

PREPARING OUR STUDENTS  
FOR SUCCESS.

LAKWOOD PUBLIC  
SCHOOLS MISSION



# PARENT DISTANCE LEARNING PLAN

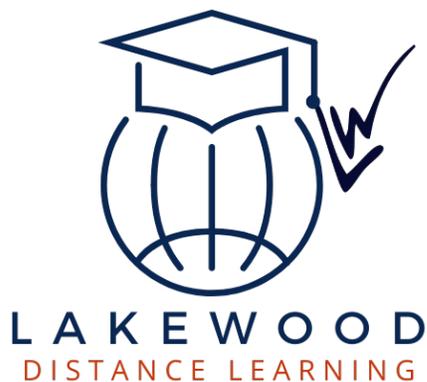
APRIL 20 - JUNE 3, 2020

# DISTANCE LEARNING PLAN VISION



In accordance with Governor Whitmer's executive order, [EO 2020-35](#), Lakewood Public Schools is committed to a distance learning plan (DLP) that supports students through remote learning to meet the states Continuity of Learning requirement.. The DLP focuses on providing educational support, social-emotional support, and a path to move all students forward for the remainder of the 2019-2020 school year, which ends on June 3, 2020.

KEY CONCEPTS	3
GENERAL GUIDELINES	4
GENERAL GUIDELINES SENIORS	4
MIDDLE & HIGH SCHOOL Grades & Credits	5
ELEMENTARY	5
RESPONSIBILITIES Students, Parents, Teachers Support Staff, Administration	6
DISTANCE LEARNING PLAN	8
LEARNING ENGAGEMENT TIMES	8
PLAN DISTRIBUTION	8
SPECIAL EDUCATION	10
SOCIAL & EMOTIONAL Guidance	10



# KEY CONCEPTS DISTANCE LEARNING\*

## VISION



The ultimate goals of these recommendations are to provide direction, information, and resources to ensure that:

- All students have opportunities for continued learning/review that focuses on critical standards;
- The district works to minimize instructional loss; and
- Students and families are given routines and structures to ensure they stay connected to schools and learning in a balanced, reasonable manner.

To accomplish these goals, the following principles will be a focus:

- All students and families should have access to quality educational materials and to the supports needed to access those materials successfully;
- Given the reality of the digital divide, the district will provide non-digital access to all content;
- Students access meaningful/high-quality educational materials that align to state standards;
- Students and schools/teachers maintain a personal connection that supports necessary academic work in a manner that is respectful of students' contexts (their mindset, feelings, responsibilities, etc.);
- Simplicity is best during this time -- the simplicity of the framework, of communication structures, of expectations;
- Support the whole child -- their mental health, nutritional needs, and safety needs;
- Parents receive clear information and ample resources; and,
- Teachers receive support, encouragement, and compassion to ensure their success and resilience

Finally, consider to:

- Implement remote learning that addresses the needs of all students and families by taking into consideration language, diverse learning needs, home living situation, legal status, access to technology, access to parental support; and,
- Acknowledge the need for resilience, critical and creative thinking, thoughtful responsiveness, and empathy to help ensure that students continue to grow personally and academically

*\*Adapted from Distance Learning Recommendations, Illinois State Board of Education*

# GENERAL GUIDANCE & EXPECTATIONS

## VISION

### DISTANCE LEARNING | GUIDANCE & EXPECTATIONS

The DLP provides students the opportunity to continue their education through a variety of means: paper/pencil learning packets, phone calls, web-based learning platforms, email, video instruction, or other educational tools.

Instruction and learning will focus on the four core content areas: English, math, science, and social studies. The district will utilize elective/specials content areas as enrichment opportunities and social-emotional therapy for our students. The DLP will provide support to ensure that all students have the opportunity to earn credit for high school coursework and move forward to the next grade level or successful completion of the high school program.

Assigned work will not receive a letter grade. Assigned work will be given feedback on by teachers. Completion can be proven through the following means: email, phone calls, virtual meetings, online correspondence, or other avenues as determined by the teacher.

