

*Ms. Mary A. Manning  
Mr. James M. Fleming  
Dr. Kristin Pangallo*



*Ms. Ana Nuncio  
Mr. Manny Cruz  
Ms. Amanda Campbell*

*Mayor Kimberley Driscoll, Chair*

“Know Your Rights Under the Open Meeting Law, M.G.L. c.30A § 18-25 and City Ordinance Sections 2-2028 through 2-2033”

April 23, 2020 (Date Posted)

**REGULAR SCHOOL COMMITTEE MEETING ON APRIL 27, 2020**

Notice is hereby given that the Salem School Committee will hold a Regular School Committee meeting on **Monday, April 27, 2020 at 7:00 p.m. This is a Zoom Meeting.**

Meeting information:

Please click the link below to join the webinar:

<https://zoom.us/j/97290456560?pwd=QzM1UVV05dDRESdk2SFJKdmJRWjQ4dz09>  
Password: 933798

Participating in Public Comment at the 4/27/20 SC Meeting

Should any member of the Salem community wish to submit public comment to this meeting, please click on this link to submit your comment electronically:

<https://forms.gle/Wzaexz2CVWKeRWWhNA>

A district staff member will be compiling all comments which will be shared with members prior to the end of the public meeting. Comments will also be summarized in the meeting minutes.

Please contact Jill Conrad at [jconrad@salemk12.org](mailto:jconrad@salemk12.org) with any questions or to report any technical difficulties you experience.

- I. Call of Meeting to Order
- II. Consent Agenda
  - a. Minutes of the Regular School Committee meeting held April 6, 2020
  - b. Approval of Warrants: April 9, 2020 in the amount of \$97,448.26, April 16, 2020 in the amount of: \$638,427.82, and April 23, 2020 in the amount of \$228,891.82
- III. Approval of the Agenda
- V. Student School Committee Representative Report – Jillian Flynn
- VI. Superintendent’s Report – Kathleen Smith
  - a. School Closure and Updated Last Day of School
  - b. Batch1 Kindergarten Assignment Notifications
  - c. September 14, 2020 update on School Calendar for SY 20-21
  - d. Presentation on Remote Learning
  - e. FY21 Budget Update
  - f. STU Negotiation Update

*Ms. Mary A. Manning  
Mr. James M. Fleming  
Dr. Kristin Pangallo*



*Ms. Ana Nuncio  
Mr. Manny Cruz  
Ms. Amanda Campbell*

*Mayor Kimberley Driscoll, Chair*

- VII. Action Items: Old Business
- VIII. Action Items: New Business
- IX. Finance Report
- X. Policy Subcommittee
- XI. Subcommittee Reports
- XII. Public Comment
- XIII. School Committee Concerns and Resolution
- XIV. Adjournment

Respectfully submitted by,  
Jennifer A. Gariepy  
Executive Assistant to the School Committee  
& the Superintendent

“Persons requiring auxiliary aids and services for effective communication such as sign language interpreter, an assistive listening device, or print material in digital format or a reasonable modification in programs, services, policies, or activities, may contact the City of Salem ADA Coordinator at (978) 619-5630 as soon as possible and not less than 2 business days before the meeting, program, or event.”

Salem School Committee  
Meeting Minutes  
April 6, 2020

The Salem School Committee held a meeting on April 6, 2020 beginning at 7:00 pm. This meeting was held using the Zoom on-line platform.

**In Attendance:** Kimberley Driscoll, Mary Manning, Amanda Campbell, Kristin Pangallo, Ana Nuncio, James Fleming, Manny Cruz, Jillian Flynn

**Absent:** None

**Others In Attendance:** Kathleen Smith, Kristin Shaver, Kate Carbone, Deborah Connerty, Jill Conrad, Liz Polay-Wettengel,

**Call to Order**

The meeting was called to order at 7:05 pm.

**Consent Agenda**

The Mayor requested a motion to approve the consent Agenda. Amanda Campbell motioned to approve, and Kristin Pangallo seconded. Motion carried.

**Agenda**

**Student Representative Report**

Jillian Flynn addressed the School Committee. She informed the Committee she met with the Student Advisory Council and they are working on their vision statement. She also invited the Committee to access their newly developed shared drive which has their meeting agendas in it. If they want to view it they just need to request access. Additionally, the Council is working to create a social media platform so they can stay connected. Finally, she reminded the Committee they are there if they need any help with anything.

**Superintendent Report**

Superintendent Smith talked about the donation she received. She informed them the money will be used for future field trips and student activities. She gave an update on the Principal search. The district will be interviewing three finalists on April 7<sup>th</sup>. The three finalists are: Russell Marino, Dr. Samantha Meier, and Ms. Brenda Pena. Superintendent Smith shared news about Principal JJ Munoz who has been accepted into the Harvard Doctoral Program.

Superintendent Smith informed the Committee the Executive Team has been providing students and parents information about how to access online learning tools. This information has been shared through the work of Liz Polay-Wettengel. She also announced that on Thursday April 8, students will be allowed to pick up their instruments. This is going to be done through a coordinated effort. Also, teachers will be allowed to pick up their belongings that

were left behind with the understanding schools were going to be closed for two weeks. However, the directive from the Governor was to extend this closing until May 4. Superintendent Smith updated the Committee about several cancelled field trips. These included the trip to Carnegie Hall and the volleyball trip to Florida.

At this time Superintendent Smith informed the Committee letters to staff were sent out on both March 13th and March 27th in regard to the April vacation. She expressed to the Committee the staff has not had any free time in spite of the closure. The district will be taking April vacation as outlined in the district calendar. Additionally, she expressed her appreciation to the teachers' union who helped immensely in the distribution of delivering food to over 900 families per day. Finally, she updated the Committee on credit recovery, grading, and learning new material. The Teachers' Union is working with them on a MOU.

