

Remote Learning Expectations

May 1, 2020 *Version 2*



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Introduction from Dr. Cassellius

James Comer, Professor of Child Psychiatry at the Yale Child Study Center, says, “*No significant learning happens outside of a significant relationship.*” From the beginning of the COVID-19 crisis, we have focused on three things: The immediate health and safety of our students and their families, the continuity of learning to mitigate learning loss, and the ongoing business and operations of our school district. We are reinventing education and fundamentally shifting our current practice in ways that require us to stretch our thinking as we realize our mission of getting every child what they need to succeed.

The Boston Public Schools’ core value of equity is front and center in this emergent crisis. We see more starkly than ever the underlying systemic inequities and barriers facing too many of our students, especially those who are experiencing poverty, have a lack of access and opportunity, which profoundly interferes with the very goals we set to achieve for them. This crisis provides us an opportunity to confront our weaknesses and vulnerabilities, and open opportunities to do better, to think differently in order to innovate, and get this right for our students.

This pandemic and its forced closure of our schools has amplified the institutional and structural inequities that have existed in Boston Public Schools for decades. Access to devices and broadband internet is the clearest example. Additionally, long-standing policies like retention and attendance have exacerbated the divide and have worked against our commitments to expand opportunity and close opportunity gaps. The true value and measure of learning should not be time-bound, nor bound to bricks and mortar buildings, or even to just one teacher. We have a chance with this new reality to see our work through a new lens and a mirror to reflect on our own beliefs and practices. It’s a generational opportunity to rethink and recreate public education so that our work, our policies, and our practices align with our core mission and values, so they remain grounded in fairness and equity.

To the end, this document aims to offer a starting place for our shared work moving forward over the next two months and into our future. It outlines a set of policies and practices that, over the next two months, will guide our work. I believe that if we can iterate together and stretch out of our comfort zones, we will position ourselves to better meet the needs of our students, find new ways to work together, focus our work on our students who need us the most, and embrace our shared responsibility for each of our students.

I hope you agree this is a worthy mission for our district. I understand some of what we are asking may involve highly charged conversations, but my hope is that it can also serve as a rallying call for unity, another one of our core values. I am asking for your partnership, collaboration, and leadership as we work together to boldly address our current challenges and place our effort and focus squarely on what is best and fair for all our students.



Dr. Brenda Cassellius, Superintendent

Academic Remote Learning Principles

The district will align its work to [guidance](#)¹ from the Massachusetts Department of Elementary and Secondary Education (DESE) that was distributed late Friday, April 24, 2020, and utilize our Division of Academics [Resources for Remote Teaching & Learning](#). We are asking all school leaders and teams to focus on [four major areas of work to mitigate learning loss](#) and to ensure continued emphasis on student progress towards/attainment of a defined set of standards over the next eight weeks.

- **Prerequisite Content Standards**²: were distributed by DESE for the [Elementary](#) and [Secondary](#) levels. Schools should deliver instruction toward meeting these standards using their own lessons, or they may access content provided by the district.
- **Assessment**: aligned with these standards will be required. These assessments will be in a common platform and will be used regularly to measure student progress towards meeting prerequisite content standards.
- **Multi-tiered Systems of Support**³ (MTSS): Student Support Teams (SST) will meet to review assessment, attendance, and well-being data to devise supports for students who are not responding to instruction and for students whose well-being may be at risk. The assessment data will help teams gauge who will need summer school (more information to come regarding operationalizing summer school). Multi-tiered Systems of Support requires all hands on deck to address unique instructional and/or well-being needs of students.
- **School-Based Equity Roundtables**: will meet and use these data along with the district data dashboard to prioritize the academic and well-being needs of our most vulnerable populations.

Students will be invited to summer school should they need additional support and time to meet standards based on district assessments or based on the decision of the SST or the IEP team, as reflected in the provision of ESY services. The schools and district will monitor student learning and plan for the needs of students over the summer and beyond.

Student Success Plans

In order to counteract potential learning loss and address learning gaps intentionally, every school will run a Student Support Team (SST) to monitor student well-being, engagement, and academic progress. Using the principles of Multi-Tiered Systems of Support (MTSS) and vision for [Full Service Hub Schools](#), Student Success Plans will be developed and monitored for **any** students identified as needing targeted, group intervention (Tier 2) or intensive, individualized intervention (Tier 3).

