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Introduction to the SPS Distance Learning Plan

SPS Vision of Distance Learning Plan

The SPS Distance Learning Plan is intended to communicate the division’s approach to providing ongoing high-quality academic, social-emotional, and wellness support for students and families throughout the school closures in spring 2020. Decisions about when school campuses will reopen are made by the Southfield Public Schools Superintendent and School Board under direction of the Governor and in consultation with the county health authority. Questions and feedback from families, students, and the community are continuously reviewed by the division’s senior leadership and School Board to address developing community needs.

On March 10, 2020, the Executive District Network formalized an action plan to deliver remote learning for Southfield Public School students. The planning process included representation from each bargaining unit, representation from the district PTA, central administration, building level administration, special education (ISSN), student support network, teachers, EL, technology, and the Board of Education. All stakeholders had an opportunity to review the plan, give feedback, have conversation, and participate in the finalization of the plan.

Southfield Public Schools remains committed to creating learning environments that foster creative thinking, a culture of caring, and personal connections. Through our Distance Learning Plan, SPS will provide students with diverse learning experiences that prepare them for academic success as teachers creatively challenge and inspire their students with engaging and meaningful learning activities.

As we have developed our Distance Learning Plan, we acknowledge that distance learning cannot substitute for daily in-person instructional programs. Distance learning will require adjustments to the scope and sequence of our curriculum. These modifications will not compromise our standards. Our students will continuously develop and apply skills as communicators, collaborators, ethical and global citizens, creative and critical thinkers, and goal-oriented and resilient individuals.

To prepare for distance learning, teachers and school-based staff are receiving specialized training in techniques and strategies to connect remotely with their students to both maintain and strengthen relationships and to address the academic needs of individual learners, just as they would in face-to-face classroom environments. Distance learning requires different skills and approaches for students and teachers. Our school-based educators who are not in the classroom as well as our SPS central staff are committed to supporting both our teachers and our students with the transition to distance learning and to providing a safe environment for them to experience learning in new ways.

Additionally, we recognize that schedules for planning and instruction need to be flexible enough to provide choice within structured and independent time for students, families, and staff. We are particularly mindful of health and wellness issues, including the amount of screen-time that is developmentally appropriate for students in different grade levels.

Finally, our plan reflects our belief in taking a community-wide approach that supports the unique needs of students, teachers, and families. The district has identified April 20, 2020 to begin implementation of the SPS Distance Learning Plan.
Defining Distance Learning

SPS intentionally uses the term “distance learning” to describe our plan rather than “virtual learning” or “online learning.” This choice is based on two core ideas. First, we recognize that families have differing levels of access to reliable technology and the internet as a learning tool.

Second, we assert that quality learning can and does happen remotely with and without computers. That said, we have seen that technology can be a powerful learning tool and that virtual collaboration platforms help maintain a degree of connectedness among students within a traditional classroom. Training and preparation time for teachers prior to and throughout distance learning will emphasize effective ways to utilize both digital and non-digital learning resources and techniques.

Guiding Principles

Instruction and Health Throughout Distance Learning

The following are guiding principles for each of our key stakeholders involved directly in our Distance Learning Plan.

- **Teachers** require time to develop lesson plans and collaborate with colleagues, time to provide direct and guided instruction for students, time to check in with students, and time for their own health and family needs during school closure.

- **Students** have differing developmental considerations regarding screen time, attention spans, and independent learning, which should be addressed in teachers’ lessons; they likewise require time for their own health and family.

- **Families and caregivers** should provide guidance related to scheduling learning times for their children that help avoid conflict with use of home resources; and, certainly, they require time for their own health and family.

SPS Distance Learning Planning Process

The SPS curriculum team adhered to the following principles to guide the development of our plan:

1. **Keep Students at the Center**
   - Intentional outreach to continue building relationships and maintain connections. Help students feel safe and valued. At a minimum, the district encourages educators to do the following:
     - **Wellness Checks**: Make documented efforts to check in with students and families weekly. Partner to support student learning through ongoing communication and collaboration. This will not look the same for every student and family—safety remains the priority.
     - **Plan for Student Learning**: Build on each student’s strengths, interests, and needs and use this knowledge to positively affect learning.
     - **Develop a Weekly Plan and Schedule**: Offer families suggested routines and structures for consistency, work time, and time for health and well-being.

2. **Design Learning for Equity and Access**
   - Plan and deliver content in multiple ways so all students can access learning.
     - **Teach Content**: Set goals using knowledge of each student, content area standards, and of Michigan Merit Curriculum.
     - **Deliver Flexible Instruction**: Consider how to deliver content depending on tools and resources accessible to each student. Alternative modes of instruction to meet diverse student needs.
     - **Engage Families**: Communicate with families about engagement strategies to support students as they access the learning. Families are critical partners.
3- Assess Student Learning
Manage and monitor student learning, providing timely feedback to encourage and engage students.

- **Check Student Learning:** Use a variety of strategies to monitor, assess, and provide feedback to students about their learning.
- **Make Instructional Adjustments:** Use formative assessment results to guide educators' reflection on effectiveness of instruction and to determine next steps for student learning.
- **Engage Families:** Communicate with families about academic progress and provide extension or accommodation opportunities to families.
SPS Leadership Focus on Whole Child

The State of Michigan has emphasized that it is dedicated to serving the Whole Child, and the Michigan Department of Education has committed to using the Whole School, Whole Community, Whole Child (WSCC) Framework as guidance in future school improvement efforts (ASCD, 2020). In the development of our Distance Learning Model, Southfield Public Schools remained aligned to this framework and committed to serve the Whole Child as decisions are made and systems are developed that keep our children safe, healthy, engaged, supported and challenged.

It is necessary to see the work in the moment as well as plan for the near and far future. A “minimum standard of care” and a focus on short-term work is a priority.

SPS leadership is continuously planning and re-evaluating how we can elevate current efforts to meet the needs of students and families and mobilize for long-term work. Here is a framework for our approach:

- Decisions must support all student populations.
- Be reasonable, flexible and ready to adapt when needs arise.
- Keep it simple by encouraging the use of materials, resources and platforms that are already in use.
- Instructional models may be a blending of non-technology and virtual platforms.
- To the extent possible, support and training for all essential staff should occur prior to implementation of the school’s program and throughout the duration of the remaining school year.
- Systems and processes must be created and disseminated to support student/caregiver needs, both including and beyond academics.
- Extend grace to all in these unique and trying times.

Southfield Public Schools Leadership remains committed to:

- Continued delivery of meals to students.
- Fair and equitable access to curriculum for all students (packets, virtual–synchronous/asynchronous) and the continuous auditing of equitable practices and policies among and across school-community efforts
- Providing academic assistance to students/parents/caregivers.
- Strategizing outreach to parents and caregivers of special needs children to discuss how to best facilitate learning for all children.
- Strategic community and family partnerships and coordination.
- Utilizing social emotional learning practices.
- Trauma-informed approaches that are relevant and responsive to the needs of students, families and school-communities.
- Partnerships with local agencies to check on students who may be at-risk or families who you know may need additional support.
- Planning for quality over speed and taking the necessary time to ensure that there is clarity and thoughtfulness in what we plan to do.
- Public statements that align with our principles for outreach. Long range planning done to include possible future school shutdowns as returns of the novel coronavirus are possible in the next school year. In addition, how to onboard students in the fall, and planning for enhancement needs to begin as well, particularly for those who may have been differentially affected by the shift to online learning.
Southfield Public Schools understands that the state closure of our school buildings may result in hardship for some of our families who require food assistance. We will be offering up to two meals per day to all children ages 18 and under for free. This includes students with disabilities, ages 18-26, with an active individual education program (IEP).

Working with our foodservice partner SFE and transportation partner First Student, we have a plan in place to provide meals delivered to Southfield Public Schools students and all children in the community throughout the time of the state closure of schools.

**Weekly Meal Distribution Schedule**

On Thursdays SPS will distribute a week's worth of meals (breakfast and lunch) via pop-up sites. Sites are rotated weekly and are listed on the SPS Website.

