High School Considerations

Grade Level	Minimum	Maximum	Recommended Length of Sustained Attention
9-12	Class: 20 minutes/day Total: 120 minutes/day	Class: 35 minutes/day Total: 210 minutes/day	1 subject area or class

See sample daily schedule below:

HIGH SCHOOL Maximum online Instructional Minutes Additional time may be assigned for "off line" work, not to exceed 30 min. per class per day. Independent reading expectations and enrichment options are allowed beyond the 30 minutes of instruction.				
Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
30 min. Math 30 min. ELA 30 min. AP if applicable	30 min. Science 30 min. Social Studies 30 min. AP if applicable	30 min. Math 30 min. ELA 30 min. AP if applicable	30 min. Science 30 min. Social Studies 30 min. AP if applicable	30 min. Elective 1 30 min. Elective 2 30 min. AP if applicable

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

Equity/Culturally Responsive-Sustaining Practice

❏ *Co-construct learning so student and family learning goals and interests are utilized in the design of instruction.*
❏ *Learning is dependent upon resources available in the students' environment, and educators should honor contributions students can bring to the conversation.*
❏ *Engage families as a critical partner through high levels of communication and a recognition that parents and guardians are the student's first teachers.*
❏ *Teaching and learning doesn't have to look the same for every student or classroom, it's about flexible instruction that utilizes the resources available and accessible to students.*
❏ *Check for learning through formative assessment practices and encourage students to monitor their own learning.*

Learning (Staff and Students)			
	Hard Copy Media	**Mixed Media**	**Digital Media**
Foundation Tier	Make contact and identify essential student/family needs: ❏ Well-being ❏ Food ❏ Family Context/Situation ❏ Access to Technology ❏ Share District Learning Plan		
	Identification of reasonable essential learning outcomes in content areas at a district level, scaled to fit the challenges of this crisis.		
	Establish and share consistent daily/weekly learning platform(s)/methods for communication and instruction along with distribution of materials, packets, and books. Examples: Distribution during food pick up Mailings Scheduled Phone Calls	Establish and share consistent daily/weekly learning platform(s)/methods for communication and instruction along with distribution of materials, packets, and books. Examples: Distribution during food pick up Mailings Google Hangouts Google Classrooms	Establish and share consistent daily/weekly learning platform(s)/methods for communication and instruction along with distribution of materials, packets, and books. Examples: Google Hangouts Google Classrooms Moodle Pearson Successnet Haiku Schoology Blackboard

	Establish how pupil participation in the plan will be evaluated Examples: 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 Evaluation of pupil participation examples may include: (in addition to hard copy and mixed media) phone call in, text, mailing	Establish how pupil participation in the plan will be evaluated Examples: Google Classroom, Zearn, or other online learning platform. Books, curricular materials and textbooks distributed Weekly pick-up at school along with templates from district website, downloadables, links and videos Evaluation of pupil participation examples may include: (in addition to hard copy and mixed media) phone call in, text, mailing, Google Hangout, Facetime or other social media	Establish how pupil participation in the plan will be evaluated Examples: Google Classroom, Zearn, or other online learning platform. Google Hangouts, Zoom, etc. Books, curricular materials and textbooks distributed Evaluation of pupil participation examples may include: on-line attendance/check-in through google classrooms, hangout and
	Develop engagement expectations for both staff and students Examples: 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	Develop engagement expectations for both staff and students Expectations: 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 Staff are encouraged to work collaboratively (at least 1x per	Develop engagement expectations for both staff and students Examples: 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

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	week) virtually in their PLC teams to support each other in the production, distribution and efforts to engage students	level teams to support each other in the production, distribution and efforts to engage students
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. *Utilize knowledgeable staff (district coaches, teacher leaders, administrators, etc.) to deliver professional learning/resources/supports to staff* *Sample Professional Learning Plan p 17 (Phone, conference calls)*	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 *Utilize knowledgeable staff (district coaches, teacher leaders, administrators, etc.) to deliver professional learning/resources/supports to staff with on--line resources* *Sample Professional Learning Plan p 17 (Phone, Google Hangout, Genius Hours)*	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. *Utilize knowledgeable staff (district coaches, teacher leaders, administrators, etc.) and readily available platform modules or videos to deliver professional learning/resources/supports to staff with online resources.* *Sample Professional Learning Plan p 17 (2-way synchronous video chat, webinar, using MIVU, EduPaths, etc.)*

Develop online attendance policy Attendance for both staff and students
    Examples of how to take attendance: Poll Everywhere, Student participates in discussion thread, chat, etc.
    Communicate policy to teachers
    Teachers communicate policy to students		

For Class of 2020, develop a process for issuing grades and diplomas by choose one or more of the following:		