The remote environment challenges educators to rethink systems and structures of support from “my classroom” or “my students” towards matching staffing and expertise to the needs of students and families. The school’s Instructional Leadership Team, professional learning opportunities, staff meetings, grade level/content meetings, and Student Support Team meetings will revolve around ensuring all

¹ [“Strengthening Our Remote Learning Experience”](#) from MA DESE aligns with BPS Expectations

² “Prerequisite Content Standards are defined as critically necessary for success in the following year’s content.

³ [“Multi-Tiered System of Support Blueprint”](#) and [“MTSS Mobilization Guide”](#) from MA DESE

students are receiving the support they need to attain prerequisite content standards. See table below on increased intensity and monitoring based on student need.

Schools have the option to utilize a centrally-supported system ([Panorama Student Success](#)) for intervention planning and monitoring. Panorama Student Success may be utilized to identify students in need of a success plan, create individual or small group intervention plans, and track implementation and student progress. Schools are encouraged to explore this system and consider whether it may be a helpful resource. Schools that are interested in learning more and potentially using this system should contact David Fisher (dfisher@bostonpublicschools.org) in the Office of Data and Accountability for training and support.

The district will collect data on which students have success plans and the level of tiered support each student is receiving. The details of the success plan and the progress associated with it reside at the school level. Schools that do not use Panorama to develop and track success plans must provide their School Superintendent access to the plans they create and provide ODA the list of included students by ID and associated tier of support. Student success plans must include Student Name, BPS ID, and Tier of support.

Tiers of Instruction & Well-Being for All BPS Students	
Tier One (Homeroom teacher, content teacher, specialty teacher)	
	<ul style="list-style-type: none"> ● Daily Face to Face Morning/Afternoon Meeting ● Students have a predictable daily/weekly schedule ● Instruction in the prerequisite content standards and SEL ● Office Hours and small group sessions ● Feedback on assignments⁴ ● Individual student/family check-in every three days ● Monitor attendance in Aspen
Tier Two (targeted, group support with short cycle monitoring)	
	All of the above and the Student Success Plan defines a few targeted supports such as small groups to complete assignments, support in accessing food, troubleshoot access to technology, more frequent check-ins.
Tier Three (individualized support with increased intensity)	
	All of Tier One and Tier Two, plus plan, defines more intensive supports requiring increased frequency, increased interaction, and increased need to monitor progress towards prerequisite content standards.

Master Schedules

All schools are required to create an age-appropriate student remote learning schedule that provides for student instruction or student-facing time for at least three hours per day, preferably between 9:00 and 12:00 or 1:00 and 4:00. Each educator will also create a schedule for their student interaction, including

⁴ [“Seven Keys to Effective Feedback,”](#) Wiggins, G., (2012) *Educational Leadership*, Vol. 70 (1), p.10-16

the online platforms they will use and how they can be contacted by students and families with regard to remote learning and instruction. In addition, schools will develop a system for communicating with each student at least once every three school days to ensure all are staying connected and engaged with their school community.

The master schedule of a school will reflect how [English Learners](#) are scheduled for English Language Development (see English Language Learner section). English Learners' program is one component of the success plan. Master schedules must reflect the requirements in the appendix based on ELD level. Elementary and Secondary ESL staff will record daily attendance weekly in Aspen using the Grade 6-12 directions in the attendance section. LATF and ESL staff, in collaboration with the school leader, ensure master schedules reflect appropriate programs for ESL.

[Students with Disabilities](#) will have a schedule reflecting the services that can reasonably be provided in a remote environment by their assigned special educators, related service providers, and others, all in relation to the goals identified in the student's IEP. Assistant Directors will oversee and support COSEs, who will be responsible for ensuring the student's schedule of services is appropriate in light of IEP goals and has been appropriately communicated to families, as well as for creating logs of communications with families related to the actual provision of services during the period of school closure. Principals will ensure that all educators and other staff who are responsible for the provision of educational or related services to students with disabilities follow through on the service provision expectations determined to be reasonable for each student, as communicated to the student's family and reflected in each student's remote learning schedule.

Student Engagement and Attendance Monitoring

BPS remains committed to our mission of *Every child in every classroom in every school gets what they need*. Our students are at the center of every decision we make and every conversation we have. In order to do this during the remote learning period, we need now more than ever to **remain in contact and stay connected with our students**. That is the purpose of this section in our remote learning expectations. Within this section, we have provided an outline for how to account for student 'attendance', [tiered levels of support](#) to enhance engagement of our students, and resources/protocols to lean on when we are working on locating hard to reach students. We believe that every teacher, administrator, parent/guardian, and other adult involved in the lives of our BPS students shares in the responsibility to help all students continue to engage in learning and stay connected with their school communities.

