Wayland High School Remote Learning Plan

This remote learning plan (RLP) was created in response to the COVID-19 school closure. Taking into account state guidance and our local context, the following procedures were developed with the input of department heads, district administrators, teachers, and students. All members of the Wayland High School community should refer to this RLP for specific guidance on how school will run during this unprecedented time.

Because the COVID-19 pandemic is changing rapidly, this RLP may be revisited as more information becomes available, or when governmental guidance changes. These plans reference the recently released DESE Guidance for Distance Learning

1. Remote Learning Framework
2. Plan for Students
3. Guidelines for Families
4. Plan for Faculty and Staff
5. Reference Documents: DESE Guidance for Distance Learning, *Revised Guidance for Phase III*, *Prerequisite Content Standards identified by DESE, April 2020*

Remote Learning Framework

Our Guiding Principles:

- **Social Emotional Well-Being:** The safety and well-being of our students is our top priority. We recognize students are dealing with the physical, social, and economic impacts of COVID-19, and that we need to foster a sense of safety and support. We know that the structure, consistency, and connection of school plays an important role in our students' well-being.
- **Equity:** "This crisis disproportionately affects our most vulnerable students in terms of their physical and mental health, as well as academically."[1] We will differentiate our instruction to provide multiple access points, and collaborate closely with special educators, counselors, and other faculty who support our more vulnerable students.
- **Student Learning:** Remote learning will not be able to fully replace the classroom. We believe we can deliver meaningful remote instruction using the tools and expertise we have on our team, but we will need to adjust our curriculum and focus on a prioritized set of standards: those that are most crucial for success upon our return to school, and in the next grade level *(see [Prerequisite Content Standards identified by DESE, April 2020](#))*.
- **Opportunity for Growth, and Sustainability:** As a faculty we believe in continual growth and development. This situation is an opportunity for each of us to innovate and to develop new ways of engaging with our mission.

Our Context:

- **Timeframe:** Currently, the RLP covers the time period from April 13 to the end of the school year (June 24). In the case of any new directives from the state, changes to the RLP which will be communicated specifically as soon as possible.
- **Technology:** Currently our students and faculty have devices and internet access, although that access may change over the course of this closure. While technology is undoubtedly an asset for remote learning, it can also serve as a distraction and a barrier to engagement.
- **Equity:** Our students come from a wide range of backgrounds and have different supports at home, access to resources, and levels of independence.
- **Faculty:** Faculty and staff are dealing with the impacts of this crisis at home, and we must keep sustainability as a priority. We have the opportunity to grow professionally, the capability to implement remote learning, and colleagues with expertise.

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[1] DESE Remote Learning Guidance: March 26, 2020

Plan for Students

Student Goals
- **Social Emotional Well-Being: "All learning is social, all learning is emotional."** We believe that the structure, consistency, and connection of school plays an important role in your well-being, which is our top priority. We recognize that you may be dealing with the physical, social, and economic impacts of COVID-19, and that first and foremost we are here to foster a sense of safety and support.
- **Equity:** We will provide multiple learning experiences for you, and will collaborate closely with special educators and other faculty who play supportive roles for students.
- **Student Learning:** Remote learning can not replace the classroom learning experience. We can deliver high quality remote instruction using the tools and expertise we have on our team, but we will need to adjust our curriculum and focus on a prioritized set of standards: those that are most crucial for success upon our return to school, and in the next grade level.

What Remote Learning Will Look Like

Overall Time & Frequency:
- Students will be engaged in remote learning for the equivalent of half of a school day, which equates to 28 minutes per period, or approximately 2 hours per week, per course. This time includes one synchronous learning experience per week.
- Teachers will assign new material on two predetermined days of the week. One of those days will be the day that they meet with their course, and the other day will be determined by the teacher.
- There will be no new assignments assigned to be completed on weekends; no work will be due on Monday.
- Each course has one day of the week when no new material will be provided to students, and no meetings will be scheduled.

Synchronous Learning:
- Once a week, each class will meet together online for 30 minutes (see schedule below). The primary goal of these meetings is to establish and maintain connection, communication, and support.
- Teachers may also decide to hold additional "office hours."
- All class meetings and office hours will be posted on the WHS Remote Learning Calendar.

