Learning Continuity and Attendance Plan Template (2020–21)

The instructions for completing the Learning Continuity and Attendance Plan is available at https://www.cde.ca.gov/re/lc/documents/lrngrcntyatndncpln-instructions.docx.

<table>
<thead>
<tr>
<th>Local Educational Agency (LEA) Name</th>
<th>Contact Name and Title</th>
<th>Email and Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Menlo Park City Elementary School District</td>
<td>Erik Burmeister</td>
<td><a href="mailto:eburmeister@mpcsd.org">eburmeister@mpcsd.org</a></td>
</tr>
<tr>
<td></td>
<td>Superintendent</td>
<td>(650) 321-7140</td>
</tr>
</tbody>
</table>

General Information

[A description of the impact the COVID-19 pandemic has had on the LEA and its community.]

Menlo Park City School District is as resolved as ever to providing high-quality education and social-emotional support and learning to all of our students. The impact of the COVID 19 pandemic has been severe on the district and community. From having to redesign what school looks like to ensure that families have the necessary resources to support their children as we move into the new school year. Our students have experienced learning loss, absence of a peer community, and the in-person emotional support that is difficult to translate through a ZOOM screen. Our families have also faced challenges in the community, from losing their jobs to dealing with food insecurities. In the unprecedented times we find ourselves, MPCSD--its Board members, leaders, and staff--to wish to clearly state our commitment to the families of MPCSD. We are committed to:

* Providing in-person learning to as many students as we can, as soon as we can, and for as long as we can.
* Creating a safe and healthy workplace for our employees and learning environment for our students and families.
* Doing what we can to increase student, parent, and staff confidence that returning to school is as safe as we can make it, operating with transparency, honesty, and respect.
* Addressing the needs of all students while designing solutions that don’t further exacerbate structural inequities.
* Designing creative solutions within a system that has limited resources and requires fiscal responsibility.
* Valuing and maintaining the strong partnerships and relationships that exist between our community and our staff, ensuring that our connections and respect are stronger as a result of having gone through this together.

Unfortunately, COVID-19 will remain a very real threat for the foreseeable future. Due diligence and proper planning will be what get us through this period, and we will do so together.

**Stakeholder Engagement**

[A description of the efforts made to solicit stakeholder feedback.]

In response to the Corona Virus pandemic, MPCSD’s superintendent, Erik Burmeister formed a COVID 19 Response Team on March 4th, 2020 to address any and all impacts due to the school closure. The response team included teachers, principals, administrators, other school personnel, local bargaining units, and parents. The March through May meetings addressed school closure and distance learning. From June on, the response team began planning for all aspects of reopening school in August. During the reopening of school meetings, the superintendent solicited recommendations and comments from the response team members. School sites each created parent/student advisory teams to solicit input and staff participated in reopening planning. Summer board meetings were also held to allow the public to react, provide input on district’s plans on re-opening, and comment on specific actions and expenditures (June 4, 11, 25/July 2, 16, 30/August 13). Different parent surveys were sent to the public to gather input to help inform the planning of reopening school. Surveys were sent at the end of last school year, July 23, and August 3. All survey results, parent and staff input, and the direction of the board informed the Learning Continuity Plan.

[A description of the options provided for remote participation in public meetings and public hearings.]

MPCSD is committed to ensuring that all of our community members can participate in public meetings and public hearings. As a way to demonstrate our commitment, we have provided an annual subscription for ZOOM. ZOOM allows us to hold public meetings, public hearings, webinars, and more.

[A summary of the feedback provided by specific stakeholder groups.]

As we collected feedback from the various stakeholder groups, we recognized that we must plan for all scenarios. As a way to acknowledge the various feedback from our stakeholders, the district developed a flexible plan. MPCSD’s responsive flexibility is illustrated by the analogy of “the dial” rather than “a switch” that simply shifts on or off. In starting the school year in Full-Time Distance Learning for ALL, MPCSD is starting the dial at “maximum,” with the hope of dialing our response down as soon as possible. Even though we will begin the year in Distance Learning for ALL, our ability to implement the Hybrid Model after the school year begins requires us to know how many families are willing to return in-person every-other-week when it is determined safe enough to do so. “The Dial” will move up and down for those that want the opportunity to return when it is safe to do so. For families who want the highest level of health safety protection and the least amount of
disruption to the learning experience, Full-Time Distance Learning is probably a better decision, as Full-Time Distance Learning isn’t impacted by the dial.

Teacher Union—It was important for the teacher’s union that the district administration opened up school in the safest possible way by ensuring that their union members can come to a safe work environment. MOUs with the teacher’s union have been signed and approved.

Classified Union—The classified union aligned themselves the teachers in making sure that the district administration opened up school in the safest possible way by ensuring that their union members can come to a safe work environment. MOUs with the classified staff union have been signed and approved.

Parent community—80% of our parents hoped for school to open up in-person. Due to the fact that the San Mateo County has been put on the California State watchlist, we will be following county guidance on when we can come back in-person. Three parent surveys were administered to families to gain perspective of distance & hybrid learning. Our bilingual Family Outreach Coordinator called each of our most vulnerable families that had not yet completed the survey.

[Description of the aspects of the Learning Continuity and Attendance Plan that were influenced by specific stakeholder input.]

Continuity of Learning

In-Person Instructional Offerings

[Description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.]

Below is a description of the actions that MPCSD will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures:
Students in second (2nd) through eighth (8th) grade will attend school in-person within an alternating week schedule. In-Person learning time will include teacher-led classroom instruction primarily focused on reading, writing, and numeracy, with science and social studies integrated as well as integrated and designated ELD for English learners. On the opposite week of in-person, 2nd-8th grade students will attend school virtually At-Home. The In-Person and At-Home weeks are described in more detail later in this section.

While kindergaten students will also attend school in-person half of the normally scheduled time, they will do so in smaller groups on an AM/PM schedule. Kindergarten families who choose Hybrid Blended Learning will be assigned by their school site to either AM or PM. Each school’s schedule will be slightly different; however, all AM kinder classes will begin between 8:00 a.m. and 8:30 a.m. and end exactly three hours later. All PM classes will begin between 12:00 and 12:30 and end three hours later.

Unlike kinder and 2nd-8th grades, first-grade students will be provided a nearly full-day schedule every day. Committing some of its emergency funding to ensure that first graders can attend full-day, MPCSD is addressing the age-appropriateness of distance learning, child care needs for young children, and the importance of early reading and numeracy instruction as well as integrated and designated ELD instruction for English learners. First-grade students whose families select Hybrid Blended Learning will begin their day between 8:00 and 8:30 and end their day between 1:45 and 2:45. Specific times to be determined by site.

The following subsections will describe the Hybrid Blending Learning Model for both elementary and middle school. The information provided is subject to change as planning continues, but offers parents a solid idea of what each program looks like at the two different levels: elementary and middle.

**Elementary Hybrid Model for Grades 2-5**

Students in grades second through fifth who choose the Hybrid Blended Learning Model will be assigned a classroom teacher and either Group A or Group B at the start of the school year. MPCSD’s School Board has adopted an A Week/B Week calendar to identify when each group will attend school in-person. The classroom teacher will almost exclusive focus his/her/their time on in-person instruction repeating the same instruction and lessons for two consecutive weeks--once with the A-Week Group and again with the B-Week Group.

In-Person instruction will consist primarily of large and small group direct instruction in reading, writing, and mathematics. Science and social studies content will be integrated into the reading and writing curriculum taught in-person. While at school, students will also take part in essential social-emotional learning experiences as well as some specials that will be conducted in person. The specials most likely to be offered in-person are some combination of physical education, library, and art. More specifics will be provided by each individual school site.

When not attending school in-person, students in second-fifth grade will attend school virtually for the At-Home week. At-Home instruction is robust, led by MPCSD teachers and staff, and largely synchronous. As Figure 1 illustrates, instruction during the At-Home week includes daily live, in-person hands-on science instruction as well as math support and extension taught by district-wide specialists. Students will also engage in live instruction taught by District specialists in music and World Language. Asynchronous learning is also scheduled throughout a student’s At-Home week. Parents and child care providers are encouraged to follow the schedule with their child and create learning spaces and routines that promote the schedule that will be provided by each teacher.
Middle School Hybrid Model for Grades 6-8
Similarly to second through fifth grade students, Hillview students in grades sixth through eighth who choose the Hybrid Blended Learning Model will be assigned an academy of teachers and either Group A or Group B at the start of the school year. MPCSD’s School Board has adopted an A Week/B Week calendar to identify when each group will attend school in-person. Some Hillview classes will be taught In-Person, while others will be taught virtually during the At-Home week. Whether virtual or in-person, teachers repeat the same instruction and lessons for two consecutive weeks--once with the A-Week Group and again with the B-Week Group.

Hillview student schedules will follow a similar scheduling pattern as when we aren’t experiencing a pandemic. In-Person instruction at the middle school for all students will include FOUR (4) 65-minute periods totaling 270 minutes of daily instruction. The day will begin at 9:00 a.m. and end at 2:25 p.m. on Mondays, Tuesdays, and Fridays. On Wednesday and Thursday, students will be released at 2:05 to provide planning and collaboration time to teachers.

For most academies, the in-person classes will consist of English Language Arts, Science, and PE or Elective (alternating), and “SMART Time.” SMART stands for Studying, Math, Assessment, Reading, and Tutorial. During the SMART period, students will be assigned to their math, social studies, or world language teacher and will receive support for math and reading, time to take assessments for their At-Home subjects, and academy teacher tutorial support often found during Qu3ST when not operating in a pandemic.

During the At-Home week, middle school students will also participate in four (4) 65-minute synchronous periods totaling 270 minutes of daily instruction; they will simply be conducted over Zoom. Math, Social Studies, and World Languages, as well as several other elective classes, will be offered on the At-Home week. Hillview students will be expected to attend classes as they would if they were in person: arrive on time, come prepared, stay engaged the entire lesson, and assume a cooperative learning posture. Attendance will be taken and teachers will instruct LIVE on Zoom.

When not operating under pandemic circumstances, Hillview’s sixth graders transition to the very different world of single-subject teachers by spending one-third of their day with the same teacher--their Humanities Core teacher. Humanities Core includes reading, writing, and social studies instruction. In the Hybrid Model, Hillview sixth graders will benefit from seeing the core teacher daily all year long, one week in-person and the opposite week virtually, for one of their four periods. It is our hope that this consistency will serve our sixth graders well.

### Actions Related to In-Person Instructional Offerings [additional rows and actions may be added as necessary]

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<td>Childcare subsidies</td>
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## Distance Learning Program

### Continuity of Instruction

[A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA's plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.]

Below is a description of how MPCSD will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the district’s plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary:

As an alternative to the Hybrid Model that 75-90% of MPCSD families are expected to choose, families with students in grades kindergarten through eighth can instead opt for Full-Time Distance Learning for the entire 2020-21 school year. To ensure a high-quality Distance Learning program is available, it is essential that MPCSD create the necessary infrastructure.

Hillview students attending school 100% online will simply be scheduled online classes with Hillview teachers. The Distance Learning program at Hillview will be supported by Hillview administration and the District’s Educational Services Department through MPCSD’s new Virtual Academy.

Elementary students in grades kindergarten through fifth grade attending school 100% online will also be enrolled in MPCSD’s Virtual Academy. The entirely online program is organized and supported by our District’s Educational Services department led by Assistant Superintendent Jammie Behrendt and our team of talented coordinators and beloved Instructional Coaches including Eva Sullivan, Michelle Betancourt, Theresa Fox, and Johnna Becker.

K-5 students will remain assigned and connected to their beloved schools and will also be assigned a grade-level specific teacher and class community from and with whom they will learn for the entire school year. High-quality instruction will be provided daily and scheduled opportunities for school-specific engagement will be available. Due to comparatively low numbers of families opting for Distance Learning, classes may include K-5 students from all three schools; when and where the numbers allow, Virtual Academy classes will be assigned by
school. Distance Learning classes will be slightly larger than in-person classes, as social-distancing requirements dictate smaller-than-normal groupings when in person. English learners enrolled in Distance Learning will be provided integrated and designated ELD services.

Students enrolled in Spanish Immersion who opt for Full-Time Distance Learning will attend many of the same classes as their English-only grade level peers. All Spanish Immersion students in Full-Time Distance Learning will receive explicit daily Spanish Language Arts (reading, writing, and speaking) instruction, but MPCSD does not have the staffing available to accommodate the relatively few Spanish Immersion students choosing Distance Learning with the amount instruction in Spanish per the program’s design.

Virtual Academy Structure
Students will attend school daily beginning by 9:00 a.m. Attendance will be taken as it is taken during a normal school day. Elementary (K-5) student schedules will reflect age-appropriate screen time for their respective grade. Kinder students will spend the least amount of time LIVE online, while fifth grade students will spend the most amount of time online compared to their K-5 peers. Hillview students will attend all of their classes online; however, some of the class period may be set aside for independent work and practice.

Parents will receive a weekly schedule from the teacher(s) detailing the week’s cadence via the universal Learning Platforms used for each grade level.

Learning Management System
Virtual Academy students and their parents in kinder (K) through fifth (5th) grade will receive communication and assignments through a Learning Management System (LMS) known as Altitude. Altitude has been piloted within MPCSD for the last three years as a tool to pursue our Learner-Centered efforts within our Whole Child Learning and Development Framework. In preparation for the 2020-21 school year nearly all of our second through fifth grade teachers in MPCSD have opted to transition using Altitude so the interface will be shared by second through fifth graders regardless of whether a student is enrolled in Full-Time Distance Learning or the Hybrid model.

Hillview students in grades six through eight and their parents enrolled in the Virtual Academy (full-time distance learning) will receive communication and assignments through a LMS known as Schoology. Schoology is a new platform selected by Hillview staff to streamline communication at the middle school level after years of piloting several different platforms. All Hillview teachers will be implementing Schoology this year in their efforts to move toward the District’s mission of Learner Centered instruction.

Both LMS’s—Altitude and Schoology—will provide similar benefits:
Access to lessons and communication from all teachers in one place.
Easy submittal of assignments with evidence of learning (photos, videos, documents).
Access to learning targets + success criteria for greater ownership of learning.
Knowledge of mastery scores to self-reflect, set goals, and curate portfolio.
Parent view capacity for parent engagement and support.

Kindergarten and first grade teachers in the Virtual Academy will mostly use Altitude to communicate with parents and to collaboratively plan with their grade level colleagues. All teachers will also likely make use of two other ubiquitous technology tools that are easily accessible and well-known in our schools: SeeSaw and Parent Square. More information about which technology tools will be provided by your
It will take MPCSD teachers some time to optimize the LMS tools to their highest benefit, but we are excited for the potential and open to feedback after we get started.

Instruction Schedule and Delivery
MPCSD also fully recognizes that Distance Learning planned with 24-hour advanced warning did not work well for every child, nor was it reflective of the high-quality instruction teachers or parents expect in our district.

High-quality distance learning is also a top priority for the Governor and state legislature. Instructional minutes has been defined by the state of California as: in-person, minutes under the immediate physical supervision and control of a certificated teacher; for distance learning, time value of assignments as determined by the LEA’s certificated teacher; for hybrid model, can combine in-person instruction with assignments made under the general supervision of a certificated teacher.

Assembly Bill 77 requires all schools to provide the following minimum instructional minutes per school day:
180 for Kindergarten
230 for Grades 1 to 3
240 for Grades 4 to 8

The PE minutes requirement has been waived for 2020-21. (43502.d.2)

As mentioned previously, Hillview students in the Virtual Academy will attend school nearly identically to how they would if in-person. Elementary students schedules.

Teachers will provide daily live interaction with students for purposes of instruction, progress monitoring, and maintaining school connectedness (AB 77).
*Staff provide daily, live interaction with students to maintain connectedness, receive regular connection, and coaching.
*Regular connection opportunities with school-specific peers in and outside of Virtual Academy.
*Community Circles and Social Emotional Learning content and experiences.
*Connectedness will include 1:1, small group, and/or whole class experiences via Zoom.

Instruction will be based on the core content areas of reading/writing, math, science, and social studies. As mentioned earlier, students will engage in scheduled school specific events such as specialist classes.
*Combination of daily LIVE virtual instruction (synchronous) and independent, yet teacher-supported, self-paced practice and extension (asynchronous), informed by regular and meaningful online assessment.
*Standards-based instruction in reading, writing, numeracy (math), science and social studies.
*Regular specialist classes (music, art, world language) with school-specific peers.
## Access to Devices and Connectivity

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

Below is a description of how MPCSD will ensure access to devices and connectivity for all pupils to support distance learning.

MPCSD was uniquely prepared to transition to Distance Learning in March 2020 when the world faced the unknown and frightening impacts of a new virus. Our preparation was in no small part due to the community’s prioritization of technology’s future, the district’s investment in hardware and software, years of outstanding professional development, teachers’ piloting of new approaches and tools, and leadership’s vision for learning evolution.

