THE 2020-21 RETURN TO SCHOOL

July 15, 2020
Virtual Town Hall

Together we can keep our staff and students healthy
PRESENTERS

Kris Cosca
Superintendent

Amie Carter
Assistant Superintendent
Education Services

Angela Kriesler
Director
Special Education

Yancy Hawkins
Assistant Superintendent
Business Services

Jennifer Larson
Director
Student Success
This Town Hall is:

A parent and student information meeting.

Providing parents and students with more context, understanding and insight into their decision to select the Virtual Learning Academy or the Flexible In-Person model for 2020-21.
This Town Hall is NOT:

A political meeting:

While we exist within national and state discussions and requirements, NUSD has local control over our instructional model. **Health and safety concerns supported by data will drive our decisions**—not the politics of the daily news cycle

A labor meeting:

While NUSD negotiates and discusses changes in working conditions with all our labor partners, these conversations do not take place in a public forum.
AGENDA

1. Summary of the Re-Entry Planning work done to date
2. Clarification on the choice parents and students are being asked to make
3. More information about the safety measures involved in Flexible In-Person Schooling
4. More information about our Virtual Learning Academy
5. Questions and Answers
NUSD Guiding Principles for Re-Entry

✔ To prioritize **health and safety of staff and students** while still providing access to quality and rich **education** and supporting resources.

✔ To offer students **options**: Virtual Learning Academy or Flexible In-Person Schooling

✔ To create a **safe** on-campus experience by requiring (and supplying) face coverings, providing sanitizers across campus, offering Covid-19 testing to staff, facilitating contact tracing, maintaining distancing guidelines, compressing the school day, serving meals safely, and **complying with all guidance from Marin County Health**.

✔ To adjust campus activities and resources to support student and staff well-being.
June 23, 2020, Assembly Bill 77: in-person instruction should be offered to the greatest extent possible, only allowing distance learning under two circumstances:

1) On a district or school wide level as a result of an order or guidance from a state or local public health officer.

2) For pupils who are medically fragile or would be put at risk by in-person instruction, or who are self-quarantining because of exposure to COVID-19.
California schools must continue to provide **180 days** of instruction per year. **Instructional minutes will be reduced to 180 minutes** for kindergarten, **230 minutes** for grades 1 to 3 and **240 minutes** for grades 4 to 12 in an effort to offer teachers more flexibility during distance learning. (Section 43501)
June 29, 2020 Senate Bill 98: Teacher-Student Engagement in Distance Learning

(1) provision of access for all pupils to **connectivity and devices** adequate to participate in the educational program and complete assigned work;
(2) content aligned to grade level standards that is provided at a level of **quality and intellectual challenge equivalent to in-person instruction**;
(3) academic and other **supports** designed to address the needs of pupils who are performing below grade level, or need support in other areas;
(4) **special education**, related services, and any other services required by a pupil's individualized education program;
(5) designated and integrated instruction in **English language** development; and
(6) **daily live interaction with certificated employees and peers** for purposes of instruction, progress monitoring, and maintaining school connectedness. (Ed. Code, § 43503(b).)
In addition, LEAs must maintain a weekly engagement record for each pupil who participates in distance learning, which should verify the pupil’s daily participation and track assignments.

LEAs that fail to meet the minimum documentation requirements will be penalized through the withholding of apportionment. (Ed. Code, § 43504(i)(2).)
History of the Re-Entry Guidance Plan for 20-21

**SECTION TEAM MEETINGS**
- Staff met with 9 smaller task force groups to tackle the challenge
- **PUBLIC BOARD REVIEW:** June 16, 2020

**TEAM ALIGNMENT**
- May 25, 2020
  - Understanding all the 9 elements to be designed

**WRITTEN DRAFT**
- DUE: June 11, 2020
  - Task force submitted recommendations for the district guidance
  - 1st Revision
  
**PUBLIC BOARD REVIEW**
- June 26, 2020
  - Based on higher cohort numbers for elementary students and **AB 77**
150 Individuals Participated in Writing Re-entry Plan Guidelines

- Teachers: 45%
- Parents: 23%
- Management: 15%
- Classified: 11%
- Students & other: 6%
June 10th Thoughtexchange:

What are some of the most important considerations NUSD needs to think about as we prepare to re-open schools in August?

39 students
136 teachers
2,044 parents
Top Discussion Themes from Stakeholder Groups

**Parents**
- Education
- Parents Work
- Social
- Children

**Students**
- Mental Health
- Parents Work
- Safety
- Spread

**Teachers**
- Staff
- Safety
- Mental Health
- Education

**Administrators**
- Safety
- Wear Masks
- Children
- Day Time

**Classified**
- Safety
- Spread
- Staff
- Learning
Ranked #1 of 3312

The mental well being of the child
Children need to go to school not just for learning but to be social. They need time outside of the house to move around campus, be with their friends

4.5 ★★★★★ (33)

Socialization in person
All people need to interact with others & nothing beats building relationships with others. It brings confidence, encouragement & preparation for life

4.3 ★★★★★ (37)
Students need consistency in their schedules and predictable routines. This makes for more productive learning.

