Updates on the Hybrid Model and Remote Learning Academy
September 11, 2020

Now that the School Committee has decided to start the school year in the hybrid model while giving families a remote learning option, and now that School Committee and Weston Education Association has come to an agreement, we can give you a more detailed overview about what teaching and learning will look like in the Weston Public Schools to begin the school year. This document is an update on the "Options for Families" section in the August 10th "Weston School Reopening Plan." and will provide you with detailed descriptions of both the hybrid model and Remote Learning Academy for elementary, middle, and high school. Updates on other sections, including safety, student services, and technology, are forthcoming.

Throughout the summer, we have planned for a continuum of scenarios for learning during the 2020-21 school year. Our goal throughout the planning process has been to develop plans for in-person, hybrid, and remote learning consistent with the goals established by the Massachusetts Department of Elementary and Secondary Education (DESE). Our decision process included an examination of multiple scenarios. There is no single factor that can be used to make a decision about the most appropriate learning model for students; rather, we considered a variety of factors, including health and safety considerations, teaching and learning implications, opportunities and limitations of our physical building structures, staffing issues, and financial implications. In addition, we were aware of the number of educators and students who have health concerns or other circumstances which may prevent them from returning to school in person. We have developed opportunities for these groups as part of the planning process.

The Weston Public Schools is providing families with two options for the 2020-21 school year. Parents and guardians can either enroll their children in Weston's Remote Learning Academy or send their children to school, which will begin on September 15th under a hybrid model. While we anticipate that the Remote Learning Academy will stay intact throughout the 2020-21 school year, the School Committee and Superintendent will continue to monitor health indicators within the district, town and state, and make adjustments to the in-school program throughout the school year as necessary and appropriate. If COVID levels remain low, we will move toward more in-person learning, particularly at the elementary level. If COVID levels rise significantly at some point during the school year, we may need to move to an all-remote model.

The following sections provide a detailed overview of the hybrid model and Remote Learning Academy for elementary, middle, and high school students.

The Hybrid Model

Weston's hybrid learning model splits remote and in-person learning for most students. Students have been divided into two groups: Group A (bobcat) and Group B (lynx). Group A will attend school on Mondays and Thursdays. Group B will attend school on Tuesdays and Fridays. All students will learn remotely on Wednesday. There will be more asynchronous learning on Wednesdays, as there are designated times for teacher planning and professional development.

Hybrid daily schedule

Group	Monday	Tuesday	Wednesday	Thursday	Friday
Group A (Bobcat)	In school	Remote	Remote	In school	Remote
Group B (Lynx)	Remote	In school	Remote	Remote	In school

On four-day weeks, including the first week of school, we eliminate the all-remote Wednesdays. Instead, Wednesdays will have in-school and remote groups scheduled on the day off to ensure that both Groups A and B are in school twice during the week. Here is an example of the first week of school:

Hybrid first week of school schedule

Group	Monday 9/14	Tuesday 9/15	Wednesday 9/16	Thursday 9/17	Friday 9/18
Group A (Bobcat)	No school	Remote	In school	In school	Remote
Group B (Lynx)	No school	In school	Remote	Remote	In school

Other fall four-day weeks following this same pattern are the week of September 28th (Yom Kippur) and the week of October 14th (Columbus Day).

Cohort placement

Weston High School has divided students alphabetically between Group A (Bobcat) and Group B (Lynx). Except in rare instances, students with last names beginning with A-K are in Group A; students with last names beginning with L-Z are in Group B. We have placed all students from the same families in the same group, except in special circumstances.

K-8 schools carefully placed students into balanced, supportive classrooms and cohorts, keeping in mind students' specific learning and social emotional needs.

Many families have received cohort and classroom assignments for their children and some are still awaiting. We thank you for your patience, as this was a complex, iterative process made more difficult with the recent hiring and staffing changes we needed to make. We understand that cohort placement impacts family scheduling for the upcoming school year. Early in the process at a School Committee meeting, we stated that we would do our best to meet the needs of individually formed remote learning cohorts. Shortly afterward, we amended our statement and communicated it repeatedly at School Committee meetings: given the complexities of this work, changes in placement will only be made if it impacts health and safety or makes childcare impossible for the family.

Three ways to instruct students

The hybrid model encompasses three ways that teachers can instruct students: in-school live instruction; remote live instruction; and asynchronous instruction. For two mornings a week, students will go to school and meet their teachers in half-size classes so that social distancing and other safety precautions can be followed. With K-8 cohorting, desks spaced apart, mask-wearing, and outdoor learning opportunities, the in-school learning environment will be different and take some getting used to, but we hope that the small class sizes make in-school learning extra-productive.

At other times during the week -- in the afternoons, on the remote days, and on Wednesday mornings -- students will have live, remote sessions with their teachers. Teachers have worked hard to make remote live lessons as engaging as possible for students. Students can expect to receive and process new information in small, manageable chunks, to have many quick, informal opportunities to demonstrate their understanding, and to work collaboratively with their teachers and/or peers in small breakout groups.

During the remaining parts of the school day, students will receive structured asynchronous learning activities from their teachers. They may view/listen to live or recorded instruction, observe demonstrations, process, practice, and reflect on previous learning, hold class discussions with their peers, work on individual or group projects, or participate in self-paced, online learning activities. We have found that promoting student voice and choice and helping students develop their independent learning skills are key components of an effective asynchronous learning program.