Ms. Manning inquired about the Bates School principal. The Superintendent is reviewing this and is working through the high school process. She is hoping to make a recommendation to the Committee in a week. Mr. Fleming asked about the three finalists. Superintendent Smith informed him that the committee made the recommendation of finalists. She worked with Dr. Zrike and is hopeful to make the recommendation soon. Mr. Fleming would prefer an interim be appointed in September and then open up a search after. Superintendent Smith agreed and is working with Dr. Zrike on this under the direction of the School Committee.

Dr. Pangallo inquired about younger learners picking up chrome books. Superintendent Smith confirmed that pre-k through grade 5 will be picking up chrome books on April 7. The superintendent is confirming that we are taking vacation during April. The Mayor confirmed this is not changing and is part of the school calendar.

At this time, Assistant Superintendent Kate Carbone addressed the Committee. She worked with principals as to who needed devices. The I.T. department worked to distribute chrome books. The process is that families will go to their closest school to pick up chrome books. The second round is to distribute to paraprofessionals and office staff as supplies allow. There will be about 400 chrome books distributed. The Mayor asked the Committee if there were any additional questions.

The Mayor informed the Committee that the city identified the field house as a quarantine site for our homeless population. This will be used for any member of the homeless community who may need to quarantine. Not for those who are positive for COVID but rather those who need to quarantine. This will include three communities and will be shared costs through these communities. There will be no school staff used for cleaning. They will not have access to other parts of the school. She asked Chief Butler to address the committee.

Chief Butler added we will add security to keep things running smoothly. This space had the best accommodations to include showers. The costs for showers is about \$6,000.00. Ms. Campbell informed the Mayor she didn't receive the email. The Mayor then requested a vote on this matter. Ms. Manning motioned to approve, and Mr. Cruz seconded. Mr. Fleming

addressed the Committee. He was concerned about this process. He expressed his dismay that work had already been started prior to voting. He wants to know why Salem is doing this versus Peabody, Beverly, and Danvers offering this. Who is manning the fieldhouse? He was told it was going to be our custodians. The Mayor informed Mr. Fleming that his comments are not coming through clear. He then came through more clearly. His concern is if the flooring is able to absorb the virus. Additionally, will the shelter effect the opening of our schools on May 4.

The Mayor addressed the concerns. She informed the committee there wasn't anything really in the building. She expressed that we are in a pandemic therefore we are in a state of an emergency and we need a place for this population to prevent the spread of the virus. Mr. Fleming asked about other communities' fieldhouses being used. The Mayor expressed that there were guidelines that other facilities couldn't be used. The Chief of Police informed him that Salem State, St. James, and others were reviewed. She expressed that oversight was important. She explained they went through a number of dynamics. Mr. Fleming again asked if Peabody was looked at. The Chief said that they don't have the homeless population we have. Mr. Fleming also inquired about Beverly. The Chief explained that their circumstances are not the same. At this time, there was discussion over the flooring and his concerns with this. Dr. Pangallo also added that rubber flooring has not been studied and that communities are doing the best can with the information they have at this time. The Mayor also added that we need to take care of Salem's homeless community as well. The Mayor stated we are working collectively with our communities. If cleared to go back to school then we would no longer have a need for this facility. The Mayor informed Mr. Fleming that none of our staff will be working in this facility. Mr. Fleming also asked about trained individuals being able to recognize signs of the virus and the Mayor informed him yes and facilities in Lexington will be caring for those individuals.

Dr. Pangallo commended the City on their fast action on this and agrees we need a place for our homeless community. She also added that we have to act collectively and therefore working with other communities is very important. She expressed she has no concerns about the rubber floor. Ms. Manning commended the individuals for working on this. Also, that the homeless population is a subgroup of Salem. So, we shouldn't be making distinctions about this. Mr. Fleming interjected that his point is that we didn't look at other communities.

Finally, at this time the Mayor asked for any other comments. Ms. Flynn asked about the men's showers and wanted to know how these would be used. The Mayor asked the Chief and she added that the male showers will be used on a scheduling basis. Ms. Nuncio asked how many would be at the field house? The Mayor said it would only be those who need quarantine. The Chief added if combined for everyone through the three municipalities it would be about 120. Again, only those who would need quarantine. Mr. Fleming asked if the new floor for the fieldhouse is in the budget. The Mayor informed him the budget hasn't been prepared yet as they have been working on the Covid issues.

The vote was taken Mr. Fleming opposed all others approved. Therefore, the motion carried.

The Mayor checked in with the Superintendent and the Superintendent expressed her appreciation for her team who has worked countless hours to pull together a learning platform. At this time Kate Carbone gave an update on the current learning plan. She informed them the focus was on outreach to families. The next focus is on engagement using the remote model. They track this by login attempts. She informed them about 80% are engaging regularly. Guidance continues to work with students on post-secondary planning and on course selection for next year's schedule. Adjustment counselors are supporting students with social emotional needs. Teams are discussing learning new content and are in the process of formalizing and will update the committee at a later time on this. At Salem high school they adjusted the food delivery times to not conflict with classes. This gives high school students more time to pick up food. She discussed the delivery of chrome books to kids in Pre-k through 5. She added that they will be supporting families with the use of devices. She pointed out the documents that were provided to families. She will also reach out to families about low-cost internet for those families who need it. She has also ordered hot spots and is waiting for them to arrive. She included guidance for staff to help build additional skills for teachers to navigate google classroom. The Mayor thanked Ms. Carbone for the updates.

Ms. Nuncio asked about families with multiple children to receive more than one chrome book. Ms. Carbone stated if needed then they should reach out to the principal. Ms. Nuncio appreciated and commended the district for providing information in multiple languages. Dr. Pangallo thanked everyone and knows it's an enormous amount work and that it provides equity for all our students. Mr. Cruz thanked the team for all their work and asked about the timeline for teachers to get supplies and the PD for teachers to set this up. Kate spoke to Professional Development. The secondary teachers have already been using these platforms but at the lower levels she is offering Professional Development in a systematic way not all at once.

