

REVISED

Return to School Committee



June 11, 2020

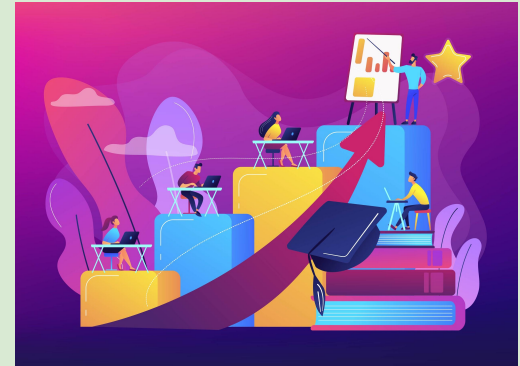
**San Mateo Union High School District
Board Meeting**

Overview

1. Review of Subcommittee Work

- a. Student Health and Safety
- b. Mental Health & Wellness
- c. Student Nutrition
- d. Employee Safety & Accommodations
- e. Maintenance & Operations
- f. Transportation
- g. Special Education & Student Accommodations
- h. Athletic Conditioning
- i. Adult School
- j. Instruction
- k. Professional Development
- l. Communications

2. Present Proposals for Board Endorsement



Subcommittee Chairs

Name	Position	Site	Subcommittees
John Bartfield	Assistant Director SPED	DO	Student Accommodations and SPED
Simon Bettis	Director of Technology	DO	Technology & Support for Remote Learning & Communication
Kirk Black	Dep. Supt. HR/Student Svc.	DO	Employee Safety & Accommodations Hiring & Onboarding Procedures
Linda Carlton	Dir. of Main., Ops., & Fac. Use	DO	Campus Facilities
Laura Chalkley	Mgr. of PR & Comm.	DO	Communication & Surveys
Sara Devaney	Student Health Coordinator	DO	Student Health & Safety
Dan Dobbins	Exec. Transportation Officer	DO	Transportation
Alexandra Dove	Teacher/Activities Director	MHS	Student Activities
Annette Gennaro-Trimble	Physical Education Teacher	AHS	Physical Education

Subcommittee Chairs

Name	Position	Site	Subcommittees
Sabbie Hopkins	Prof. Development TOSA	DO	Subject Specific Instruction
Julia Kempkey	Assistant Supt. Curr. & Inst.	DO	Instruction - Remote Learning - Independent Study Certificated Professional Development
Liz McManus	Dep. Supt. Business Svcs.	DO	District Facilities Finance & Budget
Lori Parris	Asst. Dir. Adult School	AS	Adult School
Don Scatena	Director of Stud. Svcs.	DO	Calendar and Bell Schedule Crisis Response & Safety Drills Student Services
Jeff Scheller	Teacher/Athletic Director	SMHS	Athletics
Samia Shoman	Mgr. of English Learners	DO	Family Support & Outreach
April Torres	Mgr. Mental Health Prog.	DO	Mental Health Services
Denis Vorrises	Mgr. Student Nutrition	DO	Student Nutrition

Proposals for School Board

To allow staff to begin planning for the reopening of school

1. Schools in the District will open for on-campus learning on August 17th to the extent that it is practicable and safe.
 - With Covid-19 mitigation ([State Guidance](#), [County Health Officer](#), [BP 0470](#))
 - Health screening of students & staff (possible Covid-19 testing)
 - Safety protocols in place and plan for infected individuals
 - Virtual learning available based on student need and risk level
 - On-campus instruction prioritized for at-risk students, CTE, art and labs
 - [FFCRA](#) for employees and remote work considerations and other [leaves](#)
 - COE's Four Pillars as guiding principles

Proposals for School Board (cont.)

To allow staff to begin planning for the reopening of school

2. Board to review and comment on proposed instructional schedules that will include:
 - Letter Grades
 - Synchronous learning
 - Fixed schedule with additional options

Before the special Board meeting, June 16 at 5:00 PM, staff will meet to revise instructional schedule that incorporates Board comments.

