



Arlington Public Schools Remote Learning Plan

May 4 - June 19, 2020

**School Committee Presentation
Dr. Kathleen Bodie
Thursday April 20, 2020**



DESE: Strengthening Our Remote Learning Experience

Key Goal, Friday, April 24 Guidance

Move all students toward consistent engagement in remote learning, with a focus on connectedness and on the content standards most critical for success in the next grade.

DESE Guidelines

Strengthen the remote learning plan:

- Prioritize meaningful connections with educators and peers
- Provide engaging core instruction focused on the content standards most critical for student success in the next grade
- Offer opportunities for enrichment, exercise, and play
- Ensure programming is accessible and communication is streamlined for students and families

DESE Guidelines

Also encouraged:

- Identify and support students not effectively engaged in remote learning
- Consider strategic collaboration, teaming, and differentiated roles that remote learning makes possible

APS First Phases

Focused on:

- Maintaining teacher and student connections
- Engaging students in enrichment and deeper learning activities
- Centered on already taught skills and concepts

Key changes going forward

Teaching not already taught essential concepts and skills:

- Curriculum leaders and teachers create and share framework of key concepts and skills
- For students to be prepared for the next grade or course
- To inform planning for fall 2020 curriculum adjustments

Asynchronous lessons

- Shared through Google Classroom
- May include videos of instruction
- Includes weekly assignments
- Includes teacher feedback on assignments

Synchronous connections

- Stronger emphasis on live video sessions at least once per week for each student
 - Peer and teacher connections
 - Motivation, inspiration
- Office hours 2x week
 - May include Google Hangouts Meet
 - May include email, phone calls

AHS implementation

Full credit and grades for work through Term 3 (Yearlong classes = 5 credits, Semester 2 classes=2.5 credits, 3rd Term PE courses = 2.5 credits)

Term 4 begins May 4 - students recognized with “audit” for Spring 2020 Term if they participate

Focus on key concepts, skills, products, and experiences, including key new curriculum as well as review/reinforcement

Students who failed Term 1-3 able to use this time to focus on credit recovery

Ottoson and Gibbs implementation

Non-traditional grading:

M - student participated and engaged in distance learning activities with consistency, applied teacher feedback and instruction, and effort and integrity is evident in work quality

P - less than consistent engagement in distance learning, work reflects some student effort, student has not fully met the distance learning expectation

U - unable to determine a distance learning grade, student may not have participated in distance learning activities, little to no student work to assess

Elementary schools implementation

Uniform work grid

Lessons shared through Google Classroom

Assignments replace choice boards

Consistent skills and concepts across all schools

Social emotional learning & enrichment activities