Ms. Manning asked why teachers needed to list what was needed while picking up their belongings. She asked if they were not able to go to their rooms. Superintendent Smith addressed this by stating we are trying to protect staff and Kristin Shaver added that they were trying to determine how many were coming and were trying to avoid having too many people in the building. Manny agreed with Mary. However, after this explanation he is more clear on this now as well.

### **Old Business**

The Mayor moved on to old business. Dr. Pangallo commended Liz Polay-Wettengel for her work with communications. The families are appreciative of this.

### **New Business**

The Mayor moved on to new business. She asked Ms. Shaver about budget transfers and Ms. Shaver stated there were none at this time.

Mayor Driscoll moved on to the approval of third reading of the following policies:

5205 Honor Roll and/or Recognition Programs  
5212 Evaluation of Instructional Programs  
5216 Student Awards and Scholarships  
5219 Teaching About Alcohol, Drugs, Tobacco, and Vaping

Ms. Nuncio motioned to approve the third reading and Ms. Campbell seconded. Motion carried.

### **Subcommittee Reports**

Mr. Fleming announced the building and grounds met and reviewed the Betram Field additions and the cost will be lowered by one million dollars and hope to be ready for football season.

### **Public Comment**

Four comments from Mr. Steve Kapantis and he was struggling to get into the meeting but we were able to get him into the meeting.

Mr. Shertock thanked the food service department for the detailed work they have done. He is honored to work with them.

Jeff Milar commented about the communication being exemplary and thank you.

Lori Miranda as a high school teacher at Salem High School wanted to thank the administrative team and the superintendent for their help during this trying time. She misses her students and looks forward to being in school.

Ms. Campbell pointed out a comment from Mr. Kampantis regarding roll call votes. The Mayor apologized for the technical issues. She explained that we are trying to keep it secure. The votes just need to be clear but if people prefer the roll-call we can certainly do this.

### **School Committee Concerns or Resolutions**

Mr. Cruz shared that the red cross is still seeking donations.

The Mayor asked for an update on Kindergarten enrollment. Jill confirmed we are on track to complete the kindergarten enrollment. Notices will be sent out by May 1<sup>st</sup>.

Ms. Nuncio asked if there was any more information from Ms. Connerty about counseling that students receive from school. Ms. Manning added it was for students who receive counseling from outside agencies. Ms. Connerty said they are reaching out and are doing this remotely.

Mr. Monks thanked his custodial team for their hard work during this pandemic. The Mayor also thanked Ryan and his team.

The Mayor requested a motion to adjourn. Mr. Fleming motioned and Ms. Manning seconded. Motion carried to adjourn at 8:44 pm.

Respectfully submitted by,

*Jennifer A. Gariepy*

Executive Assistant to the School Committee  
& the Superintendent

**Meeting Materials**

Minutes of the Regular School Committee meeting held March 23, 2020  
5205 Honor Roll and/or Recognition Programs  
5212 Evaluation of Instructional Programs  
5216 Student Awards and Scholarships  
5219 Teaching About Alcohol, Drugs, Tobacco, and Vaping



**Salem Public School  
2019-2020 Adjusted Last Day of School for All Schools  
Last updated 4/21/20**

<b>School</b>	<b>Orig. Last Day of School</b>	<b>Total Number of Snow Days (or other Closed Days)* Used</b>	<b>Explanation of Closed Days</b>	<b>Adjusted Last Day of School</b>	<b>Remaining scheduled ½ days</b>
<b>BACS</b>	6/19/20	6	2 snow, 2 power, 1 heat, 3/13/20	6/29/20	6/29/20 (last day)
<b>Carlton</b>	6/15/20	5	2 snow, 2 power, 3/13/20	6/22/20	6/22/20 (last day)
<b>Saltonstall</b>	6/24/20	5	2 snow, 2 power, 3/13/20	6/30/20 (with 4/24 as school day)	6/30/20 (last day)
<b>ECC</b>	6/17/20	6	2 snow, 2 power, 1 heat, 3/13/20	6/24/20	6/24/20 (last day)
<b>Bates Collins HMLS NLIS Salem Prep SHS WHES</b>	6/17/20	5	2 snow, 2 power, 3/13/20	6/24/20	6/24/20 (last day) *NLIS also has every Wed. early release



# PreK-Gr. 5 Remote Learning Plan

Presentation to the School Committee  
April 27, 2020

# Preparing for Remote Learning

## Guiding Principles

1. Prioritize safety and well-being of students
2. Focus on moving learning forward
3. Access to high-quality, scaffolded learning for all students



# First Steps in Setting Up Remote Learning

**Goal: Contact 100% of families**



## Outreach led by:

- ★ Principals
- ★ Teachers
- ★ Support staff and other educators

## Early Remote Learning Priorities

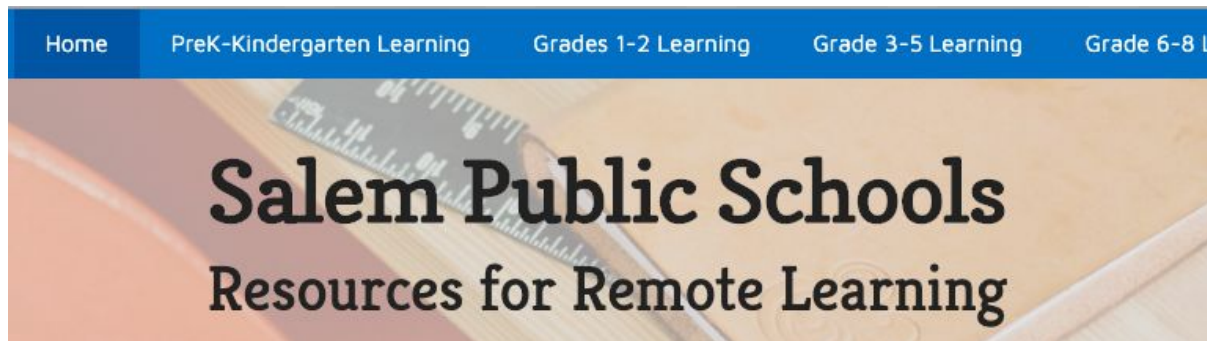
- ★ Are kids OK?
- ★ Do they have access to food?
- ★ What do families need?
- ★ Which families lack electronic devices?
- ★ Do they have access to the internet?
- ★ Are there family members who are sick or unemployed?

