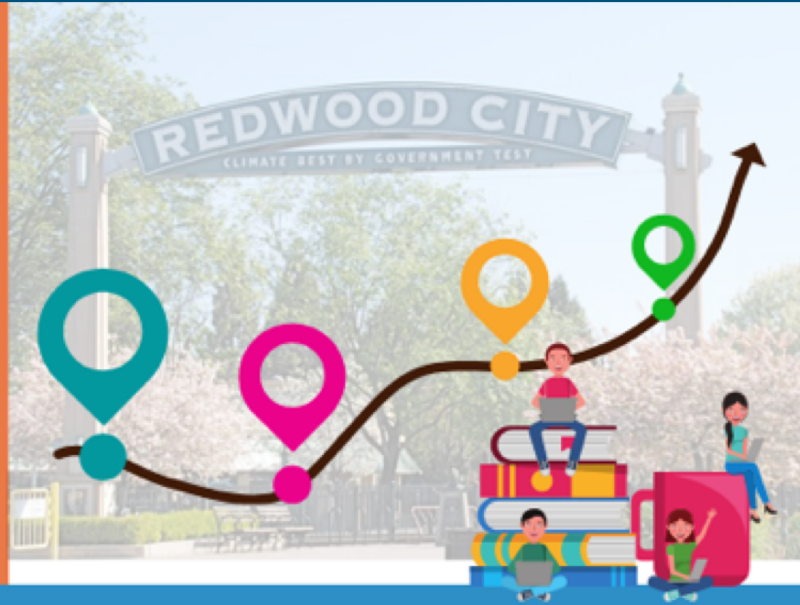


# Recommendations for Reopening Schools in August



July 15, 2020



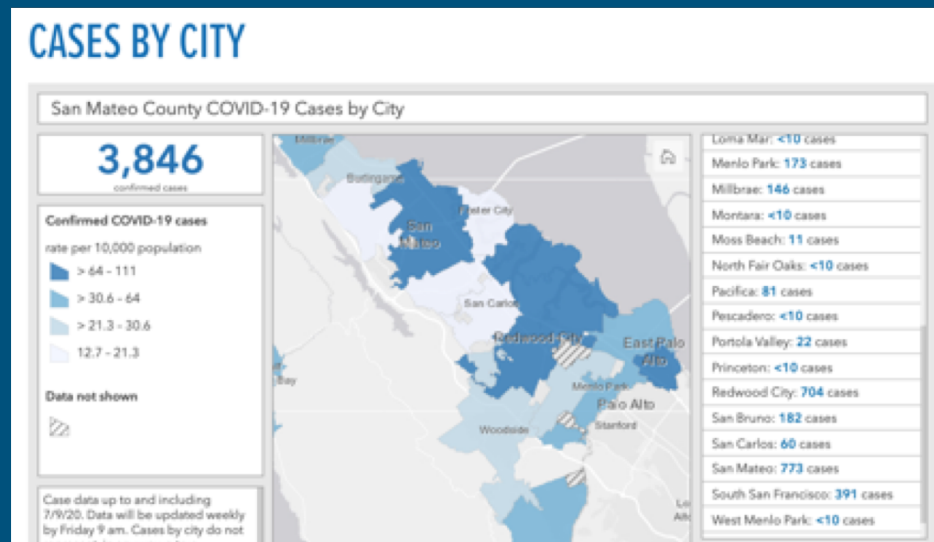
## Roadmap to Reopening My School

*In the midst of every crisis, lies great opportunity.*

*—Albert Einstein*

# Challenging times - as of July 15, 2020

- Positive covid cases are on the rise in our community
  - Redwood City has the second highest number of positive covid cases in San Mateo County



# Challenging times - as of July 15, 2020

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- People of color are being disproportionately affected with positive COVID-19 cases (San Mateo County data)
- Not enough is known about the impact of the virus on children
  - Potential illness of the children
  - Carriers and spreaders of the virus

# Challenging times - as of July 15, 2020

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- Previous guidance from the AAP has been updated

*"Returning to school is important for the healthy development and well-being of children, but we must pursue re-opening in a way that is safe for all students, teachers and staff..."*

*Local school leaders, public health experts, educators and parents must be at the center of decisions about how and when to reopen schools, taking into account the spread of COVID-19 in their communities and the capacities of school districts to adapt safety protocols to make in-person learning safe and feasible. For instance, schools in areas with high levels of COVID-19 community spread should not be compelled to reopen against the judgment of local experts. A one-size-fits-all approach is not appropriate for return to school decisions."*

