



Learning Continuity and Attendance Plan September 14, 2020

Superintendent's Responses to Questions from Parent Advisory Groups

Question: What will be the criteria for student performance use to evaluate the plan during the pandemic?

Our draft plan includes an assessment schedule that uses assessments in English Language Arts, English Language Development, and Mathematics, as required by the California Department of Education. Students in grades 1 - 12 will take diagnostic or screening tests this fall so that teachers can have another tool to gauge mastery or learning loss. Once the diagnostic or screening tests are given, and in conjunction with observational and other data, teachers will be able to identify how best to support their students.

Question: Have families been surveyed about the quality of their connectivity?

The district has not done a survey of internet connectivity, however, the technology help line can troubleshoot issues and connect families with support such as wireless internet hot spots.

Question: Do teachers feel prepared?

Teachers, staff, and administrators are working together to learn the new systems that we have implemented for the fall, including Canvas and Zoom. As with any implementation, there is a steep learning curve. Teachers have been given a timeline for initial implementation of Canvas and Zoom to start on September 14, which includes a focus on three main components: the Canvas homepage, the schedule/calendar, and using Zoom. Professional development is planned to support teachers and staff.

Question: Define "coordinated student support."

Most days of the week include time for teachers to provide student support, which will include time for parent/guardian phone calls/check ins and time for meeting with colleagues in Student Study Team meetings or other case management meetings for addressing student learning, social emotional, or behavioral needs.

Question: Are there regular 504 meetings (annually) or is it only if a parent requests it? Who monitors the 504 accommodations to ensure they are happening?

504 programs are reviewed annually. 504 accommodations should be provided by the classroom teacher or staff member as identified in the 504 plan and should be monitored by the 504 team. Site administrators will provide additional guidance as needed.

Question: Will students get hands-on learning in art, science, music etc. during phase 1?

During phase 1, students will receive instruction in these content areas. The amount of hands-on learning is to be determined by each individual teacher.

Question: Will teachers be required to teach from their classrooms?

The Memorandum of Understanding signed by Woodland Education Association and WJUSD on August 14, 2020, allows teachers to choose whether to teach from their classroom or from their home.

Question: Are teachers required to take Trauma awareness modules or is that only an option?

The training for Social Emotional Learning, which includes Trauma Awareness, is required for teachers.

Question: My question is about the district definitions of synchronous/asynchronous and whether they really expect five-year-olds to look at a screen for 8 times the previous year's screen time limit.

The district defines synchronous learning time as live instruction or interaction, which is provided through Zoom or Google Meet. Asynchronous learning time is when students are working independently and not logged in to a Zoom or Google Meet. It will be important for teachers and students to have breaks built into the synchronous learning time. Last year's emergency distance learning plan included very minimal screen time and very little synchronous instruction. This school year, we are required to provide both synchronous and asynchronous learning time, so that students can make academic progress.

Question: How secure is the website that the teachers will be using to teach students? Is there a chance it could be hacked?

The district has chosen Canvas as the primary learning management system. Teachers in grades K-2 will use Seesaw in addition to Canvas, since it is very user friendly for younger students. These systems are secure, but we rely on users to maintain confidentiality of student and teacher passwords.

Question: Re survey - how many surveys sent to each group? What is the percentage of response for each?

Since school closures began in March, there were three surveys sent out: (1) the Week 1 of Distance Learning survey with 2876 total responses; (2) the End of Distance Learning survey, with 4139 total responses; and (3) the Reopening Schools survey, with 7132 total responses.

Question: Parent Access to modules for learning/helping students. When will these be available? The CAFÉ team is planning for online workshops and modules to be provided for parents and guardians. The first one was held on August 31, 2020.

Question: Learning Loss - when will it be measured? At the beginning of the year? What is the baseline? Any future assessments?

As described in the plan, learning loss for English Language Arts, English Language Development, and Mathematics will be measured using diagnostic or screening tests given at least twice this year, starting in the fall. Due to the pandemic, the baseline will be established with the first diagnostic or screening test administration, and cannot be compared with other previous assessment data.

Question: Are there any opportunities for parents/guardians to provide teacher help?

Parents or guardians who want to help should reach out to their child's teacher to offer support.

Question: If students come in late or leave early from class, how are teachers going to ensure that students are getting instruction?

Teachers use a variety of strategies to ensure that students are engaged and monitor their learning. The district office will be providing professional development throughout the year on this topic. Additionally, district staff including teachers, administrators, and attendance liaisons will provide support

for students who are absent or not participating through a system of tiered re-engagement strategies.

Question: Will CAFÉ be open Monday through Friday and will they provide resources in English and Spanish?

Community and Family Engagement (CAFÉ) is open Monday through Friday from 8 am - 5 pm. There is support available in both English and Spanish, and resources are provided depending on the need.

Question: Where can parents call for tech problems?

The technology help line for families is 723-6181 (English) and 723-6302 (Spanish). To get support, leave a message on the help line and a staff member will return your call.

Question: For the five professional development days, will there be time when teachers can provide feedback and see what works for some and what works for others?

Collaboration was scheduled on the professional development days so staff can process and discuss implications of implementation. Additionally, a feedback form was distributed to staff at the end of each professional development day. Based on the feedback received and as we move forward with implementation, additional staff support sessions will be provided.