

# MVSD LeCAP: Learning Continuity and Attendance Plan

August 5, 2020 Task Force Meeting  
3:30-4:30 p.m.



# Today's Meeting Agenda

- Review Requirements of LeCAP
- Presentation of Updates and 2 Opportunities for Breakout Conversations
- Provide input and feedback through recommendations and comments regarding specific actions and expenditures proposed included in the plan. LeCAP members will be provided a specific link for
- The LeCAP template is posted on our [webpage](#).

# LeCAP: Learning Continuity and Attendance Plan

## Requirements

- The plan will address the following:
  - Plans for in-person instructional offerings
  - Addressing student learning loss due to Covid
  - Monitoring and supporting the mental health and well-being of students
  - Student engagement and outreach
  - Professional development
  - Provision of resources to pupils and staff to address trauma and other impacts of COVID-19
  - School nutrition

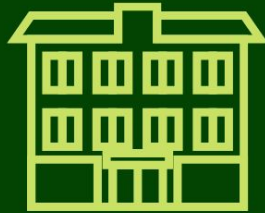
# Timeline for LeCAP

- August 3 Public Hearing Posting: District Office, Middle School, Strawberry Point
- August 5 and 12 Public Hearing Published in the Mill Valley Herald
- August 5 at 3:30 on a zoom session at the LeCAP Parent Meeting
- August 6 at 9:00 a.m. Task Force Meeting Input
- August 7 at 9:30 a.m. Student Breakout Session for Feedback
- August 13 Public Hearing at our School Board Meeting
- September 14 Board Adoption
- September 18 Submit our plan to the Marin County Office of Education

# Stakeholder Engagement

- Stakeholder feedback:
  - Staff Survey - 141 responses
  - Family Survey - 1,350 responses
  - Site Walkthroughs with Staff - approximately 100 staff members participated in walkthroughs
- Remote Participation in public meetings
  - Zoom links on website
- Aspects of LeCAP Influenced by stakeholder input
  - Time for live instruction, waivers for in-person learning, adjust and adapt learning needs; Consistency in time, delivery, expectation; Assessment and understanding student expectations for a grade level; iReady support

**62%** of families said they would send their children to school with large cohorts and safety precautions.



**25.4%** of families said they would opt for remote learning for all or some of their children if it is an option.

# Continuity of Learning

- School will begin with distance-learning on August 24<sup>th</sup>\* and will remain remote until at least October 5<sup>th</sup>.
- Teachers will have five days (August 17<sup>th</sup>-21<sup>st</sup>) devoted to training, collaboration, and preparation.
- All students will be assigned to their regular classroom teachers for distance-learning through at least October 5<sup>th</sup> (families are no longer being asked to select remote learning through November 20th at this time). There will be an option for Distance Learning for the entire year for those who opt in.
- Elementary students will continue to receive art, library, music (including orchestra, chorus and/or band as applicable) and physical education.
- Middle school students will continue to receive physical education as well as their electives.

# Waiver for In-Person Instruction

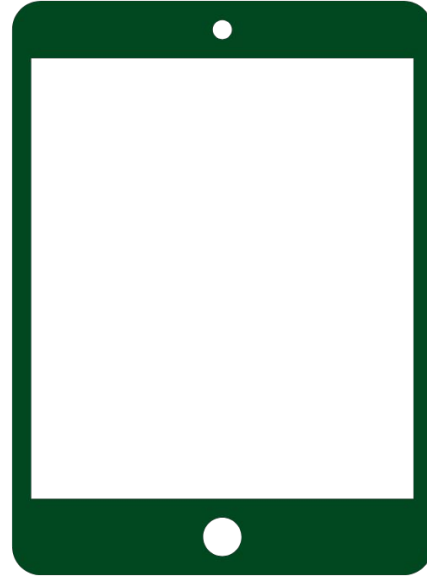
- The State provided a waiver process to allow for in-person learning for students in need.
- Districts with more than two times the threshold to be on the County Monitoring List (19 is the number to determine Monitoring list status in our community), 38 in our case, can not use the waiver to allow for in-person learning. We may not apply for the waiver at this time.
- Prior to applying for the waiver, the applicant must (1) consult with labor, parent, and community organizations, and (2) publish elementary school reopening plans on the district website.