Guiding Principles for 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

SMCOE's Four Pillars

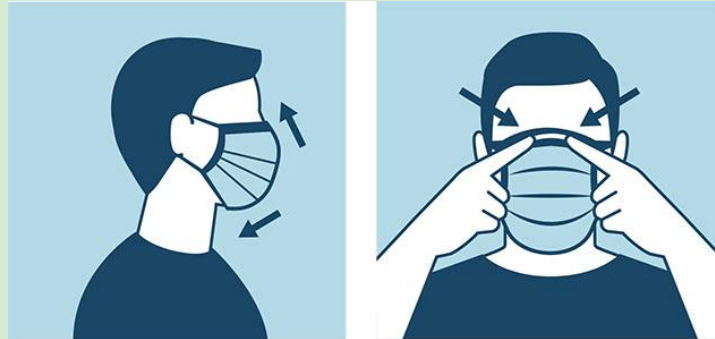
- 1. Health & Hygiene** - Health Screenings, PPE, washing hands every 2-3 hours, hygiene etiquette, clean environment, sanitizers, self-quarantine for those with or exposed to Covid-19, training and expectations
- 2. Face Coverings** - Cloth for students/staff as recommended by CDC
- 3. Physical Distancing**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

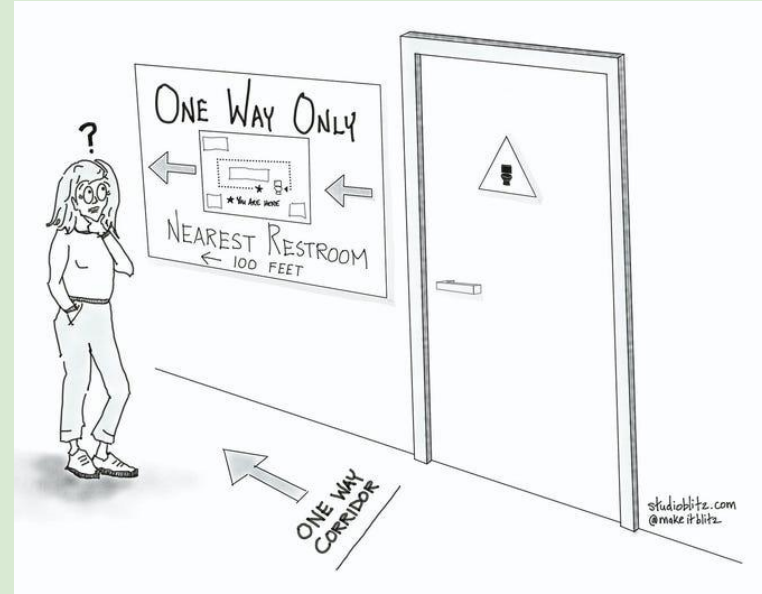
- Students take fewer classes per day in cohorts
- Daily review of safety practices with students
- Designated teacher-only area
- Students to clean their spaces and equipment
- Class size max determined by physical space
- Desks six feet apart and faced in the same direction, staggered, with partitions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



Student Health and Safety Protocols (cont'd)

