

# WALLINGFORD SWARTHMORE SCHOOL DISTRICT

## FLEXIBLE INSTRUCTION PLAN

MARCH 2020

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## Introduction

The Wallingford-Swarthmore School District is committed to designing the most effective methods and systems available in the district for the continuation of our high-quality education despite the exceptional circumstances of the full school closure in the state of Pennsylvania. Our Flexible Instruction Plan does not replicate onsite learning; however, we are confident that our teachers can deliver appropriate instruction that allows students to grow academically in an online environment. When posting comments or responses, students should be responsible digital citizens.

The purpose of this document is to outline how WSSD will offer a Flexible Instruction model for the continuation of the educational program. Much of the Flexible Instruction will involve Asynchronous Learning. An Asynchronous Learning Environment is a learning environment that *does not* require participants, teachers, and students to be online at the same time. With varying availability to technology within each household, our intention is to create a Flexible Instruction Plan that makes it possible for families to adjust to the shared usage of technology within the home. We have also kept in mind the many responsibilities the parents in our community have outside of being a support system for their students' at-home learning. As such, the Flexible Instruction plans will strike a balance between making progress on learning outcomes and keeping the learning challenges reasonable so that students have a high chance for success.

This WSSD Flexible Instruction Plan will define the following:

- Implementation Procedure to conduct school remotely until resumption of normal operations;
- The expectations required of both teachers and families for the successful continuation of student learning and family communication; and,
- The District Plans that address developmentally appropriate and meaningful student learning experiences.

The following WSSD Flexible Instruction Plan is designed to address the following scenario:

- Asynchronous learning to ensure the opportunity to learn for all students;
- Synchronous engagements when possible to support learning and socio-emotional well-being of students through real-time engagements as identified;
- Limited and/or variable online access to technology and internet for some students;
- Extended flexible timeline for Flexible Instruction delivery (at least, if not more than two weeks);
- A commitment to monitoring and improvement of this plan and the student experience during the time of its implementation.

## Flexible Instruction/Distance Learning Platforms:

The following online platforms support both Flexible Instruction and faculty/student/family collaboration to ensure a quality student learning experience when planning and delivering remotely:

- WSSD Outlook email and School Messenger and Class Dojo at the elementary level are the communication tools used to contact and communicate with WSSD families, K-12.
- Google Classroom, Zoom, and Seesaw are the online distance learning platforms used in the Elementary School (K-5).
- Google Classroom and Zoom are the online distance learning platforms used in the Middle School (6-8), High School (9-12) and with Related Services.
- Google Apps and Zoom are faculty online collaboration platforms for remote instructional planning.

In addition to the above resources, we encourage faculty, students, and parents to contact [helpdesk@wssd.org](mailto:helpdesk@wssd.org) for any tech related question and to expect a response within 48 hours. This email account is managed by our Technology Support Specialists.

## Roles and Responsibilities (School)

Administrative Team	<ul style="list-style-type: none"> <li>● Develop Flexible Instruction expectations for distance learning at each level.</li> <li>● Communicate regularly with faculty/staff and parents.</li> <li>● Support faculty/staff and parents during Flexible Instruction days.</li> <li>● Ensure effective implementation of Flexible Instruction Plan.</li> <li>● Participate in IEP, 504 and GIEP meetings.</li> </ul>
Content Area, Special Area	<ul style="list-style-type: none"> <li>● Collaborate with colleagues to design Flexible Instruction experiences for students.</li> <li>● Develop high-quality student learning experiences.</li> <li>● Communicate with and provide timely feedback to students.</li> <li>● Communicate with parents, as necessary.</li> <li>● Participate in IEP, 504 and GIEP meetings</li> </ul>
Special Education Teachers, Teachers of the Gifted, & 504 Coordinators	<ul style="list-style-type: none"> <li>● Partner with classroom teachers to accommodate the online learning curriculum they are providing to the learning support students on their caseload.</li> <li>● Communicate with all parents of students on their caseload the first week regarding the online learning plan and how they will co-plan with the teachers for the students to access the content of the distance learning lessons.</li> <li>● Ongoing communication with all parents and students on their caseload.</li> <li>● Planning and implementing high-quality learning experiences through online interventions.</li> <li>● Communicate with Instructional support staff and collaborate to assist in student learning.</li> <li>● Review and revise special education related documents</li> <li>● Chair meetings related to IEPs, GIEPs, and 504s according to timelines.</li> </ul>

