

Winterset Return to Learn Required Continuous Learning Plan (6.17.20)

Purpose:

Develop, implement and monitor the Required Continuous Learning Plan

This plan is written with the best information and guidance available at the time from the Iowa Department of Education, Area Education Agencies, Centers for Disease Control, etc. This will be modified and revised as more information becomes available.

Outcomes:

- Continue learning remotely if school is unable to open
- Ensure remote learning options are available to all students
- Provide supports virtually during shutdown
- Standardize services and supports for learning
- Clarify roles and expectations of WCSD employees in the plan
- Determine how outside agencies can support the plan

Resources:

- [Return to School Roadmap](#)
- [DE Return-to-Learn Guidance](#)
- [DE Return-to-Learn Support Document](#)
- [DE Return-to-Learn Site](#)
- [Restarting School: Planning for Acceleration in the 2020-11 School Year](#)
- [Maryland Recovery Plan](#)

Technology Plan		Person(s) Responsible
Deployment of devices *registration question on device needs	<p>Staff: Devices issued for all certified - laptops</p> <p>Devices for support staff</p> <p>Associates- mixture of whether issued one or not (7-12 have Chromebooks. All need for PD and support for students)</p> <p>Secretaries - mostly desktops. Will have laptops available in future</p> <p>Students: 7-12 Devices issued for home/school use</p>	Tech Department

	<p>*summer use</p> <p>K-6 Devices for pick-up Complete survey then 2 days + 1 night pick-up option Remaining devices available for pick-up at Adm Office Kdg issue with Chromebooks because used to I-pads Need Kdg exposure to Chromebooks</p> <p>If every student needed a Chromebook, we would have the capacity to put one in every kid's hand. Consider: K-3 continue carts 4-12 issue device</p>	
<p>Wi-fi</p> <p>*registration question on Wi-fi accessibility</p>	<p>Staff/Students: School/library wi-fi Hotspot on cellphone MediaCom - reimbursed Packets Verizon HotSpots ?Bus/Vans with hotspots in Lorimar, East Peru, Bevington, Patterson ?Satellite internet for very remote locations</p>	<p>Kendra, Principals + Tech Department</p>
<p>Troubleshooting</p>	<p>Staff/Students/Parents: Email tech department - students and parents Tech ticket - staff Work in collaboration with Corey (for software support) On-phone support - possible call in times Training for students/parents on how to work hotspots, SeeSaw, Chromebooks, how to access different site - recorded sessions on website</p>	<p>Tech Department Austin lead</p>
<p>Fixing</p>	<p>Staff/Students: Dropped devices off at Adm - picking up after fixed</p>	<p>Tech Department Mike lead</p>
<p>Accessibility</p>	<p>Students: Email addresses and passwords available Teacher support for students whose parents are unable to help Parents who need extra support - plan to support their needs Read and Write available for special education students ELL families - translating support (used app, interpreter needs) ?can we have a consistent password for all log-ins</p> <p>On-line platforms</p>	<p>Teachers</p> <p>Kendra supporting and helping find resources</p> <p>Corey</p>
<p>Security</p>	<p>Staff: Google Hangouts and calendaring training How to make phone calls w/o personal number showing Security issues for running meetings Security issues for meeting with students Audit log with Google Hangouts Mandatory reporter requirements</p> <p>Students: Google Hangouts open during the shutdown Appropriate use of electronic meeting platforms Google</p>	<p>Administrators set expectations</p> <p>Technology provide tutorials</p>

	<p>Hangouts, Zoom and SeeSaw</p> <p>Parents: Permission from parents for connecting with students</p> <p>*future discussion regarding preferred electronic meeting platform</p>	
LMS Platform	<p>K-6 - SeeSaw primarily, some using Google Classroom 7-12 - Google Classroom or Zoom</p> <p>Google Site - 1 stop for all the learning going on in Winterset</p> <p>Need consistent use across all teachers Future consideration based on what we learn from the DE</p>	Corey, Tech Assistants, SeeSaw Ambassadors, Technology Department
Basic Needs		Person(s) Responsible
Food	<p>Grab and Go - M, W, F (10:30-noon)</p> <p>Paw Pantry - Thursdays (3:30-5:30) CRISP - funds/donations for Paw Pantry Multi-Purpose Center - call for appointment New Bridge - 3rd Thursday (5-7pm) Christian Church - donations to Paw Pantry plus food on steps</p> <p>Delivery of food for those without transportation</p>	<p>Joanna - Grab and Go</p> <p>Natalie, Brittany, Nikki, Jozie</p> <p>Will ask associates to support packing boxes and distribution</p> <p>Natalie coordinator, drivers and associates deliver</p>
Shelter	No requests at this time - will work with local agencies for support in the future	Natalie
Social/Emotional Support	<p>Counselors reaching out to identified students and families at-risk Weekly emails for self-care</p> <p>Group Check-ins for staff</p> <p>Wellness Committee - resources and fun activities</p> <p>Connecting school-based counselors to students - continuing work via Tele-health</p> <p>Opening activities - examples include dropping off supplies, meeting with teacher, parent, student prior to school starting</p> <p>Closure activities - example includes reverse parade, phone calls by parents</p>	<p>Jayci</p> <p>Jayci</p> <p>Jayci</p> <p>Amanda + building reps</p> <p>Jayci, Natalie + guidance counselors</p> <p>Teachers</p>
Parent support/outreach	Parent cafe	Natalie + Jayci in coordination with Parent Partners

