

# West Park Charter Academy

## Transition Plan

2020-2021



2695 S. Valentine Avenue

Fresno, CA 93706

559-233-6501

[www.westpark.k12.ca.us](http://www.westpark.k12.ca.us)



---

## WPCA's Mission & Vision

### Mission Statement

West Park Charter Academy offers alternative learning opportunities for students who want to work outside of the traditional school setting. We focus on personalized strategies, rigorous standards, college and career readiness, and outcomes relevant to the student. West Park Charter Academy challenges and inspires students to succeed academically and to be responsible citizens.

### Vision Statement: "Looking to the future"

As graduates of the West Park Charter Academy program, students will be competent in technology, will have achieved high levels of academics, and will be effective communicators. In addition, students will develop attainable future goals and become responsible, productive citizens who make positive contributions to society.



## A Message From the Director

*I would like to welcome back all of our West Park Charter Academy (WPCA) students, families, and staff members to the 2020-2021 School Year...one we will never forget!*

*Although our plans to reopen our learning centers in Fresno and Hanford with students on-site receiving full academic services were altered once again in July, our commitment to providing students with high-quality instruction/support will continue. We will continue to follow CDC and governmental guidelines for the safe transition of our students back at their respective learning center through the implementation of these plans.*

*Our program's stakeholders (students, parents/guardians, and staff) are very important to us-and from your input/feedback, a Learning Continuity and Attendance Plan (LCP) was recently created. This plan will ensure that each and every student is supported academically and social-emotionally. Moreover, teachers & support staff will be provided with a safe environment to instruct, as well as to receive training to provide the best teaching possible. The following guarantees are outlined in the LCP:*

- *Consistent delivery platform for instruction*
- *Consistent weekly schedule*
- *Established teacher, counselor, and support staff availability*
- *Regular and Consistent Communication*
- *Weekly Instruction & Labs/Classes*
- *Academic & Guidance Counseling Support*

*WPCA's Extended Home Learning is the school's opening transition plan to meet CDC and governmental guidelines. This plan ensures that each student has access and equity to adopted core and supplemental print and digital curriculum, a device (i.e. Chromebook), as well as weekly instruction provided by their respective independent study teacher. Instructional and support staff will ensure that the continuity of learning takes place through consistent and ongoing progress monitoring of each student's academic needs/progress.*

*The LCP also ensures that students who require additional accommodations are supported- this includes: students with exceptional needs, students with diverse learning needs, Foster Youth, Homeless Youth, students who are medically fragile, students from low-socioeconomic households, and English Language Learners.*

*As we navigate our way through these uncertain times, our partnership is more important than ever. Communication amongst the school, parents/guardians, and students will play a vital role. WPCA staff members will make every effort to support your needs at home while working through Extended Home Learning. Please do not hesitate to contact your student's teacher(s), support staff, and/or administrators with any questions.*

*Thank you for the support you provide to your student(s) at home!*

*In health,*

**Ramiro Elizondo - Director, WPCA**





---

## Table of Contents

- I. Safety Closure vs. Extended Home Learning Plan**
- II. Continuity of Learning Plan: Guarantees**
- III. Transitional Model Approach General Information**
- IV. Overview of Transitional Models**
- V. Frequently Asked Questions**
- VI. Plan C: Extended Home Learning Details**
- VII. Roles in Supporting Extended Home Learning/Independent Study**



## I. Crisis Response vs Extended Home Learning Plan

 <b>Safety Closure (March - May 2020)</b>	 <b>Extended Home Learning/Independent Study Plan (August 2020- TBD)</b>
<ul style="list-style-type: none"><li><input checked="" type="checkbox"/> Teacher Check-Ins</li><li><input checked="" type="checkbox"/> Reactive Response</li><li><input checked="" type="checkbox"/> Focus on review</li><li><input checked="" type="checkbox"/> Restricted ability to teach new concepts</li><li><input checked="" type="checkbox"/> No harm grading</li><li><input checked="" type="checkbox"/> Textbook-based &amp; Online Platforms</li><li><input checked="" type="checkbox"/> Limited Assessments</li></ul>	<ul style="list-style-type: none"><li>★ Teacher-Led Weekly (Virtual) Instruction</li><li>★ Focused, Targeted Lessons</li><li>★ Focus on Grade-Level Standards &amp; Essential Standards</li><li>★ Scheduled Weekly Appointments (teachers and students)</li><li>★ Academic/progress monitoring</li><li>★ Assessments scheduled to identify learning loss &amp; determine academic levels</li><li>★ Access to Textbooks, Online Platforms, &amp; Chromebooks</li></ul>



