

**Wachusett Regional School District
and the
Wachusett Regional Education Association, Inc.**

Second Amendment to Memorandum of Agreement COVID-19 Closure

Pursuant to the provisions of Chapter 150E of the General Laws of Massachusetts, this Memorandum of Agreement is made and entered into by the Wachusett Regional School District (hereinafter, "District") and the Wachusett Regional Education Association, Inc. (hereinafter, "Association").

WHEREAS, in connection with the public health emergency associated with the COVID-19 outbreak, school operations for educational purposes have been suspended;

Therefore, the Wachusett Regional School District and the Wachusett Regional Education Association, Inc. hereby agree to the following Second Amendment of the Memorandum of Agreement COVID-19 Closure signed and executed on March 20, 2020 which shall remain in full force with the following modifications:

Section C.6 **Enrichment Resources Support** add new bullet points as shown below:

- **This paragraph sunsets on Tuesday April 14, 2020.**

Create New: **Section F: Wachusett Regional School District Remote Learning Plan**

Effective Wednesday April 15, 2020, the parties agree to implement the Wachusett Regional School District Remote Learning Plan. The plan is attached to this agreement as Appendix B. This plan shall be reviewed by the parties on or before May 4, 2020. Any modifications to the Remote Learning Plan must be mutually agreed upon and reduced to writing.

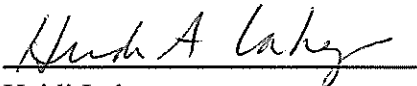
Modify **Section E: Suspension of School Operations for Educational Purposes Beyond April 13, 2020** as follows:

This agreement shall remain in full force and effect until schools are reopened or until the conclusion of the school year on June 18, 2020.

Dated this 14th day of April 2020.



Darryll McCall, Ed.D.
Superintendent of Schools
Wachusett Regional School District



Heidi Lahey
President
Wachusett Regional Education Association, Inc.

Appendix B

Wachusett Regional School District Remote Learning Plan

Introduction

The purpose of the Wachusett Regional School District's (WRSD) Remote Learning Plan (the Plan) is to provide a sense of continuity for our students, parent(s)/guardian(s), and staff during this unprecedented and extraordinary time. We agree with the Commissioner of Education, Jeff Riley, and also believe that students, educators and people in all of our communities will benefit from clarity with respect to remote learning, and this plan has been developed to provide this clarity.

We recognize, as does the Department of Elementary and Secondary Education (DESE), that the level of instruction that will occur via remote learning cannot replace a student's experiences and what he or she would be taught in a traditional classroom environment when school is in session. We also recognize that families are currently finding their home, work and parental lives intertwined like never before. Provided that many parents may find themselves working from home, sick, or unemployed, we understand that students may have less explicit support, resources, or time available to them for learning than they would in a typical school day. This plan has been developed with all of this in mind.

Finally, as noted in a recent communication out to district leaders by Commissioner Riley's letter, "we must all pull together-parents and caregivers, students, the community, and of course, our educators and staff-to help students continue their learning over this extended period."

Guiding Principles

The safety and well-being of students, families, and staff is our top priority as an educational community. We are focused not only on the physical health, safety, and nutrition of our students, families and staff, but also on their social-emotional and mental health needs. With this in mind, we have developed a section of the Plan focused just on student and family supports. In addition, this guiding principle was used to help inform other aspects of this plan.

During this period of extended school closure, the District has an obligation to engage students in meaningful and productive learning opportunities. This Plan establishes guidance for the development of remote learning lessons, student engagement, student feedback, and grading of student work. The overall focus of the lessons are to engage students in meaningful learning activities that prioritize the development of key concepts and skills.

Maintaining connections between school staff and students is of primary importance during this unprecedented time of extended school closure, particularly for the most vulnerable members of our school community. The Plan lists various tools that educators will use to communicate with students and families during this time. In addition, the plan established the expectation for teacher feedback to students and families on the work that students do.

Overview of the Plan

This plan will begin on Wednesday April 15, 2020, and will be in effect until the schools reopen or 185th scheduled school day, whichever is sooner. The differences between the optional enrichment activities that are in place now and the remote learning lessons which will begin shortly are detailed below.