The schedule below shows when courses will have their online meetings. Exact times will be determined by teachers and shared on the teacher's digital learning platform (Google Classroom or It's Learning).

Grade:	Monday	Tuesday	Wednesday	Thursday	Friday
9th graders	English + Arts	Science + Arts	World Language: Intro 2, Level 1 & 2 + Wellness	Math + Arts	Social Studies, Innovation, and Business + Arts
10th graders	Social Studies, Innovation, and Business + Arts	English + Arts	Science	World Language: Level 3 + Arts	Math + Arts+Wellness
11th graders	Math + Arts + Wellness	World Language: Intro 1 & Level 4 + Arts	English	Social Studies, Innovation, and Business + Arts	Science + Arts
12th graders	Science + Arts	Math + Arts	Social Studies, Innovation, and Business	English + Arts	World Language Level 5 & AP

Learning Tasks & Grading:
- Given the variety of challenges we are all experiencing, tasks and assessments will be equitable for students and sustainable for teachers.
- All learning tasks, including assignments and assessments, will be evaluated using the following scale:
  - **Not submitted (NS)**
  - **Partially meeting expectations (PM)**
  - **Meeting or Exceeds expectations (ME)**
- Third and fourth quarters will be combined and assessed in totality on a Pass/Fail basis. Teachers will consider work completed during third quarter prior to the school closure, as well as work completed **after** April 13, in determining this Pass/Fail. A "Pass" is granted to students who meet or exceed expectations for the majority (60%) of assignments.
- Teachers will continue to use the HAC gradebook to communicate progress to students and families.
- We will not administer final exams.

Student Roles & Responsibilities
- Collaborate with your household to set up a schedule, a space, and routine to accommodate your learning.   - Check your school email account, ItsLearning, Google Classroom, and eSchool daily.   - Complete learning tasks with integrity, academic honesty, and your best effort.   - If you are unable to make a scheduled 30 minute synchronous learning experience, you need to contact your teacher as soon as possible.   - Take advantage of the resources at WHS and communicate proactively with teachers and counselors if you are having issues meeting deadlines or need any additional support.   - Help create an environment of appropriate collaboration with peers and teachers.   - Adhere to Wayland High School's core values and AUP .   - Participate in classroom virtual meetings responsibly and uphold the core values of WHS. These norms should be followed: - Use school-appropriate, positive language   - Mute your mic when you are not speaking.   - When entering any online meeting, you must identify yourself with your first and last name.   - Only the teacher will share the screen unless explicitly asking for a student to do so.   - Students may be muted depending on the needs of the activity or discussion. Do not unmute if muted.   - The chat feature should be used for educational purposes and questions.   - Any other norms set up by the teacher.

Who do I reach out to?	
For questions with...	**Contact or reference**
A course, assignment, resource	- Course teacher - Its Learning/Google Classroom/eSchool
Technology-related questions or problems	- Wayland Technology Department : **Help_Desk@wayland.k12.ma.us** - Wayland Public Schools Digital Resources for School Closure - Fill out a "help ticket" here: https://docs.google.com/forms/d/e/1FAIpQLScqI0bAa-EwTwzfmMekhgYE8ETR8GKM5_RUZ0-AJ91Rq3KFVw/viewform

A personal, academic or social-emotional concern	- Counselor - Special Educator (if applicable) - Administration [Confidential Safety Reporting Form](#) [Mental Health Resources from Guidance Website](#)

Information for Families

> **WHS Goals of Remote Learning:**
> - **Social Emotional Well-Being**: Your student's physical health, social and emotional well-being is our top priority. In regards to student learning, our hope is to provide students with structure, consistency, and engaging learning opportunities in order to foster our students' well-being.
> - **Equity**: We will differentiate instruction to provide multiple access points, and collaborate closely with special educators and other faculty who support our more vulnerable students.
> - **Student Learning**: Remote learning will not be able to fully replace the classroom. We will focus on a prioritized set of standards that are most crucial for success upon our return to school and in the next grade level.