MPCSD is even more well positioned to make use of technology’s potential as we approach the 2020-21 school year. Included in this section are brief summaries of particular areas of interest to parents as they relate to technology.

### 1:1 Devices
MPCSD was the first school district in Silicon Valley to provide students with 1:1. As such, we are well equipped to meet the technology needs of our families. We are also in an area where most families already have the necessary devices for their students. Families have iPad, Chromebook, PC, or laptops that students are able to use for school. In addition, students may borrow a device from MPCSD.

### WiFi Access at Home
MPCSD is committed to overcoming barriers that may exist to our students accessing their distance learning needs. In addition to devices to loan, we also have WiFi hotspots available to families that do not have the necessary internet access their students need.

### Learning Management Software
MPCSD has worked this summer to try to streamline the online learning management systems (LMS). An LMS allows for both distance learning and teacher/student/family collaboration to ensure a quality student learning experience when planning and delivering either in-person or remotely.

**Altitude Learning Platform**: is a LMS that allows teachers to create digital learning content, organize it, deliver the content, enroll students, monitor and assess student performance, and share out progress.

**Schoology**: is a LMS that allows teachers to create digital learning content, organize it, deliver the content, enroll students, monitor and assess student performance, and share out progress.

### Universal Apps for Students and Parents
MPCSD will continue to offer families and staff access to high-leverage

**Parent Square**: is an app that allows for mass communications, notifications, online conferences, and permission slips.

**SeeSaw**: is a student driven digital portfolio that allows for simple communication and creates a powerful learning loop between students, teachers, and families.

**Dreambox Learning**: is an online math program that provides students with individualized lessons that adapts to the individual learner.
Lexia Learning: is an online literacy program that addresses the development of oral language, reading, spelling, and writing skills to support students in developing and reinforcing fundamental reading skills.

**Pupil Participation and Progress**

[A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of pupil work.]

Below is a description of how MPCSD will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the district will measure participation and time value of pupil work.

**ATTENDANCE PLAN**

Attendance will be taken through Power School. Student engagement will be tracked through teacher observation. If students do not engage or are absent for more than three days, teachers will follow the district’s re-engagement plan. Please see attached document.

**Distance Learning Professional Development**

[A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.]

Below is a description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.

Menlo Park City School District has put in place all of the necessary supports for teachers and staff in order to transition to Distance Learning with ease. This includes professional development and resources that would support teachers in distance learning and other technological needs. Staff members have been engaging in professional development all summer long in preparation for the upcoming school year. Professional development offerings included work on identifying and aligning curriculum to priority standards, learning a new learning management system, learning how to use a variety of online apps, strategies for engaging students virtually and more. We continue to reach for our north star of Every child achieves academic excellence, Every child becomes emotionally and physically stronger, and Every child discovers and grows their talents even during a pandemic.

**PROFESSIONAL DEVELOPMENT**

MPCSD Staff members have been engaging in professional development all summer long in preparation for the upcoming school year no matter how we open up school. Professional development included work on identifying priority standards, learning a new learning management system, and learning how to use a variety of online apps. At the end of last school year, we notified staff about the summer professional development offerings at the San Mateo County Office of Education. Although we did not have very many people sign up for the
distance learning PD series we did have a few attend. In preparation for the Virtual Academy, Altitude Learning has been providing in-depth training and support to all Virtual Academy teachers and staff. This support has been vital for teachers and staff to ensure a smooth opening of our MPCSD Virtual Academy.

MPCSD put together an August Professional Development Series. On August, 14 and 17 we will be offering a robust menu of professional development opportunities and on August 18, we will open up with ALL Hands and staff meetings. In the afternoon, we will again have professional development opportunities. All of our PD offerings are in line with our Whole Child Learning and Development framework. All of our professional developments were recorded so that staff can have access to the ones they missed.

Priority Standards: We know that addressing the needs of the learners for teachers will be challenging enough in the fall without also trying to figure out how to "fit it all in," Ed Services has provided professional development to a team of MPCSD K-8 teachers from all sites. This professional development allowed for these teachers to collaborate on identifying priority standards and beginning the work of modifying some of the curriculum expectations to adjust for the current learning environment.

LEARNING MANAGEMENT SYSTEM
We have been providing professional to teachers since June, 2020. Teachers have been receiving training on how to utilize the new learning management systems that we will be using during the new school year, Altitude Learning Platform and Schoology. MPCSD Teachers have been spending their summer on how to on board to the new Learning management systems, Altitude Learning Platform for K-5 teachers and Schoology for 6-8. We had over 50 elementary teachers participate in summer distance learning PD with Altitude learning, 60 teachers and 10 Para Educators from Hillview participate in summer distance learning PD with Scoology

TECHNOLOGICAL RESOURCES
Learning Management Software
MPCSD has worked this summer to try to streamline the online learning management systems (LMS). An LMS allows for both distance learning and teacher/student/family collaboration to ensure a quality student learning experience when planning and delivering either in-person or remotely.
Altitude Learning Platform: is a LMS that allows teachers to create digital learning content, organize it, deliver the content, enroll students, monitor and assess student performance, and share out progress.
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Universal Apps for Students and Parents
MPCSD will continue to offer families and staff access to high-leverage
Parent Square: is an app that allows for mass communications, notifications, online conferences, and permission slips.
SeeSaw: is a student driven digital portfolio that allows for simple communication and creates a powerful learning loop between students, teachers, and families.
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Lexia Learning: is an online literacy program that addresses the development of oral language, reading, spelling, and writing skills to support students in developing and reinforcing fundamental reading skills.
Staff Roles and Responsibilities

[A description of the new roles and responsibilities of affected staff as a result of COVID-19.]

Below is a description of the new roles and responsibilities of affected staff as a result of COVID-19.

Some MPCSD staff members were reassigned job responsibilities to the changes in how we are reopening school. We had 22 staff members reassigned to the Virtual Academy, a new online program that we are offering families. We also reassigned our technology coordinator the role of principal for the VA academy.

Supports for Pupils with Unique Needs

[A description of the additional supports the LEA will provide during distance learning to assist pupils with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.]

Below is description of the additional supports MPCSD will provide during distance learning to assist pupils with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.

ENGLISH LEARNERS
*Teachers will provide both integrated and designated ELD to our English learners through Distance Learning. ELD specialists will be available to adapt lessons to ensure that students are accessing the content.
*ELD standards-based instruction is provided in both synchronous and asynchronous learning contexts
*ELD standards-based instruction in both small group and one-on-one targeted instruction that address the four language domains of Listening, Speaking, Reading, and Writing.
*Students receive regular feedback about their learning via one-on-one Zoom sessions as well as to the posted work on the learning management systems
*Ensure lessons are accessible

PUPILS WITH EXCEPTIONAL NEEDS
IEP/504 Case managers will reach out to families to ensure the following:
*Comparable access to online platform. This includes reviewing the needs of the students on their caseloads and linking them to services and resources per their IEP/Section 504 Plan and/or current needs given the online platform (as appropriate).
*Reasonable services (i.e., consultation with teachers and/or families) will be provided by related service providers.
*Adapt lessons to ensure accessibility.

HOMELESS AND FOSTER YOUTH
School Counselors and Family Outreach Coordinator will reach out to homeless families to ensure the following:
* Students have what is needed to access the continuity of learning activities
* Parents are knowledgeable of food distribution sites
* Family needs are assessed and families are connected to community resources
* School Counselors and School Psychologists will provide mental health services to identified students
* Weekly visits from
* Wellness Coordinator and Family Engagement Coordinator

### Actions related to the Distance Learning Program [additional rows and actions may be added as necessary]

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Pupil Learning Loss

[A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.]

Below is a description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.

ASSESSMENT PLAN
Formative Assessment at a Distance-
We are starting strong in getting to know our students academically. Without end of the year benchmark and state assessment data, we will administer our reading assessments in order to identify academic successes, needs and learners in need of additional support. Here are the details:

WHEN: August 31 - September 4

WHAT:
READING
Kinder-Primary Literacy Assessment
1st-Fountas & Pinnell
2nd-Fountas & Pinnell
3rd, 4th, 5th-Scholastic Reading Inventory

MATH
K/1-Teacher observation
2nd-5th-Previous Grade's T3 Math Benchmark Assessment

HOW
K-2 one-on-one assessments:
*One-on-one assessment will require an afternoon testing block for classroom teachers and will result in a partial synchronous day for K-2 students. Parents will be messaged about this schedule change.
*Reading Specialists will assist Kinder, 2nd grade, and new K-2 teachers in administering the F&P.
*One-on-one assessments will be administered over Zoom with a document camera (or iPad operating as a document camera). Reading Specialists will communicate details about this soon!

GENERAL
The previous grade's T3 math benchmarks can be administered online on Illuminate or with paper/pencil.

OTHER
Regular formative checks to understand what students know, build in checks for understanding/learning to monitor progress, and provide feedback.
Teacher feedback through LMS
Peer feedback
A performance-based project can also serve as a formative/summative assessment for students to show what they’ve learned

Summative Assessment at a Distance-
In the absence of CAASPP, teachers are able to use Illuminate to see students working on assignments & assessments in real-time with live proctoring. Students can ask for help, and if teachers are leveraging a 3rd party communication system with students, they can respond and help them with specific questions.

Pupil Learning Loss Strategies

[A description of the actions and strategies the LEA will use 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.]

Below is description of the actions and strategies MPCSD will use 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.

School closures and other impacts of the COVID-19 pandemic have highlighted the challenges and learning loss that our most vulnerable students face. Local school districts are expected to design a reopening plan with the needs of our most vulnerable learners as a priority to address the welfare and learning loss for our most vulnerable students. At MPCSD, we are committed to ensuring that our design solutions don’t further exacerbate structural inequities.

In doing this work, MPCSD identifies “most vulnerable learners” per the expectation of the SMC PRF, as students from families considered “Low-Income”, Homeless/Foster Youth, students learning English as a second language, students with IEPs (special education) whose
services cannot be effectively met in a distance learning model (includes, but not limited to our moderate to severe and medically fragile), and students who are not within one grade level of their current grade in reading, writing &/or math.

In order to meet the needs of our most vulnerable, MPCSD will provide in-person instruction for more than the every other week commitment. Some student schedules will be designed to provide intervention support through repetition of instruction in an A/B week classroom, pull out intervention support with interventionists, and, for some, admittance into programs operated daily as a “bubble cohort.”

In order to address the challenges our most vulnerable students face, we have designed services to support virtual large-scale or one-on-one meetings with families through various tech apps in support of over-coming any learning loss. In addition, language access services are available in multiple languages and written communication with parents is shared using tools with built-in translated features.

Teachers and staff will ensure the following...
Academic needs of students who are one or two grade levels below standards will continue to be met through focused support.
* English Learners will continue to receive integrated and designated ELD instruction during Distance Learning.
* Homeless & Foster Youth will receive regular visits from district staff and have what is needed to access the continuity of learning activities.
* Free and Reduced breakfast and lunch will be delivered to families during distance learning.

Academic Needs
Teachers will address students' instructional needs through the lessons, assignments, and small group and one-on-one sessions provided through the online platform. Academic specialists will design lessons to ensure that students are accessing and learning the content.
* Students will be able to communicate with teachers to receive additional assistance around instructional areas in a small group setting.
* Students will receive reading and mathematics support provided by specialists.

English Language Learner
District intervention teachers will analyze beginning of the school year assessment data (Reading & Math) to determine students who are experiencing learning loss.
* Students performing below grade level will receive extra support from intervention teacher in literacy and/or math
* Students will receive small group instruction from classroom and ELD teachers
* Student learning progress on ELD standards will be monitored through the EL Progress Profile.

Homeless and Foster Youth
School Counselors and Family Outreach Coordinator will reach out to homeless families to ensure the following:
* Students have what is needed to access the continuity of learning activities.
* Parents are knowledgeable of food distribution sites.
* Family needs are assessed and families are connected to community resources.
* School Counselors and School Psychologists will provide mental health services to identified students.
* Weekly visits from Wellness Coordinator and Family Engagement Coordinator.
Special Education/504
For more information about students with IEP’s or 504’s, please read next section. Generally speaking, case managers will reach out to families to ensure the following:
*Comparable access to online platform. This includes reviewing the needs of the students on their caseloads and linking them to services and *resources per their IEP/Section 504 Plan and/or current needs given the online platform (as appropriate).
*Reasonable services (i.e., consultation with teachers and/or families) will be provided by related service providers.
*Adapt lessons to ensure accessibility.

Free-Reduced Breakfast and Lunch Services
MPCSD will continue to deliver free and reduced lunches to families during distance learning. MPCSD has also launched a fundraising initiative, MPCSD Helps, in response to our community’s desire to donate food and money to the effort of feeding our most vulnerable families. If you would like more information on MPCSD Helps, please visit our district website.

Other strategies to address learning loss that MPCSD have taken include the following:
MPCSD has planned to address pupil learning loss that resulted from COVID 19 during the 19-20/20-21 school year through multiple approaches.
1. Expanded Summer School-The district has been able to offer a robust summer school program including Extended School Year to over 250 students in July and August, 2020. The goals of summer school this year is to address student learning loss for our most academically at-risk students and for our most vulnerable students. We will selected students with the greatest academic need. Summer School selections were be made based on T2 data that entered into Illuminate including DRA/SRI Scores, On Demand Writing scores, Math Benchmark Scores, Grades, Teacher Recommendations, and IEP’s requiring Summer School. We also provided a summer math program called Elevate Jr. Elevate Jr is an accelerated Mathematics learning program where students and teachers are learning and practice new effective strategies around mathematics. The Summer Mathematics program addressed the needs of incoming 3rd-6th graders. Students who participate in this program were our mainly our most vulnerable students who have significant gaps in their math skills. The curriculum focused on front loading key grade level standards while reviewing foundational skills from the previous grade necessary for success. The curriculum was selected and modified to reflect the areas where the students show the most need. For students who are selected for this program, we will look at both T1 and T2 data along with teacher recommendation.

2. Alternating-Week Blended Learning Model-On June 11, 2020, the School Board unanimously approved to reopen MPCSD schools on August 20, 2020 following the guidelines set forth in the first edition of the San Mateo County Pandemic Recovery Framework. Without the space, staffing or resources to return all students to school and still follow the PRF guidelines, a model for school in which students attend In-Person Learning every-other-week in small stable cohorts with social distancing and other health and safety measures was designed. When students are not attending in person, they will be engaged in At-Home Learning with MPCSD staff. For our most vulnerable students and students who have experienced significant learning loss, they will return to school full time. MPCSD teachers will assess the students during the first two weeks of August using our district benchmark assessments.

3. Hybrid Model for Kindergarten-To accommodate the unique purposes of the kindergarten experience, MPCSD decided that the “Hybrid Model” for kindergarten will be to offer DAILY in-person instruction in smaller cohorts in a half-day AM/PM model. WhenMPCSD provides in-person instruction, kindergartners will be divided into two cohorts and assigned either an AM schedule lasting three hours OR a PM schedule
lasting three hours. Kinders will have lunch with their families at home or with their preferred child care program. Individual school sites will communicate to kindergarten families to try to accommodate child care and scheduling needs; however, placement to AM or PM is not guaranteed. Kinder families still have the option of choosing Full-Time Distance Learning instead of attending the in-person AM/PM model.

4. Hybrid Model for First grade-First grade is arguably one of the most important grade levels to the future academic success of our students. Since finances, facilities, and staffing do not allow MPCSD to bring all of its elementary students back to school daily, MPCSD has made the strategic decision to use some of our federal CARES Act dollars to move or hire the staff necessary to bring first grade back daily for a nearly-full day when operating in Hybrid mode. First grade families still have the option of choosing Full-Time Distance Learning instead of daily in-person instruction.

5. In-Person Classroom Teacher for Most Vulnerable Students (EL/LSED): A designated teacher will be assigned to 12 Hillview, most vulnerable learners, 8th grade students. These students will meet in-person with the teacher for daily instruction. The students will stay with this teacher for the entire school day. This teacher will teach English Language Arts in person and support the students with online learning with the rest of the core content subjects and electives.

**Effectiveness of Implemented Pupil Learning Loss Strategies**

[A description of how the effectiveness of the services or supports provided to address learning loss will be measured.]

Below is a description of how the effectiveness of the services or supports provided to address learning loss will be measured.

Due to distance learning this past spring, state summative testing for ELA and Math in grades 3-8 were waived. The information provided from these summative assessments, along with local benchmark assessments, provide teachers, administrators, students and families with information about overall student strengths and areas of need in English Language Arts and Math.