## II. Continuity of Learning Plan Guarantees\*



**Consistent Instructional Delivery Platform**



**Consistent Weekly Schedule (Appointments & Labs/Classes)**



**Established Weekly Appointments, Labs, & Classes**



**Consistent Communication**



**Textbook and Online Curriculum Platform-based Assignments**



**Individual Check-Ins**

*\*Based on stakeholder input/feedback*






### III. Transitional Models: General Information

<p><b>A</b></p> <p><b>School Schedule: Plan A</b> <b>Independent Study (Weekly Appointment)</b></p>	<p><b>B</b></p> <p><b>School Schedule: Plan B</b> <b>Independent Study (Weekly Appointment with Safeguards)</b></p>	<p><b>C</b></p> <p><b>School Schedule: Plan C</b> <b>Extended Learning/Independent Study (From Home)</b></p>
<p>Independent study (I.S.) would continue for all students enrolled at WPCA, with students attending weekly on-site appointments with their teacher, and any on-site labs/classes.</p> <p>Little to no vetting/safeguards required (i.e. no temperature checks, masks/face coverings, etc.)</p> <p>Students would have the option to spend time completing work and/or getting help at school, or at home.</p> <p>Students' completed work per learning period would continue generating attendance.</p>	<p>Independent study (I.S.) would continue for all students enrolled at WPCA, with students attending weekly on-site appointments with their teacher, and any on-site labs/classes.</p> <p>Health &amp; safety protocols/vetting in place (i.e. no-touch temperature checks, masks/face coverings, etc.)</p> <p>Students would have to leave their respective learning center as soon as their weekly appointment with their teacher is over.</p> <p>Students' completed work per learning period would continue generating attendance.</p>	<p>Extended Home Learning (EHL)/Independent Study would continue for all students; participate in learning from home.</p> <p>EHL, per State guidance, includes interaction, instruction, and check-ins via online platform. It is similar to in-person instruction with students receiving instruction from their teacher(s) and support from tutors virtually.</p> <p>Students' completed work per learning period would continue generating attendance.</p>



## IV. Overview of Transitional Models

PROGRAM OVERVIEW		
 <b>Plan A</b> <b>Independent Study</b> <b>(Weekly Appointment)</b>	 <b>Plan B</b> <b>Independent Study (Weekly</b> <b>Appointment with</b> <b>Safeguards)</b>	 <b>Plan C</b> <b>Extended</b> <b>Learning/Independent Study</b> <b>(From Home)</b>
<p>Students have full access to their learning center to receive weekly instruction on-site from their teacher(s), and complete work independently at home.</p> <p>Labs and classes are held on-site each week.</p> <p>Students have access to textbooks, Chromebooks, and other materials/supplies.</p> <p>Maintain a full EHL option for those families who do not want to attend in person.</p>	<p>Health safeguards and vetting are practiced at the learning centers.</p> <p>Students have limited access to their learning center, but will receive weekly instruction on-site from their teacher(s), and complete work independently at home. Students must leave immediately after their appointment is over.</p> <p>Weekly labs and classes are held virtually (online).</p> <p>Students have access to textbooks, Chromebooks, and other materials/supplies.</p> <p>Maintain a full EHL option for those families who do not want to attend in person.</p>	<p>Students do not have access to their learning center, but will receive weekly instruction from their teacher(s) virtually (online).</p> <p>Weekly labs and classes are held virtually (online).</p> <p>Students have access to textbooks, Chromebooks, and other materials/supplies.</p>