# First Steps in Setting Up Remote Learning

**Goal: Provide online learning activities that are also accessible in printed packets distributed at food sites.**

- ★ Some students have access to devices while others do not. It has been a priority to provide learning materials in both printed and digital form. As a matter of equity, we will continue this practice.

Families can access materials at [www.salemlearns.org](http://www.salemlearns.org).



# First Steps in Setting Up Remote Learning

**Goal: Develop a plan to maintain home-school connections.**



- ★ Teachers and support staff begin scheduling class meetings and small-group conferences with students.

# PreK-Gr. 5 Remote Learning Plan

## March 26th Guidance from DESE

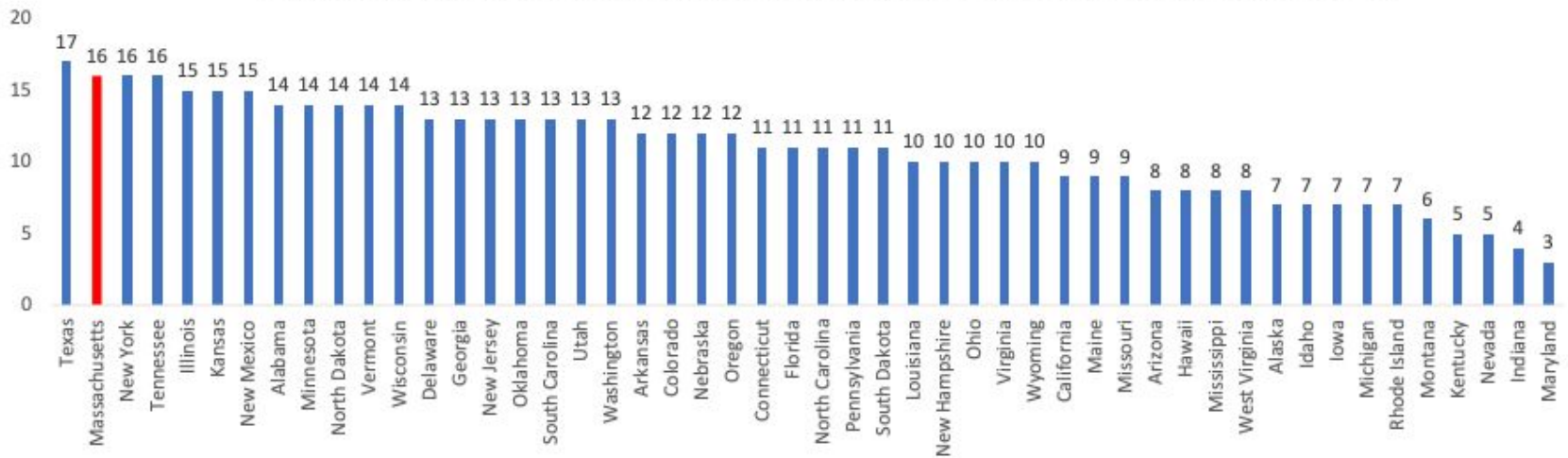
- Half the length of a regular school day
- Strongly recommend reinforcing skills already taught
- Encompass a wide variety of learning opportunities (e.g. online and offline)
- Opportunity to connect with one or more educators multiple times per week
- Time for physical activity and enrichment through art and music
- To extent possible, provide feedback on student work



**[Reference DESE Remote Learning Guidance](#)**

## Massachusetts “ranks” second in nation on remote learning guidance using criteria from MIT’s Teaching Systems Lab

Massachusetts fulfills 16 out of 21 criteria outlined in MIT’s recent report: *Remote Learning Guidance from State Education Agencies During the COVID-19 Pandemic: A First Look*



Source: MIT Teaching Systems Lab

<https://tsl.mit.edu/covid19/>

[https://docs.google.com/spreadsheets/d/1F543PI7R4SgHT\\_19on7ttkUg\\_357RF2wLElv\\_597eH0/edit#gid=0](https://docs.google.com/spreadsheets/d/1F543PI7R4SgHT_19on7ttkUg_357RF2wLElv_597eH0/edit#gid=0)



# Vision for Remote Learning 2.0

## Sample Weekly Activities

- ★ Activities can be rearranged over the course of the day or the week, depending on family circumstances.
- ★ Class meetings and conferences (small group meetings) will be live.
- ★ Most students will be able to complete all activities within 2 hours each day.

