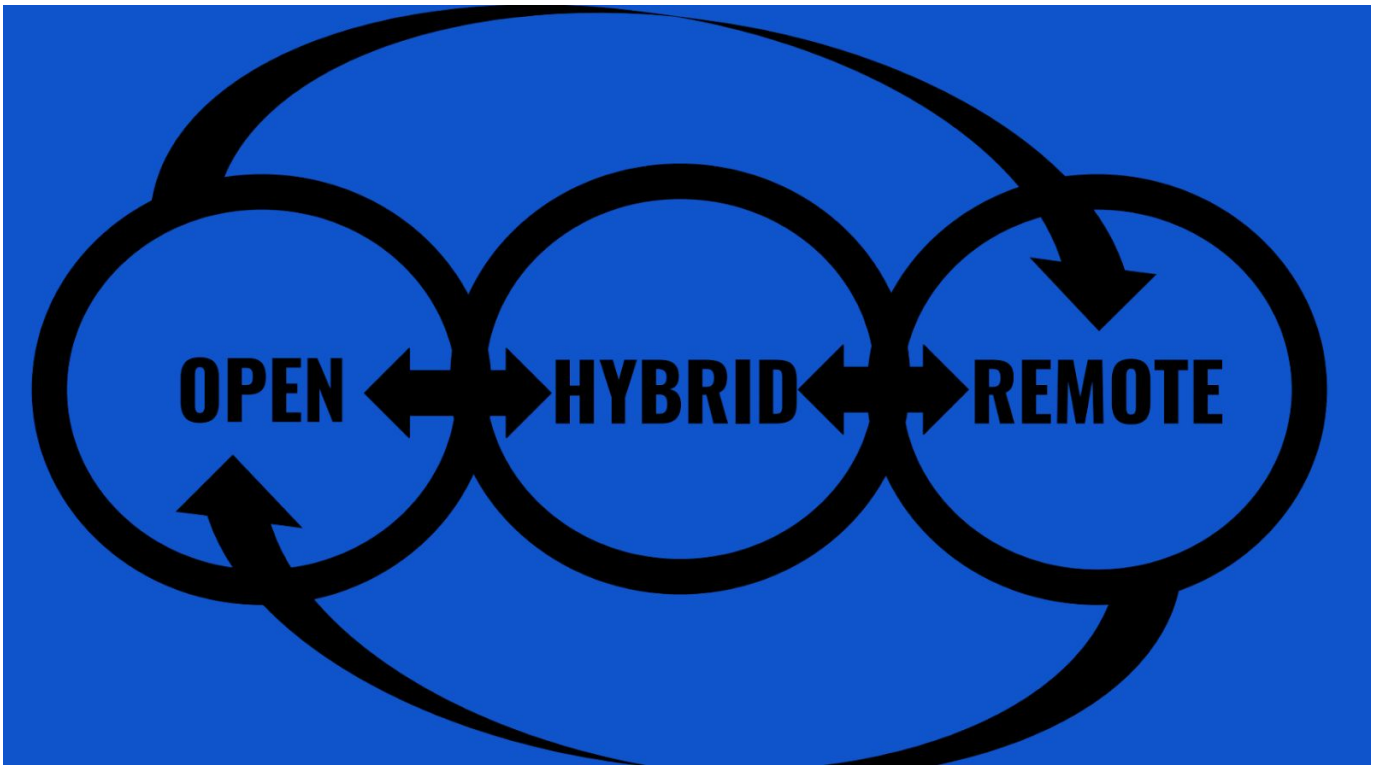
Woodland Park 2020-2021 Educational Plan



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Woodland Park Mission

"To promote educational experiences which will prepare our students to develop high levels of academic achievement, engage in a lifelong desire to learn and develop a deep respect for life and its diversity in our global society"

Under current conditions, Woodland Park maintains promoting high level of academic achievement and engagement for all students regardless of the type of instruction in place based on current recommendations. The information provided in this document comes with careful consideration and preparation in accordance with guidance released. At the forefront of every decision is the safety and well- being of staff and students.

The Woodland Park School District intends to provide equitable in person instruction for all students. We recognize that our school district must be ready to pivot back to remote instruction at any point during the course of the school year. The plan below outlines our recommendations, expectations and schedules for remote learning in Woodland Park.

Overview:

Remote Learning is when the learner and instructor are separated by time and distance and therefore cannot meet in a traditional classroom setting. Remote learning can occur synchronously or asynchronously.

In-Person Single Session- Modified Schedule is when the learner and instructor come together in a traditional in-class learning environment with a modified schedule with some remote instruction for special area content.

Traditional represents a return to the school campus and the classroom where students will interact directly with their teachers and classmates.

General Schedule:

Remote Learning	In Person Single Sessions	Traditional
Teacher hours: Follow contractual school start-end times Student hours: School 1: o PreSchool 3 year olds - 8:25am-2:25pm o PreSchool 4 year olds - 8:40am-2:40pm BG and Memorial - 8:45am- 2:45pm	Follow modified school schedule with start and end times Single Session Day Monday - Friday	Follows Regular Bell Schedule with full student capacity, lunch served in school, full days. This would occur only if the CDC says it is ok to return to a traditional school setting.

