COVID-19 Response Update & Recommendations

Presentation to the Board of Trustees

July 28, 2020

Presented by the Leadership Team
Reopening Schools

• Guiding Principles
  o All decisions based on a foundation of “Do No Harm”.
  o Ensure student, family, and staff basic needs are being met.
  o Ensure equitable access for all students.
  o Maintain high academic expectations for all students.
  o Follow as practical all federal, state, and local health related guidelines.
Reopening Schools—State Guidance

- Phase 2 Guidance – Directive 022:
  - Less than 50% occupancy and Social Distancing
  - 20-day notice to families

- Face Coverings – Directive 024:
  - Governor requires use of face coverings in all community settings
  - Governor indicates an exception for children ages 2-9

- Districts must submit multiple learning plans to Board of Trustees and to Nevada Department of Education:
  - Distance Learning
  - In-Person Learning
  - Hybrid Learning
Presentation Objectives

• Review July 7th learning model actions, and discussion of Distance Learning.
• Present survey findings from family and staff regarding return to school in August.
• Provide an update with respect to technology.
• Present key updates regarding a multi-layered approach to safety and health of students and staff:
  o PPE and Supply Chain
  o Face Masks
  o Screening & temporary exclusions
  o HVAC and other operational strategies
• Take a closer look at Distance Learning at elementary, middle, and high school; and consider re-affirming July 7th actions, or revise to implement Full Distance models.
In-Person Learning Model

• At the elementary level, all students attend school throughout the week receiving all instruction within the building.
  • Requires adherence to State Phase 2 re-opening requirements:
    o Screening
    o Social distancing
    o Use of Personal Protective Equipment (PPE)
    o Restrictions to close contact activities
    o Enhanced cleaning & hygiene protocols
  • Families would have the choice for Full Distance, and Full Distance would be used for temporary exclusions.
Hybrid Learning Model

• For middle school and high school the model combines elements of both In-Person Learning and Distance Learning in which students are receiving In-Person instruction for part of the school week and are receiving Distance Learning instruction for part of the school week.

• Certain vulnerable populations would be in school everyday, all week:
  o While in school, all provisions of In-Person Learning (e.g. social distancing, use of PPE, etc.) remain the same.
  o While on distance, all provisions of Distance Learning (e.g. certified teachers, access to food, etc.) remain the same.

• Families would have the choice for Full Distance, and Full Distance would be used for temporary exclusions.
School-Based Model Progress Since July 7

- Multiple meetings with principals.
- School walks (leadership team, facilities staff).
- Continued analysis of room capacity and operational considerations (collaboration with Facilities, Nutrition Services).
- Progress fleshing out distance learning plans (for families choosing to stay at home, or due to temporary exclusions).
  - Site based plans in collaboration with Elementary and Secondary C&I and other departments.
  - Use of Teams to deliver teacher developed, standards-based instruction.
  - Principals working with families to explain this option.
  - Principals working with families to explain Edgenuity (MS and HS level).
  - Professional Learning plans being finalized for additional 5 days including extra support with Microsoft Teams, Edgenuity, and Infinite Campus updates.
School-Based Model Progress Since July 7

• For the elementary In-Person Learning Model plans:
  - Safe, social distancing, location of students and staff (learning areas), use of staff to help reduce numbers of students, working with families, answering questions.

• For the middle & high school in-person portion of the hybrid model:
  - Changes to master schedules as needed.

• Other school based updates:
  - Identifying students who may go Full Distance Learning (follow up to recent survey).
  - Planning schedules (both for in person and at home learning).
  - Engaging with parents and students (answering questions, etc.).
  - After school programming.
  - North Star Online School is continuing to enroll students.
Full Distance Learning

• The District has multiple options for families to receive high quality standards-based instruction without coming into schools. Platforms such as the North Star Online School, Edgenuity, and On-line Curriculum Planning Guides meet this requirement.

  o Instruction must be supported daily by qualified certified teachers.
  o Students must have access to devices and the internet.
  o Teachers must receive ongoing professional learning support.
  o Requirements of specialized learning (e.g. IEP compliance) must be met.
  o Students eligible for Free/Reduced Priced Lunch must have access to food.
Nutrition Services: Full Distance Model Update

- Safety #1
- Grab and Go Menus
  - Breakfast
  - Lunch
  - Multi-day packs
- Accessible Site Selections
- Convenient Pick-Up Times
- Expedient Distribution Models
Nutrition Services: Fiscal Impact & Community Collaborations

• Fiscal Impacts to Enterprise Fund:
  • Ranges of impact based on model
  • Federal waiver needs
• NDA (Nevada Department of Agriculture)
• FBNN (Food Bank of Northern Nevada)
• Communications with like school districts
• Vended Meal Programs
Transportation: Full Distance Model

