



THE SCHOOL AT MARYGROVE

STUDENT AND FAMILY NEWS
SEPTEMBER 28 - OCTOBER 11, 2020



Greetings MG Family,

I continue to be grateful for this school community and how we rise to the challenges of this unique year. I miss having the opportunity to hear student voices and footsteps in the hallways, seeing teachers in their classrooms leading lessons and us all just being together without restrictions. Nonetheless, I am encouraged at how we are coming to master this virtual space and not allowing it to master us.

In this edition of our newsletter you'll find the academic policies that frame our approach to the positive management of virtual learning. The policies are grounded in guidance from our district as well as nuances that apply to our school and our past practice. Please take time to thoroughly read through each policy, noting what is expected and what is provided. Thank you in advance for continuing to do your part to uphold the #MarygroveWay.

As always, don't hesitate to share any questions, comments or kudos with me via email, phone or TEAMS. I look forward to hearing from you.

With gratitude,
Ms. White

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ACADEMIC POLICIES



Screen Time

Whether it's classes, staff meetings, community building or extracurricular activities, the way that we gather and learn is through a computer screen. We all feel the strain physically, mentally and emotionally – tired eyes, tightened back muscles, general fatigue and some anxiety. To alleviate the amount of time that students and teachers are in front of their screens, the following practices, outlined by DPSCD Superintendent Dr. Vitti, are in place:

- During a 50-minute period, teachers should kick off the lesson live with students at the top of a period. During this portion of the lesson, the teacher might offer a mini-lesson/lesson and review the day's materials and assignments for independent work.
- Next, the teacher might release students for independent work with the materials prepared in Schoology and Teams.
- What students are tasked with doing should be clearly outlined for them, in writing, and easy to follow.
- During this portion of the class period, teachers might pull students into small group discussions or offer one-on-one support to students.
- Throughout the period, the teacher should be fully available to students to answer questions on independent work.
- If appropriate and the content or lesson demands it, teachers may conduct live instruction for the full block.
- Class transition times may be extended by teachers to provide students with breaks throughout the day.

TSM teachers operate under this guidance for both 50-minute periods and 80-minute/block periods. They also may utilize recorded video (called asynchronous learning) to deliver material and assignments.

Parents, if you have concerns about how much screen time is required of your student, please first contact his/her teacher to request clarity and if necessary, adjustments for your student. If an issue persists, please contact Assistant Principal Adams or Principal White.

District Focus Groups

DPSCD is/will be conducting focus groups with teachers, students and parents to problem solve online schedules and the amount of dedicated screen time. As opportunities to participate arise they will be shared. As well, any subsequent plans that are unveiled they will be shared with our community.

ACADEMIC POLICIES



Virtual Learning Norms

I. Attendance: Camera & Microphone Usage

For the purpose of attendance, students are required to log in at start of the class or at some point during the lesson. They should turn on their camera so the teacher can verify their presence. Many teachers also utilize the Chat feature to take attendance, having students to “drop” a greeting or gif to confirm attendance. Some also ask for a verbal response or greeting, requiring students to turn on their microphone/unmute themselves. *Each of these practices are intended to ensure that accurate attendance is taken.*

If students are uncomfortable with showing their home background then they are encouraged to use virtual backgrounds. If a student doesn't know how to activate this feature, a teacher can show them how to do so. In addition to attendance taking, the Chat feature is also used to communicate responses to questions or directions.

Students should keep their devices on MUTE unless they are asked to verbally respond to a question or direction from the teacher.

I. Dedicated Learning Space

Parents are encouraged to allow students to work in a quiet, dedicated area during school hours. This space should be free from background noise such as televisions, radios and other conversations. If a quiet space is not available, students are encouraged to use headphones during their lessons so they can hear their teacher and the teacher & class are not distracted by the background noise in the home.

III. Attire for Virtual Learning

Students must be dressed for virtual learning as they would for Casual Dress Days at school. The attire includes school appropriate tops & bottoms, no pjs or bedwear including bonnets, hair scarves and durags. Culturally appropriate headwraps are acceptable.



