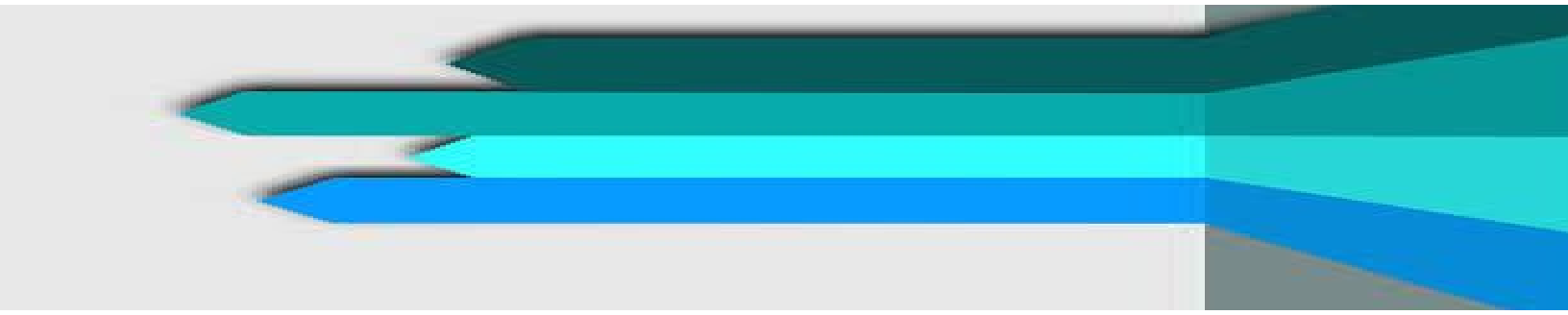
2020-21

RETURN TO SCHOOL PLAN 2.0 (DRAFT)

Key considerations developed collaboratively by Santa Rosa City Schools and its stakeholders, based on guidance from the Sonoma County Department of Health Services, California Department of Education, the California Department of Public Health, and the Sonoma County Roadmap to a Safe Reopening

SANTA ROSA CITY SCHOOLS



ACKNOWLEDGMENTS

Since October 2017, Santa Rosa City Schools has endured fires, smoke, power shut-offs, floods, and the start of the COVID-19 pandemic, causing our students to miss up to 76 days of instruction. Returning to school in 2020-21 in the shadow of the pandemic will be a daunting task for all of us. I am confident our district will meet this challenge like the others we have faced, with strength and a commitment to serve our students and our greater community.

This Return to School Plan is created with the intent to provide our students with an equitable, accessible and engaging educational experience; to prevent further learning loss; and to make meaningful connections to all we have been through in this community and the uncertainty that is ahead of us. Thank you to everyone listed below for helping to create a thoughtful and comprehensive plan to safely return to school, whether in-person or online. Where there is challenge, there is opportunity. We look forward to starting this new year together.

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GLOSSARY OF TERMS

Asynchronous Learning: learning occurs at different times and at a different pace without real-time interaction between student and teacher

Authentic assessment: the measurement of "intellectual accomplishments that are worthwhile, significant, and meaningful" as contrasted to multiple choice standardized tests. Authentic assessment can be devised by the teacher, or in collaboration with the student by engaging the student voice.

Cohort: an academic cohort consists of a group of students working together in the same class, progressing through the same academic curriculum

COVID-19: a mild to severe respiratory illness that is caused by a coronavirus; is transmitted chiefly by contact with infectious material (e.g. respiratory droplets) or with objects or surfaces contaminated by the causative virus, and is characterized especially by fever, cough, and shortness of breath and may progress to pneumonia and respiratory failure.

Close Contact: a close contact is defined as a person who is 6 feet from a case for 15 minutes. In some school situations, it may be difficult to determine whether individuals have met this criterion and an entire cohort, classroom, or other group may need to be considered exposed, particularly if people have spent time together indoors.

CSEA: California School Employees Association, the SRCS chapter is the SRCS Classified Chapter 75

DELAC: District English Learners Advisory Committee

Designated ELD: an instruction provided during a time during the regular school day for focused instruction on the state-adopted ELD standards to assist English learners to develop critical English language skills necessary for academic content learning in English.

Distance Learning: a method of teaching and learning where teachers and students do not meet in a brick and mortar classroom but instead use online resources and virtual classrooms

ELD: English Language Development

Elementary School: a school that traditionally serves grades Kinder Academy (KA or Transitional Kindergarten) through 6th grade.

Essential Standards: standards that are a carefully selected subset of the total list of the grade-specific and course-specific standards within each content area that students must know and be able to do by the end of each school year in order to be prepared to enter the next grade level or course.

Flipped Learning/Flipped Classroom: A model of learning where students receive remotely the directions and assignments, materials, and readings/videos prior to in-person instruction. When students

are on campus, learning is provided through active and engaging and robust opportunities for students to practice and demonstrate their learning.

Home and Hospital: Home and hospital instruction is to provide instruction to a student with a temporary disability in the student's home or in a hospital. The program is considered temporary where students can reasonably be expected to return to regular day classes or the alternative education program without special intervention.

Hybrid Model: combines face-to-face and online teaching into one cohesive experience. A portion of the students are in-person on-campus learning, while the other portion of students work online or remotely.

Independent Study: Independent study is an alternative to classroom instruction consistent with a school district's course of study.

Integrated ELD: instruction in which the state-adopted ELD standards are used in tandem with the state-adopted academic content standards. Integrated ELD includes specifically designed academic instruction in English

Interdisciplinary: involving two or more academic, scientific, or artistic disciplines

Learning House Model: a learning model in which students work 100% remotely by participating in smaller groups of students; groups are district-wide and instruction is online.

Learning Module: a tool that provides course materials in a logical, sequential order guiding students through the content and assessments in the order specified by the instructor.

Mitigate: to cause to become less harsh or hostile; to make less severe or painful

Pandemic: an outbreak of a disease that occurs over a wide geographic area and affects an exceptionally high proportion of the population

Performance task: any learning activity or assessment that asks students to perform to demonstrate their knowledge, understanding and proficiency.

Personal Protective Equipment (PPE): personal protective equipment, commonly referred to as "PPE"; worn to minimize exposure to hazards that cause serious injuries or illnesses

Secondary School: schools serving middle grades (7-8) and high school grades (9-12)

Social Distancing: maintaining a greater than usual physical distance from other people or avoiding direct contact with people or objects in public places during a pandemic in order to minimize exposure and reduce the transmission of infection

Social Emotional Learning: is the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

Social Emotional Wellness: is the ability to identify and manage emotions, express empathy, form healthy relationships, make responsible decisions and cope with stress

Socratic Seminar: a formal discussion, based on a text, in which the teacher asks open-ended questions opening discussion that challenges students to read closely, think and write critically, and articulate their thoughts clearly and respectfully.

SRCS: Santa Rosa City Schools

SRTA: Santa Rosa Teachers Association

Staggered Schedule: a school schedule that allows for staggered drop-off/pick up times and school class schedules in order to accommodate social distancing recommendations.

Synchronous Learning: learning that occurs concurrently with other students that happens live or in real time.

INTRODUCTION

As a result of the COVID-19 pandemic and state of emergency declared by Governor Gavin Newsom, Santa Rosa City Schools (SRCS) suspended in-person learning on March 26, 2020. There is an understanding that we are in a time of unprecedented change for our educational system. It is incumbent on our community to take concrete steps forward based on the best information available. We face unparalleled challenges to meet many of the needs of our students, families, staff, and school communities. Santa Rosa City Schools is choosing to view this challenge as an opportunity to design a Return to School Plan, also SRCS's Continuity of Learning and Attendance Plan, with equity and innovation at its core.

Since March, our superintendent, Dr. Diann Kitamura, has been meeting regularly with County Superintendent Steve Herrington and other local Superintendents, as well as Dr. Sundari R. Mase, Health Officer for the County of Sonoma. Dr. Kitamura served on the School/Health Committee charged with creating the Sonoma County Roadmap to a Safe Reopening document.

Before the 2019-20 school year ended, SRCS sent surveys to all families and staff about their situation and preferences for 2020-21, and received more than 2,400 responses. Family and staff input was also the focus of a June 3rd Special Board Meeting video conference that was attended by more than 450 people.

In May, SRCS convened an Executive Committee (EC) and several subcommittees to make recommendations for the creation of the Return to School Plan for the 2020-21 school year. The EC includes representatives from the Santa Rosa Teachers Association (SRTA), the Santa Rosa Classified Chapter 75 (Classified 75), school site administrators, and district office administrators. The subcommittees included Health and Safety, Distance Learning for Health Compromised, Childcare, Elementary Instruction (KA-6), Middle School Instruction (7-8), and High School Instruction (9-12). The committees included students, parents, classified staff, certificated staff, and administrative staff, totaling 220 members.

Each subcommittee established protocols, procedures, and meeting schedules to discuss, research, and prepare recommendations to present to the Executive Committee for inclusion in the final version of the plan. To further assist with this process, SRTA convened weekly focus groups (130 participating members) to help inform this work. Additionally, both SRCS and SRTA surveyed stakeholders garnering input and guidance on the development of the plan. SRCS Classified Chapter 75 is currently in the process of also surveying their members in order to provide feedback.

A Return to School Executive Committee Working Group was convened to create the draft version of the Return to School plan, which then was further improved by the Executive

Committee, the Executive Cabinet, and through negotiations with SRCS Classified Chapter 75 - classified staff, and SRTA - certificated staff.

In October 2020, the Return to School Executive Committee and the subcommittees reconvened to update the plan to include updated information in many of the areas included in the plan. The models for in-person instruction were also reviewed as we have learned more about distance teaching and connections with students during a pandemic. The addition of a COVID Coordinator has provided access to more resources that are also included in this plan.

At the time of this Return to School Plan update, Sonoma County continues to be in the most restrictive tier for COVID-19 and one of only nine counties in the state in the "Purple Tier". Although we do not know exactly when we can return to in-person school, we will be ready to begin a phase in of the elementary grade levels when we are allowed.

Name of Group	Meetings	Links to Sub Committee Work
Distance Learning for Compromised	• 7 full steering committee • 3 planning/document editing meetings co-chairs	DL-Compromised Sub-Committee Agenda and Notes
High School Instruction	• 12 full subcommittee • 1 planning/document editing meeting co-chairs • 1 committee meeting with Spanish speaking parents	High School Instruction Sub-Committee
Health and Safety	• Full subcommittee • Work Group • Co-Chair • Work on Final Document and Writing Group	Health and Safety Sub Committee
Elementary Instruction	• 4 Subcommittee meetings with breakouts into working groups • 1 planning meeting	Elementary Sub-Committee
Middle School Instruction	• 4 Subcommittee meetings with working group breakouts • 2 planning meeting and analysing of data	Middle School Working Groups
Childcare	• Seven full Subcommittee meetings at 1-2 hours each • 2 Co-chair planning	Child Care working group

Executive Committee	● Eight Executive Committee meetings at 1.5 to 2.5 hours each.	Agenda and Notes

PURPOSE OF THIS PLAN

This document is intended to identify solutions that make transitioning between online-only and various scenarios of in-person instruction as seamless as possible. They are based on the best available public health data at this time, national and international best practices, and the practical realities of managing school operations.

Understanding that we are in a state of constant change, we have identified a number of possible school schedules that can be used or modified as conditions permit. Modifications contained here are necessary to minimize the loss of learning and to ensure necessary health and safety efforts continue, such as social distancing and facility cleanings.

School sites, with oversight from the district office, will need to further develop and refine plans to address their unique needs and circumstances. New daily school operation procedures will need to be established to include health screening, increased hygiene measures, and social distancing protocols. Student, class, and school schedules including extracurricular activities as well as room usage will need to be reconsidered as we prepare to return to school to provide instruction in varied modes.

Each subsection that follows contains the articulation of a vision that is informative for all stakeholders. This vision conveys the confidence that Santa Rosa City Schools can provide an exemplary educational experience, even in these unprecedented times.

EXECUTIVE SUMMARY

The Return To School (RTS) plan has been developed to outline a variety of actions necessary to reopen schools during the COVID-19 pandemic. Every effort has been made to create a plan that is reasonable and practical while maintaining a balance between a safe learning environment and effective teaching models.

Safety and health, both mental and physical, are of paramount importance, and the District is preparing to adhere to all county and state health orders. To appropriately share safety strategies, reasonings, and expectations with families, students, and staff, the District recognizes the importance of consistent, timely communications, which will be available in a variety of formats including translation to Spanish.

In evaluating effective instructional models, this plan recognizes that learning includes academic and social-emotional components, and specifically addresses practices and resources to meet the needs of our students and staff. This includes a thoughtful professional development plan to support staff in meeting the needs of our students.

The majority of students are expected to remain at their school of attendance and engage daily in a **Hybrid** education model. Schedules are provided to allow for as much in-person instruction (Required by CA Assembly Bill 98) as possible, understanding that there will be changing conditions throughout the school year. Online components will be carefully incorporated to meet essential standards.

A **Learning House** model will be offered for students and families requesting a completely online learning model that has been designed to build a community of online learners.This online learning takes place at home and mirrors comprehensive learning that occurs in the hybrid model. Students attend school online, five days a week, with scheduled learning time.

For both Hybrid and Learning House instructional models, providing one-to-one technology for students, with support and connectivity as needed, is essential. In the spring of 2020, SRCS distributed over 4,000 chromebooks and 1,200 Internet hotspots. SRCS is currently preparing to move to a 1:1 Chromebook take-home model for the 2020-21 school year.

Santa Rosa City Schools is committed to providing equity and access to all learners. Specific sections in this plan delineate efforts to ensure English Learners, Students with Disabilities, Foster Youth, and Homeless students are provided the necessary supports to be successful. The District recognizes that all learners deserve a safe, accessible, engaging, and equitable educational experience in which they can thrive academically, physically and emotionally.

PLAN CONSIDERATIONS AND GUIDING PRINCIPLES

Considerations

The collaboration of the Return to School Committee allowed many stakeholders to come together sharing their ideas and lending their voice to the process. Out of that work, six consistent themes came forward that are listed as the considerations for the development of the plan. These themes are:

Connection	• Social-Emotional Wellness as a priority • Connection to community partnership • Relationship building • Transitions back to school
Instruction	• Clear expectations • Essential Standards • Flexible instructional strategies • Assessment to guide instruction • Access to support and intervention
Safety	• Follow County Health Guidelines • Create safety protocol and systems • COVID training for students, parents & staff • A point person for COVID-related topics
Technology	• Provide technology access for all students • Provide technology support for students and families • Consistency with platforms and apps
Communication	• Consistent communication via one platform • Staff/Teachers use the same platforms for communication with students and parents. • Frequent, often and centralized
Professional Development	• Staff need ongoing time for learning, planning, collaborating • Time to design lessons/curriculum together, vertically with, grade level/departments, district-wide • Allow for some in-person training for families

Santa Rosa City Schools' *Return to School Plan* was developed in alignment with the following:

- Sonoma County Health Orders
- CDC Cleaning Guidelines
- California Department of Education Opening Guidelines
- Sonoma County Road Map to Reopening Schools Safely
- CA Assembly Bill 98: Education Finance Trailer Bill

And in with consideration and input from the following:

- Return to School Subcommittees' Information (see above)
- Staff Survey
- Parent Survey
- Santa Rosa Teachers Association Survey

Guiding Principles

Santa Rosa City Schools has created this plan taking into consideration a wide range of input and requests. These overarching principles inspired by our 220 members of the Return To Schools Committee serve as our guide through the decision-making process.

- Safeguard the health and safety of students and staff
- Comply with the State,County Health Department, and CDC 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 and opportunity gaps
- Adhere to while remaining flexible with RTS plans for "in-school" and "at-home" learning strategies
- Make informed decisions to revise the RTS plans as needed using an inclusive and fair decision-making process
- Leverage community resources to enhance RTS plans
- Foster student learning and progress
- Reduce negative or unintended consequences
- Maintain positive learning environments

HEALTH AND SAFETY

Based on the extensive work in the **Health and Safety Subcommittee,** these overarching recommendations serve as our guide.

- Clearly defined, fully funded and staffed, student and staff COVID screening system
- Clearly defined roles and procedures for campus/class/office sanitation
- Clearly defined policy for all Personal Protective Equipment (PPE) and remedies for non-compliance
- Clearly defined processes and protocols for student and staff movement on campus, including but not limited to: busing, in-class, passing periods, lunch, recess/break, and before/after school
- COVID safety training for staff, student, parents, and community
- Adequate funding for sanitation facilities, policies, and practices at every site

The Health and Safety recommendations focus on the student/staff health and safety, sanitation, and preparation and maintenance of all facilities. There are expectations for overall safety for students, staff, parents, and the community. Together, we can lower the risk of the spread of COVID-19 and promote a positive and nurturing learning environment for our students.

All recommendations are based on mitigating risk and following the stages set out by our County Public Health Officer, Center for Disease Control, and other scientific and educational authorities. The District will be flexible and responsive to change. Cleaning and safety standards, by best effort, will adhere to current recommendations.

In this section:

1. Health and Safety Communication Information
2. Promoting Behaviors that Reduce the Spread of COVID-19
3. Maintaining a Healthy Work and School Site

Health and Safety Communication Information

Providing regular and transparent communication within the school community is critical to building and maintaining trust, especially during these stressful times. Communications will be provided in multiple formats to address the need for multiple languages and alternative communication methods based on the target audience. The formats include but are not limited to communications through ParentSquare, telephone, text messaging, email, video-conferencing, flyers, website, social media including FaceBook, Twitter, and Instagram, and in-person. Family Engagement Facilitators and Student Activity Workers will also provide parent-student outreach to ensure communication.

The District will designate a COVID-19 Coordinator who will:

1. Coordinate notification of staff, students/parents (following Public Health Guidelines) when there has been a COVID-19 exposure at a school site or other district worksite.
2. Collect and report data to the Sonoma County Public Health Office.
3. Be a single point of contact for concerns and questions from staff, parents, and students via a telephone, email or video conferencing during the day.
4. Provide Contact Tracing in conjunction with Public Health guidelines.
5. Provide for the dissemination of related communications.
6. Set up COVID-19 related training for students, parents, and staff. This will include training on pre-screening and self-assessments protocols to determine when students or staff should remain at home instead of coming to a school site or other district worksite.

The school site administrator (Principal in most cases) or the district office department directors will act as their respective site or department lead to inform and receive information from the COVID-19 Coordinator.

Link to Staff Hub COVID Information for Employees of SRCS

Promoting Behaviors that Reduce the Spread of COVID-19

The Santa Rosa City School District has adopted the following steps to promote healthy behaviors to reduce the spread of COVID-19.

Stay Home When Appropriate

This applies to students, staff, parents, and members of the community.

