

Woodside School District School Reopening Task Force

Guidelines for 2020-2021 School Year



For Board Approval on:

August 11, 2020

SCHOOL REOPENING TASK FORCE OVERARCHING GOAL

Create flexible operational structures and an academic learning model that will support high quality teaching and learning for the 2020-21 school year.

Board of Trustees

Silvia Edwards, President

Kevin Johnson

Jennifer Zweig

Jenny Hayden

Peter Bailey

Steven Frank, **Superintendent**

Dr. Marta Grau Batlle, **Director of Student Services**

Melissa Bowdoin, **Lower School Principal**

Jennifer Pedersen, **Upper School Principal**

Harlin Hansen, **Director of Technology**

TABLE OF CONTENTS

SCHOOL REOPENING TASK FORCE OVERARCHING GOAL	2
EXECUTIVE SUMMARY	3
HEALTH PROTOCOLS & OPERATIONAL SAFETY	17
Pillar One: Health and Hygiene Protocols	17
Pillar Two: Face Coverings	19
Pillar Three: Physical Distancing	19
Pillar Four: Limited Gatherings	21
PROGRAM & SCHEDULE: OVERVIEW	26
PROGRAM	27
SCHEDULE	30
STAFF SUPPORT	35
TECHNOLOGY	49
FACILITIES/TRANSPORTATION	52
BUDGET	56
COMMUNICATIONS	57
APPENDICES	57
APPENDIX A: School Reopening Task Force Members	58
APPENDIX B: School Reopening Task Force Background	59
APPENDIX C: Research and Resources	64
APPENDIX D: Links to School Reopening Task Force Work Products	65
Lower School Schedule Proposal	65
Upper School Schedule Proposal	67
APPENDIX E: Reference / FAQ by Topic	68

EXECUTIVE SUMMARY

WESD's Leadership team has worked diligently with staff, parents and stakeholders to create a plan to guide our beloved school through an unprecedented moment in modern history. The following document represents the work of the School Reopening Task Force ("SRTF"), a group of thirty community members, including District Leadership, Administration, Staff, Teachers, Parents, and Medical Professionals. It is presented for approval to the Board of Trustees and will serve as the guidelines for a **flexible operational structure and academic learning model that will support high quality teaching and learning for the 2020-21 school year.**

For the Woodside Elementary School District, a dramatic, abrupt change occurred during the final trimester of the 2019-2020 school year. Staff, students, and families worked hard to transition to a Distance Learning format, making iterations throughout the last quarter of the year. Using family and staff surveys, we have identified areas of strength from last Spring, as well as areas for growth moving forward. Educated by the overall experience, we have come together to create a master plan for 2020-2021 that is guided by the following principles:

1. WESD will deliver the best education possible in the safest environment for all.
2. The social, emotional, and physical health of our students, staff, faculty, and community has to be the #1 priority, in line with education.
3. As always, we will do all we can to ensure equity and access for all of our students.

Our work focuses on best practices, it acknowledges that the completion of these complex tasks requires the voices of all school groups represented, it integrates past efforts in academic reform to assist in planning for the future, and it is guided by equity and access for all students.

We seek Board approval of this plan, which covers:

- Health Protocols and Operational Safety
- Program (including Distance Learning) and Schedule
- Staff Support
- Student Services and Mental Health
- Operations: Facilities, Transportation, Technology, Budget and Communications

Our original recommendation was to return to school for in-person learning in the Fall. However, it became clear that San Mateo county would be put onto the state's watchlist prior to the start of school. As a result of San Mateo County's anticipated placement on the list, the Board decided on

July 30, 2020 that Woodside School will open the 2020-21 school year in full-time Distance Learning. This decision was made with the health and safety of our staff and students foremost in our minds. Limited access to testing availability and the need to communicate with all stakeholders as early as possible were also key factors in this determination.

As a small, one-school district, we are confident that WESD will be able to effectively implement all county health guidelines once we can reopen for in-person learning. While the school day will look different than it did previously, both in-person and during Distance Learning, all students will have access to core content daily, as well as specialist rotations. The following plan focuses primarily on the plans for our eventual return to in-person instruction. A high level description of our [Distance Learning plan](#) is also included in order to provide an overview.

HEALTH PROTOCOLS & OPERATIONAL SAFETY

Public Health and County Guidelines

The Four Pillars are the driving force behind all plans related to school reopening. **Effective implementation of the Four Pillars can significantly reduce community spread within a school so that in-person learning can be sustained with integrity.** If a school cannot achieve one of the four pillars, students may not come back to in-person learning.

WESD has assessed all risks, collected evidence and feedback from medical professional and stakeholders, combed through multiple scenarios, and believes that WESD is completely capable of reopening by implementing the following guidelines:



Pillar I: Health & Hygiene

- Temperature/ health screening prior to

Pillar II: Face Coverings

- Masks mandatory in classrooms,

Pillar III: Physical Distancing

- Min of six feet distance at all times

Pillar IV: Limited Gathering

- Conservative exposure to non-essential activities

- entrance onto campus
- Scheduled hand washing
- Essential PPE
- Cleaning
- Indoor Ventilation
- Limited sharing of materials
- public spaces, and to and from class
- Increased expectations by age
- on campus
- Stable cohorts of ~16
- Limited movement with clear guidelines
- Busing limits
- Rolled out over series of months as virus becomes contained

PROGRAM

Curriculum

The goal of our work is to develop the best program for our students. This was guided by the following principles:

- Maximizing high-quality instruction while adhering to the four pillars
- Prioritizing the health and safety of all students and staff
- Acknowledging all students' unique learning and emotional needs
- Maintaining our current staffing model

Further, we sought to create a rigorous curriculum that can be delivered to all students, both at school and from a distance. Key considerations driving these guidelines include:

- Maintaining established, vetted curriculum sources used by our WESD teachers
- The need for differentiation and flexibility to meet students' needs
- Implementing best practices for instruction and utilizing the expertise of our teaching staff
- The need to be able to facilitate a seamless transition between in-person and distance learning at any time

Robust Distance Learning

Woodside is determined to continue offering engaging, high-level instruction to all students when learning needs to take place from a distance.

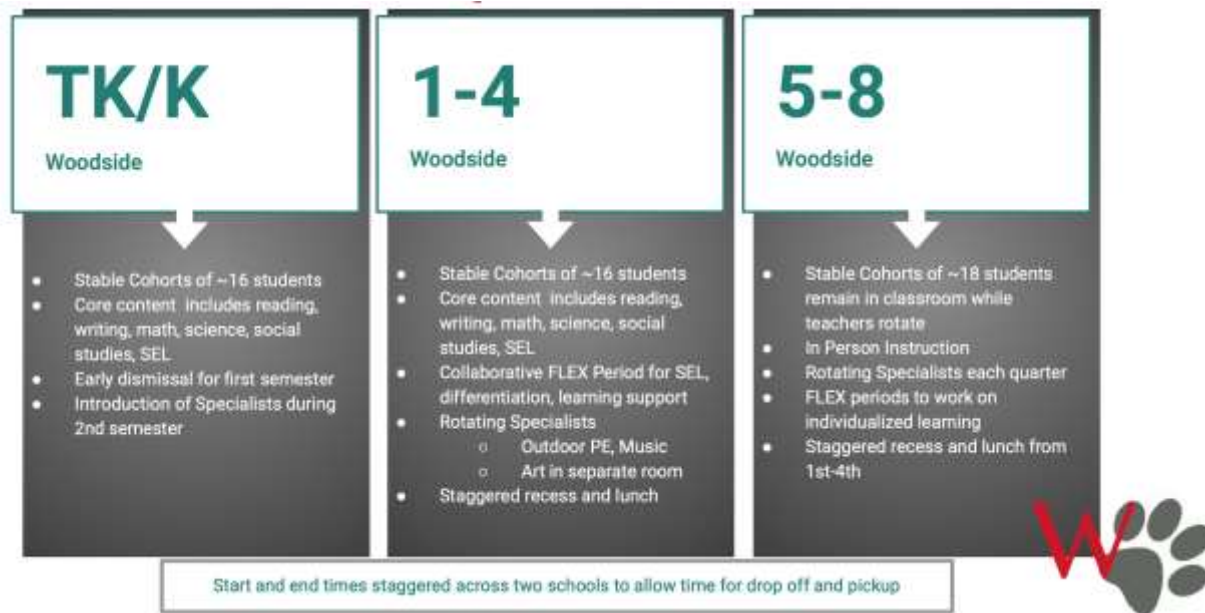
- Our Distance Learning plan was developed from feedback and data from the third trimester.
- TK/K-4 Schedule can switch between in-person and Distance Learning by developing multiple checkpoints throughout the day, utilizing digital curriculum from the beginning of the 2020-2021 school year, and incorporating whole class, small group, and one-on-one interactions

throughout the week.

- 5th-8th Schedule can switch to a robust Distance Learning quickly using the same framework as in-person learning. Utilizing digital curriculum from the beginning of the 2020-2021 school year will be essential to a seamless transition between in-person and Distance Learning.
- WESD leadership and staff will standardize platforms used to deliver content and communication across grade level spans.
- Key focus on providing equitable access to curriculum and instruction for all students with a balance of synchronous and asynchronous time, as age-appropriate.
- We must also consider students and staff members that can not interact in-person due to underlying health conditions.
- WESD leadership will focus on effectively on-boarding parents and guardians to the distance learning process, making sure that all are properly informed and armed with logistical help.

SCHEDULE

- Woodside Elementary School is committed to providing safe arrivals, departures, and break times for students and teachers.
- In addition to this commitment, it has been established that a four quarter, two semester year schedule provides the most feasible outcome to provide students with the academic programs, as well as staggered timing throughout the day.
- WESD has adopted a staggered start and end time to the school day, with staggered recess and lunch times to mitigate large gatherings.
 - TK/K: Semester 1- 8:30am-12:30pm; Semester 2- 8:30am-2:30pm
 - Grades 1-4: 8:25am-2:30pm
 - Grades 5-8: 8:50am-3:10pm



STAFF SUPPORT

Staff Structures

- WESD and the WTA will create an MOU that clearly outlines staff structures, supports, and requirements for both Distance Learning and In-Person Learning.
- Health and safety guidelines will be strictly enforced to help support a safe working environment, including substitute guidelines if a staff member is not feeling well.
- Staff members will be given access to the Reopening Plan upon completion and prior to Board approval, so that they can provide feedback on the document.
- All orders will be completed at the beginning of August, so that supplies and materials are available to staff upon their return to school. Teachers will also have access to ordering throughout the school year using their classroom funds.
- All meetings will take place via video conferencing to facilitate social distancing.
- Outdoor spaces will be available for staff members to meet in teams or groups, if desired. There is no expectation for in-person meetings.
- Staff members are not expected to respond to students/families outside of contract hours.
- Flex time for Lower School: students will meet with teachers in small groups or 1:1 during this time, and should utilize the time provided for support and teacher connection.

Technology

- Staff members can use Helpdesk at any time to schedule a live tech support session with Sandeep and Harlin by appointment for individual technology concerns.
- Staff members may request any additional programs, apps, or technology resources that they need in order to effectively implement in person teaching.
- Professional development will be provided for Google Classroom and Seesaw, and teachers will have the opportunity to share best practices.

Childcare

- Childcare will be provided for all staff members, whether we are engaged in Distance Learning or In-Person Learning.
- Childcare groupings will consist of school-age children and those who are not yet of school age.
- Staff members were surveyed to assess childcare needs.

Mental Health

- District leadership will clearly communicate staff members' working hours (8:10am-3:25pm), in order to help staff members keep clear boundaries for working and personal time.
- Counseling resources will be available to staff members. If staff members have any concerns about their wellbeing, or simply need resources, they are encouraged to contact an administrator for confidential support.
- Resources, articles, and opportunities to explore mental health and concerns about health/safety will be shared with staff members regularly.

Professional Development

- Teachers will have three full days of professional development prior to the start of the 2020-2021 school year to engage in professional development around campus health, safety protocols, and professional development focusing on curricula, resources, and support material.
- August 25th-28th will be minimum days, to allow for teachers to work in grade level teams, receive professional development, and plan for the school year. August 24th is a contractual minimum day that is not designated for professional development.
- Professional Development will include District-led sessions, teacher-led sessions, and sessions by outside consultants.

Community-Building

- Regular virtual community-building activities, including staff meetings, book clubs, and social gatherings will take place to allow staff members to connect with one another.
- Administration will hold regular meetings to gather staff feedback regarding Distance Learning practices, including small grade-level meetings.

STUDENT SERVICES & MENTAL HEALTH

District leadership prioritizes access to in-person learning to special needs groups (EL, SWD, 504, at-risk; etc.) with input from and in collaboration with these students / families and classroom teachers.

Special Education

- The District will collaborate with case managers and support staff to implement services on IEPs as closely as possible to ensure educational progress (SELPA/External Partners).
- All students with IEPs will follow the District's schedule for the academic instruction and supports unless otherwise specified in their individualized educational plans.
- The delivery of Special Education services will be aligned to the general ed schedule and will change by quarter or semester accordingly.
- The delivery of services will be offered (daily, weekly, or monthly) as established in the student's IEP document during the school hours for both lower and upper school.
- To the extent possible, students will receive services during the instructional periods in which supports and/or specialized instruction are needed (e.g., math services during general ed. math instruction). Occasionally, students may be pulled out (either in person or virtually) to receive services during another instructional time such as Garden/ SEL/ Library, etc.) or Flex period.
- The Upper School Special Ed program will consist of two Resource Specialists and three paraeducators. Each resource specialist will run a Learning Center.
- The Lower School Special Ed program will consist of two Resource Specialists and six paraeducators.
- Collaboration time between the Resource teachers and Paraeducators will be built in their schedules.
- The Resource Specialist will supervise and provide guidance to the paraeducators assigned to the students in their respective caseload.
- Speech and Language services will be provided in-person to one cohort of students. This cohort of students is chosen based on age, areas of need, and the ability to participate in teletherapy successfully. The cohort of students will switch every quarter or semester.
- Outside District consultants (Occupational Therapist, Behaviorist, APE specialist) will provide

most of their services virtually. More information on this will be available in August.

