

# HCS D Start of School Plan

Special Board Meeting

August 5, 2020

# Recommendation to the Board

What I will be recommending to the Board tonight is to begin the year in Full Time Distance Learning for All as we are now required to do, and a gradual return of smaller cohorts of students to in-person instruction when we are allowed to do so. This will allow our students and staff to establish safe practices and achieve a safe track record of in-person instruction before we decide to return all students to school. We will also offer a full year distance learning model of instruction for those parents who might prefer this alternative.

# Specific Recommendations for Approval

- All students will begin the school year on August 24th with Full-Time Distance Learning and will continue with Full-Time Distance Learning for All for a minimum of three weeks.
- HCSD will use a rolling three week calendar and will inform parents every Friday afternoon and/or evening if a week will be added to Full-Time Distance Learning for All.
- Parents will be surveyed during the week of August 10th and will make a decision by August 14th regarding their choice between “Return to School for All” or “HCSD Remote School.” This decision will be binding for one trimester.
- The HCSD Remote School Plan utilizing Edgenuity as a supplemental tool for K-6 instruction and as a foundation for an independent study program for HCSD Grade 6-8 students as described in this presentation.
- The “Return to School” Plan for elementary sites and Crocker Middle School, with a “measured, sequential” start to the in-person school year as described in this presentation. This is only operative if we are off the State Monitoring List or move forward for a waiver with support of the Board and stakeholders as required.

# Presentation Overview

## PRESENTATION COMPONENTS

- Overview of State and County Guidelines - Louann Carlomagno, Ed.D.
- Distance Learning Overview and Expectations - Matthew Lindner
- HCSD Remote School - Maureen Sullivan
- Health and Safety - Leilani Bell
- Instructional Design
  - Return to School for All - Louann Carlomagno, Ed.D.
  - K-5 and Crocker Enrollment and Schedules - Principals Maria Brady (Crocker), Lina Butte (South), Heidi Felt (North), and Heather Mata (West)

# State and County Guidelines

Presenting: Louann Carlomagno, Ed.D., Superintendent

# What has changed since July 2nd? A LOT!

- COVID-19 and Reopening In-Person Learning Framework for K-12 Schools in California, 2020-2021 School Year - CA Dept of Public Health (CDPH) (7.17.2020)
- CA County Watchlist San Mateo County now on the list (8.2.20)
- San Mateo County Cases & Health Indicators (SMC Data Dashboard)
- SMCOE Pandemic Recovery Framework (7.21.2020)
- Education Code 43500: Outlines expectations for Distance Learning

# New California guidelines in June/July

## New guidelines

June 29, 2020: Governor Newsom signs Senate Bill 98 (SB98) into law, an education omnibus trailer bill to the 2020 Budget Act

July 17, 2020: Governor Newsom holds a press conference to announce California Department of Public Health (CDPH) guidelines and recommendations for school re-opening

## Key requirements for school districts

### NEW Education Code requirements for Distance Learning:

- **Quality, challenging content aligned to grade level standards equivalent to in-person instruction**
- Special education, related services, and accommodations required by an Individualized Education Plan (IEP)
- Daily live interaction with certificated employees and peers.

### CDPH guidance for school re-opening recommends:

- In-person classes only if county has been off the COVID monitoring list for 14+ days
- Parameters for closing school based on infection rates
- Staff COVID-19 testing every other month
- Mask requirements for staff and students in grades 3 and up

## Focus for today

Implications of recent guidelines on our re-opening plans.

**Distance Learning to start the school year based on State Monitoring List requirements**

# Governor's Safe Reopening Criteria

School may open in person if the county that the district is located in has NOT been on the monitoring list in the last 14 days, meaning that for three consecutive days the county has:

- 14-day case rate of <100 per 100,000 residents
- 7-day Testing positivity rate of <8%
- <10% increase in COVID-19 hospitalized patients (3-day average)
- Hospital ICU bed availability of over 20%
- Hospital ventilator availability of over 25%

If school is held in person, it should close under the following criteria:

- Class: 5% positivity rate of COVID-19 in students and teachers → classroom closed with 14 days of quarantine. Class sizes of 12-15 students = 1 student
- School: 5% positivity rate of COVID-19 in students and teachers → school closed 14 days of quarantine. School size of 300 = 15 students
- District: 25% of school sites test positive → district will transition to full distance learning. 1 District School = Full transition to distance learning

# Waiver Process for Elementary Schools

**A waiver from the criteria mandating distance learning may be granted by the local health officer for elementary schools to open for in-person instruction.**

A waiver may only be granted if one is requested by the superintendent, in consultation with labor, parent and community organizations. Local health officers must review local community epidemiological data, consider other public health interventions, and consult with the California Department of Public Health (CDPH) when considering a waiver request.

The State of California does not have a waiver process developed at this time. We will investigate the waiver process as soon as it becomes available. We will continue to update our educators, parents and community on this issues as information is shared with us.

