



Mountain View
Whisman
School District

MVWSD Reopening Plan

July 2, 2020

Guiding Principles



Keep employees and students safe



Be nimble and ready to deliver instruction in any of the Four Scenarios



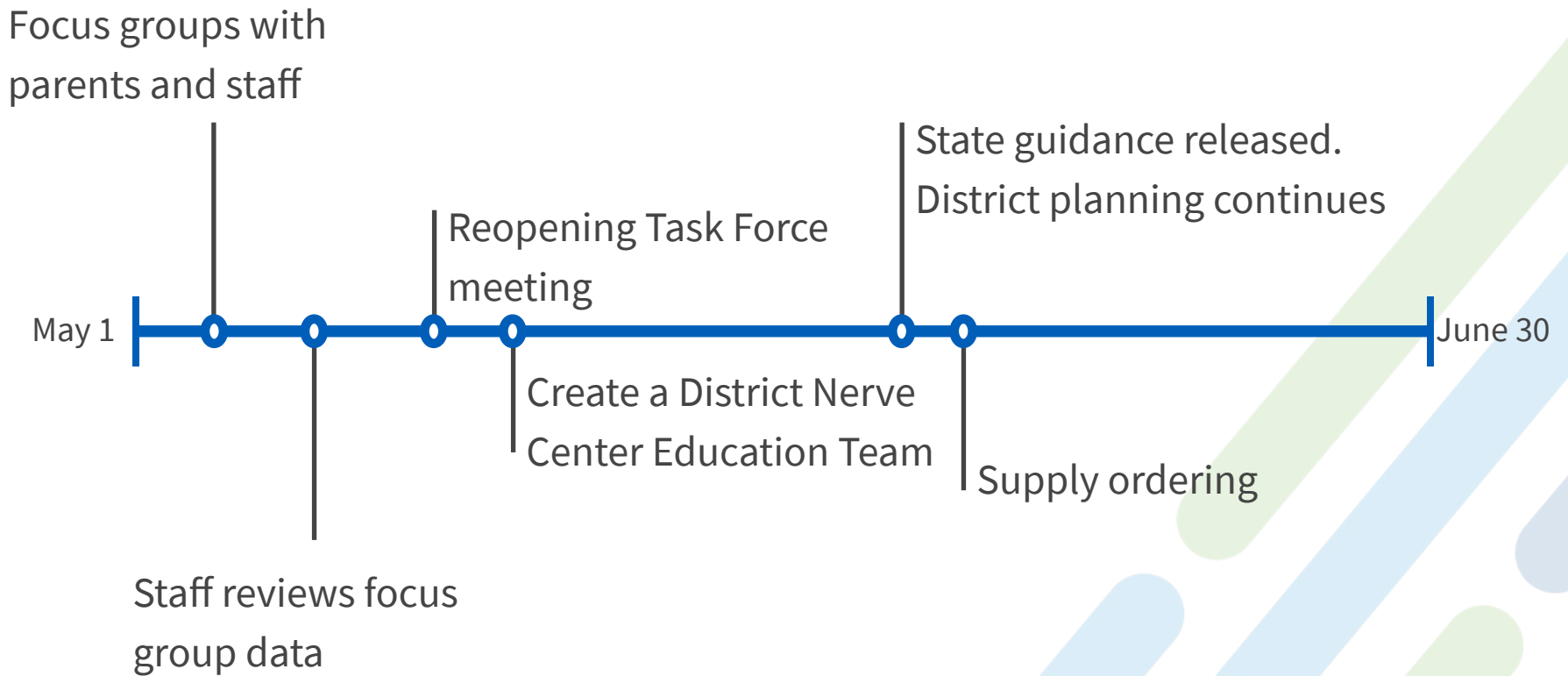
Create high-quality, equitable learning environments for all students



Involve our community in solutions, planning and implementation

MVWSD plan informed by guidance from the California Department of Education, Santa Clara Public Health, Santa Clara County Office of Education, Centers for Disease Control, and Sacramento County Office of Education.

Reopening Timeline- May/June





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What we have learned thus far...

What we know about COVID-19

- COVID-19 is a respiratory illness that is spread from person to person through close contact (6 ft)
- There is no vaccine, no specific medical treatments for COVID-19, but medical assistance can assist with relieving symptoms
- While there are groups of people who are at higher risk for severe illness, everyone including kids are at risk
- Cloth masks that cover your mouth and nose, help protect yourself and others from respiratory droplets



Santa Clara County COVID-19 Cases Dashboard



Data last updated June 26, 2020

This dashboard provides detailed data on cases of COVID-19 in Santa Clara County.

Total Cases
3984

New Cases
100

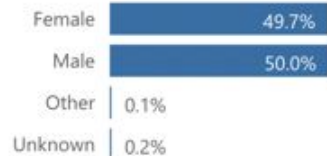
Total Deaths
155

New Deaths
0

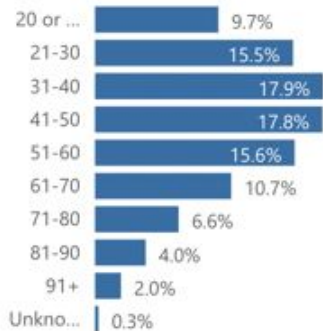
Currently Hospitalized
72

Page Navigation
[→ Death Data](#)

Cumulative Cases by Gender

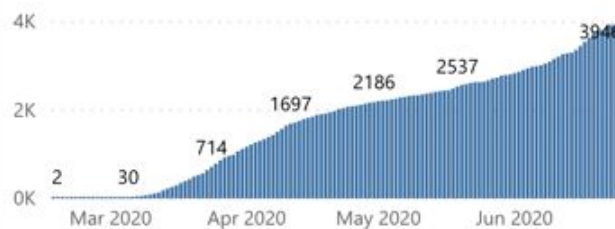


Cumulative Cases by Age Group



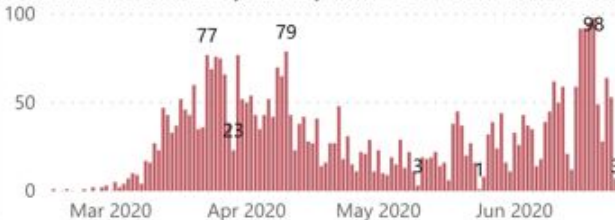
Cumulative Cases by Specimen Collection Date

Values for the most recent 5 days will likely increase as additional results are received.