Educate staff about when they should stay home, and families about when their child(ren) should stay home. Individuals who answer YES to any prompt below should not attend the on-campus event nor enter the work/school facility:

- Have you experienced any COVID-19 symptoms within the past 48 hours (i.e. fever of 100.4°F or higher, cough, shortness of breath, new loss of taste or smell, etc.)?
- Are you isolating or quarantining because you may have been exposed to a person with COVID-19 or are worried that you may be sick with COVID-19?
- Are you currently waiting on the results of a COVID-19 test?
- Have you tested positive for COVID-19, and are within the 10-day isolation period?
- Have you been identified by Public Health as a close contact (within 6 feet, and longer than 15 minutes) with a person who has tested positive for COVID-19, and are within the 14-day quarantine period?
- Live or cohabitate with a person who exhibited COVID-19 symptoms within the past 48 hours?
- Traveled outside of the state (specifically to high-risk areas) within the past 14 days?

Educate staff and families about when either staff or a student can return to work or school. Allow students and staff to return to work or school based upon the following scenarios.

If you were symptomatic...
You should begin a 10-day isolation, monitor your symptoms and consult your healthcare provider about testing. You may return to work/school once these three criteria are met:

- 10 days since the symptoms first appeared,
- the symptoms improve and you feel better, AND
- at least 24 hours with no fever (above 100.4°F) without the use of fever-reducing medications.

We understand that the symptoms exhibited may be non-COVID-19 related (i.e. allergies, asthma, influenza), but for the health and safety of our school environment during a pandemic, we ask that you take all appropriate precautions before returning to school.

If you return to work/school prior to the end of your 10-day isolation, you must provide a negative test result or a note signed by Public Health or your doctor, ensuring that your symptoms are NOT COVID-19 related, and you are not contagious.

If you were identified as a close contact...
You must quarantine and not be at work/school. You can only return to work after these three criteria are met:

- 14 days since the last exposure to a confirmed COVID-19 case AND
- 24 hours with no fever (above 100.4F) without the use of fever-reducing medications, AND
- No COVID-19 symptoms (cough, shortness of breath, chills, etc.).

The public health department has confirmed that individuals exposed to COVID-19 must quarantine for a full 14 days before returning to work or school, even if they have had a negative test or doctor's clearance before that. This is because the incubation period of the virus is 14 days. If a person was tested earlier in the incubation period, they could still become sick afterward.

If you tested positive for COVID-19...
You must isolate yourself from others and not be at work/school. (Isolation means staying in their home, in a room away from others, wearing a mask when in common areas.) You can only return to work/school after these three criteria are met:

- 10 days since the symptoms first appeared, or 10 days since you tested positive, AND
- 24 hours with no fever (above 100.4F) without the use of fever-reducing medications, AND
- COVID-19 symptoms (cough, shortness of breath, chills, etc.) have improved.

Educate staff and families how to report absences during a time of quarantine, isolation or illness. Students and staff will continue to report their absences when they need to stay home due to COVID-19.

- *For students,* please report your student's absences to the school Attendance Technician. Student absences due to illness or quarantine are considered excused absences (*Education Code 48205*). If you have any questions about this process, please call your school's Attendance Technician.
- *For staff members,* please contact your supervisor to determine if you will take leave or work remotely during your quarantine or isolation period. Then, contact your Human Resources Technician for next steps. Criteria for COVID-19 related leaves can be accessed in the Leave Section of this document.

Considerations for Traveling during COVID-19

There have been questions regarding whether staff and families need to quarantine if they travel out of the state or country. Currently, there is no state, federal, or local requirement to quarantine, but it is recommended. Dr. Mase suggests using these guidelines for travel.

Hand Hygiene and Etiquette

Videos, flyers, and onsite demonstrations will be used to teach and reinforce handwashing with soap and water for at least 20 seconds. Staff monitors may be placed in all school restrooms to ensure compliance, especially with younger students.

If soap and water are not readily available, hand sanitizer that contains at least 60% alcohol will be available in classrooms and offices. Children under 9 years old should use hand sanitizer

under adult supervision. The District has purchased and received an adequate supply of hand sanitizer, with 70% alcohol content, for all classrooms and offices at every district site.

Staff and students will be encouraged to cover coughs and sneezes with a tissue. Used tissues should be thrown in the trash and hands washed immediately with soap and water for at least 20 seconds. If soap and water are not available, hand sanitizer should be used.

Face Coverings

Face coverings are required for all persons (staff, students, parents, or community members) who are at any district or school site. The District has purchased an ample supply of face masks. Staff will also be provided with the option of a District purchased face shield. Shields should be used by all who are engaged in instructional activities, tasks where the ability to see one's facial expression or lip movements is necessary or when there is an issue of personal safety (E.g. DHH students/teachers or anyone who is incapacitated and is unable to remove their face covering without assistance). Plexiglass barriers will be provided for high-traffic school site main office areas and district office locations.

Face-coverings may be removed during breaks during designated times and in designated areas. Face coverings will not be required while students and staff are engaged in eating or drinking. Recommended social distancing guidelines will be followed during these times.

Training will be provided for students and staff in the proper use and etiquette of all face coverings. (This includes flyers, posters, accessible videos, and in-person training.)

SRCS will continue to monitor and update requirements for face coverings based on guidance from the Sonoma County Roadmap to a Safe Reopening.

Personal Protective Equipment and Supplies

The District will provide adequate Personal Protective Equipment and supplies.

- COVID Related Supplies: Available to all sites and departments. Nitrile Gloves, Disinfectant Wipes, Disposable Face Masks, Face Shields, Alcohol Sanitizing Wipes, Sneeze Guards (plexiglass), Contactless Thermometer, Soap, Hand sanitizer with at least 60% alcohol (children under 9 years old should use hand sanitizer under adult supervision), paper towels, tissues, and disinfecting spray.

- COVID Related Supplies for Nurses / Health Techs: Supplies listed below are intended for Nurses and Health Techs only. N95 Masks, Isolation Gowns.

Signs and Messages

Signs that promote protective measures will be posted in visible locations throughout the District. These include, but are not limited to, self-assessment of possible COVID-19 symptoms/exposure, when to stay home, proper use of PPE, access to training and where to obtain more information, and direction for hallways and common areas. Information will be provided in English and Spanish.

Using their public announcement (PA) systems, school sites and district office locations will broadcast regular announcements on reducing the spread of COVID-19.

Cleaning and Disinfection

Custodial staff at Santa Rosa City Schools have been thoroughly trained in the proper cleaning of frequently touched surfaces (e.g. playground equipment, door handles, desks, sink handles, drinking fountains) within the school.

Schedules will be set up to provide for cleaning during the day and to provide increased cleaning and to disinfect due to COVID. Schedules will be shared with all stakeholders. Cleaning supplies will continue to be stored away from children.

The use of shared objects (e.g., gym or physical education equipment, art supplies, toys, musical instruments, computers) will be significantly limited at this time unless they can be cleaned after a single-use. In addition, there will be no shared school supplies. Site administration, with staff, will develop a list of basic supplies that cannot be shared amongst students. The list is limited to items students use each day but cannot be shared now (for example: crayons, pencils, glue, scissors, paper, rulers). Each cohort keeps their own recess equipment. Staff engaged in cleaning and disinfecting will be equipped with proper PPE for COVID-19 disinfection in addition to PPE as required by product instructions.

Outdoor activities, including instruction, will be encouraged. Students should come prepared for increased outdoor activities. They should wear layers of clothing or bring additional clothing.

Ventilation Systems

Ventilation systems have been checked to be in working order and will be monitored for proper operation. Santa Rosa City Schools will continue to replace all Heating, Ventilation & Air Conditioning (HVAC) filters on the regular replacement cycle. The district uses filters above industry standard at all of our schools sites and the district office. Replacement cycles will be adjusted accordingly based on guidance or need. In addition to HVAC, best practices for classroom and office ventilation are to have windows and doors open to allow air flow to provide as much fresh air as possible. All classrooms and office areas have been equipped with low

noise HEPA air filters with a large enough capacity and flow rate for the square footage of the room.

Water Systems

To minimize the risk of waterborne illnesses, steps have been taken to ensure that all water systems and features (e.g., sink faucets, drinking fountains) are safe to use after the prolonged facility shutdown. Drinking fountains will be cleaned and sanitized regularly, but staff and students will be encouraged to bring their own water to minimize the use and touching of water fountains.

Modified Classroom Layouts

Spatial diagrams have been created for all SRCS classrooms. Seating at tables or desks is spaced at least six feet apart. The six foot space is relevant to the distance between people; portions of desks or tables may be within the six foot distance between people. Floors have been marked to indicate the appropriate placement of desks to ensure proper distancing.

Sample Modified Classroom Layout

Where the required spacing is not possible, the use of other space will be considered as well as other barriers.

Layouts and social distancing include positioning staff work areas so that they are a safe distance away from high traffic areas. This may include the need for moving desks, rerouting traffic, or installation of plexiglass or other types of dividers.

For all positions that perform one-on-one legally required student testing (e.g. school psychologists, speech, nurses, educational specialist teachers, and any other SRCS staff), at least one “room” (preferably an outside location) per site will be set up for testing. The room will be equipped with an adequate supply of PPE, including plexiglass as necessary, masks, gloves, and cleaning supplies. Seating will be spaced at least 6 feet apart to ensure social distancing can be maintained when testing.

The number of persons allowed in the restrooms at one time will be established based on social distancing requirements based on the size of the restroom including available stalls. This may involve staff monitoring or limiting access to restrooms. Signage and short videos will be provided to educate staff and students on the safe use of restrooms.

School Bus Transportation

Measures will be implemented to reduce risk on the school bus. Student arrival times and onsite class time may be modified to comply with distancing guidelines. Students and staff will wear face coverings at all times on a bus. Students will be screened for symptoms before getting on

the bus including temperature checks. Bus windows shall be kept open whenever possible to maximize ventilation. Student seating and space between riders will follow county and state guidance adhering to social distancing protocols as required. Protocols from West County Transportation Agency will be disseminated and followed once finalized.

Physical guides, such as tape on floors or sidewalks and signs on walls, will be added to ensure that staff and children practice social distancing while waiting in line or boarding buses. Buses will be filled from the back to the front to lessen potential contacts.

Common Spaces

Common or shared spaces such as cafeterias, libraries, and playgrounds will operate with staggered schedules that are determined by the site administrators. The schedules will promote social distancing guidelines to ensure staff and student safety while in these areas.

Food Services

When necessary, meals will be individually plated or “grab and go” meals will be delivered to classrooms, outdoors, or in a cafeteria. (Even if food is delivered to classrooms, students should go outside to eat, so masks can be removed). Food carts/kiosks in multiple locations on the campus will aid in safe food distribution. If common areas such as dining halls and cafeterias are used, students will be safely separated by cohorts while maintaining the social distance standards with proper disinfection after each use.

Disposable food service items (e.g., utensils, dishes) will be used as much as possible. If disposable items are not feasible, items will be handled with gloves and washed with dish soap and hot water or in a dishwasher.

Divided mealtimes (for breakfast, snack, and lunch) will be implemented by site administrators. Classified staff may assist with the monitoring of various eating locations.

Additional trash/composting containers will be used to accommodate the various eating areas.

Meals will be provided regardless of the learning model that is implemented both for students on-site and those participating through the Learning House model. Meals will be provided as “Grab and go” to ensure social distancing guidelines can be followed.

Maintaining a Healthy Work and School Site

The Santa Rosa City School District has adopted the following steps to maintain healthy work and school sites.

Protections for Staff and Children at Higher Risk for Severe Illness from COVID-19

Distance Learning may be offered for students who are medically fragile or would be put at risk by in-person instruction, or who are self-quarantining because of exposure to COVID-19.

Students in this category will contact their principal and may be directed to the "Learning House" program to receive their educational program.

Staff members requesting accommodations related to COVID-19 shall notify their immediate supervisor and contact their Human Resources Technician. Criteria for COVID-19 related leaves can be accessed in the Leave Section of this document.

Response Protocols

The district will provide schools with information on protocols for responding to specific COVID-19 scenarios.This Scenario-Action-Communication flowchart provides more information and protocols to answer the following questions:

- What should a school/district do if there is a symptomatic individual – at home, or at school?
- What should a district do if someone in the school community tests positive for COVID-19 – be it a student, teacher, staff, or one of their household members or close contacts?
- Who should get tested for COVID-19 and when?
- In what circumstances would someone need to quarantine (when they have been exposed but are not sick) or isolate (when they are sick)?
- What should school districts do to monitor COVID-19 spread in their communities?
- What are the thresholds for when to close a cohorts/classroom/school/district?

Link: COVID-19 Potential Response Scenarios in a School Setting

Contact Tracing

Santa Rosa City Schools, through the designated COVID-19 Coordinator, will work with the school nurses and in coordination with the County Health Department through their existing protocols for contact tracing, as needed, and identify whether quarantine of impacted students and staff is necessary. Contacts will be identified based on the duration of the contact, the proximity of the contact, and the number of people.

COVID-19 Testing

As explained in the Framework for K-12 Schools in California, school staff should be tested, including teachers, paraprofessionals, cafeteria workers, janitors, bus drivers, or any other school employee that may have contact with students or other staff. School districts and schools should ensure that staff are tested periodically. Examples of recommended frequency include all

staff being tested over 2 months, where 25% of staff are tested every 2 weeks, or 50% every month to rotate which staff members are tested over time.

School employees and students who need testing would either go to their health care provider or a state-operated or other community testing site. The Department of Managed Health Care has filed an emergency regulation to require health plans to pay for COVID-19 testing for all essential workers, including school staff. In addition, tests are available at community testing sites throughout the state.

Daily Health Screener Stations

All staff reporting to work will be screened for COVID-19 symptoms and have their body temperature taken as a precautionary measure to reduce the spread of COVID-19. This practice is due to our current county risk level of “widespread”, and will continue if/when we enter the risk level “substantial”.

Upon arrival to work and prior to entering any other areas of the campus or worksite, employees should report to the “daily health screener station”. At the screener, every employee will:

- self-assess their symptoms; and
- use a contactless thermometer to take their temperature; and
- report that they have done so via sign-in sheet; and
- wash their hands, use hand sanitizer, or clean with an alcohol wipe prior to and after touching the provided equipment (i.e. thermometer, pen, iPad, etc.).

When students are back on campus, they will safely and respectfully receive a temperature check before they enter any SRCS facility. Each school or office will develop their own school entry plan which will identify: the location for entry, the procedures for temperature checking and the personnel who will conduct the temperature checks. Each school site plan will be submitted to the COVID-19 coordinator for approval.

There will also be a COVID-19 self-checklist protocol in place that students, staff, and parents are required to follow. The self-check can be accessed by following this link: SRCS Self Assessment Checklist. It will also be posted at all schools and district work sites. For students who are unable to perform their own self-assessment, the parents will be required to assist with the assessment before the student arrives at the campus.

Parents will be required to keep sick students or students who have had close contact with a person with COVID-19 at home. The same will hold for staff members. A close contact is defined as a person who is 6 feet from a case for 15 minutes. In some school situations, it may be difficult to determine whether individuals have met this criterion and an entire cohort, classroom, or other group may need to be considered exposed, particularly if people have spent time together indoors. See the section on *Stay Home When Appropriate* to learn more about when to stay home.

Anyone, staff or student, who exhibits symptoms of COVID-19 will be denied entry to an SRCS facility. For students and staff who are already on-site, see the section on *When Someone Becomes Ill*.

When Someone Becomes Ill on Campus

Staff and students should self-monitor throughout the day for symptoms of illness. Persons exhibiting a fever of 100.4 degrees or higher, or who have a cough or any other COVID-19 symptoms, will be isolated on the campus in the designated room. Students exhibiting symptoms will be required to wear a face covering and be required to wait in an isolation area until they can be transported home or to a healthcare facility.

If a staff member or student becomes sick, and a family member cannot be reached or is not available to pick up the individual, 911 will be called. 911 will be called if the severity of illness appears to be immediately life-threatening. See the section on *Illness Assessment Flowchart*.

Staff and students who exhibit symptoms of COVID-19 shall isolate and be excluded from on-campus instruction until these three criteria are met: 10 days since the symptoms first appeared, the symptoms improve and you feel better, AND at least 24 hours with no fever (above 100.4°F) without the use of fever-reducing medications.

We understand that the symptoms exhibited may be non-COVID-19 related (i.e. allergies, asthma, influenza), but for the health and safety of our school environment during a pandemic, we ask that you take all appropriate precautions before returning to school.

If staff or student returns to school prior to the end of the 10-day isolation, they must provide a negative COVID-19 test result or a note signed by Public Health or healthcare provider, ensuring that the symptoms are NOT COVID-19 related, and they are not contagious. See the section on *Stay Home When Appropriate* to learn more about when to stay home.

Illness Assessment Flowchart

FLOWCHART FOR COVID-19 ASSESSMENT

Based on CDC Guidelines

WWW.SRCSCHOOLS.ORG/COVID-19

STAFF OR STUDENT EXHIBITS SYMPTOMS OF COVID-19

- Fever > 100.4
- Cough or Sneezing
- Fatigue
- Muscle or body aches
- Headache
- Soar throat
- Shortness of Breath
- New loss of taste or smell
- Difficulty breathing
- Congestion
- Nausea
- Diarrhea.

NURSE OR HEALTH TECHNICIAN ESCORTS PERSON TO ISOLATION ROOM

If the emergency contact is unavailable and the symptoms are severe, 911 will be called. Severe symptoms include, but not limited to, trouble breathing, persistent pain, chest pressure, or confusion.

LESS SEVERE SYMPTOMS

If symptoms are not severe and there Is no underlying reason, such as allergies, identified, a parent or emergency contact will be notified. Staff members will be sent home.

COVID-19 COORDINATOR

The COVID-19 Coordinator will follow up with families or staff members. The COVID-19 coordinator will also share information with the Sonoma County Department of Public Health and coordinate information for the site to share as necessary.

Isolation Room (or Area)

Each school site will identify an isolation room or area to separate anyone who exhibits symptoms related to COVID-19. Any students or staff exhibiting symptoms will immediately be required to wait in the designated isolation area until they can be transported home or to a healthcare facility.

This room will be equipped with appropriate PPE, including face masks, face shields, isolation gowns, gloves, wipes. When designating a room, sites should use the following list of preferred criteria for an isolation room:

- Fresh air ventilation (window(s) and/or door to outside)
- Self-Contained HVAC system (i.e. portables)
- Door to the outside
- Sink in room
- Bathroom in room, or easily accessible
- Space for multiple ill students and adult attendant
- Easy location for parent pick-up

School nurses and other office health staff should use maximum school-based PPE, in addition to physical distancing, and the safest measures applied to school settings.