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CO - 9:00am- 3:00pm		

Demographic Information 2020-2021 School Year

Student Enrollment - Ethnicity Report
As of 09/02/2020
All Locations

	White				Black				Hispanic				Amer Ind/Alaska				Asian				Native Hawaiian/Pac Isl				Multi				All Students			
Grade	F	M	X	Total	F	M	X	Total	F	M	X	Total	F	M	X	Total	F	M	X	Total	F	M	X	Total	F	M	X	Total	F	M	X	Total
01	37	41	0	78	7	5	0	12	15	17	0	32	0	0	0	0	3	8	0	11	0	0	0	0	0	0	0	0	62	71	0	133
02	23	37	0	60	1	2	0	3	33	25	0	58	0	0	0	0	5	3	0	8	0	0	0	0	1	0	0	1	63	67	0	130
03	28	31	0	59	1	3	0	4	27	16	0	43	0	0	0	0	4	2	0	6	0	0	0	0	0	1	0	1	60	53	0	113
04	39	36	0	75	4	1	0	5	13	16	0	29	0	0	0	0	1	0	0	1	0	0	0	0	3	0	0	3	60	53	0	113
05	27	29	0	56	2	2	0	4	28	17	0	45	1	0	0	1	2	1	0	3	0	0	0	0	0	2	0	2	60	51	0	111
06	18	39	0	57	2	5	0	7	17	22	0	39	0	0	0	0	3	5	0	8	0	0	0	0	1	0	0	1	41	71	0	112
07	25	39	0	64	4	5	0	9	27	21	0	48	0	0	0	0	3	4	0	7	0	0	0	0	0	0	0	0	59	69	0	128
08	25	35	0	60	5	4	0	9	28	31	0	59	0	0	0	0	3	6	0	9	0	1	0	1	0	3	0	3	61	80	0	141
3F	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
3H	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
4F	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
4H	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
5F	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
5H	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
K	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Kd	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
KG	29	17	0	46	2	1	0	3	26	20	0	46	0	0	0	0	1	1	0	2	0	0	0	0	1	1	0	2	59	40	0	99
PK	34	34	0	68	1	1	0	2	14	27	0	41	0	0	0	0	5	2	0	7	0	0	0	0	2	3	0	5	56	67	0	123
PS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Totals:	285	338	0	623	29	29	0	58	228	212	0	440	1	0	0	1	30	32	0	62	0	1	0	1	8	10	0	18	581	622	0	1203

Demographic Profile	
State Funded Preschool Students	120
Homeless	0
Migrant LSE	0
Students with Disabilities	162 Students/ 1193 total= 13%
English Language Learners	62 not including incoming Kindergarten
Economically Disadvantaged (Free and Reduced)	43% or 447 students (2019-2020 SY)

Facilities, Grounds, and Transportation

Busing

- There will be no courtesy busing.
- Social distancing will be maintained for those students who must ride the bus by staggering students and skipping rows. Siblings can sit together to increase capacity on the buses. Physical barriers and face coverings will also increase capacity.
- Assigned seating on buses will be provided to ensure social distancing.
- Bus monitors will supervise seating assignments and to ensure safety and social distancing.

- Acquire bus companies policy and procedures for cleaning of buses in between routes, bus seats and doors.
- Secure number of buses needed to stagger students on the bus via every other seat.

Before and Aftercare

- Continue to provide before an aftercare through Clifton Boys and Girls Club.
- Identify multiple locations in each school to accommodate small groups of students attending before/after care (gym, media center, classrooms).
- Ensure Boys and Girls Club have enough staff to supervise the number of areas being utilized.
- Obtain and review copy of Boys and Girls Club sanitation and social distancing procedures.

Lunch Program

- Grab and Go breakfasts and lunches will be served daily to be consumed at home.
- Lunches will be delivered to classrooms using large insulated lunch bags.
- Students will remain in seats while lunch aides pass out lunches to limit movement in the classroom.
- Students will be provided hand sanitizer to clean hands before and after lunch.
- Bathroom schedules will be developed in each school for students to use the bathroom and wash hands before/after lunch.

Daily Operations

- Visitors will be limited to essential visits. Protocols for daily entrance, hand disinfecting, and use of face coverings will be posted in main entrance areas.
- Each building will have 3 entrance/exit areas identified for arrival and dismissal with designated staff at each entrance.
- Markings will be placed outside at entrances of buildings and in hallways to ensure social distancing 6ft. apart.
- Handsanitizer will be located at entrances of each school for all entering the school.
- There will be one way movement in hallways when needed. Teachers will remain with students throughout the day.
- Students must wear masks while in school.
- Safe bathroom procedures/reminders will be posted in bathrooms, i.e. hand washing guidance, bathroom monitors, etc.
- Safety plans will be updated to reflect social distancing during fire drills /safety drills with markings for students outside as well as inside.
- All specials will be remote.
- Recess will be in the form of teachers taking students outside at a scheduled time for movement activities while social distancing.
- Faculty room seating will be 6ft apart. Additional lunch space for teachers will be identified in each building to eliminate overcrowding in common eating areas for staff.

Buildings and Grounds/ Physical Learning Spaces

- Clear cleaning protocols and schedules developed to address the daily cleaning of chairs, tables, desks, door knobs, light switches, phones, tech devices, faculty room, and materials and supplies.
- Checklist/sign off for cleaning/sanitizing bathrooms, classrooms, and common areas daily.

- Identify a holding area in each school for students who show symptoms of being sick. This will be a separate area from the nurses office.
- Classroom setting will have social distancing, 6ft. apart and/or physical barriers in place.
- Water fountains closed. Students will only be allowed to use filling stations.
- All univents will be cleaned and the filters changed in all schools.
- Windows may remain open to circulate air in classrooms and offices.
- Gloves and wipes will be provided at all copy machines.
- Playground equipment will be closed.

