Learning Continuity and Attendance Plan Template (2020–21)

The instructions for completing the Learning Continuity and Attendance Plan is available at https://www.cde.ca.gov/re/lc/documents/lrngcntntyatndncpln-instructions.docx.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Sebastopol Union Elementary School	Linda Irving Superintendent	lirving@sebusd.org (707) 829-4570

General Information

[A description of the impact the COVID-19 pandemic has had on the LEA and its community.]

This has been an unprecedented time. Our first priority has been the health and wellbeing of our students, staff, and families. We will reopen school based on the best and most current information from our state and local health partners, while also working to ensure a positive learning environment for all students.

The District developed the Reopening Guide for Sebastopol Union (Attached at the end of this document) that included information on what schools might look like if we return to in-person learning. This included Hybrid models in case we are able to have a mixture of in-class and DL, with classes at ½ capacity to allow for social distancing of 6'. We shared cleaning and disinfecting measures as well as planned personal protection mandates. There was also information on Distance Learning (DL) similar to what was offered mid-March to the end of the school year.

We worked with CASTLE to provide wrap around childcare services, for a fee, to a cohort at each grade level, matching the in-class grouping cohort. We also engaged with the community to try and create enrichment activities for grade levels for a nominal fee.

We are prepared to contract with an independent study/home school program for families that would like to keep their students home, but did not launch the program due to starting in Distance Learning.

It is our priority to open schools for students, but only when it is safe to do so. We will continue to follow the State and Health Department requirements around opening. We communicated with parents via emails from ParentSquare, our mass communication system, and our school webpage https://www.sebastopolschools.org/

Distance Learning started successfully on August 17, 2020. All students picked up materials the Thursday and Friday before. Those who did not, 4/450, were followed up with individually. Teachers worked for 5 days in preparation for Distance Learning, participating in district

provided professional development and collaboration with their grade level partners. They developed Google Classrooms, Google Sites, login/passwords, Zoom links and independent work tasks.

Currently Sebastopol Union's enrollment consists of 12% English Learners, 55% Socioeconomically Disadvantaged, 10% Students with Disabilities, 1% Foster, and 0% Homeless. The Race/Ethnic breakdown of Sebastopol is: 37% Hispanic, 1% American Indian, .5% Asian, 1% Black/African American, 11% Two or more races, and 49% White.
COVID-19 has had a tremendous impact on our District. Our students are struggling with the lack of social interaction, mental health concerns, inconsistencies in their daily routine, extra curricular activities being taken from them, struggles within the home environment, parents losing their jobs and the academic support from home being difficult. The Staff have been affected as well with the amount of work that they have had to endure with these challenges to ensure that our student's are being taken care (social-emotional well being, academics, health, over all stability). Additional responsibilities have been given to staff members in order to cover additional tasks on campus. The District is working to support families with no internet connectivity in their homes, although the School has struggled in gathering the number of hot spots needed. During the stakeholder process we have learned from a number of our parents and community members that this has impacted all of them as well. Having to quit their jobs to care for their children, loss of jobs, lack of child care, family health concerns, family dynamics changing, and struggling to support their child(ren) academically.

The draft LCP will be on the website for public input and inspection during the month of September.

Stakeholder Engagement

[A description of the efforts made to solicit stakeholder feedback.]

The District solicited recommendations and comments regarding the specific actions and expenditures proposed to be included in the Learning Continutiy Plan, using the most effecticent methods of notification possible. We provided the opportunity to submit written comments regarding specific actions and expenditures proposed to be included. We presented the plan to the Parent Advisory Committee and the DELAC separately for review and comment.

The District presented the Learning Continunity Plan to the community at a public hearing of the school board. The agenda was posted at least 72 hours prior to the public hearing and included the location with the Learning Continuity Plan was available fo republic inspection.

The adoption of the Learning Continunity Plan was in a public school board meeting, but not on the same day as the public hearning.

The District sent out surveys for Stakeholder input. The first was sent out to determine the effectiveness of Distance Learning in Spring 2020 to launch planning for the 20-21 school year. The second was sent out mid-summer to determine family needs and wishes for the fall. Questions included days of the week for supervision/child care, and desire for a full independent study program offered by the district. Another was sent out to determine food service needs and possible locations for delivery. With the release of the Reopening Plan, much input was sought. Mulitple correspondences were sent to families regarding the plan. They were directed to send comments via an email set up for this purpose. The board meeting to consider the Reopening Plan was well promoted and well attended, providing additional feedback to the plan. The Plan was also shared with the teachers during a full staff meeting via Zoom.

Per the MOU with the teacher's Union, SETA was given a copy of the Plan and the opportunity to comment.
There is an attachment that details survey results.

Here is the link to the Superintendent Update requesting input: https://www.sebastopolschools.org/apps/video/watch.jsp?v=274691

[A description of the options provided for remote participation in public meetings and public hearings.]

Each Board Meeting during the pandemic has been offered to the public via Zoom. The District is authorized to hold public meetings via teleconferencing and to make public meetings accessible telephonically or otherwise electronically to all members of the public seeking to observe and to address the local legislative body or state body consistent with the flexibility afforded by Executive Order N-29-20 (https://www.gov.ca.gov/wp-content/uploads/2020/03/3.17.20-N-29-20-EO.pdf), published on March 18, 2020. The District abided by the orders.

[A summary of the feedback provided by specific stakeholder groups.]

Parent Survey Results (Eng/Sp):

95% of students had needed technology, 95% of students had all supplies to complete assignments, 90% of parents believed the amount of communication by teachers and administrators was appropriate.

The parents responded that the following were challenges when creating a distance learning routing at home:

Managing stress and emotions - 62%

Maintaining a regular sleeping and/or eating routine - 43.5%

Working adults (in and out of the home) was a challenge - 57.6%

Childcare needs - 20.7%

Balancing the amount of screen time - 63%

Parents believe that virtual meetings should be used for: Teaching live lessons - 33.3%, Providing information or instructions regarding assignments 29.2%, Connecting with students - 32.3% and a very small number > 1% did not find them productive.

70.8% of parents felt the Distance Learning workload in the Spring was "Just right", while "too much" and "not enough" were less than 17% each. When looking at student independence, the parens felt the students were mostly independent in the Google Classroom and participation in online meetings, but were not independent and needed support in completing class assignments. Lastly we asked how parents were feeling about returning to school for in-person instruction in the fall. Most felt "shaky" about it (55.8%) and 32.6% great about sending students to school with precautions set in place and 11.6% were looking for alternative schooling options.

Overall, from a Paretns Perspective...

Successful Aspects included:
- Consistent Schedules
- Technology & Learning Apps.
- Strong Communication
- Virtual Meetings
- Learning Hub
- Flexibility
- Alternate Learning Experiences
- Option for Packets/Hard CopiesPushed Students to be Independent & Motivated

Biggest Challenges were:
- Establishing a Routine
- Screen Time
- Attention & Motivation
- Internet Reliability
- Work Completion
- Assisting w/
- Assignments
- Parental Ability to Monitor
- Challenges w/ Zoom/Meet Meetings
- Concern Regarding Missing Skills & Knowledge

Future Considerations are:
- More Calendars & Schedules
- Parent Education Options

- Distance Option, Even if Open
- More Live Lessons
- Schedules of Siblings
- Increase Connections
- Opinions about safety differ greatly!
- Student Motivation & Accountability
- How can students with working parents get equal support?

Teacher Input and Considerations:
- Use of aides: Number of students, collaboration time, increase work hours, clear roles, how to use effectively
- Need for equipment & supplies: Desks, classroom supplies, technology, hand washing stations, sports equipment, masks, etc
- Clarify instructional minute requirements
- Lunch: Multiple eating areas, eating in classrooms, maintain 40 min. duty free lunch
- Staggered start times
- Can we reach out to community resources for support?
- Equity vs Equality: Could we justify some students being on campus everyday
- How would we split classes: ability levels, siblings, behavior, bussing, nursing needs, friends
- Meet on Friday to share out grade-alike planning

77.8% of teachers in the spring were feeling exhausted and in need of a beak, 22.2% were excited about what they learned and none were overwhelmed and in need of additional support.

90% of teachers believed parents were somewhat helpful and encouraged student participation

70% of teachers practiced skills previously taught and 30% introduced new standards

Overall from a teacher's perspective...

Successful Aspects included:
- Learning New Technology
- Grade Level Collaboration
- Real World Activities
- Student Participation
- 1-1 Student Support
- Using New Resources
- Connecting w/ Students & Families
- Student & Teacher Creativity
- Flexibility & Adaptability

Biggest Challenges were:
- Internet Connectivity
- Childcare (own families)
- Student Accountability
- Making Video Lessons
- Student's Tech Skills
- Equity Gap
- Reaching MIA Students
- Helping Spanish Speakers
- Communication w/ Parents

Future Considerations Are:
- Grading & Attendance
- Consistent, High Expectations
- Increase Bilingual Support
- Purchase of Online Programs
- Use of Aides
- Increased Help from IT
- PD for Teachers & Aides
- Supports for Students
- Balance Accountability w/ Understanding
- SPED & Second Language Learners
- Providing Tech Education for Parents

[A description of the aspects of the Learning Continuity and Attendance Plan that were influenced by specific stakeholder input.]

The specific stakeholder input received throughout the summer months has significantly influenced the district's Learning Continuity and Attendance Plan both through the impacts on development of the district's Reopening Plan and through direct feedback on the plan itself. All of the information in the above section and summary of the feedback provided by specific stakeholder groups, influenced the plan.

Based on the above stakeholder input, we know that we were successful in the following areas: Technology Roll Out, Communication, and Workload for an Emergency Situation.

Key takeaways from the parent/caregiver and student surveys administered in the spring/summer included the need to provide (a) daily, live, synchronous instruction, (b) increased connection to staff and peers and sense of belonging at school, and (c) more resources for parents to support their students learning and use of technology. Teachers, specifically wanted a) change in the calendar offering more professional development before the start of school, b) clear teaching and learning expectations, c) ongoing professional development and a plan for such

This input has influenced the following aspects of the district's Learning Continuity and Attendance Plan:

Development of clear expectations for daily, live instruction for all students every day. This includes the minimum number of minutes for both synchronous and asynchronous instruction for a total minimum number of instructional minutes per day. The district has also included as part of the plan the expectation that some lessons will be recorded to provide students the option of participating in recorded instruction later. This is seen as a critical support for students who may have different learning needs and benefit from rewatching instruction as well as a support for those students who may not be able to attend specific lessons.

Development of Social Emotional Learning (SEL) lessons focused on universal themes that support connecting, belonging, and other aspects of social and emotional well-being. These lessons support the implementation of school wide practices as well as the daily integration of Social Emotional Learning into academic instruction. Regular surveys will be used by teachers and schools to monitor emotional engagement.

To support parents and caregivers in supporting their own students' learning, the distance learning plan includes specific expectations for weekly communication from teachers to students and families. Weekly communications will include the week's learning intentions, schedule of zoom times for synchronous instruction, content to be taught, criteria by which student success will be measured, and a description of assignments with related rubrics and due dates. This communication is intended to provide parents some of the key information and tools they need to support students in meeting goals. Teachers are also expected to be available to students and family members outside of instructional time. This includes maintaining open communication channels and identifying the times at which support is available.

Continuity of Learning

In-Person Instructional Offerings

[A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.]

In-person instruction is defined in California Education Code (EC) Section 43500(b) to mean instruction under the immediate physical supervision and control of a certificated employee of the District.

Given the uncertainty of the impact of the COVID-19 pandemic, in-person instruction may not be immediately allowable under state and local health orders. However, We must be prepared to offer in-person instruction when possible. A sufficient response will address the actions the We will take when health and safety allows a return to in-person instruction.

Overarching Considerations

Equitability of resources for ALL students:
- All TK-8th grade students will have assigned devices that will only be used by that student.
- Internet hotspots will be provided to families that do not have reliable access to high speed internet.
- Students need to have direct contact with teachers and classmates as safely as possible.
- Strong need to provide high quality educational resources, regardless of mode of instruction
- Increased student accountability for attendance, completion of work, whether in-class, remote learning, or independent study
- Provide safe and limited wrap around services through CASTLE preschool/childcare and community opportunities

Sebastopol Union's Hybrid In Person Model - Live Learning and Distance Learning with A & B Cohorts

Definitions:
- Live Learning- Students attend classes on campus with certificated teachers.
- Distance Learning-Students participate in remote learning without live instructors. Curriculum and activities for distance learning is planned by teachers and highly structured. Students participate in virtual meetings, academic lessons, practice of standards, and/or assessments. Students may have additional, virtual check-ins depending on individual needs.
- Cohorts-Students divided into smaller groups to increase social distancing by minimizing class sizes and the number of students on campus.

Sebastopol Union students must complete specified state and local educational requirements, including attending classes for the minimum instructional minutes. The hybrid model offers a plan that provides a safe campus, rigorous academic program through both live and distance learning, social-emotional support, and enrichment activities.

Design and Implementation:
- Students will be divided into cohorts to minimize daily contact.
- Cohorts will attend live learning twice a week on different days.
- Cohorts will participate in distance learning three days a week.
- Following state guidelines, Distance Learning will include:
- Daily live interaction with certificated employees and peers for purposes of instruction, progress monitoring, and maintaining school connectedness. If daily live interaction is not feasible, the governing board must develop, with parent and stakeholder input, an alternative plan for frequent live interaction.
- Daily attendance recording.
- Content aligned to grade-level standards that is "substantially equivalent" to in-person instruction.
- Grades based on content mastery and participation.
- Student access to connectivity and devices adequate to participate in the educational program and complete assigned work.
- Supports designed to address the needs of students including those not performing at grade level, English learnings, those with exceptional needs, those in foster care or experiencing homelessness, and those requiring mental health supports.

- Special Education, related services, and any other services required by an IEP with accommodations to ensure that the IEP can be executed in distance learning.
- Designated and integrated instruction in English language development, including assessments of English language proficiency, support to access curriculum, and the ability to reclassify as fully English proficient.
- Nutritionally adequate meals for pupils who are eligible for free and reduced-price meals contingent upon the department receiving an approved waiver from the United States Department of Agriculture, for each day of the scheduled school year.

The District's classroom-based instructional schedule model includes plans and protocols to ensure the safety of students and staff, consistent with public health guidance, including considerations for campus access, hygiene practices, protective equipment, physical distancing, and cleaning and disinfecting to ensure physical health and safety in school facilities and vehicles.

To identify students who have experienced significant learning loss due to the school closures in 2019-20, the District utilized a systematic cycle of assessments, including initial screenings and formative and summative assessments. We used this data to develop an instructional schedule model to address student needs with a focus on implementation of intervention strategies to accelerate learning for students at risk of experiencing continued learning challenges due to the impacts of COVID-19 and ongoing distance learning.

Actions Related to In-Person Instructional Offerings [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Purchase of PPE	45,000	No
Bilingual Office Aides at both sites to support families who speak Spanish and to work with students whose primary language is Spanish.	16,913	Yes
Increased supervision in anticipation of in-person schedule	25,884	No
Instructional Aides working with students who have experienced learning loss.	22,186	No Yes
ELD/Reading Intervention Teacher working with students who have experienced learning loss.	115,480	Yes

Description	Total Funds	Contributing
Counselors supporting students and families especially those who are Foster, Homeless, Socio-economically disadvantaged and/or English Learners.	37,050	Yes
Independent Study contract with Edmentum and Calvert Learning for families not wanting to return to in-person learning and instead choosing Independent Study	57,056	No

Distance Learning Program

Continuity of Instruction

[A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA's plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.]

Technology Supports
Teachers design lessons and assignments through a Learning Management System (LMS). Most teachers are using either Seesaw or Google Classroom as their LMS. Teachers are also checking in with students through phone calls, texts, and emails and use Google meet and Zoom to provide face to face experiences such as direct instruction, video of lessons, read-alouds, and guided instructional practice.

Professional Learning
District personnel provided professional learning for teachers and support staff in the transition to a distance learning model. Topics have included the basic and advanced use of a learning management system, use of live video conferencing with students, creating screencasts, use of core digital learning platforms, as well as the use of new platforms teachers and students are using during remote learning. These topics are covered using step by step online tutorials and live video-conferencing sessions. Most of these learning sessions have been hosted by district personnel, but many were offered in coordination with key learning partners such as Onpoint, Benchmark Advanced, Sonoma County Office of Education, Lexia, others. We have offered training sessions for parents via videos.We will continue to engage in a plan-do- study-act cycle throughout this school year to ensure our teachers have the support they need to create equitable classrooms for their students.

Sharing Progress with Families
Teachers will share information regarding student progress with parents through progress reports, email, phone calls and video conferences. Progress reports and report cards marks for each trimester/semester. Fifth through eighth grade parents are able to check grades in

AERIES. Teachers will share information about how parents can check grades at their virtual back to school night, and through ongoing communication in their LMS. Feedback will be provided to students through comments in the LMS, through core curriculum digital platforms, through messages, and through small group and individual video conferences or phone calls.

Assuring a Guaranteed Viable Curriculum
Teachers will be using core curriculum to meet the needs of students. All students will be set up in digital platforms for core curriculum from the beginning of the school year.