Isolation Rooms will be cleaned and disinfected if used. If someone is confirmed to have contracted COVID-19 and has been in an Isolation Room, to reduce risk of exposure, wait 24 hours before you clean and disinfect. If it is not possible to wait 24 hours, wait as long as practicable. It may be necessary to temporarily relocate the Isolation Room for at least 24 hours.

Visitors to Campus

Nonessential visitors, volunteers, and community members will be asked not to come to an SRCS site unless a virtual option (e.g. video conferencing) is not available. Anyone entering a SRCS campus will be subject to the same precautionary measures including a temperature check and COVID-19 Self-Check protocol as outlined above.

Attendance at staff meetings, IEPs, back to school nights, parent/teacher conferences, 504 meetings, and SST meetings may be held remotely, if possible. Santa Rosa City Schools will ensure that technology is available for students/parents to participate in remote meetings.

Air Quality Matrix

COVID-19 Updated: Heat & Air Quality Advisory -- DRAFT

Student Absences and Attendance

Any student who contracts the virus or lives with someone who has been diagnosed with COVID-19 must stay home in accordance with state and local health directives. Per Education Code 48205, student absences due to illness or quarantine are considered excused absences.

When a student is absent for COVID-19 reasons, the student's parent/guardian shall notify the school of the reason for the absence. A physician's verification of a student's illness or quarantine may be submitted to their school but is not required. The student may return to school when they submit a clearance from their doctor to their school. The school will submit the clearance for the student to return to the COVID-19 Coordinator.

Direct any student who contracts the virus or lives with someone who has been diagnosed with COVID-19 to stay home in accordance with state and local health directives.

Students who are infected with COVID-19 shall be excluded from on-campus instruction until a medical provider states in writing that the student is no longer contagious. (Education Code 49451; Health and Safety Code 120230; 5 CCR 202).

Per Education Code 48205, student absences due to illness or quarantine are considered excused absences. When a student is absent, the student's parent/guardian shall notify the school of the reason for the absence. A physician's verification of a student's illness or quarantine may be submitted but is not required.

Attendance Plan

In accordance with AB 98, attendance will be taken daily for each student. Absences will be recorded by the teacher of record in the Student Information System (SIS) each day.

For attendance taking purposes, teachers mark students present or absent during in-person learning. Attendance for Distance Learning is met through the following:

- evidence of participation in online activities
- completion of regular assignments
- completion of assessments
- or contacts between any SRCS staff member and a student or their parent or guardian

Teachers will show student engagement weekly through the SIS documenting synchronous or asynchronous instruction for each whole or partial day of distance learning, verifying daily participation, and tracking assignments.

A pupil who does not participate in distance learning on a school day shall be documented as absent for that school day.

Students who are absent from distance learning for more than three school days or 60 percent of the instructional days in a school week, shall be subject to a tiered reengagement process.

Reengagement Process

Tier 1

- Teachers or other SRCS employees will attempt to make contact with the student and parent.
- Attendance information will be available for parents through the Student Information Portal of the SIS.
- Teachers will create, publish, and inform students and parents of their grading practices in a hybrid or distance learning model.
- Assure assignments and grades are uploaded weekly.

Tier 2

- A living document to record new and added strategies has been developed to share districtwide. Tiered 2 Strategies for Re-Engagement (Living document)
- Students that are deemed 60% absent from the hybrid model or distance learning will be reported to the school site attendance technician.
- As part of the re-engagement strategy, the school site attendance team will attempt to reach out and determine the cause for the absence. The Team will:
    - Ensure that communication with the parent is working, phone dialer, emails, and internet access;
    - Determine if there is a breakdown in communication and make any corrections; and
    - Determine if the lack of participation is due to a lack of access and the site will take the necessary steps to ensure the issue is resolved.
- The parents will be informed that continued absences from distance learning could include:
    - A conference with an administrator;
    - Development of an Attendance Plan through an Student Study Team (SST) process;
    - Through the SST process, other forms of support will also be discussed such as additional time needed, emotional or mental health supports, and potential greater academic supports and interventions; and
    - Discussion of the intervention of the student being removed from Distance Learning.
    - In the case of the team repeatedly not being able to reach a family, please follow the efforts listed in the Protocols for Home Visits prior to going to the families' dwellings to check-in or offer support to students or families.

Tier 3

- If the re-engagement strategies in Tiers 1 & 2 fail to improve distance learning attendance then a follow-up SST will be held,
- The school administrator may develop an Attendance Plan that includes:

    - Teacher engagement
    - Both reward and consequences for further attendance;
- Review of the family circumstance for outside connection with health and social service;
- Meeting with District SAFE staff; and
- Make a recommendation to transitioning the student to full in-person learning.

Leave (Personal Illness/Injury/Necessity) Policies

SRCS will work with employees who are absent when they are sick due to any of the "qualifying reasons for leave related to COVID-19" as described in the Employee Rights document regarding paid sick leave and expanded Family and Medical Leave under the Families First Coronavirus Response Act (FFCRA). Employees should follow the instructions outlined on the Staff Hub and the section titled, "What to do if you are diagnosed with COVID-19, have been exposed to the virus, have been *potentially* exposed to the virus, or are experiencing COVID-19 symptoms?"

Staff members should enter their absence in the Frontline Employee Management System and they will be contacted by their Human Resources Technician for the next steps in documenting time off specifically related to COVID-19.This will take place once a member of the District COVID Team has contacted you. The Family First Coronavirus Response Act (FFCRA) provides additional types of leaves related to COVID-19. These leaves can be used in addition to an employee's regular leave options, or in lieu of, depending on whether certain criteria are met.

Once you have been contacted by your Human Resources Technician, you will be guided to any additional forms or information that is necessary to document your time away. Staff may also be asked to provide health provider documentation regarding any leave related to COVID-19 as requested.

Requests for an Accommodation

Due to your personal health situation, including any disabilities, you may contact your Human Resources Technician for next steps regarding a request for a workplace accommodation. If it is determined that your situation may necessitate a reasonable accommodation, you will be scheduled for an Interactive Process with a Director of Human Resources. Prior to this process, you will be required to provide documentation from your treating healthcare provider. Your Human Resources Technician will review this with you.

Outcomes of Interactive Process Meetings may include the following. (These are examples and are not intended as an exhaustive list)

- Additional Personal Protective Equipment (PPE)
- A Leave of Absence from your position.

- A temporary reassignment of your position.
- Temporary approval for a remote work assignment .
- No accommodation necessary.

Once you have participated in an Interactive Process and the outcome has been determined, you will not need to have a follow-up Interactive Process unless your personal circumstances change. Upon request, you will need to provide the Human Resources Department with updated information such as healthcare provider notes, changes in your disability or medical information or anything else that may prompt a change in your reasonable accommodation.

Sonoma County Health Notification for Student/Staff Illness

Public Health Nurses will notify a school/district when a student or staff member is confirmed positive with COVID-19 and will lead contact tracing efforts as needed.

Santa Rosa City Schools, through the designated COVID-19 Coordinator, will work with the County Health Department through their existing protocols to conduct testing and contact tracing, as needed, and identify whether quarantine of impacted students and staff is necessary. Contacts will be identified based on the duration of the contact, the proximity of the contact, and the number of people.

Partial or Total Site Closures

The need to quarantine an entire class cohort or school site will be determined by Sonoma County Public Health officials depending on the extent of exposure (duration, numbers exposed, the closeness of contact, and other factors). For reference, see the Sonoma County Road Map to a Safe Reopening.

If a student or staff member is confirmed to have COVID-19, the classroom or facility may need to be closed for at least 24 hours before it can be cleaned and an alternative area to continue class will be provided.

When a student, teacher, or staff member tests positive for COVID-19 and exposes others at the school, the SRCS COVID-19 Coordinator will work with Sonoma County Public Health and the Superintendent of Santa Rosa City Schools to determine next steps.

COMMUNICATION

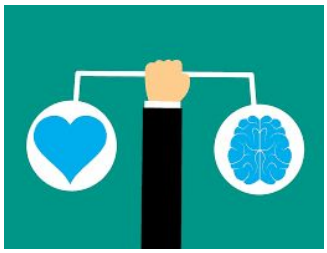
Providing regular, transparent, two-way communication in our school community is always a priority, but especially so in these uncertain and stressful times. Clear, timely communication is necessary to help ensure that staff, families and the greater community are kept informed and provided an avenue through which to share questions and/or concerns. Santa Rosa City Schools is committed to providing on-going communication both at the District and School Site levels.

Methods of Communication	
ParentSquare	Provides communication in preferred language via the preferred method, i.e., text, email, phone app.
District Website: SRCSchools.org	Flags important messages on the home page so that families will see the message before they are able to visit any other sections of the website. Includes “friendly” website hyperlinks that connect to our District’s most relevant pages, including distance learning resources, technology resources, meal information and mental health resources. Includes links to each individual school site’s website for information specific to the site, including announcements, calendar events, staff, and instructional programs. Families are encouraged to email the principal of their school and/or call the school site if they have questions or concerns.
SRCS Technology Voicemail Hotline	Available in English and Spanish at **707-890-3848** for families needing support.
Social Media Facebook, Twitter, and Instagram: @SRCSchools	They are used to disseminate key messages. Social media has the benefit of two-way communication with families. Many school sites have their own social media accounts that are shared with families. Questions

	have been asked and answered in the comment sections of posts and through messaging.
Peachjar	Flyers are shared with family and staff email addresses through this electronic flyer delivery service.
Sonoma County and SF Bay Area media outlets	District news releases are sent to these outlets.
Local Media Resources	*Santa Rosa Press Democra*t, KBBF-FM and KSRO, are the main media outlets for our families. We also disseminate information to families through *La Voz* bilingual monthly newspaper, Wine Country Radio stations (Spanish and English), Amaturo radio group (Spanish and English), KRCB public radio and TV, KCBS radio, KQED radio, and Bay Area TV stations (KPIX, KGO, KTVU, KNTV, Univision, Telemundo).
Sonoma County Office of Education and Redwood Empire Food Bank websites	Messages such as sites and times for lunch pick-up are shared through these partner communication channels.

In order to support a continuous feedback loop of all stakeholders, the Return to School Committee process was a significant contribution to the development of the Return to School plan. In light of the everchanging health and safety landscape under COVID-19, this type of communication is essential for inclusive and transparent planning. The District will continue to seek input and feedback from stakeholders through various methods, including:

● Surveys ● Return to School Committee Meetings ● Focus Groups at District and Site level ● Student Focus Groups ● Parent Meetings (ELAC, DELAC, etc.)	● SRTA Focus Groups ● SRCS Classified Chapter 75 Focus Group ● Discussions with community and business partners ● Discussions with elected officials



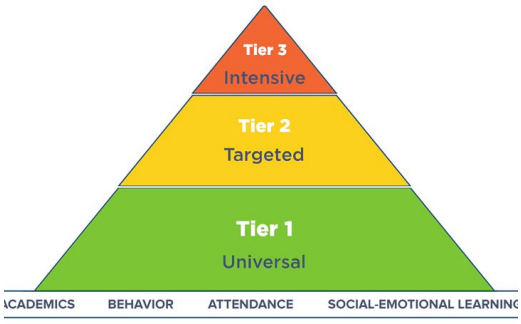
SOCIAL-EMOTIONAL WELLNESS

We realize that our entire community has experienced trauma. Including the Public Safety Power Shutoff (PSPS), fires, and pandemic, our school community spent more than 75 days outside of a normal school setting from October 2017 to June 2020. As we begin the 2020-21 school year, we acknowledge that what we have known and understood as "school" currently does not exist. With support, we can respond to these challenging times, and together we can develop resiliency based on all that we have successfully overcome.

SRCS believes that physical, emotional and social wellness are inseparable and are necessary for students to engage in formal learning.

Social-Emotional Wellness

Social-Emotional Wellness is the ability to identify and manage emotions, express empathy, form healthy relationships, make responsible decisions and cope with stress. Social-Emotional Wellness primes students for learning. Schools that support student social-emotional wellness help students feel safe and supported and develop skills to communicate better, can focus more on school work and typically have fewer behavioral issues. This can translate to improved academic outcomes and better health later in life.



Through the Multi-Tier System of Support (MTSS) structure, we support both the development of academic and social-emotional and behavioral well-being (or mental health). MTSS supports district-wide coordination of a continuum of support making sure that all students' needs are identified.

Tier 1: Universal Supports

Whole School Safety and Prevention Plan

- SRCS has developed a system to connect with students and families to promote attendance.
- SRCS school sites will consider strategies to become a trauma-responsive school system to support the school community.
- SRCS will engage with students and families using culturally responsive techniques.
- SRCS is committed to using universal screening to identify the social-emotional needs of students.
- SRCS will use professional development time to increase trauma knowledge and skills.
- SRCS will engage staff in professional development about mental health de-stigmatization.
- SRCS will include information about mental health and wellness resources on the district and school websites and in communication with families.

Tier 1: Community and Family Wellness

- SRCS will continue to collaborate with local government and private agencies to provide workshops and support services regarding adult and student mental health, trauma responsiveness, suicide prevention, and resilience.

Tier 1: Staff Wellness

- SRCS acknowledges the importance of staff wellness and will work to support staff through the implementation of staff resilience, consultation, and mental health support.
- Prior to school opening, and ongoing, SRCS will provide training on secondary traumatic stress and self-care.
- SRCS District and Site Administrators will promote mindfulness techniques and staff social supports.
- SRCS Leadership is committed to open and routine communication with staff members, encouraging self-care (e.g., saying no, accepting oneself and others, not being at 100% all the time).
- SRCS will promote the use of staff support groups to enhance staff cohesion and coping.
- District Therapists and Social Workers will be available to staff for support and referral to mental health services when appropriate.

Tier 1: Classroom Strategies

- SRCS will engage staff in professional development for social-emotional learning to help teachers learn tools and strategies to lower anxiety and stress exhibited by students.
- SRCS will encourage staff to establish and implement routines for both in-person and distance learning, which include welcoming inclusion activities, engagement strategies, and an optimistic closure to class.
- SRCS will encourage staff to include stress management and mindfulness practices in classroom routines.
- SRCS is participating in the Resilience in School Environments (RISE) program to assess and improve the social-emotional wellness of students and staff.

- SRCS will encourage teachers to ask their students how they are doing and refer to counseling when students are struggling.
- SRCS leadership and staff will consider the impact of stress and trauma when assessing and supporting students.

For deeper understanding and resources, see Three Signature Practices for Social-Emotional Learning

Tier 2 / 3: Early and Targeted Interventions for Students and Staff

- SRCS is committed to scaling up Social Emotional Learning to promote social-emotional competencies among students and staff.
- SRCS will continue to offer staff mental health support through SOS Counseling.
- SRCS is committed to building to the capacity of student mental health services.
- Social-Emotional Wellness support will be provided by the school counselors, district school-based therapists/social workers, and community-based organizations who contract with SRCS (SAY, Lifeworks, and Humanidad).
- Mental health staff will provide services either in-person or through a telehealth platform.
- Mental health resources will be consistent across the district and district-wide mental health providers should be coordinating services. (School Psychologists, School Counselors, School-Based Clinicians, and School-Based Therapists)

For more resources, visit the Integrated Wellness Center or call 707-890-3827 for assistance.

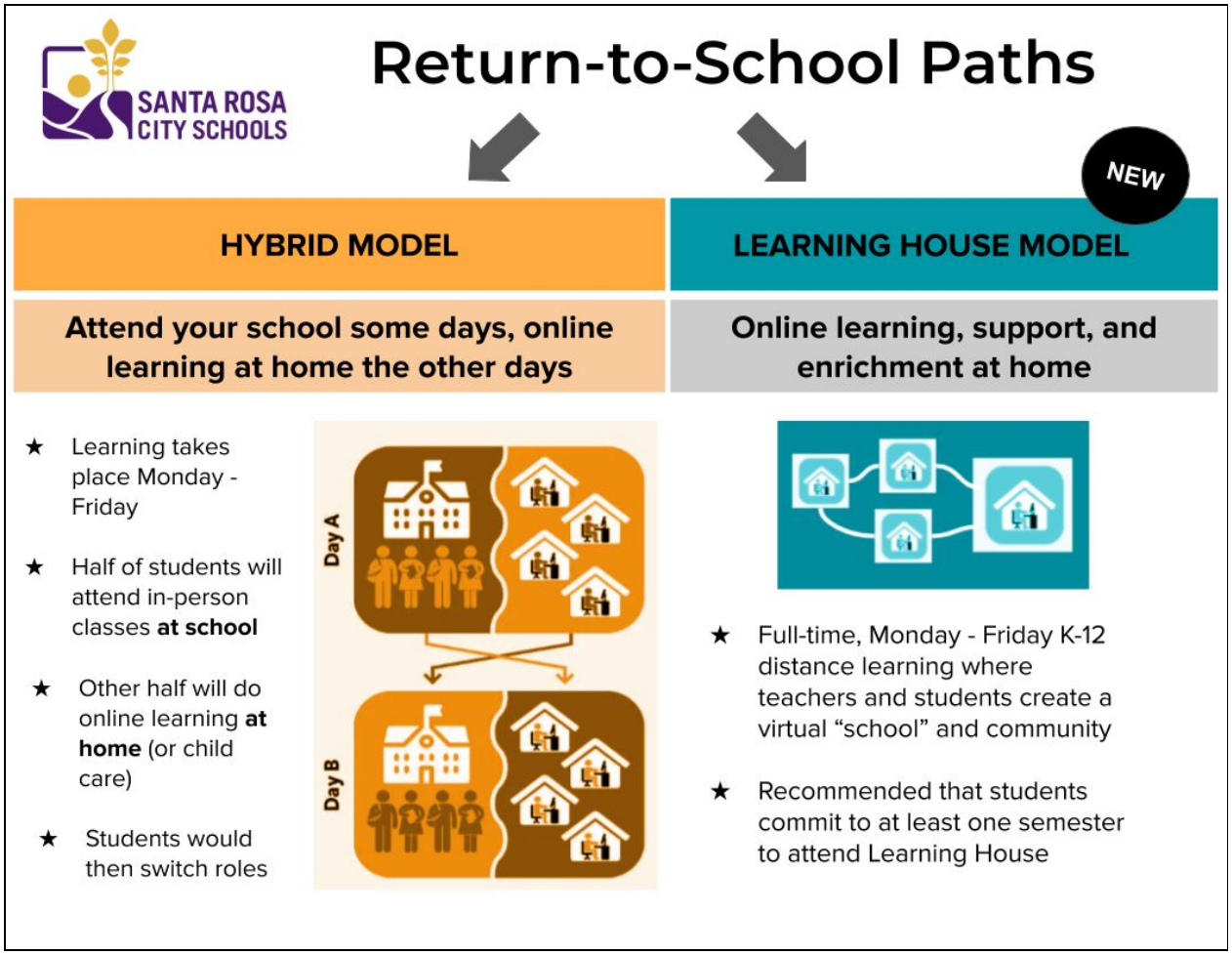
Transition Goal is to set up students for success and ensure these new students feel welcome on our campuses. Time will be provided to allow last year's class an opportunity for closure with their teacher and fellow students. Elementary teachers will hold parent conference meetings at the beginning of the school year to meet with each student and parent to welcome them to school to explain the hybrid model, assess students, identify technology assistance needs, and most importantly build relationships. Orientations will continue to happen in the coming school year;
Because school will not be starting in a similar manner to previous years, it is important that each school site takes particular care in transitioning students into their school (particularly in Kindergarten Academy, Kindergarten, incoming 7th graders, and incoming 9th graders). Our each site will design an online and socially distanced (e.g., small groups coming to campus) program that ushers students onto our campuses and addresses parents' questions.