**Daily Hot Meal Distribution Site**

Monday through Thursday hot lunch meals will be distributed at:

**Thompson K-8 International Academy**  
16300 Lincoln Drive, Southfield 48076  
Monday through Thursday 10 a.m. - 1 p.m.

On Thursday's families are provided an additional 3 days worth of breakfast and lunch to get through the weekend.

**Alternative Meal Distribution**

Students that ride special needs buses will have meals delivered to their homes on Thursday for 7 days  
Specified stops will be made from 10:45 a.m. to 1:30 p.m. Thursday only

**Food Pantries**

*Please note:* Food pantries are making constant changes, please contact the pantry to confirm their availability before visiting. Please bring a picture ID.

**Church of the Transfiguration**  
25225 Code Road, Southfield, MI 48033  
Monday and Wednesday only 9 a.m. to 11:30 a.m.  
(248) 356-8787  
All families are welcomed and would need to have a picture ID to register.

**St. David's Episcopal Church**  
16200 W. Twelve Mile Road, Southfield, MI 48076  
Monday through Friday - 9 a.m. to noon  
(248) 557-5430  
Southfield Public Schools has developed partnerships with local food pantries and Forgotten Harvest. Through our partnerships, parents, and guardians are able to access many food programs for families that may be food insecure.

**Forgotten Harvest** - CLICK HERE FOR LOCATIONS
Physical, Mental and Emotional Health

During these uncertain times, it is understandable that adults are experiencing high levels of anxiety, however, children are feeling stressed too. That is why we have connected our community to some thoughtful resources that both Easterseals & CNS Healthcare can offer remotely. We would like to share Easterseals & CNS Healthcare Mobile Services information with our administration, educators, support staff and most importantly our families. We will connect with both partner’s counseling centers and resources through tele-counseling with current and new clients. Students, staff, and families tend to have a lot of concerns, and during this time of a pandemic when a lot of things are changing quickly, we anticipate that our students and school community are experiencing the same amount of mental health concerns, if not more.

This is a wonderful opportunity to capitalize on the ‘other side of the coin’ in this global pandemic — to augment how we are connected to each other, how we rely on each other, how important self-care and self-compassion is to our mental health; how altruism helps others and helps ourselves; and how we need to help each other and ourselves in order to have a mentally healthy community. The process outlined below affords SPS families access to mobile health services:

Easterseals (Support for All Buildings)

For current individuals accessing Easterseals services, Easterseals is offering telehealth. This can be completed through a smartphone, tablet or computer. For those individuals that do not have access to the internet, Easterseals is offering telephonic services. This may be done on a case by case situation. People can call 248-475-6300 to get set up for an appointment.

For new individuals, they may call the Easterseals office at 248-475-2150 to get scheduled for intake. Easterseals will offer intake using telehealth and will continue to provide services using a telehealth platform. For those individuals that are utilizing their psychiatrist/doctor’s, they are using telehealth as well. People can call 248-475-6300 to get scheduled.

Administrators: Please don’t hesitate to reach out should you have more questions. If you have a family that is in need of services, please complete the referral form and email it back to Ms. Jennifer Thayer at Easterseals.

Contact:

Jennifer Thayer, LMSW, CAADC
Program Manager
Office: 248.475.6307 | Fax: 248.475.6370
jthayer@essmichigan.org
Easterseals Michigan
2399 E. Walton Blvd., Auburn Hills, MI 48326
www.EastersealsMichigan.com

CNS Healthcare Mobile Services
(Only - University Middle School & High School & MacArthur)

CNS Healthcare will provide virtual services for both the University High School Academy, University High Middle School Academy, and MacArthur school communities. They are equipped and ready to offer services over the phone or using Microsoft Teams. Madeleine Blum, the therapist in both schools, will reach out to the students with which she’s currently working, and set up times to speak with them for support. As well, CNS Healthcare is still open to doing intakes for new adults, children, and families. Should any of our families need additional support, they can reach out and get connected with services. Feel free to direct anyone to Ms. Amy Stern and she will be sure to connect them to the right person.
Contact:
Amy Stern, LMSW
Program Manager
279 Summit Drive
Waterford, MI 48328
CNS Healthcare Phone: (248) 745-4900
CNS Healthcare Fax: (248) 994-8005
Direct Number: (248) 409-4155
www.cnshealthcare.org

Ascension Michigan School-Based Health Centers

Ascension Michigan School-Based Health Centers are offering virtual medical and mental services to students. The medical services available are as follows: (COVID-19 symptoms, follow up visits, medication refills, rash, acne, allergies/ sinusitis/ URI, pediatric constipation, asthma refills, contact dermatitis, eye complaint, fever, influenza, pediatric gastroenteritis, headache, insect bites, nose bleeds, Otitis Externa, skin infection, and health education sessions). The mental health services provided are: treatment for anxiety, trauma, grief, behavioral/mental health education, psychoeducation, mindfulness, coping skills, and depression.

The services are available from 10 am to 3 pm, Monday through Friday. The service will be available starting Monday, April 13, 2020. The Health Center will not provide care on-site, at this time. Parents will need to provide verbal or written consent for services.

You can access the service by calling (248) 398-0199 or by emailing the Nurse Practitioner, Rasanda Dorsey at rasanda.dorsey@ascension.org or the Behavioral Health Counselor, Darryl Allen at Darryl.Allen@ascension.org.

Student Support Network - Southfield Public School Counselors and Social Workers

Sunshine Connect

We encourage team members to connect with students and families. We want to ensure that families are healthy and fully understand that we are in this together. Our “Sunshine Calls” are intended to be a positive contact. Counselors and Social Workers should have individualized communication with students/families on their caseload frequently. For students who are unable to communicate verbally, this may look like individualized communication with parents. This communication can be email, virtual classroom, or phone.

District-Wide Family Check-Survey

The district has developed a Family Check-in Survey to assist in identifying the social-emotional needs of individuals in the community. The survey is being used to assist individuals that are in need of mental health services. Individuals will be directed to one of our mental health care providers for support and assistance. Our team will personally reach out to each family to listen, provide support or connect them to the appropriate resources. We have also created a list of a wide variety of community resources for families in our area.
Learning Supports for Students with Disabilities

Distance learning will include a mix of activities completed online and off the computer. Some students will need the support of a caregiver to complete the activities provided each week. When developing activities, teachers are encouraged to keep in mind some of the following principles of universal design for learning that will allow for greater access by all students.

Adaptable – Activities accommodate a wide range of individual preferences and abilities.

Simple and Intuitive – Activities are easy to understand.

Flexible – Activities provide multiple ways for students to demonstrate knowledge.

Information on strategies to make learning activities accessible, including available technology tools, will be made available in supplemental learning packets mailed to families of students with disabilities and posted to SPS 24-7 Learning. Questions regarding provision of available accommodations during school closure should be directed to the student’s case manager or 504 School-Based Coordinator.

As described above, SPS is providing weekly instructional packets that will be distributed by mail and posted electronically for all students, PreK through grade 8, as one part of the Distance Learning Plan. This includes students accessing adapted curriculum and early childhood curriculum. The Office of Special Education Instruction will also be providing supplemental learning packets for all students with disabilities accessing the general curriculum. Packets for students with disabilities are as follows.

**Students with Disabilities Accessing the Early Childhood Curriculum (Weekly, PreK)**

Instructional activities for children ages 2-5 that increase in skill levels and move children toward greater understanding and independence in the learning process

Activities for students to practice and apply skills while supporting their need for engagement, critical thinking, and movement

**Students with Disabilities Accessing an Adapted Curriculum (Weekly, K-12)**

Instructional activities for students in kindergarten through grade twelve will include math, reading, movement, and science/social studies activities, along with other important work and home skills

All activities have communication skills embedded within the activity to assist students with learning how to communicate in a variety of settings

**Students with Disabilities Accessing the General Curriculum (Two Supplemental Resource Packets, K-8)**

Strategies to support learning for all students, including quick tips for reinforcement, routines, and social skills

Instructional strategies to support reading, writing, and math activities

Students with disabilities accessing the general curriculum in grades K through 8 will receive this packet in addition to a packet containing general education activities

**ISSN Framework for Elementary Students (Grades K-5)**

**ISSN Framework for Secondary School Students (Grades 6-12)**

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Special Considerations for Student Success with Distance Learning Continued...