The Elementary hybrid program

Below are sample elementary hybrid schedules followed by descriptions of each kind of learning block:

Sample grades K-2 hybrid schedule (M, T, Th, F)

In School Day			**Remote Day**	
Time	**Class/Activity**		**Time**	**Class/Activity**
8:00-8:15	Arrival at school routines			
8:15-8:30	Morning meeting		8:15-8:30	Morning meeting (live)
8:30-9:20	Live, in-person instruction: Block 1		8:30-9:00	Asynchronous learning: Block 1 (20-30 minutes)
9:20-9:50	Snack (outside if possible), mask break, recess *		9:20-9:50	Asynchronous learning: Block 2 (20-30 minutes)
9:50-10:40	Live, in-person instruction: Block 2		10:10-10:35	Live remote instruction: literacy, math, or science/social studies
10:40-11:00	Mask break		10:40-11:05	Live remote instruction: literacy, math, or science/social studies
11:00-11:50	Live, in-person instruction: Block 3		11:10-11:35	Live remote instruction: literacy, math, or science/social studies
11:50-12:00	Dismissal routines		11:35-12:30	Lunch
12:00	Dismissal, Grab and go lunch End of day for Pre-K and K		12:30-1:15	Live remote instruction: art, music, or Spanish***
12:00-2:00	Transportation home; lunch		1:20-1:50	Asynchronous learning: Block 3 (20-30 minutes)
2:00-2:30	Live remote instruction, closing circle (two days/week) Grades 1-2 library (1 day/week)** Asynchronous learning block (1 day/week)		2:00-2:30	Live remote instruction, closing circle (two days/week) Grades 1-2 library (1 day/week)** Asynchronous learning block (1 day/week)
45 min. Anytime in the afternoon	Asynchronous P.E. Class			** library blocks will meet at 2:00, 2:30, or 3:00
	* snack, recess, and mask breaks will be staggered throughout the school day.			*** art, music, and Spanish classes wil be scheduled at 8:30, 9:30, 12:30, or 1:20.

Sample grade 3 hybrid schedule (M, T, Th, F)

In School Day			**Remote Day**	
Time	**Class/Activity**		**Time**	**Class/Activity**
8:00-8:15	Arrival at school routines			
8:15-8:30	Morning meeting		8:15-8:30	Morning meeting (live)
8:30-9:20	Live, in-person instruction: Block 1		8:30-8:55	Live remote instruction: literacy, math, or science/social studies
9:20-9:50	Snack (outside if possible), mask break, recess*		9:00-9:25	Live remote instruction: literacy, math, or science/social studies
9:50-10:40	Live, in-person instruction: Block 2		9:30-9:55	Live remote instruction: literacy, math, or science/social studies
10:40-11:00	Mask break		10:00-10:40	Asynchronous learning: Block 1 (30-40 minutes)
11:00-11:50	Live, in-person instruction: Block 3		10:50-11:30	Asynchronous learning: Block 2 (30-40 minutes)
11:50-12:00	Dismissal routines		11:30-12:30	Lunch
12:00	Dismissal, Grab and go lunch		12:30-1:15	Live remote instruction: art, music, or Spanish***
12:00-2:00	Transportation home; lunch		1:20-1:50	Asynchronous learning: Block 3 (30-40 minutes)
2:00-2:30	Live remote instruction, closing circle (two days/week) Strings, chorus, band (1 day/week)** Asynchronous learning block (1 day/week)		2:00-2:30	Live remote instruction, closing circle (two days/week) Strings, chorus, band (1 day/week)** Asynchronous learning block (1 day/week)
45 min. Anytime in the afternoon	Asynchronous P.E. class			** strings, chorus, and band blocks will meet at 1:30, 2:00, 2:30, or 3:00.
	* snack, recess, and mask breaks will be staggered throughout the school day.			*** art, music, and Spanish classes will be scheduled at 10:00, 10:50, 12:30, or 1:20.

Sample grades 4-5 hybrid schedule (M, T, Th, F)

In School Day			**Remote Day**	
Time	**Class/Activity**		**Time**	**Class/Activity**
7:45-8:00	Arrival at school routines		8:00-8:15	Morning Meeting (live)
8:00-8:15	Morning meeting		8:15-8:30	Break
8:15-9:05	Live, in-person instruction: Block 1		8:30-8:55	Live remote instruction: literacy, math, or science/social studies
9:05-9:35	Snack (outside if possible), mask break, recess*		9:00-9:25	Live remote instruction: literacy, math, or science/social studies
9:35-10:25	Live, in-person instruction: Block 2		9:30-9:55	Live remote instruction: literacy, math, or science/social studies
10:25-10:45	Mask break		10:00-10:40	Asynchronous learning: Block 1 (30-40 minutes)
10:45-11:35	Live, in-person instruction: Block 3		10:50-11:30	Asynchronous learning: Block 2 (30-40 minutes)
11:35-11:45	Dismissal routines		11:30-12:30	Lunch
11:45	Dismissal, Grab and go lunch		12:30-1:15	Live remote instruction: art, music, or Spanish***
11:45-2:00	Transportation home; lunch		1:20-1:50	Asynchronous learning: Block 3 (30-40 minutes)
2:00-2:30	Live remote instruction, closing circle (two days/week) Strings, chorus, band (1 day/week)** Asynchronous learning block (1 day/week)		2:00-2:30	Live remote instruction, closing circle (two days/week) Strings, chorus, band (1 day/week)** Asynchronous learning block (1 day/week)
45 min. Anytime in the afternoon	Asynchronous P.E. class			** strings, chorus, and band blocks will meet at 1:30, 2:00, 2:30, or 3:00.
	* snack, recess, and mask breaks will be staggered throughout the school day.			*** art, music, and Spanish classes will be scheduled at 10:00, 10:50, 12:30, or 1:20.

Sample grades K-5 hybrid schedule (Wednesdays, all-remote)

Time	Class/Activity
8:15-8:30	Morning meeting (live)
8:30-9:20	Live remote instruction: Block 1
9:20-9:50	Break
9:50-10:40	Live remote instruction: Block 2
10:40-11:10	Break
11:10-12:00	Live remote instruction: Block 3; Closing circle
12:00-1:00	Lunch
1:00-1:45	Asynchronous Wellness Wednesday activities
1:45-2:30	Asynchronous P.E. class

Sample Pre-K hybrid schedule

In School Day			**Remote Day**	
Time	**Class/Activity**		**Time**	**Class/Activity**
8:00-8:15	Arrival at school routines		8:00-12:00	The Pre-K remote day schedule has not been finalized yet. There will be short, live remote sessions interspersed with offline at-home learning activities. The timing of live sessions and asynchronous activities will need to be flexible to accommodate the needs of our youngest learners. Pre-K is among the first groups we intend to move to an all in-person model later in the fall.
8:15-8:30	Morning meeting			
8:30-9:20	Live, in-person instruction: Block 1			
9:20-9:50	Snack (outside if possible), mask break, recess *			
9:50-10:40	Live, in-person instruction: Block 2			
10:40-11:00	Mask break			
11:00-11:50	Live, in-person instruction: Block 3			
11:50-12:00	Dismissal routines			

