Return to School Committee

June 11, 2020
San Mateo Union High School District Board Meeting
Overview

1. Review of Subcommittee Work
   a. Student Health and Safety
   b. Mental Health & Wellness
   c. Student Nutrition
   d. Employee Safety & Accommodations
   e. Maintenance & Operations
   f. Transportation
   g. Special Education & Student Accommodations
   h. Athletic Conditioning
   i. Adult School
   j. Instruction
   k. Professional Development
   l. Communications

2. Present Proposals for Board Endorsement
# Subcommittee Chairs

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Site</th>
<th>Subcommittees</th>
</tr>
</thead>
<tbody>
<tr>
<td>John Bartfield</td>
<td>Assistant Director SPED</td>
<td>DO</td>
<td>Student Accommodations and SPED</td>
</tr>
<tr>
<td>Simon Bettis</td>
<td>Director of Technology</td>
<td>DO</td>
<td>Technology &amp; Support for Remote Learning &amp; Communication</td>
</tr>
<tr>
<td>Kirk Black</td>
<td>Dep. Supt. HR/Student Svc.</td>
<td>DO</td>
<td>Employee Safety &amp; Accommodations Hiring &amp; Onboarding Procedures</td>
</tr>
<tr>
<td>Linda Carlton</td>
<td>Dir. of Main., Ops., &amp; Fac. Use</td>
<td>DO</td>
<td>Campus Facilities</td>
</tr>
<tr>
<td>Laura Chalkley</td>
<td>Mgr. of PR &amp; Comm.</td>
<td>DO</td>
<td>Communication &amp; Surveys</td>
</tr>
<tr>
<td>Sara Devaney</td>
<td>Student Health Coordinator</td>
<td>DO</td>
<td>Student Health &amp; Safety</td>
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<tr>
<td>Dan Dobbins</td>
<td>Exec. Transportation Officer</td>
<td>DO</td>
<td>Transportation</td>
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<tr>
<td>Alexandra Dove</td>
<td>Teacher/Activities Director</td>
<td>MHS</td>
<td>Student Activities</td>
</tr>
<tr>
<td>Annette Gennaro-Trimble</td>
<td>Physical Education Teacher</td>
<td>AHS</td>
<td>Physical Education</td>
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<tr>
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<tr>
<td>Sabbie Hopkins</td>
<td>Prof. Development TOSA</td>
<td>DO</td>
<td>Subject Specific Instruction</td>
</tr>
<tr>
<td>Julia Kempkey</td>
<td>Assistant Supt. Curr. &amp; Inst.</td>
<td>DO</td>
<td>Instruction - Remote Learning - Independent Study Certificated Professional Development</td>
</tr>
<tr>
<td>Lori Parris</td>
<td>Asst. Dir. Adult School</td>
<td>AS</td>
<td>Adult School</td>
</tr>
<tr>
<td>Don Scatena</td>
<td>Director of Stud. Svcs.</td>
<td>DO</td>
<td>Calendar and Bell Schedule Crisis Response &amp; Safety Drills Student Services</td>
</tr>
<tr>
<td>Jeff Scheller</td>
<td>Teacher/Athletic Director</td>
<td>SMHS</td>
<td>Athletics</td>
</tr>
<tr>
<td>Samia Shoman</td>
<td>Mgr. of English Learners</td>
<td>DO</td>
<td>Family Support &amp; Outreach</td>
</tr>
<tr>
<td>April Torres</td>
<td>Mgr. Mental Health Prog.</td>
<td>DO</td>
<td>Mental Health Services</td>
</tr>
<tr>
<td>Denis Vorries</td>
<td>Mgr. Student Nutrition</td>
<td>DO</td>
<td>Student Nutrition</td>
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Proposals for School Board

To allow staff to begin planning for the reopening of school

1. Schools in the District will open for on-campus learning on August 17th to the extent that it is practicable and safe.
   - With Covid-19 mitigation (State Guidance, County Health Officer, BP 0470)
   - Health screening of students & staff (possible Covid-19 testing)
   - Safety protocols in place and plan for infected individuals
   - Virtual learning available based on student need and risk level
   - On-campus instruction prioritized for at-risk students, CTE, art and labs
   - FFCRA for employees and remote work considerations and other leaves
   - COE’s Four Pillars as guiding principles
Proposals for School Board (cont.)