Supplemental Curriculum for Acceleration and Mitigation of Learning Loss
In addition to the core curriculum the district purchased STAR ELA and Math assessments for all students in grades TK-8 and Lexia/ELA and iXL/Math for all students in grades TK-8. STAR is on the list of the California Department of Education (CDE) approved diagnostic assessments. CDE states the following about STAR "Star Early Learning is a bundle of Star Early Literacy and Star Reading. Together, these literacy assessments measure both literacy and numeracy in a single assessment, providing information about phonological awareness, phonics, word recognition, fluency (including estimated oral fluency), vocabulary, and comprehension. Star Early Literacy tests a child's understanding of word knowledge and skills, comprehension, meaning, and numbers and operations. It is normed for grades pre-K–3. Star Reading measures a student's understanding of vocabulary, ability to comprehend texts, and ability to analyze, understand, and evaluate literary and informational texts. It is normed for kindergarten–grade 12. Star Math assesses a student's grasp of concepts including numbers and operations, algebraic thinking, geometry, measurement, data analysis, statistics, and probability, Star Math is normed for grades 1–12.." We will be using these personalized pathways to create an equitable learning environment for our students.

Instructional Models
Lessons will be a mix of both synchronous (live interactions), and asynchronous (assigned learning that students complete on their own). Teachers will provide students and families a weekly schedule in advance to allow students to plan for work completion, and also allow families to plan for the synchronous learning time. This is particularly important for families with multiple children engaged in distance learning simultaneously. The district provides a sample learning schedule that gives examples of synchronous learning in whole group, small group and individual settings.

All communication regarding the District's Distance Learning Plan, including surveys, will be translated into Spanish.

Access to Devices and Connectivity

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

The District ascertained the needs of students via survey and phone calls. In doing so, the District considered the needs of teachers and families in order to ensure that students have access to devices and connectivity.

To ensure access to devices and connectivity for all pupils to support distance learning, whenever it occurs, and for providing technological support to ensure access to devices and connectivity the district purchased devices, hotspots, technical assistance and professional development as well as the services of staff.

The District ensured students and families with unique circumstances had access to devices and connectivity bo contacting them directly via email or phone. In some cases home visits were conducted to assist with connectivity.

The District did outreach to students and families who were unable to access devices and connectivity following school closure in the 2019-20 school year. All students were provided Chromebooks and hotspots as needed.

Pupil Participation and Progress

[A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of pupil work.]

Instructional time for distance learning is calculated based on the time value of synchronous and/or asynchronous assignments made and certified by a certificated employee of the District. It is also based on time accounting schedule.

Attendance/Daily Participation: Used to track attendance and ensure daily engagement by all students in learning activities. Documentation may be met through daily live interaction or virtual assignments. 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 (AERIES) each day. For attendance taking purposes, teachers mark students present or absent during in-person learning. Attendance is met through the following:

Required to record and track

May be verified through
- Participation in online activities
- Completion of regular assignments
- Completion of assessments
- Contact between employees of LEA and parent/guardian
- Other methods of verification determined by LEAs

Can be completed daily, weekly, or bi-weekly

Teachers must sign attendance reports (digital signatures or electronic certification acceptable)

A student is absent if there is no participation or evidence listed above by the end of the day (actual day, not school day). A student who does not participate in distance learning (is absent) 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 participate in a re-engagement process as outlined by district policy.

See section on Pupil and Family Engagement and Outreach for more detailed information.

Distance Learning Professional Development

[A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.]

Teachers participated in a variety of Professional Development in clueing ways to support the Distance Learning Program, Social Emotional Learning and technological support. The District adjusted the student calendar, pushing the start day to allow for 5 days of PD for teachers. This included time for collaboration with grade level teams and chose based on teacher need, and a variety of venues including:

Required COVID trainings, Links to Video Trainings/Sessions, and Mini Lessons by SUSD Staff & Other Educational Gurus

Specific trainings for teachers to choose from are listed below:

Sonoma County Office of Education's (SCOE) Disrupt Conference. Teachers were directed to select a video or watch them all.

Explore:
- Best Practices in Online Teaching offered by North Coast School of Education
- Flipped Classroom for Blended Learning
- Catlin Tucker Strategies

How to make effective videos for teaching and learning:
- Edutopia Video & Tips
- Screencastify
- Strategies for using Bridges math curriculum in Distance Learning and learn about program updates. (K-5)

SEL
- Mental Health of Kids in Classrooms Webinar
- Prioritizing and Maintaining Relationships

How to start building your own Google Webpage and link it to your Google Classroom.

A few favorite tech tools to use with Distance Learning.
- Interactive Check Boxes
- Edpuzzle
- Pear Deck
- Edutopia- Essential Apps

Strategies to use with English Language Learners.

- EL/CABE

A live session with a Sonoma County Librarian. Learn about our new student & teacher library accounts and learn how to guide students into using the library for paper book check-out and free tutoring.

A live session with an Onpoint specialist sharing features and updates to the Zoom & Google Meet platforms.

Explore Bitmojis & Benchmark + Other Bitmoji Fun

Live Benchmark Training

Benchmark Review & Routines (Grade 3 sample)

15 Awesome Virtual Bitmoji Classroom Ideas

A PD "Padlet" was created as a place for even more informative videos and documents. LINK: SUSD Professional Development Padlets

The professional development will continue on Fridays throughout distance learning.

Staff Roles and Responsibilities

[A description of the new roles and responsibilities of affected staff as a result of COVID-19.]

The District has adapted the roles and responsibilities of employees that have necessarily changed as a result of COVID-19 such as, but not limited to:

 Modifications made to staff roles and responsibilities to meet the academic and social-emotional needs of students while ensuring the health and safety of staff and students.

 Changes to an employee's original role or responsibility when that original role or responsibility is not feasible in a remote environment.

Examples include:

Instructional Assistants moving to assist in the Child Care

Fiscal Technician added duties to procure PPE and understand FEMA regulations

Food Service director using creative means to deliver food and assess the needs of the community

Custodians preparing for distancing and safety/cleaning protocols

Certificated employees have been takse with engaging with students and delivering instruction from a distance.

Teacher variations of distance learning include:
- Direct instruction face-to-face via online tools
- Reading to students through online applications
- Demonstrating learning activities through the use technology
- Engaging students in multiple subject areas through applications on district provided devices
- Managing student behavior while working through distance learning.
- Counselors and teachers providing social emotional services through online interface to support anxiety and disengagement from

the learning process

Classified employees' have been asked to provide service outside their regular job description. Classified employees have risen to the challenge of repurposing their roles to meaningfully support the instructional environment for students. Employees will work with their supervisor to provide added support to positions that remain essential during this period. Examples of employees embracing this include:
- Providing academic support and intervention to students struggling with this learning format.
- Reading stories to elementary students through online tools.
- Handing out food through our Child Nutrition program to ensure students have access to healthy food.
- Sanitizing work areas between use to minimize the spread of germs.
- Supporting childcare programs by providing additional supervision.
- Administrators and other staff delivered technology and instructional materials to student homes when families were not able to come and collect it or were having difficulty connection to virtual classrooms
- Monitoring student online engagement and connecting with families to resolve issues preventing student participation.

All protected employees, per SB98 are paid and provided the opportunity to work even if their position is unnecessary in the moment.

Site and District Administrators roles and responsibilities have shifted to monitoring and managing an entirely new system for delivering distance learning, hybrid in-person, and full-time in-person instruction at various times during the school year. Principal and VP have had to create plans to keep students and staff safe while they are on campus as well as multiple surveys, schedules and professional development opportunities

Supports for Pupils with Unique Needs

[A description of the additional supports the LEA will provide during distance learning to assist pupils with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.]

The District has worked effectively to address the needs of English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care; and pupils who may be experiencing homelessness.

Access to Technology and Curriculum
Every child in the district has a device assigned to them for distance learning. We have also provided differentiated curriculum, both digitally and in printed form, to reinforce skills as part of our District Learning Continuity Plan. For our English Learner students, Teachers are using a comprehensive ELA curriculum with lessons for integrated ELD support. We also have curriculum to differentiate lessons for students based on their instructional level. The Technology Department has arranged for hotspots or Internet access for all students, especially for homeless, foster youth, and low-income students.

Meeting Needs of Families
Our Counselors and staff reach out to families of students who are not engaged at school, as well as families who were on their caseload before school closure, to offer additional community resources when necessary. Wellness Check home visits have been conducted for all students not responding to emails, calls, or text messages. During the home visits, families who needed support with access to the Internet were identified and supported with obtaining Internet through local providers with free or low-cost plans. Other parents were contacted with information about how school learning is continuing even during the physical closing of the school.

To further support English Learner, foster youth, and low-income students, we have ensured that families have access to assistance in their home language for distance learning and preventative measures for protecting their families. We have surveyed families to determine the best way to communicate with them through phone calls, text, and/or emails. We have also used built-in networks for support to locate homeless families and children in order to account for every child within the district. If a teacher, principal, or parent reports a student experiencing any anxiety, our counselors and administrators provide support or prepare referrals for higher levels of service to support the family. We have encouraged parents to set up daily routines for students at home that mirror the school day, as best as possible, and shared best practices for accomplishing this.

Support for English Learners and Addressing Learning Loss
The district has hired Teacher Specialist for Reading/ELD to mitigate learning loss for students, as well as prevent future learning loss. Teacher Specialist for Reading/ELD will also provide additional support to English Learners in the areas of reading, writing, listening and speaking. While we are in a distance learning format, she will pull students virtually in small groups, or individually, to work on areas of need. She will also collaboratively with teachers to make sure they are not pulling students during their classroom synchronous learning time. The Teacher Specialist for Reading/ELD will continue to support students when we move to hybrid in- person learning and eventually to full in class instruction. She will again work with teachers to schedule additional instruction during the asynchronous portion of a student's day. All of our core curriculum embeds both integrated and designated English Language Development (ELD) into lessons. Teachers will monitor

growth of English Learners as they work toward language proficiency using STAR assessments in ELA and Math, Lexia, as well as classroom-based assessments.

Support for Special Education Addressing Learning Loss - Related Services will be delivered as stated on each student's IEP. These services include: Speech and Language, Occupational Therapy, Adaptive Physical Education, and Counseling. During distance learning, the service minutes of Resource Specialist Providers (RSP) will be adjusted to a percent of the minimum instructional minutes required for each grade. During the hybrid model, RSP services will be delivered during the asynchronous portion of the student's school day. Providers will document student engagement, IEP progress, parent communication, and mode of instruction.

Support for Homeless Students and Foster Youth
Our Foster Student Liason will work with school site personnel to support foster students, as well as students experiencing homelessness. Teachers, counselors and administrators receive yearly training on identifying and supporting students experiencing trauma, including homelessness and out of home placement (foster or living with other family or friends). Teachers, counselors and the Foster Youth Liason will work to ensure that each student receives the resources they need.

Additional Supports
Our community has been heavily impacted by natural disasters including fires, floods, and the coronavirus pandemic. Exposure to natural disasters can lead to increased symptoms of anxiety, depression, and post traumatic stress disorder (PTSD) that impact children's education, health, and wellbeing.The District is part of a Federal Grant with the Sonoma County Office of Education (SCOE) and West Sonoma County school districts are using the Substance Abuse and Mental Health Services Administration (SAMHSA) Project to support students and families who may benefit from additional services related to recent disasters. The SAMHSA Project will offer evidence-based care to students, third grade and above, impacted by the 2017 and 2019 fires, 2019 floods, and/or the coronavirus pandemic.
The SAMHSA Project Evidenced-Based Care Approach:
1. Screening of all children for disaster-related risk using the PsySTART tool
2. Assessing higher risk children for trauma-related symptoms
3. Provision of 4-sessions of Trauma-Focused Cognitive Behavioral Therapy (TF-CBT) resilience skills to children with trauma symptoms and their parents/caregivers
4. Provision of full TF-CBT model to all children and their parents/caregivers who need more support than resilience skills alone

All communication regarding the District's Distance Learning Plan and supports will be translated into the Spanish. The District also provides translation services for other foreign languages as needed.

Actions related to the Distance Learning Program [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Provide additional days for teacher leadership committees to plan for reopening necessary to implement distance learning instruction: Professional Development Committee and Distance Learning Committee	7,147	No

Description	Total Funds	Contributing
Provide pay to teachers for engaging in professional learning opportunities outside their workday to improve skills necessary for distance learning instruction	7,147	No
Contract for professional development opportunities for teachers and aides to improve skills for distance learning	17,500	No
Purchase hotspots for families in need	25,525	Yes
Purchase Chromebooks for students	73,000	Yes
Purchase student pouches for instructional supplies during distance learning	4,439	Yes
Purchase digital learning platforms for teachers to use with students	10,000	No
Increase time of Principal and Vice Principal to work over the summer to plan for Distance Learning	26,737	No
Provide Preschool/Childcare programs to provide childcare options for staff members, essential workers, and other families during school closures. Increasing aide time to work there.	75,000	No
Collaboration Time: Continue weekly hour of time for teachers to collaboration with peers on approaches to improving student achievement. While in distance learning and/or a hybrid model, collaboration further focused on assessing and address learning loss and responding to identified needs of students, particularly those who are most vulnerable to disproportionate impacts as a result of COVID.	287,130	No

Description	Total Funds	Contributing
Special Education Instructional Assistants and Psychologists: Continue providing appropriate staffing for both position types and adapt delivery of services and supports to distance learning context.	184,773	Yes
Additional time for maintenance/tech personnel to do home visits to assist with connectivity.	2,467	No
PPE procurement for staff in site and visitors	1,233	No
Bilingual Office Aides at both sites to support families who speak Spanish and to work with students whose primary language is Spanish.	16,913	Yes
Instructional Aides working with students who have experienced learning loss.	included In-Person Offering above	No
	included In-Person Offering above	Yes
Counselors supporting students and families especially those who are Foster, Homeless, Socio-economically disadvantaged and/or English Learners.	included In-Person Offering above	Yes
ELD/Reading Intervention Teacher working with students who have experienced learning loss.	Included In-person offering above	Yes

Pupil Learning Loss

It is important to state that assessment of students' learning status will begin the first day of school and continue each day. The formative data being gathered by teachers throughout instruction is a critical component to understanding what learning loss has occurred and each student's individual learning needs

The District teachers will assess pupils to measure learning status, within any instructional delivery model, particularly in the following areas:
- English language arts - Tools - adopted curriculum (Benchmark TK-8, StudySync 7-8), Lexia RazKids as supplemental programs, integrated assessments and STAR assessments 4xs a year
- English language development (ELD) - integrated ELD in ELA TK-6 along with Academic Vocabulary Toolkit (AVT) for grades 2-3. Small group instruction 1st-5th and 6-8 as needed for identified English learners.
- Mathematics - adopted curriculum (Bridges TK-5, Big Ideas 6-8), iXL as supplemental, integrated assessments and STAR assessments 4xs a year

Pupil Learning Loss Strategies

Overview
Teachers will use a cycle of inquiry process that includes assessing, planning, teaching, reflecting, and action to determine if actions and strategies are improving student outcomes. In order to accelerate learning for students, teachers are using research based instructional practices and a guaranteed viable curriculum. The District will provide ongoing training around best practices for instruction and curriculum implementation for distance learning, hybrid, and in-person models. Our district will work collaboratively with our curriculum partners to identify the tiered support components of our core curriculum and use those to meet supplemental and intensified student need.

For all students including English Learners; Low-income pupils; Foster youth; Pupils with exceptional needs; and Pupils who are experiencing homelessness the primary means of addressing learning loss and accelerating learning for pupils will be the tiered instruction delivered through asynchronous and synchronous instructional time.

At Tier 1, all students will receive standards-aligned instruction focused on priority standard clusters. This will allow for depth of instructional focus on the key skills and concepts that are most critical for the respective grade level/content area. Tier 2 supports will be provided primarily through asynchronous and synchronous, small-group instruction that is targeted to identified student needs. As teachers assess learning loss and their students' individual and collective learning needs, they will not only adapt Tier 1 instruction, but also schedule small group sessions to provide additional support. Similarly, students who require even more intensive (Tier 3) support will be provided 1 on 1

instruction through individual sessions. Both the small group and individual sessions will take a 'just in time' rather than 'just in case' approach. This entails the focusing of small group and individual sessions on the key prerequisite skills that students need to successfully master the content rather than broad reviews of large chunks of information for the whole class. For example, one or more students who are having difficulty adding fractions of different denominators might need to first know how to add with the same denominator and/or find the lowest common denominator. A teacher, upon identifying the gap, might arrange a small group session with other students who have the same learning need or an individual session. These sessions would allow the teacher to provide more individualized attention to the student and support them in mastering the prerequisite skills so that they can fully participate in the lessons that are occurring for the whole class.

The District will work closely with Foster Youth Liason to support personnel to assist in designing services based on identified needs.
The District will meet with the ELD coordinator monthly and minimum to address the needs of English Learners and adjust instruction.
The District will closely monitor students living in poverty for adacemic needs as well as social emotional concerns.
There are no homeless students as of yet. If families are homeless we will conduct a virtual SST to determine needs and supports the district can provide.

Effectiveness of Implemented Pupil Learning Loss Strategies

[A description of how the effectiveness of the services or supports provided to address learning loss will be measured.]

The effectiveness of the services and supports provided to address learning loss will be measured by the ongoing assessments of student progress. This will include the interim/benchmark assessments for Math and ELA administered over the course of the 2020-21 school year.