+LEARNING CONTINUITY

During the course of its work, the Elementary, Middle, and High School committees, as well as the Distance Learning Committee identified and discussed models of instruction that would be most effective and flexible as our school district faces challenges due to COVID-19. Ultimately, it decided upon the following two models: Hybrid and Learning House. Both would accommodate the social distancing requirements of Sonoma County Health Orders, California Department of Education Guidelines, and the Sonoma County Road Map to Safe Reopening.

IMPORTANT: Due to the complexities of scheduling, staffing, and logistics, families should commit to one of the models below for a minimum of one semester.

Learning Model	Description
All students are expected to participate in learning activities five days a week.	
Hybrid	Students are registered with a specific school site and will be on campus as much as possible at their school, given health and safety measures. There will be a distance learning component.
Learning House	Students work 100% remotely where students and teachers create a virtual school and learning community.



Santa Rosa City Schools recognizes parents may have children enrolled in multiple schools across the school district, so it is vital that communication protocols, online learning platforms, and expectations are coherent and consistent. SRCS is committed to continuing to work towards the elimination of the barriers to student success that existed before the closure.

Student Expectations	
At School	**Online**
Attendance: The student attends class on assigned days, and students' cohort day, students are required by law to attend school unless the family has made the decision to participate in the full distance learning model.	**Attendance:** The student is expected to check the teacher's Google Classroom/Seesaw Class and district Gmail and complete assignments. Students will have opportunities to check in with the teacher during specified times. In

District Wide Positive Behavior Expectations: SRCS remains committed to the foundations of restorative practices and of Positive Behavioral Interventions & Supports (PBIS) in every SRCS school. School staff must teach students how to be safe, respectful, and responsible in the district wide learning community, the schoolwide learning community, and in our classroom communities. Students are expected to follow district, school, and classroom behavior expectations. California Education Code section 48900(s) grants school administrators the authority to discipline pupils for violations of education code and/or district, school, or classroom behavior expectations. **Work Effort:** Students are expected to put forth their best learning effort, including turning in projects, assignments, quizzes, and tests on time. The student is asked to communicate with the teacher if he/she is experiencing difficulty in completing the work. **Technology** Students are expected to bring any SRCS device such as a chromebook to school each day fully charged and with its power cord so as to be prepared for learning.	accordance with AB 98, positive attendance for distance learning may be achieved via multiple measures (evidence of participation in online activities, completion of regular assignments, completion of assessments, or contacts between any SRCS staff member and a student or their parent or guardian). **District Wide Positive Behavior Expectations:** During distance learning, SRCS remains committed to the foundations of restorative practices and of Positive Behavioral Interventions & Supports (PBIS) in every SRCS school. School staff must teach students how to be safe, respectful, and responsible in the districtwide distance learning community, the schoolwide distance learning community, and in our online classroom communities. Students are expected to follow district, school, and classroom behavior expectations while in distance learning. California Education Code section 48900(s) grants school administrators the authority to discipline pupils for violations of education code and/or district, school, or classroom behavior expectations. In order to build a student agency, students should be offered some choice about how they want to demonstrate their learning including whether or not they have their cameras on during virtual class meetings. Additional Resources for Behavior Support During Distance Learning **Work Effort:** Students are expected to put forth their best learning effort, including turning in projects, assignments, quizzes, and tests on time. The student is asked to communicate with the teacher if he/she is experiencing difficulty in completing the work. SRCS expects that teachers will work with students and families to collaboratively develop a solution that holds students accountable for demonstrating their learning in an equitable way.

	Technology: Students are expected to be prepared with their device so as to actively engage in online learning, including lessons and assignments.

Parent Expectations	
At School	**Online**
Attendance: The parent is responsible for reporting a student absence in a timely manner. COVID-19 related absences are excused. All other absences will be reported in the normal school procedures. **Communication:** The parent/guardian is expected to communicate early with the teacher, counselor, or site administration if he/she notices a change in the student's learning, behavior, and/or demeanor.	**Help at Home:** The parent/guardian is encouraged to assume the role of the learning coach. The parent is not expected to be the teacher but rather assists his/her student in developing study habits, establishing a place to learn, and a schedule. See the Learning Coach Tip Sheet **Communication:** The parent/guardian is expected to communicate early with the teacher, counselor, or site administration if he/she notices a change in the student's learning, behavior, and/or demeanor.

Administration/Site Expectations	
At School	**On Line**
Instructional Planning ● Work with grade-level teams and/or departments to establish support and intervention plans ● Observe instruction to provide feedback and support in a non-evaluative manner ● Collaborate with counselors and teachers to support students and families ● Develop school-wide goals and involve all	**Instructional Planning** ● Support faculty and staff with Google Classroom and online learning platforms ● Observe online instruction to provide feedback and support in a non-evaluative manner ● Collaborate with SRCS Teaching and Learning to provide appropriate professional development and training

stakeholders in discussion and implementation **School Culture** ● Engage all stakeholders to ensure the school site is a safe, welcoming environment for all students ● Provide restorative practices and discipline for students not following school rules and board policy **Communication** ● Communicate with families regularly via ParentSquare and school newsletters, school event calendar, and school website **Multi-Tiered System of Support** ● Insure MTSS systems are in operation for all areas of student supports: Academics, Attendance, Student Wellness and Student Behaviors ● Use MTSS tiered structures for monitoring and developing interventions and supports for students and families **Evaluation:** ● Follow agreed upon Evaluation timelines and processes to support innovative teaching and learning practices.	for staff (apps, learning platforms, student information systems) **School Culture** ● Engage all stakeholders to ensure the online classroom is a safe, welcoming environment for all students ● Provide restorative practices and discipline for students not following the online behavior agreements. **Communication** ● Provide a robust parent outreach program that includes workshops/training for Google Classroom, support/ intervention, the key elements of the learning models, etc. **Multi-Tiered System of Support** ● Develop similar MTSS systems for online programs and insure systems are in operation for all areas of student supports: Academics, Attendance, Student Wellness and Student Behaviors ● Use MTSS tiered structures for teacher to student and family communication **Evaluation:** ● Follow agreed upon Evaluation timelines and processes to support innovative teaching and learning practices.

Teacher Expectations	
At School	**Online**
Instructional Planning To ensure equitable learning and social and emotional outcomes for all students during this new way of teaching and learning, as well as the expectation of AB 98, all staff are expected to attend professional development. ● Determine essential standards to focus	**Instructional Planning** To ensure equitable learning and social and emotional outcomes for all students during this new way of teaching and learning, as well as the expectation of AB 98, all staff are expected to attend professional development. ● Post learning modules on Google Classroom

on learning ● Collaborate with grade level and/or departments to build/share lessons ● Build challenging and relevant learning experiences for students that allow students to be the drivers of their own learning. ● Closely monitor student progress, by building learning activities that have specific check-in points, as well as multiple opportunities for teachers to provide feedback to students on progress as students move through online assignments and projects ● Provide diagnostic, formative, and summative assessments to assess students' ability and performance. ● Will establish, communicate out and maintain a regular platform for communicating student progress	● Utilize various educational platforms to engage all learners ● Support students with engagement in online Board approved curriculum adoptions (*Wonders*, *Everyday Math*, *FOSS*, etc.) ● Monitor student progress, assignment completion, participation ● Taking Daily Attendance through receipt of a Google Classroom/Seesaw assignment, Zoom meeting ● Provide diagnostic, formative, and summative assessments to assess students' ability and performance.
Social-Emotional Learning ● Provide SEL opportunity - check-in, mindful moment, classroom circle ● Establish routine ● Utilize Tier 1 supports for students and identify students in need of Tier 2 and 3 interventions.	**Social-Emotional. Learning** ● Provide an online opportunity for students to connect with the teacher (survey, check-in, mini zoom conference)
Communication ● Communicate with families to support students ● Attend staff meetings, collaboration opportunities, grade level team/department meetings ● Use MTSS tiered structures for teacher to student and family communication	**Communication** ● Communicate times available for tutoring or help ● Attend virtual staff meetings, collaboration opportunities, grade level team/department meetings ● Use MTSS tiered structures for teacher to student and family communication
Multi-Tiered System of Support ● Provide universal tier 1 activities for students that support Academics, Attendance, Student Wellness and Student Behaviors. ● Participate in MTSS team activities as appropriate to support struggling students in their classes.	**Multi-Tiered System of Support** ● Participate in the development of new MTSS structures that provide online learning methods but still support Academics, Attendance, Student Wellness and Student Behaviors. ● Participate in MTSS team activities as appropriate to support struggling students in their classes.

Site Based Classified Staff Expectations	
At School	**Online**
● Support classroom instruction as needed ● Support learning through flexible application of job description responsibilities. ● Support staggered recess coverage as well as lunch supervision and before school and after school supervision, and monitoring of restrooms. ● Flexibility of custodial staff to support the new models of learning ● Support implementation of health and safety requirements through flexible application of job descriptions	● Support students with online learning in small groups ● Support learning continuity through flexible application of job description responsibilities.

Grading and Assessments

There are multiple ways to assess student progress and understanding of grade and subject level content. These may include content exams, projects, presentations, and performance tasks, among other things. Performance tasks may be described as multi-step academic exercises that allow students to demonstrate the application, synthesis, creativity, etc., with content knowledge in a real and/or imagined context. Performance tasks are often accompanied by rubrics that allow for levels of performance and subtle differences in assessment feedback to students.

In hybrid and distance learning, certain types of assessments such as performance tasks may be used more than others. Assessments may serve both formative and summative purposes, providing teachers the necessary information to make instructional decisions and supporting students in receiving feedback to adjust the demonstration of learning.

<table>
<tr><th colspan="3">Grading and Assessments Expectations</th></tr>
<tr><th>Teachers</th><th>Students</th><th>Administration</th></tr>
<tr>
<td>● Will establish, communicate out and maintain a regular platform for communicating student progress
● Will notify student and parents/guardians if a student is not completing work or is at risk of not meeting academic standards
● When possible utilize a variety of assessments to determine student learning
● Consider the use of district supported assessments such as Let's Go Learn or Developmental Reading Assessment (DRA) during in-person instruction
● Share grading policy with students, parents, and administration
● Will teach students how to use online platforms and/or applications required for demonstrating learning</td>
<td>● Will access platform(s) used by the teacher
● Will reach out to the teacher with questions
● Will complete assignments to the best of his/her ability
● Will follow teacher expectations for using online platforms and/or applications for demonstrating learning</td>
<td>● Will support educators in collaborating to reflect on assessment and grading practices
● Will communicate with guardians to clarify and explain grading and assessment practices when necessary
● Will support teachers in the use of online platforms and/or applications to support student learning
● Will work with teachers to identify additional supports for struggling students</td>
</tr>
<tr><td colspan="3">Parents/Guardians</td></tr>
<tr><td colspan="3">● Will utilize platform provided by the teacher to keep abreast of student progress
● Will encourage the student to follow up with the teacher
● Will reach out to teachers first if there are questions or concerns</td></tr>
</table>

Using Essential Standards to guide instruction

Essential standards are being provided as a support to educators so they can go deeper on a smaller subset of the most important standards in this new teaching and learning environment, which provides less in-person teaching and instruction. If a department/grade level team/etc. has not had the time and resources to address essential standards, then this provided resource

can be a shared starting place to assist educators. If a department/grade level team/etc. has been able to do the work of identifying essential standards, then those should continue to be used, and those department leaders/grade level team leaders/etc. should bring that information to elementary and secondary leadership team meetings to inform work moving forward.

Essential Standards Expectations		
Teachers	**Students**	**Administration**
● Will establish, communicate out and maintain a regular platform for communicating learning objectives ● May rewrite their course syllabi and lesson plans to focus on only foundational concepts ● Use essential standards to guide horizontal and vertical articulation	● Will reach out to the teacher with questions ● Will demonstrate learning in relation to the essential standards to the best of his/her ability	● Will provide essential standards in all grades for coherence across the district ● Will support educators in collaborating around essential standards ● Will provide feedback and help educators reflect on lesson development when requested or needed
Parents/Guardians		
● Will stay informed on essential standards for their student's grade level/content areas ● Will encourage the student to follow up with the teacher ● Will reach out to teachers first if there are questions or concerns		

Elementary Models and Sample Schedules

The District is currently considering models for when returning to campus is permitted by Public Health and will continue to seek guidance from health experts in moving forward. SRCS will also

work with the bargaining units, SRTA and CSEA, to discuss these models and their implementation. We are continuing to gather more information from all stakeholders, including parents and community members. Below are two models currently being considered:

Elementary Model and Schedule 1 - Hybrid AA/BB Model

Cohort A

AA Model Grades (Subject to CHANGE)				
Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
8:00-12:20 KA-K **Cohort A Core Learning** On-Campus	8:00-12:20 KA-K **Cohort A Core Learning** On-Campus	Teachers are on campus 8:00 - 10:00 Professional Development (site or district) Vertical Alignment Essential Standards Grade Level Articulation Grade Level Calibration Assessment Dev 10:00 - 12:00 Daily Live Interaction IEPs/504s/SSTs 12:00 - 12:30 Lunch 12:30 - 3:00 Prep for Distance Learning Prep Work Lesson Planning Common Planning Grading IEPs/504s/SSTs	8:00 - 2:30 **Cohort A** Distance Learning Childcare/At home Outdoor Education Art activities Music Time PE Activities Support/ Intervention Boys & Girls Club	8:00 - 2:30 **Cohort A** Distance Learning Childcare/At home Outdoor Education Art activities Music Time PE Activities Support/ Intervention Boys & Girls Club
8:00 - 12:50 Grades1-6 **Cohort A Core Learning** On-Campus	8:00 - 12:50 Grades1-6 **Cohort A Core Learning** On-Campus			
12:50 Dismissal	12:50 Dismissal			
12:50 - 1:20 Teacher Prep	12:50 - 1:20 Teacher Prep			
1:20 - 2:30 Distance Learning Live Interactions	1:20 - 2:30 Distance Learning Live Interactions			
1:20 - 2:30 **Student Options and Services (Other Support Staff)** Tutorial/Interventions Student Engagement Student clubs Leadership Activities Counseling Groups IEPs/504s/SSTs Newcomer and ELL support Restorative Practices	1:20 - 2:30 **Student Options and Services (Other Support Staff)** Tutorial/Interventions Student Engagement Student clubs Leadership Activities Counseling Groups IEPs/504s/SSTs Newcomer and ELL support Restorative Practices		1:20 - 2:30 **Student Options and Services (Other Support Staff)** Tutorial/Interventions Student Engagement Student clubs Leadership Activities Counseling Groups IEPs/504s/SSTs Newcomer and ELL support Restorative Practices	1:20 - 2:30 **Student Options and Services (Other Support Staff)** Tutorial/Interventions Student Engagement Student clubs Leadership Activities Counseling Groups IEPs/504s/SSTs Newcomer and ELL support Restorative Practices

Cohort B

BB Model Grades (Subject to CHANGE)				
Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
8:00 - 2:30 **Cohort B** Distance Learning Childcare/At home Outdoor Education Art activities Music Time PE Activities Support/ Intervention Boys & Girls Club	8:00 - 2:30 **Cohort B** Distance Learning Childcare/At home Outdoor Education Art activities Music Time PE Activities Support/ Intervention Boys & Girls Club	Distance Learning Same as above	8:00-12:20 KA-K **Cohort B Core Learning** On-Campus	8:00-12:20 KA-K **Cohort B Core Learning** On-Campus
			8:00 - 12:50 Grades1-6 **Cohort B Core Learning** On-Campus	8:00 - 12:50 Grades1-6 **Cohort B Core Learning** On-Campus
			12:50 Dismissal	12:50 Dismissal
			12:50 - 1:20 Teacher Prep	12:50 - 1:20 Teacher Prep
1:10 - 2:30 Distance Learning Live Interaction	1:10 - 2:30 Distance Learning Live Interaction		1:20 - 2:30 Distance Learning Live Interactions	1:20 - 2:30 Distance Learning Live Interactions
1:20 -2:30 **Student Options and Services (Other Support Staff)** Tutorial/Interventions Student Engagement Student clubs Leadership Activities College & Career Counseling GroupsIEPs/504s/SSTs Newcomer and ELL support	1:10 -2:30 **Student Options and Services (Other Support Staff)** Tutorial/Interventions Student Engagement Student clubs Leadership Activities College & Career Counseling Groups IEPs/504s/SSTs Newcomer and ELL support		1:20 - 2:30 **and Services (Other Support Staff)** Tutorial/Interventions Student Engagement Student clubs Leadership Activities College & Career Counseling Groups IEPs/504s/SSTs Newcomer and ELL support	1:20 - 2:30 **and Services (Other Support Staff)** Tutorial/Interventions Student Engagement Student clubs Leadership Activities College & Career Counseling Groups IEPs/504s/SSTs Newcomer and ELL support

Two “Grab and Go” Lunch Stagger:
11:30 - 12:00
12:00 - 12:30

Elementary Model and Schedule 2 - Hybrid AM/PM Model

4 days a week, Asynchronous when not on site

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 - 10:30	**AM Cohort**	**AM Cohort**	**Staff PD** **Collaboration** **Prep** **Asynchronous for students** **Live Interaction**	**AM Cohort**	**AM Cohort**
10:30 - 12:00	**Lunch grab and go** **Cleaning**	**Lunch grab and go** **Cleaning**		**Lunch grab and go** **Cleaning**	**Lunch grab and go** **Cleaning**
12:00 - 2:30	**PM Cohort**	**PM Cohort**		**PM Cohort**	**PM Cohort**
Minutes	**KA/K Instructional Minutes, 180 min.** **150 live, 30 asynchronous** **Grades 1 - 6 Instructional Minutes, 240 min.** **150 live, 90 asynchronous**			**KA/K Instructional Minutes, 180 min.** **150 live, 30 asynchronous** **Grades 1 - 6 Instructional Minutes, 240 min.** **150 live, 90 asynchronous**	

Secondary Hybrid Model and Schedule

In order to graduate from a Santa Rosa City Schools high school, students must complete specified state and local graduation requirements and fulfill the minimum instructional minutes. The scheduling examples shown below offers a cohorting model that provides safe, social distanced, robust academic programs, social-emotional support and enrichment activities. The key elements include:

1. Students divided in cohorts to minimize student/teacher daily contact.
2. Cohorts will rotate in the week, allowing time for site cleaning between cohorts.
3. Site staff will be provided additional time each week for collaboration, planning, student interaction, and professional learning or training.
4. Students will be provided important learning and support opportunities:
    a. **Academics** - focusing on the teaching and learning in the classroom and/or remotely.
    b. **Support & Enrichment** - focusing on providing customized learning, tutoring, enrichment activities, social-emotional learning, counseling groups, and skill development.
    c. **Distance Learning -** per AB 98, as stand alone and as a part of a hybrid model there will be:
        - Daily live interaction with students
        - Daily attendance taking
        - Content aligned grade/subject level standards
        - Connectivity and devices
        - Supports and Intervention
        - Designated and Integrated ELD
        - Special Education and related services in the IEP

Additional hybrid models and schedules are being reviewed by stakeholders to determine if the currently approved in person instructional models will meet the needs of all students especially those struggling in distance learning.

