

Learning Continuity and Attendance Plan
Stakeholder Input
Posted on District Website August 21 - September 3, 2020

Question

Why isn't MVWSD offering an independent study option like Sunnyvale and Cupertino? I keep hearing you guys say there isn't a one size fits all and every family has different needs. So why are the options provided so limited to such a generalized "rigorous/robust" synchronous schedule for all? Seems like you guys heard the loudest people back in the spring and just tailored the entire plan to fit them.

Response

Senate Bill 98 requires that during distance learning, all students are connected, supported and have access to quality, challenging content aligned to grade level standards equivalent to in-person instruction. These parameters include specifications for live instruction and number of instructional minutes. Our Connected/100% Distance Learning Plan was developed to meet these requirements.

Question/Comment

Expert consensus is coalescing around respiratory transmission as key to the spread of COVID. I appreciate the focus on physical distancing, masks, and the commitment to install MERV 13 filters in all units. However, in order to avoid spread of COVID within the school (and subsequent shut down), more is required. Otherwise, there is a real risk that when we re-open, students and teachers get infected, and we shut down again. And re-opening will put the lives of the teachers, staff and students at risk.

First, fans in every room pointed out through the windows, to force air outside. Second, portable HEPA air purifiers in every room. Sanitizer and thermometers, etc. are fine, but unless we move more aggressively to stop airborne transmission, clusters of cases will develop quickly. It appears that expert opinion is moving squarely in this direction, and the district should get out ahead of it. For reference - this is an excellent article:

<https://www.theatlantic.com/health/archive/2020/07/why-arent-we-talking-more-about-air-borne-transmission/614737/>

Response

Thank you for your comment and information. We are tracking the guidance from Santa Clara County Dept of Public Health, the state of California and the Centers for Disease Control. As those plans are updated, so are ours. We are also fortunate to be in a moderate climate and have ready access to outside air through open doors.

Question/Comment

It's not clear to me if you stay in Distance Learning once Stage 3 starts, will it still look like it does now? 4 days synchronous and 1 day asynchronous? There is a lot of mention of the virtual team ONLY recording videos, not live teaching. So who will be live teaching the distance learners while the classroom teachers are busy teaching two cohorts in person?

Response

If you opt to stay in Distance Learning once Stage 3 begins, your child's schedule will look the same as it is now - 4 days synchronous and 1 day asynchronous. Additionally, your child(ren) will be as signed to MVWSD online learning teachers. Depending on the numbers, your new teacher could be one from your school, but will certainly be one from MVWSD. Students who choose either Option B or C could experience a teacher change at this time we move to Stage 3. This is a result of the district accommodating requests from parents as well as from staff for distance learning during stage 3. Teachers and principals will work hard to make this transition as easy as possible for families. Please continue to connect with us as we talk more about planning for Stage 3 at Dr. Rudolph's upcoming community check-ins and MVWSD Board of Trustees meetings.

Question/Comment

The last paragraph states, "Staff are encouraged to have daily temperature check ins with students to gauge their social and emotional well being throughout the day."

Given the current COVID-19 precautionary measures, I recommend rephrasing "daily temperature check ins", because that common euphemism could be misunderstood during this pandemic.

Response

Thank you for this comment. The language has been updated in the plan.

Question/Comment

I understand the purpose of the 60% participation rate in Tier 1, as the Superintendent explained at the community check-in, and I appreciate that flexibility. However, Tiers 2-4, for extended low attendance, do not specify the 60% rate. If that rate applies to all 4 tiers, I recommend moving it up to the intro paragraph or restating the threshold in each Tier.

Response

Thank you for the comment. We will review the protocol to make sure it is clear.

Question/Comment

I support the 60% rate for a given week (as in Tier 1), but it is MUCH too lax of a threshold for longer-term engagement (Tiers 2-4). Missing 2 days of school because of a bad week is a great flexibility to have, but missing 10 days over 5 weeks is significant (but would be allowed under the current plan because it's not "less than 60%"). A higher percentage should be required over the longer term, otherwise a student could attend barely 100 school days and NEVER get an intervention from the District. I think the regular truancy metric for the District is 10 days (5%). Going to 40% is a HUGE jump. I recommend adding to the respective Tier levels, 70% over a 3-week period, 80% over a 5-week period, and 80% over a 7-week period, as overall attendance metrics that apply to students, regardless of whether they've initially triggered the Tier 1 (<60% metric) for a single week.

Alternatively, if you're concerned about having enough District resources to do more than 60% intervention, you could state the 60% as a minimum threshold, but that the District's

goal would be to follow up with any student with <80% participation over a 3-week period, if sufficient resources.

You can't hold the position that attendance is important while allowing students to miss 72 days of school without any intervention from the District. This would create significant impacts on the student, the teacher, and classmates this year and for years to come. Extraordinary circumstances could always be accommodated, but 60% sends the wrong message and does a disservice to the kids, their teachers, and parents.

Response:

The 60% attendance refers to the threshold for the re-engagement plan, which is a process that is a requirement of SB98. Students are still being held accountable for completing the assignments that teachers post and participating in online instruction. Therefore, while we are giving allowances for taking a break from the screen, we are not reducing our expectations for daily learning. Sites will review attendance data weekly and will work with all students who are not participating on a regular basis.

