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# PSB Long Term Remote Learning Plan

— Curriculum Subcommittee —  
April 2, 2020

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# Three-Part Update for Curriculum Subcommittee

1. What is happening now in our classrooms - Principals and Coordinators
2. New Guidance from the Department of Elementary & Secondary Education
3. Updated Remote Learning Plan

# 1. What is Happening Now

- Asa Sevelius - Principal, Heath School
- Torrance Lewis - Principal, Baker School
- Anthony Meyer and Hal Mason - Brookline High School
- Gabe McCormick, K-8 Social Studies Curriculum Coordinator
- Kathleen Hubbard, K-8 Math Curriculum Coordinator

## 2. Updates from State and DESE since Last Week

- Governor announced school closure would extend until at least May 4
- Massachusetts Education Commissioner Jeff Riley released guidance and recommendations on Remote Learning
- DESE's recommendations supported by Massachusetts Association of School Committees, Massachusetts Association of School Superintendents, Massachusetts Teachers Associations, and the American Federation of Teachers - Massachusetts.

## 2. DESE Recommendations to all Schools & Districts

1. The safety and well-being of students, families, and staff has been and must continue to be the top priority.
2. Maintaining connections between school staff and students is paramount, particularly for the most vulnerable members of our school communities.
3. Nothing can replace the in-person schooling experience, and we should not expect that remote learning can replicate the traditional school day.
4. With school closures now extended, districts, schools, and communities have an obligation to engage students in meaningful and productive learning opportunities
5. Equity needs to be a top consideration in local planning efforts as this crisis disproportionately affects our most vulnerable students in terms of their physical and mental health and also academically.

## 2. DESE Recommendations on Remote Learning (continued)

6. Remote learning is not synonymous with online learning. Remote learning can take place in a multitude of ways
7. Remote learning should take place via a combination of educator directed learning and student self-directed learning.
8. Districts and schools support students to engage in meaningful and productive learning for approximately half the length of a regular school day.
9. Strongly recommend that districts and schools focus on reinforcing skills already taught this school year and applying and deepening these skills.
10. Schools provide opportunity to connect with one or more educators multiple times per week; access to multiple hours of work per day; time for physical activity, the arts, and enrichment activities based on recommendations from educators
11. Teachers provide feedback on student work completed at home to the extent practicable

# 3. Updated Remote Learning Guidance

- A. Collaborating with colleagues to support students
- B. Providing weekly learning plans for students
- C. Providing new learning and content
- D. Providing Sample Student Daily Schedules
- E. Monitoring Student Engagement
- F. Feedback and Grading
- G. Effective Practices for Remote Learning

# A. Team Work

- ★ A team structure ensures learning even if a teacher becomes unavailable due to personal illness or family needs
- ★ A team structure allows for the team to distribute the workload and leverage the strength of its members
- ★ A team structure supports access to similar content within each grade level at each school.



# A. Team Work: Examples from PSB

- ★ An elementary grade level team identifies what they want students to work on for the week in the various subject areas. The members of the team divide up the subject areas to identify work, resources, or other materials students can work on. The team creates a common “weekly learning student plan” for the week and shares the same plan with all students.
- ★ Music teachers at a school work together to identify activities, cull resources, and develop content in grade level spans (K-2 and 3-5) for students to do three times during the week. The music teachers share these activities and resources with all K-2 and 3-5 teachers who share them with their students.



## B. Student Weekly Learning Plans

Providing students and families with a weekly learning plan for students helps them understand the week's expectations and plan accordingly.

- ★ [A Week in Kindergarten](#)
- ★ [A Week in Grade 3](#)
- ★ [A Week in Grade 7](#)

# C. Introducing New Learning or Content

With the understanding that our schools are closed for 7 weeks (and possibly more), it will become necessary to introduce new content.

