

BPS Remote Learning

School Committee Meeting

April 7, 2020

Timeline

- Phase I: Online Educational Support and Enrichment
 - March 20-April 3
- Phase II: Remote Learning
 - April 6 until further notice

Guiding Principles for Remote Learning

1. We must prioritize learning that lessens stress and anxiety.
2. At the foundation of learning are the relationships between teachers and learners.
3. Equity and access matter.
4. There is no way to truly replicate a school environment in a digital format.

Guiding Principles for Remote Learning

5. There are unmet challenges for identified learners who need specialized instruction in the short term.
6. No school has the freedom to function independently.
7. We continue to envision what education will look like after Phase II.
8. Forward progress is being made.

Key Components of Phase II, preK–12

During remote learning, the educator will create and direct learning that includes:

- Social and emotional learning
- Maintenance of previously learned skills and content
- Meaningful and productive learning opportunities
- Curriculum advancement (skills and content)

Key Components of Phase II, preK-12

- Learning activities for 50% of the time of a regular school day (3 hours)
- Google Meet for all virtual gatherings
- Educators monitor student engagement and follow engagement protocols to check on and support students who are not participating

Educator Expectations, preK-12

- Collaborate with grade level and subject colleagues to
 - develop and select curriculum materials, and
 - design learning activities
- Provide opportunities for students to
 - Connect with the educator
 - Connect with peers
 - Ask and answer questions

Educator Expectations, preK-12

- Provide instruction and learning activities, such as
 - Recorded lessons
 - Online resources (e.g., Khan Academy)
 - Adaptive software (Lexia, Dreambox)
- Monitor student engagement and learning and give students feedback on their progress
- Respond to individual student and parent questions and concerns

Sample of the Student Experience

Elementary School

WEDNESDAY

Reading	<ul style="list-style-type: none">• Read for 30 minutes• Lexia for 20 minutes
Writing - approximately 20 minutes	Write in your journal.
Math	Watch the class video and record your thinking. Show all of your bread crumbs. Show another way to solve the problem to check your answer.
Social Studies	Watch the BrainPop video about American Symbols. What would a symbol for your family be? Draw it and explain why it would be a good symbol for your family.
Music	
SEL	Do three acts of kindness for everyone in your house.

Yellow - Consistent ("must dos")

Sample of the Student Experience Middle School

Week 1: Monday	Tuesday	Wednesday	Thursday	Friday
<p>Project Launch: Teacher introduces students to the topic and the final product they will create</p> <p>Students complete a See, Think, Wonder Protocol on Padlet asynchronously</p>	<p>Project Launch: students Generate, Sort, Connect, and Elaborate on their initial thinking about the initial topic to generate their own inquiry question</p> <p>Criteria to receive credit: Student submits an open ended inquiry question; optional feedback from teacher</p>	<p>Build Knowledge: Student watches a video from a teacher generated list and answers questions</p>	<p>Build Knowledge: Student reads articles from a teacher generated list of sources and reflects independently</p>	<p>Build Skills: Students learn about how to read laterally to assess source reliability and check for bias</p> <p>Criteria to receive credit: Student evaluates a teacher identified source to determine reliability by applying 2 different measuring sticks for reliability</p>

Sample of the Student Experience High School

Driving Question of the week: What causes a recession?

	Monday	Tuesday	Wednesday	Thursday	Friday
Students will be able to:	Explain what a recession is	Apply their understanding of a recession to images from recessions	Students will be able to describe what happens to the economic indicators during a recession		Apply their understanding of a recession to what is currently happening in the U.S. economy
Assignments/Resources	<ul style="list-style-type: none"> - Read article What is a Recession? - Class PDF - NOTES ONLY (Recession characteristics) - Textbook Pages 11-13 		<ul style="list-style-type: none"> - Class PDF - NOTES ONLY (Recession indicators) - Read article What can you expect to happen during a typical economic recession? 		Read article Working-class Americans face COVID-19's economic impact
What is going to be assessed/collected MUST DO THIS FOR CREDIT	Question 1 posted to Classroom	Complete Image WS ; submit to Classroom			Question 2 posted to Classroom Google form evaluating Week 1 setup
Teacher office hours/online meetings				Log in to our optional Google Meet	

Questions Submitted Prior to the Meeting

How did the district plan for remote learning?

- Belmont schools closed on March 13.
- We attended conference calls with all state superintendents to hear the guidelines from Commissioner of Education Jeff Riley.
- District leaders began curating resources and working with teachers to implement phase 1 on March 20.
- On March 25 Governor Baker closed schools through May 4, and the Commissioner adjusted the guidelines on March 27 and sent a letter to families on March 30, as has been shared in our newsletters.
- District leaders worked with teachers to plan phase 2, which was implemented fully on April 6.
- Throughout all this work the Belmont Education Association has been a strong and positive partner in the work.