Morning Announcements	Daily	15 mins.	Recorded
Class Meeting	1-2x/week	20-30 mins.	Live
Conferences (small groups)	1x/week	10-30 mins.	Live
Content mini-lessons	3x/week	5-10 mins.	Recorded
Specialists (art, music, PE)	1x/week	5-10 mins.	Recorded
Independent work	Daily	1 hour	

# Vision for Remote Learning 2.0

## Sample Weekly Schedule

- ★ The schedule can be customized to include supports and services that address specific student needs and learning profiles.
- ★ Learning may not occur as intended. **That's OK—there is always tomorrow, and we will be here to help and support you along the way!**

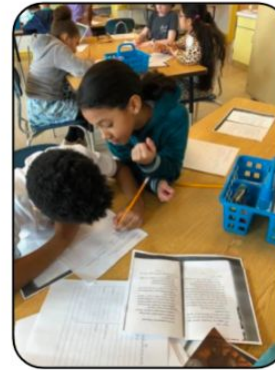
Monday	Tuesday	Wednesday	Thursday	Friday
<b>Morning Announcements</b> 15 mins.	<b>Morning Announcements</b> 15 mins.	<b>Morning Announcements</b> 15 mins.	<b>Morning Announcements</b> 15 mins.	<b>Morning Announcements</b> 15 mins.
<b>Class Meeting</b> 20-30 mins.	<b>Conference</b> 20-30 mins.	<b>PE Mini-Lesson</b> 5-10 mins.	<b>Open/TBD</b>	<b>Open/TBD</b>
<b>Content Mini-Lesson</b> 5-10 mins.	<b>Art Mini-Lesson</b> 5-10 mins.	<b>Content Mini-Lesson</b> 5-10 mins.	<b>Music Mini-Lesson</b> 5-10 mins.	<b>Content Mini-Lesson</b> 5-10 mins.
<b>Independent Work</b> 1 -1.5 hr.	<b>Independent Work</b> 1 - 1.5 hr.	<b>Independent Work</b> 1 -1.5 hr.	<b>Independent Work</b> 1 -1.5 hr.	<b>Independent Work</b> 1 - 1.5 hr.
~2+ hours	~2+ hours	~2+ hours	~2+ hours	~2+ hours

# Remote Learning and Accessibility for ALL Students

## Access to...

- learning platforms
- reading materials
- appropriate learning tasks

### Creating Accessible Materials



Tasks are Connected

Materials are Visually Appealing and Supportive

Materials Reflect the Diversity of Students and Families

Models of High Quality Work are Included

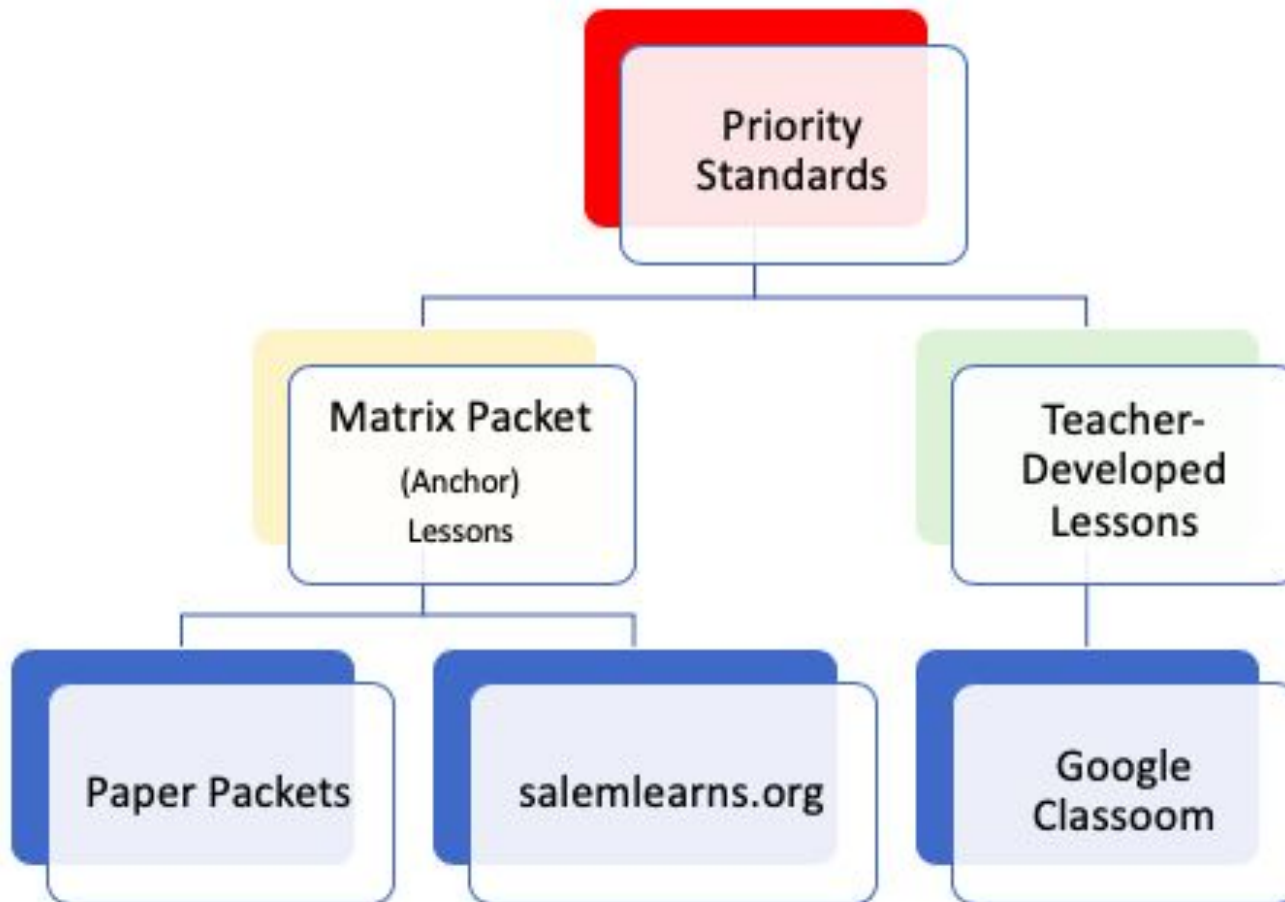
Less is more...  
deeper vs.  
wider.

