Fall 2020 Learning Plan
Proposal & Recommendation
Agenda for Presentation

- Proposed learning schedule & calendar for comprehensive high schools for Fall 2020 Semester
- Phases of reopening
- Checkpoints for evaluating schedule and phase level
- Considerations for SpEd and ELD students
- Synchronous learning examples
- Food Distribution
- Recommendations
- Weather Conditions
- Next steps
Guiding Principles for Return to School (RTS) Planning

- Safeguard the **health and safety** of students and staff
- Comply with the State and County Health Department directives and guidelines
- Consider **feedback from diverse and multiple sources**
- Ensure **equitable access** to teaching and learning:
  - Prioritize the needs of most vulnerable students
  - Ensure students have individualized check-ins at least once a week
  - Provide consistent online experiences
- Leverage resources to **address achievement/opportunity gaps**
- Build **flexibility** into RTS plans with “in-school” and “at-home” learning strategies
- Create **metrics to measure** the effectiveness of RTS plans
- Use **data to revise** the RTS plans as needed
- Leverage **community resources** to enhance RTS plans
## Week 1
### Learning Schedule

3 hours, 45 minutes (1st, 3rd, 5th, & 7th)
2 hours, 30 minutes (2nd, 4th, 6th, & SP)

<table>
<thead>
<tr>
<th>Time</th>
<th>Mon</th>
<th>Tue</th>
<th>Wed</th>
<th>Thu</th>
<th>Fri</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:45-8:45</td>
<td>Site-based &amp; District PD/PLC/Faculty Meetings</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9:00-10:15</td>
<td>Per 1</td>
<td>Per 2</td>
<td>Per 1</td>
<td>Per 2</td>
<td>Per 1</td>
</tr>
<tr>
<td>10:30-11:45</td>
<td>Per 3</td>
<td>Per 4</td>
<td>Per 3</td>
<td>Per 4</td>
<td>Per 3</td>
</tr>
<tr>
<td>11:45-12:15</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
</tr>
<tr>
<td>12:15-1:30</td>
<td>Per 5</td>
<td>Per 6</td>
<td>Per 5</td>
<td>Per 6</td>
<td>Per 5</td>
</tr>
<tr>
<td>1:45-3:00</td>
<td>Per 7</td>
<td>Support Time (1:45-2:45)</td>
<td>Per 7</td>
<td>Support Time (1:45-2:45)</td>
<td>Per 7</td>
</tr>
<tr>
<td>3:00-3:15</td>
<td>Office Hours / Clubs / Activities on Tuesday &amp; Thursday (2:45-3:15)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Support Period will be used for small-group tutorial, completing labs or group assignments, working on asynchronous assignments.
# Week 2

## Learning Schedule

### 3 hours, 45 minutes (2nd, 4th, 6th, & SP)

### 2 hours, 30 minutes (1st, 3rd, 5th, & 7th)

<table>
<thead>
<tr>
<th>Mon</th>
<th>Tue</th>
<th>Wed</th>
<th>Thu</th>
<th>Fri</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:45-8:45</td>
<td></td>
<td>Site-based &amp; District PD/PLC/Faculty Meetings</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9:00-10:15</td>
<td>Per 2</td>
<td>Per 2</td>
<td>Per 1</td>
<td>Per 2</td>
</tr>
<tr>
<td>10:30-11:45</td>
<td>Per 4</td>
<td>Per 3</td>
<td>Per 4</td>
<td>Per 3</td>
</tr>
<tr>
<td>11:45-12:15</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
</tr>
<tr>
<td>12:15-1:30</td>
<td>Per 6</td>
<td>Per 5</td>
<td>Per 6</td>
<td>Per 5</td>
</tr>
<tr>
<td>1:45-3:00</td>
<td>Support Time (1:45-2:45)</td>
<td>Support Time (1:45-2:45)</td>
<td>Support Time (1:45-2:45)</td>
<td>Support Time (1:45-2:45)</td>
</tr>
<tr>
<td>3:00-3:15</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Office Hours / Clubs / Activities on Monday, Wednesday & Friday (2:45-3:15)

Support period will be used for small-group tutorial, completing labs or group assignments, working on asynchronous assignments.
### Week 3
#### Learning Schedule
2 hours 30 minutes (1st -7th, & SP)