AA/BB schedule has cohorts on-campus for two consecutive days (A Group Monday and Tuesday/B Group Thursday and Friday) with Wednesday being teacher/staff planning time. The school splits into two cohorts

AA Day/BB Day Block Schedule

Grade 7-12 - Subject to Change				
Monday (A Group) 1,3,5	**Tuesday (A Group) 2,4,6**	**Wednesday**	**Thursday (B Group) 1,3,5**	**Friday (B Group) 2,4,6**

Cohort B will complete online modules in Google Classroom and check in with teachers per teacher schedule	Cohort B will complete online modules in Google Classroom and check in with teachers per teacher schedule	Teachers are on campus <u>8:00 - 10:00</u> Professional Development (site or district) -Vertical Alignment -Essential Standards -Subject Area /Department Collaboration -Subject Area Calibration -Assessment Dev <u>10:00 - 12:00</u> Daily Live Interaction per AB 98 <u>12:00 - 12:30</u> Lunch <u>12:30 - 3:00</u> Prep for Distance Learning Prep Work Lesson Planning Common Planning Grading	Cohort A will complete online modules in Google Classroom and check in with teachers per teacher schedule	Cohort A will complete online modules in Google Classroom and check in with teachers per teacher schedule
7:30 - 8:20 0 Block	7:30 - 8:20 0 Block		7:30 - 8:20 0 Block	7:30 - 8:20 0 Block
8:30 - 9:50 1st Block	8:30 - 9:50 1st Block		8:30 - 9:50 1st Block	8:30 - 9:50 1st Block
9:50 - 10:00 Passing	9:50 - 10:00 Passing		9:50 - 10:00 Passing	9:50 - 10:00 Passing
10:00 - 11:20 2nd Block	10:00 - 11:20 2nd Block		10:00 - 11:20 2nd Block	10:00 - 11:20 2nd Block
11:20 - 11:40 Passing (BREAK)	11:20 - 11:40 Passing (BREAK)		11:20 - 11:40 Passing (BREAK)	11:20 - 11:40 Passing (BREAK)
11:40 - 1:00 3rd Block	11:40 - 1:00 3rd Block		11:40 - 1:00 3rd Block	11:40 - 1:00 3rd Block
1:00 - 1:35 Lunch	1:00 - 1:35 Lunch		1:00 - 1:35 Lunch	1:00 - 1:35 Lunch
1:35 - 3:00 **Student Options and Services (Other Support Staff)** See table below	1:35 - 3:00 **Student Options and Services (Other Support Staff)** See table below		1:35 - 3:00 **Student Options and Services (Other Support Staff)** See table below	1:35 - 3:00 **Student Options and Services (Other Support Staff)** See table below
1:35 - 3:30 Distance Learning Live Interaction	1:35 - 3:30 Distance Learning Live Interaction		1:35 - 3:30 Distance Learning Live Interaction	1:35 - 3:30 Distance Learning Live Interaction

Student Support & Enrichment Hour (block after lunch)	
Student Enrichment: ● College & Career Presentations ● Study Skills workshops ● Guest speakers ● Extra Club Meetings ● Service Projects ● AP/Honors Activities ● Leadership Activities	**Student Support:** ● Tutoring ● Interventions ● Counseling groups ● IEPs/504s/SSTs ● English/Math support groups ● English Learner support ● 1 on 1 teacher support

● UCC Activities	

80 minute blocks = 240 instructional minutes
45-60 minutes = support/intervention/enrichment
45-60 minutes = distance learning live interaction

- Class size at 16
- Maintains social distance of 6 feet between students and teacher
- Passing periods are 10 minutes for room cleaning
- Campus is cleaned between cohorts in addition to the end of each day
- Teachers will have prep time on Wednesday for 2 ½ hours plus an additional 140 minutes during the week during their prep section scheduled in the master schedule
- Staff meetings will happen outside of the school day

Special Education Considerations

The Special Services team recommends a **four day per week schedule (M/T/Th/F) of site-based learning** for the following programs serving students with significant needs:

K-6 grade	Extensive Support Needs	Special Day Class	Lincoln Elementary
7-8 grade	Extensive Support Needs	Special Day Class	Slater Middle School
9-12 grade	Extensive Support Needs	Special Day Class	Santa Rosa High School Elsie Allen High School Montgomery High School
3-6 grade	Rise Program	Autism Support	Brook HIll Elementary
7-8 grade	Rise Program	Autism Support	Comstock Middle School
9-12 grade	Rise Program	Autism Support	Maria Carrillo High School Piner High School
7-8 grade	CEP Program	Counseling	Santa Rosa MIddle School
9-12 grade	CEP Program	Counseling	Montgomery High School
18-22 year old	Transition Program	Adult Job Skills	Ridgway High School
KA-6 grade	Mild/Moderate	Special Day Class	All elementary schools

Students will follow the same bell schedule for the General Education students: Elementary and Secondary. There may be some variation in start times due to staggers built into the schedule or the availability of bus schedules. The 18-22 Transition Program will follow the same schedule as the Secondary schools.

Episodic School Closure Model

To accommodate the times when there will be school closure and students and staff cannot be at sites, instruction will continue remotely. During school closure, sites will implement a School Closure Schedule. This schedule will inform students and parents of the expected times they need to check-in, Zoom with teachers, or complete assignments that may be time sensitive.

Elementary Distance Learning Only Schedule During School Closure

*Modeled after the Hybrid Model for in-person attendance to reduce confusion for students, guardians, and staff if school has to close.

Distance Learning During School Closure

Elementary Distance Learning or Distance Learning (school closure)

Monday	Tuesday	Wednesday	Thursday	Friday
8:00 - 10:00 Learning Block	8:00 - 10:00 Learning Block	8:00-8:30 morning meeting/live interaction 8:30-10:30 PD 10:30-10:50 break 10:50-12:20: common planning 12:20-12:50 Lunch 12:50-1:20 common planning 1:20-1:50 prep 1:50-2:30 office hrs &	8:00 - 10:00 Learning Block	8:00 - 10:00 Learning Block
10:00-10:20 Break	10:00-10:20 Break		10:00-10:20 Break	10:00-10:20 Break
10:20-12:20 Learning Block	10:20-12:20 Learning Block		10:20-12:20 Learning Block	10:20-12:20 Learning Block
12:20-12:50 Lunch	12:20-12:50 Lunch		12:20-12:50 Lunch	12:20-12:50 Lunch
12:50 - 1:20 Teacher Prep	12:50 - 1:20 Teacher Prep		12:50 - 1:20 Teacher Prep	12:50 - 1:20 Teacher Prep
1:20 - 2:30 Teacher Office Hours	1:20 - 2:30 Teacher Office Hours		1:20 - 2:30 Teacher Office Hours	1:20 - 2:30 Teacher Office Hours

1:20 - 2:30 **Student Options and Services (Other Support Staff)** PE Music Tutorial/Interventions Student Engagement Student clubs Counseling Groups IEPs/504s/SSTs Newcomer and ELL support Restorative Practices Lunch Bunch	1:20 - 2:30 **Student Options and Services (Other Support Staff)** PE Music Tutorial/Interventions Student Engagement Student clubs Counseling Groups IEPs/504s/SSTs Newcomer and ELL support Restorative Practices Lunch Bunch	additional live interactions PE Music Tutorial/Interventions Student Engagement Student clubs Leadership Activities Counseling Groups IEPs/504s/SSTs Newcomer and ELL support Restorative Practices Lunch Bunch	1:20 - 2:30 **Student Options and Services (Other Support Staff)** PE Music Tutorial/Interventions Student Engagement Student clubs Counseling Groups IEPs/504s/SSTs Newcomer and ELL support Restorative Practices Lunch Bunch	1:20 - 2:30 **Student Options and Services (Other Support Staff)** PE Music Tutorial/Interventions Student Engagement Student clubs Counseling Groups IEPs/504s/SSTs Newcomer and ELL support Restorative Practices Lunch Bunch

Secondary Distance Learning or Distance Learning (school closure)

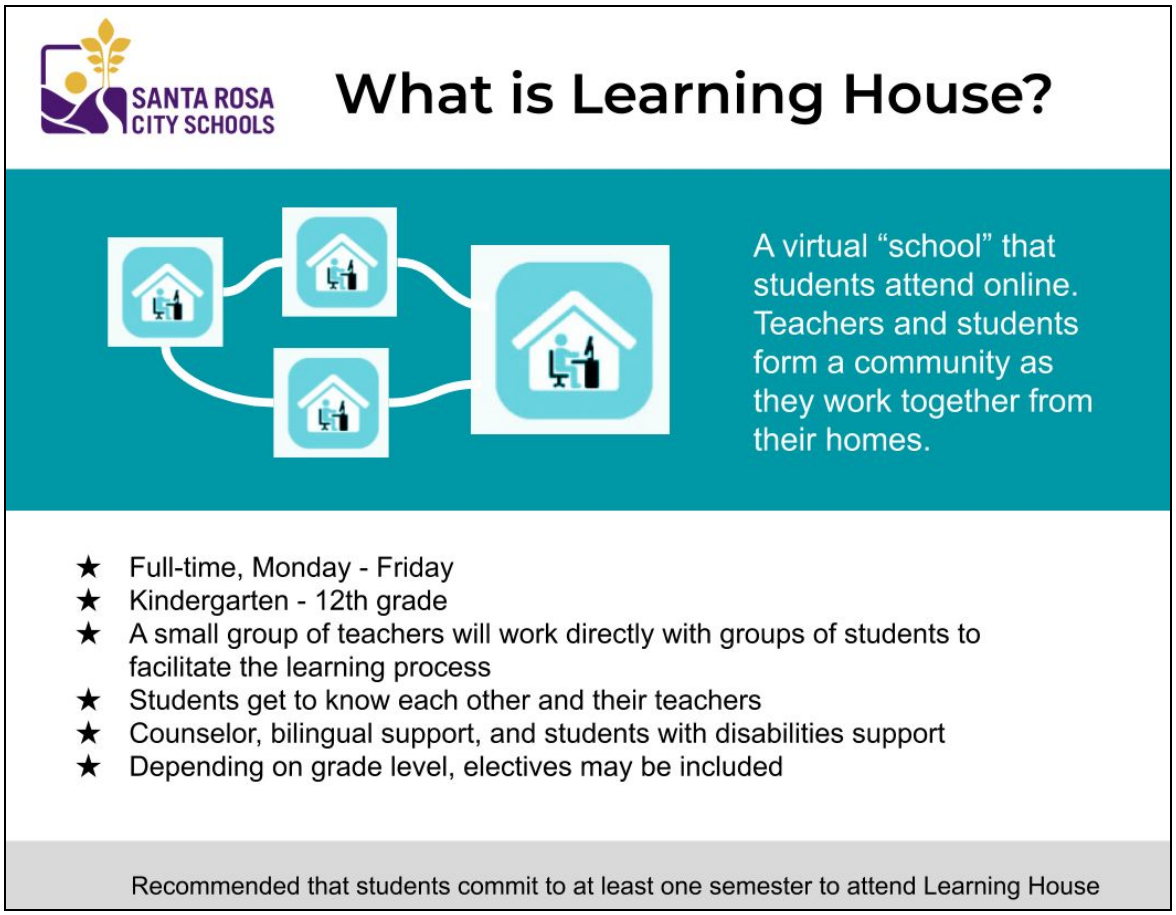
All students are on a block schedule, participating twice a week in each class. All content, lessons and activities will be posted on Google Classroom. Subject to change.

Monday **ALL Students** **1,3,5**	**Tuesday** **ALL Students** **2,4,6**	**Wednesday**	**Thursday** **ALL Students** **1,3,5**	**Friday** **ALL Students** **2,4,6**
7:40 - 8:20 0 Block	7:40 - 8:20 0 Block	8:00 - 8:30 Post assignments 8:30 - 10:30 Professional Development (site or district) 10:30 - 10:45 Break 10:45 - 11:45 Prep for Distance Learning Prep Work Lesson Planning	7:40 - 8:20 0 Block	7:40 - 8:20 0 Block
8:30 - 9:50 1st Block	8:30 - 9:50 1st Block		8:30 - 9:50 1st Block	8:30 - 9:50 1st Block
9:50 - 10:00 Break	9:50 - 10:00 Break		9:50 - 10:00 Break	9:50 - 10:00 Break
10:00 - 11:20 2nd Block	10:00 - 11:20 2nd Block		10:00 - 11:20 2nd Block	10:00 - 11:20 2nd Block
11:20 - 11:40 Break	11:20 - 11:40 Break		11:20 - 11:40 Break	11:20 - 11:40 Break

11:40 - 1:00 3rd Block	11:40 - 1:00 3rd Block	Common Planning Grading <u>11:45 - 12:15</u> Lunch <u>12:15 - 3:00</u> Daily Live Interaction per SB 98	11:40 - 1:00 3rd Block	11:40 - 1:00 3rd Block
1:00 - 1:35 Lunch	1:00 - 1:35 Lunch		1:00 - 1:35 Lunch	1:00 - 1:35 Lunch
1:35 - 2:15 **Student Options and Services (Other Support Staff)**	1:35 - 2:15 **Student Options and Services (Other Support Staff)**		1:35 - 2:15 **Student Options and Services (Other Support Staff)**	1:35 - 2:15 **Student Options and Services (Other Support Staff)**
1:35 - 3:30 Distance Learning Live Interaction	1:35 - 3:30 Distance Learning Live Interaction		1:35 - 3:30 Distance Learning Live Interaction	1:35 - 3:30 Distance Learning Live Interaction

Student Support & Enrichment Hour (block after lunch)	
Student Enrichment: ● Counseling Services ● Extra Club Meetings ● Leadership Activities	**Student Support:** ● Tutoring ● Interventions ● Counseling groups ● English/Math support groups ● English Learner support

Learning House (Full-Time Distance Learning)



What Is a Learning House?

A Learning House is a cohort of teachers and students who learn, grow and thrive together as a community over the course of an academic year. Research shows that students are academically more successful when they have trusted adults in their lives. In the Learning House setting five teachers teach the same cohort of students allowing them to know each student well, provide mentoring and support, and as a collective teaching cohort develop customized learning experiences or opportunities and goals for each student,

Learning House ~ K - 6 Experience

While the SRCS traditional model separates students by age and grade, the Learning House classes are structured by level and ability creating a class makeup that could include 1-2 different grade levels. The K-6 Experience is focused on the Earth and the environment that surrounds us. Students are empowered to lead their learning and encouraged to teach and learn from their peers. The role of the teacher is less directive and more collaborative with learning built around hands-on projects and small group discussions.

We have a full academic curriculum designed to nourish scientific, artistic, and athletic passions, including: English, Math, Science, Art,, Music, and Environmental Education.

Learning House Middle Years ~ 7 - 9 Experience

We understand how critical these middle years are, therefore, the focus is around belonging. The Learning House Middle Years has designed curriculum that connects core content to the social emotional competency of Self. Students learn how to ask critical questions about themselves, reflect on choices they make, and dive deeper into the Learning House FOUR Competencies. Students begin the exploration of Life through a series of community and industry engagement activities, skill builder workshops, and their first solo Real World Project .

What is a Real World Project?

A Real World Project, or passion project, is a year-long journey a student takes walking through the design thinking model of empathize, define, ideate, prototype, and test. Students are introduced to purpose learning discovering their belonging and connection to the community and world at large. This journey culminates in a spring showcase where students identify issues and share their creative solutions. Students work with a partner or in small groups, incorporating their English, Math, Science, Social Science knowledge into their project, focusing on a problem in their community and using the design thinking tools to develop a solution, Students learn about diversity, equity and multiculturalism and how those apply to their final product. Students are assessed on their development and mastery of the FOUR Competencies.

It is recommended that students be enrolled in the Learning House at least one semester. Should the student return to their school site after the semester, a transition plan will be developed that includes a meeting with a site administrator to discuss scheduling, student cohorts, health and safety precautions and other considerations in moving from the learning house to learning at school.

