

# Berlin-Boylston Regional School District

## Remote Learning Plan

### April 3, 2020

*The Berlin-Boylston Regional School District Remote Learning Plan was designed to provide families and staff with guidance related to learning at home. We hope you find that the information provided below frames our district beliefs around the well-being of all of our students, and guides your efforts to bring learning opportunities that are creative, engaging and intentional.*

#### **Goals**

- To provide support for families and staff
- To ensure balance and promote communication
- To engage our students in meaningful and intellectually challenging content
- To minimize skill and learning regression
- To maintain relationships and connections within all members of our teaching and learning community

#### **Guiding Principles**

- We emphasize that the social, emotional and physical health of our school community, including students, family, and staff is our first priority.
- We expect that *all* students will participate in their own learning to the best of their ability.
- We expect that parents/guardians will serve as facilitators of remote learning at home so that students may access available materials, platforms and direct instruction safely and efficiently.
- We are committed to reaching out to all our families with multiple types of support.
- We encourage parents to communicate honestly when they are in need of support for their families, their children, and/or themselves.
- We will attempt to provide our students with the ability to connect with each other and their teacher(s).
- We support the introduction of new content as it applies to the grade level and connects to the MA Frameworks.
- We recognize that teaching and learning will require a commitment from and between both home and school.
- We respect and value family time for all members of our school community

## **Relationships & Communication**

- We recognize that students, families and staff are functioning under non optimal learning and work conditions. Therefore, we will maintain flexibility in setting expectations for learning time, provided that communication between the family and teacher or administrator occurs.
- We will make as many personal connections as possible, recognizing that staff members will also need time to meet the needs of their families and outside responsibilities.
- Teachers will set clear guidelines and times regarding parent and student email and online availability.
- We recognize that each person is an individual and is attempting to manage their daily life on multiple levels and in multiple directions. We will operate by *first assuming good intentions* by all parties in our attempts at meeting the needs of all of our learners.

## **Update on Special Education and ELL Guidance**

### **(Per March 30,2020 guidance from MA DESE Commissioner Riley)**

**“Special Education:** On March 21, the U.S. Department of Education issued a [fact sheet](#) to clarify what the federal special education law requires for students with disabilities while schools are closed in this public health emergency. In particular, the guidance made clear that schools must provide a free and appropriate public education (FAPE) to students with disabilities consistent with the need to protect the health and safety of students, educators, and service providers. In these exceptional circumstances, special education services will be provided differently than they are when school is fully operational.

Meaningful learning opportunities and ongoing connections with teachers and service providers are vitally important for students with disabilities. During the coming weeks, schools will continue to develop and expand ways to provide special education services remotely. If your child has an Individualized Education Program (IEP), you should expect that members of your child’s special education team will check in with you to help you and your child access these services.

Your child’s participation in the activities and supports provided by the school will not result in changes to your child’s IEP. IEP meetings are not needed in order for the school to provide services remotely. When school resumes, your child’s IEP team will follow up as necessary to determine next steps in supporting your child’s progress.

We encourage families, school administrators, and teachers to work together to find the best ways to support each child during this challenging time.

**Residential Schools for Students with Disabilities:** The Governor’s March 25 order extending school closure does not apply to residential schools for students with disabilities. These schools are consulting with local boards of health and the state Department of Public Health to make decisions about how to deal with their specific situations. We are in close communication with these schools to support the continuity of services to the maximum extent possible and to support the health and safety of students and staff.

**English Learner Education:** The Remote Learning recommendations acknowledge that equity needs to be a top consideration in local planning efforts and that districts need to support students to engage in meaningful and productive learning with the understanding that the individual student experience will vary depending on various factors. Federal civil rights laws require schools to take appropriate steps to address the language barriers that prevent English learners from meaningfully participating in their education and to support local planning. We will soon issue further guidance on ways to support English learners during the extended school closure. “

### **Technology**

Under the guidance of the Department of Elementary & Secondary Education (DESE), we are working to create a balance of daily and weekly instruction to include **direct online instruction**, pre-recorded instruction, access to online learning resources to include suggested activities that are hands-on, exploratory, creative, and project-based. Families are urged to set up schedules and routines with their children that are predictable. It is important to be aware that teachers will not be recording live sessions, and expect that parents will not be doing so as well, regardless of the platform made available during instruction.

At this time we ask that you review the District’s Acceptable Use Policy and Social Media policy:

<https://z2policy.ctspublish.com/masc/browse/berlinboylstonset/berlinboylston/IJNDB>

<https://z2policy.ctspublish.com/masc/browse/berlinboylstonset/berlinboylston/IJNDD>

## Elementary Direct Online Instruction

*At the elementary schools, direct, or virtual online instruction, is at the discretion of the classroom teacher. It often occurs in the form of class meetings and read-alouds, as well as mini-lessons to introduce a new skill or concept.*

*At the upper elementary grades, teachers may choose to schedule a longer period of time for this type of instruction as they begin to cover more in-depth topic areas. Students are strongly advised to use their school gmail accounts when accessing any correspondence related to school assignments and or communication with their teachers.*

The individual classroom teacher, or grade level team, will contact you weekly with the schedule for the specific time she/he will be holding a live online teaching and learning session. Please note: Teachers may also choose to pre-record their lessons and post them so that families are able to watch or review at their convenience.

Below is the timeframe in which to expect your grade-level teacher(s) to hold direct online instruction:

K-2: M/W/F 8:30am - 10:30am; T/TH 1:00pm - 3:00pm  
3-5: M/W/F 1:00pm - 3:00pm; T/TH 8:30am - 10:30am

## Middle/High School Direct Online Instruction

At Tahanto Middle/High School, where students are more accustomed to accessing instruction and assignments online, teachers will notify their students when they will be conducting live online instruction sessions within the period(s) they are teaching throughout the week. Typical sessions of this nature will run approximately 30 minutes. Even if a live online session is not scheduled, students should continue to check their school email and Google Classrooms for new assignments and teacher announcements throughout the week.

Middle School/High School Remote Learning Plan Weekly Schedule

	Mon (odd day)	Tuesday (odd day)	Wednesday	Thursday (even day)	Friday (even day)
10:45- 11:15 AM	1	5	Office Hours and Rotating opportunities for AP instruction, special education, and counseling	6	3
11:20-- 11:50 AM	2	6		7	4
11:55- 12:25 PM	3	Group/ Individual Meetings		1	Group/ Individual Meetings
12:30-1:00 PM	4	7		2	5

Teachers will communicate with their classes during their daily office hours.

**GRADING & REPORT CARDS**

**Elementary**

Elementary students will continue to receive feedback in a variety of ways by the classroom teacher and student progress will be monitored and documented. Second trimester report cards will be mailed through the principal’s office. No decision has been made yet for the third trimester report card.

**Tahanto Middle/High School Grading Quarters 3 & 4 (2020) & Report Cards**

Quarter 3 Is Extended until April 10th. Report cards will be available for parent and student access via Powerschool on April 17th.

- Teachers will allow for missing Q3 work and extra credit work given from March 16<sup>th</sup> – April 10th to be completed.
- Numerical letter grades will be given for Q3

Quarter 4 Grading - Report Cards will be sent electronically. More information for the fourth quarter will be coming.

## Elementary School Roles & Responsibilities

### Staff Responsibilities

<p><b>CLASSROOM TEACHERS</b></p>	<ul style="list-style-type: none"> <li>● Provide &amp; focus on curriculum</li> <li>● Engage Students to help move forward</li> <li>● Collaborate with families to problem solve challenges related to remote learning</li> <li>● Provide feedback to assist students to move forward</li> <li>● Attend virtual IEP meetings with parents and Special Education team</li> </ul>
<p><b>SPECIAL EDUCATION TEACHERS</b></p>	<ul style="list-style-type: none"> <li>● Maintain &amp; Track students with IEP's</li> <li>● Continue addressing students' individual goals and document services provided</li> <li>● Provide support for teachers maintaining IEPs for students</li> <li>● Make sure IEP accommodations are in place for students w/disabilities</li> <li>● Hold virtual IEP meetings with parents</li> <li>● Maintain a log of student and parent contact</li> </ul>

LITERACY SPECIALISTS/TUTORS	<ul style="list-style-type: none"> <li>● Continue to provide tutoring if possible</li> <li>● Provide tutoring for small groups via district endorsed online platforms</li> </ul>
MATH SPECIALISTS/TUTORS	<ul style="list-style-type: none"> <li>● Provide tutoring if possible</li> <li>● Attend weekly grade level meetings</li> <li>● Provide resources for individual grade levels</li> <li>● Provide tutoring for small groups via district endorsed online platforms</li> </ul>
LIBRARIANS	<ul style="list-style-type: none"> <li>● Remote drop-offs of books</li> <li>● Provide additional support links to students</li> <li>● Provide additional support links to teachers</li> </ul>
SPECIALISTS (Art, Music, Phys Ed, Health, Technology, Library/Media)	<ul style="list-style-type: none"> <li>● Provide weekly resources via links/google classroom to each grade level and or class</li> </ul>
PARAPROFESSIONALS	<ul style="list-style-type: none"> <li>● Participate in supported activities on google classroom</li> <li>● Participate in Read alouds</li> <li>● Support provisions and accommodations under supervision of the Special Ed teacher.</li> </ul>
NURSES	<ul style="list-style-type: none"> <li>● Will stay connected to &amp; provide support to students who require medical attention</li> <li>● Continue to work with community resources</li> <li>● Provide information to the school community as it becomes available</li> </ul>

	<p>(primarily through their school website/principal newsletter)</p> <ul style="list-style-type: none"> <li>● Provide availability to serve as a resource to parents and staff</li> <li>● To field absence/sick emails and alert staff of such</li> </ul>
RELATED SERVICES (OT, PT, SLP, BCBA)	<ul style="list-style-type: none"> <li>● Provide services to students w/ disabilities remotely or through other means</li> </ul>
ELL TEACHERS	<ul style="list-style-type: none"> <li>● Maintain active service time w/ student(s)</li> <li>● Assist teachers to make connections w/ parents to ensure understanding of directions</li> <li>● Join classroom activities with your students</li> </ul>
GUIDANCE, PSYCHOLOGISTS, SOCIAL WORKERS	<ul style="list-style-type: none"> <li>● School psychologist: To support the social, emotional well-being of all students, families, and staff through direct and indirect support measures and information dissemination.</li> <li>● To continue to move Special Education students forward in those areas of need identified by IEPs based on what is reasonably feasible within the online and distance learning environments.</li> <li>● Part of transition planning for students in anticipation of a future return to the brick and mortar setting.</li> </ul>

## Tahanto Middle/High School Roles & Responsibilities

### Staff Responsibilities

CLASSROOM TEACHERS	<p>Teachers will follow the above schedule and post lessons and assignments on a weekly basis.</p> <ul style="list-style-type: none"> <li>● Provide feedback to students regarding assigned work</li> <li>● Be available daily to answer student questions M,T, TH, F. Teacher availability on Wednesdays will be set and communicated by the teacher to the students.</li> <li>● Attend virtual IEP meetings with parents and Special Education team</li> </ul>
SPECIAL EDUCATION TEACHERS	<p>Teachers will follow the above schedule and post lessons and assignments on a weekly basis.</p> <ul style="list-style-type: none"> <li>● Provide feedback to students regarding assigned work</li> <li>● Be available daily to answer student questions (M,T, R, F) as well as from 9:30-2 on Wednesdays.</li> <li>● Hold virtual IEP meetings with parents</li> <li>● Maintain a log of student and parent contact</li> </ul>
LITERACY SPECIALISTS/TUTORS	<p>Teachers will follow the above schedule and post lessons and assignments on a weekly basis.</p> <ul style="list-style-type: none"> <li>● Provide feedback to students regarding assigned work</li> <li>● Be available daily to answer student questions (M,T, R, F) as well as from 9:30-2 on Wednesdays.</li> </ul>
MATH SPECIALISTS/TUTORS	None

LIBRARIANS	<ul style="list-style-type: none"> <li>● Create a resource list for families</li> <li>● Be available for support to both teachers and students between 9:30 and 2 daily</li> </ul>
SPECIALISTS (Art, Music, Phys Ed, Health, Technology, Library/Media)	<p>Teachers will follow the above schedule and post lessons and assignments on a weekly basis.</p> <ul style="list-style-type: none"> <li>● Provide feedback to students regarding assigned work</li> <li>● Be available daily to answer student questions (M,T, R, F) as well as from 9:30-2 on Wednesdays.</li> </ul>
PARAPROFESSIONALS	<ul style="list-style-type: none"> <li>● Participate in supported activities on google classroom</li> <li>● Support provisions and accommodations under supervision of the Special Education teacher.</li> </ul>
NURSES	<ul style="list-style-type: none"> <li>● Maintain contact with students &amp; their families on their caseload and maintain a log of contact</li> <li>● Maintain contact w/ students identified as high risk.</li> <li>● Maintain a log of their student and caregiver interactions</li> </ul>
RELATED SERVICES (OT, PT, SLP, BCBA)	<ul style="list-style-type: none"> <li>● Provide services to students with disabilities remotely or through other means</li> </ul>
ELL TEACHERS	<p>Teachers will follow the above schedule and post lessons and assignments on a weekly basis.</p> <ul style="list-style-type: none"> <li>● Provide feedback to students regarding assigned work</li> <li>● Be available daily to answer student questions (M,T, R, F) as well as from 9:30-2 on Wednesdays.</li> </ul>

<p>GUIDANCE, PSYCHOLOGISTS, SCHOOL ADJUSTMENT COUNSELOR</p>	<ul style="list-style-type: none"> <li>● Counseling staff will be expected to maintain contact with students and their families on their caseload and students identified as high risk.</li> <li>● Counseling staff will maintain a log of their student and caregiver interactions</li> <li>● Provide support resources to students and their families</li> <li>● Attend virtual IEP meetings with parents and Special Education team</li> </ul>

This agreement was reviewed and finalized on Friday, April 3, 2020, and was accepted by the Berlin-Boylston Educators Association and the Superintendent of Schools.

Thank you to the Remote Learning Team members, including the BBEA, department chairs, middle school team leaders, classroom teachers, special educators, specialists and administrators who assisted in this project.