**HINGHAM PUBLIC SCHOOLS**
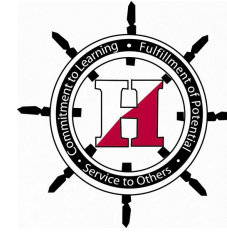**Remote Learning Plan**
**Launch: April 6, 2020**

# Guidelines for Families

---

**INTRODUCTION**

Due to the unprecedented and lengthy COVID-19 school closing, Hingham Public Schools remain committed to supporting students and families as we navigate this challenging time. The district's first priority remains the health, safety, and well-being of our students, staff, and faculty. In conjunction with the Massachusetts Department of Elementary and Secondary Education, we are aligning our practices during this time to several guiding principles that will assist us as we plan for remote teaching and learning in the coming weeks. As Commissioner of Education for the Commonwealth of Massachusetts, Jeffrey Riley, has stated, "*Remote learning cannot replace students' experiences in school communities with their teachers, administrators, and support staff. We must all pull together--parents and caregivers, students, the community, and our educators and staff--to help students continue their learning over this extended period.*"

---

**GUIDING PRINCIPLES**

Hingham Public Schools has adopted four guiding principles in the development of our *Remote Learning Plan*. These guiding principles shall form the foundation for our instructional decisions in the weeks to come.

**Guiding Principle 1:** *A Focus on the Holistic Needs of the Educational Community.*
- Health: Focusing on the physical health, safety, nutrition, social-emotional and mental health needs of our students, families and staff.

- Equity: Ensuring equity for all students is central to our planning efforts.
- Community: Connections between students, schools, and families is of paramount importance.

**Guiding Principle 2:** *Development and Implementation of Remote Learning*
- Learning Through Remote Mediums: Remote learning will be our instructional model; nothing can replace the in-person schooling experience and we are not replicating the school day. However, we are eager to provide students with an appropriately structured educational program. *Remote* learning is not synonymous with *online* learning. Remote learning can occur in a multitude of ways, and we must seek a balance between the use of technology and promoting offline learning opportunities for students. Remote learning should occur via a combination of educator-directed learning and student self-directed learning.
- Instruction: While the initial focus of academic engagement was on the reinforcement and enrichment of skills, our new instructional focus will now include exposure to carefully selected new material for students.
- Equity: We must continue to be mindful of access issues and ways in which we will address these challenges. We must also continue to recognize that 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 the internet), and the ongoing health of students, families, and staff.

**Guiding Principle 3:** *Components of a Remote Learning Schedule*
- Frequent Contact: Students should have the opportunity to connect with one or more educators multiple times per week.
- Specialized Contact: Additional opportunities for connection should be provided for students who are at a higher risk for learning loss (students with disabilities, English Language Learners, Title I eligible students, etc.).
- Enrichment: Time should be afforded each day for physical activity and for enrichment activities such as the arts (dance, media arts, music, theater, visual arts).

**Guiding Principle 4:** *Feedback to Students*
- Feedback: Educators will provide feedback on select student assignments that directly address the student's understanding of the learning standards identified by the teacher.

- Grading & Assessment:
  - *Elementary*: Work submitted during the *Remote Learning Plan* will be used to inform the teacher's assessment of student progress toward the district's rigorous learning standards. Teachers will provide a narrative report to replace the more detailed standards-based report card, which will include a summary of activities provided during the closure.
  - *Secondary*: Work submitted during the *Remote Learning Plan* will be used to inform the teacher's assessment of student progress toward specific course outcomes. Teachers will use a *credit/no credit* designation to assess student performance for Term 3. This is different from a more traditional *pass/fail* designation because it allows students to earn credit toward graduation requirements and does not impact the transcript. When considering a credit/no credit designation, teachers will holistically assess all work from term 3 (including work submitted prior to the school closure), taking into consideration the extent to which individual students have had equitable access to technology.
- Positive Behavior Supports: Incentives to assist with student motivation could be incorporated with younger students.

---

**GENERAL GUIDELINES FOR REMOTE LEARNING DURING COVID-19 CLOSURE**

- *Instructional* practices <u>will be</u> *asynchronous*. *Asynchronous* learning is self-paced; accommodates differences in personal schedules for both students and educators; allows students to learn at their own pace; provides consistent instruction to many students; and can be reviewed as needed. It offers no teacher-student interaction in real time; however, students and teachers can respond to each other via email or discussion groups to answer questions and to provide feedback over the course of the learning cycle. Examples of *asynchronous* instructional practices include:
  - Teachers posting lesson materials via password-protected means such as Class Dojo, Google Classroom, class blog, individual school email, etc.
  - Teachers sharing a pre-recorded lesson, read-aloud, etc.
- *Non-instructional* practices <u>may</u> be *synchronous*. *Synchronous* practices involve students and the educator interacting together in real-time using a virtual platform. *Synchronous* practices allow students to view and hear the same information from the educator at the same time, despite their physical separation. Likewise, *synchronous* practices allow educators to physically see their students (albeit on the screen); to hear their questions, thoughts, and perspectives; to share their

instructional expertise; and to assist students with misunderstandings or challenges.   Examples of *synchronous* non-instructional practices include:

- ○ Optional live check-ins via on-line platforms are permitted (e.g. Zoom, Google Meet) for purposes such as check-ins, morning meetings, classroom community building, etc., as long as district guidelines are followed, parent consent is obtained and it falls under the umbrella of the licensed district account that has been established through Clever. (Please see Appendix I for HPS Guidelines for Live Synchronous Connections).
- ○

---

**HIGHLIGHTS OF ELEMENTARY REMOTE LEARNING PLAN (PreK-5)**

---

**Guidelines and Expectations:**
- ● Routines are helpful! Families should establish and follow a consistent schedule that works best for their home environment.
- ● Remote learning activities and related asynchronous instructional materials will continue to be distributed on a weekly basis to allow families to best structure and support in the home environment.  However, in the transition to remote learning, a recommended daily schedule will be provided to assist families in pacing the completion of the assignments..  Learning activities across all core curriculum areas will span approximately half a school day (per the DESE commissioner's guidelines). Families should anticipate approximately 2 hours per week for Math, 2 hours per week for ELA; and 1 hour apiece for Science and Social Studies. Each specialist (PE, Computer Science, Spanish, LMC, Art, Music) will also provide weekly learning activities. Physical activity and wellness should  be encouraged every day.
- ● The lessons developed will seek a balance between digital tools and paper/printable/hands-on opportunities. We acknowledge concerns about the impact of "screen time," particularly on our youngest learners.
- ● Student work will be submitted on a weekly basis.  Feedback will be provided to students and families in a timely manner in order to support student learning.   At the conclusion of the marking term, teachers will provide a narrative summary of the skills and strands addressed through the remote learning process.

**Special Education & Related Services:**

- Special Education teachers & related service providers will consult with classroom teachers and provide accommodations and/or modifications as appropriate.
- When possible, specialized instruction will be provided via asynchronized means such as pre-recorded direct instruction, video modeling, and other digital tools. Other suggestions related to natural learning applications, functional academics, and activities of daily living (ex: household chores, functional money skills, cooking/baking activities, suggested family social opportunities and activities: board games, card games, dinner conversations, scripted phone calls to family members) will be provided as appropriate.
- The lessons developed by Special Educators will seek a balance between digital tools and paper/printable/hands-on opportunities.
- Feedback will be provided to students and families in a timely manner in order to support student learning. Special Educators will check in with families as needed to discuss special education supports and services, prioritize learning needs, offer suggestions to problem solve learning and behavioral issues at home, and offer to customize the daily schedule for students, when needed.
- Adjustment counselors will create and communicate parent education materials for parenting with Toolbox and provide outreach to students in particular need. Adjustment Counselors will also provide service delivery to those students with existing IEP and 504 accommodations to the extent possible.

## HIGHLIGHTS OF SECONDARY REMOTE LEARNING PLAN (Grades 6-12)

**Guidelines and Expectations:**
- Term 3 shall be extended to Friday, May 1st, and will move to a system of credit/no credit for Term 3 in lieu of letter grades.
- Upon a return to school on May 4th, Term 4 will return to traditional grades; final exams shall be waived in order to offer more instructional hours.
- Remote learning activities and related asynchronous instructional materials will continue to be distributed on a weekly basis to allow students to best manage their work completion in their home environment. However, in the transition to remote learning, a recommended daily schedule will be provided to assist students in pacing the completion of the assignments. Learning activities across all curriculum areas will span approximately half a school day (per the DESE commissioner's

guidelines). Students should anticipate 20-30 minutes of work per course per day.  This would translate to approximately 2-2.5 hours per week of learning activities for those courses that meet daily, and 1 hour per week for those courses that meet every other day.  Advanced Placement teachers may provide additional learning expectations commensurate with those courses.

- Teachers will distribute assignments via existing platforms  (e.g., email, Google Classroom, other similar platforms, etc.).
- Instructional practices will focus on asynchronous learning (see above).  Teachers will not provide synchronous (see above) instruction via live platforms such as Zoom due to concerns about privacy standards and real-time equity of access. Educators may opt to use real-time check-ins for *non-instructional* purposes;  guidelines regarding this optional use are below.
- Teachers will communicate with students multiple times per week to provide formative feedback on work; responding to student emails; communicating with parents as needed, etc.).
- Each week, teachers will formally assess required assignments to determine credit/no-credit status.  Though the assignments will in most cases have a suggested due date of Friday, teachers may allow for extensions as necessary, so that students who need more time to complete the assigned tasks have that accommodation. More extensive assignments may have due dates extended as determined by the teacher.
- Teachers will contact families of students who have failed to submit required assignments.

