



# Continuation of Learning

Keeping Learning Alive in Westwood

# Timeline

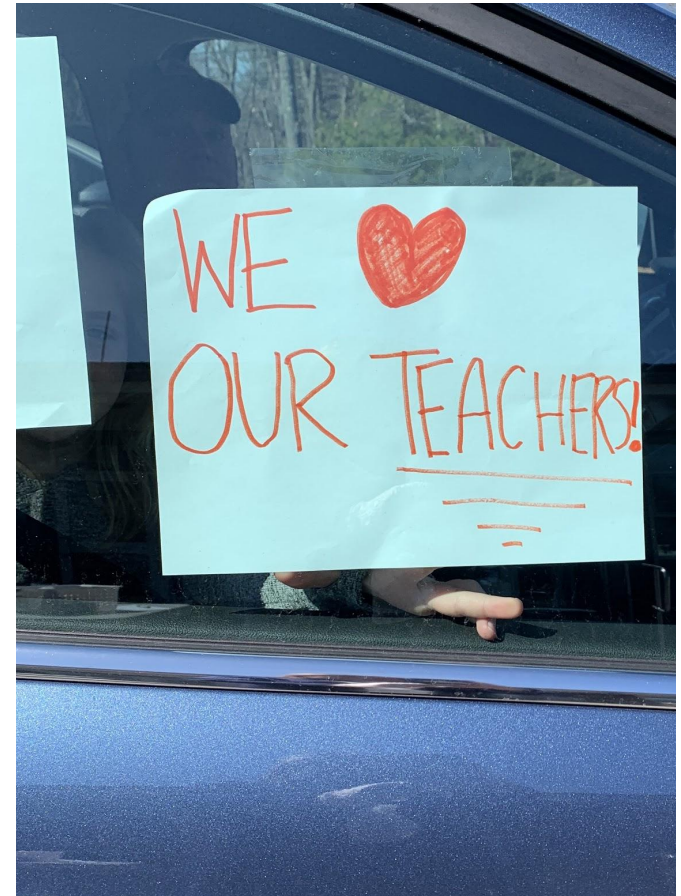
March 13-18: Days closed that need to be made-up

March 18: Chromebook Pickup at Elementary  
Schools

March 19-20: Teacher Workdays to Prepare

March 23: Phase 1 of Distance Learning Begins

April 6: Phase 2 of Distance Learning Begins



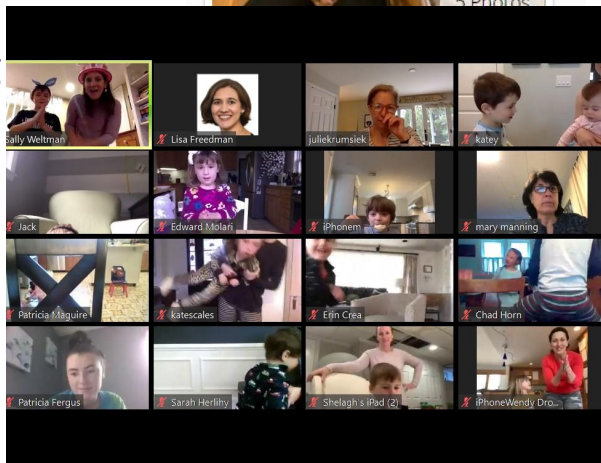
# Phase One

- Promotes school connectedness and fosters a sense of community
- Keeps learning alive for students by providing important opportunities for review, learning activities for applying and extending previously learned core concepts, and feedback on student work that promotes growth
- Dedicated website, [WPS Continuation of Learning](#), provides resources and information for families



# Preschool

- Menu of options for families to choose from
- Virtual Morning Meetings



## Story Time (Literacy)

### Target skills:

Read "The Very Hungry Caterpillar". If you do not have this book at home, you can access it here:

- [The Very Hungry Caterpillar](#)
- Prior to reading the book, take a "story walk". Read the title, look at the pictures. Make predictions!
- If your child already knows the book, ask him/her questions to demonstrate his/her mastery. Possibly ask more abstract questions using how, why, or when.