In order to effectively address the variability that students are likely to exhibit after distance learning this past spring, it is important to have a clear picture of the previous grade level learning and plan to gather evidence of current learning as we move forward into the school year whether students are in-person or at home.

**MPCSD Assessment Plan**

*Identify social emotional and academic needs
*Provide instruction and intervention, progress monitor learning through ongoing formative assessment
*Administer benchmark assessments each trimester to monitor student progress learning of grade level standards

1. Identify Social Emotional & Academic Needs
   
   SEL
   
   Academic screening
*to determine proficiency of previous grade SIP trimester 3 standards
*to provide data to grade level teams for collaboration and planning
*to identify most vulnerable learners

2. Progress Monitor with Formative Assessment
*Provides feedback to teacher and learner so teacher can identify learners who need additional support then adjust instruction to meet student needs
*Regular part of instruction and learning in traditional and digital classrooms
*Some examples: observation, examination of student work, questioning, live or chat-box discussions, “exit tickets”

3. Administer Trimester Benchmark Assessments
Continue to use existing, available, high quality benchmarks that teachers, students and families know, understand, and get actionable data from in order to measure progress towards attaining proficiency grade level standards.

Many of our current benchmark assessments are able to be administered in person and remotely.
*Our data and assessment platform, Illuminate, facilitates remote testing with live monitoring of student progress throughout the assessment. Our locally developed math benchmarks can be administered through Illuminate (grades 1-8, although less ideal for students in the primary grades who would require substantial support to navigate online testing)
*Our 3-8 reading assessment, Scholastic Reading Inventory, is also online and can be administered remotely.
*Our on-demand writing assessments are able to be administered in-person or remotely through an LMS.
*We are flexibly planning our K-2 one-on-one assessments (and K math)
If able, assess in person (by intervention teachers)
*Hybrid: at school
*Virtual: appointment
*Another option would be to administer online via Zoom
Or look into an online testing program, within Illuminate
*In addition, we have access to an abundant of pre-built assessments and item-banks within the Illuminate assessment system that we are looking into as a resource to further screen, diagnose, and monitor student understanding and skill ability in Reading, Writing, and Math.

### Actions to Address Pupil Learning Loss [additional rows and actions may be added as necessary]

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<tr>
<th>Description</th>
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<th>Contributing</th>
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<tbody>
<tr>
<td>Expanded Summer School</td>
<td>110,523</td>
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</tr>
<tr>
<td>Learning Loss (Staffing to cover classes as teacher)Teachers and Substitute</td>
<td>625,462</td>
<td>No</td>
</tr>
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</table>
## Mental Health and Social and Emotional Well-Being

[A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.]

Below is a description of how MPCSD will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.

The Menlo Park City School District is committed to providing and supporting the social emotional and well-being of students and staff during the 2020-2021 school year. The district has worked diligently to develop the vision for learning environments that we aspire to across the MPCSD. The district has developed the Whole Child Learning and Development Framework. The framework details five elements: Healthy & Collaborative Relationships, Integrated Well-Being, Learner Centered, Competency & Evidence Based, and Meaningful Work. In order to address student and staff need during the COVID-19 Pandemic specific focus will be on the Healthy & Collaborative Relationships and Integrated Well-Being.

The MPCSD will provide staff support, training, and resources specifically to trauma informed best practices and support during a Pandemic. The District Wellness Coordinator will work with the Executive Director of Student Services on supporting staff and students. The Wellness Coordinator is partnered with the Sequoia Healthcare District as part of the Healthy Schools Initiative. Sequoia Healthcare District and Menlo Park City School District have, as a common objective, the effective and efficient coordination of school-based health programs to students and staff. Goals of this partnership include: engage teachers, parents, students, and the community in promoting health-enhancing behaviors and better health through professional development, parent education, and health curriculum in the classroom, develop wellness programs for teachers and staff, increase family and community involvement at each site, and address social-emotional development and issues for students through additional counseling services, resiliency coaching and conflict management training for both teachers and students.

In addition, the School Psychologists, School Counselors, and Family Engagement Specialist will partner with school site administrators to provide support the mental health and social emotional needs of students. The District has created a Social Emotional Learning Work Group with a diverse group of stakeholders including teachers, administrators, counselors, parents, and community members. The District is committed to the work of the Collaborative for Academic, Social, and Emotional Learning (CASEL). CASEL is committed to advancing equity.
Pupil and Family Engagement and Outreach

[A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not engaging in instruction and is at risk of learning loss.]

Below is a description of pupil engagement and outreach, including the procedures for tiered re-engagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not engaging in instruction and is at risk of learning loss.

We recognize that times are not normal and that school, which children should be able to count on as a place of routine, socialization, learning, and fun with their peers, is nothing like what they expect. MPCSD staff are doing their best to make the Hybrid Blended model and the Virtual Academy engaging, stimulating, and a place that students look forward to connecting with. Engagement will be tracked in accordance with SB98. Daily attendance will be recorded and monitored. However, it may be that when we are in distance learning, or during the “at-home” week of the Hybrid model, some students may have difficulty logging in and attending their classes.

The Pandemic Recovery Framework requires districts to develop a plan for re-engaging students who are absent for more than three days during a week of distance learning. MPCSD’s plan will be the following:
* After the third day/week of absence from distance learning, a student’s teacher will contact the parents and, if appropriate, also the student to check-in.
* Teachers will assess what the issue is around why the student has trouble attending distance learning.
* If the issues are technological in nature, MPCSD will help the family with loaner devices and/or a WiFi hotspot.
* If the issues are medical/illness related, the normal absence and make-up work procedures will apply.
* If the issues are emotional or reluctance to engage with distance learning, students may be referred to the school counselor for additional support.
*Parents are always welcome to proactively contact their child’s teacher for support and strategies for helping a reluctant student to engage with distance learning.

MPCSD’s desire to re-engage students who are struggling to attend and participate may follow a series of actions reflected in the attached flow chart. Parents who are voluntarily allowing their child to miss distance learning time need to contact the site Assistant Principal to discuss reasons and accommodations. The expectation is that students attend scheduled synchronous instructional time unless other arrangements are made and communicated ahead of time.

Additionally, with the tremendous support of the bilingual Family Engagement Coordinator, Flor Espinal, and MPCSD's District Office, FY and low-income families will be receiving weekly visits and phone calls from Wellness Coordinator, Chris Arrington and Ms. Espinal. These visits and calls will be a way to check-in and ensure that students are engaged. Besides the support from our Family Engagement Coordinator and Wellness Coordinator, each of our sites have also prepared a flow chart for Distance Learning Student Engagement that members of the staff will follow. Each school site and district have developed plans on re-engaging students. Please see attached documents.

School Nutrition

[A description of how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.]

Below is a description of how MPCSD will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.

IN-PERSON INSTRUCTION
Meals for the 20/21 school year will be delivered to each of our five Menlo Park City School Districts campuses every morning by our lunch vendor, The LunchMaster. Parents will continue to order meals through their own accounts with The LunchMaster choosing from a daily variety of cold offerings. The meals will arrive on campus unitized including the beverage and utensils to limit any direct contact with the enclosed items. Each meal will have the student name on it for identification and be delivered into the classroom by school staff for a distanced lunch. If we have off-site care for students the meals will be delivered to that site by our lunch vendor. All daily state reporting of meals will be handled by the district hot lunch specialist, Debi Rice.

DISTANCE LEARNING/AT-HOME INSTRUCTION
Menlo Park City School District will continue to deliver free and reduced lunches to its families during distance learning/at-home/school closure. Only staff who have signed the confidentiality agreement are engaged in this work.
*MPCSD collected donated groceries and gift cards to supply FRL families with food over the break.
*MPCSD partnered with its lunch provider, The LunchMaster, to deliver pre-portioned lunches on a weekly basis.
*The School Board also decided to add breakfast to the lunch delivery as we will receive funding for reimbursement for breakfast. MPCSD also launched a fundraising initiative, MPCSD *Helps, in response to our community’s desire to donate food and money to the effort of feeding our most vulnerable families. MPCSD has been delivering lunches and breakfasts for five days on Monday to each family. *On Thursdays, MPCSD delivers groceries, essential items like diapers and cleaning supplies, and/or grocery gift cards to families. *MPCSD staff wear masks and gloves when making deliveries and maintain a six-foot distance when seeing recipients in person, or drop items at the front door without any contact.

**MENU SELECTIONS**
Here is a sample of menu items families will be able to choose from. We will not have hot meals due to temperature control issues and food safety.
List of possible cold entree choices:
Sunbutter sandwich
Turkey, beef, ham sandwiches
Bagel
Salads
Wraps either caesar, Chinese or Mexican varieties
Yogurt parfait
Gluten recipes in the process.
Veggie choices will be the usual yogurt, salads, cheese/cracker bento box

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**Additional Actions to Implement the Learning Continuity Plan [additional rows and actions may be added as necessary]**

<table>
<thead>
<tr>
<th>Section</th>
<th>Description</th>
<th>Total Funds</th>
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<td>N/A</td>
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Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

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<th>Percentage to Increase or Improve Services</th>
<th>Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students</th>
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</thead>
<tbody>
<tr>
<td>2.41%</td>
<td>524,051</td>
</tr>
</tbody>
</table>

Required Descriptions

[For the actions being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the needs of these students.]

Description of Supplemental Funds and Expenditures:

MPCSD calculates its targeted funds to be $524,051.00 for the fiscal year 2020-2021. These targeted funds address what is to be used on directing it principally to unduplicated students to increase and improve services for low-income pupils, English learners, and foster youth. MPCSD spends far more than the Supplemental grant on its unduplicated students. The $524,051.00 (which represents the Supplemental funds for the 2020-21 school year) is used to pay the salaries of the EL Specialists at each site and additional Bilingual Aides that support EL students in the Spanish Immersion and English-Only programs. Additional district and federal funds are used to provide high-quality instruction, materials, and support for all our unduplicated students above and beyond the Supplemental Grant. The District's percentage of unduplicated students is 16% (462 students in 2020-21).

[A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.]

English Language Specialists:
Our EL Specialists will provide supplemental services in English language development to under-represented students, particularly English learners. In addition to small group instruction in the classroom, the English learners will receive individualized instruction in both a pullout format and a push-in format. English learners are in need of both integrated language development in their classrooms and targeted ELD instruction individualized to their language acquisition level. This service aims to ensure English learners are receiving both types of instruction to accelerate their acquisition of English.

Increase in Services:
*Site based Instructional Coaches will partner with the ELD Coordinator to ensure that all coaching and instructional learning includes integrated ELD.

*We will increase professional development opportunities for our middle school staff on the ELD standards with a focus on special education students.

*Elementary Staff and Middle School Staff will partner with our Family Engagement Coordinator to organize articulation meetings for under-represented students (ELL, Low-Income) matriculating from 5th to 6th.

Improvement in Services:
* We will continue to provide reading intervention services to our English Language Learners (ELL), Low-Income students, and any students that require literacy intervention and ensure that the specialists are also providing training to the classroom teacher.

* Our English Language Development Specialists will analyze ELPAC data to plan targeted instruction as well as supporting classroom teachers with integrated ELD.

* We will continue to fund our Family Engagement Coordinator and have her support our College Bound families
No Evidence of Student Work/Engagement on Alt, Seesaw or Google Hangouts for 2-3 Days*

Classroom Teacher Reaches out to Parents to Check In

*67 blocks your personal #

Parent expresses they’ll get to the work on the weekend

Parent expresses extreme stress in the home

Email Ashley Guilliot

Child expresses they’ll get to the work on the weekend

Email Ellen Kraska

Child is sick or there is some other circumstance preventing them from accessing school

Email Ellen Kraska

Zero Response from Family or Student

Email LACE and input name here.

Child is having issues with accessing programs on technology at home

Direct family to distancelearning@mpcsd.org

Student does not have technology

Email lrlibrary@mpcsd.org
Cc Ellen Kraska

*If Child has an IEP, please always include their case manager

Assume positive intent and monitor over the next few days; if there’s continued no evidence of work, email LACE
No/Minimal/Inconsistent Evidence of Student Work/Engagement after 2-3 days*

Classroom Teacher Reaches out to Parents to Check In
*67 blocks your personal #

Child is having issues with accessing programs on technology at home

Direct family to distancelearning@mpcsd.org

Can not reach family via phone or electronically

Student does not have access to technology

Put family on email with Jen Kollmann to set up a pick up time

Parent expresses extreme stress in the home

Email Jen Kollmann and Karin Bloom to alert them of the situation

Child is sick* or there is some other circumstance preventing them from accessing school

Email Jen Kollmann and Karin Bloom to alert them of situation

Parent expresses they need some time for family to catch up

Assume positive intent; monitor over the next few days; if there's continued no evidence of work, email Jen Kollmann and add to spreadsheet for Flor.

*If Child has an IEP, please also include their case manager

email Jen Kollmann and add to spreadsheet for Flor.
No Evidence of Student Work/Engagement over the past week

Classroom Teacher Reaches out to Student and Parents:
1. Parent and student email
2. Document on Academy/Department Spreadsheets

Parent and Student NO RESPONSE:
1. Share at weekly academy check-in
2. Parent phone call (document on sheet)
   a. If no response, counselor attempts phone call (Document on sheet)

Student is having technology issues

Child or family is needing some other support

Proxy Issues:
PowerSchool log in

Other issues? Email Danielle or Brian B.

Contact Counselor and Admin:
Support team can offer:
- Mental health support
- MPCSD Helps - family support
- Flor - family support
- Technology support
- Academic support (paras/IAs)
- Frequent check ins with family

Counselor sets up DL SST - Parents, Counselor, Admin, Academy Teachers
- Create a plan to increase engagement

Work starts to come in:
Academy closely monitors student progress each week
Minimal or Insufficient Evidence of Student Work/Engagement over the past week

Student has multiple IEs - Showing up but not doing much work, inconsistent assignments turned in or class performance, turning in work for some classes and not others

Classroom Teacher Reaches out to Student and Parents:
1. Parent and student email
2. Document on Academy/Department Spreadsheets

Work starts to come in:
Academy closely monitors student progress each week

Minimal/insufficient evidence continues:
Counselor sets up DL SST - parents, Counselor, Admin, academy teachers
- Create a plan to increase engagement

Teacher suspects mental health concerns:
Refer student to counselor. Counselor will check in with student and may refer to outside resources
No Evidence of Student Work/Engagement in 3 Days

Classroom Teacher Reaches out to Student and Parents:
1. Emails parent and student (middle school)
2. Informs any additional support team members

Student is having technology issues

Student or family is needing some other support

Contact Counselor and Admin:
Support team may offer:
- Mental health support
- MPCSD Helps - family support
- Flor - family support
- Technology support
- Academic support (paras/IAs)
- Frequent check ins with family

NO RESPONSE within 24 hours of email:
1. Inform site administration team
2. Parent phone call (document records)
   a. If no response, counselor attempts phone call (Document records in IC)

Counselor sets up DL SST: Parents, Counselor, Admin, Teachers, Case Manager for students with IEPs
- Creates a written plan to increase engagement

Work starts to come in:
Teacher(s) closely monitors student progress each week

Minimal or Insufficient Evidence of Student Work/Engagement over the past week

Student has multiple IEs - Showing up but not doing much work, inconsistent assignments turned in or class performance, turning in work for some classes and not others

Classroom Teacher Reaches out to Student and Parents:
1. Emails parent and student (middle school)
2. Informs any additional support team members

Work starts to come in:
Teacher(s) closely monitors student progress each week

Minimal/insufficient evidence continues:
Counselor sets up DL SST: Parents, Counselor, Admin, Teachers, Case Manager for students with IEPs
- Creates a written plan to increase engagement

Teacher suspects mental health concerns:
Refer student to Counselor and include School Psychologist. Counselor will check in with student and may refer to outside resources.
No/Minimal/Inconsistent Evidence of Student Work/Engagement after 2-3 days

Classroom Teacher Reaches out to Parents to Check In

- Child is having issues with accessing programs on technology at home/borrowed from school
- Student does not have access to technology
- Child or family is needing support, some other circumstance preventing them from engaging.

