



Marysville School District Reopening Schools 2020 Continuous Learning 2.0 Plan

BACKGROUND

As a result of COVID-19, Governor Inslee mandated all K–12 public and private schools to close on March 13, 2020. Despite pandemic fears and varying levels of access to technology, our staff, students, and families pulled together to do the best they could to finish the school year. They used their best creative thinking to try new ways to stay engaged from a distance. However, we know there is no replacement for in-person school, particularly for our most vulnerable students.

Our school district has planned for the 2020 - 2021 school year amidst significant uncertainty. The priority is the health and safety of our students, families, and staff while providing the best educational experiences possible for each student grades preschool through 12. School will look very different from the Spring, and we have planned for multiple scenarios, including the possibility of another shut-down.

In preparation, over 100 educators contributed to the **Continuous Learning 2.0 Plan** beginning with small group planning, large community stakeholder group planning, and instructional subgroups dedicated to developing a plan that encompasses the academic, social, emotional, and mental health wellbeing of each child considering the district's [strategic plan](#) and using the [primary considerations](#) developed by the community stakeholder group in each of the following areas:

- Consistent Structures (Elementary/Secondary)
- Essential Learning Standards (Elementary/Secondary)
- Student Equitable Access, Support, and Interventions
- Professional Learning
- Family Engagement and Support



Continuous Learning 2.0 Planning

#MSDTogether



REOPENING SCHOOLS 2020 - CONTINUOUS LEARNING 2.0 PLAN

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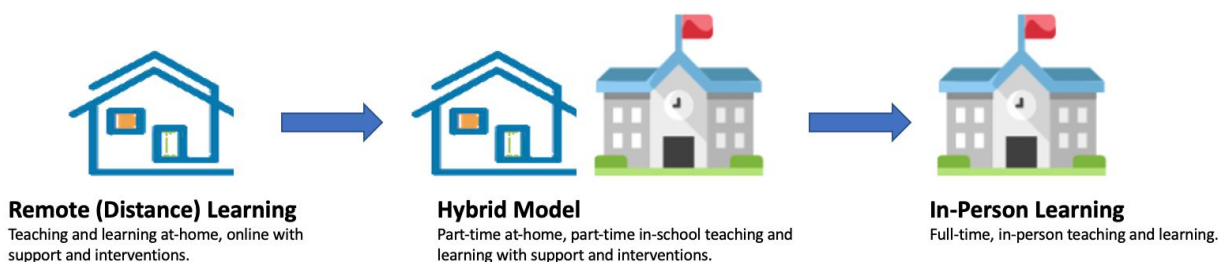
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REOPENING SCHOOLS 2020

The **Continuous Learning 2.0** plan provides for a progressive continuum with the ultimate goal of returning to full-time, in-person teaching and learning. We will start the school year with at-home remote (distance) learning, then when safe to do so, move to a hybrid model (part at-home, part-time in school teaching and learning), and eventually return to full-time in-person learning. Part of the Continuous Learning 2.0 plan includes an option for 100% online instruction called “[Marysville Online](#)”.

Movement through each phase of the plan will be evaluated on a regular basis and decisions will be based on guidance and directives from the Department of Health, OPSI, the State Board of Education, and approval by the Marysville School District Board of Directors. For Fall 2020, school will start on September 9, with the first days dedicated to connecting with students and families to build relationships, share information on learning platforms, address needs, complete formative assessments, and distribute any necessary materials. Each school will communicate information with families through direct email and posts on their school website and social media about scheduled events (virtual) or planned, using social distancing and safety measures, and teacher and class assignments.