PPE

- Students and staff will be provided with face coverings daily.
- First aid kits will be available in all classrooms.
- Plastic shields will be secured on desks and tables as well as plastic barriers in the main office.
- All classroom and common areas will be equipped with spray bottles containing approved cleaning solutions, hand sanitizer with 60% alcohol or higher, paper towels, tissues, and non touch garbage cans.
- Custodial staff, lunch staff, and school nurses will be provided and wear protective gowns, gloves, and face coverings while interacting with students or cleaning up after students.

Health and Wellness

General Overview Items

- Symptom screening must be completed upon entry. This includes staff and parents to complete a digital screening checklist indicating that the child does not have:
    1. fever of 100.0 or greater
    2. cough
    3. shortness of breath or difficulty breathing
    4. chills or shaking
    5. muscle pain or headache
    6. sore throat
    7. new loss of smell or taste
    8. fatigue
    9. congestion or runny nose
    10. nausea or vomiting
    11. diarrhea

- A history of exposure screening assessment must also be completed indicating whether or not the child has been in contact with anyone that tested positive for Covid or has travelled out of state in the last 2 weeks.

- In order to maintain social distancing, desks to be placed 6 feet apart and/or have a physical barrier between desks and facing in the same direction.

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- Students in grades PreK-8 must wear masks anywhere that social distancing/6 feet distance cannot be guaranteed, i.e. outside on school property, entrance to the building, hallways, and shared areas.

- Adults must wear masks in all areas inside the building.
- Hand sanitizing is encouraged upon entering the building for all staff and students.
- Hand washing/sanitizing should be frequently encouraged and in the daily schedule.
- In order to limit exposure to every child and staff, special area content and PE will be conducted remotely. Instruction can be delivered from another area in the building to the classroom, after in-person hours, or on virtual only days.
- Each teacher and staff person is assigned to one limited group of students.
- One Principal and one back-up admin assigned per building.
- Principals and back-up admin only enter their assigned building and BOE office, not to visit other buildings with children present.
- No staff person will be allowed into an unassigned building when "in session" with children present.
- Alternate teachers will be assigned to class/cohort.
- Nurse subs can be acquired through Bayada, if needed.
- In order to limit the exposure of the nurses, first aid kits will be provided to each classroom. All teachers are trained in basic first aid(cuts, scrapes, etc) in order to treat basic cuts, scrapes, etc.
- One staff person to monitor/supervise the quarantine area.
- All nurses and staff in quarantine area provided PPE including disposable gowns, N95 masks, face shields and gloves.
- Nurses will call the families of those children who are deemed medically fragile.
- Nurses will send emails to parents of asthmatics.
- Nurses to document all phone conversations by sending a follow up letter to the home with summary of discussion, i.e. risks-pros and cons.

- Sick children will be escorted outside to the parent with a sign out book and page of information for re-entry.

- Any child or staff member who is home due to a quarantine will work from home remotely.

- District response to those with symptoms.

- A student or staff member with symptoms is sent home ASAP.

- In order to return to school, the individual must be fever free for three days AND demonstrate no respiratory symptoms AND be 10 days since symptoms first appeared OR 2 negative test results in a row at least 24 hours apart

- School nurses will contact Kinder Care peds and collaborate a plan for testing our students for those who want testing.

Contact Tracing (school only)

- A Letter, email and/or phone call will be sent to classmates and staff in the room.
    - Classmates and room staff must self-quarantine starting the following school day and for the next 14 days **or until the original symptomatic student has 2 neg test results 24 hrs apart.**
    - Siblings of possibly infected student and their household members that go to work or school in a WPSD building MUST quarantine for 14 days **or until neg. results are returned.**
    - Classmates and teachers of siblings (of possibly infected person) to be notified and offered option to quarantine and remain Virtual Only until results come back.
- The classroom will be closed off for 24 hours, then doors and windows will be opened in order to clean and disinfect.

Contact Tracing

- School Nurses will call the Department of Health(DOH).
- Class members and room staff contact information released to DOH
- Students and teachers and anyone who was in close contact will go on remote instruction and must self-quarantine for 14 days.
- Email/text blast to all families and staff in the building that a positive case was confirmed in the building.

Guidance for Returning to School

- Student/staff person with a positive diagnosis can return when the following conditions are met:
    - fever free for 3 days AND
    - no respiratory symptoms AND
    - 10 days since symptoms first appeared or 2 neg test results at least 24 hrs apart
- Asymptomatic person with positive diagnosis:
    - Stay home 10 days after the test result or
    - 2 neg test results in a row at least 24 hrs apart

- Self quarantine. Stay home 14 days after the last contact with that person.
- Information should be provided with the reopening plan and given to parents beginning of August.
- Letter out mid August (translate into Spanish and Arabic)
- Use videos to communicate orally and demonstrate new procedures.
- Post videos on website.
- Training/demonstration video, flyers, news letters to be sent out in August stressing that students must wear masks when entering the building, and any time not at their desk.
- Discourage carpooling where possible, especially for students in different classes).
- Posters, bulletin boards, flyers, emails, text blasts and "commercial" type videos.

