

# Fall Program Plan

Recommendations June 25, 2020



# Guidance

Variance filed for the County of San Mateo so districts follow guidance from:

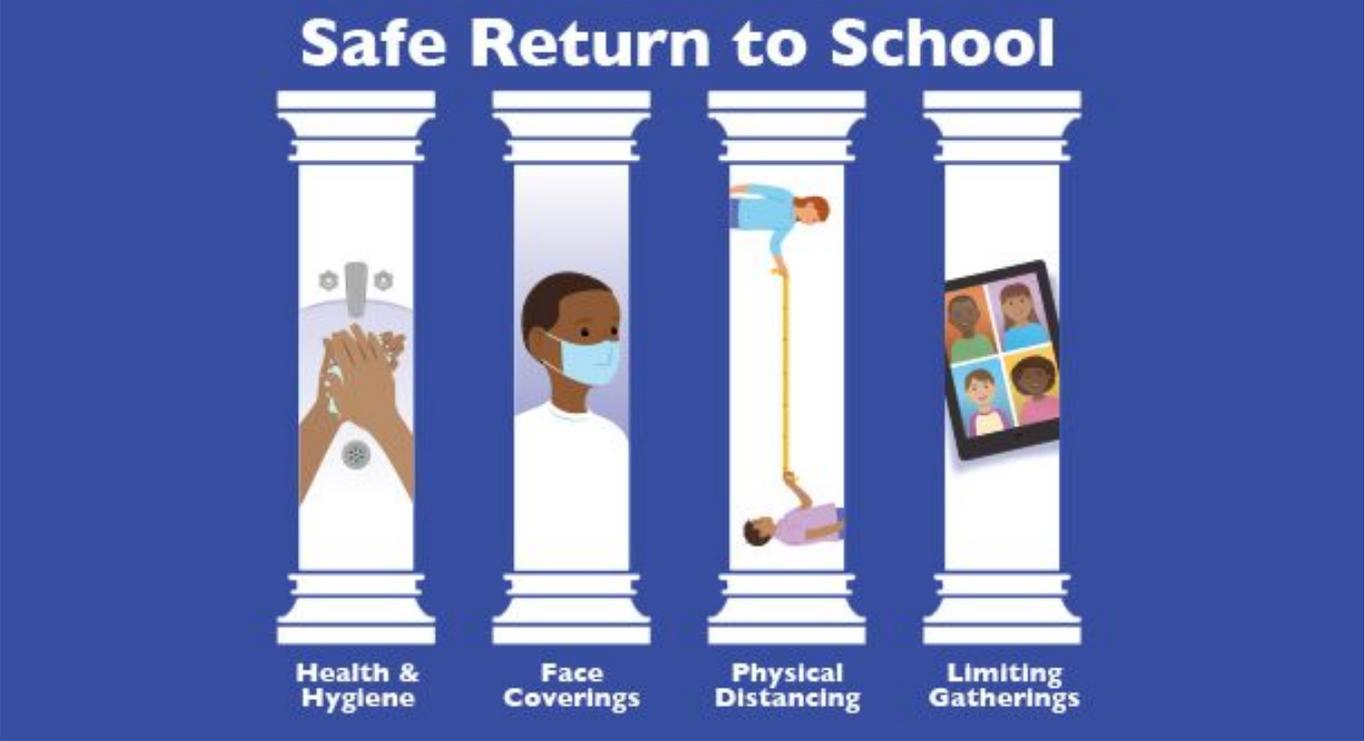
- California Department of Public Health Guidance for Schools
- California Department of Education Guidance for Schools
- Centers for Disease Control

# SMFC Guiding Principles

1. **Health & Safety** for students, families, teacher, staff, site leader (as defined by the health guidance)
2. **Equity**: Focus models on key student groups (English Learners, Students with Disabilities, Social-Emotional Struggling, etc.)
3. **Student Learning**: Rigorous, meaningful, consistent
4. **Community & Connection**: social-emotional foundation
5. **Learning & Supports** for students & families, teachers & staff



