



Mountain View  
Whisman  
School District

# Getting to “Reopen”

Aug 6, 2020



# Guiding Principles



Keep employees and students safe



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



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.



# 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**

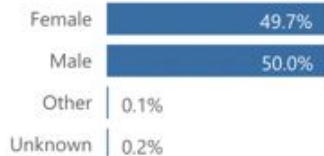
Total Deaths  
**155**

New Deaths  
**0**

Currently Hospitalized  
**72**

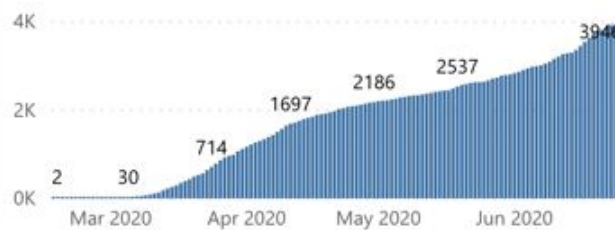
Page Navigation  
[→ Death Data](#)

### Cumulative Cases by Gender



### Cumulative Cases by Specimen Collection Date

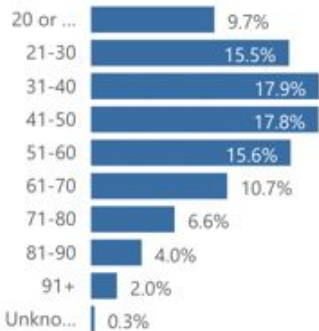
Values for the most recent 5 days will likely increase as additional results are received.



### Cumulative Cases by Race/Ethnicity

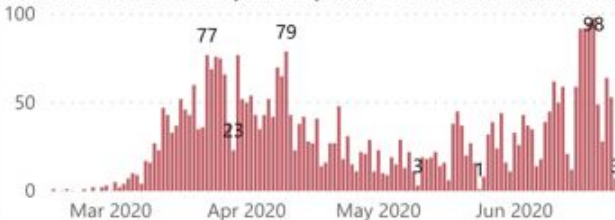
Race/Ethnicity	Percent of Cases	Percent of Population
African American	1.9%	2.4%
Asian	16.2%	35.7%
Hispanic	46.2%	25.8%
Native Hawaiian & Other Pacific Islander	0.6%	0.3%
Other	5.3%	3.9%
Unknown	14.7%	
White	15.0%	32.0%
<b>Total</b>	<b>100.0%</b>	<b>100.0%</b>

### Cumulative Cases by Age Group



### New Cases by Specimen Collection Date

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



### 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.



# Santa Clara County COVID-19 Cases Dashboard

Data last updated July 30, 2020



Cumulative COVID-19 Cases

# 9731

Cumulative COVID-19 Deaths

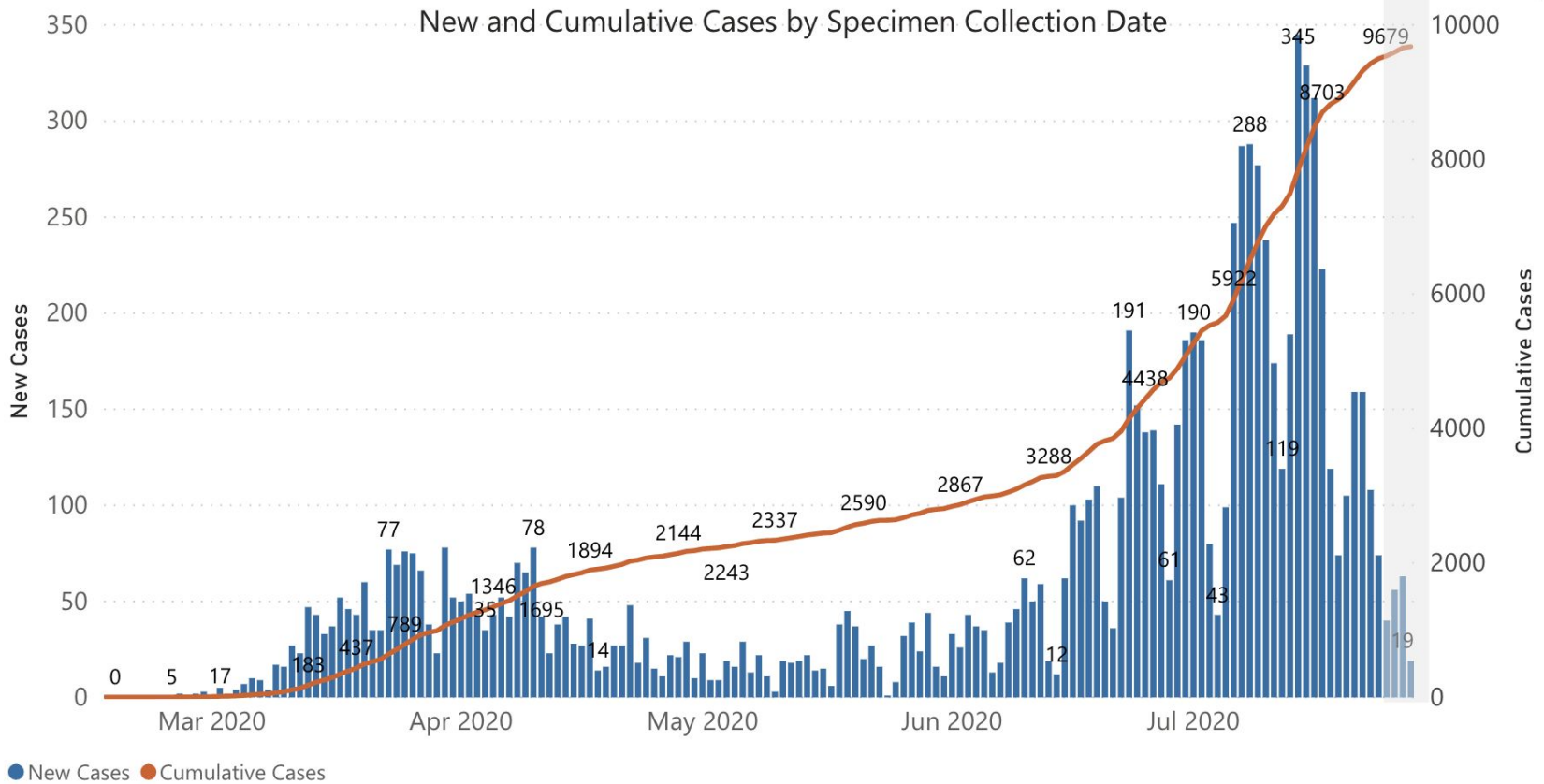
# 190

Displaying:

Cases

Deaths

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





# Santa Clara County COVID-19 Demographics Dashboard



Data last updated July 30, 2020

Total Cumulative COVID-19 Cases **9731**

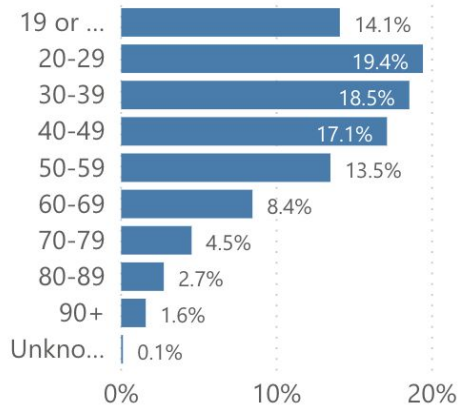
Total Cumulative COVID-19 Deaths **190**

Displaying:

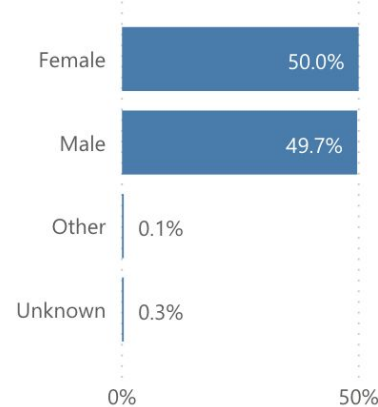
Cases

Deaths

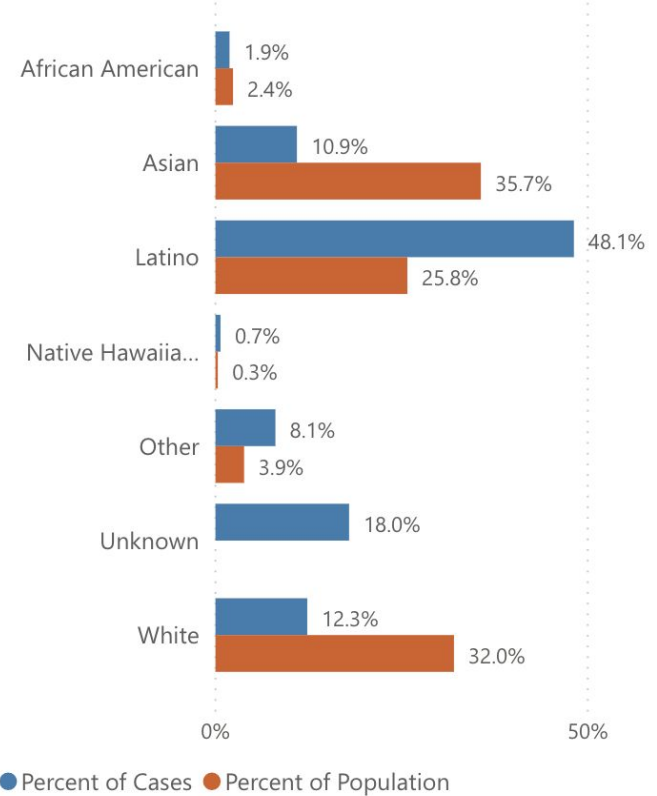
## Cases by Age Group



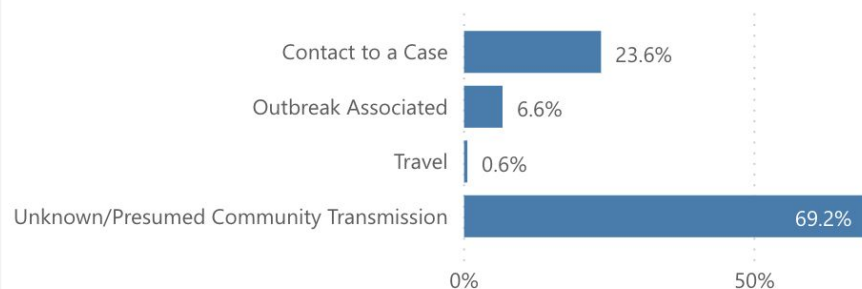
## Cases by Gender



## Cases by Race/Ethnicity



## Cases by Source of Transmission (For cases occurring on or after 5/22)



# Track county data and monitoring status

## Santa Clara Statistics

Total Population: 1,967,585

**!** Note: HHS Significantly changed reporting requirements resulting in historical data from non-reporting facilities not being part of today's update. This data will be added back in as soon as it is available.

**2,667**

New Cases (Last 14 Days)

135.5 Per 100K

9,567 Total Cases

**14**

New Deaths (Last 14 Days)

0.7 Per 100K

187 Total Deaths

**79,631**

Tests Reported (Last 14 Days)

3.3% Test Positivity

2.9 Daily per 1,000 Residents





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# Health and Safety protocols

# Disinfection of Schools

When staff or students are using campus areas, daily cleaning and sanitizing protocols will be followed with an emphasis on high-traffic areas.

Areas include:

- Full classroom misting with disinfectant
- Door handles
- Faucets
- Table tops & chairs
- Soap, paper towel and sanitizer dispensers
- Main Offices
- Restrooms
- All HVAC units will be serviced and MERV 13 filters will be installed in all units





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# Physical Distancing and Personal Protection

# Personal Protective Equipment

## Personal Protective Equipment

- When staff or students are using campus areas, both groups are required to wear masks.
  - Students should wear clean, cloth masks from home or will be provided with disposable ones at school.
  - Staff members can wear district-provided masks, clear face mask, and can opt to add a face shield if needed.
- Mask breaks can occur throughout the day when students and/or adults can be six feet apart and ideally outside.

# Physical Distancing

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

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

# Physical Distancing - for employees

**Staying 6 feet away from others at all times as a normal practice**

- Eliminating contact with others, such as handshakes
- This practice includes field/playgrounds, parking lots, conference/meeting rooms, elevators, bathrooms, break rooms, hallways, common areas, entrance/exit areas of work locations, and offices.
- Maintain a social distance of 6 ft. throughout your workday whenever possible.
- Employees are expected to maintain good hygiene at all times.

# Physical Distancing

## Common Work Spaces

- Please see Reopening document (checklist)
- Sanitizing wipes or sanitizing spray with paper towels will be available for employees to disinfect their own workspaces.
- In high traffic areas and reception areas, situational waiting line/distancing markers will be created on the floor to indicate where to keep 6-feet of distance. If there are no line markers, please maintain 6 ft. distancing.
- Teachers, staff, and students should avoid touching their face and wash hands thoroughly with soap and water for at least 20 seconds several times during the work hours to reduce risk

# Physical Distancing

## Break Rooms & Food Preparation

- The sharing of resources for food preparation and storage in staff break rooms is not encouraged. Employees are discouraged from the use of common refrigerators, coffee machines or products (coffee, tea, sugars, stirrers, etc.), toasters, toaster ovens, etc. It is the responsibility of the user to wipe down the machines before and after each use.
- Ideally, staff members should take meals outside. If eating inside break rooms, allow 6-12 foot distancing between staff members

## Restrooms

- School or facility restroom cleaning will occur regularly.
- Just as in the case of other areas, the restroom requires social distancing of 6 ft. Maximum capacity is based on the number of toilets and 6 ft. distance.
- Facilities will supply enough supplies (soap)



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# Covid Testing

# COVID Testing

- In order to support a safe and healthy workplace, ongoing testing for all employees will be required during
- El Camino Hospital will be providing free ongoing COVID-19 testing for all employees.
  - 50% of staff must be tested once a month, alternating months





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# Responding to Positive or Potential Cases

# Staff / Parent Self-Check at Home

Ask these questions.

**1.** Do you have any of these symptoms that are not caused by another condition?

- Fever or chills
- Recent loss of taste or smell
- Cough
- Sore throat
- Shortness of breath or difficulty breathing
- Congestion
- Fatigue
- Nausea or vomiting
- Muscle or body aches
- Diarrhea
- Headache

**2.** Within the past 14 days, have you had contact with anyone that you know had COVID-19 or COVID-like symptoms? Contact is being 6 feet (2 meters) or closer for more than 15 minutes with a person, or having direct contact with fluids from a person with COVID-19 (for example, being coughed or sneezed on).

**3.** Have you had a positive COVID-19 test for active virus in the past 10 days?

**4.** Within the past 14 days, has a public health or medical professional told you to self-monitor, self-isolate, or self-quarantine because of concerns about COVID-19 infection?

# COVID-19 Case Response Process

## CONFIRMED/SUSPECTED POSITIVE CASE

### Get Info and Isolate

Confirmed\*\*\* case/cases - student/staff member Contact:

1. Office of the Superintendent/Nancy Rodriguez > School Nurses
2. Work with Supt's Office > notify Santa Clara County Public Health (must be notified within 4 hours of learning of the confirmed case)
3. Ensure that FERPA\* /HIPAA protocols are being followed. No sharing of student/employee names/identifying info outside this process

### Assess risk

In consultation with Public Health, consider "When to Close a Class/School/District" protocol below.

### Next Steps

- Consider additional/different social distancing strategies.
- Assess gatherings/events, cohorts and building traffic for further restrictions.

### Public Health will ...

Public Health will work with the confirmed-case individual/family to identify close contacts\*\* and communicate with MVWSD

Public Health works with District to conduct contact tracing and notify exposed children/staff for possible testing and quarantine

- Follow FERPA protocol (for students) and HIPAA (for adults).



### Communicate and support

- School/district supports Santa Clara County Public Health Dept's contact tracing
- MVWSD communicates information about exposure/quarantine of affected classes/ after school programs/bus cohorts to the affected groups through County-provided exposure notices
- MVWSD notifies general school community without disclosing personally identifiable information of students or staff (following FERPA protocol for students)
- MVWSD supports student program providers (Right at School, YMCA, Beyond the Bell) with their communication to parents and staff members in the event of an exposure

### Clean and reopen

- Wait 24 hours before cleaning dedicated room if person sick at school
- Ensure proper cleaning/disinfecting of affected classrooms and common areas or the entire school campus before they are reopened
- Work with Public Health to determine when it is safe to reopen the classroom or school, based on CDPH guidance
- Person doesn't come back to school until Wellness School Attendance Criteria is satisfied

# ? POSSIBLE CASE

## Get Info and Isolate



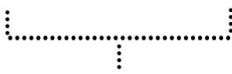
If a student/staff member becomes ill at school with a fever or other COVID symptoms:

- Minimize contact, mask and isolate immediately in a dedicated room.
- Wear a mask, gloves, and other PPE as appropriate.
- Send the ill person home as soon as possible.
- If symptoms are severe, send person to a healthcare provider or call 911.



If a student/staff member becomes ill at home:

- They should NOT come to school
- Student/Staff having close contact with CONFIRMED COVID case must stay home
- See [Wellness School Attendance Criteria](#)



## Healthcare

Affected individual/family contacts doctor for evaluation and possible COVID-19 testing. The public health department will contact the school if the individual is confirmed to have COVID-19



**CONFIRMED/SUSPECTED POSITIVE CASE**

Assess risk

Continue with Confirmed/Suspected Positive Case protocol page above at "Assess Risk" step



**NO CONFIRMED/SUSPECTED CASE**

Persons should follow "Student/Staff Wellness: School Attendance; Criteria to Return."  
No further District action needed

\*FERPA (Federal Educational Rights and Privacy Act) Protocol: If a school/district contacts public health regarding a student illness, they should work with PIO to ensure that they follow proper FERPA protocols for student privacy.

\*\*Close Contact: For contact tracing, only "close contacts" will be notified by public health. This is defined as someone who has been exposed to the sick individual at a distance of six feet or less for more than 15 minutes, irrespective of face coverings, beginning two days before the person had symptoms or tested positive and ending the last day they came to work. Close contacts should self quarantine for 14 days after the last contact with confirmed case.

\*\*\* Confirmed case: Person with COVID confirmed by a test or suspected case (showing symptoms and awaiting test) and has been physically present in MVWSD's schools or buildings in the last seven days

# Student/Staff Wellness: School Attendance

## Illness Response Protocol

### Daily Check at Home

Is the student/staff member well enough to come to school?

Self check at home:

- Fever?
- Any COVID-19 symptoms?
- Any known close contact with COVID-19 confirmed case within the last 14 days?



**No to all questions:  
Attend School**



**Yes to any question:  
Stay Home**



Student/staff member **MUST** stay home  
Staff may use sick leave  
Student absence is excused

### Daily Wellness Check at School

If person has a fever greater than 100 degrees or any other COVID-19 related symptoms, will be isolated and sent home immediately



### Criteria to Return

- If the student/staff member is tested
- **and** the results are negative, person can return to school 3 days after symptoms resolve OR
- At least 10 days since symptoms first appeared
- **and** at least 24 hours with no fever without fever-reducing medication
- **and** symptoms have improved

## When to Close a Class/School/District

Guidance from California Department of Public Health

See the full guidelines at [cdph.ca.gov](https://cdph.ca.gov)

### When to Close a Class



If one or more students or staff members is confirmed to have COVID-19

### When to Close a School



If multiple "cohorts" or classes have confirmed cases OR  
5% of all students/staff have confirmed cases

### When to Close the District



25% or more of schools in a district have closed due to COVID-19.



### When to Reopen a Class/School/District

Schools may typically reopen after 14 days and the following have occurred:

- Cleaning and disinfection
- Public Health investigation
- Consultation with the Santa Clara County public health department



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# Digital Learning Best Practices

# Digital Learning Best Practices

- Teacher has a dashboard and a Google Classroom.
- Dashboard is updated and shared with parents every Friday by 4pm with schedule for following week so parents can plan for upcoming week
- The weekly agenda is organized with hyperlinks of activities for students
- Dashboard shows week at a glance and is broken down by day, includes overview of lessons for each day, and is color coded to match the weekly schedule
- Tutorials for parents on how to use Google Classroom to see feedback, student work, how to help parents help their kids use google classroom
- Links for Zoom meetings or private student level information only included within the Google Classroom.

# Digital Learning Best Practices - Google Classroom setup

The Google Classroom is organized by week and assignment nomenclature matches the dashboard to make it easier for students and parents

- Daily schedule with all subject areas
- Links to video lessons
- Links for small group Zoom lessons (students in grades 3-8 will use their Google calendar to find the links to their small group instruction time.)
- Links for ELD Zoom lessons
- Links and resources for all assignments
- List of assignments that are due at the top of each day's schedule



# What to expect in elementary

During full Distance Learning, students will be instructed via a combination of synchronous (live) and asynchronous (video) lessons

Students will have **daily check in meetings** (5 days a week) with teachers to:

- Take attendance
- Review the day's schedule (including Zoom meetings)
- Review work expectations and assignments
- Make social emotional connections and build classroom community
- Minimum 15 minutes every morning

Students will have **daily check out meetings** (5 days a week) with teachers to:

- Take attendance
- Review the day's assignments
- Maintain social emotional connections
- Minimum 15 minutes at the end of the day

# What to expect in elementary

Students will also have **live instruction** 4 days a week via a combination of whole class and small group Zoom. At minimum, students will have live instruction in: English Language Arts, Social Studies, Math, Designated ELD, Response to Instruction

- Live lessons will consist of a whole class lesson, independent assignments, and small group instruction.
- Each student must be assigned to a small group and each student needs to meet with the teacher at least:
  - 2 times a week for ELA
  - 2 times a week for Math
  - 3 times a week for Designated ELD
  - 2 times a week for RTI
- Remaining lessons can be synchronous or asynchronous.
- All classrooms will use Google Classroom to post daily assignments and Zoom links, and to provide narrative individual and group feedback, daily participation score, and grades.

# What to expect in elementary (chart)

## Sample Daily Schedule:

<b>8:00-8:15</b> <b>Whole Class Morning Meeting ZOOM</b>	
<b>8:15-10:00 ELA BLOCK</b>	
Whole Class Mini-Lesson ZOOM Close Reading/ Writing/Social Studies	
Teacher-led Small Group ZOOM: *Close Reading *Guided Reading *Intervention/ Enrichment	Independent Work *Video Lesson (vocab, grammar, and/or word study) *Consumable workbook pages from BA *Independent Reading *Independent Writing
10:00-10:20 RECESS/BREAK	
<b>10:20-11:30 MATH BLOCK</b>	
Whole Class Lesson Mini-Lesson ZOOM Objectives/Vocabulary/Application Problem	
Teacher-led small group instruction ZOOM: *Eureka Math lesson *Intervention/ Enrichment	Independent Work *Zearn lesson *Problem Set *Sprint *Exit Ticket *Other independent math tasks
11:30-12:30 LUNCH/BREAK (coincides with lunch pickup)	
<b>12:30-2:00 AFTERNOON BLOCK</b>	
Specials: *STEAM (ZOOM) *PE (ZOOM) *CSMA (ZOOM)	
Teacher-led small group instruction ZOOM: *Designated ELD *RTI	Independent Work: *Digital Citizenship *Other independent work
<b>2:00-2:20 Closing Meeting/Check-Out</b>	

# What to expect in middle school

During full Distance Learning, students will be instructed via a combination of synchronous (live) and asynchronous (video) lessons

Students will meet with teachers **during every scheduled period**. During each period, classroom teachers will:

- Take attendance
- Review the period's schedule (including Zoom small groups)
- Review work expectations and assignments
- Teach academic lessons that utilize standard elements of MVWSD pedagogy:
  - content and language objectives
  - frequent checks for understanding
  - explicit vocabulary instruction
  - ample student interaction using academic language.
  - SIOP implementation
- Make social emotional connections and build classroom community
- Be engaged with students for the entire period
  - At least 15 minutes of whole class instruction
  - The remainder of the period the teacher can be whole class or small group
  - If utilizing small groups, teachers need to meet with each student in a small group at least once a week.

Live lessons will consist of a whole class lesson, independent assignments, and small group instruction. All classrooms will use Google Classroom to post daily assignments and Zoom links.

# What to expect in middle school (chart)

## Sample Daily Schedule:

Whole Class Check In (5 mins) Attendance, Review period's schedule	
Whole Class Lesson (15 mins)	
Teacher-led Small Group (30 mins)	Independent Work (30 minutes) *Video Lesson Support *Independent or group assignment

## MINIMUM EXPECTATIONS

Subject Area	What Students Receive (minimum)	Content and Materials	Lesson Elements
Core Subjects and Electives (Math, ELA, Social Studies, Science, Designated ELD, PE)	Synchronous (live) 4 periods a week	*District Adopted Curriculum *Small group intervention/enrichment	*Content and Language Objectives *Check for Understanding *Student interaction using academic language *Site-specific SIOP implementation steps
	Asynchronous (video) 1 lesson a week	*District Adopted Curriculum *Assigned on Wednesday	

# What to expect on Wednesdays

- Teacher(s) does check in and check out meetings via Zoom
- Elementary - ELA and Math assignments and asynchronous lessons
- Middle - Core Subject and other elective asynchronous lessons and assignments
  - Asynchronous lessons must include: Teacher recorded (audio or video) explicit directions and/or instruction with independent activity
  - iReady can be used ONLY as a supplemental resource AFTER a student has completed their assignment
- Other independent assignments
- Include non-computer based activities
- School day is a full day

# Digital Learning - Building Community

- Monday message: Each principal rotates and records a Monday message for virtual students with some sort of SEL component for students to focus on for the week
- School activities continue and are listed on Dashboard each week:
  - Virtual project cornerstone lessons
  - Principal read alouds
  - Spirit weeks
  - Virtual clubs
  - Weekly morning assembly
  - Themed days (sports day, favorite book day etc...)

# Professional Development

- Using newly adopted curriculum
- Protocol and Tips for Assessing Virtually
- Using Zoom for small group instruction
- Using technology with young students
- Creating my Classroom Dashboard - Expectations
- Moving beyond Fundamentals with Google Classroom
  - including accessing Google classroom, setting up Google classroom, adding students and guardians, creating assignments, assigning and collecting student work, providing feedback online
- SeeSaw 101(TK-2) including introduction to Seesaw
  - creating activities, getting families started, remote learning on Seesaw, posting student work, beyond Basics - providing student feedback, announcements
- Building a Bridge to our Students Through Inquiry (5E's across Content) **(Middle School)**





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# Feedback and Grading

# District Assessment

- Assessments will be virtual
- Assessment calendars are being finalized
- Students assessed on the following:
  - i-Ready - ELA & Math
  - Literably
  - Writing
  - Other designated formative assessments
- District has created a Virtual Assessment Protocol

# Feedback and Grading - Elementary Schools

- Google Classroom is the hub for assignments
- Narrative feedback, scores, grades provided to students in Google Classroom
- Participation is monitored daily on a scale on a scale of 1-4
- Assignment completion is acknowledged for practice work
- Grade of 1-4 provided for other assignments - writing, mid-modules, projects, etc.
  - (1= standard not met, 2=standard nearly met, 3= standard met, 4- standard exceeded)
- Grade of 1-4 provided for at least 1 ELA, 1 Math assignment each week
- Feedback could be written comment (individual, whole group), screencast with an audio commentary
- Powerschool continues to be used for report card grades and attendance

# Feedback and Grading - Middle Schools

- Google Classroom is the hub for assignments
- Narrative feedback provided to students on assignments in Google Classroom - individual and whole class
- Weekly rubric based participation score (scale of 1-4) and other assignment grades in Powerschool
- Acknowledgement of work that is turned in
- Teachers give detailed feedback to each student on at least 1 assignment weekly in their content area
  - Written comment, Screencasts, a score or grade based on a rubric that has been reviewed with students

# Rationale for Choice of Platform

- A common platform for assignments creates consistency across the district
- Google Classroom provides a platform for active interaction and feedback dialogue between teacher and student as well as real time collaboration between students
- Parents can view their student's work/feedback on the same platform
- Middle school students are familiar with navigating grades in Powerschool
- Elementary students are familiar with Google Classroom and will not need to navigate two platforms



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# Interactive Leave Process

# Interactive Process

- Refers to the collaborative effort involving an employer and employee to determine if the employee can return to work subsequent to an occupational or non-occupational injury, disease or disorder.
- The interactive process is plan to consistently and uniformly process and implement leave requests related to COVID-19
- Additionally, the interactive process is an opportunity to hear the concerns of each employee and research reasonable accommodations regarding each employee's personal situation

# Interactive Process

The District will gather information from the employee, including

- the specific nature of the limitation
- the specific difficulty or issue that the employee is experiencing at work
- what sort of accommodation the employee is seeking.



# Interactive process

To date...

Number of meetings: 17

Number of retirements/resignations: 2

Number of leaves: 1

Number of teachers fine with DL but want to review options for in-person due to health: 7

Number of teachers struggling with childcare: 5



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# Monitoring progress

## No need to reinvent the wheel

# Key cross-functional topics: additional metrics (1/4)

## Key questions

## Potential tracking metrics

 <p><b>Health, safety and transitions<sup>1</sup>:</b> What are the right health and safety protocols to guarantee optimal safety for all members of a school community? How do we monitor changing conditions and plan for transitions between models (e.g., from remote to in-person)?</p>	<p>Segment by elementary, middle school, and high school populations:</p> <ul style="list-style-type: none"> <li>COVID-19 case count in schools and surrounding communities (prevalence for in-person and remote groups; proof of school being a hotspot of transmission)</li> <li>Distribution of case counts (e.g. 10 cases at 1 school vs 10 cases at 10 schools)</li> <li>Hospitalization and death count (by demographics for both teachers, staff, and students)</li> <li>Implementation and adherence to protocols (e.g. % of students with temperature checks, % of students wearing masks, % of students tested, % of physical distancing infractions)</li> <li>Evidence of long-term COVID-19 health risks</li> </ul>
 <p><b>Student engagement while remote:</b> How do we maximize student engagement during remote learning (whether they are full-time or part-time remote)?</p>	<ul style="list-style-type: none"> <li>Student participation rates (e.g., number of log-ins to LMS, assignment completion rates, number of questions during synchronous learning, number of downloads for online resources)</li> <li>Number of check-ins between teachers and students (per day, per week)</li> <li>Share of students with access to necessary software and hardware for remote learning</li> <li>Number of and turnaround time for technical assistance requests fulfilled (e.g., students unable to log on to LMS)</li> <li>Qualitative rating of student experience (based on surveys)</li> <li>Number of students attending “study hall” or “extra help” periods</li> </ul>
 <p><b>Instructional time:</b> How do we maximize instructional time?</p>	<ul style="list-style-type: none"> <li>Daily hours of instructional time, segmented by mode of instruction (e.g., digital vs. non-digital, synchronous vs. asynchronous, large-group vs. small-group vs. individual)</li> <li>Daily hours of instructional time, segmented by supervising adult (e.g., teacher, teacher’s aide, other staff member, tutor, family member, individual)</li> <li>Weekly time spent 1:1 with teacher per student</li> </ul>
 <p><b>Curriculum and aligned professional learning:</b> How much of students’ instructional time is grounded in HQIM (High Quality Instruction Materials)? Aligned with professional learning?</p>	<ul style="list-style-type: none"> <li>Share of curricula aligned with HQIM best practices, specifically those materials around remote learning</li> <li>Vetting of curriculum by third parties (e.g., number of reviewers / contributors) to ensure HQIM</li> <li>Self-reporting of teacher behavior change based on professional trainings offered on remote teaching (segmented by subject)</li> <li>Portion of professional learning opportunities directly aligned with curricula</li> <li>Frequency of teacher engagement in forums about curriculum/teaching/learning</li> </ul>

1. Districts should consult with local health authorities and other health experts in determining these metrics



**Learning loss:** How can we increase the amount (or efficiency) of instructional time or resources provided to those students who have fallen furthest behind?

- Share of students in each grade level that are meeting various proficiency levels relative to prior years
- Number of hours / staff members available for help rooms, tutoring, and FAQs
- Daily or weekly time spent in 1:1 or small-group tutoring for students with larger learning gaps
- Time allocated in lesson plans for teachers to address specific skills students may be missing that are required to understand grade-level appropriate content
- Share of curricula adaptable to differed pacing based on learner needs
- Results of surveys evaluating the perceived effectiveness / helpfulness of trainings for teachers around identifying and mitigating learning loss in remote settings



**Assessment:** How do we adjust and evolve assessment of student success, ensuring equity in the process?

- Percent of students assessed, at various stages throughout the year (e.g., beginning of the year, then every X weeks)
- Qualitative reviews of remote assessments' effectiveness and frequency
- Range of topics assessed (e.g., academics, emotional wellness, etc.)
- Quantity and quality of materials provided to teachers on best practices for remote assessment
- Perceived effectiveness of tools provided to teachers for assessments, based on teacher feedback (e.g., online platforms through which testing can be completed)



**Teacher roles:** How can our teachers be supported to ensure they are best able to maximize time spent on the highest-value activities, and with those students who need them the most?

- Teacher logs (or other self-reporting) of time spent on various activities through the course of a week
- Number of channels available to teachers to reach students or their families, and the extent to which these are used
- Perceived effectiveness of support mechanisms (e.g., support for non-teaching activities/workload) provided by the district, based on teacher feedback



**Special needs:** How do we ensure we are sufficiently supporting students with special needs? How do we ensure our instruction is both equitable and accessible in all stages – from curriculum development, to instruction delivery?

- Number of screening calls conducted within vulnerable populations to identify demand and need for special needs' services
- Percent of students receiving services defined by IEPs or 504s
- Qualitative reviews of types of services provided and available to students
- Number of hours / staff members available for help rooms, tutoring, and FAQs for students with special needs
- Daily or weekly time spent in 1:1 or small-group tutoring for students with special needs
- Number of check-ins with students with special needs, over the course of a week or month
- Self-reporting of teacher behavior change based on professional trainings offered on remote teaching (segmented by subject) for students with special needs
- Use of platforms / forums for teachers to exchange remote teaching best practice materials, tailored to students with special needs



**SEL:** How do we embed SEL and trauma-informed practice into everything we do in a way that's more comprehensive than ever before?

- Self-reported experiences by students, teachers, and families, via survey, on outcomes and behaviors experienced by students while at home
- Amount of time dedicated – within and outside of lessons – to student well-being check-ins
- Qualitative review of escalation processes (e.g., if a teacher identifies a need for a student, who does s/he contact?)
- Share of curricula developed with SEL- and / or trauma-informed practice in mind
- Number of check-in calls with students suspected of being at risk
- Percent of students receiving mental health support



**Family engagement:** How can we re-set what “typical” family engagement is, and how can we creatively support it?

- Self-reported satisfaction and engagement levels by family members, especially those most involved in supporting student learning (e.g., by survey)
- Cadence of family communication (e.g., weekly emails, monthly townhalls)
- Number and quality of channels / processes through which families can get support from the district (e.g., family support hotline, FAQs sections on website, tech support teams)
- Cadence of family feedback collection (e.g., weekly surveys asking how the district can best support them)
- Perceived quality of training sessions provided to families on what the “operational” aspect of remote schooling looks like and expectations of families during remote schooling (e.g., will chaperone student for X hours per day), based on parent feedback
- Perceived quality of training sessions provided to families on how to best support their student’s remote learning, based on parent feedback
- Perceived quality of external resources provided to families on how to best support their student’s remote learning (e.g., webinars, third party documents), based on parent feedback
- Effectiveness of platforms / forums for families to exchange ideas of how to best support their student during remote learning periods, based on parent feedback

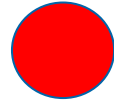


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# Assigning Students

# Four Likely Scenarios

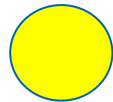
## Schools Campuses Closed Stage 4



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



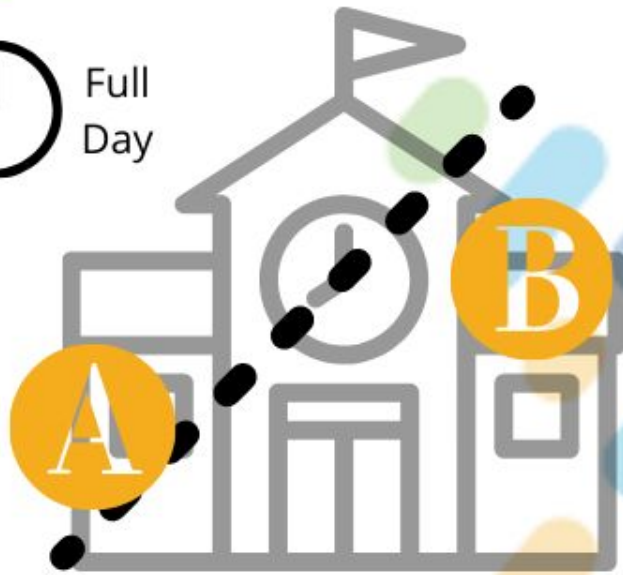


# Stage 3

# 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

# Learning Options Registration 2.0

- July survey data wasn't valid
- New parent survey on Aug. 7-17th
- Teacher survey on Aug. 10th
  - Plan for staffing for both distance learning and blended programs to run concurrently when conditions allow
    - Opportunities for communication and questions
- Then schedule for both Options with more certainty
  - Allows more time for planning
  - Both option B and C students may be affected by teacher changes

# Selecting option B or C

- Your choice commits your child to a learning option
  - Any change you request during the year will likely require a change in your child's teacher, and may not be implemented immediately.
  - If you later opt out of Option C- Connected to move to Option B- Blended model (Stage 3), we cannot guarantee that you will return to your home/choice school for the 2020-21 school year.
  - Students could be introduced to Option B- Blended model stable student cohorts after an extended extended break (i.e. Thanksgiving).
  - If you later opt out of Option B- Blended to move to Option C- Connected model, your child's teacher likely will change to a distance learning MVWSD teacher.

# Selecting option B or C

- For Option C - Connected, depending on the size of the distance learning group, students will either be assigned to a teacher from your child's home school or a distance learning MVWSD teacher.
- The curriculum for both options is the same
- For Option C, aspects of special programs, such as choice schools, may not be possible to maintain
- Residency within MVWSD boundaries must be maintained. Distance learning is only available to students whose guardian(s) reside within MVWSD boundaries.
- Only one parent may complete the registration.
  - If it's been previously completed, you'll receive a message that "invitation has already been used."
- If you have a preference for your children to attend on the same or different days in Option "B" - Blended In-Person + Distance Learning, please contact your principal when Option B becomes available.



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# Next Steps

# Making this a reality

- Relaunch Options B or C survey (Aug 7-17)
- DO Office meeting (Aug. 3) - **Volunteers / Answer questions**
  - Thursday, Aug. 6, 3-4 p.m.
- Reopening Task Force - **Answer questions**
  - Thursday, Aug 6, 10-11 a.m.
- Focus groups - **Answer questions**
  - Tuesday, Aug 11, 4-5 p.m.
- Staff Town Hall - **Answer questions**
  - Tuesday, Aug 11, 10-11 a.m.
- Community Check-In (Aug 7) - **Answer questions**
  - 3:30-4:30 p.m.
- Reopening Plan in full posted on [www.mvwsd.org](http://www.mvwsd.org)



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# Thoughts and Questions?