

To: School Committee
From: Emily Parks, Superintendent
Subj.: Distance Learning Plans
Date: April 9, 2020

Attached please find the distance learning plans that the District Leadership Team developed by level to continue student instruction during this extended school closure.

Preschool

Attendance

Attendance is recorded daily based on student participation. It is expected that students engage in lessons with some support from their families. We understand that each household faces challenges. Many parents are balancing the demands of working from home and supervising kids' learning activities and some are dealing with illness.

- If your child is struggling to participate in lessons, please reach out to the classroom teacher or the preschool director.
- If your child is unable to participate due to sickness or another family reason, please contact the school's administrative assistant or classroom teacher via email, as you normally would.
- If you need to take a break from engagement, please reach out to your teacher and the preschool director to let us know, so we don't worry about you if we don't hear from you.

Daily Instruction

Guidance from the Massachusetts Department of Elementary and Secondary Education suggests that students engage in distance learning for about half the amount of time they would typically be in school. For Westwood preschool students, that means about 2.5 - 3 hours of academic learning, including physical and creative activities day. Core academic learning is likely to include many of the following each day:

- Watching short video with instruction
- Reading, either online or in a book at home
- Completing oral or photo assignments shared through Seesaw, Google classrooms, or other means
- Working with teachers and instructional support staff in small group "live" video sessions
- Engaging in hands-on activities that support learning
- Whole group "live" class meetings

The preschool will be continuing the model that began earlier, where at the start of the week, we will post a document containing the theme and activities for the week. In addition to what has been there previously, we will be adding learning targets so families know what areas of the curriculum we are connecting to, and videos that demonstrate how skills (like cutting) are supported in school and/or explain new ideas. Much of learning in preschool is spiral. That is, we are embedding many concepts throughout our day and throughout the year. Thus, not all the "new learning" may be new to children. The additions to this document will highlight these target concepts and help families to support them at home. All those items will be included in the one document that will be posted on the District's [Continuation of Learning website](#).

Student Support

As we move toward a more academically challenging version of remote learning, we want to make sure that all students receive the support they need to learn and grow.

Special Education

Special educators and instructional assistants will continue to support students in order to ensure access to new learning. They will also begin to schedule and provide direct services. While it will take a little time to adjust, and the service delivery will look different in the distance learning environment, our student services team is working incredibly hard to make sure all children get what they need to make progress.

ELL Support

Our English language teachers will continue their outreach efforts to families and to provide support for our English language learners. They will also be connecting with classroom teachers to modify curriculum and provide classroom-based supports as needed.

Counseling and Mental Health

In addition, we know that student mental health support is a critical part of the school day for many of our students. Our school psychologists will continue their outreach efforts to families and to provide support to the students with whom they work. In addition, our school psychologists are a resource available to all students and families in need of support at this time and throughout the remote learning period. Please contact the Preschool Director if you would like our school psychologist to reach out to you.

Maintaining a Daily Schedule

Many of the instructional activities offered will be available for students to access at whatever time of day works for the family. A few will be “live” opportunities for students to engage directly via videoconference with their teachers and fellow students. A daily schedule is a tool that some families have found to be reassuring for kids who find comfort in regular routines.

Elementary

Attendance

We will be recording attendance daily based on student participation. Our expectation is that students engage in lessons with some support from their families. We understand that each household faces challenges. Many parents/guardians are balancing the demands of working from home and supervising kids' learning activities and some are dealing with illness.

- If your child is struggling to participate in lessons, please reach out to the classroom teacher, special educator, or principal.
- If your child is unable to participate due to sickness or another family reason, please report the absence from school as you normally would.

Daily Instruction

Guidance from the Massachusetts Department of Elementary and Secondary Education released Friday suggests that students engage in distance learning for about half the amount of time they would typically be in school. For Westwood elementary students, that means about 2 - 2.5 hours of core academic learning per day and another 1 - 1.5 hours of physical and creative activity. Core academic learning is likely to include many of the following each day:

- Watching video instruction
- Reading, either online or in a book at home
- Completing written assignments for math, literacy, science and social studies
- Working with teachers and instructional support staff in small group video sessions
- Engaging in hands-on activities that support learning
- Conducting internet or book-based research

