



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)

	Mon	Tue	Wed	Thu	Fri
7:45-8:45	Site-based & District PD/PLC/Faculty Meetings				
9:00-10:15	Per 1	Per 2	Per 1	Per 2	Per 1
10:30-11:45	Per 3	Per 4	Per 3	Per 4	Per 3
11:45-12:15	Lunch	Lunch	Lunch	Lunch	Lunch
12:15-1:30	Per 5	Per 6	Per 5	Per 6	Per 5
1:45-3:00	Per 7	Support Time (1:45-2:45)	Per 7	Support Time (1:45-2:45)	Per 7
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

Week 2

Learning Schedule

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

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

	Mon	Tue	Wed	Thu	Fri
7:45-8:45	Site-based & District PD/PLC/Faculty Meetings				
9:00-10:15	Per 2	Per 1	Per 2	Per 1	Per 2
10:30-11:45	Per 4	Per 3	Per 4	Per 3	Per 4
11:45-12:15	Lunch	Lunch	Lunch	Lunch	Lunch
12:15-1:30	Per 6	Per 5	Per 6	Per 5	Per 6
1:45-3:00	Support Time (1:45-2:45)	Per 7	Support Time (1:45-2:45)	Per 7	Support Time (1:45-2:45)
3:00-3:15	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)

	Mon	Tue	Wed	Thu	Fri
7:45-8:45	Site-based & District PD/PLC/Faculty Meetings				
9:00-10:15	Per 1	Per 2	Per 1	Per 2	Enrichment & Intervention: 1st 8:35 - 9:20 2nd 9:30 - 10:15 3rd 10:25 - 11:10 4th 11:20 - 12:05 Lunch 12:05 - 12:35 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				
M	Tu	W	Th	F
17 (O)	18 (E)	19 (O)	20 (E)	21 (O)
24 (E)	25 (O)	26 (E)	27 (O)	28 (E)
31 (O)				

September 2020				
M	Tu	W	Th	F
	1 (E)	2 (O)	3 (E)	4 (IP)
H	8 (O)	9 (E)	10 (O)	11 (E)
14 (O)	15 (E)	16 (O)	17 (E)	18 (O)
21 (E)	22 (O)	23 (E)	24 (O)	25 (E)
28 (O)	29 (E)	30 (O)		

October 2020				
M	Tu	W	Th	F
			1 (E)	2 (IP)
5 (O)	6 (E)	7 (O)	8 (E)	9 (O)
12 (E)	13 (O)	14 (E)	15 (O)	16 (E)
19 (O)	20 (E)	21 (O)	22 (E)	23 (IP)
26 (O)	27 (E)	28 (O)	29 (E)	30 (O)

November 2020				
M	Tu	W	Th	F
2 (E)	3 (O)	4 (E)	5 (O)	6 (E)
9 (O)	10 (E)	H	12 (O)	13 (E)
16 (O)	17 (E)	18 (O)	19 (E)	20 (IP)
23 (O)	24 (E)	SR	H	H
30 (O)				

December 2020				
M	Tu	W	Th	F
	1 (E)	2 (O)	3 (E)	4 (IP)
7 (O)	8 (E)	9 (O)	10 (E)	11 (O)
14 (E)	15 (IP)	Finals 16-18		

