

Morse Elementary School

Fall 2020 Learning Overview - Remote & In-Person Schooling

Whether your child is attending school in person or continuing to learn from home, you can expect your child's experience to be nurturing, joyful, culturally-responsive, and appropriately challenging. While there is no question that the schooling experience will be very different from years past, we are committed to innovating, collaborating, and re-imagining our approach so that our students feel connected to their classroom communities and engaged in their learning. Establishing strong relationships and attending to each child's social and emotional development will be key components of our approach, regardless of the learning format.

Based on our current understanding of the parameters proposed by Superintendent Salim, here is what we are expecting for Fall 2020:

IN-PERSON LEARNING

For eligible students who opt to participate in in-person learning, we are planning for a flexible staffing model where each class of up to 20-24 students is supported by three educators (a combination of teachers and paraprofessionals). To observe the rigorous safety guidelines outlined in the [CPS COVID-19 Facilities & Safety Manual](#), each class will be divided into two smaller groups of up to 10-12 students that will learn in separate classrooms. Students would eat lunch in their classrooms, but would have at least two opportunities to play outside (weather permitting) with the other children from their grade-level group. Morse School staff would plan and facilitate age-appropriate learning experiences that teach, model, and reinforce the key things that all children must do to help keep our school community safe, including wearing masks or appropriate face coverings, maintaining proper distance, and washing hands regularly.

REMOTE LEARNING

During the emergency school closure in the spring, our educators and students had to pivot quickly into an entirely new and unknown distance learning model. In acknowledgement of the unusual circumstances, the expectation set by both the state and the Cambridge Public Schools was that students should engage in learning experiences that approximated half of a regular school day. Remote learning will look very different this fall. Both the state and district are committed to offering a significantly more robust remote learning experience - one that approximates a regular 6-hour school day. For instance, teachers will be taking attendance and assessing student work, and students will have clear expectations for remote learning, just as they would in a classroom. Given the opportunity to reflect on the distance learning experience in the spring - and with the benefit of ample feedback from our educators and families - we will build upon the practices that we know worked well, such as an emphasis on smaller groupings of 4-7 students, clear and timely communication with parents about weekly schedules, and ongoing mechanisms for students to share and get feedback on their thinking.

The following pages offer a side-by-side comparison of the two different learning scenarios.

Here is what a typical school day might look like for a 1st grader under each learning scenario:

	In-Person	Remote
Length of School Day	Six hours.	Six hours.
Beginning of the School Day	Arrive in the morning and enter directly into the classroom from an outside door (all Morse School homerooms have outward-facing doors). Sit in a desk facing the teacher and appropriately spaced to allow 6 feet of distance with classmates.	Log onto the Chromebook at a designated start time to the school day.
Morning Meeting	Participate in a morning meeting led by the teacher or paraprofessional, following the typical Responsive Classroom approach (a share, a game, a greeting, and a morning message).	Participate in a 30-minute live virtual morning meeting (using Google Meet) led by the teacher or paraprofessional, following the Responsive Classroom approach (a share, a game, a greeting, and a morning message).
Standards-Based, Core Content Learning Experiences	<ul style="list-style-type: none"> Engage in a mix of reading, writing, math, science, and social studies learning experiences aligned to state and district learning standards. At least 2-4 hours per day led by a licenced teacher (on average) and up to 2 hours per day facilitated by a paraprofessional, specialist, or interventionist. Some core content would be delivered through the same asynchronous (previously-recorded) learning experiences being offered to students learning at home Students of all ages would spend part of their day using their Chromebooks, in order to develop their proficiency and independence with the use of technology (in case we need to shift to a fully remote model for 	<ul style="list-style-type: none"> Engage in a mix of synchronous (live) and asynchronous (previously-recorded) standards-based reading, writing, math, science, and social studies learning experiences through platforms such as SeeSaw, Google Classroom, Google Meet, Raz Kids, Symphony Math, etc. Live learning experiences (totalling between 1-4 hours, depending on age, grade-level, and individual student needs), would be guided by a teacher, paraprofessional, specialist, or interventionist remotely. Asynchronous learning experiences (e.g. engaging in independent reading, watching science videos, participating in online math programs, completing independent project work or writing assignments, etc.) would total between 1-4 hours

	all students at some point in the school year).	(again, depending on the age, grade level, and individual student needs) and would be self-guided independently by the student with parent support (as needed).
Lunch & Recess	Eat lunch in the classroom. Participate in at least two outdoor movement blocks (weather permitting).	An hour (most likely 12-1pm) would be set aside for lunch and a recess break.
Special Subjects	Participate in at least one special subject per day - P.E. will be offered outdoors (weather permitting), while Art, Music, and Library/Tech will be offered remotely in the classroom and facilitated by the paraprofessional (who might, for instance, pass out the art materials that Ms. Kerr would ask students to use as part of a live or asynchronous lesson projected at the front of the classroom).	Participate in a 30-minute live or pre-recorded P.E., Art, Music, or Library/Tech lesson.
Special Services & Supports	Receive services or intervention support as needed (or required, if on an IEP or receiving ESL instruction, etc.) provided by an in-person teacher, specialist, or counselor.	Receive services or intervention support as needed (or required, if on an IEP or receiving ESL instruction) provided remotely from a teacher, specialist, or counselor.
Accountability for Learning & Growth	Students are expected to engage in their in-class learning activities as well as the activities designed for remote Wednesdays. This will apply to both core content instruction and special subjects. Teachers monitor student engagement in their work, measure student growth through both formal and informal assessments, provide feedback, and assign standards-based grades.	Students are expected to engage in their in-class learning activities as well as the activities designed for remote Wednesdays. This will apply to both core content instruction and special subjects. Teachers monitor student engagement in their work, measure student growth through both formal and informal assessments, provide feedback, and assign standards-based grades.

If you have not done so already, please take a moment to log in to the family portal and complete your [Fall 2020 Enrollment Form](#) with your choices for the upcoming school year.