



Cancelled School Day Roles & Responsibilities

Classroom Teachers

Teachers will prepare and communicate assignments to students and their parents using Google Classroom or the *Learn Anywhere* website, learnanywhereproject.org. Assignments will be posted no later than the morning of the cancelled day, but may be posted sooner: the night before, early in the winter months, or even before the start of the beginning of the school year, based on the nature of the assignments, the teacher's style and the needs of their students. At WMHS, students will only be responsible for completing the activities for the classes that they would have had on the cancelled school day. The day in the cycle will be clearly communicated to students and parents on the *Learn Anywhere* website and reinforced by teachers.

It is important to remember that, just like teaching an online class, the teacher is not "on the clock" during a cancelled school day. Teachers prep for this class just as they prep for any other class – this may occur during an in-school prep period, in the evening, on a weekend, or well in advance during summer break. Teachers take the role as facilitator of learning, as they so often do during regular class hours. On the school cancellation day, teachers interact with students in virtual ways, including collaboration with shared Google Docs as they monitor individual or group assignments, or by hosting a virtual office hours - using Google Classroom, Google Hangout, or email – to answer questions or provide support to students. This time does not have to fall within school hours; teachers may opt to utilize early evening or weekend hours if beneficial to the teacher and his/her students. Teachers correct assignments as they typically would, in a timely manner following the assignment due date. Teachers will be available to help students in person following the school cancellation day during their regularly scheduled before, during and after school hours.

POST Academy teachers will assign students an activity related to the development of their job and/or independent living skills, to include online training modules where they may be available and/or applicable.

Specialists (Music, Art, Health, Physical Education, Technology, Computer Science, Engineering)

As all teachers, specialists will develop assignments/activities that support their curriculum and post them on Google Classroom or the *Learn Anywhere* website, learnanywhereproject.org. *Students will only be responsible for completing the activities for the specialists that they would have had on the cancelled school day.* The day in the cycle will be clearly communicated to students and parents on the *Learn Anywhere* website and reinforced by classroom teachers and specialists.

Moderate Special Needs Teachers, English Second Language Teachers

These teachers review their schedule for the cancelled school day and consider how to best to support students to complete their *Learn Anywhere* assignments. In some cases, they will have co-created the assignments with the teacher and/or contributed to modifications of the assignments. The MSN/ESL will communicate with the classroom teacher, students, and/or parents as necessary before, on, or after the school cancellation day to provide the ongoing support students require to successfully complete their assignments.

The MSN/ESL may also provide direct student services to small groups of students during the school day. In this case, the MSN/ESL will provide a home assignment for this cohort of students, connected to this curriculum, to continue learning at home. In this case, the expectation of the MSN/ESL is the same as a classroom teacher.

For MSNs, the cancelled school day also provides an opportunity to catch up on IEP development, IEP meeting reports, and IEP progress reports.

Student Support Staff (Nurses, Psychologists, Counselors, OT/PT, SLP)

Student Support Staff will engage in school or district-wide work that reinforces or enhances their day-to-day student support services. This may include developing newsletters for parents or informational videos or flyers for students' virtual backpacks. Counselors may wish to host virtual office hours on cancellation days to meet with students. Student Support teams may choose to hold a digital meeting on Google Hangout during the school cancellation day, as opportunities to connect and collaborate can be challenging to find on a typical busy school day.

The work completed on a cancelled school day is intended to have a direct impact on student growth, development or learning. Student Support Staff will present their plan for canceled school days to their school principal in advance for approval.

For Psychologists, Occupational and Physical Therapists, and Speech Pathologists, the cancelled school day also provides an opportunity to catch up on student testing, analysis, and report writing.

