students in some way to intervene if misconceptions or misunderstandings are noted.

SECONDARY VIRTUAL LEARNING EXPECTATIONS (continued)

FEEDBACK / GRADING

- Feedback will be provided and grading will be completed in a timely manner.
- The amount of graded work in a virtual environment will mirror the amount of graded work in a face-to-face environment.
- The same daily procedures and policies that have traditionally been in place will apply in a virtual environment: weighted grades, make-up work, teacher classroom rules, grade reporting, etc.
- Grades for HS credit courses will apply to a student's GPA.
- Progress reports and report cards will issued as listed:
    - Progress Reports - Every three weeks
    - Report Cards - After every nine week period as stated on the Madison City Schools Grading Calendar

COMMUNICATION

- Teachers and students should be present in their Schoology classrooms and communication between the two should happen daily.
- Teachers will respond to student/parent emails within 24-48 hours, Monday through Friday.
- Each day, for each block, online academic support should be provided for students.
- Each day, parents and students will be able to communicate with teachers during set office hours (as outlined in teacher schedule).
- Collaboration between students should happen at a minimum of three days per week, per block.
    - Examples: virtual meetings, discussion boards, Google tools (Google Docs, Google Slides, etc)
- On a weekly basis, teachers will communicate their plan for the week and their set schedule with students and parents/caregivers. The following should be part of the information shared:
    - Any synchronous and asynchronous learning expectations, weekly assignments, due dates, assessment dates, and links to Webex meetings will be included in the weekly plan.
- Weekly assignments will be posted on Monday, with the understanding that teachers may need to re-evaluate assignments based on the needs of the students.
- Teachers will collaborate with EL parents to ensure they have access to information in a language they can understand.
    - Teachers will connect with the EL teacher for help, and will use the Talking Points app/text messaging if possible.
    - Teachers will utilize Google Doc translation feature (Tools/Translate Document feature for additional languages) when applicable.
    - Teachers will use Youtube Auto Translate feature for videos when possible.
    - Ensure 2-way communication with EL parents. Teachers will use Talking Points (login with MCS Google), click here for Talking Points training videos and resources. Use Google Translate app as needed for additional help.
- Teachers will continue a high level of communication and collaboration.
    - EL teachers, special education teachers, instructional partners and others make exceptional collaborators.
    - Like-content teachers are encouraged to plan and work as a team.
    - Participation in virtual meetings as requested by the school administration is an expectation.

SECONDARY VIRTUAL LEARNING EXPECTATIONS (continued)

SPECIALTY AREAS

Counselors

- Counselors will be available to support students as needed during virtual learning.

College and Career Counselors

- College and Career Counselors will be available to meet virtually with students and parents in order to provide support as students consider future plans.

TAP Advisors

- TAP Advisors will be available to meet virtually with students and parents to provide help with completing the FAFSA, college entry applications, etc.

Library Media Specialists

- Library Media Specialists will provide technology assistance to teachers as they begin and continue with virtual learning as well as troubleshoot issues. Assistance can be provided through tutorials that may be helpful and shared with teachers, through live sessions and/or as requested by the teachers.

EL Teachers

- EL Teachers will follow general secondary expectations as well as additional EL teacher guidelines. EL teachers will provide weekly supplemental language development lessons based on each child's I-ELP. All I-ELP meetings will be held virtually until face-to-face school resumes. Additional EL virtual learning expectations for EL teachers could be found here.

Special Education Teachers

- Special Education Teachers will follow the Special Education Virtual Learning Expectations.

SAMPLE MIDDLE SCHOOL CLASSROOM TEACHER SCHEDULE	
Block A (8:15 - 9:29)	8:15 Synchronous Instruction (A) 8:45 Online Student Support (A) 9:00 - 10:00 Daily Office Hour
Block B (9:39 - 10:53)	10:00 Synchronous Instruction (B) 10:30 Online Student Support (B)
Block C (10:57 - 12:44)	10:57 Online Student Support (C) 11: 30 Synchronous Instruction (C) 11:59 - 12:44 Teacher Lunch
Block D (12:48 - 2:02)	Planning
Block E (2:06 - 3:20)	2:06 - 2:50 Online Student Support (E) 2:50 - 3:20 Synchronous Instruction (E)
* One day per week, small group instruction will replace block's online student support in each block.	

SAMPLE HIGH SCHOOL CLASSROOM TEACHER SCHEDULE	
Block 1 (8:15 - 9:50)	8:15 Online Student Support (1) 8:45 Synchronous Instruction (1)
Block 2 (9:59 - 11:33)	Planning
Block 3 (11:33 - 1:47)	11:33 - 12:18 Teacher Lunch 12:18 Synchronous Instruction (3) 12:38 Online Student Support (3) 1:15 - 2:15 Daily Office Hour
Block 4 (1:52 - 3:27)	2:15 Synchronous Instruction (4) 2:45 Online Student Support (4)
* One day per week, small group instruction will replace block's online student support in each block.	