- District leadership, case managers, and specialists will collaborate to give access to high-tech and low tech & adaptive equipment to the SWD that require that level of support and distribute necessary equipment at the beginning of the school year.
- IEP meetings will be held through an online virtual platform (e.g., Zoom)
- Annual and Triennial IEP meetings will be combined when possible.
- IEP participation and consent signature will be obtained via DocuSign.
- All students with assessment plans signed during the 2019-2020 school year will be tested prior to the new school year in order to minimize the challenges of cross-contamination once the new school year starts.
- The Special Education staff will work five additional contract days before the beginning of the school year to prepare for the delivery of services and complete students' evaluations.

504 plans and students academically at-risk

- Lower School principal will review TK-4th grade SST and 504 plans and accommodations and share the information with respective staff members responsible for implementing the plan.
- Upper School principal will review 5-8th grade SST plans and 504 plans and accommodations and share the information with respective staff members responsible for implementing the plan.
- Lower School Principal and the Upper School Principal will review submitted student work and obtain teacher observation reports from previous teachers to identify students that may need additional support and further intervention.
- If and when the District transitions into Distance Learning, the Lower School Principal and the Upper School Principal will review students' 504 plan accommodations and will hold a meeting to replace accommodations for distance learning if needed.

English Language Learners

- District leadership ensures that current EL students are cohorted in the same class, when possible.
- District leadership ensures special needs groups have access to reliable, consistent wifi, and transportation.
- The ELD teacher will be assigned to the EL program next school year full time. A new curriculum has been acquired that includes ebooks for students.
- ELD teacher will provide academic language support for all students TK through 8th grade. For grade 2nd-8th grade, the support will be provided virtually. Based on the results of the Initial ELPAC testing, TK-1st students within the same cohort or house eligible for EL support will be

grouped for pull-out in person support and/or virtual support with the ELD teacher.

- EL students will have access to technology tools to help students with academic language.
- ELD teacher will support classroom teachers with the implementation of the Individual Learning Profile (ILP) for EL.
- In collaboration with the Director of Student Services, the ELD teacher, the Lower School Principal, and the Upper School Principal, the District will develop workshops for bilingual parents with distance learning in mind to empower parents to be active agents in their students' education.
- The district will work with the translation staff to ensure that all communications with families are provided in both English and Spanish, and other languages as needed.
- The district will consider various communication methods, including calls, text, flyers, etc.
- Director of Student Services and the ELD teacher have developed a plan to complete Initial ELPAC testing before the beginning of the school year (12 students pending).
- Director of Student Services and ELD teacher have developed a plan to complete ELPAC Summative testing for students 2nd-8th (2 started, 13 to be fully completed).

At-risk students

- WESD will confirm or supply provision of access for all pupils to connectivity and devices adequate to participate in the educational program and complete assigned work.
- WESD will design and offer an in-person program whether we teach in person or in distance learning to provide for students who are at-risk in the ways listed below. When operating in distance learning programs will vary by the amount of time offered on-campus in order to provide tiered levels of support for students who have the most significant needs. District staff will determine which students qualify for this program, and contact parents/guardians of these students.
 - Students who qualify for Special Education services
 - Students with 504 or SST plans that are below grade level
 - Students who receive counseling services
 - Students who are English Language Learners, or whose family are English Language Learners
 - Students who are experiencing grief, loss, sickness, or trauma
 - Students who are experiencing housing insecurity or are homeless, are in the foster system, are undocumented, or are providing childcare for their siblings.
 - Students who have little to no access to technology or whose technology skills are underdeveloped, as determined by the classroom teacher.
- Nutrition

- Meals will be provided either on-site (for students who qualify for on-site learning programs) or at a designated location for all students who need access to this service.
- Outreach to families not participating in Distance Learning
 - School administration will regularly reach out to students and families who have opted out of the District learning plan for the year to ensure student access to mental health services, nutrition programs, and school community-building activities, as needed.

Mental Health

The mental health of our students, staff and families and their wellbeing will remain as one of Woodside School's highest priorities.

The focus of this SRTF subcommittee is on how we can provide effective student services, both at school and from a distance. Key considerations driving these guidelines include:

- Students and staff may return to school having experienced some type of grief and loss due to COVID-19 or as a result of sheltering in place. As a result they may have feelings of isolation, loneliness, sadness, or boredom.
- Students and staff returning to school may experience some anxiety about COVID-19.
 - Fear/worry for the safety of loved ones who they may be temporarily separated from.
 - Uncertainty, anger, or frustration about how long you will need to remain sheltered, and uncertainty about what is going to happen.
- It is important for school staff to be aware of the various types of trauma students and staff may be experiencing, how that trauma might manifest itself in words or behavior, and how to best support students and other school staff experiencing mental health challenges.
 - Large scale trauma disasters, such as a global pandemic, can cause trauma in students even if they are not directly affected by a COVID-19 death.
 - The loss of connection with school and peers, for example, can impact a student negatively.
 - Students may exhibit decreased academic performance and poor concentration due to fears, anxiety, and disruption in their learning.
 - Students may exhibit increased aggression, oppositional behavior and decreased frustration tolerance. Being exposed to a crisis, children can experience difficulty controlling their anger and frustration. Adolescents may show an increase in oppositional behavior by refusing to live by rules of school and home and meet their responsibilities. They may also resort to antisocial behavior like truancy or stealing.
 - Students may exhibit symptoms of depression like feeling sad, difficulty falling and remaining asleep or sleeping more than normal, change in eating, loss of interest of

activities once enjoyed, social withdrawal, mental and physical fatigue, and/or suicide ideation.

- Students, in an effort to cope with the psychological and emotional ramifications of a crisis, will deny that a crisis has occurred and/or deny the significance of a crisis.
- Students' families may have experienced the loss of financial stability or housing during the shelter in place. Even the loss of opportunities for learning may cause students stress and anxiety, resulting in trauma symptoms.
- Recognize the Signs Well-informed teachers and school personnel can be a source of support for students and each other. Recognizing signs of stress in students, colleagues, and one's self can help facilitate the healing process after a disaster or traumatic event.
- School counselors, school nurses, school psychologists can help teachers identify risk factors and signs of distress that may indicate the need for mental health services above what is offered at school.
- As with any counseling services, parents should be notified if additional services are recommended and emotional health
- Counseling resources will be available to all students. If students have any concerns about their wellbeing, or teachers or parents express the need of attention towards students, a member of the student services department will contact families to provide the appropriate support.
- Students will be able to engage in many social and emotional learning opportunities throughout the day in both Lower and Upper School.
- The mental health of our students and their wellbeing will remain as one of Woodside School's highest priorities.

OPERATIONS

Operations, including Facilities, Transportation, Technology, Budget and Communications

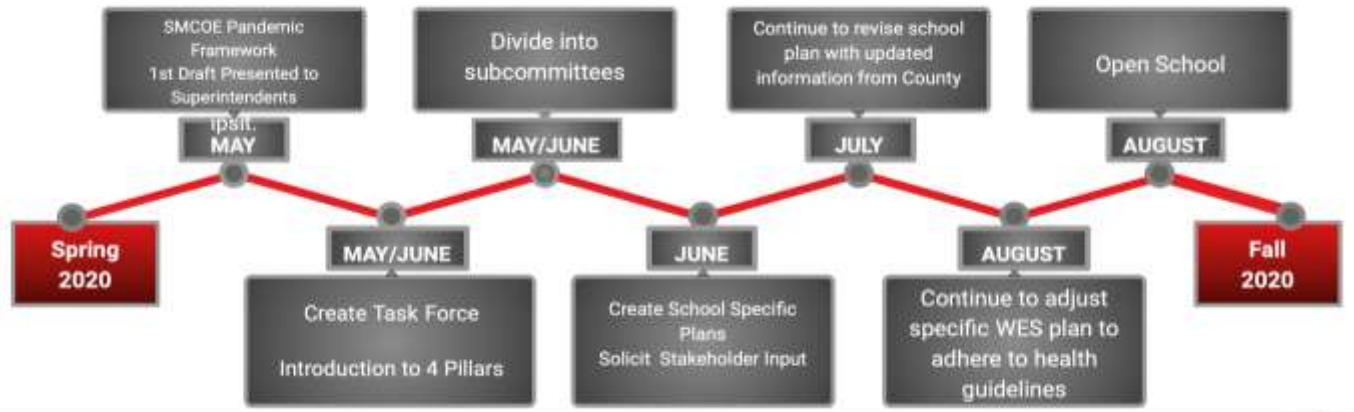
- The District will provide devices for all students in the event the school is closed for Distance Learning.

- *WESD will comply with the state mandate of 180 instructional days*
 - *Whether we begin school in-person or at a distance, August 24-28 will be minimum days to allow for additional professional development for our staff.*
- *WESD will create a Learning Continuity and Attendance Plan, which will be presented for approval by the board of Trustees on or before September 30th, 2020. Highlights of this plan include:*
 - *How WESD will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery. This shall include a plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.*
 - *How WESD will address learning loss, as well as how WESD will address the impacts of COVID-19 on both students and staff.*
 - *WESD plans for Distance Learning, addressing technology/connectivity needs, addressing the needs of at-risk students and students with special needs, budget and expenditure impacts, attendance and assessment procedures, professional development and staff resource needs, mental health monitoring processes, pupil engagement and outreach, and nutrition services.*
 - *This will be a collaborative process by which the plan is built by all stakeholders, with surveys for the purpose of obtaining and giving written feedback. All feedback and questions will be responded to in writing.*
 - *The plan will be presented to the Board of Trustees, DELAC, and the School Site Council for review and comment.*
 - *The district will also provide access to remote participation in the Board meetings where the information is presented, and access for those without Internet access or who do not speak English.*
 - *Not later than five days after adoption of a learning continuity and attendance plan, the governing board of a school district shall file the learning continuity and attendance plan with the county superintendent of schools. The county superintendent of schools may submit recommendations, in writing, for amendments to the learning continuity and attendance plan by October 30, 2020. The governing board of a school district shall consider the recommendations submitted by the county superintendent of schools in a public meeting within 15 days of receiving the recommendations.*

NEXT STEPS

Critical dates

- August 11th- Board Meeting for approval of SRTF plan and [Distance Learning Plan](#)
- August 24th- First day of school
 - First week of school will be minimum days



Human Resources

- Staffing to meet the needs of programs
- Supporting staff with preparation for 2020-2021 school year

Communications Plan

- Continue Friday Communication throughout summer
- August Newsletter
- Four Pillars Education: Staff, Parents, and Students
 - Mask Wearing
 - Social distancing: stable cohorts
 - Health protocols: Reaching out to families to assist in preparation for the 2020-2021 school year

HEALTH PROTOCOLS & OPERATIONAL SAFETY

The District's ability to comply with state and county health guidelines, including the four pillars is paramount to the safe reopening of school. Woodside's unique community - with its small student population, small class sizes, large campus/facilities, and strong district financials, allows the District to readily implement the four pillars with integrity and safely reopen school.

Complying With State and County Health Guidelines: The Four Pillars

Pillar One: Health and Hygiene Protocols

Hygiene protocols are essential to avoiding the spread of disease and require careful planning, purchasing of supplies, and training of staff, students, and parents, guardians, and families in order to be implemented effectively. It is important that students arrive at school on time, as they need to go through a mandatory health and temperature screening each day. The office will inform tardy students of late-arrival protocols. As before, parents must notify Tina if their child is going to be absent.

Daily Hygiene Routines

- District leadership will provide hand washing/hand sanitizing stations around campus to prevent traffic in bathrooms.
- Students and staff will sanitize their area before and after using desks, stations, etc.

Temperature Taking/Entry Protocol

- The temperature of all students and staff coming onto campus will be taken daily via a walk-through or handheld temperature scanner.
- Each day, students and staff will be asked a series of screening questions related to symptoms, exposure, travel.
- District leadership will deny campus entry to people who have a new cough or a fever (100.4°F)
 - Students that do not pass the health or temperature screening when they arrive on campus, will be moved to a secure room where they will be isolated and socially distanced. Parents will be contacted immediately, and they are expected to pick up children within ten minutes of drop-off.
- Students or staff that do not meet the health requirements should consult with their doctor to determine the next steps.

- Students and staff should be symptom-free without medication for 72 hours before returning to campus.
- District will provide PPE for people taking temperatures and asking screening questions.
- People who are allowed on campus after the health screening must immediately wash hands or use hand sanitizer. Students will be directed to a station to do this.

Essential PPE

- District leadership will provide transparent plexiglass dividers for high traffic areas: i.e. front office, librarian desks, etc.
- Each classroom will be equipped with: Hand sanitizer, disinfecting wipes, touchless hand sanitizer dispensers, soap, paper towels, a touchless thermometer, disinfectant spray, and gloves.
- Each staff member shall be provided with: 5 washable masks, 1 clear reusable mask, N95 masks, and face shields. We will also have access to disposable masks for students and staff, as needed.
- 20 freestanding hand sanitizer dispensers will be placed around campus, and we are in the process of procuring hand-washing stations.

