



REMOTE LEARNING PLAN

UPDATED MAY 4, 2020

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ROCKLAND, MA 02370

NORTH RIVER COLLABORATIVE REMOTE LEARNING PLAN

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OVERVIEW

This remote learning plan for the North River Collaborative (NRC) has been created in response to the closure of schools that began on March 16, 2020 for NRC and will continue through the remainder of the 2019-2020 school year. The original plan was published on March 31, 2020 and has been revised based on new guidance received from the Massachusetts Department of Elementary and Secondary Education (DESE) at the end of April 2020.

Prior to March 16th, NRC students were provided a packet of information and homebased education materials and enrichment activities in anticipation of a two-week closure due to the COVID-19 pandemic. During this two-week period, NRC staff communicated regularly with parents and students via email and phone, activities were added and adapted, and a “Tip of the Day” was posted on North River’s Facebook page for consumption by students and families. This emergency plan of support for all students and families remained in effect through April 1st.

On March 26th, DESE issued remote learning guidance in response to the Governor’s decision to extend the school closure period through May 3rd. DESE’s guidance required every school district and educational collaborative to adopt a remote learning plan. Based on this guidance, NRC released its remote learning plan and instituted the plan beginning on April 2nd. The purpose of this document was to ensure compliance with DESE’s directive and to govern how NRC was to support students and families during the school closure period. The March 26th DESE guidance states the following:

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 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.

This plan is consistent with remote learning recommendations memorialized in DESE’s March 26th and April 24th guidance documents and is a living document that will be updated if new guidance is made available from DESE that warrants revision to this remote learning plan.

GUIDING PRINCIPLES

Consistent with the guiding principles from DESE’s guidance, NRC will seek to promote safety, well-being, and equity during this extended closure period by providing supports and resources to students/families and maintaining connections between staff and students/families.

NRC will ensure that all students and families have access to educational materials and supports needed to successfully access those materials. In addition, staff will reach out to families and students to see if they have access to a computer and the internet. NRC will seek to provide a Chromebook, internet access, and other technologies to students who lack these technological learning tools during this closure period.

NRC staff will also provide support for the well-being of students in the form of counseling and case management. We understand that the education of students cannot occur during this unprecedented period without first addressing student safety, physical health, nutritional, and mental health needs.

GENERAL EXPECTATIONS OF STAFF

The goal of remote learning during the closure period is for NRC Staff to support student well-being and to minimize learning loss and further learning by remaining connected to our students; providing them structure, routines, and emotional support; and engaging students in “meaningful and productive learning.” Consistent with DESE’s guidance, NRC staff will seek to provide meaningful and productive learning opportunities to students for “approximately half the length of a regular day.” This does not mean that students should be engaging in synchronous online learning in front of a computer screen with staff for half the day or more. Rather, learning shall be “a combination of educator-directed learning and student-centered learning,” as “remote learning is not synonymous with online learning.”

The following is consistent with DESE’s April 24th recommendations and will be the tenets of the remote learning plan going forward:

1. Prioritize meaningful connections with educators and peers.
2. Provide engaging core instruction focused on the prerequisite content standards that are most critical for student success in the next grade.
3. Ensure supports and scaffolds for all students, including students with disabilities and English learners.
4. Offer opportunities for enrichment, exercise, and play.
5. Ensure programming is accessible and secure and communication is streamlined for students and their families.
6. Develop a system for identifying and supporting students not effectively engaged in remote learning.

NRC will continue to prioritize meaningful connections with educators and peers. DESE notes that “meaningful relationships can insulate children from the effects of trauma and serve as a buffer against toxic stress.” NRC staff will continue to facilitate connections via morning meetings, weekly advisory groups, regular teacher office hours, phone calls to students to check on students’ well-being and/or to review feedback on student work, remote individual and group counseling, asynchronous and synchronous learning, etc.

Beginning on May 4th, NRC will provide core instruction focused on the prerequisite content standards most critical for student success in the next grade. For the first two weeks of the remote learning plan, NRC focused exclusively on “reinforcing skills already taught this school year and applying and deepening these skills.” Approximately halfway through April, staff could introduce new material for secondary school-aged students while also reinforcing and deepening skills already taught. Beginning on May 4th, NRC staff will strengthen the remote learning plan for all students and focus on moving “all students toward consistent engagement in remote learning, with a focus on connectedness and on the content standards most critical for success in the next grade.”

NRC staff will “focus on those standards that are the most critical prerequisites for student success in the next grade.” Lesson plans will be geared toward coverage of the prerequisite content standards that DESE has found critical for student success in the subsequent grade. DESE has compiled these standards in a set of guides that will be distributed to staff for use when they are planning their lessons.