- ★ New content must be shared in a way that all students can access material and information
- ★ Teachers should continue to differentiate so all students can engage with new material or information
- ★ Teachers should continue to accommodate and support students with learning needs (SWD, EL)
- ★ Teach new content through previously taught skills
- ★ Confer with grade level team members and/or curriculum coordinators to introduce new content so students have access to the same content/skills
- ★ Students are not held accountable for new content and skills
- ★ Teachers should expect to reintroduce new content when school opens

## D. Introducing Sample Student Scheduling

- ★ The Public Schools of Brookline recognizes that families have different scheduling needs and technology access; therefore, the amount of time any student spends on learning is ultimately determined by families and/or students.
- ★ Guidance from the Department of Elementary and Secondary Education calls for approximately half a school day (three hours) of student learning (*a combination of teacher directed and student directed/independent learning*)

# D. Student Weekly Schedule for K - 5 (~3 hours/day)

<b>Suggested Time Allotment</b> Includes Teacher directed and Student independent/ directed work	<b>Practice/Content</b>	<b>Examples</b>
20 minutes (K-2) 30 minutes (K-5)	Daily Routine	<ul style="list-style-type: none"><li><input type="checkbox"/> Independent Reading</li><li><input type="checkbox"/> Independent Writing or</li><li><input type="checkbox"/> Response to Reading: Teacher identifies the specifics of this student directed learning</li></ul>
10 minutes	Morning Message	Respond to a message from your Teacher or grade level <ul style="list-style-type: none"><li><input type="checkbox"/> Teachers can connect via Google Meet, send a video message, a recorded message via Google Meet/hangout, screencastify, google classroom or email.</li></ul>

# D. Student Weekly Schedule for K - 5 (~3 hours/day)

<b>Suggested Time Allotment</b> Includes Teacher directed and Student independent/ directed work	<b>Practice/Content</b>	<b>Examples</b>
2 hours (30 minutes each)	Integrated or Stand-Alone: ELA, Math, Science, Social Studies	This is a combination of teacher directed work and student directed work based on resources, materials, and assignments provided by the teacher (or team). <ul style="list-style-type: none"><li><input type="checkbox"/> a short video with accompanying prompt</li><li><input type="checkbox"/> a recorded message which explains a Practice/Content</li><li><input type="checkbox"/> offer an online curriculum experience</li><li><input type="checkbox"/> assign a long term project or menu of activities</li></ul>
30 minutes	World Language, Art or Music	Specialists share the learning for the week with the grade level team. Suggestions: <ul style="list-style-type: none"><li><input type="checkbox"/> a short video with accompanying prompt</li><li><input type="checkbox"/> offer an online curriculum experience</li><li><input type="checkbox"/> assign a long term project or menu of activities</li></ul>

## D. Student Weekly Schedule for K - 5 (~3 hours/day)

<b>Suggested Time Allotment</b> Includes Teacher directed and Student independent/ directed work	<b>Practice/Content</b>	<b>Examples</b>
20 minutes (3x/week)	Physical Education/Wellness	Movement activity provided by the PE teachers (Three times per week, minimum). Teachers may provide: <ul style="list-style-type: none"><li><input type="checkbox"/> a short video with accompanying prompt</li><li><input type="checkbox"/> a recorded message which explains a Practice/Content</li><li><input type="checkbox"/> offer an online curriculum experience</li><li><input type="checkbox"/> assign a long term project or menu of activities</li></ul>



# D. Student Weekly Schedule for 6 - 8 (~3 hours)

<b>Suggested Time Allotment</b> Includes Teacher directed and Student independent/ directed work	<b>Practice/Content</b>	<b>Examples</b>
60 - 90 minutes	Daily Routine Independent Writing or Reading Physical Education/Movement World Language Practice Math POW	<p>Student directed work that is done daily on their own based on resources, materials, and assignments provided by the teacher (or team).</p> <p>Recommendations:</p> <ul style="list-style-type: none"><li><input type="checkbox"/> Independent Writing or Response to Reading: Teacher can identify the specifics of this student directed learning</li><li><input type="checkbox"/> Independent Reading (30 minutes)</li><li><input type="checkbox"/> World Language Practice (15 minutes daily)</li><li><input type="checkbox"/> PE/Movement (20 minutes daily-minimum)</li><li><input type="checkbox"/> POW: Math Problem of the Week</li></ul>

