



# HULL PUBLIC SCHOOLS

## Remote Learning Plan

April 8, 2020

### Remote Learning Guidelines

#### INTRODUCTION

Throughout the COVID-19 school closing, the Hull Public Schools will continue to prioritize the health, safety, and wellness of students, families, educators, and staff. As a district we are working hard to support students during these difficult times and are responding to evolving conditions in a thoughtful, flexible, and creative manner. We are grateful for our educators' continued dedication to their students and for caregivers who have embraced the challenges of helping students learn at home. We understand that remote learning cannot replace out traditional practice and we are committed to help all students continue their learning over this extended period of school closure.

#### **Department of Elementary and Secondary (DESE) Remote Learning Guiding Principles** **March 26, 2020**

#### GUIDING PRINCIPLES: SUPPORTING STUDENT LEARNING AND HOLISTIC NEEDS

Districts and schools must continue to focus on the holistic needs of the educational community:

- The safety and well-being of students, families, and staff has been and must continue to be our top priority as an educational community. We are focused not only on physical health, safety, and nutrition, but also on social-emotional and mental health needs, which could intensify during this time.
- This crisis disproportionately affects our most vulnerable students in terms of their physical and mental health, as well as academically. Equity needs to be a top consideration in local planning efforts, especially as districts and schools make plans to manage an extended closure. To support these efforts, DESE will issue further guidance on how best to support special populations, including students with disabilities and English learners.
- Maintaining connections between school staff and students is paramount, particularly for the most vulnerable members of our school communities. These connections will provide natural conduits to guide districts and schools in addressing students' specific needs.

At this time, districts and schools must also work to adopt a remote learning model:

- Nothing can replace the in-person schooling experience, and we should not expect that remote learning can replicate the traditional school day.
- At the same time, with school closures now extended, districts, schools, and communities have an obligation to engage students in meaningful and productive learning opportunities through an appropriately structured educational program.
- Remote learning is not synonymous with online learning. Remote learning can take place in a multitude of ways, including by helping students engage with resources in their everyday lives and in the natural world around them. Remote learning also provides unique opportunities to further engage students in the arts or interdisciplinary work. Finally, we must be conscious of the effects of increased screen time and seek balance between learning through technology and remote learning that happens offline to support students' curiosity and understanding.

#### **SPECIFIC GUIDANCE ON DEVELOPING AND IMPLEMENTING REMOTE LEARNING**

Planning for and implementing a remote learning model:

- If districts/schools have not already developed a remote learning model, they should take time to engage in a thoughtful planning period with local stakeholders in order to launch in early April. This planning should include an assessment of the districts or school's capacity and resources to support a remote learning model.
- Some districts and schools have already implemented remote learning plans, particularly those districts and schools that had previously developed the capacity to shift learning to a remote model. We strongly encourage all districts and schools to consider the recommendations in this guidance document, but ultimately, we recognize that individual districts and schools maintain local authority to design their remote learning models as they see fit.
- Above all, we recognize that districts, schools, and teachers are best positioned to develop plans to meet their students' needs and that these needs may change over the course of this extended closure.

Recommended remote learning model:

- We recommend that districts support students to engage in meaningful and productive learning for approximately half the length of a regular school day. We expect this learning to take place via a combination of educator-directed learning and student self-directed learning.
- We strongly recommend that districts and schools focus on reinforcing skills already taught this school year and applying and deepening these skills. We recognize that in some cases, teachers and students may wish to continue with new material, particularly

at the high school level. In these cases, districts should consider equity of access and support for all students.

- The individual student experience will vary depending on student age, individual and family needs, access and capacity for remote learning (including access to technology and internet), and the ongoing health of students, families, and staff.

#### **Definition and scope of remote learning:**

- Remote learning can encompass a wide variety of learning opportunities. While technology can be a supportive tool, districts and schools should also 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, 1:1 phone or video 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 their teacher, and provide feedback on student work. Districts and schools should ensure all online learning platforms meet confidentiality and student privacy standards.