- 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

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

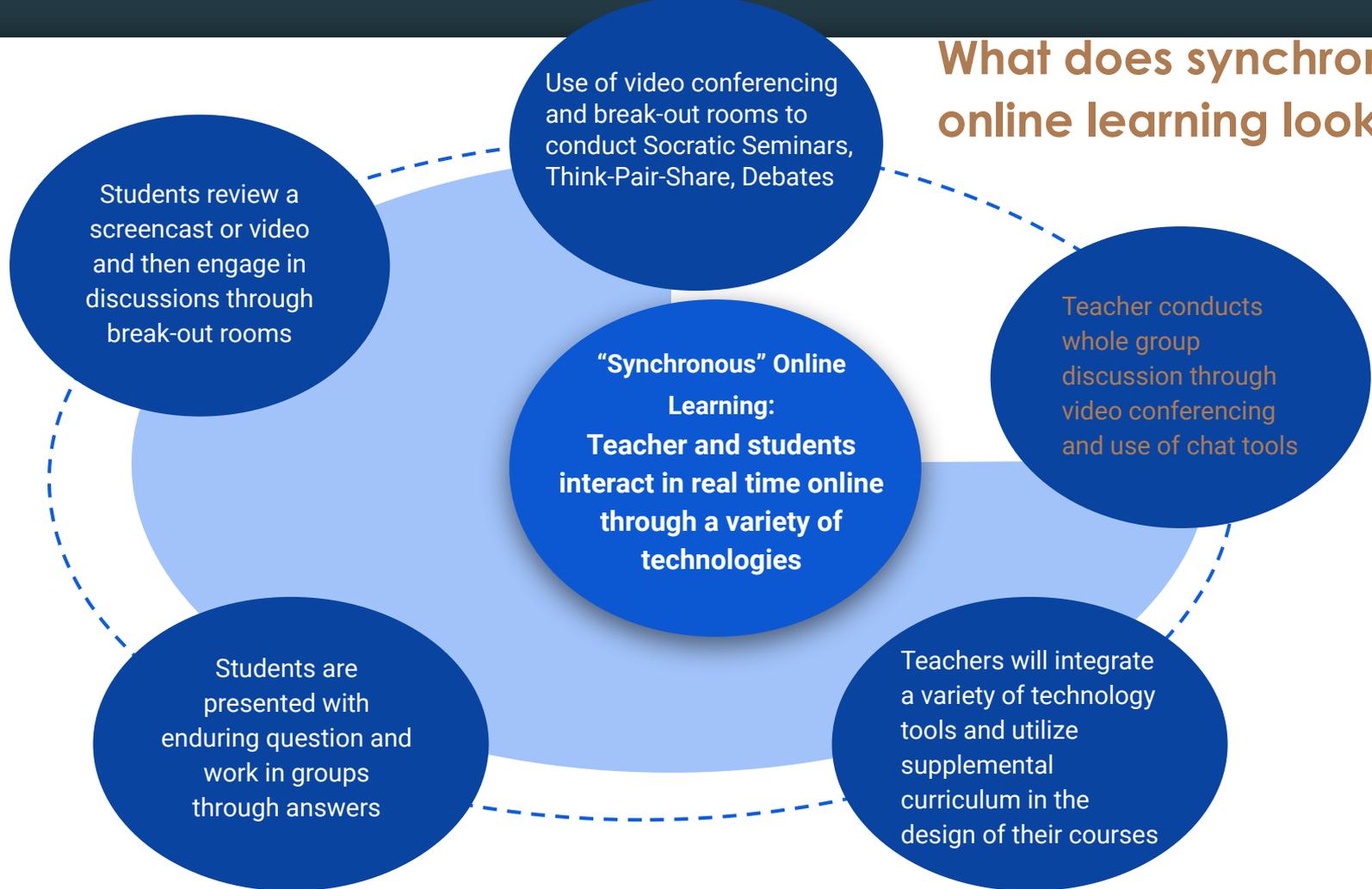
Considerations for Students with IEP's & 504's

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?



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 (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 San Mateo and San Bruno

August through October

San Mateo, CA

Weather averages

Overview **Graphs**

Temperatures (°F)



Rainfall (inches)



No snowfall recorded

Daylight



Source: NOAA

San Bruno, CA

Weather averages

Overview **Graphs**

Temperatures (°F)

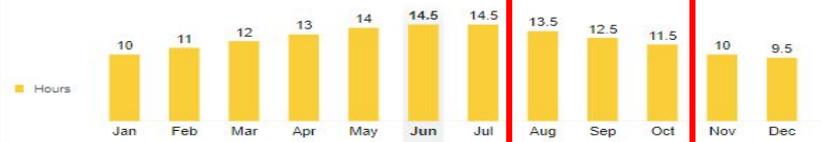


Rainfall (inches)



No snowfall recorded

Daylight

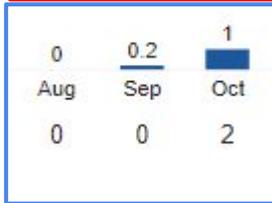


Source: NOAA

Weather in Detail - Microclimates

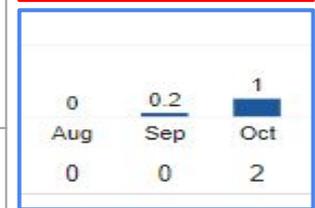
San Mateo

Month	Temp Avg Hi/Low	Rainfall Inches/Days	Hours of Daylight
August	72/56	0/0	13.5
Sept	74/55	.2/0	12.5
Oct	71/53	1/2	11.5



San Bruno

Month	Temp Avg Hi/Low	Rainfall Inches/Days	Hours of Daylight
August	72/56	0/0	13.5
Sept	74/55	.2/0	12.5
Oct	71/53	1/2	11.5



Staff Recommendation #3

Teachers will report to sites each work day starting August 10, 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

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

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

SMCOE's Four Pillars

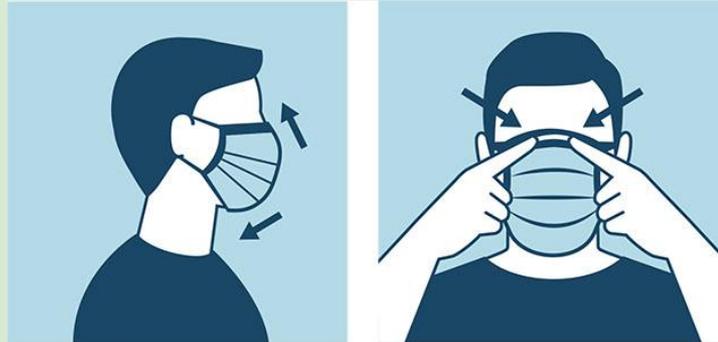
- 1. Health & Hygiene** - Health Screenings, PPE, washing hands every 2-3 hours, hygiene etiquette, clean environment, sanitizers, self-quarantine for those with or exposed to Covid-19, training and expectations
- 2. Face Coverings** - Cloth for students/staff as recommended by CDC
- 3. Physical Distancing** - 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

