



# Woodland Joint Unified School District Phase 2 Limited Blended Learning Special Education Plan

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# Special Education Program Overview

## Transition to Phase 2 - February 1, 2021 - TBD

Starting February 1, 2021, WJUSD shall be implementing its phase 2 instructional schedules. This includes the in person participation for students who are currently enrolled in Special Day Classes (SDC). Revisions have been provided to this Special Education Plan, in accordance with state and local health guidelines and social distancing strategies.

### Phase 2 transition calendar:

Monday	Tuesday	Wednesday	Thursday	Friday
18 Holiday - No School	19 4:00-5:00 Phase 2 open staff Q & A opportunity with special education department.	20	21 SDC class - synchronous in the morning and asynchronous in the afternoon.  <b>Staff Required:</b> 12:45 - end of day - SDC staff setting up learning environments and planning instruction.	22 SDC class - synchronous in the morning and asynchronous in the afternoon.  <b>Staff Required Training:</b> 1. 12:45-1:45 Cleaning protocols/Roles and responsibilities (M&O) 2. 2:00 - 3:00 Site break out - Cleaning protocols/roles and responsibilities (Site Admin)
25 Minimum day 9-12 - (no afternoon asynchronous)  SDC class - synchronous in the morning and asynchronous in the afternoon.  <b>Staff Required training:</b> 1. 12:45-1:45 Review of staff Student Screening/Planning Illness/Communications/Roles/Responsibilities (HR/PPS/Nurse) 2. 2:00 - 3:00 Site break out Student Screening/Planning Illness/Communications/Roles/Responsibilities (Site Admin)	26 Minimum day 9-12  SDC class - synchronous in the morning and asynchronous in the afternoon.  <b>Staff Required:</b> 12:45 - end of day - All Phase 2, Part 1 site staff meet and review, plan, run through protocols, and finalize any site logistics (Site admin)	27 Minimum day 9-12  SDC class - synchronous in the morning and asynchronous in the afternoon.  <b>Staff Required:</b> 12:45 - end of day -SDC staff - Classroom set and planning	28 Minimum day 9Tk-12  SDC class - synchronous in the morning.  <b>Staff Required:</b> 12:45 - end of day -SDC students participate in student orientation visits.	29 Teacher grading day - No student attendance
1 SDC students begin in person participation.  WJUSD implements all new instructional schedules.	2	3	4	5

## Key Terms

**Asynchronous** - Instructional time which is designed to be independent during the school day.

**Synchronous** - Live instructional time with the classroom teacher.

**Related Services** - These are services which are part of an offer of FAPE. These can include occupational therapy (OT), speech and language, counseling, sign language interpreters, paraprofessional supports, physical therapy.

**In-person Services** - During Phase 2, Students who are enrolled in a Special Day Class based on their current offer of FAPE, have the choice to participate in part time in person attendance. This service may be provided by their teacher, a para educator or related service provider, based on the approved phase 2 instructional schedules.

# Special Day Class/Regional Programs

## Preschool Special Day Classes/Regional Programs

### Woodland Prairie

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:30 - 11:00 (150 Minutes)	<b>Group A</b> - Attends in person	<b>Group A</b> - Attends in person	No preschoolers attend	<b>Group A</b> - Synchronous Virtual  <b>Group C</b> Synchronous Virtual	<b>Group A</b> - Synchronous Virtual  <b>Group C</b> synchronous Virtual
11:00 - 11:30	<b>Teacher Prep</b>	<b>Teacher Prep</b>	<b>Teacher Prep</b>	<b>Teacher Prep</b>	<b>Teacher Prep</b>
11:30 -12:00	Staff Lunch	Student Lunch	Student Lunch	Student Lunch	Student Lunch
12:00 - 2:30 (150 Minutes)	<b>Group B</b> - Attends virtual - Synchronous  <b>Group C</b> - Attends virtual - Synchronous	<b>Group B</b> - Attends virtual - Synchronous  <b>Group C</b> - Attends virtual - Synchronous	<b>No preschoolers</b>  <b>Prep</b>	<b>Group B</b> - Attends in person	<b>Group B</b> - Attends in person
2:30 - 3:00	<b>Teacher Office Time</b>	<b>Teacher Office Time</b>	<b>Teacher Office Time</b>	<b>Teacher Office Time</b>	<b>Teacher Office Time</b>

### Maxwell

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:15 - 10:45 (150 Minutes)	<b>Group A</b> - Attends in person	<b>Group A</b> - Attends in person	No preschoolers attend	<b>Group A</b> - Synchronous Virtual  <b>Group C</b> Synchronous Virtual	<b>Group A</b> - Synchronous Virtual  <b>Group C</b> synchronous Virtual
10:45 - 11:15	<b>Teacher Prep</b>	<b>Teacher Prep</b>	<b>Teacher Prep</b>	<b>Teacher Prep</b>	<b>Teacher Prep</b>
11:15-11:45	Staff Lunch	Student Lunch	Student Lunch	Student Lunch	Student Lunch
11:45 - 2:15 (150 Minutes)	<b>Group B</b> - Attends virtual - Synchronous  <b>Group C</b> - Attends virtual - Synchronous	<b>Group B</b> - Attends virtual - Synchronous  <b>Group C</b> - Attends virtual - Synchronous	<b>No preschoolers</b>  <b>Prep</b>	<b>Group B</b> - Attends in person	<b>Group B</b> - Attends in person
2:15 - 2:45	<b>Teacher Office Time</b>	<b>Teacher Office Time</b>	<b>Teacher Office Time</b>	<b>Teacher Office Time</b>	<b>Teacher Office Time</b>

