



**Ipswich Public Schools
Remote Learning Handbook
for Families
Winter 2021**

High Quality Remote Learning in Ipswich Public Schools

We strive in these unique, unprecedented times to uphold our high standards with a balanced level of compassion, care, flexibility and equitable access. Ipswich Public Schools will continue to provide high-quality curriculum and instruction in a Remote Learning model by:

Criteria for High Quality Remote Learning in Ipswich Public Schools

- Building **relationships** that support students' social skills, safety and sense of community.
- **Looking after the whole student** and providing resources and opportunities for connection, socialization, self-management and mindfulness.
- Providing **communication, structure and predictability** so that students and families are prepared with the schedule, materials and resources necessary for Remote work.
- Maintaining a high level of **student engagement** that considers both off-screen and on-screen options, employing small group instruction whenever possible.
- Holding **high expectations** that are clear, concise and are also communicated with parents/guardians.
- Offering **frequent feedback and assessments** in order to best determine student need and maintain academic integrity.
- Allowing **flexibility** for choice, troubleshooting and pedagogy.
- Assuring **equitable access** to technology, materials and instruction.

Built with appreciation to exemplar practices, templates and models from Lexington Public Schools, High Tech High, Denver Public Schools and Natick Public Schools.

Letter from the Superintendent

January 15, 2021

Dear Parents and Guardians,

In order to fully prepare for a POSSIBLE switch to Remote Learning at some point in the coming months, the Nimble Systems Committee has put together this document as a resource for parents. At this time, the Ipswich Public Schools will continue in our Hybrid model. We are simply planning ahead.

Back in August, school districts across the Commonwealth were required to submit three separate plans to the Department of Elementary and Secondary Education (DESE): a full in-person model, a Hybrid model and a full Remote model. On behalf of the Ipswich Public Schools, I submitted those plans as required. We decided at that time to begin the 20-21 school year in a Hybrid model, using cohorts to reduce the potential exposure of students and staff to the COVID-19 virus. Our youngest learners were allowed to come to school four days a week, as were our neediest students at other grade levels.

At that time, I don't think anyone expected us to be able to continue the Hybrid model for this long, but we have been incredibly successful. Despite COVID-19 infecting some of our staff and students, we have been able to isolate the individuals and keep in school transmission to a minimum (only one case as of January 15th). As I look around at neighboring schools, we are fortunate to be in this situation.

The Nimble Systems Committee, which also helped to author the Return to Learn document, has worked over the past two months to develop this document in the event that we are forced to adopt a full Remote model for either a school or the entire district. Our collective experiences over the past four months and research into best practices in Remote Learning have informed the development of this Remote Learning Overview.

In the following pages, you will find our criteria for high quality Remote Learning, what to expect from administrators, educators, students and parents in a complete Remote Learning situation. Our school staff is well prepared to deliver a high quality Remote Learning experience for our students and will continue to be the primary educators for your children. We have included a number of resources, things to watch out for, and tips on being successful in a Remote Learning environment. We have included special sections for special education and English Language Learners, self-management, and the ever important use of technology.

I invite you to take some time to review this document and hang on to it as a resource. Middle and high school students may also want to keep it handy for themselves as a reference. As always, I appreciate your feedback and can answer any questions you may have.

I'm sure we are all looking forward to the day when we can look back at the 20-21 school year and say "remember when...?" Until then, the Ipswich Public Schools will continue to provide the best education possible under these trying circumstances.

For the kids,

Dr. Brian J. Blake
Superintendent of Schools

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Expectations

***Please note:** These expectations are meant to serve as general guidance, as children may need more or less support from adults at home during times of Remote Learning.*

Administrators will...

- Ensure that updates and expectations about the school's Remote Learning Plan are communicated to students and families.
- Set expectations for teacher grade-keeping and tracking student participation/attendance.
- Designate roles and responsibilities for the school staff with respect to Remote Learning.
- Continue to provide educators with opportunities and time for collaboration.
- Communicate with families regarding student concerns.

Educators will...

- Utilize chosen Learning Management System (Google Classroom, Seesaw, etc.) to communicate with students and post assignments.
- Foster and maintain student-educator relationships and a supportive learning environment.
- Provide independent activities at the developmentally appropriate level.
- Communicate learning expectations.
- Engage students in student-centered learning experiences that blend synchronous and asynchronous lessons.
- Monitor student participation in activities, grade assignments and assessments, and provide feedback.
- Access appropriate support networks for struggling students.
- Maintain open communication with parents and guardians.

Parents/Guardians will...

- Support and encourage their child to complete assigned work.
- Help their child to establish routines.
- Call the school to report if their child will be absent from class.
- Communicate concerns with teachers and/or support staff.
- Help their child to create a space and dedicated time for learning.
- Support their child's participation and engagement in Remote Learning each day.
- Encourage physical activity and exercise.

