

Mount Greylock Regional School District
Remote Learning Plan

April 9, 2020

Introduction

Fostering students' academic engagement and social emotional security during this unprecedented period of time are Mount Greylock Regional School District's priorities. Faculty and administration are committed to developing programs that support the diverse needs of all students and families. The Remote Learning Plan was drafted in consideration of the academic goals of students, guidance from the Commissioner of the Department of Elementary and Secondary Education, the District's Core Values and the reality that families are navigating new and frequently traumatic changes to the structure of their lives.

The Remote Learning Plan articulates the dynamics of teaching and learning and the vehicles to be used while the school buildings are closed. MGRSD is fortunate to have significant resources to support online learning and faculty and staff who have learned to use these resources effectively. We are committed to continuing to support students and adults as they adopt this new approach to education.

Comprehensive remote learning is new to our community, and we ask that all members recognize that the program will continue to develop as problems are identified and resolutions are found. The shift to remote learning is sudden and swift for all. Communication is the only way we can be confident of its success, but we also ask that patience and good judgment prevail.

Academic and Social Emotional Engagement with Students

Grades PreK-6

- PreK-6 classroom and special education teachers are recommended to use Google Classroom for storage of lessons, assignments, and feedback. Specialist teachers will use a shared Google Doc or Google Classroom to share weekly lessons and activities.
- Teachers will send out a schedule or list of assignments/projects by Monday outlining the week's assignments. It is expected that the schedule will include a combination of educator-directed learning and student self-directed learning.
- Physical Education, Music, Library, Computer/Media Specialist, and Art teachers will provide families with daily recommendations of activities.
- Students shall receive feedback, but no assignments or assessments will be graded. Families are encouraged to support the completion of assignments given by teachers, but we recognize that given the circumstances, that may not always be possible. All effort will be recognized.
- Teachers will have direct daily contact with students where they can use recorded or live video or audio to provide instructional content to reinforce skills already taught this

school year (applying and deepening those skills), as well as maintaining social-emotional connections.

- All teachers will hold virtual office hours using approved district platforms at least three (3) times per week for twenty (20) minutes. In the event that office hours need to change, families will be notified of the change. A schedule of office hours will be shared directly with parents and posted on the District website.
- Special education teachers will collaborate with general educators to modify classroom assignments with IEPs. If a regular education teacher is using Google Classroom, the special educator will be a member of that classroom.
- Related service providers will be in touch with students using District virtual platforms/telephone individually or in small groups to provide services and support.
- Teachers will check email and other communication means at least twice a day and respond to student and/or parent inquiries as appropriate in a timely manner.

Grades 7-12

- Teachers will assign approximately 2.5 hours of work for students to do each week for each scheduled course. This work includes but is not limited to instruction, review, course participation, and assessments.
- Teachers can elect to use Canvas Learning Management System or Google Suite (Classroom, Hangout and Meet) as platforms to post assignments and resources. All teachers will send out a list of assignments/projects for the coming week by Monday morning. Teachers assigning longer, multi-week assignments/projects, will provide scaffolding and/or check-ins by each Monday morning.
- Students shall receive feedback, but no assignments or assessment will be graded. Students will be marked for either credit or no credit, based on criteria established by the District. Teachers will use PowerSchool to indicate if student work is completed, incomplete or missing.
- Teachers will have direct contact with students where teachers can use recorded or live video or audio to provide instructional content and/or maintain social-emotional connections. Teachers will participate in a minimum of twenty (20) minutes of direct, interactive engagement with each class per week. Teachers will share their "class meeting" schedules with students.
- Teachers will establish a minimum of three (3) thirty (30) minute sessions of office hours per week based upon the rotating schedule to be available for additional student support. These too will be communicated by teachers to students. The schedule of office hours will be posted on the District website.
- Teachers will check email and other communication vehicles twice a day and respond in a timely fashion to student and/or parent inquiries as appropriate.
- Teachers will collaborate with special educators and guidance counselors by inviting appropriate members to their learning platforms and sharing assignments. Teachers who require support modifying assignments should reach out directly to special educators.
- Teachers -- across grade levels and/or departments -- are encouraged to have common planning time, collaborate on interdisciplinary projects, and share resources.