## IV. Overview of Transitional Models (cont.)

WHERE & WHEN		
A	B	C
Independent Study (Weekly Appointment)	Independent Study (Weekly Appointment with Safeguards)	Extended Learning/Independent Study (From Home)
<p>The Independent Study program operates as usual, with a combination of in-person instruction/support at learning centers for:</p> <ul style="list-style-type: none"> <li>• Weekly instructional appointments with teacher (1 hour)</li> <li>• Weekly labs and classes</li> <li>• Weekly tutorial assistance</li> </ul> <p>Staff and students follow health and safety precautions.</p>	<p>Weekly appointments with teacher(s) at learning centers</p> <p>Limited access to learning centers for:</p> <ul style="list-style-type: none"> <li>• Weekly instructional appointments with teacher (1 hour)</li> <li>• Weekly labs and classes</li> <li>• Weekly tutorial assistance</li> </ul> <p>Staff and students follow health and safety precautions.</p>	<p>Weekly instructional appointments with teacher(s) held virtually (online)</p> <p>Weekly labs and classes held virtually (online)</p> <p>Tutorial assistance held virtually (online)</p> <p>Staff follow health and safety precautions.</p>

TEACHER		
A	B	C
Independent Study (Weekly Appointment)	Independent Study (Weekly Appointment with Safeguards)	Extended Learning/Independent Study (From Home)



West Park Elementary School District Certificated Teacher

## IV. Overview of Transitional Models (cont.)

CURRICULUM		
<b>A</b> <b>Independent Study (Weekly Appointment)</b>	<b>B</b> <b>Independent Study (Weekly Appointment with Safeguards)</b>	<b>C</b> <b>Extended Learning/Independent Study (From Home)</b>
WPCA Adopted Core and Supplemental Curriculum (Print and Digital)		
ATTENDANCE		
<b>A</b> <b>Independent Study (Weekly Appointment)</b>	<b>B</b> <b>Independent Study (Weekly Appointment with Safeguards)</b>	<b>C</b> <b>Extended Learning/Independent Study (From Home)</b>
<p>Per program requirements, students will attend weekly instructional appointments, labs, and classes with teachers in-person.</p> <p>Students' completed work per learning period would continue generating attendance.</p>	<p>Per program requirements, students will attend weekly instructional appointments, labs, and classes with teachers in-person.</p> <p>If EHL option is selected, students must attend weekly instructional appointments, labs, and classes virtually (online).</p> <p>Students' completed work per learning period would continue generating attendance.</p>	<p>Students will attend weekly instructional appointments, labs, and classes with teachers virtually (online).</p> <p>Students' completed work per learning period would continue generating attendance.</p>



## IV. Overview of Transitional Models (cont.)

### PROGRAM CHOICE TRANSITION

<b>A</b> Independent Study (Weekly Appointment)	<b>B</b> Independent Study (Weekly Appointment with Safeguards)	<b>C</b> Extended Learning/Independent Study (From Home)
Transition to the next phase will be considered at the end of each of the learning periods, aligned with the expectations and mandates from the Fresno Public Health Department. The decision will be based on state and local health and safety guidelines. Families will have the option to continue participating in the EHL model if they do not want their student(s) to attend in person.		

### TRANSFER IMPACT

<b>A</b> Independent Study (Weekly Appointment)	<b>B</b> Independent Study (Weekly Appointment with Safeguards)	<b>C</b> Extended Learning/Independent Study (From Home)
The student maintains enrollment in their current school.		

### STUDENTS WITH DIVERSE LEARNING NEEDS

English Learners, Foster/Homeless, Medically Vulnerable

<b>A</b> Independent Study (Weekly Appointment)	<b>B</b> Independent Study (Weekly Appointment with Safeguards)	<b>C</b> Extended Learning/Independent
--	--	---



		<b>Study (From Home)</b>
WPCA staff will reach out to these special populations to address their unique needs and circumstances.		