Students will...

- Attend and participate in all scheduled classes during their assigned class time.
- Keep their cameras on throughout the lesson or until the teacher says otherwise.
- Complete asynchronous instruction (video, readings, etc.).
- Check digital communications daily and complete all assignments posted.
- Respond to digital communications in a timely manner.
- Follow all school policies in the student handbook, including the Acceptable Use Policy for technology hardware and usage.
- Seek help when needed (teachers, guidance, etc.).
- Follow district Video Conference Expectations.

Guidance on Amendments to Student Learning Time Regulations (from the MA Dept. of Ed)

Summary of new requirements

December 18, 2020

At the meeting of the Board of Elementary and Secondary Education (Board) on December 15, 2020, the Board adopted additional amendments to the Student Learning Time (SLT) regulations, 603 CMR 27.00, on an emergency basis. The amendments establish minimum levels for live instruction and synchronous instruction that districts operating hybrid and remote learning models must provide. The amendments include the following standards, effective January 19, 2021:

- Districts and schools operating a hybrid learning model must provide students with access to at least 35 hours of “live instruction” over a 10-school day period, averaged across the grades in the hybrid model (excluding pre-kindergarten and kindergarten). Live instruction means the combination of in-person and remote synchronous instruction.
- Students must have an opportunity to interact with educators each school day, including a required daily “live” check-in between students and educators.
- Districts and schools operating a remote learning model must provide students with access to synchronous instruction each school day; and
- Districts and schools operating a remote learning model must provide students with access to at least 40 hours of synchronous instruction over a 10-school day period, averaged across the grades in the remote model (excluding pre-kindergarten and kindergarten).

Synchronous learning, also referred to as synchronous instruction, is defined in the regulations as “learning that is directed by a teacher and that happens in real time with other students, such as during live, whole-class instruction, and small group work.” Below are a few examples of what does and does not count:

- **Counts** as synchronous instruction:
 - **Live online classes** that the teacher leads for the whole class, which may include breakout rooms for students to complete tasks and activities with access to the teacher.
 - **Live streaming** of in-person instruction accessed by remote students.
 - **Small group instruction** while students are learning remotely. In this model, a teacher is present online with their class, working with small groups of students in turn while the remaining students engage in independent or small group work. Students should be able to signal to the teacher that they need support.
- **Does not count** as synchronous instruction:
 - **“Office hours” or other optional check-in opportunities** for students to contact or connect with teachers, where not all students are required to be present.

Requirements apply to all grades 1-12 within a district or school. Please note that the minimum standards for live instruction in hybrid models and synchronous instruction in remote models apply to grades 1-12 and are not required for pre-kindergarten or kindergarten grades.

From Ipswich Public Schools: IPS has been recognized by the Mass. Department of Education as meeting and exceeding these hourly requirements with our current schedule. In cases of Remote Learning, the objective for IPS Kindergarten will be to provide approximately 2-2 ½ hours of "on screen" instruction along with asynchronous and choice activities.

Support for Parents/Guardians During Remote Learning

***Please note:** These supports are meant to serve as general guidance, as children may need more or less intervention from adults at home during times of Remote Learning. Through it all, be kind to yourself and remember to practice self-care. Taking care of your own health and well-being is taking care of your child's health and well-being, too.*

| Parent Expectations | Examples |
|---|--|
| Support and encourage your child to complete assigned work. | <ul style="list-style-type: none"> ● If your child is having trouble understanding an assignment, try explaining the directions in a different way or breaking the assignment down into smaller parts. ● Help your child prioritize a less preferred task, immediately followed by a preferred task. |
| Help your child to establish routines. | <ul style="list-style-type: none"> ● Make a To-Do List or support your child in following the classroom schedule/checklist. ● Post a visual schedule in your child's learning space. ● Have your child draw, write and/or chart out their schedule for each day. |
| Call the school to report if your child will be absent or leaving early from class. | <p>Student absences and early dismissals should be reported even in times of Remote Learning.</p> <ul style="list-style-type: none"> ● Paul F. Doyon Memorial School: 978-356-5506 ● Winthrop School: 978-356-2976 ● Middle School: 978-356-3535 ● High School: 978-356-3137 |
| Communicate concerns with teachers and/or support staff. | <ul style="list-style-type: none"> ● Encourage students to advocate for themselves and reach out to teachers if an academic task is challenging. ● Contact your child's teacher or counselor if you feel that your child is experiencing heightened levels of stress or anxiety. ● Need supplies? Communicate with the educator/teaching assistant via email to make a plan and to see what might be available. |
| Help your child to create a space and dedicated time for learning. | <ul style="list-style-type: none"> ● Set up a designated workspace with your child. If possible, have that workspace be used every day just for school. ● Store supplies in consistent places. Bins and any type of storage containers work well! ● Label spots for student supplies. ● Limit materials on the table/desk to only what your child needs during school time. |

