Fall 2020 Return to School Plan
Board of Trustees Meeting
July 31, 2020

Basic Assumptions

Equity, Health and Safety, and Systemic Change at the core.
“All hands on deck.”
The Plan is Evolving
Collaboration among staff, administration, and governmental agencies, with input from stakeholders

Definitions

Remote Only Learning: Teachers and students will engage in a rigorous instructional model remotely until the Winter Break
Transitional Plan: Teachers and students will engage in a rigorous instructional model remotely and then students and teachers will be phased onto campus as deemed safe (see below)
Distance Learning: A combination of digital and traditional instruction delivered by an instructor in one location to students in other locations.
Synchronous: Distance learning when the students and teachers are working at the same time
Asynchronous: Distance learning when a student can access the instruction any time, independent of when the teacher is on line and available.
Distance Learning Platform: Digital resources and structures that facilitate distance learning.

Timeline

July 30: School Board Meeting (Presentation of Plan)
August 7: Deadline for families to decide Learning Plan for Fall 2020 (until December 18th)
August 7: Fall 2020 Planning Meeting
August 12: Student cohorts established
August 17: Certificated staff return to work
August 17-21: Technology Distribution and Troubleshooting
August 17-21: Proposed Staff work days/ Professional Development
August 24: Proposed start of Instruction for students
August 24-28: Technology Distribution Troubleshooting
August 24-28: Parent/ Family Education: Virtual Back to School Nights

Distance Learning Platform Criteria

- Applied consistency across the district
- Familiarity for students and parents
- Aligned to the CA State Standards
- Research-based, rigorous instruction
- Can be utilized for distance and in-person instruction and learning
- Can be supplemented by teachers
- Can be used for synchronous and asynchronous instruction

Rigorous, Robust, Remote & In-Person Learning

<table>
<thead>
<tr>
<th>Transitional Plan</th>
<th>Remote Only Plan</th>
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<tbody>
<tr>
<td>Begins with remote digital curriculum and instruction, transitions to in-person</td>
<td>Remote digital curriculum and instruction only (consistent home internet access is</td>
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<td>instruction and learning when County and State Officials deem it safe</td>
<td>strongly recommended)</td>
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<td><strong>Cohort Model</strong></td>
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<tr>
<td>● Up to 15 students per cohort</td>
<td>● Up to 20 students per cohort</td>
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<tr>
<td>● May include some blended grade levels</td>
<td>● Will include blended grade levels (TK-5), (6-8), (9-12)</td>
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<td><strong>Daily live instruction, aligned with CA State Standards</strong></td>
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<tr>
<td><strong>Expectations for students:</strong></td>
<td><strong>Expectations for students:</strong></td>
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<tr>
<td>● Daily attendance</td>
<td>● Daily attendance</td>
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<tr>
<td>● Daily engagement with instruction</td>
<td>● Daily engagement with instruction</td>
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<tr>
<td>● Completion of all assigned work and assessments</td>
<td>● Completion of all assigned work and assessments</td>
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<td><strong>Expectations for teachers</strong></td>
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<tr>
<td>● Regular daily schedule that includes daily in-person instruction</td>
<td>● Regular daily schedule that includes daily in-person instruction</td>
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<td>Accountability systems for attendance, engagement and learning</td>
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<tr>
<td>Asses students for learning gaps and develop responsive instruction</td>
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<tr>
<td>Consistent communication regarding student achievement performance and participation</td>
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**Expectations for Families**
- Provide a consistent work space
- Ensure students’ daily attendance
- Monitor engagement in instruction
- Communicate concerns and questions to teacher, administration or District as appropriate

**Expectations for the District**
- Training for use of programs and devices at home
- Support for building relationships between students, teachers, and families
- Providing working technology for instruction
- Consistent communication regarding health and safety protocols and practices
- Provide mechanisms for family input to District decision making

**Social Emotional Support**
- Community building
- Whole group
- Individual as needed

**Special Education services will be provided, based on Individual Educational Plans, designed by the IEP team**

**Technology support:**
- Each student with a device
- Support for internet access (i.e. Community, County Government, District)
Phased Return to In-Person Learning  
*(Progression through the phases will be determined by guidance from the Marin County Office of Public Health)*

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<tr>
<th>Phase</th>
<th>Transitional Plan</th>
<th>Remote-Only Plan</th>
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<tbody>
<tr>
<td>Phase I</td>
<td>• Remote Learning</td>
<td>• Remote Learning</td>
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| Phase II       | • Selected cohorts or identified students will return to campus for a combination of in-person instruction and distance learning (i.e. primary students, students who receive services, students with limited access to robust internet)  
• All other students continue with remote learning | • Remote learning continues           |
| Phase III      | • All students will return to campus for in-person instruction in discrete cohorts  
• 9-12 students will start with discrete cohorts, and may transition to to cohorts sharing teachers as Public Health Officials allow | • Remote learning continues           |
Phase IV

All students will return to campus. All instruction and learning will be in-person.

All students will return to campus. All instruction and learning will be in-person.

Daily Schedules
Remote Learning

TK-8: 8:00-1:00
- Schedule includes:
  o 240 minutes daily of instruction
  o Breaks, Lunch, Recess, Art
  o Morning meetings

High School: 10:00-3:00
- Schedule includes:
  o 240 minutes daily of instruction
  o “passing periods,” breaks
  o club meetings, advisory meetings