MAPS DISTANCE LEARNING HANDBOOK

APRIL 2020

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MAPS GUIDING PRINCIPLES

- We believe all students can learn.
- Working together enables us to attain our desired outcomes.
- We are committed to an atmosphere of mutual respect and trust.
- We focus on goals that drive achievement.
- All decisions we make are based upon impact to effect learning.
- We believe that all students belong to all of us.

DISTANCE LEARNING GUIDELINES

- Focus on essential learning and skills retention for students -- "Less is More."
- Focus on strategies for engaging students and encouraging creativity and creation as opposed to "drill and kill" activities. Be flexible and ready to adapt when needs arise.
- Emphasize relationships in this new learning environment.
- Use materials, resources and platforms that your students are already familiar with.
- Extend grace to your students during this unique and trying time.
- Work with your grade level or department team to create shared resources. We are all in this together so you don't have to do it all alone.
- Continuous learning is not hours of screen time for teachers, parents, or students. Learning should be a combination of online and offline activities.

GRADING, FEEDBACK, and PARTICIPATION GUIDELINES

- The emphasis for schoolwork assigned, reviewed, and completed during the remote learning period is on learning and engagement, not on compliance.
- Grading should focus on the continuation of learning and prioritize the connectedness and care for students and staff. 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 in that time frame. A focus on keeping children emotionally and physically safe, fed, and engaged in learning should be our first priority.
- Grading should include meaningful feedback, coaching, and a focus on student growth. It should be reflective, supportive, and formative in nature.
- Student participation will be tracked and monitored via a spreadsheet. This should be done daily for online students and weekly for offline students. Participation includes but is not limited to, online responses, submissions, posts, phone calls, emails etc…
- Grades for the remainder of the year will be credit/no credit based on participation unless additional guidance is provided. HS teachers, please see additional information from your administrator.

TEACHER REQUIREMENTS

- **Provide Office Hours**. Set aside a minimum of 2 hours per week for families and students to check in, ask questions, or seek support should they need it. Please communicate your available times, email, and phone number (classroom or personal).
- **Create Content.** Share content with your students daily/weekly. This should be both online and offline content to ensure that all learning resources and opportunities present an equal opportunity for all students to participate.
- **Track Student Engagement.** Use a [spreadsheet](#) to track participation daily for online students and weekly for offline students.
- **Stay connected.** Work collectively with your teaching teams to plan and implement student engagement initiatives with guidance from your Guiding Coalition Team Leader. Working together under a cohesive plan we can ensure the best possible outcomes for all students.
- **Regularly Interact.** This includes students, families, and your fellow staff members to understand what they are working on and what support could be provided. Share ideas, opportunities, and needs with the Guiding Coalition. Connect with each student at least one time per week. This can be via email, SeeSaw/Moodle, phone call, etc...
- **Monitor Students.** Check in on the well being of your students and make appropriate referrals to MAPS CareConnect as needed.

STUDENT REQUIREMENTS

- **Read.** 30 minutes of daily reading is a good guideline for all students at every age.
- **Plan.** Think about a schedule for your day and create a To-Do list to complete. Adding some structure to your day can keep you on TRACK!
- **Do.** Complete the work that your teacher(s) have assigned to you. Ask for help when you need it and do your best!

FAMILY REQUIREMENTS

- **Seek Resources**. MAPS is providing free and accessible resources for your students and families at www.chipslead.org/family-resources/ to support learning, health, and overall well-being. Please seek the resources needed to support your student.
- **Don't Stress**. We are aware that COVID-19 concerns and the required school closure has created many stressors for our families.
- **Be Flexible.** We ask for patience and flexibility with both students and teachers as we figure out how to best move learning forward.
- **Ask for support.** Don't hesitate to reach out to your child's teachers(s) to seek support with school work or other needs during this time. We are all here to help each other.

TECHNOLOGY PLATFORMS

It is incredibly important that we use platforms our students and families are familiar with. You are encouraged to use **SeeSaw**, **Moodle, and Google Classroom** for your main communication platforms. Please work with your students and colleagues to determine together what's possible. Solicit their feedback and support their needs. Other technology tools that are familiar to students and families and can be considered include but are not limited to:

- IXL
- Khan
- Current apps on iPads
- Google Suite (drive, docs, sheets, Gmail, etc…)

CONTENT GUIDELINES

There are a variety of options for content sharing and many of you have already been providing rich content to students prior to and during our shut down. Focus on activities that students are familiar with and that focus on skills retention. Work collaboratively with your teaching team to create content together. Ideas include but are certainly not limited to the following:

- Videos or Screencasts
- Worksheets/Packets
- Books or articles (pdfs or video/audio of text being read)
- IXL or Khan Skills
- Writing prompts
- Discussion Questions

- Math problems
- Projects
- Slideshows/Presentations
- Exit Tickets/Formative Checks for Understanding
- Activities that help students connect, create, and collaborate

*K-5 Guidance: ELA and Math content should be shared daily with students. Science, Social Studies, Art, PE, and Music content should be shared weekly.