New Cases by Specimen Collection Date

Values for the most recent 5 days will likely increase as additional results are received.



Cumulative Cases by Race/Ethnicity

Race/Ethnicity	Percent of Cases	Percent of Population
African American	1.9%	2.4%
Asian	16.2%	35.7%
Hispanic	46.2%	25.8%
Native Hawaiian & Other Pacific Islander	0.6%	0.3%
Other	5.3%	3.9%
Unknown	14.7%	
White	15.0%	32.0%
Total	100.0%	100.0%

Cases by Geography

Cases by Zip Code [→ Zip Code](#)

Cases by City [→ Cities](#)

Source: California Reportable Disease Information Exchange, California Department of Finance.

Note: The graphs do not include 38 patients that did not have a valid date for when their specimen was collected. These patients are included in the total numbers presented above. Currently hospitalized includes suspected cases. New cases represent newly identified cases since last reporting and specimen collection date may vary. Other category on race/ethnicity graph includes American Indian/Alaska Native and people who identify as multiple races.

International perspective...

Current as of June 17th

1. Many countries are beginning to reopen K-12 schools

Many countries are using a staged approach to reopening schools, and providing specific health guidelines

NON-EXHAUSTIVE LIST OF EXAMPLES

■ National closure
 ■ Localized closure/reopen
 ■ (Re)-Open



144

Country-wide school closures

1.2bn

Children affected

Schools that stayed open

- | | |
|------------|---------------------|
| Belarus | Nicaragua |
| Burundi | Sweden ² |
| Cabo Verde | Taiwan ¹ |
| Kiribati | Tajikistan |
| Nauru | Turkmenistan |

Schools³ that recently reopened (fully or partially)

- | | | |
|--|---|-------------------------|
| Japan (Localized from 1 st wk of April) | Vietnam ⁸ (April 20) | Australia (May 11) |
| Cook Islands (April 2) | Madagascar (April 22) | France (May 11) |
| Marshall Islands (Apr 6) | China ⁴ – (April 27) | Iceland (May 11) |
| Greenland (April 14) | Svalbard (April 27) | Netherlands (May 11) |
| Tonga (April 14) | Germany (Last wk. of April) | Seychelles (May 11) |
| Vanuatu (April 14-20) | New-Zealand (Apr end) | Switzerland (May 11) |
| Denmark (Primary from Apr 15) | Israel ⁵ (1 st week of May) | South Korea (May 20) |
| Faroe Island (April 20) | Austria ⁶ (May 4) | Cyprus (May 21) |
| Norway (Primary Apr 20) | Papua New Guinea (May 5) | United Kingdom (June 1) |







1. Holidays extended by a few weeks but no formal closure 2. Primary/ secondary schools opened as of April 16; yet, closed for students >16y, opened March end 3. At least one level at the national scale 4. Although very few schools in selected regions 5. Special education schools reopened on April 21 6. For graduating classes only, all compulsory classes May 18th

Source: UNESCO; UNICEF; press search

How schools are operating under COVID-19 internationally...

Current as of June 17th

2. Where schools are re-opening for in-person learning, the school setting has been modified for safety

						
	Denmark	China	Norway	Taiwan	South Africa	Israel
Headline	Opened schools April 15 for children to age 12	China has gradually reopened since March	Opened April 27 for grades 1-4	Never fully closed, with local and temporary closures as needed	Reopening schools in June with phased approach starting with 7 th and 12 th graders	Phased reopening after a new wave of cases, starting with grades 1-3 then 11 and 12.
Health procedures						
Temp checks	✓	✓ Twice a day	✓	✓	✓	✓ Temperature checks either at home or at entry
Staggered arrival	✓	✓	✓		✓	
Handwashing guidance	✓	✓	✓	✓	Gloves provided to students and teachers	✓
Mask requirement		✓		✓	✓	✓
Capacity and operational changes						
Reduction in Classroom size	✓ 50%	✓ 60%	✓ Maximum class size 15 for Grades 1-4, 20 for Grades 5-7.		✓	✓ Initially enforced limits on class sizes and staggering of classes. Limitations were lifted on May 17, 100% return
Physical dividers		✓ Not all schools		✓		
Reduced school bus capacity	✓	✓	✓	Increased cleaning of buses	Increased cleaning of buses	Increased cleaning of buses
100% student return in phase 1				✓		

Source: Learning Policy Institute; country government websites

Note: summary is based on national guidelines; there may be school-to-school variation within a country

A Tale of two Countries...

Current as of June 17th

4. A case of two countries: Israel and Denmark

ILLUSTRATIVE GRAPHS

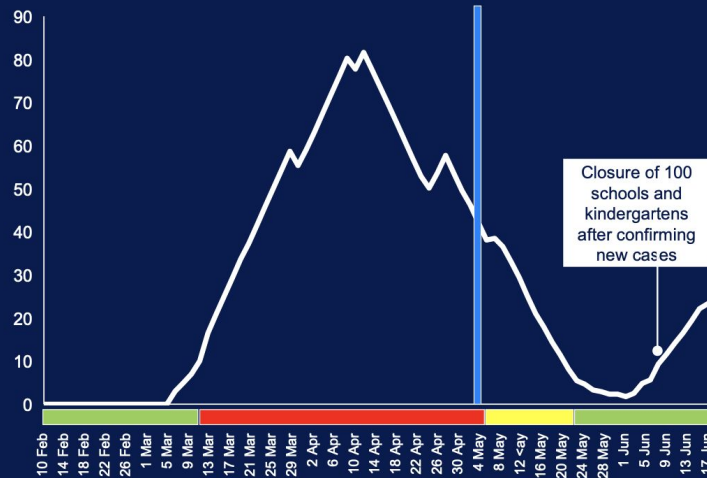
■ Schools partially open ■ Schools open ■ Schools closed — Daily # of new cases — Opening announced

Number of daily new cases (per million of population; 7 day rolling average) and school status



