



Woodland Joint Unified School District Phase 1 Remote Learning Special Education Plan





Table of Contents

Special Education Overview	page 3
Transition to Phase 1	page 3 - 4
Key Terms	page 4
Special Day Class/Regional Programs	page 5 - 9
Resource (RSP) Programs	page 10 - 14
Choice of Programs	page 15 - 16
Related Services	page 17 - 19
English Learners with IEPs	page 20
Assessments	page 20
Individual Education Plan (IEP) Goal Monitoring	page 20

Special Education Program Overview

The onset of COVID 19 last Spring (2020) and the subsequent shift to distance learning during the spring proved challenging to students receiving special education services, in particular, our students in special day classes/regional programs. Our students who participate in these programs faced complex challenges in the remote learning setting.

As WJUSD progresses with phase 1 reopening plans, we have engaged representative staff (which included teachers and service support providers) and established on-going advisory and work groups. Through these work sessions and instructional adjustments during the Extended School Year (ESY) during June and July 2020, much consideration and planning has been added to the reopening plans for the entire district.

Summary of Lessons Learned from Spring 2020 Remote Learning			
			
<p>Reduce Variability</p> <ul style="list-style-type: none"> Regular, consistent and structured opportunities for synchronous (real-time engagement with teacher and peers) and asynchronous (not in the same place/time as teacher/peers) instruction Common learning management platform to access the virtual/remote learning classroom 	<p>Improve Safety Nets</p> <ul style="list-style-type: none"> Daily participation tracking system Structured safety net protocol and implemented at each school to identify and respond to attendance, academic and social emotional needs 	<p>Strengthen School to Home Connections</p> <ul style="list-style-type: none"> Regular, consistent, and structured opportunities for students to connect with their teachers, support staff, and peers Frequent and meaningful opportunities for stakeholders to provide feedback, ask questions, and give input 	<p>Support Practitioner Implementation</p> <ul style="list-style-type: none"> Encourage and support in narrow scope and focus Professional development and instructional resources to shift instructional practice

Transition to Phase 1 - Fall 2020

While we know that all students would benefit most from in-person services, the current restrictions imposed by the California Department of Public Health prohibits the reopening of schools for in-person instruction. Remote Learning will be used when school resumes this fall. We have taken measures to strengthen our programs based on what we learned from Spring 2020.

- Adoption of a Learning Management System (Canvas), for better access and management of student attendance, access to lessons, and curriculum content.
- An expanded teacher collaboration group developed to include special education staff with general education staff. The focus of this collaboration is to ensure lessons are designed to align to grade level standards.
- Increased daily interactions and instruction consistent with the general education daily school schedule.
- Increased academic expectations, including development of new content..
- The remote learning model will be a blend of interactive (synchronous) and independent (asynchronous) instruction. Special education teachers are participating in professional development alongside general education teachers in areas of remote learning instructional practices. WJUSD will be following local and state guidelines for instructional practices.
- Ongoing planning and preparation continues to occur so that modified in-person instruction can be implemented when we are approved to move to Phase II as outlined in our district Remote Learning Plan.
- A professional development plan for all staff, including special education staff, that focuses on on-line instruction, social emotional supports, and student engagement.
- Annual and Triennial individualized education plan (IEP) meetings will continue to be held virtually. Initial assessments may need to be postponed when in-person assessments and/or in-person observations are necessary to determine a student's eligibility.
- Student's IEP services will be provided to the greatest extent possible with compliance to local and state guidelines.
- Development and implementation of an "Emergency Conditions" Remote Learning Plan

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.

Special Day Class/Regional Programs

Preschool Special Day Classes/Regional programs **SAMPLE**

AM		PM	
Asynchronous	Synchronous	Asynchronous	Synchronous
8:30 - 9:00 Activities provided on weekly lesson plans		12:00- 12:30 Activities provided on weekly lesson plans	
	9:00 - 9:30 Learning through Circle-time (Calendar, alphabet, stories, songs)		12:30 - 1:00 Learning through Circle-time (Calendar, alphabet, stories, songs)
9:30 – 10:30 Small groups (IEP goals, pre-academics, sensory, social skills, fine motor, gross motor)		1:00 - 2:00 Small groups (IEP goals, pre-academics, sensory, social skills, fine motor, gross motor)	
10:30 – 11:00 Home activities outlined in weekly lesson plans		2:00 - 2:30 Home activities outlined in weekly lesson plans	