**Once a waiver process is in place and AFTER we have consulted with our educators and parents, the Board will make a determination about whether or not to move forward with a waiver.**

# Distance Learning in HCSD

Presenting: Matthew Lindner, Director, Educational Services

# Most important takeaways about Distance Learning

- Attendance and accountability
- Professional learning by and for teachers and all staff
- Quality education using best Distance Learning practices
- Interaction and communication

# Ensuring Access to Education

To support students in accessing education during distance learning, HCSD will ensure the following:

- Student access to internet connectivity and devices
- Quality, challenging content aligned to grade level standards substantially equivalent to in-person instruction
- Supports to address the needs of students below grade level
- Special education, related services, and accommodations required by an IEP
- Designated and integrated English Language Development
- Daily live interaction with certificated employees and peers

# Days, Time, Instruction

- For the 2020-2021 school year, the minimum school day is:
  - 180 instructional minutes for Kindergarten
  - 230 instructional minutes for 1st-3rd grade
  - 240 instructional minutes for 4th-12th grade
- Students will have instruction for 181 school days
- For Distance Learning, instructional minutes are determined by the time value of the assignments as determined by teachers or administrators and can include, but is not limited to:
  - Live instruction, small group work, check-ins, peer interactions
  - Recorded lessons and self-paced work
  - Use of print and physical material off the computer, such as writing, workbook pages, use of multimedia to create models

# Instruction continued

- Minimum PE minutes not required
- Instructional minutes are determined as:
  - In-person - time scheduled under immediate supervision of district
  - DL - time value of assignments as determined by certificated employee
  - Combination of both
- Balance of live, in-person instruction and offline activities
- Blended screen time - virtual meeting may be on but not interacting
- School in the context of the home environment - finding ideal learning location, address barriers in home contexts, incorporate physical movement
- Each school will regularly communicate with parents/guardians regarding their student's academic progress

# Participation and Attendance

- Daily participation in distance learning is expected of all students who are enrolled in a Distance Learning program (including HCSD Remote School).
- Attendance will be taken; students who do not participate are marked absent. This absence is factored into HCSD's chronic absenteeism rate.
- For the purpose of attendance, daily participation may include, but is not limited to, evidence of participation in online activities, completion of regular assignments, completion of assignments and interactions between HCSD staff and students or parents/guardians.
- A weekly engagement record will be completed for each student documenting synchronous or asynchronous instruction for each student in DL, verifying daily participation, and tracking assignments.
- A re-engagement plan will be developed for any students missing more than three school days in a week.

# Characteristics of Live Distance Learning

- The teacher and students are separated by distance
- The instruction is delivered via print, voice, video or computer technologies
- The communication is interactive in that the student receives support and feedback from the teacher
- Instructional blocks contain a balance of synchronous and asynchronous instruction
  - Synchronous means that the teacher and the student interact with each other in "real time ."
  - Asynchronous delivery does not take place simultaneously. In this case, the teacher may deliver the instruction via video, computer, or other means, and the students respond at a later time.
- There will be direct student-to-teacher and peer-to-peer interaction within each instructional block of time (subject)

# Logistics: Distance Learning and In-Person School

- Maintain same schedule in both learning scenarios
- Daily/period attendance taken
- Re-Engagement Plans for students absent for 3 or more days/week
- Feedback on Learning
  - Verbal feedback during lessons
  - Quizzes, exit tickets, whiteboard answers, Every Pupil Responses, Fist to Five, etc...
  - Tests, performance tasks, assignments
  - Peer feedback
  - Self assessment through rubrics and personal goal setting
- Utilizing face time for questions, small groups, connection, teaching
- Technology as a tool for learning
- Balance between screen time and non-screen time
- Report Cards, Conferences, PEPs - similar to typical year

# HCS D Remote School

Presenting: Maureen Sullivan, Director, Instructional  
Technology and Coordinator, HCS D Remote School

# Most important takeaways about Remote School

- K-5 Remote School will be taught as distance learning by HCSD teachers. We expect to have multi-age classes. Teachers will use Edgenuity Pathfinders as a supplemental tool within HCSD curriculum.
- Crocker Remote School will primarily be through virtual online asynchronous courses with Edgenuity Courseware program with a HCSD teacher to work with and support students.
  - 6th graders will have English, Social Studies and PE taught by a HCSD teacher. Math, Science, and Spanish will be taught through virtually Edgenuity Courseware.
  - 7th and 8th graders will take English, Social Studies, Math, Science, and Spanish virtually through Edgenuity. PE taught by HCSD teacher

# Summary Return to School Survey Data (survey from early July)

	<b>K</b>	<b>1st</b>	<b>2nd</b>	<b>3rd</b>	<b>4th</b>	<b>5th</b>
Remote School	8	4	5	6	4	10
Unsure, need more information	15	11	28	24	24	23

	<b>6th (155)</b>	<b>7th (143)</b>	<b>8th (149)</b>
Remote School	3	1	5
Unsure, need more information	24	20	18

# HCSD Remote School for Elementary Students

Parents will be asked to commit to HCSD Remote School by August 14th for the first Trimester of school (T1)

- Remote students will begin the year in distance learning with classmates within their home school. Remote School will begin AFTER students begin physically returning to school.
- At the end of T1 (Nov 4th) and Trimester 2 (T2) (Mar 5th), parents can choose to continue with HCSD Remote School or choose to return to in-person school for the upcoming trimester.

# HCSD Remote School for Elementary Students

- If a parent decides to return from HCSD Remote School to in-person school for T2 or Trimester 3 (T3), we guarantee a spot within the district, but we cannot guarantee the student will return to their home school.
  - We absolutely intend to return students to their home school, but we must look at class sizes for safety reasons.
- Should there be a required Shelter-in-Place order, and in-person students return to Distance Learning, HCSD Remote School students will continue their course of study through HCSD Remote School programming.
- K5 Remote School will be a blended online program with HCSD teachers teaching multi-age classes. HCSD teachers will utilize district<sup>22</sup> curriculum and supplemental tools to best support students.