Cleaning/Sanitation

- District leadership will limit the use of communal areas to one person at a time (bathrooms, sinks, etc). Bathrooms are assigned by grade level and cohort area and will be cleaned on an hourly basis.
- District will provide handwashing stations around campus to prevent traffic in bathrooms.
- Communal drinking fountains will be shut down, but bottle-filling stations will remain operational. Students are encouraged to bring a reusable bottle to school each day.
- The protocol for cleaning will follow [CDC guidance](#) and [San Mateo County's COVID Cleaning and Disinfection Procedures Manual](#).
- WESD will develop a checklist based on CDC and SMC guidelines for classrooms, bathrooms, and other areas that need to be cleaned.
- WESD will create a disinfection schedule for maintenance staff to follow to ensure that communal areas, such as bathrooms, are sanitized on an hourly basis.
- Paper towels will be placed in every bathroom, and hand dryers will not be used.
- A database of PPE and cleaning supply stock will be regularly maintained to ensure that essential supplies are always on hand.

Indoor Ventilation

- Staff and students ensure airflow in all spaces by opening doors and windows, where possible.

- HVAC filters will be changed every 30 days.
- Fans may be provided to help encourage airflow out of classrooms.
- The District will engage in communication with HVAC providers about air replacement.

Limited Sharing of Materials and Equipment

- Students will be given their own learning tools to avoid the sharing of materials.
- Students and staff will not share materials (laptops, water bottles, etc.).
- District leadership will shut down access to drinking fountains, but will continue the use of bottle-filling stations.
- Students will be required to wash their hands upon entering campus, before leaving campus, before/after recess and lunch, before/after PE, and before/after transitions from the classroom to another space.

Pillar Two: Face Coverings

Face Coverings

- Everyone on campus is required to wear a mask *at all times*, unless directed by a staff member that it is safe to remove the mask. ([More information about children and face coverings](#))
- Masks must cover the mouth and nose of the individual. Face shields or other face protection alternatives are not sufficient.
- District will provide face masks for students who don't have access or forget to bring them.
- District will provide staff members with face shields and face masks.

Pillar Three: Physical Distancing

Cohort Model

A Stable Cohort refers to a defined group of students whose size is dictated by the ability to implement physical distancing within the classroom or primary learning setting. A Stable Cohort aims to minimize the mixing of the group members with others, but allows for necessary and practical considerations in a student's educational program. By maintaining stable cohorts, the District and county can effectively implement contact tracing, if necessary.

- A Stable Cohort may have more than one teacher during the instructional day, and students, though assigned to a particular area of campus, may move to classrooms as necessary to access required courses.
- The intent of the Stable Cohort is to create as stable an environment as is practicable by

reducing numbers of students and the movement of students across campus.

District leadership will consider the health and safety of students and staff, related to identifying stable cohorts. Priorities for determining the makeup of stable cohorts include:

- Students who are part of a specialized program, such as students with IEPs and 504 plans
- EL students
- Facility capacity
- Maintaining academic acceleration trajectories (grades 6-8 only)
- Parent requests made in the Spring of 2020, where possible (no new requests are able to be honored at this time)

Review and Restructuring of Activities

- WESD requires that all people on campus stay at least 6 feet apart.
- WESD will use floor markings and visual cues to demonstrate physical spacing. Signs will be visible around campus.
- Indoors:
 - District leadership and teachers will arrange student seats to be at least 6 feet apart.
 - While in the classroom, students will stay at their desks, except for stretch breaks. There will be ample opportunity for outdoor classes to take place, and WESD will work to prioritize students' physical wellbeing during this time.
 - In the event that classes are rotated, a thorough cleaning protocol must be followed.
- Outdoors:
 - WESD will utilize outdoor space for instructional purposes whenever possible and look for spaces where staff may gather outdoors while meeting physical distancing requirements.
 - For stable cohorts on-site, district staff will have assigned staggered break times where meals come to the classroom or, if permissible, the students go to an outside location to pick up food and return to their outdoor assigned area to eat.
 - WESD will implement a master plan for campus movement and determine the number of students allowed in each classroom/bathroom.
 - Staff and students will follow one-way routes/signs/line markers in the hallways and on campus.
 - WESD will release a plan for how students maintain physical distance while entering and exiting campus.
- Students and staff will follow bus regulations: two children max per seat on buses, masks worn at all times, windows open for cross-ventilation. (see "[Transportation](#)")

- District leadership will create a plan for all 5 emergency drills.
- Students and staff may not congregate in shared spaces. Common spaces like the library, technology lab, will be closed

Pillar Four: Limited Gatherings

Group Activities

Because COVID-19 is primarily spread from person to person, it is essential to limit gatherings of people. WESD is committed to thinking about and using technology creatively to roll out activities that serve the social, emotional, and mental health needs of students through remote models

Reopening of the school facility and the activities hosted therein will be rolled out on a step-by-step basis, as mandated by the county.

- **Step One: School Opening** (Minimum of three weeks)
 - County health conditions: the number of COVID-19 positive cases in the county remains flat or decreasing
 - Allow no on-campus visitors including volunteers; parents who support direct instruction in preschool classrooms are exempt
 - Pause all extracurricular activities
 - Pause all gatherings (a gathering is any meeting or social activity outside of classroom instruction that includes more than four people)
 - Convene all meetings remotely
 - Reinforce the wearing of face coverings by staff, students, and any others who enter the campus
- **Step Two** (+Minimum of three weeks)
 - County health conditions: the number of COVID-19 positive cases in the county remains flat or decreasing
 - Open the campus only to visitors and volunteers who directly support instruction with expectations that all will honor the Four Pillars
 - Visitor time windows and locations will be clearly communicated, in the event that parents have to drop off or pick up materials during the school day.
 - Restrict extracurricular activities to those that directly support and intersect with instruction, with expectations that any in-person activities will honor the Four Pillars
 - Restrict gatherings to groups smaller than ten people
 - Convene most meetings remotely, specifically any that include groups larger than ten
 - Consider holding sports (if allowed by health orders) and school-related performances

with no spectators or audience members. Conduct all such activities within the guidance of the Four Pillars

- Based on the San Mateo County School Reopening Framework, Woodside School will start introducing activities in Step 2
 - Priority will be given to activities that directly support instruction and those conducted with health and hygiene protocols and physical distancing (i.e., cross country and tennis).
 - No spectators will be allowed.
- **Step Three:** (+Minimum of three weeks)
 - County health conditions: the number of COVID-19 positive cases in the county remains flat or decreasing
 - Allow volunteers and visitors on campus with strict adherence to the Four Pillars
 - Restrict instructional and interest-based extracurricular activities to those that can be implemented with small groups who can physically distance
 - If county health orders allow, convene high priority gatherings comprised of no more than 50 people, including sport and performance-based activities that can be conducted within the guidance of the Four Pillars.

Health and Safety Considerations for Staff

Although evidence indicates that children and young adults have less risk of COVID-19 infection, there remains some measure of risk to adults who return to work and community. In order to ensure the safest working environment possible for school employees, safe practices will be implemented for all school employees, including custodians, school nurses and health aides, food service workers, support staff, Paraeducators, bus drivers, teachers, administrators, and others. See “[Staff Support](#)” for details.

In the Event of Covid-19 Infection

Overview

- Students and staff must self-quarantine if they exhibit any symptoms, and are advised to consult with their doctor.
 - Staff and students with a temperature must be fever-free for 72 hours without the use of Tylenol (acetaminophen) or Motrin (ibuprofen) before returning to school.
- Students and staff presenting “seasonal allergies” are allowed to come to school if they don’t have a fever. They must provide a doctor’s note confirming symptoms are not COVID-related.
- WESD will follow all county health guidelines.

- Contact tracing- In general, contact tracing involves identifying people who have an infectious disease (cases) and people who they came in contact with (contacts) and working with them to interrupt disease spread. ([CDC Contact Tracing Summary](#))

Suspected Case

In general practice, if students, teachers, and staff present with symptoms of fever and/or respiratory infection, they will be sent home immediately. They will be separated from others in an isolation space or “sick room” established on campus until they go home.

- It is the sick person’s responsibility to seek appropriate medical care and follow return to school guidelines once they are released from care.
- Schools are not expected nor allowed to diagnose or treat students or staff for any medical condition, including COVID-19. Local health officials will provide guidance and support to individuals within a school community who test positive for COVID-19. Additionally, local health officials will conduct contact tracing to help identify individuals who may have been in close contact with a confirmed case per CDC Guidance.
- Notification of possible contacts with a suspected case:
 - When the school community has an individual, who reports an illness and they may have had contact with other school community members, San Mateo County Health recommends the following steps:
 - Steve Frank, the district Superintendent, should gather enough information from the individual to confirm their status as a possible contact with other school community members
 - Advise the individuals identified as a possible contact to continue practicing hygiene protocols and to closely monitor their health, staying alert to onset of fever or flu-like symptoms
 - If the potential contact is not feeling well or is experiencing cold, flu, or other symptoms, they should stay home from school or work and contact their primary care provider

Confirmed Case

When a school has a confirmed case, San Mateo County Health recommends school administrators take the following steps if one student, teacher, or other staff member is confirmed positive for COVID-19:

- Provide the district/school leader with a formal exposure notice
- Work with the infected individual to confirm they are under medical care and have a plan to

self-isolate according to County Health's protocol

- Confirm that other members of the household who are also part of the school community remain at home in self-quarantine per County Health guidelines
- Take immediate measures to sanitize and disinfect the school property impacted by the case
- Determine whether cleaning measures can be implemented without temporarily closing the school campus or if temporary closure is necessary
- Consult with County Health officials if needed
- Communicate with the school community that a confirmed case has been identified and outline the actions being taken to ensure a safe return to school
- Maintain privacy of health and medical information for all individuals at all times per the ADA and FERPA laws
- Once steps of the protocol are completed, resume school operations
- School administration will work with those impacted by exposure to ensure that support is put in place and learning can continue should quarantine be extended for longer than two weeks.

Notification of Contact with a Confirmed Case:

- Communication Structure: All information about cases and contacts will go directly to the school superintendent. (Steve Frank) and School Nurse (Abbe Keane). The school superintendent will relay the necessary information to the San Mateo County Superintendent's Office per County required protocol from the Pandemic Framework. They then forward that information per County Protocol. Once this initial County notification is completed the following also takes place:
 - When a school community has a confirmed Contact: San Mateo County Health recommends school administrators take the following steps if one student, teacher or staff member is confirmed to have been in direct and close contact with someone who is confirmed positive for COVID-19:
 - Work with the County Health and the Contact Tracing team to be certain that the contact will remain at home in self-quarantine per County Health guidelines (Employees should quarantine at home for 14 days after the last known close contact with the case patient.) Symptoms can develop even after testing negative within 14 days after exposure.
 - Take immediate measures to sanitize and disinfect the school property impacted by the Contact
 - Determine whether cleaning measures can be implemented without temporarily closing the school campus or if temporary closure is necessary
 - Consult with County Health officials if needed

- Communicate with the school community that a confirmed Contact has been identified and outline the actions being taken to ensure a safe return to school
- Maintain privacy of health and medical information for all individuals at all times per the ADA and FERPA laws
- Prevent discrimination against students who (or whose families) were or are diagnosed with COVID-19
- Once steps of the protocol are completed, resume school operations

Contact with Other Contacts: (Contact with someone who has been in contact with a confirmed case but not that person directly)

- When a school community has individuals, who suspect they may be a contact to another contact, San Mateo County Health recommends the following steps:
 - The school principal or district administrator (Steve Frank) should gather enough information from the individual to confirm their status as a Contact to a Contact
 - Advise the individual identified as a Contact to Contact to continue practicing hygiene protocols and to closely monitor their health, staying alert to onset of fever or flu-like symptoms
 - If the person is not feeling well or is experiencing cold, flu, or other symptoms, they should stay home from school or work and contact their primary care provider.

Return to Work Protocols:

- Once steps of the protocol are completed, school operations may resume. Per CDC guidelines, the following will be adhered to:

COVID-19 Response Chart

When a Student, Teacher, or Staff member Has Symptoms, Is a Close Contact of Someone Infected, or Is Diagnosed with COVID-19

Student or Staff Who:	Action	Communication
1. Presents with COVID-19 Symptoms Symptom Screening: CDPH, p. 14	<ul style="list-style-type: none"> • Send home • Recommend testing <ul style="list-style-type: none"> ◦ if positive, see #3 ◦ if negative, see #4 • School/classroom remain open 	No action needed
2. Is a close contact ¹ with a confirmed COVID-19 case	<ul style="list-style-type: none"> • Send home • Quarantine for 14 days from last exposure • Recommend testing (but will not shorten 14-day quarantine) • School/classroom remain open 	<p>Sample message to larger school community</p> <p>Sample message to community member who may be a contact</p>
3. Has a confirmed COVID-19 case infection	<ul style="list-style-type: none"> • Notify the local public health department • Isolate case and exclude from school for 10 days from symptom onset or test date • Identify contacts¹, quarantine, and exclude exposed contacts (likely entire cohort²) for 14 days after the last date the case was present at school while infectious • Recommend testing of contacts, prioritize symptomatic contacts (but will not shorten 14-day quarantine) • Disinfection and cleaning of classroom and primary spaces where case spent significant time • School remains open 	Sample message to whole school community
4. Tests negative after symptoms	<ul style="list-style-type: none"> • May return to school 3 days after symptoms resolve • School/classroom remain open 	No action needed

From California Department of Public Health

Updated: 08/20

PROGRAM & SCHEDULE: OVERVIEW

WESD Leadership and the SRTF recommend returning to school in person as soon as we are able to do so. As a small, one-school district, WESD is able to effectively implement all county health guidelines. We are lucky to be able to maximize instruction in the way that is most effective for teaching and learning, while still adhering to the Four Pillars outlined by San Mateo County.

