

Working/Action Steps

Common Expectations for Remote Learning Committee

Background Information --

[Maine Schools Return to Classroom Instruction Framework](#) This is the MDOE plan for districts. The charge was for districts to create a committee to accomplish this work. RSU #10 decided to break the work up by sections and create one committee for each section (resulting in four committees.) The description below is taken from this document.

There are Two Remote Learning Plans to Consider

- Starting in September -- Plan a pathway for those not choosing in-person learning.
- Complete remote learning -- A plan for all teaching and learning to take place remotely.

Description of the Work

The Department recognizes that public education offered solely through remote learning cannot fully replicate the rich experiences, social contexts, and educational value that students receive through in-person settings. Therefore, we encourage SAUs to **use fully remote learning only when necessary to protect health and safety** (as in widespread community transmission of coronavirus – or during a snowstorm). A process for continually evaluating public health, environmental factors, and school capacity for mitigating risk should be in place in order to ensure a transition to in-person instruction as soon as it is safe and practicable to do so.

Family Survey shows that 21.6% or 112 of 519 parents/families are not comfortable sending students to school (as of early June).

Overall Components of a Remote Learning Plan – (SAU and school-level expectations)

1. A **plan for instruction** that provides students with learning opportunities aligned to, and which result in demonstration of achievement toward, the MLR. Plans must include forward movement along learning progressions or through grade level expectations as well as reinforcement of prior learning and necessary intervention. (Teachers & coaches)

How do we accomplish this?

If we all have to be remote could we look at using what the MDOE has put together? How can we learn more about it? Who is on that committee? Curriculum mapping could be used so we know the most important concepts to approach in remote learning. Online math program worked better for her son than the traditional work. Made it more interesting.

2. A **daily schedule** to include age-appropriate engagement expectations for students; live daily contact between teachers and students (and/or caregiver); direct instruction (either synchronously or asynchronously); independent student work; opportunity for questions and feedback during teacher office hours. (Teachers > admin > parents)

How do we accomplish this?

Do we have technology to have in-class and remote at the same time? Have the student attend the class that is happening in person but in a remote setting. This might be more practical for 7-12?? Live daily might be a challenge with attendance. (It was before). What is negotiable and what is non-negotiable?

3. The daily schedule offers **sufficient educational service/interaction** to be reasonably expected to promote student progress toward quarterly/semester/trimester grade-level education goals and objectives. (Teachers > admin > parents)

How do we accomplish this?

This is very dependent on the starting point if we are back we have a wider variety of options. This also changes based on the students individual needs. This will be impacted by the academic needs and learning styles of individual students. There should be a priority set on reading and math at the grade school level.

Prioritize who needs to be there and how long they need to be there. The last three months of the school year demonstrated that needs varied. This is true for all levels of students. We need to move from no harm to define clear expectations.

Start the school year with a review of executive skills so that they can function more productively as a remote learner. (Email, Google Classroom, PowerSchool, Accurate home phone numbers and email addresses).

Develop a structure/routine that is predictable and communicated to the families.

4. A plan to equitably **provide students with necessary materials and resources** to support engagement in lessons. (Teachers & Parents > admin > full committee)

How do we accomplish this?

Elementary needs to be able to provide hard materials and should not rely on technology for all instruction.

Middle School needs to incorporate tech training with digital citizenship and be able to provide alternative hard copies of material in order to support those students who have connectivity issues.

High School needs to get tech to kids at the start of the school year and be able to provide alternative hard copies of material in order to support those students who have connectivity issues.

We need to teach kids how to use tech as a productivity tool and not assume that because they know how to do that because they know how to use it for social connectivity.

5. A plan to **certify student attendance each day**, and a plan to address lack of attendance/engagement. (Mandated reporter requirements remain in place in remote learning environments, so school staff should also be familiar with these policies and protocols).

(Principal/teacher > full committee)

How do we accomplish this?