In order to help students focus on a few key concepts and skills per day, teachers will alternate between core subjects Monday - Thursday. On Fridays, students will have the chance to review, practice, and apply their learning from earlier in the week and engage in explicit SEL lessons. A template for a child's week will typically look like this:

Monday	Tuesday	Wednesday	Thursday	Friday
Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting
Literacy	Math	Literacy	Math	Review/ Practice
Recess	Recess	Recess	Recess	Recess
Social Studies	Science	Social Studies	Science	SEL

Special	Special	Special	Special	Special
Afternoon Wrap Up	Afternoon Wrap Up	Afternoon Wrap Up	Afternoon Wrap Up	Afternoon Wrap Up

This model will also give students the chance to continue to participate in “specials” activities (art, library, music, physical education and grade 3 coding). For Week 3, our specialists will continue to offer choice based activities as part of the district remote learning plan. In the future, we anticipate offering special classes throughout the week. Finally, this schedule will continue to promote classroom connection and opportunities to practice SEL competencies through morning meeting and other check- in activities

Student Support

As we move toward a more academically challenging version of remote learning, we want to make sure that all students receive the support they need to learn and grow.

Special Education

Next week, our special educators and instructional assistants will continue to support students in order to ensure access to new learning. They will also begin to schedule and provide direct services. While it will take a little time to adjust, and the service delivery will look different in the remote learning environment, our student services team is working incredibly hard to make sure all students get what they need to make progress.

ELL Support

Our English language teachers will continue their outreach efforts to families and to provide direct support for our English language learners. They will also be connecting with classroom teachers to modify curriculum and provide classroom-based supports as needed.

Counseling and Mental Health

In addition, we know that student mental health support is a critical part of the school day for many of our students. Our school psychologists will continue their outreach efforts to families and to provide support to the students with whom they work. In addition, our school psychologists are a resource available to all students and families in need of support at this time and throughout the remote learning period. Please contact your child’s principal if you would like our school psychologist to reach out to you.

Maintaining a Daily Schedule

Many of the instructional activities offered will be available for students to access at whatever time of day works for the family. A few will be “live” opportunities for students to engage directly via videoconference with their teachers and fellow students. A daily schedule is a tool that some families have found to be reassuring for kids who find comfort in regular routines. As an example, we are sharing a sample daily schedule for students in grades K - 5. We know this sample schedule won’t work for every student and family. It is intended to be a useful tool for providing students, teachers, and families a sense of continuity.

Here is a sample daily schedule for students in grades K - 5. We know this schedule template won’t work for every student and family. It is intended to be a useful tool for providing students, teachers, and families a sense of continuity.

Time	Activity/Routine	Description/Options
Before 9:00am	Morning Routines	What are your morning routines? Wake up, eat breakfast, get dressed, brush your teeth, do morning chores (make your bed, feed your pet, etc.)
9:00am - 9:30am	Learning Time	What learning will start off your day? Choose a subject area and select an activity or assignment from your teacher.
9:30am - 10:00am	Free Choice Time	What do you like to do with your free time? Choose something fun that motivates you and you can do all on your own. This will be a nice reward after your first learning time.
10:00am - 11:00am	Snack and Reading	Are you ready to refuel? Take a break and have a quick snack. Then, read a book, listen to a book on tape, or draw illustrations for a story you made up on your own. Challenge yourself to spend the rest of the hour on reading activities.
11:00am - 11:30am	Learning Time	What learning will you do next? Continue earlier learning or select a new activity or assignment from your teacher.
11:30am - 12:00pm	Household Help	How can you help your family? Ask an adult what you can do to be helpful around the house. Even small jobs like straightening your room or helping to prepare lunch can help your whole family.
12:00pm - 1:00pm	Lunch & Recess	Are you feeling hungry and ready to move? Have a healthy lunch and then take some time to play. Try to get outside if you can. Use the recess time to both play and get some exercise.
1:00pm - 1:30pm	Quiet Time	How can you settle back down for afternoon learning time? Choose an activity where you can be quiet, still, and peaceful. Maybe try one of the mindfulness or SEL options from the Distance Learning Plan.
1:30pm - 2:00pm	Learning Time	What will you work on this afternoon? Make sure you have done at least 20 minutes of reading today. Then, continue your learning from earlier or select a new activity or assignment from your teacher.
2:00pm - 2:30pm	Free Choice Time	What do you like to do with your free time? Choose something fun that motivates you and you can do all on your own. This will be a nice reward after your first afternoon learning time.
2:30pm - 3:00pm	Specialist Time	Choose one of the options from the PE, Music, Art, or Library/Maker sections of the Distance Learning Plans.
3:00pm - 3:30pm	Learning Time	What will you work to end your day? This is your last learning time for today. Continue your learning from earlier or select a new activity or assignment from your teacher.
3:30pm - 4:00pm	Snack & Play Time	Are you ready to refuel and move again? You've worked hard today. Take a break and have a quick snack. Then, take some time to free play and enjoy something you haven't had a chance to do yet today. Maybe try to get outside again and get some more exercise.

