

- Share more details about
 - the Walden@Home and Enhanced Hybrid learning models
 - our decision making process
 - health & safety protocols
- Address your questions



- Campus Re-Opening Decision Making Process
- Choosing a Learning Scenario
- Class Placement, Teaching
 Assignments, and Learning Cohorts
- Health and Safety
- Campus and Operations
- Teaching and Learning
- Technology and Learning Materials
- Social-Emotional Development and Support



HOW WILL WALDEN DETERMINE WHEN IT IS SAFE TO OPEN?

- We will follow the guidance and restrictions put in place by local, state, and federal public health authorities.
- We remain committed to carefully monitoring and responding to new information about COVID-19 and its impacts.
- Children's needs are at the center of all of our decisions.

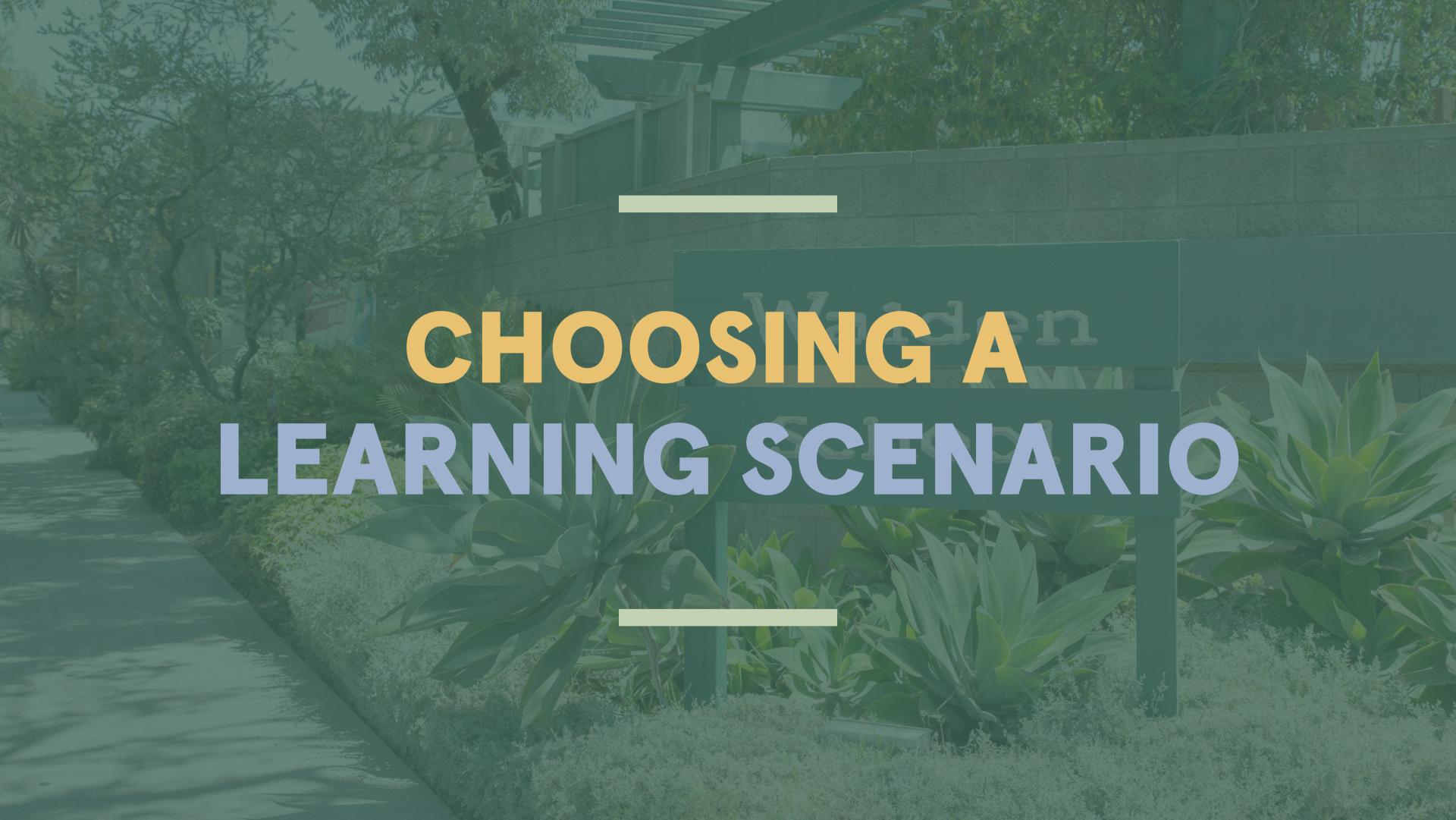
RE-OPENING METRICS

- School would open and operate in a transitional pre-COVID cohort environment
- Would require effective vaccine and herd immunity
- An announcement from all agencies (WHO, CDC, CCHD, LACD, PPHD) would warrant this change
- Guided by local, state, and federal guidelines
- 30-point re-opening checklist issued by governor to be completed before offering in-person instruction
- County must meet a set of five government-mandated metrics for 14 consecutive dates, including less than 100 Covid-cases per 100,000 residents
- Using the same criteria as yellow level, however the metric changes to <200 cases per 100,000 over a 14-day period
- Possibility to apply for a waiver at this level
- Waiver requirements (including but not limited to):
 - consultation/survey process with families, teachers, and staff >> community support required
 - sufficient and appropriate PPE in place
 - public health & school resources for investigation and outbreak response are clearly defined and available

Fully remote learning for all, schools are closed by order of the California Health Department