#### **Components of a remote learning schedule:**

- We recommend the following routine and structure for remote learning, recognizing the need for flexibility for individual districts and individual students within them:
  1. Opportunity to connect with one or more educators multiple times per week. For students who are at higher risk of learning loss, such as students with disabilities or English learners, we recommend that educators provide additional opportunities for connection.
  2. Access to multiple hours per day of academic content directed by educators, which should focus on reinforcing skills already taught this school year and applying and deepening those skills.
  3. Time each day for physical activity based on recommendations from educators.
  4. Additional daily time for enrichment activities such as the arts (dance, media arts, music, theater, and visual arts).

#### **Feedback on student work and grading:**

- To the extent practicable, teachers should provide feedback on student work completed at home. That said, if districts and schools have not already implemented policies regarding credit-bearing courses (determining credit for academic work at home), we strongly recommend that academic content be graded as "credit/no credit" so as to

incentivize continuous learning while acknowledging the challenging situation we face. Non-credit bearing courses, such as those for elementary and middle school students, could incorporate other incentives to keep students motivated to continue their learning.

- Before moving forward with any determinations of “no credit,” we strongly urge districts and schools to consider whether the students have had equitable access to learning opportunities during this closure, keeping in mind the variety of technology, health, disability, and language challenges that could occur.

## HULL HIGH SCHOOL REMOTE LEARNING PLAN

### General Considerations:

- Terms 3 & 4 will be combined into a single term beginning January 21st, 2020 running through the end of school, June 16th, 2020.
- Hull High School will move to a system of credit plus/credit/no credit for student work in lieu of letter grades during the closure of school.
- Guidance on managing the credit plus/credit/no credit option in Aspen will be forthcoming.

### Upon return to school on May 4th, the term would return to traditional grades.

- The term grade, made up of work completed in school, as well as during the closure period (credit plus/credit/no credit) will NOT have an impact on the student’s GPA.
- Grades received Term 1, Term 2, and Semester 1 (for Semester classes) WILL count toward student’s GPA.
- Final report card grade calculation (for full-year and semester 2 courses only) remains to be determined.

Staff	Guidelines & Expectations
Secondary Classroom Teachers	<ul style="list-style-type: none"> <li>• Teachers will develop a weekly push-out outline/schedule of remote learning activities to their students for each of their courses which will be shared with students every Monday during the closure.</li> <li>• Teachers may choose the platform used to distribute the assignments; however, Google Classroom is the preferred method.</li> <li>• The district GoToMeeting platform is suggested for Virtual Class Meetings.</li> <li>• Educators (regular education, special education, and counselors) will collaborate as needed to support their shared students.</li> </ul>

	<ul style="list-style-type: none"> <li>• Teachers will check in with their students multiple times per week to provide feedback on work and to respond to questions.</li> <li>• Teachers will provide feedback work completed during the closure period as <i>credit plus/credit/no credit</i>.</li> <li>• Weekly work will be due on Fridays.</li> <li>• Teachers will document communication with students and families.</li> <li>• Teachers should plan for approximately 20-30 minutes of daily remote learning in each course (per recommendation of DESE that the school day be approximately half the usual instructional time).</li> <li>• Advanced Placement teachers may provide additional learning expectations where appropriate.</li> </ul>
High School Guidance Counselors	<ul style="list-style-type: none"> <li>• Collaborate with general educators and special educators relative to shared students as needed.</li> <li>• Complete course selection verification and student/staff contact.</li> <li>• Outreach to students to continue contact.</li> <li>• Engage in high school completion tasks with seniors.</li> <li>• Follow guidance for monitoring 504 accommodation plans.</li> </ul>
High School Adjustment Counselors	<ul style="list-style-type: none"> <li>• Create curriculum/gather resources for social/emotional groups.</li> <li>• Outreach to students to continue contact.</li> <li>• Targeted outreach to students and families in particular need.</li> <li>• Service delivery as required on existing IEP's and 504 accommodation plans.</li> </ul>

## MEMORIAL MIDDLE SCHOOL REMOTE LEARNING PLAN

### General Considerations:

- Terms 3 & 4 will be combined into a single term beginning January 21, 2020 running through the end of school, June 16, 2020.

- Memorial Middle School will move to a system of *credit/no credit* for student work in lieu of letter grades during the closure of school.
- Guidance on managing the *credit/no credit* option in Aspen will be forthcoming.

