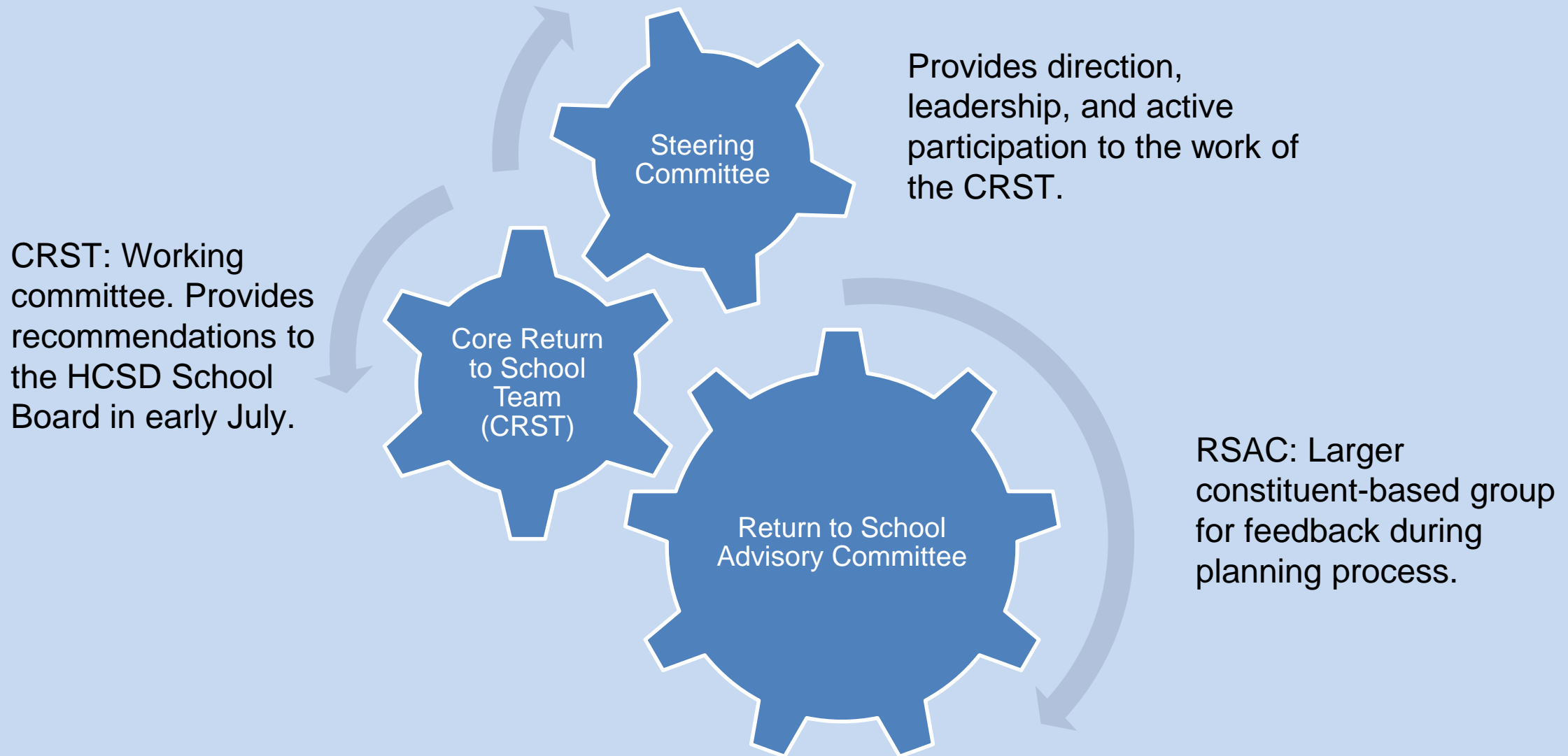




Returning to School Hillsborough City School District

Board Update
June 10, 2020

HCSD Return to School Organizational Structure



Members of the Core Return to School Team

HCSD Cabinet

- **Louann Carlomagno**
- **Matthew Lindner**
- **Leilani Bell**
- **Maureen Sullivan**
- **Tracy Dennis**
- **Joyce Shen**
- **Mary Maher**

