

MES Distance Learning

Weekly Schedule:

ELEMENTARY: Digital Media				
Adhere to suggested daily minimum and maximum instructional time (K: 30-90 min., 1-2: 45-90 min., 3-5: 60-120 min)				
Monday	Tuesday	Wednesday	Thursday	Friday
<p>Daily Learning Time</p> <p>1st - 2nd grade: 10 - 15 minute time spans, a total of 60 - 90 minutes</p> <p>3rd - 5th grade: 15 - 20 minute time spans, a total of 90 - 120 minutes</p> <p>Daily learning time can include:</p> <ul style="list-style-type: none"> • Reading • Online work: Math, ELA, Social Studies • Other learning activities: exploration, brain breaks • Specials: P.E., art, music, science/STEM, or technology • Social-Emotional Learning 				
<p>15 minute office hours*</p> <p>20 min office hours</p>	<p>15 minute office hours</p> <p>30 min office hours</p>	<p>15 minute office hours</p> <p>20 min office hours</p>	<p>15 minute office hours</p> <p>30 min office hours</p>	<p>20 min office hours</p>

*Office hours refers to times you are live video conferencing with the class

**Minimum 1 hour each week office hours. Example schedules for 15 min, 20 min, and 30 minute office hours shown above. Instructional staff may do any amount of office hours beyond those suggested.

Content Resources to be Utilized: Google classroom to be used to coordinate instruction
[Content Delivery](#)

Focus Standard Pacing Guide:
[Madison Elementary eLearning Pacing Guide](#)

Resources for Explorative activities:
[Extracurricular Online Learning Resources](#)

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Social Emotional Learning Resources:

Interactive Mood Meter: (Please make a copy of your own of this presentation if you intend to use)

[Interactive Mood Meter 1](#)

[Social Emotional Learning Activities](#)

[Supporting Students Through Coronavirus](#)

[Daily-Check-Ins-for-Google-Forms.pdf](#)

Student Contact Information:

Grading: We will provide grades to students based upon completion of task and performance on task whenever possible. Teachers will make the following comment on students' report cards at the end of 4th cardmarking if unable to determine grade due to lack of participation:

Insufficient participation in distance learning plan to provide an accurate grade at this time.

(Grading Guidance from MAISA)

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*

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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.