Learning Supports for English Learners (ELs)

The ELL Department recognizes the unique needs of English Language Learners (ELL) and their families during this shutdown. As always our mission is excellent service for all English Learners and families social, emotional and academic needs. English Learners will receive access to the same high-quality grade-level instruction as all SPS students. ELs will participate in grade-level instruction and activities as well as engage in daily English Language Development (ELD) activities to simultaneously develop English language proficiency, content understandings, and access to graduation requirements.

It is important for students to read, write, speak, and listen to English every day. It is equally important that families encourage reading, speaking, writing, and interacting in their preferred home language while they are learning the English Language. This is a powerful opening to culture, social-emotional learning, connection, and literacy. The ELL Department is committed to making best efforts to assure English Learners have the support they need to access general education instruction during this school closure. Families of ELs have the right to the same information that their native speaking English family counterparts can access in a format that is accessible for them. ELL teachers will work to advance the English development of each ELL student in the four language domains (listening, speaking, reading, and writing) by providing appropriate support and instruction commensurate with individual student language level and needs.

In addition to their homeroom instruction, to the extent possible, English Language (EL) Learners will continue to receive support and instruction focusing on the WIDA English Language Development Standards. Lessons are designed for individual and small group learning. EL teachers’ lessons use a hybrid model of instruction that incorporates the use of technology and encourages students to maintain journals with their families. EL classroom teachers will continue instructing using Google Classroom, Google Hangout lessons for whole class, small groups, or individuals on their EL goals as well as assist with accessing the general educational curriculum.

The team of EL teachers and EL paraprofessionals will continue supporting classroom teachers with translations, resources, strategies, clarifications on assignments, support acceleration in their learning, and communication for students and families. EL staff will check in with students and families on a weekly basis either via G-mail, Google Classroom, or by phone. The check-ins will focus on the whole child to ensure social, emotional, physical and academic wellness.

The ELL Department is continually collaborating with the subject-area teams to create accessible curriculum materials. Teachers intentionally scaffold content and amplify language and literacy that link to resources for planning distance learning for ELs. Teachers will ensure access and culturally responsive learning that recognizes students’ background knowledge, language, and experiences as assets. ELL department will work with teachers, staff, students, and families to support this learning synchronous and asynchronous.

Additional Links on Distance Learning and Assessments for English Learners:

- [Recommended Actions to Support the Assessment of English Learners](#)
- [Guiding Principles to Help Meet the Assessment Needs of English Learners](#)

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Digital Tools and Resources for Distance Learning in SPS

Role of Technology Tools in SPS Distance Learning

Seeking to leverage technology to further learning opportunities and options, an important component of our distance learning plan is to mitigate inequities in technology and internet access. During the first week in March, a parent survey was given to determine student technology needs. Southfield Public Schools has facilitated two chromebook distribution sessions on March 13th and March 18th thereafter. All SPS families were given an opportunity to receive a chromebook. The district has distributed a total of 840 chromebooks and 230 academic packets for students. Chromebooks and hotspots will also be distributed to students with continued identified technology needs.

For students with access to a device and internet, teachers are expected to provide synchronous and asynchronous learning opportunities for students in a distance learning environment. This includes a component of distance learning for all high school courses and digital resources and enhancements wherever feasible in elementary and middle school grades.

High school students will continue to receive instruction and make progress in all of the courses in which they were enrolled prior to school closure using teacher-led distance learning experiences. School teams will monitor progress of all seniors to ensure they are on track for graduation, and teachers will monitor students’ access to course standards that were not taught before schools closed.

Please use caution when implementing technology with your students. Digital safety is imperative to the success of this plan, with that in mind please review the Technology Safety Guidelines.

Role of Supplemental Packets in SPS Distance Learning

In recognition of the technology access challenges for some students and families, central office curriculum experts are developing and distributing 8 week learning packets to ensure students have consistent access to appropriate, high-quality learning materials for their grade-level content. Supplemental packets will reflect a blend of review and reinforcement for previous learning and introduction of new learning. Instructional packets for students with disabilities receiving an adapted curriculum will reflect this specialized curriculum. Supplemental packets will be distributed to identified families who are unable to access virtual learning in spite of district provided supports. These supplemental packets will be available online for families, as well.

Digital Citizenship Reminders’

As we enter a distance learning environment, it becomes more important than ever to apply practices of good digital citizenship. Students have been learning digital citizenship in their courses all year, but reminders may be needed with the stresses of school closure. Adults and students both share a responsibility to model respect, polite, and appropriate communication online. We can help each other maintain a safe and productive digital community by following the virtual meeting guidelines provided by the facilitating instructor. Resources to support staff and families can be found on the Oakland Schools webpage.

As good digital citizens, students and staff will adhere to board policies:

- Technology
- Electronic Communication
- Social Media Use
- Student Technology Acceptable Use and Safety
- Staff Technology Acceptable Use and Safety

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## Digital Tools and Resources

<table>
<thead>
<tr>
<th>Tool/Resource</th>
<th>Description and Access</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gmail</td>
<td>Email will be used for all major communications and announcements, including those from principals and the superintendent. Teachers and other instructional personnel will also use email to communicate, although they will use other platforms to interact with their students as well.</td>
</tr>
<tr>
<td>Google Classroom</td>
<td>All learning activities are to be placed in Google Classroom. Using Google Classroom will provide caregivers the ability to see what is being assigned to students and help support them in completing assignments.</td>
</tr>
<tr>
<td>Google Hangouts Meet</td>
<td>Teachers may host a collaborative learning session with a class or a small group of students. Participants receive an invitation to join the collaborative space in an email.</td>
</tr>
<tr>
<td>(Google) G Suite</td>
<td>G Suite for Education will be used as the tool for students to create and collaborate on work.</td>
</tr>
<tr>
<td>Online Textbooks</td>
<td>Online Textbooks have been implemented in Mathematics for all grades, other content area books have been implemented at the teacher's discretion. Please check with your teacher.</td>
</tr>
<tr>
<td>Clever</td>
<td>All resources for the district can be accessed through here, including free, recommended resources assigned by grade level.</td>
</tr>
<tr>
<td>Exact Path</td>
<td>Based on NWEA scores, K-8 students are given a learning path that suits the needs. As they continue down their path, the system will adjust to the student's needs.</td>
</tr>
<tr>
<td>Study Island</td>
<td>Based on NWEA scores and/or Teacher assignments, K-12 students can complete assignments based on their NWEA or Teacher recommendations.</td>
</tr>
<tr>
<td>Reading Eggs</td>
<td>K-2 students complete a placement test and then are assigned activities based on their letter and reading abilities.</td>
</tr>
<tr>
<td>Courseware</td>
<td>Online customizable curriculum used for credit recovery and original credit classes in grades 9-12.</td>
</tr>
<tr>
<td>i-Ready</td>
<td>Stevenson and Thompson ONLY: K-8 students completed the i-ready assessment and have assigned lessons based on their abilities.</td>
</tr>
<tr>
<td>Detroit Public Television</td>
<td>DPT has changed its daily programming to align with Michigan curriculum to supplement children’s learning during this crisis. Districts can utilize this programming, especially in homes without access to online platforms. Note: This resource is available in the Detroit Public Television broadcast area: but can be accessed online at <a href="http://www.dptv.org/education">www.dptv.org/education</a>. 7 a.m. - 9 a.m. Ages 2-8 9 a.m. - 1 p.m. Grades 4-8 1 p.m. - 6 p.m. Grades 9-12</td>
</tr>
</tbody>
</table>

The table above is meant to act as a guide of district provided resources. These resources are district approved, vetted and reliable. The district understands that teachers have been using resources within their daily instruction and are encouraged to continue using modes of learning and communication that have been effective thus far.