| | |
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| <p>Support your child’s participation and engagement in Remote Learning each day.</p> | <ul style="list-style-type: none"> ● Encourage your child to wake up well before class time starts to give their body and mind enough time to prepare for learning. ● Your child should dress for school (unless it's Pajama Day!). ● Make sure to notice and name positive work/behaviors you see your child engaging in during the Remote school day. ● Check out this virtual calming room as a tool for younger students who may need a break from work. ● Acknowledge your child’s feelings and model coping strategies (i.e. taking a deep breath, talking it out, etc.). ● Have your child keep a water bottle beside them during Remote Learning, so they can hydrate their brain! Adequate water intake improves concentration. ● Help your child feel more comfortable communicating on Zoom by asking them some questions. Is it looking at themselves? Is it overwhelming because they can see everyone? Communicate with the teacher. There may be a possibility to not “Share Video” or to use “Hide Self” -- or even use “Speaker View” so that they can only see who is speaking. ● Try arranging virtual playdates or conversations with friends and family. This may help build the child’s comfort level with Zoom and will also help them to have some social/play time. |
| <p>Encourage physical activity and exercise.</p> | <ul style="list-style-type: none"> ● Encourage students to develop habits that combat the sedentary nature of Remote Learning, such as: <ul style="list-style-type: none"> ○ Promote movement breaks and outside play between live Zoom or work sessions. ○ Build in breaks throughout the day for your child to do a preferred activity. For example, complete activities 1 and 2, then have a 5-10 minute break playing. Use a "first, then" format to build success. |

Support for Parents/Guardians of Special Education Students

Special Education services will be provided during Remote instruction and will be documented on your child's Special Education Learning Plan. As per the DESE Guidance, Ipswich Public Schools will provide services through the "Instruction and Services" mode of delivery. This will include:

- A regular and consistent schedule of classes, interventions, services, and therapies as required by the student's IEP, offered synchronously or asynchronously.
- Structured learning time designed so that the student can access state standards.
- Frequent interactions, including live Remote instruction, with teachers and other staff members to ensure participation.
- Collaboration and check-ins with parents to support students in accessing Remote Learning (regular education and special education).

Please note that during Remote Learning, IEP services may be delivered differently than listed on the IEP. Should this be the case, parents will be notified in writing. A change in the delivery of services due to a transition to Remote Learning does not result in a change of placement. The services outlined in the IEP remain in place.

Progress monitoring will continue to be sent to parents as often as report cards. Educators and service providers will collect data and use this data to monitor student progress and inform instruction. Please note that data collection may look different in a Remote setting.

Timelines for evaluations and Annual Review meetings remain in effect. To the greatest extent possible, Annual Review meetings will be held on time, via videoconferencing, during Remote Learning. We will collaborate with parents around Initial and Three Year Reevaluations to make sure that we are able to evaluate students in a way that is meaningful and provides sufficient information. This may include some Remote testing and/or in-person testing, if it is safe to do so. Evaluation data may also include record reviews, observations, and other sources of information.

Students with significant and complex needs, as well as very young students, will be prioritized for in-person instruction to the greatest extent possible.

If you have any questions regarding your child's special education services, please contact your child's special education liaison or the Program Manager at your child's school.

Support for Parents/Guardians of English Language Learners

The Ipswich Public Schools will continue to support English Language (EL) Learners through direct instruction, consultation with students regarding assignments and collaboration with classroom/content teachers. IPS will provide EL learners equitable opportunities and access, including a prioritization of daily EL (direct ESL instruction) services, in-person, when safe to do so; consistent collaboration between grade/subject teacher and ELL teacher; opportunities for two-way digital communication and provision of hardware for that purpose when needed; differentiation and flexibility with assignments; pacing instruction and utilization of vetted "best practices" according to pedagogy for EL students; additional digital platforms that support accessibility and accommodations; translation services; consistent and daily communication with families and students regarding expectations and support for daily school schedule.

