

Wayland High School



Fall 2020 Reopening Plan: Phases 1 and 2

Introduction

In preparation for the fall, the Wayland Public Schools have carefully constructed a [Comprehensive Reopening Plan](#) that describes the district's priorities around health and safety, academic engagement, emotional connections, and equity. Despite the many ways that this fall will look and feel different to everyone, this plan also reflects what will *not* change: our abiding commitment to providing an enriching, supportive educational experience for each and every one of our students.

This document, the *Wayland High School Fall 2020 Reopening Plan: Phases 1 and 2*, is an extension of the district plan and delves more deeply into topics related specifically to WHS in our remote and hybrid learning models. You will notice that we have two phases to this document, as we began the school year with a remote start, followed by a transition to a hybrid model scheduled for October 19 unless health and safety metrics dictate otherwise.

In crafting this plan, we wanted to capitalize on the constructive lessons we learned from the school closure this past spring and communicate a consistent, thoughtful set of practices and expectations that support our staff, students, and families. We know that successful teaching and learning in all-remote and hybrid environments requires organization, clarity, consistency, and self-discipline; most importantly, the relationship between the teacher and student remains central to achievement. Given the challenges of teaching and learning in these two modes, we have developed this Plan so that *all* of our students have equitable access to their education.

The WHS Reopening Plan is the result of a great deal of collaboration among multiple constituencies, including the WHS Leadership Team, the WHS Teaching and Learning Committee, the WHS School Council, and WHS student leaders. It also reflects valuable formal and informal feedback we have received from staff, students, and parents since our schools closed on March 12 and into the 2020-2021 school year.

As we journey through this school year together, I believe this document will serve as both our anchor and our compass. In addition to this plan, our shared dedication to our students' success, the trust we have in our educators, and the value we place in a strong partnership with families will augment our efforts. Along the way, we welcome your input and reflections.

Sincerely,

Allyson Mizoguchi
Principal

Executive Summary

The WHS Reopening Plan is a collaboratively constructed document that describes a common set of expectations and practices that will be in place during the remote period of learning that

begins on September 14. The remote model is designed to provide a rigorous, supportive learning experience for students. In addition, students will develop the skills they will need to successfully navigate the hybrid model, which entails much more independent work than the remote model (see pages 21-27 in the [WPS Comprehensive Plan](#) for a comparison between the remote and hybrid models).

Central elements of this Reopening Plan include:

- The Guiding Principles of *Student Learning, Equity, Social Emotional Well-Being, and Faculty Guidance, Growth, and Sustainability* helped us develop this document.
- The Remote Learning Schedule includes two, 80-blocks of meeting time per class, per week.
- During these 80-minute class meetings, students are involved in a variety of activities including whole-group discussion and content delivery, small-group interaction, and independent work.
- On Wednesdays, students will attend an extended advisory. They will also attend scheduled teacher office hours, complete independent work, and receive additional support (LRT, RTI, Academic Center) when applicable.
- Students are required to be present in all scheduled sessions of remote classes, and WPS/WHS attendance policies apply.
- Students are expected to conduct themselves during class as though they were in-school.
- Students will follow an honor code specific to our remote learning period.
- Assessments in a remote environment will be different than in an in-person classroom. Teachers will use more frequent, formative assessments to measure student progress.
- Students will be graded on their work and will earn a final grade for each course.
- Teachers will use a shared set of practices, including when and how independent learning tasks are assigned, how due dates are communicated, and how much work is assigned per course.
- Students in need of accommodations and support will continue to receive them in a remote environment.
- Advisory will play a central, supportive role each day for students.
- Teachers will use consistent methods of communication with families. Families should communicate when needed and respond to staff outreach promptly.
- Building community despite our remote environment is a priority. As such, we will continue traditions and co-curricular opportunities to the extent it is safe to do so.

Table of Contents

[Phase One: Remote Learning](#)

[Remote Learning Structure](#)

[Remote Class Norms and Procedures](#)

[The Remote Class Learning Experience](#)

[Assessment in Remote Learning](#)
[Learning Tasks & Grading](#)
[Student Supports](#)
[Family Communication and Engagement](#)
[Student Roles & Responsibilities](#)
[Student Life](#)
[References](#)

[Phase Two: Hybrid Learning](#)

[Executive Summary and Guiding Principles of Phase 2](#)
[What is Hybrid Learning?](#)
[Hybrid Learning Structure](#)
[Unique Class Situations](#)
[On Campus Learning Days](#)
[Bridge Day \(Remote Wednesdays for All\)](#)
[Off Campus Learning Days](#)
[Examples of Off Campus Learning Experiences](#)
[Special Circumstances](#)

[Health and Safety Guidelines](#)

[Arrival to School](#)
[During the School Day On Campus](#)
[Physical Distancing/Social Distancing](#)
[Face Coverings and Mask Breaks](#)
[Seating Arrangements](#)
[Open Campus Policy](#)
[Bathroom Use](#)
[Lunch](#)
[Free Time](#)
[Common Spaces](#)
[Moving Through the Buildings](#)
[Water Fountains](#)
[Cleaning](#)
[Dismissal](#)

Phase One: Remote Learning

Our Guiding Principles

- **Student Learning:** Remote learning is not a replica of the in-school classroom; we will facilitate meaningful remote instruction while developing skills for students to successfully navigate the hybrid model. Our curriculum is focused on an essential set of

standards: those that are most crucial for success upon our return to school in the hybrid model, and in the next grade level.

- **Equity:** Since “this crisis disproportionately affects our most vulnerable students in terms of their physical and mental health, as well as academically,”¹ we will differentiate our instruction to provide multiple access points, and collaborate closely with special educators, counselors, and other faculty who support our more vulnerable students.
- **Social Emotional Well-Being:** The safety and well-being of our students is our top priority. We recognize students are dealing with the physical, social, and economic impacts of COVID-19, and that we need to foster a sense of safety and support. We know that the structure, consistency, and connection of school plays an important role in our students’ well-being.
- **Faculty Guidance, Growth, and Sustainability:** Faculty are experts on student learning in their content areas, in both a remote and in-person model. Teachers will design and deliver curriculum using their expertise, and will use the resources and opportunity available to them to make decisions that best facilitate student learning. We also believe in growing and developing professionally. This situation is an opportunity for us to innovate and to develop new ways of engaging with our curriculum and students.

The WHS Context

- **Timeframe:** This phase will be in effect at the start of the 2020-2021 school year. It is considered a flexible plan, and will go into place at any point during the school year if it becomes necessary to close as a result of COVID-19.
- **Technology:** Currently our students and faculty have required devices and access; we will continue to monitor that access to address any shortfalls or loss of resources.
- **Equity:** Our students come from a wide range of backgrounds and have different supports at home, access to resources, and levels of independence.
- **Community:** Students, families, faculty and staff are dealing with the impacts of this crisis at home, and in light of this context we will keep sustainability and flexibility as a priority. We have the opportunity to grow as a community and work together to meet the challenges of this global pandemic.

¹ DESE Remote Learning Guidance: March 26, 2020

Remote Learning Structure

Daily Schedule

Students will be engaged in remote learning following the schedule below, which will be mirrored in eSchool and on the HAC platform.

