

### Elementary School Virtual Support Framework

**Document Purpose:** The Elementary School Virtual Support Framework is intended to guide school/district thinking and planning in order to support Distance Learning plans across elementary school-specific contexts. This framework is not a checklist, but may serve as a complementary lens for elementary schools to deepen an approach to meeting student, staff, and district needs during and after the implementation of a Distance Learning model.

**Guiding Question:** What is already complete or in-progress across Focus Areas? What adjustments need to be made to timelines, structures, supports, and processes to be responsive to our current reality?

	Contexts				
	General	2020-2021 Scheduling	5th/6th Class of 2020	Continuing Students	Incoming Class (TK/Kindergarten)
<b>Social-Emotional &amp; Personal Support Focus Areas</b> <i>Guiding Questions</i>	<p><b>Social-Emotional Support</b>  <i>What are the needs of our staff, including social emotional needs and professional capacity needs in knowing how to deliver SEL?</i></p> <p><i>How do we monitor and respond to staff needs? How do we equip staff to be responsive to students in crisis?</i></p> <p><i>What opportunities do we have to provide structured social interaction among our students? Staff? Parents?</i></p> <p><i>What access do students have to 1:1 interaction with adults? What structures are we providing to foster this access?</i></p> <p><i>How are we considering the unique needs of special populations (SwD, Foster Youth, EL, Homeless, etc.)? What systems do we have for reaching out to students to identify needs and ensure ongoing connections to the school community?</i></p> <p><i>How are we assessing and coordinating support for vulnerable populations in light of staffing and facility limitations; and the need for social services (food, counseling, etc.)?</i></p> <p><i>How are we embedding and reinforcing health and welfare practices and education into support for students?</i></p> <p><i>What are the responses and mental health supports for staff members and/or students, when there has been a loss of life?</i></p> <p><i>What are the sources of stability in our structures, culture, and traditions that we can maintain during the shifts that we are navigating?</i></p>	<p><b>Social-Emotional Support</b>  <i>What opportunity do we have to build in SEL experiences to help students transition into and out of different Distance Learning models?</i></p> <p><i>How are we considering our students' experience in participating in learning in their home environment?</i></p>	<p><b>Social-Emotional Support</b>  <i>How do we support 5th/6th graders who are grieving the loss of some promotion experiences?</i></p> <p><i>What opportunities do we have to connect students to their middle school teachers and peers in advance of the first day back, and during the first months?</i></p> <p><i>What opportunities do we have to celebrate successes?</i></p> <p><i>How do we acknowledge student contributions to their school community before they leave?</i></p> <p><i>How do we create an alternative promotion experience?</i></p>	<p><b>Social-Emotional Support</b>  <i>What opportunity do we have to build in SEL experiences to help students transition into and out of Distance Learning models?</i></p> <p><i>What opportunities do we have to celebrate successes?</i></p> <p><i>What opportunities for current students to lead community -building (to nurture schoolwide sense of belonging) for existing and new students?</i></p> <p><i>What support do we have in place to mitigate separation anxiety for both students and parents?</i></p> <p><i>What considerations do we need to have when children developmentally have a difficult time maintaining social distancing, and adults are responsible to help children maintain their safety/wellbeing?</i></p>	<p><b>Social-Emotional Support</b>  <i>What opportunities do we have to celebrate successes?</i></p> <p><i>How do you onboard TK-Kindergarten students in a distance learning environment?</i></p> <p><i>How do you increase parent confidence in their child's safety?</i></p> <p><i>What support do we have in place to mitigate separation anxiety for both students and parents?</i></p> <p><i>What considerations do we need to have when children developmentally have a difficult time maintaining social distancing, and adults are responsible to help children maintain their safety/wellbeing?</i></p>