To allow staff to begin planning for the reopening of school

2. Board to review and comment on proposed instructional schedules that will include:
   ○ Letter Grades
   ○ Synchronous learning
   ○ Fixed schedule with additional options

Before the special Board meeting, June 16 at 5:00 PM, staff will meet to revise instructional schedule that incorporates Board comments.
Guiding Principles for 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
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/cohort dining
Student Nutrition (cont’d)

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
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
Special Education & Student Accommodations

General Accommodations
- Determine if revised IEP is needed
- Provide support and training for families
- Flexibility in scheduling and amount of coursework
- Design and develop online modules
- Communicate guidelines for mod/severe students and therapeutic classes
- Assess grading practices
Athletic Summer Conditioning

- Two options – onsite training or remote training
- Onsite:
  - Mandatory temperature/symptoms check
  - Athletes must arrive with face covering
  - Held outside with no equipment, only bodyweight exercises
  - Bubble cohorts of 12 or less socially-distanced students.
  - Same group of 12 for 4 weeks
  - Participation depends on results
  - Specific exit instructions after the sessions
Adult School

Communications

● Employee surveys

● Preparing survey for Adult Ed students

Instruction Preparation

● GED Testing will resume

● ESL staff may block off a few weeks for online skills development

● Considering 1:1 devices for students

● Planning for hybrid model and remote testing options
Instruction Subcommittee: Major focus areas based on input from teachers, parents and students

Synchronous Organized Learning
Providing Students with regular connections with teachers either online or in-person with consistent organization of courses and ideally in fewer classes (3-4) at same time

Bell Schedule that is flexible between online/blended for potential closures, consistent organization of courses & students' ability to manage school with fewer classes

Student Engagement
Provide students with high-interest, culturally responsive and rigorous topics of study

Encourage student motivation & engagement when not physically present in class

Student Health and Well-Being
Integrated Culturally Responsive SEL framework into the curriculum with focus on self-management

Ensure students are connected with an adult and their social-emotional needs are taken care of
Components of the VOCAL Framework will guide the curriculum development of PLCs over the summer:

- Visible
- Organized
- Caring
- Analytical
- Leads by Example

### Traits of Successful Distance Learning

<table>
<thead>
<tr>
<th>Visible</th>
<th>Teachers are VISIBLE when they:</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>● Make regular announcements</td>
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<td>● Post discussion questions and facilitate conversations</td>
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<td>● Host weekly synchronous learning moments, to facilitate student collaboration and understanding.</td>
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<td></td>
<td>● Provides timely feedback on student work</td>
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<td>● Supports students with regular virtual office hours</td>
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<table>
<thead>
<tr>
<th>Organized</th>
<th>Consistently communicates objectives and expectations</th>
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<tr>
<td></td>
<td>● Provides explicit directions (text or video) and clear due dates.</td>
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<td></td>
<td>● Updates the class calendar</td>
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<td>● Sets up the class LMS (Canvas) so it is easy to navigate</td>
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<td></td>
<td>● Ensures course information and resources are easy to find</td>
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<table>
<thead>
<tr>
<th>Caring</th>
<th>Gets to know learners as individuals and creates relevant instructional experiences</th>
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<tbody>
<tr>
<td></td>
<td>● Makes the necessary adjustments and accommodations</td>
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<td>● Dedicates time to checking in with students</td>
</tr>
<tr>
<td></td>
<td>● Responds to student emails and messages in a timely manner</td>
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<td></td>
<td>● Creates opportunities for students to connect and collaborate</td>
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<table>
<thead>
<tr>
<th>Analytical</th>
<th>Collects formative assessment data to guide instruction</th>
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<tbody>
<tr>
<td></td>
<td>● Provides scaffolds to support students who are struggling</td>
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<td></td>
<td>● Asks students for feedback on the course</td>
</tr>
<tr>
<td></td>
<td>● Makes adjustments to the course to continually improve</td>
</tr>
<tr>
<td></td>
<td>● Provides authentic course assessments to monitor and track student progress</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Leads by example</th>
<th>Models how to communicate effectively online when sending emails and posting comments in online discussion</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Uses synchronous sessions as an opportunity to demonstrate best practices for engaging in video conferencing sessions</td>
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<td></td>
<td>Demonstrates the importance of feedback by asking for it</td>
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</table>
Professional Development Theory of Action