Teachers and administration will have final discretion over the awarding of credit or grades. Teachers will provide a minimum and maximum amount of daily work that are within the district guidelines. Teachers will also offer enrichment activities for families who are seeking additional work. Pencil/Paper Packets that go home will need to be returned to your child's building, per individual teacher.

#### Seniors

Seniors will have the opportunity to receive the grade earned as of March 11, 2020, if they so choose; however, the grade will not be issued until the completion of the distance learning coursework.

If a senior would prefer not to receive the earned grade as of March 11, 2020, they may elect to receive credit for the course; however, the credit will not be issued until the completion of the distance learning program coursework.

Seniors who did not earn a passing grade (less than 60%) as of March 11, 2020, will be required to complete the distance learning program coursework to receive credit.

Final GPA calculation will be calculated based on student choice of a final grade or credit as of March 11, 2020. Final GPA calculations will not impact academic honors. Academic honors and class ranking are calculated at the end of seven semesters, per board policy.



# MIDDLE & HIGH SCHOOL GRADES & CREDITS

## GRADES & CREDITS | 5<sup>th</sup> - 11<sup>th</sup> GRADE

High school students will have the opportunity to receive the grade earned as of March 11, 2020; however, the grade will not be issued until the completion of the distance learning coursework.

If the student would prefer to not receive the earned grade as of March 11, 2020, they may elect to receive credit for the course; however, the credit will not be issued until the completion of the distance learning program coursework.

Students who did not earn a passing grade (less than 60%) as of March 11, 2020, will be required to complete the distance learning program coursework to receive credit.

Middle school coursework will be credit/no-credit only. No grade option will be available. **NOTE:** For middle school students to receive high school credit for Algebra I, Algebra II, and Spanish I, a grade of B- or higher must have been attained by March 11, 2020.

In all cases, students must complete each assignment to earn credit. Students who do not complete assigned work will receive NCR (no credit). In these cases, students will have to complete the course through credit recovery (9-11 only), retake the course, or complete academic interventions as assigned by the teacher. It is our goal that every student will earn credit in every course they have been assigned.

Grades 9-11 final GPA calculation will be calculated based on student choice of a final grade or credit as of March 11, 2020.

## ELECTIVES

Middle school students will not be required to complete any elective coursework; however, we encourage all students to engage in any elective enrichment work sent home.

## ELEMENTARY | KINDERSTART-4<sup>th</sup> GRADE

It is critical that all elementary students maintain a learning schedule and complete all the assigned coursework in their distance learning plan. Teachers are very eager to provide feedback to your children and make the end of year learning beneficial; however, elementary students will move forward to the next grade for the 2020-2021 school year regardless of the level of work completion.



## STUDENTS

Students are expected to engage in two-way communication with teachers weekly. Teachers and students will communicate through the following avenues: online learning platforms (i.e., Google Classroom), email, phone, virtual meetings, messaging apps, and other forms of communication. Students must remain in regular contact with their teachers.

Students are expected to complete all assigned work. Assigned work will be reviewed, and feedback will be given. To earn credit for each course/subject, students are required to complete all assigned work. Students will work with teachers to make sure that they understand the assignments and can complete them as required.

## PARENTS | GUARDIANS

Parents support and love your children! We know this is a challenging time, and the change in routine is difficult for many of our students. More than anything, please let your students know that we will get through this together, and we will be able to continue learning and moving forward.

As we move ahead with remote learning, parents are expected to communicate with teachers if the learning objectives are not clear.

## TEACHERS

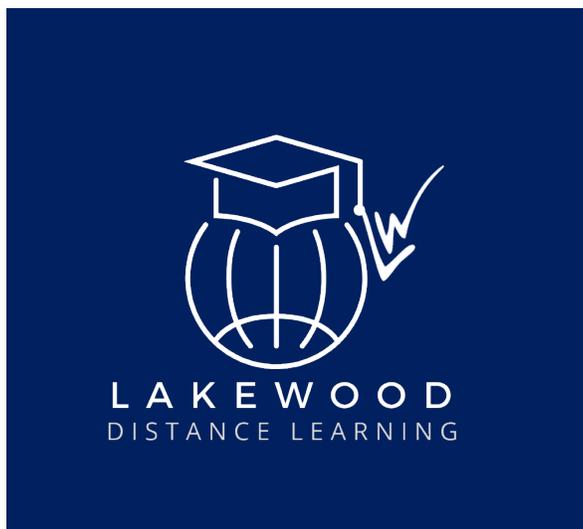
Teachers are expected to meet the varied needs of each student while using a distance learning platform. In order to provide equitable educational opportunities, teachers will provide paper copies of all work. These copies may be accessed online as well. This may include packets, video links, phone conferencing, or other methods.