# Challenging times - as of July 15, 2020

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- Local districts and districts across the state are changing their earlier recommendations for reopening and pivoting to full distance learning to begin the school year, with a plan to continue to monitor the health and safety conditions in their area

# Challenging times

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- Our #1 priority during a *pandemic* is the health, safety and lives of our school community - our staff, our students and our families



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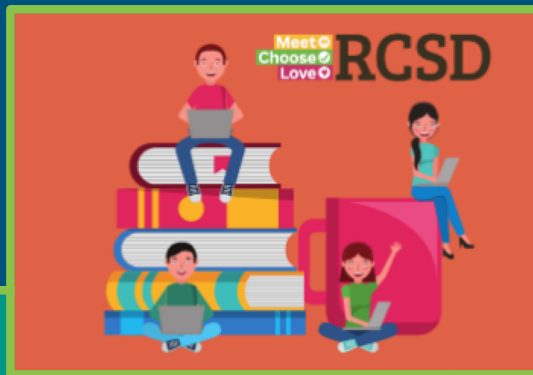
Our sincere wish would be to “return to  
normal”, but  
we are not living in normal times.

# RCSD Guiding Principles for planning

---

- Prioritize health and safety for students and staff
- Maximize excellent and equitable student learning practices and experiences in all phases of reopening
- Collaboratively make decisions with those who will implement
- Stay positive and solution oriented
- Take one step at a time

# RCSD Program Model proposals



## Hybrid/blended

2 days in class  
3 days work from home

## Parent Choice

## 100% Distance Learning

Full time

# Recommendations for Reopening in August

---

## Hybrid/blended

- Reduced in-person class sizes in stable cohorts
- Reduced schedule to accommodate capacity limits
- Physical distancing
- Combination of in-class, at-home learning experiences

## 100% Distance Learning

- 100% teaching and learning at home via technology

# Reimagining school

---

We have learned from our recent at-home experiences:

- At-home learning experiences for students were not uniform across our district
- Many teachers, parents and students felt **frustrated** with the need to pivot so quickly to full time distance learning, and **did not have the training or experiences** to feel successful in teaching and learning in this **new digital environment**

# Reimagining school

---

Our recommendations for August have been informed by district staff and parents:

- All staff, each school site, on June 1
- Weekly subcommittee meetings consisting of staff members
- Weekly meetings with district administrators
- Superintendent newsletters
- 3 parent webinars
- 3 staff webinars

**T O G E T H E R we are S T R O N G E R**

# Safety/Facilities planning process

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Dates	Meetings
May 15, 22, 29 July 13	<u>Facilities Planning</u> being preparation, organize team, identify problem/area that need research.
June 8, 15, 22	<u>Full team meetings</u> to address plans, concerns, learn about government guidelines, and problem solve.
June 18, 19	<u>Parent webinars</u> to explain plan, answer community questions, and address concerns.
July 7, 13	<u>Staff webinars</u> to explain the plan and address concerns

# Safety/Facilities committee members

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Martin Cervantes Director of Facilities,  
Michelle Griffith, Director of Induction/TOSA, Sara Shackel, Principal North Star

Andrea Garen -Director of Health and  
Wellness

Antonio Perez -Director of Student Services

Dennis McBride -Board Member

David Camarena -AP-Kennedy

Don Dias -Bond Project

Diane Prystas -Principal-Roy Cloud

Julie Thompson -AP-Hoover

Phoebe Reid-Chambers -District Nurse

Kelly Noriega -AP-North Star

Karen Osland -District Nurse

Katherine Rivera -Principal-Orion/Mandarin  
Immersion

Maria Abundis de Oue - Lead Food Service-Hoover

Maria Stockton -Office Manager-Clifford

Patricia Corea -Child Nutrition Manager

Patricia Ortiz -Director of Community School

Partnerships

Anna Lague, Director of Food Services

# Public Health guidelines to date

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**San Mateo County Coalition  
for Safe Schools and Communities**

## **Pandemic Recovery Framework**

# Public Health guidelines to date

## Four Pillars



Implementation of the Four Pillars, in tandem with a Step by Step Approach, provides a clear path forward for the reopening of schools amid the COVID-19 pandemic. (SMCOE)