With the current state of our education system, many vendors have offered free online resources to help ensure students are able to continue learning.
The shift to distance learning comes at a time when teachers, families and students are already experiencing a disruption to their routines and priorities. While distance learning may offer welcome structure and connections with others that are likely missing in the disrupted environment of school and business closures, the transition may be challenging. Student engagement is being monitored through mixed media platforms. The special education team is also monitoring and recording contact with students and families.

Teacher Guidelines

In the transition to distance learning, teachers will be asked to think and work differently than they have in the past. Their underlying compassion, creativity, and perseverance are the traits that will lay the foundation of success with this Distance Learning Plan. The following guidelines represent reminders to help our teachers thrive in this new environment.

1—Health, Safety, and Family First

In this time of pervasive and tangible health risks in our community, keep the health and safety of your students and yourself in the forefront. Be aware of rising stress or concern among your students and adjust your expectations to accommodate developing needs related to personal illness or the need to assist an ill family member. This guideline goes for yourself, as well. If you recognize that you are becoming ill or have a need to support a loved one, proactively connect with your supervisor and teammates to ask for their temporary assistance in continuing the learning supports for your students.

2—Keep It Simple

Working and learning in an altogether new way can be overwhelming. Teachers are reminded to prioritize the most essential learning concepts for direct instruction while pacing to allow for a balance of review, practice, and new content, where appropriate. These measures can help to prevent stress on the part of you and your students.

3—Begin with the Known

Especially in the early weeks of distance learning, teachers should continue using existing modes of communication and learning models, where possible. Both you and your students are more likely to get off to a strong start with distance learning if you maintain as much of the familiar as you can. As time goes on and you and your students are more comfortable with distance learning, you may find opportunities to introduce additional approved tools or resources to support students’ learning needs.

4—Identify What Distance Learning Tools Are Available for Your Students

With districts efforts to distribute technology and internet connections to our families many students now have access to a device and the internet. However, be cognizant that some students still may not have access to needed devices. Get to know the access for each of your students and adjust your model for connecting and supporting learning accordingly. Leverage a combination of learning activities that take advantage of the resources available. When necessary communicate to district leadership when a need for support arises such as access to the internet or devices.

5—Focus on Feedback

In any learning environment, growth-producing feedback is essential to helping a learner move to their next level. In a distance learning setting with the loss of many nonverbal clues, articulated feedback can become even more critical to make clear to a learner what strengths and opportunities you see in their work. Utilize the media at your disposal to offer oral or written feedback as frequently as possible. Feedback may take the form of comments on a submitted assignment, journaling, phone calls, or video chats. Remember that the purpose of assessment is to help the learner understand what they have mastered and where they need to keep working.
Caregiver Guidelines

1— Health, Safety, and Family First
Be mindful of your child’s stress level and any anxiety related to world events or their own change in routine. Also, keep in mind that your child is sensitive to the stress and anxiety they perceive in you. If illness in your family makes it difficult for your child to participate in distance learning, be sure to share your situation with their teachers to work out a plan that is supportive of your immediate family needs while providing reasonable access to learning for your child.

2—Set Aside Time and Space
We encourage families to establish a physical space, if possible, where your child can participate in distance learning during the day. For many grade levels, there will be scheduled times when students are expected to join their teacher or class in a distance learning activity or check-in. Your child may need your help to be available for participation during these times. Consider how you can help maintain a sense of routine for your child, including expectations for wake up times and bedtimes that work for your family that include a daily check in. Your children should move regularly and take periodic breaks as they study.

3—Stay Connected to Your Child’s Teachers
Teachers will communicate with caregivers on a periodic basis. These check-ins will let you know how your child is progressing and give you additional insights into your child’s learning experiences. However, keep in mind that teachers are responsible for outreach and engagement with many students and their families. If you have a question or concern about your child’s learning, don’t hesitate to initiate contact with your child’s teacher.

4—Stay Active
Set expectations that your child engages in some form of physical exercise each day. Exercise will help you maintain your physical, mental, and emotional health and development. SPS’s physical education teachers will recommend activities or exercises, but it is also important for caregivers to model and encourage exercise. You may also think about how your children can help with additional chores or responsibilities at home.

5—Monitor Screen Time
SPS does not want its students working at computer screens for 7-8 hours a day. Furthermore, we want to build students that display positive citizenship. We ask that caregivers remember some teachers are not yet experts in distance learning and that it will require some trial-and-error before we find the right balance between online and offline learning experiences. Some of the most beneficial learning opportunities during this time are spending time with your children doing daily activities such as cooking, baking, laundry, etc. We thank you in advance for your patience and partnership.
Guidelines Distance Learning Continued

Student Guidelines

1—Health, Safety, and Family First

Be mindful of your stress level and any anxiety related to world events or change in routine. If illness in you or your family makes it difficult for participation in distance learning, be sure to share your situation with your teachers to work out a plan that is supportive of your immediate family needs while providing reasonable access to learning.

2—Set Aside Time and Space for Quality

We encourage you to establish a physical space, if possible, where you can participate in distance learning during the day. For many grade levels, there will be scheduled times when you are expected to join their teacher or class in a distance learning activity or check-in. You may need your parent’s help to be available for participation during these times. Keep to a daily routine as much as possible. Include time to learn and allow for breaks. Do your best to adhere to due dates on assignments to keep from becoming overwhelmed. Complete assignments with integrity and academic honesty.

3—Stay Connected

Teachers will communicate with you in various ways on a periodic basis, so be sure to check daily. These check-ins will keep you connected with peers and give you feedback and support on how you are progressing. This is a great way to stay connected with the outside world each day. Collaborate with class members when possible through technological support. Keep in mind that teachers are responsible for outreach and engagement with many students and their families. If you have a question or concern about your learning, don’t hesitate to initiate contact with your teacher. Communicate with your teachers and caregivers if you lack the resources to engage in distance learning and/or if you are feeling overwhelmed.

4—Stay Active

Stay active and set aside time to be physically active each day. Exercise will help you maintain your physical, mental, and emotional health and development. SPS’s physical education teachers will recommend activities or exercises, but it is also important for families to model and encourage exercise.

5—Monitor Screen Time

SPS does not want you working at computer screens for 7-8 hours a day. Furthermore, we want to build students that display positive digital citizenship. We ask that you remember some teachers are not experts in distance learning yet and that it will require some trial-and-error before we find the right balance between online and offline learning experiences. Please be patient with your teachers and caregivers.
Where Students and Caregivers Can Go with Questions

As we embark on distance learning, students and caregivers will have questions and issues that arise that they have not experienced before. The table below provides some of the most common types of issues or questions that may be anticipated and indicates who to contact for help. Email is the best way to reach staff during distance learning.

<table>
<thead>
<tr>
<th>FOR QUESTIONS ABOUT...</th>
<th>CONTACT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Specific course, assignment, or learning resource</td>
<td>Teacher</td>
</tr>
<tr>
<td>Supports or accommodations for students with disabilities</td>
<td>Special education Teacher</td>
</tr>
<tr>
<td>Supports of accommodations for English learners</td>
<td>ESL Teacher</td>
</tr>
<tr>
<td>Problem with an SPS-issued Chromebook or other technology related problem</td>
<td>Teacher – teacher will submit request</td>
</tr>
<tr>
<td>Personal, academic, or social emotional concern</td>
<td>Teacher / School Counselor / School Social Worker if previous relationship exists</td>
</tr>
<tr>
<td>Online Textbook access including compatibility issues</td>
<td>Teacher</td>
</tr>
<tr>
<td>Issues that are not properly addressed by contact listed</td>
<td>Principal or Assistant Principal</td>
</tr>
</tbody>
</table>
Distance learning requires the active contributions of many partners. Key roles and responsibilities for school personnel are highlighted below.