## IV. Overview of Transitional Models (cont.)

<b>INDIVIDUAL EDUCATION PLAN (IEP) &amp; 504 PLAN</b>		
<b>A</b>	<b>B</b>	<b>C</b>
<b>Independent Study (Weekly Appointment)</b>	<b>Independent Study (Weekly Appointment with Safeguards)</b>	<b>Extended Learning/Independent Study (From Home)</b>
<p>Individualized Education Plan (IEP) services &amp; 504 supports will be implemented and provided to students during weekly in-person instructional appointments and/or labs and classes (on-site).</p>	<p>Individualized Education Plan (IEP) services &amp; 504 supports will be implemented and provided to students during weekly in-person instructional appointments (on-site).</p> <p>Staff and students follow health and safety precautions.</p> <p>If EHL option is selected, students must attend weekly instructional appointments, labs, and classes virtually (online).</p> <p>Students will have access to weekly online tutorial sessions with support staff.</p>	<p>Individualized Education Plan (IEP) services &amp; 504 supports will be implemented and provided to students during weekly instructional appointments virtually (online) to the extent possible.</p> <p>Staff and students follow health and safety precautions.</p> <p>Students must attend weekly instructional appointments, labs, and classes virtually (online).</p> <p>Students will have access to weekly online tutorial sessions with support staff.</p>



## IV. Overview of Transitional Models (cont.)

### SUPPORT ACTIVITIES

<b>A</b> Independent Study (Weekly Appointment)	<b>B</b> Independent Study (Weekly Appointment with Safeguards)	<b>C</b> Extended Learning/Independent Study (From Home)
Students may participate in co-curricular and extra-curricular activities at WPCA when restrictions are lifted by local and state public health offices.		

### SOCIAL EMOTIONAL SUPPORTS

<b>A</b> Independent Study (Weekly Appointment)	<b>B</b> Independent Study (Weekly Appointment with Safeguards)	<b>C</b> Extended Learning/Independent Study (From Home)
Social-emotional supports are available to all students during all phases. Delivery of support may be provided virtually, or in-person based on the current model and following local and state health and safety guidelines.		

### STAFF TRAINING/PROFESSIONAL DEVELOPMENT

<b>A</b> Independent Study (Weekly Appointment)	<b>B</b> Independent Study (Weekly Appointment with Safeguards)	<b>C</b> Extended Learning/Independent Study (From Home)
--	--	---



Training topics for staff include but are not limited to health and safety protocols, on-line learning/assessment platforms, instructional strategies/best practices, online standards based-curriculum, equity and inclusion, and social-emotional support.

## V. Frequently Asked Questions

### Q: Will students receive weekly instruction with their teacher(s)?

<p style="text-align: center;"><b>A</b></p> <p style="text-align: center;"><b>Independent Study (Weekly Appointment)</b></p>	<p style="text-align: center;"><b>B</b></p> <p style="text-align: center;"><b>Independent Study (Weekly Appointment with Safeguards)</b></p>	<p style="text-align: center;"><b>C</b></p> <p style="text-align: center;"><b>Extended Learning/Independent Study (From Home)</b></p>
<p><b>YES</b> When conditions permit, we will return to our normal schedules (full access to learning centers) with:</p> <ul style="list-style-type: none"> <li>● In-person weekly instructional appointments</li> <li>● Labs</li> <li>● Classes</li> <li>● Tutorial sessions</li> </ul>	<p><b>YES</b> When conditions permit, we will return to our normal schedules (limited access to learning centers) with:</p> <ul style="list-style-type: none"> <li>● In-person weekly instructional appointments</li> <li>● Labs</li> <li>● Classes</li> <li>● Tutorial sessions</li> </ul> <p>Parents/guardians will have the option to continue with EHL. If EHL option is selected, students must attend weekly instructional appointments, labs, and classes virtually (online).</p>	<p><b>YES</b> Students will receive:</p> <ul style="list-style-type: none"> <li>● Weekly virtual (online) instructional appointments</li> <li>● Virtual (online) labs</li> <li>● Virtual (online) classes</li> <li>● Virtual (online) tutorial sessions</li> </ul>



**Q: Will teachers be available to support student and parent questions?**

<p style="text-align: center;"><b>A</b></p> <p style="text-align: center;"><b>Independent Study (Weekly Appointment)</b></p>	<p style="text-align: center;"><b>B</b></p> <p style="text-align: center;"><b>Independent Study (Weekly Appointment with Safeguards)</b></p>	<p style="text-align: center;"><b>C</b></p> <p style="text-align: center;"><b>Extended Learning/Independent Study (From Home)</b></p>
--	--	---

**YES** All WPCA teachers, counselors, and tutors will be available to address questions and provide support to students and families. During PD training days, paraprofessionals and program support staff will support parent and student inquiries; also provide reference to the teacher regarding inquiries.