# Pillar 1: Health & Hygiene

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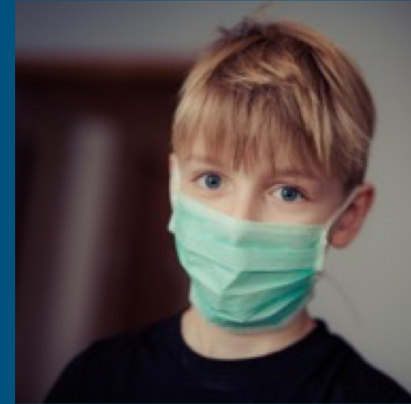
- Temperature Taking
  - taken daily (students & staff)
- Cleaning Protocols (per Public Health Guidelines):
  - General classroom cleaning procedures on an A/B schedule
  - Electro-Static sprayers used to disinfect classrooms daily
  - Restrooms
  - Common areas
  - Hand washing
  - Campus will be cleared by 4:00 for cleaning



## Pillar 2: Face coverings

---

- To be used by staff and students as much as possible
- RCSD will provide a “teaching video” to be used with families and students
- Redcat Access Audio Systems will be in each classroom to project teachers’ voices



# Pillar 3: Physical distancing

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- **Classrooms**

- 12-15 students per cohort - 6 ft. apart
- Each student will use his/her own materials
- Layouts have been developed

- **Common Areas**

- Any outside activities will be equipment-free, students will maintain social distancing
- MUB-converted to Health Waiting Area-alternative methods for food distribution are being analyzed



# Pillar 4: Limit gatherings

---

- Large group events are cancelled
  - festivals
  - Back to School Night
  - Open House
- Remote events are possible:
  - parent/teacher conference,
  - cafecitos
  - parent meetings
  - field trips



# Public Health guidelines to date: Phase In

---

*County health conditions regarding the number of COVID-19 positive cases remains flat or decreasing*

## Step 1 (Minimum of three weeks)

- Allow **no on-campus visitors** including volunteers
- **Pause all extracurricular activities**
- **Pause all gatherings** (a gathering is any meeting or social activity outside of classroom instruction that includes more than four people)
- Convene all meetings remotely
- Reinforce the wearing of **face coverings** by staff, students, and any others who enter the campus

# Public Health guidelines to date

---

*County health conditions regarding the number of COVID-19 positive cases remains flat or decreasing*

## Step 2 (Minimum of three weeks)

- Open the campus only to **visitors and volunteers who directly support instruction** (with expectations that all will honor the Four Pillars)
- Restrict **extracurricular activities to those that directly support and intersect with instruction** (with expectations that any in-person activities will honor the Four Pillars)
- Restrict gatherings to groups smaller than **ten people**
- Reinforce the wearing of **face coverings** by staff, students, and any others who enter the campus

# Public Health guidelines to date

---

*County health conditions regarding the number of COVID-19 positive cases remains flat or decreasing*

## Step 3 (Minimum of three weeks)

- Allow **volunteers and visitors on campus** (with strict adherence to the Four Pillars)
- Restrict instructional and interest-based **extracurricular activities** to those that can be implemented with **small groups** who can physically distance
- If County Orders allow, **gatherings of no more than 50**, including sports and activities that allow for physical distancing
- Reinforce the wearing of **face coverings** by staff, students, and any others who enter the campus

# Public Health guidelines to date

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## County Indicators for Reopening

- The daily number of **new cases** in the community is flat or decreasing (reported weekly)
- The number of **newly hospitalized patients** with COVID-19 is flat or decreasing (reported weekly)
- The county is meeting the need for **testing**, especially for persons in vulnerable populations or those in high-risk settings or occupations

# Considerations from Safety/Facilities

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Protocols are being developed for:

- Temperature taking
- Cleaning and maintenance of office space/classrooms
- Bathrooms
- Classroom set-up
- Snack and lunch distribution
- Bus transportation

# Ed Services planning process

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Date(s)	Meeting
May 22, 29 June 5, 12, 19, 26	Ed Services Planning Committee
May 29	Small group/teacher/classified initial input
June 1	Staff input and questions
June 9, 16, 23, 30	Subcommittee meetings
June 18, 19, 25	Parent webinars
June 22, 29	Principals, Assistant Principal input
July 7, 13	Staff webinars

# Hybrid/Blended model overview

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# Public Health guidelines to date

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## Stable Cohorts

- A defined group of students
- Cohort size is dictated by the ability to implement physical distancing within the classroom or primary learning setting