Our goals for a program offering for the 2020-21 school year include:

- A rigorous curriculum that can be delivered to all students, both at school and from a distance.
- A comprehensive Distance Learning plan allowing us to switch relatively seamlessly between in-person and distance learning, as needed.
- A schedule that allows for full-time on-campus learning, with an altered school day. (See [Appendix C](#) for Proposed Schedules), with a slow roll out of on-campus teaching, where students and teachers engage in minimum days for at least the first 5 days of instruction. (August 24-August 28)
- An academic calendar, developed by WESD, that revises current trimester dates to reflect the change to a semester/quarter system. This change will allow for WESD to enact contact tracing and coordinate staffing so that teachers and staff members do not come into contact with more than one grade level house at a time.

PROGRAM

Our goal is to maintain a rigorous curriculum that can be delivered to all students, both at school and from a distance. Key considerations driving these guidelines include:

- Maintaining established, vetted curriculum sources used by our WESD teachers.
- Providing differentiation and flexibility to meet students' needs
- Establishing best practices for instruction and utilizing the expertise of our teaching staff
- Facilitating a seamless transition between in-person and distance learning at any time in the case of a shelter in place or necessary quarantine.
- Providing a student schedule in which students have access to all core instruction daily, with the opportunity to engage with specialist areas built into the schedule throughout the year.

Curriculum

While the school day will look different, teachers will continue using adopted, Board- approved curriculum sources to teach students.

- Teachers will provide all students access to grade-level content and learning, with specific emphasis on reading, writing, and mathematics skills.

- Students in TK-4th grade will receive instruction in Math, Reading, Writing, Phonics, Science, Social Studies, SEL, P.E., Art, Music, and Library.
- Students in 5th-8th grade will receive instruction in Math, Science, ELA, Social Studies, World Language (Spanish or Mandarin), Music, P.E., Art, Advisory/SEL
 - Upper School electives have been replaced by a Flex period this year, where students will have an opportunity to receive extra support in academics and areas of mental health, as well as the chance to engage in enrichment activities.
- Classes that include hands-on experiences, such as P.E. and Science, will maintain hands-on learning as much as is safely possible without creating barriers for participation.
- Teaching teams will determine best curriculum options for student engagement, social-emotional safety, community building, and cultural relevance.
- Teachers will continue to utilize student achievement data from a variety of sources to drive curriculum choices.
- Teachers will develop an electronic course syllabus, identifying learning objectives, office hours, synchronous learning sessions and blended learning tools that will be used throughout the year, with links to parent and student resources and tutorials (to be used in the case of distance learning).
- District leadership, the distance learning steering committee, and staff members will create consistent expectations for using instructional technology platforms: Seesaw, Google Classroom, Google Suite, etc.
 - TK/K-1st grade teachers will use Seesaw and 2nd-8th grade teachers will use Google Classroom as the content delivery system to provide ease and consistency among all courses.

Assessment

- Teachers will continue to use a variety of authentic assessment to measure student learning, such as project-based learning, labs, essays, discussions, etc.
- Teachers will prioritize a variety of formative (mid-course) assessments over summative (end-of-course) assessments. Teachers will increase short-cycle, simple assessments, to inform instruction and accelerate learning.
- Students will participate in the assessment process through self-evaluation to reflect on learning, when possible.
- Departments and grade level teams will explore alternative ways to approach grading and feedback, including what mastery looks like and what assignments are to be graded.
- Teachers will continue to assign a mix of assignments, both for graded assessment and for practice that will not impact the grade.

- Teachers will offer some assignments for practice that will not impact the grade.
- Students will be assessed on quality of work and overall progress toward mastery, rather than completion.

Distance Learning

Woodside is determined to continue offering engaging, high-level instruction to all students in the event that learning needs to take place from a distance. Key considerations driving these guidelines include:

- The need for a consistent system of content delivery
- Encouragement of student participation and demonstration of growth towards mastery
- Balancing synchronous and asynchronous time for equity
- The need to onboard students and build community
- The need for student accountability measures
- Providing equitable access to curriculum and instruction for all students
- The need for a structured plan for seamlessly switching in and out of distance learning
- Adhering to [state requirements](#)

Getting Started

- In the event of distance learning, a material pick up protocol will be followed.
- The District will develop an introduction letter/post to students and parents explaining how the Seesaw and Google Classroom platforms will be used.
- The district/school provides students with a toolkit of learning supplies and software/hardware that they will need to be successful.
- Staff members develop norms and best practices for use of Google Classroom to ensure consistency across grade levels.

Distance Learning Program and Schedule

- Lower School and Upper School will follow adopted Distance Learning schedules
- Not all curriculum is able to be delivered in a digital format, but the distance learning steering committee identified those that can be, and district leadership will secure subscriptions and training for teachers to use these resources in the case of distance learning.
- Teachers will assign synchronous and asynchronous assignments as developmentally appropriate for each grade level.
 - Teachers may assign pre- and post- asynchronous assignments to complete.
 - Time guidance on assignments will be provided by teachers.
- Students will have the opportunity for synchronous learning sessions daily.

- Teachers will provide opportunities for synchronous daily check-ins with students, in the case of distance learning.
- Teachers will schedule synchronous time within the approved distance learning schedule for the sake of clarity and continuity.
- Synchronous time in distance learning will be used for strategies to support students in a distance learning setting, including lessons, instructions, discussions, breakout rooms, 1-1, or group activities to help students process learning
- Teachers will create weekly opportunities which allow students to interact and collaborate in an online/blended setting.
- To encourage students to actively participate in distance learning, teachers allow students to revise and resubmit work, when appropriate.
- In order for feedback to be timely and beneficial, students must submit work by the due date. If a student is absent from distance learning for an extended period of time, a re-engagement protocol will be followed.
- Movement breaks will be scheduled into the distance learning schedule to encourage physical activity and breaks from mental stimulation.

SCHEDULE

District leadership has prioritized access to in person-learning for all students, but especially for students with special needs (e.g. Special Education students, English Learners, at-risk students).

Key considerations for developing effective school schedules for the 2020-21 year include these guidelines:

- Providing equitable access to instruction for all students.
- Maximizing instruction while adhering to the four pillars.
- Prioritizing the health and safety of all students and staff members.
- Providing all students access to grade-level content and learning.
- Maintaining our current staffing model.

WESD values our staff members, and this schedule allows us to maintain our current staffing model, without the need for hiring or layoffs. Further, these 2020-2021 schedules allow the District to provide students access to all of their standard programs and teachers. **The schedule may look different, but we are proud to offer students access to all of WESD's enriching core curriculum and specialist programs within this new structure.**

Overview

Woodside Elementary School is committed to providing safe arrivals, departures, and break times for students and teachers. In addition to this commitment, it has been established that a four quarter, two semester schedule is the most feasible outcome to provide students with the academic programs, as well as staggered timing throughout the day. WESD has adopted a staggered start and end time to the school day, with staggered recess and lunch times to mitigate large gatherings.

- District leadership will develop a student schedule in which students have access to all core instruction daily, with the opportunity to engage with specialist areas built into the schedule throughout the year.
- District leadership and staff will make equity a priority in decision-making regarding scheduling and student cohort assignments.
- District leadership will determine safe and appropriate movement of teachers and students between classrooms.
- District leadership and staff will implement distance learning if necessitated by county or state health guidelines.

Cohort Structure and Scheduling Considerations

- District leadership has analyzed the classroom and overall facilities in light of the SMC Health and Safety Guidelines and concluded that WESD has the capacity of the facility for in-person learning, following safety guidelines.
 - District leadership will consider the health and safety of students and staff, related to identifying stable cohorts
- District leadership and staff will also make equity a priority in decision-making regarding scheduling and student cohort assignments.
- District leadership will group students by stable cohorts based on shared classes, with attention being made to: the needs of students with IEPs or 504s, English Learners, spring parent requests (where possible), and maintaining middle school math curriculum pathways for accelerated learning.
- District leadership will prioritize students in specialized programs having access to a teacher/provider who is connected to that program.
- District leadership will determine the movement of teachers and students between classrooms, as safe and appropriate.

Schedules

TK/K

- The first semester of the TK/K program will be dedicated to providing students with a safe and welcoming environment that will focus on age-appropriate developmental skills, as well as a focus on an academic program without regularly scheduled lessons from Woodside Elementary School's Specialists.
 - During the first semester, TK/K will meet 8:25-12:30 p.m.
 - Students will receive a morning recess, but will be required to eat lunch at home.
- During the second semester, students will increase their day to end at 2:30 p.m. and will incorporate the Specialists' academic programs.

1st-4th Grade

- With an 8:25-2:30 p.m. school day all year long, students will receive an effective and well-established curriculum program from all of the lower school homeroom teachers, while also experiencing lessons from WES' Specialists on a quarterly rotation to adhere to the health and safety guidelines of established stable cohorts.
- Students in 1st and 3rd grade will receive their recess and lunch first, but at different locations on the campus,
- Students in 2nd and 4th grade will receive their recess and lunch second, at different locations on the campus.

Example: TK-4th Grade General Schedule

Grades 1-4 Schedule	TK/Kindergarten & Early Release Schedule
Health Checks/ Hygiene	Health Checks/ Hygiene
Core Academic Lessons	Core Academic Lessons
Staggered Recess	Staggered Recess
Hygiene Maintenance/Core Academic Lessons	Hygiene Maintenance/Core Academic Lessons
Staggered Lunch	Core Academic Lessons
Hygiene Maintenance/Specialist/Core Academic Lessons	SEL
FLUX	Staggered Dismissal from Lower and Upper School until Jan. 11/23/23
Hygiene Maintenance/Specialist/Core Academic Lessons	
Staggered Dismissal from Upper School (2:30)	

Classes

- Stable cohorts of 16 students
- 7 class periods, instead of 8
- 301 instructional minutes for 1-4th, 240-301 for TK/K

Content

- Health checks in morning and hygiene during the day
- All academic programs continue
- Time for individualized learning and differentiation
- SEL addressed daily

Teacher Work Day

- Teacher collaboration at end of school day instead of during the school day
- Second prep time during middle of the day
- Teacher work hours remain the same (8:10 a.m.-3:25 p.m.)
- Early release day on Wednesdays: time for teachers to collaborate, plan, engage in PD and for staff and site admin to strategize around student and staff needs



1st/3rd Grade General Schedule Details

Period	Monday	Tuesday	Wednesday	Thursday	Friday
1	8:25-9:08	8:25-9:08	8:25-9:05	8:25-9:08	8:25-9:08
2	9:08-9:51	9:08-9:51	9:05-9:45	9:08-9:51	9:08-9:51
Recess	9:51-10:11	9:51-10:11	9:45-10:05	9:51-10:11	9:51-10:11
3	10:11-10:54	10:11-10:54	10:05-10:45	10:11-10:54	10:11-10:54
4	10:54-11:37	10:54-11:37	10:45-11:25	10:54-11:37	10:54-11:37
Lunch	11:37-12:21	11:37-12:21	11:25-12:05	11:37-12:21	11:37-12:21
5	12:21-1:04	12:21-1:04	12:05-12:45	12:21-1:04	12:21-1:04
6	1:04-1:47 FLEX	1:04-1:47 FLEX	12:45-1:25 FLEX	1:04-1:47 FLEX	1:04-1:47 FLEX
7	1:47-2:30	1:47-2:30	1:25-2:05	1:47-2:30	1:47-2:30

Teachers maintain their contractual hours, and have a common prep time during 8th period, when students leave for the day



2nd/4th Grade General Schedule Details

Period	Monday	Tuesday	Wednesday	Thursday	Friday
1	8:25-9:08	8:25-9:08	8:25-9:05	8:25-9:08	8:25-9:08
2	9:08-9:51	9:08-9:51	9:05-9:45	9:08-9:51	9:08-9:51
3	9:51-10:34	9:51-10:34	9:51-10:34	9:51-10:34	9:51-10:34
Recess	10:34-10:54	10:34-10:54	10:34-10:54	10:34-10:54	10:34-10:54
4	10:54-11:37	10:54-11:37	10:45-11:25	10:54-11:37	10:54-11:37
5	11:37-12:20	11:37-12:20	11:25-12:05	11:37-12:20	11:37-12:20
Lunch	12:20-1:04	12:20-1:04	12:20-1:04	12:20-1:04	12:20-1:04
6	1:04-1:47 FLEX	1:04-1:47 FLEX	12:45-1:25 FLEX	1:04-1:47 FLEX	1:04-1:47 FLEX
7	1:47-2:30	1:47-2:30	1:25-2:05	1:47-2:30	1:47-2:30

Teachers maintain their contractual hours, and have a common prep time during 8th period, when students leave for the day



5th-8th Grade

- With an 8:50 am start to the day, WESD is adhering to the limited gathering protocol by not entering the campus at the same time as the lower school.

