

To view recordings of past board meetings, click [HERE](https://www.youtube.com/c/santarosacityschools)
(<https://www.youtube.com/c/santarosacityschools>).

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.

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.

Attendees

Voting Members

Alegria De La Cruz, Director
Ever Flores, Clerk
Laurie Fong, President
Stephanie Manieri, Director
Jill McCormick, Vice President
Omar Medina, Director
Ed Sheffield, Director

A. CALL TO ORDER (5:00 p.m.)

The meeting was called to order at 5:00 pm.

1. Public Comment on Closed Session Agenda

B. RECESS TO CLOSED SESSION

1. Public Employee Performance Evaluation (Title of employee being reviewed: Superintendent, Deputy Superintendent, Assistant Superintendent, Principals, Vice Principals, Assistant Principals, Directors, Coordinators) [Gov. Code § 54957]
2. Conference With Legal Counsel - Existing Litigation (Case name: OAH 2020090503 SRCS V Daer) [Gov. Code § 54956.9]

C. RECONVENE TO OPEN SESSION (6:00 p.m.)

The meeting reconvened at 6:06 pm. Director Omar Lopez was present at 6:21 pm.

1. Pledge of Allegiance
President Fong led the Pledge of Allegiance.
2. Report of Actions Taken in Closed Session

The Board voted to approve the existing litigation OAH 2020090503.

3. Items Considered In Closed Session for Action In Open Session
There was no action taken.
4. Statements of Abstention
There were no statements of abstention.
5. Adjustments to Agenda
Consent item F.5 was pulled for discussion.
6. Special Presentations for Student of the Month and Certificated/Classified Employees of the Month (Hidden Valley Elementary School, Maria Carrillo High School and Rincon Valley Middle School)
Select students, classified staff and certificated staff from each school site were recognized for their outstanding achievement.
7. School Site Parent Organization Updates (Hidden Valley Elementary School, Maria Carrillo High School and Rincon Valley Middle School)
Parent Amy Nielsen gave a parent organization report for Rincon Valley Middle School. No report was given for Maria Carrillo High School and Hidden Valley Elementary School.
8. Public Comment On Non Agenda Items
The following individuals addressed the Board during public comment:
 - Micah Carlin Goldberg - stated that students and staff have COVID-19 and we need to further review the pertaining data.
 - Veronica Jordan - suggested to revisit the MOU to add Wednesday instruction.
 - Stacia Okura - inquired about Wednesday's live instruction.
 - Robert Johns - discussed reopening schools and AB10.
 - Paul Poling - Discussed the idea of having a seperate MOU for returning to school safely.
 - Pamela Karbowski - Discussed music & P.E. on Wednesdays.
 - Sayira Diaz - Expressed her desire to return to school.
9. Special Presentation for Jen Klose, Outgoing Board Trustee
Outgoing Board Trustee Jen Klose was recognized during a special presentation.
10. New Board Member Oaths of Office
Director Medina administered the Oath of Office to Ever Flores, Alegria De La Cruz, Ed Sheffield and Laurie Fong.
 - a. Ever Flores
 - b. Laurie Fong

- c. Alegria De La Cruz
- d. Ed Sheffield

11. Annual Organization of the Board

a. Board President End-of-Year Report

President Fong gave an End-of-Year Report.

b. Election of President

Director Cruz called for nominations for the office of President.

Director Flores nominated Omar Medina. Director Medina seconded this nomination.

Director Sheffield nominated Laurie Fong. Director Manieri seconded this nomination.

Director Omar Lopez preferential vote: Laurie Fong.

Voting:

Director Manieri: Laurie Fong

Director De La Cruz: Laurie Fong

Director Sheffield: Laurie Fong

Director McCormick: Laurie Fong

Director Flores: Omar Medina

Director Medina: Omar Medina

Director Fong: Laurie Fong

Laurie Fong was appointed as President of the Board of Education.

c. Election of Vice-President

President Fong called for nominations for the office of Vice-President.

Director Sheffield nominated Omar Medina. Director Manieri seconded the nomination. Director Medina declined the nomination.

Director Sheffield nominated Jill McCormick. Director Manieri seconded the nomination.

By unanimous vote, Jill McCormick was appointed as Vice-President of the Board of Education.

Director Omar Lopez preferential vote: Aye.

Motion made by: Ed Sheffield

Motion seconded by: Stephanie Manieri

Voting

Alegria De La Cruz - Yes

Ever Flores - Yes

Laurie Fong - Yes

Stephanie Manieri - Yes

Jill McCormick - Yes

Omar Medina - Yes

Ed Sheffield - Yes

d. Election of Clerk

President Fong called for nominations for the office of Clerk.

Director De La Cruz nominated Ever Flores. Director Manieri seconded the nomination.

Director McCormick nominated Omar Medina. Director Medina declined the nomination.

By unanimous vote, Ever Flores was appointed as Clerk of the Board of Education.

Director Omar Lopez preferential vote: Laurie Fong.

Motion made by: Alegria De La Cruz

Motion seconded by: Stephanie Manieri

Voting

Alegria De La Cruz - Yes

Ever Flores - Yes

Laurie Fong - Yes

Stephanie Manieri - Yes

Jill McCormick - Yes

Omar Medina - Yes

Ed Sheffield - Yes

e. Appointment of Superintendent As Secretary To the Board

President Fong called for a motion to appoint the Superintendent as Secretary to the Board. A motion was made by Director De La Cruz, seconded by Director Sheffield. By a unanimous vote, the Superintendent was appointed as Secretary to the Board of Education.

Director Omar Lopez preferential vote: Aye.

Motion made by: Alegria De La Cruz

Motion seconded by: Ed Sheffield

Voting

Alegria De La Cruz - Yes

Ever Flores - Yes

Laurie Fong - Yes

Stephanie Manieri - Yes

Jill McCormick - Yes

Omar Medina - Yes

Ed Sheffield - Yes

f. Special Presentation for Board President Laurie Fong

A Special Presentation for Board President Laurie Fong was not given as she was reappointed as President.

g. Selection of Voting Representative for Vacancies On the Sonoma County Committee On School District Organization

Motion Passed: Proceed with the recommendation to appoint Director Manieri as the Selection of Voting Representative for Vacancies On the Sonoma County Committee On School District Organization.

Director Omar Lopez preferential vote: Aye.

Motion made by: Ed Sheffield
Motion seconded by: Omar Medina
Voting
Alegria De La Cruz - Yes
Ever Flores - Yes
Laurie Fong - Yes
Stephanie Manieri - Yes
Jill McCormick - Yes
Omar Medina - Yes
Ed Sheffield - Yes

12. (Action) Adoption of 2021 Board Meeting Calendar
Motion Passed: Adoption of 2021 Board Meeting Calendar.

Director Omar Lopez preferential vote: Aye.
Motion made by: Ed Sheffield
Motion seconded by: Jill McCormick
Voting
Alegria De La Cruz - Yes
Ever Flores - Yes
Laurie Fong - Yes
Stephanie Manieri - Yes
Jill McCormick - Yes
Omar Medina - Yes
Ed Sheffield - Yes

D. REPORTS

1. A School Employee Association (CSEA) Report
No report was given.
2. Santa Rosa Teachers Association (SRTA) Report
SRTA President Will Lyon gave a report.
3. Superintendent Report
Superintendent Dr. Kitamura gave a report.
 - A short video was shared which featured SRCS students and reviewed how to stop the spread of COVID-19.

E. DISCUSSION / ACTION ITEMS

1. (Action) Resolution No. 2020/21-27, 2020/21-28, 2020/21-29, 2020/21-30, 2020/21-31, 2020/21-32, 2020/21-33, and 2020/21-34 To Move Selected Employee Groups To The CalPERS Health Program Including Vesting Requirements
Anna Trunnell, Assistant Superintendent & Rick Edson, Deputy Superintendent presented a request for approval of Resolution No. 2020/21-27, 2020/21-28, 2020/21-29, 2020/21-30, 2020/21-31, 2020/21-32, 2020/21-33, and 2020/21-34 To Move Selected Employee Groups To The CalPERS Health Program Including Vesting Requirements.

Motion Passed: Approval of Resolution No. 2020/21-27, 2020/21-28, 2020/21-29, 2020/21-30, 2020/21-31, 2020/21-32, 2020/21-33, and 2020/21-34 To Move Selected Employee Groups To The CalPERS Health Program Including Vesting Requirements.

Director Omar Lopez preferential vote: Aye.

Motion made by: Omar Medina

Motion seconded by: Alegria De La Cruz

Voting

Alegria De La Cruz - Yes

Ever Flores - Yes

Laurie Fong - Yes

Stephanie Manieri - Yes

Jill McCormick - Yes

Omar Medina - Yes

Ed Sheffield - Yes

2. (Action) School Site Safety Plans

Steve Mizera, Assistant Superintendent, Student & Family Services presented a request for approval of School Site Safety Plans.

Motion Passed: Approval of School Site Safety Plans.

Director Omar Lopez preferential vote: Aye.

Motion made by: Alegria De La Cruz

Motion seconded by: Jill McCormick

Voting

Alegria De La Cruz - Yes

Ever Flores - Yes

Laurie Fong - Yes

Stephanie Manieri - Yes

Jill McCormick - Yes

Omar Medina - Yes

Ed Sheffield - Yes

3. (Discussion) Santa Rosa City Schools Individual Graduation Plan Intervention for the Class of 2021

Dr. Anna-Maria Guzman, Assistant Superintendent led a discussion on Santa Rosa City Schools Individual Graduation Plan Intervention for the Class of 2021.

The following individual addressed the Board during public comment:

- Anastasia Tovar Rose

4. (Action) Return To School Plan 2.0 and the Start of In Person Instruction as Determined by Sonoma County's Tier Assignment

Dr. Diann Kitamura, Superintendent presented a request for approval of the Return To School Plan 2.0 and the Start of In Person Instruction as Determined by Sonoma County's Tier Assignment.

The following individual addressed the Board during public comment:

- Jacqueline Smith
- Minona Heaviland
- Stacia Okura
- Veronica Jordan
- Jen Jimenez
- Paul Poling
- Pat Bailey
- Amy Bowen
- Elizabeth Burch
- Lyndsey Rose
- Anastasia Tovar Rose
- Robert Johns
- Micah Carlin-Goldberg
- Donna Gibson
- Pamela Karbowski

Motion Passed: Approval of Return To School Plan 2.0 and the Start of In Person Instruction as Determined by Sonoma County's Tier Assignment.

Director Omar Lopez preferential vote: Aye.

Motion made by: Jill McCormick

Motion seconded by: Ed Sheffield

Voting

Alegria De La Cruz - Yes

Ever Flores - Yes

Laurie Fong - Yes

Stephanie Manieri - Yes

Jill McCormick - Yes

Omar Medina - Yes

Ed Sheffield - Yes

5. (Action) 2020-21 First Interim Budget Report

Rick Edson, Deputy Superintendent; Joel Dontos, Executive Director presented a request for approval of the 2020-21 First Interim Budget Report.

Motion Passed: Approval of 2020-21 First Interim Budget Report.

Director Omar Lopez preferential vote: Aye.

Motion made by: Jill McCormick

Motion seconded by: Ed Sheffield

Voting

Alegria De La Cruz - Yes

Ever Flores - Yes

Laurie Fong - Yes

Stephanie Manieri - Yes

Jill McCormick - Yes

Omar Medina - Yes

Ed Sheffield - Yes

6. (Action) LCFF Budget Overview for Parents (LCAP)

Dr. Anna-Maria Guzman, Assistant Superintendent presented a request for approval of LCFF Budget Overview for Parents (LCAP).

Motion Passed: Approval of LCFF Budget Overview for Parents (LCAP).

Director Omar Lopez preferential vote: Aye.

Motion made by: Alegria De La Cruz

Motion seconded by: Jill McCormick

Voting

Alegria De La Cruz - Yes

Ever Flores - Yes

Laurie Fong - Yes

Stephanie Manieri - Yes

Jill McCormick - Yes

Omar Medina - Yes

Ed Sheffield - Yes

7. (Action) LCFF Budget Overview for Parents (LCAP) - Cesar Chavez Language Academy
Dr. Anna-Maria Guzman, Assistant Superintendent presented a request for approval of LCFF Budget Overview for Parents (LCAP) - Cesar Chavez Language Academy.

Motion Passed: Approval of LCFF Budget Overview for Parents (LCAP) - Cesar Chavez Language Academy.

Director Omar Lopez preferential vote: Aye.

Motion made by: Alegria De La Cruz

Motion seconded by: Jill McCormick

Voting

Alegria De La Cruz - Yes

Ever Flores - Yes

Laurie Fong - Yes

Stephanie Manieri - Yes

Jill McCormick - Yes

Omar Medina - Yes

Ed Sheffield - Yes

8. (Action) LCFF Budget Overview for Parents (LCAP) - French American Charter School
Dr. Anna-Maria Guzman, Assistant Superintendent presented a request for approval of LCFF Budget Overview for Parents (LCAP) - French American Charter School.

Motion Passed: Approval of LCFF Budget Overview for Parents (LCAP) - French American Charter School.

Director Omar Lopez preferential vote: Aye.

Motion made by: Alegria De La Cruz

Motion seconded by: Ed Sheffield

Voting

Alegria De La Cruz - Yes

Ever Flores - Yes

Laurie Fong - Yes

Stephanie Manieri - Yes

Jill McCormick - Yes

Omar Medina - Yes
Ed Sheffield - Yes

9. (Action) LCFF Budget Overview for Parents (LCAP) - Santa Rosa Accelerated Charter School

Dr. Anna-Maria Guzman, Assistant Superintendent presented a request for approval of LCFF Budget Overview for Parents (LCAP) - Santa Rosa Accelerated Charter School.

Motion Passed: Approval of LCFF Budget Overview for Parents (LCAP) - Santa Rosa Accelerated Charter School.

Director Omar Lopez preferential vote: Aye.

Motion made by: Alegria De La Cruz

Motion seconded by: Ed Sheffield

Voting

Alegria De La Cruz - Yes

Ever Flores - Yes

Laurie Fong - Yes

Stephanie Manieri - Yes

Jill McCormick - Yes

Omar Medina - Yes

Ed Sheffield - Yes

10. (Action) LCFF Budget Overview for Parents (LCAP) - Santa Rosa Charter School for the Arts

Dr. Anna-Maria Guzman, Assistant Superintendent presented a request for approval of LCFF Budget Overview for Parents (LCAP) - Santa Rosa Charter School for the Arts.

Motion Passed: Approval of LCFF Budget Overview for Parents (LCAP) - Santa Rosa Charter School for the Arts.

Director Omar Lopez preferential vote: Aye.

Motion made by: Alegria De La Cruz

Motion seconded by: Ever Flores

Voting

Alegria De La Cruz - Yes

Ever Flores - Yes

Laurie Fong - Yes

Stephanie Manieri - Yes

Jill McCormick - Yes

Omar Medina - Yes

Ed Sheffield - Yes

11. (Action) Discussion and Approval of a Letter to the City of Santa Rosa City Manager Requesting Partnership to Heal, Resolve, and Transform School Safety

Dr. Diann Kitamura, Superintendent and Laurie Fong, Board President led a discussion and requested approval of a Letter to the City of Santa Rosa City Manager Requesting Partnership to Heal, Resolve, and Transform School Safety.

Motion Passed: Approval of a Letter to the City of Santa Rosa City Manager

Requesting Partnership to Heal, Resolve, and Transform School Safety.

Director Omar Lopez preferential vote: Aye.

Motion made by: Stephanie Manieri

Motion seconded by: Ed Sheffield

Voting

Alegria De La Cruz - Yes

Ever Flores - Yes

Laurie Fong - Yes

Stephanie Manieri - Yes

Jill McCormick - Yes

Omar Medina - Yes

Ed Sheffield - Yes

12. (Action) Public Hearing, Discussion and Potential Approval of Resolution No. 2020/21-26 Regarding the Fir Ridge Property, Authorizing Staff to Submit a Waiver Application to the State Board of Education, Authorizing Staff to Issue an RFP to Sell the Property, and Authorizing Staff to file a CEQA Exemption

Rick Edson, Deputy Superintendent led a Public Hearing, Discussion and Request for Approval of Resolution No. 2020/21-26 Regarding the Fir Ridge Property, Authorizing Staff to Submit a Waiver Application to the State Board of Education, Authorizing Staff to Issue an RFP to Sell the Property, and Authorizing Staff to file a CEQA Exemption.

Motion Passed: Approval of Resolution No. 2020/21-26 Regarding the Fir Ridge Property, Authorizing Staff to Submit a Waiver Application to the State Board of Education, Authorizing Staff to Issue an RFP to Sell the Property, and Authorizing Staff to file a CEQA Exemption.

Director Omar Lopez preferential vote: Aye.

Motion made by: Jill McCormick

Motion seconded by: Stephanie Manieri

Voting

Unanimously Approved

13. (Action) CSBA Delegate Nomination

President Fong presented a request for approval of the CSBA Delegate Nomination.

Motion Passed: Approval of Director Omar Medina as the CSBA Delegate Nomination.

Director Omar Lopez preferential vote: Aye.

Motion made by: Alegria De La Cruz

Motion seconded by: Stephanie Manieri

Voting

Alegria De La Cruz - Yes

Ever Flores - Yes

Laurie Fong - Yes

Stephanie Manieri - Yes

Jill McCormick - Yes

Omar Medina - Yes

Ed Sheffield - Yes

14. (Action) Approval of CSBA Board Policy and Administrative Regulation Updates for BP4119.11, AR4119.11, BP4219.11, AR4219.11, BP4319.11, AR4319.11, AR4219.12, EX4119.12, BP5113.1, AR5113.1, AR5113.11, BP5145.7, AR5145.7, AR5145.71, EX5145.71, BP5121, AR5121, BP0470

Steve Mizera, Assistant Superintendent, Student & Family Services presented a request for approval of CSBA Board Policy and Administrative Regulation Updates for BP4119.11, AR4119.11, BP4219.11, AR4219.11, BP4319.11, AR4319.11, AR4219.12, EX4119.12, BP5113.1, AR5113.1, AR5113.11, BP5145.7, AR5145.7, AR5145.71, EX5145.71, BP5121, AR5121, BP0470.

At the request of Director Flores, BP5121 & AR5121 will be revised and brought to the Board for approval at a future date.

Motion Passed: Approval of CSBA Board Policy and Administrative Regulation Updates for BP4119.11, AR4119.11, BP4219.11, AR4219.11, BP4319.11, AR4319.11, AR4219.12, EX4119.12, BP5113.1, AR5113.1, AR5113.11, BP5145.7, AR5145.7, AR5145.71, EX5145.71, BP0470.

Director Omar Lopez preferential vote: Aye.

Motion made by: Jill McCormick

Motion seconded by: Alegria De La Cruz

Voting

Alegria De La Cruz - Yes

Ever Flores - Yes

Laurie Fong - Yes

Stephanie Manieri - Yes

Jill McCormick - Yes

Omar Medina - Yes

Ed Sheffield - Yes

F. CONSENT ITEMS

The Soliant Contract was removed from Consent Item F.5.

Motion Passed: Approval of Consent Items F.2 - F.4 and F.6 - F.9.

Director Omar Lopez preferential vote: Aye.

Motion made by: Ed Sheffield

Motion seconded by: Jill McCormick

Voting:

Alegria De La Cruz - Yes

Ever Flores - Yes

Laurie Fong - Yes

Stephanie Manieri - Yes

Jill McCormick - Yes

Omar Medina - Yes

Ed Sheffield - Yes

Motion Passed: Approval of Consent Item F.5.

Director Omar Lopez preferential vote: Aye.

Motion made by: Jill McCormick

Motion seconded by: Omar Medina

Voting:

Alegria De La Cruz - Yes

Ever Flores - Yes

Laurie Fong - Yes

Stephanie Manieri - Yes

Jill McCormick - Yes

Omar Medina - Yes

Ed Sheffield - Yes

1. Approval of Absent Board Members
2. Approval of Personnel Transactions
3. Approval of Vendor Warrants
4. Approval of Donations and Gifts
5. Approval of Contracts
6. Approval of Contract with Chop's Teen Club
7. Approval of Contract with Northern California Center for Well Being Project True at EAHS
8. Approval of Rider to the Sonoma County Office of Education Surveillance Testing contract by the vendor "Curative, INC.
9. Approval of Wonderful Company Pledge for CTE Students at Piner High School

G. APPROVAL OF MINUTES

1. Approval of Minutes of the Special Board Meeting Held On November 9, 2020
Motion Passed: Approval of Minutes of the Special Board Meeting Held On November 9, 2020.

Director Omar Lopez preferential vote: Aye.

Motion made by: Jill McCormick

Motion seconded by: Stephanie Manieri

Voting

Alegria De La Cruz - Yes

Ever Flores - Abstain

Laurie Fong - Yes
Stephanie Manieri - Yes
Jill McCormick - Yes
Omar Medina - Yes
Ed Sheffield - Yes

2. Approval of Minutes of the Regular Board Meeting Held On November 16, 2020
Motion Passed: Approval of Minutes of the Regular Board Meeting Held On November 16, 2020.

Director Omar Lopez preferential vote: Aye.

Voting

Alegria De La Cruz - Yes
Ever Flores - Abstain
Laurie Fong - Yes
Stephanie Manieri - Yes
Jill McCormick - Yes
Omar Medina - Yes
Ed Sheffield - Yes

H. BOARD MEMBER REQUESTS FOR INFORMATION

I. INFORMATION ITEMS

1. Future Board Discussion Items
2. Board Conduct and Code of Ethics
3. Educational Acronyms and Abbreviations
4. (Information) Military Recruiting of High School Students
5. Sonoma County Office of Education (SCOE) School Visitation Annual Reporting and Findings
6. (Information) Monthly Enrollment Summary 20-21

J. ADJOURNMENT

The meeting was adjourned on December 15, 2020 at 12:17 am.

Clerk of Board

Date



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



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.