- Special education teachers and related service providers will be in touch with students --- individually or in small groups -- using District platforms, email or telephone to provide services and support.

Professional Development

All staff members are strongly encouraged, but not required to complete online professional development opportunities that are available at no cost through the District and professional organizations. Professional Development opportunities will be shared with staff members through email. Technology training on District approved platforms, including Google Suite, Zoom, Canvas has been ongoing. It is strongly encouraged that staff members continue to participate in technology training. Teachers who complete online professional development can provide copies of certificates or receipts upon completion of the required work to the Human Resource Specialist when school resumes (or upon request) to receive a PDP certificate.

Any teacher needing support on the virtual platforms should contact ebelastock@mgrhs.org or their building technology staff.

Collaborative Time/Staff Meetings

The strength of MGRSD is the collaboration among colleagues to learn and support each other. Teachers are required to attend one remote staff meeting per week. Collaboration and careful planning is not only encouraged, it is necessary for our success, and we understand that teams and departments will meet beyond that requirement as they have been. All staff are encouraged to reach out via Google hangout, Zoom, email, or phone to collaboratively plan.

Student Learning Experiences

When planning remote learning experiences teachers will focus on the quality of the learning for students understanding that it will not be possible to recreate the classroom experience and amount of time of a regular school day. The goal will be to create learning experiences that deepen skills and provide enrichment.

Educators should plan their remote learning decisions on the content or concept, student engagement, and the unique learning needs of their students. Ideally, students will be engaged in educational activities for 3 to 3.5 hours per day. It is important to note that not all planned learning needs to be screen time. We encourage teachers to ask students to do independent work such as read a book, keep a journal, write a story, interview a family member, build something with accessible supplies (plastic bottles or bags, clean paper trash), etc. In-district resources that support student independent learning such as IXL, Lexia, etc. are available to students through the District website, and teachers are encouraged to support the use of these resources as part of their planning.

Student Access

Students and/or parents/guardians should plan to access their daily assignments and complete the tasks and submit student work according to the directions of their teachers. Students will need access to a device for this purpose and they will need internet access. If a student is unable to access due device/internet issues they should contact the building principal.

Parents/guardians should monitor their students' online activities to ensure that they remain on task, complete assignments, and submit them for feedback or credit. If a student is ill or caring for a family member who is sick, the student and/or parent/guardian should notify their teacher that they are unable to complete assignments at the time of illness.

MGRSD Expectations of Students, Families, and Faculty for Appropriate Virtual Technology Use

During the COVID-19 health crisis, MGRSD is dedicated to providing engaging and effective distance learning opportunities for our students.

As part of the remote learning model, MGRSD will offer educational opportunities via a virtual platform such as Google Suite, Canvas or Zoom. Many of these platforms have the capability to capture video and sound within range of your child's computer camera and/or microphone. Prior to engaging in virtual learning, MGRSD wishes to clarify expectations around appropriate use of virtual technology for educational purposes as follows:

- 1) MGRSD strictly prohibits screenshots, pictures, audio/video recording and distribution of any virtual educational experience in order to protect student privacy, proactively prevent potential cyberbullying, prevent the distribution of copyrighted materials and comply with Massachusetts law.* (Please note that in Massachusetts, it is illegal to record another person through any medium without their knowledge.)
- 2) Faculty are required to utilize a waiting room and only students with the recognized full name as a username will be allowed in. (We understand parents of younger students will be logging in for their children. Please use your child's full name when logging in.) Once in, it is expected that students will participate appropriately including ensuring their face is fully visible, interacting with classmates and adults respectfully, and using an appropriate background.
- 3) Students, and where appropriate parents/guardians, agree to engage in virtual educational experiences in a quiet, private area to the extent practicable given the circumstances, in order to minimize background noise and distractions and to protect the integrity of student engagement as well as student confidentiality.
- 4) Students and parents/guardians agree not to share any link or password provided by the district to access online virtual meetings or other online platforms. Links and passwords should be kept confidential.

- 5) Parents/guardians and other household members who normally are not privy to day-to-day classroom and group service discussions agree to respect and keep confidential any personal or private information (e.g. disability status) inadvertently discovered about other students due to proximity of remote education.