• DISTANCE LEARNING ASSISTANCE:
  
  o Food distribution as needed.
  
  o Curriculum & materials distribution as needed.
  
  o Bus WIFI HotSpot drivers.
  
  o Potentially assist teachers as distance mentor/coaches, particularly for more vulnerable students.
Returning Options Family/Student Survey

Phone and online (Spanish and English)

37,848 Responses (July 14th through July 27th)

Intended to help schools best schedule and support their students
## Results By School Level

<table>
<thead>
<tr>
<th>School Level</th>
<th>In Person (%)</th>
<th>In Person (Hybrid)</th>
<th>Distance Learning (%)</th>
<th>Distance Learning</th>
<th>North Star (%)</th>
<th>North Star</th>
<th>Non WCSD (%)</th>
<th>Non WCSD</th>
<th>Everyday instruction for vulnerable populations (%)</th>
<th>Everyday instruction for vulnerable populations</th>
<th>Non WCSD (%)</th>
<th>Non WCSD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary School</td>
<td>67%</td>
<td></td>
<td>28%</td>
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<td>2%</td>
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<td>3%</td>
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<td>(N=16,714)</td>
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<tr>
<td>Middle School</td>
<td>62%</td>
<td>In Person (Hybrid)</td>
<td>27%</td>
<td>Distance Learning</td>
<td>10%</td>
<td>Everyday instruction for vulnerable populations</td>
<td>2%</td>
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<tr>
<td>(N= 9,656)</td>
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<tr>
<td>High School</td>
<td>71%</td>
<td>In Person (Hybrid)</td>
<td>22%</td>
<td>Distance Learning</td>
<td>6%</td>
<td>Everyday instruction for vulnerable populations</td>
<td>1%</td>
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<tr>
<td>(N= 11,478)</td>
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</tr>
</tbody>
</table>
## Certified Staff Survey

<table>
<thead>
<tr>
<th>Response</th>
<th># of Staff</th>
<th>% of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>I plan to return.</td>
<td>1,693</td>
<td>58.6%</td>
</tr>
<tr>
<td>I may need some form of accommodation to return because of “high risk” concerns. *</td>
<td>592</td>
<td>20.5%</td>
</tr>
<tr>
<td>I need a distance learning position because of “high risk” concerns.</td>
<td>380</td>
<td>13.2%</td>
</tr>
<tr>
<td>I would prefer a distance learning position because of my concerns about the virus.</td>
<td>201</td>
<td>7%</td>
</tr>
<tr>
<td>I do not plan to return.</td>
<td>21</td>
<td>0.7%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>2,887</strong></td>
<td></td>
</tr>
</tbody>
</table>

*Accommodations likely include requests for distance learning positions.
Student Devices Update

• 4,000 student devices have been ordered.
• Priority to distribute to students who do not have any device in their residence.
• Still need 7,000 for students that have a laptop or desktop at their residence however are not able to consistently utilize it. (Significant challenges such as multiple students in residence or parents’ need computer for their work).
Technology Connectivity Update

• 25 portable Kajeet Smart Bus units:
  • 60 Person capacity
  • 300 ft Radius of the bus
  • All units have been received

• HotSpots:
  • 3000 units purchased
  • Vendor – T-Mobile
  • Each will provide internet to all students in single family
  • All units have been received
Multi-Layered Safety & Health—Operations

- Most schools have already received – disinfectant, sanitizer, face coverings
- Most schools have already been walked with Principal, Facilities, & Academics

**SELF-SCREENING**
- Self-screen every day before leaving home.
- Be aware of your health at all times.
- Stay home if you feel unwell.

**CLEAN SURFACES**
- Wipe commonly touched surfaces throughout the day.
- Examples include: table tops, chairs, pens, computer keyboards and mice, remotes, door handles and light switches.

**VENTILATION**
- Increased intake of fresh outside air.
- Air filtration is in place in all schools and portable classrooms.

**PHYSICALLY DISTANCE**
- Maintain 6 foot distance whenever possible.
- Set up spaces to support and encourage distancing.

**WEAR FACE COVERING**
- Everyone older than 2 years old must wear face coverings on school sites and while conducting WCSD business, unless exempt.
- When safe to do so, face shields should be worn by those who are exempted from wearing face coverings.

**CLEAN HANDS**
- Wash hands well and often.
- Use hand sanitizer only when it is not possible to wash with soap and water.
- If hand sanitizer is used, wash hands as soon as it is reasonably possible.
Safety & Health – Face Coverings

• All WCSD employees and students (Pre-K and older) are required to wear face coverings. For those who are not able to wear face coverings safely due to a medical or mental health condition, face shields may be worn.