The primary focus of instruction during the period of distance learning is in the four core content areas: English, math, science, and social studies. Elective courses/teachers may provide enrichment opportunities such as art, physical, and music therapy. The primary instructional role of elective teachers is the social-emotional well-being of each student. The instructional and preparation demands of each teacher may not be the same.

Teachers are expected to have two-way communication with each student on their class roster and/or caseload weekly. Two-way communication can be accomplished through email, phone, virtual meetings, mail, or other methods. Core content teachers will focus their communication on instruction and learning. Elective teachers will focus their communication on enrichment and social-emotional needs.

Teachers are expected to confirm grades, credit, and completion for each student. Teachers and administration are responsible for making final determinations on grades and credits. All elementary school students will move to the next grade.

Teachers are expected to log communication and share this information with the administration. Teachers are expected to respond to all communications within 48 hours. The expectation is that all students have weekly two-way communication with each teacher. Each building will be provided with a Google Sheet to document communication.



# STAKEHOLDER RESPONSIBILITIES

## SUPPORT STAFF

### TRANSPORTATION

Bus drivers may assist with food prep and food distribution each Monday and Thursday through the end of the school year. They are also expected to continue with any standard operational requirements, as requested by the Transportation Director.

### MAINTENANCE

Facilities staff members are expected to continue with normal operations and any job duties as assigned by the Superintendent.

### FOOD SERVICE

Cooks may assist with food prep and food distribution each Monday and Thursday through the end of the school year. They are also expected to support any standard operational requirements as requested by the Food Service Director.

### OFFICE STAFF

Secretaries and other office staff members will continue with regular job duties as requested by administrative staff. This may include normal office reporting items, supporting teachers, contacting families, updating directory information, mailing homework packets, and more. Office staff members are expected to be available to administration during contractual school-day hours.

### PARAPROFESSIONALS

Paraprofessionals may assist with food prep and food distribution each Monday and Thursday through the end of the school year. They are expected to assist teaching staff in making social-emotional support phone calls/communication to students. They may be expected to complete other duties as requested by building administration, such as sorting, copying, bagging student materials, locker cleanout, etc.

### ADMINISTRATION

Administrators are expected to respond to all emails within 24 hours. Administrators recognize that there will be a vast increase in the number of questions from students, teachers, and parents during this time. It is expected that return communication will be prompt. Administrators are expected to hold designated office hours each day (Zoom/Google Hangouts, Google Voice, phone, email, etc.). These times will be communicated to students, staff, and parents.

Administrators are expected to follow-up with students and teachers to recognize the variety of academic, social-emotional, and learning needs. Administrators will be responsible for providing building-wide communication to all stakeholders. The administration will be required to verify and produce rosters that all students have received learning materials.

Administrators are expected to continue all normal building operations, including, but not limited to: scheduling for the 2020-2021 school year, school improvement plans, building level reports, end of year activities, etc. Administrators are expected to provide social-emotional support to members of the staff. Administrators are expected to provide the necessary support and resources to help all educators during this time.



**LAKESWOOD**  
DISTANCE LEARNING

# DISTANCE LEARNING PLAN DETAILS

Teachers are expected to adhere to the following durations of time for daily, total student engagement in all grade level/content area coursework. Student engagement may be a variety of activities, not just teacher/student contact (digital, phone, email, etc.)