Data collected from our adopted diagnostic and personalized learning platforms will assist in the identification of learning loss. These platforms contain reporting modules that allow educators to look at student performance and growth over time at various levels. Staff is trained on how to disaggregate data by student groups, teacher created watch groups, and down to individual students. Our K-8 diagnostic platforms for language arts and mathematics include predictive reporting by standards that will assist teachers in developing student specific interventions to accelerate learning. Furthermore, the teachers are able to monitor usage and task completion to evaluate implementation. Below is a list of applications and programs that produce metrics of student learning:
*.STAR assessments: usage and growth
*. Lexia: usage and growth
*. IXL math usage and predictive insights, growth
*. Logs of student interactions
*. Distance Learning surveys: will measure social-emotional learning and their experience with distance learning

Actions to Address Pupil Learning Loss [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Cost of assessments to monitor student progress and potential learning loss	9,406	Yes
Outreach of VP/Foster Youth and ELD teacher for coordinator with Foster Youth	27,511	Yes
Professional development for teachers to utilize small groups in a virtual environment	2,800	Yes
Additional time for translation and outreach	Included In-Person Offering above in (action for Bilingual Office Aides)	Yes
Additional time for teachers and ELD coordinator for analysis and coordination	Included in section above	Yes

Mental Health and Social and Emotional Well-Being

[A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.]

The district has provided training for educators to inform their monitoring and identification of student mental health and addressing trauma and the other impacts of COVID-19. The mental wellness, coping resilience, and healing before, during, and after a crisis is suddenly at the forefront of both our region's and the world's collective consciousness. Since schools have closed, children have lost the safety net provided by caring teachers, nurses, support staff, counselors, and other personnel. The guidance emphasizes the role of educators in helping to mitigate the negative impact of traumatic events and stress. By prioritizing student safety and managing stress, educators can support the well-being and long-term academic success of students.

Key responsibilities of educators to monitor/support mental health and address trauma include:
- Creating safe environments and conditions: Being available, compassionate, and connecting visually or auditorily with students on a regular basis.

- Providing routines and structure: Creating weekly rituals and routines that help students self-regulate.
- Provide social and emotional support to students and caregivers: Be a support system and facilitate connections.
- Prioritize health and well-being: Promote healthy sleeping, eating, and exercise habits and consider the total workload placed on students.
- Identify children and families who need additional support: Connect families and students to resources based on assessed needs and fulfill all mandated reporter duties

Distance Learning, Well-Being and SEL surveys helps us analyze how students are doing with both the synchronous and asynchronous portions of distance learning and will help our site and district level teams to identify barriers interfering with student participation and act to alleviate them. The surveys also help us to identify how students are feeling emotionally by providing a temperature check on student's emotional well-being. This allows us to provide students who are experiencing negative emotions with targeted supports.

Staff Survey

Just like students, we will be measuring the emotional well-being of our staff during distance learning and providing supports to them based on their needs. Panorama's Staff Distance Learning, Well-Being and SEL survey will help us identify their ability to collaborate with colleagues during distance learning. The results will help us mitigate any barriers that might be preventing them from being able to virtually collaborate with their teammates and site administrators. Our staff survey also provides us with data on the participation of their students in distance learning, and will allow site administrators to work collaboratively with teachers to identify student obstacles and find solutions so they are actively able to participate in distance learning. All staff members and their families are eligible for the Employee Assistance Program which offers free and confidential support for emotional, family, and other personal concerns.

The District arranges for counseling and teaching staff to be trained in Adverse Childhood Experiences (ACEs). Adverse Childhood Experiences (ACEs) have a tremendous impact on future violence, victimization and perpetration, and lifelong health and opportunity. Working together, we can help create neighborhoods, communities, and a world in which every child can thrive. There are several strategies that can prevent ACEs from happening in the first place as well as strategies to mitigate the harms of ACEs. The evidence tells us that ACEs can be prevented by:
- Strengthening economic supports for families
- Promoting social norms that protect against violence and adversity
- Ensuring a strong start for children and paving the way for them to reach their full potential
- Teaching skills to help parents and youth handle stress, manage emotions, and tackle everyday challenges
- Connecting youth to caring adults and activities
- Intervening to lessen immediate and long-term harms

Our District utilizes SEL strategies that are implemented by all teachers in both a synchronous and asynchronous format. Students engage in lessons teaching self-management, social awareness, self-awareness, relationship skills, and responsible decision making. These lessons are taught each week and reinforced daily. Student Distance Learning, Well-Being and SEL surveys will be administered, and site and district teams will analyze data to identify student needs and address these needs with interventions.

Students with higher level social emotional needs are identified by teachers, parents and/or the student and are then referred to counselors, school psychologist and/or administration to address individually or in small online groups for skill development. Counselors will use strategies to address the social emotional needs of students. Counselors will focus on 3 broad domains; academic, mental health, and social-emotional development. Students make progress towards these standards by engaging in classroom lessons, activities, and/or individual small group counseling. Also home visits are utilized to assess needs as needed.

Students with highest level needs are referred to community agencies with the ability to provide more critical mental health support. Sebastopol Union School District has many different community groups that provide therapeutic services for students and families. Suicide prevention training is offered for all 7th and 8th graders and their parents/teachers to understand the warning signs for suicide and depression. Middle school students experiencing bullying have access to therapeutic services to develop coping and advocacy skills. Families with trauma, addiction, or dual diagnosis may also be referred for additional help.

Support for Exceptional Learners

Students struggling with repeated behavior issues, specific diagnosis, outside issues such as family unrest at home, or severe emotional challenges will be referred for an Educationally Related Mental Health Services (ERMHS) assessment. Based on the results of this assessment students may be provided with additional mental health counseling services.

Additional Supports

Our community has been heavily impacted by natural disasters including fires, floods, and the coronavirus pandemic. Exposure to natural disasters can lead to increased symptoms of anxiety, depression, and post traumatic stress disorder (PTSD) that impact children's education, health, and wellbeing.The District is part of a Federal Grant with the Sonoma County Office of Education (SCOE) and West Sonoma County school districts are using the Substance Abuse and Mental Health Services Administration (SAMHSA) Project to support students and families who may benefit from additional services related to recent disasters. The SAMHSA Project will offer evidence-based care to students, third grade and above, impacted by the 2017 and 2019 fires, 2019 floods, and/or the coronavirus pandemic.

The SAMHSA Project Evidenced-Based Care Approach:

1. Screening of all children for disaster-related risk using the PsySTART tool

2. Assessing higher risk children for trauma-related symptoms

3. Provision of 4-sessions of Trauma-Focused Cognitive Behavioral Therapy (TF-CBT) resilience skills to children with trauma symptoms and their parents/caregivers

4. Provision of full TF-CBT model to all children and their parents/caregivers who need more support than resilience skills alone

Additional Staff/Parent training will be available.

All communication regarding mental health and social-emotional supports will be translated into Spanish and widely distributed.

Pupil and Family Engagement and Outreach

[A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not engaging in instruction and is at risk of learning loss.]

The District provides outreach to all pupils and their parents and guardians, including in languages other than English, when pupils are not meeting compulsory education requirements or if the school determines the pupil is not engaging in instruction and is at risk of learning loss.

The District has procedures for tiered reengagement strategies for pupils who are absent from distance learning, laid out below.

Attendance Guidelines: 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 is requested.

Attendance/Daily Participation: Used to track attendance and ensure daily engagement by all students in learning activities. Documentation may be met through daily live interaction or virtual assignments. 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 (AERIES) each day. For attendance taking purposes, teachers mark students present or absent during in-person learning. Attendance is met through the following:

Required to record and track

May be verified through
- Participation in online activities
- Completion of regular assignments
- Completion of assessments
- Contact between employees of LEA and parent/guardian
- Other methods of verification determined by LEAs

Can be completed daily, weekly, or bi-weekly

Teachers must sign attendance reports (digital signatures or electronic certification acceptable)

A student is absent if there is no participation or evidence listed above by the end of the day (actual day, not school day). A student who does not participate in distance learning (is absent) 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 participate in a re-engagement process as outlined by district policy (below).

District teachers, site administration, and district office administration have defined roles and work together to eliminate obstacles to ensure that our students are engaged and are provided attendance accounting protocols to ensure equity and consistency throughout the district. The automated messaging system may make phone calls for each day a student is marked absent by the teacher. Teachers or the attendance clerk will attempt to make contact with the student and parent. Attendance information will be available for parents through the Student Information Portal.

Engagement: Defines how a student was present – documents "whether students received synchronous or asynchronous instruction for each whole or partial day of distance learning" CDE Distance Learning FAQ)

Engagement record should be competed weekly showing:
- Whether students received synchronous or asynchronous instruction for each whole or partial day of distance learning
- Verify daily participation
- Track assignments

Daily LIve Interaction: Ed Code 43503: "two-way communication between a certificated employee and student each instructional day, at the actual time of occurrence. Daily live interaction is required for every student with both a certificated employee and their student peers." (CDE Distance Learning FAQ)
- Required unless alternative plan has been developed by governing board or body of the LEA with parent and stakeholder input
- Purpose is to provide instruction, monitor progress, and maintain school/social connectedness
- Contact must include certificated employee and peers

Tier 1 - Identiification

- Measuring Attendance During Distance Learning

Teachers will document daily attendance using the district's Student Information System (SIS) and based on student participation in synchronous and asynchronous activities. To measure engagement, asynchronous and synchronous lessons and activities are assigned a time value which equal the mandated instructional minutes at each grade level. Students are logged as present if they attend the first virtual meeting of the day, then have more opportunities to engage for positive attendance such as turning in work electronically, phone or email contact with the teacher. This accounting allows for student engagement analysis at the district, grade, and classroom levels.
- The automated messaging system may make daily phone calls for each day a student is marked absent by the teacher.

- Teachers (or the attendance clerk upon request) will attempt to make contact with the student and parent.
- Attendance information will be available for parents through the Student Information Portal.
- Attendance Tracker: Teachers use an attendance tracker sheet and make a master copy and use a different copy or tab each week to track attendance. They fill it out at the end of each day. The remaining section must be filled out for students who do have a mark in the first section, indicating live learning for the day. The teachers share their file OR folder with the administrative team and the office manager.A Negative Attendance Tracking Sheet is used to track absent students.

Tier 2 - Reengagement Strategies

At the beginning of the year, teachers verify all contact information including telephone numbers, email addresses, and mailing addresses. Teachers monitor student engagement daily for each activity that is assigned, synchronous and asynchronous. The school site Student Attendance Clerk contacts families who have not engaged during a school day to verify the reason for the absence.

Students that are deemed 60% absent from the hybrid model or distance learning will be reported to the school site attendance clerk and school principal. As part of the re-engagement strategy, the school site attendance clerk or principal will attempt to reach out and determine the cause for the absence and 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
- 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 will include aconference with an administrator

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, as well as alternative education programs.

Students that are deemed 60% absent from the hybrid model or distance learning will be reported to the school site attendance clerk. As part of the re-engagement strategy, the school site attendance clerk will attempt to reach out and determine the cause for the absence and 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
- 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
- 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
- Discussion of the intervention of the student being removed from Supported Home Study or Home Learning (for homeschool or hybrid schedule)

Tier 3 - Intervention

The school administrator may develop an Attendance Plan that includes:
- Teacher engagement
- Both reward and consequences for further attendance
- Review of the family circumstance for outside connection with health and social service

If the re-engagement strategies in Tiers 1 & 2 fail to improve distance learning attendance, then a follow-up Student Attendance Review Board meeting will be held. Site administration supports the Student Attendance Clerk when contact is not made. If students miss 60% of the instructional week and/or are not engaged in all activities for an instructional day on a consistent basis, site administration works with the site counselor to improve engagement. If a student continues to not respond to supports, the site administrator will reach out deploying additional re-engagement strategies, such as providing resources and supporting family engagement with social services and physical well-being services. If a student continues to be absent, or has limited engagement and participation, after all support resources and services have been provided to the family, the school site will conduct a Student Attendance Review Team (SART) meeting and develop a SART contract with the family. If the student violates the SART contract the student will be referred to the Student Attendance Review Board (SARB) for further review and action.

School Nutrition

[A description of how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.]

The district provides nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning.

Survey families
Procure grab-and-go food service for multiple days at a time
Assign staff to food service program
Set up a safe food distribution with PPE and distancing
Finalize days and locations for food service

The District will be providing both breakfast and lunch for students when distance learning starts on August 17th and will continue to do so when in-person instruction begins. Service and delivery methods will be modified to avoid large groups and ensure all health and safety protocols are followed.

BREAKFAST
A touchless system will be employed for entry of student meal account/PIN numbers or, in the event the United States Department of Agriculture (USDA) allows the District to provide free meals to all students, entry of student meal account/PIN numbers will not be necessary. For Short-Term and Full Year Distance Learning Programs, breakfast will be offered using a drive-through/pickup method at the school site according to an established schedule. For the Hybrid In-Person Program, breakfast will be offered for AM and PM students using a pickup method when they leave for the day to be consumed the following morning. If the USDA allows the District to provide free meals to all students, pickup schedules may be altered to provide meals for multiple days on a few days during the week. For the Traditional In-Person Program, breakfast will be offered during school in the usual fashion with students eating at tables 6 feet apart from each other if that restriction is required by order of the Governor and/or County Public Health Officer. At some select schools, a second chance breakfast may also be offered mid-morning.

LUNCH
A touchless system will be employed for entry of student meal account/PIN numbers or, in the event the United States Department of Agriculture (USDA) allows the District to provide free meals to all students, entry of student meal account/PIN numbers will not be necessary. For Short-Term and Full Year Distance Learning Programs, lunch will be offered using a drive-through/pickup method at the school site according to an established schedule. For the Hybrid In-Person Program, lunch will be offered for AM and PM students using a pickup method. AM students will pickup lunch when they leave for the day to be consumed that day; PM students will pickup lunch when they leave for the day to be consumed the following day before they arrive at school. If the USDA allows the District to provide free meals to all students, pickup schedules may be altered to provide meals for multiple days on a few days during the week.
For the Traditional In-Person Program, lunch will be conducted as follows:

i. When social distancing restrictions are active, lunch will be modified to a partial outside, partial in-classroom model to avoid large groupings and mixing of students. Classes/Grades designated for outside eating will be escorted to the lunch tables or other areas of the campus to be seated in designated locations to keep 6 feet of distance between cohort groups. Classes/Grades designated for inside eating will eat in their classrooms. Students will eat for 30 minutes while their teacher is given a 30-minute duty free lunch. Campus Aides and neighboring teachers not at lunch, if any, will provide supervision in those classrooms where teachers are at lunch. Students in the Child Nutrition Program will be released to obtain their meal on a staggered, by classroom schedule. Meals can be obtained from the central service line at all schools. When feasible, additional lunch periods will be added to reduce the number of students out of classrooms at any one time, so long as the starting time for the first lunch period and the ending time for the last lunch period is the same as those in place prior to school closures. When a teacher returns to their class after lunch, they will take students outside to a location designated/reserved for their cohort group for play.

ii. When all restrictions are lifted, lunch will return to normal. The following general procedures will apply to all meal periods:
1. Child Nutrition Services employees serving food to students will wear a face shield. All others will wear a face shield or facemask over their nose and mouth, depending on preference.
2. Social distancing markers will be positioned along the wait line area and students will be expected to socially distance while in line.
3. Students are expected to wear facial coverings over their nose and mouth while waiting in line and obtaining their meal. They can remove their facial covering while they are eating.
4. Students must use hand sanitizer before entering the cafeteria.

5. All meals will be pre-plated or prepackaged. There will be no salad bars or share tables. All condiments will be in individual packages or packets.
6. PIN entry pads will be removed and either cashiers will enter student numbers into the POS system or students will use a touchless system to enter their student number
7. Child Nutrition Services employees will sanitize all contact services in the wait line and cafeteria before and after each meal period
8. Campus Aides and/or Custodians will clean and sanitize lunch tables before the first meal period and after each meal period

Additional Actions to Implement the Learning Continuity Plan [additional rows and actions may be added as necessary]

Section	Description	Total Funds	Contributing
N/A	Procure PPE	20,000	No
N/A	Layoff employees - 60 days sal/ben	10,364	No
N/A	Continue to pay all staff during closure	222,549	No
N/A	Continue to pay child care employees although without only source of income - parent pay	28,200	Yes
Mental Health and Social and Emotional Well-Being	Additional day of School Psychologist	Included in above action (Sp.Ed. and Psych)	Yes
N/A	De-ionization filters and MERV 15 filters for all units	54,120	No

Section	Description	Total Funds	Contributing

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
10.89%	386,855

Required Descriptions

[For the actions being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the needs of these students.]

The District has hired a Reading Support/ELD/Foster Youth teacher to support student needs across the School in the area of ELD/English Language Arts Intervention. This teacher will not be assigned to one classroom but instead be assigned to students who are foster youth, homeless, English Learners, and/or socio-economically disadvantaged students as a priority to support these students in meeting their academic goals in executive functioning support and/or English Language Arts.

Instructional Staff support assist students at risk of learning loss as a priority during the Response to Intervention (RTI) time with the teachers.

Contracted counselors or the School Psychologist check in with these students as a priority to ensure they're social-emotionally stable and attending to their virtual class lessons.

Additional day for School Psychologist to be on campus to support students and families.

Bilingual office clerks and instructional assistants will contact families to address their needs and provide resources as needed to help provide stability for families.

Instructional Aides are utilized to meet with the students in small groups who have experienced learning loss in Math and/or English Language Arts.

Counselors and Rainbow House Special Friends staff create engagement sessions with students as well as teacher check-ins to ensure the needs of these students are being met.

Extra Curricular Opportunities such as Art, Tech, Music, Sports, Clubs, Video Tech, Yearbook when offered virtually will prioritize these students in order to provide them with an outlet and positive opportunity outside of the academic rigor.

[A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.]

Additional technological devices (chromebooks, headphones and hot spots) have been purchased to accommodate virtual learning and provide all students with equal access to the curriculum and lesson delivery. Additional instructional assistant time for English Learner group support to focus on the needs of these students. Increased services in the area of Social Emotional support with additional time (1 day) of the School Psychologist on campus as well as contracted days with counseloring services to support students and families during this time that so many families are experiencing difficulty.