Non-Cabinet Members

- **Maria Brady**
- **Heidi Felt**
- **Lina Butte**
- **Dave Miller**
- **Heather Mata**
- **Tony Giacomazzi**
- **Kim Oliff**
- **Bonnie Slater**
- **Lynette Caplice**
- **Mary Torello**
- **Kristi Shreve**
- **Dee Mooring**
- **Ron Russo**
- **Greg Dannis**
- **Don Geddis**
- **Leigh Roslansky**
- **Karin Bender**
- **Lynn Wendell, Consultant**

Members of the Return to School Advisory Committee

Return to School Advisory Committee (RSAC)

- 15 Parents representing all schools
- 37 Certificated and Classified Educators representing all schools
- Meeting the week of June 15
- Incoming Parent Group Presidents are members
- RISE Group Chairperson on committee

What are our guiding principles?

1. We will use **HCSO Essential Outcomes** to guide program development and implementation.
2. We will focus on **Social Emotional Learning**.
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 HCSO.
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.

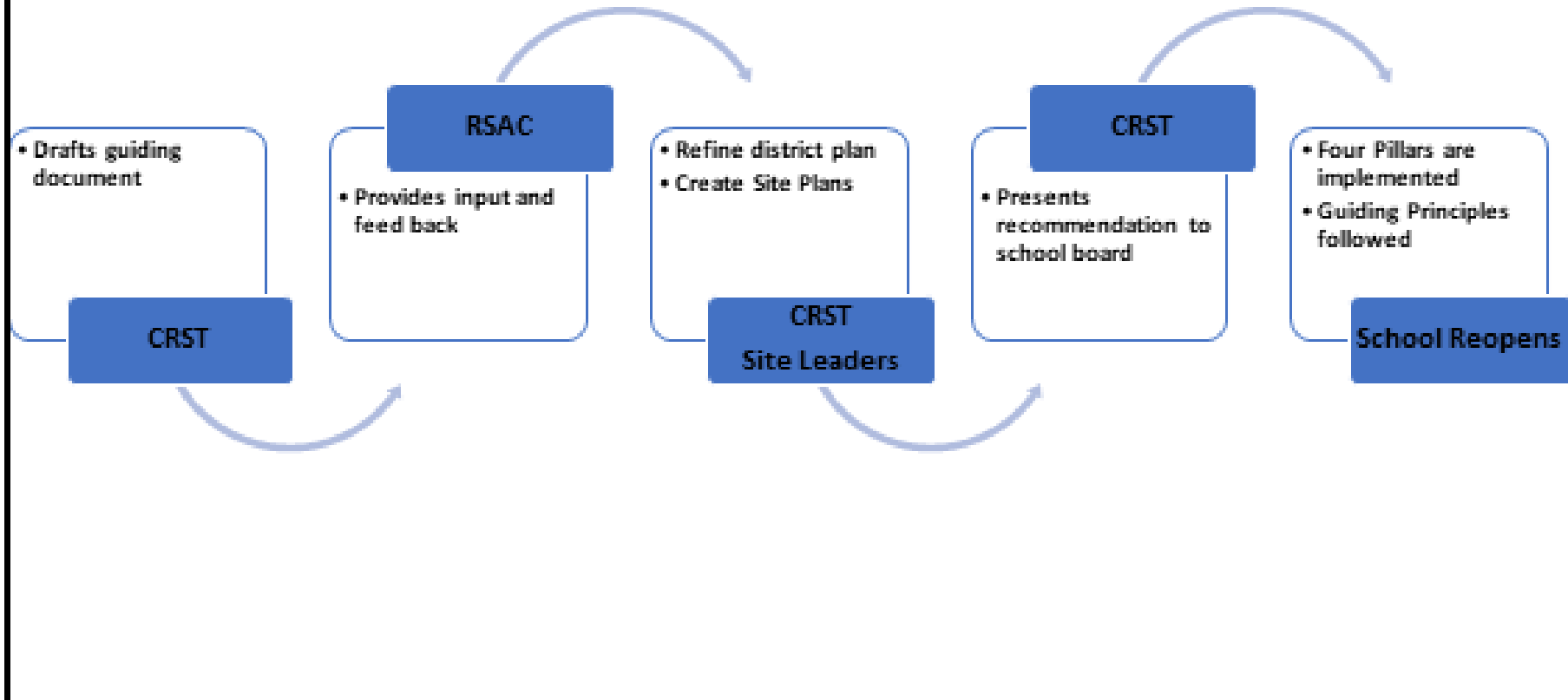
HCSD Cycle of Planning and Feedback

Key Planning Dates:

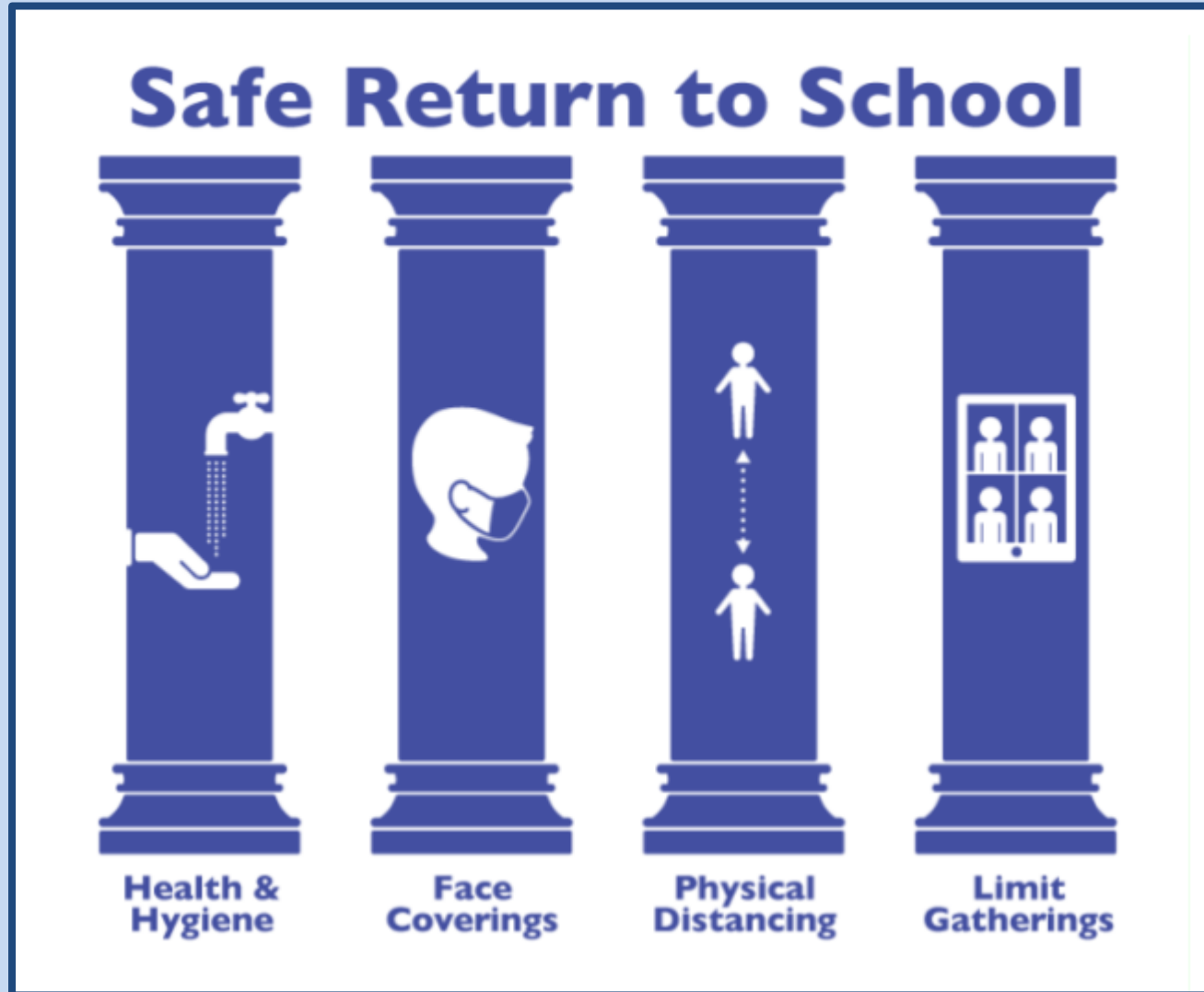
Board Meeting to Approve Plan: TBD, late June/early July