## Elementary Special Day Classes/Regional Programs

	<b>Monday (A - In person)</b>	<b>Tuesday (A - In person)</b>	<b>Wednesday (All - Remote Learning)</b>	<b>Thursday (B - In Person)</b>	<b>Friday (B - In Person)</b>
8:00-8:30	Morning Meeting/SEL ELA Break Math ELD  Group A = In Person Group B/C = Remote Learning	Morning Meeting/SEL ELA Break Math ELD  Group A = In Person Group B/C = Remote Learning	Morning Meeting/SEL	Morning Meeting/SEL ELA Break Math ELD  Group B = In Person Group A/C = Remote Learning	Morning Meeting/SEL ELA Break Math ELD  Group B = In Person Group A/C = Remote Learning
8:30-9:30			ELA		
9:30-9:50			Break		
9:50-10:50			Math		
10:50-11:20			ELD		
11:20-12:20	Grab & Go Lunch	Grab & Go Lunch	Grab & Go Lunch	Grab & Go Lunch	Grab & Go Lunch
12:20-12:50	Social Studies/Science (Synchronous or Asynchronous)	Social Studies/Science (Synchronous or Asynchronous)	Staff Meeting/Collaboration / Teacher Professional Development  <i>Students: Special Subjects Block (60 min)</i>	Social Studies/Science (Synchronous or Asynchronous)	Social Studies/Science (Synchronous or Asynchronous)
12:50-2:00	Small Group Interventions and Independent Learning (Synchronous or Asynchronous)	Small Group Interventions and Independent Learning (Synchronous or Asynchronous)		Small Group Interventions and Independent Learning (Synchronous or Asynchronous)	Small Group Interventions and Independent Learning (Synchronous or Asynchronous)
2:00-3:00	Special Subjects Block (Asynchronous/Teacher Prep)	Special Subjects Block (Asynchronous/Teacher Prep)		Special Subjects Block (Asynchronous/Teacher Prep)	Special Subjects Block (Asynchronous/Teacher Prep)

## Middle School Special Day Classes/Regional Programs

Monday (A - In person)	Tuesday (A - In person)	Wednesday (All - Remote Learning)	Thursday (B - In Person)	Friday (B - In Person)
Per 1 8:00 - 9:15 Group A = In Person Group B/C = Remote Learning	Per 4 8:00 - 9:15 Group A = In Person Group B/C = Remote Learning	Per 1 8:00-8:30	Per 1 8:00 - 9:15 Group B = In Person Group A/C = Remote Learning	Per 4 8:00 - 9:15 Group B = In Person Group A/C = Remote Learning
		Per 2 8:40-9:10		
Per 2 9:25-10:40 Group A = In Person Group B/C = Remote Learning	Per 5 9:25-10:40 Group A = In Person Group B/C = Remote Learning	Per 3 9:20-9:50	Per 2 9:25-10:40 Group B = In Person Group A/C = Remote Learning	Per 5 9:25-10:40 Group B = In Person Group A/C = Remote Learning
		Per 4 10:00-10:30		
Per 3 10:50-12:05 Group A = In Person Group B/C = Remote Learning	Per 6 10:50-12:05 Group A = In Person Group B/C = Remote Learning	Per 5 10:40-11:10	Per 3 10:50-12:05 Group B = In Person Group A/C = Remote Learning	Per 6 10:50-12:05 Group B = In Person Group A/C = Remote Learning
		Per 6 11:20-11:50		
Lunch 12:05-1:05	Lunch 12:05-1:05	Lunch 12:00-1:00	Lunch 12:05-1:05	Lunch 12:05-1:05
Coordinated Student Support and Asynchronous Learning 1:05-3:00	Coordinated Student Support and Asynchronous Learning 1:05-3:00	Staff Meeting/Collaboration/Teacher Professional Development  <i>Students: Asynchronous SEL Support (30 mins)</i>	Coordinated Student Support and Asynchronous Learning 1:05-3:00	Coordinated Student Support and Asynchronous Learning 1:05-3:00

## High School and Adult Living Skills Special Day Classes/Regional Programs

Monday (A - In person)	Tuesday (A - In person)	Wednesday (All - Remote Learning)	Thursday (B - In Person)	Friday (B - In Person)
Per 1 8:00 - 9:15 Group A = In Person Group B/C = Remote Learning	Per 2 8:00 - 9:15 Group A = In Group B/C = Remote Learning	Per 1 8:00-8:30	Per 1 8:00 - 9:15 Group B = In Person Group A/C = Remote Learning	Per 2 8:00 - 9:15 Group B = In Person Group A/C = Remote Learning
		Per 2 8:35-9:05		
Per 3 9:25-10:40 Group A = In Person Group B/C = Remote Learning	Per 4 9:25-10:40 Group A = In Person Group B/C = Remote Learning	Per 3 9:10-9:40	Per 3 9:25-10:40 Group B = In Person Group A/C = Remote Learning	Per 4 9:25-10:40 Group B = In Person Group A/C = Remote Learning
		Per 4 9:45-10:15		
Per 5 10:50-12:05 Group A = In Person Group B/C = Remote Learning	Per 6 10:50-12:05 Group A = In Person Group B/C = Remote Learning	Per 5 10:20-10:50	Per 5 10:50-12:05 Group B = In Person Group A/C = Remote Learning	Per 6 10:50-12:05 Group B = In Person Group A/C = Remote Learning
		Per 6 10:55-11:25		
		Per 7 11:30-12:00		
Lunch 12:05-1:05	Lunch 12:05-1:05	Lunch 12:00-1:00	Lunch 12:05-1:05	Lunch 12:05-1:05
Per 7 1:05-2:20 Group A/B/C = Remote Learning	Coordinated Student Support and Asynchronous Learning 1:05-3:00	Staff Meeting/Collaboration/Teacher Professional Development  <i>Students: Asynchronous SEL Support (30 mins)</i>	Per 7 1:05-2:20 Group A/B/C = Remote Learning	Coordinated Student Support and Asynchronous Learning 1:05-3:00
Coordinated Student Support and Asynchronous Learning 2:30-3:00			Coordinated Student Support and Asynchronous Learning 2:30-3:00	

\*\* For Students who are English Learners and have IEPs, dELD and iELD will be provided.



