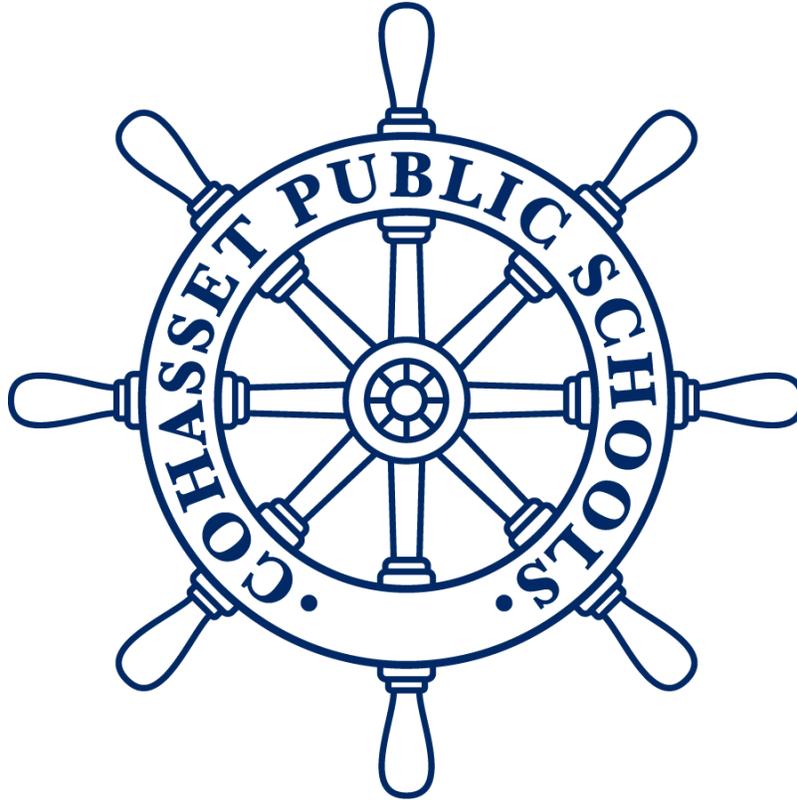


Cohasset Public Schools



Guide to Remote Learning

April 6, 2020

(Revised May 1, 2020)

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Dear Cohasset Families,

This document highlights the vertical articulation of learning expectations, lesson delivery models, communication strategies, resources, and supports as we move into our next phase of Remote Learning. Please know that we remain committed to keeping social-emotional needs paramount, and that we will be supportive to families throughout our approach.

Sincerely,

Patrick Sullivan, Ed.D.
Superintendent
Cohasset Public Schools

Cohasset Public Schools Vision Statement for Remote Learning:

The Cohasset Public Schools is committed to providing Remote Learning opportunities that promote social-emotional learning, that deepen academic skills, that stimulate creativity, that engage authentic (real-world) application of skills, and that meet the independent learning levels and diverse learning needs of all students.

Definition of Remote Learning:

“Remote learning is not synonymous with or limited to online learning. 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 could be used to deliver lessons, provide individual student support, provide resources (including instructional material and student assignments), connect

students to each other and their teacher, and provide feedback on student work”
(Jeffrey C. Reilly, Massachusetts Commissioner of Education)

Framework #1: Learning Expectations

Teacher Expectations:

- When possible, teachers should point students towards authentic (real world) application of skills and the activities assigned should be project and problem based. The material should be fun and engaging and not stress inducing. However, not all learning products or assignments need to be in project form.
- Assignments should be given on a regular basis, but they are not required to be assigned every day. Staff may decide to assign work at the beginning of the week, expecting that students complete sections of the work throughout the week.
- The amount of time required of students per day should never be more than half of what would be expected on a regular day if school was open and in session. For instance, a single assignment should never take longer than half the duration of a normal school period.
- Teachers are free to deviate from the curriculum standards and to try creative and innovative approaches to learning when appropriate.
- Teachers are encouraged to stimulate creativity through interactive activities, including games to foster critical thinking through exploration of current events, and to integrate visual, audio, media and print resources.
- Teachers are encouraged to meet the diverse learning preferences by allowing student choice in representation regarding mastery of a skill.
- Teachers are encouraged to meet diverse learning preferences by allowing students choice in representation regarding mastery of a skill.
- Elaborate projects that require special printing or production should not be assigned.

- Teachers are encouraged to approach remote learning as teams in planning activities and connection opportunities. Activities such as live video chats with students should be coordinated among staff members as much as possible to avoid overlap.
- All work will be given credit or no credit (no letter grades). Feedback for students that promotes skill development is expected.
- No summative assessments should be administered. Examples of summative assessments include end-of-unit or chapter tests, achievement tests or standardized tests.
- The District will adopt directives or guidance given by DESE as to the impact of the Remote Learning Period on final grades and term grades.
- Special Education Teachers and the ELL Teacher are expected to check in regularly with students and families to set a plan for the delivery of services during remote learning. Special Education Teachers and the ELL Teacher will document and maintain communication and service delivery logs.
- Teachers and special education providers will attend required IEP and Section 504 meetings via Zoom or other remote platform utilized for this purpose during the school cancellation period (if the format is agreed upon by families whose child is having the IEP or 504 Meeting).