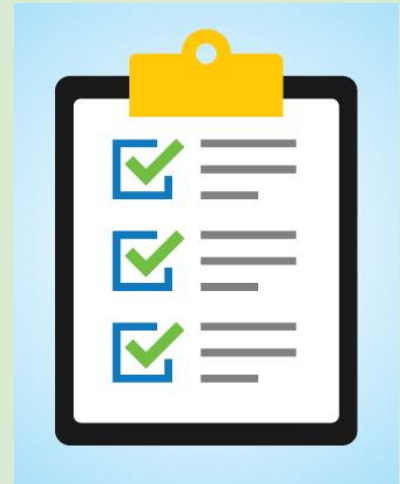
Campus

- 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

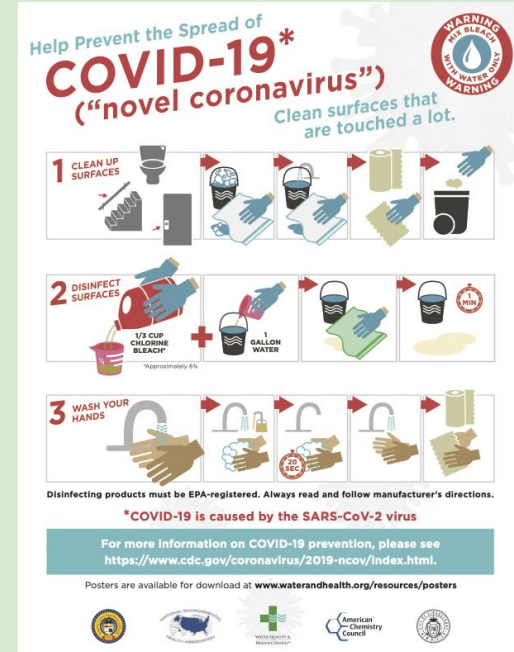
- Use of disposable items will be used such as condiments, utensils, etc.
- Prepackaged food and menu options will be limited
- Touchless & Cashless system
- Access for families with food insecurities
- Additional staffing needed to serve students
- Control line spacing



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 THE 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

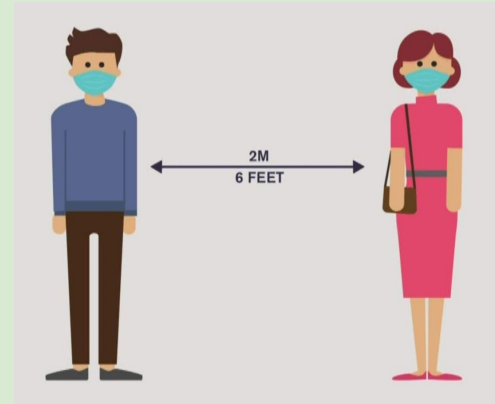
- Proper Use of PPE
- [Proper use of cleaning supplies](#)
- Social distancing while working



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



Special Education & Student Accommodations

General Accommodations

- Determine if revised IEP is needed
- Provide support and training for families
- Flexibility in scheduling and amount of coursework
- Design and develop online modules
- Communicate guidelines for mod/severe students and therapeutic classes
- Assess grading practices



Athletic Summer Conditioning

- Two options – onsite training or remote training
- Onsite:
 - Mandatory temperature/symptoms check
 - Athletes must arrive with face covering
 - Held outside with no equipment, only bodyweight exercises
 - Bubble cohorts of 12 or less socially-distanced students.
 - Same group of 12 for 4 weeks
 - Participation depends on results
 - Specific exit instructions after the sessions



Adult School

Communications

- Employee surveys
- Preparing survey for Adult Ed students

Instruction Preparation

- GED Testing will resume
- ESL staff may block off a few weeks for online skills development
- Considering 1:1 devices for students
- Planning for hybrid model and remote testing options



Instruction Subcommittee: Major focus areas based on input from teachers, parents and students

Synchronous Organized Learning

Providing Students with regular connections with teachers either online or in-person with consistent organization of courses and ideally in fewer classes (3-4) at same time

Bell Schedule that is flexible between online/blended for potential closures, consistent organization of courses & students' ability to manage school with fewer classes

Student Engagement

Provide students with high-interest, culturally responsive and rigorous topics of study

Encourage student motivation & engagement when not physically present in class

Student Health and Well-Being

Integrated Culturally Responsive SEL framework into the curriculum with focus on self-management

Ensure students are connected with an adult and their social-emotional needs are taken care of