In the schedules, the live in-person learning blocks are shaded in blue, the live remote learning blocks are shaded in green, and the asynchronous learning blocks are shaded in yellow. Please note that classes can be scheduled at different times and in a different order. Specials blocks will

have to occupy various time slots throughout the day to serve all classrooms. Following are notes about the different components of the elementary hybrid schedule:

- **Arrival and dismissal procedures.** Arrival and dismissal procedures will be more extensive due to safety guidelines. Students will learn how to arrive at school, including what door to enter in, what route to take to the classroom, how to store personal belongings, washing hands, etc. Likewise, students will learn how to leave school, including what door to exit, how to wait for the bus or car pick-up, and how to pick up a grab-and-go lunch. Start and dismissal times may be staggered slightly by grade level.

- **Morning meeting.** Teachers will be conducting morning meetings to both in-school and remote students using video simulcasting. Morning meetings and afternoon closing circles are designed to build classroom community and to orient students to the school day and their learning expectations.

- **Three live, in-person instruction blocks.** There are three in-school instructional blocks for students. Classroom teachers will use these blocks to teach reading, writing, math, science, and social studies. These blocks will be at varying lengths as mask breaks, recess, and snack will be staggered throughout the school. Teachers will teach some lessons in the classroom and other lessons outside.

- **Snack, recess, and mask breaks.** Students will have a 30 minute recess/snack/mask break and a 20 minute mask break during the mornings that they attend school. These breaks will be outside unless there is inclement weather. P.E. teachers will be conducting live lessons on a rotating schedule during recess to small groups of students.

- **The afternoon block.** Two days a week, all students in grades 1-5 will have a live remote session from 2:00 to 2:30 with their classroom teacher. PK and K students will not have an afternoon session.

- **Library classes for grades 1 and 2.** One day a week, first and second grade students will have a live, remote library class. Topics in this class will include digital literacy and safety, media literacy, and reading. These library classes will be scheduled at 2:00, 2:30, or 3:00.

- **Strings, chorus, and band classes for grades 3-5.** One day a week, all students in grade 3 will take strings or chorus remotely. Likewise, all students in grades 4-5 will take strings, band, or chorus. Students will be able to take chorus along with an instrument if they choose. These music classes will be scheduled at 1:30, 2:00, 2:30, and 3:00. We will not schedule 1:30 classes for any Boston student who was in school that day, nor for any remote student with a 1:20 specials block.

- **Physical education.** P.E. is taught asynchronously. We want students to close their devices, get off their screens and be active, outside if weather permits. Students have three asynchronous P.E. blocks per week, on the afternoons any time after they come home from school and on Wednesday afternoons.

- **Three asynchronous learning blocks**. On the remote days, students will have three asynchronous learning blocks. On these blocks, students will receive instructions from their teacher and will be expected to participate in a learning activity or set of learning activities that they can work on independently. These activities may include independent reading, a math game, or work on their science or social studies learning board. Often teachers will provide choices for students. Teachers will expect grades K-1 students to spend about 15-20 minutes per session; grades 2-3 students about 25-30 minutes per session and grades 4-5 students about 35-40 minutes per session.

- **Live remote instruction: literacy and math.** There are 25-minute live literacy and math blocks led by curriculum specialists and interventionists. On the remote days, all students in a grade level will watch an instructional video offered by Ms. Odell the literacy curriculum specialist and Ms. Manousaridis, the math curriculum specialist. Once students have watched the recorded lesson and learn about what they will be working on, they will go into small breakout groups led by an interventionist or other support personnel for guided practice. If students quickly achieve independence, they will have an opportunity for extension.

- **Remote instruction: science and social studies.** There is a 25-minute live science/social studies block, where students can see a video from Dr. Erickson relating to the science or social studies online learning board they are working on. While there won't be as much support for guided practice for science and social studies, Dr. Erickson will be available at that time to support students who need help.

- **Art, music, and Spanish classes.** Students will have a live, remote 45-minute specials class -- art, music, or Spanish -- twice a week on each remote day. Classes will rotate through the specials subjects in two-week cycles. For example, third grade students will have art classes September 15-25; Spanish classes September 28 - October 9; and music classes October 13-23. The cycle continues throughout the school year. The remote group of one classroom will be combined with the remote group of another classroom to create a full-sized remote class.

- **Live remote instruction on Wednesdays.** On Wednesdays, everyone learns remotely. There are three morning live, remote instructional blocks run by the classroom teacher. These classes are bigger than in the in-school sessions as both cohorts are combined. At the elementary level, we know that students learn best remotely working in small

groups. A common practice for teachers is to divide students into groups and focus on one group at a time for direct instruction. Another common practice with elementary teachers is following a workshop model, where there are small, focused mini-lessons and ample time for individual conferencing and independent work. Thus, in these learning blocks, you can expect that students will receive direct instruction for part of the time and work independently and in small groups for part of the time.

- **Wellness Wednesday activities.** We began Wellness Wednesdays in last spring's School from Home program and we will continue it this year. There is a 45-minute asynchronous afternoon Wellness Wednesday block whose activities focus on physical, mental, and emotional health.

The Middle School hybrid program

The middle school hybrid schedule follows a two-day cycle of class periods. Teamed middle school classes -- English, social studies, math, and science -- fill up the in-school mornings. Students will stay within their cohorts for English, social studies and science classes. On the remote days, students take live remote world language, wellness, and unified arts classes without needing to stay in cohorts.