## D. Student Weekly Schedule for 6 - 8 (~3 hours)

<b>Suggested Time Allotment</b> Includes Teacher directed and Student independent/ directed work	<b>Practice/Content</b>	<b>Examples</b>
2 hours (30 minutes each)	Integrated or Stand-Alone: ELA, Math, Science, Social Studies, World Language	<p>This is a combination of teacher directed work and student directed work based on resources, materials, and assignments provided by the teacher (or team).</p> <p>Teachers are providing a wide variety of approaches such as Google Meets, weekly learning plans, self made videos with prompts, assigning work on digital apps, work practice via google docs, screencastify presentations, long term projects, a menu of activities, etc.</p>

# D. Student Weekly Schedule for 6 - 8 (~3 hours)

<b>Suggested Time Allotment</b> Includes Teacher directed and Student independent/ directed work	<b>Practice/Content</b>	<b>Examples</b>
30 minutes	Art <b>or</b> Music	<p>This is a combination of teacher directed work and student directed work based on resources, materials, and assignments provided by the teacher (or team).</p> <p>Art OR Music Teachers may provide:</p> <ul style="list-style-type: none"><li><input type="checkbox"/> a short video with accompanying assignment</li><li><input type="checkbox"/> a recorded message which explains a Practice/Content</li><li><input type="checkbox"/> offer an online curriculum experience</li><li><input type="checkbox"/> assign a long term project or menu of activities</li></ul>

# E. Monitoring Student Engagement

Brookline teachers care deeply for their students, and routinely monitor student safety and engagement. Many of the same monitoring practices teachers use at school can also be applied to remote learning. While teachers want students to be academically engaged, the primary purpose for checking in with students is to make sure they are feeling connected and safe.

- ★ Consider direct outreach to student or family
- ★ Ask teachers who also teach the student if they are experiencing similar behavior
- ★ Consider using office hours to work directly with student
- ★ Reach out to a guidance counselor or administrator to share concerns who may connect with outside agencies or partners as needed

# F. Grading and Feedback for Students

Learning experiences and opportunities provided by teachers should be taken seriously, though they will not be graded at this time. To facilitate engagement and student growth, teachers are encouraged to provide feedback on selected assignments.

## Assignments:

- ★ Students will not be graded on assignments
- ★ Teachers will select assignments on which to provide feedback

## Report Cards:

- ★ Middle School Students will receive "Pass" for Term 3
- ★ Middle School Students will receive "Pass/Fail" for Term 4
- ★ K - 5 Students *Cycle 2 Progress Report* decision to come

# G. Effective Practices

- ★ **Frequent asynchronous learning:** Teachers create learning experiences for students to work at their own pace so they can take time to absorb content
- ★ **Some synchronous learning:** Teachers and students meet online in real time through videoconferencing or live chatting
- ★ **Give explicit instructions:** Outline deliberate instructions and specify the expected length of time to complete the session of learning.
- ★ **Specify expectations:** Specify Practice/Content requirements and length clearly (e.g. 2 minute audio recording with a specific follow up activity)
- ★ **Communicate consistently:** Teachers identify the format and platform that they will use for communication. **ALL** instructions and assignments from a teacher or a team **SHOULD** be communicated using the same format/platform
- ★ **Be specific about availability for students and families:** Set expectations with students and families about availability. This could be set as a standing google meet time or when families can expect to get a response to emails.

# Next Steps

We recognize this is a fluid and ever-changing situation and we need to remain flexible and continue to develop next steps:

- ★ Family Communication on updated guidance
- ★ Schedule consistent support for teachers with Curriculum Coordinators
- ★ Work with principals to develop contingency plans for teachers who are unavailable
- ★ Continue to develop the work already underway to support students with disabilities
- ★ Develop an FAQ page for families on Remote Learning
- ★ Work with teachers to adjust plans as needed