MAISA Remote Learning Guidance for Continuity of Learning and COVID-19 Response Plans

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"Start where you are. Use what you have. Do what you can do." -- Arthur Ashe

April 6, 2020 Draft

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Introduction

The purpose of this guidance is to provide information to educators for implementing remote learning, focusing on several key tenants including whole child, equity and communication as you consider creating learning opportunities for students under conditions that prohibit the learner and instructor from being in the same physical space. This guidance provides information to district teams as they design and implement their **Continuity of Learning and COVID-19 Response Plans** as outlined in Executive Order No 2020-35. Continuity of Learning Plans should be viewed as "minimum standard of care" for students and should represent a good faith effort to provide adequate alternative modes of instruction given the limitations resulting from the COVID-19 pandemic and accompanying response efforts. Guidance included in this document provides suggestions to help districts, schools, and educators grapple with the challenges of delivering remote learning to meet the needs of all students across Michigan.

The goal is to support educators in minimizing, to the extent possible, any negative impact these unprecedented circumstances have on our students, staff, and communities. We acknowledge that all students, families, schools, districts and communities are diverse, and that the Continuity of Learning Plans should meet local needs keeping students at the center of educational activities, including outreach to continue building relationships and maintaining connections helping students feel safe and valued. This guidance honors local control and acknowledges that each school community is unique. Each district will need to decide how to implement these recommendations within their own contexts, such as the opportunity for professional development, access to technology, and the needs of their unique student populations. We recommend that you begin with the Whole Child, Equity and Communications sections as they should heavily inform your Continuity of Learning Plan development and then move to the later sections that apply to your specific work.

School boards may need to reconvene to amend board policies and administrators may need to revise administrative procedures to address the circumstances created by the COVID-19 outbreak. School districts should work with their legal counsel and, where applicable, in consultation with relevant collective bargaining entities to address remote learning needs in policies and procedures. School districts must pay particular attention to any issues impacting the work conditions of employees, including the framework of any remote plans, acceptable use policies, and use of personal devices.

This guidance should assist districts as they develop a remote learning approach that is inclusive of, and equitable to, all students regardless of age, location, background, and available resources. To accomplish the goals set in the Executive Order, we uphold the following principles in this guidance:

- **All students and families** should have access to quality educational materials and to the supports needed to successfully access those materials. *"All" means each and every student and each and every family.*
- Support the whole child -- their mental health, nutritional needs, and safety needs.
- All stakeholders (families, districts, students, etc.) will need access to transparent and clear information and ample resources.
- Staff may need support, encouragement, and compassion to ensure their success and resilience.

- It is imperative that students and schools and staff maintain a personal connection that supports necessary, meaningful academic work in a manner that is respectful of student, family and staff contexts (their mindset, feelings, responsibilities, etc.).
- Clarity is critical - clarity of the framework, of communication structures, of expectations and beliefs.
- Given the reality of the digital divide, schools need to provide digital and non-digital access to content.
- It is still possible and imperative that students access meaningful/high-quality educational materials that align to state standards.
- The recommendations on assessment, feedback and grading 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.

Overarching Recommendations for Remote Learning

We strongly encourage a plan for:
- ❏ consistent personal communication with students, families, and staff including understanding how the health emergency is impacting them.
- ❏ remote learning that respects the needs of all students and staff.
- ❏ remote learning that attends to the diversity of each community to ensure that all students have access to equitable educational opportunities.
- ❏ meticulous documentation of your best efforts being made under the current emergency conditions with regard to students with Individualized Education Programs (IEPs) and Section 504 Plans.
- ❏ student engagement with active learning in accordance with the age.
- ❏ selection of content for remote learning that is aligned to essential standards, relevant, and appropriate for each student.

Communication

Districts, schools, and teachers must have a clear, consistent, concise, and accessible communication plan that prioritizes student connection to trusted school personnel. Family access to information is imperative in a remote learning context. The guidelines below provide considerations that schools should review in communicating to families about remote learning. All expectations for staff communication with students during remote learning should be determined in accordance with local policies and agreements.

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.

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 (mail, packets dropped off by bus driver or picked up, phone, video, email).
• 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, especially paraprofessionals and related service providers.
• Develop and follow a communication plan.
 ❏ Address educational issues.
 ❏ Provide professional support.

