



Amesbury Public Schools

Office of the Superintendent of Schools

Remote Learning Plan: Our Guiding Principles and Expectations

We recognize that this is first and foremost a health crisis, and as such we are mindful of the need to ensure the balance between academic advancement and social, physical and emotional well-being.

Remote learning will not be able to replace or replicate the traditional school day. However through this remote learning plan we hope to maintain the personal connections between teacher and students, as well as find ways that students can utilize their home environment to support their learning. We will utilize a combination of online lessons, projects, and home based activities to support students to deepen their understanding of concepts previously taught as well as to introduce some new concepts as the teachers deem appropriate.

Due to the varied needs of students and their access to technology, we know that remote learning will be more difficult for some. Therefore teachers will use a variety of modalities to support student learning. But the tenets of the plan and learning expectations apply to all students PK-12.

Communicating with Students

Teachers' first priority will be to maintain a meaningful connection with students. Now in these uncertain times it is more important than ever that teachers are able to support their students' physical, social, and emotional well-being. Throughout the week teachers will actively seek to connect with students.

- Teachers will hold scheduled *office hours*
- Each day teachers are available to answer student questions. This may be done via email or video conferencing. The purpose is to give students a time that they know the teacher is available to them.
- Beyond the Office Hours teachers will respond to student questions that come to them and communicate back to students.

Virtual Meetings and Presentations

- Teachers will use The Google Suite (google classroom, google hangouts,) phone calls, video conferencing and other District approved platforms to hold virtual meetings with students and families.
- These meetings may be whole class, small group or individual as the teacher deems appropriate.

- These meetings will address the various content and subject areas and may include
 - Class discussions
 - Teacher video presentations
 - Independent work with teacher support as needed
- Those students with limited technology or access may be provided copies of printed packets whenever possible. Though it should be understood that there is a very limited capacity for printing and copying of large amounts of material.

Feedback to Students

- We recognize the importance of giving meaningful feedback to students on their work. Teachers will not be *grading* students work but will be giving students input and suggestions for improvement and feedback on their performance.
- Emphasis will be placed on student participation.
- Students in Middle School and High School may receive a Credit/No-Credit distinction for purposes of grade promotion and transcripts.
- Recognizing the challenging circumstances our students face and the varied access to technology, no student will be denied credit if their lack of participation is a result of circumstances beyond their control.

Student Support Services

All of us are feeling the stress of this crisis. For all of our collective well-being we will be including tips, techniques, and lessons supported by our counseling staff to help us manage our stress and support our mental health.

Guidance and adjustment counselors will continue to reach out to and support students' social and emotional needs.

This outreach may be through:

- Individual phone calls, email, and or video communication (google hangout)

Our partner organizations like Pettengill House are still in touch with our counselors and will continue to collaborate with them to support families.

Special Education Services

In keeping with the latest guidance from the State, with regards to special education supports and services, special education staff will begin the implementation of specialized instruction and/or related services for our students with disabilities. In addition, we are planning to implement virtual IEP team meetings with consenting families. The safety and well-being of students, families, and staff remains our top priority.

Related Arts and Wellness

So many people have found comfort and solace through the arts and music during this troubling time. We have all seen examples of this with the many windowsill

performances being posted online. Moving into this next phase of remote learning we will continue to strive to include and intertwine the arts in our lessons. The music and art teachers will be posting lessons and offering additional enrichment to support the continued role of arts in our students' education.

Technology is but one part of remote learning and current research suggests that too much screen-time can actually have a negative impact on learning. For this reason we will be calling on our physical education and health/wellness teachers to guide us in getting outside and getting moving.

Student Learning Expectations

Students are expected to actively engage in their remote learning opportunities. We realize that the lessons and experiences must be both age and developmentally appropriate and therefore will look different at different grade levels. Students should make every effort to stay abreast of the assignments and should be participating in the google classroom activities and virtual class meetings. Students should also reach out to their teachers with questions, or for clarification on assignments.

Since the emphasis for feedback will be on participation, students should actively engage in the discussions and activities.

Participation and time spent on assignments both in class meetings and independently should take about 3 to 4 hours each day. This will vary according to grade level and content area.

Curriculum and Standards

In accordance with the recommendations from DESE the district will continue to base its instruction on the Massachusetts State Frameworks- focusing on skills already taught and deepening students understanding of the standards. In some cases teachers and students may continue on with new material as the teacher deems appropriate. Care will be taken to ensure equity of access for all students.

Technology and Online Access

While remote learning can take many forms student access to technology is a vital component. Any student who needs support gaining access or who has limited technology devices should contact Lyn Jacques by email at jacquesl@amesburyma.gov

If you have a chromebook, you will need access to Wifi. If you do not have internet services, please contact one of the resources below to access free internet during the Covid-19 Pandemic:

Charter Communications (Spectrum)

<https://corporate.charter.com/newsroom/charter-to-offer-free-access-to-spectrum-broadband-and-wifi-for-60-days-for-new-K12-and-college-student-households-and-more>

Comcast

<https://corporate.comcast.com/press/releases/internet-essentials-low-income-broadband-coronavirus-pandemic>

Xfinity

<https://www.xfinity.com/prepare>

If you need assistance setting up your school-issued Chromebook only, please contact Jessica Moisan for AES/CES issues at (616)244-8569 or Susan Lang for AMS/AHS/AIHS at (978)238-8492

Assistance will be for phone support only and for issues related to the school-issued Chromebook only.