Prevention of COVID-19 Procedures for Staff

As you know, the risk of contracting or spreading COVID-19 is not over and Sonoma County is still on the watch list. As a result of the COVID-19 required training and CDC guidance, we have updated our regulations and procedures to keep everyone safe.

Our campuses remain officially closed.

Before Coming to Work:
1. Take your temperature. If it is 100.4 or higher, do not come to campus.
2. Take the symptom checker (see below). If you have a symptom, do not come in.
3. If you have had close contact, within the last 14 days, with someone confirmed or suspected of having COVID-19, do not come to campus for at least 14 days following your most recent close contact. Per CDC guidance, close contact is defined as being within 6 feet of a COVID-19 case for more than 1-2 minutes or having direct contact with the infectious secretions of a Covid 19 case (e.g. being coughed on).

Symptom Checker from the CDC Website:

People with COVID-19 have had a wide range of symptoms, ranging from mild symptoms to severe illness. Symptoms may appear 2-14 days after exposure.

Back to School | COVID-19 Screening Tool

Recommended tool to screen students, teachers, and staff for symptoms of COVID-19.

SYMPTOMS

Are you experiencing any of these COVID-19 symptoms?	YES	NO
Cough	☐	☐
Fever	☐	☐
Chills	☐	☐
Sore throat	☐	☐
Feeling achy	☐	☐
Shortness of breath / difficulty breathing	☐	☐
Nausea or vomiting	☐	☐
New or unusual headache in the last 24 hours	☐	☐
Diarrhea	☐	☐
Loss of taste or smell	☐	☐
Tingling or numbness	☐	☐

When Entering Common Spaces:
1. Stop at the station at the door
2. Take your temperature
3. Use hand sanitizer
4. Wear a mask
5. Maintain a 6' social distance, even wearing a mask
6. Sign the log confirming that you have no symptoms. The log confirms you have no symptoms and also offers a way to do contact tracing
7. Use the office as little as possible, unless it is your workspace

When Working in your Classroom:
- Use it alone. This is the only location where you may work without a mask. Please close your door while your mask is off.
  - You may have family members who live with you in your rooms. Family members should only be in your room, in outdoor spaces, and use designated restrooms. Please sign and submit the provided waiver if family members will be on campus.
- If possible, open windows and run AC/fan to increase ventilation.
- When meeting with other employees, online interactions are preferred (this includes the office manager and administrators). However, if you are meeting live on campus, please do so outside, with a mask on, and while maintaining 6' social distance.
- Please eat lunch in your room or outside, distanced from other staff members.
- When leaving for the day, hang the provided sign on your outside door. This will alert the custodian that the room was used that day. Rooms that were used will have some custodial services. Please make sure that papers are put away in desks or cabinets when you leave, as they will get a little damp.

When Using the Staff room:
- There should be no more than 2 people in the staff room at any time.
- Please wash or sanitize hands prior to using the copy machine. Please wipe down the machine after use.
- Restrooms will be cleaned frequently throughout the day. There will be supplies for you to clean up after yourselves to minimize risk between cleanings.
- Wipe down all other equipment before and after use (microwave, paper cutter, refrigerator, etc.). Use resources in your own room, when possible (stapler, scissors, etc.).

Distribution Days & Home Visits:
- When scheduling distribution events, please notify the administration team first. Please do an outside, drive-through event with extremely limited contact.
- Please do not visit students at their homes. If you need to drop-off items, please plan a time with parents and do so without contact.

Other Campus Notes:
- Main school doors shall remain closed, with information on how to call the office.
- Maximum number of people in rooms will be posted.

Remember that these procedures are set in place to keep everyone safe. If someone gets COVID-19 and has been on campus, we will have to report the case to Public Health. At that point, we will likely need to close the campus.

Also please understand, things can change at any time based on Health Dept guidance and other factors

Beginning the week of August 24th, the drive thru will be 2 times per week on Mondays & Wednesday. Students will receive multiple day's meals on each pick up day.

- **Monday's delivery** - Lunch for that day and Breakfast & Lunch for Tues & Wed.
- **Wednesday's delivery** - Breakfast & Lunch for Thurs & Fri and Monday's breakfast.

**The drive thru service will be on Washington St, just past the Multi-Purpose Building.

All students are eligible to pick up meals. Students meal accounts will be charged accordingly (Free, Reduced or full pay). If you need a Meal Application, you can request one from the school site or visit our website. You can go to www.myschoolbucks.com to put funds on your student's meal account. We can also take payment at the time of pick up.

The District needs your input and wants to hear back from all families on what their meal needs are. If you haven't already, please complete the Food Service Survey using the links below or visiting our website: https://www.sebastopolschools.org/.

- English survey: https://forms.foodsurveyeng
- Spanish survey: https://forms.foodsurveyspan

Beginning the week of August 24th, the district is considering delivering meals 2 days/week (Tues & Thur).

Do you need delivery? ❑ Yes ❑ No   If so, which address works for you?

- ❑ 699 Gravenstein North
- ❑ 6665 Sebastopol Ave.
- ❑ West Hills Circle

Park Side Meal Contact: Michelle Pirinoli – mpirinoli@sebusd.org
Brook Haven Meal Contact: Julie Felix – jfelix@sebusd.org
District Food Service Director: Robin Shields – rshields@sebusd.org

Park Side Elementary School

Linda Irving, District Superintendent &
Principal @ Park Side (K-4)
lirving@sebusd.org

Molly Bulwa, District Vice Principal
mbulwa@sebusd.org

GUIDE FOR DAY ONE OF DISTANCE LEARNING

August 16, 2020

Dear Park Side Students and Families,

We are on the eve of the first day of Distance Learning for the 2020-2021 school year. We know that the distance learning format is a very challenging way to begin the school year because an integral part of school is socializing with friends and collaborating with classmates and teachers. We understand, as we also wish we were meeting students and families on campus tomorrow. However, safety is our top priority. We ask that you are open to the idea that things are going to be different for now and embrace the new method in which we are going to learn. As we embark on this adventure together, we ask that you are patient and understanding. Like students, teachers, administrators, and all support staff are learning and adapting every day.

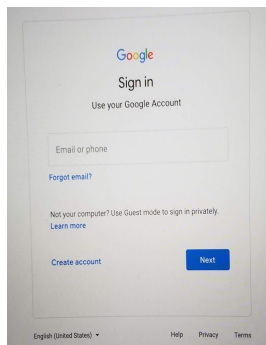Here are a few simple steps to get everyone prepared to learn:

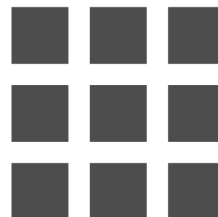|	
1. Log in to the Chromebook using a sebusd.org account: **Email:** first.last@sebusd.org **Password:** FLast1234 The password format is the students first initial and their last name with the last for digits of the student ID number.)	**2.** Once logged in to a student account, find the **waffle** in the upper right corner:

3. In the drop down menu, find the icon for Google Classroom. Click it.		**4.** Enter the **Google Classroom code** provided by the teacher. Do not worry if the teacher has not provided this code yet.	
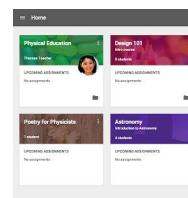
5. You will also notice that once students are logged in to their google accounts, they will have access to commonly used, **bookmarked sites**. Teachers will assign work on various sites and provide login/password information. Please note, you can bookmark additional frequently used sites.
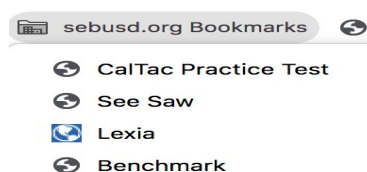
All teachers will begin **on Monday, August 17th** with a live meeting! Use the links provided by your student's teacher. Please note, you do not need to download an app to join a meeting. Simply click on the link provided. Many teachers use a waiting room for safety. You may be asked to wait briefly before being admitted to a meeting.

If you are having trouble or do not have the link, please **email your student's teacher**:

Kindergarten:
Kalyn Ede @ kede@sebusd.org   LauraAnn Freedman@ lfreenman@sebusd.org

First Grade:
Natalie Bensky @ nbensky@sebusd.org   Ashleigh Davis @ adavis@sebusd.org

Second Grade:
Terence Rodgers @ trodgers@sebusd.org   Tyler Sewell @ tsewell@sebusd.org

Third Grade:
Stephanie Grace @ sgrace@sebusd.org   Jessica Pearsall @ jpearsall@sebusd.org

Fourth Grade:
Jessica Bartholomew @ jbartholomew@sebusd.org   Stacey O'Donnell @ sodonnell@sebusd.org

We cannot wait to see you tomorrow!
The teachers have worked incredibly hard to prepare for a different, yet amazing educational program and they are excited to meet their students!

If you need additional help, you may call the school or district office and/or email the office manager or administrative team. Please be patient. We will answer correspondences as quickly as possible.

Park Side Elementary School (Cori & Mayra): (707) 829-7400
District Office: (707) 829-4570

Linda Irving: lirving@sebusd.org
Molly Bulwa: mbulwa@sebusd.org
Cori Robbins: crobbins@sebusd.org

Distance Learning Expectations:

Communication: Communication will be key to your student's learning this school year! Please make sure you are connected to Parent Square and to Seesaw. Please make sure to check in as soon as an issue comes up so we can troubleshoot together. Please make sure you are checking your student's email, website and Seesaw app daily!

Assignments: Mostly all online assignments will be delivered through the Seesaw app. Please check there daily.

Resources: Our first grade webpage is where you can go to find videos, information, schedules, and various other tools or worksheets that you may find helpful. Please check here weekly to stay up to date!
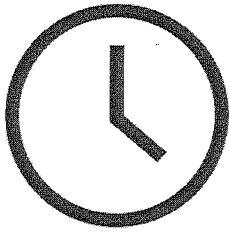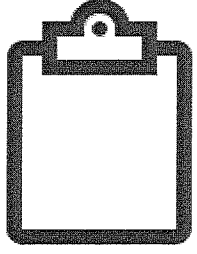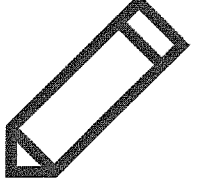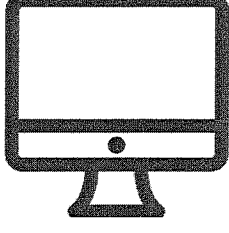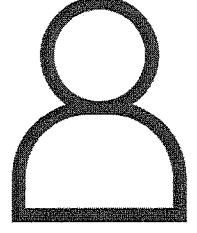
Schedule: Our weekly schedule will also posted on our website Please don't worry about working ahead! We have paced the workload out to provide daily instructional minutes and have taken into consideration the capabilities of a First Grader. Right now, our minimum day is Friday with the afternoon reserved for staff meetings, trainings, and prep.

Google Meet/Zoom: We will be meeting virtually through Google Meet or Zoom. I will send out information via email so you can join. I will send out our weekly Meet/Zoom schedule once I have collected all email addresses.

Learning Folder: Your child was given a learning folder. This folder has work for the first two weeks of school. It is also a great place to store your student's login information!

Getting Ready for Virtual Learning Family Guide

Routine	Consider setting a consistent, predictable routine that mimics a regular school day. This might include waking up at the same time each day, having breakfast, getting dressed, going to the bathroom before school begins, and maybe even packing a lunch!
Workspace	Determine a designated workspace for your child that will be comfortable and free from distraction (to the extent possible). It may help to have a table or hard surface where your child can work with hands-on materials alongside their device. Having headphones may help children if they are sharing a space with others.
Supplies	Find a safe space to keep all supplies and encourage your child to use responsibility in getting their materials to and from the designated space each day. To stay as organized as possible, please have your child only use their school supplies when directed by the teacher.
Technology	Help your child learn the basics of using their device. Usually, children find touch-screens to be intuitive, but may need assistance using a laptop trackpad or computer mouse. You might have your child watch a <u>video</u> or play an online <u>game</u> for extra practice.
Independence	One of our main goals for the beginning of the year is building independence. When possible, try to resist doing things for your child that they can do themselves. Instead, show your child how to complete a task, and then have them practice it independently with your support.

Family Tips for Virtual Learning

Concerns:	Try this:
"My child is having trouble staying focused"	• Create a designated, quiet space for your child to work if possible • Offer plenty of breaks as needed • Set a timer for your child (5-15 minutes is reasonable for most Kindergarteners) • Set small, attainable goals and offer positive reinforcement when goals are met (praise, stickers, free time, etc.)
"The lessons are too easy/difficult for my child"	• I've shared worksheets for reinforcement/enrichment on Google Classroom that you may use to supplement your child's lessons if needed. • Reach out to me with any concerns and we can discuss additional modifications
"My child does not want to complete the lessons."	• Offer choice: "Do you want to complete math or reading first today?" "Do you want to do an online lesson or a worksheet?" • If the lessons are causing stress or conflict in your household, please reach out to me and we can brainstorm alternatives.
"I'm worried about my child's progress."	• Our #1 goal is to support the social and emotional well-being of students. Your child may not make the same amount of academic progress with online learning as they would at school, and that is OK. • When we return to school, teachers will use assessments to determine students' individual needs, and we will provide instruction and support from there. 😊

It is all about perspective...

CDC Guidelines

SCHOOLS DURING THE COVID-19 PANDEMIC

The purpose of this tool is to assist administrators in making (re)opening decisions regarding K-12 schools during the COVID-19 pandemic. It is important to check with state and local health officials and other partners to determine the most appropriate actions while adjusting to meet the unique needs and circumstances of the local community.

Should you consider opening?
- ✓ Will reopening be consistent with applicable state and local orders?
- ✓ Is the school ready to protect children and employees at higher risk for severe illness?
- ✓ Are you able to screen students and employees upon arrival for symptoms and history of exposure?

ANY NO → **DO NOT OPEN**

ALL YES →

Are recommended health and safety actions in place?
- ✓ Promote healthy hygiene practices such as hand washing and employees wearing a cloth face covering, as feasible
- ✓ Intensify cleaning, disinfection, and ventilation
- ✓ Encourage social distancing through increased spacing, small groups and limited mixing between groups, if feasible
- ✓ Train all employees on health and safety protocols

ANY NO → **MEET SAFEGUARDS FIRST**

ALL YES →

Is ongoing monitoring in place?
- ✓ Develop and implement procedures to check for signs and symptoms of students and employees daily upon arrival, as feasible
- ✓ Encourage anyone who is sick to stay home
- ✓ Plan for if students or employees get sick
- ✓ Regularly communicate and monitor developments with local authorities, employees, and families regarding cases, exposures, and updates to policies and procedures
- ✓ Monitor student and employee absences and have flexible leave policies and practices
- ✓ Be ready to consult with the local health authorities if there are cases in the facility or an increase in cases in the local area

ANY NO → **MEET SAFEGUARDS FIRST**

ALL YES → **OPEN AND MONITOR**

CDC

cdc.gov/coronavirus

Top Considerations

Reflection
How do we know we are effective?

Class Size

In Person Lessons

Sanitation Practices

Distance Learning Lessons

Safety

Models for Learning

Flowing in between as needed...

Traditional (possibly with precautions)	**Hybrid** (Less students)	**Distance Learning**

Distance Learning Surveys

SUSD Family Survey

When establishing a successful daily routine, allowing for Distance Learning, which of the following were considerable challenges?

92 responses

Challenge	Responses
Managing stress and emotions	57 (62%)
Maintaining a regular sleeping and/or e…	40 (43.5%)
Working adults (in or out of the home)	53 (57.6%)
Child care needs	19 (20.7%)
Balancing the amount of screen time	58 (63%)
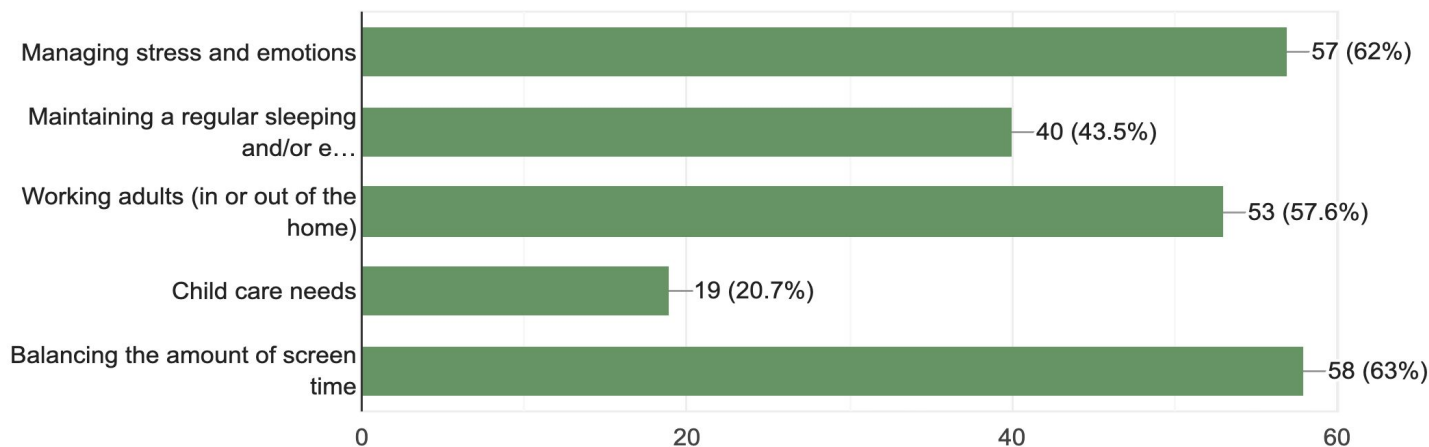
Virtual Meetings

Upon reflection, I believe virtual meetings should be used for

96 responses
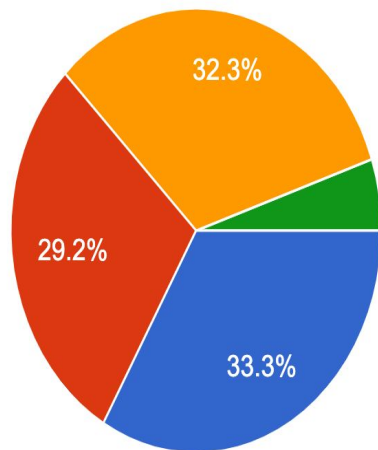
- 🔵 Teaching live lessons
- 🔴 Providing information or instructions regarding assignments
- 🟠 Connecting with students
- 🟢 I do not think virtual meetings are productive.

