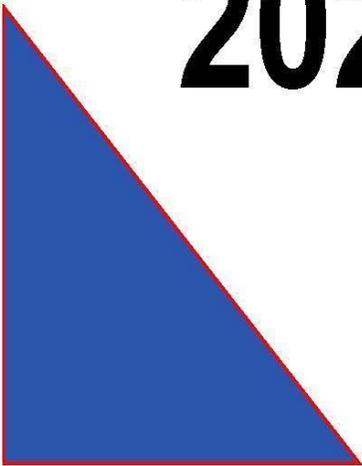




Wharton ISD

Strong Start Plan



2020-2021

Executive Summary/Overview

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This document provides information and clarification to faculty, staff, students, parents, and community members about Wharton ISD's learning plan in response to the COVID-19 State of Emergency Extended Closure. Remote, asynchronous instruction in the 2020-2021 school year in Wharton ISD will look vastly different from remote instruction implemented during the spring semester closure.

Our learning plan is designed to meet the needs of all students, to the greatest extent possible, and minimize the negative impact, this unprecedented event, has on our students' educational trajectories. Asynchronous learning is learning that happens outside of the traditional classroom because the student and teacher are separated by distance and/or time. The student is required to be engaged daily with work and the teacher is required to give daily instructional feedback. Students are expected to be actively engaged in daily learning.

It cannot be assumed that every family of every student has access to the necessary devices and appropriate internet connection at their home. The district developed and deployed two surveys to investigate the connectivity and device accessibility of our district and to determine what type of virtual learning makes logical sense in the context. We will utilize the survey information to provide devices and/or internet connectivity to students without access to these devices.

In the event an asynchronous/synchronous learning plan is put in place, an at-home "Technology Hotline" for students, faculty, and community members will be established and promoted on the WISD district website as well as social media.

At-Home and In-Person Learning Choice

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Once in-person learning at Wharton ISD schools resumes, parents will still have the option for their children to continue learning from home. Parents will be provided further information soon, as well as a secure link that will allow them to choose in-person or at-home learning. The district will ask parents to commit to their choices in the grading period increments prior to a pre-established deadline in advance of the start of our grading periods.

More information regarding what in-person and at-home instruction will look like in Wharton ISD is provided throughout this plan. Grades and attendance will count for both options.

WISD Assurances

Assurance 1: The safety and health of our students, staff, families, and community is the priority. All decisions will be made in consideration of the latest guidance and direction from the state, local, and federal authorities.

Assurance 2: Regarding school operations, all decisions will be made in consideration of the latest guidance and direction from the state, local, and federal authorities.

Assurance 3: Wharton ISD will provide the highest quality instruction to all students regardless of conditions.

Assurance 4: Wharton ISD will support the well-being of each student and program. Social-emotional needs will be addressed by district counseling services.

Safety Protocols

All staff members are required to self-screen for COVID-19 symptoms prior to reporting to work each day. Designated staff members will check employee temperatures daily to reduce the likelihood of possible exposure on campus. If a staff member is experiencing any of the symptoms listed below in a way that is not normal for them, the campus administrator will be notified, and the staff member will not report to the campus. Symptoms to screen for include:

- Feeling feverish or a measured temperature greater than or equal to 100.0 degrees Fahrenheit
- Loss of taste or smell
- Cough
- Difficulty breathing
- Shortness of breath
- Headache
- Chills
- Sore throat
- Shaking or exaggerated shivering
- Significant muscle pain or ache
- Diarrhea

Parents/guardians are expected to screen their student for these COVID-19 symptoms each day prior to sending their student to school. Students who are experiencing symptoms in a way that is not normal for the student will be kept home from school. The parents/guardians must screen students who ride the bus before boarding the bus each morning.

Teachers will monitor students throughout the day and refer to the nurse if symptoms are present in a way that is not normal for the student.