NRC will make certain to “emphasize student engagement in core instruction.” NRC staff will use the remote learning resource lists constructed by DESE for various subjects and learners to engage students. NRC staff will also seek to maximize student engagement through remote learning by providing lessons that address the identified content standards through real-world applications for learning; gamified, self-paced learning platforms that provide frequent feedback; project-based learning on engaging, socially relevant topics with clear links to standards and supports for students; frequent feedback on student work and celebrations of progress; and other engaging remote learning lessons.

NRC staff will ensure that there are supports and scaffolds for all students, including students with disabilities and English learners. Guidance from DESE on serving special education students and English learners will be disseminated to staff. In addition, teachers will continue to work together to provide academic supports for students. NRC staff will seek to co-plan, co-teach, and collaborate where possible.

NRC will offer opportunities for enrichment, exercise, and play. These activities are important because they support the mental and physical health of our students. These opportunities will include activities that students can engage in independently as well as activities where students can interact with educators and peers. Examples of these activities would be daily physical education class, lessons in the arts, interest-based workshop lessons where educators teach their own interests or hobbies (e.g. origami, cartoon drawing, speech/debate, etc.).

NRC staff will continue to ensure that programming is accessible and secure communication is streamlined by planning and communicating remote learning content in weekly and/or manageable doses, providing daily schedules, providing opportunities for families to meet with the teacher or team of teachers to address student issues with accessing or completing remote learning assignments, ensuring that technology tools meet legal requirements for student data privacy and security, etc.

NRC will identify and support students not effectively engaged in remote learning. NRC staff will collect information about student and family needs, provide potential supports, and assess the impact of those supports. This information will be gathered and shared with counselors/administrators or at staff meetings so targeted supports can be identified for struggling students or groups of students. Targeted supports may include running regular virtual social emotional groups and group or individual counseling; establishing peer tutors; instituting check-ins with students and/or families; establishing an advisory system where staff are assigned to specific students, providing regular feedback on student work; breaking down academic tasks into manageable parts, assigning tutoring sessions; referring students to community agencies if there are household, technology, or other challenges; providing technology support; addressing students from specific groups (e.g. gender, age, race/ethnicity, etc.) that are disproportionately engaged; developing a student remote learning plan for every student and updating sending districts on student progress; etc. A copy of the student remote learning plan template can be found on the last two pages of this document.

As DESE’s guidance suggests, “remote learning cannot replace students’ experiences in school communities with their teachers, administrators, and support staff.” We will need to be sensitive and accommodative to the unique needs of our students and families during this unprecedented time. As a result, staff must be considerate to the fact that students will be participating in self-directed learning environments at home with less structure and varying situations and needs. Many classroom lessons that may be conducive to a school setting will not be conducive to a remote learning environment.

Remote learning can be accomplished through a variety of ways. 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 should be used to make connections with students, deliver lessons, provide instructional material and student assignments, administer individual and group academic support and tutoring for students, provide individual and group counseling, connect students with each other, and provide feedback on student work. Consistent with DESE regulations, all academic content will be graded as “credit/no credit so as to incentivize continuous learning while acknowledging the challenging situation we face.” It is very important to note that we urge all NRC educators “to consider whether students have had equitable access to learning opportunities during this closure” before assigning a determination of “no credit.” This means “keeping in mind a variety of technology, health, disability, and language challenges that could occur.” In their April 24th guidance, DESE recommends that schools “promote students to the next grade level” because it is an action supported by research.

Learning opportunities provided by staff may encompass a wide variety of options. Examples of learning activities include “hands-on projects and artistic creations that stem from students’ own passions and experiences;” virtual field trips; science experiments; introducing students to classical music or learning songs; math activities that apply math to solve real world problems; coding activities; watching videos or documentaries and summarizing the contents; educational games; creative writing; reading; exercising, physical education, and wellness; exploring current events and fostering critical thinking by integrating media, reading, writing, speaking, and listening skills into lessons; and other engaging activities aligned to North River Collaborative curricula and the state curriculum standards (<http://www.doe.mass.edu/frameworks/>).

Please see the chart below, for a list of general expectations for remote learning for NRC Staff:

Educators	General Expectations
Teachers	<ul style="list-style-type: none"> • Provide meaningful and productive learning opportunities to students • Maintain contact with students and families by connecting to them remotely (e.g. instruction, providing guidance, tutoring, parent conferences, etc.) • Provide feedback on student work and grade students as “credit or no credit” • Take note of student participation and communicate with families whose students are not engaging and/or report this information to the counselors and program coordinator • Monitor/respond to emails within 24 hours (on days when school would be in session) • Participate in virtual staff and IEP meetings • May be required to take an online professional development workshop(s) to assist with knowledge needed to enhance online learning and communication • Synchronous online learning is encouraged • Documentation of learning for each student and communication logs with students and families and email and social media records
Therapists and Therapy Assistants	<ul style="list-style-type: none"> • Ongoing case management as directed by program coordinator • Synchronous online therapy or through another medium per the discretion of the program coordinator