The purpose of the table below is to provide clarity around roles and responsibilities throughout this transition to distance learning. Roles and responsibilities are subject to change as is the nature of the current circumstances in our state. Please know that the responsibilities below are not all-encompassing as your supervisor may give additional responsibilities as needs arise.

<table>
<thead>
<tr>
<th>Personnel</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Executive District Network</td>
<td>Provide ongoing updates to stakeholder groups</td>
</tr>
<tr>
<td>Instructional Department</td>
<td>Support teachers in the implementation of the Distance Learning Plan</td>
</tr>
<tr>
<td></td>
<td>Provide <a href="#">Priority Standards</a> as a resource for teachers to guide instructional plans</td>
</tr>
<tr>
<td></td>
<td>Provide models of distance learning units/lessons</td>
</tr>
<tr>
<td></td>
<td>Curate resources to support teacher planning and <a href="#">professional development</a> opportunities</td>
</tr>
<tr>
<td></td>
<td>Collect information around possible areas of need and provide virtual PD to teachers to support their learning</td>
</tr>
<tr>
<td></td>
<td>Provide support and troubleshooting for teachers in the planning and posting of online learning in Google Classroom and Online Learning Resources sponsored by the district</td>
</tr>
<tr>
<td></td>
<td>Establish and communicate a process for coaching and consulting with teachers virtually. Individual and group support should both be considered</td>
</tr>
<tr>
<td>Building Administrators</td>
<td>Continue to ensure clear communication is flowing to staff and families</td>
</tr>
<tr>
<td></td>
<td>Follow up and assist staff in the creation of a learning plan at the building level</td>
</tr>
<tr>
<td></td>
<td>Monitor distance learning from a global perspective</td>
</tr>
<tr>
<td></td>
<td>Support staff in identifying student needs both academic and social emotional and connecting those students to necessary resources</td>
</tr>
<tr>
<td>General Education Teachers</td>
<td>Strive to build a sense of community and connectedness among students</td>
</tr>
<tr>
<td><em>(including Special Education and ESL as applicable)</em></td>
<td>Create self-directed, self-paced distance learning opportunities that are accessible for students and will help them continue to learn during this crisis</td>
</tr>
<tr>
<td></td>
<td>Develop both <a href="#">synchronous</a> and <a href="#">asynchronous</a> learning opportunities for students at varying times throughout the week</td>
</tr>
<tr>
<td></td>
<td>Create and communicate office hours to students, caregivers, and administrators</td>
</tr>
<tr>
<td></td>
<td>Provide students with ongoing and meaningful feedback</td>
</tr>
<tr>
<td></td>
<td>Support students who are chronically absent from distance learning or who demonstrate a need for personalized skill review based upon work submitted</td>
</tr>
<tr>
<td>Role</td>
<td>Responsibilities</td>
</tr>
<tr>
<td>------------------------------------------</td>
<td>----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Special Education and ESL Teachers</td>
<td>Communicate with students/families</td>
</tr>
<tr>
<td></td>
<td>Communicate with teacher partners (co-teachers) to provide support in scaffolding lessons</td>
</tr>
<tr>
<td></td>
<td>Maintain regular communication with special education supervisors to ensure IEP’s are maintained to the extent possible within governmental health guidelines</td>
</tr>
<tr>
<td>Specials and Elective Teachers</td>
<td>Collaborate with colleagues to find and develop resources for high-quality distance learning experiences</td>
</tr>
<tr>
<td></td>
<td>Be available to support teachers and students as needed</td>
</tr>
<tr>
<td></td>
<td>Work with building administration to ensure student needs are met</td>
</tr>
<tr>
<td>Title 1 Teachers and Literacy Coaches</td>
<td>Support teachers in selecting most salient content for distance learning</td>
</tr>
<tr>
<td></td>
<td>Support teachers in designing learning activities that meet the needs of all learners in a distance learning environment</td>
</tr>
<tr>
<td></td>
<td>For previously identified students, design and deliver distance learning lessons and consultation for students</td>
</tr>
<tr>
<td>School Counselors</td>
<td>Provide services and support as appropriate to students and caregivers</td>
</tr>
<tr>
<td></td>
<td>Support teachers in contacting students/caregivers when needed</td>
</tr>
<tr>
<td></td>
<td>Assist with the school’s established attendance procedure as requested by admin through communication protocol</td>
</tr>
<tr>
<td></td>
<td>Advocate for student safety by recommending school personnel, put consistent procedures, communication and policies in place</td>
</tr>
<tr>
<td></td>
<td>Provide interventions for students at risk of dropping out or harming self or others</td>
</tr>
<tr>
<td></td>
<td>Supporting student-initiated programs</td>
</tr>
<tr>
<td></td>
<td>Provide family, faculty and staff education programs</td>
</tr>
<tr>
<td></td>
<td>Facilitate open communication between students and caring adults</td>
</tr>
<tr>
<td></td>
<td>Participate in district and school response team planning and practices</td>
</tr>
<tr>
<td></td>
<td>Promote trauma-informed practices</td>
</tr>
<tr>
<td></td>
<td>Partnering with community resources</td>
</tr>
<tr>
<td>ISSN Staff</td>
<td>Will collaborate with teams across the district to ensure high-quality support is provided for students with disabilities and families in good faith effort to provide FAPE</td>
</tr>
<tr>
<td>Secretaries</td>
<td>Coordinate with your building administrator to determine building needs.</td>
</tr>
<tr>
<td>Paraprofessionals</td>
<td>Coordinate with your assigned teacher to determine needs of students and the caseload.</td>
</tr>
<tr>
<td>Other Staff</td>
<td>Any staff not listed above, will support remote learning as directed by their supervisor or central office administration.</td>
</tr>
</tbody>
</table>
Communication Guidelines

The district strives to support the whole child, however, we are also cognizant that an overabundance of communication can overwhelm and frustrate families. Schools and teachers must have clear, consistent, concise, and accessible communication plans that prioritize student connection to trusted school personnel. Therefore, in order to maintain a positive and productive communication flow the district requests that buildings establish a flow of communication protocol. The intent of this protocol is to ensure families are receiving concise and timely communication. Collaboration of instructional staff within buildings is vital to the success of this plan. This protocol does not pertain to synchronous instruction provided to support learning. The main point of contact will share necessary wellness and academic information with building administration or pertinent parties as needed.

General Guidelines

- If possible, use communication platforms stakeholders are already familiar with and that currently exist in the system
- Be clear, consistent, and concise
- Ensure that materials and communications are provided in a way that is accessible to students with language needs
- Encourage/maintain ongoing two-way communication
- Clearly define terms/ideas to avoid miscommunication
- Set guidelines for expectations related to response time from educators and students and communicate these expectations to all stakeholders, this could take the form of office hours, synchronous learning opportunities, or availability windows

Communicating with Students

- Maintain classroom customs and norms as much as possible
- Remind students how to best communicate with the teacher and, when appropriate, peers (a social-emotional learning opportunity)
- Ensure all students have access to information through at least one form of communication
- Set guidelines for teacher response times
- Maintain regular communication and set a minimum threshold for contact

Communicating with Families

- Avoid educational jargon and define terms to ensure understanding
- Survey families to identify needs and follow through to provide for those needs.
- To the extent possible, communicate with families in the language they are most comfortable
- Provide recommendations on how to support the whole child
- Solicit actionable feedback
- Provide timely information

Communicating with and among Staff

- Establish norms for communication
- Include all relevant staff members
- Develop and follow a communication plan:
  - Address educational issues
  - Provide professional support
Student Engagement Considerations

The suggested engagement times in the table below could be inclusive of project time that spans multiple days, independent work, and direct teacher engagement. The engagement times do not represent expectations of exclusive work on educational products or web-based platforms.

When planning, teachers should consider:

- Students may or may not have a consistent caregiver who can work with them every day. Ensure that instructions are written so that the student can understand them independently.
- Using headings, bullet points, appropriate text size, boldness, and color to create a clear workflow for students to follow.
- These questions when designing distance learning experiences:
  - How will I attend to a student's well-being to ensure they are able to approach learning without barriers?
  - How will a student know where to start?
  - How will a student know what to do next?
  - How will a student know when the work is successfully completed and submit the work?
  - How will the district know a student completed an activity?

