Agenda
Midlothian ISD
Board of Trustees Special Meeting

L.A. Mills Administration Building
100 Walter Stephenson Road
Midlothian, Texas 76065

December 2, 2020 – 5:30 PM
Immediately after opening, the Board of Trustees will convene in Closed Session and will return to Open Session upon completion of closed session

A Special Meeting of the Board of Trustees of Midlothian ISD will be held December 2, 2020, beginning at 5:30 PM.

The subjects to be discussed or considered, or upon which any formal action may be taken are listed on the agenda, which is attached to, and made a part of this Notice. Items do not have to be taken in the order shown on this meeting notice.

For those attending in person, social distancing guidelines will be followed.   Members of the public may access this meeting in real time by clicking the video conference link and selecting the Board of Trustees Special Meeting for December 2, 2020.

The open portions of this meeting will be streamed live and recorded.   The video will be made available to the public on the District's website.

PUBLIC COMMENT – Public comments related to this meeting will be accepted in person and virtually, in accordance with the Open Meetings Act and Local District Policy, BED(LOCAL). Members of the public wishing to address the Board during the public comment portion of this regular meeting shall be limited to five minutes.

Individuals wishing to speak remotely, should complete an online Public Comment Form for virtual participation prior to 4:00 pm on December 2, 2020.   ***Please note:*** *Comments will not be read into the record.   Those participating virtually will be admitted to the meeting at the designated time to speak via the Zoom link with meeting ID: 821 0648 9872.*   In-person participants must sign in and complete a "Public Comment Participation Form" and present it to the Board President or designee by 5:50 p.m. on December 2, 2020. If a completed form for public comment is not received by the applicable deadline posted, the individual will not be able to participate in public comment at this meeting.

In accordance with the Texas Open Meetings Act, Board Members will listen to the comments. The Board, through the presiding officer or Superintendent, can offer factual information, cite Board policy, or direct the administration to investigate items and report back to the Board, but shall not engage in a two-way dialogue with patrons.

1. CALL TO ORDER
2. CLOSED SESSION as authorized by the Texas Open Meetings Act, Texas Government Code Chapter 551.
   A. Consideration of Personnel, Texas Government Codes 551.074 - Resignations, Terminations, and Non-renewals of Professional Employees, Employment, Leaves of Absences, Personnel Issues
   B. Consider Purchase, Exchange, Lease, or Value of Real Property 551.072

C. Pursuant to Texas Government Code Sections §551.071, to consult with the District's attorney, in person or by phone, on a matter in which the duty of the attorney to the District under the Texas Disciplinary Rules of Professional Conduct of the State Bar of Texas clearly conflicts with Chapter 551 of the Texas Local Government Code including a discussion regarding the naming of an Interim Superintendent and the search for a new Superintendent.

D. Pursuant to Texas Government Code Sections §551.074 for the purpose of considering the appointment, employment, evaluation, reassignment, duties, discipline, or dismissal of a public officer, employee, or to hear complaints or charges against a public officer or employee including a discussion regarding the naming of an Interim Superintendent and the search for a new Superintendent.

E. Students, Texas Government Code 551.082, 551.0821
    1. Discipline Issues
    2. Non-Discipline Issues

3. RECONVENE TO OPEN SESSION

4. PUBLIC COMMENT -Members of the public may address the Board during the public comment portion of the board meeting in accordance with Board policy BED (LOCAL). Individuals wishing to speak shall follow the procedures outlined above.

5. INFORMATION ITEMS
    A. BOARD PRIORITY 4-A: GOAL 1 Academics: Formative Review   4
    DIP/CIP/Interim Assessment

6. DISCUSSION/ACTION ITEMS
    A. COVID Update: Dual Platform of Learning - Face-To-Face and Virtual   27
    B. Consideration and possible action to address needs of the District in order to respond to and take preventative measures related to COVID 19
    C. Action, if any, on Items Discussed in Closed Session

7. ADJOURNMENT OF MEETING

If, during the course of the meeting covered by this Notice, the Board of Trustees should determine that a closed meeting or session of the Board of Trustees is required, then such closed meeting or session as authorized by the Texas Open Meetings Act, Texas Government Code Section 551.001 et seq., will be held by the School Board at the date, hour, and place given in this Notice or as soon after the commencement of the meeting covered by this Notice as the School Board may conveniently meet in such closed meeting or session concerning any and all purposes permitted by the Act, including, but not limited to the following sections and purposes:

Texas Government Code Section:
551.071   Private consultation with the board's attorney.
551.072   Discussing purchase, exchange, lease, or value of real property.
551.073   Discussing negotiated contracts for prospective gifts or donations.
551.074   Discussing personnel or to hear complaints against personnel.
551.075   To confer with employees of the school district to receive information or to ask questions.
551.076   Considering the deployment, specific occasions for, or implementation of, security personnel, or devices.