	<ul style="list-style-type: none"> • Maintain contact with students and families by connecting to them remotely (e.g. providing guidance, parent conferences, etc.) • Monitor/respond to emails within 24 hours (on days when school would be in session) • Participate in virtual staff and IEP meetings • May be required to take an online professional development workshop(s) to assist with knowledge needed to enhance online learning and communication • Documentation of services provided for each student and communication logs with students and families and email and social media records
<p>Counselors</p>	<ul style="list-style-type: none"> • Ongoing case management as directed by the program coordinator • Remote individual or group counseling per the needs of students and at the discretion of the program coordinator • Maintain contact with students and families by connecting to them remotely (e.g. providing guidance, parent conferences, etc.) • Monitor/respond to emails within 24 hours (on days when school would be in session) • Participate in virtual staff meetings • Coordinate and/or participate in IEP meetings • May be required to take an online professional development workshop(s) to assist with knowledge needed to enhance online learning and communication • Documentation of services provided for each student and communication logs with students and families and email and social media records
<p>Teaching Assistants, Tutors, and Coaches</p>	<ul style="list-style-type: none"> • Assist classroom teachers in providing meaningful and productive learning opportunities to students (as directed by the classroom teacher and/or program coordinator) • Maintain contact with students and families by connecting to them remotely (e.g. tutoring, instruction, parent conferences, etc.) • Assist classroom teachers with providing feedback on student work • Take note of student participation and communicate with families whose students are not engaging and/or report this information to the counselors and program coordinators • Monitor/respond to emails within 24 hours (on days when school would be in session) • Participate in virtual staff meetings • May be required to take an online professional development workshop(s) to assist with knowledge needed to enhance online learning and communication • Assistance with synchronous online learning is encouraged • Assist the teacher with documenting the learning for each student and communication logs with students and families and email and social media records

Secretaries	<ul style="list-style-type: none"> • Support the program coordinator and program educators as needed • Ongoing communication with the program coordinator • Monitor emails • Participate in virtual staff meetings
Nurses	<ul style="list-style-type: none"> • Ongoing case management as directed by the program coordinator • Maintain contact with students and families by connecting to them remotely (e.g. providing guidance, health consultation, parent conferences, etc.) • Monitor/respond to emails within 24 hours (on days when school would be in session) • Participate in virtual staff and IEP meetings • May be required to take an online professional development workshop(s) to assist with knowledge needed to enhance online learning and communication • Provide meaningful and productive learning opportunities to students per the discretion of the program coordinator • Documentation of services provided for each student and communication logs with students and families and email and social media records • Update Individual Health Plans as needed
Program Coordinators	<ul style="list-style-type: none"> • Provide direction and support to program staff • Monitor/respond to emails within 24 hours (on days when school would be in session) • Connect remotely with students and families (e.g. providing guidance, parent conferences, etc.) • Documentation of services provided for each student and communication logs with students and families and email and social media records • Hold a <u>minimum of</u> one virtual staff meeting per week • Coordinate IEP meetings and ensure compliance with all state and federal laws and regulations • May be required to take an online professional development workshop(s) to assist with knowledge needed to enhance online learning and communication

If circumstances arise, such as being sick, that prevent a staff member from being able to carry out these expectations, they must communicate their situation with their supervisor so the matter can be addressed and resolved.

The MCAS testing requirement has been waived for the remainder of the 2019-2020 school year. As a result, the Commissioner canceled the spring 2020 administration of the grade-level MCAS tests for students in grades 3-10. In addition, on April 28th, the Massachusetts Board of Education

temporarily waived the graduation requirement that high school students pass the 10th grade MCAS exams to receive their diploma. Instead, student transcripts will be used to determine student competency in math, English, and science for seniors who haven't passed the tests.

CALENDARS AND INDIVIDUAL PROGRAM NOTES AND EXPECTATIONS

North River School Weekly Calendar

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Daily	Vocabulary Enrichment	Vocabulary Enrichment	Vocabulary Enrichment	Vocabulary Enrichment	Vocabulary Enrichment
8:00-8:45	One to One lesson with kids for work support	High School Staff Meeting	Staff Meeting		Middle School Meeting
8:45-9:30	One to One lesson with kids for work support	High school SEL group	Staff Meeting	Art for all grades	Wellness with Monique
9:30-10:15	One to One lesson with kids for work support	Office Hours Mark (History) Office Hours Colleen (MS)	Office Hours Phil (Science)	Office Hours Liz (Math) Office Hours Ace (MS)	Office Hours Leo (ELA)
10:15-11:00	One to One lesson with kids for work support	History Gr. 9 ELA Gr. 10 Math Gr. 11 Science Gr. 12 ELA MS	History Gr. 10 ELA Gr. 11 Math Gr. 12 Science Gr. 9 SS MS	History Gr. 11 ELA Gr. 12 Math Gr. 9 Science Gr. 10 Science MS	History Gr. 12 ELA Gr. 9 Math Gr. 10 Science Gr. 11 Math MS
11:00-11:45	One to One lesson with kids for work support	Culinary Gr. 9 Graphics Gr. 9 Science MS	Culinary Gr. 10 Graphics Gr. 10 ELA MS	Culinary Gr. 11 Graphics Gr. 11 Math MS	Culinary Gr. 12 Graphics Gr. 12 Soc. Studies MS
11:45-12:15	Lunch	Lunch	Lunch	Lunch	Lunch
12:15-1:00	One to One lessons with kids for work support	Office Hours Culinary or Graphics	Middle School Art with Olivia	High School Art with Olivia	Netflix Movie Party Monique
1:00-1:45	Senior Seminar with Dianne and Counselors	OT /Speech Activity Group for Middle School	SEL Group Middle School High School Health	SEL Group High School Middle School Health	Netflix Movie Party Monique
1:45-2:30	Wellness with Dianne	Wellness with Monique	Wellness with Dianne	Wellness with Monique	Netflix Movie Party

