San Carlos School District Opening Up Schools Plan
Approved
June 18, 2020
Opening Up Schools Planning

- Opening Up Schools Workgroup of 130 staff and parents
  - 70 Parents, 53 Staff Members, Principals/Leaders
  - Four Meetings:
    - May 27 Orientation
    - June 3 Framework
    - June 10 Small Groups
    - June 17 Draft Plan
    - Invited to SMCOE Pandemic Framework Recovery Training

- Parent and Staff Surveys

- Site staff meetings with Teachers/Principals
Opening Up Parent Survey #1

- One survey per family, 1,600 Responses (Approximately 75% of Families)

Based on the information you have now, how comfortable do you think you will be sending your child back to school with the health orders (e.g. hand washing, face coverings for students and staff, no large groups, health screenings, etc.)

1,600 responses

- Extremely comfortable
- Relatively comfortable
- Hesitant and concerned
- I won't send my child to school until a vaccine is available and/or treatment has significantly improved.
- I don't know how I feel
Opening Up Parent Survey #1

Currently local health orders will allow schools to open in the fall with physical distancing and health and hygiene requirements. This will most likely result in a Blended Learning approach: some in person teaching with smaller groups of students, as well as some at home online learning. If given the choice between Blended Learning or Full-Time Distance Learning, which would you likely choose? *

1,600 responses

- Blended Learning (combination of in person and distance learning) 88.8%
- Full time Distance Learning 11.3%
Two Learning Options for Families for Fall

Blended Learning Program
- Learning time at school and learning time at home
- Structured by student needs by grade level span
- Allows for At-Home Learning / Intervention and Teacher Planning
- Students with urgent learning needs will receive additional support

Full Distance Learning Program
- Families opt in for the entire year
- Independent program following grade level standards
- Assigned teacher providing daily/weekly instruction
- Grading and report cards
- Attendance requirements
Three Lanes of Instruction

- Ability to be flexible between lanes as it pertains to 4 pillars
- Strive to meet the social-emotional needs of students with some in-person instruction
- Be nimble and responsive to rapid change requiring more or less at home learning
  - **Blend** of onsite and at home learning
  - **At school** learning full-time
  - **At home** online learning due to Shelter in Place Order
# First Six Weeks of School: Minimum Days

<table>
<thead>
<tr>
<th>August 19 -21</th>
<th>August 24 - September 4</th>
<th>September 7 - October 2</th>
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<tr>
<td><strong>First 3 days of School:</strong></td>
<td><strong>Two Week SEL- Executive Functioning - Procedures</strong></td>
<td><strong>Instruction</strong></td>
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<tr>
<td>- Welcome to School</td>
<td>- Assessing student levels to inform instruction</td>
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<td>- Protocol training around the Four Pillars</td>
<td>- Instruction in person and at home</td>
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<td>- Getting back into school mode</td>
<td>- Determine intervention and additional support</td>
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<td>- Setting and teaching expectations including health and hygiene</td>
<td>- Parent education around supporting blended learning</td>
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<td>- Developing classroom norms, routines and procedures</td>
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TK-1st Schedule: Minimum Day, AM / PM

- Best option for our youngest learners to build connections with teachers and consistency with routines
- Less reliant on at home learning
- More teacher contact time - 4x a week; 10 hours a week of in person instruction
- Build in a break for teacher lunch/cleaning between AM/PM groups
- Evaluate at 6 week point for possible schedule modification
2nd–8th Grade Schedule: Minimum Day A/B/A/B

- Students come to school 2 x per week (Priority is to keep families on the same schedule)
- Focus on core instruction
- Stable cohort group and size depending on size of classroom or space to allow for physical distancing
- Staggered start/end times by grade level depending on site needs
- At school teacher contact every other day supports consistent student engagement
- Flexibility to increase time at school
- Evaluate at 6 week point for possible schedule modification.
# A/B Day Learning Expectations (Draft)

## In-School Learning
- Core Instruction
- Focus on SEL
- Build connections and classroom community
- Assessments
- Focus on key standards
- PBL
- Differentiated Learning / Strategy groups/small group instruction

## At-Home Learning - Extension of in-School
- Independent Work / Practice / Projects
- Personalized Learning
- Mix of online and traditional
- Collaborative Projects / PBL Project Work
- Electives - PE, Music, Art
Middle School Special Considerations

- Redesigning the master schedule for stable cohorts
- Electives and PE
  - Highly valued and part of the Blended Learning Program
  - Flexible elective options: some online and some at school based on the elective.
- At school: 4 classes a day for Math, Science, ELA/English, Social Studies/History
- Beginning of the year homeroom or “landing place”
  - Help maintain connections if we have to make an unexpected change
  - Support students with middle school and multiple teachers, especially 6th grade
Why Minimum Day?

