



# TOWN HALL #1: The Big Picture

06.29.2020



# Process to-date

## **Re-opening Logistics Team**

A 17-person, self-selected team, comprising educators from all grade levels, administrative staff, special education staff, and Educare staff has met at least weekly for the past month to review guidelines and brainstorm re-opening strategies. Six members of the team are also parents of current learners.

## **Strategic Planning Group**

SCC is working with the strategic planning group Friday Partners to articulate and communicate our short-term and long-term challenges and opportunities during these turbulent times.



## Our Strengths

- Experienced, passionate, flexible educators
- Positive, respectful school environment
- Willingness to try new things
- Engaged parent community with diverse skill set
- Commitment to progressive education, with emphasis on critical problem solving
- Executive leadership transition



## Our Challenges

- Rapidly changing guidelines
- Diverse risk tolerance among staff and families
- Lean administrative and support staff
- Executive leadership transition
- Limited physical space
- Different needs along the K-8 continuum
- Budget constraints and uncertain cash flows
- No economies of scale



# San Mateo County & California

- On June 16 San Mateo County was granted “variance” status by the State of California, which aligned the county to state health orders and guidance
- This alignment means that state orders and guidance drive SMC decision making
- California Department of Public Health (CDPH) issued its [guidance on school re-opening](#)
- The CDPH guidance aligns directly to the [SMCOE Pandemic Recovery Framework](#)
- Although we are familiar with the June 15 Health Officer Statement from County Health Officer Dr. Scott Morrow and the recently released guidance from the American Association of Pediatrics, both of which urged greater flexibility with guidelines for schools, neither the recommendations of the CDPH or the SMC Pandemic Recovery Framework have changed thus far
- SCC risks liability by not adhering to the CDPH and SMCOE Pandemic Recovery Framework, and **we do not have the space or funds for full on-campus learning at this stage**

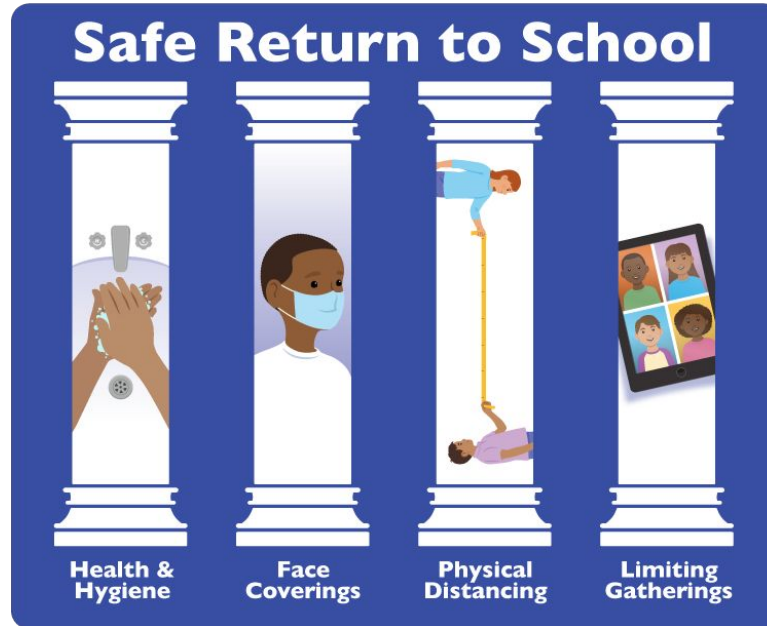


## Schools must:

- Collaborate with public health officials and the San Mateo County Office of Education to help monitor and respond to cases of COVID-19 within its community
- Provide essential protective equipment (EPE) to all staff and effectively implement hygiene protocols, physical distancing, and cleaning practices
- Implement efficient, but effective, health and temperature screenings for learners, staff, and volunteers who come on campus
- Be prepared to transition between at-home and on-campus learning supported through a continuum of instructional practices that support the diverse needs of all students

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# The Four Pillars





# Pillar One: Health & Hygiene

- Daily hygiene routines
- Temperature taking and health monitoring
- Essential Protective Equipment (EPE) for staff
- Frequent cleaning
- Ventilation
- Limit sharing of materials and equipment





## Pillar Two: Face Coverings

- All staff will have face coverings
- Initial expectations for learners (as we transition back):
  - 25% of instructional time: Kindergarteners
  - 50% of instructional time: 1st Graders
  - 75% of instructional time: 2nd Graders
  - 90% of instructional time: 3rd-8th Graders



## Pillar Three: Physical Distancing

- Stable cohorts
  - Useful to think in terms of “halves”: half a class, half the school
  - Practically speaking, we can only control what happens in school, not outside of it
- Requires people to stay at least six feet away from each other, avoid gathering in groups, and stay out of crowded places
- We will seek to utilize outdoor space as much as is feasible

