

Southfield Public Schools

Learning at a Distance (Fully Virtual) Instructional Model

Overview

The Learning at a Distance instructional model provides fully virtual engagement for students through a combination of synchronous (live) and asynchronous (independent) learning experiences. Schedules for elementary and secondary students are intentionally designed to balance live group and small-group instruction with independent learning time.

Instructional Program

- **Elementary** students will receive instruction in core content areas—mathematics, science, social studies, and literacy—as well as art, music, and physical education.
- **Secondary** students will receive instruction in all six of their scheduled courses.
- **Students with disabilities and English language learners** will continue to receive required supports and services.
- **Families** will receive regular updates on student progress.
- **Staff** will be available to students and families during scheduled office hours or via digital communication, outside of their lunch and preparation periods.

Technology and Platforms

- Instruction will be supported through **Schoology** and **Seesaw**, the district's Learning Management Systems, along with a suite of approved technology tools.
- Teachers will use Schoology and Seesaw to post instructional focus, discussion opportunities, assignment expectations, and submission procedures.
- Synchronous instruction will occur via **Google Meet**, **Webex**, or another district-approved platform.
- Instruction will follow the normal school hours for each building and level.
- As a **1:1 district**, each student will be provided a district-issued Chromebook. Families without devices will be able to pick one up prior to the start of virtual learning.

Communication with Families

- If the district transitions to virtual learning, families will receive layered communication from both the school and district. Notifications will include timelines, virtual instruction days, and implementation steps via email.
- Prior to the start of virtual instruction, teachers will communicate through Schoology, Seesaw, and/or email. Information will include:
 - Access instructions for digital materials
 - Daily schedule and attendance expectations
 - An overview of the weekly learning plan

- Ongoing communication will continue weekly during virtual learning. Building administrators will also maintain communication through newsletters and other digital formats, consistent with in-person practice.

Learning Plans and Tasks

Teachers will design weekly plans consisting of **Core** and **Extension** tasks:

- **Core Tasks**
 - Aligned with identified Priority Standards
 - Essential for all students to complete
 - Designed to fit within expected instructional time for each grade level
- **Extension Tasks**
 - Provide opportunities for additional practice with Priority Standards
 - Offer enrichment or intervention as appropriate
 - May be optional or required depending on student need, interest, and available time

This structure supports a wide range of student learning needs and provides flexibility for families with varying levels of availability to support at home.

Instructional Approach

Strategic integration of synchronous and asynchronous learning is essential to every weekly plan. Teachers will determine when live instruction is necessary to support facilitation, discourse, or deeper understanding of content. Paper-based materials may also be provided to support learner needs and reduce challenges related to online access.