- Teacher Collaboration to Increase Consistency
- Time for teachers to adjust to new model of school
- Peer Feedback through Improvement Cycles
- Aligned to Research Based Framework for Online/Blended Learning

Teacher Collective Efficacy
Professional Development

PLC Work over the Summer

Teachers within their PLC work teams develop a work plan to outline 20 hours of PLC work over the summer.

Guidelines:

- Focus on a component of the VOCAL framework & affirmation of essential standards to be taught in 18 weeks
- Include consultation from both Special Education and English Language Development Specialists
- All work plans will be reviewed for completion and provided feedback before they begin work
- PLC teams will be connected with other “like” teams
- PLC work will be peer reviewed at the conclusion of the work to refine plans

VOCAL Framework Module Development

Teacher Leaders (ITCs, Content Coordinators, PD Coordinators) will develop modules:

- New School Routines & Rituals
- Common Expectations for Teachers in Canvas Course Layout
- Culturally Responsive SEL supports for all students & Behavioral Expectations
- Reorganizing curriculum (essential standards) based on bell schedule

August Professional Development for all teachers (4 days)

Some modules will be required for all teachers to complete with choice on other topics.

Potential Required Topics:

- Common Expectations for Canvas Course
- School Routines related to health and safety
- Site Specific Topics as needed
### Professional Development Costs: 3 Proposals

<table>
<thead>
<tr>
<th>Proposal</th>
<th>Description</th>
<th>Total Cost</th>
</tr>
</thead>
</table>
| 01       | 25 teacher leader @ 10 hours * $70/hour  
          | All (500) teachers @ 20 hours * $70/hour  
          | Site-based PD Budgets for school year (750 hours total) - approximately $8000/site | **$350,000** |
| 02       | 25 teacher leader @ 25 hours * $70/hour  
          | All (500) teachers @ 20 hours * $70/hour  
          | Site-based PD Budgets for school year approximately $10,500/site | **$800,000** |
| 03       | 25 teacher leader @ 25 hours * $70/hour  
          | All (500) teachers @ 20 hours * $70/hour  
          | Site-based PD Budgets for school year approximately $10,500/site  
          | 525 teachers @ 18 ($420/day) * 3 days | **$1,461,500** |

Staff Recommendation:
- Teacher Leader Prep Time
- PLC work time for all Teachers
- PD Rate for Ongoing PLC work (school based)
- Three 6 hour PD Day for all Teachers
Communications Subcommittee
Results of May 26 Parent/Student Survey

Do you anticipate feeling comfortable having your student attend school beginning in the fall of 2020 if schools are able to reopen safely according to public health officials and if the District follows any guidelines officials create?

Parents:  Yes: 81.3%
          No, I will request a virtual learning option for my student(s): 18.7%

Students: Yes: 84.8%
          No, I will request a virtual learning option: 15.2%
Public health conditions will likely require the District to restrict the number of students on campus, so there is a blended model of instruction with a mixture of in-person and virtual instruction. Given these circumstances which option would you be more likely to choose at this moment?

Parents:
- A **blended model** (on-campus learning in smaller cohorts and working virtually from home when not in school: **86.2%**
- 100% Virtual Learning: **13.8%**

Students:
- A **blended model** (on-campus learning in smaller cohorts and working virtually from home when not in school: **84%**
- 100% Virtual Learning: **15.9%**
District Foci for 2020-21 Schedule

- Accommodating students, staff & families who are more susceptible to Covid-19 virus
- Providing time for PD and PLCs
- Building staff/student relationships in the new environment
  - a. Schedule(s) to contain synchronous whole class times
  - b. Outreach to vulnerable students
  - c. Designate spaces and times for individual support
  - d. Welcome ninth grade and new students
  - e. Allow outdoor classes with larger groups (e.g. PE and VAPA)
  - f. Offer robust extracurricular activities to extent possible
Instructional Schedules
Schedule Subcommittee