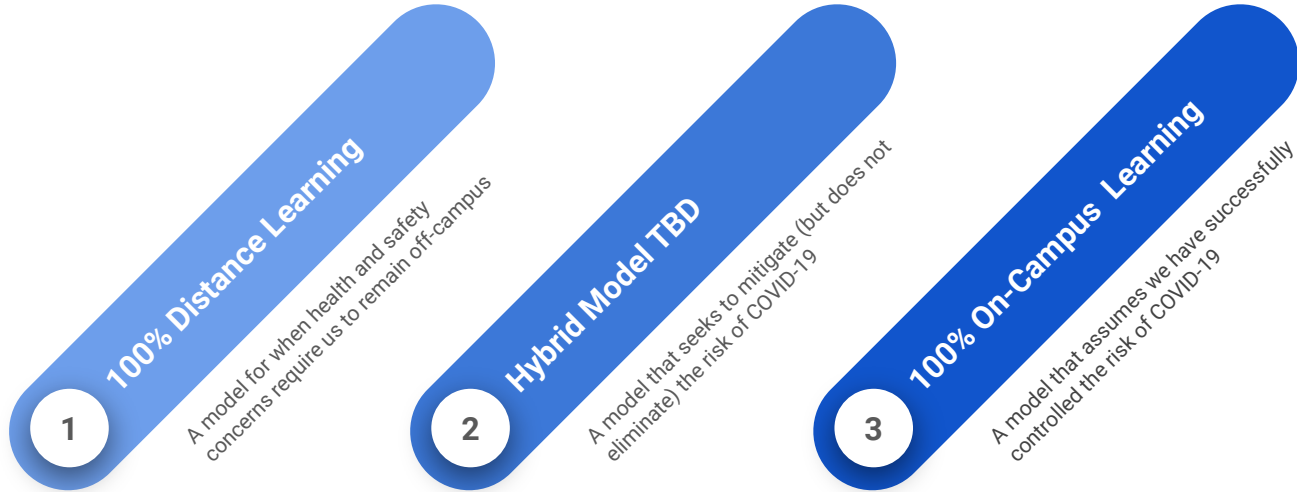


## Pillar Four: Limit Gatherings

- Note: the instruction of students in schools is not considered a gathering
- Staff and other meetings should be conducted remotely when possible
- Until a vaccine is introduced, large-scale events should be avoided
- Limit physical education to non-contact activities that do not require shared equipment and can be conducted with required physical distancing



# The Continuum of Instruction





# 100% Distance Learning

- **Necessary component for all learners** if/when county health officials deem it appropriate
- **Probable option for staff and learners** who remain sheltered at home (specifics of program to be determined by number of learners who indicate this as a preference on the upcoming survey)
- Program will differ from the “crisis learning” model implemented in the spring
- All educators have been offered distance-learning-specific professional development opportunities
- We heard that families would like more synchronous learning, more centralized information, and well-articulated standards and expectations

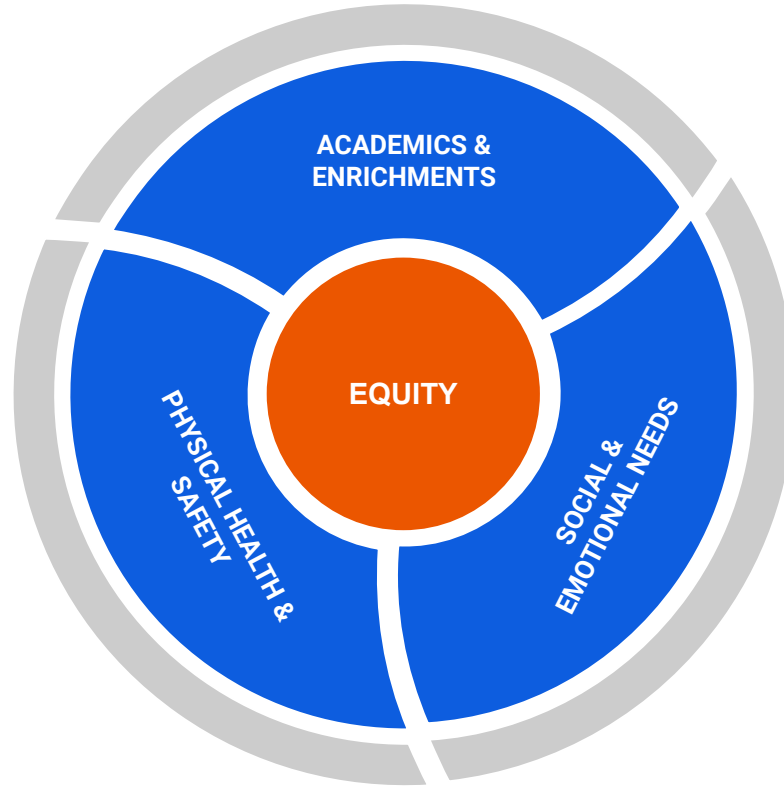


# Hybrid Learning Models

- Attempts to strike a balance between the health and safety and the academic and social/emotional needs of learners
- Seeks to mitigate - but not eliminate - risk of contracting/spreading COVID-19
- Reduces mixing as much as is possible
- Enables contact tracing
- Relies on the Four Pillars