Counselors and Guidance Instructors: Mental Health	<ul style="list-style-type: none"> <li>● Provide counseling lessons that students could complete at home based on the current curriculum.</li> <li>● Provide developmentally appropriate resources and counseling sessions that address anxiety, isolation, health and wellbeing.</li> <li>● Respond to counseling needs of students, as needed.</li> <li>● Participate in IEP and 504 meetings as needed.</li> </ul>
Counselors: Academic Guidance & College Planning	<ul style="list-style-type: none"> <li>● Participate in IEP, 504 and GIEP meetings as needed.</li> <li>● Ensure continuity of the processing of student files for college applications.</li> <li>● Support school advocacy with colleges, College Board, and other external bodies to ensure campus closure and its effects are understood.</li> </ul>
Media Specialists	<ul style="list-style-type: none"> <li>● Curate resources for teachers to support the development of high quality online learning experiences for students.</li> <li>● Create screencasts, videos, podcasts or other how-to resources for teachers.</li> <li>● Support teachers in the development of Flexible Instruction experiences, as needed.</li> </ul>
Reading & Math Interventionists	<ul style="list-style-type: none"> <li>● Manage reading and math intervention resources used at the various levels of learning.</li> <li>● Partner with classroom teachers to accommodate the online learning curriculum they are providing to the learning support students on their caseload.</li> </ul>
Related Services - Speech, Occupational Therapy, BCBAs, & Physical Therapy	<ul style="list-style-type: none"> <li>● Collaborate with colleagues to design Flexible Instruction experiences for students.</li> <li>● Develop high-quality student learning experiences.</li> <li>● Ongoing communication with all parents and students on their caseload.</li> <li>● Review and revise special education related documents.</li> <li>● Participate in IEP and 504 meetings.</li> </ul>
School Psychologists	<ul style="list-style-type: none"> <li>● Collaborate with families and staff on concerns related to student needs</li> <li>● Complete Evaluations and Re-Evaluations for identified students within timelines</li> <li>● Provide developmentally appropriate resources and counseling sessions that address anxiety, isolation, health and wellbeing for assigned students.</li> <li>● Respond to counseling needs of students, as needed for assigned students.</li> </ul>
Technology Support Specialists	<ul style="list-style-type: none"> <li>● Provide timely responses to student, family, and faculty requests regarding technology issues.</li> </ul>
Testing Coordinators	<ul style="list-style-type: none"> <li>● Remain in contact with the College Board (AP &amp; SAT) and ACT</li> <li>● Communicate information to teachers, parents and students, as it becomes available.</li> </ul>
DCIU ELL Teachers	<ul style="list-style-type: none"> <li>● Support teachers for EL student learning experiences in accordance with district Flexible Instruction plans.</li> <li>● Curate and/or develop resources to support EL students.</li> <li>● Communicate with and provide timely feedback to students.</li> <li>● Communicate with parents, as needed.</li> </ul>