<table>
<thead>
<tr>
<th>Time</th>
<th>Mon</th>
<th>Tue</th>
<th>Wed</th>
<th>Thu</th>
<th>Fri</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:45-8:45</td>
<td></td>
<td></td>
<td></td>
<td>Site-based &amp; District PD/PLC/Faculty Meetings</td>
<td></td>
</tr>
<tr>
<td>9:00-10:15</td>
<td>Per 1</td>
<td>Per 2</td>
<td>Per 1</td>
<td>Per 2</td>
<td>Enrichment &amp; Intervention:</td>
</tr>
<tr>
<td>10:30-11:45</td>
<td>Per 3</td>
<td>Per 4</td>
<td>Per 3</td>
<td>Per 4</td>
<td>1st 8:35 - 9:20</td>
</tr>
<tr>
<td>11:45-12:15</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
<td>2nd 9:30 - 10:15</td>
</tr>
<tr>
<td>12:15-1:30</td>
<td>Per 5</td>
<td>Per 6</td>
<td>Per 5</td>
<td>Per 6</td>
<td>3rd 10:25 -11:10</td>
</tr>
<tr>
<td>1:45-3:00</td>
<td>Per 7</td>
<td>Support Period (1:45-2:45)</td>
<td>Per 7</td>
<td>Support Period (1:45-2:45)</td>
<td></td>
</tr>
<tr>
<td>3:00-3:15</td>
<td>Office Hours / Clubs / Activities on Tuesday &amp; Thursday (2:45-3:15)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Support Period will be used for small-group tutorial, completing labs or group assignments, working on asynchronous assignments.
# Potential Calendar for First Semester

## August 2020
<table>
<thead>
<tr>
<th>M</th>
<th>Tu</th>
<th>W</th>
<th>Th</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>17 (O)</td>
<td>18 (E)</td>
<td>19 (O)</td>
<td>20 (E)</td>
<td>21 (O)</td>
</tr>
<tr>
<td>24 (E)</td>
<td>25 (O)</td>
<td>26 (E)</td>
<td>27 (O)</td>
<td>28 (E)</td>
</tr>
<tr>
<td>31 (O)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## September 2020
<table>
<thead>
<tr>
<th>M</th>
<th>Tu</th>
<th>W</th>
<th>Th</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 (E)</td>
<td>2 (O)</td>
<td>3 (E)</td>
<td>4 (IP)</td>
<td></td>
</tr>
<tr>
<td>H</td>
<td>8 (O)</td>
<td>9 (E)</td>
<td>10 (O)</td>
<td>11 (E)</td>
</tr>
<tr>
<td>14 (O)</td>
<td>15 (E)</td>
<td>16 (O)</td>
<td>17 (E)</td>
<td>18 (O)</td>
</tr>
<tr>
<td>21 (E)</td>
<td>22 (O)</td>
<td>23 (E)</td>
<td>24 (O)</td>
<td>25 (E)</td>
</tr>
<tr>
<td>28 (O)</td>
<td>29 (E)</td>
<td>30 (O)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## October 2020
<table>
<thead>
<tr>
<th>M</th>
<th>Tu</th>
<th>W</th>
<th>Th</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 (O)</td>
<td>6 (E)</td>
<td>7 (O)</td>
<td>8 (E)</td>
<td>9 (O)</td>
</tr>
<tr>
<td>12 (E)</td>
<td>13 (O)</td>
<td>14 (E)</td>
<td>15 (O)</td>
<td>16 (E)</td>
</tr>
<tr>
<td>19 (O)</td>
<td>20 (E)</td>
<td>21 (O)</td>
<td>22 (E)</td>
<td>23 (IP)</td>
</tr>
<tr>
<td>26 (O)</td>
<td>27 (E)</td>
<td>28 (O)</td>
<td>29 (E)</td>
<td>30 (O)</td>
</tr>
</tbody>
</table>

## November 2020
<table>
<thead>
<tr>
<th>M</th>
<th>Tu</th>
<th>W</th>
<th>Th</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 (E)</td>
<td>3 (O)</td>
<td>4 (E)</td>
<td>5 (O)</td>
<td>6 (E)</td>
</tr>
<tr>
<td>9 (O)</td>
<td>10 (E)</td>
<td>H</td>
<td>12 (O)</td>
<td>13 (E)</td>
</tr>
<tr>
<td>16 (O)</td>
<td>17 (E)</td>
<td>18 (O)</td>
<td>19 (E)</td>
<td>20 (IP)</td>
</tr>
<tr>
<td>23 (O)</td>
<td>24 (E)</td>
<td>SR</td>
<td>H</td>
<td>H</td>
</tr>
<tr>
<td>30 (O)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## December 2020
<table>
<thead>
<tr>
<th>M</th>
<th>Tu</th>
<th>W</th>
<th>Th</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 (E)</td>
<td>2 (O)</td>
<td>3 (E)</td>
<td>4 (IP)</td>
<td></td>
</tr>
<tr>
<td>7 (O)</td>
<td>8 (E)</td>
<td>9 (O)</td>
<td>10 (E)</td>
<td>11 (O)</td>
</tr>
<tr>
<td>14 (E)</td>
<td>15 (IP)</td>
<td>Finals 16-18</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Potential Phases
In-Person Instruction and Support

