

Remote Learning Plan: Orange Elementary Schools
Orange, MA 01364
Information for Families and Students

On March 17, 2020 Governor Charlie Baker ordered the initial closing of all public and private schools due the Covid 19 virus and extended the closing again on March 26, 2020 until May 4, 2020, then again on April 21, 2020, Governor Baker extended this order for the remainder of the 2019-2020 school year. Below is the remote learning plan that was rolled out during this time.

PHASE I: Safety & Security:

Goal: Connect with families and ensure basic needs are being met

March 17, 2020

Beginning on Friday, March 13, 2020 the Superintendent, Tari N. Thomas closed schools beginning Monday March 16, 2020 for one week. This decision was made prior to the Governor closing students for the initial three-week period beginning on March 17, 2020.

During that time, the goal of Phase I was to ensure that all students, educators, and staff remained safe and essential services, such as food services continued for our students. Meal distribution began providing breakfast and lunch to students in need, the building experienced a deep cleaning and sanitization, and educator, administrator, and central office staff began preparing for remote learning. At this time, everyone expected that we would return to school on April 7, 2020.

Teachers developed a list of families that they had connected with and forwarded to guidance names of families that requested additional support. During this phase the school made contact with 100% of students and their families. Educators also began to readily provide enrichment activities for students and families and began checking in with students. Unfortunately, schools did not open as planned and the closing was extended until May 4, 2020. At this time schools moved into Phase II of remote learning.

PHASE II: Enrichment & Review of Curricula

Goal: Continue to connect with families to ensure basic needs are met, provide more structured educational resources for students and families that build on the learning taught prior to schools closing and increase time on learning to half of a regular school day.

March 26, 2020

During Phase II, meals were continued to be provided for families and drop-off services were provided for families who were unable to come to the school to access meals due to transportation issues. All teachers reached out to students in classrooms and auxiliary educators (Title I, paraeducators, and interventionists) targeted students to provide support. Students who did not have a device or internet connectivity were provided enrichment activities though paper

packets and Facebook live streams for read alouds and other virtual activities that could occur on mobile devices. Chromebooks were distributed to upper elementary students who needed them and wifi access was upgraded in parking lots of schools to provide additional access for families. Our IT department connected families with internet providers providing free service for homes with school-age children.

During this outreach, a paper-copy protocol was set up for students who needed paper copies and paper materials were mailed home and a return protocol was established for students returning items. In addition, educators began drop-off of paper packets for families receiving home food delivery. Educators continued to reach out to families on a continuous basis with referral to supports made as needed. Special education and ELL teachers began providing services (as appropriate) as outlined in a student's IEP.

Educators began to meet more regularly with students through various platforms, making sure their Google Classrooms were up and running. Google Classroom is the common platform that ALL educators post lessons and activities to for students. In addition, educators shared resources for families for no-cost internet and educational platforms. During this time, educators continued to provide enrichment and review lessons and activities per the Commissioner of Education, Jeffrey Riley, guidelines and to increase lessons and activities to reflect half of a typical school day; no grades or credit was assigned to student work at this time, however, feedback was provided to students.

In response to feedback from students and families regarding the overwhelming amount of resources, emails, and outreach, a schedule was developed that provided a routine for students and families. Teachers posted the enrichment and review work for each students' classes using the schedule listed below. Teachers posted the work for the week and students were actively encouraged to participate and attend live sessions and office hours. Below is a **SAMPLE** schedule, teachers have made revisions based on the individual needs of their elementary classrooms; see grade level remote learning plans for specifics for each grade level and teacher.

Grade Level Remote Learning Plans:

https://drive.google.com/open?id=1oBasX_wHCgSH38hMRheuZ9EE7YRNKPVI

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Work posted for week w/live support	Feedback and office hours for students	Re-teaching of material and small group supports	Feedback and office hours for students	Review, Revisions, Reflection, and Make-up

PHASE III: Focus on Prerequisite Content Standards as determined by DESE and provide credit/no credit for participation

Goal: Continue to connect with families to ensure basic needs are met, provide more targeted lessons that focus on the content most necessary to be successful at the next grade level, and move to a half-day (3 hour) expectation for students.

In the next phase of remote learning, teachers hold regularly scheduled office hours, live and recorded video lessons, and reach out to students and families on a continuous weekly basis. At this time it is the expectation of the district that students will regularly engage in the lessons and activities provided by teachers. Some of the lessons and activities provided are digital and others will be activities that students can complete without the use of technology. Teachers are actively tracking participation rates.

If there is a connectivity issue that prevents students from participating or completing activities, alternate assignments and/or accomodations can be made to assist students with remote learning.

The school recognizes that it is impossible for most families to maintain the same schedule that their child would have experienced in a typical school day. We also recognize that remote learning could never replace the rigor and quality of a typical day of school. However, a structured daily schedule is beneficial to both students and families whenever possible, but can be difficult to maintain while at home during these challenging times; therefore teachers will be recording lessons so that students and families can access them at their convenience in order to allow students to assist with younger siblings, work outside the home, and meet other obligations.

Total Learning Time Per Subject

English Language Arts: 4 hours per week

Mathematics: 4 hours per week

Science/social Studies: 2 hours per week

Art/Music/PE & Health: 2 hour per week

Total Hours Per Week: 12 hours

Teachers are available during the day from 9:00 AM - 12:00 PM and for additional office hours later in the day. Teachers will post all lessons, scheduled office hours, and live and/or recorded sessions for the week at the beginning of the week and the work will be due the following week. For example, work posted 5/4/20 will be due by 5/10/20. If work is not submitted it will be considered no credit. If the student completes the assignment it will receive credit; at the end of the school year, students will be awarded a pass/fail for the year. Standards grades from Semester I will remain as they are when awarded in January 2020. The students will receive an overall pass/fail for their grade level.