# Public Health guidelines to date

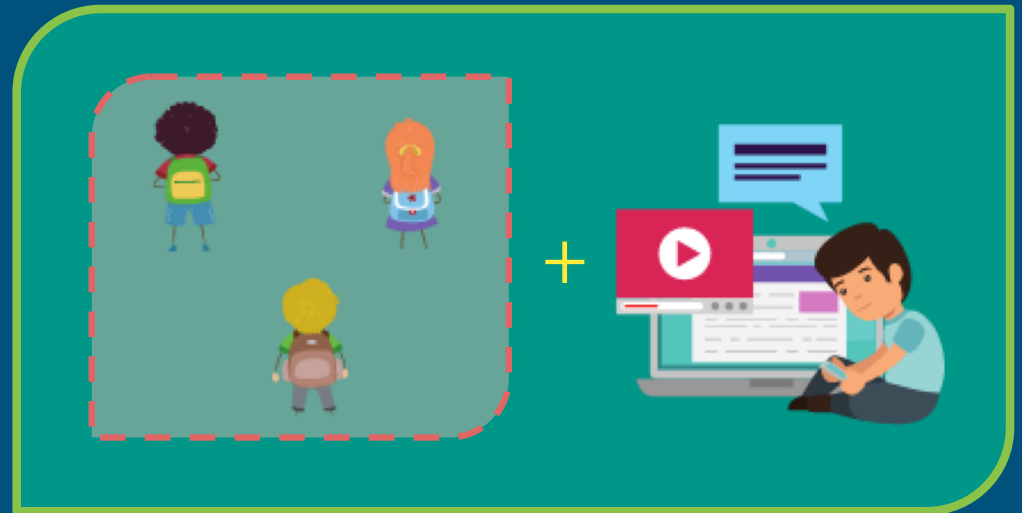
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- Recommended number of students: 12 - 15
- May have **more than one teacher** during the instructional day
- Students remain together in a room, but teachers may move to different classrooms

# Hybrid model overview

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- Students have 5 days of instruction
  - 2 days at school, 3 days at home



# Hybrid model overview: at school

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- Students are at school on **Mon/Tues** or **Thurs/Fri**
  - Language Arts, Math, Social Studies, Science, and ELD are prioritized for instruction at school
  - Electives and PE may take place either at home or on site, where possible

# Hybrid model overview: at home

---

- Three days at-home learning:
  - Lessons prepared by teachers
    - Previewing material for in-class lessons
    - Reviewing and extending content taught in class
    - Project-based work
    - Some video content, online, paper/pencil
  - Possibly electives, PE, outreach by specialists
  - Office hours available

# Hybrid model overview: Wednesdays

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- Wednesdays:
  - Students work at home
  - Teachers prepare lessons for in-class and at home learning
  - Thorough cleaning of school site between cohorts

# Hybrid model overview: schedules

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- Scheduling considerations:
  - **Staggered start times** to allow for temperature taking, transportation schedules
  - **Prioritizing** youngest students
    - Proposed model for TK, K for Step 1

# Hybrid model overview: schedules

---

- Scheduling considerations:
  - Hybrid **early release** schedule to allow for cleaning
    - In-class instruction must end by **1:45 pm**
    - Site schedules currently being developed
    - Allows for “office hours” for students working at-home

# Hybrid model overview: schedules

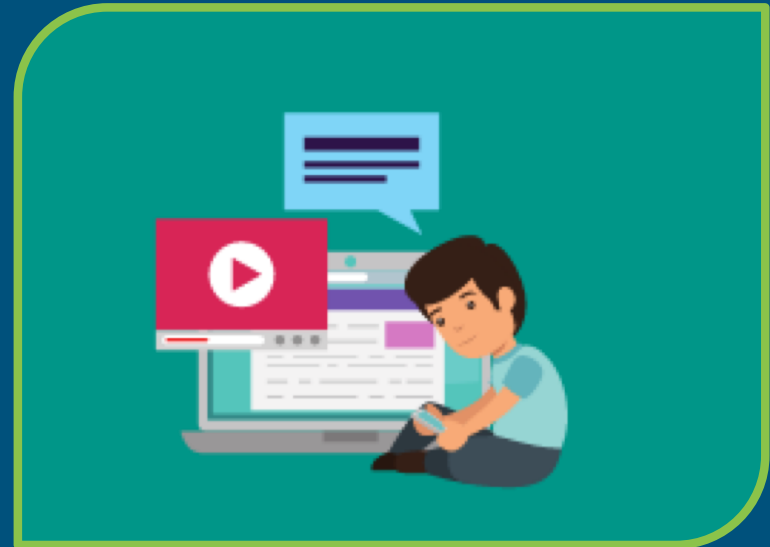
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- Scheduling considerations:
  - Keeping siblings in **same-day in-class cohorts**
    - Within schools
    - Across schools
  - **Social pods** for childcare purposes

# 100% Distance Learning model overview

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- Monday - Friday
  - Students work at home
  - Teachers prepare lessons for synchronous and asynchronous learning



# Definitions

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- **Synchronous learning:** Online/distance learning that happens “live”, in real time - teachers and students working together
- **Asynchronous learning:** Learning that does not necessarily happen at the same time for the teacher and the students. The lessons are created ahead of time and made available for students to use when working at home.