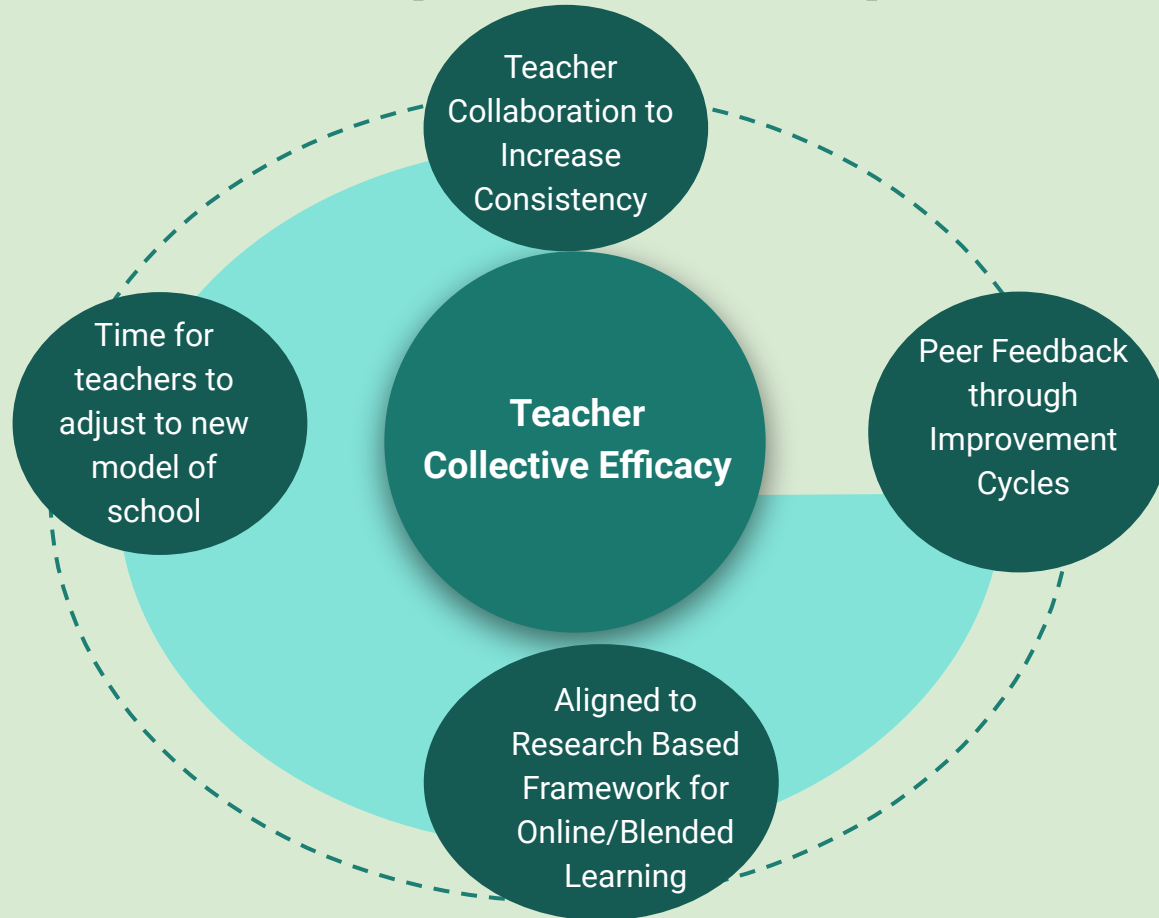
Instruction Subcommittee

Components of the VOCAL Framework will guide the curriculum development of PLCs over the summer