• Exemptions and options (face shield) are guided per Nevada Governor’s Office, Declaration of Emergency Directive 024 and Nevada Medical Advisory Team.

• In controlled learning environments, students and staff will be allowed time during the day to remove face coverings for periods of time as appropriate (eating, drinking, exercising outdoors) while maintaining social distancing.

• Exemptions: To qualify for an exemption, students provide a signed letter requesting the exemption, listing the disability, and indicating why the student cannot wear a face covering or face shield. Employees should refer to HR guidance regarding face coverings.

• Face shields are not a substitute for face coverings but are an option in certain instances. Each provides different types of protection.
Safety & Health – Screening & Exclusions

• Health Office Management of Suspected Cases at School (see flow chart).
• Please note that exclusions are based on CDC and WCHD guidelines and are subject to change.
• Exclusion criteria based on symptoms-Exclude if two or more listed symptoms and/or has fever of 100.4 or higher; Exclude for 10 calendar days/must also be symptom free for 24 hours without use of fever reducing medications before returning to work/school.
• Temporary exclusion based on close contact-If the employee/student comes into close direct contact with an individual known to have positive COVID-19 test, the employee/student should temporarily be excluded for 14 calendar days. If at anytime employee/student develops symptoms, they should seek testing for COVID-19. Note: 14 days of quarantine after exposure is based on time it takes to develop illness if infected, thus it is possible that a person known to be infected could leave isolation earlier than a person quarantined because of the possibility of infection. (CDC Disease 2019 COVID-19 Discontinuation of Isolation/Ending Home Isolation)
• For persons with severe illness, duration of isolation may vary.
• Washoe County Health District COVID-19 Hotline for more direction: 775-328-2427
Student reports or staff sees that the student is not feeling well

Teacher calls health office.

Student is escorted to the Sick Student Health Office by staff.

Student/staff wear appropriate PPE.

**REVIEW OF SYMPTOMS** by Clinical Aide or School Nurse
- Respiratory symptoms (new or worsening cough, shortness of breath)
- Fever (feeling feverish or temp >100.4 °F at rest)
- New loss of smell or taste
- Other symptoms:
  - sore throat
  - headache
  - abdominal pain
  - muscle aches and pains
  - chills
  - fatigue
  - chest pain

**Life-Threatening Symptoms**
- Trouble breathing
- Persistent pain or pressure in chest
- New confusion
- Unresponsive
- Unable to stay awake
- Black lips or face

CALL 9-1-1.

Activate school’s Medical Emergency Response Team.

Provide emergency care.

Contact parent.

Notify school nurse*.

**Symptoms not related to COVID-19** (Life threat, treat as COVID-19 related)

Provide appropriate care; rest for 30 minutes.

Contact school nurse so needed*.

Signs and symptoms improve

Student returns to class.

Signs and symptoms do not improve

**Symptoms associated with COVID-19**

Isolate student. Contact school nurse**.

Contact parent for pick up; advise contact with WCHD COVID Hotline or healthcare provider.

**Student isolates at home.**

**Symptoms of COVID-19**
- Temperature > 100.4 °F
- New or worsening cough
- Shortness of breath
- Difficulty breathing
- Nasal congestion
- Sore throat
- Chills
- Headache
- Muscle aches
- Runny or stuffy nose
- Diarrhea

**Symptoms of COVID-19**
- Temperature > 104.4 °F
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- Sore throat
- Chills
- Headache
- Muscle aches
- Runny or stuffy nose
- Diarrhea

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* School nurses are responsible for multiple schools. Contact the school nurse if not on site.

** During outbreaks, students may be excluded from school (not allowed on school property) for a period of time appropriate for the given illness and as defined by local, state, and federal health districts.
## Crisis Response -vs- Distance Learning

<table>
<thead>
<tr>
<th>WCSD Crisis Response (March - June 2020)</th>
<th>≠</th>
<th>WCSD Distance Learning (August 2020 - TBD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Check-ins</td>
<td>✓每日教师指导，利用学校采用的课程</td>
<td>Daily Teacher led instruction utilizing district adopted curriculum</td>
</tr>
<tr>
<td>No New Learning</td>
<td>✓基础标准导向的新学习</td>
<td>Essential Standards-based new learning</td>
</tr>
<tr>
<td>Paper/Pencil, some virtual learning lessons provided</td>
<td>✓技术整合与纸笔活动可用</td>
<td>Technology integrated with paper/pencil activities available</td>
</tr>
<tr>
<td>Materials used: Worksheets, emailed or paper lesson plans provided to families</td>
<td>✓材料使用：笔记本，标准导向的课程，在线课本资源，数字课程，课本提供</td>
<td>Materials used: laptops, standards-based curriculum, online textbook resources, digital curriculum, textbooks provided</td>
</tr>
<tr>
<td>Focused on review, restricted ability to teach new concepts</td>
<td>✓专注于年级水平的必要标准，利用学校进度指南</td>
<td>Focused on grade level essential standards utilizing district pacing guides</td>
</tr>
<tr>
<td>Flexible daily requirement</td>
<td>✓安排/计划学校日</td>
<td>Scheduled/planned school day</td>
</tr>
<tr>
<td>Ungraded work</td>
<td>✓分级工作</td>
<td>Graded work</td>
</tr>
<tr>
<td>Attendance taken weekly</td>
<td>✓每日出席记录</td>
<td>Attendance taken daily</td>
</tr>
<tr>
<td>No assessments</td>
<td>✓共通标准导向评估</td>
<td>Common standards-based assessments</td>
</tr>
</tbody>
</table>
Distance Learning and Well-Being During Spring 2020