# In-Person Learning

- No more than 15 students
- Personal Protective Equipment
- Distancing of five (5) to six (6) feet
- Art, library, music (orchestra, chorus, band) and physical education
- Electives



# Support for Distance Learning: Devices and Access



## Continuity of Learning

<b>Grade Level</b>	<b>SB98 Required Minutes</b>	<b>Live Synchronous Minutes</b>	<b>Asynchronous Minutes</b>
<b>Kindergarten</b>	180	135	45
<b>1st, 2nd, 3rd</b>	230	185	45
<b>4th, 5th</b>	240	175	65
<b>6th, 7th, 8th</b>	240	165	75

# Distance Learning Professional Development

- Zoom Overview + Questions
- ParentSquare Overview + Questions
- Google Classroom Basics
- Seesaw Home Learning Overview
- Google Classroom Q&A
- Digital Workflow for Teachers: Genius Scan App, AirDrop, Videos, and Google Drive
- Drop-in Instructional Tech Office Hours
- MVSD Specialists PD: Google Sites and Google Files
- MVSD Teaching Forum: What's Working with Online Teaching (K-3)
- MVSD Teaching Forum: What's Working with Online Teaching (4-8)

# Pupil Learning Loss

- iReady Pilot Program underway
- Curated reading and math lessons

[mvschools.org/iready](https://mvschools.org/iready)

# Mental Health and Social and Emotional Well-Being

- 4 elementary counselors; 3 middle school counselors
- Websites, resources, materials for distance & in-person
- Director of Human Resources
- Employee Assistance Program
- Social-Emotional Learning Curriculum: Toolbox, Kimochis, Zones of Regulation
- Select teachers and staff have received training in Toolbox program
- Counselors will provide social emotional support and resources
- Counselors offer individual and small group counseling support for various issues (grief, family transitions, anxiety, social/friendship, executive functioning)
- Counselors provide emotional support training for parents and check-ins

# Breakout Norms

- Model how we want our children to interact in the world
- Provide feedback in a constructive way
- Look for solutions rather than focus on the problem
- Come from a place of yes
- Ask clarifying questions and consider all options
- Positively represent our school, community and students

## *BREAKOUT QUESTION*

What are you seeing as a social and emotional student need for children in our community? How do you think the school district can best support these needs in a distance learning model?

# Pupil Engagement and Outreach

- Staff will oversee engagement and outreach for re-engagement strategies
- Teachers will ensure a weekly engagement record is completed for each student documenting synchronous or asynchronous instruction for each whole or partial day of distance learning, and tracking assignments.
- The District will develop written procedures for tiered re-engagement strategies for all students who are absent from distance learning for more than three school days or 60% of the instructional days in a school week.
- Classroom teachers shall regularly communicate with parents and guardians regarding a pupil's academic progress consistent with established practices and procedures for traditional in-person learning.
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# Increased or Improved Services for Foster Youth, English Learners, and Low Income Students

- Differentiated learning to address academic needs of all students; close the achievement gap with underperforming students
- Homework program at the middle school and targeted elementary sites
- High-quality ELD curricular materials and professional development
- Strengthen parent involvement and communication
- Monitor EL student progress
- Reading and Math Support
- Designated English Learner Support Time

# School Nutrition

- Choicelunch, our school lunch program, will begin operating on August 20 at each school site regardless of remote learning or in-person status.
- We will continue to use Choicelunch throughout the 2020-21 school year. Their lunches comply with the county health requirements and will be distributed a la carte, pre-bagged and labeled for each student to reduce contact.
- To order, visit [order.choicelunch.com](http://order.choicelunch.com). Students who qualify for free and reduced lunch will receive their lunches as usual.



## COVID-Related State and Federal Preliminary Funding

- Governor's Emergency Education Relief (GEER)
  - \$898,394 (December 31, 2020)
  
- Learning Loss Mitigation Funds (LLMF) CARES Act Funds Coronavirus Relief (CR)
  - \$201,586 (December 31, 2020)

# COVID Related State and Federal Expenses

- Essential Protective Equipment School Site Safety
  - Disposable face masks for staff and students
  - Cloth face masks for staff and students
  - Face shields for staff members
  - Humanity shields
  - Touchless thermometers
  - Outdoor hand washing stations at each site
  - Hand sanitizer dispenser in each classroom
  - Plexiglass shields in school offices and one-to-one education spaces
  - High-quality air filters being installed or HEPA
  - Food grade sanitizing spray for all sites
  - Outdoor learning areas
  - Visual markers

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# COVID Related State and Federal Expenses

- Marin County Office of Education Guidance:
- Address learning loss or accelerating progress to close learning gaps through learning support before the start of the school year and into the school year
- Provides additional academic services, instructional materials or supports, or devices/connectivity
  - Technology devices for distance learning
  - Software and applications
- Provides integrated supports to address learning barriers and training teachers and parents, access to school meals, or socio-emotional programs

## ***BREAKOUT QUESTION:***

What more can we do to address learning loss and accelerate learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness?

# Thank you!

Join us for Our Task Force Meeting Thursday, August 6

Students are invited to join a Student Voice discussion on Friday, August 7