ADDENDA TO
MADISON CITY SCHOOLS FALL 2020 REENTRY PLAN
July 31 Update

MADISON CITY SCHOOLS
VIRTUAL LEARNING COURSE OFFERINGS
2020-2021
GRADES K-12

Elementary (Grades K-5): The core lists shared below for elementary students include courses where curriculum is available through the following online curriculum platforms - Pathblazer and SchoolsPLP. A Madison City Schools teacher will also provide virtual instruction to students participating in remote learning.

Secondary (Grades 6-12) The core and elective lists shared below represent the complete list of offerings for virtual students, grades 6 - 12. The availability of options increased due to student request and teacher availability. Schools are working diligently to create student schedules based on the course request forms that students completed in the spring. There is no need to contact schools about course requests. If a course that your student requested in the spring is not available, schools will revisit your child's course request form and attempt to honor your child's alternate request. If your child's alternate choice(s) is not available, counselors will contact you to identify a suitable substitute.

Educators will have access to instructional content through the following online curriculum platforms - Edgenuity, SchoolsPLP, and ACCESS (franchise model). At times when a Madison City School teacher is not available to teach a class listed below, students may be offered an option to take the course through ACCESS (these courses are identified with the inclusion of ACCESS next to their titles).

Kindergarten	First Grade	Second Grade
English Language Arts K Math K Social Studies K Science K Physical Education K Art K Music K Spanish K	English Language Arts 1 Math 1 Social Studies 1 Science 1 Physical Education 1 Art 1 Music 1 Spanish 1	English Language Arts 2 Math 2 Social Studies 2 Science 2 Physical Education 2 Art 2 Music 2 Spanish 2
Third Grade	**Fourth Grade**	**Fifth Grade**
English Language Arts 3 Math 3 Social Studies 3 Science 3 Physical Education 3 Art 3 Music 3 Spanish 3	English Language Arts 4 Math 4 Social Studies 4 Science 4 Physical Education 4 Art 4 Music 4 Spanish 4	English Language Arts 5 Math 5 Social Studies 5 Science 5 Physical Education 5 Art 5 Music 5 Spanish 5

MADISON CITY SCHOOLS
VIRTUAL LEARNING COURSE OFFERINGS (continued)
2020-2021
GRADES K-12

Sixth Grade	Seventh Grade	Eighth Grade
Language Arts 6 Honors Language Arts 6 Math 6 Accelerated Math 6 Earth and Space Science Social Studies 6	Language Arts 7 Honors Language Arts 7 Math 7 Accelerated Math 7 Geography Civics Life Science	Language Arts 8 Honors Language Arts 8 Math 8 Algebra I Algebra I Math Team Algebra II with Trigonometry Geometry with Data Analysis Physical Science 8 World History 8 PreAP World History
Middle School Virtual Elective Offerings (Schools will determine the grade level and availability of these courses)		
Band Beginning Theatre Career Preparedness Chorus Competition Chess Creative Writing I Creative Writing II Computer Science Innovators & Makers Digital Publishing Tools Fashion Flight & Space French I German I Gifted Intermediate Theatre	Introduction to Chess Introduction to Public Speaking Introduction to Visual Arts Latin I Mandarin Chinese I Money, Money, Money Math Lab Math Meets Art Math Skills Reading Lab Reading SkillsScholars Bowl I Scholars Bowl II Science Olympiad STEM Physical Education Grade 6	Physical Education Grade 7 Physical Education Grade 8 Physical Education Health & Wellness Spanish I Survey of French A Survey of French B Survey of German A Survey of German B Survey of Latin A Survey of Mandarin Chinese A Survey of Mandarin Chinese B Survey of Spanish A Survey of Spanish B Visual Arts

MADISON CITY SCHOOLS
VIRTUAL LEARNING COURSE OFFERINGS (continued)
2020-2021
GRADES K-12

High Schools Offerings

The following courses are for grades 9-12. High Schools will determine which courses they will offer based on staffing.

Language Arts

English 9 PreAP English 9 English 10 PreAP English 10 English 11 Honors English 11 English 12 Honors English 12	AP English Language and Composition 11 AP English Literature and Composition 12 **<u>Electives</u>** Creative Writing (ACCESS) Literature Mythology and Fable Public Speaking

Mathematics

Algebra I with Probability Algebra I with Probability with Workshop (All Year) Algebra II Algebra II with Trigonometry PreAP (Honors) Algebraic Connections (ACCESS or MCS Teacher) Calculus PreAP (Honors) Geometry Geometry IB Geometry with Data Analysis (1 semester) Geometry with Data Analysis with Workshop (All Year) Geometry with Data Analysis PreAP (Honors) PreAP Geometry	Algebraic Connections Algebra II with Trigonometry PreAP Algebra II with Trigonometry Analytical Mathematics Pre-Calculus PreAP Precalculus Calculus AP Calculus AB AP Calculus BC AP Statistics (ACCESS) Mathematical Modeling

MADISON CITY SCHOOLS
VIRTUAL LEARNING COURSE OFFERINGS (continued)
2020-2021
GRADES K-12

High Schools Offerings (continued)

The following courses are for grades 9-12. High Schools will determine which courses they will offer based on staffing.