DCIU Deaf and Hard of Hearing	<ul style="list-style-type: none"> <li>● Support teachers for DHH student learning experiences in accordance with district Flexible Instruction plans across all schools.</li> <li>● Communicate with all parents of students on their caseload the first week regarding the online learning plan and how they will co-plan with the teachers for the students to access the content of the distance learning lessons.</li> <li>● Ongoing communication with all parents and students on their caseload.</li> <li>● Planning and implementing high-quality learning experiences through online interventions.</li> <li>● Communicate with Instructional support staff and collaborate to assist in student learning.</li> <li>● Curate and/or develop resources to support DHH students.</li> <li>● Communicate with and provide timely feedback to students and parents</li> <li>● Review and revise special education related documents.</li> <li>● Chair meetings related to IEPs, GIEPs, and 504s according to timelines.</li> </ul>
Nurses	<ul style="list-style-type: none"> <li>● Complete necessary screenings as identified or consult with families to complete these screenings.</li> <li>● Complete any required medical documents required by the PA Department of Health, local Department of Health, or district</li> <li>● Consult with families and staff related to medical needs that are impacting a student’s ability to access their education.</li> <li>● Collaborate with Non-Public schools in the district boundaries to support their medical needs.</li> <li>● Consult with the local Department of Health as needed.</li> <li>● Participate in IEP and 504 meetings</li> </ul>
Instructional Support	Duties TBD

## Roles and Responsibilities (Students)

<b>Student</b>	<ul style="list-style-type: none"> <li>● Dedicate appropriate time to learning, comparable to a school day and/or as guided by your teacher/s.</li> <li>● Check appropriate online platforms for information on courses, assignments, resources daily.</li> <li>● Use secondary (SHMS &amp; SHHS) teacher “office hours” for questions or support.</li> <li>● Identify a comfortable and quiet space to study/learn.</li> <li>● Engage in all learning posted with academic honesty and with good digital citizenship.</li> <li>● Submit all assignments in accordance with provided timeline and/or due dates.</li> <li>● Ensure own social and emotional balance by keeping healthy habits.</li> </ul>
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<b>Question Related To:</b>	<b>Contact:</b>
A class, an assignment, a resource	Relevant teacher
A technology issue/request	<a href="mailto:helpdesk@wssd.org">helpdesk@wssd.org</a> or <a href="mailto:helpdesk@wssdgmail.org">helpdesk@wssdgmail.org</a>
Any other issue related to Flexible Instruction for Elementary students	Building Principal
Any other issue related to Flexible Instruction for Secondary students	6th Grade: Buecheler 7th Grade: Krall 8th Grade: King 9th Grade: McLaughlin 10th Grade: Matsanka 11th and 12th Grade: LaPira

## Roles and Responsibilities (Parents)

<b>Parents</b>	<p>Support their child/ren in their learning by:</p> <ul style="list-style-type: none"> <li>● Providing an environment and schedule conducive to daily learning (access to technology, safe and quiet space during daytime).</li> <li>● Engaging in conversations on posted materials, assignments, where appropriate.</li> <li>● Help students check appropriate online platforms for information on courses, assignments, resources daily.</li> <li>● Encouraging attendance, as much as possible, to any “office hours” offered by each of their child’s teacher/s.</li> <li>● Collaborate with staff to schedule any direct meetings or sessions</li> <li>● Support emotional balance by providing ample room and time for reflection, physical activity, conversation, and play.</li> </ul>
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<b>Question Related To:</b>	<b>Contact:</b>
A class, an assignment, a resource	Relevant teacher
A technology issue/request	Email <a href="mailto:helpdesk@wssd.org">helpdesk@wssd.org</a> or <a href="mailto:helpdesk@wssdgmail.org">helpdesk@wssdgmail.org</a>
Any other issue related to Flexible Instruction for Elementary students	Building Principal
Any other issue related to Flexible Instruction for Secondary students	6th Grade: Buecheler 7th Grade: Krall 8th Grade: King 9th Grade: McLaughlin 10th Grade: Matsanka 11th and 12th Grade: LaPira

## **Flexible Instruction Elementary School Overview**

Over the course of this Flexible Instruction time period, our faculty will partner with parents to engage students in experiences that stretch their understanding and expand how they approach new learning. Teachers will continue to carry forward their instrumental role in guiding, supporting, and challenging students to take on new responsibilities and to become excited about new learning.