<p><b>Academic Support and Infrastructure Focus Areas</b> <i>Guiding Questions</i></p>	<p><b>New Student Enrollment Processes</b> <i>How will we enroll new students/families during the Distance Learning period? How will processes and supports be communicated to families?</i></p> <p><i>What process will you use to assess student language abilities and ensure they are coded correctly during the registration process?</i></p> <p><i>What would be your virtual registration and document verification processes?</i></p> <ul style="list-style-type: none"> <li>● Immunizations</li> <li>● Proof of age requirement</li> <li>● Proof of residency</li> <li>● Home language survey process</li> <li>● Meal applications</li> </ul> <p><b>Assessment and Grading Practices</b> <i>How do we support teachers in establishing meaningful and practical assessment and grading practices via Distance Learning?</i></p> <p><i>How do we ensure that grading policies hold students harmless for their spring grades and the transition to distance learning?</i></p> <p><i>What are the implications of Distance Learning on students being promoted /retained in the grade?</i></p> <p><b>Interventions</b> <i>How do we leverage/maximize human resources virtually in order to support students that may have missed access to essential standards during the end of 2020 school year?</i></p> <p><i>How can we leverage our support staff to support the learning while in Distance Learning setting?</i></p>	<p><b>Classroom Placement and Student Rosters</b> <i>How are we exploring alternative models for schedules to be responsive to limitations with regard to social distancing and facility use?</i></p> <p><i>How many classes for each grade level are needed?</i></p> <p><i>Are combos needed? Are staffing changes needed?</i></p> <p><i>What programs ie., dual language, need to be considered?</i></p> <p><i>What is already complete or in progress?</i></p> <p><i>How do we need to adjust our timeline for classroom placement for continuing students?</i></p> <p><i>How will we process and address school choice and transfer applications? Coordination between sites and district office?</i></p> <p><b>Master Schedule Building</b></p> <ul style="list-style-type: none"> <li>● Bell Schedules</li> <li>● Lunch schedules</li> <li>● Recess schedules</li> <li>● PE schedule</li> <li>● Art schedule</li> <li>● Students with special needs coordination of services</li> <li>● Bus schedules</li> </ul> <p><i>How are we communicating with staff and families regarding changes to bell schedules, start times, etc.?</i></p> <ul style="list-style-type: none"> <li>● Remote staff access to SIS <ul style="list-style-type: none"> <li>○ VPN access</li> <li>○ Device/Internet access</li> <li>○ Remote work protocols</li> </ul> </li> </ul>	<p><b>Classroom Placement and Student Rosters</b></p> <ul style="list-style-type: none"> <li>● Promotion Requirements</li> <li>● Summer School</li> <li>● Accommodations for SwD and 504 plans</li> </ul> <p><i>Process for transferring cumulative files to middle school(s)?</i></p> <p><i>What reading assessments do you have access to support student placement?</i></p> <p><b>Redesignation Process</b> <i>Do we need to plan for redesignating students that would have done so without school closure/distance learning?</i></p>	<p><b>Classroom Placement and Student Rosters</b></p> <ul style="list-style-type: none"> <li>● Summer School</li> <li>● Accommodations for SwD and 504 plans</li> <li>● Acceleration / Remediation</li> </ul> <p><i>How might we maximize our use of the summer weeks to create opportunities for remediation and/or acceleration to meet student learning needs?</i></p> <p><i>What reading assessments do you have access to support student placement?</i></p> <p><b>Redesignation Process:</b> <i>Do we need to plan for redesignating students that would have done so without school closure/distance learning?</i></p>	<p><b>Classroom Placement and Student Rosters</b> <i>What is already complete or in progress?</i></p> <p><i>How do we need to adjust our timeline for classroom placement for the incoming class?</i></p> <p><i>How are we coordinating student data articulation from pre-schools?</i></p> <p><b>English Learner Support</b> <i>How will we support EL students without ELPAC scores?</i></p> <p><i>What is our process for transition IEP meetings?</i></p> <p><i>What reading assessments do you have access to support student placement?</i></p>
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<p><b>Elementary Operational Items Preparation Focus Areas Guiding Questions</b></p>	<p><b>Cumulative File/Report Cards</b> <i>How will Distance Learning experiences translate to the report card?</i></p> <p><i>How will the final Spring 2020 reporting period be disseminated to students/families?</i></p> <p><b>Faculty/Staff Evaluations</b> <i>How might evaluation timelines shift in light of school closures?</i></p> <p><i>What are the implications for evaluation-related goals in progress that were interrupted by the closure?</i></p> <p><b>Budget Development</b> <i>How do we engage School Site Council regarding budget planning?</i></p> <p><i>How are we reconciling 2019-20 budgets, including Title and grant funding?</i></p> <p><i>What considerations are being made to schedule time for teachers to sign cumulative files before transfer?</i></p> <p><i>In planning for next year, what sort of coordination needs to be planned now in preparation for next years after school program?</i></p> <p><i>Shared spaces and staffing how families sign-up for after-school programs.</i></p> <p><i>What will communication of budget reductions look like from the District to families, to staff? From the School Site to staff and families more granularly?</i></p> <p><b>Parent Groups</b> <i>What preparations needs to be put in place for elections regarding membership for PTA, ELAC, SSC?</i></p>	<p><b>New (Additional) Classroom Considerations</b> <i>What preparation and professional support is needed/required to move forward with implementing a new classroom?</i></p> <p><i>In light of any additional classrooms what materials, curricula, Teacher Editions, etc need to be ordered?</i></p>	<p><b>Middle School Transition</b> <i>How will we coordinate with middle schools regarding student placement recommendations?</i></p> <p><b>Course Selection/Registration</b></p> <ul style="list-style-type: none"> <li>● Elective choices</li> <li>● Teacher recommendations for Math/ELA</li> <li>● Special programs and supports (ELD, SpEd)</li> </ul> <p><i>How will the IEP matriculation process be coordinated with the receiving middle school/Special Education staff?</i></p>	<p><b>Re-Entry Planning for 2020-21 School Year</b> <i>How will you foster teacher-student-family relationships/connections prior to the launch of the school year?</i></p> <p><i>How will teachers support the personal communications to parents before the school year launches and during the first few weeks?</i></p> <p><b>Student schedules</b> <i>What is our process for receiving and processing classroom/teacher change requests?</i></p> <p><i>How will parent/teacher student conferences be structured for the 2020-21 school year?</i></p>	<p><b>Entry Planning for New Students and Incoming TK-Kindergarten Families</b> <i>How will you foster teacher-student-family relationships/connections prior to the launch of the school year?</i></p> <p><i>How will teachers support the personal communications to parents before the school year launches and during the first few weeks?</i></p> <p><i>If still in DL mode, how to create relationships between our newest students and our teachers, and student to student?</i></p> <p><b>Student schedules</b> <i>What is our process for receiving and processing classroom/teacher change requests?</i></p> <p><i>How will parent/teacher student conferences be structured for the 2020-2021 school year?</i></p> <p><i>What processes will be in place to support Kindergarten teachers with students struggling with the transition to school setting?</i></p> <p><i>How are we coordinating course placements in the context of student needs?</i></p> <ul style="list-style-type: none"> <li>● EL Supports</li> <li>● SwD Supports</li> </ul> <p><i>How will the IEP matriculation process be coordinated with the sending pre-school Special Education staff?</i></p>