5,085 Student Responses
2,375 Staff Responses
8,939 Family Responses

Key Insights

1. Many students did not feel prepared for the next grade level. Parents are more optimistic.
2. Families were concerned about the impact of school closures.
3. Teachers were confident in their ability to provide distance learning to academically advanced students, but are less so regarding students with more complex learning needs.
Confidence in Providing Rigorous Instruction

- **Extremely Confident**: 9% (All students), 17% (Academically advanced), 4% (Academically challenged), 3% (English Learners), 4% (Special learning needs (e.g., IEP))
- **Quite Confident**: 21% (All students), 35% (Academically advanced), 15% (Academically challenged), 15% (English Learners), 14% (Special learning needs (e.g., IEP))
- **Somewhat Confident**: 29% (All students), 28% (Academically advanced), 28% (Academically challenged), 31% (English Learners), 30% (Special learning needs (e.g., IEP))
- **Slightly Confident**: 23% (All students), 28% (Academically advanced), 25% (Academically challenged), 30% (English Learners), 30% (Special learning needs (e.g., IEP))
- **Not at all Confident**: 19% (All students), 14% (Academically advanced), 21% (Academically challenged), 21% (English Learners), 26% (Special learning needs (e.g., IEP))
Reopening Models and Potential Revisions

- July 7th Action
- Distance Learning Plans
- Reaffirm July 7th action or revise
Elementary School Learning Model

The Board of Trustees adopted the recommendation for an In-Person Learning Model in which enrolled students attend school Monday through Friday receiving all instruction within the school; and the temporary use of Distance Learning in the event a student or group of students is excluded, or if a school or the district is temporarily shutdown due to an outbreak.
Distance Learning at the Elementary Level

• All students must have equitable access to effective instruction and standards-based grade level learning.
• Standards-based instruction introducing new learning content daily must occur in a Distance Learning model.
• Opportunities to address Social Emotional Learning/Well Being and improving Digital Citizenship.
• Professional Learning will continue for all staff.
• Professional Learning Communities (PLCs) are critical to support teachers and students in order to ensure equitable/effective teaching and learning.
Distance Learning at the Elementary Level con’t

• What does Distance Learning look like?
  • Instruction supported by qualified certified teachers.
  • Daily schedules built for students based on 5-hours daily.
  • Structured and independent learning scheduled throughout the day.
  • District approved curriculum tied to content standards utilized daily.
  • Students have access to devices and the internet.
  • Requirements of specialized learning (IEPs, EL, GT) are met.
  • Common standards-based assessments used to monitor student progress.
  • Feedback will be provided to students and work will be graded.
Distance Learning at the Elementary Level con’t

• Administrator Responsibilities:
  • Provide initial and ongoing parent/guardian communication, support, and guidance.
  • Lead master scheduling while considering the instructional needs of all students.
  • Include schedules for real-time, synchronous sessions and virtual office hours by grade-level and/or content area subject.
  • Support the development and implementation for the PLC decision making processes.
  • Monitor MTSS processes, Individualized Education Programs (IEP)/Section 504 Accommodation Plans/English Learner (EL) supports to ensure compliance and differentiated learning.
  • Identify teachers and staff who serve as a team of expert users to increase the capacity and support for teachers.
  • Observe instruction and provide feedback to licensed educators.
Distance Learning at the Elementary Level con’t

• Teacher Responsibilities:
  • Instruct students daily.
  • Participate in collaborative lesson planning, professional learning prior to and during active distance education through the PLC process.
  • Provide standards-based instruction to students.
  • Arrange for daily communication and follow attendance processes.
  • Facilitate resources for students with IEPs or Section 504 Accommodation Plans and ELs.
  • Maintain contact with parents/guardians.
  • Attend and participate in all required parent/guardian meetings (i.e. IEP/504, EL, etc.).
  • Provide emergency substitute plans and instructions as traditionally required.
Distance Learning at the Elementary Level con’t

