

In the event of a school closure,
please review the following procedures below:

● **Preparedness**

Effective immediately, teachers need to make arrangements for access to instructional materials at home, including bringing home their district issued laptop and charger daily. **If you have not logged into your laptop to date, you MUST complete this task at school immediately.** District issued laptops will not work at home unless the sign in process has been completed in the district first. Also, effective immediately, students should bring home library books, IDR books, math journals, and the Spelling Connections (Grades 3-5) books daily. By the end of the day on Friday, you will be receiving an email from Kathi Kersznowski to join a TEAM. Please join immediately. However, there is no further action required until a school closure has been determined.

● **Instructional Communication***

If we are in a remote learning environment, we ask each teacher to communicate DAILY with his/her class with instructional content for that day. A daily email with instructional plans must be sent between 8:00 a.m. and 9:00 a.m. Keep in mind, some students may need to complete the work after an adult has provided them with the directions in the evening. Please do not require students to print materials from home. However, students may respond using electronic tools such as those available in Seesaw or OneNote. It is IMPERTATIVE that teachers **do not** live stream or video chat with students or families. Do not expect any assignments to be returned in paper form. Unless notified, no grades should be entered. More information will be provided about grades, if applicable. Please be available to check email throughout the day and make the necessary plans for the next day should the school closure status continue.

In grades K-5, teachers should send communication to all parent emails. **All email addresses should be placed in the blind copy field (BCC) for privacy.** In grades 3-5, teachers should also send communication to student emails (FirstInitialLastName@students.wtps.org). Teachers may also use Seesaw or Remind with families – whichever one with which your students and families are already familiar to alert them about the email. Please refer to the [WT Elementary Schools Remote Learning Guide](#) for guidance and direction on emailing families and students. There is a template in the [WT Elementary Schools Remote Learning Guide](#) for your use. (The remote learning guide will be presented on the in-service scheduled for Monday. A copy will also be sent to you via email along with directions to view the recording of the presentation.)

Primary Delivery Apps for Elementary

- Please reference the [Online Learning Plan – Teacher Responsibilities document](#) to guide your planning for remote learning. Please note this document will be finalized by for Monday's presentation. However, the draft should provide you with some direction.
- Grades Pre K-2 will use Seesaw (and Flipgrid); Grades 3-5 will use OneNote (and Flipgrid) as a main resource.
- Some staff, such as special area teachers, will post their plans/activities on their Teacher Page.
- This online learning plan- teacher responsibilities document lists minutes for each content area, special area, and supplemental program. These minutes indicate the approximate time it would take a child to complete the work. Therefore, the minutes **do not** indicate the time a child is on a device.

● A Few Other Options for Online Content Delivery:

** Any of these options should be delivered and/or communicated initially through Seesaw or OneNote*

- [Nearpod](#) - Deliver a student-paced Nearpod with activities; data collected to your dashboard
- [Buncee](#) – You can get a free educator premium account with a teacher dashboard in the event of a closure
- [EdPuzzle](#) – In a teacher account, get a YouTube video and insert stopping points for questions throughout the video. Student responses are recorded in your teacher dashboard.
- [Kahoot](#) – You can make quizzes that students can take asynchronously, and results will appear in your dashboard
- [Screencastify](#) – You can create screencasts (videos of what is on your screen) if you want to give students demonstrative directions
- [Screencast-o-matic](#) – Does the same thing as Screencastify
- [Padlet](#) – You create a digital bulletin board; students can post responses that are visible to all

● Lesson Plans

- The remote learning plan in-service will provide information on lesson planning. Teachers will be using a template to email parents. This template can easily be used to copy and paste daily lessons into OnCourse. Since student plans are communicated daily, you can add plans to OnCourse on a day-by-day basis instead of at the beginning of the week. Plans must be posted each day in OnCourse by 10:00 a.m.

● Support For You

**Teachers – if you and/or your students are not familiar with how to use these platforms, you should get in touch with your Technology Integration Specialist as soon as possible.*

Kathi Kersznowski and Mike Otto will be available for remote support regarding delivering educational content. You can always reach either of them by email (KKersznowski@wtps.org, Motto@wtps.org)



Elementary Online Learning Plan – Teacher Responsibilities

All plans must be submitted to families/students between 8:00-9:00 AM daily.

When developing daily activities, consider the importance of continuing established learning routines, when possible. Begin with review materials and after one week you are encouraged to blend review materials with introducing new content/standards. Please do not require students to print materials from home. Do not expect any assignments to be returned in paper form.