# What is Edgenuity?

Edgenuity offers a flexible online learning program that has both K-12 Online and Blended Learning Solutions.

**Pathblazer**  
K-5 Online Intervention  
and Support  
Curriculum

- Supplemental online instruction that will allow targeted instruction within ELA and Math. Also, has some Soc Studies and Science lessons.
- Will be used in conjunction with HCSD curriculum
- Will be available to ALL K-5 teachers

**Courseware**  
6-12 Online  
Intervention and  
Support Curriculum

- Customizable courses within English, Math, Science, Spanish and Social Studies.
- Crocker teachers can select lessons and order
- Asynchronous instructional delivery through direct instruction, authentic texts, engaging projects, multimedia

# Edgenuity Pathblazer for K-5

- Edgenuity Pathfinders is a supplemental tool and will allow for blended and targeted instruction within K-5 Remote classes.
- Pathfinder lessons and activities are virtual and aligned to state standards.
- Students will complete personalized, age-appropriate, engaging lessons with access to tools that support students who need specific learning support including text to speech, audio and translation, text and picture dictionaries.
- HCSD teachers are able to monitor student progress and performance through each lesson.

# HCSD Remote School for Elementary Students

- Specialist instruction and support will be provided by HCSD specialists via asynchronous and/or synchronous lessons
- HCSD Remote School teachers will have scheduled collaboration time with their colleagues who are teaching in-person school for increased alignment of content between students receiving in-person teaching and those students participating in HCSD Remote School programming.

# Sample Grade 2-3 Schedule

<b>1-2</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>8:30-8:45</b>	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting
<b>8:45-9:45</b>	Reading	Reading	Reading	Reading	Reading
<b>9:45-10:00</b>	<i>Break</i>	<i>Break</i>	<i>Break</i>	<i>Break</i>	<i>Break</i>
<b>10:00-11:00</b>	Writing	Writing	Writing	Writing	Writing
<b>11:00-12:00</b>	Math	Math	Math	Math	Math
<b>12:00-12:30</b>	<i>Lunch</i>	<i>Lunch</i>	<i>Lunch</i>	<i>Lunch</i>	<i>Lunch</i>
<b>12:30-1:00</b>	Science	Music & Movement	Social Studies	Science	Social Studies
<b>1:00-1:30</b>	Closing Meeting	Closing Meeting	Closing Meeting	Closing Meeting	Closing Meeting

# Sample Grade 4-5 Schedule

<b>3-5</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>8:30-8:45</b>	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting
<b>8:45-9:45</b>	Reading	Reading	Reading	Reading	Reading
<b>9:45-10:00</b>	<i>Break</i>	<i>Break</i>	<i>Break</i>	<i>Break</i>	<i>Break</i>
<b>10:00-11:00</b>	Writing	Writing	Writing	Writing	Writing
<b>11:00-11:45</b>	Science	Music & Movement	Social Studies	Science	Social Studies
<b>11:45-12:15</b>	<i>Lunch</i>	<i>Lunch</i>	<i>Lunch</i>	<i>Lunch</i>	<i>Lunch</i>
<b>12:15-1:15</b>	Math	Math	Math	Math	Math
<b>1:15-1:30</b>	Closing Check-in	Closing Check-in	Closing Check-in	Closing Check-in	Closing Check-in

# HCSD Remote School for Crocker Students

Parents will be asked to commit to HCSD Remote School by August 14th for the first Trimester of school (T1)

- Remote students will begin the year in distance learning with all Crocker students. Remote School will begin AFTER students begin physically returning to school.
- At the end of T1 (Nov 4th) and Trimester 2 (T2) (Mar 5th), parents can choose to continue with HCSD Remote School or return to Crocker for in-person school.
- Should there be a required Shelter-in-Place order, and in-person students return to Distance Learning, HCSD Remote students will continue their course of study through HCSD Remote School.<sup>28</sup>

# HCSD Remote School for Crocker Students

HCSD Remote School for Crocker students will:

- have a HCSD teacher to provide daily synchronous coaching and academic progress monitoring.
- primarily be an independent studies program through Edgenuity Courseware providing virtual online instruction of courses.
  - Offers virtual learning courses aligned to California standards.
  - Lessons are asynchronous and self paced
  - Hybrid offering for 6th grade with combination of HCSD teacher taught and virtual online courses.
- look and feel like an independent study program with in-person support from a Crocker teacher.

# What is Edgenuity?

**Edgenuity offers a flexible online learning program that has both K-12 Online and Blended Learning Solutions.**

## Pathblazer

K-5 Online Intervention  
and Support  
Curriculum

- Supplemental online instruction that will allow targeted instruction within ELA and Math. Also, has some Soc Studies and Science lessons.
- Will be used in conjunction with HCSD curriculum
- Will be available to ALL K-5 teachers

## Courseware

6-12 Online  
Intervention and  
Support Curriculum

- Customizable courses within English, Math, Science, Spanish and Social Studies.
- Crocker teachers can select lessons and order
- Asynchronous instructional delivery through direct instruction, authentic texts, engaging projects, multimedia

# Differentiating Between Grade Levels

With 6th graders beginning their transition to middle school, we want to offer a hybrid for 6th graders.

