

# Preparing for the 2020-2021 School Year

Version 2: Updated June 24, 2020

*Together we can keep our staff and students healthy*



## Novato Unified School District COVID-19 Return To School Guide

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**Marin County Summer Programs**  
**Preparation for County-wide Return to Classroom-based Instruction Fall**  
**2020**  
**PHASE II**

A Guide for Administrators, Teachers, Staff and Parents

**6.5.2020 UPDATE** - Please note: The Summer School Program Framework is a work in progress and will be updated as we receive continued input from all stakeholders (staff, students, parents and community members) and Public Health. The ultimate goal is to develop and implement a sequential return to classroom-based instruction guide that supports and maximizes learning and success for all students, while doing everything reasonably possible to ensure the health and safety of our students, staff and community.

## CONTEXT

The onset of the COVID-19 global pandemic triggered unprecedented government mandated shelter at home orders. Effective March 16, 2020, the Marin County Public Health Officer (Public Health) recommended the [suspension of classroom instruction](#) for more than 40,000 students in an effort to mitigate the spread of the virus. Simultaneously Public Health issued a [countywide stay at home order](#) suspending all non-essential work. The uncertainty around when state and local health officials would lift shelter at home orders prompted a joint decision between Bay Area public health officials and county superintendents to [extend distance learning](#) through the remainder of the academic year.

Recognizing the need for essential workers to be able to fulfill their duties, Public Health developed childcare guidelines to facilitate PopUp Childcare Programs from March 19 through the end of the 2019-20 school year. The guidelines designed for the PopUp Childcare program, along with subsequent best practices learned from the process and updates from Public Health, serve as the foundation of this document.

The Marin County Office of Education will run 22 Special Education, 2 Alternative Education, 1 ROP, and the AVID program at a variety of campuses during the Summer of 2020. The programs will run anywhere from 3 and 6 weeks, with most classes beginning June 15 or June 22, and ending by July 31. The Framework below serves as the health and safety guidelines for these programs.

## GUIDING PRINCIPLES

The Marin County Office of Education is committed to the following these guiding principles for 2020 Summer programs:

1. **Health and Safety** - The health and safety of staff and students is the single highest priority.
2. **Stable Cohorts** - The core operational structure of our programs is a stable cohort of (12<sup>1</sup>) students plus staff. This structure helps mitigate the spread of germs, enables health providers to trace contacts in the event of an infection, and limits the need for potential closures.
3. **Physical Distancing** - In many ways, the cohort serves as the physical distancing. That said, it is recommended that teachers space seating and desks at least 6 feet apart where feasible to mitigate the risk.
4. **Procedures and Protocols** - Specific safety protocols including daily health screening, temperature checks, restroom use procedures, paths of travel, outdoor recreation activities, substitute procedures, will be carefully planned, implemented, monitored and updated on a regular basis.
5. **Academic Success** - Classroom-based learning provides an effective learning environment for students to meet learning objectives and access instructional support from caring adults.
6. **Social Emotional Support** – Relationships and in-person connectivity are a critical component of social development for students.
7. **Responsiveness** – The MCOE Rethinking Schools Team is available to interface with sites and Public Health to answer any questions or concerns that arise.

## TIMELINE

The MCOE will reopen its programs using a three-phase approach.

Phase 1: Spring 2020 (Completed week of June 8)

Phase 2: Summer 2020

**June 8 & 12, 2020** Staff training (Summer Staff)

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<sup>1</sup> Cohort number subject to change depending on guidance from Public Health

**June 15 & 22, 2020** Summer Programs begin

**July 31, 2020** Summer Programs end

### Phase 3: Fall 2020

**August 6 - 7, 2020** Staff training (Countywide Fall Staff)

**August 20, 2020** All schools open (tentative)

## HEALTH & SAFETY MODEL

MCOE student programs will follow all sanitation and hygiene practices and protocols recommended by Public Health. MCOE will adjust its practices and protocols as Public Health guidelines, best practices, and orders are revised. Current practices and protocols include:

### **1. Stable Cohorts:**

The ability for schools to reopen is based upon the strict understanding that students will be separated into stable cohorts, meaning:

- a. The same group of 12 or fewer students are in the same group each day.
- b. Students should not change from one cohort to another.
- c. Each group should be in a separate room and not mix with other cohorts.
- d. Teachers should also remain solely with one group of students, if feasible.

### **2. Health and Safety Protocols:**

MCOE student programs will adhere to the following health and safety protocols:

- a. Essential Protective Equipment (EPE) will be stocked, inventoried and replenished as needed (see below).
- b. Daily health and safety checks (temperatures, health screening questionnaire) will be conducted by site staff.
- c. Site administrators and teachers will coordinate and schedule outdoor activities to ensure that cohorts are not mixed.
- d. Use of specific facilities will be defined for each cohort (entrances, restrooms, isolation areas, paths of travel to ensure limited or no mixing of cohorts).

- e. All staff will implement regular cleaning and disinfecting procedures throughout the day.
- f. Should a staff member or student exhibit symptoms of COVID-19 they will be removed from the cohort, consult with their healthcare provider, and keep school site administration informed of their status. As essential workers [all school staff are eligible to be tested](#). If a student or staff member is exhibiting symptoms of, or is likely to have COVID-19, specific detailed information is provided in the most recent public health orders:
  - i. [May 20, 2020 Public Health Emergency Isolation Order](#)
  - ii. [May 20, 2020 Public Health Order Household Members](#)
  - iii. [New Testing Guidelines](#)
  - iv. [COVID-19 Guidance: At Home Quarantine and Isolation Safety](#)

### **3. Staff Essential Protective Equipment (EPE):**

All staff will be trained to implement best practices in the use of Essential Protective Equipment (EPE), including, but not limited to:

- a. Wearing a face covering at all times (see additional information below).
- b. Wearing proper EPE when cleaning, sanitizing, and disinfecting copy machines, light switches, thermostats, etc..
- c. Cleaning, sanitizing and disinfectant surfaces and high touch areas.
- d. Setting and following a hand washing schedule for staff and students upon arrival, before and after meals or snack time, before and after going to the restroom, and regular intervals throughout the day.
- e. Working with students using physical barriers (i.e., face shield) if needed.

### **4. Face Coverings for Staff (and children over 12 years of age)**

- a. In accordance with the [April 17, 2020 Public Health Order](#), which went into effect on April 22, 2020, persons over the age of 12 must wear face coverings.
- b. Students who are over age 12, with the exception of students who are developmentally functioning at a younger age.
- c. Each site will have a supply of disposable face coverings for anyone who is unable to provide their own.

### **5. Cleaning:**

- a. All summer school sites will be equipped with cleaning, sanitation and disinfectant supplies (i.e., hand sanitizer, gloves, sanitizing and disinfecting wipes, sanitizing and disinfectant solutions).

- b. All summer program staff will be trained on how to properly clean, sanitize and disinfect classroom spaces, high touch areas, and surfaces in accordance with Public Health and CDC recommendations.
- c. Cleaning, Disinfecting, and Sanitizing schedules for the summer programs based on CDC guidelines have been designed. Two Cleaning Schedules were created to reflect needs based on grade level, student programs and instructional materials used. It is recommended each program review both cleaning schedules, and identify which one works best for their specific program or classroom.

[PreK-5 and Special Education](#)

[Grades 6-12](#)

## **6. Registration Forms:**

- a. In addition to normal school enrollment forms, additional information may be gathered through an application form/survey, or direct communication between Program Managers and family members of summer program students to support public health responsiveness. This information will include updated emergency contact information, and/or medical or dietary information.

## **Summer Programs/Locations/Contacts/Start and End Dates/Hours of Operation:**

Information regarding each specific summer program has been added to an excel file and is found [here](#).

## **DAILY LOGISTICS**

### **Snacks and Lunches:**

Families will provide appropriate snacks and lunches for their students, packed in clearly marked containers. Parents should provide detailed information to classroom teacher regarding any special dietary needs. For students who receive free and reduced lunches, meal packets (with today's lunch and tomorrow's breakfast) will be delivered mid-day.

### **Intake Check-In and Pick up / Sign Out:**

With the goal to limit outside adult to student interaction beyond the site staff and students, parents will be instructed to assist in curbside drop off and health screening by a school site staff member. Pick up will also be curbside, and parents/guardians must present valid photo ID at check-out.

### **Staff Training:**

Special Education and Alternative Education Directors, Program Managers, and Site Principals / Co-Leaders will participate in a summer program training on Monday June 8 or Friday June 12, 2020. They will also review the [March 13, 2020 Public Health Advisory on Novel Coronavirus \(COVID-19\) Childcare Guidance](#) with all staff, along with the context, guiding principles, and health and safety practices described in this plan, and coordinate schedules to ensure meals and outdoor recreation time are designated for each group. An emphasis will be placed on teaching and practicing infection control measures detailed in the advisory.

### **Health & Safety Checks:**

It is vital that all parents and guardians keep children at home if they are sick until a fever has been gone for at least 3 days without the use of medicine. Each site has access to a touchless thermometer and will take the temperature of all students and staff members before entering the classroom(s). If a student or staff member temperature is 100.4 degrees or above, they will be excluded from participation.

### **Health Questionnaire at Intake:**

Staff and parents will be required to respond to the following questionnaire daily..

- a. Do you or your child live with anyone or have you or your child had close contact with anyone with a prolonged cough, fever, flu-like symptoms or been diagnosed with COVID-19 within the last 14 days?
- b. Do you or your child live with anyone or do you or your child have a fever, cough and/or shortness of breath? For children and adults, fever is 100.4 degrees or above using a forehead thermometer.
- c. Do you or your child live with anyone or do you or your child have any other signs of communicable illness such as a cold, flu, rash or inflammation?
- d. Do you or your child live with anyone or have you or your child experienced diarrhea or vomiting (within the past 24 hours)?

### **Signs of Illness During Program:**

Students and staff will be monitored for signs of illness throughout the day including:

- Headache or tiredness, unable to participate in routine activities or need more care than staff can provide
- Fever with behavior changes, difficulty breathing, uncontrolled coughing, unusually tired, persistent crying, etc.
- Open sores, rash, signs of infection, etc.
- Runny nose with colored mucus

If a student (or staff member) is exhibiting any of the above symptoms, they will be physically separated from the group and will be required to wear a surgical mask until pick-up. ***Parents / guardians are required to and must agree to come pick up their child without delay if they are exhibiting these symptoms.***

### **Transportation:**

All parents who can transport their students will have mileage reimbursed. MCOE is working with local school transportation providers to explore opportunities for cohort-based transportation models, and other transportation strategies that support physical distancing requirements. School transportation providers have agreed to assist with health screening and temperature checks to the extent possible.

### **Programming:**

School site administrators and staff will coordinate schedules so that each group is able to enjoy outdoor recreation as weather and conditions permit. It is the goal that each group will have at least two outdoor based activity sessions each day, and more if possible.

## **BEST PRACTICES**

Administrators and staff will make every effort to implement and share best practices including:

- a. Regular safety meetings with all staff before student arrival and after student departure
- b. Have clearly designated family curbside drop off/pick up station
- c. Screen all students/family/staff before entry
- d. Stay home if showing or experiencing any sign of sickness
- e. Post signage of COVID 19, risk assessment and preventative measures
- f. Parent volunteers are not permitted at this time
- g. Restrict activities and visitors, including volunteers and parent tours



- h. Require students and staff to conduct hand washing or sanitizing as their first activity upon arrival each day and regularly throughout the day
- i. Stock cleaning supplies for each cohort/classroom and make them visible at registration desk (based on availability)
- j. Have a stock of facial coverings in the event that a child or staff member exhibits symptoms
- k. Clean, sanitize and disinfect frequently
- l. Keep play materials on site; and not be sent home
- m. Implement social distancing best practices including no hugs or shaking hands
- n. Teach and model social distancing greetings
- o. Keep emergency contact information up to date

## KEY RESOURCES

- a. [March 13, 2020 Public Health Advisory on Novel Coronavirus \(COVID-19\)](#)
- b. [March 14, 2020 Environmental Health Advisory for Cleaning Community Spaces](#)
- c. [CDC Guidance for School Settings](#)
- d. [Reminders for Using Disinfectants at Schools and Childcare Centers](#)
- e. [CDC Environmental Cleaning and Disinfecting Recommendations](#)
- f. [CDC Guidance for Cleaning and Disinfecting](#)
- g. [Frequently Asked Questions](#)
- h. Communicable Disease Nurse line available 9:00 am - 5:00 pm M-F  
**(415) 473-4163**
- i. Spanish translation (to follow)

## CONTACT

If you have any questions about this overview document, staffing, and logistics, please contact [RapidResponse@MarinSchools.Org](mailto:RapidResponse@MarinSchools.Org) or Janelle Campbell at [jcampbell@marinschools.org](mailto:jcampbell@marinschools.org)

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## Introduction

The public health crisis resulting from COVID-19 has caused schools and districts to rapidly shift to a distance learning environment while also attending to necessary services and operations that cannot be handled virtually. Shifting to distance learning requires infrastructure changes, new methods of teaching and learning, and adaptations to lesson delivery, assessment, collaboration, and family engagement. Furthermore, this transition has highlighted tremendous equity gaps, including wide disparities in students' access to necessary resources such as: food, housing, digital devices, and the internet.

The Novato Unified School District (NUSD) is committed to supporting our Novato schools, students, families and employees throughout the emergency response to COVID-19. We have prepared this document to provide our schools and families with a district plan to reopen our schools for the 2020-2021 school year.

This document was crafted through extensive research, and with the input of our Re-Entry Task Force consisting of over 150 members of our school community, parents, students, and staff. Additionally, through our online Thoughtexchange, NUSD received feedback from 2,450 stakeholders who shared 3,450 thoughts with us. Our community's key priorities in re-entry are focused on: education, interaction, mental health and safety.

The basic understandings in our planning have been issued by the state of California:

- COVID-19 is not going away soon
- Modifications to Stay-At-Home Order must be guided by health risk and a commitment to equity
- Taking responsibility is key at all levels – individual, business, and government

As COVID-19 continues to spread across the U.S., public health experts have been debating the merits of reopening schools. Research suggests that social distancing techniques, along with careful hygiene, cleaning, and use of quarantine, can reduce the spread of disease in schools. The examples described in this brief provide insight into how these strategies can be put into operation in various school contexts to protect the health and safety of students, staff, and families. It is important to note that guidance is being provided in an ongoing manner by our state and county health department, we will make adjustments to the plan accordingly.

The considerations included below are intended to help guide planning and decision making and should not be seen as a final or exhaustive list of considerations.



## Critical Partners in Re-Entry

### State of California

Governor Newsom released a [progress report](#), [report card](#) and [California's Roadmap to Modify the Stay-at-Home Order](#), this outlines six benchmarks that would allow the state to modify Stay at Home orders.

The Benchmarks are:

- 1) Ability to test, contract trace, isolate and support those exposed.
- 2) Ability to protect those at high risk for COVID-19
- 3) Surge capacity for hospital and health system
- 4) Therapeutic development to meet demand
- 5) Ability of businesses, schools and childcare facilities to support physical distancing.
- 6) Determination if when to reinstitute measures like Stay-at-Home order if necessary

NUSD must prepare for a fluid situation, as early warnings of a “Second Wave” continue to be a point of concern. With this in mind, our plan is a living document and subject to modifications as recommended by the state.

### Centers for Disease Control and Prevention

The CDC has published tools to assist school administrators. These tools provide guidance in making (re)opening decisions for K-12 schools during the COVID-19 pandemic. NUSD will work with state and local health officials and other partners to determine the most appropriate actions while adjusting to meet the unique needs and circumstances of our local community.

[Decision Tree for Opening Schools](#)

### Marin County Department of Health and Human Services

Novato Unified School District is in constant communication and collaboration with numerous Marin County agencies. As these agencies make new information available, [Marin Health and Human Services](#), [California Department of Public Health](#), and the [Marin County Office of Education](#) will provide updated guidance to Novato Unified School District and its community members.

### Marin County Office of Education

The Marin County Office of Education (MCOE) oversees districts and programs in Marin County including NUSD. MCOE is engaged in ongoing collaboration with Marin County schools under the guidance of Public Health Officers to meet the challenges we face in delivering high-quality education to our students in the age of COVID-19. MCOE has formed a team of staff who are designing, implementing and sharing protocols, procedures and processes to return to site-based classroom instruction. The MCOE [Rethinking Schools Task Force](#), with the intimate guidance of Public Health, have developed documents, presentations and resources that continue to grow and are available on their website.

## Key Guidelines for Public Safety

### Handwashing

Schools will schedule time for frequent hand washing throughout the day. Arrival at school, before and after meals or snack time, and other times throughout the school day. Washing at regular intervals is helpful in illness prevention and will become a regular part of the NUSD school day. The Center for Disease Control outlines handwashing as a critical way members of the public to protect themselves and others in this challenging time. These include:

- Wash your hands often with soap and water for at least 20 seconds especially after you have been in a public place, or after blowing your nose, coughing, or sneezing.
- If soap and water are not readily available, use a hand sanitizer that contains at least 60% alcohol. Cover all surfaces of your hands and rub them together until they feel dry.
- Avoid touching your eyes, nose, and mouth with unwashed hands

### Social Distancing

The term “social distancing” refers to measures being taken to restrict where and when people can gather in order to stop or slow the spread of infectious disease. In general, 6 feet of separation is the distance that should be kept between people interacting within their community. This guideline is especially important for NUSD because our schools bring diverse people together and they bring with them symptom statuses that may be hard to monitor.

NUSD will outline plans that provide the ability to limit the number of people in all campus spaces to the number that can be reasonably accommodated while maintaining a minimum of 6 feet of distance between individuals. (6 feet is the current minimum recommendation for physical distancing from the CDC, but it is important to pay attention to future modifications in public health recommendations.) To the extent possible, and as recommended by the CDC, NUSD will create smaller student/ educator cohorts to minimize the mixing of student groups throughout the day. Additionally, NUSD will plan to minimize movement of students, educators, and staff as much as possible throughout the course of the school day. NUSD will develop contingency plans to limit the number of students physically reporting to school, if needed to maintain physical distance. NUSD will post signage and install barriers to direct traffic around campus.

When sufficient physical distancing is difficult or impossible (students entering/leaving the bus, pick up/drop off areas, etc.), all individuals, including staff and students, should wear face coverings that cover the mouth and nose consistent with public health guidance. To be clear, face coverings are not a replacement for physical distancing, but they should be used to mitigate virus spread when physical distancing is not feasible.

### Temperature Checks

The new guidelines [manual](#) released by California’s Department of Education makes it clear that students could expect temperature checks upon entering schools and buses during this time. This can include:

**Passive Screening.** Parents are instructed to screen students before leaving for school (check temperature to ensure temperatures below 100.4 degrees Fahrenheit, observe for symptoms outlined by public health officials) and to keep students at home if they have symptoms consistent with COVID-19, or if they have had close contact with a person diagnosed with COVID-19.

**Active Screening.** Schools engage in symptom screening as students enter campus and buses, consistent with public health guidance, which includes visual wellness checks and/or temperature checks with no-touch thermometers (check temperature to ensure temperatures below 100.4 degrees Fahrenheit). NUSD will consider the possibility of age-appropriate discussions with students about evidence of COVID-19 symptoms within the last 24 hours and whether anyone in their home has had COVID-19 symptoms or a positive test.

## Staff Protective Equipment

As recommended by the CDC, all staff should wear face coverings. Per CDPH guidance, teachers could use face shields, which enable students to see their faces and to avoid potential barriers to phonological instruction. NUSD will provide any protective equipment required as appropriate for work assignments. For employees engaging in symptom screening, provide surgical masks, face shields, disinfectant and disposable gloves.

For front office and food service employees, provide face coverings and disposable gloves. For custodial staff, provide equipment and PPE for cleaning and disinfecting, including: for regular surface cleaning, provide gloves appropriate for all cleaning and disinfecting. Any classified staff engaged in deep cleaning and disinfecting should be equipped with proper PPE for COVID-19 disinfection, in addition to PPE as required by product instructions and Cal/OSHA guidelines. All products must be kept out of children's reach and stored in a space with restricted access. Cal/OSHA requires that PPE be provided and worn to effectively protect employees from the hazards of the cleaning products used and training be provided to staff on the hazards of chemicals.

## Student Protective Equipment

According to the California Department of Education (CDE), students should use cloth face coverings, especially in circumstances when physical distancing cannot be maintained. Final determination of the re-entry mask policy will be made based on the directives of Marin County Health and Human Services (MHHS). If NUSD requires students to wear face coverings, then the district will provide reusable face coverings for students who need it. Individual plans must be put in place to address students with disabilities who refuse or are not able to wear masks.

Final requirements will be issued by MHHS; however, at a minimum for certain age groups, student face coverings should be worn:

1. While waiting to enter the school campus.
2. While on school grounds (except when eating or drinking).
3. While leaving school.
4. While on a school bus.

## Medical Tracing

Contact tracing enables the state to suppress the spread of the virus. As California Public Health requires protocols for medical tracing, it will be necessary initially to keep students in continuous cluster groups. NUSD will institute tight protocols to ensure medical tracing can be done with confidence and ease for all our students.

### **Sick Employees and Students must Stay at Home if Sick**

NUSD will educate staff and families about when they or their child(ren) should stay at home and when they can return to school. NUSD will actively encourage employees and students who are sick or who have recently had close contact with a person with COVID-19 to stay home. Policies will ensure that employees and students can stay at home without fear of reprisal, and ensure employees, students, and students' families are aware of these policies.

To support this effort, NUSD should cease all perfect attendance awards, cease assessing schools based on absenteeism, and continue to offer virtual learning through Google Classroom for sick or quarantined students.

### **COVID-19 Outbreaks**

In accordance with standard guidance for isolation at home after close contact, any classroom or office where a COVID-19-positive individual was based will typically need to close temporarily as students or staff isolate. Additional close contacts at school outside of a classroom should also isolate at home. Any areas of the school visited by the COVID-19-positive individual may also need to be closed temporarily for cleaning and disinfection. Students who are affected by an isolation order will transition to online learning for their continuity of education. When staff are unable to teach due to illness, grade alike colleagues will be called on to support with any long-term disruption of online learning.

### **Closure**

In consultation with the local public health officials, the Superintendent may consider whether school closure is warranted and length of time based on the risk level within the specific community as determined by the local public health officer. Any decision will be based on public health guidance and in coordination with local public health officials.



## Culture of Excellence: Recovering from Learning Loss

Our preparations for the future must continue to consider the impact of the pandemic, in which a substantial number of students will return to school with not only [learning loss](#), but also emotional consequences of isolation and a lack of predictability. The benefits of continuing to adhere to and to strengthen a coherent approach to students' social and emotional wellbeing and the cultivation of their own emotional resources will be numerous.

Despite our best efforts, we have seen that the impact of the pandemic in education nationally will result in privileging better-off children. Students from households with greater levels of connectivity, higher levels of parental education, greater availability of parental time for engagement, and in-home availability of books and materials have much better ability to access and benefit from distance learning. To reach children without such support, NUSD must emphasize a simplified curriculum based on the NUSD Essential Standards. These standards have been identified by Novato educators as being those standards where learning loss will be most consequential for learning progression in the coming school year. In addition, focused strategies that ensure continuity in early grade literacy and numeracy during the COVID crisis are urgently needed. Research shows the critical importance of Explicit Direct Instruction for students grades PK-2, and NUSD should take every effort to ensure this is accomplished for these early years.



For higher grades, NUSD must prioritize learning continuity for children most at risk of dropping out, such as cohorts transitioning from primary to lower secondary school, or Freshmen with one or more F's. By including strategies to keep vulnerable populations engaged and excited about learning, educators can

Research supports the importance of coherent, knowledge-rich curricula and assessments that ensure students have mastered the content. COVID-19 has brought the message home: students and teachers need access to high-quality, sequenced, and knowledge-rich materials in every subject—and during dramatic disruptions, even more so.

NUSD needs assessments that not only inform differentiated instruction, but also help mitigate the kind of confirmation bias that often leads to lowering expectations for what historically disadvantaged students can achieve. The system must work quickly to establish highly reliable formative and summative assessments tied to proficiency scales that can be implemented under various circumstances. Teachers would then possess interim, actionable data on not only skills but also conceptual and specific knowledge tied to mastery levels.

High quality assessments will provide a clear and transparent roadmap of areas of weakness and areas of strength. This will provide transparency for teachers, parents and students, while enabling student's ownership over their learning.

Strong evidence from around the world suggests that summer and afterschool learning programs, including those that utilize trained teachers or volunteers, structured pedagogy, enrichment experiences, ability grouping, and high levels of teacher-student engagement, can generate

significant learning gains for disadvantaged populations. Accelerated learning programs and other kinds of intensive “learning camps” targeted to the most disadvantaged children have been shown to be effective in many developing country contexts, both for bridging periods of learning loss and pathways for successful re-entry of out of school children. Other interventions, such as after school tutoring and peer-to-peer coaching can also be employed to support these students.

In addition, there is a growing body of research which shows significant effects of parents and siblings on childhood learning, by supplementing and reinforcing the traditional focused learning within schools. Family-based literacy interventions studies show that even in the poorest households and households with limited literacy, parental and sibling engagement and support can add significantly to learning outcomes using very simple methods. Those methods can take the form of creating dedicated time for children to learn, teaching parents to engage children in talk and answering questions, or creating simple counting and language activities as part of daily household routines. Making sure all students and families have access to appropriate, engaging mathematics and reading materials, instruction, and support is one important way we can prevent opportunity gaps from growing.

## **Culture of Competence: The Importance of Adaptability**

The COVID-19 crisis is forcing all of us to revisit how we understand and therefore configure school and students’ and teachers’ roles. NUSD must identify strategic staffing models which maximize students’ instruction from the teachers who have deep subject-area and instructional expertise, and those teachers who excel at forging real connections. Both roles are critical and may require NUSD to explore finding new ways to expand the reach of outstanding instructors, while freeing up other educators to provide much-needed one-on-one academic and relational support to help all kids stay on track.

Research shows that strong and supportive relationships between students and teachers lead to improved and enduring social-emotional and academic outcomes for students; having a good relationship with an adult in the school can yield greater student motivation, satisfaction, self-esteem, and social skills and can help to reduce student dropout, disruptive behavior, and absences. This connection is particularly important for first-generation students and students of color. Mentor programs will be of great benefit to students who need additional support.



In order for NUSD to meet the challenge of the day, it is critical that schedules and classroom models become more flexible, enabling both small in-person or remote class sizes and larger lecture opportunities. In addition, our plan must also be able to accommodate ongoing shifts between distance and in-person learning. The many challenges we face underscore the need for not only finding ways to increase the instructional time but provide for more flexible instructional time.

Multi-Tier Systems of Supports (MTSS) is a process designed to help schools focus on high quality instruction and interventions that are matched to student needs and monitored on a frequent basis. The information gained about a student is used by school personnel with parents

to adapt instruction and to make decisions regarding the student's educational program. Perhaps the greatest benefit of an MTSS approach is that it eliminates a "wait to fail" situation because students get help promptly within the general education setting. As soon as assessment data indicates a problem area for a student or a group of students, interventions are put into place to address these concerns. This adaptability and flexibility will be essential when confronting the challenges ahead.

## **Culture of Caring: Addressing Physical and Psychological Safety**

In planning for students and staff to return following COVID-19 closures, NUSD must prioritize efforts to address social and emotional learning and mental and behavioral health needs. Equally important is ensuring staff feel their physical and mental health needs are supported. Districts should ensure all policies and solutions are culturally sensitive and ensure equity and access for all youth.

In recognizing the potential negative impact of an environment that still requires minimized social interactions and face coverings, NUSD schools must make concerted efforts to build the school community and establish staff/student relationships. By implementing a more gradual reintroduction of academic rigor compared with previous years, NUSD could focus on social and emotional well-being, self-efficacy and adaptive skills. Staff should use this time to teach protocols and avoid punitive approaches when managing physical distancing requirements when possible.

NUSD should establish a process to help identify and provide support to students or staff who may be at higher risk for significant stress or trauma from COVID-19. Focus should be on those who have experienced death or loss of someone close to them; those with significant disruption to lifestyle such as food insecurity, financial insecurity; those with a history of trauma and chronic stress or other pre-existing mental health problems; those with exposure to abuse or neglect; and communities with previous history of educational disruption. Social and emotional learning curriculum should be intentionally embedded into core academic subjects to ensure they can be delivered in all phases and scenarios.

NUSD should teach students skills in validation, acknowledging everyone has had a different experience from COVID-19, and not everyone in each school will be in the same place in recovery. Individual trajectories will vary significantly. Validate that some are disappointed, some had fun, some are grieving, some are exhausted from added responsibilities at home, some are scared, etc. In promoting a culture of caring, NUSD must keep student wellness at the forefront of our thoughts and planning.



## Communications and Stakeholder Engagement



### Communications and Stakeholder Engagement


Ensuring all students, staff and community members are informed, remain involved and supported by the following best practices in the areas of:

- Ensuring effective communication systems
- Engaging stakeholders
- Other key systems and supports

Best Practices	Action	Timeline
Establish a central repository of NUSD COVID related information in one place.	Create a webpage to contain all things related to COVID-19 for the 2020-2021 school year. Information to include: <ul style="list-style-type: none"> <li>○ Re-entry plan and updates</li> <li>○ Remote/distance learning resources</li> <li>○ Community and district resources for family supports</li> <li>○ Communications - all related communications</li> <li>○ Frequently asked questions</li> <li>○ Other related areas as they become known</li> </ul>	By June 15, 2020. <ul style="list-style-type: none"> <li>○ Make visible on the nusd.org and school site web pages by July 15, 2020.</li> <li>○ Upload content to page during summer 2020.</li> <li>○ Advertise web page on all social media platforms and include link on all communications - ongoing during 2020-2021 school year.</li> </ul>
Establish and inform families on protocols and procedures when a student or staff member is exposed to or becomes Covid-19 positive.	Marin County Office of Education in partnership with Marin County Public Health are developing protocols and procedures for Marin County districts and schools.	Provide access to stakeholders to understand the protocols and procedures that will be followed in a Covid-19 positive case by August 20, 2020.
Conduct regular stakeholder sessions regarding all reopening procedures	Superintendent or designee to conduct sessions/communications for staff and families	Reopening procedure sessions/communications to take place before August 20, 2020
Provide uniform and aligned messaging from district and sites.	Superintendent and principals to send out same message to staff and families <ul style="list-style-type: none"> <li>○ Important that the same message is sent to both families and staff</li> <li>○ Superintendent to send overarching communications - strategic of the 'who, what, where, when, why'</li> <li>○ Principals to follow up with -</li> </ul>	Regular communications and on an as-needed basis throughout the 2020-21 school year

	<p>tactical of the ‘how’</p> <ul style="list-style-type: none"><li>○ Messaging to be clear and concise and clearly define expectations and ‘ask’</li><li>○ Messaging to be on multiple platforms, i.e., newsletters, email, text, social media, web pages, school marquee, etc.</li><li>○ Enlist Community Liaisons to help with hard-to-reach populations, i.e., English learner families</li><li>○ All communications to be have a Spanish translation</li></ul>	
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## Facilities, Custodial, Transportation & Sanitation

 <p><b>Facilities, Custodial, Transportation &amp; Sanitation</b></p>	<p>Ensuring all students, staff and community members remain healthy and safe by following best practices in the areas of:</p> <ul style="list-style-type: none"> <li>• Guidance, directives and recommendations from Marin County Public Health</li> <li>• Health &amp; safety information, social distancing and infection control practices (handwashing, face coverings)</li> <li>• Classroom and cleaning practices</li> <li>• Personal protective equipment</li> <li>• Transportation</li> </ul>
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Best Practices	Resources	Timeline
<p>All sites should develop a surface sanitization schedule. Identify high touch surfaces and set a schedule for sanitization. This is a time where we can engage all staff in helping to clean and disinfect common areas, not just the custodial staff.</p> <p>PPE, set protocols to ensure stock and replenishment at our sites. This includes disinfectant, sanitation wipes, hand sanitizer, soap and paper towels. Ideally having a hand sanitizing station in every classroom (at any entrance) and office space.</p> <p>Playground and other shared equipment will need to be sanitized before/ after use, or institute a usage schedule to ensure cohorts are not mixing.</p> <p><b>Areas and materials to clean:</b></p> <p>Cleaning is frequent, especially in common spaces.</p> <p>Schools are encouraged to wipe down high-touch areas, such as doorknobs and desks, every 2 hours.</p>	<p><a href="#">Centers for Disease Control (CDC) guidance</a></p> <p><a href="#">A Guidebook for the Safe Reopening of California's Public Schools</a></p> <p><a href="#">US Department of Education COVID-19 ("Coronavirus") Information and Resources for Schools and School Personnel</a></p> <p><a href="#">Implementation of Mitigation Strategies for Communities with Local COVID-19 Transmission: CDC</a></p>	<p>Develop by August 20, 2020</p> <p>Protocols developed and supplies in stock ready by August 20, 2020</p> <p>Develop schedule by August 20, 2020</p> <p>Communicate with staff, parents and students on operational plan and impact on facilities</p>

<p>Students wipe their own desks. Windows and doors are left open as much as possible to maintain ventilation.</p> <p>Toilets and sinks are expected to be cleaned 2–4 times a day, and tablets and computers must be wiped after each use.</p> <p><b>Shared materials:</b></p> <p>Shared materials are discouraged, but when used they must be cleaned before being used by other groups of students.</p> <p><b>Transportation:</b></p> <p>There may be difficulty in transporting small groups of students. This will require strategic planning.</p>	<p><a href="#"><u>The National Association of Chronic Disease: Healthy Schools, Healthy Staff, Healthy Students</u></a></p>	<p>Ongoing, track costs for physical rotation of spaces</p> <p>Summer installation of wash stations, porta potties or other temporary structures as required by county health guidance</p> <p>Engage in ongoing efforts to address concerns regarding facilities needs</p>
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## Illness Prevention Procedures & Protocols



### Illness Prevention Procedures & Protocols

Ensuring all students, staff and community members remain healthy and safe by following best practices in the areas of:

- Guidance, directives and recommendations from Marin County Public Health
- Health & safety information, social distancing and infection control practices (handwashing, face coverings)
- Health office practices, management and isolation of students/staff showing sign of illness
- Contact tracing and responsiveness

Best Practices	Resources	Timeline
<p>Safety protocols as will be required by Marin Health and Human Services. This can possibly include daily health screenings, temperature checks, restroom use procedures, travel routes through campuses, cohorts and social distancing.</p> <p><b>Possibilities for Contact Tracing and Responsiveness:</b></p> <p>Limit visitors to campus to essential personnel</p> <p>Track visitors on campus in case of a reported infection</p> <p>A decision tree to guide personnel in case of a reported infection</p> <p>Work with MHHS for communication and tracing</p> <p><b>Possibilities for Stable Cohorts:</b></p> <p>Designated restrooms for staff and students so cohorts don't cross-contaminate</p> <p>Coordination between teachers to limit numbers of students in the restroom at a time</p> <p>Some sort of adult supervision</p>	<p><a href="#">Marin HHS Guidance</a></p> <p><a href="#">CDC Guidance for Schools</a></p> <p><a href="#">Possible QR Code Check In/Out for Contact Tracing</a></p> <p><a href="#">CDC Hygiene Guide</a></p>	<p>Protocols in place by August 10, 2020 and communicated to parents for support and reinforcement</p> <p>Ongoing</p> <p>Phone contact lists created within the first 5 days of school or before</p> <p>Protocols in place by August 10, 2020 and communicated to parents for support and reinforcement.</p>



<p>outside of restrooms to ensure no cohorts commingle</p> <p>Portable sinks and hygiene stations</p> <p><b>Possibilities for Social Distancing:</b></p> <p>Markings on campus (blacktop, hallways, classroom) to indicate appropriate distancing</p> <p>Reinforcing social-distancing norms that many families already utilize</p> <p>Considering the reinforcement that different developmental stages (K-3, 4-5, 6-12 grades) will require</p> <p>Supporting all staff to monitor student distancing</p> <p><b>Possibilities for Essential Protective Equipment (EPE) (pending final decisions by MHHS/CDC/CDE):</b></p> <p>Communicating age requirements for all students (currently 12 and over per MHHS)</p> <p>Have a full set of PPE in the office in cse of exigent circumstance</p> <p>Extra supplies in case of soilage or damage</p> <p>Supporting staff with understanding basic requirements for EPE</p> <p>Supporting students in abiding by mask requirements</p> <p><b>Possibilities for Handwashing:</b></p> <p>Facilitating developmentally appropriate training for age groups</p> <p>School site handwashing schedules (e.g. upon arrival, after bathroom use, before after lunch, etc.)</p> <p>Support adults in monitoring student face touching and providing supplies (hand sanitizer) to mitigate</p> <p>Allow for handwashing schedules in planning for the instructional day</p> <p><b>Other Considerations:</b></p>	<p><a href="#">Social Distance Guidance by CDC</a></p> <p><a href="#">Student and Staff Stay Home Guidance</a></p> <p><a href="#">Teaching students about PPE</a></p> <p><a href="#">Use of Face Cloth Guidance by CDC</a></p> <p><a href="#">Handwashing Guidance CDC</a></p>	<p>Training for students and staff as school reconvenes.</p> <p>Preparation measures must take place throughout the summer.</p> <p>Ongoing</p> <p>Clarify and publish prior to August</p>
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## Wellness Support for Students



### Wellness Support for Students

Addressing the mental health and social-emotional development of all students, staff and community by following best practices in the areas of:

- School-based mental health services
- Behavioral support systems
- Family engagement and support practices
- Staff supports
- Maintaining student and staff recognitions, awards and traditions
- Other key systems and supports

*Relationships over Everything. Connection before Content.  
Maslow before Bloom.*

Best Practices	Resources	Timeline
<p><b>Key Considerations:</b></p> <p>Each teacher, child, and family will have experienced Shelter in Place and civil unrest differently</p> <p>Families will have different levels of comfort around sending their students back to campuses</p> <p>Experts indicate that our experiences are well within the scope of a collective adverse childhood experience (ACE)</p> <p>Social emotional well-being is essential to support in advance of academic considerations</p> <p>Plans must be firmly in place prior to students arriving in the fall and must be communicated to parents</p> <p>NUSD must reach out to families in crisis during the summer to set up students for success in the fall.</p> <p>NUSD acknowledges that students</p>	<p><a href="#">How to Support Teachers Emotional Needs Right Now</a></p> <p><a href="#">Why Every School Must Have a Social Emotional Plan Prior to Reopening</a></p> <p><a href="#">Employee Stress Support</a></p> <p><a href="#">Guidance from Yale Center for Emotional Intelligence</a></p>	<p>Establish priorities for student and adult wellness by mid-July</p> <p>Schools establish individual wellness plans by August 10, 2020,, and communicate out to families by August 15, 2020.</p>

<p>will be harboring anxieties and that we can't anticipate all of them. Student engagement in academics is predicated on feeling safe and secure in a brick-and-mortar school setting.</p> <p>NUSD will prioritize the needs of students with previously established mental health concerns</p> <p><b>Possibilities for Wellness Actions:</b> Communication from home to school and school to home about student behaviors will be strengthened</p> <p>Creation of safe spaces and places for students to express themselves</p> <p>Training opportunities for staff and parents to recognize signs of students in distress</p> <p>High consideration given to time issues for teachers and safety of substitutes</p> <p>Supporting administrators to develop SEL plans before the start of school</p> <p>Utilizing the tiers of SEL Multi-Tiered Systems of Support</p> <p><b>Tier I--strategies/supports available to all students every day</b></p> <p>10-minute check-ins</p> <p>Utilizing partners like Youth Leadership Institute</p> <p><b>Tier II- more intensive intervention</b></p> <p>School counselors or psychologist to support smaller, weekly groups, or</p> <p>Whole group sessions every two weeks</p>	<p><a href="#">Responding to COVID-19: Brief Action Steps for School Crisis Response Teams</a></p> <p><a href="#">National Alliance of Mental Illness</a></p> <p><a href="#">Tips for talking to children about CV19 by CDC</a></p> <p><a href="#">ASL answers to Questions from Children about COVID-19</a></p> <p><a href="#">Guidance for employees coping with stress during CV19</a></p> <p><a href="#">Trauma-Informed Teaching Strategies</a></p> <p><a href="#">Second Step CV19 Resources</a></p> <p><a href="#">Guide to helping children with traumatic grief related to CV19</a></p>	<p>District has been communicating with parents about possible concerning behaviors since early April. Schools should begin communicating priorities around student wellness in early August.</p> <p>Training opportunities determined by mid-July and communicated out to appropriate stakeholders</p> <p>Site administrators apply guidance in this plan to their individual sites and communicate plans to families by mid-August.</p> <p>Each site (with guidance from Leadership Teams and administrators) determines daily social emotional strategies along with staff commitment to facilitate the work in classrooms by mid-August.</p> <p>Tier I supports begin on the first day of school</p> <p>School mental health experts consider screening tools and define behaviors that indicate need for Tier II supports by mid-August.</p> <p>Tier II interventions can begin in</p>
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<b>Tier III--most intensive intervention</b>  Utilizing community partners like Bay Area Community Resources (BACR) or North Marin Community Services (NMCS)	<a href="#">California Youth Suicide Prevention Resources</a>	the second week of school  School personnel will hold meetings with community partners the last week in July to determine Tier III supports and screening tools  Tier III interventions begin as soon as need is indicated.
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## Acceleration Strategies for ELL, Homeless, Foster, Socioeconomically Disadvantaged



### Acceleration Strategies for ELL, Homeless, Foster, Socioeconomically Disadvantaged

Providing high quality accelerated instructional strategies by following best practices in the areas of:

- Curriculum selection and instructional delivery models
- Assessment practices and policies, including local and statewide assessments
- Services to special populations, including socioeconomically disadvantaged students, English learners, Homeless and Foster Youth.
- Access and use of instructional technology.
- Expanded learning opportunities.
- Other key systems and services.

Best Practices	Resources	Planning Implications
<p>Utilize a Multi-tiered System of Support (MTSS) to focus on the alignment of initiatives and resources within LEAs and schools to systemically and equitably address the needs of ALL students by aligning academic, behavioral, and social- emotional learning within a fully integrated system of support that includes family engagement.</p> <p>Use a continuous improvement model for improvement (Plan, Do, Study, Act).</p> <p>Building relationships will need to be at the forefront. Not having relationships is a barrier to access any learning for students, teachers and parents</p>		

<p>Instructional practices that accelerate learning (behavior and/or academics) must be “baked in,” not optional, district-wide</p> <p>Utilize essential standards and proficiency scales to provide clear, grade-level expectations for achievement for students and parents</p> <p>Identify most critical prerequisite skills and content knowledge in order to access grade-level content when they encounter it throughout the year</p> <p>Learning should be meaningful, relevant, active, collaborative, develop higher-order thinking skills, and interactive. These instructional practices support mastery and accelerate learning</p> <p>Provide differentiation and scaffolds to ensure access</p> <p>Use common formative assessments to monitor student progress, provide feedback and adjust instruction</p> <p><b>Parent Support and Engagement</b></p> <p>Using a hybrid model to partner with parents and families will be essential (email, zoom meetings, office hours for parents/guardians, weekly newsletters, Facebook, etc.)</p> <p>Identify community-based organizations that can support the needs of our community</p> <p>Establish practices that result in developing positive relationships with families (regular communication, personalized</p>		
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<p>contact and welcoming environments)</p> <p>Provide information on basic needs resources in the community (food, shelter, government assistance, healthcare and financial assistance)</p> <p>Consider social and emotional needs of families (assurance of safety, fear, stress, invasion of privacy)</p> <p>Consider parents' schedules and families with children in multiple grade levels, schools and districts</p> <p>Actively reach out and empower parents to provide feedback, express their needs</p> <p><b>Clear Communication</b></p> <p>Provide clear communication and guidebooks for all stakeholders to ensure transparency about expectations (What can I expect as a parent?)</p>		
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Students of Color		
<p>Make intentional connections to students' identity and provide context to support learning</p> <p>Teach content through diverse topics</p> <p>How can we use our lessons and interactions to convey to our</p>	<p><a href="#">Culturally-Responsive Sustaining Remote Education</a></p> <p><a href="#">Virtual Teaching for Students of</a></p>	<p>Institutional racism and other forms of oppression have systematically denied access to many student groups. What measures will we take district-</p>



students that we care about them as human beings? Especially for African American students considering the systemic oppression and our current state	<a href="#">Color: How to Make Sure Culturally Relevant Practices Make Their Way Home- Dr. Bryan Brown</a>  <a href="#">Diversity: Language, Race, and Culture</a>	wide to undo the inequities in schooling and society to ensure everyone receives equality?
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English Learners		
<ul style="list-style-type: none"> <li>● In a hybrid model, students with designated supports should have priority for consistent on-campus instruction and supports</li> <li>● Identify and provide resources and staff designated to support and monitor newcomer student education and socio-emotional well-being, which includes regular check-ins with students and efforts to connect families with needed services</li> <li>● Provide asset orientation upon enrollment that values newcomers' home languages, cultures, families and experiences.</li> <li>● Enroll newcomer student in compliance with AB 699 Guidelines</li> <li>● Ensure that newly enrolled newcomer students who may qualify for graduation waivers according to AB 2121 are notified. This is also applicable for foster youth, homeless youth, pupils who attended juvenile court school, or a pupil who is a child of a military family</li> <li>● Consider how EL students in any distance learning extracurricular groups to enhance connectedness and prevent dropouts, especially for older EL students, students with Interrupted Formal Education, and Long-Term ELs</li> </ul>	<a href="#">Supporting Multilingual Learners/English Learners During COVID-19 Shutdown</a>  <a href="#">US Dept of Education Newcomer Toolkit</a>  <a href="#">Support for Immigrant and Refugee Students</a>  <a href="#">Addressing the Risk of COVID-19 While Serving Migratory Children</a>  <a href="#">Providing Services to English Learners during CV19: US Dept of Education</a>  <a href="#">AB-699 Educational Equity: Immigration and Citizenship Status</a>  <a href="#">AB-2121 Pupil Instruction: Coursework and Graduation Requirements/Migratory Children and Newly Arrived Immigrants</a>	Ensure that all EL instructional services and language support are provided

Considerations for Socioeconomically Disadvantaged, Students Experiencing Homelessness and Foster Youth		
<p>Be intentional about adopting a trauma-responsive school culture</p> <p>Contact parent/caregiver, resource parent to touch base, offer support and link to resources</p> <p>Ensure immediate enrollment and identification of students experiencing homelessness and foster youth. Consider adding an additional question in Aeries for families returning to determine if their housing situation has changed.</p> <p>Ensure student's school of origin rights are maintained</p> <p>Ensure all students experiencing homelessness and foster youth have access to technology</p> <p>Follow-up with students who have not returned to school to assess living status, needs, and other supports</p> <p>Provide transportation services to students identified as experiencing homelessness and foster youth</p> <p>Review current list of foster youth enrolled within the district, compare with prior list to determine students who are no longer enrolled and follow up (confirm enrollment elsewhere, record transfer, wellness checks)</p> <p>Evaluate students for state minimum graduation requirement exemption</p> <p>Ensure students are connected with counselors and on-campus supports</p> <p>Develop partnerships with local Department of Children and Family Services (DCFS) offices to increase communication about students case plans</p>	<p><a href="#">Community Resources</a></p> <p><a href="#">Information About Pandemic-EBT</a></p> <p><a href="#">Child Trauma Toolkit for Educators</a></p> <p><a href="#">Introduction to a Trauma-Informed Approach</a></p> <p><a href="#">You Can Enroll in School</a></p> <p><a href="#">Identifying Families Experiencing Homelessness</a></p> <p><a href="#">McKinney Vento Assistance for Unaccompanied Youth</a></p> <p><a href="#">Building Trauma-Informed Runaway and Homeless Youth Programs</a></p> <p><a href="#">Foster Youth Education Rights</a></p>	<p><a href="#">AB 1567: Before and After School Programs for Homeless and Foster Youth</a></p> <p>Enrollment priority given to Foster Youth and Homeless Youth, if program is full then priority on wait list</p> <p>Partnership with Coordinated Entry Systems</p>

<p>Create checklists with to support with Initial Identification/Intake Procedures of foster youth, students experiencing homelessness, and ELs to streamline the process for school site staff</p> <p>Create a coordinated county list to keep track of foster youth and students experiencing homelessness that may move from one district to another. Reach out to other county liaisons.</p> <p><b>Connectivity</b></p> <p>Provide spaces at school sites to ensure connectivity for students experiencing homelessness and foster youth</p>		
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# Fiscal Considerations



## Fiscal Considerations

Maintaining effective and efficient operations by following practices in the areas of:

- Budgeting and financial operations

Best Practices	Resources	Timeline
<p><b>Budget Development Monitoring</b></p> <p>Review and analyze Governor's May Revision (5/15) and Adopted State Budget (6/15)</p> <p>Staff attends School Services/Capital Advisors/Other Budget Workshops</p> <p>Adopt District Budget by June 30, 2020</p> <p>Review Fiscal Crisis &amp; Management Assistance Team (FCMAT) Alert for Budget Planning</p> <p>Inform stakeholder groups of financial impacts of State Budget</p> <p>Determine and analyze District flexibility within State budget</p>	<p><a href="#">Governor's May Revision Presentation – School Services of California</a></p> <p><a href="#">FCMAT Preparing Budget Scenarios for 2020-21</a></p> <p><a href="#">NUSD Governor's May Revise Board Budget Presentation</a></p> <p><a href="#">NUSD COVID-19 Budget Resources Webpage</a></p> <p><a href="#">NUSD Facebook – Virtual Budget Town Hall</a></p> <p><a href="#">CDE - COVID-19</a></p>	<p>May 2020 – July 2020</p> <p>Ongoing</p>

<p><b>Alternative COVID-19 Funding Sources</b></p> <p>Identify funding sources related to covering costs due to COVID-19</p> <p>Identify funding sources related to learning loss as a result of COVID-19 and remote learning</p> <p>Determine what staffing and expenditures that can be charged to alternative sources</p> <p>Prioritize additional expenditure needs</p> <p>Track funding utilization</p>	<p><a href="#">SB 117 COVID-19 Response Funding</a></p> <p><a href="#">Federal Cares Act ESSER Funds</a></p> <p><a href="#">EdSource – Governor Newsome Offsets Budget Cuts</a></p>	<p>June 2020 – December 2020</p>
<p><b>Staffing Levels</b></p> <p>Evaluate staffing needs based on instructional model implemented and fiscal constraints</p> <p>Determine positions that can be shifted to meet changing / emerging COVID-19 needs</p> <p>Review labor contracts to determine flexibility of job descriptions</p> <p>District should work collaboratively with the Board and stakeholder groups to develop a plan</p> <p>Determine need for Classified Layoffs (60-day notice required)</p> <p>Determine need/ability to make August 15 certificated layoffs</p>	<p><a href="#">Ed Code 44955.5 Summer Certificated Layoff</a></p> <p><a href="#">Ed Code 45117 Classified Layoffs</a></p>	<p>June 2020 – August 2020</p>
<p><b>FEMA &amp; Other Assistance</b></p> <p>Pre-apply through the Federal Emergency Management Agency</p>	<p><a href="#">FEMA Website</a></p>	<p>June 2020 – June 2021</p>

<p>(FEMA) Grants Portal and submit a Request for Public Assistance (RPA)</p> <p>Develop and follow protocols for tracking cost and expenditures for possible reimbursements including school meals, personal protective equipment, moving to achieve social distancing in classrooms, setting up alternative classrooms, installing new classrooms, storage units and shade structures (e.g., FEMA)</p>	<p><a href="#">FEMA Grants Training</a></p>	
<p><b>Other Operational Items</b></p> <p>Be mindful of requirements around instructional minutes</p>		<p>Ongoing</p>



<ul style="list-style-type: none"> <li>● Use disposable trays and wrap cold items in plastic and hot food with foil.</li> <li>● Consider how workstations can be reorganized for proper physical distancing during meal preparation and meal service.</li> <li>● Adjust employee shifts to minimize the number of staff in the kitchen. Onsite Meal Service</li> <li>● Assess whether to serve meals in the classroom or cafeteria or to use outdoor seating.</li> <li>● Encourage physical distancing through increased spacing, small groups, and limited mixing between groups, if feasible.</li> <li>● Stagger mealtimes to allow for cleaning between meal services and to serve students in smaller groups.</li> <li>● Provide at least 6 feet of physical distancing between groups or tables by increasing table spacing, removing tables, marking tables as closed, or providing a physical barrier between tables.</li> <li>● Provide physical guides, such as tape on floors or sidewalks and signage on walls to ensure that students remain at least 6 feet apart in lines or while waiting for seating.</li> <li>● Remove or suspend use of share tables and self-service. buffets for food and condiments</li> <li>● Consider having staff wear masks and gloves while using point of service (POS) touch pads, replace touch pads with a scanner, or have hand sanitizer available.</li> <li>● Install physical barriers, such as sneeze guards and partitions, at POS and other areas where</li> </ul>	<p><a href="#">Cal/OSHA and Statewide Industry Guidance on Protecting Workers from COVID-19</a></p> <p><a href="#">Worker Safety Guidance Video</a></p> <p><a href="https://www.cde.ca.gov/ls/he/hn/documents/strongertogether.pdf">https://www.cde.ca.gov/ls/he/hn/documents/strongertogether.pdf</a></p>	
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<p>maintaining physical distance of 6 feet is difficult.</p> <ul style="list-style-type: none"> <li>● Consider increasing access points for providing meal service.</li> <li>● Ensure cleaning of every table between groups of students or meal service times. Offsite Meal Service (with approved USDA waivers)</li> <li>● Offer grab-and-go student meals for consumption at home, including drive through, delivery, or curbside pick-up options.</li> <li>● Assess whether there are students who are unable to access school meal distribution sites and identify ways to address these gaps.</li> <li>● Consider whether it is feasible to continue to use buses to distribute meals to students. Communication with Students and Families</li> <li>● Notify parents and the school community about school meal service and options.</li> <li>● Use a variety of communication methods such as social media, newsletters, and school websites.</li> </ul> <p>Guidance generally recommends handwashing before and after meals; encourages students to be spaced well apart and stay with homeroom groups; and sets standards for handling food and utensils and cleaning tables.</p> <p>Place floor markers to highlight social physical distancing guidelines (i.e. wait here for food pickup or in front of vending machine)</p> <p>Sites are recommended to take break rooms and open spaces off-line or repurpose for another use.</p>		
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Determine protocol for access to microwaves, refrigerators, equipment in teachers' room and any other previously shared spaces. Determine protocol on use of microwaves and water dispensers.		
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## Instructional Considerations



### Instructional Considerations

Providing a high-quality instructional program by following best practices in the areas of:

- Curriculum selection and instructional delivery models.
- Assessment practices and policies, including local and statewide assessments
- Services to special populations, including students with disabilities, socioeconomically disadvantaged students, English Learners, Homeless and Foster Youth.
- Access and use of instructional technology
- Expanded learning opportunities
- Other key systems and services

### Instructional Delivery Models

#### Traditional Setting

Best Practices	Resources	Planning Implications
<ul style="list-style-type: none"> <li>• Provide small group instruction for Tier 2 and 3 intervention</li> <li>• Differentiate instruction based on student need</li> <li>• Secure instructional materials with multiple modalities               <ul style="list-style-type: none"> <li>• Provide access to available royalty-free curricular resources</li> <li>• Implement Universal Access (UA) when lesson planning</li> <li>• Employ evidence-based practices</li> <li>• Administer assessments</li> <li>• Utilize Proficiency Based Education to guide instruction and provide feedback on student learning</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• District Adopted Textbooks</li> <li>• Ancillary materials provided by the district adoptions</li> </ul> <p><a href="#">Marin County Office of Education</a></p> <p><a href="#">NUSD Resources</a></p> <p><a href="#">California Department of Education</a></p>	<ul style="list-style-type: none"> <li>• Follow public health guidance</li> <li>• Identify additional instructional space as applicable</li> <li>• Identify additional staffing needs</li> </ul>

#### Hybrid Learning

<ul style="list-style-type: none"> <li>• Establish clearly stated educational goals and learning outcomes.</li> </ul>	<p><a href="#">CDE Designing a High- Quality Online Course</a></p>	<ul style="list-style-type: none"> <li>• Provide orientations for parents, students, and staff</li> <li>• Redefine grading policies</li> </ul>
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<ul style="list-style-type: none"> <li>● Utilize Proficiency Based Education to guide instruction and provide feedback on student learning</li> <li>● Organize course offerings in a way that students can easily navigate.</li> <li>● Integrate quality instructional materials to enable and enrich student learning.</li> <li>● Use regularly evaluated technology that supports the learning goals and enhances the learning experience.</li> <li>● Ensure content aligns with the CA Core State Standards and Content Standards and includes provisions for both intervention and accelerated learning opportunities.</li> <li>● Provide opportunities that support active learning</li> <li>● Utilize strategies such as flipped learning to deliver direct instruction and when students are together, provide engaging high-quality review of learning and preview of what is to come</li> <li>● Utilize Google Classroom for students to access assignments digitally and collaborate with peers and teachers</li> <li>● Provide a variety of activities that include options for in-depth learning through authentic problem solving and experience</li> <li>● Include opportunities for both asynchronous and synchronous learning</li> <li>● Equity and access for special populations</li> </ul>	<p><a href="#">CDE- Distance Learning Resources</a></p> <p><a href="#">Blended Learning Universe: Blended Learning Models</a></p> <p><a href="#">ERIC: Educational Resources Website</a></p> <p><a href="#">Schoolology Exchange: A Beginners Guide to Flipped Classroom</a></p> <p><a href="#">Kami: Your Digital Classroom Hero</a></p> <p><a href="#">ELPAC Website</a></p>	<ul style="list-style-type: none"> <li>● Develop a schedule with consideration about how to group students to efficiently deliver Tier 2 and 3 interventions</li> <li>● Ensure maximum number possible devices for 1- to- 1 instruction</li> <li>● Work with outside partners to ensure internet connections for students</li> <li>● Provide timely IT support for staff and students</li> <li>● Utilize digital curriculum to support adoption</li> <li>● Provide professional learning for staff to assist in identification of students in need of Tier 2 and 3 interventions</li> <li>● Ensure strong communication protocols between grade levels, content teams, and administration</li> <li>● Ensure there are systems in place to facilitate standardized delivery of instruction</li> <li>● Flexibility in required instructional minutes</li> </ul>
<p align="center"><b>Distance Learning (Complete online instruction/ homeschool)</b></p>		
<ul style="list-style-type: none"> <li>● Establish clearly stated educational goals and learning outcomes</li> <li>● Utilize Proficiency Based Education to guide instruction and provide feedback on student learning</li> <li>● Organize course offerings in a way that students can easily navigate</li> <li>● Integrate quality instructional materials to enable and enrich</li> </ul>	<p><a href="#">California Department of Education: Appendix 3- Designing a High- Quality Online Course</a></p> <p><a href="#">Kami: Your Digital Classroom Hero</a></p> <p><a href="#">The English Language Proficiency Assessments for California (ELPAC) Website</a></p>	<ul style="list-style-type: none"> <li>● Determine the need for orientations for parents, student and staff</li> <li>● Redefined grading policies</li> <li>● Purchase of all-digital curriculum to support adoption</li> <li>● Ensure strong communication protocols between grade levels, content teams and administration.</li> <li>● Ensure there are systems in place to facilitate standardized delivery of instruction</li> </ul>

<p>student learning</p> <ul style="list-style-type: none"> <li>● Utilize Google Classroom for students to access assignments digitally and collaborate with peers and teachers</li> <li>● Use regularly evaluated technology that supports the learning goals and enhances the learning experience</li> <li>● Ensure content aligns with the CA Core State Standards and Content Standards and includes provisions for both intervention and accelerated learning opportunities.</li> <li>● Provide opportunities that support active learning</li> <li>● Provide a variety of activities that include options for in-depth learning through authentic problem solving and experience</li> <li>● Include opportunities for both asynchronous and synchronous learning</li> <li>● Equity and access for special populations</li> </ul>		<ul style="list-style-type: none"> <li>● Professional learning for staff to assist in identification of students in crisis</li> <li>● Provide timely IT support</li> <li>● Explore open source materials</li> </ul>
<p style="text-align: center;"><b>Independent Study</b></p>		
<ul style="list-style-type: none"> <li>● Provide work packets tailored to individual student needs, if unable to access distance learning opportunities.</li> <li>● Secure instructional materials with multiple modalities</li> <li>● Secure access to available royalty-free curricular resources.</li> <li>● Provide access to video recording programs (ex. Screencastify) for teachers and students</li> <li>● Utilize Proficiency Based Education to guide instruction</li> <li>● Administer assessments</li> </ul> <p>Ensure all Independent Study program parent notification and communication to EL parents are in parent home language</p> <ul style="list-style-type: none"> <li>● Include section of LEA EL Master Plan on how to address instructional needs of EL students in an Independent Study setting</li> </ul>	<p><a href="#">California Department of Education: Independent Study Ratios Calculations</a></p> <p><a href="#">California Department of Education: Independent Study Webpage</a></p> <p><a href="#">California Dept. of Education: CA Guide for Educating ELs with Disabilities- Announcements and Current Issues</a></p>	<ul style="list-style-type: none"> <li>● Provide online curricular resources</li> <li>● Provide timely IT support</li> </ul>

Instruction for English Learners		
Instructional Model: Face to Face		
<ul style="list-style-type: none"> <li>• Use of the California ELD Standards to help design structured student language interaction which include, but is not limited to:</li> <li>• Opportunities for students to interact with peers to read, write and talk about content texts and/or engage in purposeful lesson interactions orally and in writing; offer and support opinions; and adapt language choices to various contexts. Strategies include think/write/pair/share, cooperative learning, problem solving, group investigations, peer revisions and group presentations (ELD Standards Part I: Collaborative)</li> <li>• Opportunities for students to apply strategies such as active listening, close reading, asking clarifying questions, analyzing and applying language to support ideas. Instruction includes modeling, enabling students to listen actively, read closely, ask clarifying questions and evaluate and analyze how writers and speakers use language for specific purposes in a range of social and academic contexts related to grade-level content. Instruction consistently includes language scaffolding, use of visuals, wait time and other strategies appropriate to students' English proficiency.<sup>[SEP]</sup> These contexts include a variety of grade-level content text types, purposes, audiences and topics (ELD Standards Part I: Interpretive)</li> <li>• Facilitation of students' use of academic language to convey ideas orally and in writing appropriate to their purpose and</li> </ul>	<p><a href="#">California Department of Education: Multilingual Education-Resource</a></p> <p><a href="#">Department of Justice AB-699: Promoting a safe and secure learning environment</a></p> <p><a href="#">California Department of Education AB-699: CALPADS Update FLASH #151 California Longitudinal Pupil Achievement Data System</a></p> <p><a href="#">California Department of Education: Designated and Integrated ELD - Letters</a></p> <p><a href="#">California Department of Education: Chapter Two/ELD Framework</a></p> <p><a href="#">English Language Development Standards Publication-Title III (CDE) English Learner Roadmap - English Learners</a></p> <p><a href="#">USDE: Chapter 2: Tools and Resources for Providing English Learners with a Language Assistance Program</a></p> <p><a href="#">United States Department of Education: EL Toolkit-Chapter Three-Tools and Resources for Staffing and Supporting EL Programs</a></p> <p><a href="#">United States Department of Education: EL Toolkit-Chapter Four-Tools and Resources for Providing English Learners Equal Access to Curricular and Extracurricular Programs</a></p> <p><a href="#">California Department of Education: Submitting English Learner Instructional Services-Resources</a></p>	<ul style="list-style-type: none"> <li>• Ensure that all enrollment practices including the HLS are provided following Department of Health guidelines</li> <li>• Include LEA emergency plan EL program implications in LEA EL Master Plan procedures</li> <li>• Verify and coordinate LEA protocol for accessing language support or translation services, including LEA HR procedures, to ensure that language support is provided for all students in a language they can understand</li> <li>• Verify and coordinate how professional learning will be provided for current and new teachers of EL students in keeping with Department of Health guidelines</li> <li>• Coordinate and monitor any changes in currently approved LEA Plan addendum use of Title III federal funds to address any emerging supplemental EL student needs which can be allowably supported by federal funds</li> <li>• Ensure that all EL instructional services and language support are provided following Department of Health guidelines</li> <li>• Provide and ensure that all staff are informed and trained on how to access and coordinate LEA SEL support services for EL students in accordance with Department of Health guidelines</li> </ul>

<p>audience. Language scaffolding strategies, including but not limited to sentence frames, structured academic conversations and graphic organizers are consistently used. Students consistently use academic language to present, describe, explain and support ideas in both oral and written discourse appropriate to their English proficiency (ELD Standards Part I: Productive)</p> <ul style="list-style-type: none"> <li>• Appropriate Corrective Feedback regarding language usage, at the EL student's proficiency level, is consistently provided which may include, but is not limited to rubrics, performance guidelines and student conferences</li> <li>• Ensure and monitor protected time for designated ELD in a daily, designated ELD period/class/ protected time using a curriculum aligned to the CA ELD Standards according to district guidelines specifying placement criteria and instructional minutes</li> <li>• Provide social emotional supports as needed for EL students experiencing trauma in a language they can understand</li> <li>• Include a section of LEA EL Master Plan to address EL/Immigrant/Newcomer Supports family supports (MTSS)</li> <li>• Ensure and coordinate all language program notification for all parents and EL parents specifically including:</li> <li>• Notification to all parents of language programs offered by the LEA and parent right to request language programs</li> <li>• Notification of Initial ELPAC administration before test administration</li> <li>• Notification of Results on Initial ELPAC and parent choice for LEA language programs offered for EL students</li> <li>• Annual Title I /Title III EL Parent</li> </ul>	<p><a href="#">California Department of Education: 2019-20 Cycle B and D Program Instruments- Compliance Instrument</a></p> <p><a href="#">Californians Together: Support for Immigrant and Refugee Students</a></p> <p><a href="#">California Together: A Teacher's Guide to Support Immigrant and Refugee Students' Socio-Emotional Experiences</a></p> <p><a href="#">CCSESA/CISC: B.E.L.I.E.F. Modules Home</a></p> <p><a href="#">California Department of Education: Parent Notification - Title III</a></p> <p><a href="#">United States Department of Education: EL Toolkit Chapter 10- Tools and Resources for Ensuring Meaningful Communication with Limited English Proficiency Parents</a></p> <p><a href="#">San Diego County Office of Education: Common Core en Espanol</a></p>	
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<p>Notification</p> <ul style="list-style-type: none"> <li>● Notification of Summative ELPAC results</li> <li>● Ensure and monitor that all LEA notifications are accessible in parent home language</li> <li>● Ensure and monitor that all LEA written notifications for student home language groups exceeding 15% of LEA enrollment are translated</li> </ul>		
<p align="center"><b>Instructional Model: Hybrid Learning</b></p>		
<ul style="list-style-type: none"> <li>● Assure hybrid instructional model</li> <li>● includes best practices for traditional and distance learning instruction for EL students</li> <li>● Familiarize EL students and families to hybrid scheduling, new technology and platform tools</li> <li>● Assure all home communication on transition to hybrid instructional delivery is provided in a language parents can understand</li> <li>● Establish LEA EL program goals and procedures for how instruction will be synchronized between traditional school setting and distance learning</li> <li>● Establish expectations for EL program instructional delivery.</li> <li>● Utilize strategies such as flipped learning to deliver direct instruction and when students are together to provide engaging high-quality review of learning and preview of what is to come</li> <li>● Establish balanced hybrid learning student rotation procedures that ensure EL students are not unnecessarily segregated from non-EL students</li> <li>● Group EL students flexibly by areas of need which may include EL proficiency levels, but can include social engagement grouping so that EL students have a chance to use language in a hybrid instruction rotational</li> </ul>	<p><a href="#">US Department of Education: English Learners DCL (PDF)</a></p> <p><a href="#">US Department of Education: Providing Services to English Learners During the COVID-19 Outbreak (PDF)</a></p> <p><a href="#">US Department of Education: OCR Fact Sheet Coronavirus 3.13.2020</a></p> <p><a href="#">Hanover Research: Best Practices in K-12 Online and Hybrid Courses</a></p>	<ul style="list-style-type: none"> <li>● Ensure that LEA EL Master Plan includes section on how EL services will be provided in hybrid learning setting</li> <li>● Ensure that EL teachers are provided with training and support for use of technology used in hybrid learning setting</li> </ul>





<p>structure so that teachers can collaborate and monitor students across content classes and collaborate for family communication as needed between face-to-face and hybrid settings</p> <ul style="list-style-type: none"> <li>● Group EL students flexibly by areas of need which may include EL proficiency levels, but can include social engagement grouping so that EL students have a chance to use language with other students in a synchronous setting</li> <li>● Ensure teaching teams are supported by LEA student services and other crisis response supports as needed. Provide PD to teachers on how to access these supports including home language translation resources as needed</li> <li>● Identify and prioritize EL student needs for distance learning such as basic needs, student stressors/barriers and academic setting.</li> <li>● Identify languages in which the student can be supported at home</li> <li>● Identify resources to check for understanding, formative assessment and opportunities to reteach including:</li> <li>● Use online platform group breakout options- checking for understanding</li> <li>● Google Forms Survey</li> <li>● Zoom Survey Feature</li> <li>● Chat Feature</li> <li>● Audio links</li> <li>● Whiteboard (Microsos or Zoom)</li> <li>● Utilize primary language support, as needed Examples include:</li> <li>● Google Translate</li> <li>● Digital Translation breakout features</li> </ul>	<p><a href="#">US Department of Education: English Learners DCL (PDF)</a></p> <p><a href="#">US Department of Education: Providing Services to English Learners During the COVID-19 Outbreak (PDF)</a></p> <p><a href="#">US Department of Education: OCR Fact Sheet Coronavirus 3.13.2020</a></p>	
<p style="text-align: center;"><b>Reclassification</b></p>		
<ul style="list-style-type: none"> <li>● Maintain a list of all new student enrollees who have a language</li> </ul>	<p><a href="#">CA Model Practices for Enrollment-AB 699-SEE HLS</a>  <a href="#">References: Promoting a Safe and</a></p>	<ul style="list-style-type: none"> <li>● Funding for ELPAC extended window for 2019-20 for</li> </ul>

<p>other than English on HLS and TBD and who have not yet been administered the Initial ELPAC for identification as EL</p> <ul style="list-style-type: none"> <li>● Document any reason a student was not administered the 19-20 ELPAC due to school closures, safety/social distancing implications in the student's cumulative file</li> <li>● Assess staffing and safety measures and social distancing measures needed for administration of Initial ELPAC upon further notice from CDE</li> <li>● Determine where and how LEA will test new students for Initial ELPAC accounting for social distancing, space, computers and devices</li> <li>● Administer all ELPAC assessments in keeping with Department of Health and CDE guidelines</li> <li>● Reconcile changes in process due to school closures with current EL Master plan in the event of future school closures impacting initial identification of EL students</li> <li>● Establish protocols with feeder schools about the best way to communicate Summative ELPAC information and potential reclassification status</li> <li>● Adjust parental notification procedures as needed</li> <li>● Keep a phone log and notes of all parental communication</li> <li>● Verify all other programs or which newly identified EL students may be eligible</li> <li>● Assure that State Seal of Biliteracy candidates are monitored and reported in CALPADS</li> </ul>	<p><a href="#">Secure Learning Environment for All</a></p> <p><a href="#">California Department of Education AB 699 / See HLS section: CALPADS Update FLASH #151- California Longitudinal Pupil Achievement Data System</a></p> <p><a href="#">California Department of Education ELPAC Webpage: See information Guide English Language Proficiency Assessments for California (ELPAC) - Testing</a></p> <p><a href="#">United States Department of Education EL Toolkit: Chapter 1 Tools and Resources for Identifying All English Learners</a></p> <p><a href="#">California Department of Education: Observation Protocol for Teachers of English Learners- Draft resources for assessing use of Academic English in Content Classes</a></p> <p><a href="#">California Department of Education: State Seal of Biliteracy- Resources</a></p> <p><a href="#">US Department of Education: Providing Services to English Learners During the COVID-19 Outbreak (PDF)</a></p>	<p>reclassification purposes</p> <ul style="list-style-type: none"> <li>● Funding/Advocacy for home language resources and supports for parents during Distance Learning</li> </ul>
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Assessment, Instructional Technology, Key Systems		
Assessment		
Best Practices	Resources	Planning Implications
<ul style="list-style-type: none"> <li>Identify key benchmark/Beginning of the Year assessments to support student placement and to identify gaps in understanding due to prolonged school closure</li> <li>Identify common formative assessment strategies with which to monitor student understanding and adjust teaching</li> <li>Identify key dates/points in the instructional cycle to administer Interim Assessments and/or benchmark assessments. This may need to be more frequent initially</li> <li>Determine data analysis structures and protocols.</li> <li>Identify key dates/points in the instructional cycle to administer progress monitoring assessments to students who may be identified as “at promise.” This may need to be more frequent</li> </ul>	<p><a href="#">CAASPP: Manuals and Instructions</a></p> <p><a href="#">CAASPP: Interim Assessments</a></p> <p><a href="#">California Department of Education: Smarter Balanced Interim Assessments</a></p> <p><a href="#">NWEA MAP Growth</a></p> <p><a href="#">SVMI- MARS</a></p> <p><a href="#">MDTP</a></p> <p><a href="#">TCRWP- Running Records</a></p> <p><a href="#">ESGI</a></p> <p>Publisher authored assessments from curriculum</p>	<ul style="list-style-type: none"> <li>Designate a LEA CAASPP coordinator</li> <li>Provide professional development: Interim Assessments (system and hand scoring)</li> <li>Provide professional development to identify common formative assessment practices</li> <li>Identify times for staff to engage in data analysis protocols</li> </ul>
Assessment English Learners		
<ul style="list-style-type: none"> <li>Identify local English Language proficiency assessments to determine placement for English Learners, OR</li> <li>Administer the optional Summative ELPAC in the fall (pending legislative action)</li> <li>Administer ELPAC Initial Assessment to newly enrolled ELs who have not taken ELPAC/CELDT previously</li> </ul>	<p><a href="#">ELPAC: Resources</a></p>	<ul style="list-style-type: none"> <li>Designate a LEA ELPAC coordinator</li> <li>Provide professional development- ELPAC Initial Assessment test administrators</li> </ul>
Instructional Technology		
<p>Determine appropriate instructional technology for use with students, including but not limited to:</p> <ul style="list-style-type: none"> <li>Imagine Learning</li> <li>APEX Learning</li> </ul>	<p><a href="#">Imagine Learning</a> - Digital language, literacy and math programs</p> <p><a href="#">SeeSaw</a> - student driven digital portfolio</p>	<ul style="list-style-type: none"> <li>Provide professional development to enable staff to utilize instructional technology efficiently and appropriately</li> <li>Determine appropriate platform delivery</li> </ul>

<ul style="list-style-type: none"> <li>○ Seesaw</li> <li>○ Explain Everything</li> <li>○ Google Classroom</li> <li>○ Flipgrid</li> <li>○ Google Apps for Education</li> <li>○ Learning Ally</li> <li>○ Video Conferencing Tools</li> <li>● Provide for on-site desktop support, as schools reopen in order to assist with setup and daily operations</li> <li>● Coordinate with Marin Community Free Library (MCFL) to issue personal hotspots to key staff and students, as needed</li> <li>● Survey TK-2 families to determine access to equipment such as laptops, and provide equipment accordingly</li> <li>● Purchase electronic equipment wipes specifically for keyboards and other technology (do not use aerosol cleaning sprays or wipes that contain bleach) and consult with Technology Team on overall effort</li> <li>● Follow the manufacturer's instructions for all cleaning and disinfection products</li> </ul>	<p><a href="#">Explain Everything</a> - Interactive Whiteboard app</p> <p><a href="#">Flipgrid</a> - video enabled social learning</p> <p><a href="#">APEX Learning</a> - digital curriculum</p> <p><a href="#">NUSD Information Technology</a></p> <p><a href="#">Common Sense Media</a> - digital citizenship</p> <p><a href="#">NUSD Technology Scope and Sequence</a></p>	<ul style="list-style-type: none"> <li>● Identify funding to cover the cost of the MCFL devices and internet service</li> <li>● Identify funding to cover the cost of the TK-2 equipment</li> </ul>
<p style="text-align: center;"><b>Key Systems and Services</b></p>		
<ul style="list-style-type: none"> <li>● Utilize a Multi-tiered System of Support (MTSS) to focus on the alignment of initiatives and resources within LEAs and schools to systematically and equitably address the needs of ALL students by aligning academic, behavioral, and socio-emotional learning within a fully integrated system of support that includes family engagement.</li> <li>● Use a continuous improvement model for improvement (Plan, Do, Study, Act).</li> </ul>	<p><a href="#">Resources to Support CA MTSS</a></p> <p><a href="#">Transforming Schools Towards Continuous Improvement (Carnegie Foundation)</a></p>	<ul style="list-style-type: none"> <li>● Identify and designate funding for expanded professional development</li> <li>● Reframe existing MTSS training to engaging remote learning models for school and district teams</li> <li>● Designate time for LEA and school teams to work together to reorganize their MTSS for a remote learning model (e.g., Universal Screening, Formative Assessments, Interventions, Student Engagement, etc.)</li> <li>● Provide training in continuous improvement models in a distance learning model</li> </ul>

Services to Special Populations		
Instructional Delivery to Students with Moderate to Severe Disabilities		
Best Practices	Resources	Planning Implications/Advocacy Areas
<ul style="list-style-type: none"> <li>● Coordinate with Marin County Office of Education program managers to individualize education plans</li> <li>● Coordinate with Non-Public School program managers to individualize education plans</li> <li>● Coordinate with Non-Public Agencies to implement individualize education plans</li> <li>● The IEP team designs a hybrid learning plan that provides for both in-person/on-site learning and distance learning service delivery that is designed to support student progress to the maximum extent possible.</li> <li>● Include individual family voices and preferences in making service delivery decisions</li> <li>● Utilize evidence-based practices</li> <li>● Train teachers and paraeducators on use of virtual/classroom instructional tools</li> <li>● Utilize curriculum aligned to common core standards</li> <li>● Develop curriculum based on individual student need (i.e. goals drive placement)</li> <li>● Differentiated instruction</li> <li>● Identify and utilize, as appropriate, free video recording programs and captioning</li> <li>● Primary language support as needed</li> <li>● Consider the impact of masks on the ability to read emotions and facial expressions, follow speech, participate in speech-related interventions, and generally participate and focus on academics</li> <li>● Utilize assistive technology, such as: <ul style="list-style-type: none"> <li>○ Text to Speech software</li> <li>○ Read&amp;Write for Google Chrome</li> <li>○ Learning Ally</li> </ul> </li> </ul>	<p>Marin County Summer Programs Preparation for County-wide Return to Classroom-based Instruction Fall 2020 PHASE II (<a href="#">English</a> / <a href="#">Spanish</a>)</p> <p><a href="#">CAPTAIN: EBP Trainings</a></p> <p><a href="#">United States Office of Special Education Evidence-Based and Promising Practices to Support Continuity of Learning for Students With Disabilities</a></p> <p><a href="#">Education All Learning Alliance: Special Education: Educating All Learners During the COVID-19 Disaster</a></p> <p><a href="#">ASCD: Differentiated Instruction</a></p> <p><a href="#">Kami: Your Digital Classroom Hero</a></p> <p><a href="#">Schoology Exchange: A Beginner's Guide to Flipped Classroom</a></p> <p><a href="#">California Department of Education: California Practitioners' Guide for Educating English Learners with Disabilities</a></p> <p><a href="#">USDE Office of Civil Rights: Fact Sheet: Addressing the Risk of COVID-19 in Schools While Protecting the Civil Rights of Students</a></p> <p><a href="#">Learning Ally: audio Books for Dyslexia &amp; Learning Disabilities</a></p> <p><a href="#">Waves of Communication: 3 Tips for Teaching about PPE</a></p>	<ul style="list-style-type: none"> <li>● Support for moderate/severe teachers doing both delivery models</li> <li>● Plan for substitute teaching staff who are appropriately credentialed to deliver instruction to students with disabilities</li> <li>● Assure resources for primary language support</li> <li>● Support when students with sensory needs or other needs refuse to comply with public health measures (mask-refusal, unable to socially distance)</li> <li>● Support for staff in managing students who are a danger to themselves or others (i.e. eloping, self- injury)</li> <li>● Protocol needed in consideration of health measures</li> <li>● Medically fragile students may not be able to return to school</li> <li>● Some students may have needs that require hands-on/direct contact (e.g. diapering, toileting, catheterization) <ul style="list-style-type: none"> <li>○ Gowns</li> <li>○ Gloves</li> <li>○ Goggles</li> </ul> </li> </ul>

## Instructional Delivery to Students with Mild to Moderate Disabilities

<ul style="list-style-type: none"> <li>● The IEP team designs a hybrid learning plan that provides for both in-person/on-site learning and distance learning service delivery that is designed to support student progress to the maximum extent possible</li> <li>● Include individual family voices and preferences in making service delivery decisions</li> <li>● Establish alignment between essential standards and IEP goals</li> <li>● Differentiate learning in a standards-based classroom by making accommodations or modifications to general proficiency scales</li> <li>● Use pre-assessments to determine:             <ul style="list-style-type: none"> <li>○ which students are already meeting the learning target expectations, and thus need additional challenges, and</li> <li>○ which students are struggling to understand the basic concepts and vocabulary that lead to mastery of the learning target</li> </ul> </li> <li>● Results of the pre-assessments inform appropriate accommodations or modifications for a particular student</li> <li>● When revising general proficiency scales to include accommodations or modifications</li> <li>● Teachers consider:             <ul style="list-style-type: none"> <li>○ how students are asked to demonstrate their understanding</li> <li>○ how information is presented to students</li> <li>○ where instruction takes place</li> <li>○ the timing or scheduling of instruction</li> </ul> </li> <li>● Proficiency scales should be adjusted to document the accommodations or modifications during the instructional process on an as-needed basis</li> <li>● Train teachers and paraeducators on use of virtual/classroom instructional tools</li> <li>● Utilize curriculum aligned to common core standards</li> <li>● Develop curriculum based on individual student need (i.e. goals</li> </ul>	<p><a href="#">CAPTAIN: EBP Trainings</a></p> <p><a href="#">United States Office of Special Education Evidence-Based and Promising Practices to Support Continuity of Learning for Students With Disabilities</a></p> <p><a href="#">Education All Learning Alliance: Special Education: Educating All Learners During the COVID-19 Disaster</a></p> <p><a href="#">ASCD: Differentiated Instruction</a></p> <p><a href="#">Kami: Your Digital Classroom Hero</a></p> <p><a href="#">Schoolology Exchange: A Beginner's Guide to Flipped Classroom</a></p> <p><a href="#">California Department of Education: California Practitioners' Guide for Educating English Learners with Disabilities</a></p> <p><a href="#">USDE Office of Civil Rights: Fact Sheet: Addressing the Risk of COVID-19 in Schools While Protecting the Civil Rights of Students</a></p> <p><a href="#">Learning Ally: audio Books for Dyslexia &amp; Learning Disabilities</a></p> <p><a href="#">Waves of Communication: 3 Tips for Teaching about PPE</a></p>	<ul style="list-style-type: none"> <li>● Support for mild/moderate teachers doing both delivery models</li> <li>● Plan for substitute teaching staff who are appropriately credentialed to deliver instruction to students with disabilities</li> <li>● Assure resources for primary language support</li> <li>● Support when students with sensory needs or other needs refuse to comply with public health measures (mask-refusal, unable to socially distance)</li> <li>● Support for staff in managing students who are a danger to themselves or others (i.e. eloping, self- injury)</li> <li>● Protocol needed in consideration of health measures</li> <li>● Medically fragile students may not be able to return to school</li> <li>● Some students may have needs that require hands-on/direct contact (e.g. diapering, toileting, catheterization)             <ul style="list-style-type: none"> <li>○ Gowns</li> <li>○ Gloves</li> <li>○ Goggles</li> </ul> </li> </ul>
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<p>drive placement)</p> <ul style="list-style-type: none"> <li>• Differentiated instruction</li> <li>• Identify and utilize, as appropriate, free video recording programs and captioning</li> <li>• Primary language support as needed</li> <li>• Consider the impact of masks on the ability to read emotions and facial expressions, follow speech, participate in speech-related interventions, and generally participate and focus on academics</li> <li>• Utilize assistive technology, such as: <ul style="list-style-type: none"> <li>○ Text to Speech software</li> <li>○ Read&amp;Write for Google Chrome</li> <li>○ Learning Ally</li> </ul> </li> </ul>		
<b>Instructional Delivery to Students with Significant Health Challenges</b>		
<ul style="list-style-type: none"> <li>• Accommodations and modifications may be necessary and can be included in a 504 Plan or Individualized Education Program (IEP).</li> <li>• Provisions are individualized and dependent on each student's specific diagnosis and recommendations from the student's healthcare provider.</li> <li>• Work with the family and the student's primary care physician to determine if each student's known medical needs would permit the student to return to school to receive on-site instruction.</li> <li>• If it is determined that the student cannot physically attend school due to medical needs, that information will be recorded in the student's Health Plan. The 504 or IEP team will determine the delivery of special education support and services within the home or other alternative setting via distance learning.</li> <li>• If a student cannot physically attend school under a doctor's order, the situation would be consistent with a student being placed on "Home and Hospital" via a doctor's order.</li> </ul>	<a href="#">School Guide for Students with Primary Immunodeficiency Diseases</a>	<p>Ongoing</p>



Home Instruction		
<ul style="list-style-type: none"> <li>• The 504 or IEP team designs a home or distance learning program that incorporates access to the actual classroom environment via live or recorded video and supplemental instruction and service delivery that is designed to support student progress to the maximum extent possible. When this occurs, the situation will be closely monitored and adjusted consistent with any changes to the public health orders and/or directives from the student's primary care physician.</li> <li>• Identify available instructors (Home hospital instructors have the correct credentials)</li> <li>• Utilize Proficiency Based Education to guide instruction</li> <li>• Utilize PPE when going into homes</li> <li>• Schedule home instruction compatible with family schedule and needs</li> <li>• Primary language support as needed</li> </ul>	<p><a href="#">Center for Disease Control and Prevention: COVID-19</a></p> <p><a href="#">Waves of Communication: 3 Tips for Teaching about PPE</a></p>	<ul style="list-style-type: none"> <li>• Identify if additional staff is needed to cover any increase in SpEd students</li> </ul>
Assessment Timeline for Triennial and Initial IEPs upon return (30 days and 60 days)		
<ul style="list-style-type: none"> <li>• Assure monitoring and oversight of clearly communicated protocols to all staff including scheduling</li> <li>• Schedule IEPs on time, unless directed otherwise by CDE or Federal government</li> <li>• Conduct assessments and IEP meetings for initials and triennials within 30 days of the return to school</li> </ul>	<p><a href="#">California Department of Education: Special Education Guidance for COVID-19</a></p>	<ul style="list-style-type: none"> <li>• Schedule additional staff to complete assessments</li> <li>• Allocate additional substitutes to support SpEd program while teachers complete assessments and attend IEP meetings</li> <li>• Follow/establish policies and procedures for initials and assessments</li> <li>• Acquire appropriate PPEs for in person assessments (e.g. portable plexiglass freestanding sneeze-guard table-top divide)</li> </ul>

Increase IEP Meetings		
<ul style="list-style-type: none"> <li>• Design distance learning plans to ensure students receive services based on a proportionality model that ensures a free appropriate public education</li> <li>• Adjust IEP goals to consider distance learning modules and home instruction</li> </ul>	<a href="#">California Department of Education: Special Education Guidance for COVID-19</a>	<ul style="list-style-type: none"> <li>• Hire additional/temporary staff to assist with assessments and IEP administration designee role</li> <li>• Plan for additional translators, interpreters and utilization of Language Line services needed to meet the needs of parents whose primary language is other than English when there will be more IEPs than usual</li> </ul>
Students with Visual Impairments		
<ul style="list-style-type: none"> <li>• Arrange for students to return to school sites where the layout may have changed due to social distancing regulations.</li> <li>• Create a map of the campus and make it available before the student returns to school</li> <li>• Create a map of the classroom and make it available before the student returns to school</li> <li>• Arrange for consistency of the campus/classroom setting</li> </ul>	<a href="#">American Foundation for the Blind: Coronavirus (COVID-19) Resources</a>	<ul style="list-style-type: none"> <li>• Work with Marin County of Education Orientation and Mobility Specialist</li> </ul>
Deaf and Hard of Hearing Students		
<ul style="list-style-type: none"> <li>• Consider the needs of students who must be able to see the lips of the speaker</li> <li>• Account for an interpreter in the classroom for DHH students and determine the logistics of social distancing</li> </ul>	<a href="#">National Deaf Center: COVID-19 Information</a>  <a href="#">Legislative Analyst's Office: Improving Education for Deaf and Hard of Hearing</a>	<ul style="list-style-type: none"> <li>• Work with Marin County of Education Hearing Specialist</li> <li>• Purchase clear masks or shields for staff and students</li> <li>• Determine additional staffing to address social distancing of students for services and mainstreaming when a student has an ASL translator in the classroom</li> </ul>
Transportation		
<ul style="list-style-type: none"> <li>• Maintain cleanliness in buses</li> <li>• Account for Paraeducators who are required on the bus</li> <li>• Cleanliness and care of safety harness/vest</li> <li>• Develop protocols for bus drivers to screen students prior to getting on the bus</li> </ul>	<a href="#">Centers for Disease Control and Prevention: Cleaning and Disinfectant for Non-emergency Transportation Vehicles</a>	<ul style="list-style-type: none"> <li>• Train bus drivers in areas of hygiene and safety for students/staff (Paraeducators)</li> <li>• Train third party transportation drivers in areas of hygiene and safety for students</li> </ul>

Restrooms		
<ul style="list-style-type: none"> <li>• Monitor restrooms to ensure social distancing</li> <li>• Determine clearance of staff to be in restroom area during student use and maintain 6-ft distancing</li> </ul>	<a href="#">Centers for Disease Control and Prevention: Reopening Guidance for Cleaning and Disinfecting Public Spaces, Workplaces, Businesses, Schools and Home</a>	<ul style="list-style-type: none"> <li>• One-on-one paraprofessionals needing PPE wear (gowns, masks, gloves)</li> </ul>
ADA Requirements if SPED Classroom Are Moved		
<ul style="list-style-type: none"> <li>• Consider accessibility for all students, including:               <ul style="list-style-type: none"> <li>○ Doors</li> <li>○ Ramps</li> <li>○ Safety rails</li> </ul> </li> </ul>	<a href="#">United States Department of Education: Office of Civil Rights</a>	<ul style="list-style-type: none"> <li>• Provide emergency training for staff and students</li> </ul>
School Nurses		
<ul style="list-style-type: none"> <li>• Management of District Health Team and provide coverage as needed</li> <li>• Coordinate with Marin County Department of Public Health and local county/state nursing collaboratives to ensure practices are current</li> <li>• Track and submit billable services</li> <li>• Identify critical health needs of students:               <ul style="list-style-type: none"> <li>○ Update student records/AERIES</li> <li>○ Update/develop individual healthcare plans</li> <li>○ Ensure medication/supplies are available</li> </ul> </li> <li>• Train school staff on implementing health plans</li> <li>• Communicate with health-care providers</li> <li>• Ensure immunizations are up to date per California code</li> <li>• Determine adequate nursing staff to address health and safety of all students on campus</li> <li>• Schedule the nurse to assess the students within the first 30 days of return to school for all initial and triennial IEPs; including assessments that carry over from 2019-2020 school year</li> <li>• Acquire PPE and ensure supplies are restocked as needed</li> <li>• Provide training for frontline</li> </ul>	<a href="#">American Academy of Pediatrics: COVID-19 Planning Considerations: Return to In-person Education in Schools</a>  <a href="#">National School Boards Association: COVID-19</a>  <a href="#">Department of Industrial Relations: Division of Occupational Safety and Health: Aerosol Transmissible Diseases</a>	<ul style="list-style-type: none"> <li>• Plan for hearing and vision screenings of students in grades K, 2nd, 5th, 8th, 10th or 11th (i.e. complete 2019-2020 assessments not able to be completed in addition to the 2020-2021 school year assessments)</li> </ul>

office staff in the absence of a nurse ● Acquire adequate supplies for cleaning and hygiene		
<b>Health Clerks</b>		
● Manage paperwork required by state: <ul style="list-style-type: none"> <li>○ Immunization</li> <li>○ Physical Health assessment</li> <li>○ Oral Health Assessment</li> <li>○ Hearing</li> <li>○ Vision</li> <li>○ Medication Expiration Dates</li> </ul> ● Coordinate with site team (ie office managers) to ensure information is current	<a href="#">American Academy of Pediatrics: COVID-19 Planning Considerations: Return to In-person Education in Schools</a>  <a href="#">National School Boards Association: COVID-19</a>  <a href="#">Department of Industrial Relations: Division of Occupational Safety and Health: Aerosol Transmissible Diseases</a>	Ongoing
<b>Treatment Nurses</b>		
● Care reflects current doctor orders ● Monitor and provide care for daily critical needs of students (i.e. diabetic, seizures, spina bifida, etc.). ● Communicate with families regarding student needs ● Ensure supply and medications are available	<a href="#">American Academy of Pediatrics: COVID-19 Planning Considerations: Return to In-person Education in Schools</a>  <a href="#">National School Boards Association: COVID-19</a> <a href="#">Department of Industrial Relations: Division of Occupational Safety and Health: Aerosol Transmissible Diseases</a>	● Strategically schedule treatment nurse staff with cohorts across multiple school sites that coincides with differing bell schedules
<b>Classroom Environment</b>		
● Arrange the classroom environment so students remain within sight lines of the teacher during instruction ● Ensure the environment allows for students to navigate the classroom freely for wheelchair users, visually impaired students and others who require assistance to participate fully in instruction	<a href="#">National Disability Rights Network: COVID-19 and Education of Students with Disabilities Resources</a>	● Train all staff including teacher and paraeducators, janitors, office staff and campus supervision staff for transitioning back to a classroom with social distancing

Mental Health Support		
<ul style="list-style-type: none"> <li>● Treat school closures like a low-grade traumatic stress event for most children</li> <li>● Recognize that stress effects will be more severe in those with pre-existing emotional disorders and those from vulnerable families</li> <li>● Understand that reaction to the pandemic may vary among children and adults</li> <li>● Ensure the presence of a sensitive and responsive caregiver</li> <li>● Social distancing should not mean social isolation</li> <li>● Trauma-informed emotional supports for parents and children during this time include: <ul style="list-style-type: none"> <li>○ Normalizing emotional response</li> <li>○ Focusing on self-compassion, emotional awareness</li> <li>○ Coping strategies</li> </ul> </li> <li>● Help parents understand their child's emotional signals</li> <li>● Create a safe physical and emotional environment by practicing the 3 R's: Reassurance, Routines, and Regulation</li> <li>● Increase children's self-efficacy</li> <li>● Provide professional help if children show signs of trauma that do not resolve quickly</li> <li>● Develop a referral system for individuals who need targeted support as well as access to school-employed and community mental health professionals</li> <li>● Examine infrastructure to conduct universal social and emotional screenings</li> <li>● Establish regular informal check-ins with all students especially in times of virtual learning</li> <li>● Establish a process to help identify and provide supports to students or staff perhaps at higher risk for significant stress or trauma from COVID-19</li> </ul>	<p><a href="#">National Association of School Psychologists: School Reentry Considerations Supporting Student Social and Emotional Learning and Mental and Behavioral Health Amidst COVID-19</a></p> <p><a href="#">National Conference of State Legislative: Bridging the Gap to Youth Mental Health</a></p> <p><a href="#">California Department of Education: Help for Students in Crisis</a></p> <p><a href="#">Child Trends: Resources for Supporting Children's Emotional Well-being during the COVID-19 Pandemic</a></p> <p><a href="#">National Alliance of Mental Illness: How to Ease Children's Anxiety About COVID-19</a></p> <p><a href="#">Thrive With Your Family</a></p> <p><a href="#">Conversations with Common Sense COVID-19 Edition</a></p>	

Related Service Providers		
<ul style="list-style-type: none"> <li>● Review Speech Language Pathologists caseloads. It is recommended for SLPs to have a caseload of 55 students/40 in preschool</li> <li>● Review Occupational Therapists caseloads. It is recommended for OTs to have a caseload of 45 students</li> <li>● Arrange for service providers to provide services to students in-person/on-site and through distance learning</li> <li>● Determine and conduct any private school assessments</li> </ul>	<a href="#">United States Department of Education: Questions and Answers on Providing Services During COVID-19</a>	<ul style="list-style-type: none"> <li>● Complete 2019-2020 assessments not able to be completed in addition to the 2020-2021 school year assessments</li> <li>● Allocate time and resources for tele-service delivery professional development opportunities for service providers</li> </ul>
Legal Ramifications		
<ul style="list-style-type: none"> <li>● Remain informed and compliant with changing laws</li> </ul>		<ul style="list-style-type: none"> <li>● Determine the need for additional legal counsel/guidance to assist with filings related to COVID-19</li> </ul>
Cleaning		
<ul style="list-style-type: none"> <li>● Arrange for cleaning of equipment and devices, including roller boards, slant boards, button devices, wheel chairs, standers, markers, mini white boards, trays, sensory items, seat back storage bags, iPads, AAC devices</li> </ul>	<a href="#">Centers for Disease Control and Prevention: K-12 School and Child Care Programs</a>	
Short-Term Residential Therapeutic Program and Parent Privately Placed Students		
<ul style="list-style-type: none"> <li>● Conduct any needed assessments</li> <li>● Schedule and hold IEP meeting</li> <li>● Arrange for district-site check-ins</li> <li>● Arrange for consultation minutes for privately placed students</li> </ul>		
Early Intervention		
<ul style="list-style-type: none"> <li>● Consider ratios and social distancing guidance, social skills required of typically developing peers, health and safety precautions when providing meals and snacks to preschoolers, social distancing in centers, and circle</li> </ul>	<a href="#">Division for Early Childhood of the Council for Exceptional Children: Resources to Support Early Intervention and Early Childhood Special Education During the COVID-19 Outbreak</a>	<ul style="list-style-type: none"> <li>● Develop a schedule for increased, routine cleaning and disinfection <ul style="list-style-type: none"> <li>○ Clean and disinfect frequently touched surfaces (e.g., playground equipment, door handles, sink handles, drinking</li> </ul> </li> </ul>

<p>time, and the impact of social distancing on goals that call for growth in social skills.</p> <ul style="list-style-type: none"> <li>● Smaller size of physical classroom (i.e. built in offices for related services) limit opportunities for social distancing</li> <li>● Students often seek oral sensory feedback by putting non-edible objects in their mouth which requires additional sanitizing and disinfecting procedures</li> <li>● Consider the students' willingness to wear and the impact of masks on the ability to read emotions and facial expressions, follow speech, participate in speech-related interventions, and generally participate and focus on academics</li> <li>● The Early Intervention program currently operates two class cohorts daily (AM class and PM class)</li> <li>● Determine service needs and capacity of EI program to prioritize use of service delivery personnel to include: <ul style="list-style-type: none"> <li>○ Identifying the children who may need (re)evaluation or assessment (for eligibility, outcomes determination, changes in ongoing service delivery)</li> <li>○ Identifying which families will need IEP meetings to determine what service changes are needed</li> </ul> </li> <li>● Identifying which families will continue remote service delivery for which services and at what level of intensity</li> <li>● Identify and provide additional supports (e.g., technology, guidance, handouts) needed to engage children and families in remote service delivery</li> <li>● Include individual family voices and preferences in making service delivery decisions</li> </ul>	<p><a href="#">Early Intervention Technical Assistance Portal: Resources to Support EI Work During COVID-19</a></p> <p><a href="#">National Association for the Education of Young Children: Coping with COVID-19</a></p> <p><a href="#">Centers for Disease Control and Prevention: Coronavirus Disease 2019: Childcare, Schools, and Youth Programs</a></p>	<p>fountains) within the school</p> <ul style="list-style-type: none"> <li>○ Use of shared objects (e.g., art supplies, toys, games) should be limited when possible, or cleaned between use</li> <li>● Use of shared objects (e.g., art supplies, toys, games) should be limited when possible, or cleaned between use</li> <li>● Discourage sharing of items that are difficult to clean or disinfect.</li> <li>● Keep each child's belongings separated from others' and in individually labeled containers, cubbies, or areas.</li> <li>● Ensure adequate supplies to minimize sharing of high touch materials to the extent possible</li> <li>● Allocate and assign staff based on enrollment that follows CDC and Marin County Health cohort guidelines</li> <li>● Plan for substitute teaching staff who are appropriately credentialed to deliver instruction to students with disabilities</li> <li>● Some students may have needs that require hands-on/direct contact (e.g. diapering, toileting, appropriate hand washing) <ul style="list-style-type: none"> <li>○ Gowns</li> <li>○ Gloves</li> <li>○ Goggles</li> </ul> </li> <li>● Support when students with sensory needs or developmentally can't understand in order to comply with public health measures (mask-refusal, unable to socially distance)</li> </ul>
<b>Inclusive Classrooms</b>		
<ul style="list-style-type: none"> <li>● Inclusive practices <ul style="list-style-type: none"> <li>○ Consultation</li> <li>○ Monitoring</li> <li>○ Push-in/Pull-out</li> </ul> </li> </ul>	<p><a href="#">Faculty Focus: How to Build Inclusive Practices in Education</a></p>	

Social-Emotional Behavior		
<ul style="list-style-type: none"> <li>● Develop a systematic way of assessing students' social emotional needs upon re-entry</li> <li>● Assess students' general well-being in terms of:             <ul style="list-style-type: none"> <li>○ food and housing security</li> <li>○ sense of belonging</li> <li>○ safety at school</li> <li>○ readiness to learn</li> <li>○ physical/mental health needs</li> </ul> </li> <li>● Follow MTSS Framework</li> <li>● Teach SEL Curriculum</li> <li>● Ensure for peer modeling</li> <li>● Crisis Response             <ul style="list-style-type: none"> <li>○ Ensure staff are able to be trained (e.g. CPI)</li> <li>○ Increase staff's skills in verbal de-escalation and recognizing signs of anxiety</li> <li>○ Ensure there is sufficient staff trained in crisis management in cohorts to help eliminate cross contamination</li> <li>○ Provide time for crisis debriefing</li> <li>○ Ensure that additional cleaning/sanitization items are available as crisis response can break social distancing norms as well as transmission of bodily fluids</li> </ul> </li> </ul>	<p><a href="#">National Association of School Psychologists: School Reentry Considerations Supporting Student Social and Emotional Learning and Mental and Behavioral Health Amidst COVID-19</a></p> <p><a href="#">California Department of Education: Multi-Tiered System of Supports Understanding, Measuring, and Addressing Student Learning Needs During COVID-19 Recovery</a></p> <p><a href="#">Devereux Advanced Behavioral Health: Center for Resilient Children</a></p> <p><a href="#">Aperture Education: Successful and Sustainable</a></p> <p><a href="#">Crisis Prevention Institute: Resources</a></p> <p><a href="#">Second Step: Social Emotional Learning</a></p>	<ul style="list-style-type: none"> <li>● Plan for sanitization of sensory area, small group, and rotating table</li> <li>● Utilize District Behavioral Health Specialist</li> <li>● Schedule, plan, and allocate training materials for Crisis Prevention and Intervention Training</li> </ul>



## Adaptable Schedule Models



### Adaptable Schedule Models

Providing a high-quality instructional program by equitably meeting student needs while adhering to COVID-19 health guidelines:

- Spur ideation and innovation
- Equitable systems and structures
- Adjusting to stakeholder input
- Staffing capacity and structures
- Resources

The purpose of this section is to provide sample schedules and options that aim to advance NUSD's ability to equitably meet student needs while adhering to COVID-19 health guidelines. The intention is that these examples will spur ideation and innovation during this unique opportunity to design more equitable systems and structures. These examples will have to be adjusted to reflect NUSD's stakeholder input, staffing capacity, and resources. As NUSD finalizes the models which will work best for our students, families and staff, we emphasize these considerations in that process:

- **A new paradigm.** Avoid dwelling on how things were done previously to focus on how they need to be done now.
- **Community.** Be innovative in new ways to help students stay connected to their schools. Options could include:
  - Assigning support staff to check in on students on their off-campus days
  - Keep elementary students with their teachers from last year ("looping")
  - Live Streaming morning meetings or the school news channel so off-campus students can see them
  - Mentor groups, extra-curricular activities reimaged
  - Physical Education (PE), Career Technical Education (CTE) or Visual and Performing Arts (VAPA) could be done in the late afternoon or possibly on Saturdays.
- **Consistency.** When students are on site, maintain consistent and predictable schedules as much as possible.
- **Equity.** Design solutions to serve those with unique needs:
  - *Maximize the time teachers are in contact with students*
  - Support our students at risk: English Language Learners, Students with Disabilities, etc.
  - Challenge our high academic students
  - Engage our students with the electives they love

- **Be mindful of the mental health of both our students and staff, by crafting schedules which are manageable in these difficult and stressful times.**
- **Maximize the amount of time students are with classroom teachers in person.**
- **Ensure student access to the maximum amount of Physical Education and Visual and Performing Arts courses possible during the school year.**
- **Ensure advanced placement (AP) students have maximum opportunities to prepare themselves for competitive college admissions.**
- **Ensure struggling students have increased time with educators to ensure all students succeed regardless of home supports.**
- **Guarantee easily accessed educational solutions for students in the event of a shut down or the need to isolate.**

Online Learning/ Independent Studies		
Best Practices	Supporting Resources	Actions
<p>Integrate high quality <b>digital instructional materials</b> to enable and enrich student learning.</p> <p>Provide a variety of activities that include options for in-depth learning through authentic problem solving and experience. Design experiences using research-based design principles, such as <b>Universal Design for Learning</b> (UDL), that improve access to learning for all participants.</p> <p>Curriculum matters. Ensure content aligns with the NUSD <b>Essential Standards</b> and includes provisions for both intervention and accelerated learning opportunities. Learning modules must be tightly designed and focused on students mastering these standards. NUSD designed <b>Proficiency Scales</b> will support this focus.</p> <p>Establish uniform expectations for instruction and students to ensure consistency and clarity.</p> <p>Equity and access for special populations</p>	<p><a href="#">Google classroom</a></p>     <p><a href="#">APEX online curriculum</a></p> <p><a href="#">National Standards for Quality Online Education</a></p> <p><a href="#">Equity and Access in Online Education</a></p>	<p>Determine the need for orientations for parents, students and staff</p>  <p>Purchase of any digital curriculum, ensure 1:1 devices in grades 3-12</p> <p>Use Google Classroom to facilitate standardized delivery of instruction for students</p> <p>Establish uniform expectations for students and staff to ensure consistency</p> <p>Professional learning for staff to assist in identification of students in crisis</p> <p>Allocate funding for online curricular resources</p> <p>Ensure Wi-Fi is available to all students and provide timely IT support</p> <p>Explore open source materials</p>

Hybrid Learning		
Best Practices	Supporting Resources	Actions
<p>Utilize strategies such as “<b>flipped classroom</b>” learning to deliver direct instruction remotely, and when students are together, provide engaging high-quality review of learning and preview of what is to come.</p> <p>Curriculum matters. Ensure content aligns with the NUSD <b>Essential Standards</b> and includes provisions for both intervention and accelerated learning opportunities.</p> <p>Learning modules must be tightly designed and focused on students mastering these standards. NUSD designed <b>Proficiency Scales</b> will support this focus.</p> <p>Include opportunities for both asynchronous and synchronous learning.</p> <p>Focus on equity and access for special populations</p>	<p><a href="#">Flipped Classroom Guidance</a></p> <p><a href="#">Beginners Guide to Flipped Classroom</a></p> <p><a href="#">Blended Learning Guidance</a></p> <p><a href="#">Distance Learning Resources</a></p> <p><a href="#">Blended Models</a></p> <p><a href="#">Creating Hybrid Schedules</a></p> <p><a href="#">Optimal Scheduling for Secondary</a></p> <p><a href="#">Proficiency Based Education Resources for NUSD</a></p>	<p>Immediately begin running schedules for the new model selected</p> <p>Provide orientations for parents, students and staff</p> <p>Develop plans within the schedule to group students to efficiently deliver Tier 2/3 interventions</p> <p>Ensure Wi-Fi is available to all students and provide timely IT support as online Google Classrooms will continue throughout</p> <p>Provide resources to staff to aid in compressing their courses to fit the model selected</p> <p>Flexibility is required from state on required instructional minutes (including PE)</p>

## Hybrid Learning Recommended Scheduling:

After in depth analysis, stakeholder input and several evening and online discussions, the Task Force arrived at unified support of the schedules below. In analysis of over ten schedules (Appendix B), each scenario came with pros and cons.

Given our district/site capacity and resources, NUSD will have to adjust the below schedules to adhere to any unknown forthcoming constraints. This may mean school sites will need to have a staggered start/end to the day, staggered homerooms, teachers and students participating in sanitization, and additional time built in for prevention procedures etc. Hybrid Master Scheduling to meet all student needs will be challenging. Scheduling using a small school within a school could address most of those needs. Most student scheduling systems allow for this variation.

It is important to note that in these unique times, our NUSD community must come to terms with the fact that there will be many constraints on schedules, and students may not get a specific desired course during the 2020-2021 year due to these extraordinary circumstances. NUSD will make every effort to rectify this loss in the academic years to come.

In addition, the Re-entry Task Force strongly recommends that technology upgrades scheduled for secondary schools be prioritized to ensure ease and access of digital tools as teachers travel from classroom to classroom.

**NUSD will have an online learning option for all our families K-12. Our NUSD online opportunity will be offering yearlong remote learning for students.**

## RECOMMENDED ELEMENTARY SCHEDULE

<b>Elementary School</b> <b>Weekly hybrid of in-person and available independent learning</b>		
<ul style="list-style-type: none"> <li>Daily schedules will be determined by each school to meet individual site needs.</li> <li>Families will need to have safe spaces for siblings to wait for others in different groups</li> </ul>		
Elementary Proposed Schedule		
DRAFT		
K, 1	5, 3	2,4
8:20-10:20 Instruction		
	8:35-10:35 Instruction	
Recess 10:20-10:50	10:35-10:50 Bagged Lunch in Room	8:50-11:05 Instruction
10:50-11:05 Bagged Lunch in room	Recess 10:50-11:20	
(K 11:05-12:20)		11:05-11:20 Bagged Lunch in Room

11:05-12:55 (1st) Instruction	11:20-1:10 (3 <sup>rd</sup> ) 11:20-1:05 (5 <sup>th</sup> ) Instruction	Recess 11:20- 11:50
		11:50-1:25 (2nd) 11:50-1:20 (4th) Instruction
Teachers have extra prep time to ensure Google Classrooms (or See Saw) remain current and to adapt curriculum to the compressed schedule.		
Students return home to complete 30 minutes of online learning		
10 minutes remote learning	10 minutes remote learning	10 minutes remote learning
30 minutes of remote learning PE and Music	30 minutes of remote learning PE and Music	30 minutes of remote learning PE and Music
<p>Considerations:</p> <ul style="list-style-type: none"> <li>Teacher exposure is high (seeing all students each week) so preventative practices need to be in place.</li> <li>Communication to students and parents about what is different and identifying new expectations from all within the site community is key.</li> <li>Capacity for students, especially younger students, to complete independent learning.</li> <li>Review class sizes for teachers on a remote learning model.</li> <li>Review recess and lunch logistics and cost.</li> </ul>		



10 minutes remote learning	5th Period	2nd Period	5th Period	2nd Period	5th Period
10 minutes remote learning	6th Period	3rd Period	6th Period	3rd Period	6th Period

- On PE days students need to arrive dressed out.
- After the morning session, there is Extended Learning Time before lunch to accommodate intervention for students to ensure students stay on pace.
- In 25-day cycle, student is with one course teacher 60 minutes daily or 750 minutes (**12.5 hours per course**) \*

\*Current MS schedules in a 25-school day cycle, student is with one course teacher 1,220 minutes (20.33 hours).

## RECOMMENDED HIGH SCHOOL SCHEDULE

## High School Block Schedule

**4 Course each semester, 2 courses taught daily on alternating A/B Days**

Students attend 2 classes daily, excused at lunch

Teachers teach 2 courses daily

**Students stay in the same classroom every day they attend--teachers travel to different rooms to provide instruction.**

High School **students are enrolled in at least 3-4 courses each semester.** Students are assigned a classroom for the semester. Course assignments and course work should remain on Google Classroom to be able to respond to any closures or disruptions to schooling.

- To achieve small class sizes, teachers must teach 4 courses daily, this results in each course having approximately **23-25 students** per course.
  - If small groups are required: these will be split into cohort A & cohort B of 12-14 students each attending on a rotating schedule.
- Class periods will be **90 minutes**, and focus on essential standards
- Each teacher would have around **100-105 students each semester** (currently teaching 150)
- 1 Teacher would result in close to **200 students taught** during year
- Each student would take up to **4 courses** to complete each semester. Students can opt to take only 3 courses if they are fulfilling all their graduation requirements.
- Specific classes would have staggered start times in the morning. CTE, Art, PE 9 or other hands-on courses *could* be taught in an afternoon block but must retain the morning cohort grouping of students.

### High School Proposed Schedule

DRAFT	Monday	Tuesday	Wednesday	Thursday	Friday
8:40-10:10	1st Period	3rd Period	1st Period	3rd Period	1st Period
10:25-11:55	2nd Period	4th Period	2nd Period	4th Period	2nd Period
11:55-12:20	Intervention MTSS				

Grab and Go Lunch for students

Teachers have extra prep time to ensure Google Classrooms remain current and to adapt curriculum to the compressed schedule.

**Students return home to complete 30 minutes of online learning**



15 minutes remote learning	3rd Period	1st Period	3rd Period	1st Period	3rd Period
15 minutes remote learning	4th Period	2nd Period	4th Period	2nd Period	4th Period

- Attention would need to be paid for variations in math levels and Honors/AP courses.
- PE 2 would need to be done remotely to achieve low course numbers in PE 9.
- On PE 9 days students need to arrive dressed out.
- After the morning session, there is Extended Learning Time before lunch to accommodate intervention for students to ensure students stay on pace.
- Additional electives for students seeking more courses, could be accessed through College of Marin courses under dual-enrollment policies.
- In 25-day cycle, student is with one course teacher 90 minutes daily or 1,125 minutes (**18.75 hours per course**) \*

\*Current HS schedules in a 25-school day cycle, student is with one course teacher 1,200 minutes (20 hours). However, keep in mind that this tied to a yearlong course experience as opposed to a semester course.

While the recommended schedule solves a majority of the issues we will face in the fall, our task force team acknowledges the following areas of concern to keep in mind while scheduling:

- Teachers of foreign language and math may have concern about not seeing students every day
- High school teachers may need support to implement instructional practices and offer a compressed curriculum
- To prepare for end-of-year state assessments or Advanced Placement tests, students may need to have scheduled opportunities to review course content covered in the first semester
- Special Education and ELL students could be confined to non-diverse groupings if the scheduling is not done in a thoughtful or creative manner

Return to Larger In-Person Groupings		
Best Practices	Resources	Timeline
<p>Ensure stable usage of established, clearly stated educational goals and learning outcomes to ensure continuity of learning.</p> <p>As long as the situation remains unstable, it is important to continue learning modules online to ensure students can continue progress regardless of delivery mode of instruction. This is also important as some families may continue to elect to keep students at home due to safety concerns.</p> <p>Equity and access for special populations</p>	<p><a href="#">The Return: Guidance Document by John Hopkins</a></p>	<p>Ensure there are systems in place to facilitate a return to in person instruction.</p> <p>Important to identify students who need acceleration strategies.</p> <p>Provide additional supports for students to address academic needs.</p>

## Planning for the Educational Structures After COVID-19

As a final recommendation, the Task Force has one more schedule recommendation. As NUSD returns to in-person learning, we may wish to consider maintaining the block structure for high school but offering 5 courses on the block. The 4X5 Schedule would reintroduce a prep period for teachers and students would be able to take up to 5 classes. This would also allow for the reintroduction of office hours to enable students to receive targeted support.

COVID-19 has brought the message home: students and teachers need access to high-quality, sequenced, and knowledge-rich materials in every subject—and during dramatic disruptions, even more so. Moreover, school systems need assessments that not only inform differentiated instruction, but also help mitigate the kind of confirmation bias that often leads to lowering expectations for what historically disadvantaged students can achieve.

## The Importance of Fostering Trust and Innovation in Uncertain Times

When so much is beyond our control, and we are all experiencing stress, loss and feelings of powerlessness, what skills can we call upon as a community to successfully maneuver and survive the turbulence? Renown systems-thinker Margaret Wheatley has said:

There is a great paradox that points to the hopeful path ahead. It is possible to prepare for the future without knowing what it will be. **The primary way to prepare for the unknown is to attend to the quality of our relationships, to how well we know and trust one another.**

The remarkable work of our Novato Unified educators and staff throughout the spring of 2020 has been reflective of our trust, commitment, and optimism as a system. When students, parents, teachers, staff, and leaders know they can rely on one another, there is a true sense of community. And when there is a true sense of community, there is a true sense of purpose. And when there is a true sense of purpose, it is extraordinary how much we can achieve together.

In order for NUSD to counter the negative organizational dynamics stimulated by the stress and uncertainty of this time, we must give full attention to the quality of our relationships. Nothing else works, no new tools or technical applications, no redesigned organizational chart. **The solution is each other.** If we can rely on one another, we can not only survive---we can thrive.

In the midst of a crisis, it can be hard to even think about recovery. However, the vital work ahead will be about **healing, recouping learning, restoring community, reflecting** on what happened, and ultimately making a key choice: how much energy will we devote to resuming school as it was vs. **rethinking** what it could be? This choice point may represent one of the most important moments of leverage for altering the trajectory of schooling in Novato, and in America.

# NUSD GRADUATE PROFILE



## COMMUNICATOR

- Listens actively
- Expresses thoughts and ideas clearly
- Supports claims and ideas with valid evidence
- Engages an audience appropriately
- Willingness to engage in difficult conversations

## CRITICAL THINKER

- Uses evidence and reasoning to guide decision making
- Analyzes digital and print sources to determine validity and biases
- Synthesizes existing and new knowledge to generate creative solutions and ideas
- Recognizes multiple ways of solving problems

## COLLABORATOR

- Contributes to the success of a team
- Takes ownership for responsibilities within a team
- Maintains a positive and empathetic attitude

## CONSCIENTIOUS LEARNER

- Sets and monitors goals for continuous growth
- Manages time effectively
- Embraces challenges with a growth mindset
- Advocates for self and takes responsibility for learning
- Practices self-reflection and self-regulation

## CULTURALLY COMPETENT

- Engages in ongoing cultural self-awareness
- Understands global worldviews
- Takes action to contribute positively to the local, national, and/or global community
- Seeks and considers multiple perspectives

## CHARACTER

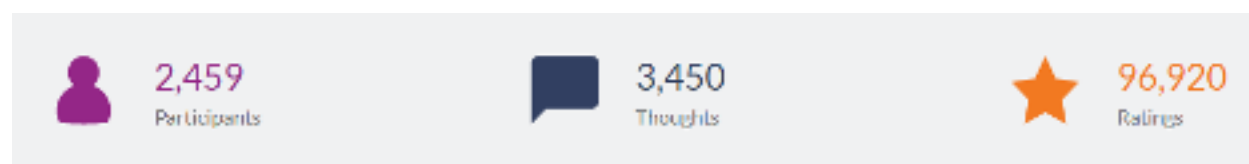
- Possesses strong values and takes appropriate action
- Models integrity and honesty
- Respects others



NOVATO UNIFIED SCHOOL DISTRICT  
Engage. Inspire. Empower.

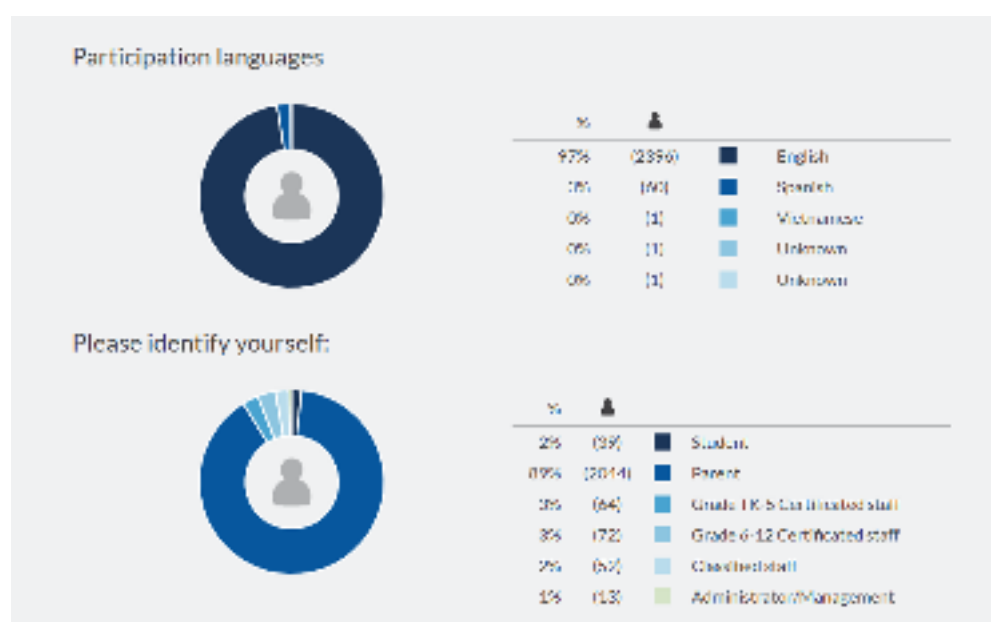


What did the participation look like?

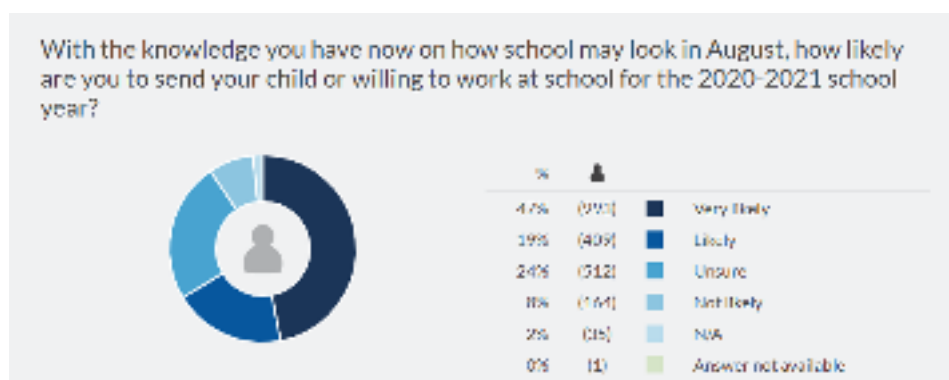


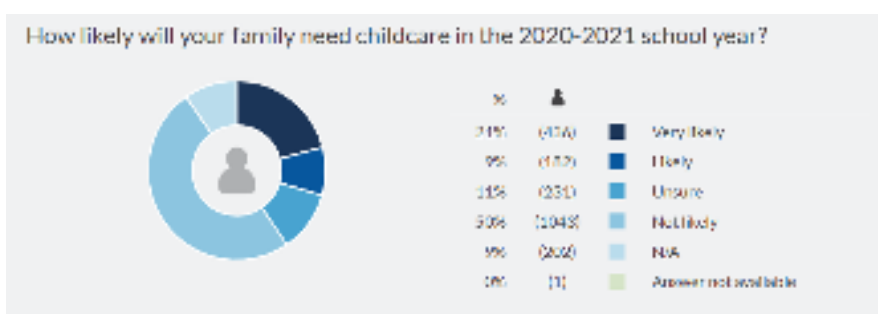
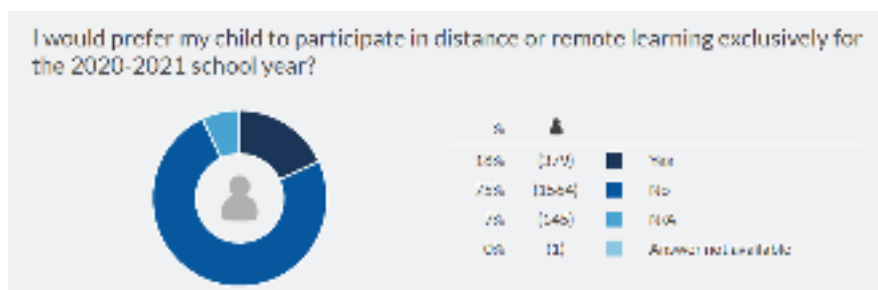
On average, participants Star between 20-30 thoughts. Participants on this Exchange averaged placing a Star on 65 thoughts!

Who participated?



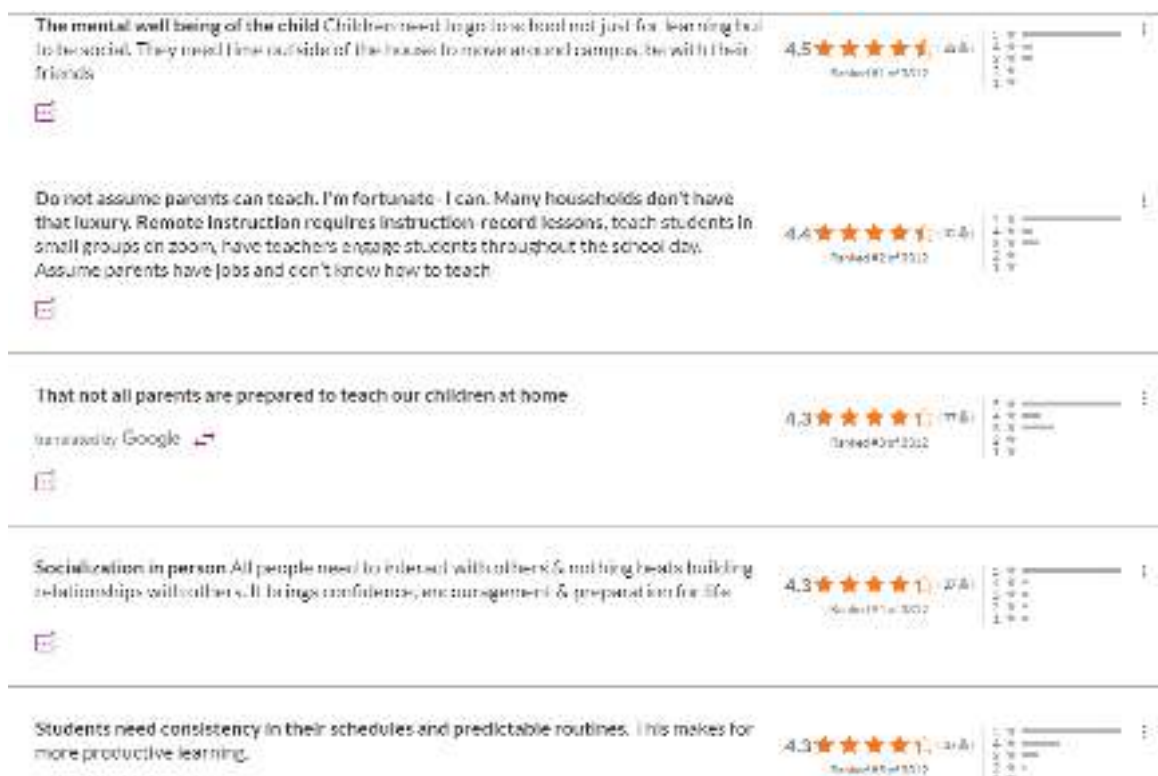
A review of the Survey questions:





Among the top considerations for re-opening schools are the mental wellbeing and socialization for children and people and predictable schedules for students and parents/guardians that are working.

Below are the Top 5 Highly Ranked Thoughts:



## Appendix B:

### Other Hybrid Schedules Considered by Task Force HIGH SCHOOL

#### Recommendation A for High School Block: 3 x 3 Schedule (Students attend part of day 3 days on, 3 days off, Teachers teach 3 hybrid courses)

Secondary students are enrolled in at least 3 courses each semester. These sections will be small and will be split into two smaller groups. Each group attends school for three days in a row within their cohort. These students then have 3 days to participate in at home online schooling on google classroom. The school schedule is broken up into three staggered blocks.

Secondary schools will need to create staggered blocks of students at each grade level. Mode of instruction is hybrid with some direct instruction using the flipped classroom principles and online learning at home.

- Each course would have approximately **23-25 students**, these will be split into cohort A & cohort B of 12-14 students each
- Specific classes would have staggered start times in the morning. CTE, Art, PE 9 or other hands-on courses could be taught in a 2-hour afternoon clock.
- Each teacher would have around 75-80 students per semester
- Each student would have **3 courses** to complete each semester
- Attention would need to be paid for variations in math levels and Honors/AP courses.
- PE 2 would need to be done remotely to achieve low course numbers in PE 9.
- On PE 9 days students need to arrive dressed out.
- After the morning session, there is Extended Learning Time before lunch to accommodate intervention for students to ensure students stay on pace.
- Additional electives for students seeking more courses, could be accessed through College of Marin courses under dual-enrollment policies.
- 1 Teacher results in roughly **140 students taught** during year
- In 25 school day cycle, student is with one course teacher 375 -500 minutes (**6.25 to 8 hours per course\***)

\*Current HS schedules in a 25-school day cycle, student is with one course teacher 1,200 minutes (20 hours)



**Recommendation A (Variation #2) High School Block: 4 x 4 Schedule\***  
**(Students attend one block 4 days a week, Teachers teach 2 blocks and have one day a week for Prep for Google Classroom work)**

This schedule has a 90-minute morning block followed by a tutorial and sanitation break. This is followed by a 90-minute afternoon block. Students would have 4 days of in-person support and teachers would have **one day of no classes** offered for teachers to prepare.

- Each course would have approximately **23-25 students**, these will be split into cohort A & cohort B of 12-14 students each attending **once a week in either a morning block or an afternoon block**.
- Each student would have **4 courses** to complete each semester
- This would enable students to have **more elective course** in their schedules
- 1 Teacher results in roughly **200 students taught** during year
- In 25-day cycle, student is with one course teacher 360 minutes (**6 hours per course**)

\*Note, the Task Force is not confident that the 90-minute classroom clean between cohorts will meet the threshold expected by County Behavioral Health.

We wish to note that the Task Force did consider a variation of the 4x4 in which teachers only teach 3 sections. This model results in class sizes closer to 32 or 34 students. Therefore, this can only be considered in the unlikely event that larger group sizes are permitted by the county Health Department. With physical distancing guidelines in place during the Fall, we believe it would be logistically impossible within this model to achieve guidelines within this model.

## MIDDLE SCHOOL

**Recommendation B for Middle School: 2x2 Schedule**  
**4 Classes taken for both semesters with PE and Electives online or 1 day per week**

Students take 1 in person and 1 remote course each day for 9 weeks per semester (18 weeks total).

- Teachers would teach 2 hours in morning (Group A in person, Group B online) and 2 hours in the afternoon (Group C in person, Group D online) in a rotating schedule.
- Allow for 50% live instruction in core content areas which is much higher than other models seen.
- In 25-day cycle, student is with one course teacher on average 750 minutes (12.5 hours per course)
- Allows students to have 50% of their instructional time in person.
- To limit contact, PE and Electives could be offered online if health requirements mandate no switching teachers
- Challenging to master schedule with electives included
- Students per Teacher per year is 120:1 (60 at a time) ratio if 15 person cohorts, 160:1 (80 at a time) if 20 person cohorts allowed

**Recommendation B Variation #2: (2x2 Block) 6 classes taken for both semesters, 1 elective and PE as part of the block**

Students do 1 live and 1 remote course each day for 6 weeks per semester (12 weeks total).

- Teachers would teach 2 hours in morning (Group A in person, Group B online) and 2 hours in the afternoon (Group C in person, Group D online) in a rotating schedule.
- Would shorten the hours per class but would still allow for 50% live instruction in core content

<p>areas which is much higher than other models seen.</p> <ul style="list-style-type: none"> <li>• In 25-day cycle, student is with one course teacher on average 500 minutes (8.33 hours per course)</li> <li>• Allows students to have 50% of their instructional time in person.</li> <li>• <u>Easy to create master schedule with electives included</u></li> <li>• <u>Students per Teacher per year is 180:1 (60 at a time) per year if 15 person cohorts, 240:1 (80 at a time) per year if 20 person cohorts</u></li> </ul>
<p><b>Recommendation B Variation #3: (2x2 Block) 4-6 classes taken for both semesters. Students stay in same class and teacher only switches</b></p>
<p>Students take 2 in person courses each day for 6 weeks per semester (12 weeks total)..</p> <ul style="list-style-type: none"> <li>• Teachers would teach 2 periods in the morning 1 hr each, teachers switch rooms and students stay put. Then have 2 periods in the afternoon 1 hr each with different group.</li> <li>• Would allow the students to have live instruction in both classes each day.</li> <li>• <u>Remote learning would essentially be like daily homework is now.</u></li> <li>• Would have students every day for 6-9 straight weeks. Teachers would only teach 2 preps at a time.</li> <li>• Would <u>only work if county restrictions allow teacher switching in the same day.</u></li> <li>• Easy to create master schedule with electives included</li> </ul>

## ELEMENTARY SCHOOL

<p><b>Concept C: Open Schools With Distance Learning</b></p>
<p>This is an option for LEAs that feel their capacity for ensuring that students are accessing the curriculum remotely is high or improving.</p> <p>Some LEAs have developed considerable expertise and have the infrastructure to continue to support distance learning for all students.</p> <p>LEAs will still want to provide professional development opportunities for teachers to develop their expertise as well as monitor student access to technology and Wi-Fi.</p> <p>This might be a more feasible option for some LEAs as they may not have the option of creating staggered schedules or lack classroom space to accommodate for physical distancing.</p>

<p><b>Variation to C - Flexible “opt in” schedule based on needs of families for schools using a distance learning model.</b></p>
<p>For some students and families, it will not be an option to learn from home using a hybrid or distance learning model. Some parents and guardians may be essential workers and students will not have the supervision at home to adequately access the curriculum.</p> <p>Some students and families still do not have access to Wi-Fi or devices and need to attend live/in person instruction.</p> <p>LEA’s may want to develop criteria for identifying these students. A daily schedule could be created to provide live instruction for these students with physical distancing measures in place.</p>

The master schedule will need to be created based on the number of students who qualify under the criteria.

Some teachers may also prefer live teaching and opt to come to campus to provide instruction.

### **Variation to Concept B - Weekly Staggered Schedule (50/50-students attend 2-3 days a week) if possible**

This would be similar to the 30/30/30 model except the classes would be split in half, with one half attending Monday and Wednesday and the other half attending on Tuesday and Thursday. Fridays would be a day off to allow teachers to work on curriculum, create work packets, or districts could use Fridays as a flipped learning option where students access online content in anticipation for the following week. The extra day off would enable custodial staff to deep clean and teachers to meet together to discuss student learning.

On remote learning days students may access online content through a flipped learning instructional model or some other blended learning structure.

#### **Variations could include:**

1. Students attend Friday as well (no day off), one group would attend on the first Friday and the second group attends the following Friday and so on.
2. Half day schedule - students go home after lunch. Students on free and reduced lunch can obtain a box lunch prior to going home. Core subjects are taught within a three-hour block.
3. Half day schedules with VAPA/CTE and electives after lunch. For example, for band classes- on Monday woodwinds could report, then on Tuesday, brass instruments. CTE courses could also follow this model after lunch.

### **Another Variation to Concept B - Weekly Staggered Schedule (20/20/20/20/20 - students attend one day a week)**

This model would be the same as above, however, classes would be split into five groups, one for each day of the week. It may be very difficult to achieve this at the secondary level since site administrators would need to create five schools within the school in order to ensure there is no overlap in schedules. It would also depend on FTE allotment and balancing out teacher preps.