K - 2 Student Schedule for the Learning House (hybrid option will be available)

Monday	Tuesday	Wednesday	Thursday	Friday
8:00 - 8:30 K-2Class Meeting	8:00 - 8:30 K-2 Class Meeting	Students work independently on Wednesdays Please check Google Classroom in the morning	8:00 - 8:30 K-2 Class Meeting	8:00 - 8:30 K-2 Class Meeting
8:30 - 10:00 Learning Block	8:30 - 10:00 Learning Block		8:30 - 10:00 Learning Block	8:30 - 10:00 Learning Block
10:00 - 10:20 BREAK	10:00 - 10:20 BREAK		10:00 - 10:20 BREAK	10:00 - 10:20 BREAK
10:20 - 12:20 Learning Block	10:20 - 12:20 Learning Block		10:20 - 12:20 Learning Block	10:20 - 12:20 Learning Block

10:30 - 11:00 PE Cohort 1 11:15-11:45 PE Cohort 2			10:30 - 11:00 PE Cohort 1 11:15-11:45 PE Cohort 2	
12:20-12:50 LUNCH	12:20-12:50 LUNCH		12:20-12:50 LUNCH	12:20-12:50 LUNCH
12:50 - 1:20 Independent PE	12:50 - 1:20 Independent PE		12:50 - 1:20 Independent PE	12:50 - 1:20 Independent PE
1:20-2:00 Support Music Small Group	1:20-2:00 Support Music Small Group		1:20-2:00 Support Music Small Group	1:20-2:00 Support Music Small Group

3rd - 6th Grade House Schedule

Time	Monday	Tuesday 8/18	Wednesday	Thursday	Friday
8:30-9:00	Student check-in form & independent activities	Student check-in form & independent activities	Student check-in form & independent activities	Student check-in form & independent activities	Student check-in form & independent activities
9:00-9:30	Morning meeting with students	Morning meeting with students	No meeting Independent activities	Morning meeting with students	Morning meeting with students
9:30-10:00	Independent activities	Independent activities	Independent activities	Independent activities	Independent activities
10:00-10:20	Break	Break	Break	Break	Break

10:20-12:20	Instruction & independent activities	Instruction & independent activities & student movement	No instruction Independent activities	Instruction & independent activities	Instruction & independent activities & student movement
12:20-12:50	Lunch	Lunch	Lunch	Lunch	Lunch
12:50-1:20	Teacher prep & student movement	Teacher prep & student movement	Teacher prep & Independent activities	Teacher prep & student movement	Teacher prep & student movement
1:20-2:00	Art & Independent activities	Independent activities	Afternoon meeting with students	Art & Independent activities	Independent activities
2:00-2:30	Independent activities	Independent activities	Independent activities	Independent activities	Independent activities

Key: Meetings * Instruction * Independent Activities * Student Check-In Form * Student Movement *Art

7th - 9th Grade House

Monday	Tuesday	Wednesday	Thursday	Friday
8:30 - 9:30 Period 1 Community Time	8:30 - 9:30 Period 1 Community Time	Students work independently Please check your teachers' Google Classroom for assignments, check-in surveys, and/or class information	8:30 - 9:30 Period 1 Community Time	8:30 - 9:30 Period 1 Community Time
9:30 - 9:45 Break	9:30 - 9:45 Break		9:30 - 9:45 Break	9:30 - 9:45 Break
9:45 - 10:45 Period 3	9:45 - 10:45 Period 2		9:45 - 10:45 Period 3	9:45 - 10:45 Period 2
10:50 - 11:50 Period 5	10:50 - 11:50 Period 4		10:50 - 11:50 Period 5	10:50 - 11:50 Period 4
11:50 - 12:20 Lunch	11:50 - 12:20 Lunch		11:50 - 12:20 Lunch	11:50 - 12:20 Lunch
12:20 - 1:20	12:20 - 1:20		12:20 - 1:20	12:20 - 1:20

Period 6	Period 6		Period 6	Period 6
1:20 - 2:15 Enrichment Options or Support	1:20 - 2:15 Enrichment Options or Support		1:20 - 2:15 Enrichment Options or Support	1:20 - 2:15 Enrichment Options or Support

Monday & Thursdays - Students attend periods 1,3,5,6
Tuesday & Friday - Students attend periods 1,2,4,6

Students can choose to participate in the following options during the 1:20 -2:15 time: Media and Social Justice, Music Appreciation, Computer Science Discoveries (from code.org), Social Media and Culture. Students will have the opportunity to sign up during their 1st period on Thursday and Friday. See Enrichment Options Descriptions for more information.

Expectations in Elementary Model for the Learning House (full-time distance learning)	
Teacher	**Students**
Instruction: 120 minutes of live interaction with students daily, including: ● Lead daily morning meeting ● Lead one 30-minute mini-lesson, alternating between ELA and Math; lessons should leverage science and history content as much as possible for grade level ● Facilitate two 30-minute small group work sessions per day (5 students per group)	**Instruction:** 60-90 minutes of live interaction with teachers daily, including: ● Daily morning meeting for wellness check-in and overview of the day ● Daily 30-minute lesson, alternating between ELA and Math ● Twice-weekly 30-minute small group sessions 60-90 minutes of independent work daily, including: ● 30 minutes of reading daily ● 30-60 minutes of independent work daily, submitting assignments online

Remainder of time used for planning, reviewing student work, providing feedback, and preparing assignments **Communication:** ● Virtual office hours and phone check-ins for priority students ● Communicate with families to support students weekly or bi-weekly ● Attend virtual staff meetings, collaboration opportunities, grade level team/department meetingsteam/department/house meetings ● Use MTSS tiered structures for teacher to student and family communication **Attendance:** The student attends class at assigned times on assigned days, students are required by law to be engaged in school daily. **Behavior:** SRCS remains committed to the foundations of restorative practices and of Positive Behavioral Interventions & Supports (PBIS) in every SRCS school. School staff must teach students how to be safe, respectful, and responsible in the district wide learning community, the schoolwide learning community, and in our classroom communities. Students are expected to follow district, school, and classroom behavior expectations. California Education Code section 48900(s) grants school administrators the authority to discipline pupils for violations of education code and/or district, school, or classroom behavior expectations. **Multi-Tiered System of Support**	At least 30 minutes of movement and exercise daily Additional intervention support provided by aide or specialist based on individual need **Communication:** Ability to reach teacher virtually during office hours **Attendance:** The student is expected to check the teacher's Google Classroom/zoom/learning platform and district Gmail and complete assignments. Students will have opportunities to check in with the teacher during specified times. In accordance with AB 98, positive attendance for distance learning may be achieved via multiple measures (evidence of participation in online activities, completion of regular assignments, completion of assessments, or contacts between any SRCS staff member and a student or their parent or guardian). **Behavior:** During distance learning, SRCS remains committed to the foundations of restorative practices and of Positive Behavioral Interventions & Supports (PBIS) in every SRCS school. School staff must teach students how to be safe, respectful, and responsible in the districtwide distance learning community, the schoolwide distance learning community, and in our online

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- Participate in the development of new MTSS structures that provide online learning methods but still support Academics, Attendance, Student Wellness and Student Behaviors.
- Participate in MTSS team activities as appropriate to support struggling students in their classes

Social-Emotional Learning

- Establish routines
- Utilize Tier 1 supports for students and identify students in need of Tier 2 and 3 interventions.
- Provide opportunities for students to connect with the teacher and each other (survey, check-in, mini zoom conference)

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classroom communities. Students are expected to follow district, school, and classroom behavior expectations while in distance learning. California Education Code section 48900(s) grants school administrators the authority to discipline pupils for violations of education code and/or district, school, or classroom behavior expectations.
In order to build a student agency, students should be offered some choice about how they want to demonstrate their learning including whether or not they have their cameras on during virtual class meetings.
Additional Resources for Behavior Support During Distance Learning

Work Effort:
Students are expected to put forth their best learning effort, including turning in projects, assignments, quizzes, and tests on time. The student is asked to communicate with the teacher if he/she is experiencing difficulty in completing the work. SRCS expects that teachers will work with students and families to collaboratively develop a solution that holds students accountable for demonstrating their learning in an equitable way.

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- Parents/guardians are expected to meet with teachers either weekly or bi-weekly.
- The parent/guardian is expected to communicate early with the teacher if he/she notices a change in the student's learning, behavior, and/or demeanor
- Technology training will be provided for students and families.
- The parent/guardian is encouraged to assume the role of the learning coach. The parent is not expected to be the teacher but rather assists his/her student in developing study habits, establishing a place to learn, and a schedule. See the Learning Coach Tip Sheet

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7 - 12 Student Schedule - Learning House (Full-time distance learning)

Notes:
Green = Live “synchronous” work
Blue = Independent “asynchronous” work
Grey = Breaks, lunch, movement, choice time, play
Additional intervention support can be provided during independent study blocks or in the afternoon

Middle School	Monday	Tuesday	Wednesday	Thursday	Friday
8:30-9:00	Advisory / community meeting	Advisory / community meeting	Advisory / community meeting	Advisory / Community meeting	Advisory / community meeting
9:00-10:00	Ind. work	Ind. work	1:1 with teacher	Ind. work	Ind. work
10:00-10:30	ELA instruction	Math instruction	History instruction	Science instruction	Elective A instruction
10:30-11:00	Math small group	History small group	Science small group	Elective B small group	ELA small group
11:00-12	Lunch/movement	Lunch/movement	Lunch/movement	Lunch/movement	Lunch/movement
12:00-12:30	Science small group	Elective A small group	ELA small group	Math small group	History small group
12:30-1:00	History instruction	Science instruction	Math instruction	Elective B lecture	ELA instruction
1:00-2:00* *Course specific or general topic to ensure min. Of each topic 1x/ day*	Socratic seminar / collaborative learning/real world learning	Socratic seminar / collaborative learning/real world learning	Socratic seminar / collaborative learning/real world learning	Socratic seminar / collaborative learning/real world learning	Socratic seminar / collaborative learning/real world learning
2:00-afternoon	Creative time; complete independent work; read	Creative time; complete independent work; read	Creative time; complete independent work; read	Creative time; complete independent work; read	Creative time; complete independent work; read

High School

1:00-1:30	Elective B instruction	History instruction	Elective A instruction	ELA instruction	Science instruction
1:30-2:00	Science - live	ELA - live	History - live	Science - live	Math - live
2:00-afternoon	Creative time; complete independent work; real world	Creative time; complete independent work; real world	Creative time; complete independent work; real world	Creative time; complete independent work; real world	Creative time; complete independent work;real world

	learning	learning	learning	learning	learning

Expectations in Secondary Model for the Learning House (full-time distance learning)	
Teacher	**Students**
Instruction: Establish an appropriate schedule to check-in with students and families either weekly or bi-weekly by phone or zoom in order to help identify students falling behind in their work or in danger of failing or dropping out of school 150 minutes of live interaction with students daily, including: ● Lead daily 30-minute advisory meeting (wellness check-in and homeroom) ● Lead four or five 30-minute content-area live video lessons to check for student understanding and support students as they progress through new content Creating or curating pre-recorded video lessons or online learning modules for students to complete independently ● Teachers can record their own or team up with other teachers to deliver the same instructional module ● Lessons can be recorded with phone or via video platform (e.g., Zoom) and posted to online classroom 60 minutes of virtual office hours and phone check-ins for priority students Remainder of time used for planning, reviewing student work, providing feedback, and preparing lessons Teachers should build challenging and relevant learning experiences for students that allow students to be the drivers of their own learning.	**Instruction:** Up to 60 minutes (middle school) or up to 90 minutes (high school) of live interaction with teachers daily (e.g., socratic seminars for humanities classes, math workshops, collaborative learning time), including: ● Middle school: ○ One 30-minute session of live academic instruction daily ○ Daily 30-minute advisory period (wellness check-in and homeroom) ● High school: One or two 30-minute sessions of live academic instruction daily Up to 120 minutes (middle school) or up to 180 minutes (high school) of asynchronous, recorded lessons and online assignments daily, including: ● Middle school: ○ Four 30-minute sessions of recorded academic instruction daily ● High school ○ Six 30-minute sessions of recorded academic instruction daily **Additional work:** ● At least 30 minutes of reading daily ● At least 30 minutes of movement and

Teachers should closely monitor student progress, by building learning activities that have specific check in points, as well as multiple opportunities for teachers to provide feedback to students on progress as students move through online assignments and projects
Assessments should be formative in nature to the largest extent possible.

Full group meetings with students and teachers will occur at least one time weekly.

Break out groups for intervention, enrichment, tutoring and check in should occur.

The model of 60% on core and elective curriculum through Acellus/Google Classroom/Zoom and 40% on interdisciplinary learning should be considered.

Limits on screen time will be considered as to what is appropriate for grade levels.

Collaboration and planning time for learning house educators will be provided.

Communication:

- Virtual office hours and phone check-ins for priority students
- Communicate with families to support students weekly or bi-weekly
- Attend virtual staff meetings, collaboration opportunities, grade level team/department meetingsteam/department/house meetings
- Use MTSS tiered structures for teacher to student and family communication

Attendance:
The student attends class at assigned times on assigned days, students are required by law to be engaged in school daily.

exercise daily
- Ability to reach teacher virtually during office hours (at least twice weekly)
- Additional Learning Block time to be used for:
- Intervention support provided by aide or specialist based on individual need
- Independent work study groups, electives, and clubs, depending on school schedules and individual student course load—see weekly schedule for example

Students are expected to attend daily, complete assignments and adhere to SRCS behavioral guidelines.

Communication:
Ability to reach teacher virtually during office hours

Attendance:
The student is expected to check the teacher's Google Classroom/zoom/learning platform and district Gmail and complete assignments. Students will have opportunities to check in with the teacher during specified times. In accordance with AB 98, positive attendance for distance learning may be achieved via multiple measures (evidence of participation in online activities, completion of regular assignments, completion of assessments, or contacts between any SRCS staff member and a student or their parent or guardian).

Behavior:
During distance learning, SRCS remains committed to the foundations of restorative practices and of Positive

Behavior: SRCS remains committed to the foundations of restorative practices and of Positive Behavioral Interventions & Supports (PBIS) in every SRCS school. School staff must teach students how to be safe, respectful, and responsible in the district wide learning community, the schoolwide learning community, and in our classroom communities. Students are expected to follow district, school, and classroom behavior expectations. California Education Code section 48900(s) grants school administrators the authority to discipline pupils for violations of education code and/or district, school, or classroom behavior expectations. **Multi-Tiered System of Support:** ● Participate in the development of new MTSS structures that provide online learning methods but still support Academics, Attendance, Student Wellness and Student Behaviors. ● Participate in MTSS team activities as appropriate to support struggling students in their classes **Social-Emotional Learning** ● Establish routines ● Utilize Tier 1 supports for students and identify students in need of Tier 2 and 3 interventions. ● Provide opportunities for students to connect with the teacher and each other (survey, check-in, mini zoom conference)	Behavioral Interventions & Supports (PBIS) in every SRCS school. School staff must teach students how to be safe, respectful, and responsible in the districtwide distance learning community, the schoolwide distance learning community, and in our online classroom communities. Students are expected to follow district, school, and classroom behavior expectations while in distance learning. California Education Code section 48900(s) grants school administrators the authority to discipline pupils for violations of education code and/or district, school, or classroom behavior expectations. In order to build a student agency, students should be offered some choice about how they want to demonstrate their learning including whether or not they have their cameras on during virtual class meetings. Additional Resources for Behavior Support During Distance Learning **Work Effort:** Students are expected to put forth their best learning effort, including turning in projects, assignments, quizzes, and tests on time. The student is asked to communicate with the teacher if he/she is experiencing difficulty in completing the work. SRCS expects that teachers will work with students and families to collaboratively develop a solution that holds students accountable for demonstrating their learning in an equitable way.

The learning platform used for credit recovery in grades 9 - 12 and to supplement instruction in Kindergarten through 12th grade will be the online program Acellus which offers programs in all

subject areas including Advanced Placement, Career Technical, World Language and Visual and Performing Arts.

Per California Assembly Bill 98, Learning House teachers will:

- Establish an appropriate schedule to check-in with students and families either weekly or bi-weekly by phone or zoom in order to help identify students falling behind in their work or in danger of failing or dropping out of school;
- Keep a weekly engagement record for each student documenting synchronous or asynchronous instruction for each whole or partial day of distance learning, verifying daily participation, and tracking assignments;
- Maintain learning time equivalent to seat time in the hybrid model.

Other educational programs

Before considering other programs, it's recommended that students consider the Learning House Model (full-time distance learning) first. For students whose learning needs are not met through this model, there are other educational programs that can be considered, including Independent Study and Home and Hospital. Families that are interested in these programs should discuss them with their school principal/administrator.

Independent Study is available for grades Kindergarten through 12th grade, and is authorized by the Board of Education in Board Policy 6158 as an optional alternative instructional strategy for eligible students whose needs may be best met through study outside of the regular classroom setting. Students in this program generally work independently and meet with a teacher once a week. Independent study offers a means of individualizing the educational plan to serve students who desire a more challenging educational experience, whose health or other personal circumstances make classroom attendance difficult, who are unable to access course(s) due to scheduling problems, and/or who need to make up credits or fill gaps in their learning.

Students who want to participate in Independent Study will work with their site administration or the administrator of the Learning House, according to a written agreement and under the general supervision of a credentialed teacher or teachers. While independent study students follow the district-adopted curriculum and meet the district graduation requirements, independent study offers flexibility to meet individual student needs, interests, and styles of learning. The minimum number of days a student can enroll in Independent Study is 5 and the maximum is 18 days. To continue in Independent Study past 18 days, approval is needed from the administrator.

Home and Hospital will continue to be a viable program within SRCS. The Home and Hospital Instruction Program (California *Education Code* Section 48206.3) and Board Policy 6183 serves students who incur a temporary disability, which makes attendance in the regular day classes or

alternative education program impossible or inadvisable. Home-hospital serves students with a temporary disability in the student's home or in a hospital or other residential health facility, excluding state hospitals. The parent or guardian will need to notify the school of the student's presence in a qualifying hospital or facility or if at home. With the parent or guardian, a determination will be made regarding which option for continued learning may be best for the student: individualized instruction as provided by a home/hospital teacher or independent study.

For further information, please contact:

Tim Zalunardo	Director, Teaching and Learning	tzalunardo@srcs.k12.ca.us (707) 890-3800 x80335

Special Note Regarding College Admissions and Financial Aid

The California State University (CSU) and University of California (UC) colleges have made applications for the 2021-2022 admission test optional. This means that SAT and ACT test scores will not be used in admission decisions. Santa Rosa City Schools will not be offering testing sessions for PSAT, SAT or ACT until county health guidelines allow students and staff to return physically to school campuses. At that time, PSAT, SAT and ACT testing may be possible and will be considered as long as all safety protocols, guidelines, and expectations can be fully met for in person testing sessions. For more information regarding the test optional guidelines, please see the CSU and UC informational websites. For private colleges, out of state colleges, and other institutions of higher learning, requirements may be different and families should work with SRCS College and Career counselors at their student's site to specifically research those colleges and their requirements.

Additionally, Advanced Placement tests are scheduled as normal for the Spring of 2021. Besides testing potentially moving to an online format if necessary, AP testing is similar to previous years and AP passing scores will be treated by colleges the same.

Another important topic to stay informed about is financial aid and the impact of Covid-19 on eligibility for financial aid. To get up to date information, review frequently asked questions, and understand any changes to financial aid timelines and processes, please refer to the California Student Aid Commission.

Finally, and potentially most importantly, each high school in Santa Rosa City Schools has a dedicated academic counselor assigned to your student. In addition, each high school has a College and Career Counselor assigned to it. Students and families should make frequent use of the academic and College and Career Counselor services for guidance in clarifying any changes and/or new requirements for the college and financial aid application process. These

individuals will be the most up to date with current information and can provide the advice and resources needed to successfully navigate the requirements of these processes. The following lists the contact information for each school and the College and Career Counselor at that site.

High School	Counselor's Name	Email Contact
Elsie Allen High School	Yosan Zeweldi	yzeweldi@srcs.k12.ca.us
Maria Carrillo High School	Ashlee Moreno	aproudmoreno@srcs.k12.ca.us
Montgomery High School	Paige Wilson	pgwilson@srcs.k12.ca.us
Piner High School	Nicole Cancilla	ncancilla@srcs.k12.ca.us
Santa Rosa High School	Tracy Batchelder	tbatchelder@srcs.k12.ca.us

SPECIAL EDUCATION

The COVID-19 pandemic has highlighted the many ways in which public schools not only provide a strong education, but also strengthen community life and provide a safety net for our most vulnerable students. Each and every student deserves to learn in a supportive environment where they can thrive, and it is our mission to continue to provide an environment for our students to flourish.

