



POLLARD MIDDLE SCHOOL

REMOTE LEARNING

May 4- June 19, 2020

The Needham Public Schools remote learning plan reflects the district’s commitment to providing its students and families with a continued and multifaceted learning experience and focuses on the following priorities:

- Maintain and nurture strong connections and relationships with students and families;
- Prepare and implement for remote learning to engage students directly in the curriculum in thoughtful and measured ways so all students can learn and grow;
- Provide services and supports to help meet the many needs of all students, particularly our most vulnerable students.

While necessarily different from our traditional brick and mortar program, the core of our remote learning plan reflects these priorities as well as maintaining our commitment to academics, social emotional learning and equity that are the hallmark of an education in the Needham Public Schools.

The use of the Internet and the pace of technological growth have transformed teaching and learning in the Needham Public Schools over the last ten years. We are fortunate to be able to build upon this foundation and the infrastructure we have in place. Remote learning will change the nature of how the members of our community interact with each other. We remain committed to using the technology to maintain the communication, support and sense of community that we deeply value. For students, remote learning will leverage technology to access content and provide real-time application of key 21st- century skills. It will also place a new emphasis on the value of independent learning and self-assessment. Our faculty are now charged with not only continuing to be outstanding teachers in an online environment, but also to balance it with their personal lives as parents, partners, and care-givers at the same time. We acknowledge that we are entering this paradigm for the first time and parents, teachers, students and administrators, will be learning and growing as our experience with remote learning evolves.

At Pollard Middle School our online learning schedule offers opportunities for synchronous and asynchronous¹ learning each day of the week with also time for individual work and outdoor/ rest time. Teachers have the discretion to use these meeting periods in any manner they deem most useful for their discipline, grade level, student learning styles, etc. Examples of this include but are not limited to utilizing class time for extra help sessions, as synchronous class periods, or as opportunities for students to engage in completing assignments or project-based learning.

¹ Synchronous: students complete online learning in real time (ie: Zoom, google chat, online class) and at a particular time;

Asynchronous: students can complete at any time (work is shared via Google Classroom and completed individually or in small groups)

At certain times in the schedule, we may ask the students to come together as a cluster or grade level. Faculty will continue to have the chance to meet together as departments to share and improve best practices for online learning and engage in professional development.

While we know that the remote learning environment cannot replicate the experience of learning in person while at Pollard, we believe this schedule will allow our students to grow, develop skills and competencies, and practice our core values. The schedule also allows time for students to be “screen-free,” and engage in experiential educational opportunities. Further, the schedule gives our faculty the time and opportunity to reflect on their work as online educators and make improvements. We are confident that our community will continue to promote excellence and character through our spirit of working together.

TECHNOLOGY

Students will use Google Classroom or Schoology (pilot clusters) and other technological programs and apps that can all be accessed on their school-issued ipads. We have asked faculty members to try new programs and software (all vetted by NPS Technology Department) such as ZOOM, Google Meet, and Flipgrid at their discretion and as needed.

ATTENDANCE

Students are encouraged to attend all of their scheduled synchronous meeting periods, including advisories when available. Should a student need to miss a meeting or a day due to personal circumstances, he/she/they is/are asked to inform the teacher. If a student is sick, please let a cluster teacher, guidance counselor, or Assistant Principal know (grade 7: jeremy_greenwood@needham.k12.ma.us; Grade 8: megan_bonomolo@needham.k12.ma.us). We understand that learning from home is complicated, and we encourage our teachers to offer flexibility in their teaching and time with students. Not only are students dealing with a complex schedule and new learning environment, but also many of our teachers are navigating this while caring for their own families.

ASSESSMENT & GRADING

Finally, providing our students with opportunities to assess their learning and receive meaningful feedback is a vital part of the learning process. During our remote learning time, our students will continue to be assessed and provided meaningful feedback. Teachers will use their feedback as a way to recognize outstanding work and address areas that may need more attention.