Six meetings were held - May 1st - June 5th

42 members including:
- 10 teachers including President and VP of SMUHSDTA;
- 10 parents and 4 students;
- 5 principals, 5 Asst. principals, counselor, Wellness Manager,
- Classified CSEA President, and 4 district admin

Reviewed six different schedules and assessed those using guiding principles:
- Flexibility, health & safety, complies with health directives, equitable access, address opportunity gaps & time for supports

Reviewed and Discussed:
- 1-7 Weekly Rotating Block Schedule, AB and ABC (in-person and distance learning)
- 1-7 Daily Rotating Schedule, AB and ABC (in-person and distance learning)
- 4x4 Block Schedule
- 1-7 Daily Rotating Block Schedule, AB and ABC (in-person and distance learning) - two versions
- Quarter Schedule

Committee Recommendation:
Quarter Schedule was recommended due to being the safest in-person schedule that could flex in and out of distance learning for all, and provided the fewest classes in a given week to manage.
➢ Screencast sent to parents and staff
Fully Blended Model
Draft
18 week *semester* of Blended Learning that includes In-Person, Synchronous Online & Asynchronous Lessons
## Sample Schedule

80 min in-person + 2-3 hrs asynchronous remote per class per week

<table>
<thead>
<tr>
<th>Time</th>
<th>Mon - A</th>
<th>Tue - B</th>
<th>Wed - A</th>
<th>Thu - B</th>
<th>Fri</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30 - 9:50</td>
<td>Period 1</td>
<td>Period 1</td>
<td>Period 2</td>
<td>Period 2</td>
<td>Flex Time</td>
</tr>
<tr>
<td>10:00 - 11:20</td>
<td>Period 3</td>
<td>Period 3</td>
<td>Period 4</td>
<td>Period 4</td>
<td>OR could rotate</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>Even/ Odd schedule every week</td>
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<td>11:30 - 12:50</td>
<td>Period 5</td>
<td>Period 5</td>
<td>Period 6</td>
<td>Period 6</td>
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<tr>
<td>12:50 - 1:20</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
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<tr>
<td>1:20 - 2:40</td>
<td>Period 7</td>
<td>Period 7</td>
<td>Flex Period</td>
<td>Flex Period</td>
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<tr>
<td>2:40 - 3:45</td>
<td>Staff Collaboration Time</td>
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</table>
**Student Schedule**

1. Students will be **on campus twice a week**
2. Two days of the week will be **unstructured asynchronous learning** with **Wed, Thu afternoons for help**
3. One day could be **Flex Time** for students to meet teachers for help. All teachers will be “live” online or on campus. This could also be a rotational day.

*Example: Student in Group A*

<table>
<thead>
<tr>
<th>Mon - A</th>
<th>Tue - B</th>
<th>Wed - A</th>
<th>Thu - B</th>
<th>Fri</th>
</tr>
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<tbody>
<tr>
<td>In-Person Odd</td>
<td>Asynchronous Learning</td>
<td>In-Person Even Periods</td>
<td>Asynchronous Learning</td>
<td>Help available</td>
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<tr>
<td>Periods</td>
<td></td>
<td></td>
<td></td>
<td>OR rotate block</td>
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<tr>
<td></td>
<td></td>
<td>Help available</td>
<td>Help available</td>
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Health and Safety

1. Students cohorts of maximum 18 students
2. Students only attend maximum 4 periods a day instead of 7
3. Minimal students at school during lunch
Comply with Directives and Guidelines

1. Daily temperature checks
2. 6 feet physical distancing required unless not safe
3. Sacrifice many typical social interactions for safety
4. Designated teacher only area
5. Desk 6 feet apart faced in the same direction, staggered, with partitions as an option
6. Students may be assigned to certain wings of the hall
7. One-way hallways and pathways will be designated
8. Temperature checks upon entering campus [and] before entering transportation/ buses and vans
9. Revised passenger loading/ unloading procedures
10. Routes will require additional time to adhere to social distancing
11. Daily staff and student symptoms check questionnaire
12. Classroom/ cohort dining
Typical In-Class Day w/ Safety Measures