- Additionally, students in grade 5th-8th grade will receive different recess and lunch times than the lower grades and will be dismissed at 3:10 p.m., 40 minutes after the lower school students have been dismissed.

Example: 5th-8th Grade General Schedule

Regular Schedule	Early Release Schedule
Health Checks/ Hygiene	Health Checks/ Hygiene
Core Academic Classes	Core Academic Classes
Staggered Recess from Lower School	Staggered Recess from Lower School
Hygiene/Core Academic Classes	Hygiene/Core Academic Classes
Staggered Lunch from Lower School	Staggered Lunch from Lower School
Hygiene/Specialist	Hygiene/Specialist
FLEX Period	FLEX Period
Staggered Dismissal from Lower School (3:10)	Staggered Dismissal from Lower School (2:30)

Classes

- Stable cohorts of 16 students
- Student stay in one class, and teachers rotate to them
- 301 daily minutes for 5th-8th

Content

- Health checks in morning and hygiene during the day
- Semi-Blocks to engage in all Middle School programs
- Specialists deliver instruction on a rotating schedule

Teacher Work Day

- Teacher work hours remain the same (8:10-3:25 p.m.)
- Early release day on Wednesdays provides additional time for teachers to collaborate, plan, and engage in professional development



5th - 8th Grade General Schedule Proposal

Period	Monday	Tuesday	Wednesday	Thursday	Friday
1	8:50-9:30	8:50-9:30	8:50-9:25	8:50-9:30	8:50-9:30
2	9:30-10:10	9:30-10:10	9:25-10:00	9:30-10:10	9:30-10:10
Recess	10:10-10:30	10:10-10:30	10:00-10:20	10:10-10:30	10:10-10:30
3	10:30-11:10	10:30-11:10	10:20-10:55	10:30-11:10	10:30-11:10
4	11:10-11:50	11:10-11:50	10:55-11:30	11:10-11:50	11:10-11:50
5	11:50-12:30	11:50-12:30	11:30-12:05	11:50-12:30	11:50-12:30
Lunch	12:30-1:10	12:30-1:10	12:05-12:45	12:30-1:10	12:30-1:10
6	1:10-1:50	1:10-1:50	12:45-1:20	1:10-1:50	1:10-1:50
7	1:50-2:30	1:50-2:30	1:20-1:55	1:50-2:30	1:50-2:30
8	2:30-3:10	2:30-3:10	1:55-2:30	2:30-3:10	2:30-3:10

Teachers maintain their contractual hours and arrive at 8:10 a.m., and leave at 3:25 p.m.



STAFF SUPPORT

WESD will provide staff with the support needed to be highly effective, both at school and from a distance. Key considerations driving these guidelines include:

- Recognizing the time-consuming nature of new restrictions for both in-person and distance learning for our staff members.
- Supporting staff members in both in-person and distance learning, through curricular resources, professional development, and mental health support.
- Prioritizing the health and safety of all WESD staff members.

Staff Input

- District leadership will survey teachers and staff members quarterly to gather information on successful strategies and practices, as well as to solicit feedback on needs.
- District leadership will provide adequate time in staff meetings for staff members to share their experiences and feedback.
- District leadership will work with the WTA to create a MOU that clarifies staff expectations.
- Distance learning steering committee will work to create best practices/schedules for distance learning on behalf of the staff team.

Staff Assignment and Accommodations

- District leadership will identify new roles/tasks that all staff are being asked to fill in a distance learning or in-person model.
- District leadership will survey staff on what they need based on newly identified roles (PD, technology, resources, support, etc.).
- As the District plans for the expansion of onsite work, and the return to in-person instruction, we anticipate that there may be employees with disabilities who wish to request accommodations they may need when their workplace re-opens. There is now an interactive process for determining who is eligible, and the following categories have clear legal guidance. District employees requesting accommodations must contact the Superintendent to

determine their place within the scope of the interactive process. This process applies to:

- (1) employees with disabilities who require reasonable accommodations;
- (2) employees who are 65 and older
- Any additional need for accommodations will be determined on a case by case basis, as described in the MOU.
- Childcare will be provided for all employees who need to utilize this service to fulfil their roles and duties, whether in an in-person or distance learning environment.

Staff Health and Safety

- The health and safety of WESD employees is our priority. As such, all guidelines listed in the ["Health and Safety"](#) section apply to staff members.
- The WESD/MTA MOU will outline staff expectations for daily screenings and procedures.

Professional Development and Support

District leadership will provide ongoing professional development, coaching, and one-on-one help for technology support and best practices for in-person and distance learning. Minimum days at the beginning of the school year will provide additional time for staff professional development.

- District leadership will gather information from teacher and parent surveys to share best practices around successful strategies in a distance learning environment, as well as those that support mastery-based learning across distance learning and in-person school contexts.
- District leadership will facilitate small group share-outs of best practices.
- District leadership will survey teachers in order to determine needs around the following areas:
 - Technological PD needs.
 - Instructional needs in a distance learning model
 - Community-building needs in a distance learning environment
 - Supporting students with social emotional needs.
 - Building quality assessments
 - Supporting diversity, equity, and inclusion.
- District leadership will develop structures for hearing and sharing voices of all stakeholders regarding effectiveness of core instructional practices and professional development
 - Survey all staff quarterly

- Surveys families quarterly
- Create staff check-ins during collaboration, department, and whole staff meeting time where staff can share best practices and identify needs
- Share results of feedback gathered with staff
- District leadership will provide at least two days of all-staff PD in August.
- District leadership will survey classified and support staff to determine needs for completing work assigned.
- District leadership will identify an outside consultant to help the district examine and improve our trauma informed practices, examine our own biases, and facilitate conversations around diversity, equity, and inclusion.
- District and site leadership will create forums for staff to safely discuss culturally relevant practices, bias, and race and equity.
- District leadership will provide PD opportunities regarding use of technology, including:
 - PD on identified core practices from surveys and tech platforms essential to distance learning.
 - Training teachers in using PowerSchool, Google Classroom, and Seesaw to provide feedback and use available grading tools.
 - Training on video recordings to frontload curriculum.
 - Guiding staff members to develop norms and best practices for use of Google Classroom and Seesaw to ensure consistency across grade levels.
 - Offering one-on-one support for teachers as needed to navigate technology implementation.
- Staff members will receive support through virtual staff meetings, where breakout rooms will be utilized to maximize their efficacy.

Purchase of Materials

- Teaching teams will submit purchase orders for necessary materials to implement instruction within our modified school template.
- The technology team will work with administration and staff to identify and purchase licenses for applications for crucial curriculum supplements.

Sick Leave and Substitute Support

- When a unit member is absent, the member will post digital content for Distance Learning or substitute plans for In-Person Learning the duration of the time that they are using sick or personal leave. In Distance Learning, the teacher is only responsible for asynchronous

content, and will be excused from student-contact on such days.

- The District is responsible for providing substitute teachers for absent staff members.

STUDENT SERVICES & MENTAL HEALTH

Guidelines Supporting Student Services

WESD is committed to provide effective student services, both at school and from a distance. Key considerations driving these guidelines include:

- The District's ability to comply with county health guidelines, including the four pillars
- The District's ability to comply with State and Federal regulations regarding students with disabilities (SWD), 504 plans, and English Language Learners
- Providing equitable access to curriculum and instruction for students with IEPs, 504 plans, EL learners
- Staff considers the health and safety of students and staff, related to identifying stable cohorts
- District leadership considers students and staff members that can not interact in-person due to underlying health conditions
- Prioritize equity in decision-making regarding scheduling and serving students with special needs (e.g., learning, health, and developmental disabilities, English language learners, low-income families)
- The need for a consistent system of service delivery and learning support
- Balancing synchronous and asynchronous time for equity
- Acknowledge the many varying barriers students with disabilities and their families are facing during this time
- Provide alternate/smaller learning options for students as appropriate

Special Education

- All students with IEPs will follow the District's schedule for the academic instruction and supports unless otherwise specified in their individualized educational plans.
- The delivery of Special Education services will begin August 31st and will be aligned to the general ed schedule and will change by quarter or semester accordingly.
- The delivery of services will be offered (daily, weekly, or monthly) as established in the student's IEP document during the school hours for both lower and upper school.
- The District will collaborate with case managers and support staff to implement services on IEPs as closely as possible to ensure educational progress (SELPA/External Partners).
- District leadership prioritizes access to in-person learning to SWD (with input from and in

collaboration with these students/families and classroom teachers) because this is best practice for learning and implementation of accommodations & modifications.

- District leadership ensures special needs groups have access to reliable, consistent wifi, and transportation.
 - To the extent possible, students will receive services during the instructional periods in which support(s) and/or specialized instruction are needed (e.g., math services during general ed. math instruction). Occasionally, students may be pulled out (either in person or virtually) to receive services during another instructional time such as Garden/ SEL/ Library, etc.) or Flex period.
 - Resource Teachers and all other specialists will develop lessons and services that are aligned and prioritized with students' IEP goals (e.g., accommodations/modifications including frequent check-ins, checking for understanding, special seating equipment).
 - The District will provide space and support for students from different classes / cohorts to receive tele-therapy at the same time.
- The Upper School Special Ed program will consist of two Resource Specialists and two paras educators. Each Resource Specialist will run a Learning Center.
 - One Resource Specialist and one Paraeducator will be assigned to serve 8th-grade students. The Resource Specialist and Paraeducator will provide all push-in and pull-out support for 8th-grade students.
 - A Paraeducator under the guidance of a Resource teacher and the general education teacher will provide all the push-in support for 7th graders. The Learning Center period will be virtually taught by a Resource Specialist but will have the Paraeducator physically present in the room.
 - The 6th-grade caseload will be split between the two Resource Specialists. One Resource Specialist will take the group of students with the highest academic needs (multiple subjects) and will provide the push-in and pull-out support in person.
 - The other Resource Specialist will provide the learning center time to the small group of students that need specialized academic instruction (one academic area).
 - Collaboration time between the Resource Specialists and the Paraeducator will be built in their schedules.
 - The Lower School Special Ed program will consist of two Resource Specialists and seven Paraeducators.

- Two Resource Specialists and six Paraeducators will be assigned to serve lower school students with IEPs.
 - Resource Specialists and Paraeducators will strategically split serving students in different grade levels to provide as many in-person services as possible.
 - The Resource Specialist will supervise and provide guidance to the Paraeducators assigned to the students in their respective caseload.
 - Resource Specialists and Paraeducators will only interact in person with students within the same house per quarter or semester based on District guidelines.
 - Resource Specialists will increase the delivery of services in person in accordance with the District guidelines.
 - Collaboration time between the Resource Specialists and the Paraeducator will be built in their schedules.
- Speech and Language services will be provided in-person to one class of students as deemed appropriate by the Speech and Language team. The students will be selected with clinical discretion and may or may not vary each quarter.
 - Outside District consultants (Occupational Therapist, Behaviorist, APE specialist, PT, etc.) will provide most of their services virtually. (More information on this will be available in August).

IEP Meetings

- IEP meetings will be held through an online virtual platform (e.g., Zoom)
 - Annual and Triennial IEP meetings will be combined when possible.
 - At the beginning of the school year, each case manager will “save a date/time” for all annual and triennial IEP meetings.
 - A letter will be sent to families by the Student Services assistant (Elvira Martinez) with the information regarding the day/time of the meeting so that families can save the date in advance.
 - Case managers will schedule IEP meetings during teachers flex period or prep time, as much as possible, so synchronous or asynchronous instruction is not interrupted. Thus, avoiding the need for a substitute.
 - For initial IEP meetings, the team will discuss possible times to schedule the meeting based on grade level, case managers, and specialists involved.
 - IEP participation and consent signature will be obtained via DocuSign.

Assessments

- Efforts will be made to assess students with assessment plans signed during the 2019-2020 school year to be tested prior to the new school year in order to minimize the challenges of cross-contamination once the new school year starts.
- The Special Education staff will be given the option to work additional contract days before the beginning of the school year to complete students' psychoeducational evaluations pending from 2019-2020 school year.
- For initial assessment, testing will be discussed on a case by case basis. A specific protocol will be developed at that point based on the student's grade level.
- During testing administration, special education staff will be required to follow the safety and health guidelines and wear the PPE required.
- Special PPE equipment (e.g., see-through facial masks) will be purchased to accommodate specific testing needs from different specialists.
- Staff members will keep in mind social distancing safety protocols. When required to be closer than 6 feet distance to the student, staff members will have a face shield in addition to the face mask.
- Staff that provides services to Special Education students that are not part of a bubble cohort and that require physical proximity and/or accommodations (don't adhere to the Social Distancing pillar) in order to meet their educational needs, must voluntarily agree to provide these services. Parent consent on writing will be required as well.

Distance Learning Considerations

- If and when the District transitions into Distance Learning, case managers will contact each family to notify the new services' schedule. Written consent for teletherapy services will be obtained at that point.
 - IEP services minutes will be provided to the extent possible
 - Case managers will review caseload's students accommodations and will hold IEPs to replace accommodations for distance learning if needed.
 - The Director of Student Services and Student Services team will establish a system for tracking communication with/about students and families.
 - District leadership, case managers, and specialists will collaborate to give access to high-tech and low tech & adaptive equipment to the SWD that require that level of support and distribute necessary equipment at the beginning of the school year.

