

Remote Learning Plan

Upper School: Grades 8-10

Spring 2020

Remote Learning Plan Information	
Start Date: March 16, 2020	End Date: <i>when school re-opens</i>
Plan Modified: April 6, 2020	
<ul style="list-style-type: none"> ❖ The purpose of this plan is to communicate how educational opportunities will be delivered to your student during the COVID-19 crisis. ❖ Special Education services for your student will look different during this local, state and national health emergency. ❖ This is <u>not</u> an IEP Amendment or a contract between any parties. ❖ The Manville School is committed to the needs of our students and dedicated to providing them services during this global pandemic. Please be advised that this Remote Learning Plan is subject to changes and modifications when warranted. 	
<p><i>For questions/concerns, please contact David Zimmer, Public School Liaison at dzimmer@jbcc.harvard.edu</i></p>	

Overview & Purpose

In response to the COVID-19 crisis, the Manville School implemented the following remote learning plan to provide our students with continuity of learning and access to IEP services during an unprecedented disruption in their education. Remote learning can only approximate the educational experience students have at Manville, but our staff are driven to provide high-quality virtual instruction, related services, and ongoing clinical services and case management support.

Students' Individual Education Programs (IEPs) will be implemented to the best extent possible within our Remote Learning Environment. While Manville may not be able to provide all services in the same manner they are typically provided, supports and services will be provided that allow equally effective access and opportunity for remote learning designed to reinforce knowledge and skills, as well as to ensure students are provided with the opportunity to work towards IEP goals.

Specialized Instruction

Guiding Principles

- Remote learning cannot replicate students' experiences in their school community, but teachers are dedicated to providing high-quality virtual instruction and support to all students.
- The social-emotional and physical wellness of students and families takes precedence over academics.
- Good faith efforts to provide equitable, accessible learning opportunities is a priority.

- Collaboration between Upper School special education teachers will be encouraged and fostered to provide continuity and coherence of academic activities provided.
- Remote learning will build equally on students' background knowledge and previously learned skills as it fosters independent learning, self-monitoring and reflection.

Student Learning Experience

During school closure, students will be engaged in a variety of ways through virtual learning. Most academic opportunities provided are student self-directed activities; however, teachers will be available to support students as needed.

Assignments will be distributed digitally through a variety of online platforms. Teachers are encouraged to use the platforms below, and may at times draw from additional platforms to provide a well-rounded academic experience:

- Google Classroom will serve as the primary platform. Google Classroom is part of Google Educational Suite (GSuite). It will be used to disseminate all information students need to access throughout the school day. In many cases, teachers will use Google Classroom to provide links to other websites where assignments will be located. Teachers will email students and families at the onset of virtual learning to provide login information for the GSuite platform.
- Zoom is a video chat platform that will be used for academic support sessions with teachers, as well as related service appointments/meetings. The access links for Zoom appointments/meetings are emailed to students and families directly.
- Khan Academy is a self-paced, video-based instructional platform that will often be used to distribute math assignments. Students log into Khan Academy by clicking "Continue with Google" and using their GSuite account information.
- IXL provides leveled, standards-based math questions that are assigned to each student by their math teachers. Teachers post the ixl assignment in google classroom and students log in with their assigned username and password.
- In addition, other platforms that may be utilized are: CommonLit, NewsELA, ReadWorks, BrainPOP, iCivics, PBSLearningMedia

Students will also be provided with supplemental content to complete each day if families are looking for additional activities or an extended academic school day. These activities will include, but are not limited to: typing practice using an evidence-based typing program; independent reading at students' independent reading level; game-based practice in all content areas; activities/content provided by Art, Computer, and PE teachers.

In alignment with Manville School's PBIS structures and incentive model, students will receive "Manville Money" for successfully participating in and completing academic assignments and supplemental content activities. Each assignment will be given a total value; teachers will award Manville Money up to the total amount based on the percentage of completion. In consideration of issues around equity of access, students will not be penalized for not completing assignments and will receive credit for all attempted work. Teachers will make every effort to provide alternative assignments as needs and will assist students in accessing academic, social, and clinical opportunities.

Students will be updated regularly about their current total of Manville Money by the classroom teacher or counselor. A trade-in menu will be provided, allowing for students to purchase digital break passes (i.e., a virtual break pass with a preferred adult and peer, "homework" pass, etc.).

Schedule

The virtual learning school day for Upper School will run from 9:00am - 3:00pm, during which times, special education teachers will be available to provide instruction and support to students.