Sample Middle School hybrid schedule (M, T, Th, F)

In School Day			**Remote Day**	
Time	**Class/Activity**		**Time**	**Class/Activity**
8:45-8:55	Homeroom check-in			
9:00-9:45	In-person live instruction: Block 1 (English, math, science, social studies)		9:00-9:45	Remote live instruction: Block 1 (World language, unified arts, P.E., health)
9:50-10:35	In-person live instruction: Block 2 (English, math, science, social studies)		9:50-10:35	Remote live instruction: Block 2 (World language, unified arts, P.E., health)
10:40-11:45	In-person live instruction: Block 3 (English, math, science, social studies) Mask break integrated into the period		11:00-11:45	Remote live instruction: Block 3 (World language, unified arts, P.E., health)
11:50-12:35	In-person live instruction: Block 4 (English, math, science, social studies)		11:50-12:35	Remote live instruction: Block 4 (World language, unified arts, P.E., health)
12:40-12:45	Checkout/Dismissal			
12:45	Dismissal. Grab-and-go lunch		12:35-1:15	Lunch
1:15-3:00	Asynchronous learning activities; student support		1:15-3:00	Asynchronous learning activities; student support
3:00-3:30	Office hours by appointment		3:00-3:30	Office hours by appointment

Sample Middle School hybrid schedule (Wednesdays remote)

Time	Class/Activity
8:45-9:15	World language check-in / Ensembles and clubs
9:20-9:50	Live remote instruction: Block 1 (English, math, science, social studies)
10:00-10:30	Live remote instruction: Block 2 (English, math, science, social studies)
10:40-11:10	Live remote instruction: Block 3 (English, math, science, social studies)
11:20-11:50	Live remote instruction: Block 4 (English, math, science, social studies)
12:00-12:30	Advisory (live)
12:30-1:15	Lunch
1:15-3:15	Asynchronous learning activities

In the schedules, the live in-person learning blocks are shaded in blue, the live remote learning blocks are shaded in green, and the asynchronous learning blocks are shaded in yellow. Following are notes about the different components of the middle school hybrid schedule:

- **In-person live instruction.** While students are in school, they will take their teamed subjects -- English, math, science, and social studies -- live and in person. Students will remain in the same classroom for all four subjects; teachers will travel between classrooms. Teachers can opt to take their students outside, when appropriate. Twenty-minute mask breaks will be staggered throughout the third block. These breaks will be outside unless there is inclement weather.

- **Live remote instruction.** Students will take their world language, unified arts, and health and P.E. classes in the morning on their remote days. Both hybrid and RLA students will be grouped together by language into full-sized classes. Instruction will be engaging and child-centered. Teachers will deliver direct instruction in small chunks, providing ample opportunities for students to show what they know. Students will have opportunities to collaborate with one another, confer with their teachers, and have a choice of learning activities.

- **Asynchronous learning activities.** Middle school students have one large asynchronous learning block in the afternoons. Although it is scheduled from 1:15 to 3:15, students can participate in the asynchronous learning activities any time during the afternoon or evening. Each of their teachers will prepare a 30-minute learning activity for students to complete independently or, in some cases, collaboratively with their peers. Students

may view/listen to recorded instruction, process and reflect on previous learning, practice their skills, prepare for an upcoming live session, interact with their peers, work on individual or group projects, or participate in self-paced, online learning activities. Teachers will often provide a choice of learning activities for their students.

- **Office hours.** Every middle school teacher will hold office hours at the end of the school day. Students can drop in if they need help. Teachers will often schedule individual or small groups of students for extra help or extensions during this time as well.
- **World language check-in.** On Wednesday mornings, when some students will be participating in ensembles and clubs, world language teachers will provide support for groups of students needing extra help or extensions.
- **Live remote instruction on Wednesdays.** On Wednesdays, everyone participates in their teamed academic classes remotely. Educators will be teaching their two hybrid groups combined into a whole section.
- **Advisory.** The very successful WMS advisory program will continue remotely on Wednesdays just before lunch. Advisory focuses on community building and the development of academic and social emotional competencies. Every student will be paired with an advisor.

The High School hybrid program

HYBRID Schedule for one week with four in-person morning blocks and remote afternoon - with Bobcat (Group A), Lynx (Group B) and combined remote synchronous shaded:

7 minute passing time: Juniors and Seniors excused from class 2 minutes ahead of Fresh and Soph	**MONDAY** **In person** Bobcat	**TUESDAY** **In person** Lynx	**WEDNESDAY (REMOTE)** Bobcat and Lynx	**THURSDAY** **In person** Bobcat	**FRIDAY** **In person** Lynx
8:45-9:39 (54 min) Extra 4 mins	**A1** **Staggered arrival**	**A2**	**7:45 - 8:40 Optional Remote Office Hour** 8:45 - 9:20 A3 / B3 alternate (35 min) 9:25 - 10:00 C3 / E3 alternate (35 min) 10:05 - 10:35 Advisory (30 min) 10:40 - 11:15 D3 / G3 alternate (35 min) 11:20 - 11:55 F3 / H3 alternate (35 min) 12:00 - 12:30 Activity 1 and 2 alternate, with occasional Class Meeting time also (30 min) **12:35 - 1:40 Optional Remote Office Hour - Teachers choose either AM or PM**	**B1**	B**2**
9:46-10:36 (50 min)	**C1**	**C2**		**E1**	**E2**
10:43-11:43 Block+MaskBrk Extra 10 mins (60 min)	**D1** **Mask Break 1st or 2nd or 3rd**	**D2** **Mask Break 1st or 2nd or 3rd**		**G1** **Mask Break 1st or 2nd or 3rd**	**G2** **Mask Break 1st or 2nd or 3rd**
11:50 - 12:45 (55 min) Extra 5 mins	**F1** **Stag. Dept.**	**F2**		**H1**	**H2**

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REMOTE	**MONDAY** Lynx	**TUESDAY** Bobcat	**WEDNESDAY**	**THURSDAY** Lynx	**FRIDAY** Bobcat
1:40 -2:00 (20 min)	Remote A **A1-R**	Remote A **A2-R**	Teacher PD	Remote B **B1-R**	Remote B **B2-R**
2:05 - 2:25 (20 min)	Remote C **C1-R**	Remote C **C2-R**	Teacher PD	Remote E **E1-R**	Remote E **E2-R**
2:30 - 2:50 (20 min)	Remote D **D1-R**	Remote D **D2-R**	Teacher PD	Remote G **G1-R**	Remote G **G2-R**
2:55-3:15 (20 min)	Remote F **F1-R**	Remote F **F2-R**	Teacher PD	Remote H **H1-R**	Remote H **H2-R**