1. Take temp check to take bus
   - Bus route are longer and can’t sit next to friends

2. Temp check and symptom check

3. One-way hallways to class with only ½ of students on campus in face coverings

4. Sitting in class, 6 feet apart, with all desks facing forward

5. Teacher teaches from designated spot. Can’t walk around to help.

6. Later lunch, possibly in classrooms 6 feet apart

7. Face disciplinary action if health and safety rules are violated
Equitable Access

- Brings students who don’t have an ideal learning environment at home back onto campus
- On campus for ELD, SpEd, & mental health services, referrals, and assessments.
- Scheduled times available for individual check-ins

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<thead>
<tr>
<th>Mon - A</th>
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<tr>
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<td>Period 4</td>
<td>Period 4</td>
<td>OR could rotate Even/Odd schedule every week</td>
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<td>Period 5</td>
<td>Period 5</td>
<td>Period 6</td>
<td>Period 6</td>
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<tr>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
<td></td>
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<tr>
<td>Period 7</td>
<td>Period 7</td>
<td>Flex Period</td>
<td>Flex Period</td>
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Staff Collaboration Time
80/20 Remote/Blended Model
Draft
18 week *semester* of Remote Learning that includes 3-4 In-Person Weeks + Synchronous & Asynchronous Lessons + Other On-Campus Support
Redefining “Remote Learning”

<table>
<thead>
<tr>
<th>Spring 2020</th>
<th>FALL 2020</th>
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<tbody>
<tr>
<td>Emergency situation with no structure <em>at all</em></td>
<td>Structure up to 5 days of the week</td>
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<tr>
<td>No attendance requirement</td>
<td>Accountability for digital attendance</td>
</tr>
<tr>
<td>Synchronous learning discouraged</td>
<td>Synchronous learning required</td>
</tr>
<tr>
<td>Credit/No Credit</td>
<td>Letter Grades</td>
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</tbody>
</table>
High Quality Distance Learning

**Synchronous**
- Discussions
- Debates
- Problem solving
- Group work
- Unpacking harder content
- Learning study strategies

**Asynchronous**
Class content that can be “pushed out” of classroom:
- Lectures, examples and explanations
- Readings
- Presentations preps

Independent meetings with students
Three (or 4) In-Person Weeks

1. **First week (or two) of school**: To meet all students, train them on remote learning tools, pass out materials, build community

2. **One week in early October**: Assessment and/ or Check-In

3. **One week in late December**: Final

Meet all students in small groups over 3-5 days that week
Sample Schedule 1

2 hrs of synchronous and 2-3 hrs asynchronous

<table>
<thead>
<tr>
<th>Mon</th>
<th>Tue</th>
<th>Wed</th>
<th>Thu</th>
<th>Fri</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00-10:00</td>
<td>Per 1</td>
<td>Per 2</td>
<td>Per 1</td>
<td>Per 2</td>
</tr>
<tr>
<td>10:30-11:30</td>
<td>Per 3</td>
<td>Per 4</td>
<td>Per 3</td>
<td>Per 4</td>
</tr>
<tr>
<td>12:30-1:30</td>
<td>Per 5</td>
<td>Per 6</td>
<td>Per 5</td>
<td>Per 6</td>
</tr>
<tr>
<td>2:00-3:00</td>
<td>Per 7</td>
<td>Office Hours</td>
<td>Per 7</td>
<td>Office Hours</td>
</tr>
</tbody>
</table>

Office Hours could be used for small-group tutorial, completing labs or group assignments, working on asynchronous assignments
## Sample Schedule 2

