

**AGENDA**  
**Maynard School Committee Meeting**  
**Thursday, November 5, 2020, 7:00 pm**  
**Remote Meeting**

Posted at Town Hall  
11/3/20 at 11:52 am

(The School Committee may vote on all items listed on this agenda)

**Pursuant to Gov. Baker's Executive Order dated March 12, 2020, suspending certain provisions of the Open Meeting Law, G.L. c. 30A sec. 20, the School Committee has modified meeting procedures to ensure the safety of all participants. The public will not be allowed to physically access this School Committee meeting; video and audio will be turned off for the public. This meeting will be held via a virtual meeting (internet) using Zoom Technology.**

**All members of the public are invited to join the meeting virtually either by computer (internet) or phone at:**

**Computer Option: Join Zoom Meeting (video) <https://zoom.us/j/91572875882> Password: SC2020**  
**Choose to use Computer Audio, or join by phone at the number below:**  
**Phone Option: 1-646-558-8656 Meeting ID: 915 7287 5882 Password: 768250**  
**View further instructions here: <https://support.zoom.us/hc/en-us/articles/201362193-Joining-a-Meeting>**  
**Meeting materials will be found on the website under School Committee - Agenda or <https://bit.ly/2XiCS4b>**

**NOTE: We will accept Citizens' Comments by email only to [comments4SCmeeting@maynard.k12.ma.us](mailto:comments4SCmeeting@maynard.k12.ma.us). You must state in the subject line, "Public Comment" and include your name and street address in the body of the email, which should be emailed before 7:15 pm the evening of the meeting or by the time that agenda item takes place. Citizens' Comments will be read out loud by the Chair and will also be memorialized within public records and meeting minutes. **\*\*Please see the attached Citizens Comments guidelines for full details.\*\*****

MGL 30A, Sec.20:(f) After notifying the chair of the public body, any person may make a video or audio recording of an open session of a meeting of a public body or may transmit the meeting through any medium, subject to reasonable requirements of the chair as to the number, placement, and operation of equipment used so as not to interfere with the conduct of the meeting. At the beginning of the meeting, the chair shall inform other attendees of any recordings.

- I. **Call to order** - Roll Call of Committee Members
- II. **Executive Session** (20 min) MGL Ch. 39, §23B, 3. To discuss strategy with respect to collective bargaining if an open meeting may have a detrimental effect on the government's bargaining position. The School Committee will return to Open Session.
- III. **Approval of Minutes** (5 min; D/VR)
- IV. **Approval of Warrant(s)** (5 min; D/VR)
- V. **Urgent Business (within last 48 hours if required)**
- VI. **Citizens' Comments** (15 min; IO)
- VII. **Superintendent's Report** (20 min; IO)
- VIII. **Chairperson's Report** (10 min; IO/D)
- IX. **Other Business:** Presentation on Civics Project Requirement by Olga Doktorov (30 min; IO)
- X. **Policy (15 min; D/VR)**
  - a. COVID Travel Policy
  - b. IHBHE – Remote Learning
  - c. IHBHE-E – Remote Learning
- XI. **Members Reports & Comment (10 min; IO)**
  - Natasha Rivera
  - Mary Brannelly
  - Bethlyn Houlihan
  - Jessica Clark
- XII. **Adjournment**

\*IO [Info Only], P [Presentation], D [Discussion], or VR [Vote Required]

Chairperson: Lydia Clancy  
Posted by: Colleen Andrade  
Date: 11/3/20

## **Maynard School Committee Virtual Meeting Public Comment Guidelines**

Here are the general rules for the Committee's public comment period:

1. Any citizen wishing to make a comment during a virtual meeting may do so by:
  - a. Emailing comments in advance and up until the Citizens' Comments agenda item to **comments4SCmeeting@maynard.k12.ma.us**. **You must state in the subject line "Public Comment" and include your first and last name and home address to ensure your comment can be read.**
  - b. Please be sure to read the guidelines below in #3.
2. Any citizen wishing to comment for a virtual public meeting shall follow these guidelines:
  - a. All public comments are limited to 3 minutes, to ensure that everyone who wishes to comment has the opportunity to be heard.
    - i. Comments read by the Chair will only be read for 3 minutes. If the submitted comments are longer, they will be cut off at the 3-minute mark.
    - ii. To ensure that all the comments are read in their entirety, it is suggested that you keep them to approximately 350 words. Submitted messages longer than 350 words will be submitted for public record regardless.
  - b. No citizen may comment more than once without permission of the Chair. As time allows, the Chair could consider allowing citizens to comment a second time, especially if it is related to a topic that has not yet been brought up.
    - i. Note that citizens can submit any additional comment(s) for the public record, by providing a copy to the Chair via email up until the end of the meeting, specifically stating their desire to have these additional comments included.
3. Please be aware that the Citizens' Comments agenda item is a devoted time for the school committee to hear from the citizenry. As such, its structure primarily supports unidirectional public recording of citizen's comments, rather than a bidirectional conversation.

