



# Extended Learning Program Overview of Plan 2018-2019

## Overview of Extended Learning Program

Extended Learning refers to a practice assigning work to students as alternative structured learning on called snow days in place of adding a canceled day to the end of the school calendar. This practice has been implemented in several states (Massachusetts, Minnesota, New Hampshire, and Ohio) and under different operational models. As a K - 12 district divided into elementary, middle, and high schools, we created a model that is flexible within the district, within schools, and even within grades to ensure that the instructional activities meet the DESE definition of structured learning time. During the 2017-2018 school year, a pilot plan was created, approved, implemented and positively received as evidenced through both staff and family surveys.

Each school year as the winter, months settle in; schools do their best to prepare for unexpected school cancellations due to inclement weather. While many students might welcome a day off from school, cancellations pose unexpected interruptions to the teaching and learning process. Canceled school days are added to the end of the school calendar late into June, which is not optimal for timely, focused learning experiences. North Middlesex had an average of 6.1 canceled days a year for snow from 2007-2017. This not only interrupts the learning for students, but adds days to the end of the school year when learning is not as structured as it is in the middle of the school year.

The Snow Day Extended Learning program provides the students of NMRSD with real-time, authentic learning opportunities to replace canceled school days. Teachers will provide curriculum-based learning that their students can complete in place of a canceled school day. Assignments may be short-term, unit-based, hybrid, or longer-term projects equal to multiple days of learning.

Although we firmly believe that the highest form of learning takes place in a classroom with a qualified teacher, support staff or specialist, we also acknowledge that days made up late into June are not of the same quality as those that could be offered with extended learning opportunities. Students in the twenty-first century will likely have at least one online class in college, and many will be preparing for employment set in a work-from-home environment. The extended learning opportunities help build a foundation for this type of learning and work production for the students of North Middlesex.

A group of elementary, middle and high school staff, administrators, and parents from all three-member towns researched and reviewed districts in Massachusetts that have implemented a similar plan for canceled days and created a proposal for an initial pilot for the 2017-2018 year. This was successfully implemented as evidenced by the results of the survey responses from stakeholders.

On Monday, October 22, 2018, The North Middlesex Regional School Committee approved the District Leadership Team and the Extended Learning Committee's recommendation to implement a second pilot year of the Extended Learning Program. The second year pilot's Extended Learning will be implemented for any called snow/inclement weather days after the first five-canceled snow days are added to the end of the calendar during 2018-2019 school year. This will allow the last day of the 2018-2019 school year not to exceed Wednesday, June 19, 2019.

All district staff and families will be provided with an updated Plan Overview, Frequently Asked Questions, Roles and Responsibilities Chart, and examples of structured learning activities as outlined in the Communication Plan attached.

All district staff will continue to complete their contracted work time using planning, teaching, support, and correcting of assignments intended for these days.

If an assignment is given that exceeds the number of Extended Learning Days then these assignments will be completed during regular school hours as the structured learning time teachers have determined best fits the grade level and discipline's curriculum.

After the completion of the second pilot year of Extended Learning, a survey similar to the first year pilot will be conducted. Based on the two pilot years, the survey results and any new guidance from the Department of Elementary and Secondary Education a recommendation for future implementation will be made prior to the 2019-2020 school year.

Please visit the pages on our website listed below for information that is more detailed:

1. Frequently Asked Questions
2. Roles and Responsibilities
3. Sample Assignments
4. Communication Outline

*\*\*The Snow Day Extended Learning Proposal Committee would like to extend our thanks to the School Committee, the and the Burlington, Wakefield, Gateway Regional and Ralph C. Maher school districts for graciously sharing their research, materials and experiences with their Snow Day Structured Learning Plans in support of creating the North Middlesex Regional School District Pilot Proposal Plan.*



## Extended Learning Program Frequently Asked Questions

### **Frequently Asked Questions and Answers**

#### **What is Extended Learning?**

NMRSD's mission is to develop an interactive and inclusive learning community dedicated to preparing students for productive citizenship in a global society.