4.3 ★★★★★ (37)

The ability for parents who work to be able to have somewhat predictable schedules for our kids and schedules for siblings that are compatible. I have kids at multiple schools and need to work. I have to have a schedule to drop off and pickup without multiple schedules hindering work.

4.3 ★★★★★ (37)
Lower Rated Comments, but still of importance to plan for:

Distance learning is a must I am not sending my kid until there is a vaccine. Or, god forbid, he gets infected and fully recovers.

Schools should not reopen until a vaccine is available, or the entire county is virus free!

I think with all the guidelines from the cdc that it is redicules to have our children go through this Most parents won’t be sending children back might as well keep them home and safe
Opinion Group One:

*Want to return to campus when safe & permissible

*Seeking socialization & predictable schedules

Opinion Group Two:

*Distance Learning is the only solution

*Schools should NOT reopen during the pandemic
Flexible In-Person Schooling
*Flexible online & in-person program which adjusts as needed to comply will all County Health Orders.
*Support seeking to achieve maximum levels of In-Person instruction

Virtual Learning Academy
*Medically Fragile
*Families who decline to return even with NUSD plans to act in compliance with County Health Orders
Flexible In-Person Schooling
3,321 students

Virtual Learning Academy
433 students

As of July 15, 2020
Why issue a deadline?
Deeper dive into Flexible In-Person Schooling
9. **Adaptable Schedule Models for Consideration**

- Modified hours – start times & length of days
- AM/PM Cohorts with virtual during non-campus time
- Alternate weeks, with virtual during non-campus time

**Phase One: Remote**
Postponed in person activities

**Phase Two: Hybrid**
Activities in small isolated groups

**Phase Three: Return**
Activities in increasingly larger groups
Flexible In-Person Schooling

Contact Tracing
Responsiveness
Stable Cohorts
Social Distancing
Staff Personal Protective Equipment (PPE)/Essential Protective Equipment (EPE)
Masks
Handwashing
Cleaning tools and techniques

Illness Prevention Procedures & Protocols
Flexible In-Person Schooling

Staff and student personal protective equipment (PPE)/essential protective equipment (EPE)
Daily cleaning and disinfecting
Social distancing
School routing
Testing and tracing
Training
Site Specific Safety Plan

Illness Prevention Procedures & Protocols
PPE & EPE

*Sanitizer (pump, wall dispensers, stand up)
*Masks (disposable, reusable, adult, and children)
*Face shields (adult)
*Sanitizer (pump, wall dispensers, stand up)
*Thermometers
*Gloves

Daily Cleaning and Disinfecting

* Following Centers for Disease Control (CDC) and California Department of Education (CDE) guidance
* All custodians (including substitutes) are being trained
*Additional supplies given to all sites (eg. soap, paper towels, disinfectant)
Other Illness Prevention Procedures & Protocols

*Social distancing (classrooms, offices, other spaces)
*Clear barriers where social distancing is not possible
*Campus routing, including one-way travel (including signage)
*Student and staff training
*Face coverings

*Stable cohorts
*Staff testing
*Tracing
*Training (staff and students)
*Health screenings
*Modified schedules to allow for limited interaction with other cohorts (breaks, food service, etc)
Each NUSD school will have a **School Site-Specific Safety Plan**
Flexible In-Person Schooling

Designed to adapt to County Health Orders and CV19 outbreaks—while always striving for a return to in-person...
Flexible In-Person Schooling: Group Sizes

<table>
<thead>
<tr>
<th>Remote</th>
<th>In-Person</th>
</tr>
</thead>
<tbody>
<tr>
<td>75% of class</td>
<td>25% of class on campus alternating over 4 days</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Remote</th>
<th>In-Person</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sick Student(s)</td>
<td>100% of class</td>
</tr>
</tbody>
</table>
Flexible In-Person Schooling: Grade/Groups

Remote

- Grades 1,2,3,4,5,7,8,10,11,12
- Students with Disabilities, English Language Learners

In-Person

- Grades TK, K, 6,9

Remote

None

In-Person

All Students
Flexible In-Person Schooling: Calendar

<table>
<thead>
<tr>
<th>In-Person Instruction</th>
<th>Remote Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 hours</td>
<td>4 hour</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>In-Person Instruction</th>
<th>Remote Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.5 hours</td>
<td>.5 hour</td>
</tr>
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</table>
Flexible In-Person Schooling: Outbreaks

<table>
<thead>
<tr>
<th>In-Person Instruction</th>
<th>Remote Instruction</th>
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Special Education: Flexible In-Person Schooling

Students who meet the eligibility of one (or more) of the 13 handicapping conditions under IDEA and need specially designed instruction

Least Restrictive Environment requires each child with special needs be grouped in a classroom with peers where they will achieve the highest academic and social progress.