## 6th Grade Remote Learners

- Hybrid between HCSD teachers led and Edgenuity supplied independent studies
- English, social studies & PE taught online by HCSD teacher
- Math, Science, and Spanish courses will be independent studies through Edgenuity

## 7th and 8th Grade Remote Learners

- All core curriculum classes - English, Math, Social Studies, Science, and Spanish will be independent studies through Edgenuity Courseware
- PE will be taught by HCSD teacher

# Supporting Crocker Remote Students

Students will have daily check-ins, monitoring, and support from HSCD. While courses are self-paced, students will be encouraged to follow a weekly learning path so grade level remote students can work together as a cohort.

## How does Edgenuity Courseware Support Students?

- Courses are customizable and have a full suite of learning tools and scaffolds
- Lessons combine direct instruction videos featuring CA certified, on-screen teachers with rigorous assignments, performance tasks and assessments

# Edgenuity Courseware Support System

- **Virtual Teacher** - subject area teacher will monitor progress, grade assignments, hold virtual office hours, schedule individual virtual meetings as needed, and communicate with student, parent and HCSD Remote teacher
- **Concept Coaches** - offer on demand tutoring while students are working through lessons. Coaches who are experts in the content are available to students 7 days a week for questions and tutoring through chat, phone and email.
- **Success Coach** - Edgenuity coach will collaborate with onsite HCSD Remote teacher and virtual teachers to help students that need additional support
- **HCSD Remote Teacher** - will work with Edgenuity to facilitate student engagement and learning. Will meet and support students daily.

# Multiple layers of support for effective online learning

With Edgenuity Instructional Services, students can take courses from school or home, or as part of a full-time virtual program. No matter how they're learning, students have access to a support system that guides, motivates, and communicates with them.



# Sample Crocker Remote Schedule

6th grade student	
<b>8:15-8:30</b>	Check-in
<b>8:30-9:30</b>	English
<b>9:30-9:45</b>	Break
<b>9:45-10:45</b>	Social Studies
<b>10:45-11:30</b>	Math
<b>11:30-12:00</b>	Lunch
<b>12:00-12:45</b>	Science
<b>12:45-1:30</b>	Spanish/PE

8th grade student	
<b>8:30-8:45</b>	Check-in
<b>8:30-9:45</b>	English
<b>9:45-10:00</b>	Break
<b>10:00-11:00</b>	Math
<b>11:00-11:45</b>	Social Studies
<b>11:45-12:15</b>	Lunch
<b>12:15-1:00</b>	Science
<b>1:00-1:45</b>	Spanish/PE

# Please join HCSD Remote School Coordinator, Maureen Sullivan for informational Zoom Meetings

Elementary Programming Meeting: Mon, August 10th @ 12pm

Crocker Middle School Programming Meeting: Mon, August 10th @ 11am

Zoom Meeting details can be found on the District's Public Calendar

# Health and Safety

Presenting: Leilani Bell, Manager, Human Resources, Coordinator, HCSD  
Health & Safety

# Most important takeaways about Health and Safety

- Minimizing the important factors of the contagion:
  - Proximity
  - Intensity
  - Duration
- Limit all three plus providing fresh & effective air ventilation and filtration will help mitigate/limit the spread
- COVID screening, testing, and contact tracing

# A Safe In-Person Return to School

Students and staff will be required to follow the 4 Pillars of safety:

- **Health & Hygiene:** Daily symptom screening for students and staff, clear protocols for cleaning and sanitizing, clear response protocol for confirmed cases and exposures
- **Face coverings:** Students and staff will wear face coverings while at school, front offices have plexiglass barriers installed, SPED staff will receive additional PPE
- **Physical distancing:** Classrooms will be set up to ensure physical distancing and each school will have a quarantine room for students who experience symptoms
- **Limited Gatherings:** Gathering will not take place on campus during the beginning of the school year.



# A Safe In-Person Classroom

- Stable cohort groups will be established.
- Classrooms will be arranged in the “traditional format” of rows.
- Desks will be spaced apart to maintain physical distancing.
- Classrooms will be sanitized daily using an EPA approved substance for treating COVID-19 on surfaces, and is based in asthma-safe, “allergen friendly” ingredients.



# Governor's Safe Reopening Criteria

## Face Coverings

- Adults required to wear masks and maintain 6 feet of distance with other adults, and as much as possible from kids
- Grades 3-12 required masks; students who refuse to wear masks can be referred to Remote School and will be sent home
- Grade K-2 student strongly encouraged masks

San Mateo Pandemic Recovery Framework states:

- TK-K students should wear face coverings 25%,
  - 1<sup>st</sup> grade students 50% and
  - 2<sup>nd</sup> grade students 75% of the time
- HCSD will require all students to wear masks while on campus. We understand it may take time for K-2 students to consistently wear masks for the entire day.

# Governor's Safe Reopening Criteria

## COVID-19 Testing

Staff will be recommended to get tested every 2 months, 50% of staff as practicable. *(HCSD staff is working with a team of parents in finding testing providers for all staff and interested families)*

- Health care will cover COVID-19 tests; as practicable and upon availability (30 minutes drive /60 miles).
- The state indicates they are deploying contact tracing to schools *(This is highly unlikely. We are on our own.)*
- Testing and contact tracing will be the most challenging aspect for us as we move forward with in-person instruction.

