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*walden*  
**RETURN-TO-SCHOOL**

**6TH GRADE  
ROUNDTABLE**

August 25, 2020

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# PURPOSE OF TODAY'S GATHERING

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



# TOPICS WE WILL COVER TODAY

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



The background of the slide is a photograph of a campus scene. It features a grey stone wall, lush green trees, and various plants, including large agave-like plants in the foreground. A paved walkway is visible on the left. The text is overlaid on this image.

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# **CAMPUS RE-OPENING DECISION MAKING PROCESS**

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# 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?
- Please describe the decision making process for hybrid classes to move to in-person instruction? How will community, including teacher, input be collected and made public so that the decision is transparent?





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# CHOOSING A LEARNING SCENARIO

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# 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



The background is a photograph of a school garden. A grey stone wall runs across the middle ground. In front of the wall are various green plants, including large-leafed agave-like plants and smaller ground cover. To the left, a paved path leads into the distance. The entire image has a semi-transparent dark green overlay. Two horizontal white lines are positioned above and below the text.

# LEARNING COHORTS



# 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, buddy classes, and social lunches



# COHORT QUESTIONS

- 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?





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# HEALTH AND SAFETY

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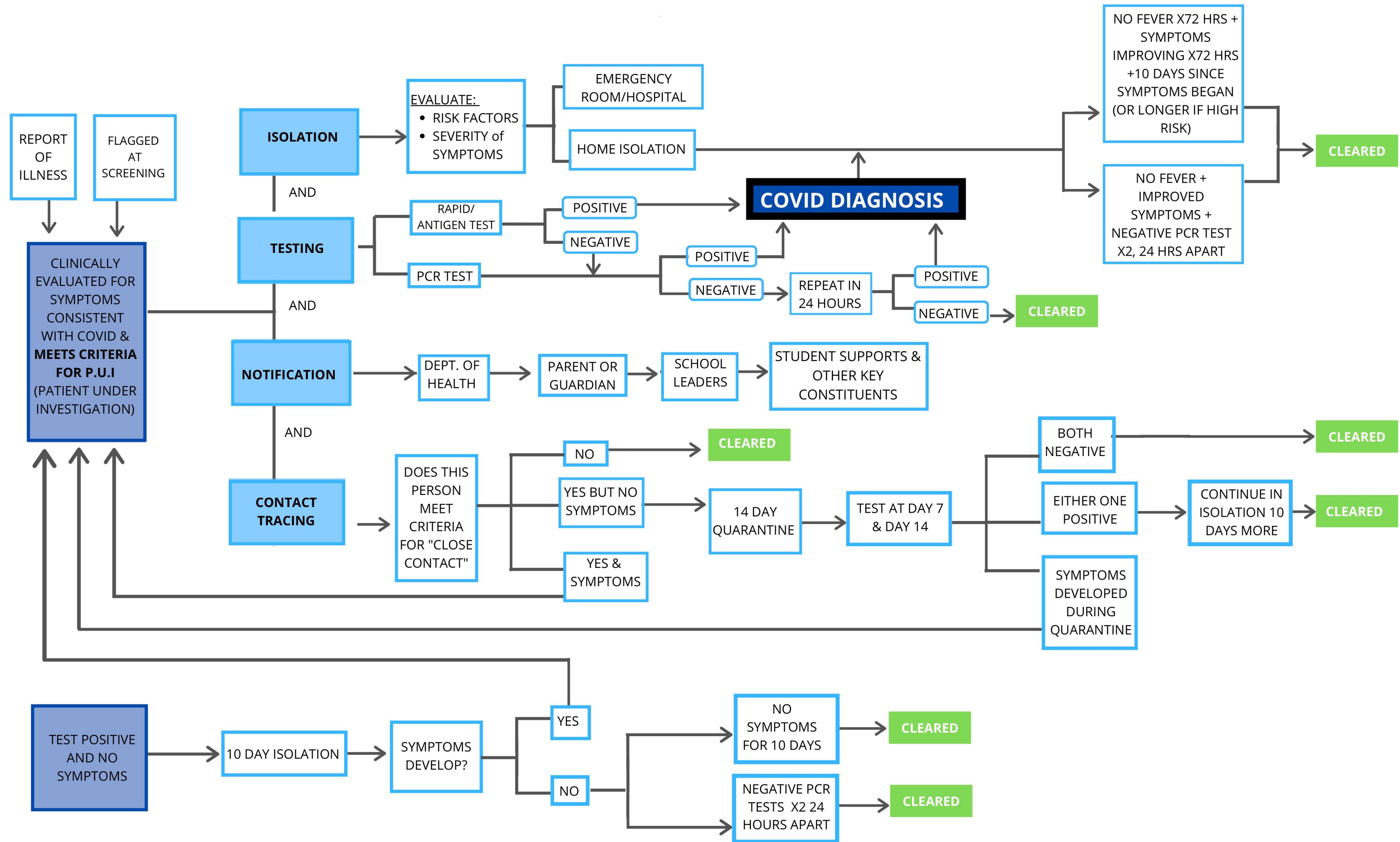
# HEALTH & SAFETY QUESTIONS