Israel

New cases/million



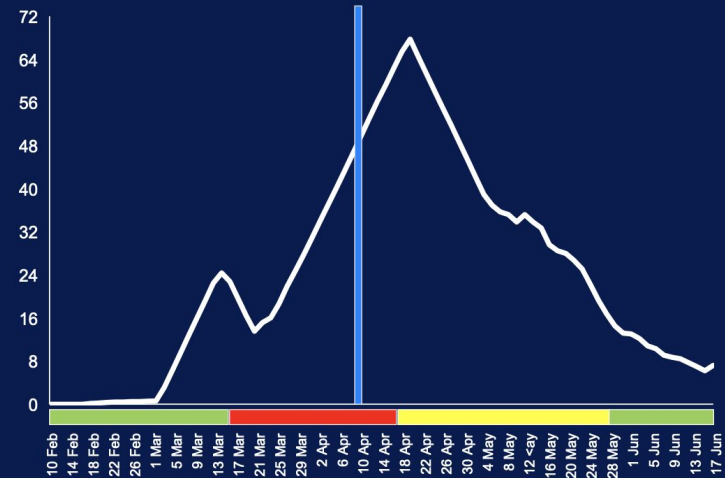
Closure of 100 schools and kindergartens after confirming new cases

Number of daily new cases (per million of population; 7 day rolling average) and school status



Denmark

New cases/million



Source: Insights for Education (education.org), June 17 2020

“It was the best of times”

Current as of June 20th

4. Denmark has a clearly designated and communicated elementary school routine to protect students and teachers

EXAMPLE JOURNEY

Step 1 Drop off



Students are dropped off at staggered times by their class group

↓

Students wash their hands in newly installed outside sinks, before entering the school

Step 2 School time



Hygiene precautions are taken throughout the day:
Classrooms are divided so that desks could be at the recommended two-meter distance
Students wash their hands every two hours
Surfaces are cleaned twice a day

↓

Morning is spent doing math or science, where students who are still at home are included, via Zoom

↓

Playtime includes a playground marked into sections, to keep students in the same, small groups. Only easily cleanable toys are permitted

↓

Afternoons have a focus on outside play and learning (e.g., digging in the school garden, exploring nature, riding bikes)

Step 3 Pick-up



Parents line up outside on socially distant marks

↓

Students are brought to their parents outside

↓

Students wash their hands before going home with parents

Step 4 Home



Students change clothes once they get home

↓

Students rewash their hands after changing clothes

Note: Denmark and several other countries that initially enforced 6 ft distancing measure have since decreased the distancing guidance to 3ft

Source: The Local "How Denmark got its children back to school so soon after lockdown"

“And the worst of times...”

Current as of June 20th

4. As Israel reopened schools, there were challenges with policy changes and limited comms

Dimension	Description of Israel's reopening
Guideline strategy and timeline	<p>Education department released macro level guidance (mandatory masks, 15 students per class)</p> <p>Re-opening was rushed (days notice), began with younger grades, but quickly expanded</p> <p>Guidelines were changed frequently, with no time to adjust or implement (e.g. masks mandatory in class, masks only mandatory in hallway, masks not mandatory)</p>
Capacity and resources	<p>No support or guidelines were given on how to adjust physical infrastructure or staffing needs. Schools were left to seek out extra classrooms or decide independently to shift to staggered school schedule to accommodate</p> <p>Large schools found it harder to maintain majority of distancing guidelines</p>
Responsibility and enforcement	<p>Government guidelines felt difficult to enforce; each principal determined rules for their school</p> <p>Students admitted to school with slip from parents confirming temperature, symptom, and exposure check completed at home, removing responsibility from schools</p> <p>Mandatory education law not enforced in scenario where parents chose not send children to school, and were not provided with alternative options</p>
Additional factors	<p>Extreme heat led to country-wide relaxation for limited period of mask requirement; schools then faced difficulty re-enforcing these policies</p> <p>Social guidelines contradicted school guidelines, e.g. public buses with 50 people, large social events allowed</p>

Source: Expert interviews, press search



“Underlying it all is that there was no policy – the government wanted the economy to go back to work so they just opened schools at a two-day notice and let us figure it out”

- Principal of small size secondary school

Lessons learned...

Current as of June 20th

4. These two cases shine a light on some potential actions to learn from moving forward

Dimension	Considerations for schools re-opening
Guideline strategy, communication and timeline	<p>Engage and communicate in advance to all stakeholders: students, families, teachers, unions</p> <p>Consider a phased reopening over the course of several weeks to enable trial-and-error learnings with a small number of students</p> <p>Consider coordinating guidance with local health and other government agencies</p>
Capacity and resources	<p>Consider addressing capacity constraints in initial plan to determine</p> <ul style="list-style-type: none">• New space available• Who should return to school, so that spare classrooms will be available for distancing
Responsibility and enforcement	<p>Consider implementing clear protocols and processes for unexpected events (e.g., what to do when student arrives with no mask, does not maintain distancing guidelines, or handwashing)</p> <p>Consider limitations on next phase roll-out if current guidelines are not upheld</p>
Additional factors	<p>Consider alignment with other elements of society and broader re-opening, and reassess when country-level guidelines change (e.g., sports leagues, transportation, and large social gatherings)</p>



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Local and Federal Guidance

CDC guidelines

Should you consider opening?

- ✓ Will reopening be consistent with applicable state and local orders?
- ✓ Is the school ready to protect children and employees at **higher risk** for severe illness?
- ✓ Are you able to screen students and employees upon arrival for symptoms and history of exposure?

ANY
NO



Are recommended health and safety actions in place?

- ✓ Promote **healthy hygiene practices** such as **hand washing** and **employees wearing a cloth face covering**, as feasible
- ✓ Intensify **cleaning, disinfection**, and ventilation
- ✓ Encourage **social distancing** through increased spacing, small groups and limited mixing between groups, if feasible
- ✓ Train all employees on health and safety protocols

ANY
NO



Is ongoing monitoring in place?