Teachers will communicate with students/parents through Google Classroom (Grades 3-5), Seesaw (Grades K-2) and Class Dojo online subscriptions, to engage students in rich learning tasks. For students with IEPs, GIEPs, and 504s, the assigned case manager will continue to take the lead on facilitating and coordinating supports and services. Please refer to the [Special Education, Gifted Education and 504 Overview](#) section regarding flexible instruction and meeting the needs of individual students.

### **Role of Parents**

As Elementary School students are still developing their independence, a teacher-parent partnership is necessary for students to engage in Flexible Instruction tasks and to access on-line resources. The designed learning tasks and activities will provide direction and support to families with the understanding that task completion depends on each individual families' circumstances. We recognize and have taken into consideration that parents may have more than one child to guide as we have developed this plan. Therefore, the framed supports for the learning experience have a range of time for each grade level and are listed below. This time will both inform and help prepare the student to engage in the learning tasks that the teacher has designed on that given day.

#### ***We ask parents for the following support:***

- Read the updates on the learning platform (Seesaw/Google Classroom) from your child's teachers.
- Read home learning tasks and activities posted on the learning platform (Seesaw/Google Classroom) with your child.
- Designate a place in your home or where you are temporarily located so your child can work independently on his/her assigned tasks and complete independent reading each day.
- Email your child's classroom teacher if you or your child has questions and/or if your child needs extra help and support. Teachers will be available and be present on-line for four hours daily to help and support. These hours will be posted by the teachers in the learning platform (Seesaw/Google Classroom).



## Elementary School Flexible Instruction Plan

### Content and Timing

The first week of Flexible Instruction will focus on skill review and practice, along with developing new online learning routines.

- All learning tasks for March 30 - April 3 will be posted via your child's learning platform (Seesaw/Google Classroom) by Monday, March 30th by 8:00 a.m. This does not preclude a teacher from posting daily communication in addition to the Monday morning post.

The following weeks of Flexible Instruction will focus on developing *new* skills, knowledge, understandings, and concepts, as well as on review and practice.

- All learning tasks for each week will be posted on Seesaw/Google Classroom on all subsequent Mondays by 8:00 a.m. This does not preclude a teacher from posting daily communication in addition to the Monday morning post.
- This schedule may be adjusted, when necessary, to accommodate IEP and 504 meetings.

### Monitoring Progress

Teachers will monitor student progress through the activities that students engage in through digital platforms. Teachers will provide feedback to students each week.

### *Kindergarten*

The Flexible Instruction Plan in Kindergarten will include a list of home learning activities parents can facilitate for their children.

**Learning Experience:** At the beginning of each week, teachers will post a Monday Morning Update in Seesaw to welcome their students and parents to the upcoming Flexible Instruction experience and will briefly explain the learning approach and focus for the week.

**Learning Timeframe:** Students are encouraged to engage in distance learning for approximately 45 minutes a day with the understanding that activities that take place throughout the day are extensions of this time (e.g., reading aloud, pretend play, investigations, writing, drawing).

**Learning Specifics:** The purpose of this document is to provide an overview of the experience. Information on how to log into Seesaw will be forthcoming. More specific details will be shared by teachers in Seesaw starting Monday, March 30th.

Approximate Time per Day	Subject Area
20 Minutes	Literacy: Reading and/or Writing (with connections to Science/Social Studies content as appropriate)
20 minutes	Math Activities
Limitless– Art, Music and PE Ideas from your Special Area Teachers	Looking at books and reading aloud to your child is something we would always suggest. We encourage you to spend time as a family in learning that often feels like play. For example, play a game that requires math/strategy/critical thinking. Something as simple as a Tic-Tac-Toe game turned into a graph of wins/losses/draws is one such idea. Many more ideas from our teachers will be shared and updated.

**Grade 1 to Grade 2**

The Flexible Instruction Plan in First and Second Grade will include home learning engagements and/or activities that parents can assist their child in completing.

**Learning Experience:**

At the beginning of each week, teachers will post a Monday Morning Update to welcome their students and parents to the upcoming Flexible Instruction experience and will briefly explain the learning approach and focus for the week.

