

Pre-K through Elementary Plan

Grade Level	Minimum	Maximum	Recommended Length of Sustained Attention	Daily learning time can include:
Pre-K	20 minutes per day	60 minutes per day	3-5 minutes	Early Literacy Early Numeracy Imaginative play Creative arts music and movement Outdoor exploration Exercise Fine/gross motor activities (click for suggested schedule)
Kdg	30 minutes per day	90 minutes per day	3-5 minutes	Reading, Writing, Math Science or Social Studies Content Online work Handouts or other learning activities Outdoor Play/Exercise, Art, Music, Social-Emotional Learning, Career Exploration (click for recommended time guidelines) (click for additional sample schedules)
1-2	45 minutes per day	90 minutes per day	5-10 minutes	
3-5	60 minutes per day	120 minutes per day	10-15 minutes	

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

References for time allocations came from Illinois and Kansas Plan

[“Kids and Teachers Don’t Need to be Spending Eight Hours a Day on Schoolwork Right Now”, H. Hudson, 2020](#)

Whole Child- WSCC Model

- Keep Students at the Center
- Intentional outreach to continue building relationships and maintain connections.
 - For example, teachers might consider setting office hours.
- Encourage ongoing two-way communication among all stakeholders
- Provide opportunities for positive feedback/connection between students and teachers
- Acknowledge students’ current situation and context
- Provide students with appropriate supports to process events

- Utilize [social emotional learning practices](#)
- Utilize school and community resources to provide mental health supports and [trauma informed practices](#)
- Contact Families: 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.
- Staff should maintain regular/consistent schedules and routines to provide normalcy to daily learning
- A mix of real-time, flexibly timed, technological, and non-technological options, that avoids penalizing students for their choice
- Options for students that tap into students' interests, readiness levels, and learning styles while providing families flexibility

Equity/[Culturally Responsive Sustaining Practice](#)

- Create materials that are hands on for those who do not have technology access and have these available for students to pick up, or deliver where necessary
- Build on families' diverse backgrounds and recognize those backgrounds as assets while creating your lessons
- It is not only access to technology that must be considered. Since home will be the new classroom, it is critical that remote learning must work in a multitude of family and home contexts. In this time of rapidly changing public health and economic uncertainty, districts must ensure that their method of remote learning accounts for:
 - Students who are home alone while adults are working
 - Students who speak a language other than English and have language needs
 - Students whose parents speak a language other than English and cannot assist with homework
 - Students who have special education needs (e.g., children with an IEP, twice exceptional students)
 - Students who are coping with the illness or loss of a family member
 - Students who are struggling with anxiety or depression
 - Staff who are working remotely and simultaneously planning and delivering remote instruction while also providing care for their families and, in many cases, their own children

Learning (Staff and Students)			
Foundation Tier	Hard Copy Media Delivery	Mixed Media Delivery	Digital Media Delivery
	Make contact and identify essential student/family needs : <ul style="list-style-type: none"> ● Well-being ● Food ● Family Context/Situation ● Access to Technology 		

	<ul style="list-style-type: none"> • Transportation • Share District Learning Plan 		
	<p>Identification of reasonable essential learning outcomes in content areas at a district level, scaled to fit the challenges of this crisis.</p>		
	<p>Establish and share consistent daily/weekly learning platform(s)/methods for communication and instruction along with distribution of materials, packets, and books.</p> <p>Establish how pupil participation in the plan will be evaluated</p> <p>Examples:</p> <ul style="list-style-type: none"> • Phone calls, emails, mail • Weekly packets distributed by school/district • Books, curricular materials and textbooks distributed • Schedules and methods for delivery, weekly pickup at school, mail <p>Evaluation examples may include: logging of date/times/contact by phone, email, etc..</p> <p>Completion and return of packets</p>	<p>Establish and share consistent daily/weekly learning platform(s)/methods for communication and instruction along with distribution/sharing of materials including devices and hotspots if appropriate, packets, and books.</p> <p>Establish how pupil participation in the plan will be evaluated</p> <p>Examples:</p> <ul style="list-style-type: none"> • K-1 Seesaw, 2-5 Zoom and/or weekly packets • Books, curricular materials and textbooks distributed • Weekly pick-up at school along with templates from district website, downloadables, links and videos <p>Evaluation of pupil participation examples may include: on-line attendance/check-in through google classrooms, hangout and logging zoom office hours/student participation</p>	<p>Establish and share consistent daily/weekly learning platform(s)/methods for communication and instruction along with distribution of materials including devices and hotspots if appropriate.</p> <p>Establish how pupil participation in the plan will be evaluated</p> <p>Examples:</p> <ul style="list-style-type: none"> • K-1 Seesaw. 2-5 Zoom (or Google Hangouts) • Books, curricular materials and textbooks distributed (if applicable) • Initial pickup of devices or hotspots at school or other locations <p>Evaluation of pupil participation examples may include: (in addition to hard copy and mixed media) documented by completion of online content in platform</p>
	<p>Develop engagement expectations for both staff and students</p>	<p>Develop engagement expectations for both staff and students</p>	<p>Develop engagement expectations for both staff and students</p>