- **Student participation:** Students are expected to consistently participate in teacher developed activities.
- **Length of student's day:** Remote learning is expected to engage students for *no more than half the length of a typical school day*, executed in a flexible schedule that is intended to work in the home setting.
- **Focus of lessons:** Remote learning lessons will focus on reviewing and reinforcing skills and knowledge already taught this school year, applying and deepening these skills, and may introduce *some essential* new material which may vary based on grade and level. Lessons will also encompass a combination of teacher-directed and self-directed learning opportunities. Please note, teacher-directed does not require direct teacher contact/instruction during the learning activity. Teachers may provide a week's worth of lessons at one time.
- **Method of delivery:** Remote learning lessons may take many forms and vary by age, grade level, and individual needs. A variety of methods will be used, including but not limited to technology, online activities, hands-on activities, exploration of the natural world, paper-based activities, artistic creations, project-based learning, and physical movement to name a few.
- **Student feedback:** Teachers will provide feedback to students on progress made towards relevant standards and/or learning goals as determined by the educator based on a review of student work completed at home
- **Student grading and assessment:** For the duration of this plan, final grades will be reported as pass/fail at the high school level, as "meeting expectations" or "not meeting expectations" for 6-8, and as "progressing towards expectations" or "not progressing towards expectations" for PreK-5. In addition, there will be no final exams given while this plan is in place.

Definition of Remote Learning

Remote Learning occurs when the learner and instructor, or source of information, are separated by time and/or distance and therefore cannot meet in a traditional classroom setting. Remote learning is not synonymous with online learning, synchronous learning or asynchronous learning. While technology can be a supportive tool, especially for online learning, with remote learning, districts and schools should also consider ways that student learning can continue offline, such as helping students to engage with resources in their everyday lives and in the natural world around them.

Remote learning is not intended to replicate the traditional school day, however, remote learning can still provide unique opportunities to support students' curiosity and understanding as well as introduce new content and reinforce existing knowledge and skills.

Remote learning can encompass a wide variety of learning opportunities. This could include exploring the natural world, activities to support students' local communities (with appropriate social distancing), and engaging in hands-on projects and artistic creations that stem from students' own passions and experiences.

Examples of remote learning tools 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. These tools could be used to deliver lessons, provide individual student support, provide resources (including instructional material and student assignments), connect students to each other and their teacher, and provide feedback on student work.

In developing this learning plan, the District has looked to use many of these tools and encourage teachers to employ what makes sense with their grade level, subject, and of students in developing their lessons provided the platform is approved by the District.

Responsibilities of Staff, Students, and Families

Administrator Responsibilities

- Communicate updates from the District to staff, families and caregivers in a timely manner
- Clearly outline remote learning expectations to staff, families, caregivers and provide supports to bring plans to fruition
- Support staff in carrying out their responsibilities and support staff with any potential discipline issues that result from online lessons.
- Chair virtual IEP meetings
- Remain accessible to students, parents, caregivers, colleagues and administrators
- Respond to all staff emails promptly, within 24 hours Monday through Friday.
- Connect biweekly with district administrative team
- Connect weekly with school-level staff
- Communicate with families regarding student progress/participation with the remote learning process.
- Weekly, K-5 administrators will include a brief summary of offerings and links to content, written by their related-arts teachers, in home communication with families.
- Facilitate the distribution of materials as needed for students without internet access on a case by case basis

Educator Responsibilities

- Communicate the daily or weekly lessons, expectations, assignments, and/or plans with students and, as appropriate, families or caregivers.
- Outreach to students and/or families at least twice a week with students via email, phone, video chat, etc.
- Respond to all emails during the next scheduled office hours.
- Educators shall establish daily office hours (at least 2 hours, that need not be scheduled consecutively) within their regularly scheduled work day specifically designated for student/family communication. Educators will notify students and/or families of the scheduled time which can be used to respond to student questions and to support students. In the event of a need to change the time, educators will give appropriate notice to families/students.
- Educators will make every effort to participate in any virtual IEP meetings which shall within the school day. Educators shall be provided with a minimum of two (2) school days notice of the meeting. The District recognizes that from time-to-time, unexpected situations may preclude a teacher from attending a virtual IEP meeting.
- Teachers meet as grade level teams at least once a week as determined by the teacher and share the schedule times of meetings and any products with building Principals.
- Teachers shall participate in no more than one hour long meeting each week with the building principal and rest of the staff.
- Reminder: Teachers are Mandated Reporters and they must report any potential 51A issues to the administrator via email & phone call as soon as possible.
- In the event that an educator is required to cover for an extended absence of a staff member of more than one (1) week or for a vacant position, the educator will be compensated at the rate 1/900th per day.