- Visible
- Organized
- Caring
- Analytical
- Leads by Example

Traits of Successful Distance Learning	
<u>Visible</u>	Teachers are VISIBLE when they: <ul style="list-style-type: none">● Make regular announcements● Post discussion questions and facilitate conversations● Host weekly synchronous learning moments, to facilitate student collaboration and understanding.● Provides timely feedback on student work● Supports students with regular virtual office hours
<u>Organized</u>	<ul style="list-style-type: none">● Consistently communicates objectives and expectations● Provides explicit directions (text or video) and clear due dates.● Updates the class calendar● Sets up the class LMS (Canvas) so it is easy to navigate● Ensures course information and resources are easy to find.
<u>Caring</u>	<ul style="list-style-type: none">● Gets to know learners as individuals and creates relevant instructional experiences.● Makes the necessary adjustments and accommodations● Dedicates time to checking in with students.● Responds to student emails and messages in a timely manner● Creates opportunities for students to connect and collaborate.
<u>Analytical</u>	<ul style="list-style-type: none">● Collects formative assessment data to guide instruction● Provides scaffolds to support students who are struggling● Asks students for feedback on the course● Makes adjustments to the course to continually improve● Provides authentic course assessments to monitor and track student progress.
<u>Leads by example</u>	<ul style="list-style-type: none">● Models how to communicate effectively online when sending emails and posting comments in online discussion● Uses synchronous sessions as an opportunity to demonstrate best practices for engaging in video conferencing sessions● Demonstrates the importance of feedback by asking for it.

Professional Development Theory of Action



Professional Development

PLC Work over the Summer

Teachers within their PLC work teams develop a work plan to outline 20 hours of PLC work over the summer

Guidelines:

- Focus on a component of the VOCAL framework & affirmation of essential standards to be taught in 18 weeks
- Include consultation from both Special Education and English Language Development Specialists
- All work plans will be reviewed for completion and provided feedback before they begin work
- PLC teams will be connected with other "like" teams
- PLC work will be peer reviewed at the conclusion of the work to refine plans

VOCAL Framework Module Development

Teacher Leaders (ITCs, Content Coordinators, PD Coordinators) will develop modules

- New School Routines & Rituals
- Common Expectations for Teachers in Canvas Course Layout
- Culturally Responsive SEL supports for all students & Behavioral Expectations
- Reorganizing curriculum (essential standards) based on bell schedule

August Professional Development for all teachers (4 days)

Some modules will be required for all teachers to complete with choice on other topics

Potential Required Topics

- Common Expectations for Canvas Course
- School Routines related to health and safety
- Site Specific Topics as needed

Professional Development Costs: 3 Proposals

01	<ul style="list-style-type: none">• Teacher Leader Prep Time• PLC work time for ½ our Teachers• PD Rate for Ongoing PLC work (school based)	<ul style="list-style-type: none">• 25 teacher leader @ 10 hours * \$70/hour• 200 teacher @ 20 hours * \$70/hour• Site-based PD Budgets for school year (750 hours total) - approximately \$8000/site <p>TOTAL= \$350,000</p>
02	<ul style="list-style-type: none">• Teacher Leader Prep Time• PLC work time for all Teachers• PD Rate for Ongoing PLC work (school based)	<ul style="list-style-type: none">• 25 teacher leader @ 25 hours *70/hour• All (500) teachers @ 20 hours *\$70/hour• Site-based PD Budgets for school year approximately \$10,500/site <p>TOTAL = \$800,000</p>
03	<ul style="list-style-type: none">• Teacher Leader Prep Time• PLC work time for all Teachers• PD Rate for Ongoing PLC work (school based)• Three 6 hour PD Day for all Teachers	<ul style="list-style-type: none">• 25 teacher leader @ 25 hours *70/hour• All (500) teachers @ 20 hours *\$70/hour• Site-based PD Budgets for school year approximately \$10,500/site• 525 teachers @ 18 (\$420/day) * 3 days <p>TOTAL = \$1,461,500</p>



Staff
Recommendation

Communications Subcommittee

Results of May 26 Parent/Student Survey

Do you anticipate feeling comfortable having your student attend school beginning in the fall of 2020 if schools are able to reopen safely according to public health officials and if the District follows any guidelines officials create?