Teachers are using the below rubric to determine classifications in Powerschool:

Collected	Missing*	Exempt	Incomplete
Student has demonstrated engagement; Student has been engaged in synchronous sessions as appropriate; Student has completed the work assigned.	Student did not engage in the work; Student did not attend the sessions offered; Student did not complete work when prompted.	Student is not required to complete the work. (Please use as you typically would in PowerSchool).	Student has not completed the work appropriately, or with enough thoroughness to demonstrate basic understanding, and has been given notice to resubmit.

*this is not an option for Schoology pilot cluster

RUBRIC for Credit/ No Credit

	CREDIT	NO CREDIT
Learning Opportunities	Student participated in and submitted at least 75% of learning opportunities*	Student did not participate in or submitted at least 75% of learning opportunities*
Meeting the Criteria/ Expectations	Student work was attempted, met, or exceeded the requirements of the assignment.	Student work did not meet requirements of the assignment. Less than 75% of work/ opportunities have been complete overall.

*Only used when students are able to participate. Students who have specific reasons why they cannot participate are exempt and held harmless.

- Learning opportunities include, but are not limited to: online course meetings, discussions, assignments, projects, and/or any other work as determined by the teacher.
- Trimester 3 only will receive **Credit/ No Credit**. The year end grade will be a combination of T1 and T2.
- Students will have frequent opportunities for self-reflection as part of the feedback process.

SCHEDULES

Grade 7

7th GRADE	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
9:30 - 9:55	<i>Check Email & Google Classroom</i>	<i>Check Email & Google Classroom</i>	<i>Check Email & Google Classroom</i>	<i>Check Email & Google Classroom</i>	Social Studies: Extra Help Time
10:00 - 10:25	Independent Work	Independent Work	Independent Work	Independent Work	Math: Extra Help Time
10:30 - 10:55	A- Block In person class session [Expected]	Elective 7-1A In person class session [Expected]	D- Block In person class session [Expected]	Elective 7-1B In person class session [Expected]	ELA: Extra Help Time
11:00 - 11:25	B- Block In person class session [Expected]	Elective 7-2A In person class session [Expected]	C- Block In person class session [Expected]	Elective 7-2B In person class session [Expected]	Science: Extra Help Time
11:30 - 12:00					ADVISORY [Expected]
12:00- 1:00	<i>Lunch/Break</i>				
1:00 - 1:25	C- Block In person class session [Expected]	Independent Work	B- Block In person class session [Expected]	Independent Work	Extra help In person class session (WL, Eng., Tech. Art)*
1:30 - 1:55	D- Block In person class session [Expected]	Independent Work	A- Block In person class session [Expected]	Independent Work	Extra help In person class session (PE, Health, Ex.ed, Music)*
2:00-3:00	Independent Work	Independent Work	Independent Work	Independent Work	Independent Work

WL= World Language, Eng= Engineering; Tech= technology; PE= physical education; Ex. Ed= experiential education.

Grade 8

8th GRADE	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
9:30 - 9:55	<i>Check Email & Google Classroom</i>	<i>Check Email & Google Classroom</i>	<i>Check Email & Google Classroom</i>	<i>Check Email & Google Classroom</i>	Social Studies: Extra Help Time
10:00 - 10:25	Independent Work	Independent Work	Independent Work	Independent Work	Math: Extra Help Time
10:30 -10:55	A- Block In person class session [Expected]	Independent Work	D- Block In person class session [Expected]	Independent Work	ELA: Extra Help Time
11:00- 11:25	B- Block In person class session [Expected]	Independent Work	C- Block In person class session [Expected]	Independent Work	Science: Extra Help Time
11:30 -12:00					ADVISORY [Expected]
12:00 - 1:00	Lunch/Break				
1:00 - 1:25	C- Block In person class session [Expected]	Elective 8-5A In person class session [Expected]	B- Block In person class session [Expected]	Elective 8-7A In person class session [Expected]	Independent Work
1:30 - 1:55	D- Block In person class session [Expected]	Elective 8-6A In person class session [Expected]	A- Block In person class session [Expected]	Extra help In person class session (WL, Eng., Art, Theater)*	Independent Work
2:00 - 2:25* 2:30-3:00	Independent Work	Independent Work/ Learning Center	Independent Work	*Extra help In person class session (PE, Health, CC, Ex.ed, Music)**	Independent Work