- Phase 1: All students online
- Phase 2: English Learners, Students with Disabilities, small groups, and outdoor instruction on-campus
  - Notes:
    - Outdoor classes may include Phys. Education, Performing Arts, etc.
    - Peninsula High School and Middle College need further analysis
- Phase 3: Phase 2 and 9th grade classes on-campus or 50% of all students on-campus in A/B cohorts
- Phase 4: Phases 2 and 9th and 10th grade classes on campus or 50% of all students on-campus in A/B cohorts
- Phase 5: All students on campus
Check Points
Evaluation of Schedule & Phase Level

- Board will receive updates at every Board meeting
- Every three weeks, an evaluation will be made regarding the effectiveness of the schedule
- Every six weeks, an evaluation will be made regarding the phase level and potential phase acceleration

Note: Board will decide on phase movement based on health directives & programmatic efficacy
Additional Considerations

- Support Periods - teachers may assume a mentor role for groups of students
  - Students would be with their mentor teacher during support period
  - Students in Guided Studies, Directed Studies, and AVID may have these teachers as mentors
  - Mentors to support/advocate for the needs of their students

- Enrichment & Intervention definition & common expectations will be developed

- Students may drop courses through the 12-week point as opposed to the traditional 6-week point
Additional Considerations

● 11th and 12th grade students may opt for reduced course loads.
● Students with have the option of choosing independent study.
  ○ Taking a course(s) through the District’s Independent Study platform (Edgenuity)
  ○ Taking courses from other sources such as community college or other WASC-accredited online providers
  ○ Students may take Independent Study for all courses or a select few (reduced day)
Considerations for ELD students

- Most ELD students will take five classes (particularly ELD I students)
- ELD students will be scheduled in cohorts to maximize their time on campus for instruction and not solely for tutoring or support
- ELD winter session offered for advancement opportunities
  - Session will serve all District ELD students regardless home school
- ELD IAs will serve as “mentors” or “check-in” persons where needed
  - Schools with full ELD programs will provide an Advisory for ELD students
- Allow a fifth year for students who entered the District at ELD I level
  - In order to complete grad requirements
  - Most students who are granted an “additional year” are really getting a 3rd or 4th year - not a 5th year
Considerations for Students with IEP’s & 504’s

General Accommodations

● Determine if revised IEP/504s are needed
● Provide support and training for families
● Flexibility in scheduling and amount of coursework
● Design and develop targeted online modules
● Communicate guidelines for mod/severe students and therapeutic classes
● Assess grading practices
What does synchronous online learning look like?

“Synchronous” Online Learning: Teacher and students interact in real time online through a variety of technologies

- Students review a screencast or video and then engage in discussions through break-out rooms
- Use of video conferencing and break-out rooms to conduct Socratic Seminars, Think-Pair-Share, Debates
- Teacher conducts whole group discussion through video conferencing and use of chat tools
- Teachers will integrate a variety of technology tools and utilize supplemental curriculum in the design of their courses
- Students are presented with enduring question and work in groups through answers
Food Distribution/Building Equity

- Approximately 25% of District students are eligible for free and reduced meals
- The District will provide a distribution model to provide students to access to the School Meals Program.
- There is broad overlap between students eligible for the School Meals Program and students who lack quality study areas at home.
- Schools will create conducive, wireless, outdoor locations where students may study and prepare for class
Staff Recommendation #1

Freshmen and new student orientation programs for small groups of students on-campus

- The week before school begins and the first two weeks of the semester
- Distribution of Chromebooks, hot spots, textbooks, and other supplies
- Instruction for Canvas, Zoom, Google Meet, and online academic learning tools
- Icebreakers and team building (with health protocols in place)
- Tours of campus and introduction of school personnel
- Presentation of resources such as counseling, mental health & wellness, food and nutrition, and college and career center
Staff Recommendation #2

If health conditions allow, begin school year in Phase 2, with selected classes that are conducive to outdoor instruction and support services for at-risk students.