Presence of Symptoms

- Each campus will designate an office or room for the nurse with sufficient space to allow for social distancing (at least 6 ft.).
- When a student displays symptoms of COVID-19, the school nurse will provide a clinical assessment to determine when the student needs to be sent home.
- Students who are ill will be removed from the classroom and will remain in a designated area as Parents/guardians will be notified and should make arrangements to pick the student up within 30 minutes. After being sent home, students must meet the district-defined criteria before returning to school.
- Students exhibiting mild symptoms who are able to complete work from home may engage in remote learning while absent from school.
- Staff members displaying COVID-19 symptoms will follow district protocols for separation from students and other staff members, testing and returning to work. For individual guidance, staff members should contact the WISD Human Resource Office and the WISD district nurse.

Confirmed Diagnosis

- If an individual who has been in a school is lab-confirmed to have COVID-19, the school district will notify local health authorities, in accordance with applicable federal, state and local laws and regulations, including confidentiality requirements of the Americans with Disabilities Act (ADA) and Family Educational Rights and Privacy Act (FERPA).
- Consistent with school notification requirements for other communicable diseases, and consistent with legal confidentiality requirements, schools will notify all teachers, staff, and families of all students in a school if a lab-confirmed COVID-19 case is identified among students, teachers or staff who participate in any way on campus activities.
- When a student or staff member receives a confirmed diagnosis of COVID-19, the district will notify staff members and parents/guardians of students now to have had close contact with a COVID-19 positive student or staff member. Close contact is considered someone who was within 6 feet of an infected person for at least 15 minutes starting from 2 days before the infected person's illness onset or 2 days prior to him or her being tested for COVID-19.
- Students and staff who have tested positive for COVID-19 will be required to submit a medical release from a physician's office or health department prior to returning to school. Any students or staff who themselves either:
 - are lab-confirmed to have COVID-19; or
 - experience the symptoms of COVID-19
 Must stay at home throughout the infection period.
- In the case of an individual who was diagnosed with COVID-19, the individual may return to school when all three of the following criteria are met:

- at least three days (72 hours) have passed since recovery (resolution of fever without the use of fever-reducing medications);
 - the individual has improvement in symptoms (e.g., cough, shortness of breath); and
 - at least ten days have passed since symptoms first appear
- In the case of an individual who has symptoms that could be COVID-19 and who is not evaluated by a medical professional or tested for COVID-19, such individual is assumed to have COVID-19, and the individual may not return to the campus until the individual has completed the same three-step set of criteria listed above.
 - If the individual has symptoms that could be COVID-19 and wants to return to school before completing the above stay at home period, the individual must either
 - Obtain a medical professional's note clearing the individual for the return based on an alternative diagnosis or
 - Receive two separate confirmations at least 24 hours apart that they are free of COVID via acute infection tests at an approved COVID-19 testing location found at <https://tdem.texas.gov/covid-19/>.

Face Coverings

- To create a safe environment for WISD staff and students, CDC recommendations for face coverings will be followed. Students 10 years and older will utilize face coverings when moving through hallways and while in common areas including restrooms, gyms, libraries, computer labs, etc. All staff members are required to wear a facemask.
- For the purposes of this document, masks include non-medical grade disposable facemasks, cloth face coverings (over the nose and mouth), or full-face shields to protect eyes, nose, and mouth. Face shields may be superior to cloth face coverings in many circumstances, given improved ability to see mouth movements and improved air circulation.
- It may be impractical for students to wear masks or face shields while participating in some activities. Schools may, for example, allow students who are actively exercising to remove masks or face shields, as long as they maintain at least six feet of distance from other students and staff who are not wearing masks or face shields.

Campus Visitor Protocols

Family involvement is encouraged and celebrated in WISD schools; however, during this time we must work together to find innovative ways to collaborate with families while keeping staff and students safe and healthy. Participation through virtual meetings and interaction will be encouraged.

Visitor Access to Building

- In order to limit potential exposure for staff and students, visitors will not be permitted beyond the school office.
- Families are encouraged to contact the office by phone rather than entering the building.