# HCSD COVID Screening and Testing

## COVID Screening and Testing

- We are currently looking at partnering with a company/service that will provide screening, testing, and contact tracing for all our staff and HCSD families.
- Working with a small team of parents investigating and meeting with companies that will provide the services that match our needs.
  - Kaiser
  - One Medical
  - Ambry Genetics
  - Carbon Health
  - Renegade Bio

# Instructional Design

Presenting: Louann Carlomagno, Ed.D., Superintendent

# Major takeaways about Instructional Design

- Start of School via Distance Learning where all students start together
- In-person learning starts with a measured, sequential approach in welcoming students back to campus with smaller cohorts of students
- Options for parents to select the program that best suits the needs of their family
- Evolving plan to best meet the needs of our students

# WHY use guiding principles?

- Broad philosophy that drives our decision making
- Encompasses our personal beliefs and values regardless of the changing landscape of COVID-19
- Create a culture where everyone understands what's important

# What are our guiding principles?

1. We will use the HCSD Essential Outcomes to guide program development and implementation.
2. We will focus on Social Emotional Learning (SEL).
3. We will promote safe and healthy environments.
4. We will set clear protocols and building routines that support all staff, students, and parents.
5. We will adopt a balanced approach to teaching and learning, ensuring high quality teaching, rigorous learning and experiences.
6. We will meet the needs of all students.
7. We will provide necessary support and accommodations for vulnerable groups and those who have difficulty learning online.
8. We will follow public health guidelines (Federal, State, Local).
9. We will do all we can to uphold the strong sense of community within HCSD.
10. We will communicate clearly and regularly to all our constituencies, doing our best to provide information and manage expectations of teachers, staff, students, parents, and community members.
11. Models (In-person learning and Virtual learning) will very likely be in place all year; we will move between models as required.

**NEW: When allowed by State Guidelines and HCSD Board support, we will introduce in-person learning through a measured, sequential approach allowing staff, students, and parents time to adjust to new safety and learning expectations.**

# Continuum of Service

We are HERE as of 8.2.20



**Full Return to Traditional Setting As Conditions Allow**

Not Currently Available Due to Status of Pandemic

**Conditions Meet State & Local Guidelines for Returning to School**

Virtual Learning  
HCSD Remote School

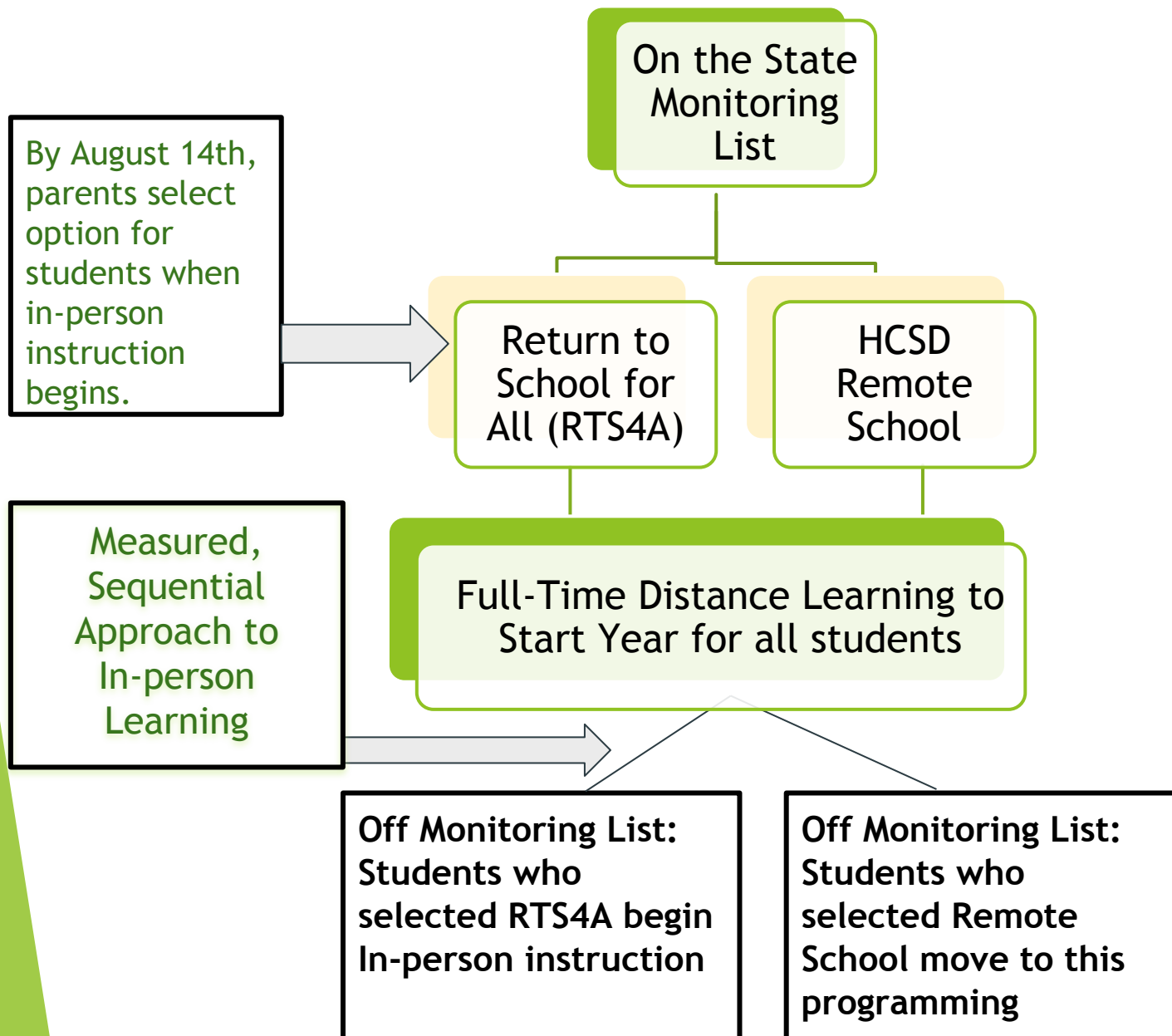
In-Person Learning  
Return to School for All (RTS4A)\*

