

Scituate Public Schools



Distance Learning Plan

April 6, 2020

Introduction:

Dear Scituate Public Schools Students, Families and Staff,

This is truly an unprecedented moment in our collective history. The COVID-19 pandemic has impacted nearly every facet of life and schools are certainly no exception. In an effort to [flatten the curve](#) and slow the spread of the virus, Governor Baker recently issued an [emergency executive order](#) closing all Commonwealth schools through May 4, 2020. While steps like self-quarantine, school closures and social distancing have transformed the fabric of our society in short order, we recognize that these are important measures throughout our society. In SPS, we emphasize the importance of local to global engagement for every student. While this pandemic can be a daunting moment for our town, our country and the world as a whole, it illustrates that we must continue to educate our students as truly global citizens.

Scituate Public Schools is committed to supporting our students, families and our community as we take these steps together to combat this virus through this extended closure. With [guidance](#) from the Department of Elementary and Secondary Education, SPS will be transitioning to distance learning. We understand that distance learning cannot fully emulate the typical classroom experience. The goal of distance learning is to support student well-being and academic progress, while fully realizing that these conditions for teaching and learning are not like anything we have experienced before. This document outlines this framework for students, teachers, staff and families.

Through April 3, teachers will continue with ungraded enrichment experiences. We will use this week to ramp up, particularly as it relates to online and technology based teaching and learning platforms. Effective April 6, 2020, SPS will launch structured, graded, distance learning, PK-12. After the launch, SPS will continue to evaluate our distance learning framework and communicate any changes as we implement this new normal together.

The SPS spirit of 'Crew' will serve us well during this time as we all need to come together to best support our students and each other through this difficult time. Thank you for your partnership and your commitment to our schools.

Sincerely,

Scituate Public Schools
Scituate Teachers' Association
Scituate Paraprofessionals' Association
Scituate Administrative Assistants' Association

Distance Learning Framework:

There are 4 main constructs that make up the Scituate distance learning framework. Below is a general description of each followed by more detailed expectations for students and staff members, organized by roles and where appropriate, delineated for elementary (PK-5) or secondary (6-12) schools.

- 1. Educator Planning & Coordination:** Educators will attend virtual planning meetings with curriculum and school leaders to simulate the planning and coordination that we do when school is in session. These meetings will allow classroom teachers, special educators and service staff to effectively collaborate on distance learning curriculum and assignments.
- 2. Curriculum & Assignments:** Students may now begin moving forward in the curriculum with review and deepening skills first as needed. Agendas & assignments will be sent out to students by 9am on Monday for the week. They will typically be due Friday with some exceptions for longer term project based learning assignments. DESE recommends that students will be engaged in meaningful and productive learning for approximately half the length of a typical school day on average. However, because the weekly plan will be sent at the beginning of each week, students and families have some flexibility to work within the conditions of their unique family situations.
- 3. Classroom Community Time:** During the week, educators and other SPS staff will schedule real time communication with their students. This may take many forms including online video and discussion, blogs, shared document discussion, or other real-time communication platforms. Some video meeting services do collect user data so we ask families to click [here](#) to read about online privacy information. Families may also choose to opt out of having their student participate on such platforms. Teachers and staff will maintain regular contact with students and families via email but 'classroom community time' will be intended to support direct instruction, communication and classroom culture during the extended school closure.
- 4. Feedback & Grading:** Given that the COVID19 outbreak occurred close to the end of the marking period, we will close the current marking period on April 3 and start a new marking period on April 6. Teachers will use the grades that they already have in the books to generate report cards for the previous marking period. Scituate report cards and IEP Progress Reports will be released on April 13. For the new marking period on April 6, SPS will use a [standards based grading system](#) and implement a 'credit/no credit' model. Because all assignments are directly tied to the Massachusetts standards, feedback and grading will be focused on helping students meet each standard. The high school community will receive a follow up communication that outlines GPA calculations in further detail.