Will there be more changes to remote learning?

- We will make appropriate adjustments based on student, teacher, and parent feedback.
- We will seek parent feedback via surveys by the end of April.
- We are not planning substantive changes to phase 2, however, if circumstances change further between now and the end of the school year, we will follow the same thoughtful and careful planning with any changes we need to make.
- We are also planning for changes that will need to be made to curriculum and instruction when we are able to return to our schools.
- And we will spend the summer continuing this planning in anticipation of potential intermittent school closures in the 2020-21 school year.

What are teachers doing when they're not in virtual meetings with students?

- Teachers are creating lessons for students.
- They are answering questions of students and parents by email or phone.
- They are collaborating with grade-level and subject colleagues to plan units and lessons together.
 - We are forming elementary grade level teams with members from each school.
- They are reviewing student assignments and giving feedback to students.
- They are monitoring learning progress via the online adaptive learning tools for reading and math (at the elementary level).
- They are collaborating with special educators and English learner teachers to support all students' access to the learning.
- They are participating in department and faculty meetings.

How is student work being collected and assessed?

- Grades 3 through 12 use Google Classroom to submit work.
- Elementary teachers can view student progress on Lexia and Dreambox through the teacher dashboard.
- Teachers are using other tools and strategies to view and monitor student work.
- We are not asking families to print worksheets at home.
- Middle and high school work is assessed as completed or not completed, with specifics shared by the teacher to their students.
- The high school has published the plan for grades for Terms 3 and 4.
- The middle school is finalizing their plan and will share with families soon.
- All students will be supported in their learning and held harmless if they are unable to access the learning for any reason.

Why aren't you doing more virtual meetings or real time classes?

- We have intentionally planned instruction to be asynchronous through grade 8 because not all students have access to a device at all times of the day.
 - For example, a family of four may have 3 devices with two parents working from home and two school-aged children.
 - If a family has to share devices, a student may not be able to access the learning if it's real-time, synchronous instruction.
- Instruction is delivered through pre-recorded lessons or use of online learning platforms.
- We have purchased Screencastify for teachers to create lessons that students can view on a schedule that works for them/their family.

How do optional virtual meetings/office hours work?

- Teachers let their students (or their parents, for younger grades) know when the optional virtual meetings will be held.
- They allow students to connect with their teacher and peers to support social and emotional learning and answering questions about content and skills.
- At the middle school Google Meets are coordinated by teams and also include opportunities to meet with foreign language, physical education, music, and art teachers.
- At the high school they organized a schedule for office hours by subject so students won't have conflicts among their classes.

What technology support has been provided?

- We have provided devices to any educator or staff member who needed one.
- We also provided devices to all families that did not have a device for their student(s).
- The IT staff is providing remote technical support to any staff member who requests it.
- There is a form on the BPS website for families to request IT support as well.
- They are also creating or curating video tutorials for teachers, students, and families.
- We are requiring only Google Meet for virtual meetings. It is part of our Google enterprise account and suite of Apps for Education, and is more secure because we can control the settings .

How are we supporting all students' learning?

- Teachers are monitoring all student engagement and reaching out to those who are not participating and/or are struggling to demonstrate learning.
- Guidance counselors, social workers, school psychologists, assistant principals and principals are also working with students who are not engaged.
- Special education teachers, related service providers (speech/language, occupational therapists, physical therapists), and English learner teachers continue to work with their students to support their learning, and they continue to collaborate with the students' classroom teacher.
- Students with 504 plans will continue to be supported by their classroom teachers.

How are we supporting all students' learning?

- Speech/language pathologists can not “telepractice” because it requires an additional level of licensure by the SLP licensing board. They are providing guidance to parents and targeted activities for students, but not direct therapeutic observation and feedback.
- A phase 2 update will be sent to all special education parents tomorrow.

How are professional aides supporting this work?

Professional aides are:

- Supporting the students they worked with prior to the school closure;
- Participating in professional learning to increase their skills in working with all students; and
- If they are fluent in a language other than English, assisting with translating for our EL families.

A few more questions

- When can students get their belongings out of the school?
 - If the state delays the re-open date (currently May 4), we will make arrangements for this.
- Can the district and principals communicate with PTAs / PTOs and other parent organizations to suggest ways to be helpful during this crisis period?
 - Great idea. We will if we haven't yet done so.

A few more questions

- Will there be anything to make up for the 8th grade trip to Washington DC?
 - Principal McAllister will be announcing updates to all staff, students, and families this week.
- What will the process be for kindergarten registration going forward?
 - We are adjusting the process to match our current situation and will send more information soon.