Dr. Diann Kitamura
Superintendent

Board of Education

Laurie Fong, President

Ed Sheffield, Vice President
Jen Klose, Director
Stephanie Manieri, Director
Ever Flores, Incoming Director

Alegria De La Cruz, Clerk
Omar Medina, Director
Jill McCormick, Director

DRAFT 2020-21 SRCS Return to School Plan 2.0

District Administration

Rick Edson, Deputy Superintendent
Steve Mizera, Assistant Superintendent

Dr. Anna Guzman, Assistant Superintendent

Return to School Committee Members

Executive Committee

Diann Kitamura
Rick Edson
Anna-Maria Guzman
Steve Mizera
Will Lyon
Kathryn Howell
Margie BradyLong
Betty Garcia
Tammy Affonso
Linda Zabala
Rand Van Dyke
Tim Zalunardo
Beth Berk
Kristen Vogel
Katie Barr
Amber Williams

Instruction - High

Kimberly Clissold
Monique Luke
Adrian Bica
Lori Fletcher
Eduwiges Llamas - Co-chair
Tim Zalunardo - Co-chair
Cathy Wisor
Darylo Coryell
Katie Yzaguirre
Lorna McBade
Carolyn Kirtley
Chelsea Matthew
Dean Haskins
Tim Gilligan
Jason Andrews
Mayra Sosa
Jim Rudesill
Alan Petty
Annie Scully
Casey Cunningham
Cimberlee Case
Corey Lott
Marlena Hirsch
Hollie Retzinger

Keith Rhinehart
Tiffany Jahnke
Brian Halloran
Scott Wallach
Regina Coston
Lauren Frost
Anjuli Hollman
Kris Bertsch
Doug Benenson
Kyla BradyLong
Matt Bringedahl
Jim LaFrance
Michelle Dalsing
Griselda Gil
Ana Frias
Kevin Snyder
Kelley Sbarbaro
Omar Lopez
Munta Murad
Blake Pead
Elsie Owen
Sonya Bierbaum
Ava Parmelee
Capri Quattrocchi
Jackson Comiskey

Instruction - Middle

Vicki Zands
Jason Matlon
Trish Delzell
Sonya Randrup
Jesse Damian - Co-chair
Elizabeth Evans
Eric Lofchie
Kaesa Enemark - Co-chair
Alisa Lund
Russ Maney
Lola Ruzzo
Becky Ennis
Kevin Bower
Angela Ghigliazza
Robin Clark
Stacy Fong

Deborah Ramos
Barbara Gay
Meaghan King
Ian Myers
Kris Ackerman
Nikki Kumasaka
Jessica Ozbirn
Ami Katz
Cristin Tuidar
Tammy Axthelm
Monica Franey

Instruction - Elementary

Katheryn Stoural
Brad Coscarelli
Brett Wilson
Jeanine Wilson
Indy Monday
Lorrie Clarke
Rebekah Rocha
Julia Cooper
Aida Diaz
Alisa Haley - Co-chair
Kelley Dillon - Co-chair
Lindsay Smith
Nicholo Atup
Kathy Mallamo
Ross Hause
Sophia Nguyen
Kristina Espenship
Debby Crapeau
Cynthia Spigarelli
Kate Gillespie
Tara Lyon
Mary Anna Maloney
Gretta Klosevitz
Pam Karbowski
Danielle Miller
Mary Bedient
Victoria Nelson
Tiffany Millea
Hannah Matteson
Jennifer Averbuck

DRAFT 2020-21 SRCS Return to School Plan 2.0

Holly Toomians
Jean Salazar
Valerie Johnson
Kristin Colgrove
Andrea Rojas
Kayla Tindall
Veronica Poling
Paul Poling
Michelle Mertz
Rachel Friedman
Justin Seidenfeld
Kate Gros-Balthazard
Elizabeth Irving
Daniel Phelps
Manza Atkinson
Natalie Brunamonte
Nick Stephenson
Lindsay Lerro
Adrian Juarez
Maria Arango
Margarita Salgado
Laura Smith-Joerger
Bill Singer

Health & Safety

Stacy Desideri
Valerie Jordan
Evelyn Anderson
Kelley Cook
Cindy Brennan - Co-chair
Erik Oden - Co-chair

Patty Turner
Lynnette Casey
Mercedes Zipperle
Sandy Garcia
Dawn Baskin
Cheryl Closser
Amanda Sessoms
Renee Clay
Sangmo Witzman
Heather Ginnever
Terrie Smith
Nora Parajon
Brett Ainsworth
Ana Spiker
Tawni Johnson
Hannah Hofmann
Angela Bonner
Urjita Parekh
Vanessa Loken Ruiz
Lindsay Conachy
Tracey Eaton
Cynthia King

Childcare

Sydney Smith - Co-chair
Mary Pappas - Co-chair
Debi Cardozo
Janel Plack
Beth Munns
Lisa McKee
Joshua Lewis
Elizabeth Irving

Jeanelle Payne
Ereal Ignacio
Gabriela Mathiesen
Amber Robinson
Barbara Phillips
Amber Heidtke
Michelle Edwards
Holly Cumbie
Sheila Pereira

Distance Learning for Compromised

Laura Hendrickson
Allie Greene
Rani Goyal - Co-chair
Elizabeth Evans - Co-chair
Jennifer Rodriguez
Laura Hudgins
Jeanna King-Ruppel
Olivia Smith
Susan Markcity-Bernard
Maragaret Buhn
Darcy Analora
Sasha Oster
Cynthia Podesta
Rosalinda Brady
Heather Brigstock
Pam Van Halsema
Heather Thompson
Julie Promes

Table of Contents

(Section headings are clickable links)

GLOSSARY OF TERMS	5
INTRODUCTION	8
PURPOSE OF THIS PLAN	10
EXECUTIVE SUMMARY	11
PLAN CONSIDERATIONS AND GUIDING PRINCIPLES	12
HEALTH AND SAFETY	14
COMMUNICATION	31
SOCIAL-EMOTIONAL WELLNESS	33
LEARNING CONTINUITY	36
Elementary Model and Schedule - Hybrid AA/BB Model	45
Secondary Hybrid Model and Schedule	48
SPECIAL EDUCATION	69
ENGLISH LEARNERS	72
INSTRUCTIONAL TECHNOLOGY	87
EXTRA-CURRICULAR ACTIVITIES (ATHLETICS, CLUBS, FIELD TRIPS)	89
PROFESSIONAL DEVELOPMENT AND TRAINING	93
CONCLUSION	95
APPENDIX	96

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

DRAFT 2020-21 SRCS Return to School Plan 2.0

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.

DRAFT 2020-21 SRCS Return to School Plan 2.0

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

DRAFT 2020-21 SRCS Return to School Plan 2.0

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	<ul style="list-style-type: none">7 full steering committee3 planning/document editing meetings co-chairs	DL-Compromised Sub-Committee Agenda and Notes
High School Instruction	<ul style="list-style-type: none">12 full subcommittee1 planning/document editing meeting co-chairs1 committee meeting with Spanish speaking parents	High School Instruction Sub-Committee
Health and Safety	<ul style="list-style-type: none">Full subcommitteeWork GroupCo-ChairWork on Final Document and Writing Group	Health and Safety Sub Committee
Elementary Instruction	<ul style="list-style-type: none">4 Subcommittee meetings with breakouts into working groups1 planning meeting	Elementary Sub-Committee
Middle School Instruction	<ul style="list-style-type: none">4 Subcommittee meetings with working group breakouts2 planning meeting and analysing of data	Middle School Working Groups
Childcare	<ul style="list-style-type: none">Seven full Subcommittee meetings at 1-2 hours each2 Co-chair planning	Child Care working group

DRAFT 2020-21 SRCS Return to School Plan 2.0

Executive Committee	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none"> • Social-Emotional Wellness as a priority • Connection to community partnership • Relationship building • Transitions back to school
Instruction	<ul style="list-style-type: none"> • Clear expectations • Essential Standards • Flexible instructional strategies • Assessment to guide instruction • Access to support and intervention
Safety	<ul style="list-style-type: none"> • Follow County Health Guidelines • Create safety protocol and systems • COVID training for students, parents & staff • A point person for COVID-related topics
Technology	<ul style="list-style-type: none"> • Provide technology access for all students • Provide technology support for students and families • Consistency with platforms and apps
Communication	<ul style="list-style-type: none"> • Consistent communication via one platform • Staff/Teachers use the same platforms for communication with students and parents. • Frequent, often and centralized
Professional Development	<ul style="list-style-type: none"> • 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 100.4°F) without the use of fever-reducing medications, AND
- No COVID-19 symptoms (cough, shortness of breath, chills, etc.).

DRAFT 2020-21 SRCS Return to School Plan 2.0

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

DRAFT 2020-21 SRCS Return to School Plan 2.0

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

DRAFT 2020-21 SRCS Return to School Plan 2.0

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

DRAFT 2020-21 SRCS Return to School Plan 2.0

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 risk factors 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 risk factors; 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.

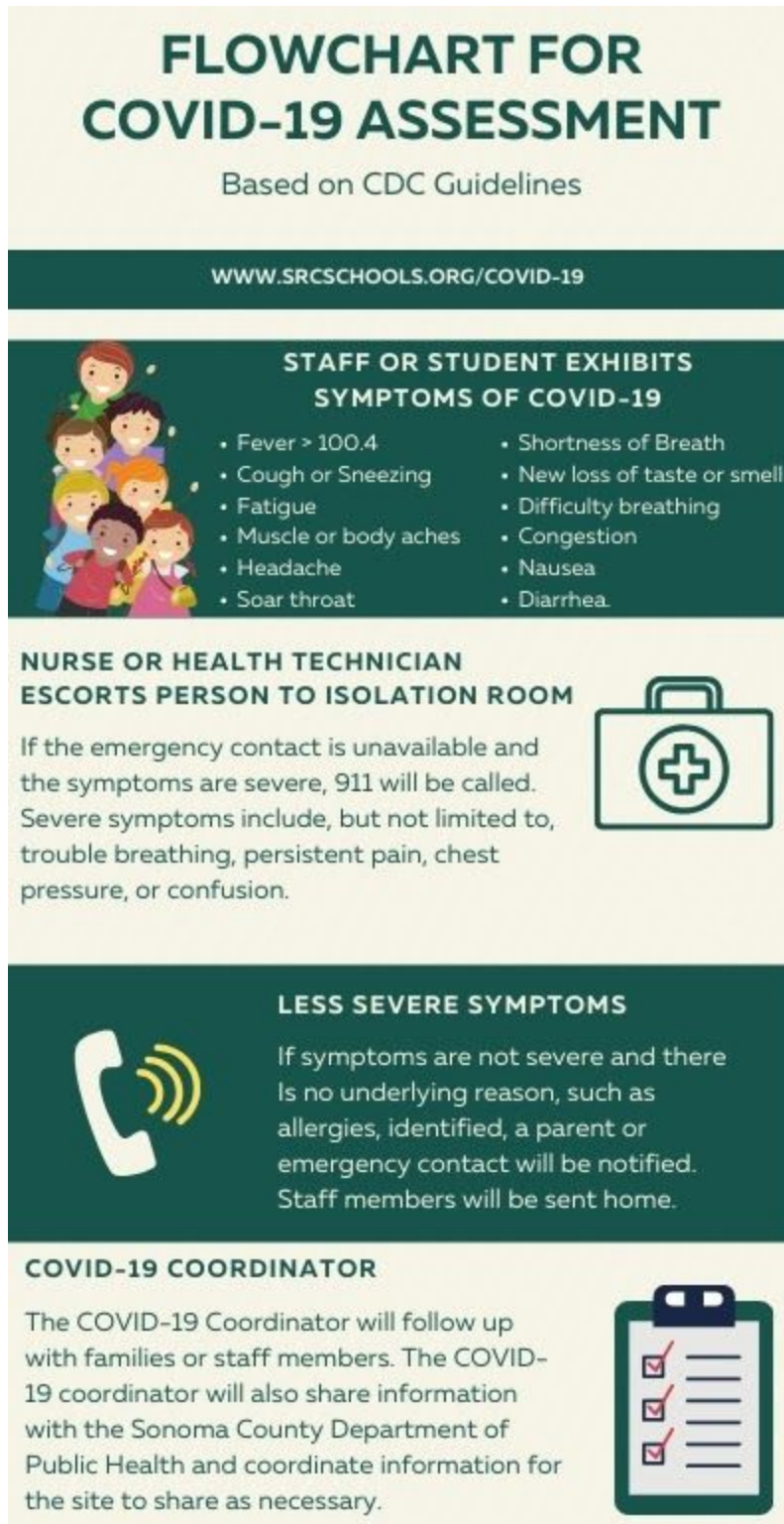
If a staff member or student becomes sick, and a family member cannot be reached or is not available to pick up the individual, 911 will be called. 911 will be called if the severity of illness appears to be immediately life-threatening. See the section on *Illness Assessment Flowchart*.

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



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

DRAFT 2020-21 SRCS Return to School Plan 2.0

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:

DRAFT 2020-21 SRCS Return to School Plan 2.0

- 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.

DRAFT 2020-21 SRCS Return to School Plan 2.0

- 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.

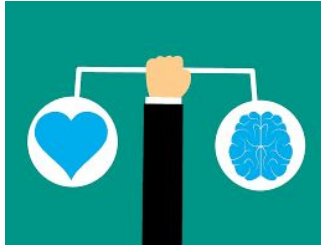
Methods of Communication	
ParentSquare	Provides communication in preferred language via the preferred method, i.e., text, email, phone app.
District Website: SRCSchools.org	Flags important messages on the home page so that families will see the message before they are able to visit any other sections 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

DRAFT 2020-21 SRCS Return to School Plan 2.0

	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	<i>Santa Rosa Press Democrat</i> , KBBF-FM and KSRO, are the main media outlets for our families. We also disseminate information to families through <i>La Voz</i> bilingual monthly newspaper, Wine Country Radio stations (Spanish and English), Amaturio 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:

<ul style="list-style-type: none"> • Surveys • Return to School Committee Meetings • Focus Groups at District and Site level • Student Focus Groups • Parent Meetings (ELAC, DELAC, etc.) 	<ul style="list-style-type: none"> • SRTA Focus Groups • SRCS Classified Chapter 75 Focus Group • Discussions with community and business partners • Discussions with elected officials
--	---



SOCIAL-EMOTIONAL WELLNESS

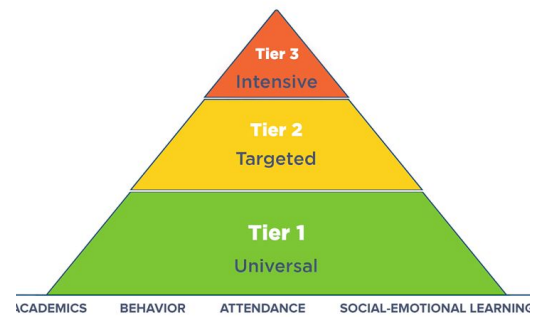
We realize that our entire community has experienced trauma. Including the Public Safety Power Shutoff (PSPS), fires, and pandemic, our school community spent more than 75 days outside of a normal school setting from October 2017 to June 2020. As we begin the 2020-21 school year, we acknowledge that 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.

DRAFT 2020-21 SRCS Return to School Plan 2.0

- 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.

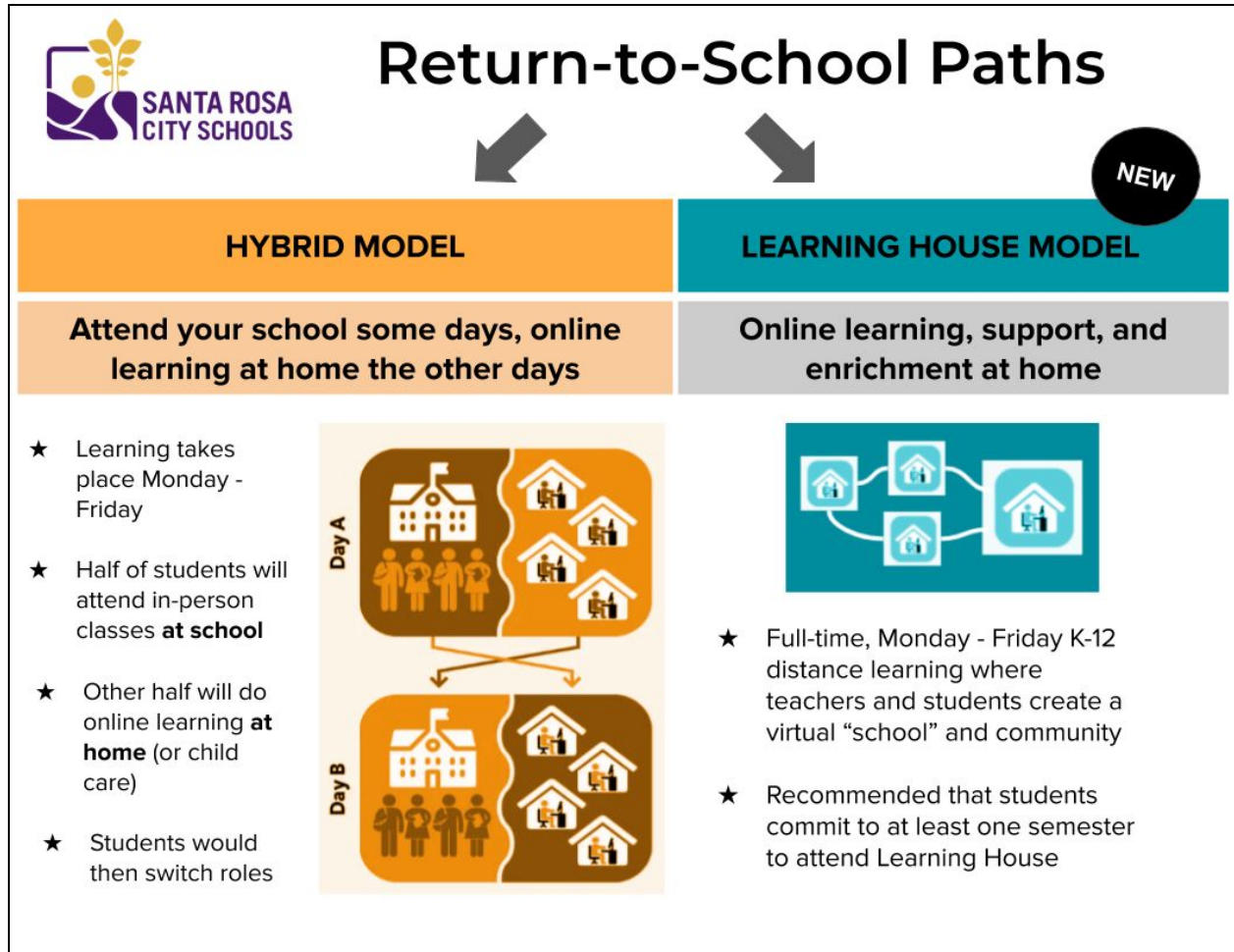


+LEARNING CONTINUITY

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.

DRAFT 2020-21 SRCS Return to School Plan 2.0

	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.	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.	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 <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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

DRAFT 2020-21 SRCS Return to School Plan 2.0

<p>stakeholders in discussion and implementation</p> <p>School Culture</p> <ul style="list-style-type: none"> 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 <p>Communication</p> <ul style="list-style-type: none"> Communicate with families regularly via ParentSquare and school newsletters, school event calendar, and school website <p>Multi-Tiered System of Support</p> <ul style="list-style-type: none"> 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 <p>Evaluation:</p> <ul style="list-style-type: none"> Follow agreed upon Evaluation timelines and processes to support innovative teaching and learning practices. 	<p>for staff (apps, learning platforms, student information systems)</p> <p>School Culture</p> <ul style="list-style-type: none"> 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. <p>Communication</p> <ul style="list-style-type: none"> Provide a robust parent outreach program that includes workshops/training for Google Classroom, support/intervention, the key elements of the learning models, etc. <p>Multi-Tiered System of Support</p> <ul style="list-style-type: none"> 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 <p>Evaluation:</p> <ul style="list-style-type: none"> Follow agreed upon Evaluation timelines and processes to support innovative teaching and learning practices.
--	---

Teacher Expectations	
At School	Online
<p>Instructional Planning</p> <p>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.</p> <ul style="list-style-type: none"> Determine essential standards to focus 	<p>Instructional Planning</p> <p>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.</p> <ul style="list-style-type: none"> Post learning modules on Google Classroom

<p>on learning</p> <ul style="list-style-type: none"> • 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 <p>Social-Emotional Learning</p> <ul style="list-style-type: none"> • 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. <p>Communication</p> <ul style="list-style-type: none"> • 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 <p>Multi-Tiered System of Support</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Utilize various educational platforms to engage all learners • Support students with engagement in online Board approved curriculum adoptions (<i>Wonders, Everyday Math, FOSS</i>, 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. <p>Social-Emotional. Learning</p> <ul style="list-style-type: none"> • Provide an online opportunity for students to connect with the teacher (survey, check-in, mini zoom conference) <p>Communication</p> <ul style="list-style-type: none"> • 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 <p>Multi-Tiered System of Support</p> <ul style="list-style-type: none"> • 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
<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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.

Grading and Assessments Expectations		
Teachers	Students	Administration
<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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
Parents/Guardians		
<ul style="list-style-type: none"> • 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 		

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
<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• Will reach out to the teacher with questions• Will demonstrate learning in relation to the essential standards to the best of his/her ability	<ul style="list-style-type: none">• 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		
<ul style="list-style-type: none">• 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

DRAFT 2020-21 SRCS Return to School Plan 2.0

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 - 2:30 Cohort A Distance Learning	8:00 - 2:30 Cohort A Distance Learning
8:00 - 12:50 Grades1-6 Cohort A Core Learning On-Campus	8:00 - 12:50 Grades1-6 Cohort A Core Learning On-Campus	8:00 - 10:00 Professional Development (site or district) Vertical Alignment Essential Standards Grade Level Articulation Grade Level Calibration Assessment Dev	Childcare/At home Outdoor Education Art activities Music Time PE Activities Support/ Intervention Boys & Girls Club	Childcare/At home Outdoor Education Art activities Music Time PE Activities Support/ Intervention Boys & Girls Club
12:50 Dismissal	12:50 Dismissal			
12:50 - 1:20 Teacher Prep	12:50 - 1:20 Teacher Prep	10:00 - 12:00 Daily Live Interaction		
1:20 - 2:30 Distance Learning Live Interactions	1:20 - 2:30 Distance Learning Live Interactions	IEPs/504s/SSTs		
		12:00 - 12:30 Lunch		
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	12:30 - 3:00 Prep for Distance Learning Prep Work Lesson Planning Common Planning Grading IEPs/504s/SSTs	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
			1:20 - 2:30 Distance Learning Live Interactions	1:20 - 2:30 Distance Learning Live Interactions
1:10 - 2:30 Distance Learning Live Interaction	1:10 - 2:30 Distance Learning Live Interaction			
1:20 -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	1:10 -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

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	AM Cohort	AM Cohort
10:30 - 12:00	Lunch grab and go	Lunch grab and go	Collaboration	Lunch grab and go	Lunch grab and go
	Cleaning	Cleaning	Prep	Cleaning	Cleaning
12:00 - 2:30	PM Cohort	PM Cohort	Asynchronous for students	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		Live Interaction	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.