# Our Lenses





# Hybrid Scenario #1: A/B/A/B or AA/BB Split

## Three Strengths

- Longer stretches of time with learners
- Cleaning service would be primarily handled by paid providers
- Two-day, full-day care might be easier on families

## Three Challenges

- Lunch and recess will require thoughtful planning
- Harder to establish classroom norms and routines
- Longer days might equal more exposure risk for staff and learners





## Hybrid Scenario #2: A.M./P.M. Split

### Three Strengths

- Regular in-person contact with educators
- Eliminates planning challenges of lunch and long recess
- All learners affected similarly by holidays, especially those that fall on Mondays

### Three Challenges

- Cleaning classrooms between cohorts will require staff support and/or extra funds and/or volunteer labor
- Twice as many pick-ups and drop-offs
- Possible equity issue of A.M. versus P.M. slot



# Why No In-Person Learning on Wednesday?

- Provide planning and collaboration time for educators
  - Educators will be teaching for longer days and will not have built in prep time
  - Need common time where staff meetings and curriculum work can happen
- Why Wednesday?
  - Opportunity for a deeper cleaning mid-week and weekends
  - Follows our traditional minimum day schedule (learners missing less school time)
  - Helps us coordinate with other schools on campus



## How Will Cohorts be Determined?

- Educators will decide how cohorts are divided (either by grade level or multi-age groupings) once schedule is set. May be different at different grade levels
- Parents will be able to indicate their preference for:
  - Either AM/PM or A or B groups (depending on the model we go with)
  - Siblings in same group or different group
- Granting parent requests that specific learners be in the same group won't be possible because of all the other variables that we need to consider



## What About Educare?

- Educare has created models for either hybrid scenario
- Enrollment will have to be capped
- Enrollment prioritized for staff, essential workers, and children that are in different groups



## Other Models discussed... and discarded

### 100% Distance Learning for All

**WHY?** The CA State Legislature is currently signaling in its education funding [trailer bill](#) that if permitted by the local health agency, local educational agencies must provide some form of in-school instruction.

### Alternating A Week/B Week Model

**WHY?** Educators in lower grades felt strongly that routines and community-building would suffer from lack of consistency.

### Lower Grades on Campus/Upper Grades Remote

**WHY?** Did not feel equitable across grade levels; harder to meet the social and emotional needs of middle school students



# Minimum Instructional Days & Minutes

2019-20

K: 36,000

1st-3rd Grades 50,400

4th-8th Grades: 54,000

Days (for charter schools) 175

2020-21

K: 31,500 (180 per day)

1st-3rd Grades 40,250 (230 per day)

4th-8th Grades: 42,000 (240 per day)

Days (for charter schools) 175



## 2020-21 Definition of Instructional Minutes

1. **For in-person instruction**, instructional minutes shall be based on time scheduled under the immediate physical supervision and control of an employee of the local educational agency who possesses a valid certification document, registered as required by law.
2. **For distance learning**, instructional time shall be based on the time value of assignments as determined, and certified to, by an employee of the local educational agency who possesses a valid certification document, registered as required by law.
3. **For a combined day of instruction delivered through both in-person instruction and distance learning**, time scheduled under the immediate supervision of an employee of the local educational agency who possesses a valid certification document can be combined with assignments made under the general supervision of an employee of the local educational agency who possesses a valid certification document as registered by law to meet the equivalent of a minimum day of instruction.



## Schedule Revisited in Three-Week Increments

- Look to County and State Health Dept. officials to provide appropriate indicators/metrics for evaluating the lessening of programmatic restrictions
- Expect adjustments will be needed to fine-tune processes
- Look to either lengthen amount of time learners are on campus or increase the number of learners on campus





# Volunteers on Campus

## STEP 1

- Number of COVID-19 cases in the county flat or decreasing
- No on-campus visitors including volunteers

## STEP 2

- Number of COVID-19 cases in the county flat or decreasing
- Campus open to volunteers who directly support education and follow Four Pillars

## STEP 3

- Number of COVID-19 cases in the county flat or decreasing
- Campus open to all volunteers who follow Four Pillars



# Next steps

- We need feedback from parents regarding which hybrid model works best for your family - Please fill out the [survey](#)!
- We will analyze data from survey to better understand families' needs and plans for return to school
- We will make decision on schedule and report out to community
- We need your continuing patience and collaboration as we work to hammer out the myriad details involved