# Mini-Unit Structure

Mini-Unit 1: 4/27 - 5/8

Mini-Unit 2: 5/11 - 5/29

Mini-Unit 3: 6/1 - 6/19



## Grade 4 Mathematics

## MINI-UNIT 1

## Multiplication/Division Fact Fluency and Multi-Digit Multiplication and Division

*Essential Question(s)**Priority Standards  
(Standard #s and brief description)*

How do I use number sense and my "internal number line" to solve multiplication and division problems?

How are the concepts of multiplication and area related?

4.NBT.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers.

4.NBT.6 Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors.

4.OA.3a Know multiplication facts and related division facts through  $12 \times 12$ .

## MINI-UNIT 2: Comparing and Ordering Fractions

## MINI-UNIT 3: Multi-Step Word Problems

# Sample Matrix

## Our Youngest Learners

**Work for you to complete:**

**Lesson 1:**

[2D Shapes Video](#)

[2D Shape Hunt](#)


**Lesson 2:**

[3D Shapes Video](#)


[3D Stack and Roll Experiment](#)

**Stack or Roll?**


Sphere




Cylinder




Pyramid




Cube




Cone






Which 3D shapes can **stack**?




Which 3D shapes can **roll**?

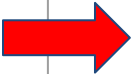
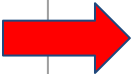




Look for examples of each **shape** at home, and **draw** them below.

















Stack	Roll	Stack and Roll
		

# S-t-r-e-t-c-h-i-n-g Toward New Learning

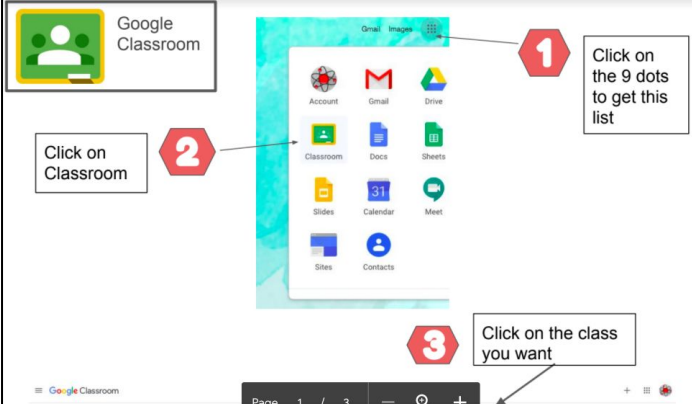
ELA	Narrative Writing		Memoirs
ELD Grade 5			<i>My Story from Here to There</i>
Mathematics Grade 1	Addition & Subtraction to 20		Addition & Subtraction to 40
Science Grade 2	Properties of Materials		Determining the Best Materials to Solve an Engineering Design Problem

# Remote Learning Supports

## For Teachers

 <b>Remote Learning 2.0</b> <i>Professional Development Supports for Technology</i>		
Tool	Benefits and Uses	Resources
	Zoom is a powerful program allowing you to schedule and hold live remote meetings. The presenter can share their screen, chat, annotate, mute students on entry, and more. All meetings can be recorded and shared at a later date.	 <a href="#">Zoom Beginner</a>  <a href="#">Zoom Level Up</a>  <a href="#">Zoom Quickstart</a> Bates: Amanda Symmes, Ed Mercer Carlton: Lisa (Glasbeeth) Latta ECC: Beth White H.M.S.: Sam Ford, Lisa Collins, Sam Lear, Alexa Dacey Judy Bordin Sals: Allison Benoit W.H.E.S.: Danielle Thompson
	All communication, assignments, classroom activities can be delivered through Google Classroom. Teachers create a classroom, distribute the class code to students who will enroll in the class.	 <a href="#">Classroom Beginner</a>  <a href="#">Classroom Quickstart</a> Bates: Nicole Courneau Carlton: Lisa Levine, Kate Carlini ECC: Beth White H.M.S.: Sam Ford, Lisa Collins, Sam Lear, Alexa Dacey Judy Bordin Sals: Allison Benoit W.H.E.S.: Kristin Swanson, Kate Milano
	Video is a powerful tool to support remote learning. Screencastify is a Free Chrome Extension that allows you to video yourself with or without your screen. You can record a brief mini lesson and share this video/lesson via Google Classroom.	 <a href="#">Screencastify Beginner</a>  <a href="#">Screencastify Level Up</a>  <a href="#">Screencastify Quickstart</a> Carlton: Carolyn Townsend ECC: Beth White H.M.S.: Sam Ford Sals: Allison Benoit
	Material that will be presented in a slideshow is delivered via Nearpod. This allows for active participation as well as formative assessment and student note taking built into the activity. The material can be experienced as a self paced activity.	 <a href="#">Nearpod Beginner</a>  <a href="#">Nearpod Level Up</a>  <a href="#">Nearpod Quickstart</a> Bates: Rosemary Peterson, Kasey Harfield Carlton: Shawna Epps ECC: Beth White Sals: Allison Benoit W.H.E.S.: Brittany Kennedy

## For Families



1 Click on the 9 dots to get this list

2 Click on Classroom

3 Click on the class you want



### Welcome to your Salem Public Schools Chromebook

This device will give you access to the many tools Salem Public Schools has to offer your student throughout this closure. You will be able to access the Internet through your home WiFi or through public hot spots in the city.