Question/Comment

There are so many great things in here. I appreciate the district's desire to teach and support the mental health of its students and the care and concern spent on this plan. I am concerned about the amount of time spent online, even in zoom meetings. Spending so much time online is not healthy for our youngest students. I know the district has indicated that time spent online would be up to the teachers, however the wording of this plan makes it sound as though they are to teach all subjects synchronously each day. The more time spent in front of screens the more agitated and irritable my sons become. It is truly not good for their mental health. Both classes have been spending the majority of the day online, minus a few breaks. Please encourage teachers to limit zoom time to two hours max and/or offer an independent study option. My boys are borderline video game addicts, handing them a chromebook and insisting they can not play games on it for 6 hours.... they do not have that kind of self control yet. Ive spent the last week wondering if for them personally it is child abuse. Their situation feels akin to handing an alcoholic a bottle and telling them to stare at it for 6 hours a day. It is too much. For my daughter, only two years older, the current plan works great. She is doing well. It is clear there is no one good answer. For children who are happy and comfortable in a school situation, they will be fine. Those who were struggling before will now experience an even greater achievement gap and I am worried we may be causing permanent damage.

Response

Thank you for your acknowledgement and feedback. We are truly sorry to hear that your sons' experiences with distance learning so far have not always been pleasant. We also want to acknowledge that experiences vary widely. We will continue to clarify expectations for synchronous live instruction with all of our teachers so that they are empowered to make instructional decisions that consider these diverse needs. We encourage you to reach out to your children's teacher(s) directly to discuss specific needs and make specific requests.

Question/Comment

The way the document is written in regards to distance learning, the implication is that we are trying to push live learning to its limits, by going well over the required hours in the legislation and over anything that is appropriate for younger grades. The district seems to believe the main focus is on synchronous learning when distance learning is clearly defined as a combination of live, asynchronous or independent student work. If a better framework isn't set, every teacher will feel that they need to keep students online all day. The focus should be a better blend of the three or options for more independent study if a family believes that is what is best. Listed under "Supports for Students with Unique Needs" it states "students who struggle with online learning will be given paper/pencil tasks to complete at home with virtual or phone support." This should not only be for this category of students. SO many students (any Kinder or K-2) struggle with online learning, but only some students can be given the option to do more independent work with some support? That should be offered to all students, not just subset.

Response

Thank you for your feedback. We will continue to communicate to our teachers that they can and should tailor the amount of on-screen synchronous time to meet the specific needs of their students. Efforts are underway to bring collaborative staff groups together to understand better the special challenges of distance learning for younger students and address these needs while still adhering to state and district guidelines.

Question/Comment

Just in one week I have seen how dejected my 5 year old is and how desperate to interact with other students my 2nd grader is. Their mental health/social health was already suffering since COVID began, and online learning the way it is being presented is making it more difficult. All I hear from my 2nd grader's room is her teacher talking. No child needs to be sitting through teaching lectures for 5 hours. My kindergartener can't stay focused even with all this teacher is trying to do. It's impossible and he's frustrated and weeping daily. As parents we are between doing this rigid distance learning plan or pull your child out of school, lose your spot and homeschool. There are other options that are not available and I do not understand why.

Response

Thank you for your acknowledgement and feedback. We are truly sorry to hear that your sons' experiences with distance learning so far have not always been pleasant. We also want to acknowledge that experiences vary widely. I encourage you to reach out to your child's teacher to develop solutions to help your child. The school district will continue to provide support and adhere to the guidelines set forth by SB98. With regards to enrollment, all students are guaranteed placement at their neighborhood school.

Question/Comment

While I think the plan is based on good intentions from the administrators and whoever else was involved in drafting it; so far it is a grand failure. The amount of screen time that this plan is requiring is over-the-top and unhealthy for children. It lacks any sort of proper controls to prevent children from playing games while on their zoom calls, browsing on google or otherwise not paying attention. As an adult, my attention span would not be able to support the length of time required to participate on zoom calls for this length of time! How do we expect children to do this? I also find it dumbfounding why an independent study option is not available to the students and parents. This is not a healthy environment for children to learn. There needs to be an independent study option that families can opt to pursue. Zoom is a great tool, but it should not be the basis and focus of school work for elementary children. It is simply asking too much from children and parents. Other districts have adopted much more lenient plans that allow for a portion of time to be online, and a significant amount of time to be offline. None of us, children, parents, teachers and administrators have asked to be in this situation of being under a shelter-in-place order and it is completely irresponsible for the district to mandate a plan that enforces use of a computer all day long.

Response

Thank you for your feedback. We are sorry to hear that things are not going as well for your family so far. We would strongly recommend that you reach out to your child's teacher to discuss this issue and to give the teacher a chance to respond. Synchronous instruction does not necessarily mean hours of screen time daily, and we will continue to share this message and work with our staff to improve the design of lesson delivery and support.

Question/Comment

I am worried about reshuffling children when we go to Stage 3. What considerations will there be to keep cohorts together with the same teacher whenever possible or everyone guaranteed to be shuffled around. Is this happening by site and with teachers involved in planning. Thanks.

Response

If you opt for distance learning when we enter Stage 3/Blended learning, your child(ren) will be assigned to MVWSD online learning teachers. Depending on the numbers, your new teacher could be one from your school, but will certainly be one from MVWSD. Students who choose either Option B or C could experience a teacher change at this time we move to Stage 3. This is a result of the district accommodating requests from parents as well as from staff for distance learning during stage 3. Teachers and principals will work hard to make this transition as easy as possible for families. We do not know the extent of how many students will be reshuffled. Parents should plan on receiving information beginning 14 days prior to the district moving to stage 3.