GRADE	MINIMUM	MAXIMUM	RECOMMENDED LENGTH OF SUSTAINED ATTENTION
<b>PreK</b>	20 minutes/day	60 minutes/day	3-5 minutes
<b>K</b>	30 minutes/day	90 minutes/day	3-5 minutes
<b>1-2</b>	45 minutes/day	90 minutes/day	5-10 minutes
<b>3-5</b>	60 minutes/day	120 minutes/day	10-15 minutes
<b>6-8</b>	Class: 15 minutes/day Total: 90 minutes/day	Class: 30 minutes/day Total: 180 minutes/day	1 subject area or class
<b>9-12</b>	Class: 20 minutes/day Total: 120 minutes/day	Class: 45 minutes/day Total: 270 minutes/day	1 subject area or class

## DISTANCE LEARNING PLAN DISTRIBUTION

Two learning packets will be distributed throughout the remainder of the 2019-2020 school year. The primary method of delivery will curbside pick-up. Families may contact the school and request mail service.

### ADDITIONAL DETAILS

- first packet will include three weeks of work to be available on April 20, 2020.
- The second packet will be available on May 11 and includes approximately four weeks of work.
- Packets will be distributed by the following:

#### Elementary Schools [KS-4]

- ELA
- Math
- Electives - enrichment activities

#### Middle School [5-8]

- ELA
- Math
- Science
- Social Studies
- Electives - enrichment activities

#### High School [9-12]

- Packets will only be required for courses that meet the Michigan Merit Curriculum (MMC)
- Essential Electives that meet the Michigan Merit Curriculum (MMC)
- Non-Essential Electives will not be required to submit materials.
- APEX, Dual Enrollment, must complete the course by June 3, 2020.

- Teachers will provide more clarity on how exactly to use the packets. From this guidance, your family will have the flexibility and can do more with the packets than what teachers recommend, if applicable. Teachers need to initiate communication with students the week of April 13.
- Hardcopy packets will be available at each student's school building on April 20 and May 11. Each school will establish a document verifying packets that have been obtained. **A.M. Pickup - 8:30-11:30 a.m. pm Pickup - 2:00-6:00 pm**
- Packets must be returned to your child's school building for review and feedback on the following dates:
  - Packet #1 - Due May 11
  - Packet #2 - Due June 2
  - **NOTE:** teachers may develop alternative methods to retrieve work (photos sent, PDF work and email, call, Zoom, etc.)

## DISTANCE LEARNING PLAN DETAILS

- Teachers will provide feedback to students based on the work completed and submitted (teacher choice, can be selected work).
- 5th-12th grade teachers will need to maintain records to determine if each student has met the learning expectations of the DLP and will receive credit for the course.
- Teachers will be in contact with students throughout the DLP.



## SPECIAL EDUCATION [KS-12]

- Caseload managers will be in contact with families about Special Education Contingency Plans (SECP) to be implemented during the period of school closure.
- Caseload managers will provide direct student instruction per the SECP
- Resources will be aligned to each student's individual SECP
- If the general education resources align with the student's SECP, then there is no need for additional support.
- If able, Annual Review IEPs and/or Evaluations may be completed using a telephone call or video conference call.
  - Annual review IEPs can be "rolled over" with parent/guardian permission.
  - If conducting an IEP/Evaluation meeting, all necessary participants need to be present during the meeting.
  - IEPs and Evaluations that are not completed this school year will not be marked as untimely. However, IEPs that are overdue at the end of the year will need to be completed promptly in the fall of the 2020-2021 school year.

## SOCIAL EMOTIONAL GUIDANCE

- Teachers will be in contact with students at a minimum of 2-4 times during the duration of school closure for purposes of wellness check-ins:
  - Elementary staff will contact the roster
  - Middle & High School Staff will have modified rosters to contact students
  - Special Education Teachers will be in contact with caseload students
  - Teachers will record contacts with the individual students from their class/student roster
  - Administration, Guidance Counselors, Social Workers, Interventionists, and Teachers will conduct check-ins with those students that have not had a connection during the three-week window.
- Guidance Counselors, Social Workers, and Interventionists involved in the following:
  - Individual contacts to students on caseloads and those identified by the Student Risk Screener
  - Facilitating individual/small group wellness check-ins weekly
  - Inviting staff members to attend small group online meetings
- Resources
  - Provide resources for online tele-therapy to students
  - Creating Social-Emotional videos and hardcopies
  - Videos or Hardcopy