Parents: Yes: **81.3%**

No, I will request a virtual learning option for my student(s): **18.7%**

Students: Yes: **84.8%**

No, I will request a virtual learning option: **15.2%**

Survey Results (continued)

Public health conditions will likely require the District to restrict the number of students on campus, so there is a blended model of instruction with a mixture of in-person and virtual instruction, Given these circumstances which option would you be more likely to choose at this moment?

Parents:

- A **blended model** (on-campus learning in smaller cohorts and working virtually from home when not in school) : **86.2%**
- **100% Virtual Learning: 13.8%**

Students:

- A **blended model** (on-campus learning in smaller cohorts and working virtually from home when not in school): **84%**
- **100% Virtual Learning: 15.9%**

District Foci for 2020-21 Schedule

- Accommodating students, staff & families who are more susceptible to Covid-19 virus
- Providing time for PD and PLCs
- Building staff/student relationships in the new environment
 - a. Schedule(s) to contain synchronous whole class times
 - b. Outreach to vulnerable students
 - c. Designate spaces and times for individual support
 - d. Welcome ninth grade and new students
 - e. Allow outdoor classes with larger groups (e.g. PE and VAPA)
 - f. Offer robust extracurricular activities to extent possible

Instructional Schedules

Schedule Subcommittee

Six meetings were held - May 1st - June 5th

42 members including:

- 10 teachers including President and VP of SMUHSDTA;
- 10 parents and 4 students;
- 5 principals, 5 Asst. principals, counselor, Wellness Manager,
- Classified CSEA President, and 4 district admin

Reviewed six different schedules and assessed those using guiding principles:

- Flexibility, health & safety, complies with health directives, equitable access, address opportunity gaps & time for supports

Reviewed and Discussed:

- 1-7 Weekly Rotating Block Schedule, AB and ABC (in-person and distance learning)
- 1-7 Daily Rotating Schedule, AB and ABC (in-person and distance learning)
- 4x4 Block Schedule
- 1-7 Daily Rotating Block Schedule, AB and ABC (in-person and distance learning) - two versions
- Quarter Schedule

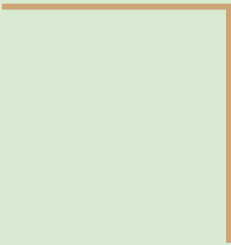
Committee Recommendation:

Quarter Schedule was recommended due to being the safest in-person schedule that could flex in and out of distance learning for all, and provided the fewest classes in a given week to manage.

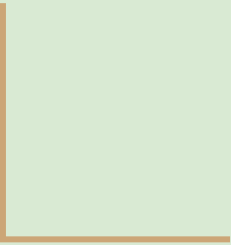
- Screencast sent to parents and staff

Fully Blended Model

Draft



18 week **semester** of Blended Learning
that includes In-Person, Synchronous Online
& Asynchronous Lessons



Sample Schedule

80 min in-person + 2-3 hrs asynchronous remote per class per week

	Mon - A	Tue - B	Wed - A	Thu -B	Fri
8:30 - 9:50	Period 1	Period 1	Period 2	Period 2	Flex Time OR could rotate Even/ Odd schedule every week
10:00 - 11:20	Period 3	Period 3	Period 4	Period 4	
11:30 - 12:50	Period 5	Period 5	Period 6	Period 6	
12:50 - 1:20	Lunch	Lunch	Lunch	Lunch	
1:20 - 2:40	Period 7	Period 7	Flex Period	Flex Period	
2:40 - 3:45	Staff Collaboration Time				

Student Schedule

1. Students will be **on campus twice a week**
2. Two days of the week will be **unstructured asynchronous learning** with **Wed, Thu afternoons for help**
3. One day could be **Flex Time** for students to meet teachers for help. All teachers will be “live” online or on campus. This could also be a rotational day.

