Fall 2020 Learning Plan
Proposals & Recommendations
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)

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

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<td>10:30-11:45</td>
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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)

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1st 8:35 - 9:20  
2nd 9:30 - 10:15  
3rd 10:25 - 11:10  
4th 11:20 - 12:05  
5th 12:35 - 1:20  
6th 1:30 - 2:15  
7th 2:25 - 3:10 |
| 10:30-11:45 | Per 3                                   | Per 4                                   | Per 3                                   | Per 4                                   |                                          |
| 11:45-12:15 | Lunch                                   | Lunch                                   | Lunch                                   | Lunch                                   |                                          |
| 12:15-1:30 | Per 5                                   | Per 6                                   | Per 5                                   | Per 6                                   |                                          |
| 1:45-3:00  | Per 7                                   | Support Period (1:45-2:45)               | Per 7                                   | Support Period (1:45-2:45)               |                                          |
| 3:00-3:15  | Office Hours / Clubs / Activities on Tuesday & Thursday (2:45-3:15) |                                          |                                          |                                          |                                          |

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

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<td>Finals 16-18</td>
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- Odd (O) = 1st, 3rd, 5th, & 7th periods
- Even (E) = 2nd, 4th, 6th, & Support Periods
- Enrichment, Intervention, (IP) = 1st through 7th
Potential Phases
In-Person Instruction and Support

- Phase 1: All students online
- Phase 2: English Learners, some students with disabilities, small groups of students, and outdoor instruction sites 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: Phase 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

* The District is examining ways to bring an equitable mix of all grade levels onto campuses safely.
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 will 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
- Students are presented with enduring question and work in groups through answers
- Teachers will integrate a variety of technology tools and utilize supplemental curriculum in the design of their courses
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 (along with online activities)

● The week before school begins and the first two weeks of the semester
● Distribution of Chromebooks, hotspots, 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 Detail - Microclimates

### San Mateo

<table>
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<th>Month</th>
<th>Temp Avg Hi/Low</th>
<th>Rainfall Inches/Days</th>
<th>Hours of Daylight</th>
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<tbody>
<tr>
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<td>72/56</td>
<td>0/0</td>
<td>13.5</td>
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<td>Sept</td>
<td>74/55</td>
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<td>Oct</td>
<td>71/53</td>
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### San Bruno

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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

**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

**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

**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/\textit{exposed} to Covid-19
● If high Temperature\/\textit{Symptoms}
  ○ Must \textit{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
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