**Q: Will students have a common way to access their assignments and resources?**

<p style="text-align: center;"><b>A</b></p> <p style="text-align: center;"><b>Independent Study (Weekly Appointment)</b></p>	<p style="text-align: center;"><b>B</b></p> <p style="text-align: center;"><b>Independent Study (Weekly Appointment with Safeguards)</b></p>	<p style="text-align: center;"><b>C</b></p> <p style="text-align: center;"><b>Extended Learning/Independent Study (From Home)</b></p>
--	--	---

**YES** Teachers will have the flexibility to collect work in the manner they deem most appropriate while maintaining Google Classroom, SAVVAS Realize, HRW, etc. as platforms for communication and learning support.

Teachers will provide students with online platform account

**YES** Teachers will have the flexibility to collect work in the manner they deem most appropriate while maintaining Google Classroom, SAVVAS Realize, HRW, etc. as platforms for communication and learning support.

Teachers will provide students with online platform account information, as well as assignment lists for each

**YES** Teachers will have the flexibility to collect work in the manner they deem most appropriate while maintaining Google Classroom, SAVVAS Realize, HRW, etc. as platforms for communication and learning support.

Teachers will provide students with online platform account information, as well as assignment lists for each



information, as well as assignment lists for each learning period.	learning period.	learning period.  More emphasis will be placed on online communication and for submitting assignments.
--	------------------	--

**Q: Will students have additional resources and assignments provided to them each week?**

<b>A</b>	<b>B</b>	<b>C</b>
<b>Independent Study (Weekly Appointment)</b>	<b>Independent Study (Weekly Appointment with Safeguards)</b>	<b>Extended Learning/Independent Study (From Home)</b>
<b>YES</b> Teachers and students will follow their traditional independent study practices while maintaining Google Classroom, SAVVAS Realize, HRW, etc. as platforms for communication and learning support.	<b>YES</b> Teachers will post weekly lesson plans and assignments to supplement the live instruction component of their class. They will meet once weekly to review assignment expectations and provide academic support.	<b>YES</b> Teachers will post weekly lesson plans and assignments to supplement the live instruction component of their class. They will meet once weekly to review assignment expectations and provide academic support.  More emphasis will be placed on online communication and for submitting assignments.

**Q: Will students have the opportunity to work/interact with other students in their class?**

<b>A</b>	<b>B</b>	<b>C</b>
<b>Independent Study (Weekly Appointment)</b>	<b>Independent Study (Weekly Appointment with Safeguards)</b>	<b>Extended Learning/Independent Study (From Home)</b>








**IT DEPENDS** Teachers will determine the best methods to instruct students during weekly instructional appointments. Lab and class teachers will provide opportunities for students to work cooperatively.

**Q: Will families be able to determine when their student can participate in their weekly, live instruction and support?**

<p style="text-align: center;"><b>A</b></p> <p style="text-align: center;"><b>Independent Study (Weekly Appointment)</b></p>	<p style="text-align: center;"><b>B</b></p> <p style="text-align: center;"><b>Independent Study (Weekly Appointment with Safeguards)</b></p>	<p style="text-align: center;"><b>C</b></p> <p style="text-align: center;"><b>Extended Learning/Independent Study (From Home)</b></p>
<p><b>YES</b> Teachers will contact parents/guardians to coordinate and establish a day and time for weekly, on-site instruction.</p> <p>Tutors will also contact parents/guardians to coordinate and establish a day and time for weekly, on-site tutoring sessions.</p> <p>If EHL option is selected, students will receive instruction and support virtually (online).</p>	<p><b>YES</b> Teachers will contact parents/guardians to coordinate and establish a day and time for weekly, on-site instruction.</p> <p>Tutors will also contact parents/guardians to coordinate and establish a day and time for weekly, on-site tutoring sessions.</p> <p>Students will have to leave the learning center immediately after their appointment with their teacher and/or tutor is over.</p> <p>If EHL option is selected, students will receive instruction and support virtually (online).</p>	<p><b>YES</b> Teachers will contact parents/guardians to coordinate and establish a day and time for weekly, virtual (online) instruction.</p> <p>Tutors will also contact parents/guardians to coordinate and establish a day and time for weekly, virtual (online) tutoring sessions.</p>




**Q: Will students be provided lab and class time to participate in discussions with their classmates?**



 <b>A</b>	 <b>B</b>	 <b>C</b>
<b>Independent Study (Weekly Appointment)</b>	<b>Independent Study (Weekly Appointment with Safeguards)</b>	<b>Extended Learning/Independent Study (From Home)</b>

**IT DEPENDS** While there will be opportunities for students and teachers to have discussions in labs and classes, it will be at the teachers' discretion how discussions are led.