Rationale

- Students benefit from in-person social interactions
- Outdoor instruction is safer than indoors
- Nutritious meals available for students
- Beneficial for student mental health
- Limited numbers of students on-campus

Note: Weather conditions are conducive for this in the fall.
Weather in San Mateo and San Bruno
August through October

San Mateo, CA
Weather averages
Overview Graphs
Temperatures (°F)

San Bruno, CA
Weather averages
Overview Graphs
Temperatures (°F)

Rainfall (inches)

Daylight

Source: NOAA
## Weather in Detail - Microclimates

### San Mateo

<table>
<thead>
<tr>
<th>Month</th>
<th>Temp Avg</th>
<th>Rainfall Inches/Days</th>
<th>Hours of Daylight</th>
</tr>
</thead>
<tbody>
<tr>
<td>August</td>
<td>72/56</td>
<td>0/0</td>
<td>13.5</td>
</tr>
<tr>
<td>Sept</td>
<td>74/55</td>
<td>.2/0</td>
<td>12.5</td>
</tr>
<tr>
<td>Oct</td>
<td>71/53</td>
<td>1/2</td>
<td>11.5</td>
</tr>
</tbody>
</table>

### San Bruno

<table>
<thead>
<tr>
<th>Month</th>
<th>Temp Avg</th>
<th>Rainfall Inches/Days</th>
<th>Hours of Daylight</th>
</tr>
</thead>
<tbody>
<tr>
<td>August</td>
<td>72/56</td>
<td>0/0</td>
<td>13.5</td>
</tr>
<tr>
<td>Sept</td>
<td>74/55</td>
<td>.2/0</td>
<td>12.5</td>
</tr>
<tr>
<td>Oct</td>
<td>71/53</td>
<td>1/2</td>
<td>11.5</td>
</tr>
</tbody>
</table>
Staff Recommendation #3

Teachers will report to sites each day starting August 14, 2020.

Rationale
- Consistency & availability of instructional tech, materials, and TSG support
- Synergy & collaboration of teachers and staff
- Confidentiality & controlled environment
- Available for outside instruction
- Provides a baseline phase level acceleration

Notes:
- District is researching child care options for staff members
- FFCRA and other leaves are available for employees
Next Steps

- Create cultures, practices, and procedures around the Four Pillars
- Provide PD opportunities for exemplary teaching and learning
- Adjust nutrition, transportation, and operations to align with phase level
- Discuss classified position expectations with employee associations
- Modify duties of various classified positions to align with phase level
- Next Board Meeting, July 14th, @ 1:00
Next Steps (continued)

- Develop expectations for outside instructional areas
- With wireless, shade, and seating conducive to studying
- Install additional outdoor wireless access points throughout campuses
- Identify needed technology and online instruction tools
- Survey families regarding their interest in independent study
Questions & Feedback
Appendix
Online Synchronous Learning: SWOT Analysis

**Strengths**
- Daily structure and routine for students
- Accountability & Attendance
- Provides one model for all students (online)
- More time for synchronous learning with teachers
- Strong instruction is possible in online environment

**Opportunities**
- Group work will be possible and more effective as compared to current restrictions for in-person experience
- Increased collaboration among teachers
- Canvas LMS in place

**Weaknesses**
- Lack of consistent in-person instruction
- Relationship building between students & teachers
- Amount of professional development needed
- Inconsistent Canvas courses creates obstacles for student navigation

**Threats**
- Students who do not have available place at home to engage in learning
- Easier for students to disengage from school
- Excessive Screen time
- Technology skills of teachers & students
- 9th grade or new students will not be oriented to school culture
- Social isolation for students

**How to address Threats and Weaknesses to this model**
- Provide on campus for students to access wifi and learning space
- Create support period or mentorship program to follow-up with students who are not engaging (subject to negotiations)
- Provide in-person orientation for students in small groups (9th grade or new students, other students in need)
- Provide students with in-person connections connections the semester
- Extensive professional development for teachers & staff
  - Canvas organization, video conferencing functions, etc
  - Teams of teachers working to transition their curriculum online over the summer
SMCOE’s Four Pillars

1. Health & Hygiene - Health Screenings, PPE, washing hands every 2-3 hours, hygiene etiquette, clean environment, sanitizers, self-quarantine for those with or exposed to Covid-19, training and expectations