Visitor Screening & PPE Requirements

- All individuals entering the building and visiting the office area will be required to wear a face covering.
- In extremely rare situations when individuals must move beyond the office area:
 - All visitors will be screened through the use of a symptom screening form.
 - Physical distancing of a minimum of 6 ft. will be followed.

Disinfecting and Hand Sanitizing Protocols

- On the first day a student attends school on campus, the school will provide instruction on appropriate hygiene practices and other mitigation practices adopted in the local school system.
- Hand sanitizer will be available at the main entrance to the campus, in classrooms, in the cafeteria, and in common areas throughout the campus.
- Staff will be expected to regularly wash or sanitize their hands.
- Hand sanitizer will be provided each time students enter or leave the classroom.
- Hand sanitizer will be provided if students move to a different work location within the classroom.
- Students will be required to thoroughly wash hands after recess, before eating, and following restroom breaks.

Supplies and Materials

- Sharing of supplies will be extremely limited. When supplies must be shared, they will be sanitized after each use.
- Staff will utilize disinfectant wipes to sanitize high-touch and working surfaces.

Campus Cleaning Protocols

- Each classroom and restroom will be disinfected daily.
- All high touch areas will be disinfected daily.
- Cleaning cloths will be changed for each classroom and common area to maximize room-to-room cleanliness.
- Custodians will utilize face coverings and will sanitize hands before moving from room to room.
- If in use, the cafeteria will be disinfected between lunch periods.
- Staff will have access to disinfectant wipes to sanitize working surfaces and shared objects after each use and during breaks in instruction.

Additional Cleaning Measure for COVID-19 Positive Cases on Campus

- If a staff member or student receives a confirmed COVID-19 diagnosis, the school will close off areas that were heavily used by the individual and thoroughly clean the areas, unless more than 3 days have passed since that person was on campus.

Work and Learning Environments

Classroom Configurations and Procedures

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- Desks or tables will be socially distanced as much as instructionally possible with the goal of maintaining a distance of 6ft between individuals. In classroom spaces that allow it, student desks will be placed a minimum of six feet apart. In classrooms where students are regularly within six feet of one another, more frequent hand washing and/or hand sanitizing will occur.
- Class sizes will be kept small when possible.
- To the greatest extent possible, contact with individuals from other designated student groups will be limited.
- Group work may be implemented while maintaining appropriate distancing and safety measures.
- Any materials or furnishings that must be used by multiple students will be cleaned with disinfectant wipes following each use.
- Students will have their own designated materials and supplies. This includes individual bags of supplementary aids and/or manipulatives for student use that could also be sent home in the event of school closure.
- The use of outdoor space for learning will be considered when possible. Classroom groups working outside will maintain separation from other classroom groups to the greatest extent possible.
- Supplemental services will be provided while maintaining safety protocols.
- The recommended procedures will be applied to all classroom settings, including special education locations when possible and appropriate. Students' individual needs will be addressed on a case-by-case basis.

Common Areas

- Common areas include spaces that are used by multiple groups of students or staff for instructional activities, eating, play, meetings, and collaboration. This includes computer labs, cafeterias, gyms, playgrounds, flexible spaces, campus libraries, conference rooms, workrooms, and other meeting rooms.
- Campuses will develop schedules and protocols for the use of common areas, including how to sanitize space between uses. When needed, students will bring personal supplies from the classroom. All students and staff will be required to use hand sanitizer when entering and exiting common areas.
- Virtual meetings will be utilized when possible.
- In-person meetings will maintain social distancing and facial coverings will be required

Restrooms

- Proper handwashing techniques will be taught to all students and consistently reinforced.
- The scheduling of whole class restroom breaks is recommended to eliminate the comingling of students across various classes and to ensure monitoring of social distancing guidelines.
- The number of occupants utilizing each restroom at any given time will be limited to mitigate the chance of exceeding maximum occupants per social distancing.
- After a restroom break, students will be required to use hand sanitizer before reentering the classroom.

- Restrooms will be disinfected at multiple times throughout the day.

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Water Fountains

- Fountains open for water bottle filling only.
- Reusable water bottles added to the school supply list.