Community Contact Tracing and Monitoring

- Nurses will monitor county, state and local health department updates regarding the spread of COVID-19.
- Nurses will coordinate with local health officials (PCDOH) when positive test result is confirmed.
- Provide contact information for classmates and staff to PCDOH for everyone that had 10 min or more of contact with positive student or staff person.

Water systems

- All water fountains will be closed.
- Refill stations to be flushed.

Ventilation

- Filters for ac checked frequently .
- Open windows daily while cleaning .
- Windows will be slightly opened when the room is occupied, if possible.
- All filters in these systems shall be a minimum of

Large Group Areas

- Playgrounds will remain closed.
    - Teachers can take students out to stretch/walk.
- Cafeteria will remain closed with grab and go lunches/breakfasts for each day.
    - Snacks will remain for School #1 and CO only.
- Staff lounge number limited for social distancing purposes.
- Wipes and gloves will be housed by all copiers.
- Recess is eliminated with stretch/walk times to replace this.

Social/Emotional

- All counselors are prepared to support of students and staff for potential trauma faced during closure. An initial survey will be provided and a screening after two weeks upon return to school.
- An initial lesson to all classes will be provided regarding the new normal of social distancing.
- A Tiered system of support will be provided via:
    - classroom/guidance led lessons starting the first week back
    - virtual guidance sessions (group and indiv)
    - referral to social worker or psychologist OR

    - referral to community resource (Spectrum/Care Plus) for at-home services

Educator Well Being

- Encourage the parents to become part of our educational community.
- Counselors will be available to attend virtual faculty meeting or PLC.
- Mandatory attendance for counselors at the faculty and plc meetings the first few weeks.
- Outside presenters to talk to all so counselors also have support
- Virtual yoga or meditation
- Self care bingo in each building
- Survey the staff in the first few weeks on needs, topics and organize events/supports.
- Bulletin board for self care in teacher's room with ideas and local resources
- Find and post resources before the first day of school.

Student Well Being

- Identify students in need intervention
    - parent and teacher concerns become referrals
        - virtual lunch bunch for one day a week starting first week for the students in need.
- family and student engagement
    - district: make video that each teacher can show of the guidance dept and how to reach them, and why a student may want to reach

Family Engagement

- Newsletters
- All communications from the district will be sent in multiple languages.
- Virtual town hall meetings
- Virtual classroom visits by counselor, virtual office hours and sign up.

Technology Support and Resources Updated

- All students PreK- 8 will be provided with devices.
    - Students in grades 3-8 will be provided with cases.
- Teachers will be given a school issued device.
- Families/Staff in need of WiFi connection will be provided with connectivity.
- Training will be provided on Lightspeed- a digital platform that allows control over student devices. Serves as monitoring system for online learning and assessments.
- Implement Clever which will provide single sign on capabilities.
- Implement new features from the content filter to allow for student utilization of YouTube for learning purposes.
- Help desk for teachers, students, parents is provided for troubleshooting during this time. The help desk is managed by our technicians.

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All Instructional/Learning Models:

Daily Attendance Procedure:

- Students and staff will log onto
- www.wpschools.org and click on REALTIME ATTENDANCE to report being present.
- The parent will report a child's absence to the school nurse if the child is not available for learning on a given day via phone call or email prior to 9:00am. The school nurse will record the student's absence.
- If the teacher does not communicate at some point with the student or the student/parent does not log into Realtime, the student shall be marked absent. Students who are marked present but do not attend live meeting sessions will have the attendance status changed to absent.
- Period attendance at the middle school will be tracked.

Protocol for non-participating students:

- If the student is not engaged and/or not submitting work, the teacher will reach out to the home.
- If the teacher is not successful in reaching the families, the guidance counselor and/or case manager as well as the principal will reach out to the families.
- If either of these contact attempts are unsuccessful, our Special Class Officer will make a wellness visit to the home.
- Woodland Park Schools will exhaust all options before considering retention, academic failure and/or disciplinary action.
- All attendance issues are addressed on a case by case basis while adhering to our current BOE approved policy.

Administrative Leadership Team Expectations:

The administrative team will:

- Communicate with faculty/staff and parents.
- Create classroom cohorts of students who will work and travel together throughout the school day.
- Monitor lesson plans and Professional Learning Communities.
- Support faculty/staff and parents.
- Ensure effective implementation of the learning/instructional plan and monitor accountability to student learning.
- Create and develop policy revisions
- Implement staff evaluation protocols.
- Oversee curricular and instructional implementation.
- Monitor the usage of Google Classroom by both the student and teacher.

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Remote Learning

Student Learning Expectations

Be available for learning between the hours of 9:00 AM - 3:00 PM.

- Log onto www.wpschools.org and click on REALTIME ATTENDANCE to report being present.
- Participate in synchronous instruction - This means when a teacher is teaching live through Google Meet. If for some reason the student is unable to participate, the student/parent must inform the teacher.
- Dedicate appropriate time to learning while allowing time for physical movement and breaks.
- Dedicate appropriate time to learning in a comfortable and quiet place as well as provide time for physical activity and breaks.
- Check appropriate online platforms for information on classes, assignments, and resources as appropriate.
    - Teachers and students can continue to use Google Classroom as a forum for posting assignments and resources that support student learning.
- Engage in all activities with academic integrity.
- Submit all assignments within the assigned timeline(s).
- Communicate with the teacher. Teachers of primary grade students will communicate directly with parents on the child's behalf. Teachers of middle school students will communicate with both the students and parents as needed and appropriate.