	<i>When classes meet, the timeframes here will be used for a blend of whole group, small group, and independent learning.</i>				
	Mon	Tues	Wed	Thu	Fri
8:35-8:40	Advisory	Advisory	8:35-9:55: Dept. Meetings	Advisory	Advisory
8:45-10:05	1	2		1	2
10:05-10:20	Screen Break		10:00-10:25: Extended Advisory	Screen Break	
10:20-11:40	3	4	10:25-11:40: Student independent work, Seminars, LRT/RTI, Office hours	3	4
11:40-12:10	Lunch				
12:10-1:30	5	6	12:10-1:30 Student independent work, Seminars, LRT/RTI, Office hours	5	6
1:30-1:45	Screen Break		1:30-3:05 Student independent work, Seminars, LRT/RTI, Office hours	Screen Break	
1:45-3:05	7	8		7	8

Note that the school day for students does not start until 10:00am on Wednesdays. In the case of school holidays, or other interruptions that cause us to lose a day of instruction, the weekly schedule will be adjusted and Wednesday will be used for classes. Any changes will all be announced and visible on eSchool.

Class Meetings and Office Hours

The primary goals of remote learning class meetings and office hours are to facilitate learning, develop understanding through collaboration and interaction, establish connection and community, and provide student support.

- We define a remote class meeting as *the planned period of time (80 minutes twice a week for classes that typically meet in a standard rotation) when students and teachers are together online using voice, video or other interactive technology to communicate in real time.* This will typically involve a *variety* of activities, and will not necessarily include extensive direct instruction. It will include student-teacher and student-student

interaction.

- *Office hours are times when students can get extra help, and they will be made available by teachers during the Wednesday of our typical week schedule.* These periods of time will be scheduled in collaboration within and among departments. In addition, teachers may offer office hours during their regularly scheduled preparation periods.
- *Teachers will establish ways for students to request appointments, such as through the third party app Remind, or through Google Calendar.*
- In addition to scheduled office hours, students will be able to connect with their teachers during common free times, as is customary at WHS in a typical school year.
- In their syllabus and orientation documents, *each teacher will review their office hours and explain how to schedule extra help at the beginning of the year. Those procedures will also be clearly explained on their Google Classroom or ItsLearning page.*

Non-Standard Class Meetings and Additional Meetings:

- For classes that meet for less time than a standard schedule rotation (such as Wellness and Fine Arts classes), departments will establish a consistent “drop time” to compensate for the remote bell schedule. *The class meeting times for these subjects will be shared with students and parents and posted online.*
- Additional required small group meetings may be scheduled on Wednesdays for certain classes, such as writing labs, seminars, or rehearsals. *Teachers will establish these additional meetings and provide 48 hours notice for required meetings.*

Remote Class Norms and Procedures

In remote learning, consistent, high expectations are essential to the functioning of our learning community. *It is the shared responsibility of teachers, students, and caregivers to uphold consistent expectations.* All WHS classes will share the following class norms and procedures during remote learning.

Consistent Practices

- Teachers will use either Google Classroom or ItsLearning as their learning management system (LMS), and will conduct and coordinate remote learning activities on that system. Additional technology will be used as needed, but always in conjunction with one of these two learning management systems.
- *All teachers will use Zoom for class sessions, and use either Zoom or Google Meet for individual or small group sessions.*
- In addition to assignments explained in the LMS, all teachers will *post assignments in eSchool with due dates.* Students and parents should monitor eSchool through their HAC account to stay informed about progress.
- During remote learning email, text messages and phone calls are the primary modes of communication with families. *Students, parents, and teachers should expect responses to communication within 48 hours.*

Attendance

1. Students are required to be present in all scheduled sessions of remote classes. Being present is defined as active participation in the class at all times, including being responsive to teachers and peers.
2. Teachers will take attendance using a consistent method for all students in eSchool during the first 10 minutes of the class period. Many will use the chat feature to take attendance, and they may confirm attendance throughout class using the chat, or by other audio or video checks.
3. Students will be marked tardy if they are not actively present in their class meeting when the class starts.
4. If a student is 20 minutes or more late, it will be considered an absence.
5. Daily and period absences will be documented through our attendance office using the procedures outlined in the Student Handbook. Parents will be notified of any missed instruction. All attendance consequences outlined in the Student Handbook will apply in remote learning.
6. *If students are absent, students and/or caregivers have two responsibilities: one is for the student to reach out to the teacher to connect and find out what they missed. The other is for the parent or caregiver to reach out to our attendance office to provide documentation.* The WHS attendance office will communicate directly with families when students miss school as well.

Academic Honesty

In the first days of Advisory and in remote classes, students will review the remote learning honor code and sign it with their advisor.

1. Students are expected to do their own work. At WHS, we expect that all of our students demonstrate integrity, honesty, and value the education they receive at WHS.
2. In collaboration with families, we expect these values of integrity, honesty, and love of learning are upheld in a remote learning environment.
3. All students will agree to follow our remote learning honor code.

WHS Remote Learning Honor Code²

1. "Wayland High School cannot provide an education for those who will not submit their own work. To enforce the Personal aspect of the Code, I will not give myself an unfair, dishonorable academic advantage (by cheating) over those trusting me to respect the community. Academic dishonesty undermines the respect I deserve. I will maintain honest academic behavior for the benefit of myself and others."³
2. As a part of this code, I pledge that:
 - I will not give or receive help in individual assessments;
 - I will not give or receive unpermitted aid in class work, in the preparation of written or presented reports, or in any other work that is to be used by the teacher as the basis of grading.

In remote learning unpermitted aid includes, among other things outlined by the teacher, the use of reference materials not supplied as a part of the assessment, unofficial online communication between classmates, tutoring support during an assessment or in creating work that will be assessed for a grade, and any other aid that would lead to work that was not the result of my own best efforts.
3. If I have questions about whether something would violate the honor code, or I do not understand what constitutes "unpermitted aid" in a given situation, I will contact my teacher and clarify my understanding. If I do not communicate with my teacher, and make the choice to accept questionable aid, I will be in violation of the honor code.
4. Further, I will do my share and take an active part in seeing to it that others uphold the spirit and letter of the Honor Code.
5. While teachers and administration alone have the right and obligation to set academic requirements, I will work with teachers to establish optimal conditions for honorable academic work.

All students will sign the WHS honor code digitally during their initial advisory session. The link to the online honor code will be shared in advisory.

² Developed using honor code exemplars from [Stanford University](#)

³ [WHS Honor Code](#)

Class Sessions Code of Conduct

In remote learning students are expected to follow the guidelines put forth in the Student Handbook, in addition to the remote-specific guidelines below.

1. All students are expected to use their cameras during remote meetings. Students who are concerned about this requirement should contact their teacher or counselor.
2. Students must be actively engaged and at their computer, even if the computer is being used as an audio-only tool, or as a way of teachers dropping in on individual work.
3. Microphones should be muted when students are not actively participating in a small group or have not been called on in a whole group.
4. Interactions on camera, in the chat, or on shared documents are functionally the same as interactions in person, and should be on topic and appropriate for the school environment.
5. This is class:
 - a. Dress appropriately (for questions refer to our handbook policy)
 - b. Set up a focused work environment (you may not be lying in bed, for example)
 - c. Cell phones should not be used unless directed by the teacher

The Remote Class Learning Experience

During scheduled times, students will be learning in, and focused on, the class they are scheduled for. It is expected that students will be engaged with on-topic material throughout the 80 minutes, but *it is also expected that the modes of learning will be dynamic, and that they won't necessarily be in a synchronous, whole-class environment during that time.*

Best Practices in Remote Instruction

Students will experience many of the practices below over the course of their remote learning experience.

- Varied class structure, with strategic breaks to allow for study, screen relief, group work, and real-world learning.
- Formative assessments, *in multiple forms, often relying on active participation.*
- Relationship building: we know that all learning happens through relationships; as such, students will experience deliberate relationship and community building.
- Consistent places for social interaction in the learning management system (LMS). For example, the stream in Google Classroom and the chat box before class in Zoom are both places where students may informally interact and engage with peers.
- Creative use of Zoom: the use of individual and small group breakout rooms, using audio only, displaying work using the camera, and additional Zoom features as they are explored with students or become available in the software.
- Extra support in small group or individual breakout rooms.
- A variety of online collaborative tools based on the content area.
- Assessments using applications that are designed for remote learning and promote student accountability.
- Team teaching: remote classes where TAs or other co-teachers participate in various ways, including monitoring chats, joining small groups, or facilitating class discussions.