4:00pm - 4:30pm	Household Help	How can you help your family? Ask an adult what you can do to be helpful around the house. Even small jobs like organizing your toys or setting the table for dinner can help your whole family.
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Middle School

Time on Learning

According to the Massachusetts Department of Elementary and Secondary Education, students should expect to be engaged in school activities for half the amount of time - or roughly 3 hours - that they would be doing so during a normal school day. Students are expected to participate in this remote learning process by completing all assignments as it will count toward their grade.

Student Attendance

Students are expected to open their email every weekday morning by 8:30am, at the latest. They will receive an email from Administrative Assistants (Mrs. Gleavy or Mrs. Rudnick) that will have a link to the daily attendance form. Students are expected to follow the link and enter their name, grade level, click "present," and agree to the video conferencing privacy statement. This needs to be completed by 9:00am.

If a student is unable to complete the attendance form and needs to be reported as absent (due to illness or personal circumstances), please email Jen Gleavy (jgleavy@westwood.k12.ma.us) and Jennifer Rudnick (jrudnick@westwood.k12.ma.us), TMS Administrative Assistants. Any student who does not complete the daily attendance form will be marked absent. The parent of an absent student who is not "called in" via email will receive a robocall indicating that their student is absent.

Class Check-ins

Teachers will schedule between 15 and 45 minutes per block/class twice weekly. Class Check-ins are optional and should be used at the discretion of the student to address questions. This interaction will be a mix of Google Hangouts, Google Classroom discussions, or email/phone calls. Teachers will share their new check-in times with students and families.

Schoolwork

Students can expect to receive teacher instruction and assignments by 8:00am on the day of their assigned Block or by 8:00am each Monday for week-long work. Examples of teacher instruction include teacher created videos, websites or documents. Over the course of each week, students will complete approximately 90-120 minutes of schoolwork per class each week. Please note: As with assignments in the regular school environment, the amount of time one task takes to be completed will vary by student, based on their skills, motivation, and other factors.

Grading

For the remainder of the year, courses will be graded on a pass/fail basis.

The Schedule

The schedule below is designed to provide students and staff with a structure and flexibility to achieve success in the remote learning environment. Students and staff will follow their schedule as per their typical schedule in this adjusted format. On 'A' and 'X' days students will attend their assigned block for that specific day.

For example: If you have music on Block 2 on an 'A'- Day you will dedicate your time and have a check-in on Mondays between 11:00-11:45, and on Wednesdays you will dedicate your time to your PE class and have a check-in between 1:15-2:00.