*(Note: If you do not have WiFi access in your home, call 1-855-846-8376 to request Comcast Internet Essentials, available for some households at low or no cost.)*

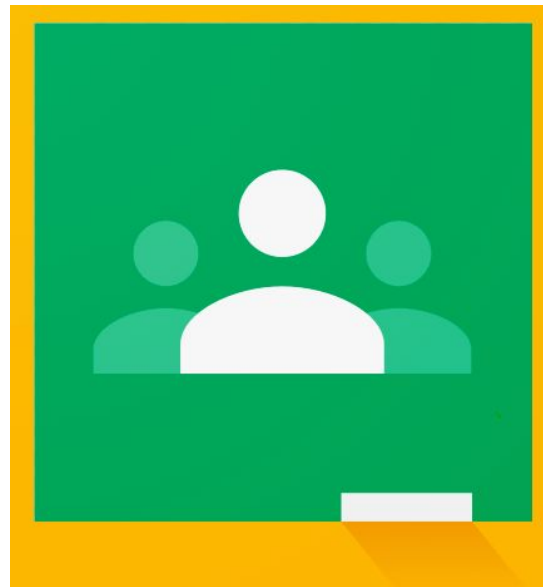
#### Charging and turning on your Chromebook



- Ensure your Chromebook charger is connected firmly to the Chromebook and into the wall outlet.
  - The battery life varies based on usage but typically last approximately 7 hours.
  - To keep the battery healthy, only plug in the



# Lesson Delivery Through Google Classroom



# Devices and WiFi Connections

## Ensuring Equity & Access

- We know of at least 213 students without access to the internet.
- Hotline for information is (978) 219-6689.
- City and district partnering with Comcast to provide 6 months of free internet for families who qualify for program.
- SPS team trained to begin outreach and support for families who need assistance with application process.
- Donation to Salem Together from Salem Children's Charity is funding this access.



INTERNET ESSENTIALS

Application Process

# Special Ed Eligibility and Annual Meetings

- Meetings held with parent agreement according to mandated timelines, to the extent possible.
- Eligibility for special education determined, to the extent possible, using evaluations that can be completed remotely or that were completed before closure.
- IEPs developed AS IF school buildings were open.
- Discussion of what services will look like during closure included in meetings. Remote services NOT considered an IEP amendment.

# IEPs and Special Education Services

## Sample Remote Student Services Plan

Dates for this Plan	
Start Date: 4/27/2020	End Date: when campuses reopen
<ol style="list-style-type: none"> <li>1. The purpose of this plan is to communicate how educational opportunities and services will be delivered to your student during the COVID-19 emergency.</li> <li>2. Special education services for your student will look different during this period of national and state public health emergency.</li> <li>3. <b>This is not an IEP amendment.</b></li> <li>4. As the district continues to develop and improve remote learning systems and opportunities, this learning plan may be modified.</li> </ol>	
<p>How will my child's general educators, special educators and related service providers continue to collaborate while school is closed?</p>	
<p>Special education teachers, para-professionals, administrators and related service providers meet weekly to discuss curriculum and services.</p>	

# IEPs and Special Education Services

Services and Instruction			
Special education and related services provided remotely through virtual, online, or telephonic instruction			
Which educators and/or related service providers will be providing services through virtual, online or telephonic instruction?	Name	Role	Contact Information
	Name	Special Education Teacher	name@salemk12.org
	Name	School Adjustment Counselor	name@salemk12.org
	Name	Speech Therapist	name@salemk12.org
	Name	Occupational Therapist	name@salemk12.org

# IEPs and Special Education Services

		Monday	Tuesday	Wednesday	Thursday	Friday
Morning Announcements	<b>When</b>	Anytime	Anytime	Anytime	Anytime	Anytime
	<b>How</b>	Youtube	Youtube	Youtube	Youtube	Youtube-
IEP services	<b>When</b>			8:30-9	8:30-9	8:30-9
	<b>Content</b>			Phonics	Math	Writing
	<b>How</b>			email for link	email for link	see email for link
Counseling group	<b>When</b>			9:30-10		
	<b>How</b>			email for link		
Individual work time Morning	<b>When</b>	10-10:30	10-10:30	10-10:30	10-10:30	10-10:30
	<b>How</b>	See class page	See classroom page for link	See classroom page for link	See class page	See classroom page for link
Individual work time Afternoon	<b>When</b>	1-1:30	1-1:30	1-1:30	1-1:30	1-1:30
	<b>How</b>	See classroom page for link	See classroom page for link	See classroom page for link	See classroom page for link	See classroom page for link

# IEPs and Special Education Services

		Monday	Tuesday	Wednesday	Thursday	Friday
Small Group	<b>When</b>			2-2:30		
	<b>How</b>			See classroom page for link		
Classroom Whole Group	<b>When</b>		2-2:45		2-2:45	
	<b>How</b>		See classroom page for link		See class page for link	
Specials: Anytime	<b>When</b>	Anytime	Anytime	Anytime	Anytime	Anytime
	<b>How</b>	PE-See link	Music	Art	Dance	PE

# Special Education

## What else do I need to know to prepare my child for remote service delivery?





















- Create a daily routine for your child
- Create a space for your child to work (ie: chair at kitchen table, desk)
- Encourage your child to engage in the classroom resources provided
- Ask your child if they need help and praise them often for participation
- Free time, movement breaks, coloring, snacks, technology, etc.
- Find time each day to engage with your child in a preferred activity
- This is only a suggested schedule. Many of these activities can be completed according to your family's schedule
- Please reach out to your child's teacher or team chair if you have any questions



# Another Sample Plan

	<b>Gen. Ed Class Meetings</b>	<b>L.S. Class Meetings</b>	<b>Daily Conference Times</b>	<b>Service Provider Times</b>
Gr 4-5	<p><b>Monday:</b>  <i>Homeroom 1:</i> 10:00AM  <i>Homeroom 2:</i> 10:30AM  <i>Homeroom 3:</i> 11:00AM  <i>Homeroom 4:</i> 11:30AM</p> <p><b>Thursday:</b>  <i>Homeroom 1:</i> 12:00PM  <i>Homeroom 2:</i> 12:30PM  <i>Homeroom 3:</i> 2:00PM  <i>Homeroom 4:</i> 2:30PM</p>	<p><b>Wednesday:</b> 12:00-12:30</p>	<p><b>Group N</b> Tuesday 2:00PM</p> <p><b>Group O</b> Tuesday 2:30PM</p> <p><b>Group P</b> Wednesday 12:30PM</p> <p><b>Group Q</b> Wednesday 1:00PM</p>	<p>12:30 on Mondays S/L and Social Emotional *Additional sessions arranged directly with parent</p> <p>1-1:30 Additional Small Group or Individual OT Session</p>