Distance Learning Expectations for:

Students

- Put forth your best effort on assignments and don't be afraid to ask questions with your teacher, family or support staff. Stay in communication with your teachers.
- Strive to make use of teacher resources, including email and Classroom Connection opportunities. Teachers understand that you may not have all of your school materials at home and will provide what you need to complete assignments through Google Classroom and through the classroom connection time.
- Talk to your family about a structuring space at home which you can consider "school only" space. Set a time that makes sense for your family to focus on your assignments, communicate with your teachers and work with your family if possible.
- Login to Google Classroom or other classroom assignment platforms regularly. If you have any difficulty logging in, you can email to admin@scit.org for support. [Also, be sure to practice responsible internet behavior.](#)
- Work on assignments throughout the week at your own pace and submit assignments every week by Friday at 5pm.
- Any students with extenuating circumstances should reach out to teachers via email on an individual basis.

Families:

- We recognize that distance learning can be a serious challenge for families, all of whom are already grappling with this 'new normal' of social distancing, canceled events, and remote work across nearly all sectors of our economy. The SPS distance learning plan is designed to provide students with academic structure while endeavoring to provide families with as much flexibility as possible.
- Leading up to our launch date, please talk with your student(s) about setting out a space around the house that can be as dedicated as possible to "school" and discuss a time span that makes sense for your family to focus on school assignments.
- We encourage families to use some time each Monday to review the assignments for the week on Google Classroom. If your student has any difficulty logging in to Google Classroom or other assignment platforms, you can email to admin@scit.org for support. Please help your student practice [responsible internet behavior.](#)
- If your student is struggling to complete assignments or completing them far faster than typical, please reach out to your student(s)' teacher.
- You can use any device to access Google but to support the ramp up for distance learning, SPS continues to loan out Chromebooks. For families who may wish to purchase their own device, our tech team recommends the following [link](#). To request a loaner, please send an email to admin@scit.org with your name and the name, school and grade of your student(s).

Distance Learning Expectations for:

Classroom Teachers

Educator Planning & Coordination:

- Attend virtual planning meetings with your school, grade level or course alike partners as needed including special educators to coordinate efforts and share resources in planning the next week's distance learning assignments. Meetings will be supported by principals, curriculum coordinators and department chairs to provide support.

Curriculum & Assignments:

- Post the week's agenda and assignments by 9am on Monday. Teachers are strongly encouraged to use [Google Classroom](#) or some other previously established platform. Assignments should identify the state standard and success criteria and the target goal of the assignment. Student assignments and experiences should be designed to take approximately 90 minutes per subject, per week. Distance learning can encompass a wide variety of learning opportunities. While technology can be a supportive tool, districts and schools should also consider ways that student learning can continue offline. This could include exploring the natural world, activities to support students' local communities (with appropriate social distancing) and engaging hands-on projects and artistic creations that stem from students' own passions and experiences. Teachers are encouraged to provide cross-curricular assignments wherever possible. Modified assignments may be provided to students with disabilities. Please remember that students may not have materials at home. Please provide the materials virtually.
- Course-alike teachers (secondary) and grade level teachers (elementary) will work together during planning time to develop learning experiences which meet Massachusetts state standards. This can take the form of multiple daily assignments or a larger project. The team will work with special educators to modify assignments for students who require them.

Classroom Community Time:

- Teachers will host Classroom Connection time throughout the week.
- The purpose of these times are to provide opportunities for real-time connection and communication between students and teachers. It allows teachers to answer questions about assignments, facilitate discussion, debate concepts, provide direct interaction with students and otherwise emulate some of the classroom experiences that would exist in a typical day.
- This may take many forms including online video and discussion, blogs, shared document discussion, or other real-time communication platforms. Principals will coordinate these times with input from staff.
 - Elementary: 4-5 hours per week for your classroom
 - Secondary: 1 hour per class/section per week

- SPS Tech will offer staff online workshops for the most commonly used platforms. Users can also click on any of these links for step by step tutorials as well: [Google Hangouts/Meet](#), [Zoom](#) and [setting up password protection for Zoom](#). Staff should use the ramp up week to familiarize themselves with their platforms and support their students in doing so as well.
- Before your first classroom community session, share platform information so students may access it. Set up chat parameters. We recommend allowing public chatting only. We do not recommend allowing students to chat privately. Establish some shared norms, such as: mute your mic when not speaking, say or type your name before you participate. Keep in mind that this shift will take some time for students, and they will need clarity, support, and patience.