So what will a remote class be like? Here are some example modes of remote instruction

Whole group leading to small group instruction:

Teacher	Student
<ol style="list-style-type: none"> 1. At the beginning of class, there is a short period of direct instruction with all students and the teacher on the same zoom meeting session. 2. Groups are assigned a task to complete together and directions are given and clarified as needed. 	<ul style="list-style-type: none"> - During whole group sessions, students will likely be taking notes and asking questions in the chat feed or by raising their hands. - In small groups, students may be working on a collaborative online document while talking with their

<ol style="list-style-type: none"> 3. Breakout rooms are utilized in zoom to send groups to separate sessions. 4. The teacher “drops in” to various breakout rooms to facilitate learning. 5. The class is brought back together as a whole, and groups either present their work to the whole, or may submit their work online and report back on process or ask clarifying questions before leaving class and starting independent work. <p>This process may happen multiple times over the course of a class, or only once.</p>	<p>group.</p> <ul style="list-style-type: none"> - Students may also be using their zoom breakout room for its audio function, while working individually on a physical document or scratch paper in front of them. - As the teacher drops in, students interact with them when needed to ask clarifying questions. If the teacher is not there and they need to ask a question, they may use messaging software to request a “visit” from the teacher.
<p><i>Direct instruction or content delivery via video, followed by collaboration:</i></p>	
<p>Teacher</p>	<p>Student</p>
<ol style="list-style-type: none"> 1. Prior to class, a video by the teacher is recorded or produced and shared with the class. 2. When class starts there is a time to review the video and answer questions for students during a whole-group zoom session (although the teacher will not play the video in its entirety). 3. Breakout rooms are used to have students work in pairs or groups to solve problems or respond to a prompt based on the video they viewed and reviewed as a class. 4. The teacher visits breakout rooms to facilitate learning and assess for students who struggle. 5. The group is brought back to the whole class zoom for either answering questions or sharing their learning. 	<ul style="list-style-type: none"> - Before class begins, students watch the assigned video and complete any independent practice associated with the content. - During class, students ask questions about the content in the video, and take part in their group’s discussion or problem-solving. - Students take opportunities to ask questions to clarify their understandings.
<p><i>Beginning of the year lessons, and others as needed based on the class community</i></p>	
<p>Teacher</p>	<p>Student</p>

<ol style="list-style-type: none"> 1. Creates deliberate relationship building activities that happen at the beginning of the remote learning class, and also routines that occur regularly throughout the remote learning period. 2. Establishes the norms for the classroom, including how students will interact, present themselves, and raise issues for discussion. 3. Creates and reviews clear expectations for how work will be turned in, academic integrity, how assessments will happen, how group work will take place, and how extra help will be provided. 	<ul style="list-style-type: none"> - Similar to the in-school model, students will take part in some norm creation and add their voice to the classroom community. - As needed, students will speak up to seek out help and support, or to raise issues for the group or for the teacher to consider in the class environment.
<i>Introduction of a learning task or concept, followed by workshops and individual conferencing</i>	
Teacher	Student
<p>Used in certain classes more, such as fine arts or English.</p> <ol style="list-style-type: none"> 1. At the beginning of the class the teacher will conduct direct instruction in whatever learning task students will be doing independently. 2. The teacher may then provide a model, and parameters for completing the project. 3. Students are sent on to collaborative documents, or into individual Zoom sessions, or asked to log off and be available by phone through a third party app. 4. In a variation of this that uses a workshop model, students would be sent into small groups that are all working on the same skill. 5. During the remainder of the period, the teacher visits individual students and provides feedback on their work. 	<ul style="list-style-type: none"> - When the teacher is modeling or explaining, students are taking notes and, where appropriate, asking questions using the online platform. - During independent time, students are completing the learning task that was just modeled: practicing a piece of music, creating a painting, writing an essay, etc. - When the teacher connects with them, students are showing their work and getting feedback in order to make improvements and continue their progress.
<i>Providing a menu of different tasks focused on the same concept or skill</i>	

Teacher	Student
<ol style="list-style-type: none">1. In the beginning of the class the teacher introduces the skill or concept students will be working with, or reviews this from previous independent work or a previous class.2. The menu is presented to students, including a variety of activities or problems that all ask students to practice the focus skill.3. Small groups are formed and allowed to choose between the menu of tasks.4. During small group work, the teacher circulates and provides feedback.	<ul style="list-style-type: none">- During the introduction and review, students ask any questions they have about the skill or concept.- Once they are put in small groups, students either take roles or work collaboratively to choose a task from the menu of options.- Small groups complete their task with support from the teacher.

Assessment in Remote Learning

Assessment in a remote environment is done differently than it is in an in-person class. One reason for this is the potential for inequitable conditions. When students are assessed in the classroom, the teacher is able to control the environment to ensure that students have an equal opportunity to succeed. Remotely, various factors may impact student performance, so assessments must be adapted to ensure reliability. In addition, students who receive accommodations or modifications must access those services in different ways when we are remote. Students and teachers in the remote environment will create and experience assessments that consider the factors below. In these guidelines, *formative* refers to assessments that are used to measure student progress and provide feedback. They are typically lower stakes and more frequent than summative assessments.

- *Authentic assessments*: tasks that are considered “authentic” measure the most crucial *skills* in a subject, rather than content recall. They ask students to take skills they have been developing and apply those skills to new and novel situations, problems, or texts.
- *Flexible assessments*: where possible, remote assessment will be flexible and allow students to show understanding in multiple ways.
- *Technology-assisted assessment*: various technology will be used in remote assessment to better measure student progress and provide quick feedback. Assessments that are graded by computer will most often be used as formative assessments.
- *Performance-based assessments*: the student is expected to perform a particular task publicly, or with the teacher only, and is graded on the knowledge and skills they show during that time.
- *Timed assessments*: time constraints will be used in some assessments to reduce the use of outside aid, help students communicate more concisely, and allow teachers to provide frequent feedback (students with extra time accommodations will receive them).
- *One to one assessment*: in certain subject areas, one to one verbal assessments may be necessary to accurately assess progress that may have been assessed in a group setting with in-person learning.
- *Variety of formative assessments*: rather than relying on larger, cumulative assessments that require a controlled environment, teachers will use more frequent, smaller, formative assessment to measure student progress.

In class syllabi and orientations, *all teachers will provide an overview of what kinds of assessments students should expect in the class, the frequency of assessment, and anything else that students will need to understand about measuring progress.* This overview will provide clear expectations for students and families. All assessments that are factored into the grade will be posted on eSchool and explained on the teacher’s LMS.