Family Expectations:

- Activities should engage the independent learning level of the students and should not require extensive parental / guardian guidance. Parents / guardians should not be expected to provide any more support than they would for a homework assignment.
- Reach out to teachers, counselors, and administrators following the same chain of command you would use during in school timeframes. If you have a question about an assignment it is best to contact the teacher.
- If possible, encourage a routine and dedicated space to learning. These plans are meant to be flexible and therefore you and your student can determine the best course of action to complete the assignments.

Student Expectations:

- Put forth your best effort on assignments, and do not be afraid to ask questions with your teacher, family or support staff.
- Assignments are not optional, however the timeline for completion is flexible. We understand that individual situations may impact daily life.
- Students should check in daily. All lessons and coursework will be posted by 9:00am everyday. What assignments and how they are posted is based on individual building plans and teacher preference.
- Try to stick to a routine and designate a school-only space which will help you keep organized. Talk to your family to create a system that works best for you and your family.
- Make sure you take care of your physical and mental well being.
- Students should display respectful behavior in online environments.
 - [Privacy and Safety Document](#)

Framework #2: Lesson Delivery Models:

All teachers will provide weekly or daily lessons by 9:00am in the morning. Elementary will be provided weekly lessons on the Friday prior. Below are more details about each school's lesson delivery model.

All work will be given credit or no credit (no letter grades). Teachers will give feedback to students that promotes skill development. No summative assessments will be administered. Students will earn credit if they furnish a work product consistent with that which was requested, provided that work product shows evidence of the student having reviewed the relevant supporting material provided. Credit given will also be based on grade level developmental expectations.

CPS is adhering to the guidance given by the Jeffrey C. Reilly, Massachusetts Commissioner of Education, who “recommended that **academic content be graded as ‘credit/no credit’** so as to incentivize continuous learning while acknowledging the challenging situation we face” ([Remote Learning Recommendations During COVID-19 School Closures](#), March 26, 2020). How this looks at each grade level is based on the developmental and academic needs of

the students. Each school will provide a more detailed explanation of grading in the individual school Remote Learning Plans (see below for Specific Building Remote Learning Plans on page 10). The most important factors during this remote learning are the feedback given by teachers to students about their work and that students understand that their participation and effort directly impacts their experience next year.

Commissioner Riley also provided guidance about what should be taught by recommending that “districts and schools focus on those standards that are the most critical prerequisites for student success in the next grade. Since many standards will already have been covered prior to the closures, we anticipate that some time would still be spent on reinforcement” ([Remote Learning Recommendations During COVID-19 School Closures](#), March 26, 2020). The Pre-Requisite Standards for Success can be found on our [Remote Learning webpage](#) and by following these individual links: [Elementary Pre-Requisite Content Standards](#) and the [Secondary Pre-Requisite Content Standards](#).

Looking forward to next year, the district is building structures to ensure that teachers have opportunities to collaborate with grade levels above and below to allow for a seamless transition to the next grade and the content area. When we return to school next year, all teachers will meet students where they are in both their social emotional and academic journey.

All teachers will provide feedback to students throughout the year and report cards will be given at the end of the year. Below is a brief overview of the lesson delivery grading process for each school.

Osgood Elementary

Lesson Delivery: Teachers will provide a weekly “menu” via email as they have been providing enrichment activities. The new plans will include direct instruction or indirect instruction, student activities, opportunities for question/answers, teacher feedback and real time connections twice a week. Specialists will also be providing lessons and activities. Both synchronous and asynchronous opportunities

will be provided. Parents and students will always be able to email teachers for support as well.

Deer Hill Elementary

Lesson Delivery: Classroom teachers will provide a Weekly Communication document for each week of Remote Learning. This document will be shared via email and will be posted on each teacher’s individual website and/or grade level Google Classroom.

The Weekly Communication document will provide asynchronous assignments and corresponding resources for all subject areas including specials (PE, music, art, health, library, and technology). It will also include resources that support social emotional learning. Additionally, it will communicate the additional ways in which teachers will engage with students during the week, both synchronous and asynchronous: Zoom class meeting schedule, sign up for small group or individual Zoom “office hours”, Flipgrid activities, Padlet, etc. as well as the links and codes needed for these opportunities.

In addition to the learning opportunities included in the Weekly Communication Document, specialists will be available to students via means that they establish such as email, Zoom, etc. Teachers in the areas of PE, music, art, and health will provide one additional outreach to families per week in this way. Reading and math specialists are collaborating with classroom teachers in the development of asynchronous learning, participating in synchronous activities, and are also available resources to families.