TMS Remote Learning Schedule

	Monday A-Day	Tuesday A-Day	Wednesday X-Day	Thursday X-Day	Friday
8:00-10:00	<ul style="list-style-type: none"> IEP/504 Team Meetings Learning center check-ins Guidance/ student service check-ins Department meetings 				
10:00-10:45	Block 1 - Individual Student Work Time and/or Teacher Check-In	Block 5 - Individual Student Work Time and/or Teacher Check-In	Block 3 - Individual Student Work Time and/or Teacher Check-In	Block 7 - Individual Student Work Time and/or Teacher Check-In	Advisory Check-in: Teachers will schedule to meet with their advisory class for one 10-15 minute check-in
11:00-11:45	Block 2 - Individual Student Work Time and/or Teacher Check-In	Flexible Block for either Block 3, 4, or 5 (if needed)	Block 4 - Individual Student Work Time and/or Teacher Check-In	Flexible Block for either Block 1 or 2, or 7 (if needed)	
11:45-12:15	Break/Lunch/Outdoor Time/Flex Time				
12:15-1:00	Flexible Block for either Block 1 or 2 (if needed)	Block 6 - Individual Student Work Time and/or Teacher Check-In	Flexible Block for either Block 3 or 4 (if needed)	Block 5 - Individual Student Work Time and/or Teacher Check-In	Student Work Time & X-block All Departments Teachers available to: * answer individual student emails and/or conduct for 5-10 minute video conferences with students as needed
1:15-2:00	Block 3 - Individual Student Work Time and/or Teacher Check-In	Block 7 - Individual Student Work Time and/or Teacher Check-In	Block 2 - Individual Student Work Time and/or Teacher Check-In	Block 6 - Individual Student Work Time and/or Teacher Check-In	
2:15-3:00	Block 4 - Individual Student Work Time and/or Teacher Check-In	Flexible Block for either Block 6 or 7 (if needed)	Block 1 - Individual Student Work Time and/or Teacher Check-In	Flexible Block for either Block 5 or 6 (if needed)	* work with student support staff to identify struggling students and develop/employ interventions

* **Flexible Blocks** are intended to be used at the teacher's discretion (if needed) to schedule a learning center check-in or alternative class check-in. It is also intended to allow students additional/flexible time to complete their assignments independently.

****Rotating Arts Classes** will change beginning April 6th. This means: Grade 6: CS/Engineering; Grade 7: Art; Grade 8: Drama

High School

Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-10:00	<i>Student support meetings Department/team meeting time Guidance check-ins</i>				<i>Department/ Teacher team mtgs.</i> <i>X-block - All depts</i> <i>* Students work independently on assignments</i> <i>* Teachers available to conference with students as needed; teachers work with student services to identify, respond to student issues</i>
10:00-11:00	<i>A-block</i>	<i>E-block</i>	<i>A-block</i>	<i>E-block</i>	
11:00-12:00	<i>B-block</i>	<i>F-block</i>	<i>B-block</i>	<i>F-block</i>	
12:00-1:00	<i>Break/Lunch/Outdoor Time/Flex Time</i>				
1:00-2:00	<i>C-block</i>	<i>G-block</i>	<i>C-block</i>	<i>G-block</i>	
2:00-3:00	<i>D-block</i>	<i>H-block</i>	<i>D-block</i>	<i>H-block</i>	

Time on Learning

Students should expect to be engaged in school activities for half the amount of time - or roughly 3.5 hours - they would be doing so during a normal school day. Students are expected to participate fully in this remote learning process, and their work will count toward course credit.

Class Meetings

Most typically, your child's classes will consist of a combination of synchronous, real-time interactions with teachers AND students' completion of teacher-directed work. In most cases, the check-ins will be conducted through video conferencing. Alternatively, teachers may choose to use Google Classroom discussions or email/phone calls. Instruction on new material may occur in a variety of ways, including real-time meetings, teacher-created screencasts, instructional videos, or online demonstrations. By 8:00 am each Monday, teachers will communicate with your child about their plan for the week, including times the class will meet and any assignments they must complete over the course of the week.

Schoolwork

Over the course of each week, students will complete approximately 120 minutes of schoolwork per class each week. This includes the time they spend interacting with their classes. In some classes, this work will be assigned as one large task. In other classes, it may be broken up into multiple short tasks. As with assignments in the regular school environment, the amount of time one task takes to be completed will vary by student based on their skills, motivation, and other factors.

For the remainder of the year, courses will be graded on a pass/fail basis. Our adjusted grade weighting system will both reward students for working hard during remote learning and offer flexibility for students that might struggle.

Student attendance

If and when your child is able to do school work, we ask them 'check in' to their classes each day the class meets. The school attendance office will monitor each student's daily and class attendance and communicate with the families of students as needed. Of course, if a student is sick and unable to participate in remote learning, please let our attendance office know: via hsattendance@westwood.k12.ma.us or (781) 326-7500 x1512.

Advanced Placement courses

Beginning this week, students in AP courses have resumed the presentation of new content. Details about the exams - which will be conducted at home - are still forthcoming. As a supplement to this instruction, AP students may want to check the CollegeBoard website for free, live-streamed review classes and other resources. Also, students have access to several AP Study Guides through our eBook collection, Sora.