Transitions, Arrival, and Dismissal

Transitions

- Where possible, one-way traffic throughout campus corridors will be established.
- Walking pathways throughout the building will be designated “stay to the right.” This includes the entrance and exit doors.
- When possible, it is recommended that students make transitions outside of the building.
- For grade levels that implement departmentalization of subject areas, teachers will move to students for transitions in instruction and students will remain in their homeroom class.

Arrival

- Buildings will open at 7:30 a.m. with students reporting directly to classrooms.
- Students arriving prior to 7:30 a.m. will wait in cars with parents until the building opens.
- Families of walkers who arrive prior to 7:30 will be contacted and asked to adjust arrival times.
- When possible, separate entrances will be utilized to reduce traffic.
- All staff will be utilized for duty to maintain a line of sight in hallways and distancing of hallway cohorts.
- Visitors will not be allowed in the building during arrival.
- Campus-specific bus procedures will be established.

Dismissal

- Student groups will remain separated until students are called for pickup.
- The campus may designate staggered dismissal groups. (For example, staggering the groups of walkers, car riders, bus riders, and daycare students will help manage student movement in the building and decrease the risk of potential crowding outside at dismissal time.)
- Separate exits will be utilized when possible.
- Campus-specific bus procedures will be established.

Daily Schedule

Breakfast

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- Breakfast will be served to students following the campus-specific procedures, which are dependent on space, staffing, and student counts.
- Sivells Elementary students will eat breakfast in the classroom.

Lunch

- All students will be served through the regular lunch line using CDC guidelines. Meals will be individually packaged.
- Campuses will develop campus-specific lunch procedures dependent on space, staffing, and student counts.
- Social distancing protocols will be followed during lunch periods with the goal of having students sit 6ft. apart.
- Interaction between classroom groups will be limited during lunch periods.

Recess

- Staggered recess schedules will be utilized with classroom groups assigned to different outdoor areas for recess.
- All students and staff will be required to use hand sanitizer before entering the playground and upon exiting the playground.
- In addition to recess, classroom brain breaks will be implemented to ensure students have many opportunities for movement within the classroom setting.
- All students are required to wear face coverings as part of the school dress code.

PE/Music/Guidance/etc.

- PE classes will be conducted outdoors when possible with classroom groups separated as much as possible. Appropriate social distancing measures will be followed. Students and staff will wear face coverings when transitioning to PE and recess, but will not be required to wear them during exercise while maintaining social distancing.
- Students will use their own art supplies.
- Music and PE equipment will be sanitized and wiped down after each use.
- When possible, “block classes” such as music, library, guidance, etc. will meet in the group designated homeroom classroom. Teachers will move from classroom to classroom rather than students moving.

Busing

- Students who need to ride the bus will complete a bus registration process.
- A student exhibiting ANY symptom of COVID-19 may not board the bus and needs to remain at home. Students with mild symptoms who are able to complete work at home may contact the school for remote learning assignments.
- Students will wear face coverings and use hand sanitizer when boarding the bus.

Field Trips

- All field trips are suspended at this time.

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Campus Events

- No in-person assemblies will be held in the fall.
- Meet the teacher, open house, parent conferences, etc. will be held virtually.
- All class parties and performances are suspended at this time.

Social-Emotional Support Resource

Key Contacts

Sivells Elementary - Rebecca Aparicio, Counselor
Wharton Elementary - Vickie Perkins, Counselor
Wharton Junior High - Gina Yackel, Counselor
Wharton High School - Donna Raybon, Counselor

District Supports

The Wharton Independent School District understands that students, families, faculty, and staff who are transitioning to virtual learning and practicing social distancing are experiencing a major, and likely disconcerting, change in daily activities and interactions, and with that, are under a great deal of stress. During this period in which our ability to check in on one another in person is limited, it is even more crucial that we find ways to reach out and check-in with each other virtually, supporting everyone's social-emotional learning (SEL) and mental health. The district's school counselors are available daily from 8 am to 3:30 pm to provide explicit virtual social-emotional learning or other mental health education support. If your child is experiencing a mental health emergency, please seek care from your primary physician or 911 immediately.