Elementary Related Arts Specialists Responsibilities

- Educator responsibilities from above as applicable to the elementary specialist setting. Due to the complexity of servicing hundreds of students in multiple classrooms and grade levels the twice weekly communication with parents and students will be provided within the structure of the provided weekly enrichment and learning activities.
- Build and maintain a digital platform for the sharing of activities and lessons using approved district technologies including but not limited to Google Classroom, Google Sites and school websites. Students and families will be able to access this content on-demand, within their own time frame.
- Develop weekly activities and lessons to support the age levels and abilities of each building following the districts guidelines for related arts:
 - 50 minutes per subject in grades 3-5 (See page 7, 4b)
 - 30 minutes per subject/per week in grades K-2 (see page 8, 4b)
- Elementary related arts specialists will collaborate with teachers in district-wide programs based in their buildings to create content for their classrooms.
- Elementary related arts specialists will provide their building administrators with a weekly paragraph summarizing assigned activities for the upcoming week with links to reach materials. The administrators will then forward to families within their weekly update.

Special Education Educators, and English as a Second Language Educators Responsibilities

- Educator Responsibilities from above
- Collaborate with regular education teachers to help modify and adapt lessons to provide access to learning opportunities for special education or English learner students on their caseload
- Create remote learning activities on an as needed basis for students on their caseload
- Document services being offered via email, modified remote learning activities or Linking Plans that address specific goals and objectives from the student's IEP.

Related Service Providers (SLP, PT, OT) Responsibilities

- Connect to students and/or families of students on IEPs and 504s at least twice a week via district approved platforms such as email, Google phone, Google Classroom post, video chat AND based on student's age/grade access needs and applicability.
- Respond to all emails during the next scheduled office hours.
- WREA provider shall establish daily office hours (at least 2 hours, that need not be scheduled consecutively) within their regularly scheduled workday specifically designated for student/family communication and communicate this on a weekly basis. In the event of a need to change the time, educators will give appropriate notice to families/students.
- Participate in any caseload specific virtual IEP meetings that shall occur within the school day. Members shall be provided with no less than two (2) school days notice for the meeting. The District recognizes that from time-to-time, unexpected situations may preclude a teacher from attending a virtual IEP meeting.
- Finalize IEP "paperwork" following meetings in accordance with the district recommended timeline of 10 days and past WREA bargained member responsibilities.
- Participate in either a school or department alike virtual meetings at the same frequency and duration of other WREA members.
- For students receiving B grid services: provider will connect with content area instructor and/or case manager as appropriate based on student needs to offer suggestions to the educational team to support the provider's area of expertise AND attend occasional live remote learning opportunities, if applicable and available given schedule demands.
- For students receiving C Grid/pull out services: create remote learning opportunities, using best practice for service area to meet which are planned to take no more than 50% of the students' weekly C grid services, for students on their caseload

- Document supports/instruction and communication being offered via remote learning modalities that address specific goals and objectives from the student's IEP/504 on a documentation form agreed upon and then created and shared by the team chairperson.
- Follow state, national and/or educator licensure requirements as appropriate inclusive of remote learning or teletherapy requirements.
- Complete supervision requirements for assistants, as applicable
- Reminder: Teachers are Mandated Reporters and they must report any potential 51A issues to the administrator via email & phone call as soon as possible.