A wide variety of hybrid models and schedules have been reviewed by stakeholders as part of the Return to School process. The models and schedules all seek to honor and support academics, create opportunities for support and enrichment, and meet all distance learning requirements. All models and schedules are built around a cohort model.

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

DRAFT 2020-21 SRCS Return to School Plan 2.0

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	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	<u>10:00 - 12:00</u>	10:00 - 11:20 2nd Block	10:00 - 11:20 2nd Block
11:20 - 11:40 Passing (BREAK)	11:20 - 11:40 Passing (BREAK)	Daily Live Interaction per AB 98	11:20 - 11:40 Passing (BREAK)	11:20 - 11:40 Passing (BREAK)
11:40 - 1:00 3rd Block	11:40 - 1:00 3rd Block	<u>12:00 - 12:30</u>	11:40 - 1:00 3rd Block	11:40 - 1:00 3rd Block
1:00 - 1:35 Lunch	1:00 - 1:35 Lunch	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	<u>12:30 - 3:00</u> Prep for Distance Learning Prep Work Lesson Planning Common Planning Grading	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

DRAFT 2020-21 SRCS Return to School Plan 2.0

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

AB/AB Block Schedule

Monday Cohort A Students 1,3,5	Tuesday Cohort B Students 1,3,5	Wednesday	Thursday Cohort A Students 2,4,6	Friday Cohort B Students 2,4,6
8:30 - 9:50 1st Block	8:30 - 9:50 1st Block	<u>8:00 - 8:30</u> Post assignments	8:30 - 9:50 1st Block	8:30 - 9:50 1st Block
9:50 - 10:00 Break	9:50 - 10:00 Break	<u>8:30 - 10:30</u> Professional Development (site or district)	9:50 - 10:00 Break	9:50 - 10:00 Break
10:00 - 11:20 2nd Block	10:00 - 11:20 2nd Block	<u>10:30 - 10:45</u> Break	10:00 - 11:20 2nd Block	10:00 - 11:20 2nd Block
11:20 - 11:40 Break	11:20 - 11:40 Break	<u>10:45 - 11:45</u> Prep for Distance Learning Prep Work	11:20 - 11:40 Break	11:20 - 11:40 Break
11:40 - 1:00 3rd Block	11:40 - 1:00 3rd Block	Lesson Planning Common Planning Grading	11:40 - 1:00 3rd Block	11:40 - 1:00 3rd Block
1:00 - 1:35 Lunch	1:00 - 1:35 Lunch	<u>11:45 - 12:15</u> 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)	<u>12:15 - 3:00</u> Daily Live Interaction per SB 98	1:35 - 2:15 Student Options and Services (Other Support Staff)	1:35 - 2:15 Student Options and Services (Other Support Staff)
2:15 - 3:30 Distance Learning Live Interaction	2:15 - 3:30 Distance Learning Live Interaction		2:15 - 3:30 Distance Learning Live Interaction	2:15 - 3:30 Distance Learning Live Interaction
3:30 - 4:10 Zero Period	3:30 - 4:10 Zero Period		3:30 - 4:10 Zero Period	3:30 - 4:10 Zero Period

Student Support & Enrichment Hour (block after lunch)	
Student Enrichment:	Student Support:

DRAFT 2020-21 SRCS Return to School Plan 2.0

<ul style="list-style-type: none">• College & Career Presentations• Study Skills workshops• Guest speakers• Extra Club Meetings• Service Projects• AP/Honors Activities• Leadership Activities• UCC Activities	<ul style="list-style-type: none">• Tutoring• Interventions• Counseling groups• IEPs/504s/SSTs• English/Math support groups• English Learner support• 1 on 1 teacher support
---	--

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	8:00 - 10:00 Learning Block	8:00 - 10:00 Learning Block
10:00-10:20 Break	10:00-10:20 Break	8:30-10:30 PD	10:00-10:20 Break	10:00-10:20 Break
10:20-12:20 Learning Block	10:20-12:20 Learning Block	10:30-10:50 break	10:20-12:20 Learning Block	10:20-12:20 Learning Block
12:20-12:50 Lunch	12:20-12:50 Lunch	10:50-12:20: common planning	12:20-12:50 Lunch	12:20-12:50 Lunch
12:50 - 1:20 Teacher Prep	12:50 - 1:20 Teacher Prep	12:20-12:50 Lunch	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	12:50-1:20 common planning	1:20 - 2:30 Teacher Office Hours	1:20 - 2:30 Teacher Office Hours
		1:20-1:50 prep		
		1:50-2:30 office hrs &		

DRAFT 2020-21 SRCS Return to School Plan 2.0

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	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 - 10:30 Professional Development (site or district)	8:30 - 9:50 1st Block	8:30 - 9:50 1st Block
9:50 - 10:00 Break	9:50 - 10:00 Break	10:30 - 10:45 Break	9:50 - 10:00 Break	9:50 - 10:00 Break
10:00 - 11:20 2nd Block	10:00 - 11:20 2nd Block	10:45 - 11:45 Prep for Distance Learning Prep Work Lesson Planning	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

DRAFT 2020-21 SRCS Return to School Plan 2.0


11:40 - 1:00 3rd Block	11:40 - 1:00 3rd Block	Common Planning Grading	11:40 - 1:00 3rd Block	11:40 - 1:00 3rd Block
1:00 - 1:35 Lunch	1:00 - 1:35 Lunch	<u>11:45 - 12:15</u> 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)	<u>12:15 - 3:00</u> Daily Live Interaction per SB 98	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: <ul style="list-style-type: none"> • Counseling Services • Extra Club Meetings • Leadership Activities 	Student Support: <ul style="list-style-type: none"> • Tutoring • Interventions • Counseling groups • English/Math support groups • English Learner support

Learning House (Full-Time Distance Learning)



What is Learning House?



A virtual “school” that students attend online. Teachers and students form a community as they work together from their homes.

- ★ Full-time, Monday - Friday
- ★ Kindergarten - 12th grade
- ★ A small group of teachers will work directly with groups of students to facilitate the learning process
- ★ Students get to know each other and their teachers
- ★ Counselor, bilingual support, and students with disabilities support
- ★ Depending on grade level, electives may be included

Recommended that students commit to at least one semester to attend Learning House

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	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	Please check Google Classroom in the morning	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

DRAFT 2020-21 SRCS Return to School Plan 2.0

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

DRAFT 2020-21 SRCS Return to School Plan 2.0

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

DRAFT 2020-21 SRCS Return to School Plan 2.0

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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 30 minutes of reading daily • 30-60 minutes of independent work daily, submitting assignments online

DRAFT 2020-21 SRCS Return to School Plan 2.0

<p>Remainder of time used for planning, reviewing student work, providing feedback, and preparing assignments</p> <p>Communication:</p> <ul style="list-style-type: none">• 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 <p>Attendance: The student attends class at assigned times on assigned days, students are required by law to be engaged in school daily.</p> <p>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.</p> <p>Multi-Tiered System of Support</p>	<p>At least 30 minutes of movement and exercise daily</p> <p>Additional intervention support provided by aide or specialist based on individual need</p> <p>Communication: Ability to reach teacher virtually during office hours</p> <p>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).</p> <p>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</p>
---	---

DRAFT 2020-21 SRCS Return to School Plan 2.0

<ul style="list-style-type: none">● 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 <p>Social-Emotional Learning</p> <ul style="list-style-type: none">● 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)	<p>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</p> <p>Work Effort:</p> <p>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.</p>
Parents	
<ul style="list-style-type: none">● 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	

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* <i>Course specific or general topic to ensure min. Of each topic 1x/ day</i>	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
<p>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:</p> <ul style="list-style-type: none"> • 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 <p>Creating or curating pre-recorded video lessons or online learning modules for students to complete independently</p> <ul style="list-style-type: none"> • 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 <p>60 minutes of virtual office hours and phone check-ins for priority students</p> <p>Remainder of time used for planning, reviewing student work, providing feedback, and preparing lessons</p> <p>Teachers should build challenging and relevant learning experiences for students that allow students to be the drivers of their own learning.</p>	<p>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:</p> <ul style="list-style-type: none"> • Middle school: <ul style="list-style-type: none"> ○ 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 <p>Up to 120 minutes (middle school) or up to 180 minutes (high school) of asynchronous, recorded lessons and online assignments daily, including:</p> <ul style="list-style-type: none"> • Middle school: <ul style="list-style-type: none"> ○ Four 30-minute sessions of recorded academic instruction daily • High school <ul style="list-style-type: none"> ○ Six 30-minute sessions of recorded academic instruction daily <p>Additional work:</p> <ul style="list-style-type: none"> • At least 30 minutes of reading daily • At least 30 minutes of movement and

DRAFT 2020-21 SRCS Return to School Plan 2.0

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

<p>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.</p> <p>Multi-Tiered System of Support:</p> <ul style="list-style-type: none"> • 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 <p>Social-Emotional Learning</p> <ul style="list-style-type: none"> • 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) 	<p>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.</p> <p>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.</p> <p>Additional Resources for Behavior Support During Distance Learning</p> <p>Work Effort:</p> <p>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.</p>
---	---

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

DRAFT 2020-21 SRCS Return to School Plan 2.0

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

DRAFT 2020-21 SRCS Return to School Plan 2.0

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:

DRAFT 2020-21 SRCS Return to School Plan 2.0

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.

DRAFT 2020-21 SRCS Return to School Plan 2.0

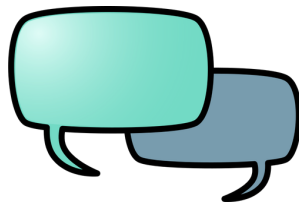
To support the student's access to the general education classroom within the hybrid and distance learning learning models:

- 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	jquirino@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



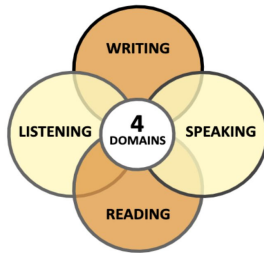
ENGLISH LEARNERS

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
<ul style="list-style-type: none"> • Live virtual lessons/meetings • Phone calls • Small group lessons <ul style="list-style-type: none"> ○ By proficiency levels with scaffolds • In mixed level groups for fluency building • Teacher feedback and support as needed 	<ul style="list-style-type: none"> • 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
<p>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.</p> <p>Behavior: SRCS remains committed to the foundations of</p>	<p>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,</p>

DRAFT 2020-21 SRCS Return to School Plan 2.0

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

DRAFT 2020-21 SRCS Return to School Plan 2.0

<p>student absence in a timely manner. COVID-19 related absences are excused. All other absences will be reported in the normal school procedures.</p> <p>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.</p>	<p>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</p> <p>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.</p>
---	--

Administration/Site Expectations	
At School	On Line

<p>Instructional Planning</p> <ul style="list-style-type: none"> • 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 <p>School Culture</p> <ul style="list-style-type: none"> • 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 <p>Communication</p> <ul style="list-style-type: none"> • Communicate with families regularly via ParentSquare and school newsletters, school event calendar, and school website • Attend ELAC meetings <p>Multi-Tiered System of Support</p> <ul style="list-style-type: none"> • 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 	<p>Instructional Planning</p> <ul style="list-style-type: none"> • 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 <p>School Culture</p> <ul style="list-style-type: none"> • 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. <p>Communication</p> <ul style="list-style-type: none"> • Provide a robust parent outreach program that includes workshops/ training for Google Classroom, support/intervention, the key elements of the learning models, etc. <p>Multi-Tiered System of Support</p> <ul style="list-style-type: none"> • 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
<p>Instructional Planning</p> <ul style="list-style-type: none"> • Provide a minimum of 30 minutes of daily Designated ELD (elementary) or one class period (secondary). • Designated ELD must be taught by 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. <p>Social-Emotional Learning</p> <ul style="list-style-type: none"> • 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. <p>Communication</p> <ul style="list-style-type: none"> • Communicate with families to support students • Use MTSS tiered structures for teacher to student and family communication <p>Multi-Tiered System of Support</p> <ul style="list-style-type: none"> • Provide universal tier 1 activities for 	<p>Instructional Planning</p> <ul style="list-style-type: none"> • 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) <ul style="list-style-type: none"> ◦ Check-in with English learners to provide Designated & Integrated ELD lessons and support ◦ Offer virtual lessons & modeling to English learners with lower proficiency levels <i>more often</i> • Designated ELD must be taught by 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 <ul style="list-style-type: none"> ◦ Adapt pacing & activities based on what has been previously taught & what your English learners need next

DRAFT 2020-21 SRCS Return to School Plan 2.0

<p>students that support Academics, Attendance, Student Wellness and Student Behaviors.</p> <ul style="list-style-type: none">● Participate in MTSS team activities as appropriate to support struggling students in their classes.	<ul style="list-style-type: none">○ 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) <p>Social-Emotional. Learning</p> <ul style="list-style-type: none">● Provide an online opportunity for students to connect with the teacher (survey, check-in, mini zoom conference) <p>Communication</p> <ul style="list-style-type: none">● 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 <p>Multi-Tiered System of Support</p> <ul style="list-style-type: none">● 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.

DRAFT 2020-21 SRCS Return to School Plan 2.0

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 <ul style="list-style-type: none">Communicate with families regularly via ParentSquare, phone calls and emailSupports the planning, organizing, and communication of ELAC meetingsTranslates oral and written materials for site Evaluation <ul style="list-style-type: none">Maintains records and files of assessment and student data, prepares documentation for reclassification and monitors student linguistic progressAssists with planning, organizing and scheduling the English Language Proficiency Assessments for California	Communication <ul style="list-style-type: none">Communicate with families regularly via ParentSquare, phone calls and emailSupports the planning, organizing, and communication of virtual ELAC meetingsTranslates oral and written materials for site remotelyAssist with virtual parent education workshops and trainings Evaluation <ul style="list-style-type: none">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

<p>Instructional Planning</p> <ul style="list-style-type: none">● 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 <p>Communication</p> <ul style="list-style-type: none">● Supports the planning, organizing, and communication of ELAC meetings● Assist with parent education workshops and trainings for EL parents <p>Evaluation</p> <ul style="list-style-type: none">● 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	<p>Instructional Planning</p> <ul style="list-style-type: none">● 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 <p>Communication</p> <ul style="list-style-type: none">● Supports the planning, organizing, and communication of virtual ELAC meetings● Assist with virtual parent education workshops and trainings for EL families <p>Evaluation</p> <ul style="list-style-type: none">● Assists in maintaining records and files of assessment and student data, prepares reports and documentation for reclassification and monitors student linguistic progress
---	---

At School	On Line
<p>Academic Support</p> <ul style="list-style-type: none"> 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 <p>School Culture</p> <ul style="list-style-type: none"> Provide support to student by promoting student communication and advocacy skills <p>Communication</p> <ul style="list-style-type: none"> Communicate with families regularly via ParentSquare, phone call or email <p>Multi-Tiered System of Support</p> <ul style="list-style-type: none"> 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 <p>Evaluation</p> <ul style="list-style-type: none"> 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 	<p>Academic Support</p> <ul style="list-style-type: none"> 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 <p>School Culture</p> <ul style="list-style-type: none"> Engage all stakeholders to ensure the online classroom is a safe, welcoming environment for all students <p>Communication</p> <ul style="list-style-type: none"> 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 <p>Multi-Tiered System of Support</p> <ul style="list-style-type: none"> 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 <p>Evaluation</p> <ul style="list-style-type: none"> 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
<p>6 Key Considerations for Supporting English Learners with Distance Learning</p> <p><i>6 consideraciones claves para apoyar a los estudiantes de inglés con el aprendizaje a distancia</i></p>	<p>6 Key Considerations for Supporting ELL in Distance Learning</p>
<p>Supporting multilingual learners (MLLs)/English language learners (ELLs) during the COVID-19 Shutdown</p> <p><i>Apoyo a estudiantes multilingües (MLL) / estudiantes de inglés (ELL) durante el COVID-19</i></p>	<p>Supporting ELL during COVID-19</p>
<p>Californians Together COVID-19 Resources for Educators</p> <p><i>Recursos para educadores durante COVID-19 de Californians Together</i></p>	<p>Californians Together Resources for Educators</p>

Resources/Recursos

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

DRAFT 2020-21 SRCS Return to School Plan 2.0

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

DRAFT 2020-21 SRCS Return to School Plan 2.0

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).

DRAFT 2020-21 SRCS Return to School Plan 2.0

- 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 are able to begin. Updated information regarding the possibility of starting sports will be forthcoming sometime early in the new year.**

[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.

DRAFT 2020-21 SRCS Return to School Plan 2.0

- 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 reopening 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

DRAFT 2020-21 SRCS Return to School Plan 2.0

Guiding Principles	Best Practices
<ul style="list-style-type: none">● 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.	<ul style="list-style-type: none">● 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
<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Google Suite: Google Classroom, Google Meet, Docs, Slides, Forms • Screencastify • Zoom • Seesaw • Class Dojo • ParentSquare • How to create engaging videos for online 	<ul style="list-style-type: none"> • Trauma-Informed Care • Self-care • Psychological First Aid • Class meetings • Classroom Community Building • Restorative Practices • Managing social media consumption • Safety protocols and precautions

DRAFT 2020-21 SRCS Return to School Plan 2.0

<p>reading levels</p> <ul style="list-style-type: none"> • 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., <i>Everyday Math</i>, <i>Wonders</i>, etc.) • Flipped classroom • Project Based Learning • Formative Assessment • Diagnostic tools such as MAP, Inspect and Let's Go Learn 	<p>teaching & learning</p> <ul style="list-style-type: none"> • Class webpage development • Edpuzzle • Padlet • Quizlet • Acellus • Remind • NewsELA • Adobe Spark • Code.org • Quizizz • NearPod • Peardeck 	<ul style="list-style-type: none"> • Positive Behavioral Interventions & Supports (PBIS) • Addressing current events through grade level appropriate conversations • Encouraging and supporting student voice and advocacy
<p style="text-align: center;">Parent Professional Development Topics for Consideration</p>		
<ul style="list-style-type: none"> • 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](#)

Resolution No 2020/21-26 Regarding the Fir Ridge Property, Authorizing Staff to Submit a Waiver Application to the State Board of Education, Authorizing Staff to Issue a RFP to Sell the Property, and Authorizing Staff to file a CEQA Exemption

WHEREAS, Santa Rosa City Schools ("District") currently owns the "Fir Ridge" property located at (APN 173-620-030) also known as "Lot F" (hereinafter the "Property"). The District has been exploring the possibility of selling the Property;

WHEREAS, pursuant to Education Code section 17455 *et seq.*, the District would generally be required to follow certain procedures when disposing of surplus real property, including offering the Property to other entities, soliciting bids from the general public, and ultimately receiving oral bids at a Board meeting. This process would complicate the disposal of the Property, and restrict the District's ability to strategically negotiate the best terms possible. However, Education Code sections 33050 through 33053 allow a school district to apply to have the State Board of Education waive some of these procedures. This resolution would authorize staff to file an application for such a waiver, thereby allowing the District to have more flexibility in the sale process;

WHEREAS, if the waiver is granted, the District would still want to conduct the sale in an open and competitive manner, through a Request for Proposals ("RFP") process. Adoption of this resolution would allow District staff to issue an RFP to consider proposals to sell the Property;

WHEREAS, pursuant to California Code of Regulations, title 14, section 15312, the sale or lease of surplus government property is generally exempt from the California Environmental Quality Act ("CEQA"). This resolution would authorize staff to file a CEQA exemption in accordance with applicable law;

NOW, THEREFORE, BE IT RESOLVED:

1. That the above recitals are true and correct, and are incorporated herein by reference.
2. That the Board authorizes and directs staff to file a CEQA exemption relating to the sale of the Property.
4. The Board authorizes the submission of an application to the California Department of Education for a waiver (to the extent possible) of the surplus property procedures otherwise applicable to the Property; and
5. The Board authorizes and directs the Superintendent or designee to take all necessary actions for the submission of said application and issuing an RFP for the sale of the Property.

The foregoing resolution was adopted by the Santa Rosa City Schools Board of Education at its regularly held meeting on December 14, 2020.

AYES:

NOES:

ABSENT:

ABSTAINED:

SANTA ROSA CITY SCHOOLS

Attest:

PASSED AND ADOPTED this _____ day of _____, 2020.

Clerk of the Board

Santa Rosa City Schools

Board Policy

COVID-19 Mitigation Plan

BP 0470

Philosophy, Goals, Objectives and Comprehensive Plans

The following policy establishes actions that will be taken by the district to provide a safe learning and working environment during the coronavirus (COVID-19) pandemic, and shall supersede any conflicting language in existing district policies or administrative regulations until the Governing Board determines that the need for this policy no longer exists. The Board acknowledges that, due to the evolving nature of the pandemic, federal, state, and local orders impacting district operations are subject to change without notice. In the event that any federal, state, or local order may conflict with this policy, the order shall govern.

(cf. 2210 - Administrative Discretion Regarding Board Policy) (cf.

5141.22 - Infectious Diseases)

(cf. 9310 - Board Policies)

The Board may also adopt resolutions or take other actions as needed to respond to such orders or provide further direction during the pandemic.

The Board recognizes that students and staff have the right to a safe campus that protects their physical and psychological health and well-being. School campuses shall only be open when deemed safe for in-person instruction. The Board's decision to reopen school campuses for classes, before or after school programs, child care centers, and/or preschool programs shall be made in consultation with state and local health officials, the county office of education, and neighboring school districts. The district shall evaluate its capacity to implement safety precautions and to conduct full or partial school operations, and shall consider student, parent/guardian, and community input.

(cf. 0400 - Comprehensive Plans)

(cf. 0450 - Comprehensive Safety Plan)

(cf. 3516 - Emergencies and Disaster Preparedness Plan)

Prior to the return to on-campus teaching and learning, the Superintendent or designee shall provide to students, parents/guardians, and staff current information about COVID19, including its symptoms, how it is transmitted, how to prevent transmission, the current recommendations from the state and local departments of public health, and any other information and/or resources to prepare for a safe return to on-campus teaching

and learning. The Superintendent or designee shall also provide information on the processes and protocols the district will follow to minimize the health risks associated with COVID-19, including, but not limited to, physically separating individuals (social distancing), limits on large gatherings, the provision of personal protective equipment (PPE) such as masks and gloves, and the sanitization of facilities.