# Resource (RSP) Programs

During Phase #2, all Resource (RSP) programs will continue to participate in remote learning. Their schedules shall continue to serve students as occurred during Phase #1.

## Elementary RSP

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-8:30	Morning Meeting/SEL (Synchronous)	Morning Meeting/SEL (Synchronous)	Morning Meeting/SEL (Synchronous)	Morning Meeting/SEL (Synchronous)	Morning Meeting/SEL (Synchronous)
8:30-9:30	ELA (Synchronous)	ELA (Synchronous)	ELA (Synchronous)	ELA (Synchronous)	ELA (Synchronous)
9:30-9:50	Break	Break	Break	Break	Break
9:50-10:50	Math (Synchronous)	Math (Synchronous)	Math (Synchronous)	Math (Synchronous)	Math (Synchronous)
10:50-11:20	ELD/ALD (Synchronous)	ELD/ALD (Synchronous)	ELD/ALD (Synchronous)	ELD/ALD (Synchronous)	ELD/ALD (Synchronous)
11:20-12:20	Grab & Go Lunch	Grab & Go Lunch	Grab & Go Lunch	Grab & Go Lunch	Grab & Go Lunch
12:20-12:50	Social Studies/Science (Synchronous or Asynchronous)	Social Studies/Science (Synchronous or Asynchronous)	Staff Meeting/Collaboration / Teacher Professional Development  <i>Students: Special Subjects Block (60 min)</i>	Social Studies/Science (Synchronous or Asynchronous)	Social Studies/Science (Synchronous or Asynchronous)
12:50-2:00	Small Group Interventions and Independent Learning (Synchronous or Asynchronous)	Small Group Interventions and Independent Learning (Synchronous or Asynchronous)		Small Group Interventions and Independent Learning (Synchronous or Asynchronous)	Small Group Interventions and Independent Learning (Synchronous or Asynchronous)
2:00-3:00	Special Subjects Block (Asynchronous/Teacher Prep)	Special Subjects Block (Asynchronous/Teacher Prep)		Special Subjects Block (Asynchronous/Teacher Prep)	Special Subjects Block (Asynchronous/Teacher Prep)

Recognizing the need for real-time interaction with teachers and peers, Specialized Academic Instruction will be provided via *synchronous* sessions using Google Hangout or Zoom. The following best practices should be followed whenever possible:

- Pull students to provide specialized academic instruction during asynchronous times.
- Push-in to synchronous sessions to observe and collect data.
- Provide transition time between groups to facilitate preparation.
- Provide service minutes as detailed in the students' IEPs to the greatest extent possible, recognizing the availability of fewer actual minutes than in the typical school schedule (ex: little asynchronous time, shorter day, longer lunch for students).

- Refrain from pull-out from 2:00-3:00pm due to scheduled para and general education collaboration, assessment/goal testing, and IEP meetings.
- Schedule daily opportunities for lesson prep, connection with parents, IEP preparation, and other activities not involving Google Meet or Zoom.

Utilize the following practices, resources, and tools which may provide additional supports to students and families:

- Remind App
- ParentSquare
- Text/calls with Parents
- Connect with the older siblings to text or call before session
- Incentive charts/positive reinforcers
- Maintain consistent group meeting times (daily if possible)
- Brief group fun activities as incentives

## Paraprofessionals

### Elementary

- Facilitate virtual small group meeting sessions
- Monitor students during synchronous learning
- Collect data on students during push-in (using Google Forms)
- Document student data collection/upload according to teacher preferences, student logs, etc.
- Develop supplemental activities and exercises (reviewed by RSP teacher)

Secondary RSP

WJUSD Middle School Instructional Schedule **SAMPLE**

Monday	Tuesday	Wednesday	Thursday	Friday
Per 0 7:00-7:55		Per 0 7:00-7:55	Per 0 7:00-7:55	
Per 1 8:00 - 9:15	Per 4 8:00 - 9:15	Per 1 8:00-8:30	Per 1 8:00 - 9:15	Per 4 8:00 - 9:15
		Per 2 8:40-9:10		
Per 2 9:25-10:40	Per 5 9:25-10:40	Per 3 9:20-9:50	Per 2 9:25-10:40	Per 5 9:25-10:40
		Per 4 10:00-10:30		
Per 3 10:50-12:05	Per 6 10:50-12:05	Per 5 10:40-11:10	Per 3 10:50-12:05	Per 6 10:50-12:05
		Per 6 11:20-11:50		
Lunch 12:05-1:05	Lunch 12:05-1:05	Lunch 12:00-1:00	Lunch 12:05-1:05	Lunch 12:05-1:05
Coordinated Student Support and Asynchronous Learning 1:05-3:00	Coordinated Student Support and Asynchronous Learning 1:05-3:00	Staff Meeting/Collaboration/Teacher Professional Development  <i>Students: Asynchronous SEL Support (30 mins)</i>	Coordinated Student Support and Asynchronous Learning 1:05-3:00	Coordinated Student Support and Asynchronous Learning 1:05-3:00

## WJUSD High School Instructional Schedule **SAMPLE**

Monday	Tuesday	Wednesday	Thursday	Friday
Per 0 7:20-7:55	Per 0 7:20-7:55	Per 0 7:20-7:55	Per 0 7:20-7:55	Per 0 7:20-7:55
Per 1 8:00 - 9:15	Per 2 8:00 - 9:15	Per 1 8:00-8:30	Per 1 8:00 - 9:15	Per 2 8:00 - 9:15
		Per 2 8:35-9:05		
Per 3 9:25-10:40	Per 4 9:25-10:40	Per 3 9:10-9:40	Per 3 9:25-10:40	Per 4 9:25-10:40
		Per 4 9:45-10:15		
Per 5 10:50-12:05	Per 6 10:50-12:05	Per 5 10:20-10:50	Per 5 10:50-12:05	Per 6 10:50-12:05
		Per 6 10:55-11:25		
		Per 7 11:30-12:00		
Lunch 12:05-1:05	Lunch 12:05-1:05	Lunch 12:00-1:00	Lunch 12:05-1:05	Lunch 12:05-1:05
Per 7 1:05-2:20	Coordinated Student Support and Asynchronous Learning 1:05-3:00	Staff Meeting/Collaboration/ Teacher Professional Development	Per 7 1:05-2:20	Coordinated Student Support and Asynchronous Learning 1:05-3:00
		<i>Students: Asynchronous SEL Support (30 mins)</i>		

### Specialized Academic Instruction (How will students access?):

#### Directed Studies:

**Synchronous Learning:** The Special Education Teacher assigned to the class will plan and lead instruction and provide direction to paraprofessionals.