**WL= World Language, Eng= Engineering; PE= physical education; CC= Chinese Culture; Ex. Ed= experiential educatio

LEARNING CENTERS/SPECIAL EDUCATION SERVICES

During school closures, students' Individual Education Programs (IEPs) will be implemented to the best extent possible within a Remote Learning Environment. Schools may not be able to provide all services in the same manner they are typically provided. Supports and services will be provided that allow equally effective access and opportunity for remote learning designed to reinforce knowledge and skills as well as to ensure students are provided with the opportunity to work towards IEP goals.

Plans for how and to what extent special education will be implemented for each student will be communicated through Remote Learning Support/Service Plans. Each student's plan will be individualized to meet his/her/their needs and may include supports and services such as: Email Check-In, Suggested Activities/Activity Packets (online and offline), Projects, Video Message/Post, Action Planning, Daily "To Do" lists, Phone Check-In, Apps, consultation, and instruction & services through individual or group phone or video conference and online platforms. Families should expect to hear from their student's special education liaison within the upcoming week regarding the Remote Learning Supports/Services Plan for their student.

ELL

The ELL department is committed to making best efforts to assure that English Learner students have the support they need to access the general education instruction provided during this school closure. ELL teachers will work with teachers, staff, students, and families to support this learning synchronously (real time) and asynchronously (students learn at different times), as appropriate. ELL teachers will work to advance the English development of each ELL student in the four language domains (listening, speaking, reading, and writing) by providing appropriate support and instruction commensurate with individual student language level and needs. ELL teachers will also work to support the social-emotional well being of their students and the particular needs of their families.

GUIDANCE

Guidance counselors will be providing support and guidance to students and parents through email or meetings using Zoom or Google Meet / Hangout during this time. Students and parents are encouraged to use your guidance counselors email to update us on family situations, ask questions, or to ask for help and support. Using email is the best way to initiate a conversation with your counselor for your student or for yourself. Please reach out to your guidance counselor if you or your student is struggling during this period and if you need guidance during this difficult time.

LIBRARY SERVICES

Although the physical library is closed, students have access to a wide variety of digital resources for both independent reading and research through the library's website (bit.ly/pmslibrary). The librarian, Ms. Sue Doherty, will use the library website's home page to post announcements and information for students while school is closed. In addition, a new "virtual library" is available that students can voluntarily join to find some fun reading-related activities and connect with the librarian and other students around books. Students or parents should feel free to reach out to Sue any time via email (see below contact info) for help accessing the digital library materials or for advice on books and reading.

RESPONSIBILITIES

STUDENT RESPONSIBILITIES:

Remote Learning will require some shifts and adjustments to the traditional learning environment. Students should prepare for success by approaching their work by establishing a routine and place at home that may provide the best opportunity for success (ie: a quiet space that is conducive to thinking, learning, and being “virtual.” Students should continue to rely on their teachers, advisors, and guidance counselors for support, guidance, and clarification.

Our expectations are outlined below:

- Create and maintain a daily routine
- “Participate” in advisory (1x/ week)
- Identify a space that will be conducive to learning/ growing (as free from distractions as possible)
- Have their ipads ready and their materials
- Check Google Classroom/ Schoology for assignments
- Attend synchronous class sessions
- Communicate and interact in a digital world/ video conferencing in an appropriate manner*
- Complete assigned work, participate in online discussions, and make use of extra help
- Check email regularly and respond as appropriate
- Communicate with teachers and advisors as needed
- Honor our [core values](#) and our [handbook expectations \(AUP\)](#)

*For video conferencing:

- Find a quiet space (as much as possible) with no distractions to take part in video conferencing
- Avoid multitasking; open only the tabs you need for the session.
- If possible, use headphones to reduce background noise.
- Make sure the computer camera is directed at you and the light is in front of you not behind.
- Mute your microphone until your teacher invites you to speak (you can raise your hand to let them know).
- The chat feature can be used to ask questions or make comments. All contributions should be appropriate.
- Use non-verbal cues (such as thumbs up or down) and features within the program to show your support for ideas or to react to them.
- Once the video conference is over, leave it immediately.
- Do not audio record, video record, or take pictures/screenshots while in a video conference. Massachusetts law requires consent from all parties before doing any of these things.