551.082	Considering discipline of a public school child, or complaint or charge against personnel.
551.0821	Discussing personally identifiable information about a public school student.
551.083	Considering the standards, guidelines, terms, or conditions the board will follow, or will instruct its representatives to follow, in consultation with representatives of employees groups.
551.084	Excluding witnesses from a hearing.

Should any final action, final decision, or final vote be required in the opinion of the school Board with regard to any matter considered in such closed meeting or session, then the final action, final decision, or final vote shall be either:

(a)   in the open meeting covered by the Notice upon the reconvening of
          the public meeting; or
(b)   at a subsequent public meeting of the School Board upon notice thereof;
          as the School Board shall determine.

Theda McGrew
Superintendent Administrative Assistant

Adopted Board Priority

STANDARD 1: PROVIDE RESPONSIBLE SCHOOL DISTRICT GOVERNANCE

- **Benchmark B**: Ensuring the board is accountable and open to the public including seeking divergent perspectives in its decision making process.
  - **Action:** *Semi-annual updates on our improvement of performance*

STANDARD 4: HOLD SCHOOL DISTRICT ACCOUNTABLE FOR MEETING STUDENT LEARNING EXPECTATIONS.

- **Benchmark A**: Committing to continuous improvement in student achievement at each school and throughout the district.
  - **Action:** *Formative review of outcomes as they align with district plan*

Goal 1: Design innovative learning environments while increasing academic rigor through aligned teaching and learning.

Performance Objective 1: Design, develop and support aligned K-12 curriculum, providing challenging academic content standards and aligned academic achievement standards shown through M*Powered TTESS data with an increase by 2 percentage points in Accomplished or Higher in each area-planning and instruction, as well as increasing in Master Level in each content area by at least 3 percentage points.

Performance Objective 2: Provide students opportunities to reach their unlimited potential through collaboration, creativity, critical thinking and communication within the K-12 aligned curriculum with an increase in the Brightbyte data in the Teacher and Student area of the 4 C's by 25 scaled points at the end of 2019-2020 school year.

Performance Objective 3: Systematically support professional development in the implementation of a K-12 aligned curriculum as measured by participant feedback of district professional development where at least 90% of teachers believe the professional development increased the effectiveness of their teaching and learning.

Performance Objective 4: Support excellence through purpose by providing intentional application of high yield learning strategies for the growth of all students with an increase of 5 percentage points in the percentage of students successful in Tier 1 instruction only in K-2 and for 3rd - 10th grade increasing in Master Level in each content area by at least 3 percentage points.

Performance Objective 5: Increase the participation and achievement of students in Advanced Academics with an increase of 2 percentage points in the enrollment of students in AP, Dual Credit, and 8th Grade Algebra I, as well as increase in CCMR by 2 percentage points. In addition, increase by 2% college hours earned.

Goal 1 Performance Objective 1

Design, develop and support aligned K-12 curriculum, providing challenging academic content standards and aligned academic achievement standards shown through M*Powered TTESS data with an increase by **2 percentage points in Accomplished or Higher in each area-planning and instruction** and **70% of students will show growth on post-progress indicators.**

Goal 1 Performance Objective 1 - Strategies

Strategy 1

Design district wide days for professional learning and collaboration that benefits teachers by providing the necessary time and tools to design lessons that are challenging and aligned with content and academic standards.

- iPlan day was canceled to provide additional time for teacher planning
- TPAC Performance Assessments have been postponed until Jan.
- Brightbytes will go from Nov. 9-20
- TTESS MPowered calibration with principals on 11/04/20

Strategy 2

Create systems to check implementation of district expectations for challenging and aligned academic and content standards.

- Pre and Post Performance Indicators (PIs) have been implemented
- Principal meeting was held to discuss weekly reports and purpose of PIs 10/01/20
- Principals receive a weekly report on PI data
- DOL is meeting with principals to review the data 1:1 in November.