# SB 98/AB 77 (Budget Trailer Bill)

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Requires districts to provide the following **minimum** instructional minutes per school day:

- Kindergarten: 180
- Grades 1-3: 230
- Grades 4-12: 240
- Waives the physical education instructional minutes requirements

# SB 98/AB 77

---

Defines **instructional minutes** as:

- for **in-person**, minutes under the immediate physical supervision and control of a certificated teacher
- for **distance learning**, time value of assignments as determined by the LEA's certificated teacher;
- for **hybrid model**, can combine in-person instruction with assignments made under the general supervision of a certificated teacher

# SB 98/AB 77

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- Clarifies that districts must continue to provide **180 days of instruction**.
- Creates requirements for **reporting attendance** during distance learning, including a **weekly engagement record** documenting synchronous or asynchronous instruction.

# SB 98/AB 77

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- For distance learning: defines **daily participation** as evidence of participation in online activities, completion of assignments, and contact between the school/district and pupil or parents. Failure to meet daily participation requirements will result in being marked absent and a reduction in ADA.

# Ed Services Subcommittees

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50-50 Bilingual/Spanish/Mandarin Immersion

Hybrid model: in class instruction

At home instruction: Hybrid model and Full distance learning

Child Care

Equity/Interventions

Special Education

Social Emotional learning

# Hybrid model: at school instruction

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- Instructional schedule guidelines
- Acceleration of learning
- Aligning the instructional guides with grade level priority standards
- Clarification of teacher, student, and family responsibilities

# Hybrid model: at school committee members

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Linda Montes Asst Supt Ed Equity, Tina Mercer, Principal Roosevelt

Betty Momjian- Taft

Kohlby Hong- Roosevelt

Robin Campi- Clifford

Michelle Territo- Clifford

Katelyn McClure- Adelante Selby

Sigrid McCarthy- Taft

Marisa Selfa- Garfield

Sarah Cullum- Staff Development

Janet Lawson, Board Member

# Hybrid and full distance options: at home learning

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What we have learned:

- All students PreK-8 need **access to tech devices** and a way to receive support to troubleshoot tech challenges
- We will need to provide **multiple layers of support** for teachers, students and families for blended learning to be effective
- Providing professional learning opportunities for all staff in curating and reorganizing existing internet based content will provide **new and different learning opportunities** for students.

# Hybrid and full distance options: at home learning

What we have learned:

- Parents would benefit from **classes to learn the online platforms** their students will need.
- **Collective community action** will be needed to reach the at-risk youth with ongoing **social and emotional connections** through daily teacher contact for all students

# Hybrid and full distance options: at home learning

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Developed for grade level spans:

- Best instructional practices
  - Synchronous and asynchronous learning
  - Providing feedback, formative assessments
- Lesson design
  - Increasing student engagement
  - Providing student support
  - Extending learning

# Hybrid and full distance options: at home learning

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- Technology tools
- Supports to teachers, students and families
- Collaboration
  - Assignments
  - Outreach

# Additional Supports for at home learning

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- Devices for each child
- Improved internet access
- Parent trainings on student learning platforms
- Teacher on Special Assignment (TOSA) outreach
- Tech hotline for assistance

# Hybrid and full distance options: at home learning committee members

Chandra Leonardo, AP Kennedy, Jude Noyes Principal, Clifford,  
Kyle Brumbaugh, Director of Technology

Jennifer Overby 3rd grade Clifford

Amy Barstad- K, Henry Ford

Anastasia Stamates - 6th, Garfield

Bronia Whipp- SEAL Coach

Sarah Carlson -4th grade, Hoover

Ninfa Zuno- Curriculum Development

Suba Marti - Kennedy

Janet Sanchez - 6-8, Kennedy (Clifford)

Meaghan Blackburn, 5th, Roosevelt

Kristy Herrera, K - Hoover

Kevin Sugar- 8th ELA - Hoover

Cathy James- Staff Dev

Karla Salamea- 1st, Garfield

Felicia Tse - 2nd, Roosevelt

Stacey Chilton- Literacy Specialist

Mariana Hernandez, K, Garfield

# Preschool

## Current plans:

### Full day programs

Stable cohorts of 12 students:

- In school: Mon/Tues and Thurs/Fri, 8:00 - 4:00
- At home: Wednesdays + 2 days

### AM/PM programs

May be transformed to full day programs with CDE-ELC\*

- In school: Mon/Tues and Thurs/Fri
- At home: Wednesdays + 2 days

*\* If the CDE-ELC Division does not approve of AM/PM to Full Day Transformation, week-on-and-off model will be observed for each group of 12 children.*

# 50/50 Bilingual Program

- 50/50 Bilingual program design:
  - In class language of instruction

Grade	English instruction	Spanish instruction
TK - K 50% (SP) - 50% (EN)	Whole Group Lesson Math EN Small group instruction in math EN math talks (once a week) SP/EN  D-ELD/Biliteracy EN  Interactive Writing/Integrated SS/Science Unit SP/EN	Whole group lesson LA SP Small group instruction LA SP Interactive Writing SP  math talks (once a week) SP/EN  Integrated SS/Science Unit SP/EN
1st 50% (SP) - 50% (EN)	Whole Group Lesson Math EN Small group instruction in math EN *math talks (once a week) SP/E  D-ELD/Biliteracy EN  Interactive Writing/Integrated SS/Science Unit SP/EN	Whole group lesson LA SP Small group instruction LA SP  math talks (once a week) SP/E  Interactive Writing/Integrated SS/Science Unit SP/EN
2nd 50% (SP) - 50% (EN)	Whole Group Lesson math EN Small group tiered instruction (2-3 groups) EN math talks (once a week) SP/EN  ELD/Biliteracy/ Writing EN (2-3 groups 2 days a week by ELPAC levels) Integrated SS/Science Unit SP/EN	Whole group lesson LA SP Small group tiered instruction (2-3 groups) SP  math talks (once a week) SP/EN  Integrated SS/Science Unit SP/EN
3rd 30% (SP) - 70% (EN)	Whole group lesson LA EN Small group tiered instruction (2-3 groups) EN  Whole Group Lesson math EN Small group tiered instruction (2-3 groups) EN  D-ELD/Biliteracy EN (include writing)	Integrated SS/science unit SP
4th-5th 20% (SP) - 80% (EN)	Whole group lesson LA EN Small group tiered instruction (2-3 groups)  Whole Group Lesson math EN Small group tiered instruction EN (2-3 groups)  D-ELD/Writing EN (include writing) Integrated SS/science unit SP/EN	Integrated SS/science unit SP/EN

# Adelante-Selby Spanish Immersion

- Adelante-Selby Spanish Immersion design:
  - In class instruction

Adelante Selby Spanish Immersion Pathway

	Spanish	English	Transfer
<b>Kinder</b> 90% - 10% (45 minutes of English)	<ul style="list-style-type: none"> <li>• Reading, writing</li> <li>• Math</li> <li>• SS/Science Unit</li> </ul>	ELD	Foundational Transfer Skills: Phonemic awareness Vocabulary
<b>1st grade</b> 80% - 20% (60 minutes of English)	<ul style="list-style-type: none"> <li>• Reading, writing</li> <li>• Math</li> <li>• SS/Science Unit</li> </ul>	ELD	Foundational Transfer Skills: Phonemic awareness Vocabulary
<b>2nd grade</b> 70% - 30% (1.5 hrs of English)	<ul style="list-style-type: none"> <li>• Reading, writing</li> <li>• Math</li> <li>• SS/Science Unit</li> </ul>	ELD, writing	Foundational Transfer Skills: Phonemic awareness Vocabulary
<b>3rd grade</b> 60% - 40% (2.5 hrs of English)	<ul style="list-style-type: none"> <li>• Content Literacy (SEAL units &amp; Benchmark)</li> <li>• SS/Science</li> <li>• Math</li> </ul>	ELD  Language Arts: Foundational/ Reading Concepts  Math talks	Cross linguistic connections
<b>4th/5th grade</b> 50% - 50%	<ul style="list-style-type: none"> <li>• Content Literacy (RCSD units &amp; Benchmark)</li> <li>• SS/Science</li> <li>• Math Number Talk</li> </ul>	ELA/ELD: Foundational/ Reading Concepts  Math	Cross linguistic connections