	Tutoring (older kids supporting younger kids)	Title 1 coordinating. Assign associates to students. Consider Husky Ready! freshman helping
Childcare	Collaboration with Stepping Stones - Children Jungle	Justin
Health and Safety		Person(s) Responsible
Facility use - by whom and for what	<p>If Governor closes school buildings -- the school buildings will be closed</p> <p>Closed buildings to only essential workers</p> <p>Key fobs - shutdown for majority of time. Appointments can be made or turned on when assigned to be in the building</p> <p>Follow CDC requirements, if in the building</p> <p>Administration Building open to public (8-noon). Consider a rotation of opening times at each building.</p> <p>Allowing teachers to access their room, following CDC guidelines for instructional purposes</p> <p>Community use - per Governor's order</p>	Justin
Essential Worker Plan	<p>Custodians</p> <p>Administration</p> <p>Administration Building Staff</p> <p>Food Service</p> <p>Operations</p> <p>Custodians (work on and work off site)</p>	Justin, Ray, Matt
Social Distancing in Buildings	<p>Create a schedule for teachers' use/time in the building. Keep the same cohorts in the building at the same time.</p> <p>While teachers are in the classroom they don't need a mask, but if they are outside of their classroom masks are encouraged.</p> <p>Eating/drinking will only eat and drink in their classrooms, not in common areas.</p> <p>Use one door for coming in and going out to help the custodial staff clean. Include hand sanitizer at the entry point.</p> <p>10 people and under attend meetings, with masks encouraged, and their own work space. Wash hands before and after gathering. CDC guidelines followed.</p>	Building Principals/Staff
Buildings	<p>Building Principals communicate to custodians room usage plan so they can devise a cleaning plan</p> <ul style="list-style-type: none"> • Assign open and closed bathrooms and devise cleaning plan based on usage needs • Classroom doors remain closed if the teacher 	Building Principals

	<p>is in the room.</p> <p>Protocol for Entry</p> <ul style="list-style-type: none"> • Temperature • Sanitizer • Masks <p>Cleaning Checklist/Protocol</p> <ul style="list-style-type: none"> • Sanitize traffic areas and highly used areas • Clean the copiers/scanners <p>Supplies Available to Staff Members in Buildings</p> <ul style="list-style-type: none"> • Box of disposable gloves in each classroom • Masks • Clorox wipes • Hand sanitizer <p>Materials/Mail</p> <ul style="list-style-type: none"> • Delivered to the teachers if teachers have access to the building for instructional purposes • Secretaries develop an appropriate delivery schedule. <p>If in complete shutdown - mail and other deliveries will be delivered to the administration building</p>	<p>Nurses</p> <p>Ray + Custodians</p> <p>Nurses + Ray</p> <p>Ray</p>
Classrooms	<p>If teachers accessing classroom - wipe down the area after each use</p> <p>If teachers accessing classroom - custodians clean the room after each use</p>	<p>Teachers</p> <p>Custodians</p>
Outdoor facilities	Playgrounds and other outdoor school facilities will be open or closed per Governor's order	Randy, Ray
Instructional Supports		Person(s) Responsible
Family Resources Needed	<p>See technology and basic needs notes</p> <p>Packets and activity boxes for students with specific needs</p> <p>Who Can Help You Document - names and emails</p>	<p>Administrators</p> <p>Justin</p>
Survey Data Collection	<p>Survey topics/questions:</p> <ul style="list-style-type: none"> • Time that was spent during volunteer • Student vs. parent directed • Idea of how much time student could spend or do they see as appropriate • What do they think is acceptable that they can spend • How much parent support is available? Can parents spend the time that is needed? • What strategies are successful? (Ex. Videos, SeeSaw sharing, read/respond) • What are kids capable of? • Understanding of expectations? • Technology support? • Topics being broken down by each building 	Justin

	<ul style="list-style-type: none"> ● System-wide as well ● Materials? Primary: Scissors, etc. ● Paper copies? ● Printing access? ● Adult home? ● What has been helpful? (Examples: Daily schedule, ● Student data <ul style="list-style-type: none"> ○ What worked for you? ○ Motivation (Less/more) ○ Level of engagement ● Ask about website ● Types of communication to be successful <ul style="list-style-type: none"> ○ What is working? ● Priorities: Top 3 needs to make this successful for your families ● What can we do to get rid of barriers to work with kids/families we have not been reaching ● Interest in services? Ex. Tutoring, ● Lunches continuing ● Food security ● Menu of services 	
Student Learning Data Collection	<ul style="list-style-type: none"> ● FastBridge (K-6) ● iReady (7-8) ● Panorama <p>Screeners we will use</p> <ul style="list-style-type: none"> ● -eReading ● -CBMR ● -eMath ● -aMath ● -iRead 	Corey Michelle Tamara Jennifer Schiefelbein Classroom teachers K-8
Curriculum Vertical/Horizontal Articulation	See WCSD RTL Standards Adjustments Documentation	Corey Principals Coaches Teachers
Student accommodations & modifications	<p>General education teachers aware of and implementing 504 and special education plans, and awareness of TAG and ELL students</p> <p>Special education teachers collaborating with teachers and students</p> <p>Assigned use of associates to support student needs - schedule of supports</p> <p>Consistent place (i.e. IC) to log contacts and supports</p> <p>Log for special education students - any direct service, work or communication</p>	<p>Kendra and building administrators</p> <p>Teachers</p> <p>Teachers</p> <p>Teachers</p> <p>Teachers</p>
Roles of all school employees	See Required Continuous Learning Plan Document	All WCSD Staff
Communication expectations	<p>Each teacher's weekly schedule posted on district google site by Friday at 3:30pm</p> <p>Weekly email to all students or parents (age</p>	Teachers