• Student Responsibilities:
  • Maintain positive attendance and course progress.
  • Complete assignments and tasks as assigned.
  • Exhibit good study habits.
  • Reach out to teachers when requiring assistance.
  • Attend daily and weekly required real-time, synchronous sessions or recorded sessions.
  • Participate in any proctored assessments.
Distance Learning at the Elementary Level con’t

• Parent/Guardian Responsibilities:
  • Communicate with child’s instructor(s) during school hours or written communication.
  • Actively assist child with their learning and directly participate with student, specifically in early elementary grade levels.
  • Provide support, guidance, and assistance.
  • Foster a conducive area for learning in the home.
  • Encourage and recognize positive gains and achievements.
  • Actively monitor child’s progress in assigned courses.
Supporting Distance Learning at the Elementary Level

- Students will receive daily instruction in English/Language Arts and Math.
- Students will receive instruction in Science and Social Studies.
- Options for small group, intervention, re-teaching, and office hours will be built into schedules.
- Office of Academics staff will support school sites.
- Pacing Guides are available for all content areas.
- Special Education services will be provided as defined through the IEP process using the Distance Learning platform, including the use of teletherapy for related services.
- District adopted curriculum is available for students with a functional academic learning focus through the Distance Learning model.
Supporting Distance Learning at the Elementary Level con’t

• List of Resources/Options to Use:
  • Microsoft Learning Tools including Teams, OneNote
  • Flipped Classrooms
  • Online Curriculum Resources
  • SEL Lessons
  • Other Digital Learning Tools
    • Nearpod
    • Clever
  • Synchronous and asynchronous learning throughout the day.
  • Paper/Pencil activities will be available as needed.
# Kinder - 2nd Grade Schedule Example

<table>
<thead>
<tr>
<th>Subject</th>
<th>Suggested Minutes</th>
<th>Materials</th>
<th>Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Morning Meeting</strong></td>
<td>30 minutes: (synchronous/record for later viewing)</td>
<td>Sanford Harmony; Digital Citizenship Lessons</td>
<td>Check in, SEL, community building, motivation</td>
</tr>
<tr>
<td></td>
<td>15 minutes: Phonics, Spelling, Word Study</td>
<td>Benchmark, Secret Stories (additional practice)</td>
<td>Explicit direct instruction, mini-lesson, engaging videos</td>
</tr>
<tr>
<td></td>
<td>45 minutes: Interactive Read-Aloud/Shared and Performance Reading</td>
<td>Benchmark, Science Text, Social Studies Text, novel, primary sources</td>
<td>Explicit direct instruction, GLAD, ELLevation, close reading, student discourse, cooperative learning groups, mini-lesson, SEL, 21st Century Learning skills</td>
</tr>
<tr>
<td></td>
<td>15 minutes: Writing/ Writing About Reading</td>
<td>Benchmark, Mentor texts</td>
<td>Interactive writing, shared writing, dictated writing, modeled writing, mini-lesson, SEL, 21st Century Learning skills</td>
</tr>
<tr>
<td></td>
<td>15 minutes: Independent practice/reading</td>
<td>Student text or assign student reading</td>
<td></td>
</tr>
<tr>
<td><strong>Intervention Enrichment/ Sped</strong></td>
<td>30 minutes: Meet with students in Tier 2/SpEd</td>
<td>LLI, SIPPS, Readworks, Phonics First, Soar to Success, etc.</td>
<td>Fidelity to research-based intervention</td>
</tr>
<tr>
<td><strong>Lunch</strong></td>
<td>45 minutes</td>
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<tr>
<td><strong>Math</strong></td>
<td>75 minutes</td>
<td>Bridges, enVision, Go Math!</td>
<td>8 Mathematical practices, explicit direct instruction, Classroom Discussions in Math, cooperative learning groups, project-based learning, inquiry learning, writing across content, SEL, 21st Century Learning skills</td>
</tr>
<tr>
<td><strong>15 minutes half hour</strong></td>
<td>30 minutes: Hands-on science OR social studies; Closing for day</td>
<td>FOSS kits, science journals, Science Text, Social Studies Text, primary and secondary resources, graphic organizers</td>
<td>Inquiry/investigative science, hands-on investigations/experiments, writing across content, student discourse, cooperative learning groups, expert groups, GLAD, SEL, 21st Century Learning skills</td>
</tr>
</tbody>
</table>
Recommended Action

The Board of Trustees reaffirms July 7th action for Elementary education.