ACADEMIC POLICIES



Homework Policy – Virtual Learning

In response to the volume of students that are participating in virtual learning during this school year, DPSCD has set this guidance for homework:

1. Students will not be required to do any additional homework outside of the self-paced assignments that teachers give students which should be able to be reasonably completed during the online school day schedule.
2. Teachers should provide students additional time, if needed, within 2-3 days of the assignment due date to complete classwork.
3. Curriculum aligned homework pages can be assigned as class work if they are essential to the success of the lesson or in the best interest of the students.
4. Independent reading shall not be considered homework and is recommended for all grade levels K-12 outside of the school day. In some cases, teachers will ask students to read texts in preparation for the next day.

Grading Policy

Starting the third week of the semester, teachers will record one or two grades per week for each student. Grades are recorded in PowerTeacher Pro gradebook and are made visible to students and parents through PowerSchool, using the parent/student login.

Grade Weight/Distribution

60% of a student's grade is determined by summative assessments such as End-of-unit or-chapter tests, final projects or portfolios.

40% of a student's grade is determined by formative work which includes class work, homework, and in class activities like round robin charts, 3-way summaries, think-pair-share, classroom polls, exit tickets, one-minute papers, creative extension projects, etc.

Homework will not count for more than 10% of a grade (when assigned).

Assignments are graded on the following scale:

- A: 90-100%
- B: 80-89%
- C: 70-79%
- D: 60-69%
- F: Below 60%

GPA's are calculated using the following scale:

- A = 4 points
- B = 3 points
- C = 2 points
- D = 1 point



ACADEMIC POLICIES

Missing or Late Work

1. If a student doesn't complete an assignment for some reason, he/she will receive a 0 for the assignment.
2. If a student completes the work, the minimum grade entered in the PowerSchool gradebook will be a 40.
3. Ten (10) points per class day will be deducted for late work*
 - a. For example, if a student received a perfect grade on an assignment but turned it in two class days late, the highest grade they could receive would be an 80.
4. No work can be turned in after 2 weeks late.

**If a teacher opts to return work on a shorter timeline and chooses to not allow the additional days with penalty for late work, he/she will offer an alternative assignment so students can still receive a grade.*

Make up Work for Absences

1. If a student is absent they will be given the number of class days absent to complete the work without penalty.
 - a. For example, if an assignment was previously assigned and due on Tuesday but a student was absent, they have until Thursday – the next day the class meets, per our block schedule – to submit that assignment for full credit.
2. If a student is absent for 3 consecutive class days, they are given 3 additional class days to complete and submit work.
3. If an assignment is given the day a student is absent, they must get the work on the first day they return to class, and have until the next class day to turn it in.
 - a. For example, if a student is absent on Monday, the student receives the assignment on Tuesday, and it can be turned in Thursday for full credit, following our block schedule model.



ACADEMIC POLICIES

Attendance Policy

TSM's daily attendance goal is 95% or above. As TSM's Attendance Agent, Mr. Maiseloff works to ensure that attendance is accurate, that the attendance policy is followed and that families are engaged to address any excessive absences of students.

Individual student attendance records can be viewed by parents and students via PowerSchool. Teachers record attendance each class period using the codes shown below:

VP - student is virtually present

VA - student is absent; unexcused absence

VT - student is present, but was tardy (teacher discretion)

VEA - excused absences (parent/guardian notifies Attendance Agent or Teacher of absence)

An Unexcused Absence occurs when a student misses a full day of classes without warning from a parent or guardian to a teacher or Attendance Agent.

An Excused Absence occurs when a parent or guardian contacts Mr. Maiseloff at least one hour before the class or school-day begins. Mr. Maiseloff then notes an EA in the student's attendance which warns the teacher who will not be there that class/day and prepares them to follow up with students.

Students cannot excuse themselves from class except for athletic team practices/games (since parents have already signed off on that schedule and are looped into those dates/times).

