



Meeting Street

Distance Learning Plan

**The Grace School, The Carter School, The Schwartz School
and Early Learning Center (for students with IEPs only)
As of 3-23-2020**

Distance learning plans are developed to mitigate learning loss for *an extended amount of time*, including public health crises. They are likely to include a mix of Google classroom, learning management systems, take home book bags, and other learning materials for students. We know that if we continue with a distance learning plan mode of instruction, that this will also include introducing new content, concepts and skills.

We also know that when we implement a Distance Learning Plan that:

- This creates an equity issue for many of our students, especially when it comes to access of materials, being able to use some of the materials, etc.
- For a variety of reasons, many of our students may not be able to complete what we send home independently
- We know that what we do on a daily basis cannot be duplicated

With that in mind, Meeting Street has created the following Distance Learning Plan to support all students in grades K to 12+ with and without special needs:

All students received a distance learning packet which included:

- Google Classrooms will be used by all teachers, therapists, social workers and behavior specialists.
- Daily schedule/expectation of work completion
- Hard copies of some documents, supplies and materials (see below)
- Book bags with books of interest, reading level (for some) and those that can be read aloud
- All general education students and as appropriate, students with special needs, were provided with iPads and/or other learning and communication devices.
- As requested or deemed appropriate, various equipment and at-home support for therapeutic needs of students were provided.
- Extensive list of online resources to provide reinforcement of skills, access to curriculum materials, etc.

Literacy: We will put into place work that supports our workshop model of instruction as dictated by Units of Study in Reading, Writing and Word Study by Lucy Calkins.

- Reading: Numerous books in book bags with text at independent levels, interest and as part of the instructional program

- Students will also be expected to respond to their reading each day
- Writing:
 - Students will be expected to keep a writer's notebook and journal each day
 - Some students, depending on grade level, may be expected to complete essays and other pieces of writing as assigned
- Word Study:
 - Sight word lists, word study lists and content vocabulary lists will be provided for students to practice their word recognition, spelling and vocabulary development

Mathematics: We will put into place work that supports our current math curriculum, EngageNY

- Student will receive math worksheets to support skills and concepts taught. This will include math facts for memorization/fluency.

Science:

- Students will receive science materials and information in the form of worksheets, articles, etc.

Social Studies:

- Students will receive social studies materials and information in the form of worksheets, articles, etc.

Secondary Academics (Grades 9-Age 22):

- Students will be working on high School level functional academics, including math (money and time skills) and reading and writing (communication skills) modified to their individual learning needs.

Independent Living (Grades 9-Age 22):

- Students will be working on skills to help them function as independent as possible. Teachers will design programs that while typically delivered in the independent living center can be generalized into the students' homes with supports from Occupational Therapists, Speech Therapists, and Physical Therapists.

Career and Work Readiness/Employment (Grades 9-Age 22):

- Students will work on skills that can be used in their supported career paths particularly using fine motor and communication skills, which will be supported by the Occupational Therapists and Speech Therapists.

Technology

In addition to the packets of classwork and books, students in grades K to 8 will be able to sign out and take home their iPad. Students with special needs in grades K-12+ will have access to their communication device, as appropriate and requested. This will be valuable as we will be sending home an extensive list of online resources that support our current curriculum as well as provide a variety of additional resources such as access to books, math websites, use of Google Classroom, etc.

At Meeting Street all students in grades K to 12+ and as appropriate by grade level/or ability, received the following supplies to support their distance learning:

- Sharpened pencil

- One subject notebook
- Crayons
- Colored pencils
- Glue sticks
- Scissors

Additional Supports to Students and Families

- For our Spanish speaking students and families: They will have access to two interpreters. Parents may reach out to them via email or phone and teachers may also schedule times to collaboratively communicate with students and parents, as needed.
- All of our communications with parents via email and communication apps are translated.
- We will provide some flexible hours for staff on a daily basis so that they can be available to work with and through family members who may not be available during the school day due to their work schedule. These hours will be shared with parents.

Student Attendance

We will account for student attendance every day. For the week of March 23rd, all students will be marked as present as we are making the assumption that everyone is completing the work provided in their packets, utilizing online resources provided in packet and via email, and students/families are setting up Google Classroom accounts. In addition, teachers, therapists and behavior specialists and social workers, as appropriate, will make contact with each family this week.

Beginning Monday, March 30th attendance will be taken daily as follows:

- Students with significant special needs will be marked present by his/her teacher if contact is made with student and/or family member. Contact will consist of the following: phone, email, Google Classroom, Zoom, other communication platform. Students will be marked absent if no contact is made between student/family and teacher.
- Students without special needs will be marked present by his/her teacher via Google Classroom. Students must log in to Google Classroom every day and complete his/her assignments. Students will be marked absent if they did not log in and/or did not complete their daily assignments.