Independence Academy Weekly Calendar

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
9:00 – 10:00	COUNSELORS MEETING	ALL STAFF MEETING	COUNSELORS MEETING	ALLSTAFF MEETING	TEACHERS MEETING	
10:00 – 10:30	WELLNESS	WELLNESS	WELLNESS	WELLNESS	WELLNESS	
10:30 – 11:00	Academic Support Drop-in All Teachers	Academic Support Drop-in All Teachers	Academic Support Drop-in All Teachers	Academic Support Drop-in All Teachers	Academic Support Drop-in All Teachers	
	Counseling Support Drop-in All Counselors	Counseling Support Drop-in All Counselors	Counseling Support Drop-in All Counselors			
11:00 – 11:30	The Rise – Whole School (Zoom call)	Fusion – Whole School (Zoom Call)	The Rise – Whole School (Zoom call)	Group Recovery with B-L	The Rise – Whole School (Zoom call)	Group Recovery with B-L
11:30-12:00	Academic Support Drop-in All Teachers	Academic Support Drop-in All Teachers	Academic Support Drop-in All Teachers		Drop-in Office Hours with Mrs. Amaral-Cuevas	
1:00 – 1:30	Counseling Support Drop-in All Counselors	Counseling Support Drop-in All Counselors	SEL Group with Michael Rose	Academic Support Drop-in All Teachers	Civics – Whole School (Zoom call)	
1:30 – 2:00						
2:00 – 2:30	SEL Group with Michael Rose	SEL Group with Michael Rose	SEL Group with Michael Rose	Counseling Support Drop-in All Counselors	Academic Support Drop-in All Teachers	
2:30 – 3:00						
3:00 – 3:30	Group Recovery with B-L	Group Recovery with B-L			Counseling Support Drop-in All Counselors	
3:30 – 4:00						
4:00 – 5:00	ADVISORY	ADVISORY	ADVISORY	ADVISORY	ADVISORY	
5:00 – 6:00PM		Drop-in Office Hours with Mrs. Amaral-Cuevas				

Community-Based Vocational Weekly Calendar

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7:30-8:30	Staff Preparation for Student Learning Groups	Staff Preparation for Student Learning Groups	Staff Preparation for Student Learning Groups	Staff Preparation for Student Learning Groups	Staff Preparation for Student Learning Groups
8:30-9:30	Staff Meeting – via Zoom	Staff Meeting – via Zoom	Staff Meeting – via Zoom	Staff Meeting– via Zoom	Staff Meeting– via Zoom
9:30-10:15	Daily Transition Meeting with CBV Students – via Zoom-	Daily Transition Meeting with CBV Students – via Zoom	Daily Transition Meeting with CBV Students- via Zoom	Daily Transition Meeting with CBV Students- via Zoom	Daily Transition Meeting with CBV Students- via Zoom
10:15-11:00	Job Exploration Group with Cait via zoom Office hours for Sarah	Job Exploration Group with Cait via Zoom Office hours for Sarah	Job Exploration Group with Cait via zoom Office hours for Sarah	Job Exploration Group with Cait via zoom Creative Writing with Joe Office hours for Sarah	Job Exploration Group with Cait via zoom Office hours for Sarah
11:00-11:45	Independent Living Skills with Judy Office hours for Cait	Independent Living Skills with Judy Creative Writing with Joe Office hours for Cait	Independent Living Skills with Judy Office hours for Cait	Independent Living Skills with Judy Office hours for Cait	Independent Living Skills with Judy Office hours for Cait
11:45-12:15	Lunch	Lunch	Lunch	Lunch	Lunch
12:15-1:00	Self-Advocacy with Sarah Office hours for Judy	Self-Advocacy with Sarah Office hours for Judy Office hours for Joe	Self-Advocacy with Sarah Office hours for Judy	Self-Advocacy with Sarah Office hours for Judy Office hours for Joe	Self-Advocacy with Sarah Office hours for Judy
1:00-1:45	Independent Transition Activity	Independent Transition Activity	Independent Transition Activity	Independent Transition Activity	Independent Transition Activity
1:45-2:30	Supervision	Supervision	Supervision	Supervision	Supervision