Grade Level Expectations

While it is understood that the experiences and expectations will be different for each grade and content area the following are general expectations for each level. Specific school, class and teacher expectation will be communicated separately

PK-4

An emphasis on reinforcing [early] literacy skills with a goal of deepening the understanding of previously taught materials and supporting students reading, writing, and comprehension.

- Teachers may utilize both direct (virtual) instruction as well as online resources including *Seesaw* an online learning platform that is more developmentally appropriate for our youngest learners
- Grade Levels may vary their schedules and suggestions for the time of class meetings and the amounts of work assigned according as is appropriate for the age and grade
- Teachers will continue to encourage enrichment activities that students can participate in to support their learning

5-8

- Credit/No-Credit will be used when and where appropriate to help gauge student success.
- Grade levels and content areas may differ in their schedule, work assignments and pacing
- Online platforms utilizing Google will be the main platform for virtual meetings and class discussions/work

- Other approved online resources will be used to further enhance the teachers lessons
- It is recognized that screen time and work load stress should monitored and a balance struck to ensure students' social, physical and emotional well-being

9-12

Teachers will assign, and provide feedback on student work (if applicable) with the goal of deepening an understanding of previously taught content and skills. While new skills and concepts may be covered as previously learning is reinforced, course content and pacing will differ from than the traditional curriculum map.

- Credit/No-Credit will be used when and where appropriate to help gauge student success
- Grade levels and content areas may differ in their schedule, work assignments and pacing
- Online platforms utilizing Google will be the main platform for virtual meetings and class discussions/work
- Other approved online resources will be used to further enhance the teachers lessons
- It is recognized that screen time and work load stress should monitored and a balance struck to ensure students' social, physical and emotional well-being

Video Conferencing Notice

Dear Parents/Guardians,

During this time of school closure due to the public emergency declared by the Governor, the district will be utilizing online resources to provide continuing educational support to students. That includes, where appropriate, video conferencing between educators and individual students, small groups, and/or classes.

In order to ensure that every child in the class can participate and/or view a session, online instruction that is video and/or audio will be recorded by the action of the educator, so that it can be accessed at a later time.

The primary focus of the video and audio recording will be on the educational supports provided, and on the questions and comments asked and spoken by students.

Students will be provided educational applications (Apps) by their teachers through Google Classroom that have been vetted through the district. Please reach out to your teacher if you have questions about any Apps your children may be using.

Only students assigned to that specific group/class will have access to the video recording. Otherwise, the recordings will not be made public in any capacity. By allowing a student to participate in online instruction, parents or guardians understand and agree that the information regarding their child and their child's voice, image and writing may be shared with other students (e.g., group chats, shared assignments, video feeds) in the class, and that by allowing their child to participate parents or guardians are

agreeing to the dissemination of such otherwise confidential information as described above. Parents or guardians also agree not to disseminate record, capture and/or disclose the recordings or other materials made available to their child.

As part of offering this remote instruction, parents/guardians and students must keep in mind that they can be observed by the educator and by other students in what is normally a private/home setting. That setting should be free of any behavior, activities, items, or arrangements that implicate a student or family's privacy and that the student and his/her parents/guardians do not want others to observe. By opting in to allow the student to participate in the remote distance learning described above, the parent/guardian and student agree that Amesbury Public Schools and its' staff, including but not limited to, the student's educators, have no liability or responsibility if such behavior, activities, items, or arrangements are observed by others. Parents are responsible for monitoring their child's use of the above listed services when accessing programs from home. Students are responsible for their own behavior at all times. The same rules of conduct and behavior will apply as apply in the classroom. In addition, APS' Technology Acceptable Use Policy will continue to apply to this remote learning. The use of technology in Amesbury Public Schools is governed by federal laws including:

Children's Online Privacy Protection Act (COPPA)

COPPA applies to commercial companies and limits their ability to collect personal information from children under 13. By default, advertising is turned off for Amesbury Public Schools presence in Google Apps for Education. No personal student information is collected for commercial purposes. This permission form allows the school to act as an agent for parents in the collection of information within the school context. The school's use of student information is solely for education purposes.

Child Internet Protection Act (CIPA)

The district is required by CIPA to have technology measures and policies in place that protect students from harmful materials including those that are obscene and pornographic. This means that student mail containing harmful content from inappropriate sites will be blocked.

Family Educational Rights and Privacy Act (FERPA)

FERPA protects the privacy of student education records and gives parents the rights to review student records. Under FERPA, schools may disclose directory information, but parents may request the school not disclose this information.

Using these tools, students collaboratively create, edit and share files and websites for school related projects and communicate via email with other students and teachers. School staff will monitor student use of Apps when students are at school. Examples of student use include; showcasing class projects, building an electronic portfolio of school learning experiences, and working in small groups on presentations to share with others.

Parents or guardians have the right to terminate their student's access to electronic tools, materials and resources. **If we do NOT hear from you, we will assume you consent to your child's access to electronic tools, materials and resources. If you do not want your student to use district technology resources in accordance with the above requirements, please be aware that your decision to eliminate access to these tools may significantly affect your student's ability to work collaboratively with his or her**

peers on class assignments and projects, and may hamper the development of skills necessary to live and work in this increasingly digital world. Please send an email directly to Lyn Jacques, Director of Teaching & Learning at jacquesl@amesburyma.org to notify the district that you do NOT agree to consent. Amesbury Public Schools is actively exploring alternative means by which students who opt-out may access equivalent instruction through remote learning.