Students in Upper School should anticipate up to 3 hours of academic content (core subject areas of ELA, Math, Science, and Social Studies) per school day. It is important to note that this is a general timeframe of what the assignments should take to complete, should students demonstrate sustained, continuous attention. It is likely that students will require breaks throughout the day, which will extend the length of time to complete assigned tasks.

Teachers will hold virtual “academic support sessions” at consistent times each week during which students can check in with their teachers and access help with their assignments. Morning and afternoon sessions are available so families and students can establish a routine that best suits individual needs. If students need additional support, they can contact their teacher directly via email.

Upper School Schedule

8:45-9:00	Preview daily agenda/assignments for the day
9:00-12:00	Morning Academic Support Session (ELA, Science, Civics/History)
11:00-12:00	Math support sessions
12:00-1:00	Lunch/Break
1:00-3:00	Afternoon Academic Support Session (All academic subjects, bonus/supplemental content)

In order to account for varying student and family needs, a special education supervisor will be available to support students from 3:00 - 5:00. To request support “after hours,” families should contact the supervisor via e-mail.

Attendance

Manville School is encouraging student participation and engagement in the assignments and activities provided by teachers, on a regular basis. Participation is an important part of learning, and will help to maintain a sense of structure and community for the duration of the closure.

We understand that learning from home is complex, and that each family is managing a unique set of needs due to the current crisis situation. We aim to be flexible in meeting the needs of students and families. Should a situation arise that impacts a student’s ability to participate in academics, please contact the student’s teacher or clinician.

Student Responsibilities

Upper School students are encouraged to assume ownership over their virtual learning experience to the best of their ability. We encourage parental support when possible to provide oversight and direction for students as needed throughout the day. Suggestions for students to assume ownership include:

- Establish a daily routine
- Create an environment free of distractions
- Access Google Classroom on a daily basis
- Carefully complete the assignments, as outlined by the instructions provided on Google Classroom

- Communicate with teachers and peers through the provided digital platforms in an expected manner
- Do your best with each assignment

Teacher Responsibilities

As a school dedicated to supporting social-emotional learning, our teacher's commitment to students is vital to the success of virtual learning. Upper School teachers remain dedicated to providing a high-quality educational experience, while supporting the social-emotional needs of students and families. Teachers will work to provide support as closely matched as possible to that provided typically in the classroom:

- Assign appropriate, flexible learning experiences at each student's instructional level;
- Provide clear instructions which outline student expectations for the completion of assignments;
- Participate in daily academic support sessions on Zoom; be available to engage in additional Zoom conversations should students request additional support;
- Engage in reciprocal conversations via monitoring software chat feature to provide navigational/troubleshooting and academic support to students as needed;
- Communicate, at minimum, on a weekly basis with families;
- Be available for additional email communication with families if requested/deemed necessary;
- Collaborate with Upper School colleagues to provide continuous, equitable educational experiences for all students.

Related Services

Regarding related services, how and to what extent these will be implemented for each student will be coordinated with parents, students and the classroom team. Individual Remote Learning Plans will be developed by a student's Manville Team aligned with a student's IEP service delivery requirements as much as is possible given the restrictions of virtual learning. The following outlines our delivery of academic specialist, speech and language and occupational therapy services:

Academic Specialists

Academic specialists (reading and mathematics) will offer weekly individual sessions to the students on their caseload. They will also be available during the Academic Support/Office Hour daily Zoom time to support students. Academic Specialists will also consult with classroom teachers around curriculum material selection and accommodations/modifications for students on their caseloads. Access links to all Zoom meeting spaces for academic specialists will be posted on the Virtual Learning Google Classroom.

Speech & Language Pathologists

Speech-language pathologists will offer a weekly social skills group to Upper School students who receive SLP services. The focus will be on providing a structured opportunity for prosocial peer interactions. Each week, a different activity will be organized and facilitated via Zoom. Access links to the Zoom meeting space for SLP group will be emailed directly to students and guardians.

In addition, SLPs will schedule individual and/or dyad sessions via Zoom or Google Classroom with students who receive those services as prescribed on their IEP. Parents will be contacted via email to assist with scheduling of these sessions and determining a convenient time for services to be delivered.

