

**Wilmington Public Schools**  
**Remote Learning Plan (Community)**  
**April 7 – May 1, 2020**



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**Introduction**

We want to minimize learning gaps to whatever extent possible and maintain some semblance of “normal” operations while we are closed. We understand that “remote learning” may be challenging for some, and that household demands and the health and wellbeing of family members is the top priority right now. We have designed this plan to provide a remote learning framework for teachers and families to follow. We used the following guiding principles when designing our remote learning plan:

- Be mindful of the anxiety and other impactful conditions that this crisis is imposing on students, educators, and families.
- The primary focus of our efforts should be on maintaining connections with students.
- Work that is assigned should be meaningful and focused on the reinforcement of standards-aligned skills. Assignments should reinforce prior learning and deepen understanding through critical thinking and problem solving.
- Activities/instruction should be flexible, engaging, and creative.
- When possible a balance should exist between activities that require screen time and those that do not require technology.
- Activities should allow all students access to learning

With the closure currently set until May 4, we will not introduce new learning. However, should the closure extend beyond May 4, the district will revisit this position and consider teaching new concepts and skills.

**Remote Learning Overview**

Remote learning plans will be thoughtfully developed by educators and do not represent “new required learning” but rather build off what students already know and can do independently. The tasks, activities and lessons may reinforce already taught concepts, deepen learning around key content, or allow for important practice of key skills.

**DESE Remote Learning Advisory (Published March 26, 2020)**

The Massachusetts Department of Elementary and Secondary Education (DESE) released an [advisory](#) to districts focusing on remote learning on March 26, 2020. This advisory was developed with input from several groups including the Massachusetts Teachers Association (MTA), The American Federation of Teachers (AFT), the Massachusetts Association of School Superintendents (MASS), and the Massachusetts Association of School Committees (MASC).

Highlights from this advisory include:

- The safety and well-being of staff, students and families is paramount

- Equity must be a primary focus when planning remote learning. Special considerations must be given when planning for special populations including students with disabilities and English learners
- Maintaining connections between staff and students is critical
- We should not expect remote learning to replicate the traditional school day
- IEP services are not expected to be delivered in a 1 for 1 way with respect to services on the students grid
- Students should be engaged in meaningful and productive learning for approximately half the length of a regular school day
- Student learning should take place via a combination of educator-directed learning and student self-directed learning
  - Educator-directed means that ideas/activities are provided by educators, but it does not require structured, direct instruction. Educators are not expected to deliver online instruction for a particular period of time each day according to a set schedule
- The focus should be on reinforcing skills already taught this year and applying and deepening these skills
- Remote learning tools include, but are not limited to group video or audio calls, email, work packets, projects, reading lists, and online learning platforms
- DESE recommends the following routine and structure for remote learning:
  - Opportunity for students to connect with one or more educators multiple times per week
  - Student access to multiple hours per day of academic content directed by educators
  - Time each day for physical activity
  - Additional time for activities in the arts
- To the extent possible, teachers should provide feedback on student work completed at home

### **Remote Learning Platform**

All Wilmington Public Schools educators have access to the Google Classroom platform and some educators already utilize this resource with their classes. Because we have access to Google Classroom and students in grades 4-12 have email accounts (this is new for grades 4 and 5) through Google, we have encouraged educators to use Google Classroom and Google Meet to post and collect assignments and to hold virtual class sessions. Educators in PreK-3 will make use of tools in place prior to the closure. Individual teachers will communicate with their students indicating the online platform(s) they will utilize.

All student Gmail is filtered to only allow communication with other users in our WPSK12 domain.

### **Overall Design of the Weekly Remote Learning Program**

Remote learning can encompass a wide variety of learning opportunities with examples that include large-group video or audio conference calls, 1:1 phone or video calls, email, work packets, projects, reading lists, online learning platforms, and other resources to effectively engage with students.

While technology can be a supportive tool, teachers have been asked to consider ways that student learning can continue offline as well. This could include exploring the natural world, activities to support students' local communities (with appropriate social distancing), and engaging, hands-on projects and artistic creations that stem from students' own passions and experiences.