Engaging and Monitoring Students In Remote Learning (Tier 1)

Beginning May 4, 2020, all teachers are expected to record attendance for students weekly in the Aspen attendance module. Engagement will need to be tracked for every day of the week, and all attendance for the week **should be recorded by 11:00 am on Friday**. Teachers can choose to enter attendance every day, or once at the end of the week. Students will default to being marked as present, as is the case during the school year.

The following attendance codes should be used as you enter Daily Participation Attendance during the remote learning period.

Entering Daily Participation Attendance for Students in Gr. K0-5	Entering Class Participation Attendance for Students in Gr. 6-12 and all English Language Learners
<ol style="list-style-type: none"> 1. Login to the Staff view in Aspen 2. Click on the Attendance top tab 3. Click on the Daily side tab 4. Enter the appropriate attendance code for each student 5. Click Post when done 	<ol style="list-style-type: none"> 1. Login to the Staff view in Aspen 2. Click on the Attendance top tab 3. Click on the Class side tab 4. Click into the section to enter attendance 5. Enter the appropriate attendance code for each student 6. Click Post when done 7. Repeat for each section

Attendance Codes for Remote Learning	
Code	Definition
Present	Student has engaged in some or all remote learning opportunities, as directed by the teacher. <i>Note: engagement during remote learning includes synchronous engagement, asynchronous engagement, submission of assignments and responding to teacher feedback.</i>
Absent	Student is absent from scheduled learning activities on this day.
No Contact	The teacher has been unable to make any contact with the student during this time. Students with consecutive "No Contact" codes in all of their classes will be flagged for the SST and, if necessary, a safety/wellness check, so it is important to only use this code when you are unable to make contact with the student/family.

Supervisors of Attendance (SOA) will monitor their schools' attendance data weekly and will communicate with the school attendance contact to share attendance trends, challenges or recommendations.

For additional guidance on Tier 1, Tier 2, and Tier 3 recommendations, please refer to the [Appendix](#).

Locating and Engaging Hard-to-Reach Students (Tier 2)

In addition to this, teachers and school leaders must make every effort to locate the student and utilize strategies to ensure their safety and engage them in remote learning.

- **Connect:** If you connect with a student and are worried about their well-being, try to set up more frequent opportunities for them to connect individually with trusted adults. Communicate with students, parents/guardians, and colleagues to increase student supports during this time. If it is a high school student, call the student at home and check-in to determine what challenges or barriers may be preventing the student from fully participating in the online platform.

- **Ask:** If you're worried about someone, let them know. Ask them how they feel and what kind of help they may like from you. Remember students' distinctive experiences depending on race, socioeconomic status, special needs, and their family's primary language.
- **Problem Solve:** Student Support Teams are still expected to meet virtually during school closure. SSTs should be leveraged to ensure that all students are accessing the support they need throughout the extended closure. As always, teams are encouraged to involve teachers, support staff, families, and students in the problem-solving process so that appropriate support plans are designed.
- **Consult:** If your support plans don't appear to be working, or concerns increase or change in nature, consult with relevant professionals and BPS departments, such as [Behavioral Health](#) or [Opportunity Youth](#).

External Supports Needed to Re-engage Students (Tier 3)

A protocol has been developed to ensure the wellness of our students as well as their ability to access online learning. If you have a student who you have been unable to locate during this closure, please use this [form](#) to input names of students who have reported in ASPEN as having 'No Contact'.

If the school level support staff have been unable to locate and connect with a student and their family, Supervisors of Attendance (SOA) are available to help students re-engage and access remote learning opportunities.

Once the student is located, SOA's and Student Support Teams will collaborate to develop a Student Success Plan that will meet the student's social, emotional, and academic needs. If necessary, district-level social workers will also be available to support. It is important that if the child is facing an additional COVID-related crisis, we do not burden the family further but provide the right amount of support to ensure the child's health and safety first.

Assess and Monitor Learning

MCAS Assessments

As per DESE's guidance, the Massachusetts Comprehensive Assessment System grade-level examinations in grades 3-10, including the MCAS-Alt assessment, for the spring 2020 term are cancelled.