Marysville School District CONTINUOUS LEARNING 2.0



*The Continuous Learning 2.0 model is a **three-prong phased-in approach** for reopening schools and is based on primary considerations of the community stakeholder group with the health and safety of students, families, and staff a priority:*

- **Remote Learning**
- **Hybrid Model**
- **In-Person Instruction**

Marysville Online



[Marysville Online](#) is a tuition-free, 100% online learning program through [Edgenuity](#), and is an option to the remote learning, hybrid model, and in-person learning in the Continuous Learning 2.0 plan. For more information and an FAQ, go to <https://www.msd25.org/o/district/page/marysville-online>



PLAN PRIORITIES

Developed by instructional leaders and teachers in collaboration with the Reopening Schools 2020 Core and Large Group Stakeholder Committees in accordance with the [Reopening Washington Schools 2020 District Planning Guide](#). Our goal is to provide guidelines for fair and equitable engagement, attendance, and grading practices during virtual learning to promote a growth mindset and optimize student success.

PRIORITY 1 - CONSISTENT STRUCTURES

Pre-K, Elementary, and Secondary

Preschool - PreK will post weekly activity links on the [Early Learning Center](#) web page and families will receive a free subscription to the [Ready Rosie](#) App along with frequent teacher check-ins, family support, and specially designed instruction by special education providers.

Early Learning Center staff will reach out to families directly regarding schedules and information for children and families.



Learning Platforms and Tools for Grades K - 12

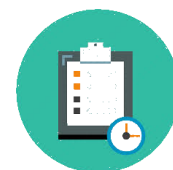
Your go-to locations for all class information

- **Platforms**
 - Google Classroom grades K - 12
- **Tools**
 - ZOOM for online delivery of instruction and connecting with students and families

Examples of additional Tools (applications to support student learning that may be used, but not limited to):

Kami	Screencastify
Flipgrid	Padlet
Mitel Connect	EdPuzzle
PearDeck	Nearpod
Newsela	CommonLit
Canvas	Vialogues

Elementary Schools



- **Schedules - Elementary**

A blended model of asynchronous¹ and synchronous² teaching and learning to include English Language Arts, Math, Social-Emotional Learning, and specialists time with small group instruction for English Language and Learning Assistance Program students with breaks for lunch and movement Monday through Friday with time in the schedule dedicated to interventions, support, and small group instruction/reteaching for students.

Student Daily Schedule Grades Kindergarten - 2

Monday through Thursday (Friday early release at 2:00 PM)*

8:30 - 8:50 am	Principal Message and Morning Meeting
8:50 - 10:30	Reading / Writing / Math - Transitions and breaks when needed
10:30 - 11:00	Social-Emotional Learning
11:00 - 12:00	Family Connections / Special Services
12:00 - 1:30 pm	Lunch (30-minutes) / Independent Work (60-minutes)
1:30 - 2:10*	Music / Library / CODE / P.E.
*Fridays - Early Release at 2:00 pm	
2:15 - 2:55	Guided Reading, Small Group Work, Intervention
3:00 - 3:30	Independent Work Time

Student Daily Schedule Grades 3 - 5

Monday through Thursday (Friday early release at 2:00 PM)*

8:30 - 9:00 am	Principal Message and Morning Meeting
9:00 - 11:30	Reading / Writing / Math - Transitions and breaks when needed
11:00 - 12:00	Special Services ³
11:30 - 12:00	Social-Emotional Learning (SEL)
12:00 - 1:30 pm	Lunch (30-minutes) / Independent Work (60-minutes)
1:30 - 2:10	Guided Reading, Small Group, Intervention
*Fridays - Early Release at 2:00 pm	
2:15 - 2:55	Music / Library / Code / P.E.

¹Asynchronous: Learning in which students learn from instruction, such as prerecorded video lessons, projects or interactive learning tasks that students complete on their own, that is not being delivered in- person or in real-time.

²Synchronous: Learning in which students learn from instructors or peers in real time, but not in person.

³Special Services support could overlap with academic block.

3:00 - 3:30	Independent Work Time
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Secondary Schools

● Schedules - Secondary

A blended model to include synchronous teaching and learning of core content in which students can learn from instructors or peers in real-time but not in-person, and asynchronous learning in which students learn from instructional methods and modes such as prerecorded video lessons, projects, or interactive learning tasks that students complete on their own that are not being delivered in person or in real-time. The schedule will be Monday through Friday and include an "A" day and "S" (Asynchronous and Synchronous) schedule with an A/B rotation with time for specialists and English Language and Learning Assistance Program student support. Time within the schedule will be dedicated to interventions and small group instruction/reteaching for students, and educators working towards the essential standards to include social-emotional learning.