Direct family to distancelearning@mpcsd.org

Put family on email with Cathy and Alex to set up a pick up time

Contact Jenny/Nicole who then loop in Admin Team

Jenny/Nicole follow up with teacher and family

Jenny/Nicole loop in Flor

Jenny/Nicole loop in Lianne about health concerns
MPCSD Assessment Plan

1. Identify social emotional and academic needs

2. Provide instruction and intervention, progress monitor learning through ongoing formative assessment

3. Administer benchmark assessments each trimester to monitor student progress learning of grade level standards
1. Identify Social Emotional & Academic Needs

Social-emotional wellness

Academic successes, needs & students in need of additional support:

● determine current reading abilities and reading level
● determine proficiency of previous grade math trimester 3 standards
● provide data to grade level teams for targeted planning & intervention
● identify most vulnerable learners
2. Progress Monitor with Formative Assessment

- Provides feedback to teacher and learner so teacher can identify learners who need additional support then adjust instruction to meet student needs.
- Regular part of instruction and learning in traditional and digital classrooms.
- Some examples: observation, examination of student work, questioning, live or chat-box discussions, “exit tickets”
3. Administer Trimester Benchmark Assessments

**Reading**
- **K**: Primary Literacy Assessment
- **K-2**: Fountas & Pinnell
- **3-8**: Scholastic Reading Inventory

**Writing**
- **K-5**: Teachers’ College Reading & Writing Project On Demand Writing
- **6-8**: Locally developed Writing Benchmark

**Math**
- **K**: Primary Numeracy Assessment
- **1-8**: Locally developed Math Benchmark
2020-2021
School Reopening Plan
Menlo Park City School District
Section 1: Our Commitment
Section 2: Our Opening Approach: An Overview
Section 3: Program Choice
Section 4: Hybrid Model Description
Section 5: Virtual Academy Description
Section 6: Health and Safety Practices
Section 7: Social and Emotional Well-Being
Section 8: Most Vulnerable Learners
Section 9: Special Education & 504 Plans
Section 10: Spanish Immersion
Section 11: Child Care
Section 12: Technology
Section 13: Breakfast and Lunch Services
Section 14: Transportation
Section 15: Resources and Contacts
Glossary of Terms

The first step to understanding the complex approach to reopening schools is having a clear definition of the terms we will continue to use—in this document and in all communications.

Program Model Terms

**Hybrid Blended Learning Model:** The primary plan for returning to school that families may select in August. Involves alternating A-week/B-week of in-person and at-home instruction for students.

**Full-Time Distance Learning by CHOICE, also known as MPCSD Virtual Academy:** An alternate plan for returning to school that families may select in August in lieu of Hybrid Blended Learning. This plan provides a fully at-home learning experience for families who do not want their children to attend in-person school. The plan will be available for the entire 2020-21 school year, and may be enrolled into or out of at each trimester dependent on space available at the time.

**Full-Time Distance Learning for ALL:** The mode of instruction that will be provided to all students when it is determined by the Health Department or School Board to be unsafe to return to school in-person.

**In-Person Week:** The instruction and learning that occurs at school in an alternating A-Week/B-Week schedule.

**At-Home Week:** The scheduled instruction and learning that occurs at home in an alternating A-Week/B-Week schedule, making use of both synchronous and asynchronous experiences.

**Synchronous Instruction:** Direct instruction and learning activities that occur online at a scheduled time with LIVE facilitation by MPCSD staff.

**Asynchronous Instruction:** Independent learning and practice that has been assigned by an MPCSD staff member and may or may not occur online or at a scheduled time, but without the direct facilitation or supervision of an MPCSD staff member.

Local and State Terms

**Pandemic Recovery Framework or PRF:** A framework for schools in San Mateo County published by the SMC Health and Education Departments. Provides school leaders with the health, education, and legal guidance needed to develop plans for a safe return to on-campus instruction and learning after campus closures.

**California Department of Public Health or CDPH:** CDPH provides resources and current health information to the local health agencies and the broader public, including its Industry Guidance for the reopening of schools in California.

**Health Orders:** Public health orders are issued statewide or by local counties when there is an increased risk to the public’s health because of the threat of an infectious disease.
Section 1
Our Commitment

Menlo Park City School District is as resolved as ever to providing high-quality education and social-emotional support and learning to all of our students.

In the unprecedented times we find ourselves, MPCSD--its Board members, leaders, and staff--wish to clearly state our commitment to the families of MPCSD. We are committed to:

● Providing in-person learning to as many students as we can, for as long as we can, as soon as we can.
● Creating a safe and healthy workplace for our employees and learning environment for our students and families.
● Doing what we can to increase student, parent, and staff confidence that returning to school is as safe as we can make it, operating with transparency, honesty, and respect.
● Addressing the needs of all students while designing solutions that don’t further exacerbate structural inequities.
● Designing creative solutions within a system that has limited resources and requires fiscal responsibility.
● Valuing and maintaining the strong partnerships and relationships that exist between our community and our staff, ensuring that our connections and respect are stronger as a result of having gone through this together.

Unfortunately, COVID-19 will remain a very real threat for the foreseeable future. Due diligence and proper planning will be what get us through this period, and we will do so together.
Section 2
Our Opening Approach: An Overview

Like all public school districts, MPCSD is challenged with the task of not only creating a reopening plan for August 2020, but also creating a plan that is flexible enough to respond to the changing virus conditions over the course of the school year.

Early in the pandemic, MPCSD formed a COVID-19 Response Team (C19 Team) representing each school site and all district departments. Since the very beginning the C19 Team has met to advise the Superintendent, provide direction to parents and staff, and offer its recommendations to the Board based on thorough consideration of the most updated information. As it became clear that the pandemic would impact the opening of the 2020-21 school year, the Board has met almost weekly to provide the public opportunity to receive updates and provide feedback. School sites each created parent/student advisory teams and staff participated in reopening planning. It has been a summer like no other.

The Decision: MPCSD Will Begin in Distance Learning
Just prior to the July 30 Board meeting, San Mateo County was added to the state’s 3-day “Active Engagement” phase that precedes placement on the state's COVID watchlist; it is expected that by August 1, SMC will be officially on the watchlist. The CDPH guidelines for reopening schools stipulate that, “Schools and school districts may reopen for in-person instruction at any time if they are located in a local health jurisdiction (LHJ) that has not been on the county monitoring list within the prior 14 days.”
As a result of San Mateo County’s anticipated placement on the list, the Board decided on July 30, 2020 that Menlo Park City School District schools will open the 2020-21 school year in Full-Time Distance Learning for ALL. This decision was made in large part to provide parents and staff clarity on how MPCSD will begin the first two weeks of the year and to provide time to meet the newly mandated and unfunded expectation that districts create a COVID testing program for staff.

The Board will meet to outline clear criteria to open as soon as September 8 in the Hybrid mode when health data in the Bay Area improves. Staff and parent comfort level around returning to school in-person remains an important consideration for the Board as it weighs what options the district has to reopen, even gradually, if and when the county is removed from the watchlist. These discussions and decisions will happen in public at scheduled Board meetings. Information about those meetings is always available on the District’s website.

The state’s reopening guidelines introduce a “waiver process” by which school districts can open in-person for vulnerable learners and students in grades K-5, even when their counties are on the watchlist. As of the publication of this Reopening Plan, the waiver process has not yet been defined for schools. As MPCSD receives more information, it will include consideration of when and if it would apply for a waiver for some or all of our District programs.

NOTE: When making their choice of program, families should consider the impacts of a potential waiver application that returns K-5 students in person. Parents are advised not to select the Hybrid In-Person model if returning to school under a waiver would change their choice. The MPCSD School Board is committed to mitigating risk to the best of its ability and will not make a decision that unnecessarily puts students or staff at greater risk. If the state allows for a waiver to return students in K-5 and the Board feels it can mitigate risks, it is possible that they will choose to do so. Parents should make their choice accordingly.
**The Dial: An Illustration of Responsive Flexibility**

MPCSD’s responsive flexibility is illustrated by the analogy of “the dial” rather than “a switch” that simply shifts on or off. In starting the school year in Full-Time Distance Learning for ALL, MPCSD is starting the dial at “maximum,” with the hope of dialing our response down as soon as possible.

Even though we will begin the year in Distance Learning for ALL, our ability to implement the Hybrid Model after the school year begins requires us to know how many families are willing to return in-person every-other-week when it is determined safe enough to do so.

“The Dial” will move up and down for those families who have opted for the Hybrid Blended Learning Model. “The Dial” will stay fixed at the highest level for those families who have elected for Full-Time Distance Learning.
Why the Hybrid Model?
MPCSD’s plan for returning students in person during the pandemic is determined by local and state health guidance (see Section 4 for more information on health guidelines), which includes mandatory face masks, staggered schedules, and physical distancing minimums. MPCSD simply doesn’t have the finances, facilities, and staffing necessary to bring all students back daily in-person and still follow health guidelines. Thus, MPCSD has developed a high-quality, developmentally appropriate instructional schedule to support kinder-eighth grade students with in-person and at-home learning. Our model includes: AM/PM groupings for kindergarten, daily in-person groupings for first grade, and alternating in-person/at-home blended learning weeks for second through eighth grade.

Hybrid Model for Kindergarten
To accommodate the unique purposes of the kindergarten experience, MPCSD decided that the “Hybrid Model” for kindergarten will be to offer DAILY in-person instruction in smaller cohorts in a half-day AM/PM model. When MPCSD provides in-person instruction, kindergartners will be divided into two cohorts and assigned either an AM schedule lasting three hours OR a PM schedule lasting three hours. Kinders will have lunch with their families at home or with their preferred child care program. Individual school sites will communicate to kindergarten families to try to accommodate child care and scheduling needs; however, placement to AM or PM is not guaranteed. Kinder families still have the option of choosing Full-Time Distance Learning instead of attending the in-person AM/PM model.

Hybrid Model for First (1st) Grade
First grade is arguably one of the most important grade levels to the future academic success of our students. Since finances, facilities, and staffing do not allow MPCSD to bring all of its elementary students back to school daily, MPCSD has made the strategic decision to use some of our federal CARES
Act dollars to move or hire the staff necessary to bring first grade back daily for a nearly-full day when operating in Hybrid mode. First grade families still have the option of choosing Full-Time Distance Learning instead of daily in-person instruction.

Hybrid Model for Second (2nd) - Eighth (8th) Grades
For students in second through eighth grades, it was necessary to design a hybrid alternative that didn’t require the hiring of additional staff or use of facilities we do not have. After weeks of thoughtful, and often public, deliberation, an alternating-week model was selected due to its increased ability to reduce virus spread, contain it when it does spread, and trace contacts in the event of spread. No model is perfectly safe, but we are confident that our alternating-week model increases safety.

The Hybrid Blended Learning Model for 2nd-8th grades divides student enrollment in half to accomplish the physical distancing requirements. Students will engage in school on two-week rotations. One of the two weeks will involve the students attending school in-person; the other of the two weeks, the students will attend school virtually or “at-home.” Section 4 explains the Hybrid model for grades 2-8 in detail.

Virtual Academy (Full-Time Distance Learning) Remains an Option
While it is the desire of most MPCSD families, and a commitment of the MPCSD Board and staff, to offer in-person instruction to the extent that it is safe to do so, we recognize that many families will not feel comfortable to return until there is a vaccine for the COVID virus that is safe and widely available. For those families, MPCSD’s plan includes a robust Full-Time Distance Learning program called “MPCSD Virtual Academy.” The Virtual Academy will be available for the entire school year to families who desire, with two opportunities during the school year to switch to Hybrid instruction if space is available (determined by staffing and physical distancing requirements). More information about the Virtual Academy is provided in the next section and Section 5.
Prepáring the Plan

MPCSD has published three (3) informal surveys at different points during the summer to gather indications of family preference for either Hybrid Blended or Full-Time Distance Learning. These responses provided necessary data for initial staffing assignments. On August 3, each family will receive an email from Superintendent Burmeister with a link to the final and official survey requesting their decision for how they would like their child to experience at least the first trimester of learning. More information on that choice is provided in the next section of this Reopening Plan.

At any time during the year, a decision to only offer school in Full-Time Distance Learning is not taken lightly. Many factors are considered beyond just health data, including our staff’s and students’ safety, budget and finances, available staffing, substitute teacher availability, and the pragmatic impacts of health orders.

MPCSD recognizes that our capacity to open has very real impacts on families. We appreciate everyone’s patience, understanding, and positive presupposition as staff and the Board attempt to balance the very real and often competing interests of this complicated and unprecedented situation.
Section 3
Program Choice

On Monday, August 3, all MPCSD families will receive an email requesting a final decision on the program model of their choice for each of their children. Parents will be asked to confirm the choice they indicated on previous non-binding surveys or to change to the opposite choice in light of receiving the information included in this Reopening Plan document. The survey will remain open until 4:00 p.m on Thursday, August 6. Families who do not respond to the survey will be assigned the program selected in the most recent survey. If no survey has been completed by the family this summer, students will be assigned the Hybrid model.

Families will choose between two options:

**Option 1: Hybrid Blended Learning Model**
Kindergartners attend class on an AM or PM schedule. First graders attend class daily. Second through eighth graders attend class in-person every other week on an A/B schedule and continue their studies at-home on the weeks they aren’t physically at school, engaging with teachers and classmates virtually. When health orders dictate, students move to 100% online learning with their same teachers and classmates.

**Option 2: MPCSD Virtual Academy**
Students attend classes 100% online taught by MPCSD teachers using state-of-the-art technology in a combination of live virtual instruction and independent, self-paced practice and extension.
Section 4
Option 1: Hybrid Blended Learning

*In-Person & At-Home Model*

Students in **second (2nd) through eighth (8th) grade** will attend school in-person within an alternating week schedule. In-person learning time will include teacher-led classroom instruction primarily focused on reading, writing, and numeracy, with science and social studies integrated. On the opposite week of in-person, 2nd-8th grade students will attend school virtually at home. The in-person and at-home weeks are described in more detail later in this section.

While **kindergarten students** will also attend school in-person half of the normally scheduled time, they will do so in smaller, socially distanced groups on an AM/PM schedule. Kindergarten families who choose Hybrid Blended Learning will be assigned by their school site to either AM or PM. Each school's schedule will be slightly different; however, all AM kinder classes will begin between 8:00 a.m. and 8:30 a.m. and end exactly three hours later. All PM classes will begin between 12:00 and 12:30 and end three hours later.

Unlike kinder and 2nd-8th grades, **first grade students** will be provided a nearly full-day schedule every day. Committing some of its emergency funding to ensure that first graders can attend every day, MPCSD is addressing the age-appropriateness of distance learning, child care needs for young children, and the importance of early reading and numeracy instruction. First grade students whose families select Hybrid Blended Learning will begin their day between 8:00 a.m. and 8:30 a.m. and end their day between 1:30 p.m. and 2:00 p.m. Specific times to be determined by site.
The following subsections will describe the Hybrid Blending Learning Model for both elementary and middle school. The information provided is subject to change as planning continues, but offers parents a solid idea of what each program looks like at the two different levels: elementary and middle.

**Elementary Hybrid Model for Grades 2-5**
Students in grades second through fifth who choose Hybrid Blended Learning will be assigned a classroom teacher and either Group A or Group B at the start of the school year. MPCSD’s School Board has adopted an A Week/B Week calendar to identify when each group will attend school in person (see A Week/B Week Calendar at the end of this section). The classroom teacher will almost exclusively focus his/her/their time on in-person instruction, repeating the same instruction and lessons for two consecutive weeks: once with the A Week group and again with the B Week group.

In-person instruction will consist primarily of large and small group direct instruction in reading, writing, and mathematics. Science and social studies content will be integrated into the reading and writing curriculum taught in person. While at school, students will also take part in essential social emotional learning experiences as well as some specialist classes (i.e. music, art, PE and/or library) that will be conducted in person.

When not attending school in person, students in second-fifth grade will attend school virtually for the at-home week. At-home instruction is robust, led by MPCSD teachers and staff, and largely synchronous. As Figure 1 on the following page illustrates, instruction during the at-home week includes daily live, in-person hands-on science instruction as well as math support and extension taught by district-wide specialists. Students will also engage in live instruction taught by district specialists in music and world language. Asynchronous learning is also scheduled throughout a student’s at-home week. Parents may find it helpful to create learning spaces and routines that promote the schedule that will be provided by each teacher. Attendance will be recorded daily.
Figure 1 below details a sample full-day schedule of at-home learning for students in grades 2-5 who have chosen the Hybrid Blended Learning model.

Figure 1: At-Home Learning Week of Hybrid Model

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
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<tbody>
<tr>
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<td>Spanish*</td>
<td>Class Meeting*</td>
<td>Spanish*</td>
<td>Class Meeting*</td>
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<td>Math*</td>
<td>Math*</td>
<td>Math*</td>
<td>Math*</td>
<td>Math*</td>
</tr>
<tr>
<td>Break &amp; Snack</td>
<td>Break &amp; Snack</td>
<td>Break &amp; Snack</td>
<td>Break &amp; Snack</td>
<td>Break &amp; Snack</td>
</tr>
<tr>
<td>Independent Classwork</td>
<td>Independent Classwork</td>
<td>Independent Classwork</td>
<td>Independent Classwork</td>
<td>Independent Classwork</td>
</tr>
<tr>
<td>Music*</td>
<td>Art*</td>
<td>Music*</td>
<td>Art*</td>
<td>SEL*</td>
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<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
</tr>
<tr>
<td>Digital Citizenship</td>
<td>Keyboarding/Handwriting</td>
<td>Media Literacy</td>
<td>Keyboarding/Handwriting</td>
<td>Digital Citizenship</td>
</tr>
<tr>
<td>Teacher Check-In*</td>
<td>Teacher Check-In*</td>
<td>Teacher Check-In*</td>
<td>Teacher Check-In*</td>
<td>Teacher Check-In*</td>
</tr>
</tbody>
</table>

NOTE: Times not specified, but schedule represents a morning to afternoon school day. The asterisks “*” indicate live, synchronous instruction time with MPCSD teacher.
Section 4
Option 1: Hybrid Blended Learning
In-Person & At-Home Model

MPCSD recognizes that not all families will be able to have their children learning from home during the at-home week. MPCSD has partnered with two valued vendors to offer child care options for families that require it. MPCSD’s official child care partners—Newton and GrowFit—are prepared to provide high-quality academic support for the at-home week; their schedules will follow the published schedules for each grade level. More information about child care is available in Section 11.