**Learning Timeframe:** The described learning is designed to take approximately one hour/day. We also encourage you to explore familiar experiences and activities like that of reading for pleasure, journal writing, and play to extend and enhance your child’s learning.

**Learning Specifics:** This purpose of this document is to provide an overview of the student learning experience. Information on how to log into Seesaw will be forthcoming. More specific details will be shared in Seesaw starting Monday, March 30th.

Approximate Time per Day	Subject Area
25 Minutes	Literacy: Reading and/or Writing (with connections to Science/Social Studies content as appropriate)
25 minutes	Math Activities
Limitless– Art, Music and PE Ideas from your Special Area Teachers	Looking at books and reading aloud to your child is something we would always suggest. We encourage you to spend time as a family in learning that often feels like play. For example, play a game that requires math/strategy/critical thinking. Something as simple as a Tic-Tac-Toe game turned into a graph of wins/losses/draws is one such idea. Many more ideas from our teachers will be shared and updated.

## Grade 3 to Grade 5

The Flexible Instruction Plan for Third to Fifth Grade will include home learning engagements and/or activities that parents can assist their child in understanding for independent completion.

**Learning Experience:** At the beginning of each week, teachers will post a Monday Morning Update to welcome their students and parents to the upcoming Flexible Instruction experience and will briefly explain the learning approach and focus for the week.

**Learning Timeframe:** Students are encouraged to engage in distance learning for approximately 1.5 hours/day, no more than 6.5 hours a week. The quality of this experience is most closely associated with how deeply the child is connecting to the experience. Over the course of this timeframe, students will engage with varying degrees of independence. The more challenging the task, the more support that might be required. Encourage your child to seek support while allowing your child to accept responsibility and take on challenges with increasing independence.

**Learning Specifics:** The purpose of this document is to provide an overview of the student learning experience. Information on how to log into Google Classroom will be forthcoming. More specific details will be shared in Google Classroom starting Monday, March 30th.

Approximate Time per Day	Subject Area
30 Minutes	Literacy- Reading & Writing (with connections to Science/Social Studies content as appropriate)
30 minutes	Math
Limitless– Art, Music, PE, Strings/Band Instrument Practice Ideas from your Special Area Teachers	Looking at books and reading aloud to your child is something we would always suggest. We encourage you to spend time as a family in learning that often feels like play. For example, play a game that requires math/strategy/critical thinking. Something as simple as a Tic-Tac-Toe game turned into a graph of wins/losses/draws is one such idea. Many more ideas from our teachers will be shared and updated.

## **Flexible Instruction Middle School Overview**

We know that learning takes in many different forms and can take place in many different settings. Our upcoming distance learning experience is the very type of experience that our middle school students are prepared to take on and to grow from, independently, with their peers, and even with their families.

Over the course of the district closure, students will be invited to engage in learning experiences that will stretch their thinking and will encourage new ways of exploring content in each of their classes, even though they will not be physically present at school.

The clear goal for these days is to provide meaningful educational experiences while instruction occurs online, allowing students to interact, to engage, to grow, and ultimately, to learn. For students with IEPs, GIEPs, and 504s, the assigned case manager will continue to take the lead on facilitating and coordinating supports and services. Please refer to the [Special Education, Gifted Education and 504 Overview](#) section regarding Flexible Instruction and meeting the needs of individual students.

### **Role of Parents**

As Middle School students are still developing their independence, a teacher-parent partnership is necessary for students to engage in distance learning tasks and, in some cases, to access on-line resources. The learning tasks and activities provide direction and support to families. We recognize that parents may have more than one child to guide, therefore we have framed the learning experience to require minimal parent involvement.

#### ***As a parent of Middle School students, we ask you for the following support:***

- Check in with your child daily about their distance learning tasks, activities and assessments they are working on.
- Designate a place that is conducive to engaging in online school work and flexible instruction, away from distractions such as other electronics, TV, video games, etc.
- All learning tasks for March 30 - April 3 will be posted via Google Classroom on Monday, March 30th by 8:00 a.m. This does not preclude a teacher from posting daily communication in addition to the Monday morning post.