Student Daily Schedule Grades 6 - 12

Monday through Thursday (A⁴/S⁵ Schedule with A/B rotation), Friday* (early release at 1:55 PM)

Time	Monday (A)	Tuesday (B)	Wednesday (A)	Thursday (B)
8:00 - 8:55 am	4th Period (A)	1st Period (A)	4th Period (A)	1st Period (A)
9:00 - 9:55	5th Period (A)	2nd Period (A)	5th Period (A)	2nd Period (A)
10:00 - 10:55	6th Period (A)	3rd Period (A)	6th Period (A)	3rd Period (A)
10:55 - 11:30	Lunch			
11:35 - 12:30	1st Period (S)	4th Period (S)	1st Period (S)	4th Period (S)
12:35 - 1:30 pm	2nd Period (S)	5th Period (S)	2nd Period (S)	5th Period (S)
1:35 - 2:30	3rd Period (S)	6th Period (S)	3rd Period (S)	6th Period (S)

Time	Friday		A/B Schedule Rotation <ul style="list-style-type: none"> ● Mondays and Wednesdays are "A" days. ● Tuesdays and Thursdays are "B" days. ● Fridays are A/B where all classes meet for live online instruction.
8:00 - 8:35 am	Small Groups		
8:35 - 9:35	Prep		
9:35 - 10:10	1st Period		
10:15 - 10:50	2nd Period		
10:55 - 11:30	3rd Period		
11:30 - 12:00	Lunch		
12:00 - 12:35	4th Period		
12:40 - 1:15	5th Period		

⁴ Asynchronous: Learning in which students learn from instruction, such as prerecorded video lessons, projects or interactive learning tasks that students complete on their own, that is not being delivered in- person or in real-time.

⁵ Synchronous: Learning in which students learn from instructors or peers in real time, but not in person.

- **2020 - 2021 School Year Calendar (all grades)** We have created a calendar with additional days that may be needed to address short-term school closure in the event that our schools are not accessible as directed by a public health authority or the Governor as we move through the phases when it is safe and healthy to do so. View our 2020 - 2021 school year perpetual calendar here: [MSD 2020 - 2021 Calendar](#)

- **Special Services**



For students served by an IEP, we will provide a continuum of special education services to meet the individual needs of students and families, prioritizing services as we partner with families to determine what services are needed to address the impact of COVID on each student's academic and social/emotional wellbeing. Services may need to be adjusted from current IEPs depending on the educational model. Any adjustments made will be in partnership with families.

- **Attendance and Engagement**

We have a plan to take **daily attendance** for all students, regardless of our teaching modality, as well as a tiered approach to supporting students not participating and aligned to the OSPI attendance rules.

Elementary (Grades K - 5)

Daily attendance will be taken at the start of the day in the morning class.

- The student is present if one of the following criteria is met:
 - Attendance in the morning ZOOM lesson
 - Daily logins to Google Classroom, and interactions with staff on Zoom
 - Submitted work on assignments in Google Classroom
 - Assignment completion and effort

Secondary (Grades 6 - 12)

Daily attendance will be taken in the afternoon classes. (This will include the asynchronous learning time designated in the morning).