Language of Communication Utilize paraprofessionals, English staff, translation services, and other resources as appropriate to ensure elimination/reduction of language barriers.

MAISA General Education Leadership Network Quick Start Guide

[MAISA](#)
[General Education Leadership Network](#)
[Special Education Instructional Leadership Network](#)
[Quick Start Guidance](#)
[Completing Your COVID-19 Continuity of Learning Pla](#)

Whole Child

The Whole Child and WSCC model can be attributed to ASCD; All Rights Reserved.

It is imperative during this time that districts create remote learning that attend to the whole child specifically social and emotional as well as health and wellness keeping pupils at the center of educational activities, including outreach to continue building relationships and maintain connections, and to help pupils feel safe and valued. In order to meet the needs of the Whole Child, we must remember that each child is part of a family unit that is connected to the larger community. Establishing and maintaining strong relationships between families, school staff and other stakeholders will **create a solid foundation for, and should be carried throughout, all remote learning plans.** The health and wellness of all Michigan students, families and staff is our fundamental priority at this time. We must keep in mind that the wellness of students is impacted by their family members' wellness and the overall wellness of their community members. During this time of pandemic, districts will need to create a plan for responding to illness of students, families and staff.

District plans need to:
- ❏ Encourage ongoing two-way communication among all stakeholders
    - ❏ Develop an internal and external two-way communication plan that connects and supports all stakeholders (families, students and staff) throughout the remote learning plan
- ❏ Provide opportunities for positive feedback/connection between students and teachers
    - ❏ Penpal, phone contact, or 1:1 virtual such as Facetime, Hangouts, Zoom
    - ❏ Delivery or Pickup of food and/or school materials staffed by school personnel
- ❏ Acknowledge students' current situation and context
    - ❏ Utilize a Wellness Checklist to identify immediate needs for student and family
    - ❏ Revisit and update Wellness Checklist periodically during this pandemic
    - ❏ Support identified needs and refer to appropriate resources (community or school level)

throughout the remote learning plan
- ❏ Utilize [social emotional learning practices](#)
    - ❏ Integrate Social Workers, Counselors, Multilingual Staff, Support Staff, etc., to support students, family, and staff throughout the remote learning plan.
- ❏ Utilize school and community resources to provide mental health supports and [trauma informed practices](#)
    - ❏ Develop a support plan for students, families, and staff who may be affected by COVID-19 to utilize at any point throughout the learning plan
    - ❏ Sustain "Caring 4 Students" or other models already in place to meet students needs

Equity and Culturally Responsive-Sustaining Remote Practice

In the current circumstance, as educators seeking the best responses to the COVID-19 pandemic, it is more important than ever we dedicate time and space to understanding students' and families' realities. We recognize the realities of teachers and support personnel have dramatically changed also, and they are missing their students and the relationships that sustain both.

It is important that everyone recognize assets students bring to the learning community by acknowledging that the diversity of skills and knowledge that exist within students' homes are valuable and enriching to students themselves and the communities in which they function. The work in which educators are engaging provides license to further develop the relationships needed for authentic learning.

There are funds of knowledge within families and communities that are often overlooked or undervalued as sources to inspire and support learning. A focus on developing and maintaining relationships and building a sense of community are essential. Therefore, as required by the Executive Order No 2020-35, **"A plan must include description of the methods a district will use to keep pupils at the center of educational activities, including outreach to continue building relationships and maintain connections, and to help pupils feel safe and valued."** Attention to funds of knowledge, viewing students and families as assets, and commitment to maintaining relationships and building a sense of community during the Covid-19 crisis will help ensure culturally responsive-sustaining remote practice for Michigan's children (NYU - Guidance on Culturally Responsive - Sustaining Remote Learning).

In considering culturally responsive-sustaining practices, educators must work to meet students where they are, be strength-based in their approach, in context of their environment, build on families' diverse backgrounds and recognize those backgrounds as assets. When instruction is culturally responsive-sustaining, students will be able to see themselves in the learning opportunities and materials. A few key points to consider:

- *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.*

Equity aims to ensure basic fairness. With equity, the presumption is that not all people begin from the same place – so each person is given what they need to be successful, based on their unique abilities and needs. In a remote learning environment, this means that consideration for the tools and supports necessary to connect and engage in learning are critical for each and every child, but it may not look the same for each family, in each community, or in every part of the state. The important point is that each student can access learning opportunities in flexible and adaptive ways that meet the needs of each child. As required by the EO-35, the

plan should describe how **"content will be delivered in multiple ways so that all pupils can access learning"**. Below are a few examples of how this may look:

- *Maintain that students are at the center of instructional design.*
- *Ensure each child is accounted for when developing systems for reaching students.*
- *Multiple technologies can be utilized to accomplish the same learning goals (phone, paper/pencil, devices).*
- *Attend to tools and devices as well as the **ability** of the family or support system to interact effectively with the tools being used.*
- *Ensure a plan for reaching highly mobile families with unreliable contact information, or unstable environments (homeless, displaced, those directly impacted by illness).*

Design Learning for Equity and Access:

Plan and deliver content in multiple ways so each and every student can access learning

Keeping Students at the Center of Learning		
Considerations:	***Guiding Questions:***	***Examples for Your Plan:***
Ascertain the safety, emotional, social and physical well-being of each student prior to planning any learning experiences. Create a way to help students determine where they belong and how they can feel included in the learning community. Individualize student learning so that each child's needs are accounted for when designing equitable access. Inspire a commitment to success that helps students set reasonable and realistic goals, then develop strategies for assisting them to monitor their progress toward identified goals. Initiate an inquiry process that places students at the center of their own progress. Support cultural awareness so	How do you know how every student is doing? How do you know what students do and do not know? What is your unique plan for communicating with each child? How are students involved in co-constructing their learning?	Schools start with gathering information about strengths, interests and needs of their students and families when coping with this crisis (surveys, phone calls, check-ins when delivering food). Schools develop multiple forms of communicating with students and families (phone, mail, email, video chat, learning management systems). Teachers function as a facilitator of individualized student learning by asking questions and offering exploration as opposed to lecture, worksheets, or graded assignments. Teachers work in teams to ensure all students receive the support needed to feel

| students will be aware of cultural and experiential differences and the tremendous benefit these experiences add to all members of the learning community. | | connected and supported, both emotionally and in the learning context.

Consider developing weekly plans and schedules to provide routines and offer balance to teachers and students. |
|---|---|---|
| **Engage Families** | | |
| ***Considerations:***

Families are critical partners. Encourage and affirm parents/guardians in their roles as children's first and most important teacher, but without creating undue pressure. Families should recognize the intrinsic educational worth of their home experience but should not worry about trying to re-create a classroom experience or take on the role of a classroom teacher.

Take the lead on setting up "mutual aid" groups -- networks for families to both say what they need and say what they can offer -- to provide support to each other or set up swaps (e.g., exchanging recipes, books, games)

Communicate with and seek input from families about assessment results in order to inform next steps.

Provide translations of all | ***Guiding Questions:***

How are you seeking family voice and feedback in the development and ongoing use of your educational plans?

How are you communicating with families?

Do you know how all families are doing?

What supports and instruction do families need with accessing and using the learning platforms, tools, and technologies?

How are you reaching out to your families beyond the standard robocalls and emails (ie through parent networks, social media, religious institutions, grocery stores, etc)? | ***Examples for Your Plan:***

Schools define routines for family feedback and processes to review feedback and revise practices.

Schools have a plan to seek feedback from individual families on the best mode of two-way personalized communication.

Schools identify processes to make sure the basic needs of all students and families continue to be met (e.g. providing bagged meals, as students are learning)

Schools provide teachers ideas to communicate with families and seek feedback about engagement strategies to support students as they access the learning.

Encourage families to spend time with one another to bond and talk. Teachers can create prompts that help elicit conversations within the home through storytelling (e.g., generational |

district/school communications for all families that are speakers of languages other than English.		lore, family history) or making meaning of stories together (e.g., watching and discussing movies or favorite shows). Provide translations and special needs supports of all communication to all families that speak languages other than English. (i.e. Translate all district and school level communications sent to families, Continuity of Learning Response Plans, and any other communications that are critical to equitable participation in school activities/learning.)
Examine Curriculum		
Considerations: Curriculum is dense and multifaceted. In this current setting of alternate modes of instruction: ● Be prepared to review existing curricula and seek additional curricula and materials that facilitate flexible instruction. ● Consider student context and what supports may or may not be available. ● Seek out flexible tools and materials that may be more applicable in this new environment	*Guiding Questions:* Are all students able to access the model of delivery? Are all students able to interact with material without an adult present to facilitate? For those who are not, what might be done to support interaction? Less is more. What is most important for students to be exposed to at this time? Can the same content be accessed in a variety of forms and technologies?	*Examples for Your Plan:* Translations, accessibility or variable reading levels are considered during planning. Online tools can be adapted or replicated in non-digital format. Guide teachers to focus on student-created products to determine acquisition of understanding. Utilize hot spots, local public wifi access, paper/pencil, video and phone to deliver curricula. Assess what is most meaningful and relevant under the current circumstances. Ensure that any summative assessment practices are accurate, bias resistant and

		motivational.