Elementary Special Day Classes/Regional Programs **SAMPLE**

Subject	Instructional Samples		
	Live Instruction (synchronous)	Independent and small group instruction (asynchronous)	Total instructional minutes
Teacher prep/ consultation 8:00-8:45			
Morning meeting/ Calendar 8:50-9:10	20 minutes		20 minutes
ELA work time (“rotations”) 9:10-10:00	(5 minutes per student)	9:10-9:30 -group 1- prepared by teacher then indep. -group 2- para #1 -group 3- para #2 -group 4- para #3 9:35-9:55 - group 2- prepped by teacher then indep. -group 3- para #1 -group 4- para #2 -group 1- para #3	50 minutes total
Brain break 10:00- 10:10		15 (yoga, GoNoodle, etc)	15 minutes
math work time (“rotations”) 10:10-11:00	Teacher re-group 10:10-10:15	10:15-10:35 -group 3- prepped by teacher then indep. -group 4- para #1 -group 1- para #2 -group 2- para #3 10:40-11:00	50 minutes total

		-group 4- prepared by teacher then indep. -group 1- para #1 -group 2- para #2 -group 3- para #3	
Lunch	11:00-12:00		
ELD 12:00-12:30	10-30 minutes	10-30 minutes	30 minutes total
Read aloud 12:30-12:45	15 minute		15 minutes
SEL/ behavior practice 12:45-1:00	15 minutes		15 minutes
Sci/ss 1:00-1:20	10-20 minutes	10-20 minutes	20 minutes total
1:20-2:00 Specials (PE, art, music, library) *NOT on Wed.	5-40 minutes	5-40 minutes	40 minutes total
2:00-3:00 Teacher prep/ consultation			
	~120 minutes		250/day (1-3: classroom work until 2:00, specials at 2:00 to = 290 minutes/day)

Secondary SDC

WJUSD Middle School Instructional Schedule **SAMPLE** *Middle School Special Day Class (SDC) / Regional Programs*

Monday	Tuesday	Wednesday	Thursday	Friday
Asynchronous Learning 8:00 - 9:00	Asynchronous Learning 8:00 - 9:00 Teacher Office Hours 8:30 - 9:00	Asynchronous Learning 8:00 - 9:00	Asynchronous Learning 8:00 - 9:00 Teacher Office Hours 8:30 - 9:00	Asynchronous Learning 8:00 - 9:00
Per 1 9:05-9:40 SDC Math (25 min live meet) (5 min break)	Per 1 9:05-10:20 SDC Math (30 min whole) (10 min break) (20 min small group) (15 min transition break)	Per 4 9:05-10:20 SDC Life Skills (30 min whole) (10 min break) (20 min small group) (15 min transition break)	Per 1 9:05-10:20 SDC Math (30 min whole) (10 min break) (20 min small group) (15 min transition break)	Per 4 9:05-10:20 SDC Life Skills (30 min whole) (10 min break) (20 min small group) (15 min transition break)
Per 2 9:50-10:25 GE Inclusion				
Per 3 10:35-11:10 SDC English (25 min live meet) (5 min break)	Per 2 10:30-11:45 GE Inclusion (SDC Teacher Prep)	Per 5 10:30-11:45 SDC Science (30 min whole) (10 min break) (20 min small group) (15 min transition break)	Per 2 10:30-11:45 GE Inclusion (SDC Teacher Prep)	Per 5 10:30-11:45 SDC Science (30 min whole) (10 min break) (20 min small group) (15 min transition break)
Lunch 11:10 - 12:10	Lunch 11:45-12:45	Lunch 11:45-12:45	Lunch 11:45-12:45	Lunch 11:45-12:45
Per 4 12:20-12:55 SDC Life Skills (25 min live meet) (5 min break)	Per 3 12:55-2:10 SDC English (30 min whole) (10 min break) (20 min small group) (15 min transition break)	Per 6 12:55-2:10 SDC Social Studies (30 min whole) (10 min break) (20 min small group) (15 min transition break)	Per 3 12:55-2:10 SDC English (30 min whole) (10 min break) (20 min small group) (15 min transition break)	Per 6 12:55-2:10 SDC Studies (30 min whole) (10 min break) (20 min small group) (15 min transition break)
Per 5 1:05-1:40 SDC Science (25 min live meet) (5 min break)				
Per 6 1:50-2:25 SDC Social Studies (25 min live meet) (5 min break)	Coordinated Student Support or Asynchronous Learning 2:20-3:00	Staff Meeting/Collaboration/Teacher Professional Development	Coordinated Student Support or Asynchronous Learning 2:20-3:00	Coordinated Student Support or Asynchronous Learning 2:20-3:00
Coordinated Student Support or Asynchronous Learning 2:35 - 3:00	SDC 1:1 support appointments with teacher or staff		SDC 1:1 support appointments with teacher or staff	SDC 1:1 support appointments with teacher or staff

WJUSD High School Instructional Schedule **SAMPLE**
High School Special Day Class (SDC) / Regional Programs