- The student is present if one of the following is met:
 - Attendance in the daily ZOOM meeting
 - Submitted work on daily assignments **during asynchronous learning time** in Google Classroom
 - Interactions with staff on Zoom



- Attendance in scheduled class periods (Assignment completion/Engagement in Google Classroom)

PRIORITY 2 - ESSENTIAL LEARNING STANDARDS

● Learning Standards and Grading - Elementary

The elementary report card is currently a standards-based report card aligned to common core expectations at grade levels K - 5. As essential standards are identified for the 2020 - 2021 school year based on student needs and priorities, the report card will streamline to reflect these standards. Student's IEP and 504 plans will be honored and may need to be revisited to include accommodations for online learning. Teachers will collect evidence of learning progress towards the essential standards using multiple methods, track effort and engagement, and communicate progress to parents and guardians through:

- **Academic Grades:** Evidence of learning progress towards essential [Common Core State Standards](#) (CCSS) as documented through multiple methods including:
 - Formative and summative assessments
 - Pre/Post assessments
 - Assignment accuracy and progress toward mastery of the essential CCSS
 - Teacher observation
- **Effort Grade:** Evidence of engagement as documented through:
 - Participation (i.e. Zoom meetings, whole group lessons, small group lesson, individual lessons)
 - Teacher observation
 - Assignment completion
- **Report Cards:** Preparing and completion of report cards by the end of semesters:
 - Teachers will use data from the weekly tracking system to score and/or comment on essential CCSS, attendance, and engagement
 - Student grades will be reflective of understanding core content, engagement, and progress towards content standards in Specialists classes. Students will be provided multiple means of demonstrating understanding

● Learning Standards and Grading - Secondary

Department leaders from all schools are working to create a system for identifying the essential learning standards and assessments. This work will continue throughout the year as content teams collaborate to maintain consistency in what is taught and how it is graded.

A traditional A, B, C, D, or F grading scale will be used, Plus and/or minus, Pass/Fail, No Credit (NC), Incomplete (INC). Teachers and building administrators will determine a process of assessment and grading by identifying standards most essential to student success in each grade level, program, and content area.

- *Student behavior will not play a part in a student's academic grade. (For example; attendance, behavior, and non-participation)*
- *With specific qualifiers designed by teachers, students will be allowed to retake exams, revise assignments, and submit late work*
- *IEP & 504's will be honored and may need to be revisited to include accommodations for online learning*
- *If extra credit is offered then it will be based on identified essential/industry standards*
- *Students will receive regular and timely feedback*

- Grades updated a minimum of every two weeks in Skyward

PRIORITY 3 - PROFESSIONAL LEARNING

- **Professional Learning Action Plan**

We have developed a Professional Learning Action Plan that will augment and align the technology tools professional development teachers previously received in our district prior to the COVID-19 closure and during closure to provide distance learning opportunities for students.

The plan will include surveying staff to recheck their needs for technology training, and aligning the tools and selecting a limited suite of online tools for both teacher and parent ease of use and access.

In addition, our action plan includes the following components: social-emotional curriculum, trauma-informed practices, culturally-responsive instruction, equity practices, and building staff collaboration.

PRIORITY 4 - STUDENT EQUITABLE ACCESS, SUPPORT, AND INTERVENTIONS

We will provide planned interventions and supports as needed for students in each area:

- General Education
- Special Education
- English Language Learners
- Learning Assistance Program
- 504 Plans
- Highly Capable Program

Staff from schools and district departments will collaborate on processes to provide interventions and support using a flow chart to address areas of need, how to meet individual needs of students, and who will deliver that support. This includes curriculum review, assessment, schedules, progress monitoring, staff cross-communication, and professional development for staff.

PRIORITY 5 - FAMILY ENGAGEMENT AND SUPPORT

Effective communication is a priority of Marysville School District and its schools. We will achieve this by pairing down the primary ways in which information is sent out to ensure we are not overloading email inboxes. Teachers will post lessons, instructional videos, and class-specific information to Google Classroom and will be available via email and phone. Schools will communicate through text messages, direct email, and post information to their school website, Facebook, and Twitter. The district will communicate through direct email that is translated in the primary home language spoken, posts to the district website, Facebook, and Twitter.



Schools will monitor families that have barriers that prevent them from accessing information to ensure they are informed and will ensure the messages from schools are in the family's home language as much as possible.