Parents' Role and Responsibilities:

Parents/caregivers who can, should support their child/ren in their learning by:

- Check Realtime and/or Google Classroom for information on classes, assignments, and resources daily.
- Establish routines to support learning at home, ie. normal bedtime routines, periodic breaks.
- Providing an environment conducive to learning (access to technology, safe and quiet space to work) to the best of their ability.
- Engage in conversations on posted materials, assignments.
- Monitor time spent engaging in online and offline learning.
- Support emotional balance by providing ample room and time for reflection, physical activity, conversation, and play.
- Communicate with the classroom teacher regarding resources, assignments, and/or issues.
- Communicate with the nurse and building Principal regarding health issues that impact their child/ren's learning.

Teacher Expectations:

- Within the classroom environment, students will be seated at least 6 feet apart, when possible, and the flow of student traffic around the room will be clear and controlled.
- All furniture with the exception of student and teacher desks will be removed from the classroom

environment to allow for social distancing in each learning space.

- Desks will face the SMART board in one direction. Book carts will be utilized for book selection and placed in the hallway. Individual book bins will house their instructional materials.
- ESL teachers will continue to collaborate with content area teachers and modify. They will create groups and schedule "Meets" daily.
- Self-Contained Special Education Classes and BSI teachers will create groups and "meet" with students daily.
- Inclusion teachers will collaborate with general education teachers, offer modifications and co-teach in live streaming or pre-recorded lessons.
- Special area teachers will be partnered with a homeroom teacher for coverage purposes and to provide students with stretch breaks and a short recess.

Instructional Expectations:

- Teachers of students in grades Prek - 2nd will assign student work via Teacher Pages or email.
    - There will be a transition period where K-2 will be utilizing Google Classroom to be in sync with the rest of the district.
- Teachers of students in grades 3-8 will assign student work via Google Classroom.
- Delivery of instruction will be implemented in two ways:
    - Two-way communication and interaction via video, live conferencing, etc.
    - One-way communication via feedback provided by the teacher after student work is completed.
- Teachers are responsible for scheduling live "Meet" sessions with whole class, small group and individual students
    - Clear expectations for daily live "Meets" will be in place and addressed by the building principals and staff so that live streaming is available to students in remote settings.
- Utilize differentiated instruction, assessment, and tools to meet the diverse learning styles of the students.
- All lessons will be uploaded into Google Classroom.
- IEPs and 504s will be used to modify all instruction and assignments to meet the diverse needs of the students in each classroom. These assignments will be posted prior to the start of the lesson.
- Assigned activities/tasks will be aligned to standards, curriculum, and relevant to current and prior instructional learning goals.
- Assignments/work will be created that allows students to practice and develop skills for understanding of new material.
- Assignments will not exceed the typical class period during a minimum day unless specified as a long term task that can be completed throughout the week.
- Tasks will be completed online.
- Work that is required for submission will be graded.
- Teachers and co-teachers will provide guidance and feedback to students regarding completed work.
- Teachers and co-teachers will communicate with parents if students are not completing assignments.

- Assessments/grades will assess student mastery and be tracked through Google Classroom and other online forms as necessary and appropriate.
- Teachers will continue to update GradeBook accordingly on RealTime as appropriate. (Look into linking the two on Realtime)
- Any issues/concerns regarding a students' completion of activities, tasks, and/or projects will be communicated to building principal.

Transition from Remote to In Person Request/ Procedure

- Parents will have the opportunity to switch from remote learning to in person learning at the end of each marking period.
- A formal written request must be submitted to the building principal by the designated due date

General Points for In-Person or Virtual Learning

- Set "Meet" schedules for daily meetings and "live" teaching for in-person learning and virtual learning.
- The curriculum and pacing will remain the same.
- All special area classes will occur in a remote setting unless otherwise noted in the schedule
- Library - Book selection will be brought to the classroom. Books will be pulled by the media specialist with input from the classroom teacher.
- Physical Education - students will record activities and send to teachers to track participation/ or live participation meeting can occur

Special Education Program and Related Services

- Special Education Teachers and therapists (speech, OT, PT, counseling) will create activities that reflect individual student needs.
- Special Education Teachers of students in grades Prek - 2nd will assign student work via Teacher Pages.
- Special Education Teachers in grades 3-8 assigned as a co-teacher for In-Class Support will modify and assign student work as a co-teacher in the google classroom.
- Special Education Teachers in grades 3-8 assigned as a pull-out resource room or self-contained teacher will assign student work via their own google classroom.
- Special Education Teachers will contact families twice a week, or more frequently, to discuss instruction and outcomes and record the details of the discussion (use Contact Log).
- IEP mandated Aides (1:1, shared, classroom) will be assigned to the appropriate virtual classroom and assist the student(s) as determined by the teacher (i.e. links in assigned activities that allow for personalized support).
- Related service providers will deliver IEP mandated services via teletherapy/virtual sessions.
- Related Service Plans will include as appropriate, but not be limited to, activities and schedules to address the students' current IEP goals and objectives.
- Activities should be planned that can be supported by material typically found in a home or by school provided materials such as consumables/copies (worksheets etc.), file folders, task analysis, links to online programs accessible outside of school, apps, etc.
- Special Education Teachers will contact families daily to discuss instruction and outcomes and record the details of the discussion (use Contact Log).

- Therapists will contact family at a frequency commensurate with the child's session frequency and record the details of the discussions (use Contact Log).
- Notes will be maintained in the teacher or therapist Contact Log, which will be created and updated in Google Drive; these Contact Logs are accessible to administrators for review.