# Mandarin Immersion

- Mandarin Immersion design:
  - In class instruction

Grade	Instruction in English	Instruction in Mandarin
TK-K 80% MA - 20% EN	Integrated SS/Science Unit with ELA EN	<b>Teaching Block (Two Days At School)</b> Whole group lesson MLA MA MLA small groups MA  Whole Group Lesson Math MA Math small groups MA *math talks (once a week) MA  Integrated SS/Science Unit MA
1st 80% MA - 20% EN	Integrated SS/Science Unit with ELA EN	Whole group lesson MLA MA MLA small groups MA  Whole Group Lesson Math MA Math small groups MA *math talks (once a week) MA  Integrated SS/Science Unit MA
2nd 70% MA - 30% EN	Integrated SS/Science Unit with ELA EN	Whole group lesson MLA MA MLA small groups MA  Whole Group Lesson Math MA Math small groups MA *math talks (once a week) MA  Integrated SS/Science Unit MA
3rd 60% MA - 40% EN	Integrated SS/Science Unit MAEN ELA with writing EN	Whole group lesson MLA MA MLA small groups MA  Whole Group Lesson Math MA Math small groups MA *math talks (once a week) MA  Integrated SS/Science Unit MAEN
4-5th: 50% MA 50% EN	Integrated SS/Science Unit MAEN ELA with writing EN	Whole group lesson MLA MA MLA small groups MA  Whole Group Lesson Math MA Math small groups MA *math talks (once a week) MA  Integrated SS/Science Unit MAEN
6th - 8th TBD		

# Bilingual/Immersion committee members

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Lupe Torres-Khalil Principal Garfield, Lupe Guzmán AP Hoover

Martha Barragan (Kinder-Taft)

Gloria Comfort (Math-Kennedy)

Elanor Dougherty (4th-Adelante Selby)

Mariela Talavera Ballon (SEAL Coach, ELD & Biliteracy Specialist)

Winnie Wong (4th/5th - Orion/MI)

# Special Education

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- SPED Scheduling considerations:
  - **RSP supports**
    - Push in, pull out combination when students in class
  - **SDC classes**
    - Follow 2 days in class, 3 days at home learning model (This may change depending on transportation/social distancing requirements changing for transportation)
    - 4 adults to 5 students

# Special Education

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- **Medically fragile students**
  - *Students will come to school four days a week.*
  - Group 1: 8:00am; Group 2: 9:00am.  
Pick up time: 1pm and 2pm respectively.

# Special Education

---

- **SPED Preschool**
  - There will be both AM and PM sessions. More detailed schedules will be shared based on transportation social distancing guidelines.
    - AM: 9-11:30am
    - PM: 12:30-3pm
  - Wednesdays: Teacher's prep, collaboration and IEP work/meetings

# Special Education

---

## Special Education Service Providers:

- Teletherapy sessions offered the first three weeks of school.
- The Special Education department will assess and reconvene to discuss a plan to provide on-site services.
- This includes the following:
  - Physical Therapists
  - Occupational Therapists
  - Speech and Language Pathologists
  - Adaptive Physical Education
  - Mental Health specialists

# Special Education Committee Members

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**Patricia Pelino, Director of Special Education**

Jackie Moore, Hoover School. K-2 SDC teacher

Laura Atherton, Taft School. Preschool SDC teacher

Nataly Pikna, Program Specialist

Maggie Hong, Assistant Director for Special Education

Janet Lawson, Board member

# Additional Supports: target groups

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## Focus on:

- English Learner students and families
- Newcomer students and their families
- Foster Youth, Homeless students
- Reading and Math interventions

## Possibilities:

- Period for targeted instruction after lunch
- Saturday classes
- Outreach by specialists when working at home

# Additional Supports: target groups

---

## Possibilities:

- Tutoring
- Outreach and trainings for newcomer families
- Collaboration with Boys and Girls Club

# Equity committee members

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Anna Herrera, Principal Taft, Liz Wolfe Asst Supt Ed Services

Stephanie Calsing, 1st, Orion

Laura Pulido, Coach and Reading Specialist, Henry Ford

Mireya Puente, 4th, Taft

James Carrig, 6-8th, Hoover

# Child Care

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- After school programs will run following **same guidelines as school day**
- Most likely **1 cohort** (12 or 15 students) per grade level
- After school programs will run until **4pm** for cleaning and disinfecting
- RCSD working with community partners on daytime childcare options for off-campus days

# Child Care

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## Priorities:

- **Maximizing** after school programs with smaller ratios and accommodating daily cleaning demands
- Determining the number of families in or community that will need after school care and child care during distance-learning days

# Child Care committee members

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## Patricia Ortiz, Director Community Schools Partnerships

Cesar Zuniga, Adelante Selby Community School Coordinator and After-school Director.

