

Scituate School Department

Distance Learning Plan



Summary

Please see the attached evidence and procedures of the Scituate School District (SSD) Distance Learning (DL) Plan. The school year must consist of 180 instructional days. In the event of a building or local emergency, there may be a need to close schools. With the DL Plan in place, valuable instruction time may continue virtually by completing assigned work and submitting it using approved online tools. This plan is in accordance with RI legislation Section 16-2-2 (c) “...allow the schools to conduct instruction through virtual education when the schools have been closed due to inclement weather or other emergency...”

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Plan for participation in virtual instructional days including communication to staff, students, and families

SSD has started the process of preparing schools, staff and the community for Distance Learning.

School Administration: Principals were briefed on the tools and plan in March 2020. An open channel of communication between district and school staff is present to adjust the DL procedures as they need to evolve.

Teaching staff: Teachers will be given similar training by their school administrators. They have been instructed to bring their devices home every evening, prepare their virtual lessons, and test their technology at home to ensure access is available if/when DLs are initiated (possibly without forewarning).

A professional development plan is being tailored to assist teachers in learning the tools necessary to facilitate DLs and remote assignments. At the time of writing the focal tools are Google Classroom.

SSD: District is reaching out to the Scituate School Community to identify their access to computers, laptops and Wifi that has not already been provided by the district. The district will evaluate these results and determine a best course of action to bridge the gap of homes not equipped with the technology needed to perform DLs.

Method for determining all staff and student attendance

SSD uses a cloud-based staff attendance tool called PowerSchool Absence Management (PAM)/SmartFind Express. Staff must adhere to the regular schedule for reporting absence (via PowerSchool portal). If a teacher is unable to instruct online due to illness, they must input a sick or personal day in PowerSchool Absence Management (PAM)/SmartFind Express. If a teacher is unable to instruct for more than six consecutive days, they must contact their principal so that a plan can be put in place for their students. All policies remain in place surrounding employee attendance.

PreK-3 student daily attendance will be verified by a parent/guardian email to a classroom teacher by 8:45 AM. Teachers will follow up by submitting attendance in PowerSchool daily by 10:00 AM.

4-5 students will complete a Google Form via Google Classroom to record their attendance. Teachers will follow up by submitting attendance in PowerSchool daily by 10:00 AM.

6-12 student attendance will be per class period. The students need to join the classroom in Google Classroom. Attendance will be recorded by the teacher in PowerSchool as usual.

Plan for the accessibility of student services:

- Significantly Impacted Special Needs Students- Extending School Year and providing activity assignments to families
- Resource Specialists/ELL/Interventionist Teachers online with teachers in class providing support and modifying assignments for students in Google Classroom
- Content teachers will invite special educators or other service providers to the classrooms in which they provide support
- Text to Speech and Speech to Text options will be available for students.
- Students will be allowed to use Screencastify or other video/audio application to communicate answers verbally when this modification is needed.
- Teachers will leverage platforms such as Newsela to personalize learning for all students.
- Google translate will be available to ELL students

Students with disabilities

US Department of Education has issued the following guidance with respect to the Coronavirus <https://www2.ed.gov/policy/speced/guid/idea/memosdcltrs/ga-covid-19-03-12-2020.pdf>

Defined protocols for instituting and communicating the occurrence of virtual instructional days

Similar to days of inclement weather, the following procedure is used to notify staff, students and SSD of Virtual Instructional Days:

Determination to close and initiate DL is made by the Superintendent of Schools or assigned delegate

Announcement of the closure and virtual instructional day (DL) will be provided to the *Rhode Island Broadcasters system (radio/tv)*.

SwiftReach K12 voice and email is used to notify all staff of the DL Plan

Staff must adhere to the regular schedule for reporting absence (via PowerSchool portal)

Robocalls and SwiftReach K12 notices to SSD will direct them to the district website for additional information as needed

Process for monitoring the implementation and evaluating the efficacy of virtual instructional days and a method to share results with RIDE

Annual evaluation: SSD will reevaluate/update and have approved by all required parties this policy and procedures annually as the needs and capabilities of virtual learning change rapidly.

Revised policy and procedures will be submitted to RIDE for approval. The annual review will include but is not limited to the following:

Review of tools for teachers and students

Verify professional development schedule is meeting the needs of the staff

Review of staff technology to ensure they are able to facilitate virtual learning with minimal technical disruption

Evaluate data on at-home technology for SSD and determine if the district can take any action to bridge the gaps of homes not equipped with the technology needed to perform DLs.

Post DL Review: After any emergency closure requiring schools or the district to operate one or more DLs the district and school staff will meet to assess the efficacy of that active period. The review will include but is not limited to the following:

Discuss any major issues experienced school/district wide during the DLs

Review attendance numbers for accuracy with data manager(s) for the district.