# Sample Choice Board

Week of 4/27-5/1	Getting Started! Round 2			
<p><b>ELA</b> <a href="#">Question of the week!</a></p> 	<p><b>ELA</b> Have fun exploring on a <a href="#">reading scavenger hunt!</a></p> 	<p><b>ELA</b> <a href="#">Rainbow write</a> 10-15 new sight Words! <a href="#">Find your sight word here!</a></p> 	<p><b>ELA</b> <a href="#">Reading A-Z</a></p> 	<p><b>ELA</b> <a href="#">Lexia</a></p> 
<p><b>Math</b> <a href="#">Freckle Math</a></p> 	<p><b>Math</b> <a href="#">ST Math</a> or <a href="#">Zearn</a></p> 	<p><b>Math</b> Challenge yourself with these fun <a href="#">word problems!</a></p> 	<p><b>Math</b> Find 100 of something in your house and after you've counted, take a picture to share on Google Classroom!</p> 	<p><b>Math</b> Try these <a href="#">math fluency slides</a> to test your skills. See how fast you can answer them all!</p> 
<p><b>Science</b> Explore Earth and Space games on <a href="#">NASA Space Place!</a></p> 	<p><b>Wellness</b> Get moving with this kids <a href="#">workout</a> for beginners!</p> 	<p><b>Science</b> Pick a reptile from this <a href="#">list</a> to learn about! Draw a picture and write three facts you learned.</p> 	<p><b>Wellness</b> Check out this <a href="#">"Keep It Moving"</a> Board! Can you do it?</p> 	<p><b>STEM</b> Take a peek at this cool list of <a href="#">STEM activities</a> and choose one to complete with someone at home!</p> 
<p><b>Occupational Therapy</b> <a href="#">Stone and Coin Art</a></p> 	<p><b>Speech &amp; Language</b> Go on an <a href="#">Attributes Scavenger Hunt</a> in your house!</p> 	<p><b>Physical Therapy</b> <a href="#">Strengthen your core</a> with Miss Michelle!</p> 	<p><b>Social Skills</b> Practice "hot cocoa breaths." Hold a pretend cup of cocoa. Smell it deeply, then slowly blow on it to cool it off. Repeat.</p> 	<p><b>Just for fun!</b> Use paint or coloring supplies to create your very own self-portrait!</p> 

# Flexibility and Staff Response

*“I have one student who is hesitant to join a Zoom or Google meeting, but she talks to me on the phone and we make it work. I’ll keep trying!”*

*“I rearranged my counseling time to later in the afternoon to avoid the family’s lunch break and the baby’s naptime.”*

*“We combined our counseling and speech services into one social-language session. It worked for the family’s schedule and so far we are able to model and support language and social language needs this way.”*

*“I reached out and scheduled with everyone individually. My students have been great about doing their remote sessions with me. It’s been fun. So far, no families on my caseload are refusing services or unable to find a time to schedule. They seem thankful.”*

# Remote Learning - Next Steps

Continue to monitor the number of students engaging in online learning, including participation in class meetings, number of packets distributed, etc.

Seek out and remove remaining barriers to online learning.

Develop a consistent K-5 plan for turning in and receiving feedback on work.

Plan adjustments to curriculum, instruction, and programming for making up for lost learning.



# PreK-Gr. 5 Remote Learning Resource Links

## Support and Outreach to Families

- Website [www.salemlearns.org](http://www.salemlearns.org): Contains all learning packets (current and past), technology support, information about health and wellness, special education needs, library resources, links to social media and food distribution sites. Information is available in English, Spanish, and Portuguese.
- Ensuring the well-being of our families: “Five Questions” [Family Check-In](#); guidance for staff outreach: [District Guidance for Educator Phone Outreach to All Families](#)
- Letter and email to parents, guardians, and families (April 16): [Remote Learning 2.0 letter](#) and [Parent email about Remote Learning 2.0](#)
- PowerPoint for parents, guardians, and families (April 16): [Where Have We Been? Where are We Going?](#)
- Family tech tips: [Chromebooks](#), [Zoom for Chromebooks](#), [Zoom for Windows](#), [Google Classroom](#)

## Professional Development for Teachers

- [Guidance for teachers](#): Guidance and models for mini-lessons, class meetings, and small group conferencing.
- Training in remote learning tools: [Professional Development Supports for Technology](#)
- Drop-in technology sessions for teachers: [Remote Learning Support](#)

## High Quality, Standards-Aligned, Accessible Learning

- Priority standards for Mini-Unit 1 (selected by coaches and teachers): [Science Blueprints](#), [Math Blueprints](#), [ELA & Social Studies Blueprints](#), [ELD Blueprints](#)
- Sample learning matrices (packets): [Grade 1](#) [Grade 4](#)
- Guidance on creating accessible materials: [Criteria for Accessibility](#)
- A sample recorded lesson and follow-up activity (Gr. 1): [Foundations lesson](#) and [worksheet](#)
- A sample recorded lesson: [Gr. 5 food web](#)
- A sample art enrichment lesson: [Art Padlet](#)
- Newcomer unit lessons for Beginner English Learners in Grades 3-5: *Habitats: What is a rainforest?*
  - [What is a Rainforest?](#), [Rainforest Vocabulary Match](#), [Draw a Rainforest](#), [Describe a Rainforest](#)
- Social story and teacher commendation:
  - [Social Story pg 1](#), [Social Story pg 2](#), [Social Story pg 3](#)
  - [Commendation](#)