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

(cf. 6020 - Parent Involvement)

Student Support

The Board recognizes that the consequences of the COVID-19 pandemic, including fear for one's safety, the economic crisis, the loss of school-based relationships, and disruptions in student learning, impact all students but may have a disproportionate effect on the youngest students, students with disabilities, those students most vulnerable to basic needs insecurity or child abuse and neglect, and other at-risk students.

(cf. 0415- Equity)

As school campuses reopen, staff shall provide a caring and nurturing educational environment for students. The district may provide instruction on social-emotional wellbeing to all students, including information on how to deal with stress and anxiety in healthy ways and the importance of emotional well-being for academic success.

(cf. 6142.8 - Comprehensive Health Education)

Staff shall pay careful attention to students' increased mental health concerns. Counseling, other support services, and/or referrals to other agencies shall be available to assist students in dealing with the social and emotional effects of COVID-19, such as stress, anxiety, depression, grief, social isolation, and post-traumatic stress disorder.

(cf. 5141.5 - Mental Health)

(cf. 5141.52 - Suicide Prevention)

(cf. 6164.2 - Guidance/Counseling Services)

(cf. 6164.5 - Student Success Teams)

As needed, the district may provide referrals of students and families to basic needs assistance or social services, and may assess students for eligibility for the free and reduced-price meal program or assistance under the McKinney-Vento Homeless Assistance Act.

(cf. 6173 - Education for Homeless Children)

The Superintendent or designee shall ensure that staff understand their obligations as mandated reporters to report suspected child abuse or neglect, regardless of whether the student is on campus or participating in distance learning.

(cf. 5141.4 - Child Abuse Prevention and Reporting)

The Superintendent or designee may provide information to staff and parents/guardians regarding how to provide mental health support to students. The Superintendent or designee may also provide counseling to staff who are experiencing emotional difficulties as a result of COVID-19.

Instruction/Schedules

The district may offer a combination of on-campus instruction and distance learning to meet the needs of all students.

(cf. 6157 - Distance Learning)

(cf. 6158 - Independent Study)

The Superintendent or designee shall work with school principals, teachers, other staff, students, and parents/guardians to recommend to the Board a schedule of on-campus instruction for each school when it is deemed safe to implement in-person instruction. If all students cannot attend on-campus instruction for the entire school day due to space limitations as a result of social distancing requirements, the Superintendent or designee shall consider arrangements for rotating groups of students, such as on a daily or weekly basis, and/or shall provide on-campus instruction to students with the greatest need for in-person supervision.

(cf. 6111 - School Calendar)

(cf. 6112 - School Day)

Priority for on-campus instruction shall be given to the lowest performing students, students with disabilities, elementary level students, students at risk of child abuse and neglect, homeless students, foster youth, and English learners. To the extent practicable, the district shall also consider the needs of essential workers, as designated in the Governor's executive orders, for child care during normal school hours.

(cf. 6173.1 - Education for Foster Youth)

(cf. 6174 - Education for English Learners)

On-campus instruction may be prioritized for subjects that are difficult to deliver through distance learning, such as laboratory science, art, or career technical education.

For distance learning, lessons may be delivered through live video sessions, pre-recorded lectures, or other technology-based distance learning platforms and/or the district may supplement on-campus instruction with home assignments. As much as possible, distance learning shall be provided through small-group synchronous learning.

Appropriate training shall be provided to teachers and other instructional staff involved in distance learning, including training on how to use any technology or platform approved for distance learning by the school and opportunities for the sharing of best practices among instructional staff. Available training resources may also be provided to students and parents/guardians when necessary.

Evaluation of Academic Progress Following Campus Closure

Upon return to on-campus instruction following an extended campus closure, the Superintendent or designee shall evaluate the impact of the campus closure on students' academic progress. Such evaluation may:

- Address student-specific needs arising from the transition back into on-campus instruction
- Consider whether or not a student has experienced a regression of skills and/or lack of progress
- If regression and/or a lack of progress is present, identify opportunities for recovery, including supplemental educational services and/or new or different support services

(cf. 6179 - Supplemental Instruction)

For students with disabilities, the evaluation of academic progress shall also be used to determine whether an additional or revised individualized education program (IEP) or Section 504 plan is needed for the student to be academically successful when returning to on-campus instruction. The Superintendent or designee may prioritize urgent student need in scheduling initial and triennial assessments and annual IEP meetings. The Superintendent or designee shall ensure district compliance with all procedural timelines for IEPs and Section 504 plans as required, unless amended by executive order.

(cf. 6159 - Individualized Education Program)

(cf. 6159.1 - Procedural Safeguards and Complaints for Special Education) (cf. 6164.6 - Identification and Education Under Section 504)

Grading

For each grading period, student progress shall be reported in accordance with BP/AR 5121 - Grades/Evaluation of Student Achievement. However, in the event that school campuses are closed for an extended period of time during any grading period, the Board may, upon recommendation by the Superintendent or designee, adopt one or more alternative grading policies which may vary by grade level or type of course. These can be developed under modifications of BP/AR 5121 - Grades/Evaluation of Student Achievement

(cf. 5121 - Grades/Evaluation of Student Achievement)

Health Screening of Students

To the extent feasible, students shall be screened for COVID-19 symptoms before boarding a school bus and/or upon arrival at school each day. The Superintendent or designee shall work with local health officials to determine the appropriate means of screening, which may include temperature checks with a no-touch thermometer.

If the screening indicates a fever or other COVID-19 symptoms, or if the student exhibits symptoms at any time during the school day, the student shall be placed in a supervised isolation area until the student's parent/guardian is contacted and the student can be transported home or to a healthcare facility. School staff may provide the parent/guardian with referrals to school or community health centers for further testing.

(cf. 5141 - Health Care and Emergencies)

(cf. 5141.3 - Health Examinations)

(cf. 5141.6 - School Health Services)

Student Absence and Attendance

The Board recognizes that COVID-19 will continue to impact the attendance of students following the reopening of school campuses. The Superintendent or designee shall notify students and parents/guardians of expectations regarding school attendance. Such notification shall 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 so as to curtail the spread of the disease.

Students who are exhibiting 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.

The Governing Board understands 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 parents/guardians take all appropriate precautions before returning to school.

If students return 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.

Students who have been in close contact with a confirmed positive COVID-19 case shall quarantine and be excluded from on-campus until 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. For additional information, see the CDPH's Workplace Guidance.

Students who are infected with COVID-19 shall isolate and be excluded from on-campus instruction until 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.

Students who are identified as being in a high-risk population for serious complications from COVID-19 because of a medical condition may request assessment and accommodations under Section 504 and/or an alternative instructional method that allows the student to continue receiving instruction off campus.

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.

(cf. 5113 - Absences and Excuses)

If a student would otherwise be required to attend on-campus instruction but is kept home by the parents/guardians due to concerns for the welfare of their child, the principal or designee shall work with the student and parent/guardian to find alternative means of instruction, which may include distance or blended learning, independent study, printed class assignments, or other reasonable means.

(cf. 6154 - Homework/Makeup Work)

The Superintendent or designee shall maintain enrollment and student attendance data, including the participation of students in distance learning, and shall report data in accordance with state requirements.

The district employee designated as the attendance supervisor pursuant to Education Code 48240 shall track patterns of student absence throughout the district and regularly report such information to the Superintendent. When a student who is participating in distance learning repeatedly fails to check in with the teacher when required, the teacher and/or attendance supervisor shall attempt to contact the student or parent/guardian to resolve the issues leading to the absence.

(cf. 5113.1 - Chronic Absence and Truancy)

(cf. 5113.11 - Attendance Supervision)

Social Distancing

In order to maintain a campus environment that allows for social distancing, the district shall assess the capacity of school facilities, including classrooms, cafeterias, multipurpose rooms, gyms, and outdoor areas, and determine the means by which the facilities can best be utilized considering space and time alternatives. To the extent reasonably possible, the district may:

- Within classrooms, space desks at least six feet apart and position them in a way that limits students facing each other
- Stagger students in areas of high traffic, such as when students are using lockers, lining up for class, or passing between classes
- Mark six-foot boundaries within classrooms, common areas, outdoor spaces, and places where students are likely to gather so that students and staff are more readily aware of and can more easily abide by social distancing requirements
- Utilize restroom stalls and sinks in a manner that allows for social distancing, such as limiting the number of students and/or staff who may use the restroom at a time, blocking off every other stall or sink from use, and/or marking six-foot boundaries
- Minimize the mixing of students from different classrooms in common spaces, such as in cafeterias and libraries
- Conduct recess and physical education classes in a manner that allows for social distancing and minimizes the use of physical education equipment
- Assess the capacity of school buses and develop a plan for bus routes and bus seating consistent with social distancing objectives
- Encourage students to walk, bicycle, or travel by private vehicle to reduce the number of students traveling on school buses. Schools may provide designated areas with proper distancing for bicycles to be stored during the school day, and may mark spaces for private vehicle drop-off and pick-up zones.

(cf. 3540 - Transportation)
(cf. 3543 - Transportation Safety and Emergencies)
(cf. 5142.2 - Safe Routes to School Program)

Large gatherings, such as assemblies, rallies, field trips, extracurricular activities, and athletic events, shall be suspended until the Board determines, consistent with guidance from state and local health officials, that it is safe to resume such activities. The Superintendent or designee may grant an exception if an activity can be arranged to take place in phases or per class, or modified in a manner that would keep participants from violating social distancing recommendations. When deciding whether an activity may resume, the Superintendent or designee may consider the size of the group that participates, the extent to which the students and other attendees have physical contact, whether the activity can be modified to avoid physical contact, if shared equipment is required for the activity, and if social distancing can be maintained.

(cf. 6145 - Extracurricular and Cocurricular Activities)
(cf. 6145.2 - Athletic Competition)
(cf. 6153 - School-Sponsored Trips)

Personal Protective Equipment and Hygiene Practices

The Board encourages students, staff, and visitors to wear PPE while on school campuses or school buses, especially in high-traffic areas and/or when social distancing is not possible. If the use of PPE in schools is required by state or local health officials, the district shall provide PPE to students and staff who do not bring their own personal PPE. Students and staff shall be provided instruction in the proper use, removal, disposal, and cleaning of PPE.

Face coverings shall not be required for children younger than two years, or for anyone who has trouble breathing or is incapacitated or otherwise unable to remove the covering without assistance. Reasonable accommodations shall be made for anyone who is unable to wear a face covering for medical reasons.

The Board also encourages students and staff to practice good hygiene, such as appropriate covering of coughs and sneezes and regular hand washing of at least 20 seconds, including before eating and after blowing one's nose, coughing, or sneezing. The district shall provide adequate time and opportunity for students to wash hands, and shall make hand sanitizer available in areas where handwashing is less accessible. Signage regarding healthy hygiene practices and how to stop the spread of COVID-19 may be posted in and around school facilities.

Sanitization of Facilities and Equipment

School facilities, school buses, and shared equipment such as desks, tables, sports/playground equipment, computers, door handles, light switches, and other frequently used equipment and supplies shall be cleaned and disinfected daily with appropriate cleaning agents. Disinfectants and cleaning agents shall be stored properly and in a manner not accessible to students.

(cf. 3510 - Green School Operations)

(cf. 3514.1 - Hazardous Substances)

(cf. 4157/4257/4357 - Employee Safety)

The Superintendent or designee shall ensure that ventilation systems are operating properly and that air flow and ventilation within district facilities is increased, to the extent possible, by opening windows and doors and using fans and air conditioning. Garbage shall be removed daily and disposed of safely.

Food Services

The Superintendent or designee shall ensure that students have access to clean drinking water other than through a drinking fountain if possible, and food which is procured, stored, and served in a manner that reduces the likelihood of COVID-19 transmission and follows state and national guidelines for nutrition.

(cf. 3550 - Food Service/Child Nutrition Program)

For meals that are consumed on school grounds, the Superintendent or designee shall ensure that students will be able to maintain proper social distancing while eating. In order to do so, the Superintendent or designee may consider the consumption of meals in classrooms, gyms, the outdoors, and/or other district grounds.

Meal service shall also be available to students participating in distance learning, which may include and/or entirely consist of a "grab and go" service or delivery.

Due to the changing financial circumstances of many families as a result of COVID-19, the Superintendent or designee shall regularly provide information to students and parents/guardians regarding the free and reduced-price meal program, eligibility, and how to apply for the program.

(cf. 3553 - Free and Reduced Price Meals)

Staff

Prior to reopening campuses, the Superintendent or designee shall review staff assignments and, upon request, may reassign employees to reduce exposure to the virus, especially for high-risk staff. When feasible for the position, employees may be granted a remote work assignment.

(cf. 4030 - Nondiscrimination in Employment)

(cf. 4113 - Assignment)

(cf. 4113.4/4213.4/4313.4 - Temporary Modified/Light-Duty Assignment)

(cf. 4113.5/4213.5/4313.5 - Working Remotely)

In the event that employees are unable to perform their duties due to partial or full closure of campuses, the Board shall compensate employees as permitted by law.

(cf. 4151/4251/4351 - Employee Compensation)

Any employee who contracts the virus, shows symptoms of possible infection, or is caring for someone who has been diagnosed with the virus shall self-quarantine for the period of time recommended by health authorities in order to prevent the spread of the disease to students or other staff.

An employee may use personal illness and injury leave and/or family care and medical leave, as applicable, if the employee is unable to work or telework because the employee is ill or needs to take care of a spouse, parent/guardian, or child with COVID-19 or other serious health condition. (Education Code 44978, 45191; Government Code 12945.112945.2; Labor Code 245-249; 29 USC 2601-2654)

(cf. 4161.1/4361.1 - Personal Illness/Injury Leave)

(cf. 4161.8/4261.8/4361.8 - Family Care and Medical Leave)

(cf. 4261.1 - Personal Illness/Injury Leave)

Until December 31, 2020, an eligible employee may take paid sick leave for up to 80 hours, or the number of hours that a part-time employee works on average over a two week period, if the employee is unable to work or telework because the employee is: (29 USC 2601)

1. Subject to a federal, state, or local quarantine or isolation order related to COVID19
2. Advised by a health care provider to self-quarantine due to concerns related to COVID-19
3. Experiencing symptoms of COVID-19 and seeking a medical diagnosis
4. Caring for an individual who is subject to a federal, state, or local quarantine or isolation order or has been advised by a health care provider to self-quarantine

5. Caring for the employee's child whose school or child care provider is closed or unavailable for reasons related to COVID-19
6. Experiencing any other substantially similar condition specified by the U.S. Department of Health and Human Services

Employees shall be paid their regular rate of pay for leave taken pursuant to items #1-3 above, or two-thirds their regular rate of pay for leave taken pursuant to items #4-6 above, within the limits specified in law. (29 USC 2601)

For the purpose specified in item #5 above, eligible employees who have been employed by the district for at least 30 calendar days shall be granted extended leave for up to 12 work weeks upon request. The first 10 days of such leave shall be unpaid unless the employee uses accrued vacation leave, personal leave, sick leave, or paid sick leave granted pursuant to 29 USC 2601. After the first 10 days, the district shall pay not less than two-thirds of the employee's regular pay for the number of hours per week the employee normally works, with a maximum of \$200 per day and \$10,000 for the total period. Eligibility for extended leave for this purpose is subject to the employee's eligibility for leave pursuant to the Family and Medical Leave Act. (29 USC 2601, 2620)

The district shall post, in conspicuous places where employee notices are customarily posted, a notice prepared by the U.S. Department of Labor regarding the requirements of 29 USC 2601 and 2620. (29 USC 2601)

Follow-Up with Infected Persons/Contact Tracing

The Superintendent or designee shall work with county health officials to track confirmed cases of students and staff with COVID-19, including, but not limited to, following up with students, their parents/guardians, and staff who exhibit symptoms while at school and those who report an absence or miss work due to illness. The Superintendent or designee shall report confirmed cases to local health authorities.

If a student, family member of a student, or staff member has tested positive for COVID19, the district shall assist local health officials in conducting contact-tracing to identify potentially exposed individuals and ask them to self-quarantine, which may include not participating in on-campus instruction. While maintaining the privacy of the infected person, the district shall inform other students and staff with whom the infected person may have had contact in school.

Nondiscrimination

The Board prohibits discrimination based on actual or perceived medical condition or disability status. (Government Code 11135)

(cf. 0410 - Nondiscrimination in District Programs and Activities)

Individual students and staff shall not be identified as being COVID-positive, nor shall students be shamed, treated differently, or denied access to a free and appropriate public education because of their COVID-19 status or medical condition. Staff shall not disclose confidential or privileged information, including the medical history or health information of students and staff. (Education Code 49450)

(cf. 4119.23/4219.23/4319.23 - Unauthorized Release of Confidential/Privileged Information)

The Superintendent or designee shall investigate any reports of harassment, intimidation, and bullying targeted at any student based on COVID status, exposure, or high-risk status.

(cf. 1312.3 - Uniform Complaint Procedures)

(cf. 5131.2 - Bullying)

(cf. 5145.3 - Nondiscrimination/Harassment)

Community Relations

The Superintendent or designee shall use a variety of methods to regularly communicate with students, parents/guardians, and the community regarding district operations, school schedules, and steps the district is taking to promote the health and safety of students. In addition, the members of the Board have a responsibility as community leaders to communicate matters of public interest in a manner that is consistent with Board policies and bylaws regarding public statements.

(cf. 1100 - Communication with the Public)

(cf. 1112 - Media Relations)

(cf. 9010 - Public Statements)

The district shall continue to collaborate with local health officials and agencies, community organizations, and other stakeholders to ensure that district operations reflect current recommendations and best practices for keeping students, staff, and visitors safe during the COVID-19 state of emergency. The Superintendent or designee shall keep informed about resources and services available in the community to assist students and families in need.

(cf. 1400 - Relations Between Other Governmental Agencies and the Schools) (cf. 1700 - Relations Between Private Industry and the Schools)

While the Board recognizes the rights of parents/guardians to participate in the education of their children and the critical importance of parental involvement in the educational process, all visitors and volunteers are required to adhere to face covering and social distancing guidelines while on campus and are strongly encouraged to respect guidance related to social distancing and gatherings while off campus. School visitors and volunteers shall be limited in number and expected to observe all district protocols for COVID-19. The Superintendent or designee may place signage around the school advising that visitors and volunteers may be required to use PPE while on school sites and interacting with school personnel, and may keep a supply of such equipment available for their use.

(cf. 1240 - Volunteer Assistance)

(cf. 1250 - Visitors/Outsiders)

Use of school facilities by persons or organizations for community purposes involving large gatherings shall be suspended until the Board determines, consistent with guidance from state and local health officials, that it is safe to resume such activities. The Superintendent or designee may only grant an exception if the number of participants in the activity will be limited and the person or organization follows the processes and protocols established by the district to minimize the health risks associated with COVID19.

(cf. 1330 - Use of School Facilities)

Potential Reclosure of Campus

The district shall monitor student and staff absences and data provided by local health officials to determine if there is a risk of resurgence of COVID-19 and a need to reclose school campuses for the protection of students, staff, and the community. The Superintendent or designee shall develop plans and procedures for alternative methods of operations to the extent possible in the event that reclosure becomes necessary.

If any person diagnosed with COVID-19 is known to have been in district building(s), the Superintendent or designee shall immediately notify local health officials to determine a course of action. The building should be closed until cleaning and disinfecting of the building can be completed and the district can consult with local health officials to determine, based on up-to-date information about the specific cases in the community, whether an extended closure is needed to stop or slow further spread of COVID-19.

If local health officials report that there has been no community transmission of COVID19, or minimal to moderate transmission in the community, school campuses may not necessarily be closed, but the district shall continue to take all preventative measures described in this policy.

If local health officials report substantial community transmission of COVID-19, campus closures of more than two weeks may be necessary, and the Superintendent or designee shall cancel group activities and events during that period. Campuses shall not reopen until recommended by local health officials.

Legal Reference:

EDUCATION CODE

Sick leave for certificated employees

Leave of absence for illness and injury, classified employees

Excused absences

Prior parent notification of exclusion; exemption

Supervisors of attendance

Exemption from physical exam; exclusion from attendance

GOVERNMENT CODE

Nondiscrimination in programs or activities funded by state

-12945.2 California Family Rights Act

HEALTH AND SAFETY CODE

Exclusion from attendance

LABOR CODE

-249 Healthy Workplaces, Healthy Families Act of 2014 CODE OF REGULATIONS, TITLE 2

-11098 California Family Rights Act

CODE OF REGULATIONS, TITLE 5

Exclusion from attendance

Explanation of absence

-421 Record of verification of absence due to illness and other causes

UNITED STATES CODE, TITLE 29

-2654 Family and Medical Leave Act of 1993, as amended, especially:

Paid sick leave

Public health emergency leave

UNITED STATES CODE, TITLE 42

Note National School Lunch program waivers addressing COVID-19

CODE OF FEDERAL REGULATIONS, TITLE 29

-825.702 Family and Medical Leave Act of 1993

Management Resources:

CSBA PUBLICATIONS

Sample School Board Resolution on Grading During Emergency School Closures

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

FAQs for 2019 Novel Coronavirus

FAQs on Grading and Graduation Requirements

CALIFORNIA DEPARTMENT OF PUBLIC HEALTH PUBLICATIONS

CDPH Guidance for the Prevention of COVID-19 Transmission for Gathering, March 16, 2020

School Guidance on Novel Coronavirus or COVID-19, March 7, 2020

CENTERS FOR DISEASE CONTROL AND PREVENTION PUBLICATIONS

Considerations for Schools, rev. May 19, 2020

Interim Guidance for Schools and Day Camps, May 2020

Interim Guidance for Administrators of U.S. K-12 Schools and Child Care Programs to Plan, Prepare, and Respond to Coronavirus Disease 2019 (COVID-19), March 25, 2020

OFFICE OF THE GOVERNOR PUBLICATIONS

Executive Order N-30-20, March 17, 2020

Executive Order N-26-20, March 13, 2020

OFFICE OF MANAGEMENT AND BUDGET PUBLICATIONS

Administrative Relief for Recipients and Applicants of Federal Financial Assistance

Directly Impacted by the Novel Coronavirus (COVID-19) Due to Loss of Operations, Memorandum M-20-17, March 19, 2020

U.S. DEPARTMENT OF LABOR POSTERS

Employee Rights: Paid Sick Leave and Expanded Family and Medical Leave Under the Families First Coronavirus Response Act

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education: <http://www.cde.ca.gov>

California Department of Public Health: <http://www.cdph.ca.gov>

Centers for Disease Control and Prevention: <http://www.cdc.gov/coronavirus/2019-ncov>

Office of the Governor: <http://www.gov.ca.gov>

Office of Management and Budget: <http://www.whitehouse.gov/omb>

U.S. Department of Labor: <http://www.dol.gov>

World Health Organization: <http://www.who.int>

Policy SANTA ROSA CITY SCHOOLS

adopted: Santa Rosa, California

Santa Rosa City Schools

Exhibit

Title IX Sexual Harassment Complaint Procedures

E 4119.12

Personnel

NOTICE OF TITLE IX SEXUAL HARASSMENT POLICY

The Code of Federal Regulations, Title 34, Section 106.8 requires the district to issue the following notification to employees, job applicants, and employee organizations:

The district does not discriminate on the basis of sex in any education program or activity that it operates. The prohibition against discrimination on the basis of sex is required by federal law (20 USC 1681-1688; 34 CFR Part 106) and extends to employment. The district also prohibits retaliation against any employee for filing a complaint or exercising any right granted under Title IX.