Learning Tasks & Grading

- During remote learning, *teachers will use letter grades and standard grading practices as outlined in their course syllabus.*
- Year end grades will be calculated according to the Program of Studies, and will factor into students' cumulative grade point average (GPA).
- *All assignments will be posted in eSchool;* parents and students should monitor eSchool and communicate with teachers if they have any questions about student progress.
- Teachers may use participation during remote classes as a formative assessment tool.
- Remote learning requires more independent work and self-management than in-person learning. Recognizing this, *teachers will regularly provide an overview of upcoming classes.* This overview will cover at least the next two classes, or the week ahead. This overview will include clear explanations of upcoming learning tasks and topics.
- Teachers will assign learning tasks *during the school day*, either during class or on their LMS, and those tasks will be mirrored in eSchool with a due date. If assignments are posted on the LMS, they will also be discussed in class. Teachers will be available to answer questions and provide clarification.
- Teachers will assign due dates for independent learning tasks to be completed outside of class that will provide a reasonable time period for the work, and opportunities for support if needed. *Students will have at least 24 hours to complete learning tasks.*
- Accommodations will be available for students who require them. Students will receive these accommodations if they receive special education services, have a 504 plan, or they have been impacted by COVID-19. The student study team (SST) will work with teachers to consider individual student situations and approve accommodations not already established in IEP or 504 plans.
- *Teachers will establish late work policies in collaboration with their department colleagues, and clearly outline those policies with students.* Late work policies will be established with our context in mind.
- *Independent work (homework) will be assigned in most classes, and will average between 30 minutes and 60 minutes per class meeting; workload will vary depending on the level of the course.* AP classes may include longer assignments or higher levels of independent work. Teachers will review independent work expectations with students in the first weeks of class.

Student Supports

- Guidance Supports:
 - Guidance counselors will meet with students in both Zoom settings and, where the circumstances allow, in outside, socially distant in-person meetings.
 - All students will take part in required guidance seminars that will meet on Zoom in a large group, followed by small group and/or individual sessions.
- Orientations:
 - All 9th grade students and new students will attend in-person orientation sessions scheduled on the mornings of 9/10 and 9/11. As a part of this orientation, students will begin building relationships with their advisors and teachers, and prepare for learning by making sure that they understand their schedule and other elements of the remote learning plan.
 - Students in grades 10-12 will attend informational sessions on a grade level Zoom and meet with their advisory group for a more in-depth Zoom session.
- Students in need of accommodations and support will continue to receive them in a remote environment.
- Any students who are found to be affected by the current crisis may begin to receive accommodations beginning in this period. Students who have fallen ill or have to quarantine will be automatically referred to the Student Study Team (SST) to determine appropriate support.
- Wayland administration and support teams will track students' engagement and attendance during remote learning, identify students in need of intervention or support, and follow up with families and students to provide that support. We will use qualitative and observational data, along with attendance and grades, to measure student progress.
- Teachers will continue to work in close collaboration with LRT liaisons, guidance counselors, the administration, and other support staff to support students academically and social-emotionally. In order to support our students with learning differences, faculty will include LRT staff in their learning platforms.
- LRT liaisons, guidance counselors, and RTI teachers will continue to deliver services in the remote environment. They will continue to meet as a regular part of the school day, and this will be scheduled during students' free periods or on Wednesdays.
- The Academic Center coordinator, staff, and peer tutors will continue to support new and current students who are looking for extra help. Information on requesting academic support will be provided in advisory and other communications.

Advisory

The WHS advisory program will provide students with a supportive group of peers and two faculty members to meet with on a regular basis. The purpose of advisory is to support students' social-emotional wellbeing, provide support for navigating our new learning environment, and establish community. Advisory will be a meaningful, enjoyable part of each student's day.

- Each day in remote learning will begin with a short advisory session, beginning at 8:35. On Wednesday, advisory is 25 minutes long and begins the school day at 10:00am. Attendance in advisory each morning will determine attendance for the school day.
- On Wednesdays, students will meet in an extended advisory session that will focus on a number of topics, but most importantly in this transition to remote learning, it will help to provide a framework for students to tackle their independent work and structure their days. These will also support students as they transition to a hybrid model. Wednesday advisory sessions will cover topics such as:
 - Academic integrity and the honor code
 - Managing independence
 - Time management
 - Asking for help and accessing resources
 - Scheduling and organizing
- Advisors also serve as another point of contact for students and caregivers. They are a place to go to ask questions if you're not sure where to go, and a place to go for support overall.

Family Communication and Engagement

In the remote environment, *caregivers play a crucial role in supporting students, helping to ensure that they are able to progress and that we are aware of support needs or other issues.*

Faculty will communicate often with parents throughout this time, and we expect that caregivers will also take part by reaching out when needed and responding to teachers' messages.

- At the start of the school year, *teachers will communicate with families regarding the expectations of their course*, as well as the ways the class will run and how communication will be continued.
- Teachers will communicate with families regularly through eSchool. They may also use additional methods, such as inviting parents to the LMS that they are using, or it may be through a shared calendar or website.
- In email communication, teachers will use the following consistent practices:
 - Subject lines will include the name of their course and grade level
 - Responses will be sent within 48 hours (not including holidays and weekends)
- In addition to email, teachers may utilize other applications, such as Remind, to communicate with caregivers.

Student Roles & Responsibilities

As a learning community we rely on a common understanding of expectations, and shared responsibility for learning and growth. Below are some of the student-specific responsibilities in the remote learning environment:

- Set up a schedule, a space, and routine to accommodate your learning. Support for this is available from your advisor, counselor, or teachers.
- Frequently check your school accounts during the day and during your independent time. This includes your email, ItsLearning or Google Classroom page, and eSchool.
- Communicate proactively with your teacher or counselor, informing them of issues as soon as they arise.
- Adhere to Wayland High School's student handbook policies and the Acceptable Use Policy (AUP) in your personal conduct and your conduct online.
- Participate actively in class meetings, following the norms outlined above and any others outlined by the teacher.

Student Life

During remote learning, we are still a high school community, and we will continue many of the traditions and opportunities that make being a student at WHS exciting.

- Clubs and extracurricular activities will continue, although they will operate remotely when school is in a remote learning environment. Student leaders and faculty advisors will continue the work of their organizations using remote tools.

- Where possible, annual events will be held virtually. For example, our annual club fair will be held virtually during the month of September. Information regarding these events will be shared as the school year begins.
- Athletics plans and policies have been shared recently by the state and athletic associations. At the time of this plan's publication, our athletic department had just received these new guidelines and they are in the process of planning for the fall. More information will be forthcoming.
- Student government remains active in a remote environment and will meet as usual during advisories with their faculty advisor. They are also in the process of organizing meetings, forums, and events to benefit the student body at this time.

References

Contact Guide

Ongoing communication through email and over the phone is essential to our success; please reach out early if you have questions or concerns. Contact information can be found on our website. Often, email is the easiest way for students and caregivers to communicate with teachers; all Wayland staff will have a similarly formatted email: [first name]_[last name]@waylandps.org. Additionally, in order to reach staff by phone, you can call the main office at (508) 358-7746 and they will be able to forward your call to the appropriate teacher's mailbox. Below is a brief contact guide if you aren't sure who to get in touch with:

For questions regarding...	Reach out or refer to...
Specific coursework, assignments, or access to learning resources	<ul style="list-style-type: none"> • Your Teacher! • Class LMS site (Google Classroom or Its Learning) • eSchool
Learning technology, internet access, or computer support	<ul style="list-style-type: none"> • WPS Student Technology Help • Email help_desk@waylandps.org • Your Teacher (especially if this is occurring during class)
A personal, academic or social-emotional concern	<ul style="list-style-type: none"> • Guidance Counselor • Special Educator (if applicable) • Administration • Confidential Safety Reporting Form • Mental Health Resources from Guidance Website
Curriculum and instruction	<ul style="list-style-type: none"> • Department Heads
School operations, leadership, and fall planning	<ul style="list-style-type: none"> • Allyson Mizoguchi, Principal • Laura Cole, Assistant Principal • Sean Gass, Assistant Principal

Technology Used In Remote Learning

The following are tools that are most commonly used at WHS for remote learning; many students will see a combination of these applications in their learning experience. Teachers and departments are continually learning about new technologies for learning, and may introduce new tools if they find them effective. All students and caregivers will be oriented to classroom technology. Support will be provided by our information technology department, who can be reached by submitting a request with our help desk through their website, [WPS Student Technology Help](#), or by sending an email to help_desk@waylandps.org.