	<p>appropriate) on class roster</p> <p>Phone call to ½ assigned students weekly (phone call to each student every other weeks)</p> <p>Students of concern called weekly by counselors (at-risk, no show/no answer)</p> <p>Communication Hierarchy Teacher calls 2x Counselor calls 2x Administration call or visit Referral to Natalie (JCO)</p>	Teachers, Counselors, Administration, JCO
PLC work	<p>Wednesday Collaboration Schedule Professional Development - 7:30-9:00</p> <p>Staff Meeting - 9:00-9:30</p> <p>Team Meeting and Prep - 9:30-noon</p>	All certified staff
Plan for accountability (see roles/responsibility document)	<p>District Google site - posted not later than Friday at 3:30pm</p> <p>Communication log in IC - Contact and Behavior Log</p> <p>Attendance for each Live Online session</p> <p>Follow up for no shows by teachers and referral to support staff after initial communication (see hierarchy plan)</p> <p>Follow and engage in district adopted schedule</p>	Teachers
Formative assessments	Teachers will use formative assessments that have already been created or will be created to ensure student learning is monitored	Teachers Coaches
Role of SIS	All student data collected will be entered in Infinite Campus (training will be needed)	Teachers
Professional Development		Person(s) Responsible
Technology strategies for on-line learning	<p>Digital citizenship training - K-6 https://beinternetawesome.withgoogle.com/en_us/interl and INTERLAND</p> <p>Digital citizenship training - 7-12</p> <p>Basics of Google Classroom Intermediate use of Google Classroom Basics of SeeSaw Intermediate use of SeeSaw Basics of Zoom Intermediate use of Zoom Basics of Teaching an On-line Course Intermediate of Teaching an On-line Course Engagement strategies for on-line courses</p> <p>Use of Infinite Campus</p> <p>Use of tools for Google Classroom: QuickTime or ScreenCastify</p>	<p>Instructional Coaches - lead</p> <p>SeeSaw Ambassadors - Michelle Macumber, Sue Williams, Tawyne Gibson, MS teachers **prepare now so these can be shared with teachers in early summer</p> <p>Tech Assistants</p> <p>Tech Assistants</p> <p>Corey</p>

	Assessment add-ons Restorative practices & relationship building in a virtual environment	Kendra
Privacy/FERPA	Board policy: 506 series Federal Dept of Ed FERPA Info	Justin
Mitigation strategies	CDC guidance for schools page 4	Justin
Health and safety	Mandatory reporter requirements for on-line	Justin
Childhood reactions to stress and trauma	Basic Course from Educational Impact needs to be completed by June 2 for all certified and classified staff 20-21 Advanced Course 2020-2021 school year	Corey and principals
District Calendar Changes		Person(s) Responsible
Summer school	Virtual credit/component recovery - WHS (19-20)	WHS Team - Principals, Counselors, Bridges and Success Center staff
Early start	2020-21 school year - follow Board approved calendar of August 24th start (communicated to parents/staff in April)	Board and Justin
Extended day	2020-21 school year = 1129 instructional hours Will continue with Board approved calendar 49 hours over the minimum requirement = 8 extra days	Board and Justin
Snow day learning	Currently not allowed but if legislation changes should consider	Legislature
Enrichment	See notes in equity section	Corey
Revisen of professional development days	Continue to maintain 1 hour of professional development per week on Wednesday late starts	Justin
Consideration of Alternative Calendars for the Future (21-22 and beyond)	The Calendar Committee generally convenes in October for November Board approval.	Justin + Board
Attendance		Person(s) Responsible
How/when take	Attendance will be taken during 2x/week Live Online session. Log in Infinite Campus	Teachers
Follow-up on no-shows	Follow the communication plan: Teacher - 2 phone call attempts then referral to Counselor -2 phone call attempts then referral to Administrators - phone call or visit home JCO referral Current truancy policy	Teachers, counselors and administration

	<table border="1"> <thead> <tr> <th>Offense</th> <th>Action</th> </tr> </thead> <tbody> <tr> <td>6 days absent</td> <td>A follow up letter sent home.</td> </tr> <tr> <td>12 days absent</td> <td>Letter sent home. Mediation meeting with the attendance team. Attendance contract written.</td> </tr> <tr> <td>18 days absent</td> <td>Letter sent home. May be referred to county attorney.</td> </tr> </tbody> </table>	Offense	Action	6 days absent	A follow up letter sent home.	12 days absent	Letter sent home. Mediation meeting with the attendance team. Attendance contract written.	18 days absent	Letter sent home. May be referred to county attorney.	
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Grading		Person(s) Responsible								
Grades	<p>Elementary Meets, Progressing, Needs More Time</p> <p>Middle School Meets, Progressing, Needs More Time</p> <p>Junior High Pass or Withdraw</p> <p>High School Pass or Withdraw - Summative Beginning, Developing, Capable, Strong, Mastery - Formative *DMACC concurrent enrollment courses = grades</p>	Teachers								
Credit accrual	Students will obtain credit for pass at WHS	WHS Counselors								
Promotion	<p>Students would be required to meet Return to Learn essential standards. If need more time, an individual plan will be put in place or refer to MTSS support plan.</p> <p>Continue current plan regarding retention - team would meet if parent requests to weigh strengths and concerns</p> <p>*special education students in self-contained programs may remain (IEP team decision) at a building if they are planning to remain in school until 21</p>	Building team - principal, counselor and teacher								
Social, Emotional & Behavioral Health		Person(s) Responsible								
Staff Needs	<ul style="list-style-type: none"> ● Mental Health needs of staff <ul style="list-style-type: none"> ○ Stress, Overwhelm <ul style="list-style-type: none"> ■ Hierarchy of calling if no response ○ Organizational needs <ul style="list-style-type: none"> ■ Google Site ■ Office Hours- more structured ○ Making a schedules, habits, routines, 	Counselors, Administrators, Social Worker								