From [Six Tips for Parents and Caregivers with English Language Learners](#):

- Don't be afraid to use your native tongue. This tip may be the most important since it is the bridge between your child's learning situations - that is, the connection between his or her primary language and culture and new language and culture. You can explain unfamiliar words and concepts in the language familiar to your child and continue to build his or her literacy skills in the primary language, while practicing and developing English and academic literacies. Consistent opportunities for practice and meaningful practice and reinforcement of learning the new language and understanding the new culture are important.
- When it comes to homework, have a routine. Establishing a good study routine at home can make a significant difference in your child's learning. Provide a quiet environment by removing or minimizing any potential distractions and make sure that your child has all the supplies he or she needs, including pencils, books, paper, etc. Take the time to answer any questions your child may have. If you don't know the answers, you can help your child find resources to help answer the questions he or she has, or you can help your child write down the question to ask his or her teacher. Even if you cannot yet speak English yourself, you can still check on your child to see if homework assignments are finished.
- Study the same thing in new ways. Try picking a folktale or children's story with which both you and your child are familiar. Although your child may not understand all of the words at first, your child should generally be able to follow the plot of the story and will pick up new vocabulary and grammar along the way. Asking questions about the story's plot, characters, etc., can help with your child's understanding. You can also try watching movies in the new language or even play games that involve language, such as [Scrabble](#), to practice and learn language at home.
- Use creative outlets to practice and learn language. A fun way to practice and learn language is to engage in creative activities. For example, make a scrapbook together featuring things that have taken place in your new home, city, and/or country and write all the captions and titles in your new language. Does your child like to paint or write? Have them draw a picture and write or tell a story about it. The possibilities are as limitless as your child's creativity.

Edynn Sato, Ph.D., Principal Research Scientist, Pearson | July 24, 2015 in PreK-12 Education

Academic Integrity in Remote Learning

With students submitting all assignments online it can be easier and more tempting for students to cut corners and submit work that is not their own. Parents/guardians and students should be aware of the policies for academic dishonesty at each school.

Academic Dishonesty is:

- Using any form of memory aid/notes during tests or quizzes without the permission of the teacher.
- Copying/offering answers on tests, quizzes or other assignments.
- Copying/offering homework in written form, or by electronic means.
- Copying or in any way duplicating assignments that are turned in as original work.
- Exchanging assignments with other students, whether the student believes they will be copied or not. This is referred to as the facilitation of academic dishonesty and carries the same punishment.
- Presenting collaborative work as independent work.
- Submitting images and/or documents without citation of the source.
- Using another's ideas without proper citations.

Ways for students to avoid plagiarism:

- Give yourself lots of time to work on things. Students are more likely to cheat if they feel rushed or do not leave themselves enough time.
- See your teacher for help. Use all avenues of support available to you.
- Write down your sources so that they can be cited.
- Take notes when researching instead of cutting and pasting.
- Cite your sources anytime you use someone else's work (direct quote, paraphrase, etc.). This lets the teacher know what is your work and what belongs to someone else.

IPS Video Conferencing Expectations



Ipswich Public Schools
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Expectations for Students Video Conferencing

In live video conferencing sessions the Ipswich Public Schools expect the same behavior as is expected in school classrooms. Please read the expectations below and if you have any questions reach out to your classroom teacher or school counselor. Please note that these are general district guidelines and that some grade levels and teachers may have specific expectations.

- **Login and join for MS/HS:** Make sure your login photo is school appropriate. You must use your @ipsk12.net email account to join Zoom sessions otherwise you will not be admitted into the session. For the 20-21 school year your Google account will be linked to your Zoom account. Teachers will be using the waiting room and will only admit you with your ipsk12 account. Please join the class up to 5 minutes before the class is scheduled to start. Mute yourself upon entry.
- **Login and join for Elementary:** We're requesting that you merge your @ipsk12.net account to join Zoom sessions. For the 20-21 school year we request that your Google account will be linked to your Zoom account. Please join the class up to 5 minutes before the class is scheduled to start. Mute yourself upon entry. [Instructions are located here.](#)
- **Video/Audio for HS:** Turn on your camera for each class. We ask that you turn on your camera at the start of class and that it remains on for the duration unless you are told otherwise by your teacher. Remember that you are on camera and live. Make sure the webcam on your Chromebook is positioned so that you can be clearly visible. Please make sure the camera is pointed so that we can see your entire face. You must wear headphones or earbuds with an inline microphone for all Zoom sessions. This will provide better focus, privacy, and sound quality.
- **Video/Audio for MS/Elementary:** Turn on your camera if requested by the teacher during the live session. Please consider wearing headphones or earbuds with an inline microphone. This will provide better focus, privacy, and sound quality.
- **Chat Response:** You may be asked to post a response in the chat. Please think before you type, stay focused and remember not to write in a distracting way. (Please use your best spelling and avoid: texting language, lots of exclamation points and question marks, emojis, all capitals, etc.).
- **Participation:** You are expected to participate in virtual lessons just as you would in-person. This includes participating in discussions, activities, small group breakout rooms, polls, etc. Please follow teacher instructions around virtual participation options in Zoom such as unmuting yourself to speak, using the chat and nonverbal feedback buttons.
- **Remember that you are on camera and live:** Your teacher(s) and fellow students can see what you are wearing and your facial expressions. Maintain eye contact to promote focus. Dress appropriately, following school dress codes. Please refrain from eating in front of the camera.
- **Create your Learning Environment:** This includes sitting in a chair, preferably at a table or desk during your classroom Zoom session. Your teacher(s) and fellow students can see what you are wearing and your facial expressions. Maintain eye contact to promote focus.