To increase family and engagement and support, we have developed **objectives and actions** to address each of the following areas:

1. Methods of consistent communication and feedback	<ul style="list-style-type: none"> → Recorded video lessons → Teachers messages/posts through Google Classroom → Teachers and administrators document students/families with no or limited contact → Teachers available by email and phone → Building level messages sent via text, email and posted to the website
2. Building relationships through family training and support	<ul style="list-style-type: none"> → Ensure that all staff use the designated platform and resources → Training resources distributed via digital print guide, video guide, Zoom Q&A → Support for parents/guardians (who to call) → Support for Childcare providers → Zoom guidelines distributed
3. Distribution of materials to support learning	<ul style="list-style-type: none"> → School supply lists, resources, emailed and posted → Chromebook and supports for technology → Provide clear communication on when instructional materials or technology will be distributed

We learned a lot through the surveys that families and staff participated in. We want to ensure that continues in order to fine-tune our approach during Continuous Learning 2.0. Surveys may occur from teachers to get immediate feedback on instruction and delivery of lessons. To ensure that we get feedback from as many families as possible, we are creating call centers to reach out to families that have barriers to access the surveys.



TECHNOLOGY



We are committed to providing Chromebooks for each student during the first month of school. This means families of current K - 5 students will keep the Chromebook(s) that were checked out to their child in the spring and we will provide additional Chromebooks in September, as needed per household. Example: If you have more than one child in your household, each child will receive their own device based on the phases listed below.

We have organized our Chromebook distribution into the four phases below. Dates and procedures for phases 2 - 4 will be communicated at a later date.

Phase 1: Collection and Replacement of Damaged Chromebooks by Appointment

- **Dates: August 24 - 28, 2020**
- **Times: 7:30 am - 3:30 pm**
- **Location: Marysville School District Service Center East Parking Lot | 4220 80th Street NE | Marysville**
- **Schedule Appointment [HERE](#)**

Dates, Times, and Locations for Phases 2 - 4 will be shared at a later date.

Phase 2: Chromebook Distribution - grades 6 - 12 and new secondary students

Phase 3: Chromebook Distribution - grades 3 - 5 and new elementary students

Phase 4: Chromebook Distribution - grades K - 2 and new elementary students

HEALTH AND SAFETY REQUIREMENTS

Local educational agencies (LEAs), also known as “public school district”, must use the [Department of Health \(DOH\) and Labor and Industries \(L&I\) guidance](#) to create reopening plans aligned to health and safety requirements. The health and safety of our students, families, and staff is a top priority.



The Marysville School District has taken the appropriate steps and measures to ensure health and safety by addressing each of the areas as outlined by the Washington State Department of Health and the United States Centers for Disease Control.

Please see the attestations provided to OSPI and the State Board of Education in accordance with the requirements outlined in the guidelines.

- The Marysville School District has identified the primary local health officer as Dr. Chris Spitters, MD, Snohomish Health District.
- Our district has identified the primary point of contact for the Reopening Schools Continuous Learning 2.0 Plan as Lori Knudson, Deputy Superintendent.
- Our district has reviewed the U.S. Centers for Disease Control and Prevention (CDC) definition of high-risk employees and we have clearly communicated with staff their opportunity to identify themselves as high-risk.
- The district is engaging self-identified high-risk employees to address accommodations consistent with L&I requirements and the Governor's proclamation about high-risk employees.
- The district has reviewed our drop-off and pick-up plans to provide proper physical distancing and minimal opportunities for parents and other adults, who are not staff, to enter our buildings. At a time when students may come on to campuses:
 - *Students will offload from either the bus or guardian's vehicle or will walk onto campus.*
 - *Buses will unload students using social distancing and will offload from front to back to minimize passing.*
- The district has a daily health screening plan in place for students and staff. Our plan is to rely on attestations, but to screen staff who do not provide an attestation that a screen was done at home before school and students who do not provide an attestation that a screening was conducted by a parent, guardian, or caregiver before school.
 - *Daily employee and student online screening form, for those who do not have computer or internet access will be provided weekly printed health screening forms. Each District nurse will review all screening forms daily with support of each building HRA's.*
 - *Any staff or student that shows up at school without completing their health screening form will be asked to complete before interacting in the classroom.*
 - *Parents will be asked to submit a daily health screening form for their child who is under the age of 10 or if their child is unable to answer the questions.*
 - *Any staff or student with symptoms at school will be evaluated by the district nurse and advised accordingly.*
- When we reach a phase where it is safe and healthy to do so, our district has a plan to alter our indoor classroom and common spaces and reconfigure our processes to ensure six feet of physical distance between all persons in our school facilities as a planning framework.
 - We will use additional common spaces to ensure six feet of physical distance between all persons in our school facilities as a planning framework.
 - We will not be using additional community-based spaces outside of our school facilities to ensure six feet of physical distance between all persons in our school facilities as a planning framework.

