

March 17, 2020

**Information about ongoing access to student learning opportunities for K-5 Wayland families**

Even though the next three weeks do not count as typical school days, we will still provide ongoing access to learning opportunities for students. For elementary students, we are planning to provide roughly 3 and ½ hours of learning opportunities each day.

What this means in practice will vary by age, and may vary from teacher to teacher. Our teachers are all working collaboratively to plan together, but we have tremendous faith in our teachers' individual and collective judgement to figure out what makes the most sense for their classrooms. At the younger grades, there will be a heavy emphasis on reading with an adult or older sibling, listening to recorded read-alouds, using online literacy resources (such as Lexia or RazKids), using online math resources (such as Symphony Math or Happy Numbers), participating in teacher-provided math activities with an adult or older sibling, and exploring online or print resources around science or social studies. Our younger students may also be encouraged to participate in structured social-emotional activities with an adult or older sibling, or even to simply engage in self-directed play.

At the older grades, there will be a heavy emphasis on independent reading and writing, listening to recorded read-alouds, practicing math facts, using online math resources (such as Symphony Math or IXL), participation in teacher-provided math activities, and engaging in independent research around science or social studies topics.

In addition to work in the core academic subjects, our specialists (teachers of art, music, library, wellness, and technology) will be providing about 45 minutes of activities for students to participate in each week (this will be about 30 minutes in each specialist area per week for kindergarteners). This "specials" time is part of the roughly 3 and ½ hours of daily learning opportunities, not in addition to. One thing we are not asking teachers to do is to provide additional work to individual students beyond the 3 and ½ hour guidelines. We absolutely understand that some parents may wish to see their children additionally challenged, or find opportunities to move forward in the curriculum. While parents are certainly free to set their own additional expectations with their children, teachers will not be providing individualized work beyond that provided to the whole class. We appreciate your understanding in not requesting work from your child's teacher that they are not in a position to provide during these three weeks.

Finally, when possible and practicable, teachers may be reaching out to you and your children to schedule conversations to check in on progress. We think that it is important to maintain that teacher-student connection to the extent possible during these three weeks. We do not, however, expect these check-ins to substitute for parent-teacher conferences; we are temporarily suspending parent-teacher conferences during these three weeks, and will figure out ways to reschedule them after April 6th, when students are scheduled to return.