Goal 1 Performance Objective 2

Provide students opportunities to reach their **unlimited potential** through collaboration, creativity, critical thinking and communication within the K-12 aligned curriculum with an increase in the **Brightbyte data** in the **Teacher and Student area of the 4 C's by 5 scaled points** at the end of 2020-2021 school year.

Goal 1 Performance Objective 2 - Strategies

Strategy 1

Measure, analyze data, and provide support for teachers in allowing students to utilize technology effectively, including the attributes of the Learner Profile/Learner Experience, and is aligned with the curriculum.

- iCoaches received training with E2L and have had coaching days (2 each) with E2L
- iCoaches are implementing the coaching process with designated teachers, using the eGROWe suite
- Brightbytes will be conducted Nov. 9-20.

Strategy 2

Provide district learning management systems to communicate with parents and allow for collaboration among staff and students.

- Seesaw is being used for PK-3rd grade, 4th-12th are using Canvas
- iCoaches assist teachers with any support needed for either LMS

Goal 1 Performance Objective 2 - Strategies

Strategy 3

Provide a variety of tools teachers need to design lessons through PLCs and iPlan Day collaboration that increase rigor and relevance for all students.

- iPlan was cancelled to provide additional time for teacher planning
- iCoaches are supporting teachers on campuses as needed

Strategy 4

Ensure a standard of education for digital citizenship on each campus.

- Digital citizenship week was held with tips in district social media - week of October 19, 2020
- LMSs conducted digital citizenship lessons
- AIM for Success is set up for November for all grade levels

Goal 1 Performance Objective 3

Systematically support **professional development** in the implementation of a K-12 aligned curriculum as measured by participant feedback of district professional development with an i**ncrease of 2% of teachers believing the professional development increased the effectiveness of their teaching and learning**.

Goal 1 Performance Objective 3

Strategy 1

Provide support for all staff through a multitude of resources

- iCoaches are implementing the E2L process, plus assisting teachers with any needs on a daily basis
- Mentors are following procedures and check-in schedule
- MPower Hours are under way for new teachers
- MPowered Summer Academy - more than 60 sessions both live and recorded for teachers to choose from

Goal 1 Performance Objective 4

Support **excellence through purpose** by providing intentional application of high yield learning strategies for the growth of all students with an average **increase of 3 percentage points in the percentage of students successful in Tier 1 instruction** only in K-2, along with **meeting or exceeding all House Bill 3 PK-3 Goals/Progress Monitoring** for 2020-2021 school year. Third - tenth grade students will show growth by increasing **STAAR Master Level in each content area by an average of 3 percentage points** and **70% on post-progress indicators.**

Goal 1 Performance Objective 4

Strategy 1

Provide tools, programs, and courses for a variety of opportunities for enrichment and extension for all students.

- Some activities are being limited due to COVID.
- GT is continuing in classes and in pull-out sessions
- Extracurricular activities that can be continued are with COVID protocols in place

Strategy 2

Create opportunities for teachers to collaborate and design rigorous and relevant lessons that are aligned with district assessments that meet each students' needs, as well as an expansion on piloting performance assessments.

- Pre and Post PIs are being implemented
- Many principals are analyzing PI data in PLCs
- Performance Assessments are postponed until January

Goal 1 Performance Objective 4

Strategy 3
Provide tools and support to ensure that all students' needs are met and data is maintained to track progress.
- RTI process being implemented
- Frontline being used to track data
- Interventionist hired for FSMS
- Dyslexia being implemented as planned

Strategy 4
Provide Summer School Opportunities and supplies for At-Risk students and those not meeting the Student Success Initiative for Grades 5 and 8.
- SSI is not being utilized this year according the state
- Retester plans under way at high schools as heard from high school principals in the Accelerated Instruction Public Hearing

Goal 1 Performance Objective 4

Strategy 5

Provide intentional Reading Intervention support to 1st graders not reading on grade level.

- Reading tutors have began on campuses

Strategy 6

ARI/AMI tutoring at DMS, FSMS and WGMS - Provide intentional intervention for middle school students that are below grade level and in danger of failing state assessments in math and/or reading.

- Tutoring is underway as planned.

Goal 1 Performance Objective 4

Strategy 7

Create goals and analyze progress monitoring data for House Bill 3 Board Goals for PK-3 and CCMR.