**Upon return to school on May 4th, traditional grading would resume.**

- The term grade, made up of work completed in school, as well as during the closure period (credit/no credit) will NOT have an impact on the student's GPA.
- Grades received Term 1, Term 2, and Semester 1 (for Semester classes) WILL count toward a student's GPA. (At the middle school, GPA is only used for NJHS eligibility).
- Final report card grade calculation (for full-year and semester 2 courses only) remains to be determined.

Staff	Guidelines & Expectations
Middle School Classroom Teachers	<ul style="list-style-type: none"> <li>• Teachers will develop a Weekly Learning Outline of remote learning activities. This plan will outline the week's activities and may provide families with guidance to help students learn. This outline will be shared with students and parents/guardians on Friday of each week.</li> <li>• Teachers will primarily use Schoology to post lessons and assignments. Google Classroom and email will be used as needed.</li> <li>• GoToMeeting, Zoom, Google Hangouts, and Google Meet may be used for virtual class meetings. Teachers will implement recommended protocols during virtual class meetings.</li> <li>• Educators (regular education, special education, and student support staff) will collaborate as needed to support their shared students and implement IEP's, 504's, and General Education Plans.</li> <li>• Physical activity and wellness should be encouraged every day.</li> <li>• Specialists (Engineering/Technology, Physical Education, Art, Music, and Spanish) should add their specific activities for grade levels on each grade level Weekly Learning Outline.</li> <li>• Teachers will check in with their students multiple times per week to provide feedback on work and to respond to questions.</li> <li>• Teachers will assess assignments completed during the closure period as credit/no credit.</li> <li>• Teachers will document communication with students and families.</li> </ul>

	<ul style="list-style-type: none"> <li>Teachers should plan for approximately 20-30 minutes of daily remote learning in each course (per the recommendation of DESE that the school day should be approximately half the usual instructional time).</li> </ul>
Middle School Adjustment Counselors	<ul style="list-style-type: none"> <li>Create curriculum/gather resources for social/emotional groups.</li> <li>Outreach to students to continue contact.</li> <li>Targeted outreach to students and families in particular need.</li> <li>Service delivery as required on existing IEP's and 504 accommodation plans.</li> </ul>

### LILLIAN M. JACOBS SCHOOL REMOTE LEARNING PLAN

The goal of this plan is to create an outline/schedule to help direct remote learning on a daily basis with specific directions and expectations for students.

Staff	Guidelines & Expectations
Classroom Teachers and Specialists	<ul style="list-style-type: none"> <li>Teachers will develop learning activities across all curriculum areas that will span approximately half a school day (per commissioner guidelines) English Language Arts, Math, Science and Social Studies.</li> <li>Teachers will provide an outline/schedule containing choices of learning opportunities which will be shared with families each Thursday attached to the weekly Blue Notes with the expectation students choose 3 of 5 choices within each curriculum area to be completed by the following Friday.</li> <li>Teachers will balance learning activities between on-line, hands-on and printable opportunities. Some families may only have one device; others may have none and/or no printer.</li> <li>Physical activity and wellness should be encouraged every day.</li> <li>Specialists (Technology, Physical Education, Art and Music) should add the specific activity for grade levels on each grade level weekly learning outline.</li> <li>Educators (regular education, special education, and counselors) will collaborate as needed to support their shared students.</li> </ul>

	<ul style="list-style-type: none"> <li>• Teachers will check in with their students multiple times per week to provide feedback on work and to respond to questions.</li> <li>• The district GoToMeeting platform is suggested for virtual class meetings.</li> <li>• Teachers will document communication with students and families.</li> </ul>
Adjustment Counselors	<ul style="list-style-type: none"> <li>• Create and communicate parent education on materials for parenting with Toolbox.</li> <li>• Create curriculum/gather resources for social/emotional groups.</li> <li>• Outreach to students to continue contact.</li> <li>• Targeted outreach to students and families in particular need.</li> <li>• Service delivery as required on existing IEP's and 504 accommodation plans.</li> </ul>

## SPECIAL EDUCATION REMOTE LEARNING PLAN

### Free and Appropriate Public Education

The United States Department of Education (USED) has provided us with guidance on the provision of a Free and Appropriate Public Education (FAPE) for students with disabilities during the school closure due to the COVID -19 national emergency. Hull Public Schools will provide special education and related service supports and services, as appropriate, to ensure access and progress toward achievement of goals and objectives.