**Asynchronous Learning:** Students will work independently and/or be assigned to break out rooms. The breakout rooms will be led by Special Education staff (teacher or paraprofessional). Students may be assigned to breakout rooms according to IEP goals, skill level and/or assignment/task.

#### Push-In Support:

**Synchronous Learning:** Special Education staff monitor instruction, collect assignments and notes, and lead breakout groups. Students may be assigned to breakout rooms using IEP goals, skill level, and/or assignment/task.

**Asynchronous:** Students will work independently and/or be assigned to breakout rooms. The breakout rooms will be led by Special Education staff (teacher or paraprofessional). Students may be assigned to breakout rooms using IEP goals, skill level and/or assignment/task. Special Education Staff should collaborate with General Education Staff during this time.

***DIFFERENTIATED INSTRUCTION (other than outlined in individual IEP):***

Students may participate in small group breakout rooms during asynchronous learning time and coordinated student support time as identified on the school class schedule. Students may also have individual check-in time with the Case Manager or Directed Studies teacher during coordinated students support time as identified on the school class schedule.

**Additional meeting opportunities for students:** Special education students may receive additional support during asynchronous learning time as identified on the school schedule and during coordinated student support time as identified on the school class schedule. Activities during this time may be small groups built using IEP goals, skill level, assignment/task and/or social/emotional needs. These groups will be led by Special education staff. Special education staff may also meet one-on-one with students during allotted coordinated student support times.

## **Paraprofessionals**

**Paraprofessional support (What work will they be engaged in?):**

- Paraprofessionals will obtain a copy of teacher notes and class assignments to be kept in a folder to which all case managers have access. The paraprofessional will identify what happens each day in specific classes that contain students with IEPs.
- For each class, paraprofessionals will provide small group instruction during breakout sessions to students identified as needing additional support.
- Paraprofessionals may also help support teachers implementing student accommodations within general education and special education classes, and during coordinated student support time.

## Choice of Programs/Choice of Participation

***Students who require support and services through an IEP are General Education students first and foremost.*** During phase 2 in the current remote learning environment, families have the right to choose how their children will access their education. In WJUSD, the following options are currently available to parents:

### **Remote Learning:**

Remote learning during phase 2 includes daily live synchronous and asynchronous instruction through CANVAS, the WJUSD-adopted Learning Management System.

### **K-8 Home School:**

The K-8 Home Study program provides an alternative to regular classroom instruction. Daily instruction is overseen by the parents under the support and guidance of a supervising credentialed teacher. Regular one-hour, virtual meetings are scheduled to support parents and students, monitor progress, discuss lesson plans, provide instruction as time permits, and collect samples of completed work. Students may continue to receive specialized services during their enrollment in K-8 Home Study.

### **Independent Learning Center (ILC) grades 7-12:**

The Woodland Joint Unified School District Independent Learning Center is an alternative educational program offered to students to meet graduation requirements and receive a diploma. ILC students have a course of work developed to meet their particular needs. Classes and homework contracts meet the requirements for graduation and are comparable to the classes offered at the traditional high school programs. In order to support the educational goals of all of our students, many courses will be offered online through the online curriculum providers, UC Scout and CyberHigh. Students will connect with teachers on a regular basis through video conferencing to monitor progress, receive feedback and support the student with their individualized needs. All instruction will be supported through the learning management system, Canvas.

## Program Comparisons

	<b>Remote Learning</b>	<b>K8 Homeschool</b>	<b>Independent Learning Center (ILC)</b>
<b>Grades Served</b>	Preschool - Adult Living Skills	TK-6th grade	7th-12th grade
<b>Enrollment Process</b>	Follows regular school process	Family choice - Follows the WJUSD enrollment process	Family choice - Follows WJUSD enrollment process
<b>IEP Implementation</b>	IEP is implemented to the best ability possible in the Remote Learning model	Current IEP remains the same, while the IEP team determines how to support during the time and conditions of K8 model	Current IEP remains the same, while the IEP team determines how to support during the time and conditions of ILC model
<b>Services Delivery of FAPE</b>	Teacher/case manager and service provider to provide services to the greatest extent possible, but will require google or zoom teletherapy, etc. Related services provided as outlined in the IEP.	Family members are the teacher, meets with the credentialed teacher approximately 1 hour weekly. Related services provided as outlined in the remote learning plan.	Family members are the teacher, meets with the credentialed teacher approximately 1 hour weekly. Related services provided as outlined in the IEP and the remote learning plan.
<b>Method of Instruction</b>	Daily Live instruction with general education and special education as per student class schedule, and the Remote Learning Model and Learning Management System (Canvas).	Students do not receive daily live interaction. Students are expected to learn more independently with family Support.	Students do not receive daily live interaction. Students are expected to learn more independently with family Support.
<b>Teacher support provided</b>	As with traditional school models, each classroom is assigned a specific teacher to provide instruction.	Each student is assigned a teacher/case manager.	Each student is assigned a teacher/case manager.
<b>Classroom community and student schedule</b>	Students are engaged in daily live instruction, shared instruction and social emotional activities. Student schedule is based on the Remote Learning model and their prescribed class schedule.	Learning is independent in the home. The students family determines the schedule and maintains the required meetings as per the K8 program.	Learning is independent in the home. The students family determines the schedule and maintains the required meetings as per the ILC program.
<b>Seat saved for the 2020-2021 year if school returns to traditional format (phase 5)</b>	Yes - students are participating in remote learning.	Yes - for regional (SDC) placed students  No - for RSP students	Yes - for regional (SDC) placed students  No - for RSP students
<b>Transitions between programs</b>	Student remains in the traditional school program. Participates in Remote Learning and phase 2-5 model as indicated by local health guidelines.	Based on family choice, student follows the district provided enrollment process, and the IEP process indicated in this table applies.	Based on family choice, student follows the district provided enrollment process, and the IEP process indicated in this table applies.

