

# Distance Learning Plan For Extended Closure April 2, 2020



## Changing Circumstances

### On 3/12 (10 work days ago)...

- Planned to close one week (possible extension of a second week)
- No guidance from state and federal levels
- Educational planning was responsive to length of planned closure and guidance from state/feds
  - Focus on structure, connection and enrichment

### Our Current Reality (3/25)...

- Initial closure until May 4
- Some guidance from state and federal level
  - DESE Guidance for Distance Learning
  - Additional clarity around special education
- Educational planning needs to be responsive to length of closure
  - Student, family needs for structure and consistency



## Goals for Distance Learning

1. **Priority One** is **still** the **social and emotional connection** for students to school and each other; support students, families, mental and physical health
2. To continue **engaging students** in meaningful learning activities and provide more **structure to the day**
3. New approach involves providing more **consistency to the learning goals and plans** - through the activities, the content, skills and concepts, including feedback to students:
  - a. Consistency as a district, with some choice for teachers
  - b. Predictability for families and students



## Key Ideas

- ✗ Each student's situation is unique; each educator's situation is unique
- ✗ We want to be flexible and adaptable
- ✗ Distance learning is very different from classroom learning
- ✗ Focus on access for all students...
- ✗ We should do the best we can given our circumstances



## We have a lot going on right now...



### Students...

- Worry/anxiety/social isolation
- Developmental/ learning needs
- Access to technology
- Special Education/ EL
- Home support
- Lost identity
- Balancing different teacher expectations
- Space at home/nature has changed
- Family member sick

### Families...

- Worry/ anxiety
- Balancing work and children - multiple working parents
- Technology access
- Language barriers
- Worries around basic needs
- Parents not trained teachers/relationship with child(ren)
- Space at home/nature has changed
- Family member sick

### Teachers...

- Worry/ anxiety
- Many have children at home
- Working spouse too
- Training
- Time
- Access to technology?
- Physical access to students
- Physical access to curriculum materials
- Lost identity
- Space at home/nature has changed
- Family member sick

## Our goals...



- ✗ Recognize we are in a time of crisis and cannot replicate classrooms online
- ✗ Provide as much flexibility as possible for children, teachers, and families
- ✗ Provide predictability for children and families
- ✗ Use a district-wide approach in order to:
  - Provide consistency among classrooms to provide equitable student experiences
  - Ensure that we can effectively coordinate support for students and ensure access to the curriculum



# Our approach...

- ✗ Strike balance between synchronous connections and asynchronous work:
  - **Synchronous Opportunities** - connect students and educators with each other in real-time
  - **Asynchronous Work** - Opportunities to structure home schedules around myriad of "life" challenges during closure - independent work



## Flexible for Students, Educators and Families

### Synchronous



Students learn at the same time.

Communication happens in real time.

Possibly more engaging and effective.

Allows for instant feedback and clarification.



#### Examples

Video conferencing, live chat, live streamed videos.

### Asynchronous



Students learn at different times.

Communication is not live.

Possibly more convenient and flexible.

Allows students to work at their own pace.



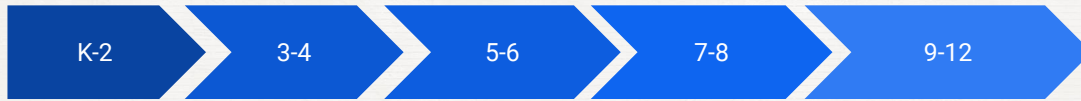
#### Examples

Email, screencasts, Flipgrid videos, blog posts/comments.

edvblogs



# Student Time Recommendations



Synchronous Learning: Up to 20-30 min./ day

Asynchronous Learning: 40-60 min./ day

**TOTAL TIME:**  
1-1.5 hrs/day

Synchronous Learning: 20-30 min./ day

Asynchronous Learning: 75-90 min./ day

**TOTAL TIME:**  
1.5-2 hrs./day

Synchronous Learning: 20-30 min./ day

Asynchronous Learning: 90-120 min./ day

**TOTAL TIME:**  
2-2.5 hrs./day

Synchronous Learning: 2 classes 40-60 mins./ day (total)

Asynchronous Learning: 15-20 mins./ subject (class)

**TOTAL TIME:**  
~3 hrs./day

Synchronous Learning: 2 classes 40-60 mins./ day (total)