	<ul style="list-style-type: none"> ● Setting boundaries ● Internet/Connectivity 	
Professional Development and Considerations	<ul style="list-style-type: none"> ● SEL ● Trauma Informed Schools- PRIORITY <ul style="list-style-type: none"> ○ Basic Track- completed 19-20 ○ Advanced Track to complete 20-21 ● Restorative Practices/Circles/Morning Meeting- Brian C from Four Oaks, Becky T?- Pre service? PRIORITY ● Google courses through AEA online <ul style="list-style-type: none"> ○ Google certified? ● Zoom Training through Northwest ● ACEs- revisit due to circumstances <ul style="list-style-type: none"> ○ AEA offers Four Module Training- Building Strong Brains- ACEs ○ https://www.aealearningonline.org/ ● Daily Routines Tips- Jeremy/Jayci, AEA trainings ● Training to help teachers ensure proper internet usage for students, digital citizenship, and to prevent cyber bullying PRIORITY <ul style="list-style-type: none"> ○ Iowa Safe Schools has a class for educators ○ CommonSense Media ● Jayci send out Google survey to determine needs and check-ins with staff- add basic needs to the survey ● 20-21 Staff TISC training- Kendra and Corey will get out info ● Preservice 20-21- Circles training and Internet Usage training- resources to share with families ● Training opportunities to be sent out in: <ul style="list-style-type: none"> ○ ACEs, Daily Routines, Google, Zoom 	Kendra and Corey Kendra coordinate- Becky? Brian C? Matt, Austin, Mike, Kendra check AEA courses Matt, Austin, Mike Ashley G, Bailey M Jeremy and Jayci Suzy, Hayley Jayci and counselors Kendra and Corey Kendra, Suzy, Hayley, Megan B Ashley G, Hayley O, Jayci, Jeremy, Matt, Mike,
Student Needs	<ul style="list-style-type: none"> ● Survey distributed to all students- make sure that includes basic needs ● More frequent survey surrounding basic needs ● Students transitioning buildings <ul style="list-style-type: none"> ○ Virtual tours ○ Virtual teacher introduction ● Mental Health <ul style="list-style-type: none"> ○ Anxiety ● Virtual SABERs ● Basic needs ● Connection to an adult at school/teacher ● Student phone calls- weekly/every other week ● Counselor attend PLCs as needed to address student needs ● Educate parents on behaviors, anxiety, <ul style="list-style-type: none"> ○ Facebook/Twitter pages, electronic backpacks, IC messages, emails, Beacon ● School based therapists via telehealth ● Building Relationships <ul style="list-style-type: none"> ○ Teachers using circles ○ Data subcommittee- student handoff ○ Student surveys from teachers 	Justin send out Counselors Wes P?, Mike S, Hayley O, Megan B, Ashley G, Bailey M support Riley, counselors follow up Natalie

	<ul style="list-style-type: none"> • SAEBRS for 2-12 	
Plan to address needs	<ul style="list-style-type: none"> • Student phone calls- weekly/every other week • Counselor attend PLCs as needed to address student needs • Educate parents on behaviors, anxiety, <ul style="list-style-type: none"> ◦ Facebook/Twitter pages, electronic backpacks, IC messages, emails, Beacon • School based therapists via telehealth • Building Relationships <ul style="list-style-type: none"> ◦ Teachers using circles ◦ Data subcommittee- student handoff ◦ Student surveys from teachers • SAEBRS for 2-12 • Teachers, counselors will make calls on alternating weeks- coordinate with special ed, ELL, TAG as well. • Riley will work with counselors to get out SAEBRS to gen ed teachers for students to complete • Teachers and counselors will communicate with Natalie and Jayci to meet the basic needs of students 	Counselors and Teachers Natalie and Jayci support
Family Needs	<p>Survey going out to identify:</p> <ul style="list-style-type: none"> • Basic Needs- food, clothing, hygiene, shelter • Working full time and helping students • Mental health of parents • Connectivity • Devices • Managing children's behavior • Academic support for students • Daycare • Printing 	Justin
Plan to address needs	<ul style="list-style-type: none"> • Help families manage work and school <ul style="list-style-type: none"> ◦ Create schedules, routines ◦ Create videos of how families make it work ◦ There are lots of ways to do it! • Education on managing behavior <ul style="list-style-type: none"> ◦ Parent Cafe ◦ Parents as Teachers ◦ Sharing resources on social media ◦ Title 19?- B-HIS ◦ PBIS at home information ◦ Check with Sammy and Bonnie • Mental Health Counselors- groups online • Tutoring program • Teacher office hours for questions • Share daycare resources/vacancies with parents • System to print packets upon request to pick up Monday/drop off Friday • Create Who can Help? Document • Family team meeting <ul style="list-style-type: none"> ◦ Any family struggling 	<p>Jayci, Kendra, Ashley</p> <p>Megan, Bailey, Stacy on IC, Bailey to check with Sammy/Bonnie</p> <p>Jayci Michelle/Tamara/Jayci/Titl</p> <p>Kendra check with Infrastructure</p> <p>Kendra- Jennifer/Angie</p> <p>Kendra/Corey Natalie/CRISP</p>
Equity		Person(s) Responsible