Snow day extended learning allows students to complete structured learning time at home under the direction of their teachers. This structured learning time will still count towards the student's learning requirements outlined by the state of Massachusetts.

#### **How will the Extended Learning Program be implemented during the 2018-2019 school year?**

The school committee voted on October 22, 2018 to implement a second pilot year of the program with the following guidelines: Five canceled Snow Days will be added to the end of the calendar year; the Extended Learning program will be implemented for any additional called snow days.

#### **What is the latest date that school will be in session in the 2018/2019 school year?**

The last date for the 2018-2019 school year will not be later than Wednesday, June 19, 2019.

#### **What is structured learning time?**

Per the state of Massachusetts Structured Learning, time shall mean time during which students are engaged in regularly scheduled instruction, learning activities, or learning assessments within the curriculum for study of the "core subjects" and "other subjects." In addition to classroom time where both teachers and students are present, structured learning time may include directed study, independent study, technology-assisted learning, and presentations by persons other than teachers, school-to-work programs, and statewide student performance assessments.

Guidelines from the DESE most recent updates can be found using the following link:

<http://www.doe.mass.edu/redesign/asld-memo.html>

#### **Why does NMRSD have an extended learning program?**

Learning happens everywhere. The snow day extended learning program allows students to develop their foundational skills needed to plan and accomplish learning in different environments. By promoting independent, hands-on/experiential learning, students are setting the stage for lifelong learning.

#### **What do teachers do on snow day extended learning days?**

Teachers will have already spent considerable time and effort developing these assignments. They will work with students on completing these assignments when they return to school, are responsible for following up with students on incomplete assignments, and must assess each student's assignment to provide a grade. In addition, teachers may be working on lesson plans, content research, professional development, or other items. Additional information on the roles and responsibilities, as well as sample assignments, can be found on the website.

**How will students know what their extended learning assignment will be for the snow day?**

Teachers will determine what type of assignment and will distribute to students before the snow day or post or email no later than 9:00 am on an extended learning snow day depending on the type of assignment.

Assignments may be given in packets or hard copy or they may be sent out using technology that the class is familiar with using at other times during the year (Google Classroom, Aspen, etc.). Some teachers will also post their assignments on the school or district website as well, in the event the hard copy is lost or forgotten at school.

However, if your child does not have access to technology or the technology frequently does not work consistently then please contact your child's teacher to request that hard copies be sent home or alternative arrangements are made.

**Do all schools/students have the same lessons?**

No. Each lesson will be teacher specific. They will assign their students' lesson, assignment or projects based on their grade level.

**When do students have to turn in their extended learning assignments?**

Projects/assignments will **never be due the first day** they come back to school. Some assignments will be short term, and due as early as a week after the snow day. Some assignments will be longer-term projects, and due dates for these assignments will be provided to the student by the teacher or team of teachers.

This decision will be determined by your student's teacher and will be communicated to your student.

**How much support should parents give their children?**

The details provided for students by their teachers to complete the assignments will allow them to do most, if not all of the work independently. Lessons are developed so the parents will not need to provide any more support than they would typically.

**What if a parent is not able to be home to support a young child with work completion? What if a student requires IEP or ELL support services to complete curriculum assignments?**

One of the reasons that assignments are not due on the day following a school cancellation day is to ensure that students have the time and support services they may need to successfully complete their assignments.

Special education teachers/paraprofessionals will also modify and support assignments as they typically do per the individual student's plans.

**If my child is scheduled for a Special (Art, PE, Foreign Language, Music) on that day will they have assignments?**

Your child will have assignments given to them by their Specialist teacher, or it will be integrated into an assignment.

Although assignments for specials may come home before the snow day, your child is only responsible to complete assignments if they would have had that class on the Extended Learning Snow Day. They do not have to complete assignments for classes that would not have taken place on those days.

**How much time should each assignment take?**

The snow day extended learning program focuses on quality of learning, not quantity. Teachers will provide assignments, which meet the DESE definition of structured learning time. Assignments will be reasonable in length for the developmental age and grade level of students, and we are mindful of the unique opportunity for family time on school cancellation days. Emphasis is placed on the quality of learning experiences, not on quantity or compliance.