Perform pseudo-random sampling of Google Classroom assignments, work performed and submission times

Send a Google Form to all staff who participated in the DL asking:

- *Were you able to take an accurate attendance?*
- *Did they experience any issues with online tools?*
- *Did your students/SSD report any issues with access?*
- *Do you feel the work received from DL assignments was valuable to your teaching plan for your class?*
- *What do you feel would better prepare you for the next DL?*
- *How did virtual instruction work for PK-1?*

Curriculum and Instruction

Professional development on curriculum design for asynchronous instruction that considers developmental appropriateness:

Professional development for teachers and administrators in deeper learning strategies utilizing extensive technological integration has been ongoing in the district for several years. It has been through this professional development that teachers and administrators are now well-versed in strategies to leverage the use of technology to support all learners. Specific to asynchronous learning, our teachers may utilize playlists or other digital tools to support the progress of all learners at their own pace. To ensure that we are providing all students with appropriate, rigorous learning opportunities on our virtual instructional days we will be leveraging the use of the synchronous lessons as a way of providing clear, cohesive, lesson structures. Teachers have had professional development around differentiation and the use of online asynchronous learning platforms to personalize learning for students such as Carnegie, Agile Mind, and Eureka Math.

Professional development on instructional and classroom management practices for virtual environments:

A professional development plan is being tailored to assist teachers in learning the tools necessary to facilitate DLs and remote assignments. Many of these tools are currently being used by most teachers, administrators and students throughout the district. At the time of writing the focal tools are:

Google Classroom - Primary tool for teachers to assign work to students. Students complete all assignments directly in Google or in another Google App (Docs/Sheets/Slides) and attach from Google Drive to the assignment.

G Suite Apps for Education - Students and teachers leverage these tools to collaborate, communicate and create digitally.

Guidance on creating curriculum and content that is appropriate and meets fair use and copyright requirements:

K-12: SSD will be using it's designed and approved curriculum plans for all grades levels during DLs. Distance Learning days will also leverage this time as continuous skill development for students by leveraging online platforms to provide personalized instruction and where applicable gap closure for students. Typically skills in math, reading, and writing are practiced asynchronously through the use of a station rotation model and our goal is to continue to develop those skills while asynchronous learning is happening at home.

Pre-K: the cornerstone of the RI Pre-K Curriculum and Philosophy are the Rhode Island Early Learning and Development Standards (RIELDS). Complete info and the standards themselves may be found at www.rields.com

To correlate with the standards there is the RIELDS Fun Family Activity Cards that are complete with activities for SSD to do together. All SSD have access to these on the RIELDS website for their use.

The PRE-K assignments for DLs would be for families and children to do one to two activities (from the Family Activity Cards) together each day of home learning. Families may download them at home.

[Free Instructional Resources](#) - **Please open this document for online lessons and tutorials for every instructional area.**

Instructional exemplars constructed to progress student learning in support of course objectives:

Through the use of the asynchronous lessons, the District will support students' progress by leveraging strategies, such as the use of essential questions and formative assessment opportunities, to provide a continuous focus for and a periodic “pulse” on student learning. In each synchronous lesson, students will have the opportunity to be exposed to the essential question, to participate in a learning opportunity, to practice what they have learned, and finally to debrief on their learning. Throughout this process students will have access to their teacher via Google Classroom in order to receive guidance, have questions answered, and to provide their own thoughts during class time with the teacher. Students will also utilize Google Classroom and Google Docs to get feedback from their teacher and other students when applicable. Because of the flexibility of these digital tools and the collaboration features embedded in each, they provide plentiful opportunities for students to get feedback on their progress towards mastery of content standards and skills.

In addition, many of our current teachers utilize assessment platforms such as Google Forms which give students and teachers real-time feedback on their progress towards mastery of content objectives and standards.

Plan for all subject areas and student subgroups:

All subject areas will be expected to participate in DL. Distance Learning days will run on the schedule based on a typical school day. For example, secondary students would have a day with set hours for each period with breaks for lunch. Students would follow a 5 day schedule where each period is assigned a specific time of day. Teachers will be online and available in Google Classroom to work during their assigned class period.

PreK-3: Teachers for grades Prek-3 are asked to submit an outline of instruction for 5 days (Monday through Friday). Paper based instructional packets and materials will be distributed to

students. In addition, teachers will be available to respond to parent/student questions and provide feedback via email during school day hours.