Question/Comment

We need to find ways to support student and staff mental health and social emotional well being. As soon as it is safe to do so, the schools should officially implement and create

Pods. We should at least maybe meet somewhere to do PE together, schedule it so that it happens after breaks so that they can at least eat snacks/lunches together.

Response

Thank you for your comment and information. We are tracking the guidance from Santa Clara County Dept of Public Health, the state of California and the Centers for Disease Control. As those plans are updated, so are ours.

Question/Comment

Distance learning is difficult and should not be required to be graded. Our younger (elementary aged) children should not be forced/required to have to learn how to do so many things all at once... technology-wise, my child is having to learn how to type, how to navigate a computer, navigate applications, learn how to use drawing and editing tools. Distance learning is NOT the same as in-person learning and the motivation to sit is very difficult. My child is bored. If we could have the ability to stay on zoom to learn the materials and then log off when we are done with the work, that would be so much better.

Response

While we understand your concerns, SB 98 is very clear in addressing the disparities that existed this spring with distance learning. Grading and feedback, as well as high-quality distance learning instruction, are part of the requirements that schools must adhere to.

Question/Comment

Distance learning is not an adequate substitute for regular in person learning, especially for young students. I don't want my child to be forced to sit in front of a screen for hours, it's going terribly and causing a lot of stress. The superintendent says this isn't what school is supposed to be, so why is it mandatory? I don't know who the parents are who requested this "robust" plan, but I have a feeling they are parents who work full time and need school to be childcare, or they are too concerned with academics and their child "falling behind" in the middle of a pandemic. We should be given the option to complete schoolwork, the option to attend Zoom classes, the option to participate and engage at whatever level our child and family can handle. If the district cannot allow that, then it should allow families to choose to withdraw their child and homeschool without losing their spot at their school. They should be guaranteed a spot back when school resumes in person. The district should not have gotten rid of the ISP program because many families would rather homeschool or do independent study than the horribly rigorous schedule that is causing 6 year olds to cry daily and hate school. The district should show that they care about all Mountain View students by letting families choose what option is best during this time of crisis.

Response

Thank you for your feedback. We are sorry to hear that things are not going as well for your family so far. While we understand your concerns, SB 98 is very clear in addressing the disparities that existed this spring with distance learning. Grading and feedback, as well as high-quality distance learning instruction, are part of the requirements that schools must adhere to. With regards to enrollment, all students are guaranteed placement at their neighborhood school.

Question/Comment

Please don't mark students as absent if they are not present at the exact moment the teacher logs attendance. Please understand that many children and families are struggling right now. Please allow us the ability to not lose our spot if unenrolling from the district's plan is better for our child right now. I keep hearing that parents wanted this schedule. I have been vocal the entire time that the focus should not be on academics right now. Our kids can't learn when they are in crisis mode at home. Please think about the long term mental health effects of this and let parents decide what is best without fear of losing their school community when it's safe to return to school.

Response

Thank you for your feedback. We are sorry to hear that things are not going as well for your family so far. While we understand your concerns, SB 98 is very clear in addressing the disparities that existed this spring with distance learning. Grading and feedback, as well as high-quality distance learning instruction, are part of the requirements that schools must adhere to. Attendance processes have been updated to better support teachers and students. Students are not marked present or absent at a specific time. Their attendance marks are a combination of presence and their participation. On Monday, Tuesday, Thursday, and Friday, student attendance and participation will be logged at the end of the day every day for elementary students, and at the end of every period for middle school students. On Wednesdays, attendance is counted through students' participation in the school day. Students should submit completed assignments for all periods to Google Classroom by the end of the students' school day on Wednesdays in order to fulfill their participation requirement for the day. With regards to enrollment, all students are guaranteed placement at their neighborhood school.

Question/Comment

The plan for socio-emotional health does not look like it can scale effectively; recommend focusing more on teacher training to recognize more kids who may have been emotionally impacted by COVID-19 isolation, and enable teachers to be a first line of response.

Response

Thank you for the comment, We are continuing to provide professional development to our teachers on a variety of topics including socio-emotional health of students. During the 2019-20 school year, all of the District's teachers were trained in Trauma Informed practices. We are also in the process of hiring a Health and Wellness Coordinator to increase our efforts in this area.

Question/Comment

The Parent University site, videos, and sessions so far have been amazing and high-quality! They unfortunately were not publicized enough in advance of the first day of school to get enough watches to make the first weeks of school as smooth as they could have been. Please don't stop producing content of this high quality! Just spread the word a little better.

Response

Thank you for the feedback.

Question/Comment

The superintendent check ins were great! I felt very informed about what the beginning of school was likely to look like.

Response

Thank you for the feedback.

Question/Comment

I was disappointed to see the representation of stakeholder input avoid mentioning the very real and repeatedly expressed concerns by parents about the exhaustion and frustration of their children caused by the District's overly constrained and zoom-heavy schedules, involving -- according to the "Minimum Requirements" published by the district, later claimed to be "a framework" -- twenty five zoom meetings a week for Kindergarten students.

To not have these concerns represented in the report makes the many stakeholders who have provided such feedback feel ignored, disrespected, and disenfranchised by the process.