Deliver Flexible Instruction

Considerations:	Guiding Questions:	Examples for Your Plan:
Set goals using knowledge of each student and of Michigan State K–12 Learning Standards. Plan to deliver content depending on tools and resources accessible to each student. Encourage finding meaning in real life experiences in the home together with family, while integrating necessary tasks with learning opportunities.	How do we affirm racial and cultural identities to foster positive outcomes? How are learning activities relevant to your students' lives?	Delivery of instruction may include printed learning materials, phone contact, email, technology-based virtual instruction, or a combination to meet diverse student needs. Teachers can prompt student inquiry, observation, and reflection around everyday activities (e.g., making meals, collaborating on chores, problem solving, fixing things together, reducing waste by reusing and recycling).

Check Student Learning

Considerations:	Guiding Questions:	Examples for Your Plan:
Manage and monitor student learning and plan what's next for learning. Use a variety of strategies to monitor and provide feedback to students about their learning. Use formative assessment results to guide their reflection on effectiveness of instruction and to determine next steps for student learning. Ensure that any summative assessment practices are accurate, bias resistant and motivational.	How are students monitoring their own learning? Do assessments yield accurate information about what students know and can do at a specified point in time? Do assessments give *all* students an opportunity to succeed regardless of privilege? Do assessments support and encourage students' continued engagement and growth?	Use a digital tool to gather feedback on student learning. Use projects and student-created products to demonstrate learning (phone calls, videos, blogs, books, artwork). Use student products to determine next steps, considering scaffolding for English Learners,, MTSS, and IEPs or 504s.

Students with Special Needs

In uncertain times, anxiety can cause individuals to feel overwhelmed and stuck. Now is the time to be thoughtful, but not immobilized, when considering the provision of service to students with special needs through a continuity of learning plan. While we know remote learning presents challenges, we are tasked with making a good faith effort to provide specialized supports for students.

The Michigan Department of Education, pursuant to EO 2020-35, was directed to request flexibility around timelines and administrative burdens from the US Department of Education's Office of Special Education Programs. When this document was published, final guidance had not been issued. Updated information on provision of special service during this time will be provided here as it becomes available.

Supporting English Learners

English Learners (ELs) account for over 100 thousand students in Michigan. Students who are ELs come from culturally and linguistically diverse backgrounds and include students with varying levels of proficiency in English and their home language. This section aims to acknowledge the importance of providing educators with recommendations on how to build on families' culturally and linguistically diverse backgrounds during the pandemic initiated by COVID-19 by providing students with authentic language activities that allow them to participate and access material in both English and their home language. For a list of Instructional Resources suggested by the Michigan Department of Education (MDE) please visit this webpage.

Engaging Families

- Encourage and affirm parents/guardians in their roles as children's first and most important teacher, but without creating undue pressure.
- View the culturally and linguistically diverse backgrounds of families as an asset and remind families that their language practices in the home are rich and worthy. All opportunities to use, make meaning through, and play with language -- ANY language -- are valuable to students' cognitive growth and language development. Prompt student inquiry, observation, and reflection around everyday activities (e.g., making meals, collaborating on chores, problem solving, fixing things together, reducing waste by reusing and recycling)
- In compliance with Civil Rights, provide all communications in both English and the home language. MDE has created a resource to support districts with this requirement. Visit the Translation Resources section of this webpage.
- Communicate and engage with community agencies to access supports for English Learners and immigrant families and take the lead on setting up "mutual aid" groups -- networks for families to both say what they need and say what they can offer -- to provide support to each other or set up swaps (e.g., exchanging recipes, books, games).