Changes to the CD Graduation Requirement for Class of 2020

On April 28th, the Board of Elementary and Secondary Education approved a temporary modification of the competency determination (CD) requirement for graduation. The modification authorizes an emergency process through which seniors (as well as other actively enrolled students who were on track to graduate during SY2019-20) can earn the CD through successful completion of a course aligned to the curriculum frameworks in the subject matter, thereby demonstrating competency in that subject. For students that were not enrolled in a course in the needed subject area during this school year, the

Department will examine relevant coursework the district identifies for which the student received credit in previous school years.

The course review and certification process will be handled by the district. Students who have not met CD will be eligible to earn it through the emergency process based on SY1920 final grades in course subjects aligned to the subject of the MCAS test not yet passed; this will allow eligible students to be awarded the CD over the summer, on the same timeline that would have been in place had they been able to take part in the spring testing opportunities.

We expect to receive additional guidelines and clarification from DESE regarding the timeline and the course certification process over the next few week's, and we will continue to keep schools informed.

MCAS Appeals Submissions for Class of 2020

ODA is recommending at this time that schools continue to submit MCAS appeals for every senior who has not yet satisfied the Competency Determination Requirement in ELA, Math or STE and is expected to graduate during SY 2019-20 (Deadline for submission has been extended to May 8 to receive an official decision by mid-June).

Further guidance on MCAS Appeals can be found in the [Appendix](#).

Formative Assessment

We expect teachers and school leaders to continue to engage in standards-aligned formative assessment (i.e., observations, questioning, discussion, journal entries, exit slips, response logs, conference logs) to drive instruction. In order to continue the balanced assessment system that educators have been implementing, educators can use [Illuminate](#) to administer standards-aligned assessments (pre-built or teacher-created) via Google Classroom or the Illuminate Student Portal in Clever, as well as adaptive learning platforms like [Lexia Core5/PowerUp](#), [Imagine Learning](#), and [Exact Path](#) for information on student skill development.

District Assessment

In order to assess student academic progress toward the prerequisite standards identified by the Department of Elementary and Secondary Education, the district will offer:

- Three English language arts formative assessments aligned to prerequisite standards by grade level on the Illuminate Platform. (Grades 3-11)
- Four mathematics formative assessments aligned to prerequisite standards by grade level on the Illuminate Platform. (Grades 3-11)

All ELA and Math teachers are expected to administer at least two of these prerequisite-aligned formative assessments in each corresponding content area aligned to the curriculum by the end of the 19-20 school year. These assessments are designed to take 20-30 minutes to complete. Additionally,

teachers should assess additional prerequisite standards via curriculum-embedded performance tasks aligned to virtual learning units.

All students should complete the above listed formative assessments with the exception of first year EL students or students who take the MCAS-Alt or ACCESS-Alt given their IEP. Educator teams should exercise professional judgment regarding participation for students who are ELD levels 1 or 2. Educators should determine whether accommodations such as a bilingual dictionary, text-to-speech, human read aloud, human scribe, or other ELL accommodations outlined in the MCAS accommodations manual would provide sufficient modification to enable an ELD level 1 or 2 student to fully participate.

Teachers assigned to students in grades K0-2, can monitor data from adaptive learning platforms like [Lexia Core5](#), [Imagine Learning](#), and [Exact Path](#) for information on student skill development in ELA. Schools can monitor student program use and progress within these platforms towards grade level benchmarks. If schools are already using similar online, research-based adaptive platforms through the BPS Clever Digital Backpack, school leaders can email formatives@bostonpublicschools.org to offer these as an alternative, subject to approval by School Superintendents.

It is recommended that schools utilize administrative CPTs in order to focus on data review, open-response grading and planning towards prerequisite standards.

The district will assess all students on all of the prerequisite content standards at the beginning of the SY20-21 school year.

Grading

As stated in the introduction, the immediate health and safety of our students and their families and the continuity of learning to mitigate learning loss are priorities. In terms of grading, the anchoring value is to do no educational harm for any student, and applying undue pressure to students and families during this time is unproductive and misaligned with Boston Public Schools’ values. Learning will continue only with a focus on caring relationships and communicating to students and families: “This is important. You can do it. I will not give up on you.”⁵ Grading will continue in relationship to learning and progress toward prerequisite standards as defined by DESE.