Occupational Therapists

Occupational therapists will offer a weekly movement group to Upper School students who receive OT services. The focus will be on providing students with a structured opportunity for regulatory movement breaks. Activities will be structured and organized based on how many students participate each week. Access links to the Zoom meeting space for OT group will be emailed directly to students and guardians. In addition, OTs will schedule individual and/or dyad sessions via Zoom or Google Classroom with students who receive those services as prescribed on their IEP. Parents will be contacted, via email, to assist with scheduling of these sessions and determining a convenient time for services to be delivered.

Clinical, Behavioral & Family Supports

Clinicians are available Monday through Friday, 9:00am-3:00pm to support our students and families through this challenging time. Clinicians will hold weekly individual treatment sessions with students, and/or family therapy sessions as indicated, via a telehealth format. Because we recognize that a "one size fits all" approach is unlikely to be sufficient for our students, we can and will tailor our work to meet student and family needs.

Clinicians will continue ongoing case management for students on their caseload, including connecting students and families to local and state services and resources; coordinating with outside providers to ensure a continuity of care; assessing student and family needs in the areas of family safety and stability, technology access, food security and mental health service access.

Manville's Parent Program Coordinator has developed and will continue to update a listing of resources for students and families, including activities to foster learning, connection and independence, as well as strategies and tips for setting up productive, healthy, and developmentally appropriate structures and routines, financial resources, and mental health services. Virtual parent support meetings will be scheduled weekly to provide support to families.

Manville's behavioral counselors support positive behavior during virtual classroom meetings and lessons, and facilitate weekly "Community Zooms" to foster connection and community during this time of social distancing and isolation. Behavioral counselors work closely with teachers, assistant teachers, and clinicians for students well being and are available to have in-the-moment Zoom check-ins with students and clinicians if requested. Manville BCBA's will provide ongoing consultation to students and families to support positive, healthy and safe behaviors in the home.

Expectations for School-Home Partnership

Parents/caregivers and family members play an essential role in a student's online educational experience. While families have always been engaged in the nuances and expectations associated with supporting their child's work, the ideas outlined below will further help your child to learn and thrive in an online learning environment:

- To the extent that your student will engage in virtual instruction, please encourage them to and praise them for doing so!
- Engage in weekly communication with their child's teacher and their child's clinician.
- Take care of themselves both physically and emotionally during this challenging time.

- Establish a daily schedule or structure that you and your child follow consistently.
- Research shows that establishing and maintaining a routine around sleep is by far the best practice when it comes to learning, stabilizing mood, and general functioning. I strongly recommend a similar sleep routine 7 days per week throughout this time away. You might wish to consider morning wake-up at around 7:00 and bedtime at around 9:00, depending on the age of your child.
- The stress and boredom that affects our students (and us!) can easily lead to unhealthy eating habits. Straying from healthy eating habits can directly trigger or increase negative mood. Structuring meal and snack times is recommended. A morning and an afternoon snack is okay, being mindful of portion sizes. Try to limit snacking after dinner if you can.
- The typical recommendation is that children not use screens more than 2 hours per day. However, for many families this will be unrealistic given the circumstances and all the competing demands parents and caregivers face. If you are concerned about screen time, please speak with your clinician about balancing screen time and your particular student's needs.

As described above, Manville staff - teachers, clinicians, related service providers, support staff and administrators - promise to respond to the needs of our students and families based on the information and guidance we receive from local, state and federal authorities, and work equally hard to communicate with families in a timely manner with information about our response to COVID-19.

Technology Access and Support for Families Struggling with Food Insecurity

Manville staff stand ready to support our students and families access the technology that makes remote learning possible, as well as provide support to ensure there is food on the table daily. Students and families who are struggling with access to reliable internet and internet-capable devices, such as a Chromebook, should contact their child's clinician. We will make every attempt to deliver Chrombooks to our students who need a device to access virtual learning. Arrangements will be made with parents to deliver these devices while exercising all social distancing guidelines.

Additionally, students and families experiencing, or concerned about, food insecurity should reach out to their child's clinician. Initially we were able to deliver food products directly to families. Due to the closure of the JBCC building, this is no longer possible. Consequently we will supply supermarket gift cards to families in need of assistance purchasing groceries.

Other Important Information

Manville values the safety and privacy of its students, families, and staff. Therefore, please be aware that a virtual meeting, i.e. Zoom, is not a private setting. It will be possible for participants as well as members of their households to hear and see what is happening in the meeting. This includes not only the specific content of the meeting but also what is visible or may be happening in the background at each participant's location (e.g., other people talking, dirty laundry, etc.).