Any questions about the recorded attendance code should be first directed to the teacher and then to Mr. Maiseloff.

Responses to Unexcused Absences

TSM will respond in the following ways when unexcused absences occur:

Number of Unexcused Absence Days	Support
1-5	Parent contact by teacher
6	Intervention by Attendance Agent: Letter to parent, daily check-in monitoring, meeting with parents/guardian, engagement with support services
7-8	Intervention by Attendance Agent: Letter to parent, home visit, daily check-in monitoring, meeting with parents/guardian
9	Intervention by Attendance Agent: Attendance Intervention Plan developed and implemented

[2020-2021 Academic Calendar](#)

REACH OUT TO US!

Please Email or TEAMS Chat us:

Schedule Issues & Programmatic Questions:

Mr. Watts

donald.watts@detroitk12.org

Login & Attendance Issues:

Mr. Maiseloff

stephen.maiseloff@detroitk12.org

General Concerns or Staff Shout Outs:

Ms. White

michelle.white@detroitk12.org

All Staff contact information and bios can be found [here!](#)

**COUNT
DAY**

**WED
OCT
7**

**BE ON
TIME
AND BE
IN
CLASS**



OUR VALUES

Perseverance // We embrace struggle

Cooperation // We are better together

Craftsmanship // Excellence is our way of life

Social Responsibility // Our actions have purpose

Integrity // Character matters

Empathy // We are a community full of joy and care



FALL OPEN HOUSE

Fall Open House will occur later in October or November once all construction and furniture placement is complete.

SHAKESPEARE IN DETROIT AND ART SUPPLY PICKUP

Students enrolled in Drawing, Surface Studio and Shakespeare in Detroit can pick up supplies from the school. Please contact Mr. Maiseloff to set up an appointment.

DATES TO REMEMBER

Friday, October 2 — School-wide Town Hall during Elective

Wednesday, October 7 — Count Day

Wednesday, October 14 — Parent Teacher Conferences

Tuesday, November 3 — No School, Election Day

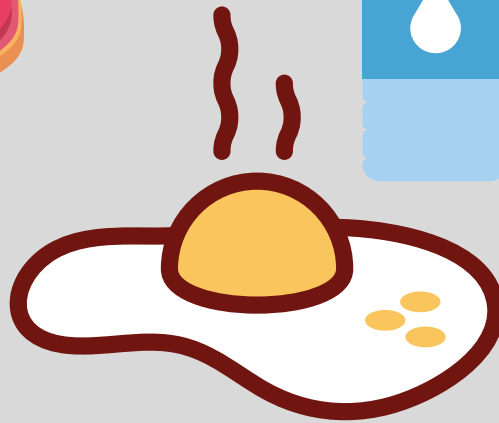
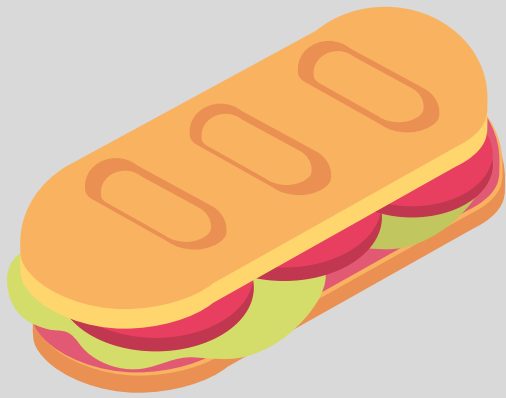
September 21 - October 29 — PSAT 8/9 Window

Wednesday, October 14 — PSAT 10

YOUTH ADVISORY COUNCIL

The [Marygrove Conservancy](#) seeks 9th and 10th grade students to participate in our inaugural cohort of its Youth Advisory Council. [Click here to apply!](#)

Questions? Contact Stephanie Moore, Child and Family Support Services Coordinator, at sssmoore@umich.edu or 734-780-1172.



REACH OUT!