OFFLINE OPTIONS

Providing offline options for students who do not have internet access is a requirement. Though this presents some challenges we must provide for ALL students during this time. Ideas include but are not limited to:

- Providing packets for skills retention
- Regular phone calls home to students
- Suggested activity lists for at-home learning

Packets will be distributed for ALL K-2 students and for any 3-12 students that are offline. Initial distribution will be as follows:

- Packet masters will prepared by teaching staff by the end of day on, Tuesday, April 14
- Print and mail prep completed by the end of the day on, Thursday, April 16
- Packets will go in the mail on the morning of, Friday, April 17

Packets will be mailed every other week through the remainder of the year in this same manner.

When making phone calls home, please consider the following guidelines to increase the number of students/families you are able to reach.

- When you reach a student/family, ask if you have the best number to reach them at.
- If you use Google Meet to place your calls, families may choose not to pick up since the numbers are from out of state. Leave a message on their voicemail stating who you are, what the intent of the call is, and that you intend to call back from this number at a certain time. This will encourage them to be available and ready for your return call.
- Follow up your phone call with an email. If using Google Meet, inform them that your number may be an out of state number.
- Call again. If a student/family does not pick up the first time, it may be that they were on the other line, at work, or unavailable for some other genuine reason.

ENGAGEMENT GUIDELINES

These guidelines represent the parameters for how much time students should commit to distance learning activities. Remember, less is more. It is not realistic for us to expect that students can accomplish as much in one day as they could if they were in a regular school setting. Consider strategies for encouraging students to connect, create, and collaborate rather than repeated drill and kill activities.

Grade	Minimum	Maximum	Reading
PreK	20 minutes/day	60 minutes/day	20 minute/day
K	30 minutes/day	75 minutes/day	20 minutes/day
1-2	45 minutes/day	90 minutes/day	30 minutes/day
3-5	60 minutes/day	120 minutes/day	30 minutes/day
6-8	Class: 15 min/class/day Total: 90 min per day	Class: 30 min/day Total: 180 min/day	30 minutes/day
9-12	Class: 20 min/class/day Total: 120 min/day	Class: 40 min/class/day Total: 240 min/class/day	30 minutes/day

SPECIAL POPULATIONS

- ● Special Education Students
  - ○ Consider the needs of your special education students. How might you connect to them differently and what is required in their IEP. Follow up phone calls to support both students and families, providing both print and digital resources so they have some choice, work with them in one on one and in small groups (via the phone or internet) when possible.
  - ○ Special Education teachers should work closely with classroom teachers to create and provide content to share with students. They are also expected to work in individual or small group settings (via the phone or using a digital platform) to support learning.
  - ○ Utilize Moodle Accommodations and the built in iPad and Mac Accommodations when appropriate.
- ● Seniors
  - ○ Seniors that are on pace to graduate shall do so; however, that does not make them exempt from continued learning through the remainder of the school year. Seniors shall participate in a senior capstone project to be decided upon by an MHS committee of students and staff.
  - ○ Seniors who are not on track to graduate will be provided with the same Credit Recovery options that they would have available to them if we were still on campus.

NON-CORE CLASSES

Non-core classroom teachers are expected to provide learning opportunities for students.

- ● K-5 specials teachers will need to provide weekly distance learning for students. If you do not currently have a SeeSaw classroom established, please work with classroom teachers to push content and learning opportunities.
- ● 6-12 non-core teachers, please follow the engagement guidelines above for providing distance learning to your students in the same manner as core teachers.

SEL SUPPORT

Just as we are obligated to check in on our student's well being during traditional learning times, this obligation remains. Our students' social and emotional well being is of utmost importance during this uncertain and challenging time.

- SEL Curricular Resources

  Consider using the SEL Curricular resources you have available to you (Caring School Community and Reading Apprenticeship Framework) to rebuild that sense of culture and community for your new classroom experience.

- MAPS CareConnect

  Our MAPS CareConnect staff are available during this time and can provide support for students and families that need it. Please complete a referral for any student or family who needs one.

PD RESOURCES FOR DISTANCE LEARNING

Please use the following resources to support you in your distance learning journey. You are not in this alone. Ask for help when you need it, work collaboratively with your learning team to share ideas and resources, and don't be afraid to be vulnerable. We are all navigating this for the first time and we are in it together!

MAPS Help Desk
Please use mapshelpdesk@manistee.org to submit requests for tech support and the MAPS tech team will do their best to provide remote assistance.

MAPS Tech Coaches
- Leah Antal
- Bridget Warnke
- Amanda Clemons
- Danny Brown

Apple Virtual One on One PD Opportunity
If you are interested please email Ken Blakey-Shell kblakeyshell@manistee.org

MAPS Distance Learning Resources