North River School Notes and Expectations

- NRS will be individualizing instruction for each student based on his/her IEP and social-emotional needs
- Each NRS student will have an individualized remote learning plan
- All students/families that needed devices were given Chromebooks to access online learning
 - Students are being provided paper copies of material as well
- Our school adjustment counselors will be offering weekly sessions with students as well as the groups
 - Counselors will make weekly calls to caregivers to offer support and resources, if needed
 - Counselors will maintain regular contact with the community service providers of each student to ensure continuum of care
- Homeroom teachers will call their students/caregivers weekly to provide additional support with schoolwork, resources, etc.
 - The homeroom teachers will coordinate with other content teachers to set up one to one instruction with students when needed
- Students will use an online platform (Edmodo) to complete assignments in each class—as well as the paper copies that will be sent home for any student/family that prefers hardcopies
- High school students will be offered Edgenuity classes in conjunction with the work being provided by North River staff
- Teachers are available to students daily from 7:45 a.m.-2:30 p.m.
- Students can participate in synchronous lessons Tuesday-Friday in all classes. Additionally, SEL groups, health, wellness, and art are offered weekly
 - Teachers will also email and upload recorded lessons, YouTube videos and discussion questions for students as an alternative to synchronous lessons
- Daily “office hours” will allow for more support for assignments in the classes
- Staff, counselors, and the assistant program coordinator will participate in all IEP and TEAM meetings as directed by the District Team Chair

Independence Academy Notes and Expectations

Academics

- All teachers will be accessible to students/parents via email, text, and phone between the hours of 8:45 a.m. - 3:45 p.m.
- All classes are being set up in Google Classroom
- Packets will continue to be delivered to students’ homes throughout the shutdown period
- All students who needed a Chromebook have been given a Chromebook from the school and all students have confirmed internet access
- All students will have support and access to coursework through an online learning platform (E2020)

Counseling

- All counselors will be accessible to students/parents via email, text, and phone between the hours of 8:45 a.m. - 3:45 p.m.
- Each counselor will “meet” individually with students via phone, text, video chat, and/or email at least 1x/week
- All counselors remain in contact with the community-based providers for each student

Parent/Family Communication

- Each counselor will communicate individually with parent/family via phone, text, video chat, and/or email 1x/week
- Teachers will communicate with parent/family 1x/week

- Principal will communicate with families 1x/week via email or text
- All staff remain available for “after-hours” and weekend support as needed

All staff will meet individually with the Principal 1x/week.

Each IA student will have an individualized remote learning plan

Community-Based Vocational Notes and Expectations

- The CBV Program Coordinator will monitor all materials provided in each group discussion and will supervise staff members on topics for group discussions.
 - Job Exploration Group will explore interviewing skills, applications, mock interviewing, post-secondary education, and workplace readiness training.
 - Independent Living Skills will cover personal care, laundry, money management, travel training, and budgeting.
 - Self-Advocacy Group will investigate goal setting, making choices, and self-determination.
- The CBV Program Coordinator will provide all materials for daily transition meetings
 - The daily transition meetings will discuss independent transition activities the students have been assigned.
 - Students will provide feedback on groups and make recommendations on group discussions/formats.
- The CBV Program Coordinator will attend IEP meetings for all CBV students.
- The CBV Program Coordinator will provide daily independent transition activities for all students and supervise all staff.
- The CBV Program Coordinator will consult with parent(s) and district staff related to student progress.
- The Program Coordinator will provide programmatic tours to new students via invitation to ZOOM meetings.
- Enhancement of programmatic offerings will be based do on student request such as TIC group and book club.
- Program Coordinator and Job Coaches will be meeting with each student to review Community Based Vocational Program Work Based Learning Plans to discuss progress.
- Person-Centered Planning meetings are to be scheduled with each student, parent/guardian and Program Coordinator to identify Post-Secondary objectives for each student.
- Correspondence will be sent to each student and family member after each group meeting each day (Transition, Vocational, Life-Skills, Self-Advocacy).