RE-OPENING QUESTIONS

- Is Walden following the same re-opening process as other schools in Pasadena?
- Once the health department allows schools to open, how soon can Walden mobilize to open the campus?



CHOOSING ENHANCED HYBRID OR WALDEN@HOME

- Intentional choice to build two year-long complementary but separate models
- Rooted in support for all members of the Walden community
- Consistent community of learners is a baseline tenet of progressive education; optimal environment for personalization and differentiation
- Used survey data from the spring and consulted with partners and experts

LEARNING SCENARIOS: GUIDING QUESTIONS

- How do we deliver the Walden mission in the midst of so many surrounding uncertainties?
- How do we create a fluid program that upholds the public health guidelines for children's physical well-being?
- How do we remain responsive and supportive of children's social and emotional wellbeing?
- How do we create a two-pronged responsive program that creates the "optimal conditions for learning" during the pandemic?
- How can Walden help students recover and stay "on track" throughout the year even as their lives are likely to continue to be disrupted by the pandemic?
- How can Walden effectively support families through their concerns and enlist them as consistent and knowledgeable partners in their child's learning?

LEARNING SCENARIOS: WALDEN'S FOCUS

To establish complimentary learning platforms that allows for collaboration with all of those involved with the child, using the best scientific evidence available, to maximize student's physical and psychological safety to support their ability to learn and thrive.

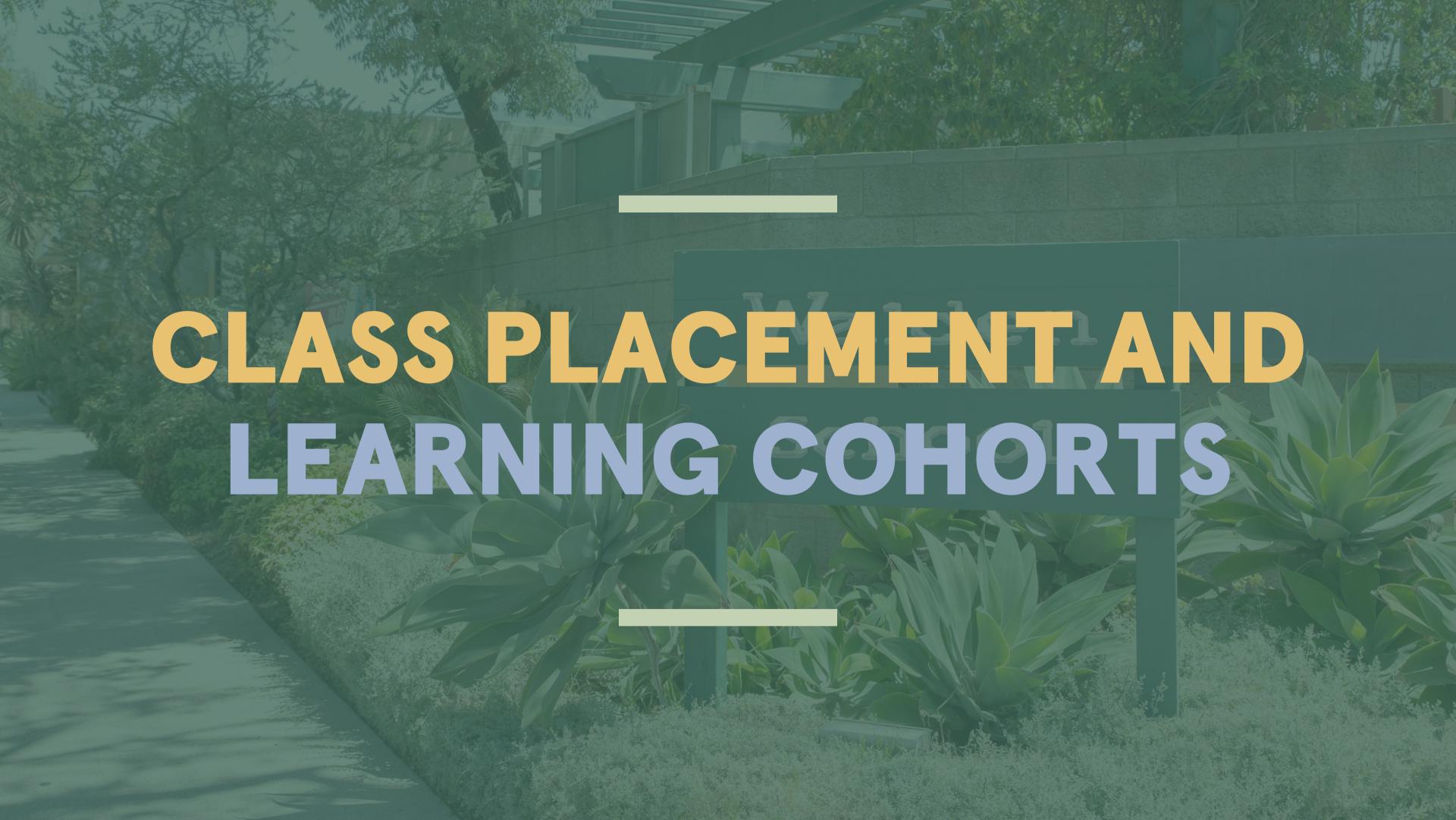
- Student Safety and Wellbeing
- Nurturing Creativity and Risk-Taking
- Utilizing a Strengths-Based Approach
- Consistent Learning in Community