Feedback & Grading:

- Department Chairs and Curriculum Coordinators will support teachers in providing continuity in providing standards based feedback and grading across grades/subjects.
- Students should submit their assignments via Google Classroom or other assignment platform. Feedback will be provided on assignments through Google Classroom and standards-based grades will be posted on ASPEN.
- Provide quality feedback based on the target of the lesson and assess if the work has met or not met the standard(s) within one week.
- Upload standards based grades to ASPEN as you would during the school year.
- Respond to emails within 24 hours, Monday through Friday, barring extenuating circumstances.

Special Educators supporting classrooms:

- Attend meetings with their grade level(s)/departments to modify assignments to meet their students' needs.
- All special educators and related service providers need to keep a log/data of the services they are providing per new guidance received today from Russell Johnston and the Circuit Breaker training.
- Special educators will be available to students and families 4-5 hours/week for community connection time.

Instructional & Specialized Paraprofessionals supporting classrooms:

- Paraprofessionals will be given an assignment of students and daily schedule by the special education liaison and classroom teacher, to check in with and remotely support those students during the day.
- Paraprofessionals will attend virtual planning meetings as needed and provide 4-5 hours a week of direct support to students in accessing the curriculum and assignments. If you require a device to support your students, please follow up with your principal.

Distance Learning Expectations for:

ELL Teachers:

- Develop and post lessons to support academic language and social language development.
- Coordinate with teachers for translation services as needed.

Literacy/Math Specialists

- Provides direct support with at-risk students with services for students in tier 2 and tier 3
- With curriculum coordinators and department chairs, support staff to align distance learning experiences to grade level focus standards.
- Guide and support educators to develop quality, meaningful learning experiences for students.

School Counselors & Adjustment Counselors

- Provides direct support with at-risk students with services for students in tier 2 and tier 3.
- Check in with families in need through a combination of email, phone, video chat or Google Classroom. If using your personal phone, counselors will use *67 to mask number. Families should be aware that the number will not come up on caller ID.
- Where appropriate, counselors will provide teletherapy for students using HIPAA approved platforms to be determined based on the family's accessibility.
- Social skills groups will be done on Google Meet. Counselors will work with students and families to set up platforms as needed.
- Student Scheduling – High and Middle Schools.
- Regularly update community resource list, Atlas Rubicon, and social skills and psychoeducational group curriculum.
- Continue to support post-secondary and academic planning with students.

Technology Integration Specialist & Library Media Specialist

- Support students, families & staff with technology needs. This can include responding to emails, meeting virtually, providing training, holding office hours, etc.

Cafeteria Staff:

- Continue to support curbside lunch pickup & inventory.

Distance Learning Expectations for:

Department Chairs, and Curriculum Coordinators:

- To ensure continuity, DCs/CCs will help identify grade level and content area focus standards.
- Facilitate sharing of resources, lessons and materials.
- Support teachers across common courses and grade levels to collaborate and develop lessons and assignments aligned to standards.
- Create and manage framework teachers use to give standards based feedback.
- Monitor progress of distance learning and adjust as needed, in accordance with DESE guidelines.
- Support curricular continuity throughout the district by facilitating a clearinghouse for all SPS educators to share and collaborate on distance learning materials and assignments.

School Nurses:

- School Nurses maintain contact with students and their families on their caseload and with students identified as high risk. School Nurses may also work on updating student records or the Health and Wellness Plan. School Nurses should maintain a log of their student and caregiver interactions.
- School Nurses are available to consult with students and families with any health concerns during this pandemic.
- SPS nurses are also available to support the town of Scituate with epidemic tracing support if cases on COVID19 increase in our community.