Learning Centers Notes and Expectations

Learning Centers Calendar

- Weekly calendars for the Learning Centers will be individualized for each classroom

Communication Expectations

- Teachers will provide regular and ongoing communication with families
 - Teachers schedule regular check-ins 1x per/week
- Therapists will provide regular and ongoing communication with families
 - Therapists will provide “drop in” times when parents can contact them
 - Therapists will be available by email to families as parents relay issues to teachers that need further assistance
- Nursing staff, social worker and program coordinator will provide ongoing check-in with families via email or telephone call

Professional Expectations

- Teachers will utilize the ClassDojo sites as the asynchronous remote learning platform and Zoom Education as the “live” synchronous learning platform
- Each Learning Center student will have an individualized remote learning plan that includes both synchronous and asynchronous learning to address the IEP goals
- ClassDojo accounts provide individual student and classroom folders, parent access, downloading of curriculum materials onto the site (e.g. ULS monthly thematic units, News-2-You, teacher instruction through video download), translation of materials as needed
- Teachers will set up individual ULS student accounts to provide additional academic work, as needed (student specific at teacher discretion)
- Teachers will collaborate with their therapy teams to complement educational activities, both student specific and classroom within both synchronous and asynchronous learning platforms
- Teams will meet biweekly via Zoom following already established meeting schedule; additional team meetings may be scheduled initially
- As teams develop monthly thematic units -both for whole classroom and in the student folders on ClassDojo as well as Zoom Education “live” instruction, while enriching activities are provided, the focus of curriculum content is to maintain current skills/IEP objectives; teachers/teams may introduce new skills to the student and/or classroom when deemed appropriate
- Teachers will ensure the same level of professionalism is maintained on the remote site as would be in the classroom, keeping it educationally based and maintaining good boundaries with what is posted
- Therapists will post to the classroom folder on ClassDojo weekly
- Therapists will post at least 1x/week for every student on service individual folder; students with higher direct service mandates may be more
- Teachers will upload new activities at the start of each week, or more frequently if needed
- Teachers will monitor progress with parents via the Dojo site, email or telephone call (using *67 to protect personal phone number)
- Teachers will maintain a communication log with parents including date/time, manner of communication, and pertinent information such as student engagement/parent questions or concerns
- This log will be forwarded to the Program Coordinator and shared with the student’s district Sped Administrator if requested
- Teacher Meetings will be conducted biweekly via Zoom and initiated by the Program Coordinator
- There will be team participation in IEP meetings conducted via Zoom with IEP updated through eSped system; Program Coordinator will coordinate with Special Education Directors and Out of District Coordinators to schedule meetings
- Progress notes will be generated according to timelines and will include student progress on IEP goals based on their remote learning plans

Logistical Expectations

- Program Coordinator identified students in need of Chromebook and home wi-fi access
- Chromebooks ordered for students in need
- Chromebooks delivered to students; Program Coordinator and Technology Coordinator work with family to address wi-fi issues
- As requested, students will be provided hardcopies of activity packets; the Program Coordinator will assist to facilitate this

Resources Available to Teachers, Nurses, Teacher Assistants

- Program Coordinator will communicate directly with staff (teachers, teacher assistants, nurses) and parents on regular and ongoing basis
- Social Worker will be available to teachers, nurses, teacher assistants via email and/or telephone
- Teachers/Therapist will provide resources on the Learning Center SharePoint: “Home Resources Spring 2020” site
- Teacher, nurses and teacher assistants will provide resources for remote learning opportunities including webinars, podcasts etc.

Additional Learning Opportunities for Students

- Learning Center Tip of the Day posted on Facebook will be provided
- A Parent Resource page on the North River Collaborative website will be generated that includes resources provided within the following categories: Community Supports and Resources, Disability Specific Resources, Health and Wellness Resources, Supplemental Resources to Support your Student’s Progress at Home, Transition Resources.

Nursing

- Nursing staff will provide ongoing check-in with families via email or telephone call
- Nursing staff will provide health related material to students/families
- Nursing staff will complete the revision of the Learning Center Nursing Manual
- Nursing staff and Teacher Assistants - will provide guidance to participate in remote learning opportunities
- Will update student Individual Health Plans aligned with IEP timelines

District Services Notes and Expectations

Learning Center Therapists

- Therapists will all have set "office hour" time for each classroom each week
- Therapists will be available to families via email throughout the week
- Therapists will post to classroom folder on ClassDojo - OT/PT 1x/week; Speech 2x/week; content will be related to thematic units
- Therapists will post at least 1x/week in student portfolio for student’s receiving direct service; students with higher direct service mandates may be more goal-related activities
- Therapists will provide student resources through platform identified for individual student (ClassDojo, email video links, activities, YouTube channel)
- Therapists will participate in weekly virtual classroom team meetings- teachers to facilitate
- Therapists will update all individual student plans of care and contribute to individual remote learning plans
- Motor groups – weekly live and/or videos posted to classrooms that provide motor-based leisure activities
- TVI- Provide optional enrichment activities and materials (i.e. adapted books) for students; add specific resources to portfolios for students receiving direct services, participate in weekly virtual team meetings
- Documentation-
 - OT/PT/SLP will document through existing attendance logs and plan of care for each student; plan of care to be updated as of 3/13/20 for all students
 - TVI/O&M/BCBA: maintain communication log for calls, email, teacher consults, individual student service (e.g. Video conference with families, uploads to student folders)
 - Motor groups to be documented separately from physical therapy