Asynchronous Learning: 20-30 mins./ subject (class)

**TOTAL TIME:**  
3-3.5 hrs./day

## Mon - Thu

### Distance Learning Days

- District-wide grade-level team creates weekly learning boards
- Teachers choose specific activities for students from these boards

- Daily synchronous check-in and contact
- Asynchronous content (videos, readings, etc.) - daily
- Students complete/ turn-in assignments
- Teacher provide feedback

## Friday

### Collaboration & Planning

Teacher planning meetings & collaboration

- No student contact
- Scheduled meetings among staff



# Time Expectations for Educators

## Monday - Thursday

- 20-30 mins./ day "synchronous"
- The amount of asynchronous time necessary to:
  - Answer emails
  - Provide feedback to students on work
  - Learn digital tools
  - Outreach with families
  - Collaborate with colleagues
- Regular workday but, with flexibility

## Friday

- Collaborative meetings (a.m.)
  - School staff (as needed)
  - Grade level meeting
  - Special Educators/ EL/ Related Services
- The amount of asynchronous time necessary to:
  - Learn digital tools as needed
- Regular workday but, with flexibility

# Our Primary Digital Platforms

- ✗ **Synchronous Learning:**
  - Zoom: Video or Audio Conferencing
  - Google Hangouts: Chat
- ✗ **Asynchronous Learning:**
  - K-2: Seesaw (in transition)
  - 3-6: Google Classroom

## Notes:

- ✗ Students & Families will need to agree to video conferencing expectations:
  - **No recording or reproduction of video conferences**



## Synchronous Learning Goals and Format

- ✗ **Human connection and social connection is the priority in these sessions**
- ✗ **Some uses of synchronous learning time:**
  - Social-emotional connection with students
  - Preview activities from the learning board
  - Q&A about assignments and activities
  - Clarification and extension of assignments and activities
  - “synchronous” activities and discussion



## ABRSD Distance Learning

ABRSD Distance Learning

Our ABRSD Education Plan for Distance Learning During Closure

ABRSD FAQ on Distance Learning

**Elementary (K-6)**

**Junior High (7-8)**

**High School (9-12)**



# ABRSD Distance Learning

Elementary (K-6)

## Elementary Distance Learning Plans

Kindergarten

Grade 3

Grade 5

Grade 1

Grade 4

Grade 6

Grade 2

[Access Site Activity](#) | [Support Pages](#) | [Feedback](#) | [Remote Access](#) | [Google Sites](#)

## Elementary Asynchronous Learning - The Weekly Distance Learning Plan

- ✗ A **resource bank** for teachers; developed by teachers
- ✗ Designed to **grade-level learning goals**
- ✗ All activities designed to be **universally accessible**
  - Design includes input from special educators and EL educators
- ✗ Activities strike appropriate balance between **skills** and **concepts/content**
- ✗ **Balance** between online and “offline” learning activities
- ✗ Classroom teachers determine number and sequence activities to be assigned to students

### Activities with Adult Support Needed

[Big Idea]

- Activity 1
- Activity 2
- Activity 3
- Activity 4

[Big Idea]

[Big Idea]

[Big Idea]

[Big Idea]

[Big Idea]



Literacy



Social Studies



Music & Art



Math



Science



P.E.

### (Semi) Independent Activities

[Big Idea]

[Big Idea]

[Big Idea]

[Big Idea]

[Big Idea]

[Big Idea]



## Using the Distance Learning Plans (DLPs)

- ✗ Communicate learning plan for week to families and students
- ✗ Opportunities during synchronous “live” time (after connections) to:
  - Preview important activities
  - Follow-up on important activities
- ✗ Teacher should select assignments and activities to be collected; feedback provided to students
  - Monitor frequency of completion
  - Identify which assignments most useful to provide feedback



## Distance Learning Plans (continued)

- ✗ Educators will use guidelines for assigning number of activities and time allotted for asynchronous learning time (assign **some** - not all- activities) based on students' needs
- ✗ Families may wish to supplement student learning with additional activities, **but classroom educators will not provide them**



# RJ Grey JHS

## Distance Learning Resources

### Introduction & Overview



Distance learning is what we are calling our efforts to remain connected and engaged with our students at RJ Grey during the extended school closure. These efforts can not fully replicate the learning and experiences that we're accustomed to when we are at RJ Grey. Our plans are intended to create a bit more structure for students that can be helpful in organizing the day in a way that focuses on meaningful learning opportunities that are suitable and reasonable for a remote learning environment.