<p>504 Students Needs</p>	<ul style="list-style-type: none"> ● Accommodations and modifications ● Ensuring gen ed teachers receive 504s ● Updating 504s over the summer to reflect virtual learning ● Testing accommodations <ul style="list-style-type: none"> ○ Test read aloud ○ Extended time ● Anxiety ● Attention issues ● Notes provided 	<p>504 Building Coordinator 504 Building Coordinator 504 Building Coordinator</p> <p>Gen Ed Teachers</p> <p>504 Bldg Coor/Counselors 504 Building Coordinator Gen Ed Teachers</p>
<p>504 Student Communication</p>	<ul style="list-style-type: none"> ● 504 building coordinators will reach out at the beginning of the closure and each quarter moving forward (or more if needed/requested by parents). ● 504 building coordinators will explain virtual and low tech continuous learning options to parents relative to the individual needs of their students. ● 504 building coordinator will seek parent input regarding preferred delivery options and communication methods 	<p>504 Building Coordinator</p> <p>504 Building Coordinator</p> <p>504 Building Coordinator</p>
<p>504 Students Access Plan</p>	<ul style="list-style-type: none"> ● 504 building coordinators will need to meet with teachers, parents, and students when the closure occurs to determine a student's needs for virtual learning. ● 504 building coordinators will record these accommodations and communicate them with general education teachers who work with the students. ● As the student's classes change, the 504 building coordinators will communicate this plan with new teachers. ● See Digital Accommodation Doc 	<p>504 Building Coordinator/Gen Ed Teacher</p>
<p>At-Risk Student Needs</p>	<ul style="list-style-type: none"> ● Communication about school to families ● Basic needs- food, clothing, ● Connection to internet ● Devices ● Mental Health needs ● School based mental health ● Mandatory reporting- revisit virtual expectations ● Medical care, hygiene 	<p>District District, Kendra, Natalie Sp. Ed, Kendra, Tech Tech Jayci, Counselors Jayci Counselors, Kendra</p> <p>Nurses</p>
<p>At-Risk Student Communication</p>	<ul style="list-style-type: none"> ● Counselors/Success Center will reach out at the beginning of the closure and each quarter moving forward (or more if needed/requested by parents). ● Counselors/Success Center will explain virtual and low tech continuous learning options to parents relative to the individual needs of their students. ● For 9-12 Success Center will discuss with students and parents the students Personal Learning Plan. ● Counselors/Success Center will provide feedback on attendance contracts as needed. 	<p>Counselor/Success Center</p>

<p>At-Risk Student Access Plan</p>	<ul style="list-style-type: none"> ● Counselors/Success Center will conduct small groups with students who are having similar barriers to learning. ● Counselors/Success Center will connect families with various resources to support their student's learning. ● Counselors/Success Center will remind teachers of mandatory reporting refresher for teachers ● Counselors/Success Center will support teachers in providing resources to students and families ● Teacher/Counselors/Success Center check in every week at-risk parents to identify barriers <ul style="list-style-type: none"> ○ Work completion, attendance, mental health check in ● Teachers record all sessions ● Revisit differentiation of expectations with gen ed teachers ● Consider how we can be flexible <ul style="list-style-type: none"> ○ Schedules ○ Assignments ○ Times ● Consider how we can support the families 	<p>Counselors/Gen Ed. Teachers/Success Center</p> <p>School nurse</p>
<p>ELL Student Needs</p>	<ul style="list-style-type: none"> ● Communication with parents <ul style="list-style-type: none"> ○ Need translator ○ Google Translate for documents ○ Text translator app ○ Seesaw (translates) ● Modifications and accommodations ● Transitioning grade levels ● Screen new students 	<p>ELL teacher</p>
<p>ELL Student Communication</p>	<ul style="list-style-type: none"> ● ELL teachers will email gen ed teachers to share plans and do check-ins ● Communicate with students through Seesaw, Google Classroom, Zoom, email, etc. (use translation options if needed) every other week ● Parent communication via email, Seesaw, Google Classroom, Zoom, phone calls, and/or texting app (if needed for translation) every other week 	<p>ELL teacher</p>
<p>ELL Student Access Plan</p>	<ul style="list-style-type: none"> ● ELL teachers will email gen ed teachers to share plans and do check-ins ● Communicate with students through Seesaw, Google Classroom, Zoom, email, etc. (use translation options if needed) every other week ● Parent communication via email, Seesaw, Google Classroom, Zoom, phone calls, and/or texting app (if needed for translation) every other week ● ELL teachers will work with parents to determine the best delivery model for students. ● Teachers of EL students will be required to record Zoom/Google Classroom sessions to be shared at a later time. ● As EL plans are created, the EL teacher will consider needs and accommodations of EL 	<p>ELL teacher</p>

	<p>learners in the event that there is a school closure. These plans will be communicated with gen ed teachers at the beginning of the year.</p> <ul style="list-style-type: none"> • See Digital Accommodation Doc 	
TAG Student Needs	<ul style="list-style-type: none"> • Social Emotional Skills • Depth and breadth of advanced topics <ul style="list-style-type: none"> ◦ Working in Google Classroom now • Communication with parents • Ability for kids to print materials 	<p>Heather Heather</p> <p>Heather Working on this...</p>
TAG Student Communication	<ul style="list-style-type: none"> • TAG teacher will communicate with teachers initially when the closure occurs and as needed during the closure. • TAG will communicate with students through Zoom, Google Classroom, email each week during a closure. • TAG teacher will communicate with parents initially when the closure occurs, and as needed during the closure via Google Classroom and email. 	<p>TAG Teacher</p> <p>TAG Teacher</p> <p>TAG Teacher</p>
TAG Student Access Plan	<ul style="list-style-type: none"> • TAG lessons with a variety of delivery options. • Communication with students and families and teachers on student's progress. • Check-ins with gen ed teachers. • Curriculum resources shared through Google Classroom, Zoom, SeeSaw • Parent and student communication via Google classroom, Zoom, SeeSaw and email.. • TAG teachers will use a variety of delivery options when instructing TAG students. • TAG teachers will create independent projects to support the TAG students goals. • Teachers record all sessions • TAG teachers schedule a 15 minute session 1x per week • Rely on Google Classroom, Zoom or SeeSaw as standard means of communication with students • TAG teachers make sure classroom teachers are notified of TAG students at the beginning of the year • Ensure TAG teacher checks in with gen ed teachers every other week on student progress • Possibility of student independent projects • Revisit differentiation of expectations with gen ed teachers 	<p>TAG Teacher</p>
IEP Student Needs	<ul style="list-style-type: none"> • SDI • Internet/Connectivity • Modifications/Accommodations typically made by associates • Printed materials (Edgenuity) • Access to their general ed teachers • General ed teachers taking ownership of their learning 	<p>Sp. Ed. Teachers Sp. Ed, Kendra, Tech Associates</p> <p>Associates- assigned Gen Ed Teachers Gen Ed Teachers</p>