District Staff

- Follow individual guidance of district
 - Abington: (OT/PT)
 - contact with families of all students on caseload/check in weekly via email
 - Provide Resource links for district Continuity of Learning page
 - Sharing grade level resources with families
 - Update individual student plans of care
 - Documentation recorded and shared with coordinator weekly – 4 areas of addressing IEP goal(s); online for district
 - AEEP– OT providing weekly video activities with modifications included for various levels
 - Avon (TVI / O&M)
 - Provide strategies, assignments, and accommodations to be shared with family
 - Consult with school team to maintain relevance of lessons and provide supportive strategies and tools to assist student
 - Provide direct service through Google Hangouts share with classroom teacher who will get it to student
 - Document regular contact with student and family (shared with coordinator weekly)
 - Bridgewater–Raynham: (OT)
 - Check emails daily; respond within 24 hours
 - Reach out to caseloads at least once weekly with the purpose of maintaining connections; establish a predictable, routine check-in process
 - Communication may take the form of whole-class or individual emails, phone calls, or Google hangouts/virtual meetings
 - Provide resources and communication to the students on service
 - East Bridgewater: (PT, TVI, O&M)
 - Provide strategies, assignments, and accommodations remotely -YouTube, apps, online learning, ClassDoJo, Google Classroom, telephone instruction/therapies, WGBH
 - Focus on reinforcing skills previously taught this school year and possibly applying and deepening these skills
 - Therapists will update all individual student plans of care
 - Document regular contact with students and families. Documentation can take many forms, a communication log for calls, emails, and social media records (Consent is not required to provide services remotely; however, notification is shared with coordinator weekly)
 - When communicating with families maybe set a consistent time that you will be doing something or being in touch - let students and parents know when they can reach out to you if needed
 - O&M: shared online/offline activities with hyperlinks to support student - P. Ricardo
<https://sway.office.com/eVHo7zXKOxAx0yff?authoringPlay=true&publish>
 - TVI: Registered students for bookshare to have audio access to textbooks, Register students with Objective Ed – (free until the end of the year) online curriculum for braille students, Virtual consults with classroom teachers regarding expectations for virtual work, Adapt digital materials provided by teachers to ensure accessibility with screen readers for students' completing digital assignments - K. McLean
 - Hingham: (PT)

- Staff meetings through Zoom with all elementary schools; grade level meetings PK-Grade 2
- Learning engagement activities shared via email with families
- Therapists will update all individual student plans of care
- Documentation shared with coordinator weekly
- Norwell: (PT, O&M, BTA) - waiting on specific guidance
 - Reach out to caseloads at least once weekly with the purpose of maintaining connections; establish a predictable, routine check-in process
 - Communication may take the form of whole-class or individual emails, phone calls, or Google hangouts/virtual meetings
 - Provide resources and communication to the students on service
 - Therapists will update all individual student plans of care and share documentation with coordinator weekly
 - Share online/offline activities with hyperlinks to support student-P. Ricardo
 - Develop/share O&M lessons- through online platform and video
 - Collaborate with student liaisons/TVI to support IEP goals
 - BTA to follow direct guidance from district; participating in live student meetings with TVI (daily) and classroom meetings 2x/week, convert text to braille and deliver to student's home in designated safe drop areas, participate in live O&M sessions as available; BTA will work from central office several hours each week to transcribe materials
- SSCPS: (PT)
 - Reach out to caseloads at least once weekly with the purpose of maintaining connections; establish a predictable, routine check-in process
 - Communication may take the form of whole-class or individual emails, phone calls, or Google hangouts/virtual meetings
 - Provide resources and communication to the students on service
 - Therapists will update all individual student plans of care and share documentation weekly with coordinator
- WHRSD: (OT, PT)
 - Expectations for Service Delivery Providers:
 - Work with and follow the guidelines set by your building principal
 - Check and respond to email daily
 - Collaborate weekly with your building-based team on how to support your students
 - Connect weekly with students/families via email, phone, online platforms
 - Provide office hours via telephone to support remote learning systems, as appropriate, or offer strategies to students who are struggling
 - Document all services offered and communications with students and families
 - Document non-participation
 - Therapists will update all individual student plans of care
 - Share activities and resources to individual teachers
 - Share activities/resources to PK calendar/FB page/YouTube channel
 - Share resources to school contact to be added to resource pages
 - Share documentation with coordinator weekly

GENERAL:

- Department Zoom meetings- biweekly
- Be available by email throughout week; responding to families within 24 hours
- Google Voice number/*67
- Continue to contribute to SharePoint *Home Resources Spring 2020* group