Pre K - 2	
Pre-K Teachers	<ul style="list-style-type: none"> Activities should reflect your daily routine and centers as much as you are able. For example, links to videos (songs, stories, etc.) that are familiar to the students from morning circle or centers. Consider guiding thoughts or talking points for families related to content or a video message for learners and families. All materials should reflect the accommodations and modifications in compliance with each student’s IEP if they are receiving Special Education Services. Differentiated materials and/or direction should be included as appropriate.
K-2 Teachers All subjects	<p>Create daily standards-aligned activities:</p> <ul style="list-style-type: none"> ELA (30 minutes): Include phonics, grammar, reading, and writing activities. Resources for planning might include Foundations materials, Epic, Seesaw lessons, Nearpod lessons, Schoolwide materials, and/or Units of Study resources. Math (20 minutes): Include a variety of practice activities, math games, and fact fluency work. Math journal pages could be modeled using Seesaw. Additional resources for planning might include EM4, ConnectEd, NearPod, and/or FIM. Limit First in Math to an average of 5 minutes daily. Science/Social Studies (10 minutes): Consider integrating science and social studies topics with ELA. Health (5 minutes or 1 activity for the week): Positivity Project resources, Nearpod health lessons, Go Noodle videos, or mindfulness practice. IDR (15 minutes): Encourage students to read or be read to each day. Resources might include choice of trade books, Epic books, and school librarian’s teacher page links. In your daily plan, identify your special area schedule with teacher’s name and/or Spanish teacher’s name. Special area teachers will keep plans and activities current on their Teacher Pages. Please also include one line in your daily plans that states, “Visit your <i>World Language/Spanish Teacher’s Page for activities</i>”. <p><i>*Please note: If a digital platform is being used, please use Seesaw or Flipgrid.</i></p>
Grades 3-5 and ELA Supports	
3-5 ELA Teachers	<p>Create daily standards-aligned activities:</p> <ul style="list-style-type: none"> Reading/Writing activities (30 minutes): Resources for planning might include Wit and Wisdom materials, Spelling Connections/Spelling City activities, American Reading Company materials, grammar activities, Epic books, Nearpod lessons, Newsela, and/or state assessment practice. IDR (30 minutes): Resources might include choice of trade books, Epic, and school librarian’s teacher page links. <p><i>*Please note: If a digital platform is being used, please use OneNote or Flipgrid.</i></p>
Grade 5 Read 180 Teachers	<p>Create daily standards-aligned activities:</p> <ul style="list-style-type: none"> Read 180 Next Gen and System 44 software will be accessible for home use. Please assign 15-20 minutes of activities. Monitor student learning and provide feedback regularly. IDR (30 minutes): Resources might include choice of trade books, EPIC and school librarian’s page.
Reading Specialists/ BSI Reading Team/ Interventionists	<ul style="list-style-type: none"> Plan daily activities (10 minutes) matched to your students’ targeted goals and communicate plans to students/families. Consider using and/or referencing RAZ-Kids, EPIC books, and trade books, Foundations materials, and sight word resources.

Grades 3-5 and Math Supports	
3-5 Math Teachers	<p>Create standards-aligned activities (20 minutes):</p> <ul style="list-style-type: none"> • Include EM journal pages, math games, fact fluency and state test practice. Resources might include ConnectEd, Nearpod, Khan Academy, and/or FIM. • Plans should include a variety of activities in addition to FIM. • Limit First in Math to an average of 8-10 minutes daily and encourage students to use resources beyond the Very Important Facts (VIFs). <p>*Please note: If a digital platform is being used, please use OneNote or Flipgrid.</p>
BSI Math Teachers	<ul style="list-style-type: none"> • Plan First in Math activities by grade level that support current curriculum or student goals (maximum of 10 minutes per day). Communicate activities to families/ students daily. An emphasis on the Practice Gyms, Just the Facts, and Very Important Facts should be targeted to reinforce standards and current units.
Grades 3-5 (Science, Social Studies, and Health)	
3-5 Science or Social Studies Teachers	<p>Create standards-aligned practice activities (15 minutes):</p> <ul style="list-style-type: none"> • Resources for planning might include Online Textbook access, Nearpod activities, and Flipgrid activities related to the current unit. Consider linking videos from National Geographic or using our IMC resources (e.g., PebbleGo Next, Britannica, etc.). <p>*Please note: If a digital platform is being used, please use OneNote or Flipgrid.</p>
3-5 Health/ Homeroom Teachers	<ul style="list-style-type: none"> • Positivity Project resources (5 minutes each day, or one longer activity for the week), Nearpod health lessons, mindfulness activities • In your daily plan, identify your special area schedule with teacher names and/or Spanish teacher's name. Special area teachers will keep plans and activities current on their Teacher Pages. Please also include one line in your daily plans that states, "Visit your <i>World Language/Spanish Teacher's Page</i> for activities". <p>*Please note: If a digital platform is being used, please use OneNote or Flipgrid.</p>
Special Areas and Pre K-5 Supports / Programming	
Special Area Teachers	<ul style="list-style-type: none"> • (15 minutes per class/ grade level) Classroom teachers will direct families to visit your Teacher Page. Please keep it current with resources and plans for each week by grade-level.
World Language/ Spanish Teachers K-5	<ul style="list-style-type: none"> • WL Teachers: Please keep Teacher Page current with a variety of weekly activities/resources for each grade level you teach.
ESL Teachers	<ul style="list-style-type: none"> • Consider using SeeSaw or Flipgrid to send a video message to communicate and share short (5-10 minutes) activities with your students on a daily basis. You may also update your teacher pages with daily resources and plans for the week. Please be sure to see your building principal for additional information.
ELEMEnTS Teachers	<ul style="list-style-type: none"> • Email grade 3-5 students and families directly with a 25-30-minute activity for the week.
ICR Teachers	<ul style="list-style-type: none"> • Please share the responsibility of planning and resource collection by coordinating a set-time to plan daily with the classroom teacher. All materials should reflect the accommodations and modifications in compliance with each student's IEP. Differentiated materials or directions should be emailed to students and their families. Include the following statement on General Education Teacher plans: <i>Students receiving special education services will receive an email from (Special Education Teacher's Name) with additional information.</i>
SCLD/POR Teachers	<ul style="list-style-type: none"> • Communicate with the General Education teacher if any student is in a blended program (Gen Ed/ICR and/or POR/SC). Include the following statement on General Education Teacher plans: <i>Students receiving special education services will receive an email from (Special Education Teacher's Name) with additional information.</i> • Follow the grade level expectations/activity guidelines listed in either K-2 or 3-5 for each subject area using appropriate content/materials based upon current academic levels.