# Quick Reference Guide: Student-Led Civics Projects in Massachusetts

Starting in 2020-2021, all students will complete a **non-partisan, student-led civics project** in Grade 8 and again at some point in high school. These projects are rooted in *action civics*- a process of applying civic knowledge, skills and dispositions to mobilize change leading to systems impact.

The [2018 History and Social Science Frameworks](#) along with Chapter 296, [An Act to promote and enhance civic engagement](#), present a renewed mission to improve the quality of civic education in the state. This includes but is not limited to a focus on the legacy of democratic government, the addition of the eighth grade civics course and several topics in K-8, and the importance of building **civic knowledge, skills, and dispositions**.

Core **knowledge** relating to civics and government, economics, geography, and history, including the rights and responsibilities established by the Constitution and how to exercise them in local, state, and national government.

Intellectual and participatory **skills** that encompass knowing how to identify, assess, interpret, describe, analyze and explain matters relating to civic life, knowing how to make and support arguments using logical reasoning, and how to use the political process to take *informed action*.

**Dispositions** (values, virtues, and behaviors) such as respect for others, commitment to equality, capacity for listening, and capacity for communicating in ways accessible to others, including engaging with a variety of points of view and ideas in civil discourse.

According to the framework, students will be *“prepared to make informed civic choices and assume their responsibility for strengthening equality, justice, and liberty in and beyond the United States.”* A key part of this mission is the introduction of **non-partisan, student-led civics projects** in grade 8 and high school.

## Defining Student-Led Civics Projects:

A product of Chapter 296, these projects represent a culmination of civic knowledge and skills built throughout K-8 history and social science courses. The non-partisan, student-led civics projects support students as they complete the real work of engaged, informed participants of a democracy by *identifying issues and advocating for change in their communities*. For example, students identify substance abuse as an issue in their community and after extensive research, decide to advocate to create a meaningful drug prevention program in their middle and high school.

The models and are decided at the district and school level but all projects will embody the defining key components and six stages described in the [Civics Project Guidebook](#),

released in fall 2019. This tool outlines the parameters of the projects and helps teachers and schools plan for and execute the projects. As per the legislation, all schools will implement projects in 2020-2021. Visit the current frameworks page to download the Guidebook, which includes case studies from the field.

## Project Basics:

- **All students in grade 8 and all high schools** students (at any point in grades 9-12) will be provided as least one high-quality, aligned, student led, project.
- Projects can be individual, small group or whole class; students have the option to complete a project individually, as per the legislation.
- Issues and action can vary greatly, but the key components and stages remain consistent.
- Models and time frame for implementation vary from modular, unit-based, interdisciplinary, semester long etc.

## Six Stages of Civic Action

While the issues and actions students decide to pursue may be drastically different in each project, all projects follow **six stages**, beginning with the examination of local, state, and national issues and followed by the selection of a specific topic of student interest, extensive research, developing an action plan, taking action, and reflecting and showcasing. What makes this different than a research project is the process of developing a theory of action, and then taking action to specifically address the root cause of their issue, either by seeking to influence **public opinion** or **policy**. Districts, schools, teachers, and parents should explore the six stages and key components in order to better understand the parameters of the project. **See pages 15-22 of the Civics Project Guidebook** for goals, guiding questions and resources for each stage.

### Stage 1: Examine Self and Civic Identity

- Students **start by exploring issues and topics that matter to them, their families, and communities**. They can begin this process by examining challenges they are currently experiencing that they feel go unaddressed or under-addressed, or alternatively they can build upon valuable work that is already done in the community to solve problems.

### Stage 2: Identifying an Issue

- After students have spent time exploring and identifying issues that matter to them, **the next step is to identify a focus issue for their student-led civics project**.