School Leaders:

- Building administrators will support staff in the process and planning of Distance Learning.
- Communicate with families about the new distance learning model and include the Classroom Connection schedule.
- Facilitate the selection of at risk students and assign to appropriate staff for virtual wellness check-ins.
- Continue forward facing daily operations and managerial expectations.
- Elementary principals will coordinate grade level planning with teacher input to ensure all staff are able to engage in planning.
- Secondary planning meetings will be organized by principals, with teacher input. As a part of this process, administrators will compile a master schedule of community connection hours with input from teachers to prevent potential overlaps for students.

Administrative Assistants:

- Coordinate communication with school and district leaders.
- Support administrative tasks for the spring such as scheduling and student records management and other administrative tasks that may be able to be done remotely.

Scituate Distance Learning & Special Education

It is important to acknowledge that distance learning will be accessed in different ways depending on the needs of each student. While special educators will be working closely with classroom teachers to modify assignments to meet the needs for students with disabilities, we recognize that students in our EIGHT specialized programs will experience distance learning differently than many of their non-disabled peers. With that in mind, our staff of teachers, related service providers, specialists and paraprofessionals will work closely with students and families to support the individualized needs of our students with significant disabilities. They will do this through Community Connection time of 4-5 hours per week. This time will encompass consultation for parents, instruction with students, and any individualized instruction for students. Please also note, that if your child participates in the MCAS-ALT, the Commissioner has postponed the due date submission until further notice.

For our families with students in Out-of-District placements, we have heard from many of the schools as to how they are also providing services during the closure. Please see below. If you have not yet heard from your schools, please contact Special Education Director, Dianna Mullen at:

dmullen@scit.org

- Granite: Virtual classroom, google meetups, and clinical check ins.
- Pilgrim Area Collaborative: <https://www.pilgrimac.org/corona-virus-covid-19/>
- Perkins: Perkins Connection Portal
- GAP: Google and packets/work was sent home
- READS: Packets sent home
- St. Coletta: Mailed packets home
- Clarke: Regular remote services, have been tele-educating many students since 2011
- Brandon: residential working on continued curriculum work toward academic credit
- Riverview: Was on vacation until this week, so far this week working remotely with students
- Walker: On-line versions of Walker Curriculum as well as printed homework. Clinical support, google accounts, virtual tutoring, SLP & OT virtual sessions via google hangout, APE through google classroom
- Amego: In residence, working on ADLs, Functional life and academic skills.

While each program will be individualizing the type of instruction and communication platforms, they will all be using the sample Service Plan you see at the end of this document as a way to ensure all activities are aligned with student IEP goals. All program providers listed below will be maintaining documentation of services and hours provided. Below is a summary what distance learning will look like in each of these programs:

ECC:

The ECC Team will provide “Classroom Connection” time with students and parents to provide lessons and circle time meetings. They will continue to use their Class Dojo as a means of sharing lesson materials and other resources for parents and students. The paraprofessionals will support teacher instruction through “Classroom Connections” providing various supports such as story time, supporting activities that would have been centers, etc... We are working on how our Specialized Paraprofessionals will help to support the individual instruction with students such as Discrete Trials. The special educator, School Adjustment Counselor and BCBA will share out home behavior plans and follow up with support to parents about the implementation needed.