**Synchronous and Asynchronous Remote Learning:** *Synchronous learning* is the kind of learning that happens in real time. This means that students and teachers interact in a specific virtual place, through a specific online medium, at a specific time. Methods of synchronous online learning include video conferencing, teleconferencing, live chatting, and live-streaming lectures.

Examples of synchronous activities include, but are not limited to: Responsive Classroom style "morning meeting" (elementary), Socrative (MS/HS), book discussion groups, Google Meet or Zoom discussions for a new assignment or to provide whole class, individual, or small group feedback/instruction, real-time collaboration and communication using Google Apps (*i.e.*, Docs, Slides, etc.).

*Asynchronous learning* allows a student to engage with the activity/lesson on their own schedule. The teacher provides reading materials, lectures to view, assignments to complete, and assessments, and the student has the flexibility to access and satisfy these requirements within a timeframe usually established by the teacher. Methods of asynchronous online learning include self-guided lesson modules, streaming video content, virtual libraries, posted lecture notes/PowerPoint presentations, and exchanges across discussion boards or social media platforms.

Examples of asynchronous activities include, but are not limited to: assigning a book or chapter to read and posting questions for students to answer and submit, assigning math practice using Envisions (K-8) or another online tool, flipping the classroom (posting a video for students to watch and respond to), and offering blog or journaling assignments.

**Time on Learning and Planning:** The Commissioner's guidance around the district's approach to remote learning suggests the equivalent of approximately a half day of learning for students. As applied to our content in Wilmington, we believe that this should be approximately 1 hour per day for pre-K students (5 hours per week), 2.5 hours per day for students in K-5 (12.5 hours per week) and 3 hours per day for students in 6-12 (15 hours per week). The schedules below are designed to provide a framework for teachers and students to use to organize each week of learning. The recommended minutes in each block is to help parents and students determine how long students should spend working on a particular subject/class. If students are having trouble with an assignment, they should reach out to their teacher for support rather than spend time above and beyond the recommended number of minutes.

The blocks below do not necessarily represent synchronous learning experiences. The idea is for students to be engaged in a combination of synchronous and asynchronous experiences. The recommended minutes in parentheses next to each content area below are guidelines to

help teachers plan and to help parents and students know roughly how much time should be spent on a given day for a particular subject/class. We do expect, however, that all educators are offering/conducting at least 1 synchronous activity per week where they connect with students in real time.

**PreK Weekly Recommended Time on Learning** (Recommended minutes in parentheses)

Monday	Tuesday	Wednesday	Thursday	Friday
Complete assignments from the previous week and read/write independently (60)	Literacy Activity (15)	Literacy Activity (15)	Literacy Activity (15)	Literacy Activity (15)
	Math (15)	Math (15)	Math (15)	Math (15)
	Science/Social Studies (15)	Science/Social Studies (15)	Science/Social Studies (15)	Science/Social Studies (15)
	Social Skills / Wellness (15)			

**K-5 Weekly Recommended Time on Learning** (Recommended minutes in parentheses)

Monday	Tuesday	Wednesday	Thursday	Friday
Complete assignments from the previous week and read/write independently (150)	Literacy Activity (60)	Literacy Activity (60)	Literacy Activity (60)	Literacy Activity (60)
	Math (30)	Math (30)	Math (30)	Math (30)
	Science (30)	Social Studies (30)	Science (30)	Social Studies (30)
	Arts / PE / Wellness (30)			

**6-8 Weekly Recommended Time on Learning** (Recommended minutes in parentheses)

Monday	Tuesday	Wednesday	Thursday	Friday
Complete assignments from the previous week	ELA (45)	Math (45)	ELA (45)	Math (45)
	Social Studies (45)	Science (45)	Social Studies (45)	Science (45)

and read/write independently (180)	World Language (45)	Health (45)	World Language (45)	Health (45)
	Arts / PE (45)	Technology (45)	Arts / PE (45)	Technology (45)

**9-12 Weekly Recommended Time on Learning (Recommended minutes in parentheses)**

Monday	Tuesday (B1)	Wednesday (W1)	Thursday(B4)	Friday (W4)
Complete assignments from the previous week and read/write independently (180)	B1 (45)	W1 (45)	B4 (45)	W4 (45)
	B2 (45)	W2 (45)	B2 (45)	W2 (45)
	B3 (45)	W3 (45)	B3 (45)	W3 (45)
	B4 (45)	W4 (45)	B1 (45)	W1 (45)

**Student Attendance / Engagement**

While daily student attendance will not be taken or recorded as it is when school is in session, staff will be monitoring student engagement during this time of closure and if a student is not actively engaged and/or participating, the school will reach out.