To every extent possible, students with exceptional needs shall have the elements in their Individualized Education Program (IEP) met. This could include both in-person and distance learning settings. Students' Case Managers will be required to meet with families to determine which, if any, services need to be adjusted.

During this time, regardless of the model, all elements of the Individual with Disabilities Education Act (IDEA) must be met. Services such as Speech and Language or Counseling must continue to be provided, either through online services or in-person as developed in the IEP.

However, distance learning may not be accessible to some students with exceptional needs. Some populations may not be able to have their developmental, educational, health and other needs met in an online environment.

The Special Services team recommends a safe return to site-based learning in the 2020-2021 school year for some of our populations requiring Special Education services, specifically those with significant special needs. These populations include:

Grade Level/Age	Program	Services	Location
3-5 year old	Preschool/Early Childhood Education	Special Day Class	Steele Lane Elementary
K-6 grade	Deaf/Hard of Hearing (DHH)	Special Day Class	Hidden Valley Elementary
K-6 grade	Extensive Support Needs	Special Day Class	Lincoln Elementary
7-8 grade	Extensive Support Needs	Special Day Class	Slater Middle School Cook Middle School
9-12 grade	Extensive Support Needs	Special Day Class	Santa Rosa High School Elsie Allen High School Montgomery High School
3-6 grade	Rise Program	Autism Support	Brook HIll Elementary
7-8 grade	Rise Program	Autism Support	Comstock Middle School
9-12 grade	Rise Program	Autism Support	Maria Carrillo High School Piner High School
7-8 grade	CEP Program	Counseling	Santa Rosa MIddle School
9-12 grade	CEP Program	Counseling	Montgomery High School
9-12 grade	CEP Program	Counseling	Santa Rosa High
18-22 year old	Transition Program	Adult Job Skills	Ridgway High School
KA-6 grade	Mild/Moderate	Special Day Class	All elementary schools

Students with mild to moderate disabilities may benefit from hybrid models that include some time in-person and some time in the distance learning model depending on their age. These decisions will be made in consultation with the IEP Team.

The IEP is the roadmap for each student with a disability, and in these challenging and evolving times including COVID-19 restrictions, it is critical that the IEP team meets and works with the family to jointly determine what is working for each student in distance learning and a hybrid environment as well as what accommodations and modality of learning allows the greatest access.

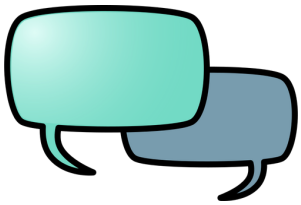
To support the student's access to the general education classroom within the hybrid and distance learning learning models:

- Case Managers will collaborate with general education teachers regarding accommodations and modifications appropriate to students participating in general education.
- Distance Learning Plans (DLP) will be developed and implemented as necessary.
- Case Managers will provide additional solutions to support student learning and outcomes
- Psychologists, Speech and Language Pathologists, Adapted Physical Education Teachers, Nurses and Occupational Therapists will facilitate creative instructional strategies to support students.

Case Managers and SRCS Program Managers are available to support your student. Either an IEP meeting or a DLP are options to discuss what supports are appropriate during COVID restrictions.

Schools	Name	E-mail
Kid Street Charter, Preschool Program, DHH Infant/Early Start, DHH Elementary	Janel Plack	Jplack@srcs.k12.ca.us
Burbank (first Semester) Lehman (first Semester) RHS (First Semester) Counseling Enriched Program (CEP) Elsie Allen HS	Cathy Wisor	cwisor@srcs.k12.ca.us
ESN K-12, Full Inclusion Transition 18-22	Julie Promes	jpromes@srcs.k12.ca.us
Elsie Allen, CCLA, Brookhill	Sonya Randrup	srandrup@srcs.k12.ca.us
Piner, Comstock, Steele Lane, Monroe, Biella, Lincoln, RISE, ISP-SE	Lorrie Clarke	Lclarke@srcs.k12.ca.us
Santa Rosa High, Santa Rosa Middle, CCLA, SR Arts Charter	Susan Binckley	sbinckley@srcs.k12.ca.us

Montgomery, Slater, Hidden Valley, French-American, Proctor Terrace	Jamie Quirino Bautista	jquirinobautista@srcs.k12.ca.us
Maria Carrillo, Cook, Rincon Valley, Accelerated Charter, Arts Charter	Daryl Coryell	dcoryell@srcs.k12.ca.us
Director, Special Services	Sonya Randrup	srandrup@srcs.k12.ca.us



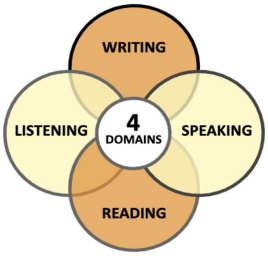
ENGLISH LEARNERS

According to the SRCS English Learner Master Plan, all English learners shall be provided with a minimum of 30 minutes a day of Designated ELD instruction by a certificated staff member. This Designated ELD instruction shall be targeted at EL proficiency levels with groupings of not more than two proficiency levels, aligned to the 2012 California English Language Development Standards, focused on communicative purposes, not discrete grammar instruction, address the speaking, listening reading and writing domains and include systematic development of academic vocabulary. For the secondary level, this includes at least one period of Designated ELD per school day, with two periods for newcomer students, and is part of a comprehensive Designated ELD course sequence. Board-approved curriculum (*Wonders Designated ELD, Inside the U.S., Inside, and Edge*) must be used to support the instruction. Supplemental material such as Rosetta Stone English (Elementary) and Rosetta Stone Fundamentals (Newcomers in the Secondary) have been purchased this school year to support Designated English Language Development instruction during distance learning.

The California Department of Education's *Stronger Together* guidebook, states English learners will need additional support to rebalance and refocus on the task of learning and being productive in the school community with the goal to achieve the same rigorous grade-level academic language standards that are expected from all students within a reasonable period of time. To accomplish these goals, all English learners must receive a comprehensive program of

both designated and integrated English language development (ELD) instruction targeted to their proficiency level, and appropriate academic instruction in a language acquisition program.

The California English Learner Roadmap Policy, Principle One addresses the need to embrace our English learners as assets to our schools and community and Principle Two the need to provide meaningful access to a full standards-based and relevant curriculum through Designated and Integrated ELD language instruction services that are required to be provided to all English learner students regardless of grade and proficiency level.



The World House Program has been established to support newly arrived middle school youth in Santa Rosa City Schools. The program will operate at Lawrence Cook Middle School. The focus of World House is to support newcomers in learning English while integrating into a new country, new culture, and a new educational system. The World House Program is set up to support students who have been in the US for 0-2 years.

Distance Learning or Hybrid Learning Models

Synchronous Designated ELD	Asynchronous Designated ELD
● Live virtual lessons/meetings ● Phone calls ● Small group lessons ○ By proficiency levels with scaffolds ● In mixed level groups for fluency building ● Teacher feedback and support as needed	● Previously-recorded lesson and videos ● Phone and text messages ● ELD assignments/projects using approved ELD curriculum ● Paper and pencil activities ● Reading logs and journals ● Goal setting and reflection

Student Expectations	
At School	**Online**
Attendance: The student attends class on assigned days, and students' cohort day, students are required by law to attend school unless the family has made the decision to participate in the full distance learning model. **Behavior:** SRCS remains committed to the foundations of	**Attendance:** The student is expected to check the teacher's Google Classroom and district Gmail and complete assignments. Students will have opportunities to check in with the teacher during specified times. In accordance with AB 98, positive attendance for distance learning may be achieved via multiple measures (evidence of participation in online activities, completion of regular assignments,

restorative practices and of Positive Behavioral Interventions & Supports (PBIS) in every SRCS school. School staff must teach students how to be safe, respectful, and responsible in the district wide learning community, the schoolwide learning community, and in our classroom communities. Students are expected to follow district, school, and classroom behavior expectations. California Education Code section 48900(s) grants school administrators the authority to discipline pupils for violations of education code and/or district, school, or classroom behavior expectations. **Work Effort:** Students are expected to put forth their best learning effort, including turning in projects, assignments, quizzes, and tests on time. The student is asked to communicate with the teacher if he/she is experiencing difficulty in completing the work.	completion of assessments, or contacts between any SRCS staff member and a student or their parent or guardian). **Behavior:** During distance learning, SRCS remains committed to the foundations of restorative practices and of Positive Behavioral Interventions & Supports (PBIS) in every SRCS school. School staff must teach students how to be safe, respectful, and responsible in the districtwide distance learning community, the schoolwide distance learning community, and in our online classroom communities. Students are expected to follow district, school, and classroom behavior expectations while in distance learning. California Education Code section 48900(s) grants school administrators the authority to discipline pupils for violations of education code and/or district, school, or classroom behavior expectations. In order to build student agency, students should be offered some choice about how they want to demonstrate their learning including whether or not they have their cameras on during virtual class meetings. Additional Resources for Behavior Support During Distance Learning **Work Effort:** Students are expected to put forth their best learning effort, including turning in projects, assignments, quizzes, and tests on time. The student is asked to communicate with the teacher if he/she is experiencing difficulty in completing the work. SRCS expects that teachers will work with students and families to collaboratively develop a solution that holds students accountable for demonstrating their learning in an equitable way.

Parent Expectations	
At School	**Online**
Attendance: The parent is responsible for reporting a	**Help at Home:** The parent/guardian is encouraged to

student absence in a timely manner. COVID-19 related absences are excused. All other absences will be reported in the normal school procedures. **Communication:** The parent/guardian is expected to communicate early with the teacher, counselor, or site administration if he/she notices a change in the student's learning, behavior, and/or demeanor.	assume the role of the learning coach. The parent is not expected to be the teacher but rather assists their student in developing study habits, establishing a place to learn, and a schedule. See the Learning Coach Tip Sheet **Communication:** The parent/guardian is expected to communicate early with the teacher, counselor, or site administration if he/she notices a change in the student's learning, behavior, and/or demeanor.

Administration/Site Expectations	
At School	**On Line**

Instructional Planning ● Work with grade-level teams, EL team and/or departments to establish support and intervention plans for EL students ● Observe instruction to provide feedback and support in a non-evaluative manner ● Collaborate with counselors and teachers to support students and families ● Develop school-wide goals and involve all stakeholders in discussion and implementation of EL site plan **School Culture** ● Engage all stakeholders to ensure the school site is a safe, welcoming environment for all students ● Provide restorative practices and discipline for students not following school rules and board policy **Communication** ● Communicate with families regularly via ParentSquare and school newsletters, school event calendar, and school website ● Attend ELAC meetings **Multi-Tiered System of Support** ● Insure MTSS systems are in operation for all areas of student supports: Academics, Attendance, Student Wellness and Student Behaviors ● Use MTSS tiered structures for monitoring and developing interventions and supports for students and families	**Instructional Planning** ● Support faculty and staff with Google Classroom and online learning platforms ● Observe on-line instruction to provide feedback and support in a non-evaluative manner ● Collaborate with SRCS Teaching and Learning to provide appropriate professional development and training for staff to support EL students **School Culture** ● Engage all stakeholders to ensure the online classroom is a safe, welcoming environment for all students ● Provide restorative practices and discipline for students not following the online behavior agreements. **Communication** ● Provide a robust parent outreach program that includes workshops/ training for Google Classroom, support/intervention, the key elements of the learning models, etc. **Multi-Tiered System of Support** ● Develop similar MTSS systems for online programs and insure systems are in operation for all areas of student supports: Academics, Attendance, Student Wellness and Student Behaviors ● Use MTSS tiered structures for teacher to student and family communication

Teacher Expectations	
At School	**Online**
Instructional Planning ● Provide a minimum of 30 minutes of daily Designated ELD (elementary) or one class period (secondary). ● Designated ELD must be taught be a credentialed teacher ● Determine essential standards to focus on learning ● Use board approved ELD curriculum (Wonders ELD, Inside the U.S., Inside or Edge) ● Collaborate with grade level and/or departments to build/share lessons ● Closely monitor student progress, by building learning activities that have specific check-in points, as well as multiple opportunities for teachers to provide feedback to students on progress as students move through assignments and projects ● Provide diagnostic, formative, and summative assessments to assess students' ability and performance. **Social-Emotional Learning** ● Provide SEL opportunity - check-in, mindful moment, classroom circle ● Establish routine ● Utilize Tier 1 supports for students and identify students in need of Tier 2 and 3 interventions. **Communication** ● Communicate with families to support students ● Use MTSS tiered structures for teacher to student and family communication **Multi-Tiered System of Support** ● Provide universal tier 1 activities for	**Instructional Planning** ● Provide a minimum of 30 minutes of daily Designated ELD (elementary) or one class period (secondary). ● Designated ELD can be provided synchronously in the form of virtual meetings or phone check-ins (e.g., Google Meet, Zoom) ○ Check-in with English learners to provide Designated & Integrated ELD lessons and support ○ Offer virtual lessons & modeling to English learners with lower proficiency levels *more often* ● Designated ELD must be taught be a credentialed teacher ● Determine essential standards to focus on learning ● Use board approved ELD curriculum (Wonders ELD, Inside the U.S., Inside or Edge) ● Collaborate with grade level and/or departments to build/share lessons ● Closely monitor student progress, by building learning activities that have specific check-in points, as well as multiple opportunities for teachers to provide feedback to students on progress as students move through assignments and projects ● Provide diagnostic, formative, and summative assessments to assess students' ability and performance. ● Strategically schedule virtual meetings with smaller groups of students to facilitate student discourse ensuring ○ Adapt pacing & activities based on what has been previously taught & what your English learners need next

students that support Academics, Attendance, Student Wellness and Student Behaviors. ● Participate in MTSS team activities as appropriate to support struggling students in their classes.	○ Teachers may need to provide modeling, support, or differentiated directions or activities by proficiency level ○ Adjust directions or weekly goals as needed (e.g., complete 4 out of 5 activities each week) **Social-Emotional. Learning** ● Provide an online opportunity for students to connect with the teacher (survey, check-in, mini zoom conference) **Communication** ● Teachers are encouraged to keep a log of virtual meetings or phone contact with English learners & families ● Communicate times available for tutoring or help ● Use MTSS tiered structures for teacher to student and family communication **Multi-Tiered System of Support** ● Participate in MTSS team activities as appropriate to support struggling EL students in their classes.

Family Engagement

The Sonoma County Roadmap to A Safe Reopening document states that COVID-19 is disproportionately impacting local Latinos. While not all English learners are Latinos and not all Latinos are English learners, there is heavy crossover in Sonoma County. It is important to engage and support English learner families to receive information in a language they understand. Currently, all SRCS school sites have Family Engagement Facilitators who have been instrumental in communicating with and supporting families during times of need. All Family Engagement Facilitators will continue to work closely with administration and staff to provide support, communicate with students and families and disseminate information.

Similarly, Supporting our Language Learner (SOLL) Counselors will contact EL students on their caseload to review academic, social-emotional needs, grades, attendance; discuss any support needed by students and families; and document in the Student Information System as well as communicate with site administration and staff.

The English Learner (EL) Specialist will support the implementation of the English Language Development program to ensure English learners meet appropriate language acquisition proficiency levels, ensuring academic goals are met as determined by English Language Proficiency Assessment for California (ELPAC) and academic expectations of Santa Rosa City Schools.

The elementary and secondary EL Specialist positions will support English learners by facilitating professional learning communities and support the work of teachers grounded in pedagogy and support for English language learners, lead and provide professional development, provide the Initial and Summative ELPAC assessments to students, coach staff with the board approved ELD curriculum (*Wonders ELD*, *Inside the U.S.*, *Inside* and *Edge*) and assisting students and families as needed.

Family Engagement Facilitator Expectations	
At School	**On Line**
Communication ● Communicate with families regularly via ParentSquare, phone calls and email ● Supports the planning, organizing, and communication of ELAC meetings ● Translates oral and written materials for site **Evaluation** ● Maintains records and files of assessment and student data, prepares documentation for reclassification and monitors student linguistic progress ● Assists with planning, organizing and scheduling the English Language Proficiency Assessments for California	**Communication** ● Communicate with families regularly via ParentSquare, phone calls and email ● Supports the planning, organizing, and communication of virtual ELAC meetings ● Translates oral and written materials for site remotely ● Assist with virtual parent education workshops and trainings **Evaluation** ● Maintains records and files of assessment and student data, prepares documentation for reclassification and monitors student linguistic progress

English Learner Specialist Expectations	
At School	**On Line**

Instructional Planning ● Provides coaching and support for staff at schools sites on best strategies to support Integrated and Designated ELD instruction ● Facilitates professional learning communities to support the work of teachers with theoretically grounded pedagogy and interventions for EL students ● Supports the development of Individualized Learning Plans for English Learners that moves them effectively and efficiently to proficiency in English **Communication** ● Supports the planning, organizing, and communication of ELAC meetings ● Assist with parent education workshops and trainings for EL parents **Evaluation** ● Assists with planning, organizing and scheduling the English Language Proficiency Assessments for California ● Supports maintaining records and files of assessment and student data, prepares reports and documentation for reclassification and monitors student linguistic progress	**Instructional Planning** ● Provides coaching and support for staff at schools sites on best strategies to support Integrated and Designated ELD instruction virtually ● Virtually facilitates professional learning communities to support the work of teachers with theoretically grounded pedagogy and interventions for EL students ● Supports the development of Individualized Learning Plans for English Learners that moves them effectively and efficiently to proficiency in English **Communication** ● Supports the planning, organizing, and communication of virtual ELAC meetings ● Assist with virtual parent education workshops and trainings for EL families **Evaluation** ● Assists in maintaining records and files of assessment and student data, prepares reports and documentation for reclassification and monitors student linguistic progress

SOLL Counselor Expectations (secondary)

At School	On Line
Academic Support ● Support student by reviewing academic standing, grades, attendance and supports needed to be academically successful ● Develops individualized Learning Plans for English Learners that moves them effectively and efficiently to proficiency in English **School Culture** ● Provide support to student by promoting student communication and advocacy skills **Communication** ● Communicate with families regularly via ParentSquare, phone call or email **Multi-Tiered System of Support** ● Insure MTSS systems are in operation for all areas of student supports: Academics, Attendance, Student Wellness and Student Behaviors for EL students ● Use MTSS tiered structures for monitoring and developing interventions and supports for EL students and families **Evaluation** ● Assists with planning, organizing and scheduling the English Language Proficiency Assessments for California ● Supports maintaining records and files of assessment and student data, prepares reports and documentation for reclassification and monitors student linguistic progress	**Academic Support** ● Support student by reviewing academic standing, grades, attendance and supports needed to be academically successful ● Develops individualized Learning Plans for English Learners that moves them effectively and efficiently to proficiency in English **School Culture** ● Engage all stakeholders to ensure the online classroom is a safe, welcoming environment for all students **Communication** ● Support site administration with providing robust parent outreach program that includes workshops/training for Google Classroom, support/intervention, the key elements of the learning models, etc for EL parents and students ● Supports the planning, organizing, and communication of virtual ELAC meetings ● Assist with virtual parent education workshops and trainings **Multi-Tiered System of Support** ● Insure MTSS systems are in operation for all areas of student supports: Academics, Attendance, Student Wellness and Student Behaviors for EL students ● Use MTSS tiered structures for monitoring and developing interventions and supports for EL students and families ● Use MTSS tiered structures for teacher to student and family communication **Evaluation** ● Supports maintaining records and files of assessment and student data, prepares reports and documentation for reclassification and monitors student

	linguistic progress

ELPAC

The English Language Proficiency Assessments for California (ELPAC) is the mandated state test for determining English language proficiency. Two separate tests, the Initial ELPAC and the Summative ELPAC, serve two different purposes. The Initial ELPAC assesses students that the Home Language Survey identifies as a possible English learner. This assessment will be given within the allotted time permitted by the state of California to students enrolled in a California school for the first time. The assessment will be administered to students in person by staff with the necessary safety precautions.