School Guidance and Adjustment Counselors and School Psychologists Responsibilities

- Contribute to district-wide health and mental health online resource guide for students and families, as needed
- Collaborate with grade-alike colleagues to generate weekly enrichment activities related to mental health, social-emotional learning, and/or self-care, as well as other related subject areas to promote student wellness
- When deemed appropriate by the counselor or requested by the parent or student, the counselor will review with the student and/or parent the means by which counseling services may be delivered remotely and how the remote counseling may be accessed before initiating remote counseling services.
- Teachers meet as grade level teams at least once a week as determined by the teacher and share the schedule times of meetings and any products with building Principals.
- Teachers shall participate in no more than one hour long meeting each week with the building principal and rest of the staff.
- Collaborate with parent(s)/guardian(s) to provide case management and offer support as needed
- Communicate with outpatient providers as needed
- When deemed appropriate by the counselor, provide periodic phone check-ins with identified students

ABA Teacher Responsibilities

- Connect at least twice a week with families and/or students via email, phone, video chat, etc.
- Set clear expectations for students
- Respond to all emails during the next scheduled office hours.
- Educators shall establish daily office hours (at least 2 hours, that need not be scheduled consecutively) within their regularly scheduled work day specifically designated for student/family communication. Educators will notify students and/or families of the scheduled time which can be used to respond to student questions and to support students. In the event of a need to change the time, educators will give appropriate notice to families/students.
- Remain accessible to students, parents, caregivers, colleagues and administrators
- Educators will make every effort to participate in any virtual IEP meetings which shall within the school day. Educators shall be provided with a minimum of two (2) school days notice of the meeting. The District recognizes that from time-to-time, unexpected situations may preclude a teacher from attending a virtual IEP meeting.
- Teachers meet as program teams at least once a week as determined by the teacher and share the schedule times of meetings and any products with building Principals.
- Teachers shall participate in no more than one hour long meeting each week with the building principal and rest of the staff.
- Create remote learning activities to support skill maintenance and acquisition of IEP Goals and Objectives on an as-needed basis for students on their caseload
- Collaborate with teachers to help modify and adapt lessons to provide access to learning opportunities for special education students on their caseload that attend those specific general education content areas

- Document services being offered via email, modified remote learning activities or Linking Plans that address specific goals and objectives from the student's IEP.
- Provide home consultation remotely with parents and district-wide BCBA when requested by any team member, but not to exceed what is described in the child's IEP.
- If direct remote learning opportunities (or remote discrete trials) are utilized the ABA teachers should consult with and supervise at least one ABA PA conducting at least one teletherapy session per week lasting no more than 30 minutes
- Write Individual Education Plans, and Three-Year-Revaluations in line with current timelines based on historical student performance, in lieu of additional formal testing

Student Responsibilities

- Regularly participate in remote learning
- Complete assigned work on time as directed by teacher
- Respond to teacher prompts
- Use teacher office hours to ask questions/seek assistance as needed
- Submit work that demonstrates one's best independent effort during this time

Parent/Guardian Responsibilities

- Remind students of remote learning expectations
- Help to create a structure by developing a daily or weekly routine
- Encourage students to work diligently on assignments
- Encourage students to utilize office hours/virtual opportunities to connect with their teachers or to receive help or feedback

Grade Level Specifications

Grades 9-12

1. **Available resources to engage students:** Examples of remote learning resources available for staff to use include the following:
 - a. Approved district technologies including but not limited to Google Hangouts/Google Hangouts Meet, group video or audio conference call software to engage with students.
 - b. Gmail or Google Classroom for connecting with families and students.
 - c. Textbooks and ancillary material available electronically
 - d. Printed, scanned, or electronically shared lessons, materials, projects, readings, etc.
 - e. Google Classroom and Actively Learn for online learning platforms.
 - f. The items above can be used to deliver lessons, provide individual student support, provide resources that include instructional material and student assignments, connect students to each other as well as with a teacher, and to provide feedback to students on their work.
2. **Focus of Remote Learning Lessons:** At the high school, remote learning lessons will focus on reinforcing and reviewing skills already taught and may focus on new material as aligned with the applicable curriculum framework. Lessons will also encompass a combination of teacher-directed and self-directed learning opportunities. Please note, teacher-directed does not require direct teacher contact/instruction during the learning activity. Teachers may provide a week's worth of lessons at one time.
3. **Length of remote learning day for students:** Not to exceed 3 hours in total for all content areas.
4. **General Guidance for the length of time a student would be expected to spend on each class:**