** Any 5 block class will meet every time the block meets
** 4 block courses will meet M/T/Th/F and will not meet Wednesdays
** Some 2 block courses (10th grade Health and 10th grade Speech) may meet during the same letter block but the courses will run totally separately for a semester, each meeting twice every two weeks: one week for 50 minutes of in-person instructions and the next week for 20 minutes of remote learning. These classes will also not meet on all-remote Wednesdays.
** 1 block courses will be meeting only on Wednesdays

REMOTE SCHEDULE PIVOT:

	MONDAY (REMOTE) Bobcat and Lynx	**TUESDAY (REMOTE)** Bobcat and Lynx	**WEDNESDAY (REMOTE)** Bobcat and Lynx	**THURSDAY (REMOTE)** Bobcat and Lynx	**FRIDAY (REMOTE)** Bobcat and Lynx
8:45-10:00 (75 min)	A1	A2	**7:45 - 8:40 Optional Remote Office Hour** 8:45 - 9:20 A3 / B3 alternate (35 min) 9:25 - 10:00 C3 / E3 alternate (35 min) 10:05 - 10:35 Advisory (30 min) 10:40 - 11:15 D3 / G3 alternate (35 min) 11:20 - 11:55 F3 / H3 alternate (35 min) 12:00 - 12:30 Activity 1 and 2 alternate, with occasional Class Meeting time also (30 min) **12:35 - 1:40 Optional Remote Office Hour - Teachers choose either AM or PM**	B1	B2
10:15 - 11:30 (75 min)	C1	C2		E1	E2
11:35 - 12:25 (50 min)	LUNCH	LUNCH		LUNCH	LUNCH
12:30 - 1:45 (75 min)	D1	D2		G1	G2
2:00 - 3:15 (75 min)	F1	F2		H1	H2

All afternoon and Wednesday online blocks are synchronous.

The proposed high school hybrid schedule is markedly different from its elementary and middle school counterparts. The schedule is quite complex, with four blocks of live, in-person instruction for one cohort and simultaneous remote sessions for the other cohort. In the afternoons the remote cohort receives live instruction from their teachers. Blocks A, C, D, and F are on Mondays, Tuesdays and every other Wednesday; blocks B, E, G, and H are on Thursdays, Fridays, and every other Wednesday. We created this schedule to maximize instructional options for teachers and to provide the full breadth of the High School program of studies for students. Following are notes about the different components of the High School hybrid schedule.

- **Morning In-person instruction**. High school students will have four 50-60 minute live, in-person sessions each day they attend school. They have one live session per week for each class they take. Unlike K-8 students, high school students will move from class to class under a slightly staggered schedule. Third block is extended for staggered mask breaks. There are no “free” periods when students are in school. Students instead will attend directed study classes. Students with a free period at the beginning or the end of the day can come to school late or leave early.

- **Morning remote instruction**. While one cohort is in class, the other cohort has the same class scheduled remotely. This allows teachers flexibility to work with their remote groups of students. Teachers have the option to have their students video conference into all or part of the in-class learning block. Students could receive live direct instruction, participate in class discussions, or work collaboratively in small groups. Alternatively, teachers can provide students with asynchronous learning activities during these morning blocks as well. Students may view/listen to recorded instruction, process and reflect on previous learning, practice their skills, prepare for an upcoming live session, interact with their peers, work on individual or group projects, or participate in self-paced, online learning activities.

- **Afternoon asynchronous learning blocks**. After a cohort attends school in the morning, they will have asynchronous learning time in the afternoon. Although these blocks are scheduled from 1:40 through 3:15, students can participate in the asynchronous learning activities at any time during the afternoon or evening.

- **Afternoon live remote instruction**. On the days when students stay home in the morning, they must attend their four live remote sessions scheduled from 1:40 through 3:15. During live remote sessions, instruction will be engaging and child-centered. Teachers will deliver direct instruction in small chunks, providing ample opportunities for students to show what they know. Students will have opportunities to collaborate with one another, confer with their teachers, and have a choice of learning activities.

- **Wednesday morning live remote instruction**. On Wednesday mornings, students take four remote classes (A, C, D, F and B, E, G, H on alternating weeks). On Wednesdays, both cohorts participate together in live remote learning, making the class sizes larger.
- **Wednesday office hours**. High school teachers provide office hours on Wednesdays, either in the morning (7:45-8:40) or in the early afternoon (12:35-1:40). Students can drop in if they need help. Teachers will often schedule individual or small groups of students for extra help or extensions during this time as well.
- **Wednesday advisory**. Advisory will be held remotely on Wednesdays from 10:05 to 10:35. Advisory focuses on community building and the development of academic and social emotional competencies. Every student will be paired with an advisor.
- **Wednesday activity period**. There is a remote activity period on Wednesdays from 12:00 to 12:30. Some activities will be held every Wednesday; other activities will meet every other Wednesday. This time can be also used for whole-class meetings and activities.

The Remote Learning Academy

Weston's Remote Learning Academy is designed to provide a full year of remote instruction for students in grades PK-12. In each schedule, you will see live remote and asynchronous learning blocks. There is a greater proportion of live blocks in Remote Learning Academy than in the hybrid model; however, that is counterbalanced by class size. While teachers often work with half-sized cohorts in the hybrid model, RLA teachers work with whole class sections. You will also find that the RLA schedules mirror an all-in-school schedule at the elementary level and the hybrid schedules at the middle and high school levels. This allows RLA and hybrid teachers to plan together to make sure that curriculum and learning outcomes are consistent across both platforms. It also allows secondary RLA students to mix in with their hybrid counterparts in certain classes.