### Stage 3: Researching and Investigating

- During this stage, students engage in rigorous research. The purpose of this research is to **examine the context, policies, perspectives, and history of the issue, and to learn about possible root causes**.

### Stage 4: Developing an Action Plan

- Once students have determined the root causes at the core of their project, it is time to **build a theory of action and action plan aimed at achieving systems impact**.

### Stage 5: Taking Action

- Students **begin acting on the tactics they planned**. They move beyond the walls of the classroom and exercise their voice. This is the stage that will be the most unique to each project, depending on the choices students make along the way.

### Stage 6: Reflecting and Showcasing

- Students end their project with a final, **summative reflection and work showcase**. Such a showcase is a best practice of project-based learning that supports student pride and ownership. Students should reflect on individual growth and project success throughout the six stages.

## Key Components

high-quality, aligned civics projects are defined by the following key components:

- Student-led
- Project-based
- Real-world
- Rooted in an understanding of system impact
- Goal-driven
- Inquiry-based
- Non-partisan
- Process-focused
- Action-based

**See pages 7-9 of the Civics Project Guidebook to learn more about each the key components**

incorporating student-led civics projects into schools and classrooms will require a shift toward student-centered instruction, creating and sustaining a school-wide democratic culture, and an emphasis on planning to support implementation.

## Sample Focus Issues and Actions:

Students choose mental health as their focus issue and decide to advocate for the city to make a user-friendly app that allows young people to search for mental health services. Students focusing on education may decide to advocate for a bill that promotes physical education in schools. Students with vaping as the focus issue may create a peer education program or implement a vape “buy back” program. **See pages 24-40 of the Civics Project Guidebook to see more examples from the field.**

# Student-Led Civics Projects in Massachusetts: Frequently Asked Questions



## ***Where do the new student-led civics projects come from?***

The student-led civics projects come in the wake of a renewed statewide mission for civics as outlined in the 2018 History and Social Science Curriculum Framework, which emphasize and expand civics education across all grades. These standards-aligned projects were required by Chapter 296 of the Acts of 2018, *An Act to promote and enhance civic engagement*. (See page 4 of the [Civics Project Guidebook](#) for info on the legislation)

## ***What is the timeline for implementation?***

Schools and districts should begin planning for student-led civics project in 2019-20. **All middle and high school students in the state** must be provided opportunities to complete projects during the 2020-21 school year. (See [page 5](#).)

## ***What are the defining components of the project?***

Projects should be student-led, project-based, real-world, rooted in an understanding of systems impact, goal-driven, inquiry-based, non-partisan, process-focused, and action-based. (See [pages 7-9](#) for in-depth explanations)

## ***What are the steps of a student-led civics project?***

Introduction and preparation for student-led projects may differ depending on your timeframe or unit, but all projects should follow the **six stages of civic action** (pg 10). The six stages are as follows: (1) Examine Self and Civic Identity; (2) Identifying an Issue; (3) Researching and Investigating; (4) Developing an Action Plan; (5) Taking Action; (6) Reflecting and Showcasing. (See [pages 15-22](#) for example goals, guiding questions, learning objectives, and resources for each stage.)

## ***Is this an individual, group, or class-wide project?***

This project could be completed at the individual, group, or class level; **educators should make this decision with their specific context in mind understanding each has benefits and challenges**. Individual projects provide the highest level of student autonomy and align with students' personal interests and needs, yet opportunities to collaborate are limited, and teachers bear more of burden assisting students with a variety of topics. Group projects allow for fewer topics, more hands-on support, and opportunities for structured collaboration (an important scaffold for many students). Whole-group projects allow teachers to streamline the development of contacts, organize the project around one topic, and influence the specific civic action, but require student consensus. Per the legislation, "Any student choosing not to participate in a particular group or class-wide project shall be offered the opportunity to develop an individual civics project, with approval by the principal." (See [pages 28-40](#) for case studies with different models of implementation.)