- We understand that this is a planning framework and there will be limited times when students and/or staff may need to be within six feet for short periods of time.
- We understand there are limited exceptions to the six-foot rule, but we will accommodate students with disabilities or others who meet the exceptions in order to deliver equitable services, which may include providing additional personal protective equipment (PPE) to staff and/or the student.
- We will alter physical spaces, reconfigure schedules, and adopt necessary plans to provide meals to students that ensure six feet of physical distance between all persons as a planning framework.
- We will establish clear expectations and procedures to ensure frequent hand washing in all of our facilities for students and staff:
 - *All restrooms and classrooms will have handwashing posters.*
 - *Staff will be provided a handwashing video to show all students and provide students with written instruction.*
 - *Main entrances at all schools will be provided outdoor hand sanitizer stands. Hand sanitizers placed in common areas in schools.*
 - *Hand washing per the CDC guidelines with soap and water will be emphasized throughout the day. Portable classrooms will have hand sanitizer dispensers. <https://www.cdc.gov/handwashing/index.html>*
- We have established clear expectations with students, staff, and families that all persons in our facilities will be wearing face coverings consistent with DOH and L&I requirements, including any of the narrow exceptions identified by DOH and L&I in guidance.
 - *Main entrances will have signage that requires masks to be worn at all times.*
 - *We have an adequate supply of face coverings on our premises to accommodate students who arrive at school without a face covering.*
 - *We will provide adequate face coverings and other PPE requirements to protect all staff in each building and/or worksite consistent with the law and L&I guidance.*
 - *All PPE have been ordered and are due to arrive August 17, 2020 or shortly thereafter. Marysville joined ESD112 Purchasing Cooperative to purchase bulk PPE supplies for all Districts in the State of Washington.*
- We have developed busing plans to maximize physical distancing on our buses as much as possible on a given bus route.
 - *Loading and unloading plan is to keep students separate and we have created a training video showing how to load and unload the bus to maximize social distancing.*
- We recognize that busing is an exception to the six-foot rule, as long as we exercise proper cleaning, maximum ventilation when reasonable, face coverings on students and adults, and proper PPE for our drivers.
 - *Between each route bus drivers will wipe down touch points with a cleaner/disinfectant.*

- *At the end of the am route and the pm route the bus will be completely disinfected with a mist sprayer.*
 - *Windows will be down while transporting students to maximize airflow.*
 - *Face covering/masks are required for all staff and students. Masks are provided to all staff. Students are to provide their own mask. If a student does not have a mask. The driver will provide a mask to the student.*
 - *Proper PPE, such as masks, face shields, and gloves, are available for all drivers.*
 - [Transportation Plan](#)
 - We have developed a cleaning regimen in our facilities and buses consistent with DOH guidance and the Infection Control Handbook 2010.
 - We have clearly established procedures, in coordination with our local health authority, to report any suspected or known cases of COVID-19.
 - *We understand that contact tracing and any other procedures to identify additional COVID-19 cases are to be conducted and led by the local health authority, the Washington State Department of Health, or a designee at the direction of the public health authority.*
- [Procedure Reporting](#)