	<p>Examples:</p> <ul style="list-style-type: none"> • Grade level packets due for printing on Friday of every week • Provide morning videos for class to view • Teachers will make direct contact with students once a week by phone, mail, email, etc. • Hold office by phone/or call in for families during set times 2-3 x per week • Process determined for hard to reach students • Expectations for students to get feedback from student work (will students turn in work?) • Staff are encouraged to work collaboratively (at least 2x per week) in their grade level teams to support each other in the production, distribution and efforts to engage students 	<p>Expectations:</p> <ul style="list-style-type: none"> • Grade level packets due on Monday of every week • Teachers will host two synchronous learning opportunities per week through Google or Zoom (can coincide with office hours) • Teachers will have posted office hours 2x a week available for students and families • Expectations for students to get feedback from student work (will students turn in work?) • Staff are encouraged to work collaboratively (at least 1x per week) virtually in their PLC teams to support each other in the production, distribution and efforts to engage students 	<p>Examples:</p> <ul style="list-style-type: none"> • Teachers will post two daily online learning sessions each day • Teachers will host two synchronous learning opportunities per week through Google or Zoom • Teachers will have posted office hours twice a week available for students and families • Process determined for hard to reach students • Staff are encouraged to work collaboratively (at least 2x per week) virtually in their grade level teams to support each other in the production, distribution and efforts to engage students
	<p>Professional learning for teachers and instructional staff that communicates continuous learning philosophy, expectations and prepares them for remote learning including time to collaborate around grade-level plans and priorities.</p> <p>Utilize knowledgeable staff (district coaches, teacher leaders, administrators, etc.)</p>	<p>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</p> <p>Utilize knowledgeable staff (district coaches, teacher</p>	<p>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.</p> <p>Utilize knowledgeable staff (district coaches, teacher</p>

	<p>to deliver professional learning/resources/supports to staff</p> <p>Sample Professional Learning Plan p 17 (Phone, conference calls)</p>	<p>leaders, administrators, etc.) to deliver professional learning/resources/supports to staff with on--line resources</p> <p>Sample Professional Learning Plan p 17 (Phone, Google Hangout, Genius Hours)</p>	<p>leaders, administrators, etc.) and readily available platform modules or videos to deliver professional learning/resources/supports to staff with online resources.</p> <p>Sample Professional Learning Plan p 17 (2-way synchronous video chat, webinar, using MIVU, EduPaths, etc.)</p>
<p>Supplemental Tier</p>	<p>Consider existing or prioritized curriculum in core content areas that can be translated for review, remediation and enrichment through remote learning. (Example from Miami-Dade).</p> <p>The primary goal during this timeframe is to help students, families and staff transition to new ways of learning with familiar concepts and platforms.</p> <p>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</p>		
	<p>How can teachers use existing curriculum to provide a resource that could be mailed home for review, remediation and/or enrichment?</p> <p>Examples:</p> <ul style="list-style-type: none"> ● Printing books or decodable texts ● Reading for pleasure ● Journaling such as writing about their day, family, or something they learned from a show ● Completed workbooks for review ● Using board games or home activities/resources ● Printing digital lessons for take home enrichment packets 	<p>How can teachers use the existing curriculum to provide an on-line resource or something that can be mailed home for review, remediation and/or enrichment?</p> <p>Examples (in addition to hard copy examples):</p> <ul style="list-style-type: none"> ● Discussion of Videos ● Interactive Enrichment websites ● Review on-line modules ● Remediation with on-line resources/links ● Face-Time Family Projects ● Use district website resources and links 	<p>How can teachers use the existing curriculum to provide an on-line resource, familiar digital platform or something that can be mailed home for review, remediation and/or enrichment?</p> <p>Examples (in addition to hard copy examples and mixed media examples)</p> <ul style="list-style-type: none"> ● Interactive student to student activities and communications/games ● Virtual/augmented reality field trips and scavenger hunts ● Use district website resources and links ● Create projects, products using on-line resources and videos for review and enrichment