While our shift to a more structured and scheduled plan is appropriate given the extended closure, we remain committed to an approach that is flexible and can be responsive to the challenges and circumstances that our students, families and teachers may be managing at this time. This page is intended to serve as a way to organize the majority of resources and information that students and families will need to navigate our distance learning plans.

#### 7th Grade Resources

[Teacher & Staff Emails](#)

#### 7 BLUE

[Assignments](#)

[Schedule](#)

#### 7 GOLD

[Assignments](#)

[Schedule](#)

#### 7 GREEN

[Assignments](#)

[Schedule](#)

#### 7 RED

[Assignments](#)

[Schedule](#)

#### 7 OFF-TEAM

[Assignments](#)

[See Team Schedule](#)

## Junior High School & High School

- ✗ Also using a combination of synchronous and asynchronous learning
- ✗ Approach to balance of skills and content is similar to elementary school
  - Approach to new content is nuanced and depends on the type of content
  - Cannot create learning gaps for students

# Junior High School Schedule

Distance Learning Live Classes 2020			
7 Red			
Monday	Tuesday	Wednesday	Thursday
			9:00 - 9:22 EVEN EXP
9:28 - 9:50 PE/Health	9:28 - 9:50 T4		9:28 - 9:50 T4
9:56 - 10:18 T2 Lab Math ASC	9:56 - 10:18 T1	9:56 - 10:18 T2 Lab Math ASC	9:56 - 10:18 T1 LC
10:24 - 10:46 T3	10:24 - 10:46 T5 CLASS LC	10:24 - 10:46 T3	10:24 - 10:46 T5 CLASS LC
		11:20 - 11:42 ODD EXP	
	11:48 - 12:10 Grey Block - No electives. Only academic support classes meet		11:48 - 12:10 Grey Block - No electives. Only academic support classes meet
12:16 - 12:36 Directed Study - only academic support classes meet	12:16 - 12:36 Directed Study - only academic support classes meet	12:16 - 12:36 Directed Study - only academic support classes meet	12:16 - 12:36 Directed Study - only academic support classes meet

- ✗ School "in session" from 9am-12:30pm
- ✗ Students attend 2 or 3 synchronous classes each day
- ✗ Other periods set aside for students to work asynchronously
- ✗ Overall work expectations for JH students ~3 hours/day

# High School Schedule

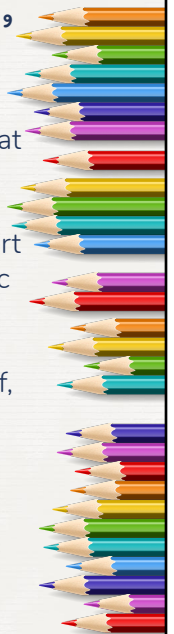
	DAY OF THE WEEK	MONDAY	TUESDAY	WEDNESDAY	THURSDAY
PERIOD		BLUE	BLUE	GOLD	GOLD
1	10:00-10:50	A	E	A	E
2	11:00-11:50	B	F	B	F
3	12:00-12:50	C	G	C	G
4	1:00-1:50	D	FLEX	D	FLEX

- ✗ School "in session" from 10am -2pm
- ✗ Students attend 2 synchronous classes each day (i.e., A&C)
- ✗ Other periods set aside for students to work asynchronously
- ✗ Overall work expectations for HS students ~3-3.5 hours/day



## Roles of Special Educator, EL Educator, Counselor, School Psychologist, SSWs, OT/PT, SLP, BCBA

- ✗ Support students and families with **strategies that support learning** and coping at home, focusing on self management and social skills
- ✗ Provide and document **distance learning services** to students with IEPs, in concert with other providers, and in accordance with telehealth guidelines for their specific discipline
- ✗ **Collaborate** with classroom teachers, special educators, other related service staff, and outside providers as needed to **ensure student access** to distance learning
- ✗ **Reach out directly** to families to connect them with school and other community resources/supports as needed
- ✗ **Participate in** various grade-level, department, and Team meetings