## Activity (Art/Sensory)

- Create the very hungry caterpillar! Use any materials you have at home! Your children can paint, draw, use clay, crush paper, glue bottle caps---whatever they prefer! Here are some fun examples:



- Please send us a photo so we can share your child's work.

## Movement Break (Motor)

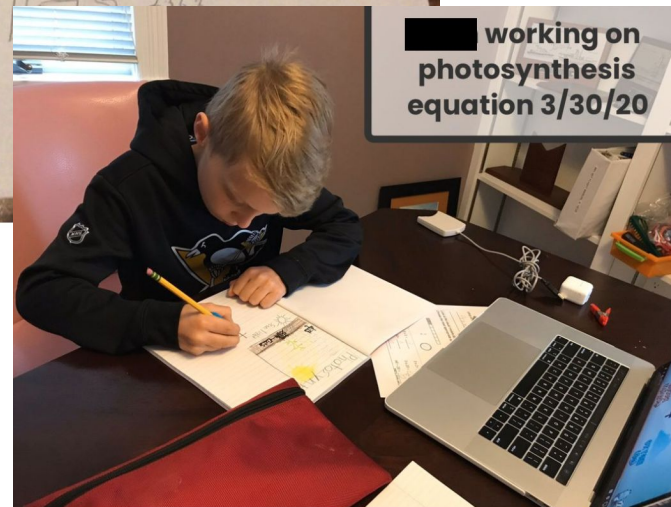
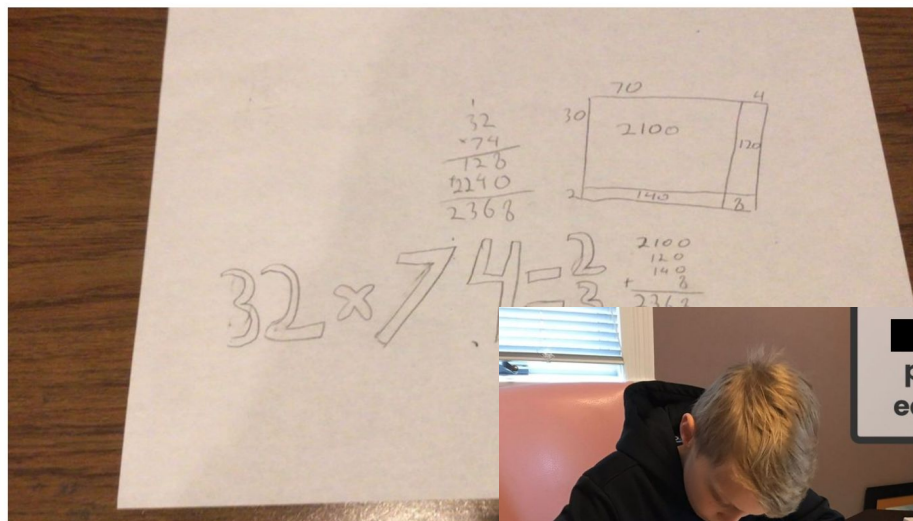
- Think about the movements of the hungry caterpillar and have your child dance or move like the caterpillar character (how he moved getting out of the egg, chrysalis and then when he became a butterfly), over, under, and through furniture/pillows in your house, [https://www.therapro.com/Content/Samples/THS1550\\_06\\_sample.pdf](https://www.therapro.com/Content/Samples/THS1550_06_sample.pdf)
- Using a series of boxes- several sizes, tape them together - open side up, and ask students to step in and out of them. A caterpillar would crawl up and down the sides of the boxes, but humans have to use balance and high stepping to navigate the box terrain!
- [Cosmic Yoga: The Very Hungry Caterpillar](#)





# Elementary

- Suggested Activities for Families to Choose From
- Virtual Class Meetings, Read Alouds, Etc.
- Seesaw (Kindergarten-Grade 2) and Google Classroom (Grades 3-5)



# Middle and High Schools

- Google Classroom or Canvas
- Google Docs, Screencasts, and Google Hangouts to provide learning activities and interact