8

Student Workload

...dent's workload was

...ases

- ● Just right
- ● Too much
- ● Not enough

16.7%

12.5%

70.8%
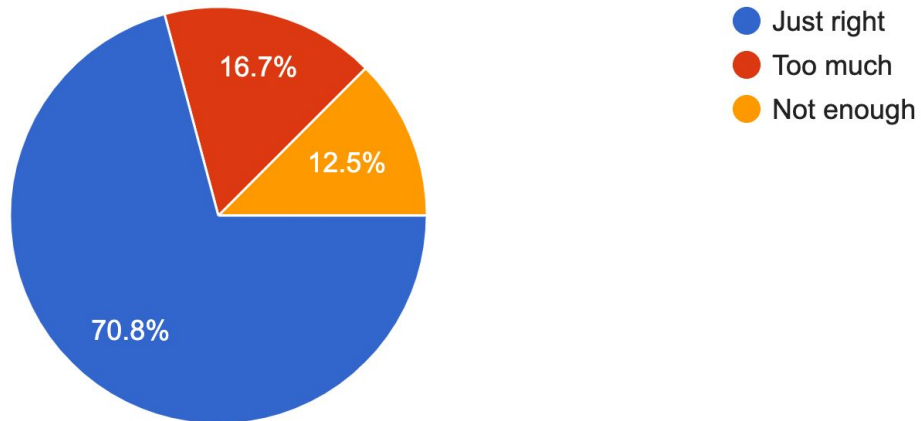
Student Independence

How independent was your student in the following areas:
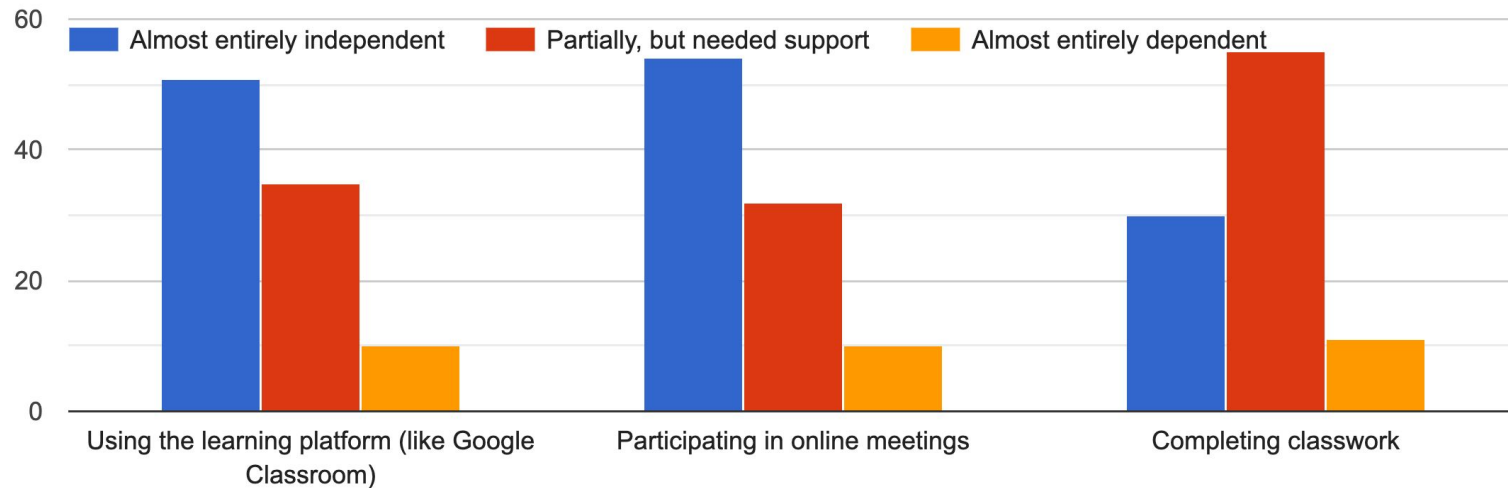
Looking to Fall 2020

In general, how are you feeling about sending your student back to school in the fall?

95 responses
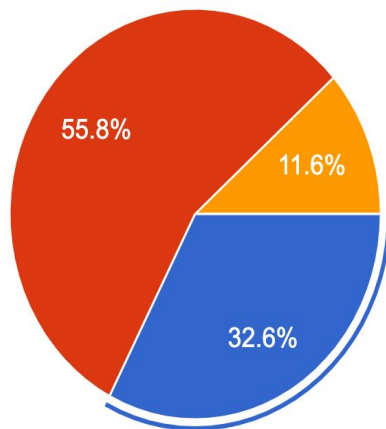
- 🔵 Great, I am confident about my student returning to school (with precautions set into place).
- 🔴 Shaky, I am slightly nervous about the safety of schools and other public places for children.
- 🟠 Extremely concerned. I am looking for alternate schooling options made available by SUSD.

55.8%

11.6%

32.6%

Summary of Other Information from the Parent Survey

95% of students had needed technology

95% of students had all supplies to complete assignments

90% of parents believed the amount of communication by teachers and administrators was appropriate

Distance Learning: From a Parent's Perspective

1	Successful Aspects	• Consistent Schedules • Technology & Learning Apps. • Strong Communication	• Virtual Meetings • Learning Hub • Flexibility	• Alternate Learning Experiences • Option for Packets/Hard Copies • Pushed Students to be Independent & Motivated
2	Biggest Challenges	• Establishing a Routine • Screen Time • Attention & Motivation	• Internet Reliability • Work Completion • Assisting w/ Assignments	• Parental Ability to Monitor • Challenges w/ Zoom/Meet Meetings • Concern Regarding Missing Skills & Knowledge
3	Future Considerations	• More Calendars & Schedules • Parent Education Options • Distance Option, Even if Open	• More Live Lessons • Schedules of Siblings • Increase Connections	• Opinions about safety differ **greatly**! • Student Motivation & Accountability • How can students with working parents get equal support?

Staff Survey
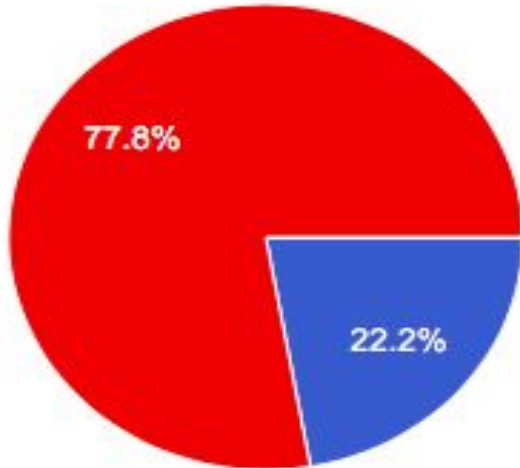
How you are feeling?

- 🔵 I am excited about what I have learned and feel great.
- 🔴 I am slightly exhausted and need a break.
- 🟠 I am overwhelmed and may want extra support if/when we return to distance learning.

77.8%

22.2%

13

Virtual Meetings

What percentage of your class attended virtual meetings?

What was the primary purpose of your virtual meetings?

Pie chart "What was the primary purpose of your virtual meetings?":
- 44.4% (red)
- 44.4% (blue)
- 11.1% (orange)

Legend:
- Wellness checks, staying connected
- Providing information or instructions to a class or a student/parent
- Teaching lessons
- I did not host virtual meetings often or at all.

Pie chart "What percentage of your class attended virtual meetings?":
- 38.9% (green)
- 16.7% (red)
- 44.4% (orange)

Legend:
- 10%
- 25%
- 50%
- 75%
- 100% 😊
- I did not have virtual meetings.

14
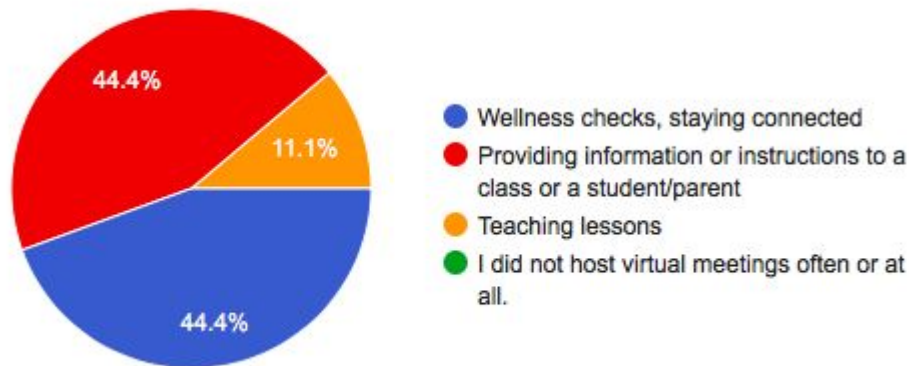
Student Workload

What was the average percent of work completed?

- 10%
- 25%
- 50%
- 75%
- 100% 😊

27.8%

11.1%

61.1%
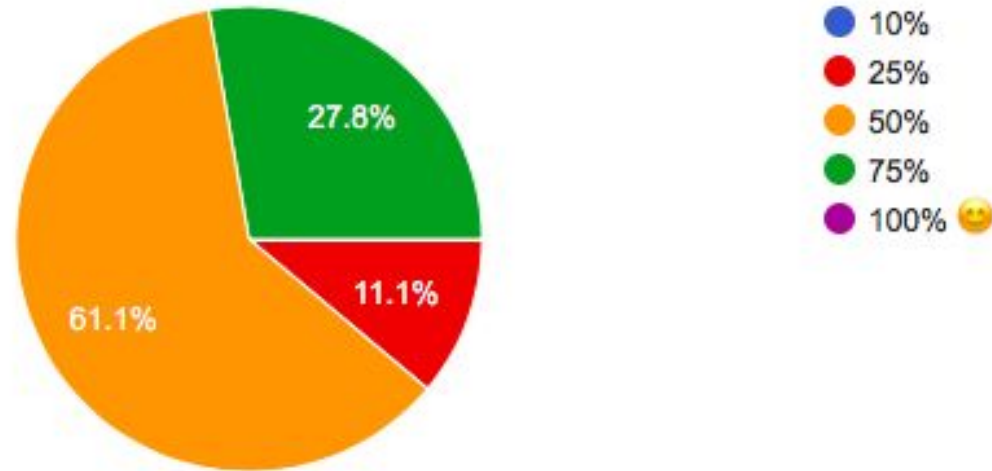
Summary of Other Information from the Staff Survey

90% Believed parents were somewhat helpful and encouraged student participation

70% Practiced skills previously taught and 30% introduced new standards

A majority of teachers think Google classroom, collaboration, and tech training are essential.

Distance Learning: From a Teacher's Perspective				
1	Successes	• Learning New Technology • Grade Level Collaboration • Real World Activities	• Student Participation • 1-1 Student Support • Using New Resources	• Connecting w/ Students & Families • Student & Teacher Creativity • Flexibility & Adaptability
2	Challenges	• Internet Connectivity • Childcare (own families) • Student Accountability	• Making Video Lessons • Student's Tech Skills • Equity Gap	• Reaching MIA Students • Helping Spanish Speakers • Communication w/ Parents
3	Future Considerations	• Grading & Attendance • Consistent, High Expectations • Increase Bilingual Support • Purchase of Online Programs	• Use of Aides • Increased Help from IT • PD for Teachers & Supports for Students	• Balance Accountability w/ Understanding • SPED & Second Language Learners • Providing Tech Education for Parents

Summary of Distance Learning in 2020 What Comes Next?

We know that we were successful in the following areas:
- Technology Roll Out
- Communication
- Workload for an Emergency Situation

Areas for consideration moving forward (for both sites):
- Rules for visitors on campus
- Additional tech training for students and parents
- How do we start the year effectively in DL or a hybrid model?
- Attendance & Grades
- Social-emotional learning
- How will we use fifth/planning day for teachers? Students?
- Inclusion of electives/enrichment
- **Consistent schedules!**
- Integration of RSP & other needed supports
- Access to effective programming and resources

Next Steps...

See notes below for draft(s) and blank graphic organizer links for each school site.

Park Side Elementary School
20-21 Planning Considerations

Plan A:

Pros	Cons

Realities:
-

Distance Learning: (what is utilized/assigned for work during DL days?)

Things to Consider:
-

Problems to be Addressed:
-

Things to Consider in Hybrid Model:

CDC Guidelines:

Placing desks at least six feet apart and facing the same direction

Providing lunch in classrooms

Staggering arrival times

Limiting sharing of supplies

Opening windows and doors to help air circulate

Limiting gatherings: dining halls, playgrounds, etc.

Considerations:

Cleaning must happen between groups when they move locations

Can't have large groups eat together

Staff needs built in breaks

Rainy day recess, outdoor lunch

Not sure about recess/cleaning of equipment

Kinder would have am/pm but not be kept all day

Possible Models:

Best to try and keep PS all day BH may be able to stay home 2-3 days for DL

A/B - Students stay all day, but switch am/pm. ½ aide, ½ teacher with a break in between

AA/BB - Students arrive for two days and are DL for two days

Both models assume Friday as planning and intervention (RSP, Reading, ELD, IEPs, etc.)

Site Based Planning:

- Brainstorm and review possible hybrid schedules using graphic organizers

- Identify adjustments and extensions of Distance Learning for longer term scenario

- Create a best case scenario and make recommendations.

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Site Based Planning: Park Side's Notes

Considerations:
- **Use of aides: Number of students, collaboration time, increase work hours, clear roles, how to use effectively**
- **Need for equipment & supplies: Desks, classroom supplies, technology, hand washing stations, sports equipment, masks, etc**
- **Clarify instructional minute requirements**
- **Lunch: Multiple eating areas, eating in classrooms, maintain 40 min. duty free lunch**
- **Staggered start times**
- **Do we need portables?**
- **Optics and public perception are important - We want to be seen as safe and proactive**
- **Can we reach out to community resources for support?**
- **Equity vs Equality: Could we justify some students being on campus everyday**
- **How would we split classes: ability levels, siblings, behavior, bussing, nursing needs, friends**
- **Initial Leanings:**
  - **½ Day schedules: K & 1 (A/B) - Childcare needs are great!**
  - **2 Day weeks for groups: 2-4 (AA/BB) - Use of Flipped classroom**
- **Wednesday vs. Friday (or another day) for planning day**
- **For parents: Training, survey for preferences, avoid school shopping, childcare**
- **Campus protocols: Visitors, pick-up, library**
- **SUSD should send out an update/communication on/before June 5th**
- **Meet on Friday to share out grade-alike planning**

21

Grade Alike Brainstorms

- Meet with grade-alike partners.

- Follow your class through a draft schedule.

- Create a best case scenario and make recommendations

22

District admin. will develop a Reopening Plan, including protocols for staff, visitors, those infected, cleaning, etc.

We will communicate our reopening plan with staff and the community.

We appreciate your help!

—

Teamwork divides the task & multiplies the success!

Please don't forget to "make a copy" of the draft plan before you create yours on the graphic organizer on slide #18 *(link in notes)* & share it back with your site administrators (*ink in notes*).

Use these links below (not your calendar invite) for your site meeting on Thursday:

Park Side Thursday Meeting Zoom Link

Brook Haven Thursday Meeting Zoom Link

24

Sebastopol UNION SCHOOLS

SEBASTOPOL UNION SCHOOL DISTRICT

STRATEGIC REOPENING PLAN

2020–2021 Safety Guidelines

JULY 2020

Based on guidance from: Sonoma County Department of Health Services, Centers for Disease Control, California Department of Public Health, California Department of Education, Sonoma County Office of Education and the School/Health Reopening Committee

DISTRICT OFFICE
7611 Huntley St.
Sebastopol, Ca 95472

Linda Irving, Superintendent
707-829-4570 office
707-829-7427 fax

Sebastopol
UNION
SCHOOLS

July 14, 2020

Dear Sebastopol Union Families,

This has been an unprecedented time and I would like to thank you for your patience as we create reopening plans based on guidance from state and local officials as well as from teachers, staff and all of you.

Our first priority is the health and wellbeing of our students, staff and families. We will reopen school based on the best and most current information from our state and local health partners, while also working to ensure a positive learning environment for all students.

In this **Reopening Guide for Sebastopol Union** you will find some information on what schools might look like when we return on August 13, 2020, as well as sample schedules for each grade level. We will share cleaning and disinfecting measures as well as planned personal protection mandates.

There is a possibility we may open with Distance Learning (DL) similar to what was offered mid-March to the end of the school year. Included in the **Reopening Guide for Sebastopol Union** is a Hybrid model in case we are able to have a mixture of in-class and DL, with classes at ½ capacity to allow for social distancing of 6'.