K0-5	Trimester 2 closed March 13. Email report cards, if not done so already.	Remote Term 3 will be based on progress towards essential standards <ul style="list-style-type: none">● Not Yet/Approaching/Meets
6-12	Students on quarters received progress reports right before closure and will not be assigned a letter grade for Term 3	Term 3 grades will be a combination of: In-School Learning Time (February 3-March 16) Supplemental Learning Time (March 17 - May 1) Remote Learning Time (May 4 - end of school year)

⁵ [“How to Inspire All Students to Believe in Themselves,”](#) (2019) J. Saphier, Research for Better Teaching, Corwin Connect

		<ul style="list-style-type: none"> ● Student grades will not be harmed as a result of the school closure. ● Students will be given credit for all work they complete during the closure. All work counts. ● Term 3 grades will be Pass (P) or Incomplete (INC) or a letter grade ● Final grades will reflect the work that students did across the entire school year. ● Supports will be given to all students so they can pass their classes by the start of the next school year or beyond.
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Retention

Retention decisions cannot be made fairly in our current environment. All students will have made varied levels of progress this school year. Thus, no student will be retained. Instead, concerns about students should be reflected in the Student Success Plan and documentation of efforts to accelerate progress via the Student Support Team process. Students should continue on a learning plan throughout the summer term, or fifth quarter, and possibly into the next school year.

Should a parent/guardian request retention, then a meeting of the teacher and parent/guardian will be required in order to retain. School leaders will need to document the reason for the requested retention and ensure the parent/guardian signs and dates a document outlining the request, that a meeting has taken place, and issue a final determination in writing to the parent. The determination of retention can not be appealed, but rather the process of the determination can be reviewed by the Operational Leader and the School Superintendent. A requested retention will trigger automatic enrollment in summer learning which will be compulsory for those students.

The Office of Student, Family and Community Advancement's Welcome Services unit is currently determining how this grading structure will impact the 2021 exam school assignment process and whether changes will be needed. GPA calculation (third trimester for grade 5 and the first two terms of grade 6) is 50% of the calculation for exam school entrance. More information will be shared as it becomes available.

Checklist of Requirements

- ☐ Master Schedule to School Superintendent
 - Includes ESL and Special Education
 - Published/available to families (with translations)
- ☐ Equity Roundtables - Running agenda/Racial Equity Tool
- ☐ If opting not to use Panorama for your Student Support Team:
 - ☐ Provide School Superintendent access to success plans
 - ☐ Provide ODA list of student names, associated IDs, and tier of support
- ☐ Administer at least two ELA and three Math assessments aligned to prerequisite content standards (Grades 3-11)

Appendix

MCAS Appeals for the Class of 2020

Schools have previously received information about the MCAS appeals process for students in the class of 2020 from the Office of Data and Accountability. While DESE is still developing the guidelines around the emergency process, ODA is recommending at this time that schools continue to submit MCAS appeals for every senior who has not yet satisfied the Competency Determination Requirement in ELA, Math or STE and is expected to graduate in June 2020. The deadline for appeal submission for DESE’s review prior to June graduation is May 8 (extended from the original date, April 3). Subsequent submissions will be considered for review by DESE during summer. We recommend schools prioritize students (1) who do not currently have a pending appeal already submitted and (2) who are on track to pass all course-based graduation requirements.

In order to facilitate the MCAS appeal submission process, please identify a school staff member who will oversee the MCAS appeal submission process; for many schools this is your guidance counselor. Once identified, have that person contact Karyn Hall Redcross (klhall@bostonpublicschools.org), if they have not yet been in touch regarding MCAS appeal submission, to decide on the best course of action.

English Learners (Excerpt from [Resources for Remote Teaching & Learning](#))

In the face of the ever-evolving COVID-19 crisis, Boston Public Schools (BPS) is adjusting its remote learning plan to require a mandatory three hours of synchronous remote teaching per day (or 15 hours per week) beginning on May 4, 2020. To ensure English Learner (EL) students have equitable access to their core instruction, which includes ESL services, OEL puts forth this guidance providing specific instructional requirements for ESL educators and principles to aid school leaders in effective planning for ESL instruction. The goal during remote learning is for English Learners students to continue to meet language progress benchmarks: move at least one English language development level (ELD) as measured by ACCESS or WIDA MODEL as a progress monitoring assessment. As educators, students, and families adjust to the new remote learning model, and upon any additional state/federal guidance, this document will be updated through frequent feedback loops with schools.

English learners’ program is one component of the success plan and daily/weekly schedules should reflect the time below.