- Engagement should be #1 before all other questions
- Technology platforms to track engagement
- Need accountability (Admin, Teacher, Parent, Student)
- More pressure on students learning remotely to put it back on them to “show up”/do work
- Physical engagement (even just once a week)

6. A plan for identifying and addressing social/emotional, behavioral, and mental health concerns. (Section II Mental Health / SEL Committee)

7. **A plan for coordination of schedules, assignments, and workload** when students have different teachers for different subjects. (By Grade Level %-12 Admin will begin this work.)

How do we accomplish this?

- Equal distribution of work, spending time on each subject (not one over another)
- Younger grades need support on technology/devices to access remote work, videos, zoom, etc.
- Remote learning helpful for older students to “do work on their time”, prepare for college, put deadlines on themselves

8. A plan for regular/ongoing **formative assessment** of student learning and engagement to inform and guide instruction and pacing. (Academic Program & Student Learning)

9. A multi-tiered system of supports plan for ensuring **differentiation, IEP implementation**, and equitable access for special populations. Services and accommodations must be adapted for a remote learning environment. (Special Education Director & building admin > teachers)

How do we accomplish this?

Clear communication between the Special Education Case Manager and the teachers regarding the IEP.

Brainstorm unique ways to implement the IEP (teacher, Admin, Case Manager)-Early in year

Case by case discussion of how to meet IEP needs

Students who need a differentiated instructional approach may require teachers to customize instruction.

Students with difficulty in internet connection issues need more asynchronous learning opportunities and maybe recordings of live meetings. (Can classes be recorded)?

Teachers need to consider alternative instructional approaches that can be done with slow internet.

10. A plan for **grading and for certifying achievement** (this plan should take into consideration the uneven/inequitable conditions in which students will be accessing their educational

experiences – including inequitable access to: supervision, technology, materials, quiet study space, adult support, and other basic needs). (Teachers & admin)

How do we accomplish this?

Follow some of the guidelines in the grading handbook and that those guidelines are clearly followed and communicated to parents, families and students:

- *No late work penalty
- *No “one and done” assessments where students don’t have an opportunity to re-submit work.
- *No busy work
- *Clear expectations for students

11. A plan for providing student nutrition. (Nutrition Program)

12. A **communication plan** to assist students (and caregivers of younger students) in understanding what to expect, how to engage in remote learning, where to get questions answered. (Teachers & Parent)

How do we accomplish this?

- Students should be able to access google classroom/email. (barring connectivity issues)
- Challenges: accurate emails and phone numbers of parents.
- Staff (at HS level at least) felt comfortable reaching parents through email to communicate. (This lends itself to needing parents to know how to access emails, and support them with setting up a gmail account if needed)
- linking parents through facebook and keeping parents connected and informed, which helped support the students, their learning, and what was needed of students.
- Alternatively, when parents aren’t communicated with (only done through students) may have been a barrier and added challenges.
- Parents would like to know what is going on, good, bad, or indifferent (providing timely feedback).
- (5th grade MVMS: facebook was a positive. HS: weekly check-ins via phone)
- Think about: how to communicate with parents when you’re calling from home and your own personal phone numbers. (protecting staff’s personal information)
- Mvmshelp email was helpful to address needs and concerns from students, parents, and staff. It filtered questions well.
- Platform for communication to put information out there for parents and students to see without being bombarded with emails. ([resource](#))

13. **School-board approval** of the collective remote learning plan.

Subcommittee Work Group

Subcommittees	# of Action Step	Members
Instruction	1, 9, & 10	Jeff Bailey Mike Prescott Ryan Wilkins Deb Carver Melissa Reuter Katrina Roy Michelle Boucher-Ladd D'Ann Savage Kristin Schrepper
Scheduling	2, 3, & 7	Ryan Casey Ryan Wilkins Matt Gilbert Melissa Reuter Katrina Roy D'Ann Savage Mike Webber Lia Paliocha
Communication	4, 5, & 12	Brian Carrier Jeff Bailey Ryan Casey Matt Gilbert Deb Carver Jessica Sirois Lia Paliocha Deb Alden Kristin Schrepper Belinda Dupile