4-12: Staff are to use Google Classroom ‘virtual classroom’. Teachers are to be available on Google Classroom and be available for students to confirm attendance via a google form/parent email for their daily schedule. **The District minimum expectations follow a format of 5-15 minutes of introductory instruction on Google Classroom (via videos, written instructions, etc.), 20-30 minutes of student independent work submitted on Google Classroom, ending with a 5-15 minute debrief on Google Classroom.** Teachers may decide to post videos. One way to provide instruction with audio is to create a google slide presentation and share screen. The video will not show the teacher, only the presentation and the teacher’s voice.

If the assignment is linked to the Google Classroom calendar, the student will be able to see that calendar in their Google Calendar.

Students would check into the class to receive direct instruction, get their assignment and then either work with the teacher or on their own, and then log back in for the class debrief. Students would be able to return to the classroom anytime during their class period to ask questions or seek assistance. Every teacher in every subject would be expected to create appropriate rigorous learning experiences and to be available during their assigned class scheduled time to teach and support students.

Special Educators would be available to work with students during their assigned class period. Resource teachers, ELL teachers, Reading teachers, and math interventionists would work with students in classes or provide an open classroom when they could offer support to their entire caseload.

Elementary School schedules will be set up in compliance with the RI Department of Education elementary instructional guidelines. These guidelines will be given to parents/guardians for assigned times for all subject areas including English Language Arts, math, science, social studies, and special subject areas such as Art, Music, Physical Education, and Library. Lessons may include teacher read-alouds and group discussions, teacher modeling and demonstrations of math problems or writing processes, teacher modeling of art work or exercise routines through direct instruction or video, followed by opportunities for students to practice on their own or with their SSD.

Middle/High School Schedule

Time	Monday	Tuesday	Wednesday	Thursday	Friday
7:45-8:45	1	7/5	5	4	2
8:48-9:48	2	1	6	5	3
9:51-10:51	3	8/6	7/4	9/2	4
10:54-11:46	4	2	1	6	5
Lunch 11:46-12:12					

12:15-1:15	5	3	2	7/3	6
1:18-2:18	6	4	3	1	7/1

Tools to facilitate assessments to ensure student engagement and mastery:

Student engagement is important to the success of any learning experience, asynchronous or not. During asynchronous learning time we plan on developing lessons that are engaging for students by:

- Designing lessons with the specific needs of different age groups in mind. Providing shorter, more direct tasks for our younger students with movement breaks, rewards, and more frequent check-ins will be imperative for the success of our younger students.
- Designing lessons for our older students connected to content objectives that teach concepts in an engaging manner, utilizing technology to have students self-assess, peer assess, and to receive feedback from the teacher will be imperative to the success of our older students.
- Providing opportunities for our students to collaborate in a meaningful way virtually, to participate in virtual hands-on learning opportunities, and to have multiple modalities to show mastery will increase authentic engagement for our students.
- Providing learning support through differentiation, modifications, will help to keep students engaged in rigorous learning opportunities inside their zone of proximal development will stretch their thinking while decreasing frustration.
- Leveraging technology to redefine the learning experience through the possibilities of Virtual Field Trips (Google Tour Builder), authentic problem solving (Project Based Learning), interactive video learning experiences (EdPuzzle), vocabulary acquisition through game-based learning (Quizlet) and student video creation (WeVideo) etc...

Student mastery will be addressed through formative assessments planned by the teacher. Examples of formative assessment may include:

- G-Suite
- Agile Mind
- Carnegie
- Bridges
- Eureka Math
- Khan Academy

This is only a sample of our online formative assessment options. Teachers may use more content specific platforms such as code.org or when relevant to their content area.

Synchronous instructional supports:

1. **4-12 Google Classroom** - Staff are to use Google Classroom as their 'virtual classroom'. Teachers are to join their virtual classroom during their regular schedule and be available

for students to join for roll call attendance via google forms/parent email and be available to assist students in need of help with their assignments.

2. **PreK-3 Paper Based** - Staff are to use paper based learning packets to assess periodically. Parents/Guardians will verify attendance via emails to the classroom teachers at the start of the school days. Teachers will be available via email for support and feedback during school hours.

Demonstration of comparable levels of rigor between online and offline instruction:

Through the use of the described lesson plan structure, students will be asynchronously guided through quality learning experiences with the use of prescribed lessons and synchronously through direct instruction. Teachers will guide students through learning experiences typically presented in the classroom including key foundational teaching methods such as essential questions and formative assessment. Teachers will leverage technology to have students participate in virtual collaborative activities and to demonstrate mastery through a variety of methods typically offered in the classroom setting.

Differentiated lesson plans will be used to support all students, keeping in mind their own unique learning styles. These lesson plan changes will be made in conjunction with other specialized educators (ELL/SPEC. ED. teachers) to ensure individual students are being supported in the appropriate manner.