The following recommendations and guidelines are presented as suggested minimum and maximum times of engagement by each student in distance learning activities.

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Recommended Length of Sustained Attention</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-K</td>
<td>20 minutes per day</td>
<td>60 minutes per day</td>
<td>3-5 minutes</td>
</tr>
<tr>
<td>Kdg</td>
<td>30 minutes per day</td>
<td>90 minutes per day</td>
<td>3-5 minutes</td>
</tr>
<tr>
<td>1-2</td>
<td>45 minutes per day</td>
<td>90 minutes per day</td>
<td>5-10 minutes</td>
</tr>
<tr>
<td>3-5</td>
<td>60 minutes per day</td>
<td>120 minutes per day</td>
<td>10-15 minutes</td>
</tr>
<tr>
<td>6-8</td>
<td>Class: 20 minutes/day</td>
<td>Class: 30 minutes/day</td>
<td>1 subject area or class</td>
</tr>
<tr>
<td></td>
<td>Total: 120 minutes/day</td>
<td>Total: 180 minutes/day</td>
<td></td>
</tr>
<tr>
<td>9-12</td>
<td>Class: 20 minutes/day</td>
<td>Class: 35 minutes/day</td>
<td>1 subject area or class</td>
</tr>
<tr>
<td></td>
<td>Total: 120 minutes/day</td>
<td>Total: 210 minutes/day</td>
<td></td>
</tr>
</tbody>
</table>
Approximate Time Frames for Distance Learning in PreK – 5

*Class is defined as a combination of instruction and worktime either with tech or without.

<table>
<thead>
<tr>
<th>Grade - 2nd Grade</th>
<th>Subject/Focus</th>
<th>Daily Time on Task</th>
<th>Student Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA/Math</td>
<td>30-45 minutes</td>
<td>● View and complete weekly synchronous and asynchronous learning opportunities</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>● Access additional teacher support through office hours</td>
<td></td>
</tr>
<tr>
<td>Science/Social Studies</td>
<td>10-15 minutes</td>
<td>● Content integrated in Language Arts as possible.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>● Engage in learning activities posted on Google Classroom by teacher.</td>
<td></td>
</tr>
<tr>
<td>Specials</td>
<td>10-15 minutes</td>
<td>● Engage in choice learning activities that have been posted by specials teachers.</td>
<td></td>
</tr>
<tr>
<td>Flex Learning Opportunities</td>
<td>Varies</td>
<td>Additional Learning Opportunities</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade - 5th Grade</th>
<th>Subject/Focus</th>
<th>Daily Time on Task</th>
<th>Student Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA/Math</td>
<td>45-75 minutes</td>
<td>● View and complete weekly synchronous and asynchronous learning opportunities</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>● Access additional teacher support through office hours</td>
<td></td>
</tr>
<tr>
<td>Science/Social Studies</td>
<td>15-30 minutes</td>
<td>● Content integrated in Language Arts as possible.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>● Engage in learning activities posted on Google Classroom by teacher.</td>
<td></td>
</tr>
<tr>
<td>Specials</td>
<td>10-15 minutes</td>
<td>● Engage in choice learning activities that have been posted by specials teachers.</td>
<td></td>
</tr>
<tr>
<td>Flex Learning Opportunities</td>
<td>Varies</td>
<td>Additional Learning Opportunities</td>
<td></td>
</tr>
</tbody>
</table>

Here are Additional Sample Schedules to help families set schedules.
### Guidance for Grades 6 – 8 Distance Learning

**Approximate Time Frames for Distance Learning in Grades 6 – 8**

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Recommended Length of Sustained Attention</th>
<th>Student Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>6-8</td>
<td>Class: 20 minutes/day Total: 120 minutes/day</td>
<td>Class: 30 minutes/day Total: 180 minutes/day</td>
<td>1 subject area or class</td>
<td>● View and complete weekly synchronous and asynchronous learning opportunities</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>● Access additional teacher support through office hours</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>● Additional Learning Opportunities</td>
</tr>
</tbody>
</table>

*Class is defined as a combination of synchronous and asynchronous learning opportunities.*

**Middle School (sample synchronous learning schedule)**

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>25 min Math 25 min ELA 25 min Elective 1</td>
<td>25 min Science 25 min SS 25 min Elective 2</td>
<td>25 min Math 25 min ELA 25 min Elective 1</td>
<td>25 min Science 25 min SS 25 min Elective 2</td>
<td>Office hours and extra support as needed</td>
</tr>
</tbody>
</table>

*The schedule above is referencing a maximum time for synchronous online Instructional Minutes. Additional time may be assigned for asynchronous work, not to exceed 30 min per class per day or 150 minutes per week when combined with synchronous learning opportunities. Flex learning options are allowed beyond the 30 min of instruction.*
Guidance for Grades 9–12 Distance Learning

Approximate Time Frames for Distance Learning in Grades 9 – 12

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Recommended Length of Sustained Attention</th>
<th>Student Activities</th>
</tr>
</thead>
</table>
| 9-12        | Class: 20 minutes/day Total: 120 minutes/day | Class: 35 minutes/day Total: 210 minutes/day | 1 subject area or class | • View and complete weekly synchronous and asynchronous learning opportunities  
• Access additional teacher support through office hours  
• Additional Learning Opportunities |

High School (sample synchronous learning schedule)

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>30 min Period 1</td>
<td>30 min Period 4</td>
<td>30 min Period 1</td>
<td>30 min Period 4</td>
<td>Office hours and extra support as needed</td>
</tr>
<tr>
<td>30 min Period 2</td>
<td>30 min Period 5</td>
<td>30 min Period 2</td>
<td>30 min Period 5</td>
<td></td>
</tr>
<tr>
<td>30 min Period 3</td>
<td>30 min Period 6</td>
<td>30 min Period 3</td>
<td>30 min Period 6</td>
<td></td>
</tr>
<tr>
<td>30 min AP if applicable</td>
<td>30 min AP if applicable</td>
<td>30 min AP if applicable</td>
<td>30 min AP if applicable</td>
<td></td>
</tr>
</tbody>
</table>

The schedule above is referencing a maximum time for synchronous online Instructional Minutes. Additional time may be assigned for asynchronous work, not to exceed 35 min per class per day or 175 minutes per week when combined with synchronous learning opportunities. Flex learning options are allowed beyond the 35 min of instruction.

Dual Enrollment and Career and Technical Education

Dual Enrollment: All students participating in dual enrollment through Southfield Public Schools are in classes at either Wayne State University, Lawrence Technological University, University of Michigan-Dearborn or Oakland Community College. Students have moved to an online platform at the aforementioned post-secondary institutions, and they are expected to continue their courses in a virtual manner established by the college or university.

Career and Technical Education (CTE): SPS students are participating in CTE courses both within the district and at CTE centers of the Oakland Schools Technical Campuses (OSTC). For those students taking classes at RCS, the teachers are providing remote learning. The district has been notified that remote instruction will begin through OSTC for enrolled students on April 14. These students will be supported by their instructors and administrators of the OSTC campus. Students can also reach out to their high school counselor or administrator for support.

IBO Guidance on Exams during the Pandemic

The DP and CP external examinations scheduled between 30 April and 22 May will no longer be held. The student will be awarded either the Diploma, Career-related Programme certificate or a course certificate which reflects their standard of work. The achievement will be based around the students’ coursework and the established assessment expertise, rigor and quality control already built into the programmes. All internal assessment (coursework) must be submitted no later than April 20th, 2020.
Foundational Tier

The foundational tier is the time in which educators are meeting students’ and families’ basic needs. During this time, educators will establish routines, modes of communication, explain learning opportunities and formative feedback, and establish engagement expectations.

