

Wrangell Public School District: CONTINUITY OF LEARNING

| | Low Risk | Medium Risk | High Risk | Notes |
|--|---|---|---|-------|
| Learning Gaps | <p>Use COVID-19 as teaching tool. Examples: Science: virus mutation and transmission;</p> <input type="checkbox"/> History: impact of epidemics on history; English: Poe's Masque of the Red Death; Math: models of contagion, etc. <input type="checkbox"/> Intervention class | <p>Use COVID-19 as teaching tool. Examples: Science: virus mutation and transmission;</p> <input type="checkbox"/> History: impact of epidemics on history; English: Poe's Masque of the Red Death; Math: models of contagion, etc. <input type="checkbox"/> Intervention class | <p>Use COVID-19 as teaching tool. Examples: Science: virus mutation and transmission;</p> <input type="checkbox"/> History: impact of epidemics on history; English: Poe's Masque of the Red Death; Math: models of contagion, etc. <input type="checkbox"/> Intervention class | |
| | <input type="checkbox"/> Individual Learning Plans for particular students especially Tier III students | <input type="checkbox"/> Individual Learning Plans for particular students especially Tier III students | <input type="checkbox"/> Individual Learning Plans for particular students especially Tier III students | |
| | <input type="checkbox"/> Assign small group learning | <input type="checkbox"/> Assign small group learning | <input type="checkbox"/> Assign small group learning | |
| | <input type="checkbox"/> RtI meetings in PLC groups scheduled each week | <input type="checkbox"/> RtI meetings in PLC groups scheduled each week | <input type="checkbox"/> RtI meetings in PLC groups scheduled each week | |
| | <input type="checkbox"/> Regular PLC meetings to discuss Tier I and Tier II groups | <input type="checkbox"/> Regular PLC meetings to discuss Tier I and Tier II groups | <input type="checkbox"/> Regular virtual PLC meetings to discuss Tier I and Tier II groups | |
| | <input type="checkbox"/> Regular PLC meetings to discuss diversity in lesson planning and MAP data | <input type="checkbox"/> Regular PLC meetings to discuss diversity in lesson planning and MAP data | <input type="checkbox"/> Regular virtual PLC meetings to discuss student engagement strategies in distance learning | |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| Interventions / Meeting the Needs of Students with Disabilities | <input type="checkbox"/> Revise IEPs/504s to reflect the COVID-19 situation. Learning can be in person or distance | <input type="checkbox"/> Revise IEPs/504s to reflect the COVID-19 situation. | <input type="checkbox"/> Revise IEPs/504s to reflect the COVID-19 situation via distance learning | |
| | <input type="checkbox"/> Refresh documentation process for blended learning, distance learning and modified attendance | <input type="checkbox"/> Refresh documentation process for blended learning, distance learning and modified attendance | <input type="checkbox"/> Refresh documentation process for distance learning and modified attendance | |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |

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| School Schedules | <input type="checkbox"/> MS/HS Maintain 5 day school week. Half days on Friday for secondary schools. | <input type="checkbox"/> MS/HS Maintain 5 day school week. Half days on Friday for secondary schools. | <input type="checkbox"/> Distance learning | |
| | <input type="checkbox"/> Revise attendance policy to allow for more frequent absences. | <input type="checkbox"/> Revise attendance policy to allow for more frequent absences. | <input type="checkbox"/> Secondary Schools 8:45-3:25; regular class schedule | |
| | <input type="checkbox"/> Extend passing periods to allow for more handwashing, etc. | <input type="checkbox"/> Extend passing periods to allow for more handwashing, etc. | <input type="checkbox"/> Elementary 8-11 and 12 to 3 split shift plans | |
| | <input type="checkbox"/> Split MS/HS lunch times and use both common areas. | <input type="checkbox"/> Split MS/HS lunch times and use both common areas. | <input type="checkbox"/> | |
| | <input type="checkbox"/> Allow HS students to drop elective classes not needed for graduation. | <input type="checkbox"/> Allow HS students to drop elective classes not needed for graduation. | <input type="checkbox"/> | |
| | <input type="checkbox"/> Use library etc. to divide up larger classes when conducive to instruction. Examples: double math classes, etc. | <input type="checkbox"/> Use library etc. to divide up larger classes when conducive to instruction. Examples: double math classes, etc. | <input type="checkbox"/> | |
| | <input type="checkbox"/> Elementary split schedule for 5 days a week for blended learning environment | <input type="checkbox"/> Elementary split schedule for 5 days a week for blended learning environment | <input type="checkbox"/> | |
| | <input type="checkbox"/> Half day learning at the secondary schools would continue with 7 class periods done in cohorts or pods to minimize mixing students - dismissal at 12:30 | <input type="checkbox"/> Half day learning at the secondary schools would continue with 7 class periods done in cohorts or pods to minimize mixing students - dismissal at 12:30 | <input type="checkbox"/> | |
| | <input type="checkbox"/> Elementary hours 8-11 am for morning shift and 12 to 3 pm for afternoon shift | <input type="checkbox"/> Elementary hours 8-11 am for morning shift and 12 to 3 pm for afternoon shift | <input type="checkbox"/> | |
| Delivery Methods | <input type="checkbox"/> Online and blended learning classes | <input type="checkbox"/> Online and blended learning classes | <input type="checkbox"/> | |
| | <input type="checkbox"/> 1:1 devices; iPads for K-5, Chromebooks for 6-12 | <input type="checkbox"/> 1:1 devices; iPads for K-5, Chromebooks for 6-12 | <input type="checkbox"/> | |
| | <input type="checkbox"/> Use half day Fridays to develop "distance learning" in the classroom in order to train students/teachers, etc. | <input type="checkbox"/> Secondary schools - Use half day Fridays to develop "distance learning" in the classroom in order to train students/teachers, etc. | <input type="checkbox"/> | |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| | <input type="checkbox"/> Encourage the use of google sharing, etc. to reduce the amount of paper. | <input type="checkbox"/> Encourage the use of google sharing, etc. to reduce the amount of paper. | <input type="checkbox"/> | |
| | <input type="checkbox"/> Have art, music and shop teachers develop sanitation plans conducive to their classes and instructional needs. | <input type="checkbox"/> Have art, music and shop teachers develop sanitation plans conducive to their classes and instructional needs. | <input type="checkbox"/> | |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |

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| <p>Professional Learning for Educators</p> | <input type="checkbox"/> 5 In service days at the beginning of the year to learn and practice safety precautions <input type="checkbox"/> AKSVS training for interested staff <input type="checkbox"/> Include the paras! Begin teacher in service on August 26- 27 Inservice as planned with August 28th staying a workday. The following week, we would use our remaining 5 in service days scheduled in October, March and April during the week of August 31 – Sept 4 for COVID-19 response training and practice. During that week, Professional Development morning classes used for COVID/Distance Learning training. The afternoons for site- based work on what we learned in the mornings. This would give us a student start date of Tuesday, September 8th and would impact only the student start date on our approved calendar. We would ask for School Board approval on the change of the start date. <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> 5 In service days at the beginning of the year to learn and practice safety precautions <input type="checkbox"/> AKSVS training for interested staff <input type="checkbox"/> Include the paras! Begin teacher in service on August 26- 27 Inservice as planned with August 28th staying a workday. The following week, we would use our remaining 5 in service days scheduled in October, March and April during the week of August 31 – Sept 4 for COVID-19 response training and practice. During that week, Professional Development morning classes used for COVID/Distance Learning training. The afternoons for site- based work on what we learned in the mornings. This would give us a student start date of Tuesday, September 8th and would impact only the student start date on our approved calendar. We would ask for School Board approval on the change of the start date. <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> 5 In service days at the beginning of the year to learn and practice safety precautions <input type="checkbox"/> AKSVS training for interested staff <input type="checkbox"/> Include the paras! Begin teacher in service on August 26- 27 Inservice as planned with August 28th staying a workday. The following week, we would use our remaining 5 in service days scheduled in October, March and April during the week of August 31 – Sept 4 for COVID-19 response training and practice. During that week, Professional Development morning classes used for COVID/Distance Learning training. The afternoons for site- based work on what we learned in the mornings. This would give us a student start date of Tuesday, September 8th and would impact only the student start date on our approved calendar. We would ask for School Board approval on the change of the start date. <input type="checkbox"/> <input type="checkbox"/> | |
| <p>Staffing</p> | <input type="checkbox"/> 1 full time Health Aides for Elementary and Secondary <input type="checkbox"/> 2 full time Sanitation Aides - 1 Elementary/ 1 Secondary <input type="checkbox"/> If funding is available for 8 additional staff for elementary, then students would have 5 full day schedules <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> 1 full time Health Aides for Elementary and Secondary <input type="checkbox"/> 2 full time Sanitation Aides - 1 Elementary/ 1 Secondary <input type="checkbox"/> Need additional staffing for MS/HS lunches. <input type="checkbox"/> Plans to cover quarantined or sick staff. <input type="checkbox"/> | <input type="checkbox"/> 1 full time Health Aides for Elementary and Secondary <input type="checkbox"/> 2 full time Sanitation Aides - 1 Elementary/ 1 Secondary <input type="checkbox"/> Health and Sanitation aides can also support distance learning <input type="checkbox"/> Distance lunch delivery for students - similar to the plan used in March-May 2020 <input type="checkbox"/> | |