Technology Tool	How It Is Used
its Learning and Google Classroom	As a Learning Management System (LMS): your classroom homebase for learning tasks, announcements, homework, and resources.
Zoom	This is the primary video conferencing tool teachers use for remote classes. It may also be used for individual tutoring sessions, guidance counselor meetings, and LRT.
Google Meet	Another video conferencing tool that teachers and staff will use, primarily for individual meetings or small groups.
<i>Teachers' LMS systems, Zoom, and Meet are the most essential tools that will be used, but not the only ones necessary for conducting remote learning. The applications below are used in addition to teachers' LMS and videoconferencing tools.</i>	
Screencastify	Teachers and students have access to create videos/screen castings that are saved to Google Drive and easy to share.
Edpuzzle	This allows teachers to create interactive videos with embedded assessments and checks for understanding.
Pear Deck	Through this add-on, Google Slides are made interactive, so students can work through them independently or in class.
Jamboard	A collaborative "whiteboard" where students meet and collaborate.
Quizalize	Teachers may use this to assign quizzes and differentiate activities, screenshare live games, and see progress data.
Google Forms	Used for surveys, quizzes, formative assessments, and check-ins during class and in independent work.
Gimkit	Used for interactive quiz games, study tools, and assessments. This tool integrates with other tools such as Pear Deck.

ListenWise	A podcast application (primarily used in English, History, and Science). Students complete listening comprehension quizzes, and can listen and read at the same time.
FlipGrid	Teachers use this to record and share short videos for students, and to assign to students to record themselves.
MyViewboard	This is a web-based, collaborative whiteboard tool that both delivers content and provides small group spaces for students.
Kahoot	A quiz application where students compete to earn points on a leaderboard. Used for test review and formative assessment.
Parlay	Students take part in online discussions in small groups, whole group, and with a teacher. Used to promote and measure participation.
Kami	A collaborative document tool that augments Google Classroom, allows teachers to create assessments and students to creatively add to documents.

Phase Two: Hybrid Learning

Executive Summary

Phase 2 of the Wayland High School Reopening Plan, released to the community on October 9, 2020, describes key elements of teaching, learning and operational safety measures during the hybrid model. After a remote beginning to the school year, our community is eager to reconnect in person and establish a new rhythm for our blend of on-campus and off-campus learning.

We acknowledge that the hybrid model is still far from the normal WHS experience. In order to support the health and safety of our students and staff, an extensive set of protocols are in place that will shape the experiences of our students and staff on campus. For example, only approximately half of our students will be on campus at any one time in order to maintain physical distancing requirements, and all individuals will be required to wear masks when not eating or taking a mask break. These and many other operational requirements are described in this document.

In our classrooms and as a larger learning community, we value freedom, collaboration, and creativity. In the midst of a global health crisis, we must work together to find ways to maintain these core aspects of our community, while adhering to the health protocols that are necessary to keep us safe.

The remote learning period for the last four weeks was designed to engage them in their classes, but also in part to provide students with a structure for learning that will prove useful as we transition to the hybrid model. Because students will be learning both on campus and off campus, teachers will be using a range of instructional practices to support their students in both modes, designed around the objectives of each lesson so that every student may progress in their learning and remain engaged. Off campus, students will need to capitalize on the structures and supports that they established during the remote period in order to be successful.

Many of the shared expectations we communicated in Phase 1 will continue in Phase 2. Given the possibility that we will move between remote and hybrid learning throughout the year, this document is designed to be a single resource that will guide our work regardless of the model.

Our Guiding Principles for Phase 2

In addition to the principles articulated in Phase 1, *Student Learning, Equity, Social Emotional Well-Being*, and *Faculty Guidance, Growth, and Sustainability* (see page 5), in the hybrid model we also consider:

- **Health and Safety:** Safely returning students and staff to the building in the midst of a threatening pandemic requires strict adherence to extensive health protocols. These protocols are established in collaboration with local and state health officials and are likely to evolve over time in response to the course of COVID-19. We have a collective responsibility to keep each other safe by following all health and safety requirements, even when they seem to run counter to our normal school procedures and culture.
- **Consistency and Adaptability:** The shifting nature of COVID-19 makes it likely that we will swivel between remote and hybrid learning throughout the school year. Therefore, elements of these two models are deliberately designed so that we can move quickly from one model to the other with the least disruption to learning as possible.

What is Hybrid Learning?

The *hybrid model* refers to a combination of learning that happens at school (“on campus”) and remotely (“off campus”). Key elements of hybrid learning include ⁴:

- The use of tools and technology that can help facilitate online learning, discussion, assessment, and community;
- Thoughtful teacher planning to determine which activities are better suited for an in-person day vs which can be completed more easily online;
- Student empowerment, where they may work at their own pace and take ownership of their learning;
- Creative adaptation of lessons and activities that have been designed for a traditional classroom environment;
- Heightened communication and partnership with parents.

⁴ Adapted from *The Hybrid Teacher Survival Guide*, Emma Pass (2020)

Hybrid Learning Structure

Cohorts

Students are grouped into cohorts for two main health and safety reasons: the first is that this allows us to set up classrooms and learning spaces that ensure 6 feet of space around each student, and the second is that in the event of a COVID-19 case at WHS, cohorts allow us to more effectively contact trace and isolate to stop the spread. Each student is assigned to either cohort A or cohort B. Please note the following:

- Students in Cohort A attend school on campus on Mondays and Tuesdays, and students in Cohort B attend school on campus on Thursdays and Fridays.
- Students may not enter campus on a day when their cohort is not meeting in person. This is essential for contact tracing.
- Cohort changes are not possible in most cases. Cohort change requests will only be considered in the following instances:
 - Siblings or family members must be in the same cohort for transportation reasons, and they are not scheduled that way already.
 - Students receiving services and the cohort placement adversely affects their ability to receive those services.
 - Significant family hardship such as illness or family loss, or economic hardship.

Daily Schedule

Students will be engaged in hybrid learning following the schedule below, which will be mirrored in eSchool and on the HAC platform.

	A COHORT ON CAMPUS				BRIDGE DAY (All Remote)	B COHORT ON CAMPUS			
	MONDAY		TUESDAY		WEDNESDAY	THURSDAY		FRIDAY	
8:35 - 9:55	1st Period		2nd Period		Professional Development: No Class Meetings	1st Period		2nd Period	
9:55 - 10:05	Transition (10 min)		Transition (10 min)		Extended Advisory: 10:00-10:25	Transition (10 min)		Transition (10 min)	
10:05 - 11:25	3rd Period		4th Period			3rd Period		4th Period	
11:35 - 1:50	Transition (10 min)	Extended Transition (15 min)	Transition (10 min)	Extended Transition (15 min)	Independent Work Session 1: 10:25-11:45	Transition (10 min)	Extended Transition (15 min)	Transition (10 min)	Extended Transition (15 min)
	Lunch 1: 11:35-12:05	5th Period 11:40-1:00	Lunch 1: 11:35-12:05	6th Period 11:40-1:00		Lunch 1: 11:35-12:05	5th Period 11:40-1:00	Lunch 1: 11:35-12:05	6th Period 11:40-1:00
	Transition (10 min)		Transition (10 min)		Lunch: 11:55-12:25	Transition (10 min)		Transition (10 min)	
	5th Period 12:15-1:35	Transition (10 min)	6th Period 12:15-1:35	Transition (10 min)	Independent Work Session 2: 12:30-1:55	5th Period 12:15-1:35	Transition (10 min)	6th Period 12:15-1:35	Transition (10 min)
		Lunch 2: 1:10-1:40		Lunch 2: 1:10-1:40		Lunch 2: 1:10-1:40	Lunch 2: 1:10-1:40	Lunch 2: 1:10-1:40	
	Extended Transition (15 min)	Transition (10 min)	Extended Transition (15 min)	Transition (10 min)	Independent Work Session 3: CLUB MEETING TIME 2:10-3:10	Extended Transition (15 min)	Transition (10 min)	Extended Transition (15 min)	Transition (10 min)
1:50 - 3:10	7th Period		8th Period			7th Period		8th Period	
3:10	Dismissal								

Please note: Students in 5th or 6th period classes meeting on the first floor of the South building (English, Math) and Wellness areas will attend 1st lunch. Students attending 5th or 6th period on the second floor of the South building (Social Studies, World Language) and Fine Arts areas will

attend 2nd lunch. Students who are attending 2nd lunch will have an extended transition after second block to allow for a small snack or mask break before their 5th or 6th period class.