- **Avoid Distractions:** When possible, find a quiet place in your house free from distraction (family members, pets, TV). Avoid cell phone use and all other electronic devices unless instructed to do so by your teacher.
- **Never provide the link to live sessions:** This includes not posting the link anywhere online including social media, email, and chat. No one except those in your class are allowed to participate. Doing so will result in disciplinary action/loss of privilege depending on grade level.
- **Be respectful:** You will be using Zoom for live sessions and may use other apps such as Screencastify for recorded video at your teachers' discretion. Maintain the same respectful and appropriate behavior when it comes to images in your video as you would in the classroom. This includes sitting in a chair, preferably at a table or desk during your classroom Zoom session. Take time to listen to what your teacher(s) and classmates are saying. Be thoughtful with your responses and don't interrupt. Wait your turn to speak and be kind and considerate to your teacher(s) and classmates.
- **Cyberbullying of any kind will not be tolerated** as included in the IPS Bullying Prevention Policy. Cyberbullying is defined in the policy linked [here](#). Acts of Cyberbullying will be completely investigated and consequences applied, should policy violations be determined.
- **You may not take a screenshot, picture, or video recording of any virtual experience without prior permission.** This is prohibited under the Acceptable Use Policy of the Ipswich Public Schools located in your school handbook. Doing so without permission or distributing any of the above will lead to disciplinary action/loss of privilege depending on grade level.
- **Remote Learning Acknowledgement:** Refer to the Ipswich Public Schools expectations for students and families for appropriate virtual technology instruction.
- **Ask for help:** Contact your teacher or school counselor immediately if you are having trouble accessing or participating in live sessions for any reason.

For questions regarding school policies and procedures, additional questions, concerns, or inquiries, parties may contact: studentprivacy@ipsk12.net.

Guidance Resources

During these unprecedented and challenging times, we recognize that many students are experiencing heightened levels of anxiety due to a variety of factors. Counseling department staff (school counselors, adjustment counselors, school psychologists) are available for communication throughout the normal school day and during regular office and extra help hours. **All counseling services available to students in the in-person and Hybrid Learning models are available in Remote Learning as well.** While these services may look differently than in the typical school setting, counselors and support staff will be utilizing Zoom and other available technology to remain connected to students and to ensure students receive the appropriate academic and social-emotional support.

If you have questions or concerns about your student, you may reach out to your child's counselor at any time. Please note that emails and voicemails are *not* monitored after school business hours. **In the event of a mental health crisis occurring before or after school hours, on a weekend, holiday, or school break, please contact Lahey Emergency Psychiatric Assessments & Services at 978-744-1585, dial 911, or go to your nearest emergency room.**

For more resources to support mental health and wellness, check out a [Virtual Calm Space](#) or mindfulness apps such as [Headspace](#) or [Calm](#).

Technology “What to do If” Guide

The information below is intended to provide guidance around the use of technology during Remote Learning. For technical support you can email: studentsupport@ipsk12.net

Zoom classes are freezing and your internet connection seems unstable.

Look into your Internet Service Provider plan. It's possible they offer higher speeds, sometimes with better routers. Another option would be to hardwire directly into your router or have your device as close to it as possible during Zoom meetings. Also, keep an eye on the amount of other people using the Internet at the same time. Multiple video conferencing platforms running at once, Peloton bikes and video game consoles (such as Xbox and Playstation) are all examples of activities that will impact your speed and connection. If you continue to have problems we could try to swap out your device.

Classmates and teachers can't hear you in your Zoom meeting.

Try rebooting your Chromebook or iPad; sometimes this can solve audio and video issues. Next, see if it makes a difference when using headphones or earbuds. If neither of these suggestions solve your problem, we suggest you swap out your device. If you are a student at the MS/HS, you can stop by the tech office. If you are at Doyon or Winthrop please let the office or classroom teacher know and they will reach out to us for a new device for you.

You can't hear your classmates and teacher in your Zoom meeting.

Double check your audio settings on your device and in the Zoom app. Next, try rebooting your Chromebook or iPad. From there, see if you can hear better when using headphones or earbuds. If none of these suggestions solve your problem, we suggest you swap out your device. If you are a student at the MS/HS, you can stop by the tech office. If you are at Doyon or Winthrop please let the office or classroom teacher know and they will reach out to us for a new device for you.