	<p><i>In light of distance learning, how will your communication/elections ensure equity of participation, membership, and voice with PTA, ELAC, SSC?</i></p> <p>Facility Considerations</p> <p><i>What facility considerations need to be considered in terms of social distancing in classrooms? Playground? Front office? Cafeteria?</i></p>				<p><b>Special Programs</b></p>
<p><b>Additional Considerations and Focus Areas</b> Guiding Questions</p>	<p><b>Timelines and Calendars</b> <i>How might we establish a timeline for our transitions into and out of the current model of Distance Learning in light of current knowledge and understanding?</i></p> <p><i>Upon return to campus, do we need a plan for multiple health (temperature) screenings as staff and students enter the building?</i></p> <p><i>How might communication to families include flexibility and permanence of timelines?</i></p> <p><i>How might we define roles and responsibilities for addressing needs and following the timeline?</i></p> <ul style="list-style-type: none"> <li>● Teachers</li> <li>● Support Staff</li> <li>● Custodial</li> <li>● Food Services</li> <li>● After-school Programs</li> </ul> <p><b>Parent and Family and Community Engagement</b> <i>How are we providing information to families and community partnerships using multiple methods and languages?</i></p> <p><i>How are we inviting parent and student input to shape and implement our school vision? What opportunities exist to solicit parent and student perspective, concerns, and ideas?</i></p> <p><i>How are we communicating and coordinating with community partners to ensure continuity of services and supports for students, especially our most vulnerable populations?</i></p> <p><b>2020-2021 School Year Launch</b></p> <ul style="list-style-type: none"> <li>● Pre-Service Planning</li> </ul> <p><b>Professional Learning</b></p>	<p><b>Summer School Opportunities</b></p> <ul style="list-style-type: none"> <li>● Virtual models</li> <li>● Acceleration and/or remediation</li> </ul>	<p><b>End-of-Year Experiences</b></p> <ul style="list-style-type: none"> <li>● Promotion Activities</li> <li>● Promotion Ceremony</li> <li>● Principal’s Honor Roll</li> </ul> <p><i>How can we create meaningful culminating experiences for 5th/6th graders that honors their achievements and success?</i></p> <p><i>How might the potential of partial school closures impact activities like 5th/6th grade camp?</i></p>	<p><b>Athletics and Extracurricular Programs</b></p> <ul style="list-style-type: none"> <li>● After-school Programs</li> <li>● Field trips</li> <li>● Sports</li> </ul>	<p><b>Incoming Tk/K Transition</b></p> <ul style="list-style-type: none"> <li>● Orientation Planning</li> </ul> <p><i>What are we basing our placements on?</i></p> <p><i>Have our placement options shifted as a result of school closure/Distance Learning? If so how?</i></p> <p><i>What spring activities normally occur for incoming students and families? What can occur virtually?</i></p> <p><i>How do we configure classrooms to maintain social distancing and allow students to behave in developmentally appropriate ways?</i></p>