All children assigned to Hybrid Blended Learning will be provided Distance Learning at the start of the school year and throughout the year when Health Orders or a Board decision require it. Their teacher will stay the same regardless of what position MPCSD’s plans are on “the dial.” Thus, transitioning in and out of Distance Learning should have minimal impact on the students’ learning journey.

Important note for elementary families choosing the Hybrid Blended Learning Model: Parents who select Hybrid Blended Learning will be expected to send their child to school when the Hybrid Model is in effect. The Board has indicated that it may return students to school in person as early as September 8. Teachers assigned to the Hybrid model will NOT be responsible for Distance Learning when MPCSD is offering modified, in-person instruction. Families who are unsure about whether or not they would send their child to school in person if the county and MPCSD determine risks can be mitigated should choose the Virtual Academy (Full-Time Distance Learning). Once selected, there is little flexibility to change from one model to the other except at the trimester transition and only as staffing and capacity allow.

Making Your Choice: K-5 Parents
With all the information provided in this and the next section, it is our hope that MPCSD families will be able to make an educated decision about the program that is right for each individual child based on each family's priorities.

We recognize that families with children enrolled in Spanish Immersion or receiving special services such as Special Education or English Language
Development will require some more specific information before making a decision. Please consult Sections 8, 9, and 10 for more information about those programs prior to making your selection the week of August 3.

**Middle School Hybrid Model for Grades 6-8**

Similarly to second through fifth grade students, Hillview students in grades six through eight who choose the Hybrid Blended Learning Model will be assigned an academy of teachers and either Group A or Group B at the start of the school year. MPCSD’s School Board has adopted an A Week/B Week calendar to identify when each group will attend school in-person (see the A Week/B Week Calendar at the end of this section). Some Hillview classes will be taught in person, while others will be taught virtually during the at-home week. Whether virtual or in person, teachers repeat the same instruction and lessons for two consecutive weeks: once with the A Week group and again with the B Week group.

Hillview student schedules will follow a similar scheduling pattern as when we aren’t experiencing a pandemic. In-person instruction at the middle school for all students will include FOUR (4) 65-minute periods totaling 270 minutes of daily instruction. The day will begin at 9:00 a.m. and end at 2:25 p.m. on Mondays, Tuesdays, and Fridays. On Wednesdays and Thursdays, students will be released at 2:05 p.m. to provide planning and collaboration time to teachers. For most academies, the in-person classes will consist of English Language Arts, science, PE or elective (alternating), and “SMART Time.” SMART stands for Studying, Math, Assessment, Reading, and Tutorial. During the SMART period, students will be assigned to their math, social studies, or world language teacher and will receive support for math and reading, time to take assessments for their at-home subjects, and academy teacher tutorial support often found during Qu3ST when not operating in a pandemic.

During the at-home week, middle school students will also participate in four (4) 65-minute synchronous periods totaling 270 minutes of daily instruction; they will simply be conducted over Zoom. Math, social studies, and world languages, as well as several other elective classes, will be offered on the
Section 4
Option 1: Hybrid Blended Learning
Alternating Week In-Person Model

at-home week. Hillview students will be expected to attend classes as they would if they were in person: arrive on time, come prepared, stay engaged the entire lesson, and assume a cooperative learning posture. Attendance will be taken and teachers will instruct LIVE on Zoom.

Figures 2 and 3 below illustrate what a sample Hillview student’s daily schedule might look like on each week of a two-week cycle within the model.

Figure 2: Sample Hillview Student Daily Schedule in Hybrid In-Person Week

<table>
<thead>
<tr>
<th>Launch</th>
<th>Period 1</th>
<th>Brunch</th>
<th>Period 2</th>
<th>Lunch</th>
<th>Period 3</th>
<th>Period 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Launch</td>
<td>ELA</td>
<td>Break Time</td>
<td>Science</td>
<td>Break</td>
<td>SMART</td>
<td>PE / Elective</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>Time</td>
<td>Time</td>
<td></td>
</tr>
</tbody>
</table>

Figure 3: Sample Hillview Student Daily Schedule in At-Home Week

<table>
<thead>
<tr>
<th>Self-Launch</th>
<th>Block 1</th>
<th>Brunch</th>
<th>Block 2</th>
<th>Lunch</th>
<th>Block 3</th>
<th>Block 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-Launch</td>
<td>Math</td>
<td>Break Time</td>
<td>Math Practice, Reading, Fitness</td>
<td>Break</td>
<td>Social</td>
<td>World Lang</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Time</td>
<td>Studies</td>
<td></td>
</tr>
</tbody>
</table>

When not operating under pandemic circumstances, Hillview’s sixth graders transition to the very different world of single-subject teachers by spending one-third of their day with the same teacher, their Humanities Core teacher. Humanities Core includes reading, writing, and social studies instruction. In the Hybrid Model, Hillview sixth graders will benefit from seeing their core teacher daily all year long, one week in-person and the opposite week virtually, for one of their four periods. It is our hope that this consistency will serve our sixth graders well.

Some parents may wonder why such a critical subject as math has been chosen to be taught in the at-home week. There are three compelling reasons. The first is that middle school math is the only subject that is “tracked” in MPCSD. This
means that students attend class by math level, rather than in heterogeneous mixed-ability groups. We made the purposeful and equitable decision to not ability-group any of our in-person classes. Choosing math would require us to do so. MPCSD’s middle school math program is also designed for on-ramps and off-ramps to acceleration. Placing math in the in-person week would make transitioning once the school year began very challenging. As leaders in Edtech innovation, Hillview’s math teachers designed one of the nation’s first “flipped classroom” models for Algebra. They are well positioned to ensure effective use of digital tools for instruction and engagement. Lastly, it is our desire that the at-home week is as instructionally valuable as the in-person week; placing math at home is one step in that effort.

Due to high demand for child care and limited capacity, MPCSD and its child care partners will not be able to provide child care services for middle school students. Parents are encouraged to see the next year as an opportunity to release their middle school aged students to greater levels of responsibility and independence. We recognize that not all children will thrive with this level of independence and encourage families to connect with one another to provide mutual support among same grade, same group (A or B) students. Hiring child care to serve as “teachers” will be unnecessary as the middle school program is highly synchronous during the at-home week, but having peers to support and keep on track could be beneficial. More information about child care and shared learning is available in Section 11.

Due to the unique nature of the middle school schedule, students will follow the A Week/B Week schedule regardless of whether they select the Hybrid Blended or Full-Time Distance Learning model.

Important note for Hillview families choosing the Hybrid Blended Learning Model: Parents who select Hybrid Blended Learning will be expected to send their child to school when the Hybrid Model is in effect. The Board has indicated that it may return students to school in person as early as September 8. Teachers assigned to the Hybrid model will NOT be responsible for
Distance Learning when MPCSD returns to in-person instruction. Families who are unsure about whether or not they would send their child to school if the county and MPCSD determine risks can be mitigated should choose the Virtual Academy (Full-Time Distance Learning). *Once selected, there is little flexibility to change from one model to the other* except at the trimester transition and only as staffing and capacity allow.

**Making Your Choice: Hillview Parents**

With all the information provided in this *and* the next section, it is our hope that MPCSD families will be able to make an educated decision about the program that is right for each individual child based on each family’s priorities.

We recognize that families with children receiving special services such as Special Education or English Language Development will require some more specific information before making a decision. Please consult Sections 8 and 9 for more information about those programs prior to making your selection the week of August 3.
Section 4
Option 1: Hybrid Blended Learning
Alternating Week In-Person Model

The calendar below reflects which days/weeks are scheduled for A-group in-person instruction and which are scheduled for B-group in-person instruction. **A Group** In-Person Days are highlighted in **YELLOW**. **B Group** In-Person Days are highlighted in **GREEN**.

![Calendar Image]

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### Menlo Park City School District

**2020-2021 A-Week / B-Week INSTRUCTIONAL CALENDAR**

<table>
<thead>
<tr>
<th>Month</th>
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<th>T</th>
<th>W</th>
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<th>F</th>
<th>Notes</th>
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<tbody>
<tr>
<td>August</td>
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<td></td>
<td></td>
<td></td>
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<td>Group A, B &amp; Group B: All-Home</td>
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<td>6</td>
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<td>Group A, B &amp; Group B: All-Home</td>
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<td>September</td>
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<td>Sept 7: No School - Labor Day</td>
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<td>October</td>
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<td>Oct 6-7: Minimum Days for Conferences K-8</td>
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<td>Oct 13-14: Minimum Days for Conferences K-8</td>
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<td>Dec 21-22: No School - Winter Break</td>
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<td>Jan 1: No School - Winter Break</td>
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<td>May 31: No School - Memorial Day</td>
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Section 5
Option 2: MPCSD Virtual Academy

Full-Time Distance Learning by Choice

MPCSD realizes that many families have circumstances that preclude sending their children to any amount of in-person school or may make a health-based decision that is best for them for their children to learn from home. We are committed to giving those students and families a rigorous, high-quality education as similar as possible to the Hybrid Model. Therefore, as an alternative to the Hybrid Model, families with students in grades kindergarten through eighth can instead opt for Full-Time Distance Learning, also known as the Virtual Academy. The Virtual Academy will be available for the entire 2020-21 school year if a family chooses, and parents may opt into or out of it at each trimester, space and staffing permitting. Please understand that when you choose Virtual Academy, you are committing to a minimum of one full trimester in at-home distance learning.

MPCSD has spent the summer designing our Virtual Academy, which will be taught by dedicated MPCSD teachers using direct instruction with an engaging, supported curriculum aligned to grade level standards; guided independent work time; specialist activities; integration with site-based classes; strong peer-teacher relationships; a robust social-emotional learning component; all supported by Altitude (K-5) and Schoology (6-8) as
the Learning Management Systems for students and parents to track work, submit assessments, receive feedback, and communicate with teachers. Parents should feel confident with their choice of the Virtual Academy as an alternative to in-person classes.

Virtual Academy Leadership, Instructors & Program Structure
The Virtual Academy is organized and supported by our District’s Educational Services Department led by Assistant Superintendent Jammie Behrendt and our team of talented coordinators and Instructional Coaches Johnna Becker, Michelle Betancourt, Theresa Fox, and Eva Sullivan. All direct instruction within the model will be provided by MPCSD teachers. We expect that Virtual Academy classes will consist of students in the same grade across the district; for example, a third grade Encinal student might be in class with other third graders from Laurel and Oak Knoll. If enrollment numbers support the creation of site-specific classes, we will do our best to keep school peers together. One opportunity with the Virtual Academy is the chance to meet and connect with students and families from other schools. No matter which other students participate in Virtual Academy with your child, your student will still have their place in their home school.

MPCSD’s Virtual Academy Will Be Represent Preparation and Care
MPCSD commends our teachers for what they accomplished in the abrupt transition to distance learning back in March. MPCSD also fully recognizes that the spring version of distance learning (planned with 24-hours advanced warning) did not work well for every child, nor was it always reflective of the high-quality instruction teachers or parents expect in our district. We have learned so much since March and we are ready and excited to move forward in the Virtual Academy with an informed, educated, robust, and dynamic program that will prioritize:

- Live interaction with students to build relationships, maintain connectedness, and receive coaching;
- Regular interaction opportunities with school-specific peers in and outside of Virtual Academy;
Section 5
Option 2: MPCSD Virtual Academy
Full-Time Distance Learning by Choice

- Community Circles and Social Emotional Learning content and experiences;
- Connectedness including 1:1, small group, and/or whole class experiences;
- Combination of daily LIVE virtual instruction (synchronous) and independent, yet teacher-supported, self-paced practice and extension (asynchronous), informed by regular and meaningful online assessment;
- Standards-based instruction in reading, writing, numeracy (math), science and social studies; and
- Regular specialist classes (music, art, world language) with school-specific peers.

Learning Management Systems and other Technology
MPCSD will support the Virtual Academy with two powerful Learning Management Systems (LMS) that allow students and families to access and connect with students’ assignments, resources, assessments, and communicate with teachers. Elementary schools will use one LMS and the middle school will use another LMS.

*Virtual Academy students in grades K-5* and their parents will use the LMS known as *Altitude*. MPCSD has piloted Altitude for the last three years as a tool to pursue our learner-centered efforts within our *Whole Child Learning and Development Framework*. In preparation for the 2020-21 school year nearly all of our second through fifth grade teachers have opted to transition to using Altitude, so the LMS will be shared by second through fifth graders regardless of whether a student is enrolled in Virtual Academy or the Hybrid model. Kindergarten and first grade teachers in the Virtual Academy will use Altitude primarily to communicate with parents and to collaboratively plan with their grade level colleagues. All elementary teachers will also likely make use of two other technology tools that are easily accessible and well-known in our schools: *SeeSaw* and *Parent Square*. More information about the technology tools you may use will be provided by your school.
Option 2: MPCSD Virtual Academy
Full-Time Distance Learning by Choice

Virtual Academy students at Hillview and their parents will receive communication and assignments through the LMS known as Schoology. Schoology is a platform selected by Hillview staff this year to streamline communication at the middle school level after years of piloting several different platforms. All Hillview teachers will be implementing Schoology this year in their efforts to move toward the District’s mission of learner centered instruction, whether teaching in the Hybrid Blended model or the Virtual Academy. Both Altitude and Schoology provide similar benefits:

- Access to lessons and communication from all teachers in one place.
- Easy submittal of assignments with evidence of learning (photos, videos, documents).
- Access to learning targets + success criteria for greater ownership of learning.
- Knowledge of mastery scores to self reflect, set goals, and curate portfolio.
- Parent-view capability for parent engagement and support.

Virtual Academy Structure Common to K-8
Students will attend school daily beginning no later than 9:00 a.m. Attendance will be taken as it is taken during a normal school day. Elementary (K-5) student schedules will reflect age-appropriate screen time for their respective grades: kinder students will spend the least amount of time LIVE online, while fifth grade students will spend the most amount of time online. Hillview students will attend all of their classes online; however, some of each class period may be set aside for independent work and practice. Parents will receive a weekly schedule from the teacher(s) detailing the week’s cadence via the LMS for your child’s grade level. Example schedules for elementary and middle school students are provided later in this section. All students will be expected to attend class as they would if they were in person according to age-appropriate expectations: arrive on time, come prepared, stay engaged the entire lesson, and assume a cooperative learning posture. Teachers, counselors, and administration will work as a team with families whose children struggle with the virtual approach.
Instruction Components and Quality

High-quality distance learning is also a top priority for the governor and state legislature, and the recently passed Assembly Bill 77 outlines many expectations including for distance learning models. Instructional minutes for distance learning have been defined by the state of California as the time value of assignments as determined by the district’s certificated teacher (time value = synchronous direct instruction + independent time to work on the assignment). All schools must provide the following minimum instructional minutes per school day:

- 180 for Kindergarten
- 230 for Grades 1 to 3
- 240 for Grades 4 to 8
- PE minutes requirement have been waived for 2020-21, however MPCSD is building in time for self-guided physical activity.

AB 77 stipulates - and MPCSD would prioritize on its own even without this stipulation - that teachers provide daily live interaction with students for purposes of instruction, progress monitoring, and maintaining school connectedness. The Virtual Academy will offer:

- Daily synchronous (live) interaction with students to maintain relationships, receive regular connection, and coaching. Number of minutes will depend on and be appropriate for grade level.
- Regular engagement opportunities with school-specific peers in and outside of Virtual Academy.
- Community Circles and Social Emotional Learning content and experiences.
- Connectedness will include 1:1, small group, and/or whole class experiences via Zoom.

Instruction will be based on the core content areas of reading-writing, math, science, and social studies. Students will also engage in scheduled school
specific events such as specialist classes. Students in all grades will experience:

- A combination of daily live (synchronous) instruction and independent, yet teacher-supported, self-paced practice and extension (asynchronous), informed by regular and meaningful online assessment.
- Standards-based instruction in reading, writing, numeracy (math), science, and social studies.
- Regular specialist classes (music, art, world language) with school-specific peers.