If a student is sick, or they have family obligations that limit their ability to be actively involved in an online lesson or meeting that certainly will be understood as the overall health and well-being of each member of a family at this time is most important. In the circumstance where the student desires to participate and is unable to, the educator may communicate with the student or parent to discuss an appropriate alternative to the missed online lesson or meeting.

**Accommodations and Modifications**

- During this school closure, students are entitled to appropriate accommodations and modifications as identified through their 504 or IEP.
- Additional or alternative accommodations may be necessary to allow students to access a remote curriculum.
- Special education liaisons and/or teams will collaborate with general education teachers on ways that remote learning activities can be supported.
- Special education liaisons and related service providers will provide specialized instruction through supports and resources and/or instruction and services in a variety of ways which may include emails, video conferencing, etc. where appropriate, though not necessarily at the frequency or duration as during the regular school year.

- Special education services will be provided in an alternative manner than during the school year. For many students, services may shift to focus on consultation and collaboration with general education teachers rather than direct services to students.

### **Special Education Team Meetings and 504 Meetings**

- Some IEP and 504 meetings will need to occur virtually in order to remain in compliance with timelines.
- Special Education teachers will continue to write IEP's and complete required paperwork.

### **Report Cards and Special Education Progress Reports** **Trimester 2 (Elementary) / Quarter 3 (MS and HS)**

**K-5:** The district is currently developing as timeline for the completion of trimester 2 report cards. Once report cards are complete, they will be shared with parents electronically using Aspen. Information about report cards for the third trimester will be finalized once the date that schools will resume operations is confirmed.

**Middle:** Quarter 3 will be graded on a pass/fail basis. However, in an effort to allow students to improve their overall quarter 3 standing, teachers will accept quarter 3 work until May 4th before determining a pass/fail grade. If students choose not complete any additional assignments for the purpose of make-up or grade improvement, the quarter 3 grade will equate to the average posted as of March 11 as a pass/fail grade. Because of this extension for students to make-up quarter 3 work, quarter 3 report cards will not be distributed until after May 11. Once report cards are complete, they will be shared with parents/students electronically using Aspen. Information about grades and report cards for quarter 4 will be finalized once the date that schools will resume operations is confirmed.

**High School:** Quarter 3 grades were closed on March 11, the last day of classes prior to the shutdown. However, teachers will offer students the opportunity to improve their quarter 3 grades by allowing them to make-up or redo assignments from the first half of quarter 3 up until May 4. If students do not complete any additional assignments for the purpose of make-up or grade improvement, the quarter 3 grade issued will be the grade posted at the mid-quarter on March 10. Because of this extension for students to make-up quarter 3 work, quarter 3 report cards will not be distributed until after May 11. Once report cards are complete, they will be shared with parents/students electronically using Aspen. Information about grades and report cards for quarter 4 will be finalized once the date that schools will resume operations is confirmed.

**Special Education Progress Reports (All Levels):** Special education teachers will complete trimester 2 (elementary) and quarter 3 (MS/HS) progress reports following the same timelines that are established for report cards. Special education teachers will email the reports to the parents of individual students on their caseload. Information about trimester 3 (elementary) and quarter 4 (MS/HS) special education progress reports will be finalized once the date that schools will resume operations is confirmed.

This public health crisis presents new challenges for everyone. The Wilmington Public Schools community is committed to supporting students and families during this unprecedented school closure. Let's all remember to

- ***Be patient with one another.***
- ***Assume good intentions. We are trying to do our best under difficult circumstances.***
- ***We can't do this in isolation. Teamwork is critical.***
- ***Reach out if you have questions or concerns.***