Unique Class Situations

Wellness and Fine Arts Classes

Because Wellness and Fine Arts classes meet less than a full standard rotation, they will have modified schedules during the hybrid period as well.

- Certain Wellness classes (10th and 12th grade) will be combined and taught in larger spaces, such as the field house, wrestling room, and lecture hall.
- Students will not have independent class activities for Wellness during their off campus days.
- Fine Arts classes will meet proportionally to the meeting times per rotation in the Program of Studies. The remainder of time in the block may be used for completing assignments, practice or as needed.

Study Halls

- All 9th grade students will be assigned to study hall during free periods in the day.
- Study hall will take place in the field house during all periods except periods 5 and 6, when lunch will take place in the field house.
- If students have study hall during the first block of the day, they are not required to arrive at school before their first academic class. If they do arrive at school, they must attend study hall until the next block begins.
- If students have study hall during the last block of the day, they are allowed to leave campus after the conclusion of their last academic class, or they can attend study hall.
- Once students have entered study hall, they may not leave until the end of that study hall period.

On Campus Learning Days

When students are scheduled to be learning on campus, here is the outline of what their day will look like. While this serves as a broad outline of their day, *it is essential that all students and families review the detailed health and safety guidelines which begin on page 33.*

Summary of Health and Safety Guidelines

- Before you leave home, all parents must complete their screening information through HealthWatch.
- Students arrive on campus and are able to enter campus buildings beginning at 8:15am. If students arrive on campus before 8:15am, they must remain outside, physically distanced and masked.
- Throughout the day, students must follow the transition guidelines and use the permitted and directional staircases and hallways for moving around campus.
- Transitions have been lengthened to 10 or 15 minutes depending on when during the day they are transitioning. This is designed to allow for cleaning and safe hallway movement.
- During free periods, students must follow health and safety guidelines for the spaces that are available. The fieldhouse is not available during free time. Information about leaving campus during free periods can be found below.
- If students want to meet with a teacher during a free period, they must make an appointment and use Zoom unless in-person meetings are absolutely necessary. Whether or not the meeting is in-person will be determined by the teacher, considering the comfort level of both parties.
- At dismissal, students are expected to remain physically distant and exit campus immediately after the final bell rings at 3:10pm. Masks must be worn until students are off campus.

Attendance

- Students must attend school with the tools needed for a blended and hybrid learning experience. This includes a charged laptop, a power cord, headphones, and any additional school supplies teachers have required.
- Daily and period absences and tardies will be documented through our attendance office using the procedures outlined in the Student Handbook. Parents will be notified of any missed instruction or class meetings. All attendance consequences outlined in the Student Handbook will apply during on campus learning. Please see “A Note Regarding Attendance” at the bottom of page 31 for more details.
- So that students optimize their two days per week of on campus learning, families should avoid scheduling appointments and other obligations when their student’s cohort is in school.

Blended Learning Situations

There are a couple of scenarios that will lead to students being on campus, but attending a remote class.

- The first is if a student is enrolled in the small number of classes that will be conducted entirely online for the school year. At the time of this writing (October 2020), these courses are French 5, Chorale, Honors Concert Choir, Music Production 2, Piano, and Creative Writing.
- The other scenario is if a teacher is in quarantine or isolation and therefore must conduct class remotely. In these scenarios, students will be provided with a place to attend their remote session during the designated time. That may be in a designated SLC area, a classroom, or a common space.

Bridge Day (Remote Wednesdays for All)

Bridge Day (Remote Wednesdays) are designed for students to meet individually with teachers, attend group study sessions, attend seminars, work independently, and/or attend a club. The vision of this day is to bridge the gap between A Cohorts and B Cohorts.

Structure of Bridge Day:

1. The day begins at 10am with an extended advisory that all students are required to take part in.
2. After advisory, students should follow a plan for their day that includes independent work sessions (these may be collaborative as well), attending guidance seminars, writing groups, or appointments, and meeting with teachers for office hours.

Club & Extracurricular Period:

From 2:10-3:10pm, clubs should hold meetings whenever possible. This period is designed to encourage students to participate in extracurricular clubs or activities. By providing a designated time, we hope that more students will participate. However, from time to time, class meetings, seminars, and/or study sessions may be scheduled during this time when needed.

Office Hours

Students should take part in office hours on Wednesdays; these are times when students can connect with their teacher, building important relationships and getting needed support. In addition, teachers may also offer office hours during their regularly scheduled preparation periods. To maintain physical distancing and cut down on transmission risk, students should use Zoom even when they are on campus. Teachers will maintain the appointment process they began in the remote period.

Off Campus Learning Days

The following are the expectations and procedures for the cohort of students who are learning off campus.

Learning Expectations (including Blended Classrooms)

- Students should follow their on campus schedule during off campus learning days. During the time scheduled for a class period, they should be engaged with that course's material.
- In some classes, teachers will require students to use zoom to virtually attend class with their peers who are on campus. This may be required for the entire period, or for a section of the class. It is up to the student to keep track of when and how they are required to virtually attend. Approximately 80% of teachers plan to use some element of "Zoom to Room."

Attendance

1. Teachers will take attendance of off campus students in the first 10 minutes of class, using a consistent method. This attendance will be reflected in eSchool, and parents will be alerted if students do not attend class. Some ways that teachers may take attendance include:
 - a. A zoom call for a visual attendance check.
 - b. A google form that students complete and is time-stamped.
 - c. Other software applications that track login times and dates.
2. Students will be marked tardy if they are not actively present in their class meeting when the class starts.
3. If a student is 20 minutes or more late, it will be considered an absence.
4. Daily and period absences will be documented through our attendance office using the procedures outlined in the Student Handbook. Parents will be notified of any missed instruction. All attendance consequences outlined in the Student Handbook will apply in remote learning.
5. If students are absent, students and/or caregivers have two responsibilities: one is for the student to reach out to the teacher to connect and find out what they missed. The other is for the parent or caregiver to reach out to our attendance office to provide documentation. The WHS attendance office will communicate directly with families when students miss school as well.

A Note Regarding Attendance:

- Attendance is being taken and tracked for each class, including Advisory.
- If your child will be absent, dismissed, or tardy, please email ahead of time, with the reason: hs_attendance@waylandps.org OR call the attendance line to leave a message anytime: 508-358-5861.
- These are both checked regularly throughout the day.
- Along with your child's name, grade, and date: for absences, please include reason for absence; for dismissals, please include the reason and the time that the student will need to leave class; for tardy arrivals, please include the reason,

and the time the student should be back in class.

- If your student believes that their attendance was marked incorrectly, they should reach out to the teacher for clarification.
- You will get a robocall from Dr. Mizoguchi if your child is marked absent unexcused OR tardy unexcused from class. Please use the contact information above if you have any questions regarding your child's attendance.
- Your child's attendance can be viewed in HAC. On the home page, click on the Attendance icon at the top of the page. Hovering the cursor over a date, will enable you to view what class/classes your child was marked absent/dismissed/tardy from.