Title IX requires a school district to take immediate and appropriate action to address any potential Title IX violations that are brought to its attention. Any inquiries about the application of Title IX, this notice, and who is protected by Title IX may be referred to the district's Title IX Coordinator, to the Assistant Secretary for Civil Rights of the U.S. Department of Education, or both.

The district has designated and authorized the following employee as the district's Title IX Coordinator, to address concerns or inquiries regarding discrimination on the basis of sex, including sexual harassment, sexual assault, dating violence, domestic violence, and stalking:

(name and/or title/position)

(address)

(telephone number)

(email address)

Any individual may report sex discrimination, including sexual harassment, to the Title IX Coordinator or any other school employee at any time, including during non-business hours, by mail, phone, or email. During district business hours, reports may also be made in person. Upon receiving an allegation of sexual harassment, the Title IX Coordinator will promptly notify the parties, in writing, of the applicable district complaint procedure.

To view an electronic copy of the district's policies and administrative regulations on sexual harassment, including the grievance process that complies with 34 CFR 106.45, please see BP/AR 4119.11/4219.11/4319.11 - Sexual Harassment and AR 4119.12/4219.12/4319.12 - Title IX Sexual Harassment Complaint Procedures on the district's web site at _____(insert website link)_____.

To inspect or obtain a copy of the district's sexual harassment policies and administrative regulations, please contact: _____(insert location/phone/email of contact person) _____.

Materials used to train the Title IX Coordinator, investigator(s), decision-maker(s), and any person who facilitates an informal resolution process are also publicly available on the district's web site or at the district office upon request.

PolicySANTA ROSA CITY SCHOOLS
adopted: Santa Rosa, California

Santa Rosa City Schools

Administrative Regulation

Chronic Absence And Truancy

AR 5113.1

Students

Definitions

Chronic absentee means a student who is absent for any reason on 10 percent or more of the school days in the school year, when the total number of days the student is absent is divided by the total number of days the student is enrolled and school was actually taught in the regular schools of the district, exclusive of Saturdays and Sundays. (Education Code 60901)

Truant means a student who is absent from school without a valid excuse three full days in one school year, or tardy or absent for more than any 30-minute period during the school day without a valid excuse on three occasions in one school year, or any combination thereof. (Education Code 48260)

Habitual truant means a student who has been reported as a truant three or more times within the same school year, provided the district has made a conscientious effort to hold at least one conference with the student and the student's parent/guardian after either of the two previous reports. (Education Code 48262, 48264.5)

Chronic truant means a student who has been absent from school without a valid excuse for 10 percent or more of the school days in one school year, from the date of enrollment to the current date, provided the district has met the requirements of Education Code 48260, 48260.5, 48261, 48262, 48263, and 48291. (Education Code 48263.6)

For purposes of classifying a student as a truant, valid excuse includes, but is not limited to, the reasons for which a student shall be excused from school pursuant to Education Code 48205 and 48225.5 and AR 5113 - Absences and Excuses. A valid excuse may include other reasons that are within the discretion of school administrators and, based on the facts of the student's circumstances, are deemed to constitute a valid excuse. (Education Code 48260)

(cf. 5113 - Absences and Excuses)

(cf. 5113.2 - Work Permits)

Addressing Chronic Absence

When a student is identified as a chronic absentee, the Superintendent, attendance supervisor, or designee shall communicate with the student and the student's parents/guardians to determine the reason(s) for the excessive absences, ensure the student and parents/guardians are aware of the

adverse consequences of poor attendance, and jointly develop a plan for improving the student's school attendance.

(cf. 5113.11 - Attendance Supervision)

(cf. 6020 - Parent Involvement)

The student may be referred to a student success team or school-site attendance review team to assist in evaluating the student's needs and identifying strategies and programs to assist the student. When necessary, the student may be referred to a school attendance review board (SARB) program, a truancy mediation program established by the district attorney or the probation officer, or a comparable program deemed acceptable by the Superintendent or designee, in accordance with Education Code 48263 and item #3 in the section "Addressing Truancy" below.

(cf. 5146 - Married/Pregnant/Parenting Students)

(cf. 5147 - Dropout Prevention)

(cf. 6164.2 - Guidance/Counseling Services)

(cf. 6164.5 - Student Success Teams)

(cf. 6173 - Education for Homeless Children)

(cf. 6173.1 - Education for Foster Youth)

(cf. 6173.2 - Education of Children of Military Families)

(cf. 6175 - Migrant Education Program)

A student who is struggling academically may be offered tutoring or other supplemental instruction, extended learning opportunities, and/or alternative educational options as appropriate.

Students who are absent shall be given an opportunity to make up missed assignments or assessments and shall receive full credit for satisfactory completion of the work. Students with excessive absences shall be supported to the extent possible to limit the impact of absences on the student's grades.

(cf. 5121 - Grades/Evaluation of Student Achievement)

(cf. 6158 - Independent Study)

(cf. 6176 - Weekend/Saturday Classes)

(cf. 6178.1 - Work-Based Learning)

(cf. 6179 - Supplemental Instruction)

(cf. 6181 - Alternative Schools/Programs of Choice)

(cf. 6183 - Home and Hospital Instruction)

(cf. 6184 - Continuation Education)

Whenever chronic absenteeism is linked to a health, social-emotional, family, or other nonschool issue, the Superintendent or designee may recommend school or community resources and/or collaborate with community agencies and organizations to address the needs of the student and

the student's family.

(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)
(cf. 5141.6 - School Health Services)

Addressing Truancy

An attendance supervisor or designee, peace officer, probation officer, or school administrator or designee may, as applicable, arrest or assume temporary custody during school hours of any minor student found away from home who is absent from school without a valid excuse. Any person arresting or assuming temporary custody of a minor student shall deliver the student and make reports in accordance with Education Code 48265 and 48266. (Education Code 48264, 48265, 48266)

(cf. 3515.3 - District Police/Security Department)

The Superintendent, attendance supervisor, or designee shall investigate a complaint from any person that a parent/guardian has violated the state compulsory education laws contained in Education Code 48200-48341. (Education Code 48290)

When a student has been identified as a truant as defined above, the following steps shall be implemented based on the number of trancies the student has committed:

1. Initial truancy

a. The student shall be reported to the Superintendent, attendance supervisor, or designee. (Education Code 48260)

b. The student's parent/guardian shall be notified by the most cost-effective method possible, which may include email or a telephone call, that: (Education Code 48260.5)

(1) The student is truant.

(2) The parent/guardian is obligated to compel the student to attend school and, if the parent/guardian fails to meet this obligation, the parent/guardian may be guilty of an infraction of the law and subject to prosecution pursuant to Education Code 48290-48296.

(3) Alternative educational programs are available in the district.

(4) The parent/guardian has the right to meet with appropriate school personnel to discuss solutions to the student's truancy.

(5) The student may be subject to arrest or held in temporary custody by a probation officer, a peace officer, a school administrator or designee, or attendance supervisor or designee pursuant

to Education Code 48264 if found away from home and absent from school without a valid excuse.

(6) It is recommended that the parent/guardian accompany the student to school and attend classes with the student for one day.

(cf. 5145.6 - Parental Notifications)

c. The student may be required to attend makeup classes on one day of a weekend pursuant to Education Code 37223. (Education Code 48264.5)

d. The student and, as appropriate, the student's parent/guardian may be requested to attend a meeting with a school counselor or other school designee to discuss the root causes of the attendance issue and develop a joint plan to improve the student's attendance. (Education Code 48264.5)

e. The Superintendent, attendance supervisor, or designee may notify the district attorney and/or probation officer of the student's name and the name and address of the student's parents/guardians. (Education Code 48260.6)

2. Second truancy

a. Any student who has once been reported as a truant shall again be reported to the Superintendent, attendance supervisor, or designee as a truant if the student is absent from school without a valid excuse one or more days or is tardy on one or more days during the school year. (Education Code 48261)

b. The student may be required to attend makeup classes on one day of a weekend pursuant to Education Code 37223. (Education Code 48264.5)

c. The student may be assigned to an after-school or weekend study program within the county. If the student fails to successfully complete this study program, the student shall be subject to item #3 below. (Education Code 48264.5)

d. An appropriate district staff member shall make a conscientious effort to hold at least one conference with the student and the student's parent/guardian by communicating with the parent/guardian at least once using the most cost-effective method possible, which may include email or a telephone call. (Education Code 48262)

e. The student may be given a written warning by a peace officer. A record of that warning may be kept at the school for not less than two years or until the student graduates or transfers from the school. If the student transfers, the record may be forwarded to the new school.

(Education Code 48264.5)

f. The Superintendent or designee may notify the district attorney and/or probation officer when the student continues to be classified as a truant after the parents/guardians have been notified in accordance with item #1b above. (Education Code 48260.6)

3. Third truancy (habitual truancy)

a. A student who is habitually truant, a chronic absentee, or habitually insubordinate or disorderly during attendance at school may be referred to, and required to attend, a SARB program, a truancy mediation program established by the district attorney or the probation officer, or a comparable program deemed acceptable by the Superintendent or designee. (Education Code 48263, 48264.5)

(cf. 5113.12 - District School Attendance Review Board)

b. Upon making a referral to the SARB or the probation department, the Superintendent, attendance supervisor, or other person designated to make the referral shall provide the student, the student's parent/guardian, and SARB or probation department with documentation of the interventions undertaken at the school. The attendance supervisor or designee shall also provide the student and the student's parent/guardian, in writing, the name and address of the SARB or probation department and the reason for the referral. This notice shall indicate that the student and the student's parent/guardian shall be required, along with the district staff person making the referral, to meet with the SARB or a probation officer to consider a proper disposition of the referral. (Education Code 48263)

c. If the student does not successfully complete the truancy mediation program or other similar program, the student shall be subject to item #4 below. (Education Code 48264.5)

d. If the Superintendent or designee determines that available community services cannot resolve the problem of the truant or insubordinate student or if the student and/or the student's parents/guardians have failed to respond to the directives of the district or to services provided, the Superintendent or designee may so notify the district attorney and/or the probation officer. (Education Code 48263)

4. Fourth truancy

a. Upon the fourth truancy within the same school year, the student may be referred to the jurisdiction of the juvenile court. (Education Code 48264.5; Welfare and Institutions Code 601)

b. If a student has been adjudged by the county juvenile court to be a habitual truant, the

Superintendent or designee shall notify the juvenile court and the student's probation or parole officer whenever the student is truant or tardy on one or more days without a valid excuse in the same or succeeding school year, or is habitually insubordinate or disorderly at school. The juvenile court and probation or parole officer shall be notified within 10 days of the violation. (Education Code 48267)

5. Chronic truancy (unexcused absence for 10 percent of school days)

a. The Superintendent or designee shall ensure that the student's parents/guardians are offered language-accessible support services to address the student's truancy.

b. If a chronically truant student is at least age six years and is in any of grades K-8, the Superintendent or designee shall notify the student's parents/guardians that failure to reasonably supervise and encourage the student's school attendance may result in the parent/guardian being found guilty of a misdemeanor pursuant to Penal Code 270.1.

Records

The Superintendent, attendance supervisor, or designee shall maintain accurate attendance records for students identified as habitual or chronic truants. In addition, the attendance supervisor, designee, and/or the staff persons who have direct contact with the student or parent/guardian shall document all their contacts regarding the student's attendance, including a summary of all conversations and a record of all intervention efforts.

(cf. 5125 - Student Records)

The Superintendent, attendance supervisor, or designee shall gather and transmit to the County Superintendent of Schools the number and types of referrals made to the SARB and of requests for petitions made to the juvenile court. (Education Code 48273)

Regulation SANTA ROSA CITY SCHOOLS
approved: April 12, 2017 Santa Rosa, California

Santa Rosa City Schools

Board Policy

Chronic Absence And Truancy

BP 5113.1

Students

The Governing Board believes that absenteeism, whatever the cause, may be an early warning sign of poor academic achievement and may put students at risk of dropping out of school. The Board desires to ensure that all students attend school in accordance with the state's compulsory education law and take full advantage of educational opportunities provided by the district.

(cf. 5113 - Absences and Excuses)

(cf. 5113.11 - Attendance Supervision)

The Superintendent or designee shall establish a system to accurately track student attendance in order to identify individual students who are chronic absentees and truants, as defined in law and administrative regulation, and to identify patterns of absence throughout the district.

The Superintendent, attendance supervisor, or designee shall consult with students, parents/guardians, school staff, and community agencies, as appropriate, to identify factors contributing to chronic absence and truancy.

The Superintendent, attendance supervisor, or designee shall develop a tiered approach to reducing chronic absence. Such an approach shall include strategies for preventing attendance problems, which may include, but are not limited to, efforts to provide a safe and positive school environment, relevant and engaging learning experiences, school activities that help develop students' feelings of connectedness with the school, school-based health services, letters alerting parents/guardians to the value of regular school attendance, and incentives and rewards to recognize students who achieve excellent attendance or demonstrate significant improvement in attendance.

The tiered approach shall also provide for early outreach to students as soon as they show signs of poor attendance or if they were chronically absent in the prior school year. Early intervention may include personalized outreach, individual attendance plans, and/or mentoring to students with moderate levels of chronic absence, with additional intensive, interagency wrap-around services for students with the highest level of absence.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 5126 - Awards for Achievement)

(cf. 5131 - Conduct)

(cf. 5131.2 - Bullying)

(cf. 5137 - Positive School Climate)

(cf. 5141.6 - School Health Services)

(cf. 5145.3 - Nondiscrimination/Harassment)

Students with serious attendance problems shall be provided with interventions specific to their needs, which may include, but are not limited to, health care referrals, transportation assistance, counseling for mental or emotional difficulties, academic supports, efforts to address school or community safety concerns, discussions with the student and parent/guardian about their attitudes regarding schooling, or other strategies to remove identified barriers to school attendance. The Superintendent, attendance supervisor, or designee may collaborate with child welfare services, law enforcement, courts, public health care agencies, other government agencies, and/or medical, mental health, and oral health care providers to make alternative educational programs and support services available for students and families.

(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)
(cf. 5030 - Student Wellness)
(cf. 5146 - Married/Pregnant/Parenting Students)
(cf. 5147 - Dropout Prevention)
(cf. 6158 - Independent Study)
(cf. 6164.2 - Guidance/Counseling Services)
(cf. 6164.5 - Student Success Teams)
(cf. 6173 - Education for Homeless Children)
(cf. 6173.1 - Education for Foster Youth)
(cf. 6173.2 - Education of Children of Military Families)
(cf. 6175 - Migrant Education Program)
(cf. 6179 - Supplemental Instruction)
(cf. 6181 - Alternative Schools/Programs of Choice)
(cf. 6183 - Home and Hospital Instruction)
(cf. 6184 - Continuation Education)
(cf. 6185 - Community Day School)

The Superintendent or designee shall ensure that staff assigned to fulfill attendance-related duties are trained in implementing a trauma-informed approach to chronic absence and receive information about the high correlation between chronic absence and exposure to adverse childhood experiences.

(cf. 4131 - Staff Development)

Students who are identified as chronically absent or truant shall be subject to the interventions specified in law and administrative regulation.

(cf. 5113.12 - District School Attendance Review Board)

A student's truancy, tardiness, or other absence from school shall not be the basis for suspension or expulsion. Alternative strategies and positive reinforcement for attendance shall be used whenever possible.

(cf. 5144 - Discipline)
(cf. 5144.1 - Suspension and Expulsion/Due Process)

The Superintendent, attendance supervisor, or designee shall periodically report to the Board regarding student attendance patterns in the district, including rates of chronic absence and truancy districtwide and for each school, grade level, and numerically significant student subgroup as defined in Education Code 52052. Such information shall be used to evaluate the effectiveness of strategies implemented to reduce chronic absence and truancy and to develop annual goals and specific actions for student attendance and engagement to be included in the district's local control and accountability plan and other applicable school and district plans. As appropriate, the Superintendent or designee shall engage school staff in program evaluation and improvement and in the determination of how to best allocate available community resources.

(cf. 0500 - Accountability)
(cf. 0400 - Comprehensive Plans)
(cf. 0420 - School Plans/Site Councils)
(cf. 0450 - Comprehensive Safety Plan)
(cf. 0460 - Local Control and Accountability Plan)

Legal Reference:

EDUCATION CODE

1740-1742 Employment of personnel to supervise attendance (county superintendent)

37223 Weekend classes

46000 Records (attendance)

46010-46014 Absences

46110-46119 Attendance in kindergarten and elementary schools

46140-46147 Attendance in junior high and high schools

48200-48208 Children ages 6-18 (compulsory full-time attendance)

48225.5 Work permits, entertainment and allied industries

48240-48246 Supervisors of attendance

48260-48273 Truants

48290-48297 Failure to comply; complaints against parents

48320-48325 School attendance review boards

48340-48341 Improvement of student attendance

48400-48403 Compulsory continuation education

48900 Suspension and expulsion

49067 Unexcused absences as cause of failing grade

52052 Accountability; numerically significant student subgroups

60901 Chronic absence

GOVERNMENT CODE

54950-54963 The Ralph M. Brown Act

PENAL CODE

270.1 Chronic truancy; parent/guardian misdemeanor

272 Parent/guardian duty to supervise and control minor child; criminal liability for truancy
830.1 Peace officers

WELFARE AND INSTITUTIONS CODE

256-258 Juvenile hearing officer

601-601.4 Habitually truant minors

11253.5 Compulsory school attendance

CODE OF REGULATIONS, TITLE 5

306 Explanation of absence

420-421 Record of verification of absence due to illness and other causes

COURT DECISIONS

L.A. v. Superior Court of San Diego County, (2012) 209 Cal.App.4th 976

Management Resources:

ATTENDANCE WORKS PUBLICATIONS

District Attendance Tracking Tool

For School Board Members: Frequently Asked Questions About Chronic Absence

School Attendance Tracking Tool

Bringing Attendance Home: Engaging Parents in Preventing Chronic Absence, 2015

The Power of Positive Connections: Reducing Chronic Absence Through PEOPLE: Priority

Early Outreach for Positive Linkages and Engagement, 2014

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

School Attendance Review Board: A Road Map for Improved School Attendance and Behavior, rev. 2018

WEB SITES

CSBA: <http://www.csba.org>

Attendance Works: <http://www.attendanceworks.org>

California Association of Supervisors of Child Welfare and Attendance: <http://www.cascwa.org>

California Department of Education: <http://www.cde.ca.gov>

California Healthy Kids Survey: <http://chks.wested.org>

California School Climate, Health, and Learning Survey System: <http://www.cal-schls.wested.org>

Policy SANTA ROSA CITY SCHOOLS

adopted: April 12, 2017 Santa Rosa, California

CSBA Sample

Exhibit

Title IX Sexual Harassment Complaint Procedures

E 5145.71

Students

NOTICE OF TITLE IX SEXUAL HARASSMENT POLICY

The Code of Federal Regulations, Title 34, Section 106.8 requires the district to issue the following notification to students at all grade levels and their parents/guardians:

The district does not discriminate on the basis of sex in any education program or activity that it operates. The prohibition against discrimination on the basis of sex is required by federal law (20 USC 1681-1688; 34 CFR Part 106) and extends to employment. The district also prohibits retaliation against any student for filing a complaint or exercising any right granted under Title IX.

Title IX requires a school district to take immediate and appropriate action to address any potential Title IX violations that are brought to its attention. Any inquiries about the application of Title IX, this notice, and who is protected by Title IX may be referred to the district's Title IX Coordinator, to the Assistant Secretary for Civil Rights of the U.S. Department of Education or both.

The district has designated and authorized the following employee as the district's Title IX Coordinator to address concerns or inquiries regarding discrimination on the basis of sex, including sexual harassment, sexual assault, dating violence, domestic violence, and stalking:

(name and/or title/position)

(address)

(telephone number)

(email address)

Any individual may report sex discrimination, including sexual harassment, to the Title IX Coordinator or any other school employee at any time, including during non-business hours, by mail, phone, or email. During district business hours, reports may also be made in person. Upon receiving an allegation of sexual harassment, the Title IX Coordinator will promptly notify the parties, in writing, of the applicable district complaint procedure.

To view an electronic copy of the district's policies and administrative regulations on sexual harassment, including the grievance process that complies with 34 CFR 106.45, please see BP/AR 5145.7 - Sexual Harassment and AR 5145.71 - Title IX Sexual Harassment Complaint Procedures on the district's web site at _____ (insert website link)_____.

To inspect or obtain a copy of the district's sexual harassment policies and administrative regulations, please contact: _____ (insert location/phone/email of contact person) _____.

Materials used to train the Title IX Coordinator, investigator(s), decision-maker(s), and any person who facilitates an informal resolution process are also publicly available on the district's web site or at the district office upon request.

Policy SANTA ROSA CITY SCHOOLS
adopted: Santa Rosa, California

Santa Rosa City Schools

Administrative Regulation

Sexual Harassment

AR 4119.11 4219.11, 4319.11

Personnel

The following administrative regulation shall apply to all allegations of sexual harassment involving employees, interns, volunteers, and job applicants, but shall not be used to resolve any complaint by or against a student.

Definitions

Sexual harassment includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors, or other unwanted verbal, visual, or physical conduct of a sexual nature, regardless of whether or not the conduct is motivated by sexual desire. Conduct is considered to be sexual harassment when made against another person of the same or opposite sex in the work or educational setting under any of the following conditions: (Education Code 212.5; Government Code 12940; 2 CCR 11034)

1. Submission to the conduct is made explicitly or implicitly a term or condition of the individual's employment.
2. Submission to or rejection of the conduct is used as the basis for an employment decision affecting the individual.
3. The conduct has the purpose or effect of having a negative impact upon the individual's work performance or of creating an intimidating, hostile, or offensive work environment.
4. Submission to or rejection of the conduct is used as the basis for any decision affecting the individual regarding benefits, services, honors, programs, or activities available at or through the district.