Resources

<https://omh.ny.gov/omhweb/guidance/covid-19-managing-stress-anxiety.pdf>

Attendance

TEA Guidance related to Attendance and Enrollment:

- Per Texas Education Code (TEC), §25.092, students must attend 90% of the days a course is offered (with approved exceptions) in order to be awarded credit for the course and/or to be promoted to the next grade. This requirement remains in force during the 2020-2021 school year.
- Given the public health situation, student attendance may be earned through the delivery of remote instruction. Any parent may request that their student be offered remote instruction. If a parent who chose remote instruction wants their child to switch to an on-campus instructional setting, they can do so, but school systems are permitted to limit these transitions to occur only at the end of a grading period.

Synchronous/Asynchronous

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- Daily attendance will be determined by evidence of student engagement with lessons and tasks given by the teacher. Progress is defined by the approved learning plan in the Learning Management System (LMS) made that day. If students are “engaged”, they will be marked present in PEIMS. If students are not “engaged”, they will be marked absent in PEIMS.

Face to Face

- Wharton ISD will follow the District Handbook attendance guidelines.
- Students who participate in daily instruction are marked present for attendance purposes in PEIMS. Students who notify teachers that they are sick and cannot participate and unable to complete assignments are marked as absent.
- Teachers report students who are not participating after two parent contacts to the building principal. The building principals will follow up with the parents and students.

Grading Policy / Academic Integrity

The policies for remote student work are consistent with district grading guidelines as outlined in the board adopted Student Code of Conduct / Student Handbook.

Wharton ISD has adopted a full TEKS-aligned curriculum that can be executed in an asynchronous, synchronous, and face-to-face learning environment.

Instructional Support for Students

- Instruction will address grade level Texas Essential Knowledge and Skills (TEKS).
- Instructional lessons, materials, activities, and resources will be aligned to the district curriculum and will be posted weekly on district LMS. Students will access instructional materials daily as directed by the teacher. Learning resources will also be available at all times on the district remote learning website. (See Remote Learning website or contact Coordinator of Instructional Technology, Stacie Boudrie)
- Staff will access a variety of instructional methods for content delivery to support students in multiple platforms. (e.g., blended learning, recorded content for students to review, cross-curricular ties, etc.)
- TEKS Resource Instructional Framework will ensure and support a coherent, logical course sequence that reinforces concepts at appropriate times to ensure continuity of learning remotely. (To ensure retention of knowledge in asynchronous environments.)
- Both formative (pre) and summative (post) assessments will be used.
- Teachers will provide feedback to students who need academic remediation and support to improve performance weekly. Teachers will provide feedback to at-risk students a minimum of twice a week.
- District Coordinator of Instructional Technology will continue to provide support to faculty.

Determining Student Progress

- Asynchronous lessons will be posted weekly. Each weekly posting will identify lessons by day of each week and will be tied directly to the course syllabus or TEKS Resources Pacing Guide. Campus principals will determine a specific day for weekly lessons uploaded to LMS.
- Students will complete and post (submit) daily tasks and assignments according to assignment due dates.
- Time for small-group instruction and intervention will be incorporated into the schedule for asynchronous learning environments.
- School grading policies for remote student work must be consistent with those used before COVID and district grading policy for on campus assignments.
- Options/considerations for formal and informal assessments may include but not limited to:
 - Open book/designated resources for assessments
 - Portfolios
 - Choice Board
 - Shorter more frequent assessments given in a variety of ways
 - Oral assessment
 - Student self-assessment
 - Project-based tasks with appropriate and equal access for remote learning materials
 - District approved online platforms. (Such as Google Forms Seesaw, Flip grid, Schoology, etc.)
- Some assessments for instructional planning may be incorporated into feedback rather than for an assigned grade.
- Student progress will be monitored using district approved tools and LMS for asynchronous learning via submitted posts/assignments and class participation.