Code of Conduct

During off campus learning students are expected to follow student handbook guidelines as if they were in class, and as referenced in phase one. At any time when students are attending class virtually while their peers are in person, the code of conduct for remote learning applies. The expectations of being actively engaged, with your camera on, in an appropriate workspace, interacting constructively and respectfully with your classmates and teacher. You can review these guidelines in detail by clicking here: [Remote Code of Conduct](#).

Examples of Off Campus Learning Experiences

Students who are off-campus are expected to stay engaged with their classes and to make progress in them, even when they are not attending them live. This important element of hybrid learning is achieved through deliberate teacher planning that may involve technological tools, asynchronous planning, and a "flipped" approach where students self-pace their learning away from the classroom. This also requires self-discipline and organization on the part of the students.

The learning experiences of students who are off campus are determined by the objectives of the lesson of each course. In some cases, when the lesson is designed for the whole class, the teacher may use Zoom to synchronously connect the off-campus cohort with the on-campus classroom. In other cases, when the lesson is designed for individualized teacher support, the off-campus cohort may work in pairs (via "breakout rooms") or independently to complete a "flipped" lesson (where direct instruction happens via video or prepared materials) during class.

The chart below provides a sampling of student learning experiences for the off-campus cohort.

Lesson objectives	What does learning look like?
-------------------	-------------------------------

<ul style="list-style-type: none"> ● Whole-class discussion or debate ● Presentation of a new concept ● Introduction to a major assignment ● Lab demonstration 	The off-campus cohort “zooms in” with the on-campus cohort (“Zoom to Room”) while the teacher conducts a single lesson for both cohorts.
<ul style="list-style-type: none"> ● Individualized support from the teacher to deepen understanding of a new concept ● Hands-on activity for the on-campus cohort 	Students in the off-campus cohort independently watch a teacher-prepared video and complete an activity during class (“flipped” lesson). Meanwhile, the teacher focuses on skills-building with the on-campus cohort or guiding students through a hands-on lab or project.
<ul style="list-style-type: none"> ● Work collaboratively in partners or small groups on an activity or problem to practice skills 	The off-campus cohort works in break-out rooms while on-campus students work in pairs (6’ apart) or on an application such as DILL to generate and capture discussion.
<ul style="list-style-type: none"> ● Assess students on their mastery of a concept or skill 	The off-campus cohort prepares and reviews for the assessment, while the on-campus cohort takes the assessment.

Special Circumstances

Students in Quarantine

Students who are in isolation or quarantine should alert the attendance office and the nurse will follow up. If students are isolated as a precaution, or are asymptomatic, they should attend classes remotely by either “Zooming” into in-person classes, participating in a manner similar to students in the WRAP program.

Teachers in Quarantine

Teachers in isolation or precautionary quarantine may conduct classes remotely, while school staff will supervise students in the classroom during the cohorts’ on-campus days.

Class Coverage During Teacher Absences

As in the past, if a teacher is absent for one day, class may be cancelled and students will use that period to do independent work. If a teacher is absent for a longer period, every attempt will be made to provide coverage for their classes.

The WHS WRAP Program

The Wayland Remote Alternative Program (WRAP) at WHS supports a select group of students who have opted to stay remote during the hybrid model. Our WRAP students will stay enrolled in their WHS courses and will be supported by two co-coordinators of the program, Ms. Eva Urban Hughes (Social Studies) and Ms. Mary Lee York (Science). Ms. Urban and Ms. York will

monitor the progress of our WRAP students, facilitate a supportive cohort among the WRAP students, and support the WHS classroom teachers in implementing remote teaching and learning strategies so that their WRAP students have equitable access to the curriculum.

WRAP students will meet once a week during an additional Advisory period in order to develop effective remote learning strategies and skills and to support one another. At the end of the first semester, WRAP students may move to the hybrid model if they so choose. Similarly, students who are hybrid may opt to join the WRAP cohort for any reason at the beginning of second semester.

The full range of remote learning and teaching strategies will be employed to support our WRAP students, particularly during the two days when they would otherwise be on campus.

Health and Safety Guidelines

Arrival to School

When students arrive to school:

- Students must have a health screening complete before coming on campus.
- During arrival to school, and in times of transition, students and staff should enter the South or North Buildings using the designated entrance doors.
- Upon entry, students and staff should hand sanitizer or wash hands at the stations provided.
- The building will open at 8:15am. Students should start transitioning at this point.
- There should be no congregating in hallways, classrooms, or other areas during arrival. Students should go directly to their classroom. If students have a free block, they should access the LMC, designated SLCs, commons, or field house (9th grade study hall).

Drop Off

As much as possible, students should be dropped off between 8:15-8:20am, or five to ten minutes before their first class. Due to the increase of students who will be dropped off by a parent, we will be changing our traffic pattern. The front loop will be for buses, handicap drop-off, and staff and visitor parking ONLY. The field house loop will be the parent drop-off loop.



Parking

The 2020-2021 parking pass will be reduced from \$220.00 to \$100.00. Students need to complete a Student Parking Pass Contract. This contract will be available on our home page soon.

Health Screening

The district is using HEALTHWATCH as our pre screening, attestation tool. This needs to be filled out before students or staff enter campus.

Hand Hygiene

Students and staff will engage in frequent hand washing and hand sanitizing. There are hand sanitizer locations in each building, as well as sinks in SLC spaces to encourage hand hygiene. (Sinks will be installed the week of October 19, 2020.) Hand sanitizer will be in each classroom. Students are encouraged to wash their hands or use hand sanitizer upon entry of classroom spaces. Classrooms that have sinks will have a designated hand washing sink.

During the School Day On Campus

Building Hours

The building will be open from 8:15am-3:20pm for students.

Physical Distancing/Social Distancing

It is required that all students and staff follow physical/socially distancing guidelines throughout the day. Classrooms, and all other areas for student use, are arranged to maintain 6 feet distance between individuals when stationary for more than 15 minutes. Briefly passing others closer than 6 feet in the hallway or classrooms is acceptable when wearing a mask.

Face Coverings

Masks need to be worn the entire time in the building by both students and staff. Students and staff need to adhere to the [District Mask Policy](#).

- Students will wear their own masks. The mask needs to be a two-ply mask. In adherence to the Wayland Board of Health guidance, masks should be made of a tight weave of at least two-ply fabric and fit the nose and mouth tightly without gaps, and may not include gaiters, bandanas or scarves. Masks should not have a vent or other respiratory features.
- Masks should be appropriate for school and adhere to our dress code.
- Students should bring a container or paper bag to store their mask during mask breaks and for lunch/snack.

Mask Breaks

Students are encouraged to take mask breaks during their free blocks: students should go outside, stand safely away from others and remove their masks. After students are finished eating their lunch, they should go outside and take a mask break. Students who have a longer snack break before lunch should use this time to take a mask break as well.

Visitors

Visitors who do not have a pre-arranged appointment with a WHS staff member will not be allowed on campus during the 2020-2021 school year. All visitors must complete a health screening before entry to the building, including recording temperature. Whenever possible meetings should be held remotely. Only WHS staff and students are allowed to be in the South Building, Field House, Fine Arts area, and the fitness room area in the North Building.

If your student forgets something, we ask that you and your child work out and coordinate the drop off of this item without fully entering the building. If it is absolutely necessary for their learning that day, please label the item and place your child's item on the designated table outside the main office.

Seating Arrangements

For the purposes of contact tracing, all classrooms will have a seating chart and assigned seating. During lunch, a system will be in place whereby students report their daily seating location in the commons or the field house. If students are eating outside, they do not have to report their seats but must practice physical distancing and sit six feet apart, not facing each other when possible.