### Choice of Participation

	<b>In Person/Blended Learning</b>	<b>100% Remote Learning</b>
<b>Grades Served</b>	Preschool - Adult Living SKills	Preschool - Adult Living Skills
<b>Enrollment Process</b>	Follows regular school process, family choice, requires cohort space availability and a two week turn around for attendance. Based on current approved instructional schedules.	Continue current 100% remote learning based on approved instructional schedules.
<b>IEP Implementation</b>	IEP is implemented to the best ability possible in the blended in person/remote learning model. Specialized Academic Instruction (SAI) may be provided by a teacher or para educator.	IEP is implemented to the best ability possible in the Remote Learning model. Specialized Academic Instruction (SAI) may be provided by a teacher or para educator.
<b>Services Delivery of FAPE</b>	Teacher/case manager and service provider to provide services to the greatest extent possible, and may require google or zoom teletherapy, etc. Related services provided as outlined in the IEP.	Teacher/case manager and service provider to provide services to the greatest extent possible, but will require google or zoom teletherapy, etc. Related services provided as outlined in the IEP.
<b>Method of Instruction</b>	Daily Live instruction with general education and special education as per student class schedule, and the Remote Learning Model and Learning Management System (Canvas). In person services based on student participation, service provider availability, and approved instructional schedules.	Daily Live instruction with general education and special education as per student class schedule, and the Remote Learning Model and Learning Management System (Canvas). Services based on student participation and approved instructional schedules.
<b>Teacher support provided</b>	As with traditional school models, each classroom is assigned a specific teacher to provide instruction.	As with traditional school models, each classroom is assigned a specific teacher to provide instruction.
<b>Classroom community and student schedule</b>	Students are engaged in daily live instruction, shared instruction and social emotional activities. Student schedule is based on the phase 2 Blended/ Remote Learning model and their prescribed class schedule.	Students are engaged in daily live instruction, shared instruction and social emotional activities. Student schedule is based on the Remote Learning model and their prescribed class schedule.
<b>Seat saved for the 2020-2021 year if school returns to traditional format (phase 5)</b>	Yes - for regional (SDC) placed students	Yes - for regional (SDC) placed students
<b>Transitions between programs</b>	Participation is based on family determination, and is for the duration of phase 2.	Participation is based on family determination, and is for the duration of phase 2.



## Blended in-person/remote learning students: Related Services (OT/PT, Behavior, Speech and Counseling)

For students choosing to participate in partial in person learning, related services may be provided in person as well. The determination of in person related services shall be identified based on student needs, provider availability, and the approved phase 2 instructional schedules, in accordance with the state and local health guidance and social distancing strategies.

## 100% Remote Students: Related Services (OT/PT, Behavior, Speech and Counseling)

WJUSD related service providers will continue to provide high-quality services commensurate with IEPs to ensure educational benefit. The goal is to provide equitable access and effective alternative access to services as appropriate for each child and family.

### Considerations:

- If electing to participate in virtual therapy sessions:
  - The related service provider shall wait for a student to log into a therapy session for 10 minutes past the scheduled start time. If, at that time, communication has not been made to the therapist, the student will be marked absent for that session. Sessions will resume during the next scheduled time (e.g. the following week).
  - Please notify the related service provider, prior to the session if an interpreter/translator is required.
- Rescheduling of a meeting time with the related service provider, at the request of the family/caregiver (e.g. virtual therapy, consultation, etc.), shall be offered at the discretion of the provider depending on their availability during any given week.
- Rescheduling of a meeting time at the request of the provider may occur due to IEP and/or other district-related meetings; however, family/caregiver will be given advance notice, and alternative session times will be offered.

## Occupational Therapy/Physical Therapy

### Service Delivery

\* *Service delivery will be determined by the current offer of FAPE.*

- **Virtual Therapy (aka teletherapy)**

Synchronous services to be provided over a video-conferencing platform with the OT/PT and student with a focus on addressing specific OT/PT goals and other skills which assist the student in reaching those goals.

  - This service will be offered using a video-conferencing platform.
  - Therapy sessions will take place during a scheduled weekly time as agreed upon by the therapist, teacher (s), and family/caregivers. The therapist will work with teacher(s) and other service providers to determine the most optimal time(s) for the student to receive OT/PT services.
  - Therapy time may occur during other classroom learning times; however, attendance will still be accounted for.
  - Services will be provided during school hours.
  - An in-person learning coach (adult to assist with logging in, gathering materials, prompting/assisting student when needed) should be available during therapy sessions.
  - Materials for each therapy session should be readily available and accessible to the student prior to the start of each session.
- **Personalized Activity Packets/Lists or Home Exercise/Activity Programs**

Asynchronous services provided through activity lists and worksheets related to the student's occupational therapy or physical therapy goals.

- Activity packets can be mailed to the student's home (via USPS) or emailed to the student via a family/caregiver's email address.
- Activity packets can include worksheets, fine motor activities, sensory activities, gross motor activities, and/or other activities depending on family/caregiver resources and availability of materials and adult assistance.
- Activity packets may include web links to videos or specific websites to provide additional resources and information.
- It is important to keep in mind that there can be a significant amount of prep time required to create these activity packets, which should be considered when attempting to meet service minute requirements per the student's IEP.
- **Consultation (with parent and/or school staff)**  
Synchronous communication with family/caregiver, teacher, and/or other relevant people to answer questions, offer suggestions/strategies, and/or to provide input related to the student's occupational or physical therapy goals and skills related to these goals.
  - These services will be offered using a combination of the following platforms, as accessible and appropriate: email, phone, or video chat platforms.
  - Consultation can be utilized as a follow up communication to activity packets previously received (if applicable).

