



Greater Fall River Vocational School District

Social Distancing and Distance Learning Operational Plan

Preamble

At the Greater Fall River Vocational School District, our concern is always for the well-being of all our students and staff. As a district serving over 1,500 (high school and post-secondary LPN) students and employing over 250 staff members, we are committed to responding to this unprecedented moment in history and have made a curricular decision as a district to move to a remote delivery of learning and our services. This document addresses expectations for how we can best provide continuity of service for our students during prolonged absences and/or school closures.

Our goal is to support students' well-being and academic progress, while fully understanding the conditions for teaching and learning are not like anything we have experienced before. As such, we know we will need to come together to best support our students and each other through this difficult time. We want to acknowledge amount of information shared below, as well as the conditions of uncertainty, may cause some understandable stress. We are committed to working together to support the social, emotional, and learning needs of our students and staff. The leadership team is here to support all staff so we can best help our students.

Our goal is not perfection; rather we are looking to bring some order to a chaotic situation. The next several months will not be easy and things will get messy, but we will learn together.

General Expectations for Students and Families

This is the distance-learning environment Diman Regional is preparing to support students and families. Students are expected to keep up with posted work through the virtual assignments. There are opportunities for daily check-ins with teachers via email or other virtual platforms, but these are limited as we attempt to create a seamless transition to the online system. Some calls to families may come up as Restricted/No Caller ID as we do not expect our staff to share their personal phone numbers, please check your voicemail. Additionally, students and caregivers should check e-mail regularly from messages from staff and administration.

General Expectations for All Staff

Teachers are expected to continue with scope and sequencing guides for content areas. Teachers are expected to assign work, support learning, and grade assignments. Teachers should be available for "office hours" Monday through Friday and post that schedule to their students/families. Staff are reminded that as mandated reporters any concerns that arise from check-in sessions should be conveyed to the building principal and, if needed, 911 should be called.

Teachers will post in Google Classroom (or other virtual platforms) assignments with work for students. Where teachers are teaching the same courses, they are encouraged to collaborate and post common materials. The deliverables that students turn back into teachers provides an attendance/participation component for teachers to communicate back to administration regarding students who may need support or services with this digital environment. This information will be used by the schools to monitor student engagement and equitable access to schooling. All exchange of deliverables should be paperless to maintain the health and safety of all. Teachers will use a common set of digital tools (below) to support our online learners.

Grading Scale

- 95 (A) work submitted is complete and free of any errors.
- 85 (B) work submitted is complete but contains minimal errors.
- 75 (C) work submitted is complete but contains some errors OR work submitted is incomplete.
- 65 (D) work submitted is complete but contains several errors OR work submitted is incomplete.
- 50 (F) work submitted is complete but contains numerous errors OR work submitted is incomplete.
- 0 (F) no work was submitted.

Example of a Distance Learning Lesson

<u>Student Action</u>	<u>Estimated Time for Student per academic class (minutes). Vocational courses will be three hours per day.</u>
Independently practicing and applying knowledge or skill -Potentially emailing teacher questions or for support or developing questions to ask during the next scheduled	25
Deliverable/Exit ticket - students submit work to get feedback from the teacher	5

Platforms for Use

To limit the number of different digital tools that we need to train for and provide IT support around, teachers are asked to develop lessons using only the following digital tools.

- Teachers are encouraged to use Google [Classroom](#) and the [Google Suite of Tools](#) for their daily learning engagements and parent interactions.
- Teachers should use Google [Meet](#) to provide video conference opportunities for students. Maintaining an ongoing connection between staff and students during this time of crisis is priority for the district.
- Google Chat should be used as a forum for group discussions.
- Teachers unfamiliar with Google Classroom and Meet should keep it simple and focus on the basic features of the tools. Teachers with more experience can explore more advanced features. The district will provide training for staff where needed.
- The GFRVSD certifies that the online platforms being used by the district meet student privacy and confidentiality requirements under federal and state law and assumes any liability should this not be accurate.