Response

Thank you for your feedback. We are sorry to hear that things are not going as well for your family so far. We would strongly recommend that you reach out to your child's teacher to discuss this issue and to give the teacher a chance to respond. Synchronous instruction does not necessarily mean hours of screen time daily, and we will continue to share this message and work with our staff to improve the design of lesson delivery and support. Grading and feedback, as well as a minimum number of minutes for high-quality distance learning instruction, are part of the requirements that schools must adhere to through Senate Bill 98.

Question/Comment

The Plan did not include *any* mention of the possibility of returning different populations to in-person learning at different times. The plan includes provisions for students with exceptional needs, but ignores the potential significant value to the students, to the community and to the teachers of the District of returning different grade levels to the school at different times. The extensive traffic on school mailing lists, Facebook groups and similar venues makes it really clear that K-2 parents and students are struggling the most. Data from other school systems, like Rhode Island (<https://www.cdc.gov/mmwr/volumes/69/wr/mm6934e2.htm>) and the United Kingdom (https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/911267/School_Outbreaks_Analysis.pdf) suggest that these would be low-risk decisions, where the biggest risks would come from teacher-to-teacher transmission. I was disappointed to see that not even discussed here.

Response

Thank you for your comment and information. While the District did not include specific plans for bringing back students at different times, the District is currently planning for Stage 3 - in person learning, so that students have an option of returning to school at least part of each week. Guidance was just released from the state of California that will help us with planning.

Question/Comment

We live in one of the most delightful and temperate climates in the world. And yet there is not a single mention in the plan of outside teaching, which would massively reduce potential for student-student and student-teacher transmission. It would indeed require some infrastructure -- the Superintendent brought up the need for power and wifi -- but simply provisioning shade structures and lunch tables would provide the potential for several hours of useful teaching at absolutely minimal risk.

Response

The LCP plan covers state required topics and does not cover all aspects of reopening. The District is investigating ways to add outdoor learning spaces to sites as we plan for reopening in stage 3.

Question/Comment

FERPA Allows Volunteers: Let The Community Contribute.

The plan makes no mention of volunteers, which are an enormous resource in a district as diverse, well-educated and generous as ours. The District repeatedly returns to claiming, as per the August 14th volunteer guidelines, that "due to FERPA parents cannot work with students in small group settings away from teachers".

This is simply not true. FERPA explicitly allows for parent volunteers, as part of the Federal Law; the Department of Education even supplies a sample form for volunteers to fill out. <https://studentprivacy.ed.gov/resources/school-volunteer-brochure>. We already have fingerprinting mechanisms in place for volunteers.

This is something requested by families across the district. Families want this. The Plan needs to allow for volunteer, fingerprint-verified, FERPA-compliant, community-driven and requested parent support.

Response

Thank you for your comment and information. The sample form you referenced has not been updated since 2016 and does not adequately address concerns related to student privacy when in Distance learning. MVWSD recognizes the importance of parent volunteers, their contribution to our classrooms, and to our children's education. Furthermore, we also recognize that how schools operate during a pandemic is significantly different than our normal operating procedures. While the LCP plan does not specifically cover protocols for volunteering, MVWSD has produced volunteer guidelines (found [here](#)) that outline the

opportunities for parents to volunteer, even during COVID. These guidelines outline how to best replicate parent and community volunteerism while adhering to our current COVID-19 restrictions.

Question/Comment

The impact of distance learning vs. the impact of students/families contracting covid was not properly considered. Some families do not have high risk individuals (e.g. elderly) in their bubble and view the negative impact of distance learning on students (especially k-3) to be much more harmful, specifically in regards to developing social skills and the need for real interaction during learning. Research shows students with stronger social emotional skills tend to do better in school. One study of eighth grade students found that a measure of self-discipline —one aspect of social emotional development—was a better predictor of grades, school attendance, and admission into a competitive high school program than even IQ. We recommend providing choice to families who wish to return to partial in-person instruction, with small groups and perhaps meeting outdoors weather permitting. Research:

<https://www.rwjf.org/en/blog/2017/08/learning-social-skills-in-school.html>

Response

Thank you for your comment and information. We are tracking the guidance from Santa Clara County Dept of Public Health, the state of California and the Centers for Disease Control. As those plans are updated, so are ours. The District is currently in the planning stages for Stage 3 - Blended- Online/ in person learning. Guidance was just released from the state of California that will help us with planning.

Question/Comment

Feedback was not addressed nor considered regarding providing curriculum to parents to teach and facilitate assignment completion. Video conferencing is a tool, but no one at the district seemed to assess if it's the best tool to teach. Would children be learning the curriculum better if willing parents taught the material provided by teachers themselves? Based on parent feedback and our own experience, the answer is a resounding yes if parents are given the choice. this feedback isn't for 100% homeschooling, rather parents could follow the pacing plans laid out by teachers/admin and use the provided materials to teach. Many Students k-3 are having a difficult time watching zoom all day. Paying attention is much more difficult compared to in person instruction. Distractions are a problem and next to impossible to resolve remotely. A "parents-teach" option would solve much of this.

Response

Thank you for your feedback. We would strongly recommend that you reach out to your child's teacher to discuss this issue. Synchronous instruction does not necessarily mean hours of screen time daily, and we will continue to share this message and work with our staff to improve the design of lesson delivery and support. Additionally, the requirements of SB 98 are very clear in addressing the disparities that existed this spring with distance learning. Live instruction, grading and feedback by teachers are part of the requirements that schools must adhere to.