Please Email or
TEAMS Chat us:

Athletics and After-
school questions:

Mr. Watts

donald.watts@detroitk12.org

Login Issues &
Attendance Questions

Mr. Maiseloff

stephen.maiseloff@detroitk12.org

General Concerns or
Staff Shout Outs:

Ms. White

michelle.white@detroitk12.org

All Staff contact
information and bios
can be found [here!](#)

GRAB 'N GO MEALS

*The following meal services will now be offered through
December 31, 2020*

Learning Center Students

Students will be served breakfast and lunch in their assigned rooms.

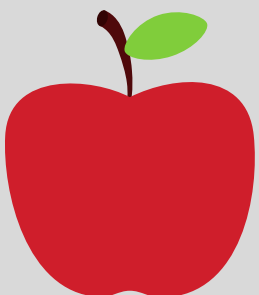
Online Students

Multiple meals may be collected for online students from DPSCD schools between the hours of 9:00 am and 1:00 pm each Monday and Thursday. However, Marygrove is not one of the locations.

**Closest Meal Pickup Site is Mumford High School
17525 Wyoming Ave, Detroit, MI 48221**

Families will not be allowed in the building.

Additionally, if your student has special dietary restrictions, please contact our registered dietitian, Aaron Halama, at (313) 578.7241 or at aaron.halama@detroitk12.org.



FACE-TO-FACE LEARNING CENTER

Students that need a space to work virtually may attend the TSM Learning Center. The LC is open Monday – Friday, 8:45 am – 4:00 pm, and is supervised by our onsite non-instructional staff. Students are in small groups (cohorts) of 10-11 per classroom with the same staff member, and they are served breakfast and lunch daily. Teachers are not physically present however they are teaching live remotely. To maintain safety and consistency, we ask that students make a commitment to attend school either virtually at home or virtually at the LC for Quarter 1.

The Learning Center IS NOT a place for when students occasionally don't have supervision at home, or for students to socialize and hang out with friends. It is a quiet, sanitized and supervised location for students to work virtually & independently.

- Students that attend the Learning Center must do the following:
- Bring their own laptop or tablet
- Bring their own headphones
- Wear a mask
- Maintain 6-10 feet social distancing
- Arrive at 8:45-8:55 am (First hour begins at 9:00 am)
- Have their symptoms and temperature checked before entering the school
- Adhere to TSM values, guidelines and staff directions

Please email Mr. Stephen Maiseloff at stephen.maiseloff@detroitk12.org to sign up your student to attend the Learning Center for Quarter 1.

STUDENT RECORDS

Leadership will reach out to ensure you have the necessary documents and forms on file, including:

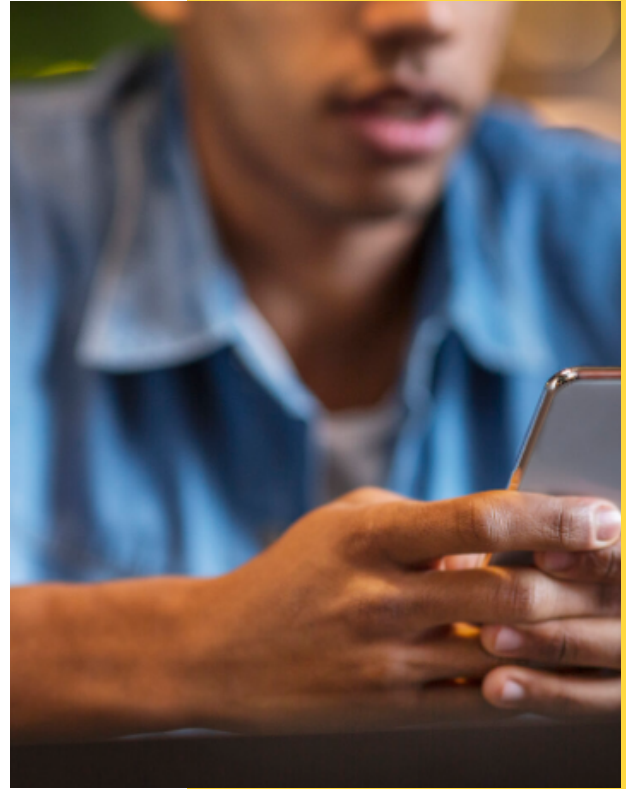
- Complete and Signed Enrollment Form
- 7th and 8th grade Transcripts/Report Cards
- IEPs and 504 Plans
- Copy of Birth Certificate
- Copy of parent or guardian photo ID
- Proof of Address (Driver's license, Detroit ID, W-2, public assistance documents, pay stub, official government mail, utility bill, etc.)
- FERPA form
- Code of Conduct Policy form
- P-20 Media Release
- Medical Action Plan (Asthma, Allergies, Seizure, Diabetes, GI) - if applicable