The K-5 Virtual Academy Experience and Example Schedule

K-5 students will remain assigned and connected to their beloved schools and will also be assigned a grade-level specific Virtual Academy teacher and class community. Instruction will be provided daily and scheduled opportunities for school-specific engagement will be included. We expect Virtual Academy classes to be larger, but within the district’s cap of 27. Your child’s Virtual Academy teacher is dedicated to delivering that experience and curriculum; they are not also responsible for a cohort of students in the Hybrid Learning model. Therefore, your child’s teacher will develop meaningful relationships with their students and be focused solely on ensuring a positive virtual learning experience. To the left is a sample schedule meant to illustrate what an elementary student in the Virtual Academy can expect on a typical school day.

Figure 1: Sample K-5 Virtual Academy Schedule

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<tr>
<th>Time</th>
<th>Activity</th>
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<tbody>
<tr>
<td>7:45-8:15</td>
<td>Breakfast</td>
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<tr>
<td>8:15-8:45</td>
<td>Community Circle (Live)</td>
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<tr>
<td>8:45-10:15</td>
<td>Reading and Writing (Live instruction followed by independent practice)</td>
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<tr>
<td>10:15-10:30</td>
<td>Break/Snack</td>
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<tr>
<td>10:30-11:30</td>
<td>Math (Live instruction followed by independent practice)</td>
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<tr>
<td>11:30-12:00</td>
<td>Art (Live)</td>
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<tr>
<td>12:00-12:40</td>
<td>Lunch</td>
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<tr>
<td>12:40-1:00</td>
<td>Read-Aloud (Live)</td>
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<tr>
<td>1:00-2:00</td>
<td>Science (Live instruction followed by independent practice)</td>
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<td>2:00-3:00</td>
<td>Social Studies (Live instruction followed by independent practice)</td>
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<tr>
<td>3:00-3:15</td>
<td>End of day reflection (Live)</td>
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</table>
Spanish Immersion and the Virtual Academy
Students enrolled in Spanish Immersion who opt for Virtual Academy will attend many of the same classes as their English-only grade level peers. All Spanish Immersion students in Virtual Academy will receive explicit daily Spanish Language Arts (reading, writing, and speaking) instruction, but MPCSD does not have the staffing available to accommodate the usual amount of instruction in Spanish per the program’s design. More information about the Virtual Academy choice for Spanish Immersion students is available in Section 10.

The Hillview Virtual Academy Experience
Hillview students attending the Virtual Academy will be scheduled in online classes with Hillview teachers and credentialed in the subject they are delivering. The Hillview Virtual Academy students will follow the same cadence as the Hybrid students, meaning some subjects on one week, some on the other; the biggest difference is that within the Virtual Academy, all classes are taught via Zoom. Virtual students will start their day with a “self launch” similar to the experience when in person at Hillview.

Figure 2: Sample of a two-week student schedule in the HV Virtual Academy.
Making Your Choice
With all the information provided in this and the previous (Hybrid Blended Learning model) section, it is our hope that MPCSD families will be able to make an educated decision about the program that is right for each individual child based on each family's priorities.

The Virtual Academy is available to all students regardless of program. We recognize that families with children enrolled in Spanish Immersion or receiving special services such as Special Education or English Language Development will require some more specific information before making a decision. Please consult Section 9 for Special Education and 504 Plans and Section 10 for Spanish Immersion and for more information about those programs prior to making your selection.
Section 6
Health and Safety Practices

This section describes how MPCSD intends to implement the health and safety protocols outlined by San Mateo County’s Pandemic Recovery Framework (PRF) specifically around the Four Pillars of Health & Hygiene, Face Coverings, Physical Distancing, and Limiting Gatherings. In addition to the PRF, MPCSD uses anchor guidance from the following sources:

- California Department of Public Health;
- San Mateo County Health Orders;
- Centers for Disease Control; and
- Industry and academic sources as cited within this section.

Most health and safety efforts are designed to minimize the three most important factors to contagion: **proximity** + **intensity** + **duration**. When we limit all three, and provide fresh & effective air **ventilation** and filtration, we limit the spread!

While this section provides an overview of MPCSD’s health and safety protocols, we have also developed an extensive Reopening FAQ site which is updated regularly and offers further detail. Please refer to the FAQ when more detail is desired and throughout the school year as the FAQ will remain current as data, health orders, and official guidance change. Our Nursing Team has also created an excellent health site that is an additional resource for you.
Pillar One: Health & Hygiene
The health of the entire MPCSD community depends on all of us doing our parts. We invite your help as we implement rigorous health and hygiene practices to ensure that returning to school is as safe as possible.

Know the Signs & Symptoms and When to Stay Home
Signs of COVID include fever, cough, shortness of breath, and more. Students experiencing any of these symptoms should stay home. For your child’s safety, staff are also asked to stay home when exhibiting these symptoms. Students and staff may safely return to school when it has been 10 days since symptoms first appeared, they have had 24 hours with no fever, and symptoms have improved. Per the PRF, we also recommend testing for those with COVID symptoms. See more about testing later in this section.

Temperature Checks & Signs of Illness
We invite parents to check their students temperatures daily before school. If your child has a temperature of 100.4° F/38° C or higher, please don’t send them to school. Additionally, students and staff will have their temperatures checked every day when arriving on campus, with a touchless temperature scanner. For students, each campus may have its own system for managing this, but be prepared for your student to have a temp check by a staff member. Anyone with a temperature of 100.4 degrees F or higher after a second check will be sent home. See the FAQ for details.

Staff will be visually monitoring students for signs of illness. When students show signs, they will be sent to the office for further checks by the school nurse/office staff. Please be sure your child’s health records are up-to-date especially with allergy or asthma information as those conditions can present similarly to COVID symptoms. Parents will be called when students need to be sent home.

Refer to the FAQ for additional details about when students may be sent home or additional medical attention may be warranted.
Wash or Sanitize Hands
Students and staff will practice healthy hand hygiene by washing their hands often, with soap and water for 20 seconds. Time will be provided for handwashing at these points:
- When arriving at school
- Before/after eating
- Before/after using any shared equipment
- Before/after using playground structures
- After using the restroom
- When coming in from outside

Maintain a Clean and Disinfected Environment
MPCSD is following the San Mateo County Schools Insurance Group Cleaning and Disinfection Procedures as they relate to COVID. The term “cleaning” means mopping, vacuuming, removing trash, and cleaning doors and door jambs; this will happen at least 2x/week for every room. The term “disinfecting” means wiping down surfaces with Quat 20, a CDC-approved disinfectant for the COVID virus; this will happen at least every day throughout each campus. Cleaning and disinfecting will be done by MPCSD’s own highly trained custodians or by outside contractors engaged to assist with the additional cleaning/disinfecting needed between groups of students.
Additional specifications include:
- Bathrooms will be disinfected 3x/day.
- High touch areas will be disinfected daily: door handles, sink handles, tables, counter tops, student desks, chairs.
- Classrooms and common areas will be disinfected daily including between AM and PM kindergarten groups.
- Playground equipment will be disinfected as regularly as possible, but hand washing and social distancing will remain the primary defense against contagion from these surfaces.
- Any area used by a student or staff member who becomes ill at school will be closed off and cleaned/disinfected prior to being used again.
Support Health with Air Ventilation
As maximizing outside airflow is the simplest and most effective way to maintain a healthy classroom environment, per the PRF, MPCSD will:

● Install new MERV 13 (or higher) air filters in all HVAC systems 3x/year.
● Run HVAC systems set to only bring in outside air.
● Open classroom doors/windows at all times (weather permitting) when instruction is taking place.
● Utilize our campuses’ outside spaces for instructional use as much as possible.
● Utilize HEPA filters and fans when appropriate to increase outdoor air ventilation within classrooms.

Ventilation, Filtration, and Outdoor Instruction
In addition to limiting proximity, intensity, and duration of contacts through physical distancing, the spread of the virus can be reduced when proper ventilation is provided (as outlined above) and instruction occurs outdoors as often as is feasible. Any in-person instruction that we provide will include as much outdoors instruction time as possible. Assistant Principals will organize outside instructional areas and encourage their regular use, weather permitting.

Limit Sharing of Material and Equipment
MPCSD will limit the sharing of equipment (e.g. art supplies, technology, etc.) and spaces (e.g. bathrooms, etc.). As much as is practicable, equipment will be assigned to just one student. When shared, it will be disinfected between cohort use. Free standing playground structures will be disinfected regularly, however students will be required to wash hands before/after use of the structures as the main defense against contagion. Structures will also be assigned on a rotating basis to cohorts of students. Additional details:

● Bathrooms will be assigned to cohorts and disinfected 3x/day.
● Water fountains will be closed. Please send your child with a water bottle.
Section 6
Health & Safety Practices

• Please label all your child’s belongings. Any personal items will be kept separate from other students’ belongings.
• Outdoor areas will be used by cohorts on a rotating basis; no mixing.
• Technology and classroom supplies will be assigned to individual students when practicable and kept within cohorts at all times.
• Each classroom will have its own recess equipment such as balls and jump ropes that will be kept in the classroom and only brought out for use with that cohort.

For more details, see the “Shared Equipment & Spaces” page of the FAQ.

Pillar Two: Face Coverings
Face coverings/masks are one of the most effective tools against the spread of the coronavirus. The state mandates that all students in grades 3-12 and all staff wear face covering while at school. MPCSD’s School Board has taken the additional step of requiring face coverings for all MPCSD students aged three and above. You may watch this video about the effectiveness of masks and/or read this article about helping your child become comfortable wearing a mask.

Time will be provided, especially in the younger grades, for students to acclimate to wearing masks, and “mask breaks” will be scheduled, with outdoor physical distancing. Masks are not required during recreation/PE or eating as long as physical distancing is maintained.

Please note that a face covering is, per the PRF, a covering “made of cloth, fabric, or other soft or permeable material, without holes, that covers only the nose and mouth and surrounding areas of the lower face.” Masks with a valve device are not allowed. MPCSD will provide each student with one reusable
Section 6
Health & Safety Practices

face covering, and will have disposable masks available when students forget their mask or it becomes damaged or lost at school.

Face shields are not suitable substitutes for masks. Teachers may wear face shields in limited circumstances when the ability to see a teacher’s mouth is critical to instruction and only after further modification to the shield. Children who refuse to wear masks or parents who prefer their child to not wear a mask will be scheduled into the Virtual Academy for the safety of all involved.

Read more about the face covering guidelines on the “Health & Safety” page of the FAQ.

Pillar Three: Physical Distancing
The Pandemic Recovery Framework uses the CDC’s physical distancing guidelines to require that 6 feet of space be maintained between all people while on campus. MPCSD’s School Board has affirmed that it intends to adhere to this guideline. Therefore, only about half the student population will be on campus at a time. This is why MPCSD will use the Hybrid Blended Learning Model, with alternating A and B weeks, when it is open for in-person learning. Here is an overview of what physical distancing will look like at MPCSD. For more details, see the “Health & Safety” page of the FAQ.

In classrooms: desks will be spaced six feet apart (from seat to seat) and teachers will have their own area also six feet apart from students.

Bathrooms will be assigned to cohorts. Face masks are required in bathrooms and no more than two people at a time may be in the bathroom.

In common areas/outdoors/playgrounds, visual marking will help designate physical distancing. Lunch and recess will be on a rotating schedule to allow plenty of space for cohort groups to eat and play. Multiple entry/exit ways into and out of campus will be used to avoid congestion. It should be noted that at times people may come into brief contact closer than six feet in passing.
Pillar Four: Limiting Gatherings

Limiting gatherings is an essential tool in slowing the spread of COVID. While our current health orders limit gatherings to 50 people, it should be noted that instruction of students at school is not considered a gathering. However, other events that would bring people together at a school or district site are gatherings. Therefore, sites will identify school activities that can take place through remote means. Families should expect that the following events will be conducted remotely:

- Back-to-school Nights
- Aloha Check-in (Hillview)
- PTO/MPAEF/District Council General Meetings
- MPCSD Speaker Series Events
- Book Fairs
- Family Social Events
- Music/Drama Performances
- School Board Meetings

There will be no afterschool programs, sports, or on-campus volunteering until further notice. MPCSD may allow outside vendors to rent space and if they do, the vendors will be required to follow all health and safety protocols in addition to paying for the extra cleaning needed for their activities. See the “Sports, Afterschool Programs, and Facility Usage” page of the FAQ.

Parent volunteering will continue with our four school Parent Teacher Organizations (PTOs) and the Menlo Park-Atherton Education Foundation. Many of their meetings and events will take place remotely until further notice. Please refer to your PTO or the MPAEF for their plans. See the “Visitors and Volunteers on Campus” page of the FAQ.

Throughout the year, MPCSD will evaluate health conditions and state and local orders every three weeks, and make adjustments to the gathering, volunteering, sports, and afterschool program protocols as allowed and appropriate.
COVID Testing, Exposure, and Contact Tracing
The Pandemic Recovery Framework, informed by San Mateo County Health and the CDC, outlines steps to be taken regarding COVID testing, exposure, and contact tracing. This section gives an overview, and more information is available in the “Testing and Contact Tracing” page of our FAQ and within the PRF (pages 37-42).

The district is currently researching the most feasible way to make testing available to its staff and, to the degree possible, also to its students and families. MPCSD, in accordance with the PRF, recommends COVID testing for anyone who presents with COVID symptoms or who has been in contact with someone who tested positive. If an individual tests negative, they may return to school three days after symptoms are resolved.

If students or staff within MPCSD test positive for COVID, they should immediately remotely notify their site leader, who will work with the district to follow protocols for ensuring the individual has medical care and plans to quarantine, reporting the case to San Mateo County Health, cleaning and disinfecting the area where the individual was, and notifying affected students, staff, and the school community. An individual with a positive test will be excluded from school for ten days from symptom onset or test date. Schools will remain open unless at least 5% of the total number of students/staff/teachers test positive within a 14-day period, or if local health officials recommend closure, per the CDPH recommendations.

If students or staff are a close contact (a person who was in contact of less than six feet for more than fifteen minutes) of someone who is positive for COVID, they should notify their site leader. Protocols for quarantine, contact tracing, and notification of affected community members will be followed. Schools will remain open.

Parents will always be notified via letter if their child has been in potential contact with someone who tests positive, or if there is a positive case or close contact at their child’s school.
Section 7
Social and Emotional Well-Being

MPCSD is committed to fostering healthy social emotional well-being for its students, families, and staff. In fact, the Whole Child Learning and Development Framework, upon which our teaching and learning practices are grounded, is rooted in the principles of Healthy & Collaborative Relationships and Integrated Well-Being. Our goal at all times is “every student engaging, achieving, and thriving” and we build social emotional learning into our curriculum in many ways. We recognize that during this extraordinary time of the COVID-19 pandemic, economic crisis, and focus on racial inequities, our students may be in special need of the social and emotional connection that schools can help develop. Therefore, whether your child attends the Hybrid Blended Learning model or the Virtual Academy, there will be careful attention paid to building and maintaining our students’ social emotional well-being during this time. This section describes some strategies that may be used in schools/classrooms, our wellness team, and resources that you may find helpful. MPCSD is also partnered with the Sequoia Healthcare District as part of the Healthy Schools Initiative. Sequoia Healthcare District and MPCSD have, as a common objective, the effective and efficient coordination of school-based health programs to students and staff.