LEARNING SCENARIO QUESTIONS

- Do we have to commit to one learning scenario for the entire year or can we switch at some point later in the year?
 - Could there be quarterly or semi-annual entry points?
 - What if families in the hybrid model don't agree with the school's definition of "safe," or only feel comfortable after we see that there are no infections at the school after it has been open for a while, or once there is a Covid vaccine?
 - What if you choose the hybrid program but for some reason are unable to attend in person (location, health, etc.) when the school goes back – can you continue remotely at that point?

LEARNING SCENARIO QUESTIONS

- Does hybrid mean ½ of the time on campus and ½ at home?
- What is the deadline for choosing between the models?



YEAR-LONG STABLE COHORTS

- Classroom practices that center and build community to foster trusting and working relationships with cohort peers and teachers
- Consistent and strong learning communities with collective routines, work habits, and agreements
- Students will have a chance to socialize with other cohorts through multi-age Ponderers groups, assemblies, buddy classes, social lunches, and events

PLACEMENT AND COHORT QUESTIONS

- Will cohorts be mixed grade levels or one grade? Could there be more than two grade levels together in one cohort?
 - Will the Walden@Home multi-age cohorts mirror the school cohorts in terms of which grade levels are placed together?
 - Are Walden@Home cohorts also limited to 12 students per teacher?
- Pre-Covid, students were placed in classes with the child's needs taken into consideration. How will Walden ensure now that each child is supported and their needs are met?

PLACEMENT AND COHORT QUESTIONS CONT'D

- What are the teaching assignments for the different cohorts and learning scenarios, and when will they be announced?
 - Will the teachers stay the same for the entire year?
 - If there is only one Walden@Home cohort for the grade level, will the teacher be a lead teacher?
 - Will teachers have multiple cohorts? If so, will those cohorts be within the same learning model?
 - Please explain more about how the teacher/associate teacher working with a parallel cohort will work.
- Have you considered asking parents if they want to create small pods to join together and perhaps asking this before you make class assignments so that those who want to gather in person to share part of online school get grouped together?



HEALTH & SAFETY QUESTIONS

 How will the campus respond if a student or teacher in a cohort gets sick or tests positive for Covid-19?

| | A Student or Staff/Faculty Member: | Action: |
|---|---|--|
| 1 | With COVID-19 symptoms (e.g. fever, cough, loss of taste or smell, difficulty breathing). | Send student or staff member home. Recommend testing (if positive, see #3, if negative, see #4). School and classroom remain open. |
| 2 | Has close contact (<6 feet from a case for > 15 minutes) with a confirmed case of COVID-19. If it cannot be determined whether individuals have met this criterion, an entire cohort, classroom or other group may be considered exposed. | Send student or staff member home. Quarantine for 14 days from last exposure. Recommend testing (remains in quarantine for entire time even if tests negative). School and classroom remain open. |
| з | Has a confirmed COVID-19 case infection. | Notify the local public health department. Isolate the case and quarantine for 10 days from symptom onset or test date. Identify contacts, quarantine and prohibit from campus any exposed contacts (likely an entire cohort) for 14 days after the last date the case was present at school while infectious. Recommend testing of contacts, prioritize symptomatic contacts (but do not shorten quarantine). Disinfect and clean classroom and primary spaces where case spent significant time. School remains open. Classroom closed for cleaning. |
| 4 | Tests negative after symptoms. | May return to school 3 days after symptoms resolve. |
| | | School and classroom remain open. |