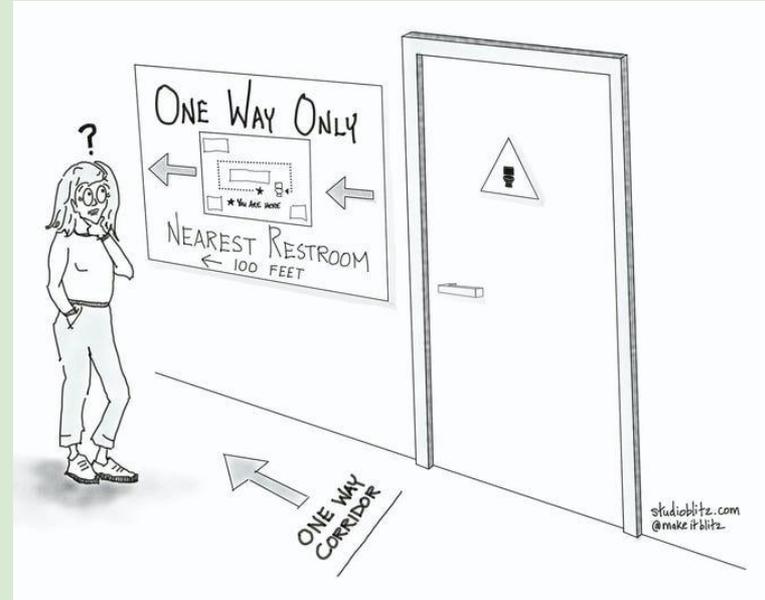
- Students take fewer classes per day in cohorts
- Daily review of safety practices with students
- Designated teacher-only area
- Students to clean their spaces and equipment
- Class size max determined by physical space
- Desks six feet apart and faced in the same direction, staggered, with partitions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



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

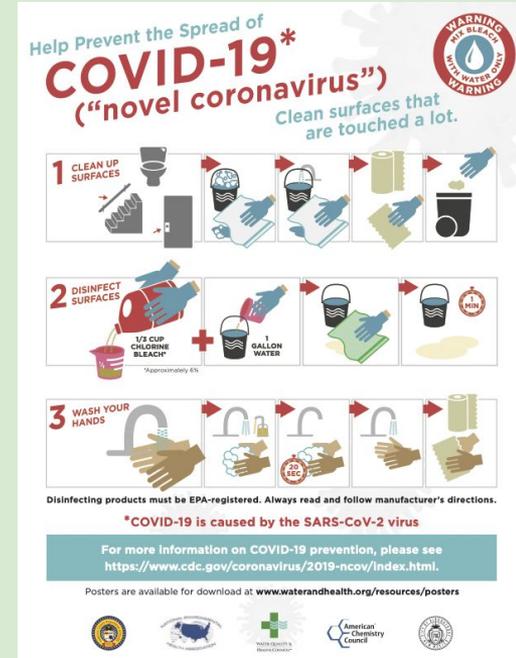
- Use of disposable items will be used such as condiments, utensils, etc.
- Prepackaged food and menu options will be limited
- Touchless & Cashless system
- Access for families with food insecurities
- Additional staffing needed to serve students
- Control line spacing



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

HELP FIGHT THE SPREAD OF ILLNESS

WASH HANDS OFTEN
with warm water & soap for at least 20 seconds. Hand sanitizer is good in a pinch.

KEEP HANDS AWAY
from mouth, nose, or eyes to avoid transferring germs.

STAY HOME IF YOU, YOUR CHILD, OR SOMEONE IN YOUR HOME HAS...

- a fever of 99.9 or higher in the last 48 hours
- a dry or a productive cough
- diarrhea or vomiting in the last 24 hours
- general feeling of fatigue or illness

THANK YOU
We appreciate your help in keeping our students and staff healthy & safe.

OCEAN GROVE SOUTH SUTTER SKY MOUNTAIN
IEM Innovative Education Management • ieminc.org

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

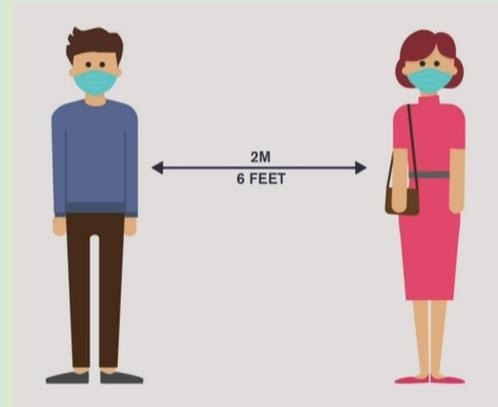
- Proper Use of PPE
- [Proper use of cleaning supplies](#)
- Social distancing while working



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