We are working with CASTLE to provide wrap around services, for a fee, to a cohort at each grade level, matching the in-class grouping cohort. Also, we have engaged with the community to create enrichment activities for grade levels for a nominal fee.

We are creating an independent study/home school option for families that would like to keep their students home.

It is our priority to open schools for students, but only when it is safe to do so. We will continue to follow the State and Health Department requirements around opening. Please watch for emails from ParentSquare, our mass communication system, visit our school webpage, www.sebastopolschools.org, and send comments to **covidplan@sebusd.org**.

Sincerely,

Linda Irving

Linda Irving, Superintendent

PARK SIDE SCHOOL
Linda Irving – Supt/Principal
7450 Bodega Avenue
Sebastopol, CA 95472
(707) 829-7409

BROOK HAVEN SCHOOL
Sara Gramm – Asst. Supt./Principal
7905 Valentine Avenue
Sebastopol, CA 95472
(707) 829-4590

www.sebastopolschools.org
"Educating the Whole Child"

Guidance Documents

- SUSD Staff and Parent Survey Results
- SUSD Teacher Committee
- Sonoma County reopening guide for schools, Roadmap to a Safe Reopening
- California Department of Public Health-COVID-19 Industry Guidance: Schools and School-Based Programs
- California Department of Education: Stronger Together: A Guidebook for the Safe Reopening of California's Public Schools
- California School Board Association: Uncertain Road Ahead-- Reopening Schools in the Time of COVID 19
- California Department of Public Health (CDPH) Guidance for School Based Programs https://covid19.ca.gov/pdf/guidance-schools.pdf
- Center for Disease Control https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/summer-camps.html

DISTRICT OFFICE
7611 Huntley St.
Sebastopol, Ca 95472

Linda Irving, Superintendent
707-829-4570 office
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Sebastopol
U N I O N
S C H O O L S

Sebastopol Union Reopening Plan
Following CDC Guidelines
July 2020

Goal: *Meet the needs of students and families in providing a high quality educational program in a safe environment for students and staff during the COVID-19 pandemic modified program.*

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PARK SIDE SCHOOL
Linda Irving – Supt/Principal
7450 Bodega Avenue
Sebastopol, CA 95472
 (707) 829-7409

BROOK HAVEN SCHOOL
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"Educating the Whole Child

Section 1

Planning and Health Considerations

OVERVIEW OF PRECAUTIONARY MEASURES UNDER COVID-19

STUDENTS	PARENTS	STAFF	FACILITIES
Focus on Personal and Classroom Hygiene	**Focus on Pre-Screening and Education**	**Focus on Training and additional student supports**	**Focus on safe and clean facilities**
Maintain 6' distance in classrooms, in the halls and breezeways, and on the play yards. Instruction on proper hygiene, social distancing, and understanding symptoms of illness Have masks available for all students and follow the CDC guidelines in their use Post reminders throughout campus (inside and outside) of proper hygiene practices Schedule for regular use of hand sanitizer or hand washing: -Entering campus or school bus -Entering and leaving shared areas Temperature checks upon entry Provide for contact tracing by keeping students in Cohorts Limited Sharing- Educational practices are being adjusted to limit the sharing of learning supplies (pens, pencils, manipulatives, etc)	Provide active and passive screening criteria to use before sending child to school Provide training on symptoms of illness, what to do if child ill, and resources for support Create list of hygiene and classroom items students should have when coming back to school Ongoing and timely communication from school and district regarding health and safety matters Temperature checks upon entry Provide for contact tracing by logging-in visitors Provide ongoing communication and notification	Provide face shields/masks for staff and follow CDC guidelines for their use Temperature checks upon entry Provide disinfecting supplies in classrooms and provide training on proper use before first student attendance day Provide screening criteria for staff to use for checks of students as they enter campus and classroom Develop plan that ensures physical distancing in the work environment Contact Tracing- Staff that are not assigned to specific classrooms or campuses will digitally check-in to all sites and classrooms before entering the campus or site for potential contact tracing purposes. Exposure Notification- The county health office has provided protocols for notification of families and staff of potential exposure. These protocols include guidance on maintaining privacy of staff and student medical information.	Increased ventilation and use of outdoor spaces, having windows and doors open Install high quality filters and de-ionization technology in the HV/AC systems Cleaning- use clearing protocols with guidance from local health agencies. Focus on disinfection of surfaces, common areas, classrooms, restrooms. Schedule cleaning throughout the day in classrooms and work spaces Provide hand sanitizer for all classrooms Protective solid clear barriers in offices, restrooms and classrooms (as possible) Signs and messaging- All campuses will have significant signage to reinforce safety guidelines and provide social distance markings on the ground Isolation Rooms- All campuses will have social isolation rooms for students that present symptoms during the day Desk Spacing- Desks will be spaced out 6' distance in alignment with the health department guidelines

SUSD Re-opening Schools

	Action	Notes/Suggestions
Facilities		
Develop Ongoing Sanitizing Schedule	Schedule developed for increased, routine cleaning and disinfection	Open position: Brook Haven custodian. Will need to contract with Corner to Corner, as CASTLE does
Develop Ongoing Sanitizing Schedule	Mapping physical guides, such as tape on doors or sidewalks and signs on walls, to ensure that staff and children remain at least 6 feet apart in lines and at other times (e.g. guides for creating "one way routes" in hallways)."	For cafeteria/picking up food, in office for waiting in line... All hallways, fields, classrooms
Install protective panels for team members	Install physical barriers, such as sneeze guards and partitions, particularly in areas where it is difficult for individuals to remain at least 6 feet apart (e.g., reception desks).	On order. If not received in time, will need to be constructed.
Ventilation - Air Space Considerations	Ensure ventilation systems operate properly and increase circulation of outdoor air as much as possible, for example by opening windows and doors. Robert's Mechanical will inspect and replace filters with MERV 13 or the like. District HV/AC projects will include de-ionization (BH completes by the opening of school, PS by Oct 1)	Rotation of small cohorts in varying spaces
Water Systems	Flush water systems and features (e.g., sink faucets, drinking fountains, decorative fountains) are safe to use after a prolonged facility shutdown. Drinking fountains cleaned and sanitized, but staff and students encouraged to bring their own water to minimize use and touching of water fountains.	Investigating purchase of water filling stations to replace drinking fountains and the addition of hand washing stations (8k per)
Isolation Room	Identification of isolation rooms or areas to separate anyone who exhibits COVID-like symptoms.	
Signage		
COVID-19 Informational Signs	Posted signs on how to stop the spread of COVID-19, properly wash hands, promote everyday protective measures, and properly wear a face covering.	
Protective Measures For All		
Stop the spread		
Proper Washing Hands		
Proper Wearing a Cloth Face Covering		
Visitor protocols/ Stop Signs		
Front Office		
Install protective panels	Install physical barriers, such as sneeze guards and partitions, particularly in areas where it is difficult for individuals to remain at least 6 feet apart (e.g., reception desks)."	Will need to be created if not obtained by the start of school (currently on back order)
Supplies available	Hand sanitizer, masks, face shields, gloves, 60% alcohol, kleenex, trash cans, class tubs for balls, cases for Chromebooks, containers for individual classroom supplies, cleaning items such as backpack sprayer and hand sprayers	Touchless handsanitation stations on order
Visitors and volunteers	Limititations 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).	Ask families to sign child out by phone, escort students out while parents wait outside

	Action	Notes/Suggestions
SUSD Re-opening Schools		

	Action	**Notes/Suggestions**
Staff Training and Collaboration (Virtually)		
Protective Measures For All	Staff training on all safety protocols to ensure safe and correct application of disinfectants and keep products away from children. Staff trained on signs of COVID and what to do. Staff is trained on proper cleaning and disinfectant use.	Use Target Solutions provided by RESIG (Insurance group)
What to do if a child is sick		
Cleaning/Disinfectant		
Start of the Day		
Self-Health Assessment	Consider the feasibility of home check prior to school.	Staff concerned won't be done prior
Temperature checks: Staff	Health checks will be conducted safely and respectfully, and in accordance with any applicable privacy laws and regulations. Staggered start times for students. Checks by office or teachers prior to school starting	Temperature threshold 100 and 48 hours no temp to return (per usual)
Temperature checks: Students		
Masks	Teach and reinforce use of face coverings among all staff and students as required. Face coverings may be challenging for students (especially younger students) to wear in all-day settings such as school. Face coverings should be worn by staff and students and mandated during most essential in times when physical distancing is difficult. Information provided to staff and students on proper use, removal, and washing of cloth face coverings. Face coverings are not recommended for babies or children under the age of 2, or for anyone who has trouble breathing, or is unconscious, incapacitated or otherwise unable to remove the covering without assistance. Cloth face coverings are meant to protect other people in case the wearer is unknowingly infected (many people carry COVID-19 but do not have symptoms).	Will follow CDC and County Health guidelines at the time of opening
Classroom and/or Indoor Environment		
Student Groupings	Student classroom cohorts and staff groupings are as static as possible by having the same group of children stay together, thus limiting mixing between groups.	
	At CASTLE and during enrichment, keep classes together to include the same cohort of children each day as above, and keeping the same child care providers with the same group each day.	
Students facing the same direction	Turn desks to face in the same direction (rather than facing each other), or have students sit on only one side of tables, spaced apart	
Increase space between desks	Space seating at least 6 feet apart, limiting class sizes to under 15	Tables, double desks, single desks. Share extra furniture between rooms
Belongings	Student's belongings will be separated from others' and in individually labeled containers, cubbies, or areas and taken home each day and cleaned, if possible.	
Outdoor spaces	Untililze outdoor spaces	Puchased new tables, need to create a schedule for use

	Action	Notes/Suggestions
SUSD Re-opening Schools		

	Action	Notes/Suggestions
Classroom Supplies		
Resources	Individual labeled container for each student, no sharing electronic devices, toys, books and other games or learning aids Limit use of supplies and equipment by one group of children at a time and clean and disinfect between use.	Purchased Chromebooks so students will have one at school and one at school. Older students will take the CB's to and from school/home
Soap	Adequate supplies to support healthy hygiene behaviors, including soap, hand sanitizer with at least 60 percent alcohol (for staff and older children who can safely use hand sanitizer), paper towels, tissues, and no-touch trash cans	
Hand sanitizer		Purchased touchless handsanitation stations, orders and
Paper towels		
tissues		Custodians will be fullly covered during deep cleaning
disinfectant wipes		Introduce covered custodians to younger children
trash cans		Train students of use of resources
Additional Educational Activities (garden, music, art, computers, Library, Physical Education)		
Outdoor Activities		
Identify outdoor areas	Identify outdoor areas	
Schedule use of outdoor areas	Schedule use of outdoor areas	
Create more outdoor areas	Create more outdoor areas	
Indoor Activities		
Classrooms	Adequate supplies to minimize sharing of high touch materials (art supplies, equipment etc. assigned to a single student/camper) or limit use of supplies and equipment by one group of children at a time and clean and disinfect between use	
Musical Instruments		
Garden/Library		
Meal Times		
Individually plated meals	Student encouraged bring their own meals as feasible, or serve individually plated meals in classrooms instead of in a communal dining hall or cafeteria, while ensuring the safety of children with food allergies. Food program will offer pre-packaged meals.	
Structure	Close communal use shared spaces such as cafeterias and playgrounds with shared playground equipment, or stagger use and clean and disinfect between use. Serve meals in classrooms instead of the Cafeterias. Serve individually plated meals and hold activities in separate classrooms and ensure the safety of children with food allergies.	
Disposable food service	Student encouraged bring their own meals as feasible, or serve individually plated meals in classrooms instead of in a communal dining hall or cafeteria, while ensuring the safety of children with food allergies. Food program will offer pre-packaged meals.	
Event Meals	Food will be pre-packaged boxes or bags for each attendee instead of a buffet or family style meal. NO sharing food and utensils and ensure the safety of children with food allergies.	
Recess		
Playground equipment	Close communal use shared spaces such as dining halls and playgrounds with shared playground equipment if possible; otherwise, stagger use and clean and disinfect between use.	Consider washable balls with a ball tub in each room for individual student use. Create schedules for area and equipment use
Staggered Recess Time	Implement staggered recess times to limit the number of students who are together; and if possible, group recess by classrooms.	Create schedules that maintain student groups/cohort

	Action	Notes/Suggestions
SUSD Re-opening Schools		
Restrooms		
Sanitization	Clean between cohorts and deep clean on Fridays	
Bathroom sinks	Close middle sinks; remove 1 urinal to allow proper social distancing.	No more than 3 students allowed in at one time
Clean and Disinfect frequently touched surfaces		
Playground equipment- if open:	Clean and disinfect frequently touched surfaces within the school between cohorts such as, playground equipment, door handles, sink handles, drinking fountains, as well as shared objects (for example, toys, games, art supplies) between cohort use	
Door handles		
Sink handles		Investigate touchless water fountains and additional handwashing stations
Drinking fountains		Encourage water bottles to be brought to school
Activities		
Field Trips	Will pursue virtual activities and events in lieu of Field trips, student assemblies, special performances, school-wide parent meetings, and spirit nights, as possible. Walking and our outdoor field trips may be considered with administrator approval and those that can maintain social distancing, support proper hand hygiene, and restrict attendance of those from higher transmission areas	Work with the community to offer enrichment activities that students can walk to during off days.
Gatherings	Virtual group events, gatherings, or meetings, if possible, and promote social distancing of at least 6 feet between people if events are held. Limit group size to the extent possible.	
Assemblies		Consider offering parent education virtually
Meetings		
Parent Meetings		
Graduations		
Awards ceremony	No student/parent assemblies	
Sports		
Practices	Pursue options to convene sporting events and participation in sports activities in ways that minimizes the risk of transmission of COVID-19 to players, families, coaches, and communities.	
Games		
Transportation		
Bus Preparations		
Seating	Create distance between children on school buses (g., seat children one child per row, skip rows) per CDC rules	
Bus pick ups	Create distance while wating for school bus pickups	
Bus Drop Offs	Students dropped off by the bus will go directly to class	
Sanitization	Buses will be cleaned and sanitized per CDC rules	
Supplies	hand sanitizer, gloves, disinfectant wipes	hand sanitizer, gloves, disinfectant wipes
Communication Plan		
When what triggers what	Notify families that classes and or entire school facilities may be shut down due to increase in COVID or identified individuals. Stage 3 will necessitate a Hybrid model with 1/2 of the student on campus at a time	
Communication system	Consistent with applicable law and privacy policies, having staff and families self-report to the school if they or their student have symptoms of COVID-19 or test positive for tracking purposes	
COVID-19 Staff Person	School Office and District Office staff will be responsible for responding to COVID-19 concerns (e.g., school nurse). All school staff and families should know who this person is and how to contact them.	

	Action	Notes/Suggestions
SUSD Re-opening Schools		
Action		**Notes/Suggestions**
IF SOMEONE TEST POSITIVE AT THE SCHOOL SITE FOR COVID-19		
Schools will move to distance learning	Maybe the entire school or just the classroom of the infected student. The Health Department will be consulted.	
Notification process	Through the mass email system of Parent Square. Also teachers will reachout to parent in their classrooms	
	Make sure that staff and families know that they (staff) or their children (families) should not come to school, and that they should notify school officials (e.g., the designated COVID-19 point of contact) if they (staff) or their child (families) become sick with COVID-19 symptoms, test ositive for COVID- 19, or have been exposed to someone with COVID-19 symptoms or a confirmed or suspected case	
	Immediately separate staff and children with COVID-19 symptoms (such as fever, cough, or shortness of breath) at school. Individuals who are sick should go home or to a healthcare facility depending on how severe their symptoms are, and follow CDC guidance for caring for oneself and others who are sick.	
	Work with school administrators, nurses, and other healthcare providers to identify an isolation room or area to separate anyone who has COVID-19 symptoms or tests positive but does not have symptoms. School nurses and other healthcare providers should use Standard and transmission-Based Precautions when caring for sick people. See: What Healthcare Personnel Should Know About Caring for Patients with ConDrmed or Possible COVID-19 Infection	
	Establish procedures for safely transporting anyone who is sick to their home or to a healthcare facility. If you are calling an ambulance or bringing someone to the hospital, try to call Drst to alert them that the person may have COVID-19.	
	Close off areas used by a sick person and do not use these areas until after cleaning and disinfecting	
	Wait at least 24 hours before cleaning and disinfecting. If 24 hours is not feasible, wait as long as possible. Ensure safe and correct use and storage of cleaning and disinfection products D , including storing products securely	
	In accordance with state and local laws and regulations, school administrators should notify local health officials, staff, and families immediately of any case of COVID-19 while maintaining confidentiality.	

COVID-19 Notification Process

in the event of a case at school

Call the Schools Public Health Hotline (shared with district superintendents & COVID-19 liaisons)

CONFIRMED POSITIVE CASE

If school/district learns of a confirmed case/cases involving a student/staff member before being contacted by public health, they should contact public health via the school hotline number. When contacting public health about a student, district should work with their legal counsel to ensure that FERPA* protocols are being followed.

In consultation with Public Health, the appropriate school official may decide whether a class, school, or district closure is warranted, using the guidance provided by California Department of Public Health (CDPH) (p. 2)

- School/district supports contact tracing and follows FERPA protocol for students
- Where necessary, communicates information about quarantine of affected classes/ after school programs/bus cohorts to the affected groups
- Notifies general school community without disclosing personally identifiable information of students or staff
- Ensures proper cleaning of affected classrooms and common areas or the entire school campus before they are reopened

When an individual is confirmed to have COVID-19, Public Health will work with the individual/family to identify "close contacts." ** If the individual had close contacts at a school, the public health nurse contacts the school /district via the COVID-19 liaison.