- If one student test positive, will the whole school be notified?
- Does the cohort move into quarantine and online learning for the quarantine period?
- If a student in a class is exposed or tests positive, what happens to the siblings of the students in that cohort?
- If a few people contract Covid, will the whole campus close down again?

HEALTH & SAFETY QUESTIONS CONT'D

- What happens if a student in the hybrid model gets sick with e.g. a cold or the flu (not COVID) but can't come to school for a while due to restrictions? Are they then in a completely separate space, not hybrid and not Walden@Home?
 - If you think your child might get a persistent cold during the school year and the can't come to school because they have mild symptoms, would the least disruptive track for their learning be Walden@Home?
- The website states that we must contact the school if a family member tests positive. Some people are in pods or go to work—should this include anyone in your pod or work environment?

HEALTH & SAFETY QUESTIONS CONT'D

- How are students and teachers supposed to understand and hear each other with masks, plexiglass, and a six-foot distance? Have you tested this scenario?
- What will the daily tasks and deadlines be for parents? (E.g., complete daily Magnus Health questionnaire by a certain time).
- It will be difficult for the kids to maintain six feet of distance at all times and keep their masks in the correct position—can we acknowledge that they are kids and not overreact/correct them?
- What if a child needs to use the bathroom when it is not their scheduled time?
- Who are the members of the school's compliance team?
- What is the definition of a high-touch area for the cleaning staff?



CAMPUS AND OPERATIONS QUESTIONS

• Can parents see the physical space to make their determinations?



CAMPUS AND OPERATIONS QUESTIONS CONT'D

- Is there a possibility in the future that Walden could utilize outdoor spaces to make in-person learning possible?
- Have the non-operational windows been converted to operational in classrooms that don't currently have them?
- Will there be contactless doors in high-touch areas, e.g. bathrooms?
- How has enrollment and staffing been effected by the pandemic?
- Can a bicycle be used for drop-off or pick-up?



LEARNINGS FROM SPRING 2020

- Smaller class sizes on Zoom (10-12)
 - Focus on small reading groups and 1:1 reading
 - More equitable engagement
 - Small break-out groups of 3-6, for more direct and responsive teaching and learning
- More synchronous than asynchronous learning
 - Classes with engaging mini-lessons, work-time, small group time, and reporting back after work-time to share and reflect
 - Zoom should be thought of as guided work-time and learning with peers, not static screen time

LEARNINGS FROM SPRING 2020 CONT'D

- Streamlined curriculum subjects and projects that work together along with individual skills practice
- More consistent schedule
- A Zoom-free day for catch-up on work
- More social opportunities to connect with peers
- More guidance for parents to help with schoolwork
- Teachers: SEL, connections with other students

ACADEMIC BLOCKS

Reader's Workshop, Writer's Workshop,
Social Studies, Math

WALDEN@HOME

- Smaller class sizes than in the spring
- Blocks will include multiple structures and strategies to foster engagement: direct instruction, work-time, guidance from teacher in small groups, collaboration and project work
- 1:1 times for all grades
- Materials needed will be requested prior to projects or provided by Walden, support for collaboration with classmates

ON-CAMPUS

- Students will have their own materials
- Small class sizes in large classroom spaces, physical distancing routines (desks and tables), spaces to work, stations
- Outside learning once a day or more when possible
- Materials will be individualized, learning will be socialized

SPECIALTY CLASSES

- Three-week blocks, four times a week
- Two three-week blocks per specialty per year
- Integrated with classroom curriculum
- Dance/P.E. will meet every week throughout the year (alternating)

WALDEN@HOME

- Specialties will take place in cohorts
- P.E. and Dance will offer synchronous exercise classes as well as short body breaks to be used for morning exercises and throughout the day

ON-CAMPUS

- P.E. and Dance classes will take place on the South yard, physically distanced without shared equipment
- Classes such as Science and Music will also be outside as much as possible

RECESS AND LUNCHES

WALDEN@HOME

- Social lunches, partner lunches
- Screen-free active play time encouraged (outdoor if possible)

ON-CAMPUS

- Areas of South yard and North yard
- Play stations and activities
- South yard structure will be disinfected, North yard structure off limits

DAILY SCHEDULE

A Typical Day for Walden@Home

Included are some notes to provide a more detailed explanation of each time block.