### **Service Minutes**

To continue providing educational benefit, occupational/physical therapy services should reflect the service minutes provided in the students current IEP to the fullest extent possible. While we are in phase 2, services to the fullest extent possible may be met through a combination of the various service options offered (e.g. virtual therapy, activity packets, consultation, etc.).

## **Behavior Intervention Services**

### **Service Delivery:**

#### ***Consult Services:***

Behavior services include synchronous communication with case manager, general education staff, service providers (e.g., OT, SLP), in-home behavior service providers and parents/caregivers in order to support the student's behavioral needs. Contact with parents may include telephone calls, online meetings and/or via email. Services will include direct consultation and it may include indirect time to create and update materials. Release of information (ROI) required for communication with outside providers.

### **Service Minutes**

To continue providing educational benefit, behavior services should reflect the service minutes provided in the students current IEP to the fullest extent possible. While we are in phase 2, services to the fullest extent possible may be met through a combination of the various options (e.g., consultation with family, case manager, paraprofessional, etc.).

## **Speech and Language**

### **Service Delivery**

*\*Service delivery will be determined by the current offer of FAPE.*

- **Virtual Therapy (aka teletherapy)**  
Synchronous services to be provided over a video-conferencing platform with the SLP and student with a focus on addressing their specific speech and/or language goals
  - This service will be offered using a video-conferencing platform such as Zoom or Google Meets.
  - Therapy sessions will take place during a scheduled weekly time as agreed upon by the therapist, teacher(s), and parent/student. The therapist will work with teacher(s) and other service providers to determine the most optimal time(s) for the student to receive speech-language services.
  - Therapy time may occur during other direct classroom learning times.
  - Services will be provided during regular school hours.

- Synchronous services may be provided within small groups, integrated within the general or special education direct classroom time, provided individually, or a combination thereof.
- **Personalized Activity Packets/Lists**  
Asynchronous services provided through activity lists and worksheets related to the student's communication goals.
  - Home-based activity packets can be emailed to the student/student's family via a parent/guardian's email address or made available for parents to pick up at the school site.
  - Activity packets may include web links to videos or specific websites to provide additional resources and information.
  - It is important to keep in mind that there can be a significant amount of time required to create these activity packets, which should be considered when attempting to meet service minute requirements per the student's IEP.
- **Consultation (with parent and/or school staff)**
  - Synchronous communication with parent, teacher, and/or other relevant people to answer questions, offer suggestions/strategies, and/or to provide input related to the student's therapy goals and skills related to these goals.
  - These services will be offered using a combination of the following platforms, as accessible and appropriate: by email, phone, or video chat platforms.
  - Consultation can be utilized as a follow up communication to activity packets previously received (if applicable).

#### **Service Minutes**

- To continue providing educational benefit, speech-language services should reflect the service minutes provided in the students current IEP to the fullest extent possible. While we are in Phase 2, services to the fullest extent possible may be met through a combination of the various service options offered (e.g. virtual therapy, activity packets, consultation, etc.).
- A parent survey will be emailed to gather parent input regarding equipment available, scheduling, and their time preferences for therapy sessions.

## **Educationally Related Mental Health Services - ERMHS (School Psychologist)**

#### **Service Delivery**

\* *Service delivery will be determined by the current offer of FAPE.*

- **Virtual Therapy (aka teletherapy)**
  - Direct services will be offered using a combination of the following platforms, as accessible and appropriate, to the greatest extent possible given the circumstances.
    - Direct counseling service will be provided via Google Hangout or Zoom.
  - Schedule/maintain office hours 2x/weekly (School Psychologist is available for students/families to receive feedback, receive individualized guidance, ask questions, etc) for students with IEP school psychologist counseling services.
  - Provide consultation between families and school staff to support student participation during the school day.
  - When the above methods are not available/accessible for students/families, instruction and feedback may need to be provided through alternate means (e.g., Remind, Class Dojo, Canvas, Seesaw, Google, emails/texts).
  - School psychologists providing direct counseling services to students will determine appropriate materials and needs for differentiation.

#### **Service Minutes**

- To the maximum extent possible, School Psychologists will endeavor to meet the service minutes outlined in the student's IEP. Depending on the needs of the student and family, the services may be provided via teleconference or telephone call.
- School Psychologists recognize that student circumstances may necessitate (1) breaking service minutes up and conducting shorter sessions, (2) providing consultation in addition to individual counseling, (3) providing videos, lessons and/or worksheets for students to complete individually at a time of their choosing and/or (4) psychoeducation for parents/caregivers.
- Parent communication and family support will be provided as outlined in the remote learning plan.

## English Learners with IEPs

English Learners with current IEPs will participate in Designated and Integrated English Language Development per Ed Code. All English Language Proficiency Assessments(ELPAC or CALPS) will also be administered per CDE guidelines as well.

## Assessments

At this time Woodland Joint Unified School District continues to closely with the Yolo County Special Education Plan Area (SELPA), the Yolo County Health Department and the CA Department of Education to monitor ongoing health guidance. At this time the following type of assessments are able to be conducted in person based on WJUSD safety guidelines in collaboration with state and local guidance:

- Initial IEP assessment
- Triennial IEP assessment
- Transition IEP assessment

## IEP Goal Monitoring

**In Person and Virtual Goal Monitoring:** Goals will be monitored using a variety of resources, those resources may include but are not limited to:

- Curriculum Based Measures (i. e. Assessments at end of units, individuals assignments in the Learning Management System)
- Student work samples
- Teacher input/collaboration
- Portfolio - past assessment
- Observations from general education teacher(s)
- Staff and Transition assessments
- Simple Google forms and spreadsheets that can be used by RSP staff during SAI (push in or pull out)
- Canvas assignments tailored to students goals
- 1:1 goal-testing sessions with teacher or paraprofessional

Teachers and case managers will continue to monitor goals and provide progress on goals at the appropriate grading or end of term timeline, as well as at regular IEP reviews (annual and triennial IEPs).