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| <p>Additional Considerations</p> | <input type="checkbox"/> Enter text here <input type="checkbox"/> Lockers assigned on an every-other-one basis; allow students to turn down lockers. <input type="checkbox"/> Student travel permitted if we are low risk and the community they travel to is low risk <input type="checkbox"/> Develop list of "Simple" things to contain covid: don't share pencils, keep doors open to reduce touching door handles, keep windows open, etc. <input type="checkbox"/> Order customized masks for each teacher/para with reminders printed on the mask <input type="checkbox"/> Food service for elementary - must sign up online; link on WPSD website and in school bulletin <input type="checkbox"/> MS/HS lunch sign up on school website exactly like last year <input type="checkbox"/> | <input type="checkbox"/> Enter text here <input type="checkbox"/> Lockers assigned on an every-other-one basis; allow students to turn down lockers. <input type="checkbox"/> Develop list of "Simple" things to contain covid: don't share pencils, keep doors open to reduce touching door handles, keep windows open, etc. <input type="checkbox"/> Order customized masks for each teacher/para with reminders printed on the mask <input type="checkbox"/> Food service for elementary - must sign up online; link on WPSD website and in school bulletin <input type="checkbox"/> MS/HS lunch sign up on school website exactly like last year <input type="checkbox"/> | <input type="checkbox"/> Enter text here <input type="checkbox"/> No student activities since students are not allowed in buildings <input type="checkbox"/> Coaches will make regular contact with athletes and other activities to keep students practice or conditioning <input type="checkbox"/> School lunches will be delivered <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | |
| <p>Connections with Stakeholders</p> | <input type="checkbox"/> Committee meetings for stakeholder input in June <input type="checkbox"/> smartstart@wpsd.us for questions, comments or concerns; emails answered daily <input type="checkbox"/> Present reentry plan to public on July 27 <input type="checkbox"/> Provide "at home" learning strategies for parents <input type="checkbox"/> Suggest professional development opportunities for families to create good study environments, healthy habits, and routines <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> Committee meetings for stakeholder input in June <input type="checkbox"/> smartstart@wpsd.us for questions, comments or concerns; emails answered daily <input type="checkbox"/> Present reentry plan to public on July 27 <input type="checkbox"/> Assign students/parents to a specific contact person for tech related issues.. <input type="checkbox"/> Suggest professional development opportunities for families to create good study environments, healthy habits, and routines <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> Committee meetings for stakeholder input in June <input type="checkbox"/> smartstart@wpsd.us for questions, comments or concerns; emails answered daily <input type="checkbox"/> Present reentry plan to public on July 27 <input type="checkbox"/> Assign students/parents to a specific contact person for tech related issues.. <input type="checkbox"/> Suggest professional development opportunities for families to create good study environments, healthy habits, and routines <input type="checkbox"/> <input type="checkbox"/> | |