The following is a list of our RLA teachers. This list is still subject to change:

Remote Learning Academy teachers

Elementary School	**Middle School**	**High School**
PK: Ms. Krupski-Wallen K: Ms. Wyman K/1: Ms. Zimmerman 1: Ms. Caramanica 1: Ms. Lattin 2: Ms. Rozantes 2: Ms. Winchell 3: Mr. Glode 3: Mr. Morong 4: Ms. Hunnewell 4/5: Ms. Grant 4/5: Ms. Mania 5: Ms. Triconi Ms. Rodger, Special Education	Ms. Kasrel, English Ms. Scott, English Mr. Beverly, Math Ms. Bernazzani, Math Ms. Kavaney, Math Mr. Kankel, Science Ms. Salisbury, Science Mr. Snook, Science Ms. Sundstrom, Science Ms. Lee, Social Studies Ms. McLoughlin, Soc. Studies Mr. McLoughlin, Soc. Studies Mr. Mills, Social Studies Ms. McGrath, Special Education	Ms. Riemer, English Ms. Erin McCarty, English Mr. Gabriner, Math Dr. Foster, Science Mr. Cochran, Social Studies Ms. Kulas, French Mr. Garland, Art Mr. Finnegan, P.E./Wellness

Note: Many Middle and High School teachers teach in both RLA and hybrid programs.

Elementary Remote Learning Academy

At the elementary level, the Remote Learning Academy will be classroom-based. This parallels the all-in-school elementary model that we hope to move to in October if COVID cases remain low:

Sample K-2 Remote Learning Academy daily schedule

Time	Class/Activity
8:00-8:30	Morning meeting
8:30-9:30	Live Remote Instruction: Block 1
9:30-10:00	Break
10:00-11:00	Live Remote Instruction: Block 2
11:00-11:45	Specials Class: Art, Music, Spanish (1 day each); Asynchronous P.E. (2 days)
11:45-12:30	Lunch
12:30-1:30	Live Remote Instruction: Block 3; Closing Circle. (M, T, Th, F) 12:30-1:00 Asynchronous learning activities; 1:00-1:45 Wellness Wednesday Activities (W)
1:30-2:30	Asynchronous learning activities; Student support (M, T, Th, F) 1:45-2:30 Asynchronous P.E. (W)

Sample 3-5 Remote Learning Academy daily schedule

Time	Class/Activity
8:00-8:20	Morning meeting
8:20-9:20	Live Remote Instruction: Block 1
9:20-10:05	Specials Class: Art, Music, Spanish (1 day each); Asynchronous P.E. (2 days)
10:05-10:45	Break
10:45-11:45	Live Remote Instruction: Block 2
11:45-12:30	Lunch
12:30-1:30	Live Remote Instruction: Block 3; Closing Circle. (M, T, Th, F) 12:30-1:00 Asynchronous learning activities; 1:00-1:45 Wellness Wednesday Activities (W)
1:30-2:30	Asynchronous learning activities; Student support (M, T, Th, F) 1:45-2:30 Asynchronous P.E. (W)

Following are notes about the different components of the Elementary Remote Learning Academy schedule.

- **Morning meeting.** Teachers will be conducting morning meetings to their classes everyday. Morning meetings and afternoon closing circles are designed to build classroom community and to orient students to the school day.

- **Live remote instruction.** There are three 1-hour live, instructional blocks run by the RLA teacher. Instruction will be engaging and child-centered. At the elementary level, we know that students learn best remotely working in small groups. A common practice for teachers is to divide students into groups and focus on one group at a time for direct instruction. Another common practice with elementary teachers is following a workshop model, where there are small, focused mini-lessons and ample time for individual conferencing and independent work. Thus, in these learning blocks, you can expect that students will receive direct instruction for part of the time and work independently and in small groups for part of the time.

- **Art, music, and Spanish classes.** RLA students will have one 45-minute live art, music, and Spanish class per week. Most of these specials blocks are 9:20 for grades 3-5 and 11:00 for grades K-2.

- **P.E. classes.** On the days of the week when students don't have a live specials block (either Monday/Thursday or Tuesday/Friday), students will take an asynchronous P.E. class. Students take a third asynchronous P.E. class on Wednesday afternoons.

- **Asynchronous learning activities.** In the afternoons, students will have an hour of asynchronous learning activities. During this time, students will receive instructions from their teacher and will be expected to participate in a set of learning activities independently. These activities may include independent reading, a math game, or work on their science or social studies learning board. Often teachers will provide choices for students.

- **Student support.** During the afternoon asynchronous learning blocks, teachers may meet with individual students or small groups for support or extension.

- **Wednesday afternoons.** Wednesday afternoons for RLA are asynchronous. Instead of having a live learning block after lunch, students will participate in Wellness Wednesdays activities that focus on physical, mental, and emotional health and have an asynchronous P.E. class, just as students do in the hybrid model.

Middle School Remote Learning Academy

The Middle School Remote Learning Academy schedule is structured so that it is compatible with the Middle School hybrid schedule. Just as hybrid students are divided into two groups, middle school RLA students are divided into two smaller groups as well. One group takes English, math, science, and social studies on Mondays and Thursdays; the other will take these subjects on Tuesdays and Fridays. On the alternate days, RLA students take world language, unified arts, health, and P.E. classes mixed with hybrid students, as all of those classes are taught remotely. All RLA students will take English, math, science, and social studies with their RLA teachers on Wednesdays.

Sample middle school Remote Learning Academy daily schedule

Day 1 (Monday/Thursday or Tuesday/Friday) -- separate RLA class sections			**Day 2 (Monday/Thursday or Tuesday/Friday) -- mixed sections with RLA and hybrid learners**	
Time	**Class/Activity**		**Time**	**Class/Activity**
8:45-8:55	Homeroom check-in			
9:00-9:45	Remote live instruction: Block 1 (English, math, science, social studies)		9:00-9:45	Remote live instruction: Block 1 (World language, unified arts, P.E., health)
9:50-10:35	Remote live instruction: Block 2 (English, math, science, social studies)		9:50-10:35	Remote live instruction: Block 2 (World language, unified arts, P.E., health)
11:00-11:45	Remote live instruction: Block 3 (English, math, science, social studies)		11:00-11:45	Remote live instruction: Block 3 (World language, unified arts, P.E., health)
11:50-12:35	Remote live instruction: Block 4 (English, math, science, social studies)		11:50-12:35	Remote live instruction: Block 4 (World language, unified arts, P.E., health)
12:35-1:15	Lunch		12:35-1:15	Lunch
1:15-3:00	Asynchronous learning activities; student support		1:15-3:00	Asynchronous learning activities; student support
3:00-3:30	Office hours by appointment		3:00-3:30	Office hours by appointment