- a. Not more than 30 minutes per day for each honors and AP class. For a week, this would be not more than 150 minutes (2.5 hours) for classes that meet every day, and not more than 60 minutes per week for classes that meet every other day.
 - b. Not more than 25 minutes per day for each CPA class. For a week, this would be not more than 125 minutes for classes that meet every day, and not more than 50 minutes per week for classes that meet every other day.
 - c. Not more than 20 minutes per day for each CP, unlevelled, pull out/small group class. For a week, this would be not more than 100 minutes for classes that meet every day and not more than 40 minutes for classes that meet every other day.
 - d. Staff are asked to develop lessons that will not exceed these time limits.
 - e. Everyday classes are 5x and every other day classes will be 2x.
 - f. Teachers can develop lessons based on the amount of time they have in a day or based on the amount of time they have available in a week.
5. **Feedback to students:** Teachers will provide feedback to students on progress made towards relevant standards and/or learning goals as determined by the educator based on a review of student work completed at home.
 6. **Student grading:** For the fourth quarter, all courses will be graded as pass/fail (credit/no credit).
 - a. At the midpoint of term four, teachers will provide a list of students who are not meeting standards to administration. Administration will then reach out to parents/guardians to determine whether learning opportunities were equitable, specifically keeping in mind home access to the internet, problems with technology, the variety of disability, health, and language challenges that could occur.
 - b. Before failing a student in any course, teachers will provide a list of students who did not meet the standards set for a passing grade to administration. Administration will again investigate to determine whether the learning opportunities were equitable as described above. Upon concluding the investigation, administration will confer with the teacher to determine what grade will be assigned.
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Grades 6-8

1. **Available resources to engage students:** Examples of remote learning resources available for staff to use at the middle grade level include the following:
 - a. Approved district technologies including but not limited to Google Hangouts Meet, group video or audio conference call software to engage with students.
 - b. Gmail for connecting with families and students.
 - c. Textbooks and ancillary material available electronically
 - d. Printed, scanned, or electronically shared lessons, materials, projects, readings, etc.
 - e. Google Classroom and Actively Learn for online learning platforms.
 - f. The items above can be used to deliver lessons, provide individual student support, provide resources that include instructional material and student assignments, connect students to each other as well as with a teacher, and to provide feedback to students on their work.
2. **Focus of Remote Learning Lessons:** At the middle school level, remote learning lessons will focus primarily on reviewing and deepening skills and understanding of content already taught with a few lessons focused on introducing new skills and content. This means that most of the lessons should focus on review, and teachers are asked to have at least 70% of their remote learning lessons focused on reviewing and deepening students' skills and knowledge of material already taught. Middle School teachers are also asked to have no more than 30% of their remote learning lessons focus on new skills and new content as aligned with the applicable curriculum framework. Lessons will also encompass a combination of teacher-directed and self-directed learning opportunities. Please note, teacher-directed does not require direct teacher contact/instruction during the learning activity. Teachers may provide a week's worth of lessons at one time.
3. **Length of remote learning day for middle school students:** Not to exceed 2.5 hours in total per day.

4. **General Guidelines for the Length of time a student would be expected to spend on each subject:**
 - a. For the core content subjects (ELA, social studies, math and science) no more than 25 minutes per day. For a week this would be no more than 125 minutes that a student would be expected to spend on each core subject.
 - b. For the related arts (art, physical education, music, world language and technology), a student would be expected to spend no more than 50 minutes per week on each subject.
 - c. Staff are asked to develop lessons that will not exceed these time limits.
 - d. Schools may decide to cluster subjects or to have a day focus on one or more subjects.
 5. **Feedback to students:** Teachers will provide feedback to students on progress made towards relevant standards and/or learning goals as determined by the educator based on a review of student work completed at home.
 6. **Student grading:** For the fourth quarter, all courses will be graded as “meeting expectations” or “not meeting expectations.” Please note that although final grades for the fourth quarter will be “meeting expectations” or “not meeting expectations” individual assignments may receive a numerical or percentage grade.
 - a. At the midpoint of term four, teachers will provide a list of students who are not meeting standards to administration. Administration will then reach out to parents/guardians to determine whether learning opportunities were equitable access to the learning opportunities during the closure, specifically keeping in mind home access to the internet, problems with technology, the variety of disability, health, and language challenges that could occur.
 - b. Before awarding a grade of not meeting expectations in any course, teachers will provide a list of students who did not meet the standards set for a passing grade to administration. Administration will again investigate to determine whether the learning opportunities were equitable as described above. Upon concluding the investigation, administration will confer with the teacher to determine what grade will be assigned.
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Grades 3-5