English Language Development (ELD)

- ELD is an essential component to include for all ELs. This process should be informed by the WIDA standards/Can Do descriptors for different grade-level clusters.
- When designing activities for ELs, educators need to consider students' levels of language proficiency levels in the domains of listening, speaking, reading, and writing

- Build in projects and opportunities for students to interact with parents, such as interviews, story- telling, and creating, in the home language.
- Oracy-based activities, whether via online platforms or paper-based, should always be included. Create prompts that help elicit conversations within the home through storytelling (e.g., generational lore, family history) or making meaning of stories together (e.g., watching and discussing movies or favorite shows).
- Consider resources that use closed captions, options that regulate the speed of the speech, and resources available in multiple languages when choosing resources to support ELs.
- Consider grouping students across varying proficiency levels in both synchronous and asynchronous virtual settings
    - Video and closed caption virtual meetings provide context embedded supports for less proficient students
    - Phone conversations provide context reduced language practice for more proficient students

Resources:

The Cornerstone of the WIDA Standards: Guiding Principles of Language Development

WIDA: Understanding What Student Students Can Do

Office of English Language Acquisition: National Study of English Learners and Digital Learning Resources

Content-based Instruction

- Provide essential supports to allow students to engage in the instruction centered around the content standards.
- It is important to give students the opportunity and freedom to show what they know in content areas in multiple ways (projects, products, and performances).
- Invite students to use all their bilingual language skills (listening, speaking, reading, and writing) across the curriculum.
- Oracy-based activities, whether via online platforms or paper-based, should always be included.
- The Michigan Department of Education has created a webpage to support districts with instructional resources and EL resources are embedded in each of the academic core areas. For a list of additional ways to support visit this MDE webpage.

What English Learners DO NOT Need and Research Does Not Support

Students learning English require language rich, context embedded learning environments. While creating these environments is more intuitive in person, all attempts to recreate these environments through distance learning is recommended. Simply implementing the same practices for ELs as the typical English dominant students will not provide sufficient support for ELs to actively participate in their learning. Some students might benefit from some practice of certain skills they have not yet mastered, but a deluge of worksheets and practice sheets for students to practice subskills in a decontextualized, rote format is not recommended. A small portion of the day can be devoted to skills such as increasing high frequency words, practicing math computation, etc. Most students will most likely find too much of this type of rote work as tedious, and it will not motivate them to engage in more learning.

Resource:
Institute of Education Sciences: FAQ on Meeting the Needs of English Learners in an Online Environment

<u>Learning: Supporting Students with Remote Learning</u>

Districts are entering into a new era to provide all students a way to engage in learning at home. The priority at present is on making sure that the social and emotional needs of students are at the forefront of all actions taken. While learning is important, the safety and well-being of students in the context of their family circumstances is critical. This section is organized for districts into three tiers with foundations as the beginning step followed by supplemental learning and concluding with new learning, building upon the overarching ideas of the [Remote Learning Framework](#) designed by Ottawa Area ISD (OAISD) and complimenting the **MDE Learning at a Distance (link to follow)** document. All district plans should build upon the foundation where teachers and students are rebuilding connections, relationships and understanding of the current situation.

Access to technology and the internet vary widely throughout the state of Michigan. To help districts address this urgent and unprecedented crisis, this section not only provides three learning tiers but includes grade level examples and actions for varying degrees of online access students, families and districts may have available, knowing that one solution will not fit all districts or situations. This includes additional recommendations for various media spanning from solutions totally reliant on hard copy media delivery (e.g., physical learning packets), to mixed media delivery and digital media delivery.

Recommendations for Districts:

- Develop mechanisms that build and sustain community, with guaranteed teacher-student-family interaction, predictable routines and schedules and <u>supplemental </u>learning that reviews and reinforces learning that preceded the remote learning portion of the year.
- Identify reasonable essential learning outcomes in content areas at a district level, scaled to fit the challenges of this crisis.
- Invest in efforts to establish common beliefs and mindsets as the <u>foundation</u> of the remote learning system and ensure the preservation of strong <u>relationships</u> and the provisioning of differentiated <u>support</u> to students and families.
- Consider how existing curriculum in core content areas can be translated to remote learning.
- Ensure all districts, buildings, and grade levels include hard copy media solutions for students who experience challenges accessing the internet.
- Regardless of media type, establish common platforms (suggested or already in use) across a district to alleviate any confusion for parents and students ([Example from Miami-Dade](#)).
- For Internet-based solutions, establish a single delivery method with consistency in expectations, timelines, and communication from the district to teachers, parents, and students.
- 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.