- 6) All expectations in the Student Handbook are also to be observed during remote learning when applicable.

As a reminder, the [MGRSD Student Responsible Use Policy](#) applies to virtual learning, including school-issued devices, networks, and online educational tools. For more information on school policies and procedures, please see:

<https://z2policy.ctspublish.com/masc/browse/mtgreylockset/welcome/root>

For all additional questions, concerns, or inquiries, please contact your child's principal.

By participating in/allowing my child to participate in MGRSD' online/remote learning activities, I understand and agree to abide by the above requirements. By participating in/allowing my child to participate in MGRSD's online/remote learning activities, I further understand and agree that my/my child's image and voice will be transmitted over the internet, into the homes of other students and staff, and that MGRSD, while taking measures to secure transmission, cannot guarantee or warrant complete confidentiality of my/my child's voice or image while participating in online learning.

*If there is a documented disability-based need for a student to record video/audio, consistent with the student's IEP or 504 plan, please contact the school principal and/or special education administrator to review this need. Under no circumstances should recording take place without the approval of the district.

Special Education

Special education teachers who provide support within general education classes will continue to collaborate with general education teachers to modify and accommodate activities and resources to make them accessible to students with disabilities based upon the known goals in each student's Individual Education Plan (IEP). In many cases this may be accomplished by adding the special educator and/or related service provider as a co-teacher in the platform being used (Google Suite/Classroom, Class Dojo, etc.) When feasible and appropriate, video communication platforms such as Zoom for Education or Google Meet may be used to provide direct support services to students.

Our specialized programs may utilize a separately created Google Classroom (or Class Dojo, etc.) to share resources and specific activities. These programs may require more parental connection with the teacher based on the levels of need. District School Psychologists, Board Certified Behavior Analysts, School Social Workers, and Guidance Counselors will be available to consult with parents and staff to assist with activities and concerns specific to students assigned to those staff members.

While every effort will be made to provide special education support during this time, those support services will look different than during traditional classroom instruction. Some support services may not be feasible during this time; for example, hands-on physical therapy or occupational therapy would not be possible given the need to maintain social distancing. Many of these specialized supports, particularly related services, can be modified to include resources and support to students and families through the online communication platforms.

With regard to personally identifiable information and the use of online learning platforms such as Google Classroom, it is important to recognize the following:

- Disability/ IEP information for each student remains confidential.
- Resources and activities can be individualized and/or modified for students maintaining confidentiality.
- Members of the class will be able to see the names of other members in the class on the “students” tab – this includes family members if they are providing assistance accessing the classroom to their student.
- In a general education Google Classroom, there is no distinction between student members. With our specially designed Google Classrooms (such as Life Skills, Academic Support, Adapted classes, and other small group instruction) all student members are special education students, and therefore; any invited guest will be able to see the class list. However, disability and IEP information remains confidential, see [Privacy Notice for Special Education](#).
- Parents who wish to opt out of the group Google Classroom model may contact the school to make other arrangements. Please contact the Acting Director Pupil Services or your student’s special education teacher, see [Covid 19 Special Education Virtual Platform Opt-Out](#).

Regular communication with the student and the student’s parents/guardians should continue to occur following the guidelines in the “Family Engagement” section below.

Family Engagement

Teachers and administrators will continue to engage with families regularly to ensure that academic and social emotional supports are in place. The District website is designed to be a comprehensive resource for families.

The MGRSD remains committed to the safety and well-being of its community. Community resources for families can be found at the [Students, Parents, and Guardians](#) section of the website. In this unprecedented time of stress and anxiety, parents and guardians are encouraged to reach out to school administration, but students should also feel free to do so. We are here for you.

DESE Guidance

- [DESE COVID-19 Information](#)
- [COVID-19 FAQ for Schools and Districts regarding Special Education](#)
- [COVID-19 Information and Resources for Special Educators](#)

Resources

- [Communications from MGRSD Regarding Coronavirus \(COVID-19\)](#)
- [MGRSD Instructional Continuity Plan](#)
- [Resources for Supporting Students with Disabilities for Educators and Providers](#)
- [Additional Resources For Supporting Students with Disabilities for All Educators and Providers](#)
- [DESE Family Resource Toolbox](#)