Public Health works with COVID-19 Liaison to conduct contact tracing and notify exposed children/staff following FERPA protocol for student information.

Public Health determines whether quarantine and testing is necessary based on length of exposure, number of people exposed, and closeness of contact.
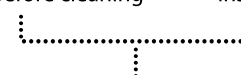
Public Health notifies school/district when it is safe to reopen the classroom or school, and school/district makes final determination when to reopen based on CDPH guidance (p. 2)

SUSPECTED/POSSIBLE CASE

If a student/staff member becomes ill at school with a fever or other COVID symptoms, minimize contact and isolate immediately. Anyone interacting with them must wear a mask, gloves, and other PPE as appropriate. The ill person should wear a mask and go to a dedicated room and be safely sent home as soon as possible. If symptoms are severe***, send person to a healthcare provider or call 911. Wait 24 hours before cleaning dedicated room.

If a student/staff member becomes ill at home, they should NOT come to school. Staff should be accommodated or given sick leave. Ill students must continue to have access to instruction.

Affected individual/family contacts doctor for evaluation, COVID-19 testing eligibility, and clearance to return to school. If unable to obtain medical clearance due to lack of health care, advise not to return to school until they have met district criteria or CDC criteria to discontinue home isolation.

The public health department will contact the school if the individual is confirmed to have COVID-19, at which point the school will follow the "confirmed positive case" procedures outlined to the left.

*FERPA (Federal Educational Rights and Privacy Act) Protocol: If a school/district contacts public health regarding a student illness, they should work with their legal counsel to ensure that they follow proper FERPA protocols for student privacy.

**Close Contact: For contact tracing, only "close contacts" will be notified by public health. This is defined as someone who has been exposed to the sick individual at a distance of six feet or less for more than 15 minutes, irrespective of face coverings.

***Severe Symptoms: Symptoms that would require immediate medical attention include: Trouble breathing, persistent pain or pressure in the chest, new confusion, inability to wake or stay awake, bluish lips or face.

When to Close a Class/School/District

Individual school closure is recommended based on the number of cases, the percentage of the teacher/students/staff that are positive for COVID-19, and following consultation with the Local Health Officer. Individual school closure may be appropriate when there are multiple cases in multiple cohorts at a school or when at least 5 percent of the total number of teachers/student/staff are cases within a 14-day period, depending on the size and physical layout of the school. The Local Health Officer may also determine school closure is warranted for other reasons, including results from public health investigation or other local epidemiological data.

If a student/staff member has symptoms, they should be sent home with a recommendation to be tested. The school/classroom remains open until a case is confirmed positive. If the test returns positive, refer to the flowchart on p. 1 for next steps. If the student/staff member is tested and the results are negative, the student/staff member can return to work 3 days after symptoms resolve.

When to Close a Class

With public health, consider closing if one or more students or staff members is confirmed to have COVID-19

When to Close a School

With public health, consider closing if multiple "cohorts" or classes have confirmed cases OR 5% of all students/staff have confirmed cases

When to Close the District

25% or more of schools in a district have closed due to COVID-19.

When to Reopen

Schools may typically reopen after 14 days and the following have occurred:
 Cleaning and disinfection
 Public health investigation
 Consultation with the local public health department

Stop the Spread of Germs

Help prevent the spread of respiratory diseases like COVID-19.

6 ft

Stay at least 6 feet (about 2 arms' length) from other people.

Cover your cough or sneeze with a tissue, then throw the tissue in the trash and wash your hands.

When in public, wear a cloth face covering over your nose and mouth.

Do not touch your eyes, nose, and mouth.

Clean and disinfect frequently touched objects and surfaces.

Stay home when you are sick, except to get medical care.

Wash your hands often with soap and water for at least 20 seconds.

CDC

cdc.gov/coronavirus

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Section 2

Instructional Considerations for Serving All Students

INSTRUCTIONAL PLANS AND SCHEDULES

Overarching Considerations
- Equitability of resources for ALL students:
  - All TK-8th grade students will have assigned devices that will only be used by that student.
  - Internet hotspots will be provided to families that do not have reliable access to high speed internet.
- Students need to have direct contact with teachers and classmates as safely as possible.
- Strong need to provide high quality educational resources, regardless of mode of instruction
- Increased student accountability for attendance, completion of work, whether in-class, remote learning, or independent study
- Provide safe and limited wrap around services through CASTLE and community opportunities

Models for Learning

Flowing in between as needed...

| Traditional (possibly with precautions) | Hybrid (Less students) | Distance Learning |

16 | **Full Independent Study/Home School Program (option offered)**

Full Return to School (with health and safety measures):
- Preferred plan if allowed by California Department of Education, Sonoma County Public Health, and SUSD School Board
- Final decision will be made by July 23, 2020 at regularly scheduled School Board Meeting

Hybrid Model Return to School:
- Schedule attached
- Will be utilized if required to reduce daily students on campus by 50% with students attending 2 days and distance learning 3 days (TK/K/1st: AM/PM)

Distance Learning Model:
- Used along with face-to-face in a blended/hybrid model (above)
- Utilized solely **IF** required to close campus

Independent Study/Home School Model:
- Optional program for parents who do not wish for student(s) to attend in person classes
- Using Edmentum (https://www.edmentum.com) and Calvert Learning (http://calvertlearning.com)

Sebastopol Union's Hybrid Model

Live Learning and Distance Learning with A & B Cohorts

Live Learning: Students attend classes on campus with certificated teachers.

Distance Learning: Students participate in remote learning without live instructors. Curriculum and activities for distance learning is planned by teachers and highly structured. Students participate in virtual meetings, academic lessons, practice of standards, and/or assessments. A minimum of three to four hours of daily learning and attendance is required. Students may have additional, virtual check-ins depending on individual needs.

Cohorts: Students divided into smaller groups to increase social distancing by minimizing class sizes and the number of students on campus.

Sebastopol Union students must complete specified state and local educational requirements, including attending classes for the minimum instructional minutes. The hybrid model offers a plan that provides a safe campus, rigorous academic program through both live and distance learning, social-emotional support, and enrichment activities. Please note the following:

- Students will be divided into cohorts to minimize daily contact.
- Cohorts will attend live learning twice a week on different days.
- Cohorts will participate in distance learning three days a week.
- Following state guidelines, Distance Learning will include:
  - Daily live interaction with certificated employees and peers for purposes of instruction, progress monitoring, and maintaining school connectedness. If daily live interaction is not feasible, the governing board must develop, with parent and stakeholder input, an alternative plan for frequent live interaction.
  - Daily attendance recording.
  - Content aligned to grade-level standards that is "substantially equivalent" to in-person instruction.
  - Grades based on content mastery and participation.
  - Student access to connectivity and devices adequate to participate in the educational program and complete assigned work.
  - Supports designed to address the needs of students including those not performing at grade level, English learnings, those with exceptional needs, those in foster care or experiencing homelessness, and those requiring mental health supports.
  - Special Education, related services, and any other services required by an IEP with accommodations to ensure that the IEP can be executed in distance learning.
  - Designated and integrated instruction in English language development, including assessments of English language proficiency, support to access curriculum, and the ability to reclassify as fully English proficient.
  - Nutritionally adequate meals for pupils who are eligible for free and reduced-price meals contingent upon the department receiving an approved waiver from the United States Department of Agriculture, for each day of the scheduled school year.

Park Side Elementary School

Hybrid Schedule

TK, Kindergarten, & Grade 1					
TK, K, & Grade 1 students attend ½ days, 4-days per week					
	Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
Kindergarten AM: 8:15-11:15 PM: 12:00-3:00	Live Learning ½ Day	Live Learning ½ Day	Live Learning ½ Day	Live Learning ½ Day	Distance Learning
Grade 1 AM: 8:15-11:15 PM: 12:00-3:00	Live Learning ½ Day	Live Learning ½ Day	Live Learning ½ Day	Live Learning ½ Day	Distance Learning

Cohort A					
Half of students in grades 2, 3, & 4					
	Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
Grade 2 8:30 AM-2:00 PM	Live Learning	Distance Learning	Live Learning	Distance Learning	Distance Learning
Grade 3 8:40 AM-2:10 PM	Live Learning	Distance Learning	Live Learning	Distance Learning	Distance Learning
Grade 4 8:50 AM-2:30 PM	Live Learning	Distance Learning	Live Learning	Distance Learning	Distance Learning

Cohort B					
Half of students in grades 2, 3, & 4					
	Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
Grade 2 8:30 AM-2:00 PM	Distance Learning	Live Learning	Distance Learning	Live Learning	Distance Learning
Grade 3 8:40 AM-2:10 PM	Distance Learning	Live Learning	Distance Learning	Live Learning	Distance Learning
Grade 4 8:50 AM-2:30 PM	Distance Learning	Live Learning	Distance Learning	Live Learning	Distance Learning

Brook Haven Middle School

Hybrid Schedule

Live Learning: 9:00 AM-2:05 PM

Distance Learning: 8:15 AM-12:00 PM (times not exact)

Cohort A Half of students in grades 5 & 6 All of students in grade 8					
	Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
Grade 5	Live Learning	Distance Learning	Live Learning	Distance Learning	Distance Learning
Grade 6	Live Learning	Distance Learning	Live Learning	Distance Learning	Distance Learning
Grade 8	Live Learning	Distance Learning	Live Learning	Distance Learning	Distance Learning

Cohort B Half of students in grades 5 & 6 All of students in grade 7					
	Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
Grade 5	Distance Learning	Live Learning	Distance Learning	Live Learning	Distance Learning
Grade 6	Distance Learning	Live Learning	Distance Learning	Live Learning	Distance Learning
Grade 7	Distance Learning	Live Learning	Distance Learning	Live Learning	Distance Learning

Sebastopol Union's Independent Study/Homeschool Program

The Sebastopol Union School District recognizes parents' concerns regarding the conditions that will be established in the fall. Therefore, the district will offer an Independent Study/Homeschool Program through **Edmentum** (https://www.edmentum.com) and **Calvert Learning** (http://calvertlearning.com). The Independent Study/Homeschool Program is ideal for parents who prefer an at-home learning program. Please note, students on IS will be monitored by district personnel.

Section 3

CASTLE Childcare

CASTLE Childcare

Contact Information: Phone- 707-829-4578   Email: castle@sebusd.org
Castle Reopening Proposal

- Castle will be offering distance learning opportunities and childcare for a select group of children grades K-4 during and after school hours (8ish - 5:30ish)   Monday – Thursday.

- There will be a cost for the program.

- Castle employees will be providing distance learning for their cohort, working in conjunction with your child's teacher, in addition to enrichment activities and exceptional care.

- Social and Emotional/wellness/team building education will be a daily focus

- Pick up and drop off times will be staggered and in multiple locations depending on grade level. Parents will not be allowed in the buildings

- Temperatures of children and staff will be taken upon arrival to Castle, and regular handwashing and sanitation will take place throughout the day

- The Castle cohort will move around together and will not be mixing with other groups of children or staff

- Children will be provided with their own play areas in the classroom and outdoors, as well as cubbies with personal materials

- Outdoor spaces will be utilized as much as possible

- 1-2 adults per group of up to 15 children, based on classroom cohort

- Deep cleaning will take place each night

- Castle will follow District and CDC guidelines

For more information contact CASTLE directly at the location above.

Appendix

Appendix A - What Families can Expect When School Reopens in the Fall (in English and Spanish)

Appendix B - July 2020 Superintendent Update FAQs

WHAT FAMILIES CAN EXPECT WHEN SCHOOLS REOPEN

The health and safety of our students, staff, and families is of utmost importance. When the 2020-2021 school year begins in Sonoma County, on-campus school will look much different than previous years due to new health and safety measures. This is a summary for families of the guidelines and considerations that schools are using to plan for a safe reopening this fall. They are based on the best available public health data at this time, international best practices, and the practical realities of managing school operations.

The Sonoma County guidance, "Roadmap to a Safe Reopening," is adapted from guidance from the Centers for Disease Control (CDC), California Department of Public Health, and California Department of Education (CDE), in collaboration with the Sonoma County school/health planning committee consisting of regional school district superintendents. It was developed in collaboration with and reviewed by the Sonoma County Health Officer. The current guidance is based on direction provided in the existing Sonoma County Public Health Order. **As conditions and health orders change to address this ever-evolving situation, so will the guidance.**

## WHEN SCHOOLS RESUME IN THE FALL, THEY WILL LOOK DIFFERENT

Each school district will be dealing with its own circumstances in creating a customized plan that fits the needs of the community. However, it is important that we all work together to ensure that these guiding principles are at the heart of every school reopening:

• Protect student, staff, and community health
• Foster student learning and progress
• Maintain positive learning environments
• Foster student emotional health
• Care for our most vulnerable populations

SCREENING AT HOME

- Families are recommended to take temperatures daily before going to school. Anyone with a fever of 100.0 or higher should not go to a school site.
- Students and adults should also screen themselves for respiratory symptoms such as cough and shortness of breath prior to coming to school each day. Students and adults experiencing those symptoms should not attend school.
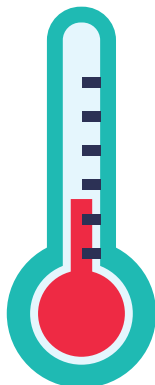
ARRIVING AT SCHOOL

- Staff will be wearing face coverings.
- Students will arrive on buses with fewer students and with windows down when possible. Students should dress accordingly.
- Parents and visitors may have limited access to the school campus.
- Arrival and dismissal times may vary depending on grade level.

HEALTH & SAFETY AT SCHOOL

HYGIENE

Schools will teach and reinforce hand washing with soap and water for at least 20 seconds and increase monitoring to ensure adherence among students and staff.

Schools will clean and disinfect frequently touched surfaces (e.g., playground equipment, door handles, sink handles, drinking fountains) within the school and on school buses at least daily or between use as much as possible.

Schools will limit sharing of supplies between students and disinfect between uses if sharing is unavoidable.

Each student's personal belongings will be separated from others' and in individually labeled containers, cubbies, or areas.

FACE MASKS

Schools will teach and reinforce the use of cloth face coverings in compliance with the current county health order and state mandate.

California Governor Gavin Newsom is still considering whether masks will be required for all students in the classroom. More information will be provided once a decision has been made.

SOCIAL DISTANCING

Social distancing will help limit the spread of the virus. Schools will consider the following strategies to maintain smaller groups of students in shared spaces.

These may be modified in future health orders as the school year progresses.

- Modify school schedules
- Keep students in smaller groups
- Serve meals in small group settings
- Serve individually plated or boxed meals
- Space desks further apart to ensure a minimum distance of 6 feet between students

- Stagger lunches, recesses, and other transition times
- Restrict visitors on campus
- Avoid hosting large gatherings such as assemblies and dances
- Where possible, keep student cohorts from mixing

6 FEET

INSTRUCTIONAL OPTIONS FOR SCHOOL DISTRICTS

Quality instruction and commitment to equity for ALL students continues to be a guiding principle for Sonoma County schools. Each district will make decisions based on available resources, local needs, and state policy. Districts are encouraged to prioritize providing a high-quality instructional program by following best practices in the areas of:

- Curriculum selection and instructional delivery models
- Assessment practices and policies, including local and statewide assessments
- Services to special populations, including students with disabilities, socioeconomically disadvantaged students, English Learners, homeless and foster youth
- Access and use of instructional technology
- Expanded learning opportunities
- Other key systems and services

2020-2021 Learning Model Considerations

Options to Serve All Students in the Current Moment

Guiding Principles

● Protect student, staff, and community health ● Foster student learning and progress ● Maintain positive learning environments ● Foster student emotional health ● Care for our most vulnerable populations

TRADITIONAL LEARNING MODEL	BLENDED LEARNING MODEL (MODIFIED TRADITIONAL)	DISTANCE LEARNING MODEL	HYBRID MODEL (INDEPENDENT LEARNING)
● Daily classroom attendance	● Social distancing model with two full-day classroom attendance and three-day distance learning program	● Daily interactions and teaching from classroom teacher through technology while student learns at home	● Scheduled interactions with teacher at school and through technology while student learns at home
● Integrated social emotional learning	● Integrated social emotional learning	● Integrated social emotional learning	● Social emotional supports
● Standards-based curriculum	● Standards-based curriculum	● Standards-based curriculum	● Standards-based curriculum
● Student engagement through instructional best practices	● Student engagement through instructional best practices and interactive technology	● Student engagement through instructional best practices and interactive technology	● Student engagement through instructional best practices and interactive technology
● Expanded technology skills through 1:1 device initiative and digital citizenship	● Classroom-based interventions and enrichment to accommodate all leaners	● Targeted intervention and enrichment	● Targeted intervention and enrichment
● Interventions and enrichment to accommodate all learners	● Supplemental digital support for academic and social emotional learning	● Supplemental digital support for academic and social emotional learning	● Supplemental digital support for academic and social emotional learning

Providing Meaningful Learning to Ensure Health and Safety

Note: The selection of a learning model should be informed by local district conditions along with guidance from the Sonoma County Office of Education, Sonoma County's Public Health Officer, California Department of Public Health (CDPH), and the Centers for Disease Control and Prevention (CDC).

Sonoma County Office of Education

STUDENT SUPPORTS

SOCIAL EMOTIONAL SUPPORT

District and school staffs are committed to supporting students' social emotional wellness and offering resources to ensure that students transition back to school smoothly. Support may include social emotional learning, building relationships, community building activities, and increased access to mental health/wellness services. Families and schools will need to work together to check how students are feeling and assess their individual needs to provide the support our students need during these challenging times.

