



Martha's Vineyard Public Schools Remote Learning Plan



Governor's mandatory school closure ending June 22, 2020

Vision of the MVPS

The development of confident, competent children who are well prepared for a lifetime of learning and active participation in a culturally diverse democratic society and an interdependent global economy.

Mission

The mission of the Martha's Vineyard Public Schools is to prepare students for a successful transition from early childhood to adulthood. MVPS students will develop critical minds, compassionate hearts, healthy habits and confidence through educational experiences filled with high quality instruction and meaningful opportunities. Our students will be engaged citizens and good stewards of their communities.

Core Values

Trust * Collaboration * Responsibility

Remote Learning:

Remote learning can encompass a wide variety of learning opportunities. While technology can be a supportive tool, MVPS will consider ways that student learning can continue offline. This could include exploring the natural world, activities to support students' local communities (with appropriate social distancing), and engaging hands-on projects and artistic creations that stem from students' own passions and experiences.

Examples of remote learning tools include large group video or audio conference calls, email, work packets, projects, reading lists, online learning platforms, and other resources to effectively engage with students. These tools could be used to deliver lessons, provide individual student support, provide resources (including instructional material and student assignments), connect students to each other and the teacher, and provide feedback on student work. All online learning platforms should meet confidentiality and student privacy standards. A few suggested online learning tools that meet these requirements include: Google Classroom, Zoom for Education, and Seesaw. When scheduling a Zoom meeting, share the link with your students through a private class webpage or another secure portal, but never publicly.

Components of a remote learning schedule:

- Opportunity to connect with one or more educators during the week.
- Access to multiple hours per day of academic content directed by educators, which should focus on providing engaging core instruction focused on the content standards most critical for student success in the next grade.
- Time each day for physical activity based on recommendations from educators.
- Additional daily time for enrichment activities such as the arts (dance, media arts, music, theater, visual arts).
- It is recommended that districts support students to engage in meaningful and productive learning for approximately half the length of a regular school day per DESE guidelines.

Administrative Support of Educators and Students:

Administrators understand that this is a new learning environment for us all, and administrators will take a

supportive role with staff in the development and implementation of online lessons. Administrators support student participation by intervening with families and directing resources where needed based on feedback from teachers of students who are not accessing the materials or meeting doing the work. Administrators will also host a weekly virtual staff meeting to keep staff updated and informed.

All staff are expected to be available for weekly staff meetings with school administration. Grade level teams and departments across schools are required to meet weekly to share strategies that are being utilized. These teams will also develop student work schedules to appropriately space student assignments. Teachers will notify their building principals with an overview of their remote learning plan and platforms utilized.

MANDATED REPORTERS: The Parties acknowledge hereby that educators are mandated reporters within the meaning of Mass. G.L. c. 119, Section 51A, and further acknowledge that any information gleaned or collected by virtue of the Student/Family Interaction called for hereunder could serve as the basis for the required filing of a 51A Report. In the event that an educator gains information which he/she believes may warrant the filing of a 51A report, the educator shall immediately notify the building Principal of the information and the building Principal shall assume responsibility for the filing of the 51A report. Educators are also required to utilize normal operating protocols in instances where student safety or well-being is a concern, including through the immediate report of such concerns to members of the building administration, including the Principal, as well as to school-based supported services, such as those offered through the school adjustment counselors and school psychologists.

Expectations for Classroom Teachers and Specialists:

- Provide online/remote lessons to their students.
- Teachers may have face-to-face engagement with students (e.g. morning meeting, whole class, small group) Suggested frequency 2x's/week for all classroom teachers. We will continue to research and address behavior norms, privacy concerns and equity in using video conferencing. **Face-to-face will be required 2x's/week when privacy concerns are resolved.**
- Provide feedback for student work.
- Schedule twice a week, 30-minute office hours for students or parents to communicate with teachers.
- Special educators, **ESL/ELL teachers**, and general educators will work together to ensure accommodations are met.