Behavioral Supports

- Behavior specialists will ensure that current home behavior plans are updated as needed.
- Behavior specialists will contact each family minimally once a week.
- Behavior specialists will complete a Contact Log for each contact.

IEP Meetings, Evaluations, CST, ESY, and Assessment of Learning Loss

- **Meetings:**
  All Initial Planning Meetings, Annual Reviews, Re-evaluation Planning meetings, and Eligibility/IEP meetings will be held by conference call between staff and parents.
  If there is a need to schedule CST meetings for any other reason, please contact the Director of Special Services (sconfrancisco@wpschools.org), who will coordinate a conference call.
- **Evaluations:**
  Evaluations that do not require face-to-face contact (functional assessment, checklists, questionnaires, therapist and teacher progress reports, work samples) will be conducted within the mandated timelines.
  Evaluations that require face-to-face contact are being addressed on a case by case basis with the parent as part of the IEP team.
  If eligibility requirements can be met with assessments completed, the team will proceed with the eligibility and IEP meetings within the mandated timelines. Other assessments in the evaluation plan will be completed as soon as possible, once permitted, and the services in the IEP amended, if necessary.
  If eligibility requirements cannot be met with assessments completed, the evaluations in the plan that require contact will be completed as soon as possible, once permitted.
- **CST:**
  Case managers meet weekly with related service providers at department meetings and teachers at grade level meetings; these meetings ensure services, accommodations, modifications and instruction are implemented in accordance with IEPs to the greatest extent possible.
- **ESY:**
  Extended school year services can and will be provided; virtually if contact is not permitted or in person. If virtual, ESY will be provided through the same Alternative Learning Program Plan as the traditional school year. The Extended School Year calendar and hours of instruction per day will remain as stated in the student's IEP, regardless of the format.
  The ESY calendar, schedule and hours will not be impacted by the mode of delivery.
- **Assessment of Learning Loss for Students with Disabilities:**
  In an effort to be proactive, discussions regarding learning loss are on-going between case

managers, teachers, related service providers and parents. Related service providers (OT, PT, Speech, Counseling) and ABA teachers are noting any regression or lack of progress in their weekly progress notes. Therapists are providing parent training and lesson/therapy plans that can be used in the home environment to reinforce skills. Compensatory services will be discussed and addressed at IEP meetings within 30 school days of reopening.

ELL Support

- ESL Teachers will provide specific modifications to the grade level/content
- All teachers will utilize Google Translate to assist with the translation of materials and instruction.
- Bilingual staff members will also be utilized to translate on phone conferences as well as on virtual meetings as needed.
- ESL teachers are providing synchronous learning opportunities in order to differentiate instructions and troubleshoot challenges for ELL students.

CST and IEP Meetings

All Annual Reviews, Re-evaluation Planning meetings, and Eligibility/IEP meetings will be held as scheduled by conference call between staff and parents. If there is a need to schedule CST meetings for any other reason, please contact the Director of Special Services (sconfrancisco@wpschools.org), who will coordinate a conference call.

Secretaries

- Check in with supervising administrator each day.

Nurses

- Communicate with families as needed as it pertains to illness concerns.
- Communicate with the building principal regarding student and/or staff medical issues.
- Enhance webpage with various resources parents can use at home.

School Counselors

- Check in with parents of students that are in a counseling program and determine the best way to support these students.
- Provide parents with information on how to talk to their child(ren) regarding the school shut down.
- Enhance webpage with mental health instructional resources.
- Maintain weekly individual counseling schedule via teletherapy/virtual meetings.
- Establish office hours for staff, students and/or parents to communicate with them
-

Communication:

- Modes of communication include: Google Meet, Google Classroom, email, classroom, phone call, and/or Realtime
- Provide clear ongoing communication as it pertains to:
- Content-related information; check student progress and understanding.
- Planning of tasks, ie. due dates, progress markers for projects, organization tips/tools, working with others, etc.
- Social support, ie. provide opportunities for peer interaction, phone calls, live conferencing, positive messages, interactive games, etc.
- Maintain ongoing communication with students, parents, colleagues, and administration.

- Daily interaction with students either through assignment posts (chats), messaging, small/large group meetings, email, or phone call.
- Please remember phone calls, meetings, and laptop screens should be considered confidential to protect sensitive information being shared.

Learning Management Platforms: Realtime and Google Classroom

- **Instruction:**Combination of synchronous and asynchronous is best - the proportion will vary depending on the course, the learning target, and the students.

  ■ Synchronous: teacher offers a lesson to the class at the same time.

  ■ Asynchronous: students are provided with the tools to complete the assignment(s) on their own time; seek out teacher for assistance as needed.

- The duration of the live meetings will vary and be dependent on the age group and the content that is being taught.
- Live meetings can be conducted in small groups rather than the whole class.
- Provide relevant and meaningful tasks that align to the learning target for the given content area.
- Consider presenting content in multiple ways, ie. virtual field trip, recorded lesson, video clip, discussion board, interactive docs, padlet, etc.
- Include formative assessment and feedback. Examples of feedback include commenting on student work, participating in discussion posts or blog chats, and graded assignments.
- If students are working on a long term project, teachers will give guidance on the timeline and expectations in small group settings to monitor progress and provide feedback.
- Check in with students/parents regarding the amount of time they are spending on remote assignments. Make adjustments accordingly to reduce/increase how much students are expected to complete based on students' social, emotional and/or academic needs.
- Provide students with accommodations/modifications as stated in their IEP/504 when applicable.
- When not engaged in synchronous instruction, communicate your office hours to students/parents and be available to answer questions, etc.
- If support staff works with your students, ie. paraprofessional, In-Class Resource Support, Guided Study, Speech, etc., notify them of "live" sessions to avoid conflicts as well as to invite them to join if applicable.