REACH US DETROIT

CALL CENTER

Detroit COVID-19 Virtual Therapy Collaborative is a 24/7 collaborative call center to help our community. Their primary focus is to instill hope while focusing on identifying strengths and resiliency in individuals who are often overlooked and underrepresented.

Reach Us Detroit: (855) 966-3313.
More info: <https://reachusdetroit.org>



Development Centers School Based Program continues to offer support to the students and families of select Wayne County schools through tele-health services during the ongoing school closures.

*****We work with kids/teens with a variety of concerns (behavior problems, defiance, self-esteem, depression, anxiety, trauma, adhd, etc.)*****

We are now able to open up new cases and "meet" with students and families through phone and video chat for intakes, assessments, individual and family therapy.

TSM STUDENT WELLNESS GROUP

ZOOM

Join Ms. Grace (Development Centers' counselor intern) every Monday at 4:00PM for the Marygrove Wellness Group. The Marygrove Wellness is a group for students to discuss struggles associated with living through these unprecedented times, get trained support through these conversations, and support each other outside of class time. Use this link: <https://umich.zoom.us/j/99027149851>.

The passcode to enter is: SelfCare. If you have any questions about the group or difficulties joining (need to join by phone or something else), reach out to Ms. Grace directly at GHall@develctr.org.

Students can email Ms. Grace directly at GHall@develctr.org for more information about 1-1 counseling.

EVERY MONDAY AT 4PM, [HERE](#).

PARENT-PARENT SUPPORT W/ DC

FACEBOOK

Please connect with Ms. Tangela and Ms. Grace on DC's parent-only [Facebook group](#). This is a group for Development Centers' School Based parents and caregivers to connect, receive support, gather resources, and learn about socio-emotional topics to help your kids.

- Connect with parents
- Receive support
- Gather resources
- Help your student manage their emotions and develop meaningful relationships



Marygrove Family Check-In

Does your family need help with any of the things listed below? Please check all that apply. Someone from The School at Marygrove will contact you to learn more and figure out how we can help.

- Food access
- Mental health (counseling or prevention services for student or family members)
- Safety concerns
- Technology (internet connectivity, access to a computer or tablet, technical support, etc.)
- Utility assistance, housing, or Medicaid
- Information about how to receive stimulus check
- Other: _____

Do you (or your student) need help with schoolwork?

- Yes
- No

FAMILY CHECK-IN

FORM

Whether you have spotty Wi-Fi, you need support with food or utilities, your student needs schoolwork or tech support, or you want to know more about summer enrichment programs, we are asking that each family complete an online form on behalf of your student.

FORM: [CLICK HERE](#)

Questions?

Please email Stephanie Moore, Child and Family Support Services Coordinator, at sssmoore@umich.edu or 734-780-1172.



*Happy
Birthday*

**SIDNEY STEVENS
OCTOBER 5**

**MARTEZ GLOVER
OCTOBER 7**

**TARVEYO LEVINGSTON
OCTOBER 10**

**RIHANNA LEWIS
OCTOBER 10**

**TAYLOR PATTON
OCTOBER 10**

**CARTER REYNOLDS
OCTOBER 11**