How can I support my student?

This closure is a complicated situation for schools, and even more difficult for families. Each family's circumstance and needs are unique. These tips are intended to be a resource in developing a plan for your family. These tips are grounded in putting your child's physical and social-emotional needs first, assisting in developing routines with your child, enhancing positive communication between school, and doing our best.

- **Address physical and social-emotional needs**
  - Encourage your students to be active in some way during the day. The Wellness Department has a ton of great workouts for them!
  - One of our guiding principles is students' social emotional well-being. Please make sure to check in with your child regularly. It's normal to be anxious, distracted, or upset during this uncertain time. Naming this feeling is an important step.
  - Resources can be found here: Mental Health Resources (on our Guidance Website)
  - Help your child find ways to stay connected with friends while maintaining social distance.

- **Develop routines and expectations:** Establishing a routine will support your child in learning and will provide a sense of security for them.
  - Encourage a healthy sleep schedule.
  - Encourage healthy eating habits.
  - Set up regular hours for schoolwork.

- ○ Things to consider: Establishing a space for your student to complete school work, determining the balance between independence and supervision, and building positive, cooperative communication between each other.

- **Communication**
  - ○ The key to this learning plan is proactive and communication between teachers, students, and families.
  - ○ If you have concerns about your student, please reach out to their teacher, counselor, special educator, and/or other staff.
  - ○ All WHS educators are here for you and your child. With that in mind, they are also trying to balance work and their own families. Communication outside of normal school hours may be limited. You should expect responses from teachers, but be aware that they will sometimes need time.

- **Flexibility**
  - ○ The physical, social and emotional well-being of your child is our first priority. Given the nature of this situation, there will be times when flexibility will be the key to addressing concerns or issues that may arise.
  - ○ Plans may need to change based on new guidance from the state or town, on family or individual needs, or other circumstances.
  - ○ During this uncertain time, we need to take care of ourselves and loved ones. Please remember that we all can only do our best.
  - ○ If your family needs any flexibility, please let us know as soon as possible.

Parent/Guardian Roles & Responsibilities
- Addressing physical and social-emotional needs of your child   - Establishing routines and expectations   - Communication   - Flexibility
Who Do I Reach Out To?

For questions with...	Contact or reference
A course, assignment, resource	- Course teacher - Its Learning/Google Classroom/eSchool
Technology-related questions or problems	- Wayland Technology Department: **Help_Desk@wayland.k12.ma.us** - Wayland Public Schools Digital Resources for School Closure - Fill out a "help ticket" here: https://docs.google.com/forms/d/e/1FAIpQLScqI0bAa-EwTwzfmMekhgYE8ETR8GKM5_RUZ0-AJ91Rq3KFVw/viewform
A personal, academic or social-emotional concern	- Counselor - Special Educator (if applicable) - Administration - Confidential Safety Reporting Form - Mental Health Resources from Guidance Website

Plan for Faculty and Staff

Faculty goals:
- Develop and maintain strong connections with students; provide the structure and space for personal support and learning.
- Provide engaging, accessible, student-centered learning experiences that are simple, clear, and fun.
- Support students in learning a realistic, core set of skills and content that are consistent across courses.

Faculty Practices:

Learning Experiences:

1) **Overall Time & Frequency:**
   - Faculty will plan for students to be engaged in remote learning for the equivalent of half of a school day, which equates to 28 minutes per period, or approximately 2 hours per week, per course.
   - Teachers will limit the days that they are assigning new material: one of those days will be the day that they are engaging in synchronous learning; the other day is at their discretion.
   - Teachers will not expect students to complete new assignments on weekends; no work will be due on Monday. This is true for teachers as well; they are not expected to provide feedback on weekends.
   - Each course has one day of the week when no new material will be provided to students, and no meetings may be scheduled.