During this time of closure the supports and services for FAPE will be delivered in a manner not typical as when school is open. In order for students with disabilities to access remote learning, flexibility in determining how to meet individual needs is allowed. Modifications and accommodation may be altered along with different and varied methodologies and strategies.

### Annual Reviews

Virtual Annual Reviews will be offered to parents/guardians during the school closure. A parent/guardian may choose to wait for a Team meeting to occur in due course once school reopens. A parent/guardian also has the right to participate via telephone. IEPs developed through the annual review process will be fully implemented once school is back in session.



### Initial Evaluations

Initial Evaluations will not be conducted during the period of closure. Once school reopens the process for conducting an initial evaluation for consents received just prior to or during the closure will commence.

### Re-evaluations

Re-evaluations will not be conducted during the period of closure. Once school reopens the process for conducting a re-evaluation for consents received just prior to or during the closure will commence. For re-evaluation due during the closure where IEPs have expired, an annual review will be offered to develop a new IEP to be in place for when school reopens. Parents/guardians may choose to schedule this meeting once school reopens.

### Transition Meetings

Transition Meetings for students who will be moving to a new level (pre-school to elementary, elementary to middle and middle to high school) will be offered via a virtual format. Parents/Guardians may choose to participate virtually, by telephone or may opt to schedule the meeting once school reopens.

### Progress Reports

Progress reports will be issued along with each report card. Reporting on progress will be according to progress towards achievement of goals and objectives based on the period of access prior to or during the period of school closure.

### Supports, Resources, Instruction and Services

Staff	Guidelines and Expectations
Special Education Teachers	<ul style="list-style-type: none"><li>• Communication with parents/guardians and students.</li><li>• Check-ins with parents/guardians and students to provide consultation, strategies, guidance.</li><li>• Provide resources to support student learning such as lessons, activities, online resources/programs and other types of resources.</li><li>• Attend general education virtual learning whole group or small group classes.</li><li>• Provide virtual or telephonic services either small group or 1:1.</li><li>• Team communication and collaboration.</li><li>• Documentation of communication, services and instruction</li><li>• Collect data on student progress.</li></ul>

	<ul style="list-style-type: none"> <li>● Schedule and facilitate annual review and transition meetings within reasonable timelines.</li> <li>● Notice of FAPE to parents via a Notice of Proposal.</li> </ul>
Speech Language Pathologists, Occupational Therapists, Physical Therapist	<ul style="list-style-type: none"> <li>● Communication with parents/guardians and students.</li> <li>● Check-ins with parents/guardians and students to provide consultation, strategies, guidance.</li> <li>● Provide resources to support student learning such as lessons, activities, online resources/programs and other types of resources.</li> <li>● Attend general education virtual learning whole group or small group classes.</li> <li>● Provide virtual or telephonic services either small group or 1:1.</li> <li>● Team communication and collaboration.</li> <li>● Documentation of communication, services and instruction.</li> <li>● Collect data on student progress.</li> <li>● Participate in scheduled annual review and transition meetings.</li> <li>● Notice of FAPE to parents via a Notice of Proposal.</li> </ul>
School Psychologists, Counselors	<ul style="list-style-type: none"> <li>● Communication with parents/guardians and students.</li> <li>● Check-ins with parents/guardians and students to provide consultation, strategies, guidance.</li> <li>● Team communication and collaboration.</li> <li>● May offer small group social skills virtual classes.</li> <li>● Participate in scheduled annual review and transition meetings.</li> <li>● Notice of FAPE to parents via a Notice of Proposal.</li> </ul>
Behavior Special (BCBA)	<ul style="list-style-type: none"> <li>● Communication with parents/guardians and students.</li> <li>● Check-ins with parents/guardians and students to provide consultation, strategies, guidance.</li> <li>● Team communication and collaboration.</li> <li>● Participate in scheduled annual review and transition meetings.</li> </ul>