Estimated times for schoolwork completion per grade band will be:

- K-2 – approximately 60 minutes
- Gr. 3-4 - approximately 90 minutes
- Gr. 5-8 – approx. 20 minutes per subject area that would have met on the canceled cycle day
- Gr. 9-12 – approx. 30 minutes per subject area that would have met on the canceled cycle day

REMINDER: Some teachers may provide options for students to complete assignments over a period of time. The teacher will determine and communicate when the work is due.

***What if I don't have a computer for my child to use?***

*The assignments will not require the sole use of a computer/internet. If your child does not have access to a computer, their assignment will be given on paper, or other arrangements for the use of district technology will be arranged.*

***What will happen to my student if he/she does not complete their extended learning assignments?***

*Students who do not complete an assignment by the due date and have not sought or accepted attempts to receive support from school personnel will be marked absent for the day/class.*

***Whom can parents/students contact if they have a question about an assignment?***

*As always, your first line of support will be the classroom teacher, followed by the building-level administration. Email your student's teacher, and he/she will get back to you. In addition, teachers will be available to work with students upon their return to school.*



## Extended Learning Program Roles and Responsibilities

Role	Responsibilities
Classroom Teacher	Teachers take on the role as a facilitator of learning just like in the classroom. Before the snow day, teachers would plan a unit or theme based project, including an assessment rubric. Teachers could be available for support before a snow day, on a snow day itself, or plan times to be available for support for longer-term assignments at pre-planned, structured intervals. Teachers are also responsible for correcting the assignment. In addition, teachers may be working on lesson plans, content research, professional development, data analysis or other items.
Special Education Teacher and Academic Assistance Teacher (high school)	Special Education teachers who work with inclusion or small group students will co-design, plan, modify, and add extra support for any assignment (such as specific timelines, templates, resources, etc.) Special Educators who are in a "program" or a setting that is more self-contained may choose to join grade level teachers in designing projects or design a project for their students based on grade level curriculum or areas of deficit. Special Education teachers could be available for online support on a snow day itself, or plan times to be available for support for longer-term assignments at pre-planned, structured intervals. Special Educators could also use this time to complete evaluations, reports, and IEP's, as well as to contact parents as available.
Specialist: (Art, PE, Library, Technology, Music)	Specialists could work with classroom teachers or other specialists as part of their curriculum; e.g. Gym and health teachers could work with science teachers on an energy unit. Or each specialist could create a structured learning time assignment. Before, during and after snow day the responsibilities would be the same as a classroom teacher.
Related Service Provider (OT, SLP)  <i>Related Service Provider (OT, SLP) continued</i>	Related Service Providers could choose to be responsible for webinars and/or workshops for paraprofessionals. Or service providers could read an educational text, complete a webinar or DVD series that benefits their area of expertise and direct service to students with a written summary form submitted to the Special Education Director either before, during or after a snow day. Related Service Providers could also use this time to complete evaluations, reports, and IEPs, as well as contact parents as available. Provide assignments for the students to complete on the Extended Learning Day.
Guidance/Adjustment Counselor/ School Psychologists	Guidance/Adjustment Counselors/ School Psychologists could choose to use the time for communication via phone calls or emails with parents, staff and outside agencies. Or be responsible for webinars and/or workshops for paraprofessionals. Or

	<p>guidance/adjustment counselors could read an educational text, complete a webinar or DVD series that benefits their area of expertise and direct service to students with a written summary form submitted to the Special Education Director either before, during or after a snow day.</p> <p>Counselors could also use this time to complete reports, behavior plans, attendance notices, IEP goals or 504s.</p>
Nurse	<p>Nurses could choose to use the time for communication via phone calls or emails with parents, staff and outside agencies or doctor's offices. Nurses could choose to complete online or face-to-face programs, workshops, or webinars at any time during the fiscal year (July 1st to June 30th), including weekends, school breaks and the summer, that benefits their area of expertise and direct service to students with a written summary form submitted to the Special Education Director either before, during or after a snow day.</p> <p>In addition, nurses could prepare short health education webinars or workshops to be made available to staff, students or families.</p> <p>Nurses could also use this time to work on individual health care plans, emergency plans, and update health records.</p>
Paraprofessional	<p>Paraprofessionals may attend the two full PD days planned in the faculty calendar.</p> <p>Paraprofessionals may attend webinars or workshops before or after regular hours presented by in district staff (psychologists, counselors, and related service providers).</p> <p>Paraprofessionals would also support students they regularly work with on extended learning assignments either in-person or virtually before, during or after the snow day at times either before or after their contracted hours. Paraprofessionals could use the time to prepare materials, modifications to assignments, compile data collected on student plans of which they are a part.</p>
Administration (Assistant Principal/ Principal)	<p>Facilitate and ensure the program is implemented either on paper or electronically; answer questions from parents and staff. Audit assignments to begin to build a bank of exemplars to share.</p> <p>Complete reports, evaluations, budget-related tasks or review of curriculum materials and assessments.</p>



## Extended Learning Program Assignment Examples

### Assignment Possibilities:

1. **Short-Term** - Built into the current unit of study/curricular plan, with the due date several days after the canceled school day. Teachers and students who use Google Classroom and/or online curriculum regularly may just continue with the "business as usual" on the canceled school day.
2. **End of Unit** - Tied into the essential question or big ideas of the curriculum unit and due near the end of the unit.
3. **Longer term** - The scope of these projects is larger and requires a greater level of independence. They will be assigned in advance and due towards the end of the school year, with check-in times established by grade-level teachers to connect with students and provide feedback and support. Students will be able to access community resources (i.e., historical societies, public libraries, museums, virtual field trips, or online research) to complete these projects. (Recommendation for long-term assignments not to exceed three Extended Learning Days)
4. **Hybrid Assignments:** Longer-term assignments that may exceed three days and are designed to be completed both during school days and as Extended Learning.

### **Extended Learning Assignment Examples:**

*The following examples are intended to be samples only, each teacher or team of teachers will create the structured learning assignments that meet the needs of their curriculum and students the best.*

Grade Level	Short Term	End of Unit	Longer Term/Hybrid
K-4 (The following Short Term and End of Unit assignments could be adapted for any grade level K-4)	<u>Reading:</u> Write a book review for a choice book read at home.  <u>Reading:</u> Assignments on ReadWorks, Read Theory or Raz Kids, IXL or iReady  <u>Math:</u> Spend 10 minutes practicing applicable math facts (addition, subtraction, multiplication, and division) using websites such as SumDog, Cool Math, and Extra Math, IXL, iReady or activities like creating flashcards.	<u>Math:</u> Complete performance task from EnVision.  <u>Writing/Technology:</u> Go on a virtual or actual field trip (list of choices to come) and write a report about your trip and what you learned.  <u>ELA:</u> Choose a fiction book about snow, read it, and answer three of the following questions: Fiction Book 1. What is the problem in the story and how was it solved? 2. How would you describe the character? Support your answer with evidence from the text. 3. What is your favorite part of	<b>See individual grade levels.</b>

		<p>the story and why?</p> <p>Choose a nonfiction book about snow, read it, and answer three of the following questions:  Nonfiction</p> <ol style="list-style-type: none"> <li>1. What's the most interesting thing you've learned so far?</li> <li>2. Find a photograph or diagram. What did it teach you?</li> <li>3. Choose a text feature. How did it help you understand the book?</li> <li>4. Why do you think the author wrote this book?</li> </ol> <p><u>Writing/Art:</u>  Write a small moment narrative that tells about your snow day. It should include an illustration and correct punctuation.</p>	
1			<p><u>Science:</u>  <i>Animal project</i>  Students will research an animal of their choice. They will write a report of 10 - 12 facts about their animal, and create a character trait poster showing their animal and different characteristics of an animal.</p>
2			<p><u>Social Studies:</u>  <i>Geography</i>  Students will research an assigned continent. They have previously explored all seven continents. They will create a physical map of the continent labeling major landforms and waterways and be able to come in and present their continent focusing on the landforms and waterways.</p>
3			<p><u>Social Studies:</u>  <i>Townsend/Ashby/Pepperell Project</i>  Students will research an assigned historical building in town. They will write a brief</p>

			report about their building, create a model of their building, and prepare an oral presentation that includes information about the history of their building.
4			<u>Social Studies:</u> <i>Landmark project</i> Students will research an assigned natural or human made United States landmark. They will write a report on their landmark, using a list of questions to guide their research and writing. Students will build a model of their landmark, and give an oral presentation about their model and research.
5-8 ELA	Poetry: Students will use creative, descriptive language to compose a poem about nature, specifically in response to the snow outside. Record the poem in their writer's notebook or digitally using google doc.	Using textual evidence, compare and contrast two characters from the book you are currently reading. Record in your writer's notebook or digitally using google drive	Integrated project that involves all content areas. Example: Read expository article(s) ELA component: grade 5-6: comprehension questions, grade 7-8: open response questions.
5-8 Math	complete math assignments (edcite, Khan academy, Envisions, Big Ideas)  Log on to the prescribed website and complete several math games that align with standards that student is currently working on in class.	Create a math game based on the last unit completed. Be sure to provide directions and answer key.  Work on assigned pages of MCAS review packet either computer-based or paper-based.	Based on chosen math article(s) complete assigned graph/ paper/ performance task attached to the article. Interpret the graph and answer the questions
5-8 Science	Complete assignment, read scientific article or text and answer questions as provided on Edcite	Create a poster or diagram of a scientific concept already studied. Follow the rubric provided.	Based on the article(s) develop a report that does the following:

			Identify the problem presented in the readings. Propose a solution. Develop a plan for testing your solution
5-8 Social Studies	Write a summary of a current event and explain why this is important to you.	Identify a choice current event article and compose an opinion piece such as an editorial or digital presentation	Identify a current event article and complete a project such as: How does the problem affect our world today. What will happen if we do not find a solution; long term and short term?
7-8 Spanish	Review vocabulary flashcards. Create sentences using current unit vocabulary.	Use new vocabulary to write a dialogue between two family members	Spanish/Art: Complete a project study of an artist of Hispanic heritage. Visit a virtual museum to look at the work of this artist.
9-12 Art	Online Google Search: Google Docs1. Write Compare/Contrast in Essay Format	Assignment: Find three artists of different genres. Copy/paste 3 of their pieces and discuss areas of contrasts and similarities of subject, method, and media	Assignment: Critique Digital Tools: Online Art, Museum website, Google Docs: The student will visit Art Museum--in person or virtually--and identify three pieces of interest. The student will respond to question prompt related to previous units of study.
9-12 Music(Chorus, Band, Orchestra)	Assignment: Ensemble practice Digital Tools: Smart Music Student will: Practice ensemble music for 30 minutes, supported by SmartMusic Software	The student will login online to SmartMusic software and: 1. Note which musical piece they chose and why 2. Listen to piece enough times to feel comfortable to "play" their instrument in concert with the piece.	The student will attend a classical concert at public library or college campus musical offering. They will take notes on each opus--its characteristics--in essence, a music review. The student will first read two music reviews by professional writers.
9-12 ELA	Assignment: Reading/Writing; digital tools online ELA curriculum, students will: continue reading their choice texts. In their reader's journal, students will respond to teacher's prompt posted on Google Classroom.	Assignment: Respond with a 5 paragraph essay that includes an intro, three body paragraphs, and conclusion to the article by John Bolton, "The Bombing of Nagasaki Was a Mistake."	Create a historical timeline of significant events that began WW2. Find historical pictures to accompany each of these events and add commentary to each in explaining of each.
9-12 Social Studies	Read three articles that are related in some way. Example: New Innovations	Assignment: Reading/Responding to an Article	Interconnecting History class with ELA classes:

	<p>in the Science World. Comment with a minimum of ½ page journal the merits and negative aspects of each.</p>	<p>Digital Tools: Google Classroom Blog Students Will: read an article posted by the teacher on Google Classroom. Students will post a response to the teacher's reflection prompt on the classroom blog, and respond to at least one other classmate's blog post.</p>	<p>Create a historical timeline of significant events that began WW2. Find historical pictures to accompany each of these events and add commentary to each in explaining of each.</p>
9-12 World Language	<p>Write ---&gt; Interpret Keep a log of your activities at home for 3 hours. Be specific. Put the text into the target language.</p>	<p>Assignment: Student will write a log of specific activity in native language: English. Attempt to translate text into the target language: Spanish, French, or ASL.</p>	<p>Assignment: Creative writing, speaking. Digital Tools: Storybird, iMovie, Voki Students will: Work with a partner to write a short fictional story, create a skit on video, or generate speaking avatars based on a prompt provided by the teacher. Students will share their end product with classmates in person and on Google Classroom.</p>
9-12 Computer Programming	<p>Using JAVA, students will create a mouse maze game to post on Google Classroom.</p>	<p>The student will create a basic computer written program to affect a "speaking avatar." They will share their end product on Google Classroom.</p>	
9-12 Math	<p>Respond to 2-word problems taken from MCAS Math Test of 2016.</p>	<p>Assignment: Small group collaboration on an authentic Math problem. Digital Tools: Google Classroom, Google Hangout, Google Docs/Sheets Students will: Participate with their assigned small group in solving a complex, real-world Math problem. Groups should be prepared to share their strategies and results with their classmates.</p>	<p>Research 2 science experiments that utilize basic calculus to arrive at derivatives for analysis. Use Google Docs to articulate the problem and how the problems were solved by calculus.</p>



## Extended Learning Program Communication Plan

On Monday, October 22, 2018, The North Middlesex Regional School Committee approved the District Leadership Team and the Extended Learning Committee’s recommendation to implement the Extended Learning Program after five canceled snow days during 2018-2019 school year.

The following groups will receive communication via the method and timeline outlined below:

Group	Content	Method	Timeline
<ul style="list-style-type: none"> <li>● Faculty</li> </ul>	<ul style="list-style-type: none"> <li>● The updated plan including FAQ, Roles and Responsibilities, Assignment Samples</li> </ul>	<ul style="list-style-type: none"> <li>● Building Administration</li> </ul>	<ul style="list-style-type: none"> <li>● No later than November 15, 2018</li> </ul>
<ul style="list-style-type: none"> <li>● Support Staff</li> </ul>	<ul style="list-style-type: none"> <li>● The updated plan including FAQ, Roles and Responsibilities, Assignment Samples</li> </ul>	<ul style="list-style-type: none"> <li>● Building Administration</li> </ul>	<ul style="list-style-type: none"> <li>● No later than November 15, 2018</li> </ul>
<ul style="list-style-type: none"> <li>● Families</li> </ul>	<ul style="list-style-type: none"> <li>● Communication from the Superintendent of Schools regarding the implementation of the Extended Learning Program for 2018-2019</li> <li>● The updated plan including FAQ, Roles and Responsibilities, Assignment Samples</li> </ul>	<ul style="list-style-type: none"> <li>● District website</li> <li>● Superintendent’s chosen method of communication to all families.</li> <li>● Each building principal will communicate to parents at their discretion with the methods their school community has previously identified as the most effective communication tools.</li> </ul>	<ul style="list-style-type: none"> <li>● No later than November 15, 2018</li> </ul>
Students	<ul style="list-style-type: none"> <li>● Assignments and Expectations for completion</li> </ul>	<ul style="list-style-type: none"> <li>● Classroom/ discipline teachers</li> </ul>	<ul style="list-style-type: none"> <li>● Prior to the 1st Extended Learning Snow Day</li> </ul>

\*The Snow Day Extended Learning Pilot will begin after the fifth canceled snow day.

\*A survey similar to the year one pilot will be conducted at the end of the second year pilot program to include all stakeholders prior to the end of the 2018-2019 school year.