Lizette Hernandez, Garfield Community School Coordinator.

Verónica Lobos-Hernandez, Hoover Community School Coordinator.

Elizabeth Calderón Garcia, Kennedy Community School Coordinator.

Elsa Aispuro, Taft Community School Coordinator.

Adilah Haq-Smith, PRCS City of Redwood City.

Erick Granados, Boys and Girls Club of the Peninsula.

Jose Gonzalez, Boys and Girls Club of the Peninsula.

Maria Drake, Citizen Schools.

Angela Rodriguez, YMCA of Silicon Valley.

# Social Emotional Supports

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## Recommendations:

- District wide SEL emphasis that **supports staff and student** emotional well-being
- **Site Support team** at each school to support teachers to address behavior concerns within PBIS framework
- Time provided in meetings for **mindfulness** exercises for staff to check in.

# SEL committee members

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Antonio Perez, Director Student Services

Sandra Covacha, Henry Ford - 4th grade teacher

Julie Krause, Roy Cloud - 4th grade teacher

Whitney Eakin, Roosevelt K-8 and District NUA Coach

# Human Resources

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- Focused on Workforce procedures and protocols
- Reviewed job classifications workflow/workload for 20-21
- Coordinated and communicated new Family First leave information
- Working with Unions during Negotiations for changes to work due to COVID-19
- Recommend additional personnel and layoffs based on lack of work or additional work needed

# Human Resources committee

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Wendy Kelly, Deputy Superintendent

Maria Diaz-Slocum, School Board Trustee

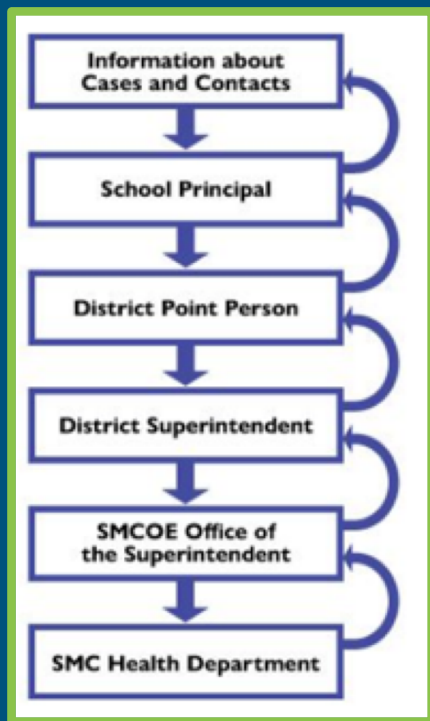
Sabrina Adler, Dr. Al Rosell, Kristy Jackson, Tracy DaCosta-Site Admin

Erin Kekos and Patricia Perez, HR Directors

## Working on...

- Transportation
- 100% distance learning “location”
- Teaching assignments and union negotiations

# What happens if our school gets a positive case?



## Original County pathway for guidance

At the present time, the San Mateo County Health Department does not plan to offer this guidance or testing/tracking support to school districts.

- Contact Student Services Department - **Antonio Perez**, District Point Person.

# Next Steps

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- RCSD School Board will determine the option(s) for reopening RCSD schools in August
- If there is more than one option for reopening schools, parents will be asked to select one for their child(ren)
  - A choice of the 100% Distance Learning option would be maintained through Step 2, allowing for a shift into the hybrid option should space be available.

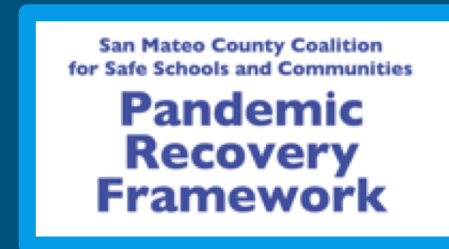
# Next Steps

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- An **FAQ** will be posted on website, updated regularly
- **Tech training** for parents will take place in August

# Reminder

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If we begin the school year with the hybrid model, we will need to be prepared to pivot to a full distance learning program model at any time, based on Public Health requirements

# Together We Are Stronger

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We want to see our students as much as is safely possible.

It is our responsibility to keep the health and safety of children and our staff at the forefront of our planning.

We have designed our program models to provide high quality in-class and at home learning.



# Together We Are Stronger

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Our recommendations have been made jointly with staff responsible for the implementation of the program models and with parent input.

We will continue to communicate with our staff and community as guidelines and situations change.