Science

Biology Biology PreAP (Honors) Physical Science PreAP Biology Chemistry I Chemistry II Chemistry PreAP (Honors) Physics AP Biology Genetics	Environmental Science Forensic Science AP Environmental Science AP Physics **Electives** Astronomy Human Anatomy & Physiology Marine Science Molecular Biology (Honors)

Social Studies

World History: 1500 to Present (Grade 9) AP World History Economics (.5 credit) United States Government (.5 credit) United States History I (Grade 10) United States History II (Grade 11) AP US History (All Year) AP Human Geography US Government US Economics	AP US Government and Politics (ACCESS) AP Macroeconomics (ACCESS) AP Psychology AP Research **Electives** Psychology (ACCESS) Sociology (ACCESS) Law in Society

MADISON CITY SCHOOLS
VIRTUAL LEARNING COURSE OFFERINGS (continued)
2020-2021
GRADES K-12

High Schools Offerings (continued)

The following courses are for grades 9-12. High Schools will determine which courses they will offer based on staffing.

Advanced Placement Courses

AP Art History	AP Human Geography
AP Biology	AP Macroeconomics (ACCESS)
AP Calculus AB	AP Physics
AP Calculus BC	AP Psychology
AP Computer Science A	AP Research
AP Computer Science Principles	AP Spanish Language and Culture
AP English Language and Composition	AP Statistics
AP English Literature and Composition	AP US Government
AP Environmental Science	AP US History (All Year)
AP French Language and Culture	AP World History

Career and Technical Education Courses

Accounting (ACCESS)	Biomedical Interventions	Introduction to Engineering Design
Advanced Business Technology Applications (Honors)	Biomedical Innovations	Introduction to Pharmacy
Advanced Television Production (JETSPress)	Business Technology Applications (ACCESS)	IT Fundamentals
Architecture Construction and Manufacturing	Child Development	Law In Society
Air Force JROTC LET I	Culinary Arts I	Marketing Principles
Air Force JROTC LET II	Culinary Arts II	Medical Interventions (Honors)
Air Force JROTC LET III	Cybersecurity I	Multimedia Design
Air Force JROTC LET IV	Cybersecurity II	NCCER Construction Site Preparation and Foundation
Army JROTC LET I	Digital Electronics (Honors)	Orientation to Health Science
Army JROTC LET II	Digital Video Game Development	Principles of Biomedical Sciences
Army JROTC LET III	Education and Training	Principles of Engineering (Honors)
Army JROTC LET IV	Education and Training Internship (2 credits)	Principles of Information Security (Cybersecurity II)
Air Force JROTC LET IB	Fashion	Senior Pathway Project - Business, Management & Administration
Air Force JROTC LET 2B	Family and Consumer Science	Senior Career Pathway Project - Information Technology (Independent Comp. Research)
Air Force JROTC LET 3B	Food and Nutrition	Software Development (C++ Programming) (Honors)
Air Force JROTC LET 4B	Foundations of Health Science	Teaching I
Army JROTC LET IB	Foundations of Information Security (Cybersecurity I)	Teaching II
Army JROTC LET 2B	Hospitality and Tourism	
Army JROTC LET 3B	Human Body Structures and Functions (Honors)	
Army JROTC LET 4B	Introduction to Culinary Arts (Hospitality & Tourism)	

MADISON CITY SCHOOLS
VIRTUAL LEARNING COURSE OFFERINGS (continued)
2020-2021
GRADES K-12

High Schools Offerings (continued)

The following courses are for grades 9-12. High Schools will determine which courses they will offer based on staffing.

General Electives

Beginning Kinesiology (PE) Career Preparedness Driver's Education (.5 credit) Health (.5 credit)	Math Lab Reading Lab Sports Officiating Certification Test Prep ACT (.5 credit) Test Prep PSAT (.5 credit)

Humanities

Advanced Theatre Production Choir Competition Band Guitar Level I Marching Band Percussion Marching Band Piano I Piano II School Publications (Mass Media)	Technical Theatre I Technical Theatre II Technical Theatre III Theatre I Theatre III (Advanced Drama) Visual Arts I Visual Arts II Visual Arts III Visual Art Elective (Advanced)

World Languages

French I (ACCESS) French II (ACCESS or MCS Teacher) French III (ACCESS or MCS Teacher) (Honors) German I (ACCESS) German II German III (Honors) Latin I	Latin II Latin III (Honors) Mandarin Chinese I Spanish I Spanish II Spanish III (Honors) Spanish IV (PreAP)