**Q: Will there be an established platform for teachers to communicate appointment, lab, and class requirements with parents/guardians and students?**

 <b>A</b>	 <b>B</b>	 <b>C</b>
<b>Independent Study (Weekly Appointment)</b>	<b>Independent Study (Weekly Appointment with Safeguards)</b>	<b>Extended Learning/Independent Study (From Home)</b>
<p><b>YES</b> Teachers will use various platforms to communicate information and requirements for students' weekly appointments, labs, and classes. Some of these platforms include:</p> <ul style="list-style-type: none"> <li>● Gmail</li> <li>● SAVVAS Realize</li> <li>● Google Classroom</li> <li>● HRW</li> <li>● Parent Square</li> <li>● School Pathways</li> </ul>	<p><b>YES</b> Teachers will use various platforms to communicate information and requirements for students' weekly appointments, labs, and classes. Some of these platforms include:</p> <ul style="list-style-type: none"> <li>● Gmail</li> <li>● SAVVAS Realize</li> <li>● Google Classroom</li> <li>● HRW</li> <li>● Parent Square</li> <li>● School Pathways</li> </ul>	<p><b>YES</b> Teachers will use various platforms to communicate information and requirements for students' weekly appointments, labs, and classes. Some of these platforms include:</p> <ul style="list-style-type: none"> <li>● Gmail</li> <li>● SAVVAS Realize</li> <li>● Google Classroom</li> <li>● HRW</li> <li>● Parent Square</li> <li>● School Pathways</li> </ul>

**Q: Will there be a common way students access and submit assignments?**



<p style="text-align: center;"><b>A</b></p> <p style="text-align: center;"><b>Independent Study (Weekly Appointment)</b></p>	<p style="text-align: center;"><b>B</b></p> <p style="text-align: center;"><b>Independent Study (Weekly Appointment with Safeguards)</b></p>	<p style="text-align: center;"><b>C</b></p> <p style="text-align: center;"><b>Extended Learning/Independent Study (From Home)</b></p>
<p><b>YES</b> All teachers will accept completed homework/assignments submitted through Google Classroom or submitted in-person during weekly appointments.</p>	<p><b>YES</b> All teachers will accept completed homework/assignments submitted through Google Classroom or submitted in-person during weekly appointments.</p>	<p><b>YES</b> All teachers will accept completed homework/assignments submitted through Google Classroom or submitted in-person.</p>

**Q: Will students need to have Internet/WiFi connectivity and a device to access class content?**

<p style="text-align: center;"><b>A</b></p> <p style="text-align: center;"><b>Independent Study (Weekly Appointment)</b></p>	<p style="text-align: center;"><b>B</b></p> <p style="text-align: center;"><b>Independent Study (Weekly Appointment with Safeguards)</b></p>	<p style="text-align: center;"><b>C</b></p> <p style="text-align: center;"><b>Extended Learning/Independent Study (From Home)</b></p>
<p><b>YES</b> All WPCA students have access to the program’s WiFi while at their respective learning center. Electronic devices (Chromebooks) are available to all students to check-out during the school year.</p> <p>Students will use a combination of textbooks and Chromebooks (and the Internet) to complete homework, assignments, and projects throughout the year.</p>	<p><b>YES</b> All WPCA students have access to the program’s WiFi while at their respective learning center. Electronic devices (Chromebooks) are available to all students to check-out during the school year.</p> <p>Students will use a combination of textbooks and Chromebooks (and the Internet) to complete homework, assignments, and projects throughout the year.</p>	<p><b>YES</b> All students will need to access their schoolwork and “live” weekly instructional appointments with teachers via the Internet and a device.</p> <p>Chromebooks will be checked out to every student.</p> <p>WiFi hotspots will be provided to students to use during the school year.</p>