## Phase Two

- Engage in meaningful, productive learning for approximately half the length of the regular school day



# Preschool

- Approx. 2.5 hrs. of academic learning, including physical and creative activities
- Includes:
  - Watching short video with instruction
  - Reading, either online or in a book at home
  - Completing oral or photo assignments
  - Working with teachers and support staff in small group “live” video sessions
  - Hands-on activities
  - Whole group “live” class meetings



made the pigeon and the bus with chalk outside.  
[Private Reply](#)





# Elementary

- Students engaged in school activities for half the amount of time; approx. 2.5 hours
- Daily instruction includes:
  - Watching video instruction
  - Reading
  - Completing written assignments
  - Working with teachers and supports staff in small group video instruction
  - Hands-on activities




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



# Middle School

- Students engaged in school activities for half the amount of time; approx. 3 hours
- Teachers schedule between 15 and 45 min. per block/class twice weekly for check-ins. Interaction is a mix of Google Hangouts, online class discussion, and email/phone calls.
- Teacher instructions includes:
  - Teacher-created videos
  - Websites
  - Documents
- Courses graded on pass/fail basis for remainder of year



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"><li>• IEP/504 Team Meetings</li><li>• Learning center check-ins</li><li>• Guidance/ student service check-ins</li><li>• Department meetings</li></ul>				
10:00-10:45	<b>Block 1</b> - Individual Student Work Time and/or Teacher Check-In	<b>Block 5</b> - Individual Student Work Time and/or Teacher Check-In	<b>Block 3</b> - Individual Student Work Time and/or Teacher Check-In	<b>Block 7</b> - Individual Student Work Time and/or Teacher Check-In	<b>Advisory Check-in:</b>  Teachers will schedule to meet with their advisory class for one 10-15 minute check-in
11:00-11:45	<b>Block 2</b> - Individual Student Work Time and/or Teacher Check-In	<b>Flexible Block</b> for either Block 3, 4, or 5 (if needed)	<b>Block 4</b> - Individual Student Work Time and/or Teacher Check-In	<b>Flexible Block</b> for either Block 1 or 2, or 7 (if needed)	
11:45-12:15	Break/Lunch/Outdoor Time/Flex Time				
12:15-1:00	<b>Flexible Block</b> for either Block 1 or 2 (if needed)	<b>Block 6</b> - Individual Student Work Time and/or Teacher Check-In	<b>Flexible Block</b> for either Block 3 or 4 (if needed)	<b>Block 5</b> - Individual Student Work Time and/or Teacher Check-In	<b>Student Work Time &amp; X-block All Departments</b>  Teachers available to:  * answer individual student emails and/or conduct for 5-10 minute video conferences with students as needed  * work with student support staff to identify struggling students and develop/employ interventions
1:15-2:00	<b>Block 3</b> - Individual Student Work Time and/or Teacher Check-In	<b>Block 7</b> - Individual Student Work Time and/or Teacher Check-In	<b>Block 2</b> - Individual Student Work Time and/or Teacher Check-In	<b>Block 6</b> - Individual Student Work Time and/or Teacher Check-In	
2:15-3:00	<b>Block 4</b> - Individual Student Work Time and/or Teacher	<b>Flexible Block</b> for either Block 6 or 7 (if needed)	<b>Block 1</b> - Individual Student Work Time and/or Teacher	<b>Flexible Block</b> for either Block 5 or 6 (if needed)	
					



# High School

- Students engaged in school activities for half the amount of time; approx. 3.5 hours
- Combination of synchronous, real-time interactions and completion of teacher-directed work
- Courses graded on pass/fail basis for remainder of year

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



# **Committed to Serving Students and Families**





# Special Education

- Parent outreach and consultation to individualize and prioritize services
- Team meetings will take place virtually
- Student Services staff have begun providing both support and direct services
- Speech-Language Pathologists, Occupational Therapists, Physical Therapists, etc. have begun “virtual” sessions
- Next step is the creation of DESE-required Remote Learning Plans to be shared with parents to keep them informed of services and goals
- Psychologists are focusing on Social-Emotional Learning and Wellness for students, staff, families