(cf. 4030 - Nondiscrimination in Employment)

For purposes of applying the complaint procedures specified in Title IX of the Education Amendments of 1972, sexual harassment is defined as any of the following forms of conduct that occurs in an education program or activity in which a district school exercises substantial control over the context and respondent: (34 CFR 106.30, 106.44)

1. A district employee conditioning the provision of a district aid, benefit, or service on the student's participation in unwelcome sexual conduct
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the district's education program or activity
3. Sexual assault, dating violence, domestic violence, or stalking as defined in 20 USC 1092

or 34 USC 12291

(cf. 4119.12/4219.12/4319.12 - Title IX Sexual Harassment Complaints)

Examples of Sexual Harassment

Examples of actions that might constitute sexual harassment under state or federal law in accordance with the definitions above, in the work or educational setting, whether committed by a supervisor, a co-worker, or a non-employee, include, but are not limited to:

1. Unwelcome verbal conduct such as sexual flirtations or propositions; graphic comments about an individual's body; overly personal conversations or pressure for sexual activity; sexual jokes or stories; unwelcome sexual slurs, epithets, threats, innuendoes, derogatory comments, sexually degrading descriptions, or the spreading of sexual rumors
2. Unwelcome visual conduct such as drawings, pictures, graffiti, or gestures; sexually explicit emails; displaying sexually suggestive objects
3. Unwelcome physical conduct such as massaging, grabbing, fondling, stroking, or brushing the body; touching an individual's body or clothes in a sexual way; cornering, blocking, leaning over, or impeding normal movements

Title IX Coordinator/Compliance Officer

The district designates the following individual(s) as the responsible employee(s) to coordinate its efforts to comply with Title IX of the Education Amendments of 1972 in accordance with AR 4119.12/4219.12/4319.12 - Title IX Sexual Harassment Complaint Procedures, as well as to oversee, investigate, and resolve sexual harassment complaints processed under AR 4030 - Nondiscrimination in Employment. The Title IX Coordinator(s) may be contacted at:

(title or position)

(address)

(telephone number)

(email)

Training

Every two years, the Superintendent or designee shall ensure that supervisory employees receive at least two hours, and nonsupervisory employees receive at least one hour, of classroom or other effective interactive training and education regarding sexual harassment. All newly hired employees and employees promoted to a supervisory position shall receive training within six months of their assumption of the new position. (Government Code 12950.1)

A supervisory employee is any employee having the authority, in the interest of the district, to hire, transfer, suspend, lay off, promote, discharge, assign, reward, or discipline other employees, or the responsibility to direct them, adjust their grievances, or effectively recommend such

action, when the exercise of the authority is not of a merely routine or clerical nature, but requires the use of independent judgment. (Government Code 12926)

(cf. 4300 - Administrative and Supervisory Personnel)

Such training may be completed by employees individually or as part of a group presentation, may be completed in shorter segments as long as the applicable hourly requirement is met, and may be provided in conjunction with other training provided to the employees. The training shall be presented by trainers or educators with knowledge and expertise in the prevention of harassment, discrimination, and retaliation. (Government Code 12950.1)

The district's sexual harassment training and education program shall include, but is not limited to, the following: (Government Code 12950.1; 2 CCR 11024)

1. Information and practical guidance regarding federal and state laws concerning the prohibition, prevention, and correction of sexual harassment
2. The types of conduct that constitute sexual harassment
3. Remedies available for victims in civil actions, and potential employer/individual exposure/liability
4. Strategies to prevent harassment in the workplace
5. Supervisors' obligation to report sexual harassment, discrimination, and retaliation of which they become aware
6. Practical examples which illustrate sexual harassment, discrimination, and retaliation using training modalities such as role plays, case studies, and group discussions, based on factual scenarios taken from case law, news and media accounts, and hypotheticals based on workplace situations and other sources
7. The limited confidentiality of the complaint process
8. Resources for victims of unlawful harassment, such as to whom they should report any alleged harassment
9. Steps necessary to take appropriate remedial measures to correct harassing behavior, which includes the district's obligation to conduct an effective workplace investigation of a harassment complaint
10. What to do if the supervisor is personally accused of harassment
11. The essential elements of the district's anti-harassment policy, and how to use the policy if a harassment complaint is filed

Employees shall receive a copy of the district's sexual harassment policy and administrative regulations, which they shall read and acknowledge that they have received.

12. Information, including practical examples, of harassment based on gender identity, gender expression, and sexual orientation

13. Prevention of abusive conduct, including a review of the definition and elements of abusive conduct pursuant to Government Code 12950.1, the negative effects that abusive conduct has on the victim and other in the workplace, the detrimental consequences of this conduct on employee productivity and morale, and that a single act does not constitute abusive conduct unless the act is severe or egregious

The Superintendent or designee shall retain for at least two years the records of any training provided to supervisory employees. Such records shall include the names of trained employees, date of the training, the type of training, and the name of the training provider. (2 CCR 11024)

Notifications

The Superintendent or designee shall notify employees that the district does not discriminate on the basis of sex as required by Title IX, that the Title IX nondiscrimination requirement extends to employment, and that inquiries about the application of Title IX to the district may be referred to the district's Title IX Coordinator and/or to the Assistant Secretary for Civil Rights, U.S. Department of Education. (34 CFR 106.8)

(cf. 4112.9/4212.9/4312.9 - Employee Notifications)

The district shall notify employees, bargaining units, and applicants for employment of the name or title, office address, email address, and telephone number of the district's Title IX Coordinator. (34 CFR 106.8)

A copy of the Board policy and this administrative regulation shall:

1. Be displayed in a prominent location in the main administrative building, district office, or other area of the school where notices of district rules, regulations, procedures, and standards of conduct are posted (Education Code 231.5)
2. Be provided to every district employee at the beginning of the first quarter or semester of the school year or whenever a new employee is hired (Education Code 231.5)
3. Appear in any school or district publication that sets forth the school's or district's comprehensive rules, regulations, procedures, and standards of conduct (Education Code 231.5)
4. Be posted, along with the name or title and contact information of the Title IX Coordinator, in a prominent location on the district's web site (34 CFR 106.8)
5. Be included, along with the name or title and contact information of the Title IX Coordinator, in any handbook provided to employees or employee organizations (34 CFR 106.8)

All employees shall receive a copy of an information sheet prepared by the California Department of Fair Employment and Housing (DFEH) or the district that contains, at a minimum, components on: (Government Code 12950)

1. The illegality of sexual harassment

2. The definition of sexual harassment under applicable state and federal law
3. A description of sexual harassment, with examples
4. The district's complaint process available to the employee
5. The legal remedies and complaint process available through DFEH and the Equal Employment Opportunity Commission (EEOC)
6. Directions on how to contact DFEH and the EEOC
7. The protection against retaliation provided by 2 CCR 11021 for opposing harassment prohibited by law or for filing a complaint with or otherwise participating in an investigation, proceeding, or hearing conducted by DFEH and the EEOC

In addition, the district shall post, in a prominent and accessible location, the DFEH poster on discrimination in employment and the illegality of sexual harassment and the DFEH poster regarding transgender rights. (Government Code 12950)

Complaint Procedures

All complaints and allegations of sexual harassment by and against employees shall be investigated and resolved in accordance with law and district procedures. The Title IX Coordinator shall review the allegations to determine the applicable procedure for responding to the complaint. All complaints that meet the definition of sexual harassment under Title IX shall be investigated and resolved in accordance with AR 4119.12/4219.12/4319.12 - Title IX Sexual Harassment Complaint Procedures. Other sexual harassment complaints shall be investigated and resolved pursuant to AR 4030 - Nondiscrimination in Employment.

If sexual harassment is found following an investigation, the Title IX Coordinator, or designee in consultation with the Coordinator, shall take prompt action to stop the sexual harassment, prevent recurrence, and address any continuing effects.

Regulation SANTA ROSA CITY SCHOOLS
approved: January 10, 2019 Santa Rosa, California
revised: September 9, 2020

Santa Rosa City Schools

Board Policy

Sexual Harassment

BP 4119.11 4219.11, 4319.11

Personnel

The following policy shall apply to all district employees, interns, volunteers, contractors, job applicants, and other persons with an employment relationship with the district.

The Governing Board is committed to providing a safe work environment that is free of harassment and intimidation. The Board prohibits sexual harassment against district employees and retaliatory behavior or action against any person who complains, testifies, or otherwise participates in the complaint process established for the purpose of this policy.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 4030 - Nondiscrimination in Employment)

Sexual harassment includes, but is not limited to, harassment that is based on the sex, gender, gender identity, gender expression, or sexual orientation of the victim and harassment based on pregnancy, childbirth, or related medical conditions.

The Superintendent or designee shall take all actions necessary to ensure the prevention, investigation, and correction of sexual harassment, including but not limited to:

1. Providing training to employees in accordance with law and administrative regulation
2. Publicizing and disseminating the district's sexual harassment policy to employees and others to whom the policy may apply
3. Ensuring prompt, thorough, fair, and equitable investigation of complaints
4. Taking timely and appropriate corrective/remedial action(s), which may require interim separation of the complainant and the alleged harasser and subsequent monitoring of developments

The Superintendent or designee shall periodically evaluate the effectiveness of the district's strategies to prevent and address harassment. Such evaluation may involve conducting regular anonymous employee surveys to assess whether harassment is occurring or is perceived to be tolerated, partnering with researchers or other agencies with the needed expertise to evaluate the district's prevention strategies, and using any other effective tool for receiving feedback on systems and/or processes. As necessary, changes shall be made to the harassment policy, complaint procedures, or training.

Sexual Harassment Reports and Complaints

District employees who feel that they have been sexually harassed in the performance of their district responsibilities or who have knowledge of any incident of sexual harassment by or against another employee shall immediately report the incident to their direct supervisor, a district administrator, or the district's Title IX Coordinator. Employees may bypass their supervisor in filing a complaint if the supervisor is the subject of the complaint. A supervisor or administrator who receives a harassment complaint shall promptly notify the Title IX Coordinator.

Once notified, the Title IX Coordinator shall ensure the complaint or allegation is addressed through AR 4119.12/4219.12/4319.12 - Title IX Sexual Harassment Complaint Procedures or AR 4030 - Nondiscrimination in Employment, as applicable. Because a complaint or allegation that is dismissed or denied under the Title IX complaint procedure may still be subject to consideration under state law, the Title IX Coordinator shall ensure that any implementation of AR 4119.12/4219.12/4319.12 concurrently meets the requirements of AR 4030.

(cf. 4119.12/4219.12/4319.12 - Title IX Sexual Harassment Complaints)

The Title IX Coordinator shall offer supportive measures to the complainant and respondent, as deemed appropriate under the circumstances.

Upon investigation of a sexual harassment complaint, any district employee found to have engaged or participated in sexual harassment or to have aided, abetted, incited, compelled, or coerced another to commit sexual harassment in violation of this policy shall be subject to disciplinary action, up to and including dismissal, in accordance with law and the applicable collective bargaining agreement.

(cf. 4117.7/4317.7 - Employment Status Reports)
(cf. 4118 - Dismissal/Suspension/Disciplinary Action)
(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination on the basis of sex

GOVERNMENT CODE

12900-12996 Fair Employment and Housing Act, especially:

12940 Prohibited discrimination

12950 Sexual harassment; distribution of information

12950.1 Sexual harassment training

LABOR CODE

1101 Political activities of employees

1102.1 Discrimination: sexual orientation

CODE OF REGULATIONS, TITLE 2

11009 Employment discrimination

11021 Retaliation

11023 Harassment and discrimination prevention and correction

11024 Sexual harassment training and education

11034 Terms, conditions, and privileges of employment

CODE OF REGULATIONS, TITLE 5

4900-4965 Nondiscrimination in elementary and secondary education programs

UNITED STATES CODE, TITLE 20

1681-1688 Title IX of the Education Amendments of 1972

UNITED STATES CODE, TITLE 42

2000e-2000e-17 Title VII, Civil Rights Act of 1964, as amended

CODE OF FEDERAL REGULATIONS, TITLE 34

106.1-106.9 Nondiscrimination on the basis of sex in education programs or activities

106.51-106.82 Nondiscrimination on the basis of sex in employment in education programs or activities

COURT DECISIONS

Department of Health Services v. Superior Court of California, (2003) 31 Cal.4th 1026

Faragher v. City of Boca Raton, (1998) 118 S.Ct. 2275

Burlington Industries v. Ellreth, (1998) 118 S.Ct. 2257

Gebser v. Lago Vista Independent School District, (1998) 118 S.Ct. 1989

Oncale v. Sundowner Offshore Serv. Inc., (1998) 118 S.Ct. 998

Meritor Savings Bank, FSB v. Vinson et al., (1986) 447 U.S. 57

Management Resources:

U.S. EQUAL EMPLOYMENT OPPORTUNITY COMMISSION PUBLICATIONS

Promising Practices for Preventing Harassment, November 2017

WEB SITES

California Department of Fair Employment and Housing: <http://www.dfeh.ca.gov>

Equal Employment Opportunity Commission: <http://www.eeoc.gov>

U.S. Department of Education, Office for Civil Rights:

<http://www.ed.gov/about/offices/list/ocr/index.html>

Policy SANTA ROSA CITY SCHOOLS

adopted: January 10, 2019 Santa Rosa, California

revised: October 28, 2020

Santa Rosa City Schools

Administrative Regulation

Title IX Sexual Harassment Complaint Procedures

AR 4119.12 4219.12,4319.12

Personnel

The complaint procedures described in this administrative regulation shall be used to address any complaint governed by Title IX of the Education Amendments of 1972 alleging that a district employee, while in an education program or activity in which a district school exercises substantial control over the context and respondent, was subjected to one or more of the following forms of sexual harassment: (34 CFR 106.30, 106.44)

1. A district employee conditioning the provision of a district aid, benefit, or service on a person's participation in unwelcome sexual conduct
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the district's education program or activity
3. Sexual assault, dating violence, domestic violence, or stalking as defined in 20 USC 1092 or 34 USC 12291

(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)

All other sexual harassment complaints or allegations shall be investigated and resolved in accordance with AR 4030 - Nondiscrimination in Employment. The determination of whether the allegations meet the definition of sexual harassment under Title IX shall be made by the district's Title IX Coordinator.

(cf. 4030 - Nondiscrimination in Employment)

Because the complainant has a right to pursue a complaint under AR 4030 for any allegation that is dismissed or denied under the Title IX complaint procedure, the Title IX Coordinator shall ensure that all requirements and timelines for AR 4030 are concurrently met while implementing the Title IX procedure.

Reporting Allegations/Filing a Formal Complaint

An employee who is the alleged victim of sexual harassment may submit a report of sexual harassment to the district's Title IX Coordinator using the contact information listed in AR 4119.11/4219.11/4319.11 - Sexual Harassment or to the employee's direct supervisor or other district administrator, who shall forward the report to the Title IX Coordinator within one day of receiving the report.

Upon receiving such a report, the Title IX Coordinator shall inform the complainant of the right to file a formal complaint and the process for filing a formal complaint.

A formal complaint, with the complainant's physical or digital signature, may be filed with the Title IX Coordinator in person, by mail, by email, or by any other method authorized by the district. (34 CFR 106.30)

Even if the alleged victim chooses not to file a formal complaint, the Title IX Coordinator shall file a formal complaint in situations when a safety threat exists. In addition, the Title IX Coordinator may file a formal complaint in other situations as permitted under the Title IX regulations, including as part of the district's obligation to not be deliberately indifferent to known allegations of sexual harassment. In such cases, the Title IX Coordinator shall provide the alleged victim notices as required by the Title IX regulations at specific points in the complaint process.

The Title IX Coordinator, investigator, decision-maker, or a facilitator of an informal resolution process shall not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent. Such persons shall receive training in accordance with 34 CFR 106.45. (34 CFR 106.45)

Supportive Measures

Upon receipt of a report of Title IX sexual harassment, the Title IX Coordinator shall promptly contact the complainant to discuss the availability of supportive measures and shall consider the complainant's wishes with respect to the supportive measures implemented. Supportive measures shall be offered as appropriate, as reasonably available, and without charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures shall be nondisciplinary, nonpunitive, and not unreasonably burden the other party, including measures designed to protect the safety of all parties or the district's educational environment or to deter sexual harassment. Supportive measures may include, but are not limited to, counseling, extensions of deadlines, modifications of work schedules, mutual restrictions on contact, changes in work locations, leaves of absence, increased security, and monitoring of certain areas of the campus. (34 CFR 106.30, 106.44)

The district shall maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the district's ability to provide the supportive measures. (34 CFR 106.30)

Emergency Removal

If a district employee is the respondent, the employee may be placed on administrative leave during the pendency of the formal complaint process. (34 CFR 106.44)

If the respondent is a student, the district may, on an emergency basis, remove the student from the district's education program or activity, provided that the district conducts an individualized safety and risk analysis, determines that removal is justified due to an immediate threat to the physical health or safety of any student or other individual arising from the allegations, and provides the student with notice and an opportunity to challenge the decision immediately following the removal. This authority to remove a student does not modify a student's rights under the Individuals with Disabilities Education Act or Section 504 of the Rehabilitation Act of 1973. (34 CFR 106.44)

Dismissal of Complaint

The Title IX Coordinator shall dismiss a formal complaint if the alleged conduct would not constitute sexual harassment as defined in 34 CFR 106.30 even if proved. The Title IX Coordinator shall also dismiss any complaint in which the alleged conduct did not occur in the district's education program or activity or did not occur against a person in the United States, and may dismiss a formal complaint if the complainant notifies the district in writing that the complainant would like to withdraw the complaint or any allegations in the complaint, the respondent is no longer employed by the district, or sufficient circumstances prevent the district from gathering evidence sufficient to reach a determination with regard to the complaint. (34 CFR 106.45)

Upon dismissal, the Title IX Coordinator shall promptly send written notice of the dismissal and the reasons for the dismissal simultaneously to the parties, and shall inform them of their right to appeal the dismissal of a formal complaint or any allegation in the complaint in accordance with the appeal procedures described in the section "Appeals" below. (34 CFR 106.45)

If a complaint is dismissed, the conduct may still be addressed pursuant to AR 4030 - Nondiscrimination in Employment as applicable.

Informal Resolution Process

When a formal complaint of sexual harassment is filed, the district may offer an informal resolution process, such as mediation, at any time prior to reaching a determination regarding responsibility. The district shall not require a party to participate in the informal resolution process or to waive the right to an investigation and adjudication of a formal complaint. (34 CFR 106.45)

The district may facilitate an informal resolution process provided that the district: (34 CFR 106.45)

1. Provides the parties with written notice disclosing the allegations, the requirements of the informal resolution process, the right to withdraw from the informal process and resume the formal complaint process, and any consequences resulting from participating in the informal

resolution process, including that records will be maintained or could be shared.

2. Obtains the parties' voluntary, written consent to the informal resolution process

Written Notice

If a formal complaint is filed, the Title IX Coordinator shall provide the known parties with written notice of the following: (34 CFR 106.45)

1. The district's complaint process, including any informal resolution process
2. The allegations potentially constituting sexual harassment with sufficient details known at the time, including the identity of parties involved in the incident if known, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident if known. Such notice shall be provided with sufficient time for the parties to prepare a response before any initial interview.

If, during the course of the investigation, new Title IX allegations arise about the complainant or respondent that are not included in the initial notice, the Title IX Coordinator shall provide notice of the additional allegations to the parties.

3. A statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the complaint process
4. The opportunity for the parties to have an advisor of their choice who may be, but is not required to be, an attorney, and the ability to inspect and review evidence
5. The prohibition against knowingly making false statements or knowingly submitting false information during the complaint process

The above notice shall also include the name of the investigator, facilitator of an informal process, and decision-maker and shall inform the parties that, if at any time a party has concerns regarding conflict of interest or bias regarding any of these persons, the party should immediately notify the Title IX Coordinator.

Investigation Procedures

During the investigation process, the district's designated investigator shall: (34 CFR 106.45)

1. Provide an equal opportunity for the parties to present witnesses, including fact and

expert witnesses, and other inculpatory and exculpatory evidence

2. Not restrict the ability of either party to discuss the allegations under investigation or to gather and present relevant evidence
3. Provide the parties with the same opportunities to have others present during any grievance proceeding, including the opportunity to be accompanied to any related meeting or proceeding by the advisor of their choice, who may be, but is not required to be, an attorney
4. Not limit the choice or presence of an advisor for either the complainant or respondent in any meeting or grievance proceeding, although the district may establish restrictions regarding the extent to which the advisor may participate in the proceedings as long as the restrictions apply equally to both parties
5. Provide, to a party whose participation is invited or expected, written notice of the date, time, location, participants, and purpose of all investigative interviews or other meetings, with sufficient time for the party to prepare to participate
6. Send in an electronic format or hard copy to both parties and their advisors, if any, the evidence obtained as part of the investigation that is directly related to the allegations raised in the complaint, and provide the parties at least 10 days to submit a written response for the investigator to consider prior to the completion of the investigative report
7. Objectively evaluate all relevant evidence, including both inculpatory and exculpatory evidence, and determine credibility in a manner that is not based on a person's status as a complainant, respondent, or witness
8. Create an investigative report that fairly summarizes relevant evidence and, at least 10 days prior to the determination of responsibility, send to the parties and their advisors, if any, the investigative report in an electronic format or a hard copy, for their review and written response

Questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence are offered to prove that someone other than the respondent committed the conduct alleged by the complainant or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent. (34 CFR 106.45)

Privacy rights of all parties to the complaint shall be maintained in accordance with applicable state and federal laws.

If the complaint is against an employee, rights conferred under an applicable collective bargaining agreement shall be applied to the extent they do not conflict with the Title IX requirements.

Written Decision

The Superintendent shall designate an employee as the decision-maker to determine responsibility for the alleged conduct, who shall not be the Title IX Coordinator or a person involved in the investigation of the matter. (34 CFR 106.45)

After the investigative report has been sent to the parties but before reaching a determination regarding responsibility, the decision-maker shall afford each party the opportunity to submit written, relevant questions that the party wants asked of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party

The decision-maker shall issue, and simultaneously provide to both parties, a written decision as to whether the respondent is responsible for the alleged conduct. (34 CFR 106.45)

The written decision shall be issued within 60 calendar days of the receipt of the complaint.