\*Measured, Sequential Approach to Begin School Return, Remote, Repeat (3Rs), leading to RTS4A

**Shelter in Place OR Placed on State Monitoring List**

- Full Time Distance Learning for All Students
- Instructional days/minutes are monitored
- Maximized live pupil/teacher instruction

# Scenario 3: Recommended Approach



## On the State Monitoring List Scenario 3

- Choice: Remote School or Return to School for All (RTS4A)
- RTS4A and Remote School students start with 100% Distance Learning and continue with Distance Learning until the County is off the Monitoring List for 14 Days.
- Once off the Monitoring List students in Remote School will begin Remote School programming. Students in the RTS4A program will begin a measured, sequential return to in-person school.

# K-5 Programming: A Measured, Sequential Approach to RTS4A

A measured, sequential approach allows us to re-open our campuses cautiously, allowing everyone to adjust to new safety and learning expectations.



Program

Distance Learning (DL)

In-person Learning  
Welcome Back to School Week and 3Rs (Return, Remote, and Repeat)

In-person Learning Return to School for All (RTS4A)

Time Frame

TBD - Waiver Possible - Not currently available

1 Week Welcome Back and 4 Weeks of 3Rs Programming

Beginning Date TBD

Operations

Schools open with access to classrooms. Common spaces may be used, but must remain in classroom cohorts (when students return to school). Room usage will also depend on the needs of HREC and childcare and programming support. Cleaning will take place after each use of a common space. Gatherings initially prohibited. Allowing gatherings of any type will be assessed week-by-week.

Academics

Distance Learning

Teachers will host smaller groups of students to introduce students to safety protocols and procedures the first week back to school. The following 4 weeks will alternate between In-person and Distance Learning.

100% in-person learning, with significant safety precautions including smaller class sizes.

# Measured, Sequential Approach / 3Rs of Instruction: Return, Remote, Repeat

## Measured, Sequential Approach to begin in-person learning at North, South and West Elementary Schools

Start of School: Full-Time Distance Learning for ALL with Length of Time To Be Determined with a 3-Week rolling calendar AND status on the State Monitoring List. Waiver information not yet available.

Return to School (RTS) Week 1: Welcome Back to School Meetings with Students

RTS Week 2: Kinder, 2nd, and 4th Grade Students on Campus; All other grades participate in Distance Learning.

RTS Week 3: 1st, 3rd and 5th Grade Students on Campus; All other grades participate in Distance Learning.

REPEAT pattern for Weeks 4 and 5.

**RTS Week 6: All Students Return to Campus**

Students in Learning Center or Academic Program Support attend in-person school every day

# CROCKER: A Measured, Sequential Approach to RTS4A

A measured, sequential approach allows us to re-open our campuses cautiously, allowing everyone to adjust to new safety and learning expectations.



Program

Distance Learning (DL)

In-person Learning Return, Remote, Repeat (3Rs)

In-person Learning Return to School for All (RTS4A)

Time Frame

TBD

6 Weeks

Beginning Date TBD

Operations

Schools open with access to classrooms. Common spaces may be used, but must remain in classroom cohorts (when students return to school). Room usage will also depend on the needs of HREC and childcare and programming support. Cleaning will take place after each use of a common space. Gatherings initially prohibited. Allowing gatherings of any type will be assessed week-by-week.

Academics

Distance Learning

Students rotate between DL and in-Person instruction (one week in person then two weeks DL) for a total of 6 weeks. Significant safety precautions including smaller class sizes.

100% in-person learning, with significant safety precautions including smaller class sizes.

# Measured, Sequential Approach / 3Rs of Instruction: Return, Remote, Repeat

## Measured, Sequential Approach to begin in-person learning at Crocker Middle School

Start of School: Full-Time Distance Learning for ALL with Length of Time To Be Determined with a 3-Week rolling calendar AND status on the State Monitoring List

RTS Week 1: Only 6th Grade Students on Campus; 7th and 8th Grade Students participate in Distance Learning.

RTS Week 2: Only 7th Grade Students on Campus; 6th and 8th Grade students participate in Distance Learning.

RTS Week 3: Only 8th Grade Students on Campus; 6th and 7th Grade students participate in Distance Learning.

REPEAT pattern for Weeks 4, 5 and 6.