# Counseling Supports

- Counselors and Psychologists are checking-in with their students by phone and Google Hangouts Meet
- All students and parents/guardians can contact Counselors and Psychologists via email about scheduling a time to talk as well
- Outreach to Westwood Youth and Family Services for collaboration on supports
- Resources and referral from [Interface](#) continues



# Free/Reduced Lunch

- Partnered with Westwood Food Pantry to provide any family on the Free/Reduced Lunch Program with a \$20 gift card per child per week of school closure to be used at any Shaw's Supermarket
- Gift cards mailed to families' homes
- Food Pantry still taking financial donations online at [www.westwoodfoodpantry.org](http://www.westwoodfoodpantry.org)



# Staying Engaged

High School Student Council connecting with students through *Socially Distant, but not Socially Isolated* campaign through Instagram.

 @whs.studentcouncil2020

Westwood High social media campaign keeps students together

By Westwood High School Student Council | Updated April 15, 2020 10:01 a.m.



A student council member taking photos from the submission from Westwood High School, July 2020.

Students found themselves alone, separated from their classmates, after schools shut their campuses down in an effort to flatten the curve amid the coronavirus pandemic. While some students may appreciate the lack of early rising and screaming bells, many long for their community.

**MON:** pajama day  
**TUES:** throwback day  
**WEDS:** USA DAY  
**THURS:** Color WARS  
**FRI:** Classy black gold & white



Today's activity is all about

**BAKING!**

Send us pics of what you make!







YOU ARE TRYING  
YOUR BEST



@tictlearthlings



YOUR BEST IS  
ENOUGH



# Some decisions have been made...

- 2020 MCAS Exams
- AP Exams
- WHS J-Term
- April vacation
- 8th grade trip to DC
- WHS Spain trip



# After May 4th?

- Should be hearing from the Governor by early next week about whether or not closure will be extended
- If closure is extended, districts will receive additional guidance from DESE about curriculum expectations and “power standards”



# Contingency planning...

## Spring Sports:

- Athletic Director is keeping students and coaches informed about athletics
- On April 13, MIAA determined the **spring season will begin no earlier than May 11** and conclude with sectional tournaments by June 27 (rain date June 28)

## Important Events/Programs:

- Prom
- Graduation
- Summer Enrichment
- 8th grade moving up
- Incoming kindergarten screening





# Contingency Planning...

- How to return when school resumes
  - DESE is working on guidance for a unified approach
    - Every other day to reduce number of students in building?
    - Taking temperatures?
    - Staff over 60 or with underlying health concerns?
    - Enhanced cleaning protocols? (Can Extended Day re-open?)
- Assessing attendance data, student learning, other needs
  - Adjustments to curriculum in fall
  - Need for summer programming...What? For whom?



# Operational and Financial Impacts

- Buildings are closed (systems shut down)
- Employees working remotely
  - Most continuing to perform job functions in a remote environment
  - In some cases, employees are completing online trainings and professional development
- Continuing to pay out-of-district tuitions
- Negotiating with bus/transportation companies
- Contracted services related to Special Education
  - Some modest short-term savings
  - Long term impact: Need for additional summer supports and potentially compensatory services



# Operational and Financial Impacts

- Questions about FY'21 and FY'22 budgets
  - Legislature is currently examining FY'21 revenue estimates to inform state budget
  - State budget will be delayed.
  - Westwood has done an admirable job preparing for a “rainy day.”
    - Prepared to stabilize budget if Chapter 70 falls short in the upcoming year
    - Carefully tracking the financial impact of the closure to assess needs above FY'20 appropriation
- Any relief from the Federal Government?
  - CARES Act - \$215M to MA....90% earmarked through Title I formula
  - “Stimulus 4?”



# Operational and Financial Impacts

- Most urgent issue is employees and operating budget offsets that are paid through revenue from revolving accounts
  - Food Service
  - Extended Day
  - Building Use
  - Preschool