	<ul style="list-style-type: none"> ● Progress Monitoring ● Mental Health/Social Emotional ● Behavior Goals ● EBCE ● Life-skills goal areas ● Materials ● AEA services (i.e. Speech, OT, PT) 	<p>Sp Ed Teachers Sp Ed Teachers Sp Ed Teachers Sp. Ed. Teachers Sp. Ed Teachers District wide handout if needed AEA service providers</p>
<p>IEP Student Communication</p>	<ul style="list-style-type: none"> ● Special Education teachers will reach out to parents every other week in coordination with the general education teacher who will also contact them on alternating weeks. ● Special education teachers will explain virtual and low tech continuous learning options to parents relative to the individual needs of their students. ● Special education teachers will seek parent input regarding preferred delivery options and communication methods. 	<p>Sp. Ed. Teacher Sp. Ed. Teacher Sp. Ed. Teacher</p>
<p>IEP Student Access to Learning</p>	<p>A “Remote Learning Plan” will be created for each IEP developed after July 1, 2020. School personnel will work with AEA staff to develop an outline template to be incorporated on page i of the IEP.</p> <p>When specially designed instruction and/or related services lend themselves to remote continuous learning platforms, teachers or direct service providers will utilize one or more of the following delivery options:</p> <ul style="list-style-type: none"> ● Interactive: Direct services are conducted with real time interactive audio and video connections to create a small group or one-on-one experience similar to that of traditional face-to-face instruction (e.g. Zoom) ● Capture-and-Share: Images, reading excerpts, videos, and learning activities are captured and shared electronically between the teacher or service provider and student(s) (ScreenCastify); ● Hybrid: A combination of interactive follow-up and capture-and-share methods. <p>When specially designed instruction and/or related services do not lend themselves to remote continuous learning platforms or families lack access to technology, teachers or direct service providers will provide one or more of the following low-tech options paired with manipulatives provided by the school:</p> <ul style="list-style-type: none"> ● Print Materials: Printed materials, including reading excerpts and books, that serve as either the primary way to deliver services or as a way to enhance virtual service delivery. Materials could be disseminated through email, class websites, the U.S. postal service or personal delivery. ● Skill Building Activities: Activities that directly align with student’s IEP goals aimed at developing targeted skills through weekly telephone calls, video conferencing, emails, videos or personal visits. ● Curriculum-Based Activities: Reading, math, writing 	<p>IEP Teams- Special Ed. Teacher lead</p> <p>Special Education Teachers</p> <p>Special Education Teachers</p>

	<p>or other activities aligned with core instructional materials.</p> <ul style="list-style-type: none"> ● Home-Based Activities: Activities that incorporate academic and interpersonal skills (e.g. reading directions, mathematics, measuring, social skills, etc.) in the home setting. Examples may include games, cooking, drawing and role-playing. <p>Special education teachers and direct service providers will provide detailed written instructions and/or video demonstrations to help parents implement and support virtual and low-tech options. Instructions will include step-by-step implementation guides (i.e., lesson plans), expected outcomes, questions and prompts and suggestions for supplementing instruction and/or generalizing skills across settings. Families may be encouraged to send video or pictures of their student(s) practicing skills so they may be assessed by the special education teacher or direct service provider.</p> <p>Special education teachers and direct service providers will develop individualized plans to regularly monitor student progress and adjust instruction accordingly.</p> <p>Special education teachers and direct service providers will collaborate with general education colleagues to review the progress of each entitled student in the general education setting. Special education teachers will be provided access to their colleague's Seesaw or Google Classroom Pages to expedite this process. Special education teachers and direct service providers will continue to consult with their general education colleagues to modify and adapt curriculum, identify secondary texts and alternate materials and differentiate instruction. General Ed teachers will record their sessions on Zoom/Google classroom/SeeSaw for students/teachers/parents to review at a later time.</p> <p>Special Education teachers will consider "flipping" their classrooms as a way to support parents in supporting their student's learning opportunities.</p> <p>The WCSD Technology Department will provide technology support to parents, including assistance regarding configuration, access to Infinite Campus, use of technology and troubleshooting. Such supports will be limited to devices and technology provided by the district.</p> <p>See Digital Accommodation Doc</p>	<p>Special Education Teachers</p> <p>Special Education Teachers</p> <p>Special Education Teachers</p> <p>Special Education Teachers</p> <p>Special Education Teachers</p> <p>Special Education Teachers and Tech department</p>
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Additional Considerations for SPED