Expectations for Students (Synchronous)

Synchronous learning is defined as two-way, real-time, live, instruction between teachers and students, through the computer, and other electronic devices. Students enrolled in synchronous learning will be assigned a virtual class schedule and must be available for live instruction during each school day. Students are expected to log in during the designated time for their class to meet with teachers and classmates via digital platforms. Students are expected to complete a variety of daily instructional activities and/or assignments.

When utilizing video conferencing, students are expected to adhere to the following video conferencing etiquette:

- Ensuring devices are charged.
- Limiting distractions by choosing a quiet place when tuning in.
- Wear appropriate school attire.
- Paying attention to the speaker.
- Muting the microphone when not talking.
- Waiting patiently to be called on by the teacher.
- Looking directly into the camera and speaking loudly and clearly.

Teacher Access (Synchronous/Asynchronous)

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- Teachers are available daily during normal school hours (7:40am to 3:45pm) to respond to students' and families' questions or needs. While teachers are available throughout the day, responses to emails, messages, or phone calls may not be returned immediately if they are working with other students.

Teacher Access (Face to Face)

- Teachers are available daily during normal school hours (7:40 a.m. to 3:45 p.m.) to respond to students' and families' questions or needs. While teachers are available throughout the day, responses to emails, messages, or phone calls may not be returned immediately if they are working with other students.

Campus Schedules

- Instructional delivery and support will be provided between 7:40 a.m. and 3:45 p.m., Monday through Friday, unless otherwise noted by administration.
- Teachers' workday is 7:15 a.m. to 4:00 p.m.

Instructional Minutes (Requirements)

- Students receive instruction in English language arts, mathematics, science, social studies, and specials (art, library, music, and physical education) weekly.
- PK-5th Grade = 180 minutes
- 6th-12th Grade = 240 minutes

English Language Learners

Key Contacts

Cindy Mahalitic, Director of Student Services and Federal Programs
Dana Foyt, Sivells Elementary Principal
Patricia Brown, Wharton Elementary Principal
Olatunji Oduwole, Wharton Junior High Principal
Jerrell Barron, Wharton High Principal

Identified ESL students will receive the following support and modifications:

- Differentiated instruction based on identified TELPAS language levels of the students.
- Implement ELPS for lesson plans and lesson delivery.
- Modifications for language objectives and language levels.

Student Programs

Specials (ES) and Electives (MS & HS)

- Involvement in the arts, STEM, CTE and other non-core courses is vitally important for many students. Schools will arrange for student experiences in these areas while minimizing transitions for students.

ROAR Academy

- Students taking classes through the Wharton County Junior College Partnership shall continue to attend WCJC classes. Students will meet the requirements of WCJC for campus and virtual courses per WCJC expectations/policy. Students participating in WCJC classes are using the college designated LMS or learning platform.

Advanced Placement (AP) & Dual Credit Classes

- The College Board has enabled students to complete their AP courses and AP Exams online on any device a student has access to—computer, tablet, or smartphone. Students also have the option to write their responses by hand and submit a photo. The College Board is committed to supporting students through the day of their exam with testing data options and free resources. More information can be accessed by visiting the following link: <https://apcoronavirusupdates.collegeboard.org/>.

Instructional Technology (Implementation)

Students and teachers use the following educational software and/or learning platforms for asynchronous/synchronous instruction:

- Schoology
- Google Classroom
- Google Meets
- SeeSaw (PK - 2)
- Flipgrid (3-12th Grade)

Staff (Instructional) Support

Educators will receive support for remote instruction through differentiated training including face-to-face training while adhering to the social distancing requirements of our district and community, as well as, asynchronous learning modules. To ensure equitable training, staff will receive instruction through asynchronous video modules where attendees can view videos that provide content-focused, job-embedded training. Upon completion of the course, attendee will complete an exit ticket exam where an 80% or higher is required to pass the course. These courses cover basic use of computers and online tools that address all grade levels and content areas. This will be part of our Phase 1 and Phase 2 plans for the district.