Question/Comment

The option for parents to homeschool their children this year was not viable for Stevenson PACT families. It was explained to us that if parents decided to homeschool their children they would lose their spot at Stevenson and would likely have to enroll in their neighborhood school the following year. Homeschooling became an inviable option as a result as we did not want to lose our spot at Stevenson once in-person instruction resumed the following year. This feedback was not considered by the district. No adequate response was given. If the school could have simply held the spot for the student until the following school year this would make homeschooling a viable option. While we recognize funding is probably tied to the size of the student body, there seemed to be no effort for the district to work with State politicians to pass an appropriate homeschooling option that would maintain funding for schools if some parents decided to homeschool and committed to returning the following year assuming the pandemic ended. We recommend that this option still be considered for the remaining trimesters.

Response

In order to homeschool, which is always an option for parents, parents would need to disenroll their student from MVWSD. Public school districts do not support homeschooled children with curriculum or instruction. Instead, the parent registers the child as homeschooled with the California Department of Education and provides instruction. More information can be found here:

https://www.mvwsd.org/services_and_requests/register_a_student/homeschool_and_independent_study. In the interest of fairness, the following year when students apply for choice schools, dis-enrolled students would be treated the same as other students enrolling for the first time.

Question/Comment

Current distance learning is very very long for kids, I don't know why it has to be all day live zoom. If we do check-in and check out please provide us some more freedom. Watching/sitting in front of the computer for 5+ hours isn't healthy- physically and mentally for kiddos.

Response

Thank you for your feedback. We agree that daily live instruction does not necessarily mean that students need to be in front of the computer for several hours a day. We suggest reaching out to your child's teacher to discuss specific needs and create a specific plan. On our end, we will continue to refine our approach to troubleshooting these types of concerns with teachers and administrators, empowering them to make the best instructional decisions possible at the site and classroom level. Senate Bill 98 requires that during distance learning, all students are connected, supported and have access to quality, challenging content aligned to grade level standards equivalent to in-person instruction. These parameters include specifications for live instruction and number of instructional minutes. Our Connected/100% Distance Learning Plan was developed to meet these requirements.

Question/Comment

My first grade daughter is having a very hard time sitting on Zoom from 8-2 with the few breaks that she gets. She likes having instruction from her teacher but the amount of time she spends on the Zoom calls is starting to wear on her. We appreciate everything that the teachers & staff are doing for us. But if it changed to 2-3 hours a day of Zoom or more independent study, I see that as much more beneficial. If my daughter keeps going at this rate, she will not want to attend school anymore and I'm doing everything in my power to not have that happen. She loves school more than anything and I hope that the district sees that ALL of these kids are struggling right now

Response

Thank you for your feedback. We agree that daily live instruction does not necessarily mean that students need to be in front of the computer for several hours a day. We suggest reaching out to your child's teacher to discuss specific needs and create a specific plan. On our end, we will continue to refine our approach to troubleshooting these types of concerns with teachers and administrators, empowering them to make the best instructional decisions possible at the site and classroom level. Senate Bill 98 requires that during distance learning, all students are connected, supported and have access to quality, challenging content aligned to grade level standards equivalent to in-person instruction. These parameters include specifications for live instruction and number of instructional minutes. Our Connected/100% Distance Learning Plan was developed to meet these requirements.

Question/Comment

It's too much screen time for the younger ones. Rigorous doesn't have to equal live zoom. Please consider more take home packets to work on for the whole week and turn in. Could we consider getting rid of the end of day check-in on Weds? How much synchronous vs. asynchronous will distance learning be under stage 3 for people who opt to stay 100% connected? Blended switches to 3 days asynchronous, presentation didn't mention if Connected changes between Stage 4 and 3. Who would teach those?

Things I like about Sunnyvale's setup: 2.5 hours of live in the morning, no closing circle on Wed, option for independent study. <https://www.sesd.org/Page/5026>

Response

Thank you for your feedback and information. Senate Bill 98 requires that during distance learning, all students are connected, supported and have access to quality, challenging content aligned to grade level standards equivalent to in-person instruction. These parameters include specifications for live instruction and number of instructional minutes. Our Connected/100% Distance Learning Plan was developed to meet these requirements. With that said, we agree that daily live instruction does not necessarily mean that students need to be in front of the computer for several hours a day. We suggest reaching out to your child's teacher to discuss specific needs and create a specific plan.

We are currently planning for reopening in Stage 3. If families opt to stay 100% connected, the program will look the same as it is now. MVWSD teachers will instruct students in Stages 3 and 4. Stage 3-Connected students would have a variety of live instruction and recorded lessons.

We are currently refining our attendance procedures and student check-ins based on data and stakeholder feedback. The latest information on this topic is at <https://www.mvwsd.org/attendance>.

Question/Comment

Asking families to choose Option B vs. C needs to be timed appropriately. We cannot make a realistic call on this until we know it is 1 month away max from reopening. Our request is that the survey be sent when we have a firm reopen date in mind for physical return to school. Work requirements and accommodations can easily change between the survey and unknown date of return.

Response

Thank you for your feedback. We understand that parents need as much information as possible to make a commitment. By the same token, the district needs as much information on parents' commitment to a learning option in Stage 3 as possible in order to schedule students and assign staff members in a relatively short amount of time. Your concern and the need for updated data is why the District will be repeating the learning options registration survey initially sent to parents in July.