Para-professionals	<ul style="list-style-type: none"> <li>• Elect to make materials for teachers (visuals, checklists, put together list of accommodations for parents to use, make flashcards, writing checklists, etc.).</li> <li>• Elect to check-in with students to provide support with independent assignments given by the teacher.</li> <li>• Elect to monitor student work activity on-line (teachers can give specifics/directions for each student).</li> <li>• Elect to keep track of assignments for individual students for the teacher and communicate the information to the teacher or special education teacher.</li> <li>• Elect to sit in on virtual class lesson and elect to provide follow-up support with the assignments as they would normally do.</li> <li>• After collaborating with the content teacher or special education, paraprofessionals elect to follow up with students on missing assignments and report results to content teacher or special education teacher.</li> <li>• Elect to remind students of scheduled lesson times (for those that need reminders) via email or phone call.</li> <li>• Elect to help collect and record activities completed from the resource list and share data with content teacher or special education teacher.</li> <li>• Elect to review on-line offerings on WGBH, Comcast, etc. for teachers to recommend for individual students.</li> </ul>
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## ENGLISH LANGUAGE LEARNER TEACHER

English Language Learner Teacher	<ul style="list-style-type: none"> <li>• Develop and post lessons to support academic language and social language development.</li> <li>• Coordinate with teachers for translation services as needed.</li> <li>• Provide direct instruction with ELL students.</li> <li>• Consistently communicate and support ELL families.</li> </ul>
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## NURSES

Nurses	<ul style="list-style-type: none"> <li>• Participate in joint town department meetings to obtain updated information on coronavirus.</li> <li>• Support Hull Board of Health with public health management needs.</li> <li>• Communicate with Hull Board of Health regarding best practices for district.</li> <li>• Arrange with parents for return of student medications and other medical supplies.</li> <li>• Collaborate with district nurses weekly via Zoom meetings.</li> <li>• In coordination with principal, communicate with at-risk families as needed via email or telephone.</li> <li>• Participate in weekly support staff meetings to review students of concern.</li> <li>• Stay current on the emerging coronavirus (COVID-19).</li> <li>• Participate in webinars and/or conference calls for updated coronavirus information and other professional development</li> <li>• Educate students, staff and families regarding coronavirus.</li> <li>• Review new and current student health records in preparation for entry into the next grade level.</li> <li>• Update health screening and immunization information and submit to Department of Public Health as mandated.</li> </ul>
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## STUDENT EXPECTATIONS FOR REMOTE LEARNING

Suggested script for teachers to read at the beginning of the session:

Hello everyone and welcome to \_\_\_\_ (session name) \_\_\_\_\_. Today we are going to \_\_\_\_ (purpose) \_\_\_\_, but before we get started, I want to remind all of you about the expectations.

## Student Expectations:

1. Find a space that is quiet and away from distractions
2. Mute yourself upon entry and stay muted unless speaking
3. Classroom and school rules apply
4. Respect each other
5. One person talks at a time
6. Raise your hand if you have a question or need to respond
7. Do not record, save, share or post the session
8. If you or your parents do not agree to these rules, please disconnect from this session and contact me to receive an alternative learning opportunity

## **Discipline**

Discipline policies remain intact during online learning. All participants are expected to follow classroom norms and adhere to expectations outlined in the student handbook. It is important that everyone conducts themselves in a civil manner and maintain a respectful tone while engaged in learning. Disciplinary actions may include being removed from a session. If a student is removed from a live session, a staff member will offer an opportunity to discuss what happened that day through other virtual methods or by phone. Each situation will be evaluated based on current practices and policies found in the student handbook.

## **Bullying**

The Hull Public Schools student and staff bullying policies remain in effect during the school closure and directly apply to all online learning, collaboration and any activities related to the school day and/or work responsibilities. All reports of bullying (student or staff) should be directed to the principal. Investigation will be conducted remotely based on Hull Public Schools policies.

## **Equity**

Before determining “no credit” teachers in consultation with principal, guidance counselor, adjustment counselor, school psychologist and if appropriate special educator, nurse or English Language Learner teacher will consider whether the student has had equitable access to learning opportunities during this closure, keeping in mind the variety of technology, health, disability, and language challenges that could occur.

\*Hull Public Schools remote learning plan is a living document which will be updated as appropriate.

Judy Kuehn, Interim Superintendent, Nicole Nosek, Hull High School Principal, Anthony Hrivnak, Memorial School Principal, Christine Cappadona, Jacobs School Principal, Daniel Mastrogiacomo, Hull High School Assistant Principal, Kyle Shaw, Jacobs School Assistant Principal, Mary Merrigan, Instructional Coach, and Judith Norton, Interim Special Education Director.