Our Team and Their Roles
MPCSD’s Wellness Team consists of our Executive Director of Student Services, the District Wellness and Mental Health Lead (Wellness Coordinator), School Counselors and Psychologists, and our Family Engagement Coordinator. Together the team ensures that all students’ mental health and emotional needs are met. The following table shows what services you can access and whom to contact.
### Social and Emotional Well-Being

<table>
<thead>
<tr>
<th>Name/Role</th>
<th>Services Available</th>
<th>Contact Info</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Wellness and Mental Health Lead:</strong> &lt;br&gt;Chris Arrington</td>
<td>• Provides Special Education Educationally Related Mental Health Services (ERMHS) in person and through Distance Learning Plans.  &lt;br&gt;• Provides non-IEP related mental health services.  &lt;br&gt;• Helps parents support their child and fosters involvement in learning.  &lt;br&gt;• Offers resiliency coaching and additional counseling to students.</td>
<td><a href="mailto:carrington@mpcsd.org">carrington@mpcsd.org</a></td>
</tr>
<tr>
<td><strong>School Counselors:</strong> &lt;br&gt;Karin Bloom, Encinal &lt;br&gt;Ashley Guilliot, Laurel &lt;br&gt;Nicole Scott, Oak Knoll &lt;br&gt;Kellie Raczkowski, 6th &lt;br&gt;Christina Johnson, 7th &lt;br&gt;Robyn Watts, 8th</td>
<td>• Works with students and facilitate social skills groups virtually.  &lt;br&gt;• Consults and assist families requiring additional support.  &lt;br&gt;• Teaches SEL lessons and curriculum in-person and virtually.  &lt;br&gt;• Fosters students’ learning strategies, self-management, anxiety, and social skills.  &lt;br&gt;• At Hillview, creates and modifies student academic schedules.</td>
<td><a href="mailto:kbloom@mpcsd.org">kbloom@mpcsd.org</a> &lt;br&gt;<a href="mailto:aguilliot@mpcsd.org">aguilliot@mpcsd.org</a> &lt;br&gt;<a href="mailto:nscott@mpcsd.org">nscott@mpcsd.org</a> &lt;br&gt;<a href="mailto:kraczkowski@mpcsd.org">kraczkowski@mpcsd.org</a> &lt;br&gt;<a href="mailto:cjohnson@mpcsd.org">cjohnson@mpcsd.org</a> &lt;br&gt;<a href="mailto:rwatts@mpcsd.org">rwatts@mpcsd.org</a></td>
</tr>
<tr>
<td><strong>Family Engagement Coordinator:</strong> &lt;br&gt;Flor Espinal</td>
<td>• Leads the District’s College Bound programming and services for students in underrepresented populations.  &lt;br&gt;• Helps students and families access support services including free/reduced lunch, additional food support, technology devices and WiFi.  &lt;br&gt;• Facilitates communication with teachers. Bilingual in Spanish/English.</td>
<td><a href="mailto:fespinal@mpcsd.org">fespinal@mpcsd.org</a></td>
</tr>
</tbody>
</table>
Section 7
Social and Emotional Well-Being

Additional Resources
- The Collaborative for Academic, Social, and Emotional Learning (CASEL)’s Reunite, Renew and Thrive: SEL Roadmap for Reopening School
- Kids Help Line: Guide to supporting your child to go back to ‘normal’ after COVID-19

Classroom Strategies for Fostering Social and Emotional Well-Being
Teachers will use a variety of activities and strategies to build meaningful relationships with their students and help students develop relationships with each other. Teachers will elevate the social-emotional needs of their students, understanding how the COVID-19 pandemic continues to have an impact on the mental health of our youth. Teachers will also use a variety of curriculum, activities, and lessons to engage students in developing social skills, character development, emotion vocabulary, and confidence. Some examples include:
- Create safe, supportive, and equitable learning environments that promote all students’ social and emotional development.
- Use Community Circles or regular check-ins to bring both in-person and at-home students together and within Virtual Academy classes to increase connectedness.
- Teach students about COVID-19 and health and safety practices in a developmentally appropriate way.
- Model appropriate expression of feelings and let students know that they have permission to feel and verbalize what they are experiencing.
- Coach students on how to effectively manage strong emotions.
- Give students the opportunity to discuss feelings/reactions to the crisis, including through other modes of communication (e.g., writing, drawing for younger children), especially those students who are hesitant to verbalize their feelings.
- Make time to explore and learn about students’ experiences and hear their feedback, particularly listening to distance learning experiences as it will be an important part of the initial transition back.
- Include writing, poetry, music, art, dance, drama - all considered emotional regulating opportunities.
Attendance and Re-engagement
We recognize that times are not normal and it may be that when we are in distance learning, or during the at-home week of the Hybrid model, some students may have difficulty logging in and attending their classes. Attendance will continue to be taken daily in all grades.

The Pandemic Recovery Framework requires districts to develop a plan for re-engaging students who are absent for more than three days during a week of distance learning. MPCSD’s plan will be the following:

- After the third day/week of absence from distance learning, a student’s teacher will contact the parents and, if appropriate, also the student to check-in.
- Teachers will assess what the issue is around why the student has trouble attending distance learning.
- If the issues are technological in nature, MPCSD can help your family with loaner devices and/or a WiFi hotspot.
- If the issues are medical/illness related, the normal absence and make-up work procedures will apply.
- If the issues are emotional or reluctance to engage with distance learning, students may be referred to the school counselor for additional support.
- Parents are always welcome to proactively contact their child’s teacher for support and strategies for helping a reluctant student to engage with distance learning.

MPCSD’s desire to re-engage students who are struggling to attend and participate may follow a series of actions reflected in the flow chart on the following page. Parents who are voluntarily allowing their child to miss distance learning time should contact the site Assistant Principal to discuss reasons and accommodations. The expectation is that students attend scheduled synchronous instructional time unless other arrangements are made and communicated ahead of time.
Section 7
Social and Emotional Well-Being

No Evidence of Student Work/Engagement in 3 Days

Classroom Teacher Reaches out to Student and Parents:
1. Emails parent and student (middle school)
2. Informs any additional support team members

Student is having technology issues

Connect family with Assistant Principal and/or site IT Technician

Student or family is needing some other support

Contact Counselor and Admin:
Support team may offer:
- Mental health support
- MPCSD Helps - family support
- Flor - family support
- Technology support
- Academic support (paras/IAs)
- Frequent check ins with family

NO RESPONSE within 24 hours of email:
1. Inform site administration team
2. Parent phone call (document records)
   a. If no response, counselor attempts phone call (Document records in IC)

Counselor sets up DL SST: Parents, Counselor, Admin, Teachers, Case Manager for students with IEPs
- Creates a written plan to increase engagement

Work starts to come in:
Teacher(s) closely monitors student progress each week

Minimal or Insufficient Evidence of Student Work/Engagement over the past week

Student has multiple IEs - Showing up but not doing much work, inconsistent assignments turned in or class performance, turning in work for some classes and not others

Classroom Teacher Reaches out to Student and Parents:
1. Emails parent and student (middle school)
2. Informs any additional support team members

Work starts to come in:
Teacher(s) closely monitors student progress each week

Minimal/insufficient evidence continues:
Counselor sets up DL SST: Parents, Counselor, Admin, Teachers, Case Manager for students with IEPs
- Creates a written plan to increase engagement

Teacher suspects mental health concerns:
Refer student to Counselor and include School Psychologist. Counselor will check in with student and may refer to outside resources.
Section 8
Most Vulnerable Learners

School closures and other impacts of the COVID-19 pandemic have highlighted the challenges that our most vulnerable students and families face. Local school districts are expected to design a reopening plan with the needs of our most vulnerable learners as a priority. At MPCSD, we are committed to ensuring that our design solutions don’t further exacerbate structural inequities.

In doing this work, MPCSD identifies “most vulnerable learners” per the expectation of the SMC PRF, as students from families considered Low-Income or Homeless/Foster Youth, students learning English as a second language, students with IEPs (Special Education) whose services cannot be effectively met in a distance learning model (includes, but not limited to our moderate to severe and medically fragile), and students who are not within one grade level of their current grade in reading, writing &/or math.

In order to meet the needs of our most vulnerable, MPCSD will seek to return some students back to campus even if the district as a whole is required to be in Distance Learning. MPCSD will provide in-person instruction for more than the every other week commitment when in the Hybrid model. Some student schedules will be designed to provide intervention support through repetition of instruction in an A/B week classroom, pull out intervention support with interventionists, and, for some, admittance into programs operated daily as a “bubble cohort.”

In order to address the challenges our most vulnerable students and families face, we have designed services to support virtual large-scale or one-on-one
meetings with families through various tech apps. In addition, language access services are available in multiple languages and written communication with parents is shared using tools with built-in translated features.

**Unique Academic Needs**
Teachers will address students' instructional needs through the lessons, assignments, and small group and one-on-one sessions provided through the online platform. Academic specialists will design lessons to ensure that students are accessing and learning the content.

- Students will be able to communicate with teachers to receive additional assistance around instructional areas in a small group setting.
- Students will receive reading and mathematics support provided by specialists.

**English Language Learner**
Teachers will provide both integrated and designated ELD to our English learners through Distance Learning. ELD specialists will be available to adapt lessons to ensure that students are accessing the content.

- ELD standards-based instruction is provided in both synchronous and asynchronous learning contexts.
- ELD standards-based instruction in both small group and one-on-one targeted instruction that address the four language domains of Listening, Speaking, Reading, and Writing.
- Students receive regular feedback about their learning via one-on-one Zoom sessions as well as to the posted work on the learning management systems.
- Ensure lessons are accessible.

**Homeless and Foster Youth**
School Counselors and Family Outreach Coordinator will reach out to homeless families to ensure the following:

- Students have what is needed to access the continuity of learning activities.
Most Vulnerable Learners

- Parents are knowledgeable of food distribution sites.
- Family needs are assessed and families are connected to community resources.
- School Counselors and School Psychologists will provide mental health services to identified students.
- Weekly visits from Wellness Coordinator and Family Engagement Coordinator.

Special Education/504
For more specific information about students programming for students with IEP’s or 504’s, please read next section. Generally speaking, case managers will reach out to families to ensure the following:

- Comparable access to online platform. This includes reviewing the needs of the students on their caseloads and linking them to services and resources per their IEP/Section 504 Plan and/or current needs given the online platform (as appropriate).
- Reasonable services (i.e., consultation with teachers and/or families) will be provided by related service providers.
- Adapt lessons to ensure accessibility.

Free-Reduced Breakfast and Lunch Services
MPCSD will continue to deliver free and reduced lunches to families during distance learning. MPCSD has also launched a fundraising initiative, MPCSD Helps, in response to our community’s desire to donate food and money to the effort of feeding our most vulnerable families. If you would like more information on MPCSD Helps, please visit our district website. Please reference the Breakfast and Lunch Services page in Section 13 for more information.
The Menlo Park City School District is committed to partnering with parents, educators, and administrators to continue to meet the needs of students with disabilities. MPCSD will provide a Free and Appropriate Public Education (FAPE) consistent with the need to protect the health and safety of students with disabilities and those individuals providing education, specialized instruction, and related services to these students.

Special Education support and services will be provided to students to the best extent possible. Distance Learning activities and lessons are aligned with students’ IEP goals and will provide accommodations and modified programming.

If there are questions regarding your child’s educational program during this time, please contact your child’s case manager and/or School Psychologist. If you continue to have questions, please contact Dr. Stephanie Sheridan, Executive Director of Student Services, directly at sscheridan@mpcsd.org.

IEP and 504 Student Communication
Every family with an IEP or 504 accommodation has an assigned Case Manager whose role is to facilitate communication between the District and family and ensure that the student’s needs are met.

IEP Case Managers will reach out to families to ensure the following...
- Comparable access to online platform. This will include collaboration and consultation with parent or guardian to create an IEP Distance Learning
Plan (DLP) for students who receive special education services.
  ○ Special Education DLPs will review the individualized needs of students and link them to services, supports, and resources per their IEP and/or current needs given the online platform (as appropriate). DLPs will address specific and targeted IEP goals.
  ● Collaborate creatively with parents, service providers, and educators to continue to meet the needs of students with disabilities.
  ● Adapt and accommodate lessons to ensure accessibility.

504 Case Manager Role
  ● Comparable access to online platform. This will include collaboration and consultation with parent or guardian around student 504 accommodations and access to Distance Learning supports.
    ○ Section 504 Plans will be reviewed and updated, if necessary, based on current needs given the online platform (as appropriate).
    ○ Case manager will review and provide access to all students’ 504 accommodation document with with all teaching staff
    ○ Collaborate creatively with parents, service providers, and educators to continue to meet the needs of students with disabilities.
  ● Adaptation and accommodation of lessons to ensure accessibility.
  ● If parents have questions regarding their child’s 504 Plan, please contact the School Counselor and/or Assistant Principal.

Distance Learning Plans for Special Education Students
When MPCSD is in Distance Learning for ALL, or if a family has chosen the Virtual Academy for their special education student, a Distance Learning Plan (DLP) will be developed to assist that student in succeeding during distance learning. DLPs offered might include physical packets, online educational programs, teleconferencing, teleconsultation, and teletherapy. Related services may also be provided depending on your child’s IEP, and may include: Speech and Language Therapy, Occupational Therapy, Physical Therapy, Adaptive Physical Education, Mental Health Counseling, and/or Behavior support. Please understand that the provided services may not be the exact duration and frequency of services outlined in your student’s IEP.
Below are instructions to support and guide staff, in collaboration and consultation with parents or guardians, to create a Distance Learning Plan (DLP) for ALL students who receive special education services in the District.

Your child’s DLP is:
- A plan for documentation and planning during COVID-19 school site closure only.
- Meant as a working document and should be reviewed at least every 3 weeks, unless term is otherwise agreed upon by parent or guardian and service providers, in order to meet the potential changing needs of families, students, and staff as school closures continue in duration.
- Developed and revised with ongoing collaboration and consultation with parent or guardian.
- A tool for the staff to document how IEP goals are being addressed (those which can be addressed through distance learning), in what mode/method of instruction and documentation of progress on goals.

Creating Individual Special Education DLPs
The following details the process that parents may expect when their child’s DLP is created.

Step 1: Parent/Guardian will meet with case manager to identify needs and supports for Distance Learning (DL). Each service provider will call or email the parent or guardian for students to whom they provide direct and/or consultation IEP services to gather information to create/revise a DLP for their students. The needs of family, child, and/or staff may change and will require flexibility, so it is advised to revisit these questions during consultation times to revise DLPs as needed.

Step 2: A framework for Distance Learning Plan (DLP) will be created to include the child’s demographic information; service providers for the student’s various services, and a main point of contact for the team (i.e., Case Manager or School Psychologist).
The DLP will also include a summary of goal provision. Every goal may not be able to be addressed through distance learning and the DLP can and should be revised with parent input to determine if all goals or which goals will be addressed. For example, based on consultation with parent/guardian, the DLP may focus on all IEP goals or may identify two or three goals as priority areas noting those priority areas may change as needs change.

IEP Meetings and Assessments
These legally required scheduled IEP meetings are meant to keep families and staff up-to-date with present levels, progress, accommodations, changing needs, goals, services, and to ensure that the IEP remains accurate.

IEP Meetings
School site teams will continue to hold IEP meetings in compliance with student IEP deadlines. IEPs will continue to be held on virtual platforms or teleconference. Draft IEPs will be sent to families at least 24 hours prior to IEP meeting in order for parents to review and have documents in front of them during the meeting. Please note that case managers may be using a new SEIS electronic signature process for collecting signatures for IEP attendance and consent.

IEP Assessments
The district will continue with IEP assessments and triennial evaluations during Distance Learning. The district will provide school psychologists and service providers to conduct assessments. This will include all assessments in progress prior to the school closure, upcoming assessments, and existing requests for assessments through virtual or in-person assessment.

During in-person assessments, staff and students will follow all safety protocols and the Four Pillar Guidelines including face covering protocols outlined in the PRF and this document. Individuals will use a clear plexiglass
barrier between student and staff during the testing session. All assessment testings will follow this protocol.

Staff will use the following documents for in-person assessment:
- Assessment Parent Consent
- Covid Risk Factor Checklist

Paraeducators Supporting Students
Students will receive support from our team of dedicated and highly trained paraeducators to maximize student success.

Paraeducator Assignments and Placements
To reduce exposure and risks, paraeducators will be assigned to a consistent placement and group of students during the school day. Paraeducators will be utilized to support students to access curriculum both in person and through Distance Learning.

Distance Learning Supports
Through case manager supervision, paraeducators will provide supplemental supports for students with IEPs. A paraeducator who is familiar with the student’s general education and/or special education classroom curriculum will have scheduled online support sessions. Sessions may be in a one-on-one or small group format. Sessions will focus on student’s needs in order to complete classroom workload expectations and/or address IEP goals.

1:1 Paraeducators/SCIA (Special Circumstances Instructional Assistance) Supports
Students with 1:1 paraeducators on their current IEPs who attend in person learning will have the same consistent paraeducator throughout the entire day. Students with 1:1 paraeducator on their current IEPs who opt for Distance Learning will have a daily 1 hour scheduled session with a paraeducator that supports the student’s IEP goals and general education curriculum.
AIMS Classrooms (Moderate/Severe Disabilities) on the Dial

Students in our District Learning Center Achieving Independent Minds (AIMs) Program will be individually reviewed based on their IEP goals and needs to determine placement. We refer to “the dial” as MPCSD’s response to the COVID situation. Below is a reminder of the dial and a brief explanation of what the AIMS program will look like at various points on the dial.

- **Mid Point - Hybrid Choice**: Students identified as Most Vulnerable Learners (MVLs) based on IEP needs will attend school every instructional school day in the Learning Center in a Bubble Cohort. Mainstream opportunities will be considered and discussed on a case by case basis.

- **Further Dial Up - MVLs and Small Group**: Students identified as a MVLs based on IEP needs will attend school every instructional school day in the Learning Center in a Bubble Cohort. No mainstreaming opportunities.