Students who receive ELL and special education services will be contacted directly by their child(ren)'s ELL and/or special education teachers in order to ensure that all accommodations

are met per a child(ren)'s ELL or IEP needs as outlined in their plans and to provide any other tutoring sessions and supports as necessary. If families are unable to connect with teachers they are advised to contact their child(ren)'s guidance counselor or building administration.

Guidelines for Families/Students:

- The needs and obligations of each family are different and need to be given priority in this challenging time.
- Families/students can communicate with the administration with any questions. Our goal is to provide you with support and we can provide any guidance that is needed.
- Families/students should communicate with teachers when there are specific questions regarding academic content or assignments.
- Families should try to develop a clear schedule that incorporates learning time, creative time, quiet time, and movement/outdoor time. Children thrive on routines and keeping their regular morning and evening routines will be of great benefit to them. Consider writing out the schedule so that they know the plan for the day. Keeping these small things consistent during this time of uncertainty can help children stay regulated and feel calm.
- Families/students should try to check your email on a regular basis for updates.
- Although we are not in school, students are required to follow our acceptable use policy posted on the school's website: www.orange-elem.org.

Frequently Asked Questions Regarding Remote Learning

What if my child is unable to complete the assignments due to a lack of internet availability, illness, or other significant issue?

If there is an issue that is preventing your child from completing the remote learning assignments and activities, please reach out to your child's teacher or guidance counselor. The school and the teachers will work with you and your child to adapt and accommodate lessons so that your child can participate and receive credit.

It is the goal of the school to have students ready to advance to the next grade level in the fall. By the time students return in late August, almost six months will have passed since they last sat in their classroom in Orange, MA. A significant amount of learning can be gained or lost during that time, we strongly encourage you to assist your child in understanding and participating in these remote learning activities -- it is the expectation of the school and the State that all students are actively engaged in learning until the close of the school year.

I don't know all my child's teachers and I'm not sure who their guidance counselor is? Who do I contact?

If you're unsure of your child's teacher, then please reach out to your child's guidance counselor or school administration. We know parents and students are seeking timely assistance and we respect and understand that; however, teachers and guidance counselors are actively working with all their students and it may take some time for them to get back to you. You should receive a response within approximately one business day.

Guidance Counselors:

Fisher Hill:

- Principal, Christopher Dodge
- Dean, Kate Lambert
- Counselor, Nicole Lafleur

christopherdodge@orange-elem.org
[katalambert@orange-elem.org](mailto:katelambert@orange-elem.org)
nicolelafleur@orange-elem.org

Dexter Park:

- Principal, Christopher Dodge
- Dan, Alycia Murphy
- Counselor, Norma Calvi

christopherdodge@orange-elem.org
alyciamurphy@orange-elem.org
normacalvi@orange-elem.org

What do I do if my child receives special education or ELL services?

If your child receives special education services, your child's special education teacher will continue to reach out to your child to provide support and assistance. The special education teacher along with your child's general education teachers will provide the accommodations and modifications as outlined in your child's IEP.

If your child receives ELL services, your child will continue to receive support from your child's ELL teacher. Your child's ELL teacher along with your child's general education teachers will provide the accommodations and modifications as appropriate to your child's level of English acquisition.

If you are unable to contact your child's special education teacher or ELL teacher, please reach out to your child guidance counselor.

How much time is my child expected to participate in remote learning each day?

On March 26th, the Commissioner released guidelines stating that students should be engaged in lessons and activities for roughly "half of the regular school day". This is approximately 3-hours per day.

Your child's teachers will post work for the week (approximately 3 hours) for each day. Your child will have until the end of the week or perhaps longer (depending on the assignment and teacher -- paper packets will have a longer turnaround time) to complete the assignment.

For example, if your child has work posted on 5/4/20 your child will have until 5/10/20 to complete the assignments. Your child may have longer to complete the assignment (depending on the assignment and teacher) -- however, they will have at a minimum a week to submit the work for credit.

It does not matter the time of day your child completes the assignments; they can complete it during the day, in the evening, or on weekends. Please however, be aware that your child is more likely to get a response more quickly from their teacher at noon rather than at midnight. The midnight questions will not be answered until the next business day. The flexibility of this schedule takes into consideration that some parents may be working, have to work out alternative child care situations, or are assisting multiple children with schoolwork.

Why do the guidelines keep changing? First it was enrichment and now it's credit/no credit?

We understand your frustration. When schools first closed in March, no one anticipated that we would not be returning soon. As the pandemic continued, it became clear that it was not safe for our students and the community for us to return to the building. Orange Elementary Schools have been developing its guidelines based on the Department of Elementary and Secondary

Educations (DESE) guidelines and adapting our remote learning plan as new information is provided from DESE.

We ask that families continue to partner with us to provide the most appropriate education for students as possible. Given the current circumstances of school not reopening until the fall, we feel these changes in the remote learning plan are appropriate. We know students, teachers, and parents are eager for us to resume regular activities and education in our buildings. How we spend this time away from school will help to determine how ready students are to continue with their education and what degree of remediation needs to be provided to close any gaps that have developed during this time.