Monday	Tuesday	Wednesday	Thursday	Friday
Asynchronous Learning 8:00 - 8:30	Asynchronous Learning 8:00 - 8:30 Teacher Office Hours 8:30 - 9:00	Asynchronous Learning 8:00 - 8:30	Asynchronous Learning 8:00 - 8:30 Teacher Office Hours 8:30 - 9:00	Asynchronous Learning 8:00 - 8:30
Per 1 8:30-9:05 SDC Math (30 min live meet) (5 min break)	Per 1 8:30-9:50 SDC Math (30 min whole) (10 min break) (20 min small group) (15 min transition break)	Per 2 8:30-9:50 SDC English (30 min whole) (10 min break) (20 min small group) (15 min transition break)	Per 1 8:30-9:50 SDC Math (30 min whole) (10 min break) (20 min small group) (15 min transition break)	Per 2 8:30-9:50 SDC English (30 min whole) (10 min break) (20 min small group) (15 min transition break)
Per 2 9:10-9:45 SDC English (30 min live meet) (5 min break)				
Per 3 9:50-10:25 GE Inclusion	Per 3 10:00-11:20 GE Inclusion (Teacher Prep)	Per 4 10:00-11:20 SDC Transition (30 min whole) (10 min break) (20 min small group) (15 min transition break)	Per 3 10:00-11:20 GE Inclusion (Teacher Prep)	Per 4 10:00-11:20 SDC Transition (30 min whole) (10 min break) (20 min small group) (15 min transition break)
Per 4 10:30-11:05 SDC Transition (30 min live meet) (5 min break)				
Lunch 11:05 - 12:05	Lunch 11:20-12:20	Lunch 11:20-12:20	Lunch 11:20-12:20	Lunch 11:20-12:20
Per 5 12:05-12:40 SDC Science (30 min live meet) (5 min break)	Per 5 12:20-1:40 SDC Science (30 min whole) (10 min break) (20 min small group) (15 min transition break)	Per 6 12:20-1:40 GE Inclusion (Teacher Prep)	Per 5 12:20-1:40 SDC Science (30 min whole) (10 min break) (20 min small group) (15 min transition break)	Per 6 12:20-1:40 GE Inclusion (Teacher Prep)
Per 6 12:45-1:20 GE Inclusion				
Per 7 1:25-2:00 SDC Social Studies (30 min live meet) (5 min break)	Per 7 1:50 - 3:10 SDC Social Studies (30 min whole) (10 min break) (20 min small group) (15 min transition break)	Staff Meeting/Collaboration/ Teacher Professional Development	Per 7 1:50 - 3:10 SDC Social Studies (30 min whole) (10 min break) (20 min small group) (15 min transition break)	Coordinated Student Support 1:50 - 2:40
SDC 1:1 support appointments 2:05 - 2:35				
Club/Extra-Curricular 2:35 - 3:10				
				Club/Extra-Curricular 2:40 - 3:10

WJUSD Middle School Instructional Schedule SAMPLE
Adult Living Skills Special Day Class (SDC) / Regional Programs

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-8:30 AM	Wake up, get ready for the day. Personal Hygiene Time: Hygiene Chart	→	→	→	→
8:30-9:00 AM	Google Classroom: Question of The Day	→ *Teacher office hours	→	→ *Teacher office hours	→
9:00-11:00 AM	Morning Instruction: <ul style="list-style-type: none"> • ELA • Activities for Adult Living • Current events • ULS Activities 	→	→	→	→
11:00-11:30 AM	Brain Break and Exercise: Exercise Chart	→	→	→	→
11:30-12:00 PM	Life Skills: Chore chart	→	→	→	→
12:00- 1:00 PM	Lunch	→	→	→	→
1:00-2:30 PM	Afternoon Instruction: <ul style="list-style-type: none"> • Life Skills Math • Vocational • Science 	→	*Early Release Wednesday (instruction ends at 1:30 pm) →	→	→
2:30- 3:00 PM	Student Support: Individual/ Small Group	→	*ALS Staff Collaboration *Professional Development	→	→

Resource (RSP) Programs

Elementary RSP

WJUSD Elementary - Virtual Learning Daily Expectation – General Education

Subjects	TK-K			1-3			4-6		
	Live (Synchronous) Instruction	Independent (Asynchronous) and Small Group Instruction	Total Instructional Minutes	Live (Synchronous) Instruction	Independent (Asynchronous) and Small Group Instruction	Total Instructional Minutes	Live (Synchronous) Instruction	Independent (Asynchronous) and Small Group Instruction	Total Instructional Minutes
Teacher PREP			(25 min.)			(25 min.)	25 min. (RT PE)		25 min.
ELA	20 min.	30 min.*	50 min.	30 min.	45 min.	75 min.	45 min.	30 min.	75 min.
Math	20 min.	30 min.*	50 min.	30 min.	45 min.	75 min.	45 min.	30 min.	75 min.
Science & Social Studies	30 min.*		30 min.	30 min.		30 min.	30 min.		30 min.
SEL	30 min.		30 min.	30 min.		30 min.	30 min.		30 min.
ELD	30 min.		30 min.	30 min.		30 min.	30 min.		30 min.
Special Subjects Block		60 min.*	60 min.		60 min.	60 min.		60 min..	60 min.
Total Minutes	100-130*	120-150*	250 (180 state min.)	120-150*	150-180*	300 (230 state min.)	165-205*	150-180*	325 (240 state min.)

