

## **Remote Learning Phase 3: May 11, 2020- June 18, 2020**

### **Core Values**

In the [letter dated March 15](#), the goals of structure and connection were introduced. Our core values going into this third stage remain much the same:

- **Structure:** We believe that students need an academic structure when not in school.
- **Connection:** We believe that students need to be connected to their teachers and their peers during the closure.
- **Engagement:** We want students to experience a joy and love of learning while remaining cognitively active while school is closed.

### **Our Approach**

As in Phase 2, teachers will plan for student work to have an average of 20 minutes per subject per day that they have that subject. (This could also be thought of in weekly chunks, such as 100 minutes per week). Teachers have flexibility to create assignments that may extend for multiple days.

Phase 3 will also include consistent, regularly scheduled live sessions in a video. In the elementary schools, the focus of the sessions will be on socialization and engagement. The middle and high school will utilize a combination of strategies to foster connections between students and staff while reviewing, previewing or supporting students in the instructional materials. A schedule will be shared either through the teachers or principal such that every child will experience the following on a weekly basis. Each session will be 30 minutes in length.

- Elementary students will meet with their classroom twice per week. Specialist teachers will offer opportunities for students as well.
- Middle school students will meet with their teacher of each subject one time per week. Additional office hours will be available.
- High school students will meet with their teacher of each subject two times per week.

Students will be expected to attend all of the live video conferencing sessions. Attendance will be tracked for middle and high school students.

## **Instructional Tools**

Teachers will hold live sessions for students via Zoom or Google Hangouts. The middle and high schools will utilize Google Classroom as the learning management system. Adaptive academic software is incorporated for students (i.e. Lexia, DreamBox, No Red Ink). Software resources also are available to students such as Overdrive to access electronic books. An [opt out form](#) is available as are the [terms of use of these tools](#).

## **Content and Curriculum**

Elementary teachers will continue to provide content in Science and Social Studies. Teachers are focused on introducing and extending math and reading skills through developmentally and appropriately paced activities.

As in Phase 2, at the secondary level, appropriate pieces of new content that can effectively be taught in this remote environment will be introduced. It is expected that the pace and scope of this work cannot mirror that of a typical school year. If teachers are ill or not available, we will do our best to provide activities but it should be understood that substitutes are not available.

The [Department of Elementary and Secondary Education \(DESE\) released a guide](#) to prerequisite skills for each content and grade level. The district is reviewing its planned curriculum with the skills outlined in the DESE document. We expect to cover the recommended content and beyond. During the course of Phase 3, more specific information will be provided to parents.

## **Assessments, Grades and Progress Reports**

As started April 6, no formal assessments will be conducted during the remote learning period. Teachers will continue to provide feedback to students on a weekly basis. Elementary students will be monitored for participation and engagement in order to support families needing assistance. Middle and high school students will submit work for Credit or No Entry. Progress reports and grades will not be issued for the fourth quarter. The middle and high school will release additional details regarding what coursework and attendance requirements students need to fulfill in order to earn credit. We are in discussion of conducting our normal year end screening of students in language arts and math so that data is recorded in order to assess student performance levels and inform and adjust curriculum next year.

## **Communication**

Communication from elementary teachers will primarily occur through email to parents. Secondary students will receive information through email and/or Google Classroom as may

grade four and five students. We recognize the need to streamline email communication to the parents of primary age children and consolidate to every extent possible.

### **Community Building Academic and Traditional Activities**

Phase 3 includes special academically related activities to be held virtually such as release of the turtles in grade four. Additionally, milestone transitions will be celebrated as determined by the building level. A focus will also be on optional, fun, social events for students.

### **Phase 4**

In accordance with the Department of Elementary and Secondary Education, plans for the summer and 2020-2021 school year are considered Phase 4.

Planning for K-5 summer school is underway for both regular and special education students with identified needs. Options for remote and in-person summer sessions will be developed. Elementary students will have ongoing access to multiple academic learning software platforms. Middle and high school students will maintain possession of their laptops for most of the summer in order to ensure they too can access online learning environments. Discussions are currently happening as to whether or not we will require specific summer work.

Critical to this work for the fall of 2020 will be planning for multiple scenarios in an inclusive manner such that a remote/blended learning environment is available during unpredictable conditions including school closures and modified or staggered school schedules. This work begins immediately under direction of the Joint School Committees, local Board of Health Departments, DESE, and district and school leaders, faculty and staff.