The following weeks of Flexible Instruction will focus on developing new skills, knowledge, understandings, and concepts, as well as on review and practice.

- All learning tasks for each week will be posted on Google Classroom on all subsequent Mondays by 8:00 a.m. This does not preclude a teacher from posting daily communication in addition to the Monday morning post.

## Middle School Flexible Instruction Plan

### **Content and Timing:**

The Flexible Instruction Plan in Middle School will include engaging experiences for each scheduled class students have on their regular school schedule for that day. With several lessons to engage in each week, teachers will account for the increased demand that will be required of students as they are engaging in this type of independent distance learning.

Teachers will provide guidance specific to the amount of time activities/assignments might require. This will include time spent on accessing content, as well as completing work. Students will also have off-screen tasks that are designed to engage the middle school learner and attend to middle school needs. Total time for engagement in learning for each class, including reading, homework, work towards long term assignments, and assessments, *should not exceed the following guidelines:*

- Math - 120 minutes *per week*
- Language Arts - 120 minutes *per week*
- Science - 90 minutes *per week*
- Social Studies - 90 minutes *per week*
- World Language - 60 minutes *per week*
- Special classes - 45 minutes *per week* (FCS, Music, Health/PE, Art, Computer Science and Literacy, Technology Ed.)
- This schedule may be adjusted, when necessary, to accommodate IEP and 504 meetings.

<b>Monday/ Wednesday/Fridays</b>	<b>Tuesday/Thursdays</b>
<b>Departmental/Grade level Collaboration</b> <b>Time 8:00 -9:00</b>	<b>IEP Meetings</b> <b>Time: 8:00 - 9:00</b>
<b>Teacher Availability*</b> <b>Time: 9:30 - 11:30</b>	<b>Teacher Availability*</b> <b>9:00-10:00</b>
<b>Teacher Availability*</b> <b>1:00 - 2:00</b>	<b>Teacher Availability*</b> <b>Time: 1:30 - 3:30</b>

\*Teachers will be accessible online to communicate and respond to student questions quickly.

### **Asynchronous Interactions:**

- Teachers will communicate student learning expectations, provide resources, collect assignments, and provide feedback through Google Classroom.
- Google Classroom pages will be continually updated. Lesson updates will be ready for access by Monday mornings by 8:00 a.m. When a learning experience includes a project or extended application of learning over multiple days, lesson updates will be posted for multiple upcoming sessions. Lessons will include:
  - A brief update referencing the materials page to access resources/assignments, etc.
  - A written explanation and/or recorded video/screencast to introduce, explain tasks, or provide instruction for activities/assignments.
- If students are required to engage in a project or extended application of learning, the project will be broken down into smaller actions/outcomes with deliverables/check-ins.

- Teachers will respond to student and parent emails/questions within 24 hours outside of “Teacher Availability” times during the school week.
- Teachers will provide an estimated duration for all learning activities. Teachers should expect that some students will take longer than anticipated.
- Teachers will clearly communicate deadlines for completing all assignments.

***Assessment and monitoring progress:***

- Non-graded formative and practice tasks:
  - Students may be asked to provide evidence of learning for each subject as a check for understanding.
  - Students should complete assigned non-graded assessments that provide a check for understanding. These may include (but are not limited to) questions, discussions, forms, and polls.
  - Teachers will monitor student progress with ongoing and regular feedback.
  - Teachers will actively engage with the student, parents, counselor(s), learning specialist(s) (EL or Learning Support Teachers) and Administration to support students who are not producing evidence of learning.
- Graded summative tasks:
  - Teachers will provide feedback to students at regular checkpoints on tasks that extend over multiple days/weeks.
  - Teachers will notify students and parents when content assignments and summative assessments will be graded. These may include (but are not limited to) electronic portfolios, electronic quizzes/tests, research projects, and writing assignments.
  - Clear instructions on where/how to turn in assignments will be provided to students.
  - Teachers will be expected to post grades on PowerSchool on a weekly basis.