# San Mateo County Pandemic Recovery Framework



# Health and Hygiene

## *Health and Safety Protocols and Recommendations:*

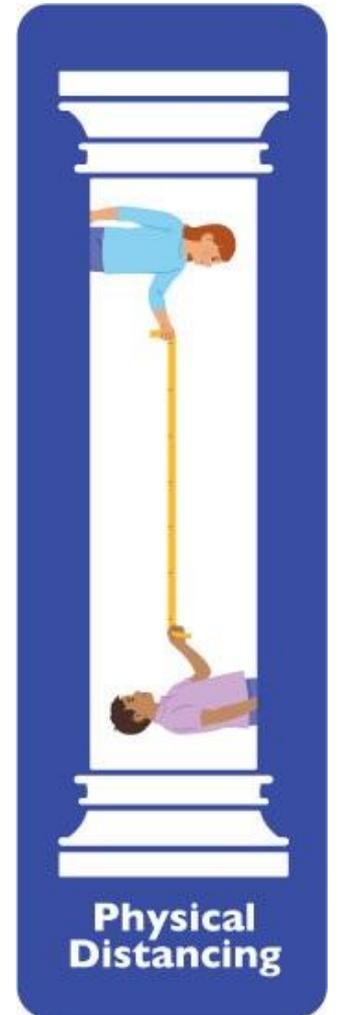
- ▷ Stay at home if you are ill
- ▷ Daily temperature taking & wellness checks
- ▷ Wearing face coverings is required while at school
- ▷ Regular hand washing
- ▷ Implement cleaning protocols throughout the day
- ▷ Ongoing health instruction for staff and students



# Physical Distancing

Maintain a 6 foot distance from one another at all times

- ▶ Stable cohorts will be identified to lessen student and adult contact - approx. 50% in class
- ▶ Key areas will be marked to help students and staff maintain a 6 foot distance
- ▶ Entering/Exiting the school and classroom will have defined protocols
- ▶ Recess, passing periods and adult break times will be staggered



## MODELS of INSTRUCTIONAL DELIVERY

Full Time  
At Home

DISTANCE



Hybrid

A/B Cohorts



Full Time  
At School

NORMAL



FLEXIBLE MOVEMENT BETWEEN EACH MODEL

# Implement 2 Models this Fall as we wait to return all students to school

- ▷ Full-time Distance Learning (DL) At Home
- ▷ “Hybrid” At School/At Home



# Full Time Distance Learning Model Recommendations

1. Create separate Distance Learning schools  
(but students retain spot in original school)
2. Adopt & adapt Online Curricula
3. Adopt common Learning Management System  
(single platform for using curricula in different subjects)

## A/B Student Cohorts in “Paired” Days Schedule

### *Rationale for our decision*

- Each child in school each week
- Safety & Cleaning protocols
- Supports Equity groups
- Ensures flexible, quality move to DL

### *Alternatives Considered*

#### **AM/PM schedule**

- (+) Every student, everyday, especially for primary
- (-) Limited cleaning protocols
- (-) No time for Equity groups
- (-) Limited readiness for DL
- (-) Limited teacher planning & collaboration time
- (-) Childcare challenges

### *Alternatives Considered*

#### **Alternating Weeks**

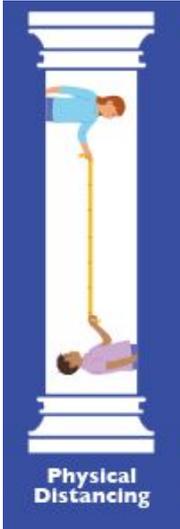
- (+) Longer learning window at School
- (+) Full week of at-home learning in case of infection
- (-) Long gap At Home
- (-) Long stretch of DL
- (-) Childcare challenges
- (-) No more minutes than A/B Paired days

# A/B Student Cohorts in “Paired” Days Schedule

- ▷ Cohort A: At School on M/T .... At Home on Th/F
- ▷ Cohort B: At Home DL on M/T .... At School on Th/F
- ▷ Special Day Class students: At School on M/T/Th/F
- ▷ All Students: At Home on W