1.5 hrs of synchronous and 2-3 hrs asynchronous

<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>9:00-10:30 am</td>
<td>Per 1</td>
<td>Per 3</td>
<td>Per 5</td>
<td>Flex Period: All teachers available online &amp;/or at school</td>
<td>Flex Period: All teachers available online &amp;/or at school</td>
</tr>
<tr>
<td>11:00-12:30 am</td>
<td>Per 2</td>
<td>Per 4</td>
<td>Per 6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1:30-3:00 pm</td>
<td>Per 7</td>
<td>Office Hours</td>
<td>Office Hours</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Office Hours could also be used to require ELD, SpEd, and other at-risk students for extra synchronous hours.
On Campus Supports

- SAI classes can be held on campus with this model
- Option for teachers to do all remote teaching in respective classrooms, allowing scheduling of students for tutoring during off times, especially those struggling (ELD, SpEd, others)
- Possible Study Halls on campus to do synchronous learning, aided by classified staff and/or instructional aides
- Tech trouble/ needs available for students
- Can provide structured socialization and mental health opportunities that are not classroom-based
- Safe physical activities like dance, PE, sports can also have options on campus
- (Other on-campus support flexibility available)
This Model Guarantees...

● Structured Days

● Maximal Synchronous Class Time

● Availability for Student Support

● Health and Safety
This Model Guarantees...

- **Structured Days**
  - 5 possible structured days, more consistency

- **Maximal Synchronous Class Time**
  - More content delivery, higher quality lessons since teachers are not splitting time

- **Availability for Student Support**
  - More time for teachers to target those struggling and most at-risk, time with counselors

- **Health and Safety**
  - Does not make those most at-risk of contracting Covid to come onto campus with rest of school

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**Equity & Access**
Flexibility for Crisis

FLEXIBLE STAGING DEPENDENT UPON ORDERS FROM STATE & COUNTY HEALTH OFFICER

Covid Outbreak
A flipped classroom is a type of blended learning where students are introduced to content at home and practice working through it at school. This is the reverse of the more common practice of introducing new content at school, then assigning homework and projects to be completed by the students independently at home.” from Teachthought
Proposals for School Board

To allow staff to begin planning for the reopening of school

1. Schools in the District will open for on-campus learning on August 17th to the extent that it is practicable and safe.
   - With Covid-19 mitigation ([State Guidance](#), [County Health Officer](#), [BP 0470](#))
   - Health screening of students & staff (possible Covid-19 testing)
   - Safety protocols in place and plan for infected individuals
   - Virtual learning available based on student need and risk level
   - On-campus instruction prioritized for at-risk students, CTE, art and labs
   - [FFCRA](#) for employees and remote work considerations
   - COE’s Four Pillars as guiding principles
Proposals for School Board (cont.)

To allow staff to begin planning for the reopening of school

2. Board will review and comment on proposed instructional schedules that all will include:
   ○ Letter Grades
   ○ Synchronous learning
   ○ Fixed schedule with additional options

Before the special Board meeting, June 16 at 5:00 PM, staff will meet to revise instructional schedule that incorporates board comments.
Proposed Process for Direction on Instructional Models

- Board provides comments and direction tonight
  - Staff then refines proposals based on input
- Special Board Meeting, Tuesday, June 16 for further Board direction. The goal is to have refined models for online teaching and blended learning as appropriate
- Initiate Master Schedule Subcommittee
- Survey families & certificated staff regarding their preferences on learning models - with families choosing their model for first semester. Survey runs from June 23 - Friday, July 10
Proposed Process for Direction on Instructional Models

- Special Board Meeting - Thursday, July 16 - Board decides whether to offer blended learning model to families or just the online teaching model.

Factors would include:
- Updated health directives and community health conditions
- Family interest in blended learning model.
- Note - All families requesting the online teaching model for their student would be assured of this.
Proposed Process for Direction on Instructional Models

- The online teaching model would be staffed by teachers with health or family conditions that put them at particular risk of COVID-19 and, to the extent possible, those who wish to teach in this manner.
  - District would work with SMUHSبدا (teacher’s union) regarding selection of teachers who would do online teaching model (assuming there are more teachers who want to teach under that model).
  - Teachers would be informed as soon as possible regarding their assignment, with goal of providing enough time to ramp up for the year (Professional Learning program as outlined earlier).
- Starting July 17, schools would start to build schedules for their students
Comments & Feedback