- Routines around implementing the requirements of the four pillars—health and hygiene, face coverings, physical distancing and group gatherings
  - Safety of staff and students in stable cohort groups
  - Future lunch logistics/procedures to be determined

- Adjust and transition to being back at school with new requirements

- Afternoon daily check-in with students in the at-home group four days a week

- Allows time to evaluate/adjust to a full day and/or full-time schedule

- Instructional minutes are similar when you subtract transitions, passing period, recess/break and lunch

- Student to teacher ratio is smaller leading to greater engagement and attention
Special Education

Bubble Groups for students in Learning Centers. Staffed with Ed Specialist and Support provider to address adult absences.

Focus on Specialized Academic Instruction, Hands on support, and Collaborative engagement while in class.

Will follow A + B schedule.

Itinerant Staff will continue to provide push in and pull out services and will schedule services that respect co-hort groupings. Staff will consider strategies for increased supports.

Some services will continue to be offered through a tele-therapy model.

Assessment protocol will be defined and implementation of evaluations will begin.
Pillar #1: Health & Hygiene

• **Symptom Checking Routines**
  - Daily online form filled out at home, monitored and analyzed by nurses (at home thermometers will be made available if needed)
  - Temperature checks at classroom door (thermometers provided to teachers)
  - Random sampling to corroborate data

• **Daily Hygiene Routines**
  - Handwashing conducted every 2 hours- curriculum taught at school and at home
  - Touchless hand sanitizing stations outside restrooms and school offices for gel-in/gel-out
  - Hand sanitizer available in all classrooms for individual use as needed
Pillar #1: Health & Hygiene (cont’d)

• Ventilation
  • Outdoor learning will be encouraged whenever possible. Additionals outdoor spaces being designed and constructed.
  • SCSD Maintenance will map indoor spaces to ensure adequate ventilation
  • Extra fans will be provided as needed

• Essential Protective Equipment (EPE) (see also Face Coverings)
  • Plexiglass shields installed at all secretarial work stations and other desks as needed
  • Protective suits available for custodial staff
  • Gloves available for cleaning in classrooms

• Cleaning
  • Custodial schedules adjusted to ensure frequent disinfection of high-touch areas
  • Efficient sanitizing equipment ordered for custodial use
  • Bathrooms cleaned every 3 hours, Floors vacuumed/mopped daily
  • Classrooms supplied with disinfectant wipes, microfiber cloths, etc.
Pillar #2: Face Coverings

- **Rationale, routines, and reinforcement**
  - Community will receive instructions and expectations for face coverings in advance of school starting.
  - Teachers will provide instruction about how to adjust, clean and reapply face coverings during the school day and phase to full compliance. Initial durations are as follows:
    - 25% of instructional time: TK/Kindergarten students
    - 50% of instructional time: First grade students
    - 75% of instructional time: Second grade students
    - 100% of instructional time or as close as possible:
      - 3rd through 12th Grade Students
  - Positive reinforcement will encourage cultural norms for face coverings.
Pillar #2: Face Coverings (continued)

- We must follow County Health System guidance regarding **types of face coverings** and we will acquire compliant gear

- **Extra** face coverings will be available for any staff or students who need them

- SCSD Wellness will provide **guidelines** on how to offer “open face time” if/when allowed
Pillar # 3: Physical Distancing

• Reorganize locations and activities to maintain 6-foot distancing
  • Mapping classrooms to indicate furniture placement options
  • Implementing additional outdoor spaces and furniture
  • Altering bell schedules to allow for staggered start times
  • Implementing a block schedule at middle school
  • Creating multiple recess and lunch periods
  • Reorganizing meal distribution to limit cross contamination

• Mark areas where lines form to indicate proper distance

• Teach how to maintain physical distance during recess
Pillar # 4: Limiting Gatherings

- Stagger start times and identify multiple entry sites to limit number of students gathering to enter or leave campus
  - Coordinate SRTS planning and publicize route maps in advance
  - Coordinate bussing with SamTrans
- Consider ways that technology can be utilized to support drama, music, and other performance-based activities
- Plan for staff and other meetings to be held remotely
- Consider limits on Physical Education activities that involve groups of students
- Continue parent education events online
Personal Protective Equipment/Hygiene

- **COVID-19 Education Partnership Grant**
  - Partnership between SMCOE and Silicon Valley Community Foundation

- **San Mateo County Mass PPE Order**
  - Disposable Face Coverings
  - No Touch Thermometers
  - Hand Sanitizer
  - Gloves

- **California Department of Public Health Mass Distribution**
  - Face Shields
  - Cloth and Disposable Face Coverings
  - No Touch Thermometers
  - Hand Sanitizer
Next Steps

- Second Parent Survey
  - Communicating the Opening Up Schools Plan
  - Signing up for Distance Learning Option
- Distance Learning Program Planning
- Logistics Follow-Up:
  - PPE, Handwashing Stations; Restrooms, Protective Screens
  - Ingress and Egress to Campus, On Campus Foot Traffic Flow Patterns
  - Preparing Outdoor Spaces for Learning
  - Bus Transportation
  - Childcare