In addition, teachers will receive training that focuses on technology integration and blended learning. These courses will dive deeper into the asynchronous and synchronous learning environment and teachers will receive advanced training on how to effectively implement this learning environment for all students. This training will be provided to campuses according to grade level and/or subject area to ensure teachers are able to develop content knowledge to help

educators internalize the asynchronous curriculum and be able to analyze data provided by student work and/or online learning tools and LMS systems.

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Staff will have access to all online training modules and resources at all times and can refer back to them as needed. If additional support is needed, they will contact the Coordinator of Instructional Technology, Stacie Boudrie.

Student (Instructional) Support

Students will receive support for remote instruction through differentiated training including face-to-face training while adhering to the social distancing requirements of our district and community as well as asynchronous and synchronous learning modules. To ensure equitable training, students will receive basic Chromebook training through video modules that provide students an overview of Chromebook use, Digital Citizenship, and basic use of Google Drive and Classroom. Students will also learn how to use our newly implemented LMS system, Schoology via video modules. In addition, these modules will be available to students via our Remote Learning website (go to www.whartonisd.net and click on the Remote Learning tab). Parents will also have access to these resources. If additional support is needed, students will contact their teacher to receive support.

All students will sign an AUP before a Chromebook will be issued. All students identified in a community survey, as needing technology will be given a district issued Chromebook and CIPA compliant MIFI.

District Remote Learning Website

A district remote learning website will be utilized to help keep parents and students informed of important information related specifically to remote learning during this time of COVID-19. This website will house helpful information including contact information, schedules, tutorials for remote learning, and resources for learning and socio-emotional needs during this difficult time.

To access the website, go to www.whartonisd.net and click on the Remote Learning tab at the top of the page.

Tech Support

Staff / Paraprofessional (Tech) Support

Technical support includes technical issues of hardware (computer, laptop, and printer) not working, password reset, networking, WIFI, and other technical issues.

Director of Technology, Heath Roddy
Technical Support - Doris Dornak
Technical Support - Michael Munoz

Reset Password: Go to <http://bit.ly/2weLIpp> and to complete the password reset request.

Technical Support: Complete a Tech Ticket including the necessary information. Video Tutorial for Tech Tickets: <https://youtu.be/24AhaEDfXRU>

Online Web Tools: If you are trying to access an online textbook, need to add/delete students

from a web tool, or other issues related to online web tools and online textbooks please contact the Coordinator of Instructional Technology, Stacie Boudrie. If you find a website is blocked, and there is educational value to the site, please contact the Director of Technology, Heath Roddy.

Student (Tech) Support

Reset Password: Go to <http://bit.ly/2weLlpp> and to complete the password reset request.

Technical Support: For technical support, please contact your campus librarian or hroddy@whartonisd.net.

Online Web Tools: If you are trying to access an online textbook, need to add/delete students from a web tool, or other issues related to online web tools and online textbooks please contact the Coordinator of Instructional Technology, Stacie Boudrie. If you find a website is blocked, and there is educational value to the site, please contact the Director of Technology, Heath Roddy so he can evaluate the site.

Community Communication

In the event that the district needs to communicate a change with instruction due to COVID-19, we will utilize the following:

Forms of Communication

1. Facebook
2. School Messenger
3. Class Intercom
4. E-mail
5. District Web Page
6. The Scholastic Network Digital Broadcast
7. Campus communication methods- Schoology, Google Classroom, Class Dojo, Remind, Call-out system, Marque

Special Education

Individualized Education Programs (IEPs)

Individualized Education Programs (IEPs) remain in place and direct students' virtual learning. Resource Room services are provided with providers checking in with students in accordance with the students' schedule of services to address IEP goals and objectives. In-class Support services will be provided at least two times per week to ensure materials and assignments are instructionally and developmentally appropriate for students. Special education teachers will also provide teachers with consultation supports to ensure virtual learning materials are modified appropriately for students.

Students in self-contained classes continue to receive their core instruction from their special education teacher. These students are also mainstreamed virtually in the general education setting for classes such as science, social studies, and specials, in accordance with the students' individual IEPs and schedule of services. It should be noted that face-to-face instruction is the recommended delivery

method for students in self-contained classes.