## ***Who should complete a student-led civics project?***

**All students** should be provided the opportunity to complete student-led civics projects first **in grade 8, and again in high school (at any point 9-12)**. Teachers should consider how to best support their students in order to adhere to accommodations required via student IEPs and 504s. This project will be challenging for all students and it is vital that teachers **adapt, implement scaffolds, and differentiate as appropriate**. Districts are encouraged to consider the potential role of library media specialists, instructional aides, ESL and Special Education teachers when planning for district-wide roll out of the projects. (See [page 11](#) for district considerations)

## ***How should student-led civics projects be assessed?***

This project is process-focused as opposed to a single summative product. Students should have multiple opportunities to demonstrate growth in the following areas: building civic knowledge; developing and practicing civic skills; developing civic dispositions and sense of self-efficacy; conducting inquiries and determining next steps; and developing and practicing literacy skills including digital media literacy skills. (See [pages 13-14](#) for a more detailed description of assessment tools and sample proficiencies.)



### ***How long do student-led civics projects take and when should they be completed?***

The length of projects **will range greatly** given when they take place in the curriculum and the level of the class. Some high schools may choose an independent senior project, or others an entire elective class. Some eighth grade classes may choose to begin the year with Stages 1-3, while others may do the project as the last unit of the year. Projects can be interdisciplinary or rooted in a specific unit of study. Schools should carefully consider the best way to embed the project in existing curriculum and account for external factors such as standardized tests schedules, vacation breaks, and school-wide events. Teachers are encouraged to use backwards design, identifying the individual objectives and tasks of each stage and creating a calendar with goals. (See [pages 24-25](#) for examples of focus issues, actions and goals from student-led projects in the field.)

### ***How can students maintain non-partisanship when engaging in political topics?***

The legislation dictates that this project be “non-partisan,” meaning projects should not be directed at electoral political or be developed in support of candidates in particular elections. Students may lobby in support of specific bills and direct their efforts at ballot propositions. This project may dive into topics considered ‘political’ but provides an opportunity for students “engage in civil discourse with those who hold opposing positions.” Districts should support teachers in developing classroom cultures conducive to respectful, evidence-based discussions and in acquiring the necessary skills for facilitating difficult conversations. (See [page 11](#) for district considerations.)

### ***Can the civics project focus on a global issue and can students have the same topic?***

Teachers should make the decision as to which scope of study is most appropriate for their students, as there are benefits and challenges with each model. The benefit of confining the scope to the state, local, and school level is that students can have real interaction with civic leaders wielding power in that area and it is more realistic to achieve real change. Global issues are more challenging in terms of measuring impact but allow for a broader range of topics. It is possible that multiple groups or perhaps an entire class might explore the same focus issue; this would require consensus building early on in Stage Two and students might identify different root issues and take different actions in Stages 4-6. **Student choice and voice should define this experience.** (See [pages 24-25](#) for examples of focus issues, actions and goals from student-led projects in the field.)

### ***Can the projects be interdisciplinary?***

While civics projects should align to the 2018 History and Social Science Framework, projects can be interdisciplinary and facilitated across content areas. This requires careful backwards design as a team to ensure that all the guidelines of the project are met, especially if the collaboration will extend the duration of the project. (See [pages 28-40](#) for case studies with different models of implementation)

### ***What role do community partnerships play in the project?***

The community beyond the school can be a valuable resource for student-led projects. This ranges from parents and families acting as a resource for identifying local community issues in Stage 1, to the contacting of local organizations when identifying actions already being taken surrounding the issue in Stage 4. Schools are encouraged to consider creating a shared resource amongst teachers to track information about community organizations in their area and a document capturing any policies and protocols related to external communications/visitors. (See [page 11](#) for more district considerations)

### ***Can portions of the project be completed outside of the school day?***

It is possible that students will be working on elements of this project outside of class, such as researching, strategizing with their group, or attending relevant meetings in the community. Schools are encouraged to create uniform guides for teachers to support and give credit for this work, while also making sure that projects are **equally accessible to all students** (i.e. consider the demands work outside of school hours and locations, such as access to technology and transportation).



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# Changes in the Social Studies Curriculum

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# Two main points:

1. Changes in the scope and sequences of social studies courses
2. Implementation of the Civics Action Project



“Civic Engagement.” *Project Zero*, 27 Oct. 2020,  
[www.pz.harvard.edu/topics/civic-engagement](http://www.pz.harvard.edu/topics/civic-engagement).