or

The Board of Trustees adopts a full Distance Learning model for Elementary education.
The Board of Trustees adopted a Hybrid Learning Model in which enrolled students attend school in a “A/B Rotation Schedule” format with approximately half of their instruction to be In-Person and half with Distance Learning. Certain vulnerable student groups will receive In-Person instruction throughout the week. Additionally, temporary use of Distance Learning will be utilized in the event a student or group of students is excluded, or if a school or the District is temporarily shutdown due to outbreak.
Distance Learning at the Middle School Level

- All students must have equitable access to effective instruction and standards-based grade level learning.
- Daily standards-based instruction introducing new learning content must occur in a distance learning model.
- Opportunities to address Social Emotional Learning/Well Being and improving Digital Citizenship.
- Professional Learning will continue for all staff.
- Professional Learning Communities (PLCs) are critical to support teachers and students in order to ensure equitable/effective teaching and learning.
Distance Learning at the Middle School Level con’t

• What does Distance Learning look like?
  • Instruction will be supported by qualified certified teachers.
  • Master Schedules built for students.
  • Daily Schedules built for students based on 5.5 hours daily.
  • Structured and independent learning scheduled throughout the day.
  • District approved curriculum tied to content standards will be utilized daily.
  • Students will have access to devices and the internet.
  • Meet the requirements of specialized learning (IEPs, EL, GT).
  • District adopted common assessments used to monitor student progress.
  • Feedback will be provided to students and work will be graded.
Distance Learning at the Middle School Level con’t

• Edgenuity:
  • Program will be able to support the content area teacher.
  • Provides easy transition back to brick and mortar.
  • Teachers will be able to contact students virtually or by phone to discuss progress or concerns.
  • School sites will be able to determine which classes are offered through the program.
  • Professional Learning is available for all teachers.
Distance Learning at the Middle School Level con’t

• Administrator Responsibilities:
  • Provide initial and ongoing parent/guardian communication, support, and guidance.
  • Lead master scheduling while considering the instructional needs of all students.
  • Include schedules for real-time, synchronous sessions and virtual office hours by grade-level and/or content area subject.
  • Support the development and implementation for PLC decision making processes.
  • Monitor Individualized Education Programs (IEP)/Section 504 Accommodation Plans/English Learner (EL) supports to ensure compliance and differentiated learning.
  • Identify teachers and staff who serve as a team of expert users to increase the “bandwidth” of support for teachers.
  • Observe instruction and provide feedback to licensed educators.
Teacher Responsibilities:

- Instruct students daily.
- Participate in collaborative lesson planning and professional learning prior to and during active distance education.
- Provide standards-based instruction to students.
- Arrange for daily communication and follow attendance processes.
- Facilitate resources for students with IEPs or Section 504 Accommodation Plans and ELs.
- Facilitate Edgenuity learning.
- Maintain contact with parents/guardians.
- Attend and participate in all required parent/guardian meetings (i.e. IEP/504, EL, etc.).
- Provide emergency substitute plans and instructions as traditionally required.
Distance Learning at the Middle School Level con’t

- **Student Responsibilities:**
  - Maintain positive attendance and course progress.
  - Complete assignments and tasks as assigned.
  - Exhibit good study habits.
  - Reach out to teachers when requiring assistance.
  - Attend daily and weekly required real-time, synchronous sessions or recorded sessions.
  - Participate in any proctored assessments, if applicable.
Distance Learning at the Middle School Level con’t

- Parent/Guardian Responsibilities:
  - Communicate with child’s instructor(s) during school hours or written communication.
  - Actively assist child with their learning and directly participate with student, specifically in early elementary grade levels.
  - Provide support, guidance, and assistance.
  - Foster a conducive area for learning in the home.
  - Encourage and recognize positive gains and achievements.
  - Actively monitor child’s progress in assigned courses.
Distance Learning at the Middle School Level con’t

• List of Resources/Options to Use:
  • Microsoft Learning Tools including Teams, OneNote
  • Edgenuity
  • Flipped Classrooms
  • Online Curriculum Resources
  • SEL Lessons
  • Other Digital Learning Tools
    • Nearpod
    • Clever
  • Synchronous and asynchronous learning throughout the day
  • Paper/Pencil activities will be available as needed
Distance Learning at the Middle School Level con’t

• Students will attend 3 to 4 classes per day.
• Options for small group, intervention, reteaching, and office hours will be built into schedules.
• Office of Academics staff will support school site Instructional Leads.
• Pacing Guides are available for all content areas.
• Opportunities to address Social Emotional Learning/Well Being and improving Digital Citizenship.
• Special Education services will be provided as defined through the IEP process using the Distance Learning platform, including the use of teletherapy for related services.
  • District adopted curriculum is available for students with a functional academic learning focus through the Distance Learning model.
Middle School Distance Learning Schedule Example