ELD	Time
1	1 hr/day or 5 hours/week
2	45 min/day or 3 hours 45 min/week
3	25 min/day or 125 min/week
Additional Option for 1-3	Half hour daily

4-5	Continue to embed ESL within ELA
All	Access to ESL and content teachers office hours for support

Supplemental Supports

1. Include specific supports outlined in the [WIDA Can Do language descriptors](#)
 - a. on-demand OEL [webinars](#) and other WIDA [trainings](#)
 - b. according to ELD levels and embed ESL strategies in content area instruction (reference our prior [memo](#) providing resources for Imagine Learning and Nearpod instructional technology tools). OEL master class - *coming soon!*
2. ESL teachers hold office hours - in order to provide differentiated or specific support for English Learners in small groups or individually for targeted interventions/support (Also include a sample time distribution above for whole group versus other types of accommodations, teachers will hold office hours to meet individually with students)
3. ESL teachers collaborate with content teachers in lesson construction
4. ESL teacher meets with students to preview new skills
5. ESL teachers provide learning opportunities for students to review prior material through recordings or screencasts (with consideration to maintain student privacy)

Variety of Instructional Modes

ESL teachers should aim to use a combination of whole group, small group, partner, and one-on-one activities when planning weekly units of instruction. These instructional modes include time for students to practice new skills across the four domains of listening, speaking, reading, and writing.

Flexibility

In order to differentiate for students based on their ELD level, access to technology, personal/family schedule, or social/emotional & health, teachers should balance times and opportunities to complete tasks asynchronously.

ELSWD Considerations

Unless the ELSWD has an approved modification for ESL services within the substantially separate classroom instruction, ESL for ELSWDs follow this same guidance. ELSWDs in substantially separate classes may have approved modified ESL delivery reducing minutes or groupings, but this would not exempt ELSWDs from ESL.

Monitoring

1. School Master Schedule includes ESL blocks with specific grade level and ELD level

2. ESL teachers should be part of the attendance monitoring process
 - a. Secondary: takes attendance for ESL class
 - b. Elementary: collaborates with the homeroom to enter
3. All ESL teachers should offer Office Hours, with the time frames listed on the master schedule
4. Schools should ensure each English Learner has access to ESL teacher office hours.

Conclusion

This section constitutes a working guidance document that was created by OEL in consultation with School Superintendents and School Leaders. This document will have adjustments with time as we become accustomed to the virtual and remote learning environment. Our goal is equitable instruction for English Learners and we believe feedback loops with schools are important to have the guidance for EL instruction. If you are a school leader who would like to participate in the feedback loops, please reach out to OEL at oell@bostonpublicschools.org.

Students with Disabilities (Excerpt from [Resources for Remote Teaching & Learning](#))

Without **meaningful and consistent access to resources and supports**, students with disabilities may lose more than just learning time; they could lose the important skills that they worked so hard to learn with the invaluable help of their teachers and school-based teams. The Office of Special Education will be following the Department of Education's Guidance during this closure and have developed a resource website found [here](#). On this site you will find various resources to support learners that are categorized by skill, subject and grade level. We will continue to update the site with more information and resources to support through the duration of the closure.

Where to Direct Your Questions

If you have questions please contact us by phone at (617) 635-8599 or by email Specialeducation@bostonpublicschools.org.

Important Resources and Information

THE IEP PROCESS DURING CLOSURE
During closure, the Office of Special Education (OSE) will be holding virtual Annual Review IEP meetings for families who are comfortable with holding the meeting virtually. If a family declines to participate in a virtual meeting, an in-person meeting will be scheduled when school re-opens. Please find more detailed guidance here .

SUPPORT REQUESTS AND GUIDANCE	
The Office of Special Education has developed guidance for staff on how to best support students and families during the closure. Please find more information here . If you need further support, please utilize the Support Request form below.	
Request for support	Please fill out this form if you have a question or are in need of support with resolving a special education concern or challenge.

SPECIAL EDUCATION DOCUMENTATION FORM	
The Office of Special Education has developed a form for BPS staff to document Special Education supports and services that they are delivering to families. This form is used for the logging of all services.	
Instructions	Instructions on how to utilize the supports and services request form.
Documentation Form	Special Education Supports and Services During the Closure Form.

If you have questions please contact us by phone at (617) 635-8599 or by email Specialeducation@bostonpublicschools.org.