Administrative Support of Educators and Students

Teachers and Specialists will not be evaluated on the lessons and supports that they are providing to the distance learning space. Administrators understand this is a new learning environment for us all, and administrators will take a supportive role with staff in the development and implementation of online lessons. Administrators support student participation by intervening with families and providing additional resources where needed based on feedback from teachers of students who are not accessing the materials or meeting doing the work.

Administrators will also host a weekly virtual meeting to keep staff updated and informed -- participation is voluntary.

Expectations for Counselors

- Counselors are to respond to student, parent, staff, and administrator requests for support and provide office hours as well as follow up on distance learning participation issues.
- Counselors will regularly, albeit remotely, meet with building leadership as prescribed by the building principal.

Expectations for Special Educators

- Special educators are not expected to provide the full complement of specialized instruction that would be expected if school was operating under “normal” conditions (per DESE). We will be providing access to learning and providing support to Special Education students.
- Special educators can provide online lessons for their students that try to emulate lessons that would be provided in their Special Education Classroom and work with students (in concert with Instructional Assistants) to access the general education curriculum where appropriate.
- Special educators and general educators will need to work together to ensure accommodations are met if assessments are used.
- Check-ins with each student on the special educator’s caseload are expected.
- For substantially separate programs, a modified schedule of activities will need to be created following conversations with parents over the coming week. These schedules will be developed in conjunction with Team Chairs and the Director of Student Services.

Expectations for Related Service Providers

- **Speech and Language**
 - Schedule online activities for students for maintenance of skills.
 - Upload materials to Google Classroom to support students.
 - Reinforce activities provided to parents and update regularly.
 - Respond to parent/student questions regarding SLP home language activities.
 - Set up a weekly check-in schedule for each student on the educator’s caseload.
- **Occupational Therapy**
 - Schedule online activities for students for maintenance of skills.
 - Provide a list of activities to parents and update regularly.
 - Respond to parent/student questions regarding OT activities and functional skills within the home.
 - Set up a weekly check-in schedule for each student on the educator’s caseload.

Expectations for EL Teachers

- Student check-ins following the schedule above.
- Develop and post lessons to support academic language and social language development.
- Coordinate for translation services, as needed.

Expectations for Team Chairs

- Meetings will be held remotely, with consent from parents that are currently scheduled and they will need to reorganize evaluation schedules and initial/three-year/annual meetings (to be held remotely).
- Collect, organize, and disseminate resources for special education staff.
- Providing ongoing support for all special educators and related service providers as we navigate this new frontier.
- Coordinate with outside service providers, in conjunction with clinical staff, to ensure wraparound services continue and adapt to this unique situation.

Expectations for Nurses

- School nurses will be expected to maintain contact with students and their families on their caseload and with students identified as high risk.
- School nurses may also work on updating student records or the Health and Wellness Plan.
- School nurses should maintain a log of their student and caregiver interactions.
- School nurses should be available to consult with students and families with any health concerns during this pandemic.

Expectations for Instructional Assistants

- Instructional Assistants will be given an assignment of students and daily schedule to check in with and remotely support those students during the day. This may look like small group video conferencing, email correspondence, and/or phone calls.
- Instructional Assistants will be available to work with students in support of accessing the curriculum. This could include remote face-to-face sessions.

Expectations for Cafeteria Staff

- Cafeteria staff will engage in online professional development assignments or work on school and district manuals related to food service operations.

Expectations for Clerical Staff

- Clerical staff will work with direct supervisors to continue school/district specific activities.

If You Are Sick

If you are unable to facilitate your Google Classroom, check-in or other job function, please communicate with your direct supervisor and your principal.

Vacation and Personal Time

The district will follow all contract language regarding roll over of vacation and personal time. Unused vacation and personal time beyond roll over allotments will convert to sick leave.