7:15 AM – 9:00 AM  Teacher PLC and Prep
7:30 AM – 8:50 AM  Student Independent Practice
8:50 AM – 9:10 AM  Break
9:10 AM – 10:00 AM Period 1/4
10:00 AM – 10:50 AM Independent practice/small group support/interventions/reteach
11:00 AM – 11:50 AM Period 2/5
11:50 AM – 12:20 PM Lunch
12:20 PM – 1:10 PM  Period 3/6
1:10 PM – 2:00 PM  Office hours independent small group practice and support
Recommended Action

The Board of Trustees reaffirms July 7\textsuperscript{th} action for Middle School education.

or

The Board of Trustees adopts a full Distance Learning model for Middle School education.
The Board of Trustees adopted a Hybrid Learning Model in which enrolled students attend school in a “A/B Rotation Schedule” format with approximately half of their instruction to be In-Person and half with Distance Learning. Certain vulnerable student groups will receive In-Person instruction throughout the week. Temporary use of Distance Learning will be utilized in the event a student or group of students is excluded, or if a school or the District is temporarily shutdown due to outbreak.
Distance Learning at the High School Level

- All students must have equitable access to effective instruction and standards-based grade level learning.
- Daily standards-based instruction introducing new learning content must occur in a distance learning model.
- Opportunities to address Social Emotional Learning/Well Being and improving Digital Citizenship.
- Professional Learning will continue for all staff.
- Professional Learning Communities (PLCs) are critical to support teachers and students in order to ensure equitable/effective teaching and learning.
Distance Learning at the High School Level con’t

• What does Distance Learning look like?
  • Instruction will be supported by qualified certified teachers.
  • Daily Schedules built for students based on 5.5 hours daily.
  • Structured and independent learning scheduled throughout the day.
  • District approved curriculum tied to content standards will be utilized daily.
  • Students will have access to devices and the internet.
  • Meet the requirements of specialized learning (IEPs, EL, GT).
  • District adopted common assessments used to monitor student progress.
  • Feedback will be provided to students and work will be graded.
Distance Learning at the High School Level con’t

• Edgenuity – Full-time distance education:
  • Credit accrual courseware aligned with NV Academic Content Standards (NVACS).
  • Rigorous - AP courses and CTE.
  • Student progresses automatically through programs.
  • Teacher will be able to contact students virtually or by phone to discuss progress or concerns.
  • Professional Learning is available for all teachers.
Distance Learning at the High School Level con’t

• Administrator Responsibilities:
  • Provide initial and ongoing parent/guardian communication, support, and guidance.
  • Lead master scheduling while considering the instructional needs of all students.
  • Provide standards-based instruction to students.
  • Support the development and implementation for PLC decision making processes.
  • Monitor Individualized Education Programs (IEP)/Section 504 Accommodation Plans/English Learner (EL) supports to ensure compliance and differentiated learning.
  • Identify teachers and staff who serve as a team of expert users to increase the “bandwidth” of support for teachers.
  • Observe instruction and provides feedback to licensed educators.
Distance Learning at the High School Level con’t

• Teacher Responsibilities:
  • Instruct students daily.
  • Participate in collaborative lesson planning and professional learning prior to and during active distance education.
  • Conduct a minimum amount of daily and weekly real-time, synchronous session(s) minutes with all students.
  • Arrange for daily communication and follow attendance processes.
  • Facilitate resources for students with IEPs or Section 504 Accommodation Plans and ELs.
  • Facilitate Edgenuity learning opportunities.
  • Maintain contact with parents/guardians.
  • Attend and participate in all required parent/guardian meetings (i.e. IEP/504, EL, etc.).
  • Provide emergency substitute plans and instructions as traditionally required.
Distance Learning at the High School Level con’t

• Student Responsibilities:
  • Maintain positive attendance and course progress.
  • Complete assignments and tasks as assigned.
  • Exhibit good study habits.
  • Reach out to teachers when requiring assistance.
  • Attend daily and weekly required real-time, synchronous sessions or recorded sessions.
  • Participate in any proctored assessments, if applicable.
Distance Learning at the High School Level con’t

• Parent/Guardians Responsibilities:
  • Communicate with child’s instructor(s) during school hours or written communication.
  • Actively assist child with their learning and directly participate with student, specifically in early elementary grade levels.
  • Provide support, guidance, and assistance.
  • Foster a conducive area for learning in the home.
  • Encourage and recognize positive gains and achievements.
  • Actively monitor child’s progress in assigned courses.
North Star Online School

• North Star Online School:
  • On-line curriculum for students in grades K-12.
  • Enrollment continues to increase.
  • Family support required.
  • No mid-semester transfers.
Distance Learning at the High School Level