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Related service providers will reach out to parent(s)/guardian(s) to explain the service delivery options and to identify which delivery format (phone or online) the family will be utilizing. Related service providers will notify the Director as to the preferred service format for each student. Frequency and duration of service delivery will vary based on students' IEPs and schedules of services. Related services documented as "direct" in students' schedule of services will be provided in a direct fashion, regardless if face-to-face or remote learning is utilized.

The Licensed Specialist in School Psychology (LSSP) is available to parent(s)/guardian(s) two days per week, Mondays from 8 a.m. to 12 p.m. and Thursdays from 12 p.m. to 4 p.m. Parent(s)/guardian(s), faculty, and staff can contact the LSSP by e-mail and telephone to discuss concerns they are seeing with students. During that time, the parent(s)/guardian(s) will discuss the concerns and be provided with potential at-home strategies. Families will be provided with resources, to the extent possible, to support students at home. Such resources may be a sticker chart for chores, behaviors, and/or academics. The LSSP will also provide proactive support by reaching out to families of students that have been supported with such services throughout the school year, at least one time per week.

Key Contacts

Director of Special Education - Erin Andel

Academic Programming

Academic programming will be provided to students based on students' **Individualized Education Programs (IEPs)** and schedules of services.

Related Services

Counseling, Occupational Therapy, Physical Therapy, and Speech & Language Therapy are being delivered to students in one of the following formats:

- Phone calls, Zoom meetings, Google Meets
- Email

Support from related service providers is available to parent(s)/guardian(s) Monday - Friday from 8 a.m. - 4:30 p.m.

Accountability, Attendance & Student Contact

Special education teachers and related service providers will check-in with students and/or families (dependent on grade/age of student) at least two times per week. Special education teachers and related service providers will record student attendance/contact through approved methods. Teachers and related service providers will monitor student engagement daily through approved methods.

Progress Reports

IEP progress reports will be sent home every nine weeks to parent(s)/guardian(s) as they are done during the regular school session. Special education teachers and related service providers will note students' progress on all applicable goals, to the extent possible.

Committee Meetings

Admission, Review, and Dismissal (ARD) Committee meetings will be held online or over the phone via conference call.

Service Provider Access

Access to teachers/service providers is available Monday - Friday in accordance to campus or office hours via phone or email.

Director of Special Education

The Director of Special Education, Erin Andel, is accessible to students, families, faculty, staff, and administration by way of phone and email. The director supports and responds to any questions or concerns of students, families, faculty, staff, administration related to special education, data privacy and security, and other areas related to the director's job duties. The director is also responsible for all district-wide communication to families and key stakeholders related to special education programming and services.

District Administration

Superintendent's Office Key Contacts

Dr. Michael O'Guin, Superintendent
Charli Lennon, Assistant Superintendent of Curriculum and Instruction
Stacy Pierson, Assistant Superintendent of Administration and Operations
Linda Lins, Secretary to the Superintendent

The Superintendent's key contacts are accessible to students, families, faculty, staff, and administration by way of telephone or e-mail from 7:30am to 4:30pm. The superintendent and assistant superintendents support and respond to any questions or concerns of students, families, faculty, staff, and administration related to all aspects of this virtual learning plan, which were not addressed by the building principals or directors.

Transportation Key Contact

Mr. James Scott, Transportation Director

The Transportation Director is accessible to students, parents, faculty, staff, and administration by way of telephone or email daily from 7:00am to 4:30pm. The transportation director supports and responds to any questions or concerns of students, parents, faculty, staff, and administration related to all transportation

related items, including the delivery of meals and devices.

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Technology Director Key Contact

Heath Roddy, Director of Technology

The Technology Director is accessible to students, parents, faculty, staff, and administration by way of telephone, or e-mail daily from 7:00am to 4:30pm. The information technology director supports and responds to any questions or concerns of students, families, faculty, staff, and administration related to connectivity and devices.a

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