

## Updated WCASD Elementary Guidelines for Remote Learning

May 2020

*Many of our teachers are already using these guidelines. Please read them to see if there are ways you can enhance your own instruction.*

As we communicated when we began new instruction on March 30, classroom teachers should provide approximately 60 minutes of math and 90 minutes of ELA daily.

***Keep in mind that what took 90 minutes in the first two weeks may now only take 30 or 40 minutes. It may be time to increase the volume of instruction/learning to hit our minimum target.***

1. **Ideally, “can-do” assignments should be related to the “must-do” assignments.** For example, if the math lesson was about perimeter, a “can do” could be an extension activity to find the perimeter of all the rooms in a simple floor plan of a house.
2. As a grade level team, provide **1 math and 1 reading lesson per day featuring a WCASD teacher.** Teachers can divide the work to develop content specific videos. (For example, if there are 4 teachers on your 5th grade team, you can divide up the 8 lessons for the week. This means you will only record 2 videos per week.) It’s important that our teachers continue to provide much of the teaching. Our teachers ultimately do a better job than animated videos/PowerPoints on their own.
3. Conduct at least **1 weekly zoom check-in. Consider scheduling smaller zoom sessions to provide help to students and/or to follow up with concepts.**
4. Grades 3 – 5 can begin to incorporate some social studies and science into the math and reading assignments (e.g. a writing assignment can focus on a social studies topic.) Curriculum supervisors are preparing some science and social studies can-do assignments that can be incorporated into your Schoology pages. Please let parents know they are available when you add them.

**Special Education Teachers:** Due to the needs of their students, they are providing small group and individual differentiated instruction to students in order to meet IEP goals. In addition to the teaching responsibilities, special education has regulatory responsibilities that are required to be completed.

Guidelines to consider:

- Collaborate with other district special education teachers to share lessons and reduce workload, when possible. (A document with all special education teacher contacts is being created and shared.) Please notify parents if you are sharing a lesson from another district teacher.

- Supervisors will prepare the Extended School Year (ESY) check list sheets. Teachers will only need to verify for accuracy.
- Dr. Ranieri created a Google doc to address challenges and provide solutions to support teachers. [Special Ed Challenges and Solutions](#)

### **Special Area Teachers:**

Guidelines to consider:

- Special area teacher assignments should be part of the Schoology and/or Seesaw assignment list. Please send links to your lessons to classroom teachers
- Provide 1 video lesson per four-day learning cycle in k-2 and 3-5, that is made by the special area teacher.
- If not already doing so, instrumental music teachers can schedule zoom sessions with students.

**Specialists (Reading Specialists, Gifted Resource Teachers, English Language Development Teachers, and Instructional Coaches):** Currently they are providing support to small groups of students through their regular classroom work, planning with teachers, and creating differentiated work as needed to support students.

Guidelines to consider:

- Coordinate times with the grade levels on conducting zoom meetings.
- Work across the district to share lessons and videos that can be used with each other's students to reduce workloads.
- If not already doing so, consider small group zoom sessions to provide help to students.
- Coordinate with classroom teachers to modify assignments.

**Access support (Case Workers, School Counselors, Psychologists, Intervention Specialists, Paraprofessionals, Nurses)** Currently each of these areas has a list of responsibilities including part of MTSS teams, scheduling sessions with students and families, and providing student support.

Guidelines to consider:

- If a student isn't attending class or completing assignments, specialists can reach out to the parent/student to determine where there are roadblocks.
- Meet with students individually or in small groups to facilitate the completion of assignments and reinforce skills. Principals can be point of contact to schedule this.