2. Face Coverings - Cloth for students/staff as recommended by CDC

3. Physical Distancing - six-feet of separation, classroom desks and offices

4. Limit Gatherings - Suspend large gatherings, limit student group-size & number of interactions
Student Health and Safety Protocols

Daily Recommendations
- Daily temperature taking & symptom checks
- Required Face coverings & regular hand washing
- Six feet physical distancing required unless not safe
- Repeated health instruction and trainings to students
- Sacrifice many typical social interactions for safety
Student Health & Safety Protocols (cont’d)

Classes

- Students take fewer classes per day in cohorts
- Daily review of safety practices with students
- Designated teacher-only area
- Students to clean their spaces and equipment
- Class size max determined by physical space
- Desks six feet apart and faced in the same direction, staggered, with partitions an option
Student Health and Safety Protocols (cont’d)

Campus

- Use of outdoor spaces for classes and activities
- Students may be assigned to certain wings of the school
- Students may be assigned to certain restrooms
- One-way hallways and pathways will be designated
Temperature Taking & Symptom Checks

- Upon entering campus vs. upon entering classroom
- Before boarding transportation buses/vans
- Staff & Students - symptoms check
- Online- In advance Questionnaire
- Google forms/app or survey
Temperature Taking & Symptom Check Options

- Temperature Infrared Scanning - 3-5 secs
- Temperature-oral - 6-10 secs
- Student Reading Questions - 14 secs
- Asking Questions - 22 secs
Student Health Areas

- Health Offices
- Isolation spaces for those identified with symptoms
- Pop-up tents outside
- Possible COE Covid-19 and antibody testing
- 14-day quarantine if student has/exposed to Covid-19
- If high Temperature/Symptoms
  - Must stay home until free of fever and any other symptoms for at least 24 hours
Mental Health and Wellness Subcommittee

Students & Families

- Identify students in need of support
- Focused outreach on HUGs
- Build-in resources for parents through virtual family groups/trainings
- Offer telehealth and in-person counseling as necessary during the summer and new school year
Student Nutrition

- Face coverings or shields during service
- Grab-and-Go meals
- Plexiglass
- Gloves
- Air Circulation
- Outdoor dining
- Classroom/coh Ort dining
Considerations

- Use of disposable items will be used such as condiments, utensils, etc.
- Prepackaged food and menu options will be limited
- Touchless & Cashless system
- Access for families with food insecurities
- Additional staffing needed to serve students
- Control line spacing
Employee Safety & Accommodations

Protocols

- Supervisors will manage temperature taking/symptom checks
- **Face coverings** required & social distancing of six feet or more
- Offices not shared if six feet cannot be maintained
- Sanitizing wipes & cleaning products provided
- Phones, computers, and other equipment disinfected after use and only shared if necessary
Employee Safety & Accommodations (cont’d)

Protocols

● Staff required to stay home for a 14-day quarantine if they have/exposed to COVID-19

● High Temperature/Symptoms
  ○ Must stay home until free of fever (100.4° F or greater) and any other symptoms for at least 24 hours, without the use of symptom-altering medicines
Employee Safety & Accommodations (cont’d)

Protocols

- Visual aids will be used to illustrate appropriate distancing in meeting rooms.
- Limits to physical gathering areas such as lunch rooms and common areas.
- Staff to wash/disinfect hands upon entering and leaving common spaces.
Maintenance and Operations

Training

● Proper Use of PPE

● Proper use of cleaning supplies

● Social distancing while working
Maintenance & Operations (cont.)

Signage & Social Distancing

- Path of travel signs will be posted
- Spacing signs will be posted
- Signage for line queues separation posted
Maintenance & Operations (cont’d)

Mechanical Systems

● Best ventilation practices will be followed
● Strict schedule of replacing and installing MERV 13 filters
● More outside air circulated into buildings
● Windows utilized for access to fresh air
● Fans to maximize air exchange
Transportation (cont’d)

Protocols

- Bus Drivers will take student temperatures upon getting on the bus
- Revised passenger loading/unloading procedures
- Improved ventilation that ensures a complete change of air at least once every 2 minutes while in motion
- Clean and disinfect all buses and vans after each use
- Routes will require additional time to adhere to social distancing
Transportation

Capacities

- Average bus capacity of 50-55 passengers reduced to 12-14
- Average van capacity of 12-15 passengers reduced to 4
- Average wheelchair bus capacity of 8-10 passengers with 2 chairs reduced to 1 chair & 2 passengers
- Average white van capacity of 6-7 reduced to 2 passengers
- Schedules will be staggered to accommodate the reduced capacity