**RTS Week 7: All Students Return to Campus**

Students in Learning Center or Academic Program Support attend in-person school every day

# North, South, and West Program

# Teaching and Learning 2020-2021

## North, South, and West Schools

- Focus on core skills areas in Literacy and Math (prioritized by teachers)
- Science and Social Studies integrated as applicable by grade level
- Students remain in classrooms or outside; less movement around campus
- PE and Music provided asynchronously when students are home (tentative)
- No 4th-5th Spanish
- Limited Library services; no student access to school libraries
- Daily collaboration/Professional Development time for staff
- Educational resources both online and offline provided to support teachers, students, and families

# Schedule (Lunch included)

Grade	Start	Recess*	Lunch*	Dismissal	Instructional Mins <b>in red</b>
Kinder (AM)	8:30	9:45-10:00	N/A	12:00	180-195
1st Grade	8:30	9:45-10:00	12:00-12:30	1:15	230-240
2nd Grade	8:30	10:00-10:15	11:30-12:00	1:15	230-240
3rd Grade	8:30	10:00-10:15	11:30-12:00	1:30	230-255
4th Grade	8:30	10:15-10:30	12:30-1:00	1:30	240-255
5th Grade	8:30	10:15-10:30	12:30-1:00	1:30	240-255
TLC	8:30	9:30-9:45	12:00-12:30	1:30	240-255

\*NOTE: Recess and lunch times will vary per Elementary site to allow for social distancing practices and to mitigate interaction between grade levels as much as possible. Recess will be 15 mins and lunch will be 30 minutes at each elementary site.

# Schedule- Transition Weeks (No Lunch at School)

Grade	Start	Recess*	Lunch	Dismissal	Instructional Mins <b>in red</b>
Kinder (AM)	8:30	9:45-10:00	N/A	12:00	180-195
1st Grade	8:30	9:45-10:00	N/A	12:35	230-230
2nd Grade	8:30	10:00-10:15	N/A	12:35	230-230
3rd Grade	8:30	10:00-10:15	N/A	12:50	230-245
4th Grade	8:30	10:15-10:30	N/A	12:50	240-245
5th Grade	8:30	10:15-10:30	N/A	12:50	240-245
TLC	8:30	9:30-9:45	N/A	12:50	230-245

\*NOTE: Recess times will vary per Elementary site to allow for social distancing practices and to mitigate interaction between grade levels as much as possible. Recess will be 15 mins at each elementary site.

# SAMPLE Distance Learning - Kindergarten Schedule

DRAFT

Day begins at 8:30am, there is a 15 minute recess/break time, 30 minute lunch and Dismissal is 12:00 pm-daily

There is the expectation for direct student-to-teacher and peer-to-peer interaction within each instructional block of time, this should take the form of as small group and whole group instruction.

Minutes	Monday through Friday
30	Morning Meeting
30	Block 1
30	Block 2
30	Block 3
30	Block 4
30	Block 5
30	Dismissal
	Teacher Collaboration, Planning, Pupil Evaluation Meetings, material/tech prep

The goal is to be able to provide Specialists contact for Music, PE, Library and ILab. The details of what this looks like will be developed with input from Specialists, Classroom teachers, Education Code and Health orders.

# SAMPLE Distance Learning - Grades 1&2 Schedule

DRAFT

Day begins at 8:30am, there is a 15 minute recess/break time, 30 minute lunch and Dismissal is 1:15pm-daily

There is the expectation for direct student-to-teacher and peer-to-peer interaction within each instructional block of time, this should take the form of as small group and whole group instruction.

Minutes	Monday through Friday
30	Morning Meeting
60	Block 1
60	Block 2
60	Block 3
30	Lunch
45	Block 4
	Dismissal
	Teacher Collaboration, Planning, Pupil Evaluation Meetings, material/tech prep

The goal is to be able to provide Specialists contact for Music, PE, Library and ILab. The details of what this looks like will be developed with input from Specialists, Classroom teachers, Education Code and Health orders.

# SAMPLE Distance Learning - Grades 3-5 Schedule

DRAFT

Day begins at 8:30am, there is a 15 minute recess/break time, 30 minute lunch and Dismissal is 1:30pm-daily

There is the expectation for direct student-to-teacher and peer-to-peer interaction within each instructional block of time, this should take the form of as small group and whole group instruction.

Minutes	Monday through Friday
30	Morning Meeting
60	Block 1
60	Block 2
60	Block 3
30	Lunch
60	Block 4
	Dismissal
	Teacher Collaboration, Planning, Pupil Evaluation Meetings, material/tech prep

The goal is to be able to provide Specialists contact for Music, PE, Library and ILab. The details of what this looks like will be developed with input from Specialists, Classroom teachers, Education Code and Health orders.

# North Classroom and Cohort Sizes 7.31.20

Grade	Cohort A	Cohort B	Cohort C	Cohort Total	- opt out	Total
K	18	17		35	-1	34
1	22	22		44		44
2	22	23		45	-2	43
3	21	21		42	-2	40
4	24	25		49	-2	47
5	23	23	23	69	-5	64
LC	5-6					6
<b>Total</b>				284		278

Grade	Classroom A	Classroom B	Classroom C	Classroom D	Combo	Total
K	17	17				34
1	18	17			9	44
2	17	18			8	43
3	13	13	14			40
4	15	16	16			47
5	16	16	16	16		64
LC	5-6					6
<b>Total</b>						278

# South Classroom and Cohort Sizes 7.30.20

Grade	Classroom A	Classroom B		- opt out	Total
K	16	16	32	-4	28
1	19	20	39	-1	38
2	16	17	33	-2	31
3	22	23	45		45
4	19	20	39	-1	38
5	16	17	33		33
TLC	4		4		
			<b>225</b>		<b>217</b>