Morning exercise will be asynchronous aerobic, stretching, or mindfulness exercises. We know the importance of physical activity to get our bodies and brains ready for learning. The exercise introduced to students can be revisited throughout the day during brain/movement breaks.

8:30 - 9:15 a.m.

All-School Assemblies (WF)
Morning Meetings
Morning Exercise

9:15 - 10:00 a.m.
Academic or Specialty Block

10:00 - 10:15 a.m.
Screen-free Snack
and Movement Break

10:15 - 11:00 a.m. Academic or Specialty Block

During this time for K through 2nd grade, students will have a 30-minute independent reading time during which they will have a weekly 1:1 session with their teachers to support their reading and, at times, use Seesaw or Flipgrid to read to their teachers asynchronously.

This time will also include brain breaks and a movement class (Dance or P.E.) every week 11:00 a.m. - 1:00 p.m.

Lunch/Reading/
Playing Outside

This time will be structured slightly differently for different grade levels to meet students' developmental and academic needs.

1:00-2:45 p.m.
Academic Blocks/Specialty
Blocks/Work Time/1:1
Check-Ins

2:45-3:00 p.m.
Closing Meeting

Morning meetings will be the only time when both cohorts of a classroom will come together in a large group, review the work for the day, experience SEL lessons, hear read-alouds that connect to the social studies unit, and have discussions. On assembly days, morning meetings will be 15 minutes – on the other days, morning meetings will be 30 minutes.

Academic blocks of math, Writer's Workshop, Reader's Workshop, and social studies will take place in the cohorts of 10-12. They will include direct instruction, work time, and often smaller group work within the cohort.

During this time for 3rd trough 6th grade, students will have a more structured 45-minute reading time, which will alternate between 1:1 conferences, small group reading instruction, book clubs, Reader's Workshop mini-lessons, and independent reading.

The closing meeting will be a time to check in about questions, reflect on the learning of the day, and have closure as a group, continuing to build a dynamic and supportive classroom culture.

Friday will be a special day with its own schedule! After morning meeting, bigger blocks of time will be dedicated to hands-on, independent project work, catch-up work time, math Workplaces and Dreambox, community events like 6th Grade Guild classes, buddy classes, and more!

- What will the daily schedule look like?
- Will it be consistent day-to-day to support working parents and children in managing schedules?
- Will the schedule change during the school year?
- Can class start and end times be standardized to accommodate families with more than one child?
- How flexible will the day be for working parents who are unable to facilitate distant learning throughout the day?

TEACHING AND LEARNING QUESTIONS

- Will curriculum be different if doing hybrid vs remote?
- Can you please discuss the impact of screen time and any considerations that have been made to minimize the amount of technology use required?
 - Will there be enough screen breaks so children can relax their eyes?
- Are teachers going to be teaching from the actual classroom?
- How does Walden@Home interface with the in-person plan? Do students interact?
- If a synchronous class is missed, how do the students get the info for the assignment?

TEACHING AND LEARNING QUESTIONS CONT'D

- What kind of accountability will you require from children in terms of their attendance, participation, and school work--considering that they are coming out of a 5-month quarantine?
- What should our expectations be about our child's growth, progression, development in this pandemic, and in a remote learning environment?
- What happens to cornerstone events like camping and class trips?
 - Will ahome learners be able to go on field trips/camping trips?
- Could students complete one assignment before gaining access to another?
- Who is monitoring small-group breakout rooms?
- How will teachers make sure that students are doing work during work time?



SOCIAL EMOTIONAL LEARNING AND STUDENT SUPPORT

- Student support team will provide support to teachers, students, and parents
- SEL curriculum (mindfulness and calming techniques, self regulation and emotional awareness, conflict resolution and relationship skills)
- Social lunches, partner lunches, partner sharing, collaborative projects, buddy classes, Flipgrid

SEL AND STUDENT SUPPORT QUESTIONS

- How will teachers support social interaction between the kids and class bonding while distance learning?
- Do you plan to offer any in-person social opportunities in the near future?
 - Will there be an opportunity to meet the teachers in person at a safe distance in a small group?
- Will there be any introduction amongst students in the same cohort prior to the start of school?



TECHNOLOGY AND LEARNING MATERIALS QUESTIONS

- What materials, technology, supplies do we need to be best equipped for remote learning?
 - What do we need to purchase?
- Will computers be offered?