Grading (Osgood and Deer Hill Elementary Schools): Students will receive a progress report showing Term 3 as a Remote Learning Term (March 16-June 16). Teachers will provide a narrative which will give an overview of the students' progress prior to term 3, share the topics covered in term 3 and how the student engaged during the Remote Learning term. Teachers will not assign ratings in the standards on the report card due to the irregular circumstances caused by COVID-19.

Cohasset Middle School

Lesson Delivery: Teachers will provide updates to their shared resources and assignments weekly using their preferred digital platform. Most CMS educators have chosen to utilize Google Classroom, but teachers will notify students/families if using something else.

CMS educators will update their shared material using the following schedule:

Day	Content Area
Monday	ELA & PE/Health
Tuesday	Math
Wednesday	Social Studies/Civics & Music (Band or Chorus)
Thursday	Science
Friday	World Language & Term 3 Specialist (either Learning Center, Art, STEM, Grade 6 Seminar, Gr. 7 Guidance, or Gr. 8 Research)

On the assigned content area day, students/families can expect to find a variety of lesson formats such as a teacher hosting a previously scheduled live virtual meeting to connect with students/classes and provide an overview of the new material, a teacher initiating an online discussion and many other creative and engaging activities. On the other days, students/families can contact teachers by email or through Google classroom.

Grading: During the Remote Learning Term (March 16-June 16) students will receive a Credit/No Credit rather than a numeric grade to report progress and effort beginning April 6th. Students will receive a comment that reflects how they met the learning expectations during Remote Learning Term. The final grades for year long classes will be calculated by averaging grades for term 1 and term 2. The final grade for Remote Learning Term classes will be reported as Credit or No Credit.

Cohasset High School

Lesson Delivery: The remote learning plan intends to be simple and flexible with the goal of minimizing impact to students' core academic paths. Students will remain in third-quarter classes for the duration of the closure. Decisions about fourth-quarter will be deferred until a return to school has been decided. We will not begin a new course while we are closed. Students are scheduled into five class periods per quarter. Those periods will be mapped to each day of the school week:

Day	Content Area
Monday	Period 1
Tuesday	Period 2
Wednesday	Period 3
Thursday	Period 4
Friday	Period 5

Teachers will *deliver* assignments on the day that corresponds to the period. Only one assignment will be delivered per day, and students will have one-week from the assignment date to complete it. Students are expected to complete roughly two hours of academic work each day with time built in for other work (i.e. guidance meetings, scheduling, coaches' meetings). Coursework is not optional; it is flexible however. Considerations will be made for a student's unique circumstances but the expectation is that students should continue with their coursework. Students should log on every day to receive coursework from teachers. Students should also be checking their cohassetk12.org email daily.

Grading: Full Year courses were substantially completed and have exceeded time on learning of semester long courses. Students in these courses will have the opportunity to improve their grade. Quarter 3 and Quarter 4 timelines have been modified. Final grades will be issued for full year courses and semester and

quarter classes will be given Credit or No Credit determinations. Below is an explanation of the grading at the CHS given by Principal Brian Scott.

<https://www.youtube.com/watch?v=8rzJKwPADgw>

Framework #3: Communications

- All teachers will communicate regularly and respond to questions from students and families throughout the week.
- All CMS/CHS daily/weekly assignments will be posted by 9:00am Monday through Friday.
- JOS and DHS will provide weekly assignments on the prior Friday (after 4:00pm)
- The Central Office Administration will communicate daily with updates. The [CPS website](#) is updated regularly with information.

Framework #4: Resources and Supports

Special Education Teachers and the ELL Teacher are expected to check in regularly with students and families to set a plan for the delivery of services during remote learning. Special Education Teachers and the ELL Teacher will document and maintain communication and service delivery logs. Teachers and special education providers will attend required IEP and Section 504 meetings via Zoom or other remote platform utilized for this purpose during the school cancellation period.

[Special Education and Related Service Remote Learning Opportunities During School Closures](#)

Adjustment Counselors and Guidance Counselors will work closely with principals and make themselves available to families and students.

[Cohasset Public School District Website](#)

- [CHS](#)
- [CMS](#)

- [DHS](#)
- [JOS](#)

[The Food Service Department](#) is serving grab and go breakfast and lunch Monday-Friday from 9:00 am-10:00am. Food Service is working with Emergency Management and the Council for Elders to provide grab and go meals.

Chromebooks loans are available for students. Email Dr. Scollins at lscollins@cohassetk12.org.

Being a teenager can be stressful. Social and emotional challenges are common throughout the high school years. At times, students and families may feel they need extra support from a mental health counselor. Finding the right match can present its own challenge. The link below will provide valuable resources [Interface](#).

Family Remote Learning Resources:

- [Middle and High School](#)
- [Prk, Osgood and Deer Hill](#)
- [Student Services](#)

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Specific Building Remote Learning Plans:

[Osgood Elementary School Remote Learning Plan](#)

[Deer Hill Elementary School Remote Learning Plan](#)

[Cohasset Middle School Remote Learning Plan](#)

[Cohasset High School Remote Learning Plan](#)

[FREQUENTLY ASKED QUESTIONS AT CHS / NEWSLETTER](#)