
the

CHARTER SCHOOL

REMOTE LEARNING PLAN

April 2020

Consistent with guidance provided by the MA Department of Elementary and Secondary Education, the purpose of the Remote Learning Plan for the Martha's Vineyard Public Charter School will be to support connectedness as a community and to engage students in continuing and deepening their learning. Given the most recent guidance from our federal and state agencies, we established a comprehensive Remote Learning Plan for the extended school closure, currently mandated until at least May 1st. Please read the comprehensive plan below as we begin to roll out the next phase of our response to the school closures resulting from the coronavirus.

The distance-learning plan includes a structured weekly schedule that teachers will create for their classes.. The specific times during which your student will connect with their class, as well as the weekly plan for learning, will come directly from their teacher and will be posted on NoteBoard. Detailed communication was sent home by Monday, April 6th.

- **Our goals as a community of teachers and learners**

- To promote *RELEVANCE*: Are we creating meaningful learning opportunities?
- To maintain *RELATIONSHIPS*: Are we encouraging social bonds between teachers and students?
- To provide *RELIEF*: Are we supporting our Charter community (students, teachers and families) in this time of uncertainty and stress?

- **Remote Learning Guidelines**

- Our Remote Learning Plan follows state guidance in creating daily learning times equivalent to approximately half of a traditional school day. Daily learning time includes online learning and "live sessions" with teachers as well as independent learning activities.
- Teacher teams and administrators will prioritize key skills and content to emphasize during the closure, acknowledging that we cannot teach all of the same material that we would if school buildings were not closed. Learning activities will be designed to review and expand upon previously learned content.
- Families are urged to set up predictable schedules and routines with their children. Classroom teachers will provide suggestions and tips about how to build schedules and routines.

- **Ensuring meaningful and productive learning**

- We will provide a combination of teacher directed lessons and independent student learning.
- We will utilize both synchronous (real time) connections with students via Zoom/Google Meet as well as asynchronous assignments delivered via email or Google Classroom

- Charter families should be aware that we will provide for student access to support staff including special education teachers, teaching assistants, learning facilitators, the ELL teacher and school counselors.
 - Learning will consist of whole group direct instruction and, if appropriate, one on one instruction with a Charter School staff member.
 - Learning will be grounded in curriculum. We recognize that adjustments to the curriculum may be needed given the current circumstances.
- **Attendance and Participation**
 - Teachers will be recording daily attendance in their class session. Teachers will also keep track of student participation in office hours, check-ins and the use of online resources.
 - If students are not able to make online sessions or complete the activities, they or their families should contact the teacher and Advisor for follow-up.
 - Teachers and other school staff will reach out to students and/or their families if students are not participating in or completing activities.
 - If parents have concerns about their child accessing resources, completing tasks, or submitting work, please contact the classroom teacher.
 - Teachers will recognize that student evidence of learning may differ based on what is submitted by each individual student and can be influenced by the level of connectivity, support, and other factors.
- **Remote Teaching and learning**
 - Lessons should be designed with the current reality (and challenges) in mind
 - Remote learning cannot reasonably replace daily in-person instructional programs, and we will not be trying to replicate the regular school day.
 - Students and parents are expected to follow our Acceptable Use Policy as outlined in the MVPCS Family Handbook.
 - We will be implementing classes in the mornings (9:00-12:00).
 - Classes may meet at different times/days depending on the Grade Level.
 - Class schedules will be placed on NoteBoard.
 - Social Norms for online learning will be shared by the teacher.
 - Classes will take place on Zoom/Google Meet.
 - Tuesdays and Thursdays will primarily be for the completion of independent work and for students to receive additional support from staff including special education and guidance.
- **Adjustment of curriculum/scope and sequence**
 - Learning should reflect an **adjusted** scope and sequence that plans backwards from the end of the school year.
 - The focus for the first few weeks should be on reinforcing past skills/content. We may move to adding new learning if the closure continues past May 4. Recognize, however, that expectations for content, instruction, and learning will be different than our regular school environment.
- **Feedback and grading for the remainder of the school year**

- Teachers are encouraged to continue to provide feedback on all work submitted by students.
- Projects and other alternate assessment strategies should be considered as a viable means of assessing student mastery of content.

- **Physical Education**

- We recommend that Charter families promote physical activity in the afternoons. Tim will be sending out a list of suggested Physical Education activities.

- **Student Services**

The Student Services Department (Special Education, ELL, Section 504 and Title I) is offering remote services, accommodations and additional doses of instruction to support classroom instruction under these unusual circumstances. As with all remote learning, support services look different than face-to-face learning. The Student Services Department (Special Education, ELL, Section 504 and Title I) will be offering remote services, accommodations and additional doses of instruction to support classroom instruction under these unusual circumstances. As with all remote learning, support services will look different. We want to support our students to have meaningful learning experiences in this new learning environment, have access to staff and feel confident in their ability to be engaged in learning. The Special Education Coordinator, ELL Coordinator, teachers, learning facilitators and related service providers contacted parents and students during the week of April 6th with specific information relevant to each student.