504 Plans and Students Academically At-Risk

- Lower School principal will review TK-4th grade SST and 504 plans and accommodations and share the information with respective staff members responsible for implementing the plan.
- Upper School principal will review 5-8th grade SST plans and 504 plans and accommodations and share the information with respective staff members responsible for implementing the plan.
- Lower School Principal and the Upper School Principal will review submitted student work and obtain teacher observation reports from previous teachers to identify students that may need additional support and further intervention.
- If and when the District transitions into Distance Learning, the Lower School Principal and the Upper School Principal will review students' 504 plan accommodations and will hold a meeting to replace accommodations for distance learning if needed.

English Language Learners

- District leadership prioritizes access to in-person learning to students with special needs (e.g., English learners, at-risk students, etc.).
- District leadership ensures that current EL students are cohorted in the same class, when possible.
- District leadership and ELD teacher will collaborate to establish tracking methods and establish protocols for academic support for EL students.
- District leadership ensures special needs groups have access to reliable, consistent wifi, and transportation.
- The District will allocate funds to ensure resources are afforded to newcomer English Learners. These resources may include but are not limited to staffing, licenses for technology, etc.
- ELD teacher will be assigned to the EL program next school year full time. A new curriculum has been acquired that includes ebooks for students.
- ELD teacher will provide academic language support for all students TK through 8th grade. For grade 2nd-8th grade, the support will be provided virtually. Based on the results of the Initial ELPAC testing, TK-1st students within the same cohort or house eligible for EL support will be grouped for pull-out in person support and/or virtual support with the ELD teacher.
- ELD teacher will establish clear benchmarks, progress towards mastery of standards for EL students when doing assessments in all domains (listening, speaking, reading, and writing)
- EL students access to technology (Cowriter & Snap&Read) tools to help students with academic language, particularly for the writing assignments, so students progress is measured based on their content knowledge and not language ability.

- ELD teacher will support classroom teachers with the implementation of the Individual Learning Profile (ILP) for English Language Learners.
- Classroom teachers and ELD teachers will refer to the ILP to monitor EL and RFEP progress and establish individual goals for students.
- The ELD teacher and classroom teachers will develop lesson plans that allow for opportunities for students to speak with peers and practice the academic language with the support of scaffolds and sentence frames and other learning strategies.

Parent Outreach

- In collaboration with the Director of Student Services, the ELD teacher, the Lower School Principal, and the Upper School Principal, the District will develop workshops for bilingual parents with distance learning in mind to empower parents to be active agents in their students' education. A special focus group will include those families reluctant to take advantage of resources, have limited English skills, or are undocumented.
- The district will work with the translation staff to ensure that all communications with families are provided in both English and Spanish, and other languages as needed.
- The district will consider various communication methods, including calls, text, flyers, etc.
- The Director of Student Services, Technology Director, and ELD teacher will collaborate to survey all students for technology and internet access.
- District leadership and ELD teacher will collaborate to evaluate any parent workshops' needs and will develop the appropriate materials.
- Director of Student Services and the ELD teacher have developed a plan to complete Initial ELPAC testing before the beginning of the school year.

English Language Proficiency Assessment for California (ELPAC)

- Director of Student Services and ELD teacher have developed a plan to complete ELPAC Summative testing for students 2nd-8th.
- The California Department of Education (CDE) and Educational Testing Service (ETS) are currently developing suggested guidelines to be released later this month that will be offered to local educational agencies (LEAs) and schools about how to administer upcoming required assessments safely.
- In the meantime, it is recommended that all students and staff always wear an appropriate mask during testing. LEAs should continue to follow the guidance of the Centers for Disease Control and Prevention, and the rules and regulations of the CDE; state, county, or city agencies; or the LEA.

- Director of Student Services and the ELD teacher have developed a plan to complete Initial ELPAC testing before the beginning of the school year (12 students pending).
- Director of Student Services and the ELD teacher are waiting to obtain results from CDE for Summative ELPAC testing that was completed before the shelter in place. As soon as these results are received, the District will make reclassification recommendations.

Guidelines Supporting Mental Health

The focus of this SRTF subcommittee is on how we can provide effective student services, both at school and from a distance. Key considerations driving these guidelines include:

- Students and staff may return to school having experienced some type of grief and loss due to COVID-19 or as a result of sheltering in place. As a result they may have feelings of isolation, loneliness, sadness, or boredom.
- Students and staff returning to school may experience some anxiety about COVID-19.
 - Fear/worry for the safety of loved ones who they may be temporarily separated from.
 - Uncertainty, anger, or frustration about how long you will need to remain sheltered, and uncertainty about what is going to happen.
- It is important for school staff to be aware of the various types of trauma students and staff may be experiencing, how that trauma might manifest itself in words or behavior, and how to best support students and other school staff experiencing mental health challenges.
 - Large scale trauma disasters, such as a global pandemic, can cause trauma in students even if they are not directly affected by a COVID-19 death.
 - The loss of connection with school and peers, for example, can impact a student negatively.
 - Students may exhibit decreased academic performance and poor concentration due to fears, anxiety, and disruption in their learning.
 - Students may exhibit increased aggression, oppositional behavior and decreased frustration tolerance. Being exposed to a crisis, children can experience difficulty controlling their anger and frustration. Adolescents may show an increase in oppositional behavior by refusing to live by rules of school and home and meet their responsibilities. They may also resort to antisocial behavior like truancy or stealing.
 - Students may exhibit symptoms of depression like feeling sad, difficulty falling and remaining asleep or sleeping more than normal, change in eating, loss of interest of activities once enjoyed, social withdrawal, mental and physical fatigue, and/or suicide ideation.
 - Students, in an effort to cope with the psychological and emotional ramifications of a

- crisis, will deny that a crisis has occurred and/or deny the significance of a crisis.
- Students' families may have experienced the loss of financial stability or housing during the shelter in place. Even the loss of opportunities for learning may cause students stress and anxiety, resulting in trauma symptoms.
- Recognize the Signs Well-informed teachers and school personnel can be a source of support for students and each other. Recognizing signs of stress in students, colleagues, and one's self can help facilitate the healing process after a disaster or traumatic event.
- School counselors, school nurses, school psychologists can help teachers identify risk factors and signs of distress that may indicate the need for mental health services above what is offered at school.
- As with any counseling services, parents should be notified if additional services are recommended.

1. How can the District attend to the mental health and other supports for students?

Tier system of Mental Health Supports

Tier 1

- District leadership and SEL committee will use data to determine areas of SEL focus for intervention in the 2020-2021 school year.
- Implement targeted and developmentally age-appropriate social-emotional lessons to develop strong coping skills for all students.
- District offers a class period in the day/week (Flex, Advisory, etc.) that addresses target areas for SEL (whole group)for students.
- SEL will continue to be embedded in-class lessons, both in-person and during distance learning. Classrooms will include SEL, wellness, community activities (virtual), whole-body wellness exercises, and activities.
- TK-5th grade teachers will provide focused attention to SEL, collaboratively with each grade-levels' teaching team multiple times a week.
- Advisory will be offered for students in grades 6-8 within their stable cohorts.
- School Psychologist and School Counselor could be guest teachers to participate in wellness activities with students. The class can be streamed virtually. They are available to collaborate, consult and provide resources with staff as well.
- School site administrators and staff collaborate to designate Wellness time(s) during the day and maybe established during class time with teachers (and

potentially woven into Content), flex-time, and office hours in order to practice mindfulness & meditation. Wellness will support and benefit the wellbeing of both students and staff.

Tier 2

- School Psychologist and School Counselor will hold virtual office hours to maintain availability for staff, students and parents.
- District leadership will use triangulated data sources to identify students that did not engage in distance learning in Spring 2020 and monitor engagement.
- Individual care plans will be developed for students that may be struggling with basic needs or experiencing school avoidance due to anxiety as related to the pandemic.
- School psychologists will consult with the General Education teacher and Resource Teacher on how to support individual students to develop executive functioning skills such as time management, organization, scheduling, and planning skills.

Tier 3

- District leadership, School Psychologist, School Counselors, School Nurse build out a CARE team for targeted and intensive supports and to analyze student data of most at-risk student groups. The CARE team will include at least a teacher, mental health professionals, and an administrator.
- Administrators, School Counselor, School Psychologist, Upper School Special Education staff (Resource Specialist & Paras) and all teachers grades 5th to 8th grade will be provided with training prior to the start of the school year to ensure school staff are prepared to identify, support, and refer middle and high school students who may be experiencing thoughts of suicide.
- School Psychologists can provide support to a small group of struggling students (identified by a team that includes teacher(s), parents, school psychologist and administrator) who have been identified as having executive functioning needs to the degree that require targeted intervention. Executive functioning skill building sessions may include but not limited to time management, organization, scheduling, planning skills, task completion; etc.

Professional Development and Skill Building

- District leadership, school psychologist, school counselors, school nurse, and partner

agencies provide trauma-informed training for the entire school staff interacting with students, and parents.

- SEL Committee and counselors provide SEL curriculum training for staff.
- Train staff to implement school-wide Wellness (to include mindfulness, meditation, etc.) inside and outside of the classroom.

2. How can the District attend to the mental health and other supports for teachers and staff members?

Recognizing the symptoms of stress

- Whether teachers are going into work or working from home, the COVID-19 pandemic has changed the way they work.
- Fear and anxiety about this new disease and other emotions can be overwhelming. It is critical that teachers and staff recognize how stress looks like, and take steps to build resilience and manage job stress, and know where to go if they need professional help.
- Recognizing the symptoms of stress is the first step for self-care. Staff members may experience: feelings of irritation, anger or denial; nervousness or anxiety; lack of motivation; feeling tired, overwhelmed or burn-out; sad or depressed; having trouble sleeping or concentrating.

Managing Job Stress

- Staff will communicate with their co-workers and supervisors about job stress.
 - Identify things that cause stress and work together to identify solutions.
 - Talk openly with coworkers and supervisors about how the pandemic is affecting work.
 - Collaborate with the District Leadership to define expectations and have them communicate clearly to all stakeholders.
- Staff will identify those things which they do not have control over, and do the best they can with the resource available to you.
- Staff members are encouraged to increase their sense of control by developing a consistent daily routine when possible, ideally, one that is similar to their schedule before the pandemic:
 - Keep a regular sleep schedule
 - Take breaks from work to stretch, exercise, or check in with your supportive coworkers, family, and friends.
 - Spend time outdoors, either being physically active or relaxing.
 - Practice mindful techniques.

- Do things you enjoy during non-work hours.
- Know the facts about COVID-19. District leadership will inform about how staff can protect themselves and others.
- Understanding the risk and sharing accurate information with people you care about can reduce stress and help staff make a connection with others.
- Remind yourself that each of us has a crucial role in fighting this pandemic.
- Remind yourself that everyone is in an unusual situation with limited resources.
- Encourage staff to take breaks from watching, reading, or listening to news stories, including social media. Hearing about the pandemic repeatedly can be upsetting and mentally exhausting.
- Foster connection with others.
 - Talking to people you trust about your concerns, how you are feeling, and how the COVID-19 pandemic is affecting you promote mental health.
 - Connect with coworkers and supervisors through phone calls, emails or text messages, email, or video chat.
 - Check on others. Helping others improves your sense of control, belonging, and self-esteem.
- If you help your means of coping are not sufficient, reach out for professional help.

District Resources - Action plan

- Develop weekly staff wellness check-ins to support identified areas of need with staff.
- District leadership creates multiple opportunities for staff to connect with each other in different formats:
 - Begin every virtual meeting with a mental health wellness check for participants.
 - Scheduled staff socials.
- District leadership provides access to mental health resources (articles, counseling support, etc.) for staff members.

3. How can the District can partner with parents to attend to the mental health of their children at home?

- District/Site build relationships with partners and community agencies for medical, psychiatric, housing, food, etc. in order to connect to family needs.
- District connects with the County and Health Services Agency to develop additional resources and supports for community services to be accessed through the CARE team. (RTS, CORA, Stanford)

- District/Sites build parent liaisons and coordinators network to support housing, immigration, social work needs.
- District/Sites provide and/or collaborate with outside agencies to have support groups for students and parents/guardians.

Resources

- [Principles of Psychological First Aid](#)
- [A trauma-informed approach to teaching through Coronavirus](#)
- [Resources from Trauma Sensitive Schools](#)
- [Pandemic Resources from National Child Traumatic Stress Network](#)
- [Caring for Children After a Disaster Tips - CDC](#)
- [COVID-19 Crisis and Mental Health Resources - National Association of School Psychology](#)
- [Mental Health Resources in Time of COVID-19](#)
- [Supporting Your Child's Mental Health](#) For Parents and School Staff
- [Returning to "normal" After COVID-19](#) For Parents

TECHNOLOGY

Guidelines for Technology

WESD's goal is to provide effective student technology services and tools, both at school and from a distance. Key considerations driving these guidelines include:

- Acknowledge the many varying barriers all students and families are facing during this time.
- Inconsistent access to high speed, high data caps, and constant Internet connection.
- Student access to the same digital device allows teachers to plan lessons knowing the capabilities of all students.
- Publish consistent technology best practices across the school.
- Provide students and staff technology support.
- Video conferencing platform and norms to be updated.

Overview

- District leadership lends a device to all students.
- District provides a physical setting at the school site for students who are unable to access appropriate Internet coverage on their devices at home.
- District leadership ensures special needs groups have access to reliable, consistent WiFi and transportation. The District/SPED department will survey adaptive & tech equipment needs for all students and distribute necessary equipment.
- Technology department provides adequate tech support for all stakeholders.
- A team of district staff members and consultants provides staff with in-depth, comprehensive training and support around agreed upon digital tools.
- Teachers assess student foundational skills and train as needed on each necessary platform (Zoom/Google Suite/Seesaw) in the first days of school.
- School staff creates a school-wide virtual meeting norms template to be used or built upon for all virtual meetings.
- The distance learning steering committee gathers teacher feedback for preferred equitable and feasible platforms and technology tools, and determines which to adopt district-wide.