	<p><i>What supports are available for scaffolding instruction in light of school closure and distance learning?</i></p> <p><i>How are we monitoring and supporting instructional practices and teacher growth in navigating the virtual teaching and learning experience?</i></p> <p><i>What structures can we leverage to engage teachers and foster communication?</i></p> <p><i>How might we teach and reinforce prevention behaviors (social distancing, handwashing and cough/sneeze etiquette) Does this instruction look different for different grade levels? What resources might be needed? (Custodial? Materials?)</i></p> <p><b>Attendance/Participation Tracking</b> <i>How is student engagement in Distance Learning monitored?</i></p> <p><i>How are we addressing/supporting learning needs of students who are not consistently present in the Distance Learning model or upon re-opening of school?</i></p> <p><i>How will you support parents that are not ready to send their students back to school? Independent study? What procedures/options are available to families that are not ready to return?</i></p> <p><i>How to support student and staff self-regulation regarding attending work/school? (When to come to school, when to stay home)</i></p> <p><i>What supports are needed for the staff and students who are considered vulnerable? (age, pre-existing conditions, medically fragile)</i></p> <p><b>Collection of student issued materials/books and 1:1 devices</b> <i>How will we coordinate instructional materials inventory and access to meet Williams Act requirements?</i></p> <p><b>Yearbook Distribution Process</b></p> <p><b>School Year Calendar</b> <i>How much flexibility is there in the start date for the school year?</i></p>				
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**RESOURCES**

[FAQ's on Grading and Graduation Requirements \(CDE\)](#)