1. **Available resources to engage students:** Examples of remote learning resources available for staff to use at the upper elementary grade level include the following:
 - a. Approved district technologies including but not limited to Google Hangouts Meet, group video or audio conference call software to engage with students.
 - b. Gmail for connecting with families and students.
 - c. Textbooks and ancillary material available electronically
 - d. Printed, scanned, or electronically shared lessons, materials, projects, readings, etc.
 - e. Google Classroom and Actively Learn for online learning platforms.
 - f. The items above can be used to deliver lessons, provide individual student support, provide resources that include instructional material and student assignments, connect students to each other as well as with a teacher, and to provide feedback to students on their work.
2. **Focus of Remote Learning Lessons:** At the upper elementary level, remote learning lessons will focus primarily on reviewing and deepening skills and understanding of content already taught with a few lessons focused on introducing new skills and content. This means that most of the lessons will focus on review, and teachers are asked to have at least 70% of their remote learning lessons focused on reviewing and deepening students' skills and knowledge of material already taught. Elementary teachers are also asked to have no more than 30% of their remote learning lessons focus on new skills and new content as aligned with the applicable curriculum framework.
3. **Length of remote learning day for upper elementary students:** Not to exceed 2 hours in total per day.
4. **General Guidelines for the Length of time a student would be expected to spend on each subject:**

- a. For ELA and math, a student would be expected to spend no more than 30 minutes per day on each subject. For a week this would be no more than 150 minutes that a student would be expected to spend on each subject.
 - b. For social studies and science, related arts (art, physical education, and music), a student would be expected to spend no more than 50 minutes per week on each subject.
 - c. Also, students will be provided with 50 minutes of self-directed learning time per week. The student can choose how to use this time and what they would like to explore.
 - d. Staff are asked to develop lessons that will not exceed these time limits.
 5. **Feedback to students:** Teachers will provide feedback to students on progress made towards relevant standards and/or learning goals as determined by the educator based on a review of student work completed at home.
 6. **Student grading:** For the fourth quarter, students will be graded using two broad statements: “progressing towards expectations” or “not progressing towards expectations” as opposed to the way student work has graded earlier this year prior to the closure.
 - a. At the midpoint of term four, teachers will provide a list of students who are not meeting standards to administration. Administration will then reach out to parents/guardians to determine whether learning opportunities were equitable during the closure, specifically keeping in mind home access to the internet, problems with technology, the variety of disability, health, and language challenges that could occur.
 - b. Before providing a student with a “not progressing toward expectations” grade in any course, teachers will provide a list of students who did not meet the standards set for a passing grade to administration. Administration will again investigate to determine whether the learning opportunities were equitable as described above. Upon concluding the investigation, administration will confer with the teacher to determine what grade will be assigned.
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Grades K-2