	<ul style="list-style-type: none"> • All materials should reflect the accommodations and modifications in compliance with each student's IEP. Differentiated materials and/or direction should be emailed to students and their families. • Consider guiding thoughts or talking points and/or a video message with materials for families and learners to provide additional guidance/support.
MD/AUTISM Teachers	<ul style="list-style-type: none"> • All materials should reflect the accommodations and modifications in compliance with each student's IEP. Differentiated materials and/or direction should be included. • Activities should reflect your daily routine (circle time/calendar) and centers as much as you are able. For example, links to videos (songs, stories, etc.) that are familiar to the students from previous activities (morning circle or centers). Binders/packets of known skills, procedures, and routines should be sent home with the learners to be used and/or referenced if needed. • Consider guiding thoughts or talking points and/or a video message with materials for families and learners to provide additional guidance/support • Due to the uniqueness of the needs within your program, any folders, manipulatives, consumables, or paper-based materials should be sent home as appropriate.
Speech Teachers	<ul style="list-style-type: none"> • Share expectations and suggested activities via email weekly to reflect students' speech goals. Consider using Flipgrid or One Note to model targeted skill and capture students' approximations (if appropriate). • Finish any upcoming or outstanding reports. • Work on IEPS
OT/PT	<ul style="list-style-type: none"> • Call/email families to provide communication on how to support the child's goals at home. • Make sure voice mail is set up to email so you are able to play messages • Finish any upcoming or outstanding reports. • Work on IEPS • Share any information related to any exercises
Behavior Services/ABA	<ul style="list-style-type: none"> • Create a quick reference sheet that is for all students and add more specific parent friendly recommendations for students that may have more behavioral challenges. • Students prioritized based on level of need: Provide families with services virtually / recorded communication provided by in-district BCBA and DiNovi Associates.
Child Study Teams	<ul style="list-style-type: none"> • All Child Study Team members will use the Realtime internet-based program to complete evaluation reports, work on upcoming annual review documents, and finish IEP related documents. • Social Workers: May conduct social evaluations with parents and students via phone conference. • Psychologists may conduct counseling sessions via telephone; to be documented in the notes section of the Realtime program. • Case Management: Send out Realtime surveys for upcoming meetings • Provide Realtime program improvement suggests to the Director • Case logs and service providers logs will need to filled out in Realtime. • Check Powerschool for student progress and communicate with special education teachers to inquire as to progress of students on case management lists.
Elementary School Counselors	<ul style="list-style-type: none"> • Use email and available online platforms and resources to provide consultation and collaboration with families, administration, teachers, and other staff. • Update website to reflect resources related to mental health services and social/emotional well-being • Under the direction of the Director of School Counseling, provide individual check-ins for students with counseling needs in the IEP and reflect in Realtime case notes section.
Out of District Students	<ul style="list-style-type: none"> • Students receiving services in out of district locations (special education): Out-of-district schools have shared action plans with the special education administration, and the district is carefully monitoring any interruptions that may occur to instruction if an out-of-district school closure while the district remains open.