Library Media Specialists

Library Media Specialists will support teachers and students throughout the canceled school day by hosting office hours over Google Chat/Email. They will support digital learning troubleshooting and Google Apps management, as well as ensuring that their respective schools are appropriately represented on the *Learn Anywhere* website. Additionally, Library Media Specialists will partner with school principals to deliver meaningful professional development throughout the year to support teachers in their understanding of blended learning and the many digital tools that can be used to enrich and personalize the learning experience for students.

The district-wide Library Media Specialist team may choose to hold a digital meeting on Google Hangout, as opportunities to connect and collaborate can be challenging to find during the school year.

Instructional Support Personnel (ISP)

ISPs will use a Google Doc template (or printed version), shared with the teacher(s) with whom they work, to collaborate in regard to the specific students they support on a daily basis. ISPs will review the school cancellation assignment(s)* and list the types of supports that their students may need to be successful, connected to their knowledge of the students' learning needs, accommodations, and their daily classroom experiences. ISPs will make a plan for how/when they will check in with the students once school is back in session to support their successful completion of the end product.

ISPs will review each of their students' IEP goals and progress reports to date*. ISPs will also have the opportunity to check and catch up on email on the school cancellation day, an opportunity that is often not available to them when school in session.

*School and district administrators will ensure ISPs' access to assignments and IEP goals/progress reports.

Literacy/Math Coaches, 5-12 Curriculum Coordinators, & Special Education Coordinators

This cohort of non-evaluative coordinators and coaches will be responsible for a "pre-audit" of the *Learn Anywhere* School Cancellation initiative. Their goal is to

support educators in aligning school cancellation assignments to the curriculum frameworks, and guiding/supporting educators as they develop quality, meaningful learning experiences for students. Special Education Coordinators will additionally assist Instructional Support Staff as they prepare for school cancellation days.

Assistant Principals & Directors

Assistant Principals and Directors will be responsible for an “audit” of the *Learn Anywhere* School Cancellation Project following each school cancellation day. This will be the primary accountability measure to ensure the program’s successful implementation.

Assistant Principals and Directors will check in with a random sample of teacher teams following a cancelled school day. The purpose of this audit is to ensure that quality assignments were communicated to students, including an end product and due date. Assistant Principals and Directors will identify and communicate a follow up check-in with these teacher teams following the end product due date, to ensure that student learning is commensurate with a regular school day.

Assistant Principals and Directors will also meet with a random sample of student support personnel following a cancelled school day. The purpose of this check-in is to ensure that the work completed on a cancelled school day has a direct impact on student growth, development or learning as intended.

The sample of personnel teams for the audit will be randomly selected. Assistant Principals and Directors will communicate with the identified personnel upon return to school following the cancelled day, providing information about how and when the check-in will take place. Galvin Team Leaders and WMHS Department Leaders will be the point persons for their grade level or department. At the PK-4 school level, Assistant Principals will check in with teacher teams during PLC time.

Example of program audit, first school cancellation day:

Woodville AP:

- All Woodville and Greenwood Grade 1 & 3 teacher teams and ISP
- All Woodville and Greenwood Nurses and Psychologists

Dolbeare AP:

- All Dolbeare and Walton Grade K & 4 teacher teams and ISP
- All Dolbeare and Walton OT, PT, SLP, ESL personnel

Galvin APs:

- Each AP checks in with two grade-level teams and ISP
- One AP checks in with Life Skills program, the other P checks in with the Student Support Center program and Adjustment Counselors

WMHS APs/Guidance Director:

- Each AP checks in with two departments and supporting ISP
- Guidance Director checks in with sample of Student Support Staff

K-12 Director of Performing & Visual Arts/ K-12 Director of Athletics, Health & Wellness/ K-12 Director of Technology:

- Each Director checks in with all specialists in grades PK-4, 5-8, & 9-12

Assistant Principals and Directors will also use Google Sheets to track some of the exciting ideas and digital learning tools that they learn about during the audit. They will share these ideas with school communities so that educators can learn from one another and continue to develop meaningful assignments as our *Learn Anywhere* School Cancellation Project evolves.