Question/Comment

We need to see more around IEP support for distance learning. As of right now we are seeing that learning is not easily accessible for kids with language based learning disabilities. There is a lot of reliance on slides, forms etc. and the text to speech function does not work well in these formats. Aides need to be available to help during the assignments, not a few time slots on Wed. When the parent then has to get them up to speed. We are spending so much time helping our 4th grade student on an IEP that we are concerned about sustainability of this pace and keeping our jobs. Our home room teacher is amazing. More attention needs to be paid to organizing the team to make IEP accommodations actionable in this distance learning model.

Response

Thank you for your feedback. Please reach out to your classroom teacher and case manager to schedule an IEP meeting to discuss accommodations and supports for your child.

Question/Comment

I am hoping that the district will strongly consider keeping distance learning students with their homeschool/ choice-school students and teachers as much as possible. For instance,

there are four 2nd grade classes at Stevenson. Depending on how families respond to the Option B or C survey, if there are enough students to maintain a virtual classroom 2nd grade at class at Stevenson would the DO consider reshuffling within the school classrooms as a first option. Then if teacher and student interest doesn't support this, a transition to the virtual team could be made.

Also, can we leave the students in their already established classes as long as possible? If I understand correctly, once the school is given a waiver to open, there will be a two-week period to prepare for this to happen. Can we wait until that two-week period to actually initiate the reshuffling plan?

Response

Thank you for your feedback. We are planning for Stage 3 now and want to minimize disruptions as much as possible although we know that some teacher changes will occur. We do plan to leave students in established classes until we reopen. We will communicate with families the changes within the 2 week window before we open. Our teachers and administrators are committed to minimizing this transition for students as much as possible during this turbulent time.

Question/Comment

If there are only 6 virtual team teachers for the district, how will they be able to respond to questions and assess all of the students that request year-long virtual learning? Or will students opting for option C continue to turn in their work to their current classroom teacher for assessment, and will that teacher respond to parent emails and student questions?

Response

The virtual support teachers role is to provide recorded (asynchronous) lessons for students who opt for the Blended/Hybrid model for days when students are not physically in school. Students who opt to stay in option C - Connected for Stage 3 will have a dedicated teacher similar to how instruction is now. The "Connected" teachers will create and deliver lessons online to their students.

Question/Comment

I realize this has been a massive overhaul of the whole plan and we parents appreciate your efforts. The teachers are amazing and doing their best, but the plan to have children on Zoom calls for six hrs/day is impossible. My big kids (5th and 7th grade) are managing, but my 1st grader is suffering and went from loving school last year to dreading school each day now. It is not healthy for these kids to be on a screen for such a long time and especially for the younger grades, too long for their attention spans.

Also, We used to have an early release day and thought Wednesdays would fill that space, but they require a live check-in so we can't get our kids out on adventures on these days when they need it more than ever. We need time to get them outside and off screens. Can't we just let parents email the teacher when their child has completed their work for the day?

We'd like to see these changes:

#1) 2-3 hours a day (at most) on active calls/check-in's with the teacher and the whole class giving the kids more independent time to do work at their own pace.

#2) Reinstate an early release day or remove the in-person check in requirement on Wednesdays.

#3) This is gravy, but worth asking-have the same lunch time for all students across grades so even though kids can't lunch with classmates, they can at least eat/play together with siblings in other grades at lunch time.

Thanks for listening to our suggestions :)

Response

Thank you for your feedback and information. Senate Bill 98 requires that during distance learning, all students are connected, supported and have access to quality, challenging content aligned to grade level standards equivalent to in-person instruction. These parameters include specifications for live instruction and number of instructional minutes. Our Connected/100% Distance Learning Plan was developed to meet these requirements. With that said, we agree that daily live instruction does not necessarily mean that students need to be in front of the computer for several hours a day. We suggest reaching out to your child's teacher to discuss specific needs and create a specific plan. We are currently collecting data on our Distance Learning plan and will make revisions as needed.

We are currently refining our attendance procedures and student check-ins based on data and stakeholder feedback. The latest information on this topic is at <https://www/mvwsd.org/attendance>.

Question/Comment

It is admirable that the district has drafted a plan for distance learning. However, when parents asked for more online time with teachers and more feedback, we were asking for an increase in what was very minimal previously (often 30 min or less with no feedback on assignments in the spring). We were NOT asking for our children, especially those in elementary school, to be sitting in front of a computer for 5 or more hours a day. My 1st grader is basically being expected to sit on a zoom call from 8:00-2:20 with a couple of breaks and a couple of switches over to other online content. My 7th grader is being expected to do almost the same (slightly less, despite her being older). There is less online time being expected from my high schooler and my 12th grade Foothill middle college student than my elementary and middle school children! The distance learning plan has set forth some minimums. It also needs to set forth some MAXIMUMS. It is not healthy for children in grades K-3 to sit in a zoom meeting for a total of more than a couple of hours a day. I have spoken with friends in several other nearby school districts, and their children are spending 1-2 hours on live zoom meetings and the rest is independent work. That is a much more appropriate setup. My child loved kindergarten and couldn't wait to go to school every day; now he says he hates school after one week of being miserable in front of a computer all day. I am concerned that the overabundance of screen time (far more than pediatricians recommend) is squelching the children's love of learning. It is detrimental to their emotional health. Additionally, my 7th grader was placed in an "elective" that she did

not choose, along with many others. Students listed 10 choices. If you're not given one of your choices, it's not an "elective." The definition of elective is that it is "chosen" or "optional." I understand the challenges during a pandemic and all of the reasons she was not able to take band, etc. Rather than forcing students to take electives they don't want, we should recognize the "optional" nature of electives and focus on the required subjects. All middle school students should be given the option of dropping their elective and participating only in the 4 core academic subjects and PE. That would lower the amount of time spent on a computer and give them the opportunity to work on English, math, science and social studies. In summary, the district plan needs to add 2 things: 1) a MAXIMUM number of hours per day per grade that students are asked to attend scheduled zoom meetings (suggested--2 hours for lower grades, 3 hours for upper elementary school grades, 4 hours for middle school students) and 2) a clarification that middle school electives are OPTIONAL during distance learning and there will be no penalty for those who wish to drop them.