**Special Education & Related Services:**
- Special Education teachers & related service providers will consult with classroom teachers and provide accommodations and/or modifications as appropriate.
- When possible, specialized  instruction will be provided via asynchronized means such as pre-recorded direct instruction, video modeling, and other digital tools.  Other suggestions related to natural learning applications, functional academics, and activities of daily living (ex: household chores, functional money skills, cooking/baking activities, suggested family social opportunities and activities: board games, card games, dinner conversations, scripted phone calls to family members) will be provided as appropriate.
- The lessons developed by Special Educators will seek a balance between digital tools and paper/printable/hands-on opportunities.
- Feedback will be provided to students and families in a timely manner in order to support student learning.  Special Educators will check in with families as needed to discuss special education supports and services, prioritize learning needs, offer

suggestions to problem solve learning and behavioral issues at home, and offer to customize the daily schedule for students, when needed.

- Adjustment counselors will provide outreach to students in particular need.  Adjustment Counselors will also provide service delivery to those students with existing IEP and 504 accommodations to the extent possible.

**School Counselors:**
- School counselors will continue to collaborate with general educators and special educators relative to shared students, as needed.  Counselors will work with students and families through the secondary course selection process and plan for transitions, including post-secondary planning.

---

### APPENDIX I: GUIDELINES FOR LIVE SYNCHRONOUS CONNECTIONS

Optional live check-ins via on-line platforms are permitted (e.g. Zoom, Google Meet) for *non-instructional* purposes such as check-ins, morning meetings, classroom community building, etc., as long as district guidelines are followed, parent consent is obtained, and it falls under the umbrella of the licensed district account that has been established through Clever.  The following guidelines are provided to promote the online safety and confidentiality of students and staff.

**GUIDES AND TUTORIALS FOR STUDENTS AND FAMILIES**

Google Meet - online guide for users

Zoom - Getting Started (See #4: How to join a class/meeting)

How to Join a Zoom Meeting

## FAMILY/STUDENT GUIDELINES FOR LIVE SYNCHRONOUS VIDEO EXPERIENCES

By allowing your student/s to participate in live synchronous video experiences with their teacher/peers there are some key pieces of information we are obligated to inform you of (please note that live synchronous opportunities are not required of our faculty and opportunities to engage in this type of activity will vary):

In accordance with state and federal laws, including the Massachusetts Wiretapping Act and FERPA, parents and students must refrain from recording any and all remote connection opportunities. Exceptions will only be made on an individual basis due to special circumstances, and only with the consent of everyone involved in the activity. While parents and guardians are welcome to observe online connections in a non-disruptive manner, to the extent that these remote opportunities provide access to confidential student information, all participants agree, by participating in the remote experience, to refrain from disseminating any confidential student information about other student participants with any and all third parties.

Further considerations:

1. We ask everyone in our school community to recognize that video conferences and other online services will be taking place in the homes of the educators and students who participate in the calls, and to be mindful of everyone's right to privacy. To that end, we remind our students to dress appropriately and choose an appropriate location in their home from which to participate in any and all remote opportunities, particularly those with a video component. Parents and guardians should take all precautions to safeguard personal or private information that they do not wish to be disclosed.

2. Students will be expected to behave in accordance with school rules of conduct while participating in remote connection. Cyberbullying, harassment, discrimination, and abuse of the remote process will not be tolerated and may result in suspension from remote experiences, as well as potential additional consequences when school resumes. Hingham Public Schools also encourages its students to limit disruptions to remote lessons to the extent feasible, while also recognizing that sometimes pets, small children, and technical difficulties cannot be prevented from disrupting the experience.

3. The online services are available to all students as part of Hingham Public School's remote learning opportunities, including Google Classroom and Zoom, will be communicated to the student/family directly by the classroom teacher/s. Families may choose to request that analog materials be provided as a substitute to any digital experiences to the extent feasible.

4. By accessing these services, Hingham Public Schools recognizes that you and your child consent to access online experiences and agree to fully comply with the requirements outlined herein. We appreciate your time and attention to this notice.

***<u>By allowing your student/s to participate in these synchronous video experiences, consent to these request is hereby provided.</u>***

**Educator Disclaimer Script**

At the opening of all live synchronous experiences, our faculty have been provided the following script to read aloud. If you, or your student, does not agree to the terms outlined, you are asked to log off of the experience and contact your teacher, directly, for alternative opportunities for engagement.

**<u>Sample script:</u>**

*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:*
- *Find a space that is quiet and away from distractions*
- *Mute yourself upon entry and stay muted unless speaking*
- *Classroom and school rules apply*
- *Respect each other*
- *One person talks at a time*
- *Raise your hand if you have a question or need to respond*
- *Do not record, save, share or post the session*