Expectations for Counselors:

- Respond to student, parent, staff, and administration requests for support.
- Provide office hours for 60 minutes per week.
- Follow up on distance learning participation family challenges.
- Regularly meet with building leadership as prescribed by the building principal.
- Schedule weekly check-ins for each student on the counselor's caseload.

Expectations for Special Educators:

- Provide specialized instruction, resources and supports to their students as much as possible, prioritizing the critical skills that students need to access the general education curriculum where

appropriate and to prevent substantial regression.

- Partner with general educators to ensure accommodations are in place for each student as needed. Shared Service Programs and MVRHS specialized programs will also provide supports for students in collaboration with Special Educators and Related Service Providers.
- Meetings may be held remotely, with consent from parents that are currently scheduled.
- Timelines and meeting schedules will be adjusted when we return to face-to-face learning.
- Collaborate with colleagues and or outside service providers, and private clinical staff, to ensure wraparound services continue as available.
- Document all services provided (dates, times, providers, method), communication with families and any barriers to delivery of services (such as parent's internet was down on a planned day for online therapy).

Expectations for ESL/ELL Teachers:

- Provide online/remote English language development instruction to support English learners' application and knowledge of listening, speaking, reading, and writing in English.
- Mirror classroom teacher in terms of face-to-face learning.
- Collaborate weekly with general education/content teachers to support sheltered language instruction within the content area.
- Collaborate with ESL teachers to develop English language development learning opportunities.
- Collaborate with interpreter ESP to have communication with parents/guardians.
- Weekly contact with the ELL Director, which may include building meetings.

Expectations for Related Service Providers:

Speech and Language:

- Schedule activities for students for maintenance of skills.
- Provide support materials to students and families.
- Reinforce activities provided to parents and update regularly.
- Respond to parent/student questions regarding SLP home language activities.
- Schedule weekly check-ins for each student on the educator's caseload.

Occupational Therapy/Physical Therapy:

- Schedule activities for students for maintenance of skills.
- Provide a list of activities to parents and update regularly.
- Respond to parent/student questions regarding OT activities and functional skills within the

home.

- Schedule weekly check-ins for each student on the educator's caseload.

Expectations for School Psychologists:

- Collaborate with colleagues, assigned building's Special Education department, and school counselors to meet needs of students and families.
- Complete current evaluation paperwork; prepare for future.
- Work on professional development and systems development with direction from Directors of Student Support Services.
- Schedule twice a week, 30-minute office hours to be available for students or parents.

Expectations for Nurses:

- Maintain contact with students and families identified as high risk.
- Update student records or the Health and Wellness Plan.
- Maintain a log of their student and caregiver interactions.
- Consult with students and families with any health concerns during this pandemic.
- Schedule twice a week, 30-minute office hours to be available to students or parents.

Expectations for Educational Support Professionals:

- Complete a variety of tasks as assigned by supervisor, such as professional development, communicating with students and families, food distributions, and/or assisting teachers.
- Participate in professional development as assigned by the building Principal or the Director(s) of Student Support Services/designee.

Interpreter ESPs: During this time of remote communication, Interpreter ESPs play a critical role in communication with non-English speaking families.

- Interpret for student, parent, and staff communication.
- Work with students in support of accessing the curriculum.
- Support the school and central communication with families through What's App and phone calls.
- Meet weekly with the ELL Director.

Expectations for Food Service Workers:

- Prepare meals for curbside pick-up and/or home delivery.
- Assist with organizing, labeling, and packaging meals for distribution.

- Complete other food service related tasks as requested by the building administrators.

Expectations for Administrative Support Personnel:

- Work from home as much as possible.
- Perform operations to ensure school/district business can function.
- Verify/Update student information for end of year activities.
- Complete other administrative support related tasks as requested by the building administrators.

Expectations for Custodians:

- Complete custodial related tasks as requested by the building administrators.
- Clean kitchen and food service related areas.
- Deep clean buildings and assist in the completion of maintenance projects.

Staff Supervision:

Staff will receive supervision and support to meet the expectations as outlined in this plan.