	<ul style="list-style-type: none"> • Example learning packets 		
New Learning Tier	<p>Teachers work 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. (Example from Miami-Dade)</p> <p>Work to develop cross-curricular units, projects and activities that would highlight new learning incorporating several content areas.</p> <p>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.</p>		
	<p>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.</p> <p>For example: using materials and items from around the house, television shows, students' yard, pets and family</p>	<p>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.</p> <p>For example: (in addition to hard copy examples) using materials around the house in conjunction with easily available websites that don't require a login.</p>	<p>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.</p> <p>For example (in addition to hard copy and mixed media) use digital platforms that allow for student choice.</p>
	<p>Consider that pacing might need to be adjusted due to constraints of packets and hard copies: students are dependent on their family for support within their family context.</p>	<p>Consider that pacing might need to be adjusted due to constraints of packets, hard copies, and stand-alone websites: students are dependent on their family for support within their family context.</p>	<p>Consider that pacing might need to be adjusted due to constraints of online instruction: students may be working asynchronously and may need additional support from the teacher. Students remain dependent on their family and available technology resources for support within their family context.</p>
	<p>Consider how teachers will manage, monitor and assess learning (see section on</p>	<p>Consider how teachers will manage, monitor and assess learning (see section on</p>	<p>Consider how teachers will manage, monitor and assess learning (see section on</p>

	<p>monitoring, feedback and grading below)</p> <p>Examples:</p> <ul style="list-style-type: none">• Teachers will contact families once a week to conference and check -in on learning (email, phone, etc.)• Answer keys will be included in learning packets for parents• Learning packets may be dropped off during pick up of new materials• Parents are asked to use office hours as well as email to communicate• Photos of work can be uploaded and shared	<p>monitoring, feedback and grading below)</p> <p>Examples:</p> <ul style="list-style-type: none">• Drop box• Google Classroom• SeeSaw• Class Dojo• Zoom (Office hours)	<p>monitoring, feedback and grading below)</p> <p>Examples:</p> <ul style="list-style-type: none">• Drop box• Google Classroom• SeeSaw• Class Dojo• Zoom (office hours)
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Monitoring, Feedback, and Grading

During these unprecedented times, the connectedness and care for our students and one another is our first priority as we maintain a 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. 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.

The information below was developed in collaboration with MASSP.

- A. Feedback and monitoring should focus on the continuation of learning and prioritize the connectedness and care for students and staff.
 - [Guiding Principles To Help Meet The Assessment Need of English Learners](#)
 - [Recommended Actions To Support The Assessment of English Learners](#)
- B. 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. A focus on keeping children emotionally and physically safe, fed, and engaged in learning should be our first priority during this unprecedented time.
- C. More broadly, nothing recommended is intended to replace or supersede federal or state law, contracts, or collective bargaining agreements or established past practice.
- D. Ideally, all students will pass their assignments during remote learning as this is a new and unprecedented set of circumstances. 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.
- E. **Decisions regarding the awarding of credit, the issuance of grades, and the use of pass or fail designations will be made at the district level by districts with due recognition of the impact of the COVID-19 pandemic. (Mandated by EO 2020-35)**

The recommendation on grading during this period of school closure is to consider a student's grade at time of closure as the lowest grade to be awarded and designated on a transcript for that course credit. In place of a failing grade, the recommendation is to designate credit as "incomplete" (I). All students should be provided additional opportunity and support to improve their grade through make-up, exemption of non-essential grades, or completion of additional learning activities. It is further recommended that schools provide students the option to elect Pass/Incomplete (P/I) designation on transcript. All students with an "I" should be provided an opportunity to complete learning and earn the credit upon return to school or completion of credit recovery. Upon recovery of credit, the "I" on transcript should be changed to "P" or final grade earned.

 - 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; therefore, the aim is that student grades are not lowered

as a result of remote learning. It is recommended that a student who is not able to be engaged, or who chooses to disengage, in remote learning should receive an incomplete or no grade. Document every attempt made to engage the student; it is very possible the student is experiencing circumstances out of their control.

- Remote student learning during this pandemic may be formatively assessed (where possible and practical). We acknowledge that it may need to be assessed during the transition back to in-person instruction. 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.
- Where possible, the content from remote learning should be made up after the transition back to regular in-person school attendance resumes (or perhaps summer school, etc.).
- It is recommended that students who are completing online courses (i.e. Michigan Virtual, Edgenuity, Apex, etc.) be evaluated/graded in accordance with #1 above, so as to not negatively influence grade point average.
- It is recommended that 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 indicates the same.
- It is recommended that districts consult board policy specific to the issuing of NC or Incomplete. In some cases Board Policy requires a change from NC or Incomplete to F after a duration of time. It is suggested that this not be applied in this circumstance.