Educators return: August 17th

First Day of School : August 19th



Four Planning Pillars



San Mateo County: Step-by-Step approach to School Openings

Timing of each step may change

Step One: 6-8 Weeks (through 9/30)

No on campus visitors

No extracurricular activities

All meetings are remote

No gatherings

Face coverings in class
and on campus

Step Two: 6-8 Weeks

Instructionally impactful
volunteers and visitors

Instructionally based
extracurriculars

Most meetings held
remotely

Gatherings of no more than
10

Face coverings in class
and on campus

Least Restrictive: Dec.-2021

Volunteers and Visitors
allowed

Instructional and interest-
based activities

Gatherings of no more than
50

Face coverings worn while
transiting the campus and
in all campus areas

What options are we considering for the fall?

Reopen in Full Distance Learning Mode

- Not desirable
- WILL need flexibility to pivot to this if needed

Blended, modified, hybrid format

- Most likely
- The question is “how”
- Requires the most logistical and pedagogical work

Schools reopen with no restrictions

- Highly unlikely

Our most likely option but can take many forms. Key Decision for Core Team

“Stable Cohort” v. “Bubble Cohort”

- A Stable Cohort refers to a defined group of students whose size is dictated by the ability to implement physical distancing within the classroom or primary learning setting.
- A Stable Cohort aims to minimize mixing of the group members with others, but allows for necessary and practical considerations in a student’s educational program.
- A Stable Cohort may have more than one teacher during the instructional day and students, though assigned to a particular area of campus, may move to classrooms as necessary to access required courses.

CAN HAVE BOTH STABLE AND BUBBLE COHORTS ON A CAMPUS AT THE SAME TIME

- A Bubble requires that a group of no more than 12 children, plus classroom teachers and assistants, exists within a defined location with no mixing between any other groups or individuals for a period of 3 weeks.
- Teachers and staff must remain solely with their Bubble Cohort.
- If a child is absent, their space may not be filled with another child.
- Inside the Bubble Cohort, children may engage with each other as in typical play and without further limitations.
- Most readily applicable to early education and childcare settings, but also may serve as a model for students with special needs.

Who will work on each area?

Note: You may engage others, as needed. First name is group convener.

Instruction and Site Management	<ul style="list-style-type: none">• All aspects of instruction and site preparation, site level communication	Matthew, Principals
Wellness and Human Resources	<ul style="list-style-type: none">• SEL, Health and Safety of Students and Educators• Employee protections (legal and safety)	Leilani
Student Services (Special Ed)	<ul style="list-style-type: none">• Special Education and Other Student Services	Mary
Technology	<ul style="list-style-type: none">• Use of devices, cyber-safety, access, support	Tracy and Maureen
Facilities	<ul style="list-style-type: none">• Support for Principals in setting up sites• Procure supplies? (sanitizers, hand washing, etc.)• Signage?	Ron
Operations	<ul style="list-style-type: none">• Closely aligned with facilities management and principals' plan.	Joyce
Governance/Leadership	<ul style="list-style-type: none">• Ensure consistency with board policies• Advocate for Funding• Communications	Don, Greg, Louann

What are our general assumptions at this time?

Important Points for Consideration

- Designing a schedule that will allow for new learning to take place everyday
- Designing a schedule that addresses the “4 Pillars”
- Give options for families to chose a hybrid model or all Distance Learning
- Create a plan to move to ALL Distance Learning if required by Public Health
- Plan for scenarios to last throughout the entire school year
- Prioritize education for our most vulnerable students – students with special needs, foster youth, low income, English learners