Example: Student in Group A

Mon - A	Tue - B	Wed - A	Thu -B	Fri
In-Person Odd Periods	Asynchronous Learning	In-Person Even Periods	Asynchronous Learning	Help available OR rotate block
		Help available	Help available	

Health and Safety



1. Students cohorts of maximum 18 students
2. Students only attend maximum 4 periods a day instead of 7
3. Minimal students at school during lunch

Comply with Directives and Guidelines

1. Daily temperature checks
2. 6 feet physical distancing required unless not safe
3. Sacrifice many typical social interactions for safety
4. Designated teacher only area
5. Desk 6 feet apart faced in the same direction, staggered, with partitions as an option
6. Students may be assigned to certain wings of the hall
7. One-way hallways and pathways will be designated
8. Temperature checks upon entering campus [and] before entering transportation/ buses and vans
9. Revised passenger loading/ unloading procedures
10. Routes will require additional time to adhere to social distancing
11. Daily staff and student symptoms check questionnaire
12. Classroom/ cohort dining

Typical In-Class Day w/ Safety Measures

1. Take temp check to take bus
 - Bus route are longer and can't sit next to friends
2. Temp check and symptom check
3. One-way hallways to class with only $\frac{1}{2}$ of students on campus in face coverings
4. Sitting in class, 6 feet apart, with all desks facing forward
5. Teacher teaches from designated spot. Can't walk around to help.
6. Later lunch, possibly in classrooms 6 feet apart
7. Face disciplinary action if health and safety rules are violated


Equitable Access

- Brings students who don't have an ideal learning environment at home back onto campus
- On campus for ELD, SpEd, & mental health services, referrals, and assessments.
- Scheduled times available for individual check-ins

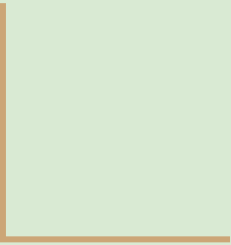
Mon - A	Tue - B	Wed - A	Thu -B	Fri
Period 1	Period 1	Period 2	Period 2	Flex Time
Period 3	Period 3	Period 4	Period 4	OR could rotate Even/ Odd schedule every week
Period 5	Period 5	Period 6	Period 6	
Lunch	Lunch	Lunch	Lunch	
Period 7	Period 7	Flex Period	Flex Period	
Staff Collaboration Time				

80/20 Remote/Blended Model

Draft



18 week **semester** of Remote Learning
that includes 3-4 In-Person Weeks +
Synchronous & Asynchronous Lessons +
Other On-Campus Support



Redefining “Remote Learning”

Spring 2020	FALL 2020
Emergency situation with no structure <i>at all</i>	Structure up to 5 days of the week
No attendance requirement	Accountability for digital attendance
Synchronous learning discouraged	Synchronous learning required
Credit/No Credit	Letter Grades

High Quality Distance Learning

Synchronous

- Discussions
- Debates
- Problem solving
- Group work
- Unpacking harder content
- Learning study strategies

Asynchronous

Class content that can be “pushed out” of classroom:

- Lectures, examples and explanations
- Readings
- Presentations preps

Independent meetings with students

Three (or 4) In-Person Weeks

(easily made optional for teachers)

1. **First week (or two) of school:** To meet all students, train them on remote learning tools, pass out materials, build community
2. **One week in early October:** Assessment and/ or Check-In
3. **One week in late December:** Final

Meet all students in small groups over 3-5 days that week

Sample Schedule 1

2 hrs of synchronous and 2-3 hrs asynchronous

	Mon	Tue	Wed	Thu	Fri
9:00-10:00	Per 1	Per 2	Flex Period: All teachers available online &/or at school	Per 1	Per 2
10:30-11:30	Per 3	Per 4		Per 3	Per 4
12:30-1:30	Per 5	Per 6		Per 5	Per 6
2:00-3:00	Per 7	Office Hours		Per 7	Office Hours

Office Hours could be used for small-group tutorial, completing labs or group assignments, working on asynchronous assignments