- 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).	<ul style="list-style-type: none"><li>• Send student or staff member home.</li><li>• Recommend testing (if positive, see #3, if negative, see #4).</li><li>• School and classroom remain open.</li></ul>
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.	<ul style="list-style-type: none"><li>• Send student or staff member home.</li><li>• Quarantine for 14 days from last exposure.</li><li>• Recommend testing (remains in quarantine for entire time even if tests negative).</li><li>• School and classroom remain open.</li></ul>
3	Has a confirmed COVID-19 case infection.	<ul style="list-style-type: none"><li>• Notify the local public health department.</li><li>• Isolate the case and quarantine for 10 days from symptom onset or test date.</li><li>• 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.</li><li>• Recommend testing of contacts, prioritize symptomatic contacts (but do not shorten quarantine).</li><li>• Disinfect and clean classroom and primary spaces where case spent significant time.</li><li>• School remains open.</li><li>• Classroom closed for cleaning.</li></ul>
4	Tests negative after symptoms.	<ul style="list-style-type: none"><li>• May return to school 3 days after symptoms resolve.</li><li>• School and classroom remain open.</li></ul>

- 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

- 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?
- 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?
- What is the definition of a high-touch area for the cleaning staff?



# HEALTH & SAFETY QUESTIONS CONT'D

- Can you describe the consequences if families consistently do not report temperatures on time and are habitually late to school if they choose the enhanced program?
- Will teachers be able to teach remotely (e.g. not come into campus) while all learning is remote if they feel more comfortable doing so? Were teachers given the remote or hybrid option in general?
  - How does the school plan to support teachers who do not feel safe returning to in person teaching?
- Who are the members of the school's compliance team?



# COVID-19 SUPPORT TEAM

Members of the COVID support team are adults in the school community whose job it is to provide assistance and support to students, school health staff and school leadership, in matters pertaining to COVID Risk reduction strategies, case response, and essential health services.

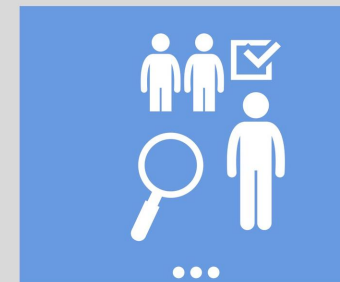


- Not necessarily degreed health professionals or health office staff
- Not necessarily without covid health risks, as some duties can be done virtually
- Preferably someone who has a sense of the school culture and how the school routinely functions
- Some duties are standing scheduled duties & some duties are 'on call'
- Some training will be required
- Consider individuals who are discreet, who have respect for privacy & confidentiality



## TESTING

- ADMINISTRATIVE/CLERICAL/DATA ENTRY
- EVENT PLANNING AND LOGISTICS



## SCREENING

- DATA REVIEW AND ANALYSIS
- SCREENERS/ BACK UP SCREENERS, TEMP CHECKS, ESCORTS
- COMMUNICATIONS: FOLLOW UP, MISSED OR ABSENT



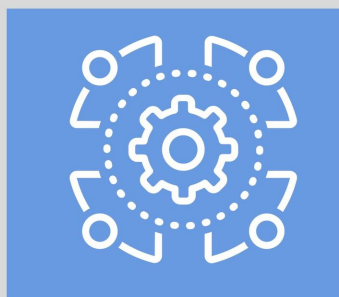
## CONTACT TRACING

- INTERVIEWS, DOCUMENTATION, DEPT OF HEALTH DOCUMENT COMPLETION
- CROSS CHECKING AND DATA MINING
- NOTIFICATION AND COMMUNICATION
- STUDENT ESCORT