<p>Establish Criteria for Delivery Methods to ensure FAPE</p>	<p>Special education teachers and direct service providers will contact families of entitled students to determine:</p> <ul style="list-style-type: none"> ● Access to device(s) and internet; ● Proficiency in accessing and navigating virtual resources; 	<p>Special Education Teachers</p>
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	<ul style="list-style-type: none"> ● Ability and willingness to support virtual and/or low-tech instructional delivery. <p>Special education teachers and direct service providers will review each entitled child's Education Evaluation Reports (EERs), IEP goals, developmental level, special education service descriptions, progress monitoring data, and Behavior Intervention Plans (BIPs) to determine which elements are adaptable to virtual or remote continuous learning formats. They will determine the best means of supporting the entitled student based on their unique needs.</p> <p>Special education teachers and direct service providers will determine content and schedule service delivery times. They will develop a weekly service delivery schedule to ensure consistency for students and families during extended school closures.</p> <p>Special education teachers and direct service providers will establish a data collection system to monitor student progress and adjust instruction.</p> <p>Special education teachers will work with families to create a routine and schedule at home to support families (See SEBH).</p> <p>General education teachers will post upcoming weekly lessons by Friday at 3:30pm so special education teachers are able to plan for modifications and accommodations ahead of time.</p>	
<p>Establish a process for how IEP meetings will be held under a continuous remote learning model.</p>	<p>Annual IEP reviews will continue to be held as required by law. IEP teams may conduct annual reviews via conference call (i.e. telephone) or video conferencing (e.g., Zoom), so long as all required IEP team members (i.e., parents, general education teachers, special education teachers, a district or AEA representative, an individual who can interpret evaluation results) are able to attend (or have been formally excused) and parents are willing to conduct the meeting remotely.</p> <p>Initial evaluations and reevaluations will be conducted when there is sufficient data to complete the process. If the evaluation/re evaluation is complete, the special education teachers and AEA staff may schedule and conduct an eligibility meeting remotely. If the child is determined to be eligible, the team may write the IEP if it has all the necessary information (i.e. baseline data, goal data, etc.) to do so. A consent for services authorization may be mailed to parents. If data is lacking, the team may still conduct the eligibility meeting and postpone the IEP meeting for up to 30 days. If this occurs, the AEA will mail a consent for services authorization when the IEP is completed.</p> <p>District and AEA personnel will take steps to ensure that all members of the IEP team are able to participate in a meaningful way and parents have electronic copies of IDEA procedural safeguards in advance of remote</p>	<p>Special Education Teachers</p>

meetings. AEA staff and Sped Staff will complete a template prior to school beginning that lists all of possible ways to conduct an IEP meeting in a virtual setting. This ensures that all possible options are offered to every family. Special education teachers and direct service providers will provide parents with preliminary drafts of all IEP documents in advance of meetings. They will also arrange translators, interpreters and other assistive technology to ensure parent participation in advance of meetings.

Required IEP team members may only be excused from attending an IEP review when parent(s) consents by signing an Agreement to Excuse Attendance at an IEP Meeting form. If the IEP meeting involves a discussion or modification of an excused participant's area of curriculum or expertise, the excused participant must submit detailed written input into the development of the IEP. This input may be submitted electronically, via fax, email or GoogleDoc. It may also be submitted via the U.S. postal service.

If required participants are available but unable to access a virtual meeting, they may participate telephonically using a speaker phone.

Parents will be provided a copy of the IEP and detailed Prior Written Notice (PWN) following each meeting. These documents will be emailed to parents or sent via U.S. Postal Service.

The scheduling of IEP annual reviews and initial evaluations/reevaluations will be prioritized according to:

- Intensity of needs or urgency in acquiring or maintaining skills necessary to derive meaningful educational benefit;
- Transitional IEPs or IEPs of students moving between buildings, programs or placements (i.e., early childhood program to Kindergarten, elementary school to middle school, middle to high school, high school to 4+ program);
- Potential for serious regression or loss of skills due to interruptions in service;
- IDEA timelines (i.e., annual review and re-evaluation deadlines, eligibility meeting within 60 days of receipt of signed consent to evaluate, initial IEP meeting within 30 days of entitlement);

All IEP meetings will follow the same general format or agenda:

- Introductions/role review;
- Meeting outcomes;
- Review of procedural rights;
- Student strengths/interests/preferences;
- Parent concerns/needs;
- Student needs (i.e., basis of entitlement);
- Present level of academic achievement and/or functional performance;
- IEP goals;
- Progress monitoring: process, data,

- instructional decision making
- Service descriptions (including remote learning needs)
 - Accommodations and modifications (including remote learning needs)
 - Review of Functional Behavior Assessment (FBA) and Behavior Intervention Plan (BIP) as needed;
 - Participation in district wide assessment (DWA)
 - Summary of any changes made to IEP (PWN)

The following types of questions may be asked relative to remote learning scenarios:

- How will a change in service delivery impact the student's acquisition of skills or level of functioning? What needs may arise as a result?
- How is the student likely to respond to remote learning opportunities?
- What worked during the previous school closure? What did not work well?
- What additional supports will be needed by the student in a remote learning setting, and how will they be provided?
- What progress is the student expected to make toward their IEP goals in a remote setting?
- Do the IEP goals need to be adjusted or prioritized for a remote learning setting?
- How will student progress be monitored in a remote setting?
- How will data be collected?
- What changes need to be made to monitor student progress in a remote setting?
- Will progress monitoring data accurately reflect the student's achievement in a remote learning setting?
- How will specially designed instruction be provided in a remote setting? How does this differ from SDI provided in a more traditional setting?
- What do related services look like in a remote setting?
- How frequently and for how long will services be provided in a remote setting?
- How long is remote learning expected to be required?
- To what extent can services be provided with fidelity in a remote setting? Do parents have the access, opportunity, and capacity to support remote learning?
- To what extent is the student likely to engage in remote learning?
- How will students participate in district wide assessments (DWA) relative to non-entitled peers?
- Are there any special circumstances that would prevent this child from participating or benefiting from remote learning?