Sample Schedule 2

1.5 hrs of synchronous and 2-3 hrs asynchronous

	Mon	Tue	Wed	Thu	Fri
9:00-10:30 am	Per 1	Per 3	Per 5	Flex Period: All teachers available online &/or at school	Flex Period: All teachers available online &/or at school
11:00-12:30 am	Per 2	Per 4	Per 6		
1:30-3:00 pm	Per 7	Office Hours	Office Hours		

Office Hours could also be used to require ELD, SpEd, and other at-risk students students for extra synchronous hours

On Campus Supports

- SAI classes can be held on campus with this model
- Option for teachers to do all remote teaching in respective classrooms, allowing scheduling of students for tutoring during off times, especially those struggling (ELD, SpEd, others)
- Possible Study Halls on campus to do synchronous learning, aided by classified staff and/or instructional aides
- Tech trouble/ needs available for students
- Can provide structured socialization and mental health opportunities that are not classroom-based
- Safe physical activities like dance, PE, sports can also have options on campus
- (Other on-campus support flexibility available)

This Model Guarantees...

- Structured Days
- Maximal Synchronous Class Time
- Availability for Student Support
- Health and Safety

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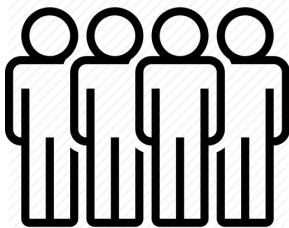
Equity & Access

- ← 5 possible structured days, more consistency
- ← More content delivery, higher quality lessons since teachers are not splitting time
- ← More time for teachers to target those struggling and most at-risk, time with counselors
- ← Does not make those most at-risk of contracting Covid to come onto campus with rest of school

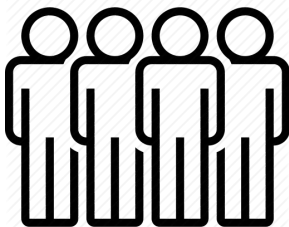
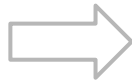
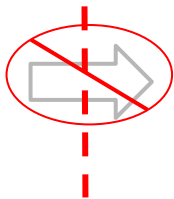
Flexibility for Crisis

FLEXIBLE STAGING DEPENDENT UPON ORDERS FROM STATE & COUNTY HEALTH OFFICER

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Covid Outbreak



Flipped Instruction for Hybrid Model

A flipped classroom is a **type of blended learning** where students are introduced to content at home and practice working through it at school. This is the reverse of the more common practice of introducing new content at school, then assigning homework and projects to be completed by the students independently at home.” from [Teachthought](#)



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 - Fixed schedule with additional options

Before the special Board meeting, June 16 at 5:00 PM, staff will meet to revise instructional schedule that incorporates board comments.

Proposed Process for Direction on Instructional Models

- Board provides comments and direction tonight
 - Staff then refines proposals based on input
- Special Board Meeting, Tuesday, June 16 for further Board direction. The goal is to have refined models for online teaching and blended learning as appropriate
- Initiate Master Schedule Subcommittee
- Survey families & certificated staff regarding their preferences on learning models - with families choosing their model for first semester. Survey runs from June 23 - Friday, July 10

Proposed Process for Direction on Instructional Models

- Special Board Meeting - Thursday, July 16 - Board decides whether to offer blended learning model to families or just the online teaching model.

Factors would include:

- Updated health directives and community health conditions
- Family interest in blended learning model.
- Note - All families requesting the online teaching model for their student would be assured of this.

Proposed Process for Direction on Instructional Models

- The online teaching model would be staffed by teachers with health or family conditions that put them at particular risk of COVID-19 and, to the extent possible, those who wish to teach in this manner.
 - District would work with SMUHSDTA (teacher's union) regarding selection of teachers who would do online teaching model (assuming there are more teachers who want to teach under that model).
 - Teachers would be informed as soon as possible regarding their assignment, with goal of providing enough time to ramp up for the year (Professional Learning program as outlined earlier)
- Starting July 17, schools would start to build schedules for their students

Comments & Feedback

Appendix