Special Education Student Support Services:

RELATED SERVICES

Although BPS has suspended in-person educational operations, we are providing alternative access to educational resources during this period of school closure. All students can benefit from the structure of learning activities when school is closed.

[Here](#) you will find resources that your family can use at home in the following areas: Adapted Physical Education, Applied Behavior Analysis (ABA), Occupational Therapy, Physical Therapy, Speech-Language Therapy, Teaching students who are Blind (TVI) or have Visually Impairments/Orientation & Mobility and Teaching students who are Deaf/Hard Hearing (TOD) and Educational Audiology.

Student Engagement and Attendance Monitoring (additional information and resources)

Tier 1 (Described below are best practices to engage students and families in remote learning)

- Connect. Make sure you're connecting with students and families on a regular basis. Tend to basic needs that students and families are experiencing right now. The Boston Public Schools Coronavirus webpage is updated with relevant resources & support for all BPS students and families.
- Continue School Climate and SEL Initiatives. Utilize all supports you routinely provide to students when school is in session. The following guides may support you in utilizing systems your school or classroom already has in place:
 - [PBIS](#)
 - [Social Emotional Learning](#)
 - [Restorative Practices & Community Building](#)
 - [Adult SEL Resources](#)
- Ensure that regular team meetings (e.g. grade level, student support) continue to meet virtually. Clearly communicate which audience school teams are focusing on. Student support teams should be involved in supporting students who staff are particularly concerned about. If concerns about a student or family escalate, consult with the appropriate school support staff.
- Prioritize Self-Care: Connections are critical. To stay connected with all of our BPS students and families, we need YOU to be well! Be sure to prioritize routines, activities and relationships that sustain your passion for your work with students and families. And always remember to ask for help when you need it.

- [Working Remotely Guide](#)

- [Employee Assistance Program](#)

Tier 2 (below are additional recommendations for locating and engaging hard to reach students)

- Speak with the parent separately to find out what the challenges are, and problem solve to create solutions that work for them. Let the parent know what to expect including the grading process. If the parent speaks another language, you can request an interpreter for a virtual meeting or use your school's LionBridge telephonic interpretation account (see [here](#) for more information).
- Create a Student Success Plan for the student and family that can best engage the student. Many students are not accustomed to remote or online learning, so for some it is like learning a new language.
- Empower the parent to provide supervision and follow-up with the student and support them to create options and a schedule that works for their circumstances..
- Provide weekly follow-up with the student and family to check-in and let them know how to best contact you in between check-ins.
- For families and students struggling with Chromebook access or use or internet services, refer them to the BPS hotline, (617) 635-8773.
- Document all interventions and contacts in the journal feature in the ASPEN Student Information System (SIS).
- Talk to your school leader before calling the assigned Supervisor of Attendance (SOA) who may be able to provide a follow-up contact if needed.

Tier 3 (below are additional recommendations for accessing external supports to re-engage students)

- School staff should follow the outreach and engagement practices outlined in the Tier 1 and Tier 2 sections above.
- Try ALL numbers in Aspen, including emergency contacts and send email to ALL emails listed, including student email. Please document that these numbers and emails have been tried.
- Go through all journal entries in Aspen to see if there are any alternative numbers listed, make sure that filter is set to ALL ENTRIES, not just "Current Year."
- Run sibling list and see if there are any other schools that siblings attend. Reach out to those schools to see if they have had luck with outreach. If you need a contact at that school, please reach out to your School Superintendent or Jillian Kelton at Safety Services.
- Following two weeks of student absence or using the weekly attendance logging process, and after all possible outreach and contact efforts have been exhausted at the school level; schools may contact their assigned SOA for additional outreach support. School leaders should first be consulted before contacting the school's SOA for additional assistance.
- It is critical that teachers and school staff document all intervention and prevention efforts, including attempts to outreach and contact families, by journaling in ASPEN SIS.
- The SOA may engage Carolyn MacNeil (cmacneil@bostonpublicschools.org) and Kelly Butts (kbutts@bostonpublicschools.org) to secure accurate contact information for the family.
- To ensure the health and safety of all students, families and BPS staff, SOAs will continue to follow social distancing guidelines in their outreach, using remote communication as the preferred

contact method. Outreach practices will be adjusted as appropriate should social distancing guidelines be loosened or changed.