Sample Middle School hybrid schedule (Wednesdays remote)

Time	**Class/Activity**

8:45-9:15	World language check-in / Ensembles and clubs
9:20-9:50	Live remote instruction: Block 1 (English, math, science, social studies)
10:00-10:30	Live remote instruction: Block 2 (English, math, science, social studies)
10:40-11:10	Live remote instruction: Block 3 (English, math, science, social studies)
11:20-11:50	Live remote instruction: Block 4 (English, math, science, social studies)
12:00-12:30	Advisory (live)
12:30-1:15	Lunch
1:15-3:15	Asynchronous learning activities

Following are notes about the different components of the MIddle School Remote Learning Academy schedule:

- **Live remote instruction.** English, math, science and social studies classes are separate RLA cohorts. RLA students are mixed with hybrid students. Both hybrid and RLA students will be grouped together by language into full-sized classes. Instruction will be engaging and child-centered. Teachers will deliver direct instruction in small chunks, providing ample opportunities for students to show what they know. Students will have opportunities to collaborate with one another, confer with their teachers, and have a choice of learning activities.
- **Asynchronous learning activities.** Middle school students have one large asynchronous learning block in the afternoons. Although it is scheduled from 1:15 to 3:15, students can participate in the asynchronous learning activities any time during the afternoon or evening. Each of their teachers will prepare a 30-minute learning activity for students to complete independently or, in some cases, collaboratively with their peers. Students may view/listen to recorded instruction, process and reflect on previous learning, practice their skills, prepare for an upcoming live session, interact with their peers, work on individual or group projects, or participate in self-paced, online learning activities. Teachers will often provide a choice of learning activities for their students.
- **Office hours.** Every middle school teacher will hold office hours at the end of the school day. Students can drop in if they need help. Teachers will often schedule individual or small groups of students for extra help or extensions during this time as well.

- **World language check-in.** On Wednesday mornings, when some students will be participating in ensembles and clubs, world language teachers will provide support for groups of students needing extra help or extensions.
- **Live remote instruction on Wednesdays.** On Wednesdays, everyone participates in their teamed academic classes remotely.
- **Advisory.** The very successful WMS advisory program will continue remotely on Wednesdays just before lunch. Advisory focuses on community building and the development of academic and social emotional competencies. Every student will be paired with an advisor.

High School Remote Learning Academy

The High School Remote Learning Academy program is the most complex. In an RLA student's high school schedule, some classes will be separate RLA classes taught remotely by Weston staff, some classes will have a mixed group of both hybrid and remote groups, and some classes will be asynchronous through *Edgenuity*, a third-party remote learning management system. Developing individualized schedules for high school RLA students is the best way for students to have access to as many options as possible.

Students who take honors or college prep core English, math, social studies, and science classes will have a Remote Learning Academy teacher for their grade level and subject. Each class will either have an honors level or an embedded honors option. For elective, language, and AP classes, things get more complicated. First, we looked at each student's high school schedule to see if there are enough students to provide a completely remote elective, language, or AP class and we created those separate RLA sections. We then determined which classes could have mixed groupings of hybrid and remote learners and we were able to create a good many mixed classes. If we determined that it is not feasible to integrate Remote Learning Academy students into a particular in-school class, our third option is to offer the course through *Edgenuity*. In short, there are three possible ways that we can help RLA students take high school courses. The High School Remote Learning Academy does not match the complete range of in-school course offerings, but students have a reasonably large number of options.

Because of the many mixed hybrid/RLA classes the high school is offering, the high school hybrid and RLA schedules are exactly the same. RLA students will be assigned to Cohort A or Cohort B (bobcat or lynx) and attend the live, in-person classes remotely. Below, you will find the exact same High School schedule as for hybrid students. The notes about the schedule, however, specifically pertain to RLA students.

REMOTE LEARNING ACADEMY Schedule for one week with live-remote morning blocks and asynchronous remote afternoon - with Bobcat (Group A), Lynx (Group B) and combined remote synchronous shaded:

	MONDAY **In person** Bobcat	**TUESDAY** **In person** Lynx	**WEDNESDAY (REMOTE)** Bobcat and Lynx	**THURSDAY** **In person** Bobcat	**FRIDAY** **In person** Lynx
8:45-9:39 (54 min) Extra 4 mins	**A1** **Staggered arrival**	**A2**	**7:45 - 8:40 Optional Remote Office Hour** 8:45 - 9:20 A3 / B3 alternate (35 min) 9:25 - 10:00 C3 / E3 alternate (35 min) 10:05 - 10:35 Advisory (30 min) 10:40 - 11:15 D3 / G3 alternate (35 min) 11:20 - 11:55 F3 / H3 alternate (35 min) 12:00 - 12:30 Activity 1 and 2 alternate, with occasional Class Meeting time also (30 min) **12:35 - 1:40 Optional Remote Office Hour - Teachers choose either AM or PM**	**B1**	B**2**
9:46-10:36 (50 min)	**C1**	**C2**		**E1**	**E2**
10:43-11:43 Block+Break Extra 10 mins (60 min)	**D1** **Break 1st or 2nd or 3rd**	**D2** **Break 1st or 2nd or 3rd**		**G1** **Break 1st or 2nd or 3rd**	**G2** **Break 1st or 2nd or 3rd**
11:50 - 12:45 (55 min) Extra 5 mins	**F1** **Stag. Dept.**	**F2**		**H1**	**H2**

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REMOTE	**MONDAY** Lynx	**TUESDAY** Bobcat	**WEDNESDAY**	**THURSDAY** Lynx	**FRIDAY** Bobcat
1:40 -2:00 (20 min)	Remote A **A1-R**	Remote A **A2-R**	Teacher PD	Remote B **B1-R**	Remote B **B2-R**
2:05 - 2:25 (20 min)	Remote C **C1-R**	Remote C **C2-R**	Teacher PD	Remote E **E1-R**	Remote E **E2-R**
2:30 - 2:50 (20 min)	Remote D **D1-R**	Remote D **D2-R**	Teacher PD	Remote G **G1-R**	Remote G **G2-R**
2:55-3:15 (20 min)	Remote F **F1-R**	Remote F **F2-R**	Teacher PD	Remote H **H1-R**	Remote H **H2-R**