Ongoing Support for Teachers

Weekly consult meetings will be scheduled and held for all teachers, therapists and support professionals. Participation in additional meetings will be scheduled and participants will flexible to account for the specific needs of the teachers and the students that they work with.

Strategies to Support Instruction

Teachers will use a variety of tools and resources to provide instruction to include but is not limited to:

- Hard copy of materials and books
- Online resources and curriculum links
- Google Classroom
- YouTube videos
- Virtual teaching including demonstration lessons, conferencing with students/parents, etc.
- Use of Assistive Technology, as appropriate
- Therapeutic methodologies and supports provided and demonstrated/shared via tele-conferencing

Access to Internet

Information was previously provided to all families regarding internet access via cell phone provider and Cox. As we learn of families that do not have access to Internet, we will work to secure that with and for their home.

Monitoring Student Progress

To the best of our ability, all teachers, therapists, and school support personnel, will be responsible for monitoring the daily work and progress of students as needed for grading purposes as well as Individualized Education Plan goals and objectives.

Expectations of Students with Significant Disabilities and their Families

- Communicate with special education teacher on a daily basis.
- Communicate with each therapist at least once a week.
- Log into the Google Classroom account each day
- Check all of the classrooms you are a part of for any assignments
- Complete all assignments on a daily or weekly (special subjects) basis, as appropriate
 - This may include art, music, library, physical education, health, Spanish, Social Emotional
- Daily assignments will be posted on Google Classroom by 9:00 a.m.
 - Teachers will work with you to schedule a time to connect daily
- Complete and/or use references and materials provided in distance learning packets.

Expectations for General Education Students and their Families

- Log into Google Classrooms every day
- Daily assignments will be posted on Google Classroom by 9:00 a.m. each day

- Teachers will contact you regarding your schedules and we expect you to meet/talk with them each day.
- Review and complete all daily assignments from all teacher (s)
- Complete all special subject assignments on a weekly basis (Art, Music, Library, Physical Education, Health, Spanish and Social Emotional)
- All assignments count toward student progress.
- Teacher response and feedback will be provided on a regular basis.
- Reach out to your teachers for any support you need to complete your assignments
- Complete and use school work/references provided in distance learning packet.

Expectations for General Education Teachers

- Join meetings with supervisors and colleagues as invited
 - Note: We will schedule via zoom or Google Meets by the end of this week.
- Take attendance daily
- Log all communications and attempts with students/families
- On a daily basis, post all daily assignments and student expectations on Google Classroom by 9:00 a.m. for all content areas (reading, writing, mathematics, science, social studies, etc.)
- Plan for and conduct a variety of learning experiences
- Monitor student progress and work completion for report card/grading purposes
- Create a schedule to meet with and work with students
- Hours:
 - Monday-Friday
 - 8:00-9 a.m. available for meetings
 - 9:00-12:00 available for students/scheduled sessions, etc.
 - Flex time to plan and reach out to parents and/or students you were not able to reach during the 9:00-12:00 instructional block.
 - Note: Staff members all have families that they are caring for and children that they are home schooling at this time as well. Please be considerate of their time.

Expectations for Special Education Teachers

- Join meetings with supervisors and colleagues as invited
 - Note: We will schedule via zoom or Google Meets by the end of this week.
- Take attendance daily
- Log all communications and attempts with students/families
- On a daily basis, post all assignments and student expectations on Google Classroom by 9:00 a.m. This would obviously include work towards meeting IEP goals and objectives
- Monitor student progress and work completion toward IEP goals and objectives
- Plan for and conduct a variety of learning experiences:
- Create a schedule to meet/speak with students and/or family member

- Hours:
 - Monday-Friday
 - 8:00-9 a.m. available for meetings
 - 9:00-12:00 available for students/scheduled sessions, etc.
 - Flex time to plan and reach out to parents and/or students you were not able to reach during the 9:00-12:00 instructional block.
 - Note: Staff members all have families that they are caring for and children that they are home schooling at this time as well. Please be considerate of their time.

Expectations for Therapists

- Join meetings with supervisors and colleagues as invited
 - Note: We will schedule via zoom or Google Meets by the end of this week.
- Following students IEP service time, make contact with student and/or family members at least once a week
- Log all communications and attempts with students /families
- Monitor student progress
- Plan for and conduct a variety of learning experiences
- Use Google Classroom to post assignments and/or recommended supports
- Hours:
 - Monday-Friday
 - 8:00-9 a.m. available for meetings
 - 9:00-12:00 available for students/scheduled sessions, etc.
 - Flex time to plan and reach out to parents and/or students you were not able to reach during the 9:00-12:00 instructional block.
 - Note: Staff members all have families that they are caring for and children that they are home schooling at this time as well. Please be considerate of their time.