The timeline may be temporarily extended for good cause with written notice to the complainant and respondent of the extension and the reasons for the action. (34 CFR 106.45)

In making this determination, the decision-maker shall use the "preponderance of the evidence" standard for all formal complaints of sexual harassment. (34 CFR 106.45)

The written decision shall include the following: (34 CFR 106.45)

1. Identification of the allegations potentially constituting sexual harassment as defined in 34 CFR 106.30
2. A description of the procedural steps taken from receipt of the formal complaint through the written decision, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather other evidence, and hearings held if the district includes hearings as part of the grievance process
3. Findings of fact supporting the determination
4. Conclusions regarding the application of the district's code of conduct or policies to the facts
5. A statement of, and rationale for, the result as to each allegation, including a decision regarding responsibility, any disciplinary sanctions the district imposes on the respondent, and whether remedies designed to restore or preserve equal access to the district's educational

program or activity will be provided by the district to the complainant

6. The district's procedures and permissible bases for the complainant and respondent to appeal

Appeals

Either party may appeal the district's decision or dismissal of a formal complaint or any allegation in the complaint, if the party believes that a procedural irregularity affected the outcome, new evidence is available that could affect the outcome, or a conflict of interest or bias by the Title IX Coordinator, investigator(s), or decision-maker(s) affected the outcome. If an appeal is filed, the district shall: (34 CFR 106.45)

1. Notify the other party in writing when an appeal is filed and implement appeal procedures equally for both parties
2. Ensure that the decision-maker(s) for the appeal is trained in accordance with 34 CFR 106.45 and is not the same decision-maker(s) who reached the determination regarding responsibility or dismissal, the investigator(s), or the Title IX Coordinator
3. Give both parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome
4. Issue a written decision describing the result of the appeal and the rationale for the result
5. Provide the written decision simultaneously to both parties

An appeal must be filed in writing within 10 calendar days of receiving the notice of the decision or dismissal, stating the grounds for the appeal and including any relevant documentation in support of the appeal. Appeals submitted after this deadline are not timely and shall not be considered.

A written decision shall be provided to the parties within 20 calendar days from the receipt of the appeal.

Either party has the right to file a complaint with the U.S. Department of Education's Office for Civil Rights within 180 days of the date of the most recently alleged misconduct.

The complainant shall be advised of any civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders that may be available under state or federal antidiscrimination laws, if applicable.

Remedies

When a determination of responsibility for sexual harassment has been made against the respondent, the district shall provide remedies to the complainant. Such remedies may include the same individualized services described above in the section "Supportive Measures," but need not be nondisciplinary or nonpunitive and need not avoid burdening the respondent. (34 CFR 106.45)

Disciplinary Actions

The district shall not impose any disciplinary sanctions or other actions against a respondent, other than supportive measures as described above in the section "Supportive Measures," until the complaint procedure has been completed and a determination of responsibility has been made. (34 CFR 106.44)

When an employee is found to have committed sexual harassment or retaliation, the district shall take appropriate disciplinary action, up to and including dismissal, in accordance with applicable law and collective bargaining agreement.

(cf. 4117.7/4317.7 - Employment Status Report)
(cf. 4118 - Dismissal/Suspension/Disciplinary Action)
(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)
(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

Record-Keeping

The Superintendent or designee shall maintain, for a period of seven years: (34 CFR 106.45)

1. A record of all reported cases and Title IX investigations of sexual harassment, any determinations of responsibility, any audio or audiovisual recording and transcript if applicable, any disciplinary sanctions imposed, any remedies provided to the complainant, and any appeal or informal resolution and the results therefrom.
2. A record of any actions, including supportive measures, taken in response to a report or formal complaint of sexual harassment, including the district's basis for its conclusion that its response was not deliberately indifferent, the measures taken that were designed to restore or preserve equal access to the education program or activity, and, if no supportive measures were provided to the complainant, the reasons that such a response was not unreasonable in light of the known circumstances.
3. All materials used to train the Title IX Coordinator, investigator(s), decision-maker(s), and any person who facilitates an informal resolution process. The district shall make such training materials publicly available on its web site, or if the district does not maintain a web site, available upon request by members of the public.

(cf. 1113 - District and School Web Sites)

(cf. 3580 - District Records)

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination on the basis of sex

48900 Grounds for suspension or expulsion

48900.2 Additional grounds for suspension or expulsion; sexual harassment

48985 Notices, report, statements and records in primary language

CIVIL CODE

51.9 Liability for sexual harassment; business, service and professional relationships

1714.1 Liability of parents/guardians for willful misconduct of minor

GOVERNMENT CODE

12950.1 Sexual harassment training

CODE OF REGULATIONS, TITLE 5

4600-4670 Uniform complaint procedures

4900-4965 Nondiscrimination in elementary and secondary education programs

UNITED STATES CODE, TITLE 20

1092 Definition of sexual assault

1221 Application of laws

1232g Family Educational Rights and Privacy Act

1681-1688 Title IX of the Education Amendments of 1972

UNITED STATES CODE, TITLE 34

12291 Definition of dating violence, domestic violence, and stalking

UNITED STATES CODE, TITLE 42

1983 Civil action for deprivation of rights

2000d-2000d-7 Title VI, Civil Rights Act of 1964

2000e-2000e-17 Title VII, Civil Rights Act of 1964 as amended

CODE OF FEDERAL REGULATIONS, TITLE 34

99.1-99.67 Family Educational Rights and Privacy

106.1-106.82 Nondiscrimination on the basis of sex in education programs

COURT DECISIONS

Donovan v. Poway Unified School District, (2008) 167 Cal.App.4th 567

Flores v. Morgan Hill Unified School District, (2003, 9th Cir.) 324 F.3d 1130

Reese v. Jefferson School District, (2000, 9th Cir.) 208 F.3d 736

Davis v. Monroe County Board of Education, (1999) 526 U.S. 629

Gebser v. Lago Vista Independent School District, (1998) 524 U.S. 274

Oona by Kate S. v. McCaffrey, (1998, 9th Cir.) 143 F.3d 473

Doe v. Petaluma City School District, (1995, 9th Cir.) 54 F.3d 1447

Management Resources:

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education: <http://www.cde.ca.gov>

U.S. Department of Education, Office for Civil Rights: <http://www.ed.gov/about/offices/list/ocr>

Regulation SANTA ROSA CITY SCHOOLS
approved: September 9, 2020 Santa Rosa, California

CSBA Sample

Administrative Regulation

Attendance Supervision

AR 5113.11

Students

The Superintendent or designee shall appoint an attendance supervisor and any assistant attendance supervisor(s) as may be necessary to supervise the attendance of district students. (Education Code 48240, 48242)

Any person appointed as an attendance supervisor shall be appropriately certificated to perform the work. (Education Code 48241, 48245)

Such supervisors shall perform duties related to compulsory full-time education, truancy, compulsory continuation education, work permits, and any additional duties prescribed by the Superintendent or designee. (Education Code 48240)

(cf. 5112.1 - Exemptions from Attendance)
(cf. 5113 - Absences and Excuses)
(cf. 5113.1 - Chronic Absence and Truancy)
(cf. 5113.2 - Work Permits)
(cf. 6184 - Continuation Education)

The attendance supervisor shall promote a culture of attendance and establish a system to accurately track student attendance in order to achieve all of the following:

1. Raise the awareness of school personnel, parents/guardians, caregivers, community partners, and local businesses of the effects of chronic absenteeism and truancy and other challenges associated with poor attendance
2. Identify and respond to grade level or student subgroup patterns of chronic absenteeism or truancy

(cf. 5146 - Married/Pregnant/Parenting Students)
(cf. 6173 - Education for Homeless Children)
(cf. 6173.1 - Education for Foster Youth)
(cf. 6173.2 - Education of Children of Military Families)
(cf. 6175 - Migrant Education Program)

3. Identify and address factors contributing to chronic absenteeism and habitual truancy, including suspension and expulsion

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

4. Ensure that students with attendance problems are identified as early as possible to provide applicable support services and interventions
5. Evaluate the effectiveness of strategies implemented to reduce chronic absenteeism rates and truancy rates

(cf. 0500 - Accountability)

The attendance supervisor may provide support services and interventions, including, but not limited to, the following: (Education Code 48240)

1. A conference between school personnel, the student's parent/guardian, and the student
2. Promotion of cocurricular and extracurricular activities that increase student connectedness to school, such as tutoring, mentoring, the arts, service learning, or athletics

(cf. 6142.4 - Service Learning/Community Service Classes)

(cf. 6142.6 - Visual and Performing Arts)

(cf. 6145 - Extracurricular and Cocurricular Activities)

(cf. 6145.2 - Athletic Competition)

3. Recognition of students who achieve excellent attendance or demonstrate significant improvement in attendance

(cf. 5126 - Awards for Achievement)

4. Referral of the student to a school nurse, school counselor, school psychologist, school social worker, and other student support personnel for case management and counseling

(cf. 5141.6 - School Health Services)

(cf. 6164.2 - Guidance/Counseling Services)

5. Collaboration with child welfare services, law enforcement, courts, public health care agencies, government agencies, or medical, mental health, and oral health care providers to receive necessary services

(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)

6. Collaboration with school study teams, guidance teams, school attendance review teams, or other intervention-related teams to assess the attendance or behavior problem in partnership with the student and the student's parents/guardians or caregivers

(cf. 6164.5 - Student Success Teams)

7. In schools with significantly higher rates of chronic absenteeism, identification of barriers to attendance that may require schoolwide strategies rather than case management

8. Referral of the student for a comprehensive psychosocial or psychoeducational assessment, including for purposes of creating an individualized education program for a student with disabilities or creating a plan pursuant to Section 504 of the federal Rehabilitation Act of 1973

(cf. 6159 - Individualized Education Program)

(cf. 6164.6 - Identification and Education Under Section 504)

9. Referral of the student to a school attendance review board (SARB) established pursuant to Education Code 48321 or to the probation department pursuant to Education Code 48263

(cf. 5113.12 - District School Attendance Review Board)

10. Referral of the student to a truancy mediation program operated by the county's district attorney or probation officer pursuant to Education Code 48260.6

Upon receiving any complaint that a parent/guardian or other person having control or charge of a student has violated Education Code 48200-48341, the state compulsory education laws, the attendance supervisor shall investigate the matter and, if a violation is found, shall recommend referral to a SARB. If the district is subsequently notified by the SARB that the parent/guardian continually and willfully has failed to respond to directives of the SARB or the services provided, the attendance supervisor shall refer the matter for possible prosecution in court in accordance with Education Code 48291-48292, as applicable. (Education Code 48290-48292)

The attendance supervisor shall gather and transmit to the County Superintendent of Schools the number and types of referrals made to the SARB and of requests for petitions made to the juvenile court. (Education Code 48273)

The attendance supervisor shall annually report student attendance data to the Superintendent or designee and the Governing Board. Such data shall include, by school, grade level, and each numerically significant student subgroup as defined in Education Code 52052, rates of school attendance, chronic absence in which students are absent on 10 percent or more of the school days in the school year, and dropout.

(cf. 5147 - Dropout Prevention)

Legal Reference:

EDUCATION CODE

1740 Employment of personnel to supervise attendance (county superintendent)

37223 Weekend classes
46000 Records (attendance)
46010-46014 Absences
46110-46119 Attendance in kindergarten and elementary schools
46140-46147 Attendance in junior high and high schools
48200-48208 Children ages 6-18 (compulsory full-time attendance)
48240-48246 Supervisors of attendance
48260-48273 Truants
48290-48297 Failure to comply; complaints against parents
48320-48325 School attendance review boards
48340-48341 Improvement of student attendance
48400-48403 Compulsory continuation education
52052 Accountability; numerically significant student subgroups
52060-52077 Local control and accountability plan
60901 Chronic absence
PENAL CODE
270.1 Chronic truancy; parent/guardian misdemeanor
WELFARE AND INSTITUTIONS CODE
601-601.4 Habitually truant minors
11253.5 Compulsory school attendance
CODE OF REGULATIONS, TITLE 5
306 Explanation of absence
420-421 Record of verification of absence due to illness and other causes

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

School Attendance Review Board Handbook, 2015

School Attendance Improvement Handbook, 2000

WEB SITES

CSBA: <http://www.csba.org>

Attendance Works: <http://www.attendanceworks.org>

California Association of Supervisors of Child Welfare and Attendance: <http://www.cascwa.org>

California Department of Education: <http://www.cde.ca.gov>

Regulation SANTA ROSA CITY SCHOOLS
approved: Santa Rosa, California

Santa Rosa City Schools

Administrative Regulation

Sexual Harassment

AR 5145.7

Students

Definitions

Sexual harassment includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors, or other unwanted verbal, visual, or physical conduct of a sexual nature made against another person of the same or opposite sex in the educational setting, under any of the following conditions: (Education Code 212.5; 5 CCR 4916)

1. Submission to the conduct is explicitly or implicitly made a term or condition of a student's academic status or progress.
2. Submission to or rejection of the conduct by a student is used as the basis for academic decisions affecting the student.
3. The conduct has the purpose or effect of having a negative impact on the student's academic performance or of creating an intimidating, hostile, or offensive educational environment.
4. Submission to or rejection of the conduct by the student is used as the basis for any decision affecting the student regarding benefits and services, honors, programs, or activities available at or through any district program or activity.

(cf. 1312.3 - Uniform Complaint Procedures)

(cf. 5131 - Conduct)

(cf. 5131.2 - Bullying)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 6142.1 - Sexual Health and HIV/AIDS Prevention Instruction)

Any prohibited conduct that occurs off campus or outside of school-related or school-sponsored programs or activities will be regarded as sexual harassment in violation of district policy if it has a continuing effect on or creates a hostile school environment for the complainant or victim of the conduct.

For purposes of applying the complaint procedures specified in Title IX of the Education Amendments of 1972, sexual harassment is defined as any of the following forms of conduct that occurs in an education program or activity in which a district school exercises substantial control over the context and respondent: (34 CFR 106.30, 106.44)

1. A district employee conditioning the provision of a district aid, benefit, or service on the

student's participation in unwelcome sexual conduct

2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a student equal access to the district's education program or activity
3. Sexual assault, dating violence, domestic violence, or stalking as defined in 20 USC 1092 or 34 USC 12291

(cf. 5145.71 - Title IX Sexual Harassment Complaint Procedures)

Examples of Sexual Harassment

Examples of types of conduct which are prohibited in the district and which may constitute sexual harassment under state and/or federal law, in accordance with the definitions above, include, but are not limited to:

1. Unwelcome leering, sexual flirtations, or propositions
2. Unwelcome sexual slurs, epithets, threats, verbal abuse, derogatory comments, or sexually degrading descriptions
3. Graphic verbal comments about an individual's body or overly personal conversation
4. Sexual jokes, derogatory posters, notes, stories, cartoons, drawings, pictures, obscene gestures, or computer-generated images of a sexual nature
5. Spreading sexual rumors
6. Teasing or sexual remarks about students enrolled in a predominantly single-sex class
7. Massaging, grabbing, fondling, stroking, or brushing the body
8. Touching an individual's body or clothes in a sexual way
9. Impeding or blocking movements or any physical interference with school activities when directed at an individual on the basis of sex
10. Displaying sexually suggestive objects
11. Sexual assault, sexual battery, or sexual coercion
12. Electronic communications containing comments, words, or images described above

Title IX Coordinator/Compliance Officer

The district designates the following individual(s) as the responsible employee(s) to coordinate its efforts to comply with Title IX of the Education Amendments of 1972 in accordance with AR 5145.71 - Title IX Sexual Harassment Complaint Procedures, as well as to oversee investigate, and/or resolve sexual harassment complaints processed under AR 1312.3 - Uniform Complaint Procedures. The Title IX Coordinator(s) may be contacted at:

(title or position)

(address)

(telephone number)

(email)

Notifications

The Superintendent or designee shall notify students and parents/guardians that the district does not discriminate on the basis of sex as required by Title IX and that inquiries about the application of Title IX to the district may be referred to the district's Title IX Coordinator and/or to the Assistant Secretary for Civil Rights, U.S. Department of Education. (34 CFR 106.8)

(cf. 5145.6 - Parental Notifications)

The district shall notify students and parents/guardians of the name or title, office address, email address, and telephone number of the district's Title IX Coordinator. (34 CFR 106.8)

A copy of the district's sexual harassment policy and regulation shall:

1. Be included in the notifications that are sent to parents/guardians at the beginning of each school year (Education Code 48980; 5 CCR 4917)
2. Be displayed in a prominent location in the main administrative building or other area where notices of district rules, regulations, procedures, and standards of conduct are posted (Education Code 231.5)
3. Be summarized on a poster which shall be prominently and conspicuously displayed in each bathroom and locker room at each school. The poster may be displayed in public areas that are accessible to and frequented by students, including, but not limited to, classrooms, hallways, gymnasiums, auditoriums, and cafeterias. The poster shall display the rules and procedures for reporting a charge of sexual harassment; the name, phone number, and email address of an appropriate school employee to contact to report a charge of sexual harassment; the rights of the reporting student, the complainant, and the respondent; and the responsibilities of the school. (Education Code 231.6)

4. Be posted, along with the name or title and contact information of the Title IX Coordinator, in a prominent location on the district's web site in a manner that is easily accessible to parents/guardians and students. (Education Code 234.6; 34 CFR 106.8)

(cf. 1113 - District and School Web Sites)

(cf. 1114 - District-Sponsored Social Media)

5. Be provided as part of any orientation program conducted for new and continuing students at the beginning of each quarter, semester, or summer session (Education Code 231.5)

6. Appear in any school or district publication that sets forth the school's or district's comprehensive rules, regulations, procedures, and standards of conduct (Education Code 231.5)

7. Be included, along with the name or title and contact information of the Title IX Coordinator, in any handbook provided to students or parents/guardians (34 CFR 106.8)

The Superintendent or designee shall also post the definition of sex discrimination and harassment as described in Education Code 230, including the rights set forth in Education Code 221.8, in a prominent location on the district's web site in a manner that is easily accessible to parents/guardians and students. (Education Code 234.6)

Reporting Complaints

A student or parent/guardian who believes that the student has been subjected to sexual harassment by another student, an employee, or a third party or who has witnessed sexual harassment is strongly encouraged to report the incident to a teacher, the principal, the district's Title IX Coordinator, or any other available school employee. Within one school day of receiving such a report, the principal or other school employee shall forward the report to the district's Title IX Coordinator. Any school employee who observes an incident of sexual harassment involving a student shall, within one school day, report the observation to the principal or Title IX Coordinator. The report shall be made regardless of whether the alleged victim files a formal complaint or requests confidentiality.

(cf. 5141.4 - Child Abuse Prevention and Reporting)

When a report or complaint of sexual harassment involves off-campus conduct, the Title IX Coordinator shall assess whether the conduct may create or contribute to the creation of a hostile school environment. If the Title IX Coordinator determines that a hostile environment may be created, the complaint shall be investigated and resolved in the same manner as if the prohibited conduct occurred at school.

When a verbal or informal report of sexual harassment is submitted, the Title IX Coordinator

shall inform the student or parent/guardian of the right to file a formal written complaint in accordance with applicable district complaint procedures.

Complaint Procedures

All complaints and allegations of sexual harassment by and against students shall be investigated and resolved in accordance with law and district procedures. The Title IX Coordinator shall review the allegations to determine the applicable procedure for responding to the complaint. All complaints that meet the definition of sexual harassment under Title IX shall be investigated and resolved in accordance with AR 5145.71 - Title IX Sexual Harassment Complaint Procedures. Other sexual harassment complaints shall be investigated and resolved pursuant to BP/AR 1312.3 - Uniform Complaint Procedures.

If sexual harassment is found following an investigation, the Title IX Coordinator, or designee in consultation with the Coordinator, shall take prompt action to stop the sexual harassment, prevent recurrence, implement remedies, and address any continuing effects.

Regulation SANTA ROSA CITY SCHOOLS
approved: August 9, 2017 Santa Rosa, California
revised: September 9, 2020

Santa Rosa City Schools

Board Policy

Sexual Harassment

BP 5145.7

Students

The Governing Board is committed to maintaining a safe school environment that is free from harassment and discrimination. The Board prohibits, at school or at school-sponsored or school-related activities, sexual harassment targeted at any student by anyone. The Board also prohibits retaliatory behavior or action against any person who reports, files a complaint or testifies about, or otherwise supports a complainant in alleging sexual harassment.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 5131 - Conduct)

(cf. 5131.2 - Bullying)

(cf. 5137 - Positive School Climate)

(cf. 5145.3 - Nondiscrimination/Harassment)

The district strongly encourages students who feel that they are being or have been sexually harassed on school grounds or at a school-sponsored or school-related activity by another student or an adult, or who have experienced off-campus sexual harassment that has a continuing effect on campus, to immediately contact their teacher, the principal, the district's Title IX Coordinator, or any other available school employee. Any employee who receives a report or observes an incident of sexual harassment shall notify the Title IX Coordinator.

Once notified, the Title IX Coordinator shall ensure the complaint or allegation is addressed through AR 5145.71 - Title IX Sexual Harassment Complaint Procedures or BP/AR 1312.3 - Uniform Complaint Procedures, as applicable. Because a complaint or allegation that is dismissed or denied under the Title IX complaint procedure may still be subject to consideration under state law, the Title IX Coordinator shall ensure that any implementation of AR 5145.71 concurrently meets the requirements of BP/AR 1312.3.

(cf. 1312.1 - Complaints Concerning District Employees)

(cf. 1312.3 - Uniform Complaint Procedures)

(cf. 5141.4 - Child Abuse Prevention and Reporting)

(cf. 5145.71 - Title IX Sexual Harassment Complaint Procedures)

The Title IX Coordinator shall offer supportive measures to the complainant and respondent, as deemed appropriate under the circumstances.

The Superintendent or designee shall inform students and parents/guardians of the district's sexual harassment policy by disseminating it through parent/guardian notifications, publishing it on the district's web site, and including it in student and staff handbooks. All district staff shall be trained regarding the policy.