- Make contact and **identify essential student/family needs**
- Establish, share, ensure access for consistent daily/weekly learning platform(s)/methods for communication and instruction along with the distribution of academic materials as necessary.
- Establish how pupil participation in the plan will be evaluated
- Establish engagement expectations for both staff and students
  - Teachers will communicate upcoming assignment information in a timely manner so that students and families are able to balance assignments during this unprecedented time
  - Teachers will post weekly learning opportunities for students per building directive
  - Teachers will host two **synchronous** learning opportunities per week through Google Meet (or other methods previously used) not to exceed the maximum learning time
  - Teachers will have posted office hours at least two times a week available for students and families per your building directive
  - Staff are encouraged to determine unique opportunities for students to submit academic work
  - Students will receive timely feedback regarding the submitted work
  - Staff are encouraged to work collaboratively (at least two times per week) virtually in their grade-level teams or departments to support each other in the production, distribution and efforts to engage students
- Attendance will be taken at least two times per week via Clever

**Professional learning** for teachers and instructional staff that communicates continuous learning philosophy, expectations and prepares them for mixed-mode methods that fosters collaboration that is age-appropriate for priorities and plans.

The Instructional Department will have staggered office hours to ensure support is available for teachers.

Prior to beginning remote learning, **Professional Development** around necessary technology and modes of learning that will be utilized during remote learning plans will be conducted at various times.

Additional **Professional Development** schedule will be developed based on a needs assessment sent after the first week of remote learning.

In many homes, parents or caregivers will become the primary instructor for their children. For this reason, regardless of whether assignments are online or on paper, directions must be clear, concise, and easy to follow.
Supplemental Tier

The supplemental tier is considered as existing or prioritized curriculum in core content areas that can be translated for review, remediation and enrichment through distance learning. The primary goal during this timeframe is to help students, families and staff transition to new ways of learning with familiar concepts and platforms.

Consider existing or prioritized curriculum in core content areas that can be translated for review, remediation and enrichment through remote learning.

The primary goal during this timeframe is to help students, families and staff transition to new ways of learning with familiar concepts and platforms.

Work to involve, as appropriate, all staff on planning/resource teams which could include opportunities for interventionists, paraprofessionals, specials teachers, and literacy coaches to support all students and families.

How can teachers use the existing curriculum to provide a distance learning resource for review, remediation and/or enrichment?

Develop schedules to ensure successful distance learning experiences for students and families.
New Learning Tier

The new learning tier should focus on priority standards which may or may not be new content. This is information that is necessary for students to learn prior to the end of the year.

Teachers should consider working in grade level or content area teams to identify priority standards/new content necessary for students to learn prior to the end of the year. This would also include planning supports for students/families as they manage work and new responsibilities at home.

Teachers should also consider working in teams to develop cross-curricular units, projects and activities that would highlight new learning incorporating several content areas.

Teachers should also consider working in teams to involve, as appropriate, all staff on planning/resource teams which could include opportunities for interventionists, paraprofessionals, specials teachers, and literacy coaches to support all students and families.

Consider supplementing planned curriculum with compelling, easy to implement real world activities, investigations and problem solving or design challenges that give students and families options for learning and may tap intrinsic interest and motivation.

Consider that pacing might need to be adjusted due to constraints of packets and stand-alone websites: students are dependent on their family for support within their family context.

Consider how teachers will manage, monitor and assess learning

Teachers consider identifying priority standards/new content necessary for students to learn prior to the end of the year. This would also include planning supports for students/families as they manage work and new responsibilities at home.

Consider when planning synchronous interactions (phone calls, two-way video calls), that scheduling does not conflict across classes (for example, Science and Social Studies both occur at 2 PM on Tuesday because teachers were not planning together. Perhaps use shared Google Calendars).

Work to involve, as appropriate, all staff on planning/resource teams which could include opportunities for interventionists, paraprofessionals, elective teachers, and literacy coaches to support all students and families.

Consider alternative modes of communication

Email

For example, reaching out to individual students via email, using email to provide feedback, using email as a support for helping students navigate course management systems

Project-Based learning

Project-based learning can be supported via any medium listed above; this is a pedagogical tool for teachers as they plan

Slideshows

Stand-alone Google Presentations or Powerpoint Slideshows that students can click through as a learning activities; teachers might also consider voice-over recordings for slideshows

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Monitoring, Feedback, and Grading

Guiding Excerpts from State Level Education Leadership

Michigan Department of Education Learning at a Distance Guide

“We encourage stakeholders to set and manage expectations, with a focus on being flexible and giving grace.”

“Districts must recognize that having grading policies without a fully formed plan for absolute equity runs the risk of creating disparities in the education of students, thereby disadvantaging more students than will be advantaged.”

“When implementing any grading policy, districts and teachers are strongly encouraged to consider the extent to which students have had equitable access to learning opportunities and adult support during this closure. Further, as Governor Whitmer urged when she issued the Executive Order, districts should continue to work to ensure the graduation of high school seniors.”

State Superintendent Dr. Michael Rice

“With this public health emergency growing, the legislature will need to relax Michigan Merit Curriculum high school graduation requirements, teacher and administrator evaluation requirements, and other legal requirements,”

Governor Gretchen Whitmer

“Please know that I’m going to do everything in my power to ensure that you are held harmless and that you are not punished.”

“Students and families will not be punished if they are unable to participate in their alternative learning plan.”

“[ensure] that they are not held back because of this global crisis that we are confronting. That's why we are encouraging districts to put together their distance learning plans so that they are meeting the needs, acknowledging some of the challenges within these school districts so that every student has the ability to move on to the next grade.”

“What we want to make sure is that no student is penalized because of COVID-19, that they are not held back because of this global crisis that we're confronting.”

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Monitoring, Feedback, and Grading Continued

SPS Guidelines for Feedback and Grading

During these unprecedented times, the connectedness and care for our students and one another is our first priority as we maintain continuity of learning. The recommendations on assessment, feedback, and grading below are based upon the principle of no educational harm to any child through a humane approach that is in the best interest of each student. Each consideration is rooted in the guidelines provided on the previous page of this document. This pandemic, and the statewide suspension of in-person instruction, has impacted our entire society. The emphasis for schoolwork is on continuous learning, supported by monitoring and feedback, not grades.

Nothing recommended below is intended to replace or supersede federal or state law, contracts, or collective bargaining agreements or established past practice. The recommendations are intended to clarify the District’s vision in approaching grades during the state suspension of in-person instruction.

A. A focus on keeping children emotionally and physically safe, fed, and engaged in learning should be our first priority during this time.

B. Feedback and monitoring should focus on the continuation of learning and prioritize the connectedness and care for students and staff.

C. All students should have the opportunity to redo, make-up, or try again to complete, show progress, or attempt to complete work assigned prior to the remote learning period. This is not a time for failing students or adversely impacting student learning progress. Students are expected to continue with the learning activities assigned during remote learning. We call on educators to be mindful of the impact of time on tasks, time on screens, and time on reflection during this pandemic.

D. Individual student engagement or disengagement will be addressed locally. There are factors outside of the control of the school system with learning being moved off-site. Document every attempt made to engage the student; it is very possible the student is experiencing circumstances out of their control. Share your concerns with building leadership and work as a team to engage the family.

E. Remote student learning during this pandemic may be formatively assessed (where possible and practical). Remote learning is designed to support student learning and continuity of education. Grading is feedback and communication in a snapshot of time to students and parents. The aim, emphasis, and focus for schoolwork assigned, reviewed, and completed during remote learning is on learning, not on compliance.

F. Keeping in mind the order put forth by the Governor of the State of Michigan that students be “held harmless,” in grades K-5 assessment and feedback will focus on the improvement of skills. In lieu of performance ratings and letter grades students will receive “Pass /Incomplete with opportunity for Credit.” All students will be provided additional opportunity and support to improve their skills via distance learning.