# Old Model - core Social Studies Courses

**8th grade** - World History I (400s-1800s)

**9th grade** - Early American History (1600s-1860s) + a quarter long course on Civics

**10th grade** - Modern World History (1800s- today)

**11th grade** - 20th century American History (1860s-today)

**12th grade** - Senior Project

**Graduation requirements** = Pass three years of social studies including one year of United States history + Senior Project

# New Model

## Based on:

- the new Social Studies Curriculum Frameworks adopted in June 2018
- Chapter 296 of the Acts of 2018, an act to promote and enhance civic engagement, signed by Gov. Baker in November 2018

**8th grade** = Civics + Civics Action Project

**9th-12th grades** = all the old courses + World History I + Civics Action Project

**Graduation requirements** remain the same



“Governor Baker Signs Bill to Promote Civic Education for Students.” *Mass.gov*, 8 Nov. 2018, [www.mass.gov/news/governor-baker-signs-bill-to-promote-civic-education-for-students](http://www.mass.gov/news/governor-baker-signs-bill-to-promote-civic-education-for-students).

# Original Implementation schedule

**Summer 2018** - develop Civics curriculum for the 8th grade course

**2019-2020 =**

- Implement the Civics course in the 8th grade
- Pilot the Civics Action Project in the 8th grade
- Review various scope and sequence models for the new high school courses through site visits to other high schools in the state (March-May) and make the final determination (June)
- Get trained in the implementation of the Civics Action Project (Oct-June)
- Present to the School Committee (March)
- Reach out to the PTO (March)

# Original Implementation schedule part 2

## 2020-2021:

- Implement the Civics Action Project within 20th century American History class (11th grade)
- Finalize curriculum maps for the new courses and identify textbooks for them

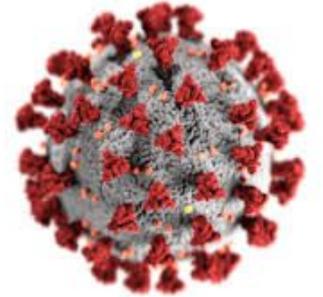
## 2021-2022:

- Implement new high school social studies courses with the Civics Action Project

# Reality

## As a result of the pandemic:

- 8th grade did not finish the Civics course curriculum and had to stop the Civics Action Project during the very early stages
- No site visits were conducted
- Training on the Civics Action Project was not finished
- No presentation to the School Committee



Goodan, Anita. "Record Number of New COVID-19 Cases Reported Thursday." *WKVI Information Center*, 22 Oct. 2020, [wkvi.com/2020/10/record-number-of-new-covid-19-cases-reported-thursday/](https://www.wkvi.com/2020/10/record-number-of-new-covid-19-cases-reported-thursday/).

# This year's plan

- A specific scope and sequence option for the high school should be selected and finalized for the high school courses
- Civics Action Project will be implemented with the 8th graders and with the 11th graders = somehow in a hybrid/remote format
- Strengthen the connection with the PTO
- Present to the School Committee
- Continue training on the Civics Action Project Implementation

# Civics Action Project

**When** = in the 8th grade and once at some point of the high school career

**Objective** = to address a root cause of a community issue, either by seeking to influence public opinion or policy.

## **Stages:**

1. Examining self and civic Identity
2. Identifying an Issue
3. Researching and Investigating
4. Developing an Action Plan
5. Taking Action
6. Reflecting and Showcasing

# Key components of a Civics Action Project

**High-quality, aligned civics projects are defined by the following key components:**

- Student-led
- Project-based
- Real-world
- Rooted in an understanding of system impact
- Goal-driven
- Inquiry-based
- Non-partisan
- Process-focused
- Action-based

# Senior Project vs. Civics Action Project

Senior Project must be connected to the area of study/career students have chosen to focus that year but does not have to be result in a policy or public opinion change.

It can be:

- Designing a video game
- Writing a play
- Building a robot
- Etc



# Implications of the Civics Action Project

- Very challenging to do it in a remote/hybrid format
- There will be at least 10 projects or more (since students have a choice to opt out of the whole class project) taking place within any given year:
  - A lot of presentations to the School Committee, principals, Board of Selectmen, etc...

# Maynard Public Schools

## \*NEW\* COVID-19 Travel Protocol

### I. Purpose

The purpose of this protocol is the implementation of Governor Baker's [Travel Order](#), effective on March 27, 2020, and updated July 1, 2020, and August 1, 2020, relating to the COVID-19 public health emergency. Governor Baker's Travel Order requires that all travelers arriving in Massachusetts from out-of-state must either self-quarantine for fourteen (14) days or obtain a negative COVID-19 test result from a test taken no more than 72 hours before your return to Massachusetts if they are traveling from any area not specifically exempt and/or the reason for the travel is not specifically exempt. Any changes to the state exemption list will be posted [here](#).