## Students Who Are Hard to Engage

### *When you encounter a lack of student engagement:*

- ✗ Explore reasonable and available options for support
- ✗ Calibrate your expectations for participation and engagement accordingly
- ✗ **Document** your attempts to reach out
- ✗ Enlist support from the student's counselor and building administration
- ✗ Remember that there are equity challenges we won't be able to fully solve or mitigate to our satisfaction during closure



# Safety Response Protocol

## Scenario I: Student Safety Concern

- A student contacts you and discloses they have or are considering harming themselves, or
- They feel unsafe or hopeless, or
- A student tells you he/she is concerned about a friend's safety

### Action:

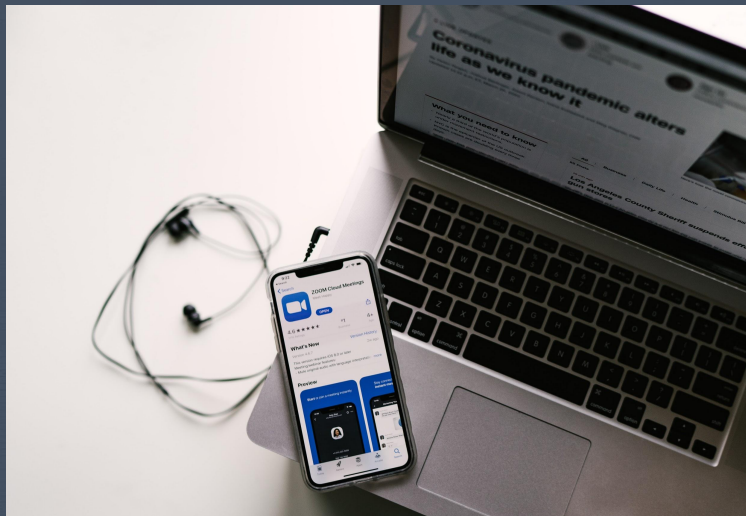
1. Call 911 or the non-emergency number (**Acton:** (978) 264-9638 / **Boxborough:** (978) 264-1750)
2. Contact your building principal.

## Scenario II: Student Difficulty/Overwhelmed

- You read something that has a concerning theme, or
- Student mentions difficult home situations, or
- Student is feeling overwhelmed by expectations

### Action:

1. Call or email (at least one of the following):
  - Student's counselor or psychologist
  - Designated building administrator



# Questions?

## Role of Reading Specialists

- ✗ Will attend department and school staff department meetings
- ✗ Will provide feedback on assignments and activity plans to ensure students in the reading program have equitable access
- ✗ Will collaborate with each other to provide district consistency
- ✗ Will connect with their students twice a week to continue to provide support through taped lessons, FlipGrid, virtual groups or through the grade designated platforms, and maintain communication regarding the use of Lexia
- ✗ A Reading Specialist representative will be part of each Distance Learning Planning Team to provide knowledge of resources and expertise when designing activities



## Roles of Art, Music and P.E. Educators

- ✗ Will attend weekly department and school staff meetings
- ✗ Will create discipline specific resources - videos, links, activities - to share with students
- ✗ Will communicate using our interactive platforms with students on a weekly basis
- ✗ Representatives from each discipline will collaborate as part of a Distance Learning Planning Team to add activities to the grade level plans
- ✗ Representatives will also contribute to inter-disciplinary grade-level projects and activities for distance learning plans





## Roles of Library-Media Specialists



- ✗ Attend weekly school staff meetings
- ✗ Inform educators of available tools exist on our EDTech site including: Digital Presentation Tools, Assistive Technologies, Video Tutorials, K-6 Online Resources, and Safe online Searches, etc.
- ✗ Coordinate with Reading Specialists to promote reading and reading resources available
- ✗ Collaborate with Digital Literacy Specialist and Coordinator to share tools and resources with the Distance Learning Planning Teams
- ✗ Create videos/ links to be shared with educators and families

## Role of Assistants: Special Education



- ✗ Attend various grade level department meetings
  - Provide feedback on assignment and activity plans
- ✗ Collaborate with each other on grade level materials and information to push out to all special educators
- ✗ Connect with their Special Education program teacher on appropriate role with student supports
- ✗ "Attend" their supported classes and Learning Center periods during the week