G. Keeping in mind the order put forth by the Governor of the State of Michigan that students be “held harmless,” it is the intent of the district to not utilize retention as a penalty for incomplete work. Best practice in student retention, outside of a pandemic shutdown, is determined in the best interest of the student by a panel of educators. A student is never retained for poor grades on coursework or lack of performance on a subject area exam. The decision to retain a child is rooted in social emotional factors, as well as foundational skills and readiness to learn. Given the nature of the shutdown, the governor’s order, and the fact that no child has been worked with in person since March, it will be very difficult to say at the end of the year if retention is indeed the best decision for the child. If a building administrator feels that retention is in the best interest, long term, for the developmental needs of a particular student, he/she will inform district officials of this in May for review, along with the data that supports this decision. As always it is the expectation of the district that many conversations with the family have already taken place that indicate the concern.
H. Keeping in mind the order put forth by the Governor of the State of Michigan that students be “held harmless,” students in grades 6-8, will receive “Pass/Incomplete with the option to complete” marks. Students receiving “Incomplete” marks will be identified by the buildings and offered opportunities to “Pass”. Any pupil who was failing a course as of March 11, 2020, must be provided an opportunity to the extent feasible to demonstrate learning in the subject matter of the course and receive credit for the course, as determined by the district. These options include but are not limited to: Provide an optional final exam or other culminating activity to test pupil understanding of the subject matter of a course to the extent practicable; CourseWare Course; Make-up work, re-assessing, extra credit assignments or other learning opportunities as applicable.

I. Keeping in mind the order put forth by the Governor of the State of Michigan that students be “held harmless,” Students in grades 9-11 will have the option to receive “Pass/Incomplete with option to Complete” marks or to earn a letter grade if the letter grade will be a benefit to their GPA. Students receiving “Incomplete” marks will be identified by the buildings and offered opportunities to “Pass”. Any pupil who was failing a course as of March 11, 2020, must be provided an opportunity to the extent feasible to demonstrate learning in the subject matter of the course and receive credit for the course, as determined by the district. These options include but are not limited to: Award credits and grades for courses taken based on coursework through March 11, 2020; Provide an optional final exam or other culminating activity to test pupil understanding of the subject matter of a course to the extent practicable; CourseWare Course, Make-up work, re-assessing, or extra credit assignments or other learning opportunities as applicable.

- All courses on the student schedule are reflected on the high school transcript with an appropriate grade or mark during this pandemic. It is further recommended that the courses be noted with “(COVID-19)” behind them to indicate these marks were issued during this pandemic. Another option is to place a footnote on the transcript in lieu of course title changes that indicate the same.

- Provide for assistance, to the extent feasible, to pupils enrolled in any postsecondary dual enrollment courses under the Postsecondary Enrollment Options Act, 1996 PA 160, as amended, MCL 388.511 to 388.524, and the Career and Technical Preparation Act, 2000 PA 258, as amended, MCL 388.1901 to 388.1913, in completing the courses during the 2019-2020 school year. (Mandated by EO 2020-35)

- Local districts should consult with each postsecondary institution where students are enrolled to understand how courses will be completed and grades will be issued.

- Local districts should develop alternate methods of assessment for Career and Technical Education coursework, where appropriate, including use of video, electronic submission, etc.

J. Keeping in mind the order put forth by the Governor of the State of Michigan that students be “held harmless,” Students in grade 12 will receive letter grades based upon criteria set forth by department chairs and approved by building principals. Teachers, when grading, will bear in mind the intent behind the Michigan Department of Education, the Governor of the State of Michigan, and well as the leadership of Southfield Public Schools to assess learning with the whole student in mind as well as the extenuating circumstances of individual families during this crisis. It is the directive of the Governor that no student is penalized due to the circumstances of this shutdown. Students receiving an “Incomplete” mark will be identified by the buildings and offered opportunities to receive “Pass.” Any pupil who was failing a course as of March 11, 2020, must be provided an opportunity to the extent feasible to demonstrate learning in the subject matter of the course and receive credit for the course, as determined by building leadership. These options include but are not limited to: Award credits and grades for courses taken based on coursework through March 11, 2020; Provide an optional final exam or other culminating activity to test pupil understanding of the subject matter of a course to the extent practicable; CourseWare Course, Make-up work, re-assessing, or extra credit assignments or other learning opportunities as applicable.

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**District Contacts**

If a need arises within the district, please use the contacts below. Please keep in mind, teachers should be the facilitator not the families.

<table>
<thead>
<tr>
<th>Issue</th>
<th>Contact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Google Apps (Docs, Sheets, Slides, Forms, Calendar, Meet)</td>
<td>Please complete the Staff Needs Assessment</td>
</tr>
<tr>
<td>Google Classroom</td>
<td></td>
</tr>
<tr>
<td>Clever</td>
<td></td>
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<tr>
<td>Edmentum Suite (Courseware, Study Island, Exact Path, Reading Eggs)</td>
<td></td>
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<tr>
<td>Online Textbooks</td>
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<tr>
<td>Device need</td>
<td></td>
</tr>
<tr>
<td>MISTAR</td>
<td>MISTAR Help Desk Ticket</td>
</tr>
<tr>
<td>Device Troubleshooting</td>
<td>General Support Desk Ticket</td>
</tr>
</tbody>
</table>
Definitions of Terms Used Throughout the Remote Learning Plan

Synchronous Learning
Synchronous learning is a general term used to describe forms of education, instruction, and learning that occur at the same time, but not in the same place. The term is most commonly applied to various forms of televi­sual, digital, and online learning in which students learn from instructors, colleagues, or peers in real time, but not in person. For example, educational video conferences, interactive webinars, chat-based online discussions, and lectures that are broadcast at the same time they delivered would all be considered forms of synchronous learning.

Asynchronous Learning
Digital and online learning experiences can also be asynchronous—i.e., instruction and learning occur not only in different locations, but also at different times. For example, prerecorded video lessons, email exchanges between teachers and students, online discussion boards, and course-management systems that organize instructional materials and related correspondence would all be considered forms of asynchronous learning.

Foundational Tier
The foundational tier is the time in which educators are meeting students’ and families’ basic needs. During this time, educators will establish routines, modes of communication, explain learning opportunities and formative feedback, and establish engagement expectations.

Supplemental Tier
The supplemental tier is considered as existing or prioritized curriculum in core content areas that can be translated for review, remediation and enrichment through distance learning. The primary goal during this timeframe is to help students, families and staff transition to new ways of learning with familiar concepts and platforms.

New Learning Tier
The new learning tier should focus on priority standards which may or may not be new content. This is information that is necessary for students to learn prior to the end of the year.
Acknowledgments

Superintendent of Schools
Dr. Jennifer Martin-Green

Southfield Public Schools Board of Education
Charles A. Hicks, President
Darrell B. Joyce, Vice President
Leslie L. Smith-Thomas, Secretary
Betty C. Robinson, Treasurer
Michael M. Poole, Trustee
Yolanda S. Charles, Trustee
Talisha Rice, Trustee

Instructional Team
Ricky Fountain, Chief Academic Officer
Pamela English, Executive Director Instructional Innovation
Sommer Caldwell-Carruthers, Supervisor of Technology and Assessment
Chelsea Chambers, Data Specialist for Academic Progress
Jessica Hines, ELA Curriculum Coordinator
Nancy Rydzewski, Curriculum Supervisor
Yvonne Taylor, Math Curriculum Coordinator

District Thought Partners
Simone Babridge, Teacher
Daryl Beebe, Director of Student Support Network and Stakeholder Engagement
Anika Corbett, Director of Communications
Joline Davis, Chief Talent Management and Organizational Efficacy Officer
John Dignan, Director of Post-Secondary Options and Community Partnerships
Dr. Sharrece Farris, Executive Director of State and Federal Programs
Dr. Lanissa Freeman, Director of Intense Student Support Network
Marc Ingram, Chief Financial and Operations Officer
Aaron Marshall, Student Support Network Specialist
Sally Nalu, ELL District Coordinator
Wes Prescott, Technology Director - Field Services
Josie Petitta, Director of Finance
Dave Raether, Teacher, Southfield Education Association President
Scott Tocco, Director of Operations
Marcia Williams, Principal University Middle and High School Academy