## Flexible Instruction High School Overview

During school closure, students will participate in meaningful learning experiences in each of their classes, even though they will not be physically present on campus. For students with IEPs, GIEPs, and 504s, the assigned case manager will continue to take the lead on facilitating and coordinating supports and services. Please refer to the [Special Education, Gifted Education and 504 Overview](#) section regarding flexible instruction and meeting the needs of individual students.

### Role of Parents

**As a parent of High School students, we ask you for the following support:**

- Check in with your child daily about the distance learning tasks, activities and assessments they are working on.
- Designate a place where your child will work independently on his/her assigned tasks.
- Engage your child in conversations about their remote learning experiences.
- Ask your child about their deadlines and support them, as needed, in submitting assignments according to the established deadlines.
- Remind your child to email his/her teachers if your child or you have questions or if you need extra help and support. Our faculty will be on hand to help and support within 24 hours.

### Content and Timing

The first week of Flexible Instruction will ensure that students are able to access the classroom materials and focus on skill review and practice before requiring any graded assignments.

Students are expected to log into their Google Classrooms on a daily basis. Teachers will be expected to give ample notice for graded assignments, understanding that not all students are able to log onto their computers at the same time. Similar to teacher response, students are expected to respond to teacher instructions within 24 hours during the school week.

### High School Flexible Instruction Plan

#### ***Content and Timing:***

- Students will be provided with a clear daily learning target for each week to ensure they know what learning they need to accomplish for the week.
- All learning tasks for each week will be posted on Google Classroom every Monday by 8:00 a.m., beginning on Monday, March 30th. This does not preclude a teacher from posting daily communication in addition to the Monday morning post.
- Total time for engagement in learning for each class, including reading, homework, and work towards long term assignments, should not exceed 45-60 minutes per day, per class. Students enrolled in AP classes should expect to complete the curriculum as outlined by the College Board and as such, may have additional time commitments.

- The following are office hours when teachers will be available for their students. These set times are established for student/teacher interaction, but do not need to be synchronous instructional sessions. Teachers will communicate specific expectations for participation.
- The departmental collaboration and prep time schedule may be adjusted, when necessary, to accommodate IEP and 504 meetings. In order to ensure that all students have scheduled access, teachers should maintain office hours whenever possible.

<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>Departmental Collaboration Time</b> 8:00-9:00	<b>IEP Meetings</b> 8:00-9:00	<b>Departmental Collaboration Time</b> 8:00-9:00	<b>IEP Meetings</b> 8:00-9:00	<b>IEP Meetings</b> 8:00-9:00
<b>Block 1</b> (9:15am-10:30am) *	<b>Block 3</b> (9:15am-10:30am) *	<b>Block 2</b> (9:15am-10:30am)*	<b>Block 4</b> (9:15am-10:30am) *	<b>Block 1</b> (9:15am-9:45am)* <b>Block 2</b> (9:45-10:15)* <b>Block 3</b> (10:15-10:45)* <b>Block 4</b> (10:45-11:15)* <b>Block 5</b> (1:00-2:00)*
<b>Block 2</b> (1:00pm-2:15pm) *	<b>Block 4</b> (1:00pm-2:15pm)*	<b>Block 1</b> (1:00pm-2:15pm) *	<b>Block 3</b> (1:00pm-2:15pm)*	
<b>Block 5</b> (11:15am-11:45am)*	<b>Block 5</b> (11:15am-11:45am) *	<b>Block 5</b> (11:15am-11:45am) *	<b>Block 5</b> (11:15am-11:45am) *	

\* Teachers will be accessible online via Google Classroom, Zoom and/or email to respond to student questions quickly.