IEP teams will consider and discuss the need for training to assist parents in acquiring the skills to support the implementation of their child's IEP in a virtual or remote setting. Parent training may include

	<p>but are not limited to:</p> <ul style="list-style-type: none"> ● Assisting parents in understanding the unique academic, functional, behavioral and social-emotional needs of their child; ● Providing parents with information about child development; ● Providing parents with an basic overview of instructional strategies and methodologies ● Providing support and basic information about a child’s initial placement in special education, specially designed instruction and other related services; and ● Providing parents with contact information regarding parent support groups, financial assistance options, and other potential sources of information, supports or service providers outside the school system. ● Providing parents with training in the use of students’ assistive technology to support learning. <p>These supports are considered related services and must be documented in the IEP on page I.</p> <p>The WCSD Technology Department will provide technology support to parents, including assistance regarding configuration, access to Infinite Campus, use of technology and troubleshooting. Such supports will be limited to devices and technology provided by the district. These supports will be provided to all students, so they need not be documented in the IEP.</p>	
<p>Determine how assistive technology and other supports will be physically provided to families</p>	<p>Assistive technology devices will be provided to the family through pre-arranged parent pickup or home delivery. When delivering items to student’s homes, district employees will follow social distancing protocols.</p>	<p>Special Education Teacher</p>
<p>Identify how student access, participation, and progress in educational services (in addition to family needs) will be monitored and adjustments in services (if necessary) will be made.</p>	<p>Special education teachers and direct service providers will develop individualized plans for monitoring student progress toward their IEP goals. These plans will include an explanation of the data that is being used to assess student progress, the means by which the data will be collected and frequency in which data will be collected. Data may be collected through probes and assessments administered virtually or through paper documentation submitted to the teacher.</p> <p>Special education teachers and direct service providers will use a trendline analysis. When using trendline analysis, changes will be considered when the student’s trendline exceeds the aim-line, showing greater than expected progress. If the trendline lies below the aim-line, showing less than expected progress, changes may be made to the student’s instructional program. Instructional changes may include, but are not limited to increasing or decreasing services, changing supports, increasing content, and/or increasing or decreasing the rigor of instruction.</p> <p>Special education teachers and direct service providers will communicate with parents on a bi-weekly basis. These communications will include questions regarding the family’s needs and capacity to support the</p>	<p>Special Education Teacher, Direct Service Provider</p>

	implementation of their child's IEP.	
Identify primary components for determining ways a student will participate in learning.	Students and staff will be provided devices allowing them to access virtual instruction. They will be provided paper packets and other materials if access is an issue or virtual instruction is not an appropriate option. Participation is required.	Special Education Teachers
Determine procedures for initiating the individual's Remote Learning Plan when situations arise.	Students' individual Remote Learning Plans will be implemented when school is closed or access limited. Remote learning plans may also be implemented when a student is unable to attend school due to personal or family health concerns.	
Data Considerations		Person(s) Responsible
	<p>Infinite Campus</p> <ul style="list-style-type: none"> ● Attendance ● Behavior ● Grades ● Flags (Ex. IEP) ● GPA ● Credits earned <p>FastBridge</p> <ul style="list-style-type: none"> ● IGD data (PreK) ● K-6 ● Prioritize one on one screeners ● Follow ELI guidance <p>ELPA 21 Pearson Access Next iReady (7-8) Panorama (K-12)</p> <p>Infinite Campus</p> <ul style="list-style-type: none"> ● Attendance ● Behaviors ● Other <p>05/22/2020 IC: State allowed calendar modification 19-20 19-20 calendar was marked as school days and attendance days</p> <p>Attendance Considerations Teachers have access to rosters and would mark absent Sick days for kids? Phoning the school office for sick days? Automatic attendance message going out? What will parents do? Who do they contact? Separate calendar for PreSchool Need to know schedule first Calendar would change based on plans -Need to know schedule (Classes/building) Attendance policy: 6, 12, 18 ? Protocol for missing days? Behaviors continue as when we are in buildings (Same processes) -Minors</p>	<p>Corey Support from Technology Support from Stacy for IC</p>

	<p>-Majors Protocol for behaviors? Shifting the mindset: Volunteer vs. Required Grades: PreK-3 Standards 4-5 Standards 6 Letter Grades 7-8 P or W 9-12 P or W Look at 6-12 PW? Percentages for P? Is that in the gradebook? VL for Voluntary learning: All 4th quarter Need to add a W for teachers to add in the gradebook? HS: GPA, Class Rank, etc. ELI: Expectations for PM, Engagement? Kids who do not complete PM, etc.</p> <p>Priorities: Scheduling Grading systems (Tasks) 50% and 50% Quarter grades vs. Semester Attendance codes and processes (Absent from Zoom, etc.)</p>	
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Subcommittee: Infrastructure
*Justin/Susie-leads, Matt-Tech, Natalie-JCO, Jayci-Social worker, Sue-WCEA, Janet-Secretary, Kent-Admin, Doug-Admin

Subcommittee: Health and Safety
*Randy/Kevin-leads, Ray-OPS, Nikki-Nurse, Brittany-Nurse, Jozie-Nurse, JoJo-Food Service, Stephanie K-Intnst, Carly-JH teacher, Bri-MS teacher, Meredith-HSteacher

Sharon Miller- MDPH & Dr. Amy Kimball - pediatrician

Subcommittee: Academic Standards
*Corey-lead, Michelle-IC, Tamara-IC, Carrie-IC, Andy-IC, Jen-IC, Scott-IC, Kevin-Admin, Kent-Admin, Becca-Elem tchr, Betsy-MS tchr, Corey B-JH tchr, Jessica-HS tchr

Subcommittee: Social-Emotional-Behavioral Health
*Kendra/Jeremy-leads, Riley-Beh coach, Clint-Admin, Natalie-JCO, Jayci-Social worker, Mike-Counselor, Bailey-Counselor, Megan-Counselor, Suzy-Counselor, Ashley-Counselor, Hayley-Counselor, Stephanie-Intnst, Becky Tigges-AEA, Jessica Parks- AEA

Subcommittee: Equity
*Kendra-lead, Kelly-IC, Melissa-ELL, Heather-TAG, Lana-Special Ed, Megan-Special Ed, Jill-Special Ed, Josh-Special Ed, Danette - PK, Cari-Success Cntr, Rachel Avila-AEA

Subcommittee: Data Considerations (incorporated into other categories)
*Corey-lead, Tamara-IC, Michelle-IC, Josh-Admin, Doug-Admin, Jeremy-Admin, Stacy-Registrar