For those students who completed the Summative ELPAC testing in 2019–2020, SRCS will use the results from the 2019–2020 Summative ELPAC to determine reclassification eligibility. For those students who did not complete testing in the spring of 2019–2020, an optional fall Summative ELPAC window will be open and available between August 20–October 30, 2020. Following State guidance, students demonstrating the greatest likelihood of receiving an overall ELPAC score of 4 will be given priority to assess during this assessment window.

ELAC/DELAC

The Executive order passed by Governor Newsom N-29-20 allows for (English Language Advisory Committee (ELAC) and District English Learner Advisory Committee (DELAC) meetings, which are public meetings, to be held virtually, provided the Local Education Area (LEA) follows the requirements specified in the order, including providing parents with advance notice of the meeting time, agenda, and teleconferencing information. All school sites must continue to hold these meetings and cover the mandated topics for ELAC and DELAC.

Resources to Support English Learners in our District

Articles/*Artículos*

Resource/*Recursos*	Link/*Enlace*
6 Key Considerations for Supporting English Learners with Distance Learning *6 consideraciones claves para apoyar a los estudiantes de inglés con el aprendizaje a distancia*	6 Key Considerations for Supporting ELL in Distance Learning
Supporting multilingual learners (MLLs)/English language learners (ELLs) during the COVID-19 Shutdown *Apoyo a estudiantes multilingües (MLL) / estudiantes de inglés (ELL) durante el COVID-19*	Supporting ELL during COVID-19
Californians Together COVID-19 Resources for Educators *Recursos para educadores durante COVID-19 de Californians Together*	Californians Together Resources for Educators

Resources/*Recursos*

Resource	**Link**
Sanger Unified School District *Distrito escolar unificado de Sanger*	Sanger Unified
California English Learner Roadmap *EL MODELO educativo para aprendices de inglés en California*	English Learner Road Map EL MODELO educativo para aprendices de inglés en California
Considerations for Inclusivity and Support within Designated English Language Development in Remote Learning	Inclusivity and Support During Distance Learning

Consideraciones para la inclusión y el apoyo dentro del desarrollo designado del idioma inglés en el aprendizaje a distancia	
ELD Professional Learning Resources for Parents, Teachers and Site Administrators *Recursos de aprendizaje profesionales de ELD para padres, maestros y administradores del plantel*	ELD Resource for Parents and Teachers
Beaverton School District *Distrito escolar de Beaverton*	Beaverton School District
California Department of Education Distance Learning Resources for English Learners *Recursos de aprendizaje a distancia del Departamento de Educación de California para estudiantes de inglés*	CDE Learning Resource for English Learners
English Learners Community of Practice (Secondary Designated ELD) *Comunidad de práctica de los aprendices de inglés (ELD designado de secundaria)*	English Learners Community of Practice: Secondary
English Learners Community of Practice (Elementary Designated ELD) *Comunidad de práctica de los aprendices de inglés (ELD designado de primaria)*	English Learners Community of Practice: Elementary

For further information please contact

Contact Information	Sites Supported
Dino Battaglini, SOLL Counselor dbattaglini@srcs.k12.ca.us (707) 540-4769	Hilliard Comstock Middle School Maria Carrillo High School Piner High School Ridgway High School Rincon Valley Middle School Santa Rosa High School Slater Middle School
Sal Barrera, SOLL Counselor sbarrera@srcs.k12.ca.us (707) 540-4602	Lawrence Cook Middle School Elsie Allen High School Montgomery High School Santa Rosa Middle School
Veronica Hernandez vhernandez@srcs.k12.ca.us	All school sites (Secondary focus)
Rocio Miscio rmiscio@srcs.k12.ca.us	All school sites (Primary focus)
Eduwiges Llamas, EL Director ellamas@srcs.k12.ca.us (707) 890-3800 x80328	All school sites

FOSTER AND HOMELESS YOUTH

SRCS is committed to supporting the foster and homeless youth in the district in collaboration with the Sonoma County Office of Education. The District recognizes that additional challenges may occur for this population during the COVID-19 pandemic and is committed to providing the necessary support for their physical, emotional and academic health. This support takes the form of collaboration with students and families, school and district staff, and other county agencies in order to remove barriers to educational access and expand educational opportunities.

By removing barriers that occur due to frequent changes in home placement, SRCS helps to ensure that foster and homeless youth can benefit from uninterrupted educational access. AB 175 (Foster Youth Bill of Rights) provides protections for this vulnerable population of students. School districts are also responsible for ensuring that youth who are experiencing homelessness have full access to educational programs in accordance with the McKinney-Vento Homeless Assistance Act. Families can contact the SRCS Foster and Homeless Youth Coordinator, Sydney Smith at 707-890-3800 x80418.

All Sonoma County students have the right to enroll in and attend school, even when housing becomes uncertain. If a child lacks "fixed, regular, and adequate housing," federal and state laws require immediate school enrollment for that child – even without proof of residency or medical, school, or legal guardianship records.

Resources:

- Foster Youth Education Rights
- County Office of Education Foster Youth
- County Office of Education Homeless Education

INSTRUCTIONAL TECHNOLOGY

Santa Rosa City Schools is committed to integrating high quality digital instructional materials to enable and enhance student learning by providing a variety of activities that include options for in-depth learning through authentic problem solving and experiences, and utilizing best practices that improve access to learning for all participants.

A survey to staff about common applications and platforms used for the upcoming school year resulted in their selection of Google Classroom (grades 4-12), Seesaw (grades KA-3). Other software applications that are commonly used include Zoom for video conferencing and Newsela. Additional software will be approved through Teaching and Learning for use.

Based on extensive work from this committee, these overarching recommendations serve as our guide.

- Ensure content aligns with SRCS essential standards
- Every effort will be made to have school email functioning for all students at the start of the year
- Focus learning on student mastery of the essential standards
- Prioritize equity and access
- Include opportunities for asynchronous and synchronous learning
- Ensure 1:1 deployment of student devices
- Ensure hotspots are available to students who need access
- Provide technology support for students, families
- Provide technology support for staff

The following actions are being adopted based on committee recommendations:

- Utilize strategies such as but not limited to a “flipped classroom” (i.e., A model of learning where students receive remotely the directions and assignments, materials, and readings/videos prior to in-person instruction.When students are on campus, learning is active and provides engaging and robust opportunities for students to practice and demonstrate their learning).

- Include opportunities for both intervention and accelerated learning
- Utilize District-adopted applications and platforms with approval through Teaching and Learning
- Determine the need to provide additional training for families, students, and staff

Resources:

- Teacher, Student and Parent online skills and tutorials
- SRCS Chromebook Policies
- SRCS Student device take home program
- SRCS Student Use Agreement

EXTRA-CURRICULAR ACTIVITIES (ATHLETICS, CLUBS, FIELD TRIPS)

Santa Rosa City Schools recognizes that extra-curricular activities and electives are vital elements to students' educational experience and well-being, and will make every effort to maintain these opportunities as conditions permit.

Athletics

- Refer to the CDC's guidance regarding Considerations for Youth Sports.
- Schools will conform to all CDE and California Interscholastic Federation (CIF) sports restrictions and game/team safety and hygiene protocols.
- Schools will need to follow consistent and stringent cleaning protocols of athletic equipment and personal body contact gear.
- The use of locker rooms and showers is not optimal and is a high-risk area.
- Contact sports are restricted and are considered high risk under CDC guidelines.
- Indoor intense physical exercise is discouraged, especially if the activity causes warm moist air for the virus to transmit.
- Physical education classes should be conducted outside whenever possible, restrict the use of locker rooms/showers, maintain six-foot distancing, and avoid any contact sport activities.
- SRCS ensures that we will have sports as public health safety guidelines permit.
- Secondary school sites who are interested in holding conditioning must follow all protocols developed to keep student athletes safe. Those protocols include the Request to Host an Athletics Conditioning Cohort on Campus form which must be completed and approved by the Covid Coordinator before conditioning can proceed:

Request to Host an Athletics Conditioning Cohort on Campus

Guidelines for Summer* Conditioning

***Summer conditioning rules are in play until fall sports begin which are scheduled for December 7, 2020.**

Updated Conditioning Guidelines

Athletics Conditioning Process

Student Participation Contract

Coach Participation Contract

Athletics Pre-participation Questionnaire

These guidelines are subject to change depending on evolving health conditions and recommendations from the CDC and Sonoma County Public Health.Conditioning Guidelines

For more information contact Elizabeth Evans (eevans@srcs.k12.ca.us, 707-890-3800 ext 80318.

Electives

- Changes from Oct. 4 - Some electives courses require additional attention beyond the general guidelines due to their use of shared equipment and increased cohort size. Visual and Performing Arts (VAPA) and Career Technical Education (CTE) programs are forms of performance-based curricular areas that require extra measures to ensure students remain safe while engaging in such programs. SRCS will follow state and county protocols while ensuring the safety of students, staff and families in VAPA and CTE classes utilizing the guidelines linked below. In person performances may take place depending on county and state guidelines. Furthermore, if performances and exhibitions are to take place during Hybrid or Hybrid/DL, they will take place virtually.

CDE Arts Education Guidelines - 9/2/20
NFHS - Keeping Arts Ed Safe At School Graphic
CMEA Response to CDPH Update - Oct. 14, 2020
Guidance for Reopening Career Technical Education Programs Guidance for Reopening Agricultural Education Classrooms

Gatherings, Visitors, Clubs, and Field Trips

- Gatherings, or meetings, should be conducted via a virtual platform whenever possible. Promote social distancing of at least six feet between people if events are held. Limit group size to the extent possible.
- Events (beyond normal classroom activities) are restricted to no more than 10 people while maintaining the six-foot social distancing standards.
- Limit any nonessential visitors, volunteers, and activities involving external groups or organizations as possible – especially with individuals who are not

from the local geographic area (e.g., community, town, city, county).
- Pursue virtual activities and events in lieu of field trips, student assemblies, special performances, school-wide parent meetings, and spirit nights, as possible.
- Make a good faith effort to space seating/desks at least six feet apart. Based on current social distancing standards from the California Department of Public Health, a separation of six feet between students is recommended for ensuring student/staff safety and health, particularly for the purpose of setting up a classroom and establishing spacing between student desks/learning environments. This will likely reduce classroom capacity.

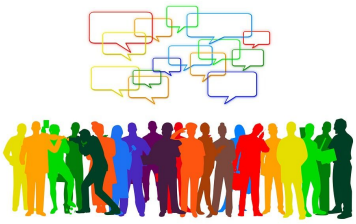
CHILDCARE AND SUPERVISION

Santa Rosa City Schools recognizes the need to support families and staff with safe, reliable, affordable care, and the integral role of district support care programs in the RTS plan. SRCS will offer support care for children in grades KA-6 and will continue to partner with the Boys and Girls Clubs as part of the district's *After School Education and Safety* (ASES) program as well. Additionally we have partnered with the City of Santa Rosa. The city has continued to provide City Summer Camps at the Finley Center and Steele Lane Community Center. The partnership has SRCS designated "vulnerable populations" being served by the city in their support care programs.

Below is a chart explaining the guiding principles for the ~~re~~opening of SRCS support care programs and the anticipated expectations for support care staff and the students and parents who choose to participate. These guiding principles and expectations are the same in all models of instruction.

Program	District Contact
SRCS District Support Care	Mary Pappas 707-890-3800 x80425
After School Education and Safety Program (ASES)	Elizabeth Hernandez 707-890-3800 x80424

Guiding Principles	Best Practices
● Alignment with health and safety guidelines. ● Cohorting that keeps families together as much as possible. ● An understanding that when students are in support care, the focus will be on Distance Learning, SEL, making connections, building relationships, and enrichment. ● SRCS staff have priority for space in the district support care programs.	● Cohort sizes of 12 students. ● SRCS District Support Care program will endeavor to keep siblings together when creating support care cohorts. ● Support Care staff stays with the same cohort to avoid cross-contamination. ● Make use of outdoor space as much as possible. ● Directional signage posted and instructions shared with families before the first day, explaining expectations and drop-off/pick up procedures. ● Students will be prepared to work independently on any distance learning assignments. ● Students are expected to bring their school provided Chromebook fully charged each day, so students can work independently with online resources and access enrichment activities provided in collaboration with SRCS staff. ● Student consumables (art supplies, etc.) are unique to each student and only shared if sanitized. ● Hours for support care may vary to accommodate staggered start/dismissal times.



PROFESSIONAL DEVELOPMENT AND TRAINING

Santa Rosa City Schools is committed to supporting the professional growth of its staff, both certificated and classified. In response to the County's Shelter in Place order, a menu of professional development classes was offered virtually on Monday, April 13, 2020, focused on tools and strategies to support a distance learning model of instruction.

As we look to the return to school in fall, the District recognizes and supports the need for additional, ongoing training and collaboration that will focus on highly effective tools, skills, and strategies for meeting the diverse needs of our students.

Considering District and SRTA survey data, as well as input from the various stakeholder committees, the following professional development topics and formats may be considered. This list is not exhaustive but rather reflects current needs and wants expressed by staff in light of these new models of instruction, hybrid and distance learning.

To ensure equitable learning and social and emotional outcomes for all students during this new way of teaching and learning, as well as the expectation of AB 98, all staff are expected to attend professional development.

Staff Professional Development Topics for Consideration		
Instruction	**Technology**	**Social Emotional Wellness & Mental Health**
• Essential standards • Content specific • Best practices for distance learning • Strategies to motivate students in a distance learning environment • Use of Newsela and Learning A-Z to support access to high interest content at various	• Google Suite: Google Classroom, Google Meet, Docs, Slides, Forms • Screencastify • Zoom • Seesaw • Class Dojo • ParentSquare • How to create engaging videos for online	• Trauma-Informed Care • Self-care • Psychological First Aid • Class meetings • Classroom Community Building • Restorative Practices • Managing social media consumption • Safety protocols and precautions

reading levels ● Effective lesson design for distance learning ● Culturally, Responsive, Sustaining and Humanizing Education (CRSH) ● Strategies for engagement in district curriculum in a hybrid/distance learning format e.g., *Everyday Math*, *Wonders*, etc.) ● Flipped classroom ● Project Based Learning ● Formative Assessment ● Diagnostic tools such as MAP, Inspect and Let's Go Learn	teaching & learning ● Class webpage development ● Edpuzzle ● Padlet ● Quizlet ● Acellus ● Remind ● NewsELA ● Adobe Spark ● Code.org ● Quizizz ● NearPod ● Peardeck	● Positive Behavioral Interventions & Supports (PBIS) ● Addressing current events through grade level appropriate conversations ● Encouraging and supporting student voice and advocacy

Parent Professional Development Topics for Consideration
● General use of a computer or chromebook ● How to use basic applications such as gmail ● Google Suite, including Google Classroom ● Zoom ● ParentSquare ● Safety protocols and precautions ● How to support your student with hybrid/online learning ● Creating routines for at home learning ● How to talk with your student about stress and anxiety ● How to talk with your student about current events ● Managing social media consumption ● How to support your student in developing voice and agency

CONCLUSION

The *Return To School Plan* provides detailed information on Santa Rosa City Schools' response to teaching and learning during a pandemic. By detailing the additional health and safety measures that will be implemented to mitigate the threat of the virus, it outlines the District's commitment to and readiness for the 2020-21 academic year.

As the District monitors health and safety guidance related to COVID-19, it is essential that we are flexible and adaptable as change occurs. To that end, the District will evaluate emerging academic and mental health programs and services in order to serve our most vulnerable students, providing continued and consistent support.

Santa Rosa City Schools has chosen to view our many challenges--fires, PSPS, and COVID-19--as opportunities for reflection and renewal as we prioritize our core commitment to providing an equitable, accessible, and engaging educational experience where our students and staff feel valued and inspired to rise above any challenge or barrier.

Through the *Return to School Plan*, the collective work of many stakeholders will ensure that SRCS, no matter the challenges we encounter, will embrace the opportunity to design an educational experience that will overcome any learning loss and send students into the world empowered to find purpose, think critically, embrace diversity, work together, and adapt to our changing planet, and live healthy and fulfilling lives.

Santa Rosa City Schools - Mission and Vision

Vision: SRCS will send students into the world empowered to find purpose, think critically, embrace diversity, work together, and adapt to our changing planet, and live healthy and fulfilling lives.

Mission: SRCS ensures equitable access to a transformative educational experience grounded in the assets of our students, staff, and community. We nurture the whole student in an engaging, challenging, and safe environment. We recognize and value each student's individuality and our community's cultural wealth.

APPENDIX

General Information and Resources

- Sonoma County Roadmap to Safe Reopening
- Stronger Together - CDE Guidebook to a Safe Reopening
- CDPH School and School Based Guidance
- COVID-19 Planning Considerations: Guidance for School Re-entry
- CA Assembly Bill 98: Education Finance Trailer Bill

Santa Rosa City Schools Return to School Committee Reports

- Distance Learning for Compromised
- High School Instruction
- Health and Safety
- Elementary Instruction
- Middle School Instruction
- Childcare
- Executive Committee

Santa Rosa Teachers Association

- SRTA input on Health and Safety
- SRTA on Technology
- SRTA on Social Emotional Learning and Supports
- SRTA on PD
- SRTA Input on Elementary Models
- SRTA Input on Secondary Models

SAFS Resources

- Additional Resources for Behavior Support During Distance Learning
- Protocols for Home Visits

Special Education Resources

- Plan for Return for Students with Mild to Moderate disabilities
- Plan for Return for Students with Significant Needs

Teaching & Learning Resources

- SRCS Distance Learning Plan