Grade	Classroom A	Classroom B	Classroom C	Combo	Total
K	14	14			28
1	19	19			38
2	15	16			31
3	15	15	15		45
4	19	19			38
5	17	16			33
TLC	4				4
					<b>217</b>

# West Classroom and Cohort Sizes 7.30.20

Grade	Classroom A	Classroom B	Classroom C	Cohort Total	- opt out	Total
K	21	20		41	-2	39
1	22	22		44	-3	41
2	19	20	19	58	-1	57
3	20	19	19	58	-4	54
4	20	20	20	60	-1	59
5	22	23	21	66	-4	62
				327	-15	312

Grade	Classroom A	Classroom B	Classroom C	Classroom D	Combo	Total
K	20	19				39
1	13	14	14			41
2	14	14	14	15		57
3	18	18	18			54
4	17	17	17		8	59
5	18	18	17		9	62
						312

# Please join HCSD Elementary Principals for Site based informational Zoom Meetings

**West Principal- Heather Mata Programming Meeting  
Wednesday, August 12th @ 9am**

**South Principal- Lina Butte Programming Meeting:  
Wednesday, August 12th @ 11:00am**

**North Principal- Heidi Felt Programming Meeting:  
Wednesday, August 12th @ 4:00pm**

Zoom Meeting details can be found on the District's Public Calendar

# Crocker Middle School Program

# Teaching and Learning 2020-2021

## Crocker Middle School

- Four core courses -Math, Science, ELA, and Social Studies and one additional course (PE, Elective, Language) based on trimester
- Option to build a daily schedule on either a 5 period day or a rotating block schedule with required 240 minutes per day of instruction
- Each subject meets 240 minutes per week combination synchronous and asynchronous instruction
- Distance learning schedule and in person schedule should be as similar as is practicable
- Focus on core skills areas in each subject (prioritized by teachers)
- Provide Music, World Language, Elective and PE rotations by trimester
- Reduce class size 15 to 1, lower case load per educator, create learning houses or teams
- Students will change classes and be assigned bathrooms to use
- Limited Library services; no student access to school libraries
- Daily collaboration/PD time for staff
- Educational resources both online and offline provided to support teachers, students, and families

# DRAFT Example Crocker 5 Period Day Student Schedule

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
Period 1	8:35-8:43	Check in HTV	Check in HTV	Check in HTV	Check in HTV	Check in HTV
Period 1	8:43-9:30	English	English	English	English	English
Period 2	9:35-10:22	Math	Math	Math	Math	Math
Break/Brunch	10:22-10:40	Break/Brunch	Break/Brunch	Break/Brunch	Break/Brunch	Break/Brunch
Period 3	10:45-11:31	Science	Science	Science	Science	Science
Period 4	11:36-12:23	Elective Rotation	Elective Rotation	Elective Rotation	Elective Rotation	Elective Rotation
Lunch	12:23-12:53	Lunch	Lunch	Lunch	Lunch	Lunch
Period 5	12:58-1:44	Social Studies	Social Studies	Social Studies	Social Studies	Social Studies

# DRAFT Example of Crocker Student Block Schedule

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
Block 1	8:30-9:30	Period 1 Math	Period 5 Social Studies	Period 4 Science	Period 3 World Lang or Academic Support	Period 2 English
Block 2	9:40-10:40	Period 2 English	Period 1 Math	Period 5 Social Studies	Period 4 Science	Period 3 World Lang or Academic Support
Brunch	10:40-11:15	Brunch	Brunch	Brunch	Brunch	Brunch
Block 3	11:15-12:15	Period 3 World Lang or Academic Support	Period 2 English	Period 1 Math	Period 5 Social Studies	Period 4 Science
Block 4	12:25-1:25	Period 4 Science	Period 3 World Lang or Academic Support	Period 2 English	Period 1 Math	Period 5 Social Studies

# Grade Level Cohorts

## COHORT A

6TH GRADE APPROXIMATELY 160 Divided into two houses of 80 students 15 per class period

## COHORT B

7TH GRADE APPROXIMATELY 145 Divided into two houses of 75 or less students 15 per class period

## COHORT C

8TH GRADE APPROXIMATELY 150 Divided into two houses of 75 students 15 per class period

\*Each house has team of same 5 teachers (Core teachers for entire year, elective teacher rotates by trimester)

# Please join Crocker Admin Team informational Zoom Meeting

Crocker Principal Maria Brady and Assistant Principal Dave Miller  
Programming Meeting:

Monday, August 10th @ 9:00am

# Specific Recommendations for Approval

- All students will begin the school year on August 24th with Full-Time Distance Learning and will continue with Full-Time Distance Learning for All for a minimum of three weeks.
- HCSD will use a rolling three week calendar and will inform parents every Friday afternoon and/or evening if a week will be added to Full-Time Distance Learning for All.
- Parents will be surveyed during the week of August 10th and will make a decision by August 14th regarding their choice between “Return to School for All” or “HCSD Remote School.” This decision will be binding for one trimester.
- The HCSD Remote School Plan utilizing Edgenuity as a supplemental tool for K-6 instruction and as a foundation for an independent study program for HCSD Grade 6-8 students as described in this presentation.
- The “Return to School” Plan for elementary sites and Crocker Middle School, with a “measured, sequential” start to the in-person school year as described in this presentation. This is only operative if we are off the State Monitoring List or move forward for a waiver with support of the Board and stakeholders as required.

Thank you!  
Questions?