Student Technology Support

Many students face circumstances impacting the ability to access academics via the Internet (unhoused, in transition, household restrictions or responsibilities, geographical limits, etc.) during distance learning

- Student services team, teachers, and site school counselors use triangulated data sources to identify students that did not engage in the student SIP DL model in Spring 2020: student lists from providers, parent, student, and staff surveys, and general feedback from students.
- Class may also include executive functioning skill building such as time management, organization, scheduling, and planning skills.
- Assist families without Internet access when possible.
- Technology help and maintenance will be available by the technology team.

Students Access and Training on Use of Digital Devices

Students access to digital devices and training on the use of those devices to complete learning expectations

- Knowing that the capabilities students have on their device allows teachers to plan lessons that can be completed by all students. Device consistency also allows teachers to show

students how to complete an assignment with their school device and provide additional instruction as needed. A standard for devices used across grade levels is as follows:

- 2nd - 8th Grade: Chromebooks
 - 6th - 8th Grade: Chromebooks taken home throughout the year.
 - 2nd - 5th Grade: In the event of At Home Learning students in these grade levels will take their Chromebooks home.
- TK-1st Grade: Providing these students with an iPad in the event of Distance Learning

Digital Platforms

- Google Suite will remain the standard platform for 2nd - 8th grade.
- Updates to SeeSaw appear to resolve issues faced by teachers and families during DL in the Spring of 2020 by TK-1st grade students.
 - Google Suite and other platforms may be investigated by first-grade teachers and administrators in the event SeeSaw does meet our needs.
 - Parents to assist students in logging in and using Google Suite for Distance Learning.
 - Will need parent tutorials on how to use Google Suite for Distance Learning

Technology Support during Distance Learning

- Teachers will use Help Desk to communicate staff technology needs. Help Desk norms are being established for teachers and staff.
- Technology staff will be available for students via Zoom or Google Meet during Distance Learning.
- In the event that a device needs service, the technology staff will arrange to meet parents at school to repair or swap out the device.

Video Conferencing Platforms and Norms

- Zoom was used in the Spring of 2020 and met most of our needs. There was no charge to schools but Zoom may require one moving forward.
- Google Suite provides a video conferencing package called Meet that may be easier to manage and allow us more control over who attends these sessions.
- We will need professional development for staff in the event a switch to Meet is necessary.
- Norms for students to ensure privacy and eliminate distractions should be considered. For example, a standard background for all students so that something behind the student isn't shown to the class, students' names are accurate, and video turned on during lessons are some areas to address.

FACILITIES/TRANSPORTATION

In order to effectively reopen, key changes need to be made to our physical school site and transportation programs. Key considerations driving these guidelines include:

- Maintaining the health and safety of all students and staff members
- Working within our physical space to accommodate all students and staff back on campus
- Safely and effectively transporting students to and from school

Procedures for entering and exiting campus and movement around campus

Entering, Exiting, and Navigating Campus

- All students will enter/exit campus from designated entry points. Students will be assigned an entry point to ensure proper social distancing and facilitating of health screenings before entering campus. See more details about health screenings in the [Health and Safety/Cleaning section](#).
- Campus entry points? To ensure the safety and wellbeing of all members on campus, Woodside School will designate two entry points to the campus to screen anyone entering campus.
- Parents should wait in the car at both drop off and pick up, as they will not be able to accompany their child onto campus. School staff will be on-site to help students enter campus and walk to their classrooms.
- It is important that students arrive at school on time, as they need to go through a mandatory health and temperature screening each day. In the event a student will be tardy, please phone the office to let them know. They will inform you of late-arrival protocols.
- Signage around campus will clearly mark which areas are out of use, as well as health and safety protocols.
- All hallways will be marked for single-direction movement to allow for adequate space as students and staff transition through campus.
- Social distancing markers will be used to facilitate waiting areas for restrooms and classrooms.
- Parents will be asked to ensure lunches are taken to school by students as there will not be a lunch drop off in the office this year.

Drop Off:



Pick-Up:



Classrooms/Indoor Spaces

- Standards for classrooms that provide a safe learning environment. District leadership identifies the capacity of the facility for in-person learning that can be provided, following safety guidelines.
 - Classroom layouts will be determined by the size of the room and the number of students who can safely fit into the room.
 - Desks will be placed at least 6 feet apart.
 - Students will be assigned to a home classroom, and teachers will rotate to students to

- help maintain the integrity of stable cohorts.
- No common spaces will be open for congregating or common use. This includes:
 - Conference/meeting rooms
 - Locker areas
 - Staff kitchen areas
 - Drinking fountains
- Wildcats will be reassigned as our nurses' station to ensure adequate space and ventilation for students who need to be screened and picked up by their parents/guardians.

Restrooms and Drinking Fountains

- Each grade level will be assigned a specific restroom on campus to use. Staff members will also have specific restrooms available for use.
- All restrooms will be sanitized hourly.
- Only one person will be allowed in a restroom at one time. Social distancing markers will be clearly placed to allow others to wait their turn.
- Drinking fountains will be taken out of service. Water bottle fill stations will still function. Social distancing markers will be clearly placed to allow others to wait their turn.

Outdoor Spaces

- Outdoor spaces will be utilized as much as possible for learning, recess, and lunch.
- P.E. and Music classes will be taught outside as weather permits.
- In outdoor spaces, students will be socially distanced, and can safely take off their masks if directed to do so by a staff member.
- Tented flexible learning areas will be available to teachers/classes, and teachers will be able to sign up to take their classes outdoors to learn.

Campus Signage

- Bathrooms: Grade Level and staff only
- Campus entry points: "The campus, including restrooms and drinking fountains, is closed except for students or staff".

Bus Procedures

- WESD will work with Sequoia to facilitate the pick up/drop off of students from East Menlo Park and East Palo Alto.

- Routes and schedules will be redetermined, as Woodside will have its own bus in order to mitigate congregating with students from other schools.
- Students will have their health check, temperature taken before getting on the bus.
- No more than 2 students are allowed in one seat on the bus.
- Masks must be worn at all times on the bus.
- Bus windows will remain open to allow for adequate cross-ventilation.
- Bus sanitation will take place after each ride.

BUDGET

WESD's financial flexibility is a key reason why it can implement a program of student learning and safety, both at school and from a distance. Key considerations driving these guidelines include:

- Acknowledge the many varying barriers all students and families are facing during this time
- Assessing the need for purchasing of supplies and materials to bring students and teachers safely back to school

Expected Additional Costs

- Health and Safety:
 - Maintenance staff to sanitize bathrooms and classroom spaces
 - Hand sanitizer stations, face masks, gloves, hand washing stations, additional disinfecting supplies, plexiglass barriers for high-impact areas in the office, cots, signage, social distancing markers
 - Individual student supplies (both single-use and reusable)
 - Teacher carts
- Facilities:
 - Additional student desks, outdoor tents
- Technology:
 - Teacher resources to help pivot to a more digitized curriculum
 - Digital adopted curriculum subscriptions
 - Devices (iPads, laptops, hotspots) for students/families without sufficient home access

Funding Sources

- Federal grant
- Woodside School Foundation support
- Identifying areas of budget where money can be reallocated to serve these needs

COMMUNICATIONS

It is critical that WESD provides effective, timely communication to all stakeholders during distance learning and in-person learning. Key considerations driving these guidelines include:

- Acknowledge the many varying barriers all students and families are facing during this time
- Account for the need for timely, reliable communication to keep the school community apprised of developments and decisions
- Recognize the importance of sharing information and resources with the school community

Communication Plan:

- Continue bi-weekly email communication via Wildcat Weekly (Mondays) and WESD Board Communication (Fridays) to the WESD community through the remainder summer and during the 2020-21.
- Continue to provide links of recorded School Reopening Task Force zoom meetings on the school website for all stakeholders to review and stay informed of discussions.
- All communication updates with links to emails posted on the front page of the school website and internally.
- New communications to be developed:
 - Video of how drop-off, pick-up, and how a typical day will look (including classrooms, bathrooms, recess & lunch) {utilize student council, if possible}

APPENDICES

APPENDIX A: School Reopening Task Force Members

<p>Teachers:</p> <p>Lauren Baumgartner</p> <p>Ellen Bertine</p> <p>Dr. Kara D'Ambrosio</p> <p>Kathy Jones</p> <p>Mena Lam</p> <p>Kathy McAdams</p> <p>Jenn Mitchell</p> <p>Brian Myrtetus</p> <p>Kristina Valentine</p>	<p>Support Staff:</p> <p>Tina Adolph</p> <p>Michelle Ahlstrom</p> <p>Abbe Keane</p> <p>Eucindo Martinez</p> <p>Waly Ndiaye</p> <p>Sandeep Tulachan</p> <p>Cathy Stienstra</p>
<p>Administrators:</p> <p>Steve Frank</p> <p>Melissa Bowdoin</p> <p>Jennifer Pedersen</p> <p>Dr. Marta Batlle</p> <p>Harlin Hansen</p>	<p>Parents:</p> <p>Dr. Erica Goldman</p> <p>Dr. Dan Simon</p> <p>Dr. Vanila Singh</p> <p>Latoya Dunlap</p> <p>Christine Hutchinson</p> <p>Devon Kohler</p> <p>Beth Nash</p> <p>Amanda Peiffer</p> <p>Todd Zwaanstra</p>
<p>Board Members:</p> <p>Jenny Hayden</p> <p>Jennifer Zweig</p>	

APPENDIX B: School Reopening Task Force Background

About the School Reopening Task Force (SRTF)

In early May, 2020, the Woodside Elementary School District convened the School Reopening Task Force (SRTF). This task force was charged with the goal of developing feasible plans in creating flexible operational structures and an academic learning model that supports high quality teaching and learning for the 2020-21 school year.

The members of SRTF represent the following stakeholder groups: parents, Board of Trustees, classified staff, teachers, administrators, counselors, health professionals, and community members

The SRTF participated in bi-weekly two hour meetings throughout the entire summer, with teacher-centered steering committee meetings occurring bi-weekly. Each meeting was generally structured in three phases: a review of updated information, time for subcommittees to meet, and a reporting out session. The timing for each of these phases varied based on the meeting goals and work product focus.

Responsive Education Models in the Time of COVID-19

The SRTF began the process of creating plans by acknowledging the reality of what the world has faced as an unprecedented moment in modern history. American education has been dramatically impacted. For the Woodside Elementary School District, a dramatic, abrupt change occurred during the final trimester of the 2019-2020 school year. The district pivoted to distance learning with all members of the Woodside Elementary School community adjusting the educational experience to meet the needs of the students. The following is an overview of the work the SRTF has completed, as well as the plan presented for approval to the Board of Trustees.

School Reopening Task Force: Mindsets

The SRTF members came to a consensus on the role of an open mindset when considering Guidelines for the 2020-2021 school year plan. The following is a list compiled based on important factors the task force required of its members:

- **Focus on Best Practices**
- **Complex Tasks Require The Voices Of All School Groups Represented**
- **Integrate Past Efforts in Academic Reform To Assist in Planning for the Future**
- **Equity Guides Our Work**

School Reopening Task Force: Design Considerations

As SRTF members began their initial work, they were asked to keep the following design considerations in mind.

- **Maintain a Solutions-Driven and Collaborative Approach**
- **Pivot From “Known” Strategies to Teaching and Learning From a Distance**
- **Focus on the Most Impactful Items**
 - To implement headway with these items, the task force split into two groups.
 - Subcommittee 1: Operations, Health, and Safety, Cleaning, Facilities, Transportation, Budget, Human Resources, Communications
 - Subcommittee 2: Schedules, Curriculum, Instruction, Distance Learning, Special Education, Technology, Mental Health

Initial Guiding Topics

Transportation What is the best way to manage pick-up/drop-off/bussing that is safe, efficient, and manageable?	Budget What funding is available to ensure programs continue, cleaning is feasible, and support is provided to all stakeholders?
Health and Safety How do we keep students and staff safe from pathogens while supporting quality learning? If students/staff must be on campus, how will we contain pathogens on campus? Cleaning Do we have the appropriate PPEs and cleaning supplies to disinfect in a timely fashion?	Human Resources How can we provide staff with the support needed to be highly effective, both at school and from a distance? Do we have enough support to ensure student and teacher needs are addressed? How can we maintain our current staffing model, while still adhering to the four pillars?
Operations What are the impacts to operations if the district moves to an alternative “in person” learning environment and possibly to distance learning?	Student Services What are the guidelines from our external partners? What has already been done? How can we best support our English Learners? How can we best support our Students with disabilities/special needs? How can technology be positioned to enhance learning for students with special needs?