- BOY update on goals and progress monitoring with presentation to board in November
- Reading Academies are underway for campus leaders
- Early Childhood Coach has begun and is supporting teachers daily on campuses

Strategy 8

Create goals and analyze progress monitoring data for Superintendent Part 3 Academic Goals.

- Reading Academies are underway for campus leaders
- Early Childhood Coach has begun and is supporting teachers daily on campuses
- Tutoring is underway

Goal 1 Performance Objective 5

Increase the participation and achievement of students in Advanced Academics with an increase of **2 percentage points in the enrollment of students in AP, Dual Credit, and 8th Grade Algebra I,** as well as i**ncrease in CCMR by 2 percentage points**. In addition, increase by **2% college hours earned**, as well as **meeting the House Bill 3 CCMR Goals and Progress Monitoring for the 2020-2021 school year.**

Goal 1 Performance Objective 5

Strategy 1

Support campus opportunities and inform parents and students of these opportunities for advancement in studies of choice.

- Naviance scope and sequence being followed in grades 6-12
- CTE courses
- Virtual course fair planned

Strategy 2

Continue to research and offer courses that meet all students' passions and interests.

- New courses for Board approval go for information only in November and approval in December

Goal 1 Performance Objective 5

Strategy 3

CCMR: Inform and educate all secondary staff of college, career and military readiness and opportunities for post-secondary planning.

- Offered TSI in district
- PSAT test given
- SAT test given
- ASVAB test scheduled

Strategy 4

National Merit: Provide testing support and opportunities for students to participate.

- PSAT, ACT and SAT Bootcamps
- PSAT administered

Goal 1 Performance Objective 5

Strategy 5

Design opportunities and courses that allow for an increase in college and career readiness.

- PSAT, ACT and SAT Bootcamps
- PSAT administered

Strategy 6

Scheduling modification training with campus administrators and counselors to ensure that gifted and talented students are grouped appropriately.

- GT plan shared

Goal 1 Performance Objective 5

Strategy 7

Provide AVID program at MHS, FSMS, and DMS
AVID, which stands for Advancement Via Individual Determination, is a college readiness program designed to help students develop the skills they need to be successful in college. The program places special emphasis on growing writing, critical thinking, teamwork, organization and reading skills.

- AVID elective course offered at MHS
- AVID strategies being implemented in PLCs and staff meetings at middle schools

Strategy 8

Princeton Review and MISD Staff: SAT/ACT/PSAT Boot Camp and Materials for Prep Courses

- SAT school day for Seniors complete
- PSAT for Juniors and 9th complete

Board Meeting Date:	**December 1, 2020**
Item:	**Board Priority 4-A; Goal 1 Academics (DIP)**
Supporting Document(s):	Electronic: Yes ☒ No ☐ Hard Copy: Yes ☐ No ☒

Background Information:	On April 29, 2020, the MISD School Board adopted a set of Board Priorities that are aligned with the XG Board Governance Self-Assessment Survey discussed at the Board Visioning Retreat from February 14, 2020. The process in developing these priorities began in February 2020 and concluded in April 2020. This presentation covers the following adopted Board Priority:
	
	 STANDARD 1: Provide Responsible School District Governance
	 ● **Benchmark B:** Ensuring the board is accountable and open to the public including seeking divergent perspectives in its decision making process.
	     ○ **Action:** Semi-annual updates on our improvement performance.
	
	 STANDARD 4: Hold School District Accountable for Meeting Student Learning Expectations.
	 ● **Benchmark A:** Committing to continuous improvement in student achievement at each school and throughout the district.
	     ○ **Action:** Formative review of outcomes as they align with district plan.
	
	 The Department of Learning will present a formative update on the November review of the District Improvement Plan.