PLC/ILC/GLC:

The PLC/ILC/CLS Team will provide “Classroom Connections with students and parents to provide lessons and classroom meeting. They will be using Google Classroom and Class Dojo to interact with students and families that features work to align with IEP objectives and comprehensive projects that families can work on at home after initial instruction from teachers. They will provide Social stories to address school closure and this new way of interacting with each other. The teachers, Paraprofessionals and Related Service Providers will post daily videos to keep the students engaged and connected. They will use Boardmaker online to upload and assign activities for students to complete to address IEP objectives. They will re-share the login information for Boardmaker online, Raz Kids and Lexia learning, etc... with parents for students to access. The special educator, School Adjustment Counselor and BCBA will share out home behavior plans and follow up with support to parents about the implementation needed.

iExcel:

The iExcel Team will provide “Classroom Connections” with students and parents to provide lessons and classroom meeting. Special educators and paraprofessionals will support the students by providing virtual instruction and support of lessons that relate to student IEP goals. They will provide Social stories to address school closure and this new way of interacting with each other. The teachers, Paraprofessionals and Related Service Providers will post daily videos to keep the students engaged and connected. The special educator, School Adjustment Counselor and BCBA will share out home behavior plans and follow up with support to parents about the implementation needed.

JEMS:

The JEMS Team will provide “Classroom Connections” with students and parents to provide lessons and classroom meeting. The special educator will coordinate with the grade level teachers to provide the accommodations and modifications for the lessons being developed. The special educator and paraprofessionals will utilize a virtual platform with students to provide individualized instruction per the IEP goals. The School Adjustment Counselor will utilize a secure platform to provide the IEP counseling hours with students and to support parents. The special educator, School Adjustment Counselor and BCBA will share out home behavior plans and follow up with support to parents about the implementation needed.

LBC (Jenkins and Gates):

The LBC Team will provide “Classroom Connections” with students and parents to provide lessons and classroom meeting. The special educators will coordinate with the grade level teachers to provide the accommodations and modifications for the lessons being developed. The special educator and paraprofessionals will utilize a virtual platform with students to provide individualized instruction per the IEP goals. If students receive separate Orton-Gillingham services from our contracted provider, she will be providing the instruction through a virtual platform. She will reach out to the families directly to coordinate this with them.

iAchieve (Gates and HS):

The iAchieve Teacher will provide “Classroom Connections” with students and parents to provide lessons and classroom meeting. The special educators will coordinate with the grade level teachers to provide the accommodations and modifications for the lessons being developed. The special educator and paraprofessionals will utilize a virtual platform with students to provide individualized instruction per the IEP goals.

Related Service Providers: (OT, PT, SLP, School Psychologists, BCBA, TVI)

The Related Service Providers will provide “Classroom Connections” with students and parents to provide lessons. The related service providers will coordinate with the special educators of the programs above to coordinate lessons and activities for students as they relate to IEP goals. They will share these with families through a virtual platform. The related service providers will also connect virtually with parents to provide parent friendly instruction on how to support their children with the shared activities.

Evaluation Team Chairs, OOD Coordinator and Special Education Administrative Assistant and Secretary:

- Collaborate through virtual platforms to compile the following data: (This list is not exhaustive and can be added to as they work together)
 - IEP services of students transitioning from on building to another and potential IEP recommendations of services that will be needed as they relate to co-taught classrooms and para supports and other pertinent information
 - All IEP meetings (AR, Initial and Re-evaluations) that will need to be rescheduled upon return
 - Provide support to families that are experiencing difficulty with distance learning plans
 - Assist families with coordination with state agencies as appropriate
- All evaluations that are now pending

Service/Support Plan Template: To be used by ALL Special Educators:

(Student Name) Distant Learning Service/Support Plan for the weeks of 4/6/2020-5/1/2020				
Message to Students	Add here: (Example :) Your student will be provided with a weekly learning plan to keep you informed of the education and distance learning in alignment with your student's IEP. It is not feasible to fully implement your child's IEP during this school closure. We encourage all of our students to work through these materials throughout the week and we will provide you with feedback on your work and contributions. Should you have any questions on accessing the materials or completing the work, please reach out to your liaison. I will also be providing regular "Classroom Connections" virtually though (platform here)			
Ways to Stay in touch during the closure				
Grid A Services: Consultation				
Grid B Services: General Education Class Supports				
Grid C Services: If Applicable				
How To Access				
Other Resources				