Response

Senate Bill 98 requires that during distance learning, all students are connected, supported and have access to quality, challenging content aligned to grade level standards equivalent to in-person instruction. These parameters include specifications for live instruction and number of instructional minutes. Our Connected/100% Distance Learning Plan was developed to meet these requirements. With that said, we agree that daily live instruction does not necessarily mean that students need to be in front of the computer for several hours a day. We suggest reaching out to your child's teacher to discuss specific needs and create a specific plan. We are currently collecting data on our Distance Learning plan and will make revisions as needed.

Question/Comment

page 7: Teaching and Learning. ..."They will learn online the other three days. Lessons for students learning online will be provided by a virtual team of teachers whose only job is to record lessons for all grades and core subjects." Please clarify if the MVWSD plan is to have the Option B students attend 2 days in-person/on-campus and 3 days learn asynchronously through video instruction only. If that is true, and the Option C students are still learning through live video instruction 4 days a week, how is that equitable? And it does not seem like there would be enough teachers for that plan to be possible. Please clarify if the plans are different for Middle School students vs. Elementary school students.

Response

Yes, you are correct about the current plan for Option B and Option C. Some families would prefer to have students in person learning even if it is only for two days a week. The plan is the same for elementary and middle school.

Question/Comment

MVWSD should be commended for putting together the Distant Learning Plan--this was a tremendous task. However, I believe the amount of screen time is excessive, especially for K to 2nd graders. Screen time with a teacher is not a 1-to-1 substitute for in-person teaching. I

understand there are very divided opinions among the parents regarding the amount of screen time. MVWSD should seriously consider building in more flexibility for those parents and students who learn better away from a screen.

Response

Senate Bill 98 requires that during distance learning, all students are connected, supported and have access to quality, challenging content aligned to grade level standards equivalent to in-person instruction. These parameters include specifications for live instruction and number of instructional minutes. Our Connected/100% Distance Learning Plan was developed to meet these requirements. With that said, we agree that daily live instruction does not necessarily mean that students need to be in front of the computer for several hours a day. We suggest reaching out to your child's teacher to discuss specific needs and create a specific plan. We are currently collecting data on our Distance Learning plan and will make revisions as needed.

Question/Comment

My questions are specific to the "Teaching and Learning" section on page 7 of the LCP plan. When schools open and we go to the hybrid approach, how are Option C students (the ones doing online learning exclusively) learning? Will they have any live instruction or is all their learning done through videos made by the virtual team? It was not clear to me in the LCP. Also, who is responsible for the grading and feedback of assignments for the Option C students? The virtual team or a teacher from their home school? This was not clear to me in the LCP. Thanks for reading this!

Response

Option C - Connected students will have a dedicated teacher similar to how instruction is now. Their teacher will provide the feedback and grades. Option C- Connected students will have a variety of live instruction, recorded lessons, independent and small-group work in Stage 3. The virtual support teacher team will only provide lessons for students in Option B- Blended.

Question/Comment

Online learning needs to be tailored more for age capability. A first grader cannot (and should not) be online staring at a screen for 6 hours. I understand this is necessary for some who are looking for the zoom class to occupy their child while they try to get work done. But it is not the right fit in all cases. I would suggest that for younger grades, like K-2, there are 2 hours max of zoom contact and then lots of activities and other things the kids can do without being stuck on a screen. Have child development professionals weighed in on the methods? I'd recommend a scaling up of zoom engagement time starting grade 3, up to full engagement in Grade 5. 6 hours of zoom is not going to work for us.

Response

Senate Bill 98 requires that during distance learning, all students are connected, supported and have access to quality, challenging content aligned to grade level standards equivalent to in-person instruction. These parameters include specifications for live instruction and number of instructional minutes. Our Connected/100% Distance Learning Plan was

developed to meet these requirements. With that said, we agree that daily live instruction does not necessarily mean that students need to be in front of the computer for several hours a day. We suggest reaching out to your child's teacher to discuss specific needs and create a specific plan. We are currently collecting data on our Distance Learning plan and will make revisions as needed.. On our end, we will continue to refine our approach to troubleshooting these types of concerns with teachers and administrators, empowering them to make the best instructional decisions possible at the site and classroom level.

Question/Comment

We heard guidance from the superintendent that if it isn't working, we only need 60% attendance. This is not a solution, because then our child will be missing time and potentially falling behind, or at the very least getting stressed out because they are trying to fill in the blanks. Rather than an ad hoc suggestion like that, I'd ask that the district rethink the plans for younger ages.

Response

Thank you for your feedback. The District is collecting data on its Distance Learning plan and will make adjustments as needed. Please know Senate Bill 98 requires that during distance learning, all students are connected, supported and have access to quality, challenging content aligned to grade level standards equivalent to in-person instruction. These parameters include specifications for live instruction and number of instructional minutes. Our Connected/100% Distance Learning Plan was developed to meet these requirements.