	1. Award credits and grades for courses taken based on coursework through March 11, 2020 2. Provide an optional final exam or other culminating activity to test pupil understanding of the subject matter of a course to the extent practicable. 3. Implement a process for pupils in grade 13 to be certified as eligible to graduate using a prior learning assessment, a portfolio, or a resume approach. 4. Offer an interdisciplinary culminating activity that encompasses essential standards missed by pupils due to the closure of schools.
	For Class of 2020, create a listing of those students who were failing a course as of March 11, 2020 and create an opportunity to the extent feasible to demonstrate learning in the subject matter and receive credit for the course.
Supplemental Tier	*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 existing curriculum to provide a resource that could be mailed home for review, remediation and/or enrichment?	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?	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?
Examples: 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	Examples (in addition to hard copy examples): 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	Examples (in addition to hard copy examples and mixed media examples) 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

	Teacher considerations: [6-12 English Language Arts Distance Learning Guidance Document](#) [6-12 Mathematics Distance Learning Guidance Document](#) [6-12 Science Distance Learning Guidance](#) [6-12 Social Studies Distance Learning Guidance Document](#) [6-12 Electives Distance Learning 5-12](#)			
	Develop schedules to ensure successful remote learning experiences for students and families. [Online Learning Tips for Students](#)			
New Learning Tier	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](#))			
	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 on 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, 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. For example: using materials and items from around the house, television shows, students' yard, pets and family	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. 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.	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. For example (in addition to hard copy and mixed media) use digital platforms that allow for student choice.	
	Consider that pacing might need to be adjusted due to	Consider that pacing might need to be adjusted due to	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.	constraints of packets, hard copies, and stand-alone websites: students are dependent on their family for support within their family context.	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.
	Consider how teachers will manage, monitor and assess learning (see section on monitoring, feedback and grading below) Examples: 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 shared	Consider how teachers will manage, monitor and assess learning (see section on monitoring, feedback and grading below) Examples: Drop box Google Classroom SeeSaw Class Dojo Zoom (Office hours)	Consider how teachers will manage, monitor and assess learning (see section on monitoring, feedback and grading below) Examples: Drop box Google Classroom SeeSaw Class Dojo Zoom (office hours)
	Consider that pacing might need to be adjusted due to constraints of packets and hard copies: students are almost entirely self-guided.	Consider that pacing might need to be adjusted due to constraints of packets, hard copies, and stand-alone websites: students are almost entirely self-guided.	Consider that pacing might need to be adjusted due to constraints of online instruction: students may be working asynchronously and will need to wait until the teacher can provide feedback and additional instruction.

Consider alternative modes of communication
 	
For example, recommending connections with students 2x per week via the telephone calls
 	
Use of instructional packets These are physical bundles of worksheets and text to support student learning.
	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
		Consider alternative modes of communication
		
		Use of vendors
		    This might include use of online textbook and attendant supports, Khan Academy or online platforms with or without a subscription.
		
		Use of online Management Systems *(for example, Google Classroom, Canvas, Blackboard, Moodle, etc)*
		
		Virtual instruction
		    For example, using synchronous two-way video chat communications *(e.g. Google Meet or Zoom)* to instruct students in real-time.
		
		Videos
		    This might include teachers recording instructional videos and posting them for student use via YouTube or other video platforms; or an invitation to students to create videos and submit to teachers as evidence of learning. Might also include asynchronous video platforms such as Flipgrid.

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. For students in grades 9-12, it is recommended that grade point average would end with/include the most recent in person marking period (i.e. quarter, semester, trimester, etc.)
D. **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.
E. More broadly, nothing recommended is intended to replace or supersede federal or state law, contracts, or collective bargaining agreements or established past practice.
F. 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.

G. **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)** **(For guidance for students in Grade 12, see H below)**

- 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.

H. In Reference to Students in Grade 12 **(Mandated by EO 2020-35)**
- **A district shall implement a process to issue grades to pupils in grade 12, award credits needed for graduation, provide for completion of the Michigan Merit Curriculum, issue diplomas to pupils in grade 12, and reflect continued learning by pupils in grade 12 pursuant to this order. When implementing this section V.A, a district may, without limitation, use one or more of the following options:**
    - a) **Award credits and grades for courses taken based on coursework through March 11, 2020.**
    - b) **Provide an optional final exam or other culminating activity to test pupil understanding of the subject matter of a course to the extent practicable.**
    - c) **Implement a process for pupils in grade 12 to be certified as eligible to graduate using a prior learning assessment, a portfolio, or a resume approach.**
    - d) **Offer an interdisciplinary culminating activity that encompasses essential standards missed by pupils due to the closure of schools.**
- **Districts must provide a pupil in grade 12 who was failing a course as of March 11, 2020 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.**
- **Strict compliance with rules and procedures under section 1166(2) of the School Code, MCL 380.1166(2), is temporarily suspended for the remainder of the 2019- 2020 school year so as to suspend the restriction on a high school from issuing a diploma to a pupil who has not completed a one-semester course of study of five periods per week in civics.**
- **If before March 11, 2020, a district was providing a nonessential elective course to a nonpublic school pupil or homeschool pupil in grade 12 at either a district, intermediate district, or nonpublic school site pursuant to section 166b of the School Aid Act, MCL 388.1766b, and that course is required for the pupil to graduate and receive a diploma, the district must, to the extent feasible, continue to offer the nonessential elective course to the pupil through alternative modes of instruction for the remainder of the 2019-2020 school year.**