

Agawam Public Schools

Remote Learning Plan for Extended Closure

Phase I: March 16th-April 3rd or April 9th

Remote learning opportunities for review and enrichment were created and posted online, based on the state guidelines set forth in mid-March. Laptop distribution took place and educators connected with students.

Phase II: Doering/JRHS April 6th-April 24th

Elementary/High School: April 13th-April 24th

Google classrooms were organized and streamlined. Educators focused on critical content, increasing engagement of students, and pacing assignments for extended closure. Clarity of expectations for teachers, support staff, and service providers were given.

Phase III: April 24th-June 19th

Remote instruction and services will continue for the remainder of the 2019-2020 school year. Instruction will focus on identified power standards essential for each grade and course.

The guidelines that follow are based on guidance from DESE, administrative discussions within the district, including input from coaches, common core facilitators, district collaboration with the AEA, and state and federal guidance regarding special education.

Guiding Principles

- Top priorities are health, safety, and well-being of students, families, and staff.
- Equity must be a top consideration. Providing flexibility and learning that is accessible to all is essential.
- Maintaining connections are important.
- Remote learning is not the same as online learning.

Remote Learning Model

- Remote learning is not intended to replicate the actual school day schedule or instruction.

- The remote learning model is anchored in providing meaningful and productive learning opportunities for students.
- Remote learning doesn't mean all assignments and activities require technology or a device. Students should be able to engage with resources in their everyday lives and in the natural world around them.
- Engagement in the arts or interdisciplinary work is included and recommended.
- Learning should take place for about 1/2 the length of a regular school day (approximately 3 hours). This is a combination of educator-directed and student self-directed learning.
- Google Classroom is the online platform accessible to all staff and students in the district. This is the easiest way to keep everything in one place and organized.
- Contact with students can be made through Google Hangouts, via email, etc. If delivering instruction, providing services, or connecting 1:1 with a student in Hangout, it is advised that another staff member is in the Hangout whenever possible and appropriate.
- Teachers will provide feedback on work received from students and track student completion of assignments and report lack of engagement to the appropriate channels. The goal is student reflection and growth towards mastery of skills and concepts. Feedback is most important to this process. The focus is on learning.
- CCFs and instructional coaches will provide input and suggestions on content/topics to cover.
- There will be opportunities for students to connect with one or more teachers multiple times per week. Teachers have been advised to schedule Google Meets each week and record lessons so that students can access them at any time. Students can not be recorded in a Google Hangout or Meeting.
- Time each day for physical activity and time away from devices has been emphasized and encouraged for both families and staff.
- Flexibility is important-due dates and virtual meetings can be suggested, but not enforced. Students can not be penalized for not attending a Google meet or for late assignments.

Curriculum, Assessment and Grading Guidelines

- Assignments will be assigned one week at a time at the elementary level. Teachers at the middle and secondary levels have a staggered schedule for posting assignments to help students and families space out

assignments and not be overwhelmed with email and communication for the school.

- It is recommended that there are 2-3 assignments for each subject per week. We want to encourage students to not do work on the weekends and spend time with their families.
- Recommendations for elementary students are that students do 2 out of 3 assignments for every subject per week. (Writing, Reading, Math, Science/Social Studies) In the upper levels, it is the expectation that each subject area provides a standards-based, rigorous assignment that includes student choice. Students should be able to select an assignment in a way that best meets their learning style and will allow them to demonstrate mastery, growth and understanding of the learning goal and objective.
- Due dates are merely guidelines for students and must be flexible. We want students to develop routines and understand that they should be organizing their day and working on assignments and returning them in a timely manner to avoid getting too far behind in their assignments.
- Optional activities for enrichment may be provided upon request.
- Optional opportunities for review are emphasized. Teachers should recognize effort and progress toward meeting expectations on the assignment.
- Unified Arts and Specialists will post assignments based on the school-wide schedule. They will have the same expectations regarding rigor and choice for their assignments.
- At the elementary and middle school levels, reading and math interventionists will provide support in grade level Google Classrooms and can also have Google Hangout Meetings with small groups of students.
- EL teachers will collaborate with classroom teachers to provide translated copies of the recommended weekly assignments, as necessary.
- Classroom organization - At the elementary level, topics to be organized by the district-approved template for distance learning - Writing, Reading, Math, Science/Social Studies. These subjects will be listed on the left of the Google Classwork page, followed by the specialists and interventionists. For the middle, junior and high school levels, departments and subjects will be organized following the weekly assignment schedule and posted on the student's Google Classroom page.

- After each week, Google Classroom assignments should be archived by the creator. Materials can still be accessed by students in the archived section, this will help to keep the most current assignments visible to students.

Expectations for Staff

- Educators are asked to be available for two hours per day to support students (doesn't have to be consecutive hours). Those times will be communicated to students from each teacher.
- All staff members are required to check email several times per day so that responses are given in a timely manner.
- Teachers will provide weekly assignments for students. The goal should be 3 assignments for each subject per week. It is recommended that students do 2 out of 3 assignments for every subject per week. Elementary teachers will post and email parents at the beginning of the week. In the upper grades, assignments will be given using the schedule that was created, posted and email to families.
- Educators will try to schedule at least two - three Google Hangout Meetings with students each week. These do not have to be whole class meetings.
- Teachers have been asked to provide modeling for student skill building and understanding in ways they are able to. This could be done through recorded lessons, google slideshows, finished exemplar of work product....etc).

Special Education

- Related service providers will deliver services to the best of their ability (parent training, modeling videos, parent consultation, live feeds).
- Special education teachers will take groups. The privacy disclaimer needs to be present in any invite to a group where a special ed. student will be taking part. All teachers will post this disclaimer on their pages and in an area that is easily visible to students and families. Teachers are encouraged to put this in the banner section of their Google Classroom Page.
- All special education students have a liaison who will document communication with families.
- Contact with special education students will be attempted 1-3 times per week. A communication log will be shared.
- Special education teachers can modify work for teachers, if requested.

- Co-teachers should co-plan once per week, 15 minutes per week.
- Virtual IEP and 504 meetings will be scheduled the weeks of April 13 and April 20, 2020 and the necessary staff members will be present to participate in these meetings to meet the special education meeting guidelines and requirements.

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