Open Campus Policy

All students who have a free first block may come to school late and leave early if they have a free last block. **Juniors and seniors** who have parental permission may leave campus during the school day when they have a free block. However, they must adhere to all health and safety guidelines in doing so, including remaining masked in their car if they are riding with another individual and washing/sanitizing their hands upon return to campus.

- Students CANNOT bring back food or beverages to be consumed here on campus.
- All Juniors and Seniors must complete a Privilege Form, and parent signature is required.
- These are privileges and can be removed for students who are not complying to health and safety protocols during the school day.

Ninth graders and sophomores may not leave campus during the school day when they have a free block without parent permission. Ninth graders are assigned to study hall during their free blocks (see page 28). Other students who stay on campus during their free blocks may spend that time in designated areas such as the SLC, field house, or LMC (by appointment).

Bathroom Use

- Only two students are allowed in the bathroom at the same time. If students arrive at the bathroom and it is occupied by two students already, they must wait in the hall or locate another bathroom.
- During transitions, students cannot access restrooms. They must wait until the transition time is completed.
- When in class, only one student is allowed to leave at a time to limit the number of students in the halls and bathrooms. Students will complete a sign out/in when they go to use the bathroom.
- Students should use hand sanitizer or hand wash upon reentering the classroom.

Lunch

If they are buying lunch, students and families must pre-order meals through the lunch form that will be sent out weekly. There will be three options: main menu of the day, alternate menu and salad plate lunch. All meals will be individually pre-packaged. Students will pick up their pre-ordered meals on tables outside of the servery and/or Field House area. Students may also bring their lunch from home.

Students must wash their hands or hand sanitize before eating. Once students are safely seated, they can remove their mask and eat. Wipes are available for students to wipe down their seat and desk.

Before leaving their seating area, students must identify their location using an electronic reporting system.

Free Time

There will be areas in which students can access during free times. These are available Student Learning Centers (SLCs), the commons, and the Library Media Center (LMC). Outside spaces will remain available and accessible to students. These areas will have strict limits on spacing and capacity. If there is not a desk available in an indoor area, that means the capacity has been reached. All students will need to keep face coverings on while using these areas. Students will need to sanitize these areas before and after each use. Wipes are available in these locations. The Field House will not be open to students during free blocks, but the fitness center will remain open. Please see below for more detailed information about these common spaces.

Common Spaces

Wayland High School students are expected to follow health and safety guidelines in all common areas. These include physical distancing and masks, and absolutely no eating will be allowed unless it is a designated lunch area. If students are found not following these guidelines, they will be restricted from using common spaces, required to attend study hall, and may face further consequences.

Over the course of the year the common spaces below will be used consistently. If and when additional spaces are opened, protocols for those spaces will be created and shared.

Library Media Center

Due to Health and Safety Guidelines, there will be a limited number of students allowed in the Library Media Center. Students will need to sign up for access to the LMC. Students should not print in the library; they should use printers located in the SLCs. Students cannot access the Academic Center through the library. The LMC will not be open before or after school. More detailed information will be provided closer to October 19.

Academic Center

Students accessing the Academic Center must get there through the Hallway door in the Math SLC. They should not cut through the Library Media Center to enter the Academic Center.

Health Office

If a student needs to visit the nurse for non-related COVID reasons, they should use the hallway from the Commons. There will be a waiting area, and students will wait in areas marked 6 feet

apart. Teachers should call the health office before sending a student down.

Guidance Office

Students must access the Guidance Office area through the main office entrance. Due to new health and safety procedures and the state requirement of an “Active Screening / Isolation Room,” we need to minimize the traffic in the health office area.

Student Learning Centers (SLC)

Students and staff will be accessing SLCs. Desks and chairs have been added to accommodate health and safety guidelines. These desks must remain in their current locations.

Fitness Center

The fitness center will be opened during the day and will be supervised. The Fitness Center will run a before school workout program. More detailed information related to capacity and protocols will be provided closer to October 19.

Commons

During periods when there is no lunch scheduled, students may use the commons to work independently or attend remote classes. The desks in the commons must not be moved, and this area will be supervised.

Field House

Due to Health and Safety guidelines and room utilization, the field house will be closed to students during the day. The back of the field house has been set up to accommodate study hall and lunches. Other areas of the field house will be used as classroom spaces.

Moving Through the Buildings

Managing the traffic flow throughout the building is an essential part of maintaining appropriate physical distancing and avoiding crowds in particular areas.

Transition Times

- All transitions are 10 minutes or longer to allow for cleaning protocols, safe hallway movement, and potentially a brief mask break if students are traveling alone outside.
- There should be no congregating in the hallways during transitions, and students should not access the restroom during this time.
- Students must remain masked and physically distanced from one another during transition times.
- Once the class is in session, hallways can be used freely, but students must adhere to social distancing and health and safety protocols.
- In case of an emergency, students and staff should follow the emergency protocols in place. For example: if there is a fire drill, students and staff should all exit the building and not adhere to the hallway movement patterns.

Hallway and Stairwell Movement

- Hallways have been designated as one-way or two-way, and are clearly marked and visible to students. These designations are in effect *during transitions only*.
- When class is dismissed, students must walk out their classroom towards the “DOWN” stairs, or follow the one-way route to their next class.
- In the South Building:
 - The Northeast (Math Pod) Staircase and the Central (near the Elevator) Staircase are UP staircases for accessing the second floor of the South Building.
 - The Southeast (Back Math/History Pod) Staircase, the Southwest (English/World Language Pod) Staircase, and Northwest (English Pod) Staircase are designated DOWN Staircases.

Entrances and Exits

- When moving from building to building, students will use the designated entrance and exit doors. These will be clearly marked.
- In the North Building, the designated entrance doors are located under the clock tower, the music hall entrance, and the Courtyard doors. In the morning, staff should enter through the Health Office* entrance or under the clock tower. The Health Office entrance will be closed from 8:30am-3:15pm every day. This is to ensure if we have someone accessing the Active Screening Room, they can safely exit the building.
- The exit doors are located across from the auditorium, at the end of the fine arts area, and by the Fitness Center.
- In the South Building, the designated entrance doors for students is the main entrance, and the Staff entrance is located on the Northeast entrance of the South Building.

Water Fountains

Wayland Board of Health has approved refillable water stations to be open for students and staff.

Cleaning

Procedures

- Custodial staff will follow a daily cleaning schedule that includes steady and consistent interval cleaning. Custodial staff will wipe down hard surfaces, door knobs, and other surfaces, as well as refill supplies throughout the day.
- When students leave a classroom, a learning space, or their lunch area, they must clean their table and chair with provided wipes.
- Although not required, students and teachers may wipe down their own spaces upon arrival and as needed.
- Shared supplies should be limited. Whenever possible, teachers have provided students with kits and/or materials they can keep for a period of time. Students may need to provide their own materials for some courses.

Classroom Cleaning Supplies

All classrooms and student common areas will have cleaning and disinfecting supplies. Although classrooms and common areas are being cleaned several times a day, everyone has their own level of comfort in their working space, and they are welcome to do further cleaning using the provided materials.

If you need cleaning supplies, please contact Liz Doyle at the front desk. She will alert a custodian. If you need an immediate response, please have your department head radio the head custodian or foreman.

Dismissal

- Students will be dismissed at 3:10 p.m. and will use exit doors only. Students should use designated "DOWN" staircases. Students will follow all required hallway movement protocols as during morning arrival.
- Students should not congregate in hallways or in other common spaces.
- If students have a free block scheduled during the last period of the day, they are permitted to leave campus at the conclusion of their last class.