1. **Available resources to engage students:** Examples of remote learning resources available for staff to use at the lower or primary elementary grade level include the following:
 - a. Approved district technologies including but not limited to Google Hangouts Meet, group video or audio conference call software to engage with students.
 - b. Gmail for connecting with families and students. Students now have email addresses and teachers can access these in PowerTeacher.
 - c. F & P Classroom resources, Eureka math resources, books, and other learning materials
 - d. Printed, scanned, electronically shared lessons, audio books and recordings, materials, projects, reading lists, etc.
 - e. Google Classroom to support online learning.
 - f. The items above can be used to deliver lessons, provide individual student support, provide resources that include instructional material and student assignments, connect students to each other as well as with a teacher, and to provide feedback to students on their work.
2. **Focus of Remote Learning Lessons:** At the K-2 level, remote learning lessons will initially focus on reviewing essential skills and content that have already been taught and may focus on introducing some new material as aligned with the applicable curriculum framework once students have adjusted to the routine of remote learning.
3. **General Guidelines for the Length of remote learning day for students in the primary grades:** Not to exceed 90 minutes (1.5 hours) in total per day covering a total of 5 days in any week.
4. **General Guidelines for the length of time a student would be expected to spend on each subject:**
 - a. For K-2, the primary focus of remote learning will be on ELA and math. A student would be expected to spend no more than 30 minutes per day on each subject. This would mean that a student would spend no more than 150 minutes on each of these subjects each week.

- b. For the related arts (art, physical education, and music), a student would be expected to spend no more than 30 minutes per week on each of these subjects, which can be incorporated into any ELA/math content.
 - c. Also, students will be provided with 60 minutes of self-directed learning time each week. The student can choose how to use this time and what they would like to explore.
 - d. Staff are asked to develop lessons that will not exceed these time limits.
 - 5. **Feedback to students:** Teachers will provide feedback to students on progress made towards relevant standards and/or learning goals as determined by the educator based on a review of student work completed at home.
 - 6. **Student grading:** For the fourth quarter, students will be graded on a much broader range. Students will be graded using two broad statements: “progressing towards expectations” or “not progressing towards expectations” as opposed to the way we have graded them earlier this year.
 - a. At the midpoint of term four, teachers will provide a list of students who are not meeting standards to administration. Administration will then reach out to parents/guardians to determine whether learning opportunities were equitable during the closure, specifically keeping in mind home access to the internet, problems with technology, the variety of disability, health, and language challenges that could occur.
 - b. Before providing a student with a “not progressing toward expectations” grade in any course, teachers will provide a list of students who did not meet the standards set for a passing grade to administration. Administration will again investigate to determine whether the learning opportunities were equitable as described above. Upon concluding the investigation, administration will confer with the teacher to determine what grade will be assigned.
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Grade PreK

1. **Available resources to engage students:** Examples of remote learning resources available for staff to use at the preschool grade level include the following:
 - a. Approved district technologies including but not limited to Google Hangouts Meet, group video or audio conference call software to engage with students/families.
 - b. Email for connecting with families and students.
 - c. Books, and other learning materials.
 - d. Audio books and video recordings, video modeling, recorded activities.
 - e. The items above can be used to provide individual student/family support, provide parent(s)/guardian(s) with resources that help with carryover and practice, provide family with the means to connect with teachers and related service providers, and to provide opportunity for parent(s)/guardian(s) to discuss with teachers their child’s progress towards expectations.
2. **Focus of Remote Learning Lessons:** At the PreK level, remote learning lessons will focus on supporting students’ social-emotional skills, play, behavior regulation, fine/gross motor and language. Pre-academics will be a secondary focus. These lessons will focus primarily on deepening student understanding of previously taught material.
 - a. Wherever possible, learning should take place via a combination of educator-directed resources and activities, student exploration, and parent/guardian-facilitated activities.
 - b. Teachers will provide a minimum of one choice board with 6-10 activities each week. Choice boards may be supplemented with additional activities, videos, website, and on-line resources.
3. **Length of time a student would be expected to spend doing remote learning:** Families would be expected to spend no more than 20-30 minutes 3-4 days/week accessing on-line resources, engaging in choice board activities, and connecting with teachers and related service providers
4. **Feedback to students:** Teachers and building-based related service providers will be available 1-2 hours day/3 days a week to connect with parent(s)/guardian(s), provide support as needed, and to assess continued development.