Three General Types of Media Delivery

Hard Copy Media Delivery	Mixed Media Delivery	Digital Media Delivery
- Letters to student homes - Surveys sent to student homes - Physical Learning Packets - Books	- A combination of media for all students. - A combination that provides hard copy media to some students and internet-based media to others.	- Apps on student smart phones - Online learning platforms such as Google Classroom - Online tools, content and various electronic media.

Three Tiers of Building a Remote Learning System

A school community can be connected and thriving even if the physical school building is closed. Remote learning that emphasizes interaction and authentic and differentiated learning opportunities will help students stay connected to teachers and classmates and ease the transition from traditional to remote learning. Developing consistency for remote learning on which students can rely is key as they and their families adapt to unprecedented changes in education and society, in general. We recommend that districts think about operationalizing a remote learning program in three tiers.

Foundation Tier | *Getting Started for Learning from a Distance*

In the Foundation Tier, the focus should be on attending to the well-being of students, staff and families. Students, families, and staff will need time to adjust to their new circumstances and an important area of work should be attending to their basic needs. Consider mechanisms to ascertain well-being and attend to needs as able. Also, recognize issues of equity of opportunity to engage in learning, which may include family circumstances, access to technology and psychological well-being.

- Gather the necessary information to construct a viable remote learning plan
  - Identify students/family contacts including phone/address
  - Assess student and family basic needs and learning preferences
  - Identify technologies available such as identified in Executive Order 2020-35
  - Provide opportunities for family feedback
  - Conduct staff needs assessment

Supplemental Learning Tier | *How to Build upon Past Learning*

When processes and systems are in place that provide for these needs, a district's attention should turn toward the supplementary tier of remote learning work. In this scope of work, districts engage students in supplemental learning that has a primary purpose of keeping students engaged and connected to teachers. In part, this could include reviewing and reinforcing past learning. In doing so, districts create an opportunity to establish new routines, schedules and a cadence. Adaptation to these new routines will take time.

Districts organize grade level or content level teams to identify essential outcomes from past curriculum that should be prioritized for review and reinforcement.
- Take stock of established district curriculum and consider how it can be transformed into a resource that can be delivered in a remote learning context.
- Emphasize fewer, high value learning objectives rather than all components of a curriculum.
- Consider opportunities to identify tasks that could achieve cross curricular aims.
- Promote interesting tasks that have potential for high engagement.
- Consider hard copy, mixed media and high technology options.
- Determine the technologies that will be used to deliver instruction that could involve a blend of technologies.

What is the technology you would have access to: phone, print copies, text books, trade books, paper, television, district website?
School/District Teams would:
- Establish a number of contacts the teacher will make along with setting a clear schedule.
- Establish time that it will take for students to complete the task.
- Consider hard copy, mixed media and high technology options.
- Schools gather or create materials that can be printed and mailed to the homes of students.
  - Hard copy media delivery - using hard copy communication documents and instructional packets
  - Mixed media delivery - using both hard copy communication documents/instructional packets and the internet, district website, instructional enrichment paper/electronic packets, videos, television, phone, paper, textbooks, trade books, and google docs
  - Digital media delivery - internet based tools or platforms for communication and learning settings (Prioritize the use of online platforms you already have with your core instructional programs.)

New Learning Tier| *Making Progress with New Learning*

When a district has in place all of the necessary components of a complete remote learning program, they can focus their efforts on new learning for students built from the essential standards in each grade level and course. Because of the extraordinary challenges of transitioning to a remote learning system, districts will need to revisit established learning plans and expectations that are identified in existing curriculum. Teams should

be quickly assembled to reappraise what is most important and most engageable. Less is more and can foster more student success and well-being.