# WJUSD Overview of COVID -19 Health and Safety Guide

All staff and students are required to follow the appropriate steps and guidelines as indicated below, in adherence to the WJUSD guidelines for in person student participation during phase 2.

## Passive (Self) Screening:

- Students must self-screen for symptoms at home daily.
  - If a student exhibits symptoms of COVID-19, they may not come to school until they have not had a fever without the use of fever reducing medicine for at least 24 hours, and at least 10 days have passed since the day the symptoms first appeared.
    - *Scenario 1: Person with COVID-19 does not live in the household:* If a person has had close contact, defined as within 6 feet for at least 15 minutes in a 24 hour period, with a person with lab or physician confirmed COVID-19, they must stay home in quarantine for 10 days from the last date of contact. They can return if no symptoms have been reported during the 10 day period.
    - *Scenario 2: Person with COVID-19 does live in the household:* If a person lives with someone with a lab or physician confirmed COVID-19, and cannot stay separated, they need to quarantine for 10 days after the household member no longer needs to be isolated.

## Active Screening - Temperature Checks and Identifying Ill Persons on Site

- Active screening requires all students and staff entering a site to be screened for illness including a temperature check.
- Staff will perform a visual check for signs and symptoms of illness of students upon entry to campus or the classroom.
  - Any student or staff with symptoms of COVID-19 or who are required to quarantine per CDC guidelines may not enter the school site or District building and will be advised to return home.
- Sites shall set up controlled entry and exit screening locations and ensure staff and students understand and follow health and safety precautions.
  - Signage with reminders about distancing, face coverings, hygiene, and stay-at-home requirements and screening criteria will be posted.
  - Students and staff approaching the entry must be wearing a face covering. Face coverings will be available for those who do not have their own.

## PREVENTATIVE MEASURES FOR WJUSD STAFF

When staff and students return to campus, they will return to a physical space that enables all individuals to follow recommended health precautions. Below is a list of standards to be followed at each WJUSD site.

### Entrances & Exits (Pick-Up & Drop-Off)

- WJUSD will take every measure to minimize crowding at drop-off and pick-up areas.
- Sites will communicate changes to parents and students prior to returning to campus.
- Visual cues, barriers and/or signage will be used to direct traffic flow, minimize crowding and ensure distancing.
- Student entry points may be divided as an alternative to directing all students through the same entry space.
- Schools may need to lock entrances that are not set up with screening staff.
- Provide access to hand washing or hand sanitizer and cloth face coverings at entrances.

### Essential Visitors

- District locations and school campuses must remain closed to non-essential visitors or volunteers.

- Essential visitors include but are not limited to government agency staff conducting health and safety assessments, a parent/guardian attending an essential meeting, such as an Individualized Education Program (IEP) meeting, or participating in an essential service for their student related to their educational plan. Essential visitors may also include contracted services staff performing their work at a district facility.
- Essential Visitor must sign in and be inclusive of screening question responses.
  - o Essential visitor screening questions are the same as used for students.

#### **Shared Objects/Supplies**

- Shared objects or supplies include devices, paper packets, books, photocopiers, etc.
- Provide individualized supplies for each individual to the extent possible
- Limit the number of individuals using shared objects
- Provide additional access to hand washing or hand sanitizer near shared objects, such as photocopiers, etc.
- Sort and pre-fill packets of paper 24 hours prior to distribution
- Books do not need to be sanitized, however guidelines by the American Library Association state books should be quarantined for 3 days prior to re-distribution.
- When distributing or collecting equipment and supplies, ensure hands are frequently washed and/or disinfected or gloves are worn.
- Staff will clean and disinfect non-paper items with the district-approved disinfectant, a solution of 70% alcohol or a disinfecting wipe before distributing or upon collection.

#### **What if A Person Refuses to Wear A Face Covering?**

- Continual efforts will be made using positive reinforcement teaching strategies to ensure face coverings are worn properly. If a concern about wearing masks arises, notify the administrator, assigned School Nurse, Health Technician or assigned supervisor immediately for additional support. Each unique situation will be assessed and support strategies will be employed for the well-being and safety of all. In the event that a student who is not exempt from wearing a face covering continually refuses to wear one, the YCDPH requires schools to provide distance learning for this student.

#### **COVID-19 RESPONSE TEAMS**

Each school site has designated staff members and provided training, to be active members of their school COVID -19 response team, The district and school site COVID-19 response teams ensure implementation of public health measures.

#### **Worksite COVID-19 Response Teams**

The Worksite Specific COVID-19 Prevention Plan will incorporate plans for ensuring all public health measures are implemented and for responding to COVID-19 concerns. School sites will designate staff to serve on the COVID-19 Response Team and these members will regularly communicate the importance of following these safety measures.

In the event of a COVID-19 concern, staff should know whom to contact. School staff will follow all the steps outlined in “What to do when a student or employee becomes ill”. The assigned school nurse is trained to coordinate the documentation and tracking of possible exposure, in order to notify local health officials, staff and families in a prompt and responsible manner. Each incident of COVID-19 illness will be reviewed and procedures will be revised or updated as needed to prevent further cases.

#### **District Support Team**

The district shall routinely revise and update plans and procedures for ensuring all public health measures are implemented and for responding to COVID-19 concerns. Designated department leads are identified for ensuring public health mitigation measures are implemented and followed. Procedures are outlined for responding to concerns about COVID-19 in the section titled Yolo County School Health Protocols Related to COVID-19.