5. **Student grading:** For the final progress reporting period, students will be rated on a much broader scale: “progressing towards expectations” or “not progressing towards expectations” as opposed to the way we have graded them earlier this year. Before providing a student with a “not progressing towards expectations” rating for any subject, staff and administration are asked to consider whether the student had equitable access to the learning opportunities during the closure, specifically keeping in mind home access to the internet, problems using technology, the variety of disability, health, and language challenges that could occur.
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ABA Classrooms PreK-Post Graduate

1. **Available resources to engage students:** Examples of remote learning resources available for staff to use at all grade levels may include, but not be limited to:
 - a. Google Hangouts Meet, and Zoom, Gmail for connecting with families and students. Students now have email addresses and teachers can access these in PowerTeacher.
 - b. Teachtown, Boardmaker online, books, or other learning materials
 - c. Printable materials, audiobooks and recordings, materials
 - d. The items above can be used to deliver lessons, provide individual student support, provide resources that include instructional material and student assignments, and connect students to the teacher.
2. **Focus of Remote Learning Lessons:** Remote learning lessons will initially focus on reviewing essential skills and content that have already been taught and may focus on introducing some new material once students have adjusted to the routine of remote learning.
 - a. Functional academics and activities of daily living will be the primary focus of remote learning for this grade span. For any new learning, staff are asked to prioritize content based on a review of student IEP goals and objectives.
3. **Length of remote learning day for students in the primary grades:** Not to exceed 90 minutes (1.5 hours) in total per day covering a total of 5 days in any week.
4. **Length of time a student would be expected to spend on each subject:**
 - a. The primary focus of remote learning will be on functional academics and activities of daily living. A student would be expected to spend no more than 30 minutes per day on each subject. This would mean that a student would spend no more than 150 minutes on each of these subjects each week.
 - b. For the related arts (art, physical education, and music), a student would be expected to spend no more than 15 minutes per week on each of these subjects.
 - c. Staff are asked to develop lessons that will not exceed these time limits.
5. **Feedback to students:** Teachers will provide feedback on student work done at home in the form of parent consult via email.
6. **Student Assessment via Progress Reports:** For the fourth quarter, students will be assessed in a much broader range. Progress Reports will reflect student participation and progress towards current goals and objectives using two broad statements: “progressing towards expectations” or “not progressing towards expectations”
 - a. At the midpoint of term four, teachers will provide a list of students who are not meeting standards to administration. Administration will then reach out to parents/guardians to determine whether learning opportunities were equitable access to the learning opportunities during the closure, specifically keeping in mind home access to the internet, problems with technology, the variety of disability, health, and language challenges that could occur.
 - b. Before providing a student with a “not progressing towards expectations” denotation for any objective, teachers will provide a list of students who did not meet the standards set for a passing grade to administration. Administration will again investigate to determine whether the learning opportunities were equitable as described above. Upon concluding the investigation, administration will confer with the teacher to determine what grade will be assigned.

Student & Family Supports

Wachusett understands that families are adjusting to the current circumstances, and that the school district's administration, faculty, and staff can serve to decrease the stress experienced by families. We hope to institute accountability with flexibility and grace in order to assign students responsibility for engaging with assignments and learning tasks, while doing our best to support students and families who are facing significant challenges. District and school-based administrators, faculty, and staff welcome parents, guardians, and students to be transparent and open about the ways in which they are impacted by the COVID-19 outbreak and the extended school closure in the hopes that the district's response *helps students and their families* to acclimate to these new circumstances.

While these interactions cannot fully replicate a face-to-face interaction, it is the hope that this outreach will increase feelings of student and family connectedness with school during the school closure. This sense of engagement and connectedness will support the transition back to school when schools reopen district-wide.

A list of health and mental health resources has been made available to WRSD families during the school closure. These resources are intended to provide practical guidance to parents/guardians about how best to explain the COVID-19 outbreak, as well as link families with area resources to mitigate the negative impact of the school closure on the functioning of families in the school district. [Link here for resources website](#)

WRSD school counselors, psychologists, and nurses are valuable resources for students and families to navigate through barriers to health and mental health treatment that have resulted from the COVID-19 quarantine, to the extent that is possible.

Feel free to reach out to your child's Principal or Assistant Principal as a first point of contact. You can also email Brendan Keenan, District Director of Social-Emotional Learning (Brendan_Keenan@wrsd.net), Christine Smith, Administrator of Special Education (Christine_Smith@wrsd.net), or Jeffrey Carlson, Director of Human Resources (Jeff_Carlson@wrsd.net) if you have any questions, ideas, or feedback.