Due to the evolving nature of the COVID-19 pandemic, the school reserves the right to amend this protocol as necessary and/or to reflect any amendments to Governor Baker's Travel Order

### II. Duration

This protocol is effective immediately and will end upon the Governor's complete rescission of travel restrictions pursuant to the Travel Order.

### III. Applicability

This protocol applies to all Maynard Public School employees:

### IV. Procedure

#### A. Covered Travel:

Employees who are traveling to any area that is not specifically exempted from the Governor's Travel Order and for reasons not specifically exempted must self-quarantine for fourteen (14) days upon return to Massachusetts or obtain a negative COVID-19 test from a sample obtained no more than 72 hours before arrival in Massachusetts. Exempted areas include [these states](#).

Before arrival in the state from travel to a state not on the exempted list for reasons that are not exempted, individuals must fill out and submit an online [Massachusetts Travel Form](#).

#### B. Prior Approvals Required:

Consistent with the Travel Order, there will be no required work travel to any state that would require a quarantine upon return to work. Also consistent with that Order, employees are discouraged from leisure travel to states that would require a quarantine upon return to Massachusetts.

While this protocol is in effect, employees who plan to travel out of state to a non-exempt area for non-exempted reasons must inform their supervisor prior to travel.

Employees are expected to request their vacation time in accordance with the procedures set forth by the school district, including school policies and applicable collective bargaining agreements. Included in these requests must be a disclosure of any planned travel that would cause the employee to need to quarantine under the Travel Order. Employees who are required to self-quarantine following their vacation must also discuss the self-quarantine period with their supervisor prior to taking a vacation so that the supervisor may make necessary arrangements. The District has the right to deny such vacation requests based on operational need or impact of absence, given that such travel will require the employee to be out of work for an additional two weeks upon return. Employees are therefore strongly urged to reconsider out-of-state travel plans.

C. Work & Compensation During Quarantine Period:

A traveler who is required to quarantine may be released from the obligation to continue quarantining upon obtaining proof of a negative test from an FDA EUA-approved molecular (PCR) SARS-CoV2 test, which was administered after the person's arrival in Massachusetts. Travelers may temporarily break quarantine to receive testing. Travelers must arrange for the test at their own expense and then are required to immediately continue quarantining until receiving a negative test result or the 14 days is complete. [Test Site Link](#)

If the supervisor has determined that an employee can perform the essential functions of their position remotely, that employee will be permitted to work remotely and receive regular pay during the fourteen (14) day self-quarantine period. Employees are expected to make arrangements for necessary files, equipment, and other considerations prior to taking their out-of-state vacation.

Local boards of health, or the state contact tracing collaborative, will monitor those in quarantine. [10 Tips for at-home quarantine or self-monitoring Employees who are not able to work remotely will be required to use their own time to quarantine for two weeks, although the District will review to determine whether the employee may be eligible for leave under the Families First Coronavirus Response Act \(FFCRA\). Contact the Human Resources Office for information on FFCRA leave, or any other related questions.](#)

[Employees who are displaying symptoms of COVID-19 are instructed to not report to work.](#)

# Maynard Public Schools

## **\*NEW\* IHBHE REMOTE LEARNING**

In the event of a district-specific emergency requiring the use of remote learning, the superintendent of schools may declare such an emergency and shall, as soon as possible, obtain the approval of the school committee. The remote learning plan below will be applicable in cases of disease, weather emergencies, destruction, or damage to schools rendering them inaccessible, or other extraordinary circumstances, including emergencies, declared by government officials, the school committee, or the superintendent.

When it becomes necessary for the school district to provide support to students who are unable to attend classes or access appropriate services due to an extended closure, the superintendent shall establish a plan and procedures to ensure that such services are provided. The provision of educational services may include the use of technology and devices, and strategies designed to support student learning away from school.