• List of Resources/Options to Use:
  • Microsoft Learning Tools including Teams, OneNote
  • Edgenuity
  • Flipped Classrooms
  • Online Curriculum Resources
  • SEL Lessons
  • Other Digital Learning Tools
    • Nearpod
    • Clever
  • Synchronous and asynchronous learning throughout the day
  • Paper/Pencil activities will be available as needed
Distance Learning at the High School Level

- Students will attend 3 to 4 classes per day.
- Options for small group, intervention, reteaching, and office hours will be built into schedules.
- Office of Academics staff will support school site Instructional Leads.
- Pacing Guides are available for all content areas.
- Opportunities to address Social Emotional Learning/Well Being and improving Digital Citizenship.
- Special Education services will be provided as defined through the IEP process using the distance learning platform, including the use of teletherapy for related services.
  - District adopted curriculum is available for students with a functional academic learning focus through the distance learning model.
### High School Distance Learning Schedule Example

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:45 AM – 9:15 AM</td>
<td>Teacher PLC and Prep</td>
</tr>
<tr>
<td>8:00 AM – 9:20 AM</td>
<td>Student independent practice</td>
</tr>
<tr>
<td>9:20 AM – 9:30 AM</td>
<td>Break</td>
</tr>
<tr>
<td>9:30 AM – 10:20 AM</td>
<td>Period 1 / 4</td>
</tr>
<tr>
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<td>Period 2/5</td>
</tr>
<tr>
<td>11:50 AM – 12:20 PM</td>
<td>Lunch</td>
</tr>
<tr>
<td>12:20 PM – 1:10 PM</td>
<td>Period 3/6</td>
</tr>
<tr>
<td>1:10 PM – 3:00 PM</td>
<td>Office hours independent small group practice and support</td>
</tr>
</tbody>
</table>
Recommended Action

The Board of Trustees reaffirms July 7th action for High School education.

or

The Board of Trustees adopts a full Distance Learning model for High School education.
District Department Supports

- Ongoing collaboration with principals and weekly meetings via Teams.
- Ongoing collaboration with teachers including virtual meetings via Teams.
- Instructional Leaders, Department Leaders, Special Education Facilitators, grade level PLCs.
- Consistent review of site distance learning plans.
- Consistent review of site safety and health plans.
- Family School Partnerships outreach and supports.
- Equity and Diversity, MTSS, SEL, etc. outreach/support.
Special Education Services and Supports

• **Extended School Year (ESY):**
  - ESY services were provided June 22-July 17th.
  - Teachers and Related Service personnel provided services through a digital platform, utilizing online curriculum, direct instruction, and consultation with families.
  - All students were provided a laptop and hot spot (if needed).
    - Professional Learning was provided for all staff working with students on how to schedule services, address goals and objectives, support students and families while at home, and how to progress monitor services.

• As part of the back-to-school Professional Learning, all Special Education teachers and Related Service Personnel participated in coursework around Online and Blended Learning PreK-12 specifically addressing how to provide specially designed instruction (SDI).

• Teachers of Self-Contained Programs all participated in training specific to the curriculum adopted for their programs and in providing SDI for students.
  - New curriculum adopted for Strategies classrooms which includes an online and Hybrid Learning curriculum component.
  - CLS curriculum updated to include an online and Hybrid Learning component.
Special Education Services and Supports

- Moving forward, all Special Education staff will participate in additional trainings on providing SDI during Distance/Hybrid Learning to ensure alignment with recommended Distance Learning guidance for all students.

- **Related Services:**
  - WCSD Special Education staff are reviewing all guidance documents from AOTA, ASHA, APTA, and BACB to help drive decisions regarding how services will be provided.
  - Based upon this guidance, all related service providers will receive training on how to provide telehealth therapy and/or through Hybrid Learning opportunities.
5 Additional Professional Learning Days

- Infinite Campus Upgrades - 1 Hour, Virtual:
  - How teachers will track attendance.
- Professional Learning Communities (PLCs); Site Based, 4 days & ongoing:
  - Common Planning and Pacing of Standards Based Lessons.
  - Common Standards Based Assessments with a focus on Essential Learning/Standards.
  - Specially Designed Instruction (SDI).
- Edgenuity and Microsoft Office 365: Teams, OneNote, etc.:
  - How teachers will deliver standards-based lessons (1 day and ongoing).
Teacher Learning Communities in Teams
Distribution of Materials

• Following current guidance: physical distancing, face coverings, and hygiene practices.
• Similar redistribution model used during Spring 2020, students will receive necessary materials for the 2020-21 School Year.
• Coordinated distribution of textbooks and devices for students.
• Coordinated distribution and return of materials by school sites.
• Assistance from District departments such as Transportation.
Superintendent’s Statement
Thank You

Questions?