The app you are trying to use on your iPad won't open.

The first thing we would recommend in a case like this is deleting and re-adding the app through the Self Service app. You can delete the app by long-holding on the icon and then clicking the "X" that appears. Then the Self Service app should have our most used apps available for install. We find re-installing fixes most issues.

You can't get into your Zoom meeting.

Can you go out of the meeting and go in again? Make sure you choose "Sign in With Google" and use your Google Credentials if you have authenticated your account. Make sure you're not signed into Zoom in both the web browser and app. Our recommendation is to always use the app vs. the web browser version of Zoom.

You click a Zoom meeting link and it takes you to the wrong meeting.

Make sure you're not signed into Zoom in both the web browser and app or on another device. You should also try to reboot your machine. Try to clear your cache and cookies to remove any saved logins from your device -- [directions here](#). If you are still in the wrong meeting, try uninstalling the app and reinstalling it.

There is physical damage to the device (cracked screen, missing keys, water damage, etc.).

Please come to the tech office if you are a MS/HS student. If you are an elementary student, please contact the office and/or your principal. We will work with you as to what your options are to replace your device.

My child doesn't know their login for a digital tool that they've been assigned to use.

Your child's teacher maintains their login information for our licensed products. Please contact your child's teacher for specific login information.

I need immediate technical support.

Email studentsupport@ipsk12.net and someone will get back to you as soon as possible.

I'm having trouble logging into programs such as EdPuzzle and GoFormative.

First, make sure you are using the "login with Google" button when signing in. Next click the padlock on your URL bar to allow for pop ups and redirects. Also, try clearing your cache and cookies and login again -[directions here](#).

Digital Guide for Families

The information below is intended to provide guidance around the use of technology during Remote Learning. For technical support you can email: studentsupport@ipsk12.net

How can I view information such as attendance, grades and assignments in the Student Information System Aspen?

Please access our new website devoted to Aspen use in the Ipswich Public Schools. This site will assist you in changing your password and viewing grades, assignments and attendance: [Aspen Parent Portal](#).

What is Google Classroom?

View this [introduction video](#) created for IPS families.

How can I stay connected to my child's Learning Management System: Google Classroom? (used in grades 3-12)

There are two views of your child's Google Classroom to monitor activity:

- 1) **Student View:** When students are logged in (or you are logged in as your student) go to the Classroom app. There you'll see all of the classrooms in which the child is enrolled. When you click on each classroom you will be able to access the stream and classwork for that class.
- 2) **Guardian View:** If the classroom teacher has "invited guardians", you will receive an email inviting you to join the Classroom as a guardian. Through this you can receive email summaries showing your student's progress in Classroom. You can choose the frequency of the emails, such as daily or weekly. Note: "Daily" means "Monday to Friday". You won't receive email summaries on Saturdays or Sundays. You can unsubscribe or remove yourself from Classroom at any time. If you have not been invited to participate in Guardian Summaries please email your child's teacher(s) and ask them to invite you.

Guardian email summaries include:

Missing work: Work that's late at the time the email was sent.

Upcoming work: Work that's due today and tomorrow (for daily emails) or work that's due in the upcoming week (for weekly emails).

Class activity: Announcements, assignments, and questions recently posted by teachers.

How can I stay connected to my child's Learning Management System: Seesaw? (used in grades K-3)

Your child's teacher has made the Seesaw app available to your child. You may view their learning journal through that app. Some teachers may also use the family app which would allow you a view of your child's journal through a unique login as a parent or guardian.

What is the difference between a laptop and the school issued Chromebook my child received?

View this [overview video](#) created for IPS families.

My child likes to use their own device. Why are you recommending they use a school issued Chromebook or iPad?

It is important for your child to use their school issued device during school hours and when completing homework. There are many apps and extensions that we've added to these devices that your child will need to access. It assures that they're using the latest version of the software we've purchased and our educators rely on their updated access to these programs. We are also able to offer technical support to school issued devices, but not for personal devices.

Where can I find additional resources during this time of Remote Learning?

You can visit the [Technology section](#) of the Return to Learn website to access additional information related to technology use and support in our district. Also, this year we have partnered with the Ipswich Public Library to share information to best support our community of learners. [Click here](#) to view their Family Resource Guide which will give you an overview of digital tools, mental health, physical wellness, COVID-19 resources, and local support and organizations to guide you.