### ***Asynchronous Interactions:***

- Teachers will design multiple learning tasks that complement each other in the development of understanding.
- Teachers use interactive features to introduce the lesson and/or to provide instructions, when appropriate. Students may be expected to participate in discussion posts.
- Teachers will provide an estimated duration for all learning activities. Teachers should expect that some students will take longer than anticipated.
- Teachers will clearly communicate deadlines for completing all assignments.
- Teachers will clarify in advance how students should contact them if they need assistance and will respond during scheduled times to all student inquiries. In addition, teachers will respond to student and parent emails/questions within 24 hours outside of office hours during the school week.

### ***Assessment and monitoring progress:***

- Teachers will use a variety of assessment tasks to inform instruction, improve learning, and report on student achievement.
- Teachers will design assessment instruments and create environments that assist students in making good choices related to issues of integrity. This could include:
  - Using an assessment monitoring system like lockdown browser or turnitin.com
  - Reminding students of the academic integrity policy.
  - Establishing clear expectations and guidelines for use of sources and collaboration and including them as part of the assessment task;
  - Post-assessment authentication through student reflection or teacher: student dialogue; or
  - Creating assessments that allow for student choice and development for how they will demonstrate learning.



- Non-graded formative and practice tasks:
  - Students must complete assigned non-graded assessments that provide a check for understanding. These may include (but are not limited to) discussions, forms, and polls.
  - Teachers monitor student progress with ongoing and regular feedback.
  - Teachers will actively engage with the student, parents, counselor(s), learning specialist(s) (EL or Learning Support Teachers) and Administration to support students who are not producing evidence of learning.
- Graded assignments:
  - Students must complete assignments, not to exceed four graded assignments per week, per class. These may include (but are not limited to) discussion posts, checks for understanding, electronic portfolios, electronic quizzes/tests, research projects, and writing assignments.
  - Students should be working on an individual course not to exceed 45-60 minutes per day, regardless of the academic level of the course. Teachers must recognize that not all students work at the same pace. AP courses may be an exception, if students must complete curricula in preparation for the exam.
  - Clear instructions on where/how to turn in assignments will be provided to students.
  - Teachers will be expected to post grades on PowerSchool on a weekly basis.
- Students Enrolled in Advanced Placement Courses:
 

All members of our high school communities connected with externally-assessed courses – AP teachers, students, and parents of AP students – are aware of the additional pressures related to this unexpected transformation of in-school instructional time to distance learning. On Friday, March 20, 2020, the College Board released a modified plan for AP Exam administration. The plan is explained here: <https://apcentral.collegeboard.org/about-ap/news-changes/coronavirus-update>

Given the recent release of information, teachers and the administrative team will develop a clear exam administration plan and will share it as soon as it is available.

## **Flexible Instruction Special Education, Gifted Education, and 504 Overview**

The Wallingford-Swarthmore School District is dedicated to access for all students. During this transition to flexible learning, students with IEPs, GIEPs, and 504s will continue to receive the supports and services outlined in these plans, as possible. Case managers will continue to work with general education teachers on accommodations and modifications to assignments. Additionally, as appropriate, staff will also provide instruction in areas identified in the IEP and/or GIEP. Your student(s) may be included in additional “classrooms” beyond their classes. The case manager will be able to clarify the specific expectations for the “homeroom activities” and how they relate to your child.

Related Services such as Speech, Occupational Therapy, Behavioral Consultation, Counseling, Social Skills, Physical Therapy, etc. may be provided through a tele-therapy approach. This tele-therapy may occur through the Zoom platform. You will not need to create an account in order to participate. However, you may register via the following link: <https://zoom.us/join>

Evaluation, Re-evaluation, and IEP meetings will be held virtually. The case manager will contact families and IEP team members to schedule a time for the meeting. Meetings will be held via Zoom. A meeting may be scheduled to review changes to the IEP related to the extended closure. Each level has identified preferred times to hold IEPs, however, IEP teams will continue to make effort to hold meetings that reasonably accommodate parent schedules

Please also refer to the WSSD website for any additional questions related to [Student Services](#).

*We thank you once again for your consistent and unwavering support as we work together to deliver continuity of learning during this challenging time. Do not hesitate to reach out to our administration and faculty if in need. – Your WSSD Learning Community.*