san diego county office of EDUCATION
FUTURE WITHOUT BOUNDARIES℠

Middle School Virtual Support Framework

Document Purpose: The Middle School Virtual Support Framework is intended to guide school/district thinking and planning in order to support Distance Learning plans across middle school-specific contexts. This framework is not a checklist, but may serve as a complementary lens for middle 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**	**8th Grade Class of 2020**	**Continuing Students**	**Incoming Class (6th/7th Grade)**
Social-Emotional & Personal Support Focus Areas *Guiding Questions*	**Social-Emotional Support** *What are the needs of our staff, including social emotional needs and professional capacity needs in knowing how to deliver SEL?* *How do we monitor and respond to staff needs? How do we equip staff to be responsive to students in crisis?* *What opportunities do we have to provide structured social interaction among our students? Staff? Parents?* *What access do students have to 1:1 interaction with adults? What structures are we providing to foster this access?* *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?* *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.)?* *How are we embedding and reinforcing health and welfare practices and education into support for students?* *What are the responses and mental health supports for staff members and/or students, when there has been a loss of life?* *What are the sources of stability in our structures, culture, and traditions that we can maintain during the shifts that we are navigating?*	**Social-Emotional Support** *What opportunity do we have to build in SEL experiences to help students transition into and out of different Distance Learning models?* *How are we considering our students' experience in participating in learning in their home environment?*	**Social-Emotional Support** *How do we support 8th graders who are grieving the loss of some promotion experiences?* *What opportunities do we have to celebrate successes?*	**Social-Emotional Support** *What opportunity do we have to build in SEL experiences to help students transition into and out of Distance Learning models?* *What opportunities do we have to celebrate successes?*	**Social-Emotional Support** *What opportunities do we have to celebrate successes?*

Academic Support and Infrastructure Focus Areas *Guiding Questions*	**New Student Enrollment Processes** *How will we enroll new students/families during the Distance Learning period? How will processes and supports be communicated to families?* **Course Sequences** ● World Languages ● Mathematics ● CTE Pathways *What are the implications of Distance Learning on course sequences with prerequisites?* **Assessment and Grading Practices** *How do we support teachers in establishing meaningful and practical assessment and grading practices via Distance Learning?* *How do we ensure that grading policies hold students harmless for their spring grades and the transition to distance learning?* **Interventions** *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?* *(Ex. What are the essential standards in Math 7 during Feb.-June that are critical for Math 8?)*	**Course registration process** ● Placement recommendations *What is already complete or in progress?* *How do we need to adjust our timeline for course registration for continuing students?* *How will we process and address school choice and transfer applications? Coordination between sites and district-office?* **Master Schedule Building** ● Department Coordination ● Bell Schedules *How are we exploring alternative models for master schedules to be responsive to limitations with regard to social distancing and facility use?* *How are we communicating with staff and families regarding changes to bell schedules, start times, etc.?* ● Remote staff access to SIS ○ VPN access ○ Device/Internet access ○ Remote work protocols **Staffing** ● FTE Allocations ● Hiring Needs/Process ○ Site-District Coordination **Summer School** ● HR hiring staff **Student Schedules** ● Section Balancing ● Summer/Distance Learning implications	**Course Completion/Transcripts** ● Promotion Requirements ● CTE Pathways ● Summer School **Final Exam Administration** ● Accommodations for SwD and 504 plans **PSAT for 8th Grade**	**Course Completion/Transcripts** ● Promotion Requirements ● Summer School ● Acceleration/Remediation *How might we maximize our use of the summer weeks to create opportunities for remediation and/or acceleration to meet student learning needs?* **Final Exam Administration** ● Accommodations for SwD and 504 plans	**Course registration process** *What is already complete or in progress?* *How do we need to adjust our timeline for course registration for the incoming class?* *How are we coordinating student data articulation with feeder districts/schools?* English Learner Support *How will we support EL students without ELPAC scores?* Redesignation Process: *Do we need to plan for redesignating students that would have done so without school closure/distance learning?* **Elementary School Coordination** ● Communication with incoming class ● Placement recommendations *What is our process for transition IEP meetings?*
	Credits/Transcripts *How will Distance Learning experiences translate to course credits for high school credit classes offered at middle schools?*	**Course Approval Processes** ● Board policy timelines	**High School Transition** **Course Selection/Registration**	**Re-Entry Planning for 2020-21 School Year**	*How are we coordinating course placements in the context of student needs?* ● EL Supports

High School Preparation Focus Areas *Guiding Questions*	*What do courses completed during Distance Learning look like on transcripts?* *How will final Spring 2020 grades be disseminated to students/families?* **Faculty/Staff Evaluations** *How might evaluation timelines shift in light of school closures?* *What are the implications for evaluation-related goals in progress that were interrupted by the closure?* **Budget Development** *How do we engage School Site Council regarding budget planning?* *How are we reconciling 2019-20 budgets, including Title and grant funding?* *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?*	• UC/CSU A-G course approvals **New Course Launch** *What preparation and professional support is needed/required to move forward with implementing new courses?*	• Elective choices • Teacher recommendations for Math/ELA • Special programs and supports (ELD, SpEd) *How will we coordinate with high schools regarding student placement recommendations?* • CTE Pathways *What supports are needed to ensure continuity and access to CTE pathways, work-based learning experiences, internships, etc.?*	**Student schedules** *What is our process for receiving and processing schedule change requests?*	• SwD Supports **Special Programs** • Elective Pathways *What considerations are there for incoming student participation in elective pathways?* *How are students exposed to the elective options?* • AVID
Additional Considerations and Focus Areas *Guiding Questions*	**Timelines and Calendars** *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?* *Upon return to campus, do we need a plan for multiple health (temperature) screenings as staff and students enter the building?* *How might we define roles and responsibilities for addressing needs and following timeline?* **Parent and Family and Community Engagement** *How are we providing information to families and community partnerships using multiple methods and languages?* *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?* *How are we communicating and coordinating with community partners to ensure continuity of services and supports for students, especially our most vulnerable populations?*	**Summer School Opportunities** • Virtual models • Acceleration and/or remediation	**End-of-Year Experiences** • Promotion Activities • Promotion Ceremony • Principal's Honor Roll *How can we create meaningful culminating experiences for 8th graders that honors their achievements and success?*	**Athletics and Extracurricular Programs** • Eligibility requirements	**Incoming 6/7 Transition** • Orientation Planning *What are we basing our placements on?* *Have our placement options shifted as a result of school closure/Distance Learning? If so how?* *What spring activities normally occur for incoming students and families? What can occur virtually?*

	2020-2021 School Year Launch ● Pre-Service Planning **Professional Learning** *What supports are available for scaffolding instruction in light of school closure and distance learning?* *How are we monitoring and supporting instructional practices and teacher growth in navigating the virtual teaching and learning experience?* *What structures can we leverage to engage teachers and foster communication?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?)* **Attendance/Participation Tracking** *How is student engagement in Distance Learning monitored?* *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?* *How to support student and staff self-regulation regarding attending work/school? (When to come to school, when to stay home)* *What supports are needed for the staff and students who are considered vulnerable? (age, pre-existing conditions, medically fragile)* **Collection of student issued materials/books and 1:1 devices** *How will we coordinate instructional materials inventory and access to meet Williams Act requirements?* **Yearbook Distribution Process** **School Year Calendar** *How much flexibility is there in the start date for the school year?*				

RESOURCES

FAQ's on Grading and Graduation Requirements (CDE)