Question/Comment

We appreciate that Wednesday is more of an independent day; putting it in the middle of the week is a great idea. But the 2.30pm check in seems like it is ill placed. If it is an independent day, let kids get their work done. Why wouldn't we have a half day, during this time of all times? It would be good to understand the intent of this; our kids need to get outside, explore, and destress. Forcing them to stay close to home AFTER they've completed their work might fit in some cases, but it should not be universally applied.

Response

The District is collecting data on its Distance Learning plan and will make adjustments as needed. We are currently refining our attendance procedures and student check-ins based on data and stakeholder feedback. The latest information on this topic is at <https://www/mvwsd.org/attendance>.

Question/Comment

In general, online learning gives some advantages, allowing kids to learn at individual pace a bit more. The methods being used seem to negate those advantages, forcing everyone to be on zoom the whole time. There are for sure disadvantages. But let's harness the benefits, not subdue them. Can we have some challenge courses that stimulate advanced kids? If a young kid is advanced, this fall is excruciating for them, and could have a very long term negative effect on their engagement.

Response

Just as in the classroom, teachers work in the distance learning model with students who need both **remediation** and extra challenge. Extra challenge can be provided asynchronously, or in small - group time. Please speak with your teacher about these specifics for your student.

Question/Comment

I would like the district to address children whose parents would like a reduced amount of screen time during distance learning. Prior to COVID, the CDC recommendation on screen time for young children was 2 hours maximum per day. Young children should not be required to be on screen for so many hours (5+) per day, including for PE. I do not feel it is healthy for my child's brain development and additionally I do not feel it is healthy for my child to be tethered to a laptop at 6 years old. I am completely engaged with and concerned about my child's education, and that includes the negative side effects of so much screen time (which have yet to be studied).

Response

Thank you for your feedback. Please know Senate Bill 98 requires that during distance learning, all students are connected, supported and have access to quality, challenging content aligned to grade level standards equivalent to in-person instruction. These parameters include specifications for live instruction and number of instructional minutes. Our Connected/100% Distance Learning Plan was developed to meet these requirements. With that said, we agree that daily live instruction does not necessarily mean that students need to be in front of the computer for several hours a day. We suggest reaching out to your child's teacher to discuss specific needs and create a specific plan. On our end, we will continue to refine our approach to troubleshooting these types of concerns with teachers and administrators, empowering them to make the best instructional decisions possible at the site and classroom level.

Question/Comment

I would also like the district to provide guidance on the effect aerosols and misting may have in the classroom and if children will be breathing aerosols related to cleaning.

Response

The type of disinfectant that MVWSD uses is found to be safe for use in schools. Additionally, these chemicals are applied while students are absent from the learning spaces and dry before they return.

Question/Comment

When in-person instruction is possible, will all distance learning (3 days for students attending 2 days in-person and 5 days for students who choose 100% distance learning) be asynchronous?

Response

When in-person instruction is possible, families can choose to attend in person for 2 days a week with the other 3 days being asynchronous (recorded lessons) or continue in Distance learning- Option C which will be the same as it is now. Option C- Connected students will

have a variety of live instruction, recorded lessons, independent and small-group work in Stage 3.

Question/Comment

MVWSD should dedicate funds to providing scholarships to YMCA, Right at School, or Newton fee-based care. There are many families where the adults have to work outside the home and students (especially younger students who don't have technology expertise) do not have support for participating in school.

Response

Thank you for your feedback. These organizations are MVWSD partners. The District continues to work with them to facilitate the lowest-cost, high-quality childcare that is possible. Both organizations have mechanisms and access to funds to use for scholarships. MVWSD is in close contact with families who are in need and connect them with these opportunities.

Question/Comment

I just learned that the school districts at Los Altos , Campbell and Burbank have filed a waiver to open their schools and Menlo Park District has communicated that they'll do the same for the lower grade levels. Most private schools have also applied, as well as Charter schools. Is MVWSD considering this? Haven't heard anything, but feels like we should, to at least have the option for parents who feel comfortable for sending their kids to school. Remote learning for the lower grade levels is so hard. Here is a website where you can check who has applied.

<https://www.sccgov.org/sites/covid19/Pages/school-approved-waivers.aspx>

Response

Thank you for your feedback and information. The District is currently planning for moving into Stage 3 and will provide updates to the community as we plan.

Question/Comment

The all day zoom meetings are not working well for younger students. Please consider an option for shorter zoom meetings for younger children (K-2). Families who want the all day session can continue, but please give us an option to log off and do assignments independently off screen. Please be flexible as the current setup doesn't work for all families/children. My child is physically sitting there in front of a screen for several hours but is actually engaged or listening for a total of less than one hour. He no longer enjoys school.

Response

Thank you for your feedback. Please know Senate Bill 98 requires that during distance learning, all students are connected, supported and have access to quality, challenging content aligned to grade level standards equivalent to in-person instruction. These parameters include specifications for live instruction and number of instructional minutes. Our Connected/100% Distance Learning Plan was developed to meet these requirements. With that said, we agree that daily live instruction does not necessarily mean that students need to be in front of the computer for several hours a day. We suggest reaching out to

your child's teacher to discuss specific needs and create a specific plan. On our end, we will continue to refine our approach to troubleshooting these types of concerns with teachers and administrators, empowering them to make the best instructional decisions possible at the site and classroom level.