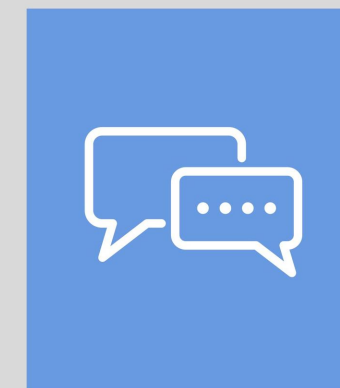
## ESSENTIAL SERVICES

- TELEHEALTH ASSISTANCE AND TECH SUPPORT
- STUDENT ESCORT, STUDENT CHAPERONE/LIAISON
- COMMUNICATIONS
- COVID INVENTORY MANAGEMENT
- FLU SHOT MANAGEMENT



## EDUCATION AND ENGAGEMENT

- COMPLIANCE MONITOR
- TRAFFIC CONTROL, WAYFINDING
- CONTENT CREATOR AND CONTENT PRESENTER
- CHEERLEADER, FACILITATOR, TOWN CRIER
- PROTECTION PACKS



## CASE RESPONSE

- RELEASE OF STANDING COMMUNICATION TEMPLATES
- REPORT OF NEGATIVE TEST RESULTS
- DAILY CHECK IN
- POLICY AND PRACTICE REVIEWS
- QUARANTINE TEAM: TRACKERS, CHAPERONES, PROGRAM, SCHEDULE
- ISOLATION SUPPORT: AUXILIARY SUPPORTS COORDINATOR



The background image shows a campus scene with a stone wall, lush green plants, and a paved walkway. A semi-transparent dark green rectangular box is centered over the image, containing the text. Two short, horizontal yellow lines are positioned above and below the text box.

# **CAMPUS** **AND OPERATIONS**



# 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?
- Will there be additional cleaning staff during the school day on campus (in addition to Val) when school reopens?
- How has enrollment and staffing been effected by the pandemic?
- Can a bicycle be used for drop-off or pick-up?





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# TEACHING AND LEARNING

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# LEARNINGS FROM SPRING 2020

- Smaller class sizes on Zoom (10-12)
  - 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

- 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
- 6th graders: taking initiative and showing leadership, creativity, flexibility under the circumstances



# ACADEMIC BLOCKS

Language Arts, Social Studies, Math

## WALDEN@HOME

- 6th grade @Home students will stream into all their classes when Enhanced Hybrid students return to campus
- Blocks will include multiple structures and strategies to foster engagement: direct instruction, work-time, guidance from teacher
- 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 LUNCHESES

## WALDEN@HOME

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

## ON-CAMPUS

- Areas of South yard and North yard
- Games 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

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.

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

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.

**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.

**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.

During this time for 3rd through 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.

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

This time will also include brain breaks and a movement class (Dance or P.E.) every week

**2:45–3:00 p.m.**  
Closing Meeting

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!

- Will the schedule 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?



# 6TH GRADE HIGHLIGHTS & RITES OF PASSAGE

- Mentorship
- Inquiry Project
- Deep Time Fridays: Projects, Outdoor Learning
- Assembly Leadership
- Guild Week
- Special Activities



# 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 happens to cornerstone events like the Tetons trip and camping?
  - Will @home learners be able to go on field trips/outdoor education trips?
  - Is there discussion about a "virtual" Ponderers camping trip?



# TEACHING AND LEARNING QUESTIONS CONT'D

- Can you describe the differentiated math program and how it will be implemented this year while everyone is virtual? Will there be math everyday? If not how often?
- What if only a very small number of 6th grade families choose the at-home option- how will you form dynamic discussion and learning groups?



# LEARNING SCENARIO QUESTIONS

- Does hybrid mean  $\frac{1}{2}$  of the time on campus and  $\frac{1}{2}$  at home?
- 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 we 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?



# MATRICULATION QUESTIONS

- What are you hearing from other schools about the admissions process for 7th grade?
- Will there be ERB testing this year? If so will this be used as a criteria in admissions for middle/high school?
- Is the ISEE being offered even though it is not required for a number of schools? Will it be online only testing?
- What is the conversation with independent schools about how tours, shadow days, interviews, etc will be handled?





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# **SOCIAL-EMOTIONAL DEVELOPMENT AND SUPPORT**

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# 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, Flipgrid



# SEL AND STUDENT SUPPORT QUESTIONS

- 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?
- How would the school monitor the students' emotional growth and stability while distance learning?
- What is the conversation with students if this class misses an in-person Teton experience (which seems realistic) as they also missed Catalina last year.
- How will the 6th grade maintain the strong sense of group identity we've seen in other 6th grade classes while separated?
- If a 6th grader goes remote, what options will they have to come back to say goodbye to campus if it reopens for hybrid?





# TECHNOLOGY AND LEARNING MATERIALS



# TECHNOLOGY AND LEARNING MATERIALS QUESTIONS

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



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# THANK YOU!

#wearewalden

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