#### **WHAT TO DO WHEN A STAFF MEMBER OR STUDENT BECOMES ILL -**

The following protocols help the district quickly identify communicable diseases, prevent the spread within the WJUSD community, and reduce potential harm. The district’s response depends on the type

and amount of disease and upon direction from Yolo County Department of Public Health (YCDPH) and Cal/OSHA Safety Standard. During the COVID-19 pandemic, the district is following enhanced preventative measures and heightened surveillance directed by state and county health departments. Protocols and procedures may change depending on the public health situation.

As we wait for a COVID-19 vaccine and/or treatment, we must work together to mitigate the risk in our community. To help prevent the spread of COVID-19 in the community, WJUSD Nurses and/or Human Resources will be supporting YCDPH with communicable disease follow-up within the district. Below are the action guidelines followed when a person within the district becomes ill with suspected or confirmed COVID-19 illness. These guidelines were developed with the most recent state guidance issued.

### **Responsibilities of School Site Staff**

- Sites must prepare for when someone gets sick. Individuals who have symptoms of illness must be immediately separated to prevent possible transmission of disease to others to the greatest extent practicable. Individuals who are sick should go home or to a healthcare facility depending on the severity of their symptoms).
- Sick students and sick staff must:
  - Be quickly separated from other students/staff until picked up by parent/guardian
  - Staff who become sick must leave the workplace immediately
  - Maintain more than 6 feet of distance from others, in the isolation room that is well ventilated
  - Wear a disposable face covering
  - Attending staff must use standard precautions when assisting a sick individual. For suspected COVID-19 this includes, disposable face mask, eye covering/face shield and gloves
  - Call parent/guardian for immediate pick up
  - If a parent/guardian cannot pick up students, consider procedures for arranging transportation to their home
  - Provide parent/guardian or staff member with Stay at Home/When to Return to School instructions
  - Disinfect all surfaces after the student/staff leaves and before use by others
  - If COVID-19 is suspected, contact your school nurse. Follow “What to do when a student or employee becomes ill”.
- Collect and track illness-related absence information at the time of student or staff absence.
  - Train attendance staff to support communicable disease follow-up as directed by the Yolo County Health Department and take detailed notes on student and staff members that become ill.
- Follow HIPAA confidentiality laws noting that communicable disease concerns are confidential, and all staff are expected to protect health information except to report to SS per below.
  - Stay home if experiencing the following symptoms of illness: fever or chills (100.4 degrees or higher), cough, shortness of breath or difficulty breathing, fatigue, muscle or body aches, headache, new loss of taste or smell, sore throat, congestion or runny nose, nausea or vomiting, or diarrhea.
  - Subject to change as revised by [CDC](#).
  - Stay home if advised to isolate or [quarantine](#) by your doctor or the health department due to COVID-19 precautions. Reasons may include:
    - Recent close contact with a person with COVID-19
    - Recent diagnosis with COVID-19
    - [Recent travel from somewhere outside of California or the U.S.](#)
  - Return to school or work when fever free for at least 24 hours without fever-reducing medication, at least 10 days since symptoms first appeared, and symptoms have improved or after the ordered quarantine/isolation period, if applicable.

### Responsibilities of Student Services (SS)

Communicable disease monitoring and response is an ongoing responsibility of Health staff. Health staff will follow the guidelines and procedures outlined in Definitions and Procedures for COVID-19 to respond to positive cases and close contacts in order to reduce the spread of COVID-19 in the community.

- Health staff will verify any reported concern, including speaking directly to families and/or staff, will keep up-to-date with current information and update district and school site administrators regarding the guidance received from CDC, YCPH and CDPH
- Health staff will coordinate the response to a reported student case. They will provide information and guidance to individuals, families, administrators and staff regarding quarantine, isolation and testing to ensure public health protocols are followed

Well Student Area-Nurses Office	Sick Student Area-Isolation Room
First Aid      Seizures Medications Hungry Diabetes      Behavior Asthma Care Tired Allergies Anxiety	Fever (100.4 degrees or higher)      New loss of taste or smell Cough      Sore throat Shortness of breath or Difficulty      Congestion or runny nose breathing      Nausea or vomiting, diarrhea Muscle or body aches      Headache
<b>Staffing:</b> A trained staff member, school nurse, or medical staff provides care.	<b>Staffing:</b> A trained staff member, school nurse, or medical staff assesses and provides care. IF this is a separate room, additional staff may be necessary to monitor students if not visible by the staff member providing well-student care.
<b>PPE:</b> Staff delivering care will wear cloth face covering and use standard precautions if at risk of exposure to blood or body fluids.	<b>PPE:</b> Staff must wear gloves, disposable mask, and eye protection/ face shield.
<b>Room requirements:</b> Consider using the current nurse office already set up for first aid. <ul style="list-style-type: none"> <li>• Soap/Hand Sanitizer and paper towels available</li> <li>• Have access to the bathroom</li> <li>• Chairs for resting students</li> <li>• Table, counter, or desk</li> <li>• First aid supplies</li> <li>• Medication and procedure</li> </ul>	<b>Room requirements:</b> Consider using a separate room or move sick care to a large room that can separate well and sick students by more than 6 feet and barrier. <ul style="list-style-type: none"> <li>• The room must be well-ventilated (open windows and door)</li> <li>• Have hand sanitizer and paper towels</li> <li>• Have access to restroom nearby</li> <li>• Chairs for waiting students</li> <li>• Phone</li> <li>• Table, counter, or desk</li> </ul>
<b>Supplies</b> <ul style="list-style-type: none"> <li>• First aid supplies</li> <li>• PPE - gloves and masks</li> <li>• Soap/Hand Sanitizer and paper towels</li> <li>• Water for drinking</li> <li>• Disinfecting supplies - solution and paper towels</li> </ul>	<b>Supplies</b> <ul style="list-style-type: none"> <li>• PPE - gloves, masks, face shield</li> <li>• Vomit bags</li> <li>• Thermometer</li> <li>• Water for drinking</li> <li>• Soap/Hand Sanitizer and paper towels</li> <li>• Disinfecting supplies - solutions and paper towels</li> </ul>