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Essential Employees

List of Essential Employees by Category	Role of Employee	Duties/ Work Stream	How Many Essential Employees Per Category
Administration	To manage and lead day to day operations both building and district wide.	Remote Day to day duties and responsibilities re: personnel, instruction, finance.	1- Superintendent; 1- BA; 3- Principals; 2- Directors; 1-Assistant Principal; 2-Supervisors
Custodial/Maintenance	cleans, preps, sanitizes, and disinfects schools; maintains buildings and grounds	On-site; 4 person weekly rotational shifts To manage on site preparation whether daily or on any particular break.	1-PT Buildings and Grounds Supervisor/;10 FT staff;4 PT staff
Technology	Outsourced through NRESC; Maintenance, repair, and updating of tech devices and hardware.	Remote and on-site as needed; Day to day duties and responsibilities as to effective and accurate functioning of all tech supports and programming.	1- Tech Administrator; 2-Technicians
Food Service Personnel	Pomptonian	On-site; Provide food services and programs for school families.	Outsourced as group.
Teachers	Hours per day	Remote	Onsite
	4 1/2 hours per day.	Yes- All personnel unless otherwise noted above	0 - unless otherwise noted above

Woodland Park 2020-2021 Educational Plan

REMOTE LEARNING SCHEDULES

School 1 Virtual Grade Pre-K

Time	Monday	Tuesday	Wednesday	Thursday	Friday
9:00 - 9:45	Morning Meeting				
9:50 - 10:35	Small Group (ELA/Math)				
10:40 - 11:40	Centers: Language/Literacy/Math/Science Explorations				
11:40 - 12:00	Read Aloud				
12:00 - 12:20	LUNCH/ Rest				
12:25 - 1:30	Teacher Prep / Rest				
1:30 - 2:00	Gross Motor				
2:00 - 2:20	Small Group (ELA/Math)				
2:20 - 3:00	Centers: Language/Literacy/Math/Science Explorations				

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Charles Olbon Virtual Sample Schedule

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:48-9:00	Email Checks				
9:00 - 9:45	Fundations				
9:50 - 10:35	Reader's Workshop				
10:40 - 11:25	Math				
11:30 - 12:20	Lunch				
12:25 - 1:10	Math				
1:15 - 2:00	Science/SS		Character Ed.	Writing Workshop	
2:05 - 3:00	Virtual Specials/ Teacher Prep				
3:00-3:38	PLC/ SEL /PD Communication Check-In and Response				

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Beatrice Gilmore Grade 3 Virtual Schedule

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:07-8:12	Teacher- Sign in				
8:12- 8:52	PLC/ SEL /PD Email Checks and Response				
8:53-9:00	Student Sign- In				
9:00 - 9:40	Specials/ Teacher Preps				
9:40 - 10:20	Fundations				
10:20 – 11:00	Reading Workshop				
11:00 -11:40	Math				
11:40 – 12:30	Lunch				
12:30-1:10	Math				
1:10- 1:50	Science	Science	Science	Science	Health/SEL
1:50-2:30	Writer's Workshop	Writer's Workshop	Social Studies	Social Studies	Writer's Workshop
2:30- 2:58	Parent Communication Check In and Response				

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Beatrice Gilmore Grade 4 & 5 Virtual Schedule

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:07-8:12	Teacher- Sign in				
8:12- 8:52	PLC/ SEL /PD Email Checks and Response				
8:53-9:00	Student Sign- In				
9:00 - 9:40	Reader's Workshop				
9:40 - 10:20	Specials/ Teacher Preps				
10:20 – 11:00	Math				
11:00 -11:40	Math				
11:40 – 12:30	Lunch				
12:30-1:10	Writer's Workshop				
1:10- 1:50	Science	Science	Science	Science	Science
1:50-2:30	Words Their Way	Words Their Way	Social Studies	Social Studies	Health/SEL
2:30- 2:58	Parent Communication Check- In and Response				

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Memorial 6th Grade Sample Virtual Schedule

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:07-8:12	Teacher- Sign in				
8:12- 8:52	PLC/ SEL /PD Email Checks and Response				
8:53-9:00	Student Sign- In				
9:00 - 9:40	Period 1				
9:40 - 10:20	Period 2				
10:20 – 11:00	Period 3				
11:00 -11:40	Period 4				
11:40 – 12:30	Period 5/ Lunch				
12:30-1:10	Period 6				
1:10- 1:50	Period 7- Cycle/ Specials/ Teacher Preps				
1:50-2:30	Period 8				
2:30- 2:58	Email Checks and Response				

6th Grade runs lunch 5th period so eliminate 5th and specials will run as normal period 7. There will be no period 9 in a virtual setting.