Secondary Grading, 6-12

Overview:

In response to the COVID-19 emergency, a special grading policy for students in grades 6-12 in the Boston Public Schools for 2019-20 will be in place. Specifically:

- Student grades will not be harmed as a result of the school closure.
- Students will be given credit for all work they complete during the closure. All work counts.
- Term 3 grades will be Pass (P), Incomplete (INC), or a letter grade
- Final grades will reflect the work that students did across the entire school year.
- Supports will be given to all students so they can pass their classes by the start of the next school year or beyond.

Specific Guidance for School Leaders for grades 6-12:

The Extended Term 3 will be made up of two distinct learning periods:

In School Learning	02/03/20 - 03/16/20	Regular Grading Applies
Supplemental Learning Time	03/17/20 - 05/01/20	Complete / Incomplete
Remote Learning Time	05/04/20 - 06/22/20	New Grading Practices

High Level Overview for Term 3 Grades

- Students cannot receive a term 3 grade lower than the grade they had earned as of 3/16/2020
- Students will not be penalized for not completing work or engaging in remote learning after 3/17/2020.
- Students may earn additional credit to improve their grade based on work completed after 3/17/2020
- All students will receive a grade for work completed during the Extended Term 3 of Pass (P), Incomplete (INC), or a letter grade

Extended Term 3 Grading Policy

- Term 4 is waived and will not exist across BPS for 2019-20
- Term 3 will end on Friday, June 26 (Day 185) and Final Grades will be due that day for all students in all courses. Teachers must submit grades for all students in all classes prior to signing out for summer departure.
- Teachers will use extra credit assignments in ASPEN to record work completed during the remote learning period without negatively affecting the student's grade.

- The grade received for Extended Term 3 will reflect the combined in school and remote learning periods.
- For the Extended Term 3, students will receive a grade of either Pass (P), Incomplete (INC), or a letter grade in Aspen.
 - A student will earn a Pass if the term 3 grade is lower than the average of terms 1 and 2. If the term 3 grade is higher than the average of terms 1 and 2, then a letter grade will be given.
 - The term 3 grade will not be factored into the student's overall Final grade if it lowers the overall mark. However, a letter grade can factor positively into a student's final grade if it benefits the student.
 - Incompletes may be given at the discretion of the school and must be resolved by the start of the next school year
- For semesterised schools/courses, the S2 grade will be Pass (P) or Incomplete (INC) as above.

Final Grades for the School Year

- For schools using terms, Final grades across the district will be the average of the Term 1 and Term 2 grades. Term 3 may be taken into consideration if it benefits the student.
- For semesterised schools/courses, Final grades across the district will be the S1 grade. S2 may be taken into consideration if it benefits the student.
- Teachers will enter a Final grade into Aspen which will appear on student transcripts
- Students who were passing as of 3/16 cannot receive an Incomplete (INC) for the Final grade.
- Principals and Headmasters have the ultimate authority to assign grades to students. Each school will adhere to an appeal process developed centrally for any student, teacher, or stakeholder who would like to contest a grade assignment (or identifies inequities in the assignment of grades) to appeal to the school leader, whose decision is final in consultation with their supervisor.

Supports for Struggling Students

- All students with Final grades of 59 or lower will be assigned to summer school, remote learning, or school-based performance-based assessments so that they may earn enough additional credit to pass the class.
- Upon successful completion of the additional summer work, the Final grade from 2019-2020 will be revised in Aspen by the school to reflect a passing Final grade.
- All revised grades must be made prior to the start of the 2020-2021 school year so that students may be accurately scheduled.
- All schools will continue to offer additional credit-earning opportunities to students with failing grades from 2019-2020 beyond the start of 2020-2021 school year until the end of the first Term. Final grades will be revised when the work is completed. This will be monitored by the school leader through the SST process.

Details for Assigning Grades to Students in Grade 12

- Regular graduation requirements for each school will be in effect for the Class of 2020. The Headmaster may use their best judgment that is supportive of the student and assessed with integrity when determining whether graduation requirements have been met.

- Senior grades will close on Friday, June 5th (Day 170) and Final grades will be entered into Aspen by that date.
- School leaders and staff will review and certify students for graduation by Friday, June 12th, by entering the usual data in Aspen under the graduation tab.
- The BPS Guidance Department will process graduates in Aspen, finalize transcripts and discharges, and issue diplomas for in-person pickup starting on Monday, June 29th.
- Seniors who did not meet all requirements by June 12th will be eligible to graduate in August as per usual BPS policies.