## Daily Schedule

- ▷ 4 to 4.5 hour Morning (class, 1 recess)
- ▷ Lunch
- ▷ 1.5 to 2 hour After Lunch (support classes, teacher collaboration)



# Elementary School Schedule

## Elem School Fall Schedule - A/B Schedule - alternate days

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<b>Morning</b>	Group A - In School	Group A - In School	Distance Learning for all students; Full cleaning of school; Teacher collaboration	Group A - Distance Learning	Group A - Distance Learning
	Group B - Distance Learning	Group B - Distance Learning		Group B - In School	Group B - In School
<b>Lunch</b>	<b>Lunch</b>				
<b>Afternoon</b>	Afternoon options: 1) Small groups of students stay for additional instruction with teacher and/or specialist; 2) Teacher provides synchronous instruction to students who were in school in the morning; 3) Teacher provides synchronous instruction to students who were not in school in the morning; 4) Teacher provides synchronous instruction to consistent group of students who need additional instruction				

# Middle School Schedule

## Cohort A

Monday Block	Minutes
1A	60
Passing	5
3A	60
Passing	5
5A	60
Passing	5
7A	60
Staff Lunch	
Staff Planning/Targeted Student Support	

Tuesday Block	Minutes
Advisory	30
Passing	5
2A	60
Passing	5
4A	60
Passing	5
6A	60
Staff Lunch	
Staff Planning/Targeted Student Support	

Wednesday	Minutes
1	30
Break	5
2	30
Break	5
3	30
Break	5
4	60
Break	5
5	30
Break	5
6	30
Break	5
7	30
Staff Lunch	
Staff Planning	

## Cohort B

Thursday Block	Minutes
1B	60
Passing	5
3B	60
Passing	5
5B	60
Passing	5
7B	60
Staff Lunch	
Staff Planning/Targeted Student Support	

Friday Block	Minutes
Advisory	30
Passing	5
2B	60
Passing	5
4B	60
Passing	5
6B	60
Staff Lunch	
Staff Planning/Targeted Student Support	



# Ideas...Child Care - Annex and Community Partners

## Schedule Consideration:

	Monday		Tuesday		Wednesday		Thursday		Friday	
	Cohort 1	Cohort 2	Cohort 1	Cohort 2	Cohort 1	Cohort 2	Cohort 1	Cohort 2	Cohort 1	Cohort 2
Before lunch	In class	Annex Teacher 2	In class	Annex Teacher 2	No students on campus / cleaning day		Annex Teacher 1	In class	Annex Teacher 1	In class
After lunch	Annex Teacher 1	15 students All day	Annex Teacher 1	15 students All day			Annex Teacher 1	15 students All day	Annex Teacher 2	Annex Teacher 1
	Annex Teacher 3 serves both cohorts						Annex Teacher 3 serves both cohort			

Based on:

Space (2-3 classrooms per site - looking to expand)

Staffing availability

Further Consideration:

SMFCSD Employee Survey of Child Care Needs

Coordination with Community Partners

# Wellness Planning Committee Work in Progress

**Community and Connection:** Developing recommendations for special considerations for relationship building in DL and in school classrooms

**Transition:** Developing recommendations for schools, staff and parents to support students integrate into new classes in school classrooms and DL

**Social Emotional Learning:** Developing recommendations for ongoing SEL, including explicit instruction around emotional expression in a masked environment and alternatives to touch when physically distant

**Mental Health:** Developing recommendations for regular check-in/screening of student mental wellness and related processes of support

# Input from Staff and Families

## Completed

- Coffee Chats
- Board Meetings, Emails
- Standing Committees: DELAC, Equity Task Force, LMI, SEDAC, Communications
- LTM and Task Force teams
- SMETA engagements

## Upcoming

- Complex engagements
- Family DL Phase 2 Survey
- Family Registration survey

# Implementation Review

- Staff will review any change in health directives to inform potential modifications to the program
- Board will receive updates to discuss and assess potential changes based on health directives

# Questions?