- Building upon what has already been established in earlier iterations of the remote learning plan, determine how and why the plan is moving into supporting students' learning of new curriculum.
- Assemble teacher and administrative teams to examine the current district curriculum. These curriculum teams should be organized by grade level and subject area and identify key learning objectives that are most valuable and engageable for students, and limited to a reasonable amount. Establishing a consistent set of learning objectives across subjects and grade levels supports equity of opportunity for students and systematic support for teachers.
- Study the existing curriculum that teachers planned to use and with which they have the most familiarity. Seek out any opportunities that may exist from others in the larger curriculum materials network, since many curriculum products are used across the state. It may be that guidance and models are being disseminated already which would enhance the quality of a district's transition.
- Disseminate the revised district plan to all teachers so there is a shared understanding of how to shift expectations to match the opportunities and limitations of the new remote learning plan. Consider dialogues with teams of teachers to further gain these understandings.
- Where appropriate, consider supplanting or 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. Across the state and country, many content organizations and other agencies have stepped up to promote and offer compelling opportunities for students and schools. Most of these require online access, and often are easily adapted for hard copy assets that can be distributed to families.
- Maintain best practices established in the foundational and supplemental tiers, keeping in mind the current pressures and obstacles facing students and teachers. Always keep the equity and culturally relevant-sustaining practices discussions in the forefront of planning.

Moving through these tiers should not be a race to the finish line, but rather a process that supports all aspects of well-being and learning. It is also important to note that a solid remote learning plan does not rely solely on online learning alone, but also utilizes a range of remote learning options.

Instructional time frames, scheduling, and additional information are included in the linked grade level span consideration documents below:
Elementary School Considerations (PK--5th Grade)
Middle School Considerations (6-8th Grade)
High School Considerations (9th - 12th Grade)

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.

Professional Learning/Ongoing Staff Development

Educators should be provided ongoing support to develop their capacity to meet the remote learning goals for each district. Districts have a variety of ways in which to support staff and should focus on essential skills needed to implement their district's Continuity of Learning Plan.

Virtual learning for adults during COVID-19 should be:
- tiered, small-group, virtual professional development opportunities to build capacity and meet the varied needs.
- developed with input of educators and take into consideration the needs of your students, families and community to effectively provide remote learning.
- take into consideration varied situations staff may be experiencing due to COVID-19.
- ongoing and tailored to the unique needs of your staff, based upon prior/current professional learning.

The chart below suggests key topics for professional learning within each tier, along with focus areas.

Foundation Tier - *Getting Started for Learning from a Distance*
Understanding Trauma: ● Developing understanding of trauma related issues ● Communicating with families in new ways and with a new focus (developing the ability and knowledge to refer families to local services and supports)
Whole Child: ● Developing understanding of the Whole Child Concept.
English Learners: ● Practical Strategies and Resources to Teach K-12 ELs Online with Accompanying Padlet
How to Engage Students in Remote Learning: ● Developing content that provides student choice in their learning ● Incorporating student goal setting and regular and specific feedback in their work
Capacity to Deliver Remote Learning for Students ● Communication tools ● Remote learning platform ● Ensuring capacity to address equity and culturally responsive-sustaining remote learning practices
Supplemental Learning Tier - *How to Build upon Past Learning*
Supporting Diverse Learners During Remote Learning

- Understanding your role in supporting learners with individualized plans or specific learning needs

Developing Highly Collaborative Remote Teaching Teams
- How to collaborate
- Developing norms
- Shared responsibility

New Learning Tier - *Making Progress with New Learning*

High Quality Feedback During New Learning Phase of Remote Learning
- Clarity of Learning Outcomes with a clear mode for timely feedback
- Developing understanding of feedback cycle

Advance Tools for Remote Learning
- Creating podcasts, videos and other materials that demonstrate ways in which teachers can develop effective and engaging remote learning lessons that engage all learners (e.g., English Learners, children with IEPs, gifted and talented students), and across disciplines.
- Establish teacher leaders to make available video examples of model remote learning lessons at varying grade levels for the spectrum of learners in a school.
- Teacher leaders can also host virtual professional development workshops, virtual Q&As, and offer other supportive strategies to engage and develop staff capacity to accomplish each district's remote learning goals.

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APPENDIX

This Appendix is intended to be a living document and will grow as we progress through this state of emergency.

Guiding Documents

State of Michigan Executive Order 2020-35
Family Educational Rights and Privacy Act
Health Information Privacy Protection Act
List of Alternate Delivery Modes of Instruction from Executive Order 2020-35

Professional Learning Resources

Michigan Virtual Learning Continuity Resources
Michigan Virtual Webinars for Learning Continuity During and Online Learning School Closures
Learning Forward Webinars to Support Remote Learning
Universal Design for Learning

Sample Remote Learning Plans

- Elementary School Considerations
- Middle School Considerations
- High School Considerations

Other