**Teachers will also share the appropriate expectations and etiquette with each class.*

PARENT RESPONSIBILITIES:

Parents and family members play an essential role as our partners. While we know that families understand the complexity of helping their child(ren) with remote learning, here are a few suggestions:

- Help your student to establish a daily routine and daily expectations (ie: begin and end each day with a check-in; help them develop a calendar/ schedule; be a thought-partner)
- Help your student plan his/her week's activities and work
- Allow your student to independently attend his/her synchronous classes and take ownership over their learning
- Help your student create an environment free from distractions and conducive to being productive as possible
- Support opportunities for your student to exercise or be outdoors/ engage in Wellness
- Establish guidelines for screen time, use of social media, and gaming while remaining aware that these are also important parts of an online community
- Be mindful of your child's emotions. Please contact your child's guidance counselor or one of us should your child be experiencing high levels of stress or worry
- Reach out with any concerns, questions, and/or for support

FACULTY RESPONSIBILITIES:

Our faculty has been tremendous in changing and moving to a remote learning experience for our students. Our faculty remain dedicated to providing an exceptional educational experience. Our remote learning builds on the teaching and learning that teachers have provided to your children in person.

- Clearly communicate classroom norms and expectations for all online interactions and collaboration
- Set clear boundaries regarding when you will be available for online help and maintain the same professional boundaries online as in a traditional classroom
- Assign an appropriate workload
- Post all work on either Google Classroom or Schoology
- Respond to students in a timely fashion (during office hours or within 24-48 hrs.)
- Coordinate with Dept. heads for consistency and collaborate with colleagues regarding shared resources, lessons, and learnings
- Solicit feedback and ideas from students

Other keys to remote learning:

- Be flexible and willing to experiment
- Think about which technology platforms best support your pedagogy
- Don't rely on applications and screen time excessively
- Foster a sense of community and connectedness among the students when possible.

QUESTIONS / COMMUNICATION

For questions about:	Contact Name	Email: name@needham.k12.ma.us
General Info: Grade 8	Megan Bonomolo	megan_bonomolo@needham.k12.ma.us
General Info: Grade 7	Jeremy Greenwood	jeremy_greenwood@needham.k12.ma.us
Lessons/ Assignments	Specific Teachers	name@needham.k12.ma.us
Health Concerns/ Questions	Rosemary Leone and Debbie Brennan	rosemary_leone@needham.k12.ma.us debra_brennan@needham.k12.ma.us
Guidance and Social/ Emotional Concerns	Julianne Pizzi (7-1, 7-2, 7-5, 8-1) Sascha D'Angelo (8-2 and 8-5) Mark Yetman (7-3, 7-4, 8-3, 8-4) Carol Sargent Kristen Gosselin	julianne_pizzi@needham.k12.ma.us sascha_dangelo@needham.k12.ma.us mark_yetman@needham.k12.ma.us carol_sargent@needham.k12.ma.us kristen_gosselin@needham.k12.ma.us
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Wellness	Kathy Pinkham	kathy_pinkham@needham.k12.ma.us
World Language	Elizabeth Zajac	elizabeth_zajac@needham.k12.ma.us
Fine & Performing Arts	LeeAnn Sutton	leeann_sutton@needham.k12.ma.us
Special Education	Marcy Cohen	marcy_cohen@needham.k12.ma.us
Library/ Media Center	Sue Doherty	sue_doherty@needham.k12.ma.us
Technology	Dan Cournoyer Peter Alexopoulos	dan_cournoyer@needham.k12.ma.us peter_alexopoulos@needham.k12.ma.us
Any Other Needs	Tamatha Bibbo, Principal	tamatha_bibbo@needham.k12.ma.us