Expectations for Special Subject Teachers

- Join meetings with supervisors and colleagues as invited
 - Note: We will be scheduled via zoom or Google Meets by the end of this week.
- On a weekly basis and according to special subject schedule below, post daily assignments and students expectations on Google Classroom by 9:00 a.m.

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|-----|-----------|-----------|-----------|----------|-----------|
| K-1 | Art | Music | PE/Health | Spanish | Library |
| 2/6 | Music | PE/Health | Spanish | Library | Art |
| 3/7 | PE/Health | Spanish | Library | Art | Music |
| 4/8 | Spanish | Library | Art | Music | PE/Health |

| | | | | | |
|----------|-----------|-------|-------|-----------|---------|
| 5/Carter | Library | Art | Music | PE/Health | Spanish |
| Schwartz | Art PE | Music | PE | | PE |

- Plan for and conduct a variety of learning experiences
- Create a schedule to meet with and work with students
- Reach out to students and families if work is not being completed and/or for any questions
- Log all communications and attempts with students/families
- Monitor student progress and work completion
- Hours:
 - Monday-Friday
 - 8:00-9 a.m. available for meetings
 - 9:00-12:00 available for students/scheduled sessions, etc.
 - Flex time to plan and reach out to parents and/or students you were not able to reach during the 9:00-12:00 instructional block.
 - Note: Staff members all have families that they are caring for and children that they are home schooling at this time as well. Please be considerate of their time.

Social Worker

- Join meetings with supervisors and colleagues as invited
 - Note: We will be scheduled via zoom or Google meets by the end of this week.
- On a weekly basis, post assignments and students expectations on Google Classroom by 9:00 a.m.
- On a daily basis, provide helpful hints/suggestions to support students and families that support and promote mental health via Google Classroom
- Log all communications and attempts with students/families
- Monitor progress for IEP/RtI goals
- Hours:
 - Monday-Friday
 - 8:00-9 a.m. available for meetings
 - 9:00-12:00 available for students/scheduled sessions, etc.
 - Flex time to plan and reach out to parents and/or students you were not able to reach during the 9:00-12:00 instructional block.
 - Note: Staff members all have families that they are caring for and children that they are home schooling at this time as well. Please be considerate of their time.
- Outreach to students/families on your caseload and others that may reach out to you.
 - Name and email will be shared with all families.

Behavior Specialists

- Contact families of students on your caseload on at least a weekly basis.
- Share and revise plans as needed to support students at home
- Log all communications and attempts with students/families
- Monitor progress for IEP/RtI goals
- On a weekly basis, provide helpful hints to support behavior via Google Classroom
- Hours:
 - Monday-Friday
 - 8:00-9 a.m. available for meetings
 - 9:00-12:00 available for students/scheduled sessions, etc.
 - Flex time to plan and reach out to parents and/or students you were not able to reach during the 9:00-12:00 instructional block.
 - Note: Behavior specialist for Schwartz may follow a slightly different schedule. Please consult with Katelyn.
 - Note: Staff members all have families that they are caring for and children that they are home schooling at this time as well. Please be considerate of their time.
- Outreach to students/families as you are contacted
 - Name and email will be shared with all families.

Distance Learning Distribution Plan

- Wednesday, March 18th
 - Hope-Gymnasium-Enter and exit through gym doors
 - Grace-Cafeteria-Enter and exit through main doors
 - Schwartz: Common Room-Enter and exit through side door
 - 8:30-9:30 Grade K-1
 - 9:00-10:00 Grade 2-3
 - 9:30-10:30 Grade 3-4
 - 10:00-11:00 Grade 5-12+
 - Schwartz: 8:30-11:00
- Friday, March 19th
 - 8:00-11:00 a.m.
 - All locations

In addition, we will also email the online resource list to all families this Wednesday, March 18th by noon.

Meal Plan

- Meeting Street has been offering/providing meals to all children and families of our school programs, including The Hope Academy and our community at large effective Tuesday, March 17th.

- This program was approved by RIDE through our food service provider, Aramark.
- This will be a “grab-and-go” breakfast and lunch from 11:00 a.m. -1:00 p.m. on Mondays and Wednesdays.
- Families that live in cities/towns outside of or not close to Providence, please check in with your local city for meal distribution plan.

Contact Persons for Distance Learning Plan:

General Education, The Grace School: Heather Boccanfuso, Assistant Head of School, hboccanfuso@meetingstreet.org

Special Education, Early Learning Center, The Grace School and The Carter School: John Kershaw, Director of Special Education jkershaw@meetingstreet.org

The Schwartz School, Katelyn Champine, Assistant Director of Special Educaiton, kchampine@meetingstreet.org