Technology and Supports

Technology standards that support complete access to online learning services and resources utilized during virtual instructional days:

SSD is a cloud-first district meaning all of our services, applications, and tools are cloud-based making them accessible from anywhere with an Internet connection. This includes all business productivity apps, Student Information System, education platforms and support tools such as:

- G Suite Apps for Education
- Email (4-12)
- Google Drive (Cloud Storage)
- Access to cloud based collaborative word processing, spreadsheet, presentation, survey, webpage and drawing applications.
- Google Classroom learning platform
- [Link to further resources](#)

Hardware:

The district provides teaching staff Laptops or Chromebooks for their teaching needs. These devices would be ideal for operating virtual classrooms from home as they are equipped with a webcam and microphone.

Internet Services

Cox offers a discounted rate for internet to qualifying families. We will reach out to families and offer that resource to them. Below is the link:

<https://www.cox.com/residential/internet/connect2compete.html>

Procedures for identifying and resolving inequitable off campus student and teacher access to online services and resources:

Short-term plan: the schools are currently surveying their SSD for information about access to devices at home, number of devices available in houses with multiple students and access to home Wifi. Based on the results of these surveys, the district will propose a short-term plan to help the homes which are currently lacking in devices or access to the Internet at home.

Long-term plan: With annual information checklists, the district will ask for information about access to technology at home. This data will be maintained in our SIS and used to plan for distribution of devices needed if an emergency occurs.

For SSD without home Wifi, services such as Cox RI and other internet service providers may offer qualifying SSD with students in K-12 education Internet and home wifi at a highly discounted rate.

[Click Here for Cox Services](#)

Technical solutions provided and/or supported for modifications and/or accommodations during distance learning days:

Please see the response to the section above.

Acceptable use policies includes measures to ensure internet safety and security of students accessing school services and resources:

Please reference our district technology policies below:

- [Policy #9100 Responsible Use of Technology Resources and Instruction Policy](#)
- [Policy #9100 Attachment A Responsible Use of Technology Agreement](#)
- [Policy #9100 Attachment B Chromebook Agreement](#)
- [Policy #9101 Rules and Protocols for the Responsible Use of Technology Resources and Instruction Policy](#)
- [Policy #9102 Internet filtering policy](#)
- [Policy #9103 Log On Usage](#)

Training provided to staff, students, and (if applicable) families on how to access and use online services and resources:

Training for teachers will be a continuation of professional development already provided by the district in relation to:

- Differentiation
- G Suite Applications for Education
- Online Applications to support personalization of instruction in the classroom.

Technical assistance and support offered during virtual Instructional days

Technical support staff and building/district administrators will be available remotely to support instructors with virtual classroom technology issues.

Support staff during Virtual Instructional Days

During Virtual Instructional Days, the following departments will report to work virtually. Please see the following virtual tasks:

School Counseling and Guidance:

- Communicate with students electronically through email and Google Classroom.
- Counselors will establish virtual office hours using Google Classroom.
- Counselors will take the opportunity to complete Powerschool training.
- Counselors will work on a re-entry plan for when school begins again.

Nursing Staff:

- Send out reminders and notices for SSD with health and safety information.
- Outreach to SSD and students with Individual Health Plans.
- Continue required documentation digitally.

Secondary Library Media & STEAM Coordinator:

- Establish virtual office hours for staff support with resources and online learning.
- Establish virtual office hours in relevant support areas such as research and writing.

Administrative Assistants:

- All secretarial staff will be assigned duties by the building principal.
- Professional development will be provided as needed.

Paraprofessionals:

- All paraprofessional staff will be assigned duties by the building principal.
- Professional development will be provided via Google classroom tutorials, some topics will include G Suite, Excel (for para/clerks), Powerschool, and Smartfind Express
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- Paraprofessionals will check in with classroom teachers and students three times per day to offer support to students and gain perspective from teachers on what students require.

Maintenance and Custodians

- Depending on the reason for school closure, maintenance and custodial staff may need to report to work.
- These staff are often critical to prepare the school buildings to be re-opened in a timely fashion. Plans will be provided as information is made available.

Technology Support Staff

- The Technology Support Team will be fully available during DLs to support staff, students and SSD remotely.

Business and Finance

- District finance department has remote access for accounts payable and payroll and will be able to work remotely if the need should arise. Staff will be provided devices to use for work from home.

3. Food Services Plan for Distance Learning Days



SSD eligible for free lunch and breakfast may pick up a prepackaged Breakfast & Lunch for their students each morning at the designated times and locations. Locations and times to be announced. All Scituate students under the age of eighteen years will be eligible to receive breakfast and lunch at no cost. The designated site is Scituate High School.