Family Resources

Grab-n-Go Meals:

The Ipswich Public School Food Service Department will be providing Grab-n-Go Meals (breakfast and lunch) at *no cost* to *anyone* 18 and under. Like in-school meals, all Grab-n-Go meals contain freshly prepared, pre-packaged meal components. All handling of meals will be done by ServSafe trained and certified Food Service Staff. Meals will be distributed at the following times and locations in front of the schools. Look for the bright pink signs:

Monday (2 day bag), Wednesday (3 day bag), Friday (2 day bag)

Ipswich Middle/High School (PAC entrance) -- 10:00-11:00 AM

Paul F. Doyon Memorial School -- 10:00-11:00 AM

Winthrop School -- 11:00 AM-12:00 PM

If you have any questions or concerns please contact Meghan Persson, Food Service Director, at mpersson@ipsk12.net or your building principal. For up to date information please go to our district website at ipsk12.net and click on Food Services.

COVID Reporting Information:

In the event that the school district switches to a Remote Learning model, the reporting of positive COVID-19 cases will remain the same. Parents and staff are expected to report positive COVID-19 cases to the school nurse on weekdays for their respective building or Dr. Blake, the Superintendent of Schools, on weekends or holidays. Information will then be shared with the Board of Health and DESE. (In the case of DESE, only grade level, student or staff, and last day in school is reported. No personally identifiable information is shared).

Siobhan Lemire, RN, School Nurse, Paul F. Doyon Memorial Elementary School: slemire@ipsk12.net

Jon Stafford, RN, School Nurse, Winthrop School: jstafford@ipsk12.net

Paula Butt, RN, School Nurse, Ipswich Middle/High School: pbutt@ipsk12.net

Jennifer Reed, RN, School Nurse, Ipswich Middle/High School: jreed@ipsk12.net

Contact Dr. Brian Blake, Superintendent, **to report a positive case on weekends and holidays:**
bblake@ipsk12.net.

Self-Management Tips & Support for ALL Students

Don't ignore science!

When you are inactive for more than 20 minutes, your brain's ability to process and retain new information declines.

"Movement is the door to learning." - Paul E. Dennison

Ways to Prepare Your Brain for Learning

- ★ ***Eat & Hydrate (drink plenty of water).***
- ★ ***Stressed about a class*** you struggle with? Try out this simple [60-second destress stretching routine](#) before the zoom begins. Repeat again when class is over if needed. Try out this [RESET Stretch](#).
- ★ ***Feeling Sluggish?*** Aerobic Exercise improves the blood flow to your brain. Take a brisk walk, do some jumping jacks, or if you really need a kickstart, try out some burpees.
- ★ ***From Brain Gym - try out one of these simple movements to help the left and right sides of your brain communicate with each other:***
 - [Cross Crawl](#) - lift knee up across body and touch with elbow on opposite side of your body. (the slower you go the more you activate your brain).
 - [Lazy 8's](#) - Draw an infinity sign in front of you with one hand, switch to the other, then with both hands.
 - [Brain Buttons](#) - One hand over belly button, other hand gently rub space between 1st & 2nd ribs below collar bone.

Feel like it's impossible?

We've all been there! Take a moment to step away from the situation. Give yourself a break and choose one of the options below that fits best with your situation.

- ★ ***Step away from the challenge*** to take your mind off of it. Return when you feel calm/renewed; sometimes all it takes is looking at something with a fresh set of eyes.
- ★ ***Mindfulness*** - try out some [focused breathing](#).
- ★ ***Advocate for Yourself*** - If you really just don't get it and are lost, then reach out to the teacher for help and support. (It's okay to admit when you need help, we all do at some point!).
- ★ ***Find ways to Motivate*** yourself; ***reward and give yourself credit*** after you made it through a tough task or class.

Self-Management Tips & Support for Secondary Students

Self-Management involves taking responsibility for our own behavior and success by setting goals, organizing our resources and revising our strategies based on self-reflection.

Taking responsibility for our own behavior in Remote Learning involves time management and self-care.

Time Management

- Time is a limited resource. You don't have an unlimited amount of it, so it makes sense that you need to make careful choices about how to use it.
- Think realistically about the time you have and the tasks you need to accomplish.
- What is your PEAK TIME to work? (morning, afternoon, evening, night?) Schedule your most challenging tasks for this time period. It will feel less intimidating when you are at your best.
- What SET obligations will impact your schedule? (family, class times, work)
- How can you break large tasks into manageable pieces?
- Plan time in your schedule for seeking help. Understand that the turnaround time for getting help will be longer than you are used to when in school physically. Reduce your own stress by starting tasks well ahead of their due dates. That way, you have time to seek help if it turns out that you unexpectedly need it.
- Understand that your future self will be no more interested in doing this task than your present self is. Be kind to your future self. Get started on the task now so it's not such a stressful burden to your future self.

