

## Updated WCASD Secondary 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.*

Instruction during each 90-minute block should be 20-30 minutes, with the remaining time used for students to complete assignments and/or ask teachers for help either via email or zoom. All teachers are scheduling office hours.

Guidelines to consider:

- Post asynchronous work, and individual assignments on Schoology, at the beginning of the week so families can plan (surveys show 1/3 of high school students are helping younger siblings.) Students still must post attendance each day.
- Middle School parents have asked that teachers coordinate assignment workloads. While this may be a daunting task, we ask that teachers offer grace and flexibility for students to complete assignments.
- One synchronous or recorded lesson per four-day cycle. Students should be getting at least one lesson like this per class per week. If you are conducting a Zoom call, you may record the lesson portion of the call and post it for parents to access at a later time.
- When possible, begin to shift from pre-recorded videos to teacher made videos, or teacher voice-overs on lessons using apps such as Nearpod, and Screencast.
- Schedule shorter Zoom lessons for follow-up with small groups of students who need help with a concept.
- Schedule time for student help during the 90 minute block.
- Provide students advanced notice of Zoom meetings. Students have asked for 24 hours' notice whenever possible.
- High School students have asked if teachers are able to use the Schoology calendar feature to help organize assignments as it makes it easier for them to view their diverse workload for the day/week. We are offering Friday sessions on the Schoology calendar feature, organization of folders, use of completion rules, etc.
- If not already doing so, collaborate with Professional Learning Communities to share lessons.

**Office Hours:** Teachers should to communicate times when they can be available for immediate feedback. This can be in email, phone, or live video format. Portions of a teacher's duty time should be used for communication. All teachers are required to hold at least 30 minutes of daily office hours, and post their hours on their Schoology page.

Guidelines to consider:

- Remind students and parents that “office hours” are really a “time for teacher help.” If students who need help aren’t checking in during office hours, teachers can schedule small zoom sessions to meet with students who need help based on work submitted.
- Teachers should contact principals when students are consistently not showing up for scheduled sessions.
- Use the breakout feature in Zoom for student break-out sessions during synchronous classes.
- You are welcome to schedule individual office hours with students on a Friday if you would like to use some of that time in that manner.
- In order to create the best opportunities for students, and avoid conflict with other teachers, office hours should be scheduled at the end of a 90 minute block.

**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.

Guidelines to consider:

- Teachers can begin sharing lessons with the same subject area special ed teachers. Lessons can be placed on Schoology.
- 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](#)

**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, school staff can reach out to the parent/student to determine roadblocks.
- School staff can meet with students individually or in small group to facilitate the completion of assignments and reinforce skills.