- **Fully Dialed Up - Distance Learning**: Students with disabilities will receive special education supports and services virtually in accordance with the individualized Distance Learning Plans. However, if permitted, the District will explore the option of providing some face to face support, services, and instruction.

**Transportation and Technology Access**

MPCSD is required, able, and committed to providing socially-distanced transportation to our students with disabilities whose current IEP includes transportation services. With the social distancing measures in place, all available vehicles, drivers and van riders will be utilized to transport students who require transportation. If a child’s IEP includes transportation services but parents would like to opt to transport their child themselves, parents will be offered a mileage reimbursement form to complete.
Families who receive *transportation via their child’s IEP* will be contacted by Student Services and can address questions to Ada Reid-Watson at areid-watson@mpcsd.org.

It is essential that Students with Disabilities are provided the technology and connectivity required to provide FAPE to the greatest extent feasible using a distance learning model. This includes any assistive technology required under a student’s IEP. If parents have questions around Assistive Technology, please contact Radmila Colic-Popovich, Assistive Technology Technician, at rcolic-popovich@mpcsd.org.

**Further Resources**

- California Department of Education: [Special Education Guidance for Covid 19](#)
- Stronger Together: [Guidebook for Reopening of California Public Schools](#)
Section 10
Spanish Immersion

Spanish Immersion families have the same choice of program as do families in English-only classrooms: Hybrid Blended Learning or Virtual Academy (Distance Learning). However, the impacts of the choice are slightly different for Spanish Immersion families.

When SI families register for Spanish Immersion, they are reminded of many considerations, two of which are germain to the selection of learning for 2020-21 school year. The first consideration is that MPCSD offers a 90/10 model of immersion instruction, rather than a 50/50 model. In a 90/10 model, kindergarten students are nearly fully immersed in the target language from day one. As students progress in grade levels, the balance of Spanish and English starts to move toward parity in 10 percent increments each year (K/1: 90%, 2: 80%, 3: 70%, 4: 60%, AND 5: 50%). The second consideration is that Immersion is simply a way in which some district families choose to receive their education, not unlike the multi-age program also offered in the District. It is resourced no differently than non-Immersion programs and is provided to the extent that the District is able to offer the program with parity to others.

The pandemic has created issues that our system just isn’t designed to easily provide. MPCSD is making every effort to accommodate the needs of all families, equitably. Offering a full-year of Distance Learning is already a resource-heavy proposition for MPCSD. With the relatively small numbers of Immersion students in the district and the even smaller numbers of families requesting the Virtual Academy, MPCSD simply cannot staff Immersion for both the Hybrid and Virtual Academy at each grade level AND offer the ratios of Spanish instruction called for in the 90/10 model.
MPCSD can and will offer daily Spanish Language Arts (reading, writing, speaking) to immersion students enrolled in the Virtual Academy and as much Spanish support and language production opportunities as possible. The rest of the instruction will be taught in English in classes with their English-only grade-level counterparts.

Most fourth and fifth graders, and even some third graders, will likely be fine with the level of Spanish we will be able to offer in the Virtual Academy for Immersion students; however, younger students in kinder through second or third will likely require additional practice and learning opportunities in order to experience the equivalent level of Spanish language acquisition as they would an in-person 90/10 model. This additional practice can be accomplished in a number of ways. MPCSD Immersion staff will produce a list of resources for families to access.

MPCSD respects the very difficult health and safety decision that each family must make when considering a return to school in-person. Immersion families have the added challenge of weighing the language impact of choosing Virtual Academy vs. Hybrid Blended Learning. If your family is wavering between the two, there is no doubt that choosing the Hybrid Blended Learning model provides the highest level of access to Spanish language.

Immersion students in the Hybrid model will be assigned to an Immersion classroom at the start of the school year and will remain with that teacher and class for the entire year. When in Hybrid mode, students will receive in-person instruction in Spanish every other week and Spanish activities and experiences during the At-Home week. When in Full-Distance Learning due to health or Board orders, students will learn fully online, but stay assigned to their Spanish Immersion teacher.

Together, we will work hard to ensure that our Spanish Immersion students make the necessary progress for success now and in the future.
MPCSD recognizes the significant hardship that is placed on families by the lack of full in-person school for all students. Many of our own staff are figuring out the very same dilemma for their own children. Every single member of the MPCSD staff wants nothing more than to be operating in “normal” times and educating and caring for the children of our community as usual. Unfortunately, until that is possible, we will have students and families whose child care needs are not met by school operations.

The School Board and Superintendent Burmeister are committed to making childcare options for elementary students available to families who need them, both with and without subsidized costs. We have forged two incredible partnerships with local childcare providers: Newton Center, Inc. and GrowFit. We are able to offer childcare spots for the at-home weeks of the Hybrid Blended Learning model or every day when we are in Distance Learning for ALL. On-site childcare for kindergarteners whose school hours are shorter than normal, and limited extended hours for families that need afternoon care are also available. Newton and GrowFit will provide more information about those options directly to kinder and first grade families when we transition to Hybrid instruction. When necessary, MPCSD staffing may be used to expand child care services or avoid having to furlough employees in the event of further shut down.
Thanks to the collegial relationship between our two partner organizations and their commitment to helping us meet the needs of our families, we are able to offer two high-quality programs at the same cost. Programs will be offered on our elementary school campuses by vendor staff.

Both programs will be staffed and equipped to support your student with their online learning. You send your student to child care with their laptop or iPad, and they will have the work time and help they need to accomplish their day’s assignments. We hope this means no need for you to struggle with your child’s daily tasks after your own long day of work. The programs will run as follows for the at-home weeks during Hybrid learning and every day during Distance Learning for ALL:

<table>
<thead>
<tr>
<th>ENCINAL Families</th>
<th>LAUREL Families</th>
<th>OAK KNOLL Families</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-5</td>
<td>GrowFit @ Encinal Campus</td>
<td>Newton @ Laurel Lower Campus</td>
</tr>
</tbody>
</table>

For both programs:
**COST:** $450/week for the 8:00 a.m. - 3:00 p.m. hours; financial assistance available for qualified families. Please note that financial assistance will come directly from MPCSD. For questions, you may email info@mpcsd.org.
**LUNCH:** Not included. Parent provided or purchased. Daily snacks are included.
**EXTENDED DAY:** Available for additional fee. Subject to space available.
Families will receive a separate Child Care Survey the week of August 3 to sign up for one of the programs. MPCSD has facilitated these partnerships to offer this service exclusively to MPCSD families, however when/if you choose to use the service your relationship will be directly with the child care provider.

**Learning “Pods” and Tutors/Teaches for Hire**
The media has recently covered the trend among families hiring high priced teachers and tutors to run “Learning Pods” for home learning. While a creative option, MCPSD encourages families to consider the equity issue of providing such resources for students who already have access to so much. The consideration shouldn’t stop you from providing services your child needs; however, maybe also ask how your efforts might support families that don’t have the same level of access.

It’s important to note that your child is not “behind” because of the pandemic. Behind who? Every child in the world is impacted in similar ways by this pandemic; collectively we will find responses to the anticipated and observed impacts of the virus on our societies and educational experiences.

Please note that Board Policy bars MPCSD teachers and staff from accepting employment opportunities during their work day and significantly constrains them from doing so even after their work day ends. Please refrain from attempting to hire MPCSD’s hard working staff; they don’t like to say no to their parents, so let’s not put them in that position.

MPCSD will provide effective learning to students both in person and virtually. Your child will receive all the necessary educational support simply through MPCSD. If you need child care, we encourage you to share the responsibility with family members and/or neighbors with similarly aged children. We also highly recommend our child care partners Newton and GrowFit for elementary students. They will provide excellent mentoring and tutoring of your child.
MPCSD was uniquely prepared to transition to Distance Learning in March 2020 when the world faced the unknown and frightening impacts of a new virus. Our preparation was in no small part due to the community’s prioritization of technology’s future, the district’s investment in hardware and software, years of outstanding professional development, teacher piloting of new approaches and tools, and administrative vision for learning’s evolution. It’s this commitment to continuous improvement that precipitated MPCSD’s acceptance into Digital Promise’s League of Innovative Schools.

MPCSD is well positioned to make use of technology’s potential as we approach the 2020-21 school year. Included in this section are brief summaries of particular areas of interest to parents as they relate to technology.

1:1 Devices
MPCSD was the first school district in Silicon Valley to provide students with 1:1 device at the middle school level. We have a great deal of practice and infrastructure in place and are well positioned to meet the technology needs of our families. We are also in an area where most families already have the necessary devices for their students. If you own an iPad, Chromebook, PC, or laptop that your child can use for school, that is wonderful and we ask that you provide that for your child. If you need to borrow a device from MPCSD, we have the inventory to assist you. Please email your school site’s Assistant Principal to request a device.
WiFi Access at Home
MPCSD is committed to overcoming barriers that may exist to our students accessing their distance learning needs. In addition to devices to loan, we also have WiFi hotspots available to families that do not have the necessary internet access their students need. Please email MPCSD’s Family Engagement Coordinator Flor Espinal at fespinal@mpcsd.org to request a hot spot.

Learning Management Software
MPCSD has worked this summer to try to streamline the online learning management systems (LMS). An LMS allows for both distance learning and teacher/student/family collaboration to ensure a quality student learning experience when planning and delivering either in-person or remotely.

- **Altitude** is a LMS that allows teachers to create digital learning content, organize it, deliver the content, enroll students, monitor and assess student performance, and share out progress.
- **Schoology** is a LMS that that allows teachers to create digital learning content, organize it, deliver the content, enroll students, monitor and assess student performance, and share out progress.

Universal Apps for Students and Parents
MPCSD will continue to offer families and staff access to high-leverage

- **Parent Square** is an app that allows for mass communications, notifications, online conferences, and permission slips.
- **SeeSaw** is a student driven digital portfolio that allows for simple communication and creates a powerful learning loop between students, teachers, and families.
- **Dreambox Learning** is an online math program that provides students with individualized lessons that adapts to the individual learner.
- **Lexia Learning** is an online literacy program that addresses the development of oral language, reading, spelling, and writing skills to support students in developing and reinforcing fundamental reading skills.
Screen Time Considerations
Many families have worked hard to implement screen time guidelines at home prior to San Mateo County’s COVID stay at home orders. Limits on screen time will look different from before. Screen time is the window to school and socialization; increased time online is unavoidable. This connection for students to their teachers and peers is vitally important emotional health. Parents should monitor and model healthy screen use. Finding the right balance for your child will be important. In remote learning conditions, we want to share the following recommendations:

- Monitor the computer and encourage engagement.
- Create a quiet and learning-conducive work space at home, preferably one that is not in the child’s room, but in more communal location of the home.
- Be sure that your child is taking plenty of breaks for physical activity and time away from the screen.
- After the school day, as much as possible encourage print and book reading and outdoor or indoor physical play.
MCPSD will continue to provide breakfast and lunch services to students who qualify for **Free or Reduced meals** regardless of whether students are at home or on campus. When on campus, **all families** will have the ability to order from a significantly modified menu of options with The LunchMaster--MPCSD’s approved lunch vendor.

MPCSD will not be able to provide “hot” lunch services during the 2020-21 school year as doing so requires a large team of volunteers and increases the potential spread of disease. All lunches through The LunchMaster will be individually packed cold lunches with limited options from which to choose. For more information about lunch services contact Debi Rice at drice@mpcsd.org.

The following table details available food services for 2020-21 school year:

<table>
<thead>
<tr>
<th></th>
<th>General Student Population</th>
<th>Students Receiving Free/Reduced Meal</th>
<th>Students Enrolled in Child Care</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hybrid In-Person Week</td>
<td>Available for purchase through The LunchMaster</td>
<td>Available for order through The LunchMaster</td>
<td>Not applicable.</td>
</tr>
<tr>
<td>Hybrid At-Home Week</td>
<td>Not available.</td>
<td>Will be delivered on Monday for week.</td>
<td>Available for purchase/order. <strong>Newton:</strong> LunchMaster <strong>GrowFit:</strong> The Grill</td>
</tr>
<tr>
<td>Full-Time Distance Learning</td>
<td>Not available.</td>
<td>Will be delivered on Monday for week.</td>
<td>Available for purchase/order. <strong>Newton:</strong> LunchMaster <strong>GrowFit:</strong> The Grill</td>
</tr>
</tbody>
</table>
Section 14
Transportation

MPCSD is required, able, and committed to providing socially-distanced bus transportation to our families who reside in the Ravenswood School District, but call MPCSD home as part of the Tinsley Voluntary Transfer Program, and our students with IEPs that include transportation services. With the social distancing measures in place, all available vehicles and drivers will be needed to transport students who require transportation.

As a result, **MPCSD will not be able to offer fee-based neighborhood transportation** as we have in the past. Should bus transportation capacity free up at some point later in the year, we will work to begin filling that capacity with fee-based neighborhood transportation. Parents should operate on the assumption, though, that it won’t be available for the 2020-21 school year.

Families residing in **East Palo Alto and Belle Haven** will receive information about bus transportation via email and/or via USPS. For questions about Tinsley bus transportation, email Wendy Valencia at wvalencia@mpcsd.org. Families who receive **transportation via their child’s IEP** will be contacted by Student Services and can address questions to Ada Reid-Watson at areid@mpcsd.org.

Families accustomed to paying for **neighborhood transportation** are encouraged to arrange carpool, walk, or bike with other families assigned to the same A-Week/B-Week configuration. The City of Menlo Park’s [Safe Routes to School program](#) offers walking/biking maps to each of our campuses.
SamTrans—the county’s public bus transportation system—is also experiencing financial, safety, and staffing related challenges amidst COVID. As a result, they have informed MPCSD that two of the five routes serving MPCSD will be discontinued. MPCSD has no jurisdiction over SamTrans and no involvement in their decision to discontinue. Families who have traditionally relied on SamTrans bus transportation should consult the SamTrans website for information about health protocols and route availability. Below is the most current information we have regarding the status of SamTrans bus routes in MPCSD. This section also includes maps of each bus route for your convenience.

Route 80: From Oak Knoll, through Middle, University, and Santa Cruz to connect to Hillview (and reverse in the PM).
Route 82: Shuttles passengers from Bay and Marsh Roads over to Hillview.
Route 83: Shuttles passengers from Bay and Marsh Roads over to Hillview and connecting to Laurel (and reverse in the PM).
Route 84: From Encinal/Middlefield, through El Camino, Fair Oaks, Ravenswood, and Santa Cruz to connect to Hillview (and reverse in the PM).
Route 88: Shuttles passengers from Bay and Marsh Roads over to Encinal.

At this time, MPCSD is unable to commit to providing bus transportation to and from Child Care programs with Newton and GrowFit. Should we be able to provide, it will be communicated directly to families. The following pages detail the routes of each SamTrans bus, both those that are scheduled to continue and those that are now cancelled.
**Route 80 NOW CANCELLED BY SamTrans**

**Legend**
- Bus Route
- AM Bus Stops
- PM Bus Stops
- Time Point (see schedule)
- Connection Point
- Point of Interest

**PM to Santa Cruz/Elder**

<table>
<thead>
<tr>
<th>Bus Stops</th>
<th>Mon, Tues, Wed, &amp; Fri Only</th>
<th>Thursdays Only</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Oak Knoll School</td>
<td>3:10p</td>
<td>1:40p</td>
</tr>
<tr>
<td>B Middle/Cotton</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B Middle/Santa Rita</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B Middle/Arbor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B Middle/University</td>
<td>3:21p</td>
<td>1:51p</td>
</tr>
<tr>
<td>B University/Roble</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B Santa Cruz/Johnson</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B Santa Cruz/Arbor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B Santa Cruz/San Mateo</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B Santa Cruz/Hermosa</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B Santa Cruz/Hobart</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C Santa Cruz/Elder</td>
<td>3:30p</td>
<td>2:00p</td>
</tr>
</tbody>
</table>

Menlo Park Caltrain Station
Hillview Middle School

Connect to 82, 83, 84, 286
Route 84 NOW CANCELLED BY SamTrans
Section 15
Resources and Contacts

When you have a question, concern, or need, please don’t hesitate to access one of our resources to assist you.

Frequently Asked Questions: MPCSD FAQ webpage.
 Updated Information & Guidance: MPCSD FAQ webpage.
 Virtual Academy: Jammie Behrendt at jbehrendt@mpcsd.org
 Hybrid Program: School principal or assigned teacher.
 Transportation: Wendy Valencia at wvalencia@mpcsd.org
 Maintenance & Facilities: Wendy Valencia at wvalencia@mpcsd.org
 Food Services: Debi Rice at drice@mpcsd.org
 Communications: Parke Treadway at ptreadway@mpcsd.org
 School Board: board@mpcsd.org
 Superintendent’s Office: Christina Carrier at ccarrier@mpcsd.org
 Student Services & Special Ed: Ada Reid-Watson at areid@mpcsd.org