Self-Care for Time Management Skills

- Create a daily schedule and stick with it. Set your alarm and get up at the same time each morning. Make a point of going to bed at about the same time each night. Having a daily rhythm of sleep and wakefulness will reduce your stress and allow you to enjoy more energy during the day.
- Practice the same personal hygiene habits you would if you were coming to school: take a shower, get dressed, brush your teeth and comb your hair or put on makeup like you would for a regular school day. Maintaining these habits will help you feel more confident and ready to take on whatever the day brings.
- Procrastination is not a character flaw. It is our natural tendency to avoid negative feelings like boredom, frustration, anxiety, resentment and self-doubt. Our brains tell us that kicking things down the road is a way of avoiding stress, but the reality is that we're not avoiding it at all. We're just forcing our future selves to deal with it.
- Beating yourself up for procrastinating is not helpful. Instead, have some compassion for yourself and try being kind to your future self. Your future self will not appreciate what your past self kicked down the road. So, take one small step toward accomplishing the task now. Maybe you're not up for doing the whole task now. No problem. Just make a start. Future self will thank you for it.
- 20/20/20: After about 20 minutes of working on a screen, take your eyes off the screen and look at something about 20 feet away for at least 20 seconds. This will help you cope with screen fatigue.
- Take Breaks: Our bodies and brains both need regular breaks from sitting in front of a screen.

Organizing Resources in Remote Learning involves being intentional about the space, environment, materials, and technology we need to be successful.

- Make a space for “being at school” that is separate from your recreational space. (Negotiate with your family as needed to create this space.)
- Clean the “at school” space out so it contains only the materials you need for your school day. (This may mean putting some distracting items in a box or bin and moving it into your closet or outside your door until your school day is over. Can’t move your whole gaming console? Try packing away just the power cords.)
- Arrange all of the materials you will need in your “at school” space: pens/pencils, computer, charger cords, headphones, books, notebooks, calculator etc. . .
- If possible, put a sign on the door with the times when you are “at school”, so your family knows you need to focus on your school work.
- Print out a hard copy of your Zoom schedule to post near your workspace. (You can even tape it onto your table/ desk.)
- Turn off the notifications on your phone and computer.

Revising Our Strategies Based on Self-Reflection in Remote Learning involves getting to know our own personal trouble spots and developing new ways of doing things that will get us better results.

Be kind to yourself. Beating yourself up is not helpful. Making changes is.

Self-Assessment: What are your trouble spots?

- Do you get distracted by your phone? By video games? And find that a lot of time has gone by without you even noticing it?
- Do you spend the right amount of time planning for your week? For your day?
- Do you chronically underestimate the amount of time tasks will take to complete?
- Do you get so overwhelmed by the mountain of tasks that you freeze up?
- Do you procrastinate until panic sets in?
- Do you set overly ambitious goals and then beat yourself up when you can't meet them?
- Do you focus only on your perceived failures without acknowledging your successes?
- Do you avoid seeking help when you need it?

“If we do what we’ve always done, we will get the results we’ve always gotten” ~ Tony Robbins
So, to get better results, we need to change our approach.

- **Set small manageable goals:** Don’t try to change all of your life habits at once. That’s too much and you’ll just end up frustrated. Instead, go for one small step. What is one thing you can do differently to address your trouble spot?
- **Manufacture Success:** Do something small to create conditions that will lead to success. Choose one idea from this document that applies to your “trouble spot” and try it for a week.
- **Give yourself Rewards:** Once you have a plan for making a change, you need to motivate yourself to stick with it. Give yourself a small reward for sticking with your plan.
- **Ask for Help:** Not sure how to change your trouble spot? Reach out to a teacher, coach or parent and ask for some help. Or do you have a friend who experiences success in this area? Who knows. Maybe they have an idea that can help.

Thank You's and Acknowledgments

First and foremost, thank you to YOU! Thank you to parents and guardians in Ipswich Public Schools for being our partners. We will get through this time together.

The Winter 2020-2021 "Nimble System" Strategic Planning Committee: Dr. Brian Blake, Superintendent; Gena Bevilacqua, IMS Adjustment Counselor; Elyssa Brand; Paul F. Doyon Memorial School Special Education Program Manager; Amy Gregory, Digital Learning Specialist; Lisa Nysten, Winthrop School ELL Teacher; Jake Patterson, IMS Physical Education Teacher; Rebecca Slawson, IHS English Teacher; Molly Smith, IHS Social Studies Teacher and Department Head; Tracy Wagner, Director of Teaching and Learning; Jena Woodworth, Paul F. Doyon Memorial School Kindergarten Teacher

IPS Administrative Team

IPS Oversight Committee

IPS School Committee

IPS Central Office Staff, especially Nicole Dziadosz, Secretary to the Office of Teaching and Learning and Laura Hillery, Executive Secretary to the Superintendent