Fiscal Impact/Budget Function Code:	N/A
Policy:	
District Goal:	**Goal 1:** Design innovative learning environments while increasing academic rigor through aligned teaching and learning.
Administration Recommended Option:	Information Only
Motion:	Information Only
Presenter(s):	Judy Walling

Midlothian I.S.D. School Board Agenda Item Detail
L.A. Mills Administrative Complex Boardroom

Board Meeting Date:	**December 1, 2020**
Item:	**Consider Dual Platform of Learning - F2F and Virtual**
Supporting Document(s):	Electronic: Yes ☒ No ☐ Hard Copy: Yes ☐ No ☒
Background Information:	As presented in *Information Only* on November 16, 2020, the District has collected qualitative and quantitative data to support a modification to the dual platform of learning in a phased-in approach based on the local COVID health situation.
Fiscal Impact/Budget Function Code:	N/A
Policy:	N/A
District Goal:	**Goal 1:** Design innovative learning environments while increasing academic rigor through aligned teaching and learning. **Goal 2:** Develop a comprehensive staffing plan to foster innovation, effective communication and a high performing culture throughout the district. **Goal 3:** Provide a safe and secure learning environment that supports the social and emotional well-being of our school community. **Goal 5:** Provide support and resources to cultivate customization and personalization through blended learning opportunities.
Administration Recommended Option:	The District Administration recommends a modification to the Dual Platform of Learning for Face-to-Face and Virtual Learning with 3 phases as the local COVID health situation allows.
Motion:	**A motion might be,** "I move to approve the phased-in modifications to the Dual Learning Platform for Face-to-Face and Virtual Learning as presented by administration."
Presenter(s):	Dr. Courtney Carpenter

TEA Allowances - Effective November 5, 2020

If the District determines that the **student's attendance and/or academic performance** in **one or more classes** puts them at **significant risk of severe learning loss**, then the student will be **required to return to face-to-face learning.**

An LEA can identify students to be discontinued for remote instruction **if one or both** of the following are true in any class:

- Student has a class average of 70 or below (or the equivalent) in any one or more classes
- Student has 3 or more unexcused absences in a grading period

By The Numbers

UPDATED: Mid-November At Secondary:

August 2020

District: 60% F2F & 40% Virtual

Mid-October 2020

District: 80% F2F & 20% Virtual

Elem: 84% F2F & 16% Virtual

Secondary: 76% F2F & 24% Virtual

UPDATED: Mid- November 2020

District: 78% F2F & 22% Virtual *(2% Change from Oct. 22)*

Elem: 83% F2F & 17% Virtual *(1% Change from Oct. 22)*

Secondary: 74% F2F & 26% Virtual *(2% Change from Oct. 22)*

1,123 of 1,421 **(79%)** of our *Virtual Learners* report for an Extracurricular **and/or** a required F2F Course

These virtual learners come to campus for a course daily or multiple times per week.

Leaving only 298 learners **(5%)** of **total** Secondary Students as truly **full-time** virtual learners & **95%** report to campus for 1 or more courses/activities.

The "Why" Behind a Modification to the Dual Platform of Learning

Data: Qualitative (Review of Data Shared in November)
Teacher Lunch & Learn and Teacher Ambassadors Themes

- **Academic Progress of Virtual Students**
  - Remediation and Interventions: Insufficient support for the most vulnerable learners
  - Less F2F and direct interaction with a classroom teacher; lack of real-time observations
  - Struggle to self-regulate
  - Group cognition & social learning is less accessible
- **Social and Emotional Progress of Virtual Students**
  - Social interaction is less accessible
  - Peer relationship building is less accessible
- **Teaching both F2F & Virtual at the same time**
  - Feasibility of virtual only classes when F2F and Virtual are options for all students (continuity and relationship building as students switch back and forth between platforms)
  - Workload on teachers to plan for both - F2F instruction and instruction on Canvas/SeeSaw for virtual
  - Planning time required to ensure both platforms are rigorous

Data: Qualitative (Review of Data Shared in November)

Staff ThoughtExchange 10/28-30	Strengths to Virtual Learning	Challenges to Virtual Learning
Actual Thoughts Entered	171	294
Ratings of Others' Thoughts	2,120	4,037

<u>Emerging Themes</u>

Strengths to Virtual Learning
- Option for health compromised students
- Students & Staff out on COVID protocol can still engage in class

Challenges to Virtual Learning
- Student progress (academically and social/emotionally)
- Student accountability (attending in Zoom and turning in work)
- Parent support
- Teaching both F2F and Virtual at same time

Data: Qualitative (Review of Data Shared in November)

Elementary	Avg. F2F Failure Rate	Avg. Virtual Failure Rate
Kindergarten (SBG)	5%	8%
1st Grade (SBG)	8%	10%
2nd Grade (SBG)	7%	9%
3rd Grade (SBG)	3%	2%
4th Grade (Numerical)	3%	6%
5th Grade (Numerical	5%	19%