- ✓ Develop and implement procedures to check for **signs and symptoms** of students and employees daily upon arrival, as feasible
- ✓ Encourage anyone who is sick to **stay home**
- ✓ Plan for if students or employees get sick
- ✓ Regularly communicate and monitor developments with local authorities, employees, and families regarding cases, exposures, and updates to policies and procedures
- ✓ Monitor student and employee absences and have flexible leave policies and practices
- ✓ Be ready to consult with the local health authorities if there are cases in the facility or an increase in cases in the local area

ANY
NO



ALL
YES

ALL
YES

ALL
YES

OPEN AND
MONITOR



[cdc.gov/coronavirus](https://www.cdc.gov/coronavirus)

- Districts need to develop an updated cleaning regimen
- Limit access from outsiders
- Screen students (passive and active)
- PPE is needed
 - Required for staff
 - masks or face shields
 - gloves and protective shields for front office and cafeteria
 - Encouraged for all students
 - If required then MVWSD will need to provide it for all students

- Social Distancing
 - Six foot bubble will reduce cohorts of students
 - Limited, if any, sports and physical activities
 - Staff workrooms need to adhere to social distancing guides
 - Recommends that teachers adhere to a six foot protocol
- HVAC system upgrades -recommendation Merv 13
- Inform parents, students, and staff of possible exposure
- Develop a plan for sick teachers and students

- Select an instructional model that reduces the number of students on campus and meets the needs of our community
 - A/B Week Blended Learning Model
 - Students attend school one week and then are virtual the following week
 - Early/Late Staggered Schedules
 - Half of the students arrive at the start of the day; after lunch, the second set of students arrive
 - Two-Day Rotation Blended Learning Model
 - Students attend school two days out of the week, the rest of the days are virtual
 - Address the needs of diverse / at-risk students

Distance Learning – Schoolwide

When is distance learning (including hybrid) allowed on a schoolwide basis for all pupils?

Budget

Distance learning may be offered on a schoolwide basis “as a result of an order or guidance from a state public health officer or a local public health officer.”

Legislative Guidance

If state or local health guidance in effect at the time of re-opening requires six-foot social distancing between desks (or another activity) to maintain health and safety and it is impossible to comply with the guidance while serving all students simultaneously, then a hybrid model would be appropriate



Organizing Principle: Stable Cohorts

Organizing Principle: Physical Distancing and Face Coverings



Less feasible to limit close contact and wear face coverings

More feasible to maintain stable cohorts

Greater need for in-person and group-based instruction with close contact to support social-emotional and academic development

More feasible to limit close contact and wear face coverings

Less feasible to maintain stable cohorts

Lesser need for in-person or group-based instruction with close contact to support social-emotional and academic development

- Allow only necessary visitors
 - contact with members outside of stable groups poses a risk
- Organizations that utilize the building after hours must adhere to health and safety guidelines
- Drop off is limited to cars
- Only one parent can pick up a child and they must adhere to social distancing requirements
- All visitors must wear masks
- Students must wear masks in common areas
- Limits on electives, extracurricular activities

Elementary schools

- Ensure students and staff remain in stable classroom cohorts by keeping the same students and teacher or staff together for the entire school day. Students should not mix with other stable classroom cohorts.

Middle and High schools

- Reduce disease transmission risk by maximizing the space between student desks.

All schools

- Distance teacher and staff desks at least six feet away from students to minimize adult-to-child disease transmission.
- Assign stable seating arrangements for students to ensure that close contacts within classrooms are minimized and easily identifiable

Teachers and staff

- All adults must wear a cloth face covering at all times while on campus, except while eating or drinking
 - Staff excluded from this requirement are those who require respiratory protection according to Cal/OHSA standards.

Students

All students (transitional kindergarten through 12th grade) are required to wear cloth face coverings:

- While arriving and departing from school campus;
- In any area outside of the classroom (except when eating, drinking, or engaging in physical activity)
- While waiting for or riding on a school bus.

- Elementary school students should be encouraged, but are not required, to wear a cloth face covering within their stable classroom cohort
- Middle School students must wear a cloth face covering when in the classroom, even if they are in a stable classroom cohort.
 - Exceptions
 - Anyone who has trouble breathing or is unconscious, incapacitated, or otherwise unable to remove the covering without assistance and
 - students with special needs who are unable to tolerate a face covering.



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Stakeholder Feedback

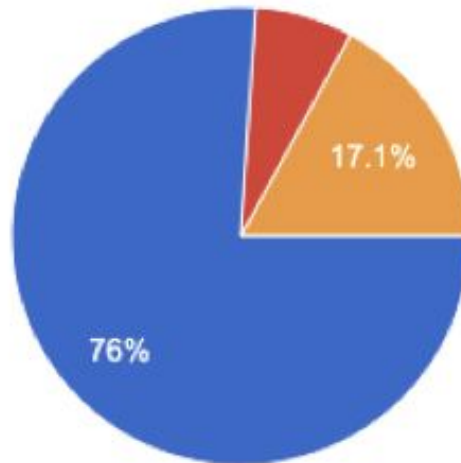
Focus Group

Feedback

- Parents are looking for full day options.
- Staff want PPE
- As long as we have restrictions, we need to limit student movement
- We should have options for special education students, teachers
 - Strong concern about the needs of essential workers and for those who cannot work from home
- Flexible attendance policy for those who would like to keep their children at home
- Virtual learning is going to require grading and feedback
- Training and guidelines for students and parents will be required
- Enhanced cleaning protocols
- Volunteers should be limited if not completely banned
- Additional resources for parents to support students, especially those at home (how to use the device, how to access programs)

If our school campuses can open in August with social distancing precautions, please choose the statement that best describes your current mindset. / Si nuestros campus escolares pueden abrir en agosto con precauciones de distanciamiento social, elija la declaración que mejor describa su mentalidad actual.

1,202 responses



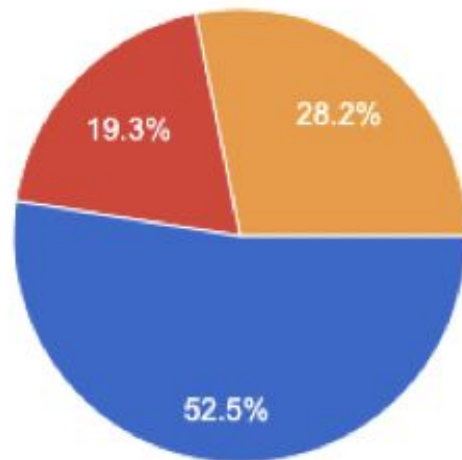
- I am ready & understand that there will be social distancing requirements we have to follow./ Estoy listo
- We will need additional assistance to attend school/Requerimos asistencia para regresar ala escuela
- Even if campus is open, I am currently planning to keep my child home/Mi hijo se quedara en casa

Parent Survey

Results con't.

If we need to continue 100% Distance Learning in the fall, please choose the statement that best describes your current mindset. / Si necesitamos continuar el aprendizaje a distancia al 100% en el otoño, elija la declaración que mejor describa su mentalidad actual.