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 – General Education

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

WJUSD High School Instructional Schedule – General Education

Monday	Tuesday	Wednesday	Thursday	Friday
Per 0 7:25 - 8:00	Per 0 7:20 - 8:00	Per 0 7:20-8:00	Per 0 7:20 - 8:00	Per 0 7:20 - 8:00
Asynchronous Learning 8:00 - 8:30	Asynchronous Learning 8:00 - 8:30	Asynchronous Learning 8:00 - 8:30	Asynchronous Learning 8:00 - 8:30	Asynchronous Learning 8:00 - 8:30
Per 1 8:30-9:05	Per 1 8:30-9:50	Per 2 8:30-9:50	Per 1 8:30-9:50	Per 2 8:30-9:50
Per 2 9:10-9:45				
Per 3 9:50-10:25	Per 3 10:00-11:20	Per 4 10:00-11:20	Per 3 10:00-11:20	Per 4 10:00-11:20
Per 4 10:30-11:05				
Lunch 11:05 - 12:05	Lunch 11:20-12:20	Lunch 11:20-12:20	Lunch 11:20-12:20	Lunch 11:20-12:20
Per 5 12:05-12:40	Per 5 12:20-1:40	Per 6 12:20-1:40	Per 5 12:20-1:40	Per 6 12:20-1:40
Per 6 12:45-1:20				
Per 7 1:25-2:00	Per 7 1:50 - 3:10	Staff Meeting/Collaboration/ Teacher Professional Development	Per 7 1:50 - 3:10	Coordinated Student Support 1:50 - 2:40
Coordinated Student Support 2:05 - 2:35				
Club/Extra-Curricular 2:35 - 3:10				Club/Extra-Curricular 2:40 - 3:10

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 break out 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

During Phase 1 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 1 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. Prior enrollment in K-8, the IEP team must hold an IEP meeting in order to discuss and determine if independent student is an appropriate placement and will meet the educational needs of student. Students will continue to receive specialized services during their enrollment in K-8 Home Study as the IEP team determines appropriate.

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. Prior enrollment in ILC, the IEP team must hold an IEP meeting in order to discuss and determine if independent student is an appropriate placement and will meet the educational needs of student. Students will continue to receive specialized services during their enrollment in ILC as the IEP team determines appropriate.

Program Comparisons

	Remote Learning	K8 Homeschool	Independent Learning Center (ILC)
Grades Served	Preschool - Adult	TK-6th grade	7th-12th grade
Enrollment Process	Follows regular school process	Family choice - Follows the WJUSD enrollment process	Family choice - Follows WJUSD enrollment process
IEP Implementation	IEP is implemented to the extent possible in the Remote Learning model	Prior enrollment in K-8, the IEP team must hold an IEP meeting in order to discuss and determine if independent student is an appropriate placement and will meet the educational needs of student.	Prior enrollment in ILC, the IEP team must hold an IEP meeting in order to discuss and determine if independent student is an appropriate placement and will meet the educational needs of student.
Services Delivery of FAPE	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.
Method of Instruction	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.
Teacher support provided	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.
Classroom community and student 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.	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.
Seat saved for the 2020-2021 year if school returns to traditional format (phase 5)	Yes	No	No
Transitions between programs	Student remains in the traditional school program. Participates in Remote Learning and Phase 1-5 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.

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.

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 IEP for which we have parent consent.*

- **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.
- **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 1, 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.). The time value of assignments given should be determined and documented.
- A parent survey will be emailed to gather parent input regarding equipment available, scheduling, and their time preferences for therapy sessions.

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 1, 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 IEP for which we have parent consent.*

- ***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 1, 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.). The time value of assignments should be determined and documented.
- 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 IEP for which we have parent consent.*

- **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) consultation with 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 is working closely with the Yolo County Special Education Plan Area (SELPA), the Yolo County Health Department and the CA Department of Education to determine our ability to complete Special Education Assessments. Additional information will be provided once we are able to determine and implement assessment processes. These assessments include the following:

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

IEP Goal Monitoring

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).