Behavioral Health Initiative Notes and Expectations

- All BHI Social Workers will continue to reach out to students and families to provide emotional support and community resources during the closure.
- Ongoing case management as directed by the district
- Remote individual or group counseling per the needs of students and at the direction of district/program coordinator
- Maintain contact with students and families by connecting to them remotely (e.g. providing guidance, parent conferences, etc.)
- Schedule “office hours” for family contact outside of direct sessions
- Monitor/respond to emails within 24 hours (on days when school would be in session)
- Participate in virtual staff meetings
- Coordinate and/or participate in IEP meetings as requested by district
- Document all services provided for each student and maintain communication logs with students and families including email and other contact

Social Work Intern Notes and Expectations

- Program Coordinator will continue ongoing contact with sending Colleges/Universities about alternate assignments to assist students in obtaining internship hours
- Interns will continue to work with Program Coordinator on alternate assignments that would be of optimal benefit to their current school placement
- Interns have reached out to their on-site contact staff to determine how they can assist students and families during the closure and will follow each district’s guidelines in terms of what to offer to students and families
- Program Coordinator will continue to provide weekly supervision to support, guide, communicate around practice issues, challenges, and termination of practice

SYNCHRONOUS ONLINE LEARNING

According to edglossary.org, “synchronous learning is a general term used to describe forms of education, instruction, and learning that occur at the same time, but not in the same place. The term is most commonly applied to various forms of televisual, digital, and online learning in which students learn from instructors, colleagues, or peers in real time, but not in person. For example, educational video conferences, interactive webinars, chat-based online discussions, and lectures that are broadcast at the same time they are delivered would all be considered forms of synchronous learning.” Popular platforms that enable an educator to conduct synchronous online learning are Zoom, Microsoft Teams, and Google Hangouts.

On the other hand, according to edglossary.org, asynchronous learning occurs “not only in different locations, but also at different times.” For example, prerecorded video lessons, email exchanges between teachers and students, online discussion boards, and course-management systems that organize instructional materials and related correspondence.” The above platforms can be used for asynchronous learning as well as platforms like Google Classroom, Apple Classroom, and Gmail.

An example of remote learning is not synonymous with synchronous online learning and is not expected. However, if teachers want to take advantage of this technology, then they certainly can attempt synchronous online learning provided they first speak with their program coordinator before getting started. NRC will provide professional development in the use of various online learning tools

during the closure period if needed, and the technology director will provide NRC educators with support concerning the use of various platforms.

It is important to note that all online learning platforms must meet confidentiality and student privacy standards, and we have contracted with TEC Collaborative to ensure student data privacy with the software that we use.

NRC distributed Chromebooks to students at the beginning of the remote learning process. NRC ensured that these Chromebooks were appropriately cleaned before dissemination.

Students must be reminded of NRC's Student Acceptable Use Policy and that use of technology resources loaned by North River Collaborative shall be done so in compliance with this policy. It states that the "North River Collaborative reserves its right to seek restitution from any user for costs incurred by the school, including legal fees, due to such user's inappropriate use of the school's technology resources. All hardware owned, distributed, and loaned to the user is the responsibility of that user to return in the same condition as when supplied. It is the responsibility of the user to report abuse of North River Collaborative technology immediately to the Program Coordinator." All Chromebooks have been labeled with an inventory code/number before they were disseminated to students.

RESOURCES

Educational remote learning resources and collaborative parent communications shall be made available on the North River Collaborative website at <http://northrivercollaborative.org/>.



STUDENT REMOTE LEARNING PLAN

DATES FOR THIS PLAN	
Start Date: x	End Date: when campuses reopen
Plan Modification Date(s):	End Date: when campuses reopen

STUDENT INFORMATION		<ol style="list-style-type: none"> 1. The purpose of this plan is to communicate how educational opportunities and services will be delivered to your student during the COVID-19 emergency. 2. Special education services for your student will look different during this period of national and state public health emergency. 3. This is not an IEP amendment. 4. As the district continues to develop and improve remote learning systems and opportunities, this learning plan may be modified.
Name		
Phone/Email		
DISTRICT/SCHOOL LIAISON TO FAMILY		
Name		
Phone/Email		

How will my child's general educators, special educators and related service providers continue to collaborate while school is closed?

Resources and Supports	
Special education and related services provided remotely through strategies, assignments, projects and packets provided to students matched with regular and ongoing communication from special education team members	
Generally, what kind of strategies, assignments, projects and packets can I expect to receive from my child's educators and related service providers?	

What should I expect in the way of regular and ongoing communication from my child's special education team?

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SERVICES AND INSTRUCTION

Special education and related services provided remotely through virtual, online or telephonic instruction

Which educators and/or related service providers will be providing services through virtual, online or telephonic instruction?

Name	Role	Contact Information

What, when and how will these services be provided remotely? What is the duration of each service?

		Monday	Tuesday	Wednesday	Thursday	Friday
What:	When					
	How					
What:	When					
	How					
What:	When					
	How					
What:	When					
	How					

WHAT ELSE DO I NEED TO KNOW TO PREPARE MY CHILD FOR REMOTE SERVICE DELIVERY?

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