Data: Qualitative (Review of Data Shared in November)

Secondary	Avg. F2F Failure Rate (Failing 1 Class or More)	Avg. Virtual Failure Rate (Failing 1 Class or More)
6th Grade	11%	13%
7th Grade	13%	20%
8th Grade	9%	11%
9th Grade	17%	30%
10th Grade	16%	24%
11th Grade	17%	19%
12th Grade	12%	24%
LEAP	16% Not Making Progress	67% Not Making Progress

Recap of Options Shared in November

Current Practice: Dual Platform of Learning - F2F & Virtual Option for All

Strengths:

- **Choice** for all students and parents
- Allows students to **switch learning platforms** based on family choice
- Students can be a **virtual** learner *and* be able to **participate** in extracurricular and/or required F2F courses

Challenges:

- For virtual learners **&** those switching back and forth
  - **Academic progress**
  - **Social and emotional progress**
  - **Strain on teachers** to maintain **high expectations**, **rigor,** and maximize **instructional time**
  - Lack of **group cognition** and **social learning**
- **Increased failure rates** for virtual learners
- Missed **real-time**, **authentic** teachable moments if not "in zoom"
- Missed opportunity on real-time teacher **observations**
- **Exposure level increase** (contact levels likely) for virtual students attending school for specific courses/activities.
- **Additional MILE courses requiring F2F time** (Engineering, Cybersecurity, & Video Game)

Considered *Option A*: Current Dual Platform F2F & Virtual, but ALL virtual learners must meet grade & attendance requirements.

Strengths:

- **Students in danger of failing or not making progress** would be receiving F2F, direct instruction with **in-person accountability**
- **Increased instructional** impact & **engagement** on learners with maximized F2F time with teachers
- **Increased academic progress** for learners with **real-time**, **authentic** observations
- Increased **social and emotional** progress
- Smaller number on virtual platform during class period
- **Reduced demand** on teacher workload

Challenges:

- **Reduces option** to be a virtual learner for all.
- Teachers continue to have both learning platforms
- Could increase F2F numbers in **some** classrooms

DRAFT
Qualifications for Virtual Learning - Midlothian ISD

Under the direction of the [Texas Education Agency](#) and for reasons outside of COVID19 protocols, Midlothian ISD will allow currently enrolled students to participate in virtual learning as long as academic and attendance requirements are met as outlined below.

[Attestation From](#): **To be completed upon Board approval**

In order for a student to be eligible for virtual learning in Midlothian ISD, the following criteria must be met:

- Grades PK-3rd: Student must be making expected progress at grade level
- Grades 4th-12th: Student must maintain at least a 70 average in all academic classes and
- Student must maintain less than 3 unexcused absences in a grading period

Students will be monitored for the above criteria. Any student who falls below a 70 average in one or more classes or has 3 unexcused absences in any class during a grading period will be contacted by the campus regarding the removal of virtual learning and transition to face-to-face learning.

If a parent disagrees with with remote learning cancellation, the parent may appeal this decision in one of two ways:

1. **Submitting a medical exemption** found at this [link](#). This exemption requires health care provider certification that the child or an individual in his/her household has a high-risk medical condition as defined by the Centers for Disease Control.
2. **Requesting a transition meeting.** If a parent requests a transition meeting (which can be held virtually), *[Campus Principal]* will contact the parent to schedule the transition meeting, including the student's teacher in the affected course . The meeting will occur no sooner than 3 days after the parent requests it, and the child may continue to learn remotely until the meeting has been held.

Considered *Option B*: Current Dual Platform F2F & Virtual, but All Virtual Learners are 100% Virtual (Those in Secondary Extracurricular & Required F2F Courses return to full-time F2F)

Strengths:

- **Secondary: Increased instructional** impact & **engagement** on learners with maximized F2F time with teachers
- **Secondary: Increased academic progress** for learners with **real-time**, **authentic** observations
- **Secondary:** Increased **social and emotional** progress
- **Secondary:** Smaller number on virtual platform during class period
- **Consistency**: if student is in one F2F course, then they are in all F2F courses
- **Consistency**: Virtual students, all virtual
- **Secondary: Reduced demand** on teacher workload

Challenges:

- **Reduces option** to be a virtual learner and still participate on campus in extracurricular and/or required F2F courses
- **Elementary:** Teachers continue to have both learning platforms
- **Secondary:** Could increase F2F numbers in **some** classrooms

Considered *Option C*: Modified Dual Platform of Learning - F2F for All & Virtual Option for ONLY Medically Qualifying Students

Strengths:

- **Increased instructional** impact & **engagement** on learners with maximized F2F time with teachers
- **Increased academic progress** for learners with **real-time**, **authentic** observations
- Increased **social and emotional** progress
- Virtual learning **reserved** for those under **COVID protocol**, **specific Special Ed or 504**, **or** with **verified, documented medical necessity** (self or same household)
- **Smaller number on virtual platform** during class period
- **Reduced demand** on teacher workload

Challenges:

- **Reduces choice** for families for **non-health** related reasons to choose virtual learning
- Virtual Learning requires **documentation** from parent(s)/guardian(s)
- Teachers continue to have both learning platforms (limited basis)
- Increases F2F numbers in classrooms
- **Lose student enrollment** if families choose to find a virtual program elsewhere or homeschool

Recommendations for Action

Recommendation for Action: Phased In Modification

- We continue to monitor the fluid situation of COVID 19 and due to the approaching holiday season, we **recommend for Phase 1 Option A** (*Current Dual Platform F2F & Virtual for any student, but All Virtual Learners would have to meet grade and attendance requirements to remain virtual*)
    - *[Qualifications for Virtual Learning - Midlothian ISD](#)*
    - [Attestation Form Submission Requirement](#)

- In the event local **COVID situation improves** with **guidance from the local health authority** and in **response to teacher needs and the academic and social emotional needs** of our students, we recommend **the addition of:**
    - **Phase 2: Option B** (*Current Dual Platform F2F & Virtual for any student, but **All Virtual Learners would be 100% Virtual**, bringing back those in participating in any F2F course or activity*)
        - All **secondary virtual learners** that **participate** in an **extracurricular** or **F2F required course** would be required to return to F2F learning in order to **continue** participation
    - **Phase 3: Option C** (*Modified Dual Platform of Learning - F2F for All & **Virtual Option for ONLY Medically Qualifying Students for self or member of same household***) - *[form](#)*

Next Steps

Next Steps

- Board Action
- Communication Plan Begins Upon a Board Decision
- Effective Transition Date(s):
  - Option A: Semester 2, January 5th
  - Option B or C: Based on local COVID health situation with at least a 14-day notice

Other Districts - For Your Reference

Survey Says...

District	Dual Platform of Learning for ALL (F2F & Virtual)	Modified Dual Platform: F2F Offered to <u>ALL</u> and Virtual Offered <u>ONLY</u> for COVID Protocol , Grades/Attendance, and/or Documented Medical Reason *(Self and/or Same Household)*	Considering a Change to Modified	Virtual Learners Allowed to Participate in Extracurricular and/or Required F2F Courses?
Waxahachie - 9K		✓	Already Did	No
Ennis - 5.8K		✓	Already Did	No
Anna - 3K		✓	Already Did	No
Burnet CISD - 3.3K		✓	Already Did	No
Pampa - 3.5K	✓	⟶	Yes	No
Granbury - 7K	✓	⟶	Yes	Yes
Godley - 2.2K	✓	⟶	Yes	No
Allen - 21K	✓		No	Yes
Prosper - 16K	✓		No	Yes

Articles Across the State

- Texas Tribune - [Alarming Failure Rates](#)
- Daily Trib - [Burnet Returning Remote Learners](#)
- KFDA Amarillo - [Virtual Learning Unsuccessful - Panhandle Area](#)
  - [Tahoka](#)
- [Anna](#)
- [Hays CISD](#)
- [Van Alstyne](#)
- [Waxahachie](#) - since modifying, WISD is at only 9% virtual
- Wimberley
- Houston Chronicle: [Return to F2F for Grades/Attendance](#)
- Beaumont Enterprise: [Failing Students will soon have to Go Back to School F2F](#)
- Corpus Christi News: [TEA Allows Districts to remove students from virtual learning](#)
- KSTAT12 - [Northside ISD](#)
- [Cameron ISD eliminating remote learning](#) unless quarantined or qualified under 504 or ARD
- [Friendswood ISD](#)

Midlothian ISD
INSPIRING EXCELLENCE