WiFi hotspots will be provided to students to use during the school year.	WiFi hotspots will be provided to students to use during the school year.	
---	---	--

## VI. Plan C: Extended Home Learning Details

### EXTENDED HOME LEARNING FOR ALL WPCA STUDENTS (Grades K-12)

- Weekly instructional appointments with teachers via online platform (Zoom and/or Google Meet)
- Teacher and support staff available to parents/guardians and students Monday-Friday during normal business hours
- A consistent weekly instructional appointment & lab/class schedule for students
- Consistent tools/resources for instruction and progress monitoring
- Households will be assigned a Chromebook (and WiFi hotspot if needed)
- Attendance will continue to be generated through students' completed homework/assignments in a given learning period (per Independent Study regulations)
- Students' homework/assignments will be graded and will count just as during a "normal" school year (for grades and credits)
- Students will be assigned to an Independent Study teacher at the start of the school year (or when they enroll at WPCA)
- Tutorial support will be offered to students online via Zoom and/or Google Meet or by phone
- Students' homework/assignments will be textbook and online platform-based
  - *All students will have access to adopted core & supplemental textbooks and online platforms*



## VII. Roles in Supporting Extended Home Learning

### STUDENTS

- Dedicate appropriate time for learning and completing homework/assignments, based on recommendations or as guided by your teacher(s).
- Check your Gmail account for information on classes, assignments, resources daily.
- Ensure that you know your usernames and passwords for the various online platforms and instructional resources. Your teacher will help you with this.
- Set-up a comfortable and quiet space to learn and study at home.
- Engage in online learning activities being offered by your teachers and/or provided through online resources.
- Submit all assignments by due dates established by your teacher(s).
- Communicate with your parents/guardians regarding daily/weekly expectations and assignments.

### TEACHERS

- Develop high quality distance learning lessons/assignments for students that address grade-level & course standards/benchmarks while balancing online learning, volume of work assigned, and student/teacher interaction.
- Provide weekly contact and virtual instruction to each student.
- Provide assignments for each student for each week or by learning period.
- Use strategies for English Learners and provide appropriate accommodations for Special Education students with Individualized Education Plans (IEP) and Section 504 plans, to the extent feasible.
- Provide ways to communicate with and provide feedback to students, facilitate live and pre-recorded lessons, and answer student questions.
- Provide instructional resources and materials through Gmail and/or Google Classroom or best means for family.
- Invite parents/guardians to monitor students' progress in completing assignments and current grades (in each subject and/or course).
- Communicate regularly with parents and families regarding expectations and student progress; if students are not engaged in the lessons and assignments, teachers should contact parents and/or the school counselor/administrator.
- Participate in professional development and virtual learning sessions intended to support distance learning, as applicable.



### **FAMILIES**

- Inform your student's teacher regarding any updates in contact information (address, phone number, email address)
- Assure that a mobile device (cell phone) and internet access are available at home. Chromebooks will be distributed to each student at the start of the school year. Contact your school site if there is a need for internet access for at-home use.
- Monitor District communications on WPESD's website ([www.westpark.k12.ca.us](http://www.westpark.k12.ca.us)) and Parent Square for up-to-date information regarding school closures, instructional continuation plans, and on-line learning resources. Please make sure this email address is in your "approved senders" list in your email program. Visit the District website ([www.westpark.k12.ca.us](http://www.westpark.k12.ca.us)) for resources and up-to-date information on on-line learning.
- Ensure that your children know their usernames and passwords for the necessary online platforms and instructional resources; encourage their participation in online learning offerings.
- Ensure that your child practices good digital citizenship (shows respect to teachers, classmates, and others online).
- Maintain communication with your children's teachers and school counselor/site administrator.
- Engage your children in conversations regarding homework/assignments, assessments, and progress/performance.
- Create a dedicated learning space for your student(s) to participate in their weekly instructional appointments, labs/classes, and complete assignments.
- Monitor student time spent engaging in online and offline learning.
- Support your children's emotional balance by providing time for physical activity and play.