1,210 responses



- I am ready to support my child w/ distance learning./Apoyaré a mi hijo con aprendizaje a distancia
- I will need some additional assistance/ Necesitaré alguna ayuda adicional
- It will be a hardship if my child can't return to campus/Será una dificultad para mi si no regresa al campus

- Safe in person instruction is the best model
- Managing in-person and synchronously (live) classes at the same time appears to be a logistical issue
- Serious concerns regarding the impact of prolonged distance learning, without substantive changes
- Thinking creatively about how to utilize staff
- Personal concerns around exposure
- Discussion needed around working conditions



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Operational changes as a result of COVID-19

The “new normal” for schools

Current as of June 17th

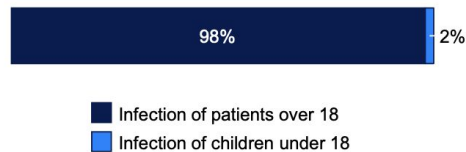
Why are schools adopting a “new normal”?

Impact of COVID-19 on children

Children are less prone to infection and experiencing severe symptoms...

Approx. 2% of national confirmed cases of COVID-19 were among persons aged <18 years in the USA, China and Italy

Infection by age group



A Chinese study found children are **1/3 as susceptible to COVID-19 infection** as adults were

19 The # of COVID-related deaths in the US in the age groups <15 years; most of patients already **had a serious medical condition**

Source: CDC, Zoonesen, NYT, CDC, NYT, Science, RIVM

...but have more contacts, especially when in school, increasing risk of being infected

When schools were open, **children had ~3X as many contacts** as adults, essentially evening out the risk of infection

This is mostly attributed to the greater physical activity and closer social engagement of children

There is also ever-changing data on the virus and its effect on children

For example, there is very early evidence of a new inflammatory syndrome that may be associated with COVID-19, called MIS-C (CDC research)

MIS-C impacts children, and leads to serious heart problems weeks after COVID-19 infection; however, **the causes of MIS-C are not yet fully understood**

As of May 12, 2020, the New York State Department of Health identified **102 patients with MIS-C**

However, research offers mixed results on transmission by children

1 Some studies find that children may be as infectious as adults:

- A study by the head German virologist, Christian Drosten, found that **there is no statistical evidence for a different viral load profile in children than adults**
- Another study from Wuhan found that school closures could reduce the surge of COVID-19 cases by **40-60% and decrease R by 0.3**

2 Other studies conclude that transmission from children is insignificant:

- One study traced a 9 year old British child who displayed mild symptoms, and came into contact with around **~172 people but did not infect anyone**
- Another study of 239 Dutch participants (including 116 children) indicated that **children <12 years were never the first in the family to be infected**

New Standard Operating Practices

Items have either been ordered or in process of

1. 1:1 learning environment for all students - convertible tablet
2. Thermometers for all classrooms, offices - non-touch
3. PPE for all staff and students
 - masks (disposable & cloth), face shields
4. Enhanced cleaning protocols
 - electrostatic disinfectant cleaners
5. A line item for emergency pandemic expenses
6. Newly created Triage location to accompany Nurse station
7. Upgraded distant learning approach for students allowing both on-campus and at-home learning options.
8. All HVAC systems are being upgraded to Merv 13 filter
9. Strategic stockpile (3 month supply of cleaning supplies)



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Learning Options for Parents

Learning options - ABC

Parents will be able to designate the method of learning for their student for periods of time (i.e. trimesters). Offerings will depend on Stages.

A: All on campus

Full-day, on-campus, face-to-face learning with social distancing.
Not offered at this time due to SIP

B: Blended learning

Combination of distance learning at home, online, video and face-to-face instruction

C: Connected

Distance learning at home

Homeschool

Parent-provided instruction; no MVWSD support. MVWSD Independent Study Program is no longer available.

When school resumes in the fall, our days will look different

Learning at home and some days at school

Due to social distancing, fewer students will be on campus at any one time. It is likely our students will do blended learning, meaning they will report to campus for certain designated days, and then learn remotely on the other school days on an AB schedule.



This may vary for special education students. For middle school students, grade levels will be divided into smaller cohort/student groups to reduce student interactions.

Choice in attending?

Arriving at school

Staff and students will be wearing face coverings. Students will arrive on buses with fewer students. Parents and visitors will have limited to no access to campus. New perimeter controls (i.e. gates and fences) will be in place to limit unannounced visitors.



Screening

Families should take their temperatures daily before going to school. Anyone with a fever of 100.4 F or higher or respiratory symptoms such as cough and shortness of breath should not go to school. Students and adults will be screened at school at the beginning of the day.

Safety precautions

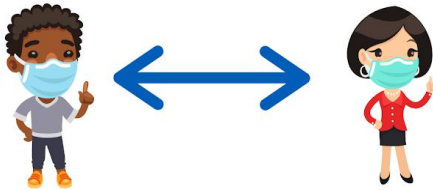
- Schools will follow disinfection guidelines for classrooms and shared spaces.
- All students and staff members will be encouraged to wash hands regularly.
- Hand sanitizing stations will be placed at entrances to campus.
- Student sharing of school supplies will be limited.



Personal protection

Face coverings will be worn by staff and students, especially older students, as feasible. Gloves are not recommended for use by students or staff with exception of conducting duties such as cleaning, first aid, and Food Service.

6 feet apart on campus and in the classroom



Social distancing will help limit the spread of the virus. MVWSD will :

- Modify school schedules
- Keep students in small groups.
- Serve meals in small group settings.
- Space desk further apart to ensure 6 foot distance between students.
- Stagger lunch and recess times. Avoid large gatherings such as assemblies.

No field trips; Limited, outdoor sports and concerts



In order to maintain social distancing, activities that require students to congregate will be limited.

- No off-campus field trips, such as Walden West, Yosemite, or other class specific trips.

- If social distancing is feasible, sports such as cross country and track and field may be permitted without spectators.
- Sports that involve close contact such as wrestling, basketball are soccer will not be permitted.
- Performing arts events that can be held in our outdoor amphitheaters may be held.



1:1 Learning Environment

- Grades 6-8 continue existing 1:1 model
- Students in grades TK-5 assigned a touch screen Chromebook with a stylus
 - 3-5 bring Chromebook to school and back
 - TK-2 has a Chromebook at home and one in class
- All students have access to Squid Notes note taking app
- Securly Classroom to allow teachers to monitor student's devices even when remote



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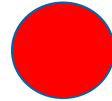
Reopening 2020-21

Schedule options explored

- A/B day
 - Students alternate days throughout the school year
- ½ day
 - 2 Cohort Groups attend daily
- Week on, week off
- Month on, Month off
- Full Day A, B and C cohorts

Four Likely Scenarios

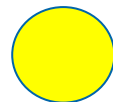
Schools Campuses Closed Stage 4



Distance Learning in effect

Social distancing and Shelter in Place measures set by Public Health

Campuses Open with Restrictions Stage 2



Blended learning

Full school days

Virus safety protocols

Targeted Campus Reopening Stage 3



Some school campuses could open for targeted populations

Blended and Distance Learning in effect

Reduced, A/B schedules

Full Campus Opening- Stage 1



All campuses open

Basic health and hygiene protocols in effect



Stage 4

Schools Closed



Mobile Feeding



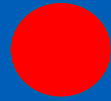
Virtual Learning



Online Instruction



Remote Tests



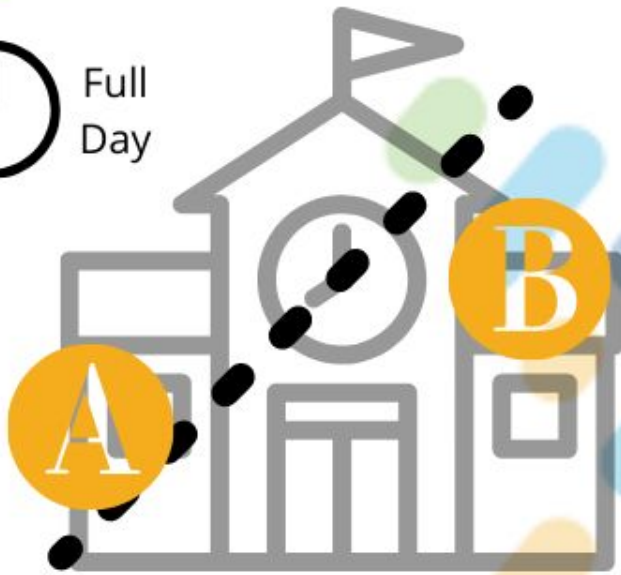
- All students are engaged in distance learning
 - If possible, all IEP services are provided remotely
- Completed work, virtual engagement is the equivalent of daily attendance
- Mobile feeding initiated
- All classes are taught remotely
 - Teachers and staff will have access to school sites for streaming and instructional needs
- Diagnostic Assessments will be conducted online

Stage 3

Targeted Reopening



Full Day



In-Person
2 days



Limited
Class Size



Health
Screening



Virtual
3 days



Asynchronous
learning with
Virtual Teacher

2 x 30 minute
check-ins with
Classroom Teacher



ALL VIRTUAL
OPTION



Includes ALL OF THE
ABOVE + lessons
from Virtual Learning Team



- Students will report to school for full day instruction
 - To adhere to CDC guidelines for social distancing the maximum number of students we can fit into a classroom is around 15
 - Reduced attendance
 - A/B schedule with two in school days, and three remote days for all students
- MVWSD will initiate an option for parents to exclusively select distance learning at home
 - families will be required to commit to virtual learning for a defined period

Stage Three



Targeted reopening

- No field trips or athletic events
 - Select sports teams are allowed to practice under social distancing guidelines
- Transportation limited for select groups
 - SPED and Moffett
 - screening prior to getting onto the bus
 - reduced seating capacity
- Active screening once students reach the classroom
- Emphasis on hygiene
- Limited classes/course offerings

Stage Three



Targeted reopening

- Lunch is served in classrooms
- Play structures closed
- Volunteers will only be allowed in virtual settings and under supervision the of MVWSD staff
 - No private chat rooms during instructional time
- Libraries are closed (offering online programs) and no book distribution
- PPE required for teachers, required for students
- Select special education classes will be allowed to attend four days a week.
- Students with IEPs in general education will attend services on virtual days in person.



Stage 2

Full Reopening

*with restrictions



Full Day



In-Person
5 days



PPE
for Staff



Enhanced
Cleaning



Virtual
OPTION



Asynchronous
learning with MVWSD
Virtual Teaching Team

In-person assessments
required

Placement at home/choice
school for current school
year not guaranteed



- School is open 5 days a week (regular capacity)
 - Distance learning still an option for parents
 - Students must take assessments in person
- PPE required for staff
- Parents self screen students before school
- No field trips
- PPE recommended for students and required if a student becomes sick at school
- Play structures closed
- No in-classroom volunteers
- Cafeterias / MUR operating under normal circumstances with enhanced cleaning

Stage 1

Full Reopening

*with no restrictions



In Class Attendance Mandatory (unless Virtual)



Enhanced Cleaning



Libraries Reopen



Virtual OPTION
*2021-22 ONLY



Asynchronous learning with MVWSD Virtual Teaching Team

In-person assessments required

Placement at home/choice school for current school year not guaranteed



- School is open 5 days a week
 - All students required to attend
 - No virtual learning option offered
- Emphasis on student hygiene
- Cafeterias / MUR operating normally
- Play structures open
- Volunteers allowed on campus
- Libraries reopen fully



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Virtual Instruction

Virtual Teaching Team

- In order to better support teachers and students as the District reopens for both in person and virtual instruction a team of teachers will be hired to develop and record lessons that will be accessed by students during virtual learning
- The team will include 6 full time teachers
 - 1 TK-2 teacher
 - 1 3-5 teacher
 - 4 6-8 (ELA, Math, Science, Social Studies) teachers
- Instructional coaches will also provide support with designing and recording lessons
- The lessons developed will become a part of the District's curriculum and can be accessed by teachers, students, and families during situations including:
 - Students in home and hospital
 - Students on independent study
 - Students who are out sick
 - Students who need a review of specific standards

Teaching Team

Classroom Teacher	Virtual Teacher	Instructional Coach
<p>The classroom teacher is the teacher of record for all students on their roster, both virtual and in person.</p> <p>Checks in daily with all students in the class</p> <p>Delivers in person instruction to students in the classroom and provide lessons and assignments for virtual students</p> <p>Provides small group instruction and differentiated support to all students</p> <p>Provides feedback/grades on assignments to all students</p> <p>Administers and analyzes assessments</p>	<p>Records daily lessons for students in virtual learning in accordance with grade level pacing</p> <ul style="list-style-type: none">-Elementary virtual team focuses on lessons in English Language Arts and Math-Middle School virtual teachers provide lessons in English Language Arts, Math, Science, and Social Studies	<p>Supports virtual team with recording lessons</p> <p>Supports classroom teachers and virtual teachers with instructional delivery and pacing</p> <p>Supports classroom teachers with the use of resources for both in person and virtual instruction</p>



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School Schedules under Stage 3 & 4

Elementary Stage 4 / Distance Learning Model

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-8:15	Zoom Check-in	Zoom Check-in	Zoom Check-in	Zoom Check-in	Zoom Check-in
8:15-10:00	ELA/ELD/Social Studies	ELA/ELD/Social Studies	Students access asynchronous lessons and complete assignments provided by the virtual content team and classroom teacher Teachers: Staff Meeting PD Collaboration Preparation	ELA/ELD/Social Studies	ELA/ELD/Social Studies
10:00-10:20	Break	Break		Break	Break
10:20-11:30	Math Block	Math Block		Math Block	Math Block
11:30 -12:30	Lunch	Lunch		Lunch	Lunch
12:30 - 1:20	PE	CSMA		PE	Living Classroom
1:20-2:15	STEAM/RTI	STEAM/RTI		STEAM/RTI	STEAM/RTI
2:15-2:30	Zoom Check - out	Zoom Check - out	Zoom Check - out	Zoom Check - out	Zoom Check - out

Elementary Schedule - Stage 4

Content Blocks	Virtual
ELA//ELD Block	Asynchronous whole group lesson from Virtual Team/ Teacher Small Group Instruction - Via Zoom ELD - via Zoom Independent Work -Video Lesson from Benchmark Advance -Consumable pages from BA -Word sorts, handwriting, etc. (other independent centers type work) Debrief - via Zoom
Social Studies/Writing	Asynchronous whole group lesson from Virtual Team/classroom teacher Independent work Social Studies activities or writing activity Small Group Instruction - via Zoom
Math	Asynchronous whole group lesson from Virtual Team/classroom teacher Small Group Instruction - via Zoom Independent Work -Zearn lesson -Problem Set -Other independent math tasks Whole Class Debrief and exit ticket via Zoom
PE/Extra-Curricular Activities	2 Live PE lessons per week - via Zoom CSMA Art and Music via Zoom Living Classroom
STEAM/RTI	STEAM lessons for half the class via Zoom Small group intervention/enrichment with classroom teacher for other half the class via Zoom

Middle School Schedule - Stage 4

Distance Learning Model

- Use a similar schedule to stage 3 with all classes virtual
- Asynchronous lessons and assignments will be provided to students by the virtual teaching team and classroom teachers
 - Zoom Small group lessons will incorporate RTI
 - Lessons will be recorded and be posted for later viewing if needed
- On Wednesday Teachers will post lessons and assignments for students to complete independently
- Wednesday staff meetings, professional development, collaboration, and teacher planning
- Advanced electives (music & Spanish) could be offered on Wednesday afternoons
- Students will be required to turn in work and grades and feedback will be provided
- Students will only have one period of math each day due to scheduling constraints
- All students will be a part of an elective wheel

Elementary Schedule - Stage 3

	Monday and Tuesday		Wednesday	Thursday and Friday	
	Group A - in person	Group B - Virtual	Groups A/B Virtual	Group B - in person	Group A - Virtual
8:00-8:15		Zoom Check-in	Zoom Check-in		Zoom Check-in
8:20-8:40	Morning check-in	Students access asynchronous lessons and complete assignments provided by the virtual content team and classroom teacher	Students access asynchronous lessons and complete assignments provided by the virtual content team and classroom teacher Teachers: staff meetings PD collaboration preparation	Morning check-in	Students access asynchronous lessons and complete assignments provided by the virtual content team and classroom teacher
8:40-10:05	ELA/ELD/Social Studies			ELA/ELD/Social Studies	
10:05-10:25	Break			Break	
10:25-11:55	Math Block			Math Block	
11:65 -12:35	Lunch			Lunch	
12:35-1:25	PE/CSMA			PE/CSMA	
1:25-2:20	STEAM/RTI			STEAM/RTI	
2:20	Dismissal			Dismissal	
2:30-2:50	Zoom Check out	Zoom Check out	Zoom Check out	Zoom Check out	

Elementary Schedule - Stage 3

Content Blocks	In Person	Virtual
ELA//ELD Block	Whole group lesson -Teacher-led small group instruction -phonics/guided reading instruction (K-2) -guided comprehension (3-5) ELD Debrief/Exit Ticket -	Asynchronous Whole group lesson from Virtual Team Independent Work -Video Lesson from Benchmark Advance -Consumable pages from BA -Word sorts, handwriting, etc. (other independent centers type work)
Social Studies/Writing	Whole group lesson Social Studies activity Small group writing instruction	Asynchronous whole group lesson from Virtual Team Independent work Social Studies activities or writing activity
Math	Whole Class Lesson -Teacher-led small group instruction Whole Class Debrief and exit ticket	Asynchronous whole group lesson from Virtual Team Independent Work -Zearn lesson -Problem Set -Other independent math tasks Whole Class Debrief and exit ticket via LIVE-STREAM
PE/Extra-Curricular Activities	1 live PE lesson per week Living Classroom	1 Live Zoom PE lesson per week CSMA Art and Music
STEAM/RTI	1 live science lesson small group intervention/enrichment	1 asynchronous science lesson from STEAM Teacher

Middle School Schedule - Stages 3 and 4

5 Period Staggered Schedule

Grade 6		Grade 7		Grade 8	
Period 1 (60 min) 7:55-8:55	ELA	Period 1(60 min) 8:33-9:33	ELA	Period 1 (60 min) 9:11-10:11	ELA
8:55-8:59	Passing	9:33-9:37	Passing	10:11-10:15	Passing
Period 2 (50 min) 8:59-9:49	Math	Period 2 (50 min) 9:37-10:27	Math	Period 2 (50 min) 10:15-11:05	Math
9:49-10:04 (15 min)	Break	10:27-10:42 (15 min)	Break	11:05-11:20 (15 min)	Break
10:04-10:08	Passing	10:42-10:46	Passing	11:20-11:24	Passing
Period 3 (50 min) 10:08-10:58	SS	Period 3 (50 min) 10:46-11:36	SS	Period 3 (50 min) 11:24-12:14	SS
10:58-11:02	Passing	11:36-11:40	Passing	12:14-12:18	Passing
Period 4 (50 min) 11:02-11:52	Sci	Period 4 (50 min) 11:40-12:30	Sci	Period 4 (50 min) 12:18-1:08	Sci
11:52-12:22 (30 min)	Lunch	12:30-1:00 (30 min)	Lunch	1:08-1:38 (30 min)	Lunch
12:22-12:26	Passing	1:00-1:04	Passing	1:38-1:42	Passing
Period 5 (50 min) 12:26-1:16	Elective	Period 5 (50 min) 1:04-1:54	Elective	Period 5 (50 min) 1:42-2:32	Elective
1:16-1:20	Passing	1:54-1:58	Passing	2:32-2:36	Passing
Period 6 (50 min) 1:20-2:10	ELD/SPED Zoom Check-ins	Period 6 (50 min) 1:58-2:48	ELD/SPED Zoom Check-ins	Period 6 (50 min) 2:36-3:26	ELD/SPED/ Zoom Check-ins
After school	PE (virtual)	After school	PE (virtual)	Before school	PE (virtual)

- General Education Students will be dismissed at the end of period 5 to continue virtual learning (PE)
- Teachers will develop a schedule for Zoom check-ins for all virtual students during period 6 each day

Middle School Schedule - Stage 3

Period	Room 1 Cohort 1A	Room 2 Cohort 2A	Room 3 Cohort 3A	Room 4 Cohort 4A	Room 5 Cohort 5A	Room 6 Cohort 6A	Room 7 Cohort 7A
1	Math	Elective	Science	ELA	S.S.	Math	Elective
2	S.S.	Math	Elective	Science	ELA	S.S.	Math
3	ELA	S.S.	Math	Elective	Science	ELA	S.S.
4	Science	ELA	S.S.	Math	Elective	Science	ELA
5	Elective	Science	ELA	S.S.	Math	Elective	Science
6	ELD/SPED Zoom Check-ins	ELD/SPED Zoom Check-ins	ELD/SPED Zoom Check-ins	ELD/SPED Zoom Check-ins	ELD/SPED Zoom Check-ins	ELD/SPED Zoom Check-ins	ELD/SPED Zoom Check-ins
Before or after school	Virtual PE -	Virtual PE	Virtual PE	Virtual PE	Virtual PE	Virtual PE	Virtual PE

Middle School Schedule - Stage 3

Hybrid model which includes on campus and online learning.

- Students on campus 2 days/week (Cohort A or Cohort B) with staggered start and end times by grade level
 - Siblings on same schedule (elementary and middle) coordinated TK-8
- Students will be in groups of approximately 15 students (Cohort A1, A2, A3, etc.) and will stay in one classroom; teachers will rotate to provide instruction.
 - Daily Instruction will include whole lessons and small group support (RTI) for students who are in person
- Asynchronous lessons and assignments will be provided to students in Cohort B other two days by the virtual teaching team and classroom teachers
 - On Wednesday teachers will post lessons and assignments for students to complete independently

Middle School Schedule - Stage 3

- Students will be required to turn in work and grades and feedback will be provided
- Wednesday staff meetings, professional development, collaboration, and teacher planning
- Advanced electives (music & Spanish) could be offered on Wednesday afternoons
- Students are scheduled according to their math class and will only have 1 period of math due to schedule constraints
- English Language Learners and Students with Disabilities will stay on campus for a 6th period to receive targeted support
 - Students learning virtually will have Zoom check-ins with teachers during 6th period
- All students will be a part of an elective wheel
- Physical Education will be delivered virtually either at end of day (6th and 7th grade) or before school (8th grade)



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Special considerations

Special Populations in Stages 3 and 4

Elementary School

- **Stage 3**

- Students enrolled in SDC will come back to school 4 days per week in stable cohorts
Students with IEPS not enrolled in SDC may come to school on virtual days to receive in person services
- Inclusion activities will be dependent on guidance from the State and Local Health Department
- RTI will continue in order to support the needs of all students

- **Stage 4**

- Programs and services will be delivered virtually

Special Populations in Stages 3 and 4

Middle School

- **Stage 3**
 - Students enrolled in SDC will come back to school 4 days per week in stable cohorts
 - Students with IEPs not enrolled in SDC and English Learners will have an additional period (6th period) each day to receive services and instruction pending guidance from the State and Local Health Department
 - Inclusion activities will be dependent on guidance from the State and Local Health Department
 - Based on data collected in August, students with intensive needs may be scheduled for an additional period of RTI (6th period)
- **Stage 4**
 - Programs and services will be delivered virtually

Additional considerations

- According to BP 5116.1 anyone who is employed within MVWSD (teachers, and staff) are already provided the opportunity to enroll their children into MVWSD schools
 - (primary place of employment of closest neighborhood school)

Teachers and staff, whose children are enrolled in MVWSD, will have the ability to have their children attend every day.

We are exploring the feasibility of allowing “essential workers” students attend



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Based on our current knowledge

Recommendations

Based on Federal, State, County, and Local guidance staff recommends the following:

- Formally require parents to commit to either Distance Learning, or in-person instruction
 - Updated Distance Learning guidance will be finalized by July 10th
- Add an additional Board meeting in July to review data and update operational plans, which could include more restrictive guidelines
- Continue to track data and announce a final decision to be announced August 2nd



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Things to keep in mind...

School will look different

- Opinions, concerns varied widely across all stakeholders
 - we will not please everyone
- Visitors/volunteers will be limited unless we are operating under Code Green
- If money was unlimited, then any option is possible
- Under all options, we need to consider the diverse needs of our community
- We should expect, and need to develop a plan of action to address the difference that will occur at schools (regarding the impact of which families opt for distance learning)

Reopening Timeline- July

July 2: School specific logistics plan presented to Board

Define operations under each stage of reopening

Prepare facilities, review and communicate evolving info

July 1

July 31

Professional Development on Blended Learning

District Nerve team develops metrics to monitor

Making this a reality

- Continue to adapt our Distance Learning Plan - Ongoing
- Collect feedback and vet possibilities - Ongoing
- Order supplies - Ongoing
- Touch base with focus group members - End of June /Ongoing
- Review w/ Reopening Task Force - End of June / Ongoing
- Collaborate with unions on working conditions - July
- Finalize operations under each stage - July
- Finalize daily student schedules - July
- Communicate - Ongoing and early August



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Thoughts and Questions?