General Goals:

- To promote *RELEVANCE*: Assure access to meaningful learning opportunities
- To maintain *RELATIONSHIPS*: Assure multiple layers of communication and engagement between home (students and parents) and school supports (general education staff, coordinators, special education and related services staff)
- To provide *RELIEF*: Create continuity in delivery of student schedules and expectations that align with each family’s needs as this crisis evolves. The Student Services Department will make every effort to challenge, support, but not overwhelm students and parents.

On April 10th, Russell Johnson, the State Director of Special Education recommended that schools develop Individual Learning Plans for students with disabilities over the next three weeks. He was clear in his direction that these are not IEP's or amendments to IEP's. Rather, they are documents that, based on the individual disabilities of each student, guide student resources and instruction during remote learning, identify the schedule of interventions and define the methods of communicating with students and families. That document was developed during the week of April 13th and implemented during the week of April 20th. That document will begin being shared with parents during the week of April 27th.

Support and Resources	Instruction and Services
<ul style="list-style-type: none"> ● Office hours are available with all Student Services teachers, related services staff, team chairs and coordinators ● Staff will initiate and schedule check-ins with students on a regular basis and parents as needed ● Students and parents can schedule an ‘office visit’ with staff by emailing them ● Relevant resources will continue to be shared 	<ul style="list-style-type: none"> ● Student Services staff will have be in attendance in all inclusion general education classes monitoring and supporting students on IEP’s ● Student services staff will be checking in with students requiring inclusion services, modifying lessons and providing supports to as needed through multiple methods including telephone calls, email, and remote learning

<p>with parents and students</p> <ul style="list-style-type: none"> ● Parents are also welcome and encouraged to communicate with classroom teachers who also have ‘office hours’. ● The ELL Coordinator ensures all families who have requested communication in a language other than English are receiving school communication in their preferred language. 	<p>supports</p> <ul style="list-style-type: none"> ● Related services will be provided to the extent possible through remote learning. ● Timing will be different from what is listed on your student’s IEP, but this does not mean that the IEP has changed. ● ELL classes will continue to reinforce content and skills making adjustments for distance learning.
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Recording of Web Conferences Prohibited by students/parents/guardians

The following statement reflects the Charter School’s procedure relating to web conferencing. The statement will be read at the start of every video session:

“In order to assure the online security of students and staff, and adhere to the school’s code of conduct for our students, to the greatest extent possible, we ask that you pay particular attention to the following statement: We are now going to begin a remote learning opportunity through the use of video communication. It is important that we continue to respect the privacy and intellectual property rights of our school community – our teachers and our students. By participating in remote learning today, you agree that you may not save, record, share, or post this session or any photos from this session. The rules and policies of our school apply to this remote classroom experience. Students must treat each other with respect during our time together and must obey school rules. If you or your parents do not agree to these rules, please disconnect from this session and contact me to receive an alternative learning packet.”

Confidentiality/Privacy Notice and Disclaimer for Virtual Meetings/Services with Students

Our teachers and related service providers have arranged to provide some services and instruction through remote means. As our staff prepare to hold group meetings and instructions for students, staff may need to share your child’s name and your/your child’s email address with other members of the group. By participating in virtual meetings/services, you are agreeing to the MVPCS Acceptable Use Policy in the Family Handbook and permitting that the Martha’s Vineyard Public Charter School may:

1. Disclose the child's name and email address and possibly your name and email address for the purpose of participation in virtual meetings and services.
2. Display the appearance and voice of your child, and sometimes of you, via the internet, for the purpose of participation in said group activities.

Also, please be advised that student meetings/lessons may be viewed by individuals in other students’ households and the Martha’s Vineyard Public Charter School cannot ensure your child’s privacy. By allowing your child’s participation, you are acknowledging and accepting the privacy limitations inherent in virtual meetings/classrooms. MVPCS requests that you respect the privacy of our students and that you refrain from disclosing student information that you may have access to during the course of your child’s participation in virtual activities. We also request that you:

1. Refrain from interrupting the teacher/provider during virtual activities.
2. Refrain from engaging in disruptive conduct during virtual activities.
3. Understand that failure to comply with any of the above may preclude your child from participating in further virtual activities during the period of this school closure.

By allowing your child to participate in this Remote Learning Plan you are consenting to the use of such electronic communications as we might employ, e.g., Zoom, Google Meet, Google Classroom, traditional and cellular telephone technology.

High School Credit vs. No Credit

Our expectation is that the high school student will attend classes and will submit required assignments. We also expect that the high school student will participate in the virtual classes. If there is a conflict, students are required to reach out to the teacher and their Advisor to explain the situation and to work out an alternative arrangement for that specific class meeting/assignment. If we see that a student is not meeting these expectations, the school will be in touch with the student and the family. Everyone's goal is for all High School students to receive credit for the semester.

If a Charter School family is not in agreement with this Remote Learning Plan, please reach out to Director Peter Steedman at psteadman@mvpcs.org and we will provide alternative resources.

Updated April 10, 2020

Updated April 24, 2020