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Memorial Virtual Schedule 7th grade Sample Schedule

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:07-8:12	Teacher- Sign in				
8:12- 8:52	PLC/ SEL /PD Email Checks and Response				
8:53-9:00	Student Sign- In				
9:00 - 9:40	Period 1				
9:40 - 10:20	Period 2				
10:20 – 11:00	Period 3				
11:00 -11:40	Period 4 Cycle/ Specials/ Teacher Preps				
11:40 – 12:30	Period 5/ Lunch				
12:30-1:10	Period 6				
1:10- 1:50	Period 7				
1:50-2:30	Period 8				
2:30- 2:48	Email Checks and Response				

7th Grade runs lunch 5th period so eliminate 5th and specials will run as normal period 4. There will be no period 9 in a virtual setting.

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Memorial Virtual Schedule 8th grade Sample Schedule

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:07-8:12	Teacher- Sign in				
8:12- 8:52	PLC/ SEL /PD Email Checks and Response				
8:53-9:00	Student Sign- In				
9:00 - 9:40	Period 1				
9:40 - 10:20	Period 2				
10:20 – 11:00	Period 3				
11:00 -11:40	Period 4 Cycle/ Specials/ Teacher Preps				
11:40 – 12:30	Period 6/ Lunch				
12:30-1:10	Period 5				
1:10- 1:50	Period 7				
1:50-2:30	Period 8 Cycle/ Specials/ Teacher Preps				
2:30- 2:48	Email Checks and Response				

8th Grade runs lunch 5th period so eliminate 5th and specials will run as normal period 8. There will be no period 9 in a virtual setting.

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IN- PERSON LEARNING SCHEDULES

School 1 In-Person Sample Schedule

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:40-9:10	Student Arrival/ Handwashing				
9:10- 9:25	Morning Meeting				
9:25- 10:15	Centers: Math/Science Investigations/ Interest				
10:15-10:35	Small Groups ELA/Math				
10:35-11:15	Gross Motor				
11:15-11:25	Handwashing/ Clean				
11:25- 1:45	Read Aloud				
11:45-12:25	Centers: Language/Literacy Explorations/ Interest				
12:25-12:40	Pack- Up/ Dismissal/Grab and Go				
12:40- 2:10	Lunch/Rest Includes Teacher Lunch and Prep				
2:10-2:40	Small group/ centers				

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Charles Olbon In-Person Sample Schedule

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:52 - 9:25	Student Arrival/Morning Meeting				
9:25 - 10:05	Fundations				
10:05 - 11:00	Reading Workshop				
11:00 - 11:55	Math				
11:55 - 12:40	Writing Workshop/ Math				
12:40 - 1:20	Science/SS		Character Ed.	Science/SS	
1:20 - 1:28	Dismissal/Grab and Go Lunch				
1:28-2:30	Lunch/ Prep				
2:30 - 3:28	SPECIAL AREA Instruction At Home Teacher Office Hours				

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Beatrice Gilmore In Person Sample Schedule Grade 3

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:07-8:12	Teacher- Sign in				
8:12- 8:30	Student Arrival/Homeroom Meeting				
8:30 - 9:10 Period 1	Fundations				
9:12- 9:52 Period 2	Reader's Workshop				
9:54- 10:34 Period 3	Math				
10:36 - 11:16 Period 4	Math				
11:18- 11:58 Period 5	Science	Science	Science	Science	Health/SEL
12:00- 12:40 Period 6	Writer's Workshop	Writer's Workshop	Social Studies	Social Studies	Writer's Workshop
12:40 -12:48	Dismissal/ Grab and Go Lunch				
12:48- 1:35	Lunch				
1:35-2:15	Specials Virtual- Teacher Prep				
2:15- 2:58	Parent Communication and Response/ Small Groups (Virtual)				

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Beatrice Gilmore In- Person Sample Schedule 4 & 5

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:07-8:12	Teacher- Sign in				
8:12- 8:30	Student Arrival/Homeroom Meeting				
8:30 - 9:10 Period 1	Fundations				
9:12- 9:52 Period 2	Reader's Workshop				
9:54- 10:34 Period 3	Math				
10:36 - 11:16 Period 4	Math				
11:18- 11:58 Period 5	Science	Science	Science	Science	Health/SEL
12:00- 12:40 Period 6	Writer's Workshop	Writer's Workshop	Social Studies	Social Studies	Writer's Workshop
12:40 -12:48	Dismissal/ Grab and Go Lunch				
12:48- 1:35	Lunch				
1:35-2:15	Specials Virtual- Teacher Prep				
2:15- 2:58	Parent Communication and Response/ Small Groups (Virtual)				

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Memorial SAMPLE Schedule In Person Setting

Time	Section 1	Section 2	Section 3	Section 4	Section 5
8:07-8:12	Teacher- Sign In				
8:12- 8:30	Student Arrival / Homeroom Meeting				
8:30 - 9:10 Period 1	ELA 1	ELA 2	Social Studies	Science	Math 1
9:12- 9:52 Period 2	ELA 1	ELA 2	Science	Social Studies	Math 1
9:54- 10:34 Period 3	Math 1	Math 2	ELA 1	ELA 2	Social Studies
10:36 - 11:16 Period 4	Math 1	Math 2	ELA 1	ELA 2	Science
11:18- 11:58 Period 5	Social Studies	Science	Math 1	Math 2	ELA 2
12:00- 12:40 Period 6	Science	Social Studies	Math 1	Math 2	ELA 2
12:40 -12:48	Dismissal				
12:48- 1:35	Lunch				
1:35-2:15	Specials/ Cycles/ Virtual Teacher Prep				
2:15- 2:58	Email Checks and Response/ Small Groups (Virtual)				