<p>Curriculum</p> <p>How can our adopted curriculum remain rigorous and be best delivered to ALL students, both at school and from a distance?</p> <p>Grading</p> <p>What is the most effective way of communicating student proficiency and mastery, while taking into account the changes to the school setting/instructional delivery?</p>	<p>Schedules</p> <p>Can we create schedules that meet the needs of all stakeholders, while maintaining a meaningful educational experience that adheres to whole-child learning?</p>
<p>Distance Learning</p> <p>How can we use what we learned in the Spring of 2020 to enhance and create a feasible plan that continues learning and supports home and school needs?</p>	<p>Technology</p> <p>Do we have the necessary technology to carry out a seamless transition to distance learning?</p> <p>What network/connection support resources are needed to help support families?</p> <p>How do we best distribute student devices?</p> <p>What platform is most effective to deliver content to students of all grade levels?</p> <p>What Professional Development do teachers need?</p>
<p>Instruction</p> <p>What are the best instructional practices for both at school and distance learning?</p> <p>How can we effectively design lessons for both at school and a distance learning environment?</p> <p>What are the best tech tools and other resources to deliver instruction?</p> <p>How do we best support teachers and students in delivering and receiving instruction in various environments?</p> <p>How can teachers and students collaborate effectively?</p>	<p>Mental Health</p> <p>How can we attend to mental health and other supports for students and staff members?</p> <p>What is the best way to engage students and encourage their attendance?</p> <p>How can we better support and involve our parents?</p> <p>How can we use alternative and small programs to support students who need a unique experience?</p>
<p>Facilities</p>	<p>Communication</p>

<p>Is our school site prepared to welcome staff and students back in a safe way? Are there areas in our school that need to be improved upon to allow us to utilize more of the campus for learning?</p> <p>How do we utilize outdoor space in the teaching/learning process? How many flexible outdoor spaces are needed?</p> <p>What will drop off and pick up procedures look like?</p>	<p>How frequently should the school send out information? What is the best way of doing so?</p>
--	---

School Reopening Task Force Meeting Dates and Agendas

The School Reopening Task Force convened virtually for two hours on each of the following dates, focusing on the specified meeting agenda items.

Date	Meeting Agenda
June 2	<ul style="list-style-type: none"> • Launch discussion on goals and the four pillars • Form subcommittees • Review the county Framework
June 16	<ul style="list-style-type: none"> • Continue exploring framework • Begin subcommittee inquiry
June 17	<p>Distance Learning Steering Committee meets (1 hour) : Review of Learning Management Systems</p> <ul style="list-style-type: none"> • Special Education meeting lower school meets (1hour): Discuss needs/ assignments/ program structure
June 18	<ul style="list-style-type: none"> • Introduce school schedule proposals for group feedback and iteration • Subcommittee breakouts into smaller areas of focus
June 22	<p>Distance Learning Steering Committee meets (1 hour): Review of Learning Management Systems</p>
June 23	<ul style="list-style-type: none"> • Second school schedule iteration review • Begin scheduling meetings with teachers to review school schedules • Subcommittees finish answering Topics within areas of focus, and begin

	<p>to develop concrete Guidelines</p> <ul style="list-style-type: none"> ● Gather information to form a school survey for parents and staff
June 24	Distance Learning Steering Committee meets (1 hour): Review of curriculum and instruction programs
June 25	<ul style="list-style-type: none"> ● Finalize school schedules for 2020-2021 ● Present teacher feedback about schedules ● Review parent and staff survey draft ● Continue to develop and refine subcommittee Guidelines
June 29	Distance Learning Steering Committee meets (1 hour): Review of curriculum and instruction programs
June 30	<ul style="list-style-type: none"> ● Review preliminary staff and parent survey results ● Continue to develop and refine subcommittee guidelines
July 1	<p>Distance Learning Steering Committee meets (1 hour): Review of curriculum and instruction programs</p> <ul style="list-style-type: none"> ● Special Education meeting task-force (1hour): Discuss services delivery, program structure, synchronous and asynchronous schedule, specialists; etc.
July 2	<ul style="list-style-type: none"> ● Review staff and parent survey updates on results ● Begin working on summary documents for school reopening plan, using subcommittee Guidelines
July 8	Distance Learning Steering Committee meets (1 hour): Review of communication platforms
July 9	<ul style="list-style-type: none"> ● Special Education meeting lower school meets (1hour): Continue discussion of needs/ assignments/ program structure
July 13	Distance Learning Steering Committee meets (1 hour): Review draft of reopening plan
July 14	<ul style="list-style-type: none"> ● Present preliminary draft of school reopening plan
July 15	<ul style="list-style-type: none"> ● Special Education meeting task-force (1hour): Review of first draft of the special section of the document
July 20	<ul style="list-style-type: none"> ● Reviewed final draft of SRTF; review of health and safety protocol

July 30	<ul style="list-style-type: none"> Reviewed final draft of SRTF and Distance Learning Plan
August 5	<ul style="list-style-type: none"> Reviewed final draft of SRTF; discussion of new PPE purchasing

APPENDIX C: Research and Resources

Research About Restarting Schools

[San Mateo County Pandemic Recovery Framework for Schools](#)

[CDE: Stronger Together: Guidelines](#)

[CDC Guidelines for Reopening Schools](#)

[San Mateo County Safe Schools Framework](#)

Health and Safety for Reopening Schools

[WESD COVID-Protocol](#)

[San Mateo County's COVID Cleaning and Disinfection Procedures Manual](#)

[CDC Considerations for Schools](#)

[CDC: Cleaning and Disinfection for Community Facilities](#)

[Cloth Face Coverings for Children during COVID-19](#)

General Distance Learning Resources

[CDE Distance Learning Guidance](#)

[AB-77 Education Finance Bill](#)

[Remote Learning Guidance: CDE/SBE](#)

[CDE Resources that Support Distance Learning](#)

[Stanford's Strategies for Teaching Remotely](#)

Special Education Resources for Distance Learning

[Federal Special Education Guidance](#)

APPENDIX D: Links to School Reopening Task Force Work Products

Summary of Proposed Schedules

Lower School Schedule Proposal

TK/K					
	Monday	Tuesday	Wednesday	Thursday	Friday
8:30-12:30 1st Semester	During the first semester, TK/K will not have Specialists TK/K will work have recess that aligns with the 1/3rd or 2/4th schedule Combine a TK/K class				
	Monday	Tuesday	Wednesday	Thursday	Friday
8:30-2:30 2nd Semester	During the 2nd semester, TK/K will have Specialists TK/K will work have recess that aligns with the 1/3rd or 2/4th schedule Combine a TK/K class				

By statute, the maximum school day in kindergarten is 4 hours ("part day")(EC 46110). However, EC 8973 allows schools that have adopted an early primary program (extended-day kindergarten or "full day") to exceed 4 hours. Furthermore, EC 48000 states that a TK shall not be construed as a new program or higher level service. In general, the number of required instructional minutes for TK is 36,000 minutes per year. The minimum length of instructional time that must be offered to constitute a school day is 180 minutes (EC 46117 and 46201).

For Grades 1st/3rd

	Monday	Tuesday	Wednesday	Thursday	Friday
1st Period 8:25-9:08 (43 min)	ELA/Math/SS/Sci Classes		ELA/Math/SS/Sci Classes 8:25-9:05	ELA/Math/SS/Sci Classes	
2nd Period 9:08- 9:51 (43 min)	ELA/Math/SS/Sci Classes		ELA/Math/SS/Sci Classes 9:05-9:45	ELA/Math/SS/Sci Classes	
Recess 9:51-10:11 (20 min)			Recess 9:45-10:05		

3rd Period 10:11-10:54 (43 min)	ELA/Math/SS/Sci Classes	ELA/Math/SS/Sci Classes 10:05-10:45	ELA/Math/SS/Sci Classes
4th Period 10:54-11:37 (43 min)	ELA/Math/SS/Sci Classes	ELA/Math/SS/Sci Classes 10:45-11:25	ELA/Math/SS/Sci Classes
Lunch 11:37-12:21 (44 min)		Lunch 11:25-12:05	
5th Period 12:21-1:04 (43 min)	ELA/Math/SS/Sci Classes/Possible Specialist Class	ELA/Math/SS/Sci Classes/Possible Specialist Class 1:25-2:05	ELA/Math/SS/Sci Classes/Possible Specialist Class
6th Period 1:04-1:47 (43 min)	"FLEX" Time for Grade-Level Teams to provide SEL, individualized academic support to students or Cross-Curricular opportunities with designated Specialist	"FLEX" Time for Grade-Level Teams to provide SEL, individualized academic support to students or Cross-Curricular opportunities with designated Specialist 12:45-1:25	"FLEX" Time for Grade-Level Teams to provide SEL, individualized academic support to students or Cross-Curricular opportunities with designated Specialist
7th Period 1:47-2:30 (43 min)	ELA/Math/SS/Sci Classes/Possible Specialist Class	ELA/Math/SS/Sci Classes/Possible Specialist Class 1:25-2:05	ELA/Math/SS/Sci Classes/Possible Specialist Class
Teacher Prep 2:30-3:10	Prep	Staff Meeting 2:45 - 4:00	Prep

Grades 2nd and 4th

	Monday	Tuesday	Wednesday	Thursday	Friday
1st Period 8:25-9:08 (43 min)	ELA/Math/SS/Sci Classes Possible Specialist Class for 2nd Grade		ELA/Math/SS/Sci Classes Possible Specialist Class for 2nd Grade 8:25-9:05		ELA/Math/SS/Sci Classes Possible Specialist Class for 2nd Grade
2nd Period 9:08-9:51 (43 min)	ELA/Math/SS/Sci Classes		ELA/Math/SS/Sci Classes 9:05-9:45		ELA/Math/SS/Sci Classes

3rd Period 9:51-10:34 (43 min)	ELA/Math/SS/Sci Classes	ELA/Math/SS/Sci Classes 9:45-10:25	ELA/Math/SS/Sci Classes
Recess 10:34-10:54 (20 min)		Recess 10:25-10:45	
4th Period 10:54-11:37 (43 min)	ELA/Math/SS/Sci Classes	ELA/Math/SS/Sci Classes 10:45-11:25	ELA/Math/SS/Sci Classes
5th 11:37-12:20 (43 min)	ELA/Math/SS/Sci Classes	ELA/Math/SS/Sci Classes 11:25-12:05	ELA/Math/SS/Sci Classes
Lunch 12:20-1:04 (44 min)		Lunch 12:05-12:45	
6th Period 1:04-1:47 (43 min)	"FLEX" Time for Grade-Level Teams to provide SEL, individualized academic support to students or Cross-Curricular opportunities with designated Specialist	"FLEX" Time for Grade-Level Teams to provide SEL, individualized academic support to students or Cross-Curricular opportunities 12:45-1:25	"FLEX" Time for Grade-Level Teams to provide SEL, individualized academic support to students or Cross-Curricular opportunities with designated Specialist
7th Period 1:47-2:30 (43 min)	ELA/Math/SS/Sci Classes/Possible Specialist Class	ELA/Math/SS/Sci Classes/Possible Specialist Class 1:25-2:05	ELA/Math/SS/Sci Classes/Possible Specialist Class
Teacher Prep 2:30-3:10	Prep	Staff Meeting 2:45 - 4:00	Prep

[Upper School Schedule Proposal](#)

**Woodside School:
Upper School Bell Schedule (Gr. 5-8)
2020-2021
(See link above for sample class schedules)**

	Monday	Tuesday	Wednesday	Thursday	Friday
	8:50-9:30	8:50-9:30	8:50-9:25	8:50-9:30	8:50-9:30
	9:30-10:10	9:30-10:10	9:25-10:00	9:30-10:10	9:30-10:10
	10:10-10:30	10:10-10:30	10:00-10:20	10:10-10:30	10:10-10:30
	10:30-11:10	10:30-11:10	10:20-10:55	10:30-11:10	10:30-11:10
	11:10-11:50	11:10-11:50	10:55-11:30	11:10-11:50	11:10-11:50

	11:50-12:30	11:50-12:30	11:30-12:05	11:50-12:30	11:50-12:30
	12:30-1:10	12:30-1:10	12:05-12:45	12:30-1:10	12:30-1:10
	1:10-1:50	1:10-1:50	12:45-1:20	1:10-1:50	1:10-1:50
	1:50-2:30	1:50-2:30	1:20-1:55	1:50-2:30	1:50-2:30
	2:30-3:10	2:30-3:10	1:55-2:30	2:30-3:10	2:30-3:10

APPENDIX E: Reference / FAQ by Topic

School Day Operations

Stable Cohorts

Sports, Electives, Extracurricular Activities; Visitors and Volunteers

Tardies and Absences

Distance Learning vs. In-Person Learning

Procedures for Student and Staff Safety

COVID-19 Protocol

Instructional Practices: Curriculum, data, and assessment

Instructional Practices: Best Practices

Staff Support

Bridging Curriculum and Wellness

Distance Learning Consistency and Structure

Distance Learning Synchronous and asynchronous learning

Distance Learning Feedback and formative assessments

Distance Learning Staff Support

Schedule Overviews

Equity

Staffing/Program Maintenance

WESD, School Reopening Task Force Guidelines for 2020-21

Technology support for students with factors impacting the ability to access academics via the Internet (unhoused, in transition, leading household, geographical limits, etc.) during distance learning

Students access to digital devices and training on the use of those devices to complete learning expectations

Digital Platforms

Technology Support during Distance Learning

Video Conferencing Platforms and Norms

Procedures for entering and exiting campus and movement around campus.

Classrooms/Indoor Spaces

Restrooms and drinking fountains.

Outdoor Spaces

Bus Procedures

How will the district provide services for students with IEPs?

IEP meetings

Psychoeducational Assessments

SUPPORTS FOR STUDENTS WITH SSTs or 504 plans

SUPPORTS FOR ENGLISH LANGUAGE LEARNERS AND THEIR FAMILIES

Human Resources: Staff Input regarding Human Resources

Staff Assignment and Accommodations

Staff Health and Safety

Budget

Communications Plan