2) **Synchronous Learning:**
   Live online learning experiences are deeply meaningful to students and families, and support their social emotional health. In these times of isolation, communal connections are sustaining. Courses will require at least one synchronous learning experience for students per week.
   - **The primary goal of synchronous learning experiences is to establish and maintain connection and communication, provide community support, and maintain a safe learning space.**
   - We define synchronous learning as a planned period of time of 30 minutes when students and teachers are together online. This may involve a variety of activities; it is not necessarily lecture or direct instruction.
   - When teachers schedule synchronous learning activities, they will post them on the WHS Remote Learning Calendar in order to avoid conflicts.
   - **Office Hours and Additional Synchronous Meetings:** Teachers are encouraged to hold "office hours," or

additional synchronous meeting times, as long as they do not conflict with other classes. Office hours are times when teachers are online either live in a virtual room, or responding to emails/messages in real time. Teachers will not schedule any online meetings or office hours during their department's "No Class" days.
- The following schedule outlines when synchronous learning **in blocks of 30 minutes** will be scheduled and when new learning tasks will be assigned.

Note: Blocks on this table do NOT equate to times of the day with the exception of Arts. Times will be determined by teacher teams or departments.

Synchronous Learning Schedule

Dept.	Monday	Tuesday	Wednesday	Thursday	Friday
English	9	10	11	12	No Class
Social Sci/Bus.	10	No Class	12	11	9
Math	11	12	No Class	9	10
Science	12	9	10	No Class	11
W. Language	No Class	Intro 1 & Level 4 (11)	Intro 2, Level 1 & Level 2	Level 3	Level 5 & AP
Arts	1pm-2pm	1pm-2pm	No Class	1pm-2pm	1pm-2pm
Wellness	11	No Class	9	No Class	10
Add'l Courses Scheduled Throughout	*Computer Science, CIGS, Journalism, Creative Writing, Current Events, Innovation, Business (EBM, Investing, Business Law)*				

Accommodations & Support:

- Students in need of accommodations and support will continue to receive them. Any students who are found to be affected by the current crisis may begin to receive accommodations in this period.

- Teachers will continue to work in close collaboration with LRT liaisons, guidance counselors, the administration, and other support staff to support students academically and social-emotionally. In order to support our students with learning differences, faculty will share learning tasks with liaisons.
- LRT liaisons, guidance counselors, and RTI teachers will establish a schedule for working with students on their caseload.
- The Academic Center coordinator and staff will continue to support new and current students who are struggling.

Learning Tasks & Grading:

- In a remote learning environment, tasks that reflect authentic learning in "small chunks" are preferred.
- Third and fourth quarters will be combined and assessed in totality on a Pass/Fail basis that will be entered and reported as a second semester grade. Teachers will consider work completed during third quarter prior to the school closure, as well as work completed **after** April 13, in determining this Pass/Fail. **A "Pass" is earned by students who meet or exceed expectations for the majority (60%) of learning tasks.**
- Student work that was not submitted, or was turned in incomplete, between March 13th and April 13th will not be counted against students when determining grades.
- As per state guidance, before issuing a failure, the school/teacher will ensure that the student had equitable access to learning opportunities during this closure, "keeping in mind the variety of technology, health, disability, and language challenges that could occur." SST will make the final determination of a student's failure.
- We will focus on assessment and grading for communication of learning. All learning tasks, including assignments and assessments, will be evaluated and recorded in gradebook using the following scale:
  - **Not submitted (NS)**
  - **Partially meeting expectations (PM)**
  - **Meeting or Exceeds expectations (ME)**
- If we return to campus before the end of the school year, we will not administer final exams.

Advisory:

- As an advisor, faculty play an important role in students' social emotional wellbeing; Advisory is a consistent support structure for many students. Advisors will continue to provide guidance and support for students' during this time.
- Advisors will check in with students once per week in either a synchronous or asynchronous way.

Family Communication and Engagement:

- As we have established since the beginning of this school closure, teachers will communicate with families once per week

at a minimum. That could mean including families in communication with students.
- Initial communication about new materials will include families, although that communication may take multiple forms.

Additional Considerations:
- Teachers will consistently use either Google Classroom or ItsLearning to conduct and coordinate remote learning. Additional learning management platforms will not be used at this time, with the exception of certain textbook-connected online curriculums.   - To support remote learning, departments will meet regularly and the entire faculty will meet monthly.   - For synchronous learning activities, recorded meetings will sometimes be used.