The remote learning plan will, to the extent possible:

- Ensure the safety of all students and faculty in coordination with appropriate local and state departments and agencies;
- Provide support for student social and emotional wellbeing and address the implications of trauma experienced by students or faculty as a result of the emergency;
- Identify goals and strategies for maintaining standards of student achievement and school improvement plans;
- Ensure instruction and services are delivered by district educators and personnel as much as practicable;
- Utilize the most effective tools and resources available for students and faculty, including the skills and talents of district personnel, in the delivery of instruction and services and share resources as needed;
- Provide resources and services equitably to meet the needs and circumstances of all students;

- Identify remedial strategies necessary after the emergency to advance student achievement (i.e. after-school, extended day, summer school, and contingency scheduling to cancel vacations.);
- Gather information both during and after the period of emergency regarding the most effective means of remote learning to implement as appropriate.

In developing a remote learning plan, the superintendent will:

- Identify and prepare effective means for communicating with faculty, students, parents, and community stakeholders.
- Collaborate with municipal agencies that support the schools and community.
- Consult with the school committee to identify any extraordinary actions necessary or authority required to administer emergency and remote learning plans. This includes any changes to district policies on the school calendar, grading, promotions and retentions, local graduation requirements, testing, and standards and accountability.
- Consult with administrators and principals to ensure the continuing education of students at all levels, including:
  - o use of the most appropriate resources, tools, and strategies to deliver the curricula given local circumstances and conditions;
  - o equitable access to appropriate content for all students;
  - o specific accommodations for students at high risk, including clients of special education, students with disabilities, English learners, students at an economic disadvantage, homeless students, students in foster care, and students of military families.
- Utilize available technological resources suitable for serving students at all levels. This inventory will be prepared in advance in anticipation of an emergency.
- Ensure the privacy rights of students, faculty, and families are protected, including assessing the security of district technology.
- Consult with bargaining units to determine if modifications to collective bargaining agreements need to be established for the period of the emergency.
- Identify the financial implications of the emergency plan and recommend the transfer of funds as may be necessary.

LEGAL REFS.: 20 U.S.C. §1232g Family Education Rights and Privacy Act (FERPA)

15 U.S.C. §§ 6501-6506 Children's Online Privacy Protection Act (COPPA)

CROSS REFS.: [EBCD](#) - Emergency Closings

[IGA](#) - Curriculum Development

[IGB](#) - Support Services Programs

[IHBEA](#) - English Learner Education

[IJND](#) - Access to Digital Resources

[IJNDB](#) - Empowered Digital Use

[IJNDC](#) - Internet Publication

[IJNDD](#) - Policy on Social Media

[IHBEA](#) - English Language Learners

[JB](#) - Equal Educational Opportunities

[JBB](#) - Educational Equity

SOURCE: MASC - May 2020

**ADOPTED:**

# Maynard Public Schools

## **\*NEW\*** IHBHE-E REMOTE LEARNING ADDENDUM

Issues to consider when developing remote learning plans:

- Which of these issues requires policy or policy changes?
- What are the policy implications and what should school committees delegate to the superintendent for operating protocols?
- Do we learn anything from earlier experiences in emergencies?
- What can we learn from our current services to students who are unable to attend school because of illness or other disability or for disciplinary reasons?

Specific items to consider in developing a plan:

- When is remote learning appropriate?
- Designating a remote learning point person
- Reviewing the various models for remote learning
- Equity - how to ensure that students have access to tools to learn remotely.
- Internal vs. external resources.
- Collective bargaining implications
- Responsibilities of remote educators
  - Evaluating remote educators and programs
- Who may observe remote instruction
  - Teacher professional development to incorporate various elements of remote learning
  - Common planning time
- Identifying cost implications and approving spending
- Special constituencies:

- o Special education students
- o English Language Learners
- o Physically challenged students
- o Homeless students
- o Students in foster care
- o Students of military families
- o Pregnant and parenting students
- Facilitating collaboration/removing barriers to collaboration.
- Protecting the privacy rights of students and parents
  - o FERPA (Federal Educational Rights and Privacy Act and COPPA (Children's On-Line Privacy Protection Act)
  - o What privacy protections do vendors and districts/schools have in place.
- Health and nutrition issues that may impact student wellness and/or privacy
- Internet security for students and faculty.
- Protecting educators and others who identify threats to student wellbeing via remote learning.
- Engaging district partners including companies, consultants, media (i.e., public television).
- Impact on decisions to retain or grant professional status educators.
- Academic implications (testing, grading, educator accountability, curriculum adaptations)
- Parental rights (opting in or opting out)
- Data gathered remotely or on-line (who gathers, aggregates, or analyzes).

SOURCE: MASC - May 2020

ADOPTED: