



Marlborough Public Schools

Michael Bergeron • Superintendent

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Dear Marlborough Families,

The Marlborough Public Schools are committed to providing as much certainty as we can in these unpredictable times. Our thoughts are with you, in the hopes that you and your family are healthy and safe. Many are being asked to assume different roles, roles that no one dreamed of serving in before. Your responsibilities for work did not go away, and you now have additional responsibilities to help continue the education of your children. Our goal is to provide additional support to families to structure educational opportunities for your children.

On March 25, the Governor announced that public and private schools in Massachusetts must remain closed for in-person instruction until Monday, May 4 in order to prevent further spread of the coronavirus (COVID-19). As this closure has now extended through April, we have been working to take the remote learning guidance from the Commissioner of Education and adapt it for Marlborough. Based on the original DESE guidance provided on March 12th, Marlborough Public Schools provided enrichment activities for all students and special education services were not required to be provided. As districts are faced with longer school closures, the latest guidance from DESE recommends that districts enhance their remote learning to students to increase meaningful and productive learning opportunities that is the equivalent to approximately half a school day. We will also be providing special education services, as appropriate, to our special education students while recognizing that the health and safety of students and adults is a priority.

Within this framework we will work to provide specialized instructional opportunities and related services to students with disabilities to the greatest extent feasible. We recognize that there are multiple challenges in this area, and we know that we will not be able to solve all challenges in the short term as we work to find practical solutions to support all learners. Please know that while it may not be possible to provide services in the same manner they would be provided pursuant to students' plans if school were open, our goal will be that each child will receive individualized instructional materials, supplemental programming and related services through remote learning opportunities during this time of national emergency. We know our high needs students require direct instruction by our educators that we cannot replicate virtually or remotely, however, we will continue to communicate frequently with families to support them during this time. Overall, we are moving from offering optional learning opportunities to communicating consistent expectations about assigned work. We will continue to focus on connections and students' social emotional health. In addition, all educators will:

- Assign specific learning tasks
- Monitor participation and follow up to support students with diverse needs and

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- Provide students ongoing feedback as students complete work

The structures that support students will vary by level, and individual students may approach these activities differently. While we will be introducing new expectations over time as this new phase evolves, here is an overview of what you can expect at each level starting on Wednesday, April 8th:

<p>Elementary Grades PreK-4</p>	<p>Beginning next week, students in grades Kindergarten - Grade 4 will be expected to complete several assignments assigned through a remote learning platform. Preschool teachers will be using the App Class Dojo or Seesaw as the primary means of communication. Teachers in grades K-2 will be using the Seesaw App as the primary means of communication, providing instruction and assigning student work. Grades 3 & 4 teachers will be communicating, providing instruction, and assigning work through Google Classroom.</p> <ul style="list-style-type: none"> • The K-4 schools will be sending out Google Classroom codes to parents by Wednesday April 6th. • Student work and assignments are no longer optional. • Educators will be providing feedback on submitted assignments in varying formats. • If parents have individual questions, they should reach out via email to teachers to resolve their questions or concerns.
<p>Middle Grades 5-8</p>	<ul style="list-style-type: none"> • Middle School teachers Gr. 6-8 will continue to communicate and provide lessons, and assign student work through Google Classroom, as they have been since the start of the school closure. • Teachers in Gr. 5 will be moving toward using Google Classroom to communicate and provide lessons and assign student work instead of students completing paper packets. • Student work and assignments are no longer optional. • Educators will be providing feedback on submitted assignments in varying formats.

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	<ul style="list-style-type: none"> • Additional shifts to remote learning will happen in the coming weeks to increase educator instruction, student work production, and student engagement. • If students and/or parents have individual questions, they should reach out via email to teachers to resolve their questions or concerns.
<p>High Grades 9-12</p>	<ul style="list-style-type: none"> • High School teachers will continue to communicate and provide lessons, and assign student work through Google Classroom, as they have been during the start of the school closure. • Student work and assignments are no longer optional. They will be completed in order to earn credit/no credit for the course. • Teachers will provide students ongoing feedback as these assignments are submitted. • If students have individual questions, they should reach out via email to teachers to resolve their questions or concerns.
<p>Special Education & Student Services</p>	<ul style="list-style-type: none"> • <u>DESE recommends two models:</u> 1) provide support and resources for our students with disabilities to access content; and 2) provide instruction and services to students when possible. • It is important to remember that special educators, including related service providers, will be using the goals and the intent of the IEP to guide their actions, recommendations, and supports and services for students, to the best of their ability. • We recognize, particularly for students with more intensive needs, that this imperfect situation we find ourselves in will not allow a delivery of services that mirrors what students would receive were we in school. • We will strive to collaborate with parents and with each other to provide a combination of consultation, support & resources, and remote instruction to address the goals set forth by IEP teams. • Please recognize that service delivery grids on student IEPs were written in the context of general education being delivered in a

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	<p>structured in-person 30-hour instructional week. During these exceptional circumstances, general education is being provided remotely for approximately half that time.</p>
<p>English Language Education (EL)</p>	<p>At the Elementary level, 20-30 minutes of ELD (English Language Development) will be provided for students to continue developing their English skills.</p> <ul style="list-style-type: none"> • There will be a separate or SeeSaw account for beginning speakers (EL 1's and 2's) to access their ELD lessons, math, Reading and Specialists' activities. • For students with more developed English language skills (EL 3s and 4s) 20-30-minute ELD lessons will be found in the students' grade-level Google classroom (Grades 3 & 4) or classroom SeeSaw (Grades 1 & 2) account. <p>At the Middle school level, EL teachers will communicate and provide lessons, and assign student work through Google Classroom</p> <ul style="list-style-type: none"> • students enrolled in ELD classes (ELD ½ and ¾) will receive ELD assignments from their EL teacher and will follow the structure outlined above. <p>At the High school level, students enrolled in English Language Development (ELD) courses will follow the structure outlined above.</p>

Your child's school will communicate additional information in the next few days to support this transition to PreK-12 remote learning. Included in this information will be a sample schedule to allow students and families to plan their instructional days. Classroom teachers will be available to support student questions throughout the week.

As I said in the beginning of this letter, we are committed to providing as much certainty for you as we can. I asked each of my principals and directors to help create draft schedules for us to create structure for your child's day in this new environment. The best decision is always what works for you and your family.

I want to thank you for your partnership in these extraordinary circumstances.

Michael Bergeron
 Superintendent of Schools

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