Individualized Education Plans (IEPs)
- Affirm current offer of FAPE pursuant to the current, operational IEP
- Coordinate services, accommodations, and modifications to the greatest extent possible (includes NUSD, MCOE, Non-Public School, and non-public agency providers)
- Design Local/National Emergency Conditions Learning Plan (Senate Bill 98) - temporary proportional adjustments to services based on current operational IEP

IEP Team
- Relationships are a critical component of the IEP process
- We will do everything we possibly can to maintain consistent IEP Teams at each school site
- Some changes among the service providers can be expected

Services
- If students are able to receive push-in and pull-out services, the schedule will be carefully tracked to ensure contacts are minimal and time between groups allows for safety protocols to be implemented
- If students are not able to leave their cohort for pull-out services and adults are not able to push-in to provide services, services will be delivered through tele-platforms
- Cohort guidelines may be updated throughout the year to allow for a hybrid of in-person and tele-platform service delivery
- Mainstreaming opportunities will be coordinated through the IEP process

Assessment
- With the appropriate safety protocols, assessments may be able to be conducted in-person
- Seeking solutions to conduct valid, reliable assessments through tele-platforms

34
Google Classrooms must continue to provide consistency.

Everyone supports in the continual sanitation and safety of our schools.

Clear Communication

Minimizing ‘deep breath activities’ like PE and Music occurring on campus, offering remote and small group opportunities instead.

Agility and Flexibility are key

Curriculum must maintain a tight focus on Proficiency tied to Essential Standards.

Important Elements for Successful Re-Entry
Flexible In-Person Schooling: July 28th
Adjusting the “dials” as one community
Upcoming Re-Entry Events:

- Meetings with Scheduling Re-entry Team Elementary and Secondary Sub-Committees
- Union Discussions
- Additional Data Gathering
- **Recommendations to Board** (7/28/20)
- Community Informed of In-Person Plans
Deeper dive into the Virtual Learning Academy
We believe:

- students deserve personalized learning
- we can expand the NUSD learning experience to fit a variety of situations and timeframes
- community building and relationships are essential foundations for students and families.

Our mission is to provide students with a high quality virtual learning experience that enables them to meet their educational potential.

Meet the Co-Principals

Amanda Davis  
Elizabeth Olinyk
Virtual Learning Academy

Curriculum & Instruction

- Robust and consistent online education
- Taught by highly qualified credentialed teachers
- Age alike and proficiency alike groups to provide opportunities to build relationships and work collaboratively
- Access to all courses required for NUSD graduation and A-G completion
- Access to a wide variety of Advanced Placement (AP) and elective options
Advanced Placement (AP) Classes & Support Courses

- To the extent possible AP classes will be accommodated
- Support courses and services will be provided remotely including:
  - English Language Development
  - GATE
  - Math Intervention
  - Literacy Intervention
Schedule Expectations

- Customized by grade level to fit age appropriate needs
- Clearly communicated and consistent schedule
- Daily video conferencing with teachers in variety of formats customized by grade level to fit age and proficiency appropriate needs
  - 1:1 conferences
  - Small group conferences
  - Large group conferences
- 4 hours of instruction/learning activities each day to include a combination of:
  - daily conferencing
  - direct instruction
  - collaborative group learning activities
  - individual learning activities
  - hands on learning activities
  - independent reading practice

Virtual Learning Academy
Virtual Campus Life

- Regular communication and support for students and parents
- Community building events
- Age alike and proficiency alike student groups
- Personalized support (intervention & acceleration)
- Opportunities to work collaboratively
- Opportunities to stay connected to home school (Transcripts from home school, mimics high school and middle school schedule)

(When a student chooses to return to face to face environment, they will return to their last school of attendance)
In-Person and Virtual Learning Academy Transfer List

All requests made by July 17th will be prioritized.

After July 17th, July 20th @ midnight, all requests will be made in submission order based on staffing and student demand.

Opportunities for program changes will be reviewed in December.
Special Education: Virtual Learning Academy

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- Coordinate services, accommodations, and modifications to the greatest extent possible (includes NUSD, MCOE, Non-Public School, and non-public agency providers)
- Design Local/National Emergency Conditions Learning Plan (Senate Bill 98)
  - temporary proportional adjustments to services based on current operational IEP

**IEP Team**
- Relationships are a critical component of the IEP process
- NEW IEP Team. Staff will ensure the transition to new service providers is structured such that everyone is supported to promote the success of the child

**Services**
- Services will be delivered through tele-service platforms using state and district adopted curriculums
- Mainstreaming opportunities will be coordinated with an age/grade-alike Virtual Learning Academy cohort

**Assessment**
- Seeking solutions to conduct valid, reliable assessments through tele-platforms

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Students who meet the eligibility of one (or more) of the 13 handicapping conditions under IDEA and need specially designed instruction

Least Restrictive Environment requires each child with special needs be grouped in a classroom with peers where they will achieve the highest academic and social progress.
*Safety of immunocompromised individuals
*Household’s ability to support the demands of full remote learning
*Socialization needs of children
*Necessary In-Person participation in Special Programs (i.e., MSA or STEM)
The choice is yours to make...

Flexible In-Person Schooling
*Flexible online & in-person program which adjusts as needed to comply will all County Health Orders.
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✔ To adjust campus activities and resources to support student and staff well-being.
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?

Q & A