** Any 5 block class will meet every time the block meets

** 4 block courses will meet M/T/Th/F and will not meet Wednesdays
** Some 2 block courses (10th grade Health and 10th grade Speech) may meet during the same letter block but the courses will run totally separately for a semester, each meeting twice every two weeks: one week for 50 minutes of in-person instructions and the next week for 20 minutes of remote learning. These classes will also not meet on all-remote Wednesdays.
** 1 block courses will be meeting only on Wednesdays

REMOTE SCHEDULE PIVOT:

	MONDAY (REMOTE) Bobcat and Lynx	**TUESDAY (REMOTE)** Bobcat and Lynx	**WEDNESDAY (REMOTE)** Bobcat and Lynx	**THURSDAY (REMOTE)** Bobcat and Lynx	**FRIDAY (REMOTE)** Bobcat and Lynx
8:45-10:00 (75 min)	A1	A2	**7:45 - 8:40 Optional Remote Office Hour** 8:45 - 9:20 A3 / B3 alternate (35 min) 9:25 - 10:00 C3 / E3 alternate (35 min) 10:05 - 10:35 Advisory (30 min) 10:40 - 11:15 D3 / G3 alternate (35 min) 11:20 - 11:55 F3 / H3 alternate (35 min) 12:00 - 12:30 Activity 1 and 2 alternate, with occasional Class Meeting time also (30 min) **12:35 - 1:40 Optional Remote Office Hour - Teachers choose either AM or PM**	B1	B2
10:15 - 11:30 (75 min)	C1	C2		E1	E2
11:35 - 12:25 (50 min)	LUNCH	LUNCH		LUNCH	LUNCH
12:30 - 1:45 (75 min)	D1	D2		G1	G2
2:00 - 3:15 (75 min)	F1	F2		H1	H2

All afternoon and Wednesday online blocks are synchronous.

Following are notes about the different components of the High School schedule, specifically pertaining to Remote Learning Academy students.

- **Live remote instruction and asynchronous learning blocks**. Separate RLA classes will have live remote morning instruction both on the "in person" days and on the "remote" days. For example, if a student were taking a separate RLA class on A block, live remote sessions would be on Monday at 8:45, Tuesday at 8:45, and every other Wednesday at 8:45. The afternoon sessions for that class (Monday and Tuesday, 1:40) would be asynchronous learning blocks.

  The live/asynchronous scheduling is different for mixed hybrid/RLA classes. Mixed classes completely follow the hybrid schedule. If a student in the Bobcat cohort were taking a mixed hybrid/RLA class during A-Block, he/she would video conference into a live class on Monday at 8:45 and every other Wednesday at 8:45. The student would either have a live remote session or asynchronous learning block on Tuesday at 8:45, at the teacher's discretion. In the afternoon, the student would have an asynchronous session on Monday at 1:40 and a live remote session on Tuesday at 1:40.

  Students using *Edgenuity* for a class will learn asynchronously during all class sessions.

- **Wednesday morning live remote instruction**. On Wednesday mornings, both hybrid and RLA students take four remote classes (A, C, D, F and B, E, G, H, in alternating weeks). On Wednesdays, both cohorts participate together in live remote learning, making the class sizes larger.

- **Wednesday office hours**. High school teachers provide office hours on Wednesdays, either in the morning (7:45-8:40) or in the early afternoon (12:35-1:40). Students can drop in if they need help. Teachers will often schedule individual or small groups of students for extra help or extensions during this time as well.

- **Wednesday advisory**. Advisory will be held remotely on Wednesdays from 10:05 to 10:35. Advisory focuses on community building and the development of academic and social emotional competencies. Every hybrid and RLA student will be paired with an advisor.

- **Wednesday activity period**. There is a remote activity period on Wednesdays from 12:00 to 12:30. Some activities will be held every Wednesday; other activities will meet every other Wednesday. This time can be also used for whole-class meetings and activities. Activities are open to all hybrid and RLA students.

Teaching and learning considerations that apply to all models

Regardless of whether students are in school or at home, there are a number of other considerations that we will need to make next year to facilitate effective learning. Following are three important points of emphasis that we will be making during the 2020-21 school year.

Learning is relational. The building and maintenance of strong trusting relationships -- among students, between teachers and students, and among teachers, students and families -- is fundamental to effective learning. There are many formal and informal ways we develop and nurture these relationships every day throughout the school year. We must realize, however, that many of our new safety guidelines directly or indirectly interfere with relationship development. It will be more important than ever to intentionally foster relationship building among students, educators, and families.

A focus on equity and access. The COVID-19 pandemic is laying bare our inequitable systems and structures throughout the nation. Under-resourced families are more likely to become sick and die from the virus; likewise, African American and Latinx populations have been disproportionately affected. When we switched over to remote learning last spring, many of our less privileged children and families had to overcome more obstacles to ensure an adequate education. Our School from Home attendance, work completion, and survey data all point to a very mixed experience with remote learning. Some students thrived, others struggled, and a handful fell through the cracks and lost months of instruction. Regardless of what model we follow, instructional time will be more scarce and valuable. As a public school system, we are committed to reach and teach all students; thus, to realize this goal, we will need to prioritize time and resources for those who are most vulnerable and marginalized.

Emphasizing joy. Many of us have read articles and held discussions of what school would be like during this pandemic, and when we are focusing on the safety guidelines -- desks in rows, required masks, small cohorts, and regimented schedules and protocols -- we tend to envision a very unhappy learning environment. The fact of the matter is that happy students learn; unhappy students do not learn as easily. We will have to follow all of the safety guidelines outlined later in this document and, more than ever, we will need to emphasize day in and day out the joy of being together and learning from one another. We are committed to broad programming to benefit the whole child -- arts, athletics, clubs -- to the largest extent possible. When we make scope and sequence adjustments to compensate for less teaching and learning time, we will not cut out the fun. Furthermore, we will need to brainstorm and invent new learning opportunities that promote engagement, interaction, excitement, and joy.