Instruction/Information

The Superintendent or designee shall ensure that all district students receive age-appropriate information on sexual harassment. Such instruction and information shall include:

1. What acts and behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same sex and could involve sexual violence
2. A clear message that students do not have to endure sexual harassment under any circumstance
3. Encouragement to report observed incidents of sexual harassment even when the alleged victim of the harassment has not complained
4. A clear message that student safety is the district's primary concern, and that any separate rule violation involving an alleged victim or any other person reporting a sexual harassment incident will be addressed separately and will not affect the manner in which the sexual harassment complaint will be received, investigated, or resolved
5. A clear message that, regardless of a complainant's noncompliance with the writing, timeline, or other formal filing requirements, every sexual harassment allegation that involves a student, whether as the complainant, respondent, or victim of the harassment, shall be investigated and action shall be taken to respond to harassment, prevent recurrence, and address any continuing effect on students
6. Information about the district's procedures for investigating complaints and the person(s) to whom a report of sexual harassment should be made
7. Information about the rights of students and parents/guardians to file a civil or criminal complaint, as applicable, including the right to file a civil or criminal complaint while the district investigation of a sexual harassment complaint continues
8. A clear message that, when needed, the district will implement supportive measures to ensure a safe school environment for a student who is the complainant or victim of sexual harassment and/or other students during an investigation

Disciplinary Actions

Upon completion of an investigation of a sexual harassment complaint, any student found to have engaged in sexual harassment or sexual violence in violation of this policy shall be subject to disciplinary action. For students in grades 4-12, disciplinary action may include suspension and/or expulsion, provided that, in imposing such discipline, the entire circumstances of the incident(s) shall be taken into account.

(cf. 5144 - Discipline)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

Upon investigation of a sexual harassment complaint, any employee found to have engaged in sexual harassment or sexual violence toward any student shall be subject to disciplinary action, up to and including dismissal, in accordance with law and the applicable collective bargaining agreement.

(cf. 4117.7/4317.7 - Employment Status Report)

(cf. 4118 - Dismissal/Suspension/Disciplinary Action)

(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

Record-Keeping

In accordance with law and district policies and regulations, the Superintendent or designee shall maintain a record of all reported cases of sexual harassment to enable the district to monitor, address, and prevent repetitive harassing behavior in district schools.

(cf. 3580 - District Records)

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination on the basis of sex

48900 Grounds for suspension or expulsion

48900.2 Additional grounds for suspension or expulsion; sexual harassment

48904 Liability of parent/guardian for willful student misconduct

48980 Notice at beginning of term

48985 Notices, report, statements and records in primary language

CIVIL CODE

51.9 Liability for sexual harassment; business, service and professional relationships

1714.1 Liability of parents/guardians for willful misconduct of minor

GOVERNMENT CODE

12950.1 Sexual harassment training

CODE OF REGULATIONS, TITLE 5

4600-4670 Uniform complaint procedures

4900-4965 Nondiscrimination in elementary and secondary education programs

UNITED STATES CODE, TITLE 20

1092 Definition of sexual assault

1221 Application of laws

1232g Family Educational Rights and Privacy Act

1681-1688 Title IX of the Education Amendments of 1972

UNITED STATES CODE, TITLE 34

12291 Definition of dating violence, domestic violence, and stalking

UNITED STATES CODE, TITLE 42

1983 Civil action for deprivation of rights

2000d-2000d-7 Title VI, Civil Rights Act of 1964

2000e-2000e-17 Title VII, Civil Rights Act of 1964 as amended

CODE OF FEDERAL REGULATIONS, TITLE 34

99.1-99.67 Family Educational Rights and Privacy

106.1-106.82 Nondiscrimination on the basis of sex in education programs

COURT DECISIONS

Donovan v. Poway Unified School District, (2008) 167 Cal.App.4th 567

Flores v. Morgan Hill Unified School District, (2003, 9th Cir.) 324 F.3d 1130

Reese v. Jefferson School District, (2000, 9th Cir.) 208 F.3d 736

Davis v. Monroe County Board of Education, (1999) 526 U.S. 629

Gebser v. Lago Vista Independent School District, (1998) 524 U.S. 274

Oona by Kate S. v. McCaffrey, (1998, 9th Cir.) 143 F.3d 473

Doe v. Petaluma City School District, (1995, 9th Cir.) 54 F.3d 1447

Management Resources:

CSBA PUBLICATIONS

Providing a Safe, Nondiscriminatory School Environment for Transgender and Gender-Nonconforming Students, Policy Brief, February 2014

Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011

U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS

Q&A on Campus Sexual Misconduct, September 2017

Examples of Policies and Emerging Practices for Supporting Transgender Students, May 2016

Dear Colleague Letter: Title IX Coordinators, April 2015

Sexual Harassment: It's Not Academic, September 2008

Revised Sexual Harassment Guidance: Harassment of Students by School Employees, Other Students, or Third Parties, January 2001

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education: <http://www.cde.ca.gov>

U.S. Department of Education, Office for Civil Rights: <http://www.ed.gov/about/offices/list/ocr>

"C:\Users\vcole\Pictures"revised: October 28, 2020

Santa Rosa City Schools

Administrative Regulation

Title IX Sexual Harassment Complaint Procedures

AR 5145.71

Students

The complaint procedures described in this administrative regulation shall be used to address any complaint governed by Title IX of the Education Amendments of 1972 alleging that a student, while in an education program or activity in which a district school exercises substantial control over the context and respondent, was subjected to one or more of the following forms of sexual harassment: (34 CFR 106.30, 106.44)

1. A district employee conditioning the provision of a district aid, benefit, or service on the student's participation in unwelcome sexual conduct
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a student equal access to the district's education program or activity
3. Sexual assault, dating violence, domestic violence, or stalking as defined in 20 USC 1092 or 34 USC 12291

All other sexual harassment complaints or allegations brought by or on behalf of students shall be investigated and resolved in accordance with BP/AR 1312.3 - Uniform Complaint Procedures. The determination of whether the allegations meet the definition of sexual harassment under Title IX shall be made by the district's Title IX Coordinator.

Because the complainant has a right to pursue a complaint under BP/AR 1312.3 for any allegation that is dismissed or denied under the Title IX complaint procedure, the Title IX Coordinator shall ensure that all requirements and timelines for BP/AR 1312.3 are concurrently met while implementing the Title IX procedure.

(cf. 1312.3 - Uniform Complaint Procedures)

Reporting Allegations/Filing a Formal Complaint

A student who is the alleged victim of sexual harassment or the student's parent/guardian may submit a report of sexual harassment to the district's Title IX Coordinator using the contact information listed in AR 5145.7 - Sexual Harassment or to any other available school employee, who shall forward the report to the Title IX Coordinator within one day of receiving the report.

(cf. 5145.7 - Sexual Harassment)

Upon receiving such a report, the Title IX Coordinator shall inform the complainant of the right to file a formal complaint and the process for filing a formal complaint. (34 CFR 106.44)

A formal complaint, with the complainant's physical or digital signature, may be filed with the Title IX Coordinator in person, by mail, by email, or by any other method authorized by the district. (34 CFR 106.30)

Even if the alleged victim chooses not to file a formal complaint, the Title IX Coordinator shall file a formal complaint in situations when a safety threat exists. In addition, the Title IX Coordinator may file a formal complaint in other situations as permitted under the Title IX regulations, including as part of the district's obligation to not be deliberately indifferent to known allegations of sexual harassment. In such cases, the Title IX Coordinator shall provide the alleged victim notices as required by the Title IX regulations at specific points in the complaint process.

The Title IX Coordinator, investigator, decision-maker, or a facilitator of an informal resolution process shall not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent. Such persons shall receive training in accordance with 34 CFR 106.45. (34 CFR 106.45)

Supportive Measures

Upon receipt of a report of Title IX sexual harassment, the Title IX Coordinator shall promptly contact the complainant to discuss the availability of supportive measures and shall consider the complainant's wishes with respect to the supportive measures implemented. Supportive measures shall be offered as appropriate, as reasonably available, and without charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures shall be nondisciplinary, nonpunitive, and designed to restore or preserve equal access to the district's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the district's educational environment or to deter sexual harassment. Supportive measures may include, but are not limited to, counseling, course-related adjustments, modifications of class schedules, mutual restrictions on contact, increased security, and monitoring of certain areas of the campus. (34 CFR 106.30, 106.44)

The district shall maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the district's ability to provide the supportive measures. (34 CFR 106.30)

Emergency Removal from School

A student shall not be disciplined for alleged sexual harassment under Title IX until the investigation has been completed. However, on an emergency basis, the district may remove a

student from the district's education program or activity, provided that the district conducts an individualized safety and risk analysis, determines that removal is justified due to an immediate threat to the physical health or safety of any student or other individual arising from the allegations, and provides the student with notice and an opportunity to challenge the decision immediately following the removal. This authority to remove a student does not modify a student's rights under the Individuals with Disabilities Education Act or Section 504 of the Rehabilitation Act of 1973. (34 CFR 106.44)

If a district employee is the respondent, the employee may be placed on administrative leave during the pendency of the formal complaint process. (34 CFR 106.44)

Dismissal of Complaint

The Title IX Coordinator shall dismiss a formal complaint if the alleged conduct would not constitute sexual harassment as defined in 34 CFR 106.30 even if proved. The Title IX Coordinator shall also dismiss any complaint in which the alleged conduct did not occur in the district's education program or activity or did not occur against a person in the United States, and may dismiss a formal complaint if the complainant notifies the district in writing that the complainant would like to withdraw the complaint or any allegations in the complaint, the respondent is no longer enrolled or employed by the district, or sufficient circumstances prevent the district from gathering evidence sufficient to reach a determination with regard to the complaint. (34 CFR 106.45)

Upon dismissal, the Title IX Coordinator shall promptly send written notice of the dismissal and the reasons for the dismissal simultaneously to the parties, and shall inform them of their right to appeal the dismissal of a formal complaint or any allegation in the complaint in accordance with the appeal procedures described in the section "Appeals" below. (34 CFR 106.45)

If a complaint is dismissed, the conduct may still be addressed pursuant to BP/AR 1312.3 - Uniform Complaint Procedures as applicable.

Informal Resolution Process

When a formal complaint of sexual harassment is filed, the district may offer an informal resolution process, such as mediation, at any time prior to reaching a determination regarding responsibility. The district shall not require a party to participate in the informal resolution process or to waive the right to an investigation and adjudication of a formal complaint. (34 CFR 106.45)

The district may facilitate an informal resolution process provided that the district: (34 CFR 106.45)

1. Provides the parties with written notice disclosing the allegations, the requirements of the informal resolution process, the right to withdraw from the informal process and resume the formal complaint process, and any consequences resulting from participating in the informal resolution process, including that records will be maintained or could be shared.

2. Obtains the parties' voluntary, written consent to the informal resolution process
3. Does not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student

Written Notice

If a formal complaint is filed, the Title IX Coordinator shall provide the known parties with written notice of the following: (34 CFR 106.45)

1. The district's complaint process, including any informal resolution process
2. The allegations potentially constituting sexual harassment with sufficient details known at the time, including the identity of parties involved in the incident if known, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident if known. Such notice shall be provided with sufficient time for the parties to prepare a response before any initial interview.

If, during the course of the investigation, new Title IX allegations arise about the complainant or respondent that are not included in the initial notice, the Title IX Coordinator shall provide notice of the additional allegations to the parties.

3. A statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the complaint process
4. The opportunity for the parties to have an advisor of their choice who may be, but is not required to be, an attorney, and the ability to inspect and review evidence
5. The prohibition against knowingly making false statements or knowingly submitting false information during the complaint process

The above notice shall also include the name of the investigator, facilitator of an informal process, and decision-maker and shall inform the parties that, if at any time a party has concerns regarding conflict of interest or bias regarding any of these persons, the party should immediately notify the Title IX Coordinator.

Investigation Procedures

During the investigation process, the district's designated investigator shall: (34 CFR 106.45)

1. Provide an equal opportunity for the parties to present witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence

2. Not restrict the ability of either party to discuss the allegations under investigation or to gather and present relevant evidence
3. Provide the parties with the same opportunities to have others present during any grievance proceeding, including the opportunity to be accompanied to any related meeting or proceeding by the advisor of their choice, who may be, but is not required to be, an attorney
4. Not limit the choice or presence of an advisor for either the complainant or respondent in any meeting or grievance proceeding, although the district may establish restrictions regarding the extent to which the advisor may participate in the proceedings as long as the restrictions apply equally to both parties
5. Provide, to a party whose participation is invited or expected, written notice of the date, time, location, participants, and purpose of all investigative interviews or other meetings, with sufficient time for the party to prepare to participate
6. Send in an electronic format or hard copy to both parties and their advisors, if any, the evidence obtained as part of the investigation that is directly related to the allegations raised in the complaint, and provide the parties at least 10 days to submit a written response for the investigator to consider prior to the completion of the investigative report
7. Objectively evaluate all relevant evidence, including both inculpatory and exculpatory evidence, and determine credibility in a manner that is not based on a person's status as a complainant, respondent, or witness
8. Create an investigative report that fairly summarizes relevant evidence and, at least 10 days prior to the determination of responsibility, send to the parties and their advisors, if any, the investigative report in an electronic format or a hard copy, for their review and written response

Questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence are offered to prove that someone other than the respondent committed the conduct alleged by the complainant or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent. (34 CFR 106.45)

Privacy rights of all parties to the complaint shall be maintained in accordance with applicable state and federal laws.

If the complaint is against an employee, rights conferred under an applicable collective bargaining agreement shall be applied to the extent they do not conflict with the Title IX requirements.

Written Decision

The Superintendent shall designate an employee as the decision-maker to determine responsibility for the alleged conduct, who shall not be the Title IX Coordinator or a person involved in the investigation of the matter. (34 CFR 106.45)

After the investigative report has been sent to the parties but before reaching a determination regarding responsibility, the decision-maker shall afford each party the opportunity to submit written, relevant questions that the party wants asked of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party

The decision-maker shall issue, and simultaneously provide to both parties, a written decision as to whether the respondent is responsible for the alleged conduct. (34 CFR 106.45)

The written decision shall be issued within 60 calendar days of the receipt of the complaint.

The timeline may be temporarily extended for good cause with written notice to the complainant and respondent of the extension and the reasons for the action. (34 CFR 106.45)

In making this determination, the decision-maker shall use the "preponderance of the evidence" standard for all formal complaints of sexual harassment. The same standard of evidence shall be used for formal complaints against students as for complaints against employees. (34 CFR 106.45)

The written decision shall include the following: (34 CFR 106.45)

1. Identification of the allegations potentially constituting sexual harassment as defined in 34 CFR 106.30
2. A description of the procedural steps taken from receipt of the formal complaint through the written decision, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather other evidence, and hearings held if the district includes hearings as part of the grievance process
3. Findings of fact supporting the determination
4. Conclusions regarding the application of the district's code of conduct or policies to the facts
5. A statement of, and rationale for, the result as to each allegation, including a decision regarding responsibility, any disciplinary sanctions the district imposes on the respondent, and whether remedies designed to restore or preserve equal access to the district's educational program or activity will be provided by the district to the complainant
6. The district's procedures and permissible bases for the complainant and respondent to appeal

Appeals

Either party may appeal the district's decision or dismissal of a formal complaint or any allegation in the complaint, if the party believes that a procedural irregularity affected the outcome, new evidence is available that could affect the outcome, or a conflict of interest or bias by the Title IX Coordinator, investigator(s), or decision-maker(s) affected the outcome. If an appeal is filed, the district shall: (34 CFR 106.45)

1. Notify the other party in writing when an appeal is filed and implement appeal procedures equally for both parties
2. Ensure that the decision-maker(s) for the appeal is trained in accordance with 34 CFR 106.45 and is not the same decision-maker(s) who reached the determination regarding responsibility or dismissal, the investigator(s), or the Title IX Coordinator
3. Give both parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome
4. Issue a written decision describing the result of the appeal and the rationale for the result
5. Provide the written decision simultaneously to both parties

An appeal must be filed in writing within 10 calendar days of receiving the notice of the decision or dismissal, stating the grounds for the appeal and including any relevant documentation in support of the appeal. Appeals submitted after this deadline are not timely and shall not be considered.

A written decision shall be provided to the parties within 20 calendar days from the receipt of the appeal.

The district's decision may be appealed to the California Department of Education within 30 days of the written decision in accordance with BP/AR 1312.3.

Either party has the right to file a complaint with the U.S. Department of Education's Office for Civil Rights within 180 days of the date of the most recently alleged misconduct.

The complainant shall be advised of any civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders that may be available under state or federal antidiscrimination laws, if applicable.

Remedies

When a determination of responsibility for sexual harassment has been made against the respondent, the district shall provide remedies to the complainant. Such remedies may include the same individualized services described above in the section "Supportive Measures," but need not be nondisciplinary or nonpunitive and need not avoid burdening the respondent. (34 CFR

106.45)

Corrective/Disciplinary Actions

The district shall not impose any disciplinary sanctions or other actions against a respondent, other than supportive measures as described above in the section "Supportive Measures," until the complaint procedure has been completed and a determination of responsibility has been made. (34 CFR 106.44)

For students in grades 4-12, discipline for sexual harassment may include suspension and/or expulsion. After the completion of the complaint procedure, if it is determined that a student at any grade level has committed sexual assault or sexual battery at school or at a school activity off school grounds, the principal or Superintendent shall immediately suspend the student and shall recommend expulsion. (Education Code 48900.2, 48915)

(cf. 5144 - Discipline)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

Other actions that may be taken with a student who is determined to be responsible for sexual harassment include, but are not limited to:

1. Transfer from a class or school as permitted by law
2. Parent/guardian conference
3. Education of the student regarding the impact of the conduct on others
4. Positive behavior support
5. Referral of the student to a student success team

(cf. 6164.5 - Student Success Teams)

6. Denial of participation in extracurricular or cocurricular activities or other privileges as permitted by law

(cf. 6145 - Extracurricular and Cocurricular Activities)

When an employee is found to have committed sexual harassment or retaliation, the district shall take appropriate disciplinary action, up to and including dismissal, in accordance with applicable law and collective bargaining agreement.

(cf. 4117.7/4317.7 - Employment Status Report)

(cf. 4118 - Dismissal/Suspension/Disciplinary Action)

(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

Record-Keeping

The Superintendent or designee shall maintain, for a period of seven years: (34 CFR 106.45)

1. A record of all reported cases and Title IX investigations of sexual harassment, any determinations of responsibility, any audio or audiovisual recording and transcript if applicable, any disciplinary sanctions imposed, any remedies provided to the complainant, and any appeal or informal resolution and the results therefrom
2. A record of any actions, including supportive measures, taken in response to a report or formal complaint of sexual harassment, including the district's basis for its conclusion that its response was not deliberately indifferent, the measures taken that were designed to restore or preserve equal access to the education program or activity, and, if no supportive measures were provided to the complainant, the reasons that such a response was not unreasonable in light of the known circumstances
3. All materials used to train the Title IX Coordinator, investigator(s), decision-maker(s), and any person who facilitates an informal resolution process. The district shall make such training materials publicly available on its web site, or if the district does not maintain a web site, available upon request by members of the public.

(cf. 1113 - District and School Web Sites)

(cf. 3580 - District Records)

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination on the basis of sex

48900 Grounds for suspension or expulsion

48900.2 Additional grounds for suspension or expulsion; sexual harassment

48985 Notices, report, statements and records in primary language

CIVIL CODE

51.9 Liability for sexual harassment; business, service and professional relationships

1714.1 Liability of parents/guardians for willful misconduct of minor

GOVERNMENT CODE

12950.1 Sexual harassment training

CODE OF REGULATIONS, TITLE 5

4600-4670 Uniform complaint procedures

4900-4965 Nondiscrimination in elementary and secondary education programs

UNITED STATES CODE, TITLE 20

1092 Definition of sexual assault

1221 Application of laws

1232g Family Educational Rights and Privacy Act

1681-1688 Title IX of the Education Amendments of 1972

UNITED STATES CODE, TITLE 34

12291 Definition of dating violence, domestic violence, and stalking

UNITED STATES CODE, TITLE 42

1983 Civil action for deprivation of rights

2000d-2000d-7 Title VI, Civil Rights Act of 1964

2000e-2000e-17 Title VII, Civil Rights Act of 1964 as amended

CODE OF FEDERAL REGULATIONS, TITLE 34

99.1-99.67 Family Educational Rights and Privacy

106.1-106.82 Nondiscrimination on the basis of sex in education programs

COURT DECISIONS

Donovan v. Poway Unified School District, (2008) 167 Cal.App.4th 567

Flores v. Morgan Hill Unified School District, (2003, 9th Cir.) 324 F.3d 1130

Reese v. Jefferson School District, (2000, 9th Cir.) 208 F.3d 736

Davis v. Monroe County Board of Education, (1999) 526 U.S. 629

Gebser v. Lago Vista Independent School District, (1998) 524 U.S. 274

Oona by Kate S. v. McCaffrey, (1998, 9th Cir.) 143 F.3d 473

Doe v. Petaluma City School District, (1995, 9th Cir.) 54 F.3d 1447

Management Resources:

CSBA PUBLICATIONS

Providing a Safe, Nondiscriminatory School Environment for Transgender and Gender-Nonconforming Students, Policy Brief, February 2014

Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011

FEDERAL REGISTER

Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, May 19, 2020, Vol. 85, No. 97, pages 30026-30579

U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS

Q&A on Campus Sexual Misconduct, September 2017

Examples of Policies and Emerging Practices for Supporting Transgender Students, May 2016

Dear Colleague Letter: Title IX Coordinators, April 2015

Sexual Harassment: It's Not Academic, September 2008

Revised Sexual Harassment Guidance: Harassment of Students by School Employees, Other Students, or Third Parties, January 2001

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education: <http://www.cde.ca.gov>

U.S. Department of Education, Office for Civil Rights: <http://www.ed.gov/about/offices/list/ocr>

Regulation

approved: September 9, 2020 Santa Rosa City Schools



BOARD OF EDUCATION

2021 Meeting Calendar

The Santa Rosa City Schools' Board of Education has two board meetings per month (except July, November and December have only one meeting per month). Board meetings are held on the 2nd and 4th Wednesdays of each month (unless otherwise noted). Unless otherwise noted, all meetings are held in the City Council Chambers of the Santa Rosa City Hall located at 100 Santa Rosa Avenue, Santa Rosa, CA (unless otherwise noted).

The 3rd Wednesday of each month is reserved for tentative special board meetings. The meetings are scheduled on an as needed basis. Prior notice will be given.

Month	1 st Meeting	2 nd Meeting
January	13 th	27 th
February	10 th	24 th
March	10 th	24 th
April	14 th	28 th
May	12 th	26 th
June	9 th	23 rd
July	<i>None</i>	28 th
August	11 th	25 th
September	8 th	22 nd
October	13 th	27 th
November	10 th	<i>None</i>
December	8 th (annual board organization)	<i>None</i>