FAMILY RESOURCES

The Sonoma County Office of Education has created a website dedicated to Coronavirus information for schools and families. Check out scoe.org/covid to find the following available information:

- Fall Planning Updates
- School Lunch Finder
- School Updates
- Academic Support
- Mental Health and Emotional Support
- Community Resources to Support Families

The Sonoma County Office of Education, Sonoma County Public Health, and local school districts are committed to ensuring the health and safety of all students. Sonoma County Public Health will continue closely monitoring the rate of infection in Sonoma County. As public guidelines change, districts and schools will adapt and modify plans. We will work together with our students and families to keep our children safe as we transition to our new approach to educating.

LO QUE LAS FAMILIAS PUEDEN ESPERAR CUANDO SE REABRAN LAS ESCUELAS

La salud y seguridad de nuestros estudiantes, personal y familias es de suma importancia. Cuando comience el año escolar 2020-2021 en el condado de Sonoma, la escuela en el campus se verá muy diferente a los años anteriores debido a las nuevas medidas de salud y seguridad. Este es un resumen para las familias de las pautas y consideraciones que las escuelas están utilizando para planificar una reapertura segura este otoño. Se basan en los mejores datos de salud pública disponibles en este momento, las mejores prácticas internacionales y las realidades prácticas de administrar las operaciones escolares.

La guía del Condado de Sonoma, "Camino hacia una reapertura segura", está adaptada de la guía de los Centros para el Control de Enfermedades (CDC), el Departamento de Salud Pública de California y el Departamento de Educación de California (CDE), en colaboración con el comité de planificación de salud/escuelas del Condado de Sonoma formado por superintendentes regionales del distrito escolar. El Oficial de Salud del Condado de Sonoma colaboró en el desarrollo y en la revisión. Las pautas actuales se basan en la dirección proporcionada en la Orden de Salud Pública del Condado de Sonoma existente. A medida que las condiciones y las órdenes de salud cambian para abordar esta situación en constante evolución, también lo hará la guía.

## CUANDO LAS ESCUELAS SE REABRAN EN EL OTOÑO SERÁN MUY DIFERENTES

Cada distrito escolar se ocupará de sus propias circunstancias al crear un plan propio que se ajuste a las necesidades de su comunidad. Sin embargo, es importante que todos trabajemos juntos para asegurar que estos principios rectores estén en el corazón de cada reapertura de escuela:

• Proteger la salud de los estudiantes, del personal y de la comunidad
• Fomentar el aprendizaje y el progreso de los estudiantes
• Mantener ambientes de aprendizaje positivos
• Fomentar la salud emocional de los estudiantes
• Cuidar a nuestras poblaciones más vulnerables

CONTROL EN CASA

- Se recomienda que las familias tomen la temperatura diariamente antes de la escuela. Cualquier persona con 100.0 o más de fiebre no debe ir a la escuela.
- Los estudiantes y los adultos también deben examinarse para detectar síntomas respiratorios como tos y falta de aire antes de venir a la escuela todos los días. Los estudiantes y adultos que presentan esos síntomas no deben asistir a la escuela.
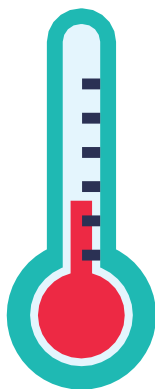
LLEGADA A LA ESCUELA

- El personal usará cobertores faciales.
- Los estudiantes llegarán en autobuses con menos estudiantes y con las ventanas abiertas cuando sea posible. Los estudiantes deben vestirse como corresponde.
- Los padres y los visitantes pueden tener acceso limitado al campus de la escuela.
- Los horarios de llegada y salida pueden variar según el nivel de grado.

SALUD Y SEGURIDAD EN LA ESCUELA

HIGIENE

Las escuelas enseñarán y reforzarán el lavado de manos con agua y jabón durante al menos 20 segundos, y aumentarán el control para garantizar el cumplimiento entre los estudiantes y el personal.

En las escuelas se limpiarán y desinfectarán las superficies que se tocan con frecuencia (por ejemplo, equipos de juegos, picaportes, manijas de fregaderos, fuentes para beber) dentro de la escuela y en los autobuses escolares al menos diariamente o entre usos, tanto como sea posible.

Las escuelas limitarán el intercambio de suministros entre estudiantes y desinfectarán entre usos si el intercambio es inevitable.

Las pertenencias personales de cada estudiante se separarán de las de los demás y en contenedores, cubículos o áreas individualmente etiquetados.

MÁSCARAS FACIALES

Las escuelas enseñarán y reforzarán el uso de cobertores faciales de tela de conformidad con la orden de salud actual del condado y el mandato estatal.

El gobernador de California Gavin Newsom todavía está considerando si se requerirán máscaras para todos los estudiantes en el aula. Se proporcionará más información una vez que se haya tomado una decisión.

DISTANCIAMIENTO SOCIAL

El distanciamiento social ayudará a limitar la propagación del virus. Las escuelas considerarán las siguientes estrategias para mantener grupos más pequeños de estudiantes en espacios compartidos.

Estas pueden modificarse en futuras órdenes de salud a medida que avance el año escolar.

- Modificar horarios escolares
- Mantener a los estudiantes en grupos más pequeños
- Servir las comidas en grupos pequeños
- Servir las comidas individualmente en platos o en cajas
- Espaciar más los bancos para garantizar una distancia mínima de 6 pies entre los estudiantes

- Escalonar almuerzos, recesos y otros horarios de transición
- Restringir los visitantes en el campus
- Evitar organizar grandes reuniones como asambleas y bailes
- Cuando sea posible, evitar que las cohortes de estudiantes se mezclen

6 PIES

OPCIONES EDUCATIVAS PARA LOS DISTRITOS ESCOLARES

La instrucción de calidad y el compromiso con la equidad para TODOS los estudiantes continúa siendo un principio rector para las escuelas del condado de Sonoma. Cada distrito tomará decisiones basadas en los recursos disponibles, las necesidades locales y la política estatal. Se alienta a los distritos a priorizar la provisión de un programa educativo de alta calidad siguiendo las mejores prácticas en las áreas de:

- Selección curricular y modelos de entrega de instrucción
- Prácticas y políticas de evaluación, incluidas las evaluaciones locales y estatales
- Servicios a poblaciones especiales, incluidos estudiantes con discapacidades, estudiantes con desventajas socioeconómicas, estudiantes de inglés, jóvenes sin hogar y de cuidado tutelar
- Acceso y uso de tecnología educativa
- Oportunidades de aprendizaje ampliadas
- Otros sistemas y servicios clave

Consideraciones sobre el Modelo de Aprendizaje 2020-2021

Opciones para servir a todos los estudiantes en el momento actual

Principios rectores

- Proteger la salud de los estudiantes, del personal y de la comunidad
- Fomentar el aprendizaje y el progreso de los estudiantes
- Mantener entornos de aprendizaje positivos
- Fomentar la salud emocional de los estudiantes
- Cuidar de nuestras poblaciones más vulnerables

MODELO DE APRENDIZAJE TRADICIONAL

- Asistencia diaria a la escuela con modificaciones en el personal
- Aprendizaje socioemocional integrado
- Evaluación/plan de estudios basado en estándares
- Compromiso de los estudiantes a través de las mejores prácticas de instrucción
- Ampliación de las habilidades tecnológicas a través de la iniciativa de dispositivos 1:1 y la ciudadanía digital
- Intervenciones y enriquecimiento para acomodar a todos los estudiantes
- Consideraciones para el estudio independiente aprobado por el distrito para las familias que necesitan flexibilidad

MODELO DE APRENDIZAJE HÍBRIDO (TRADICIONAL MODIFICADO)

- Modelo de distanciamiento social con algo de instrucción en clase y algo de aprendizaje a distancia
- Aprendizaje socioemocional integrado
- Plan de estudios/evaluación basado en estándares
- Participación de los estudiantes a través de las mejores prácticas de instrucción y tecnología interactiva
- Intervenciones y enriquecimiento basados en el aula para acomodar a todos los estudiantes
- Apoyo digital suplementario para el aprendizaje académico y socioemocional

MODELO DE APRENDIZAJE A DISTANCIA

- Instrucción diaria a distancia e interacciones del maestro
- Aprendizaje socioemocional integrado
- Evaluación/plan de estudios basado en estándares
- Participación de los estudiantes a través de las mejores prácticas de instrucción y tecnología interactiva
- Intervención y enriquecimiento focalizados
- Apoyo digital suplementario para el aprendizaje académico y socioemocional

PLANIFICANDO PARA PIVOTAR (CIERRE FORZADO DE LAS ESCUELAS)

- Interacciones remotas programadas con el maestro mientras el estudiante aprende en casa
- Apoyo socioemocional
- Evaluación/plan de estudios basado en estándares
- Participación de los estudiantes a través de las mejores prácticas de instrucción y tecnología interactiva
- Intervención y enriquecimiento focalizados
- Apoyo digital suplementario para el aprendizaje académico y socioemocional
- Apoyo digital suplementario para el aprendizaje académico y socioemocional

Proporcionando un aprendizaje significativo para garantizar la salud y la seguridad

Nota: La selección de un modelo de aprendizaje debe ser informada por las condiciones del distrito local junto con la orientación de la Oficina de Educación del Condado de Sonoma, el Funcionario de Salud Pública del Condado de Sonoma, el Departamento de Salud Pública de California (CDPH, por sus siglas en inglés) y los Centros para el Control y la Prevención de Enfermedades (CDC, por sus siglas en inglés).

Sonoma County
Office of Education

APOYOS PARA ESTUDIANTES

APOYO SOCIOEMOCIONAL

El personal del distrito y de la escuela está comprometido a apoyar el bienestar socioemocional de los estudiantes, y a ofrecer recursos para garantizar que los estudiantes vuelvan a la escuela sin problemas. El apoyo puede incluir el aprendizaje socioemocional, el desarrollo de relaciones, actividades de desarrollo comunitario y un mayor acceso a servicios de salud mental/bienestar. Las familias y las escuelas deberán trabajar juntas para verificar cómo se sienten los estudiantes y evaluar sus necesidades individuales para brindar el apoyo que nuestros estudiantes necesitan durante estos tiempos difíciles.

RECURSOS PARA FAMILIAS

La Oficina de Educación del Condado de Sonoma ha creado un sitio web dedicado a la información de Coronavirus para escuelas y familias. Visite scoe.org/covid para encontrar la siguiente información disponible:

- Actualizaciones de planificación de otoño
- Buscador de almuerzos escolares
- Actualizaciones escolares
- Apoyo académico de salud mental y apoyo emocional
- Recursos comunitarios para apoyar a las familias

La Oficina de Educación del Condado de Sonoma, la Salud Pública del Condado de Sonoma y los distritos escolares locales están comprometidos a garantizar la salud y la seguridad de todos los estudiantes. La Salud Pública del Condado de Sonoma continuará monitoreando de cerca el porcentaje de infección en el Condado de Sonoma. A medida que cambien las pautas públicas, los distritos y las escuelas adaptarán y modificarán los planes. Trabajaremos juntos con nuestros estudiantes y familias para mantener a nuestros hijos seguros mientras hacemos la transición a nuestro nuevo enfoque de educación.

[SUSD Reopening Update](#)-Friday, July 10, 2020

Dear Sebastopol Union School District (SUSD) school community,

I am writing to share an update on the efforts to reopen schools at the state, county, and district level. I know that the uncertainty presented by this pandemic is very challenging for parents, students, and staff. The team at SUSD is working hard to get the best and most current information possible to share with you so that you know what to expect in the fall. This is one of many updates that you can expect as we prepare for the 2020-21 school year. I want to personally thank you for your patience and understanding.

Sincerely,
Linda Irving, Superintendent

State/County Health Guidelines Update

Watchlist
Following a large rise in COVID-19 cases over the weekend, the Sonoma County Health Officer expects that our county may be placed on a watch list with 22 other counties. Being on the watch list would require restrictions for certain types of businesses where people tend to congregate in large numbers. However, based on information from our health department, SCOE does not believe that schools would be impacted by a watch list order. Schools are deemed as essential services.

Masks
California has now mandated that masks will be required in indoor settings for all children over age two. This is part of a statewide effort to enforce the importance of wearing masks to help stop the spread of Coronavirus. There will be exemptions for students with medical concerns.

Learn More
- Learn more about Coronavirus in Sonoma County at socoemergency.org.
- Learn more about the Coronavirus situation statewide at covid19.ca.gov.

District Update
- We are currently drafting our Reopening Plan and it should be available to the public for comment next week, prior to the virtual School Board meeting on July 23rd. It includes two major components, 1) safety and facility protocols to assure student and staff safety, and 2) sample schedules for reopening in the fall.
- Regarding opening in the fall, we know that the uncertainty and changing information is very challenging for families as they try to plan for school. We are working to get you answers as quickly as possible while keeping the health and safety of our students and staff as our top priority.

Sonoma County Office of Education (SCOE) Update

Roadmap to a Safe Reopening - County Guidance for Reopening Schools

- You can view the guidelines that school districts are using to plan for school reopening, Roadmap to a Safe Reopening, at scoe.org/covid.
- SCOE has created a **guide for what families** can expect when school reopens, based on the "Roadmap to a Safe Reopening" document. View the guide in English or Spanish.
- County Superintendent Steve Herrington hosted a **community update** on school reopening issues via Facebook Live on Wednesday, July 8, at 12:00pm. It can be viewed in English or Spanish at Facebook.com/SCOESonoma.
- On June 25, SCOE met with the County Health Department to discuss what conditions need to be in place before it would be considered safe for schools to consider reducing the distance between students from six feet to an amount that would accommodate more students. For instance, a four-foot distancing standard allows for larger class sizes that would allow many schools to have children come back five days per week rather than on a hybrid schedule. They agreed to continue with the county's evidence-based approach by maintaining a six-foot distancing standard at the beginning of the school year. After about a month of school being back in session, the health officer and the county superintendent will reconvene to look at the data and see whether a more permissive student distancing standard is supported by the data. Read the joint letter from SCOE and the health department in English or Spanish.

FAQs

Q: What are some safety guidelines that are being considered?

A: We are working on staggered start and ending times to limit the number of people entering and exiting the campus at any given time. Entry will look similar to when you enter a doctor office these days; temperature checks, masks and hand sanitation. We are also working with our maintenance and custodial staff to assure we plan for daily deep cleaning and procurement of needed supplies. Classrooms are being set up with 6' distancing between students.

Q: Who makes the guidelines that schools need to follow in the fall?

A: School districts are bound by state and county health orders. Our operations and safety plan will be created to best serve the needs of our community based on guidance from the Centers for Disease Control, California Department of Public Health, and California Department of Education. The "Roadmap to a Safe Reopening" guidance document provided by the Sonoma County Office of Education, the school/health task force, and the county health department.

Q: What if I do not feel comfortable/safe sending my child back to school in the fall?

A: We recognize the concern that many parents have concerns regarding the conditions that may be in place in the fall. We plan on offering a full independent study/homeschool program through Edmentum (https://www.edmentum.com) and Calvert Learning (http://calvertlearning.com). This will be a good option for a fully contained at home learning program.

Sebastopol
UNION
SCHOOLS

Q: Will children be able to attend in-person classes full-time?
A: If the district is limited to 6' distancing, only ½ of the students may attend at a time. This is called a Hybrid model (mixing in person and Distance Learning). We are planning on an AM/PM schedule, 4 days a week for TK/K and first grade. Students would either attend in the AM (8:15-11:15 AM) or PM (12pm-3pm) Mondays through Thursdays. Grades 2nd - 8th would attend either M/W or T/Th 9am-2pm and do Distance Learning on their 'off days' including Fridays.

Q: If not in class all day, every day, what childcare options will be available?
A: We have attempted to contact every family in the district to complete a survey regarding their concerns and needs for care in the fall. The District is working with CASTLE to provide wrap-around care, at a cost, for 15 students per grade level, keeping them in their cohort groups so there is no cross contamination. There may be some other limited options with CASTLE and these are still in the planning stages. We are also working with the community to offer some enrichment opportunities for a nominal fee. These may include music lessons, art, bike rides, and more. These would also be offered to cohort groups and are in the planning stages.

Q: Will my child have to wear a mask all day? How will teachers address the social/emotional impacts of this?
A: Sonoma County is awaiting final guidance from the state regarding whether masks will be required or only recommended for children 12 and under. Children with an underlying health condition will be exempt. Masks are most important when other social distancing measures cannot be in place. We are looking at am/pm schedules for younger children to cut down on full days of masks for our youngest students. While students will likely need to wear masks at least some of the time, we are working hard to provide additional social-emotional support to children to address these concerns.

Q: How will my young child be helped to feel comfortable given social distancing?
A: This is a challenge of ours in the current moment, one that we believe teachers and schools will work hard to address. Local school reopening guidelines acknowledge the reality that teachers and students will need to interact more closely than six feet at times, and builds in flexibility in this regard. It is most important for teachers/students to keep interactions brief when they must be closer than six feet, and to wear a mask. We will continue to offer counseling as well as training to teachers on how to promote a safe and supportive environment for all students.

Q: How will bus services be operated?
A: SUSD students receive bus service from the West County Transportation Agency. https://www.schoolbusing.org/. They have information on their website regarding bus riders and safety precautions.

Q: Will there be a plan for procedures if someone has contracted COVID-19 in association with the school?
A: Yes, those procedures will be part of the Reopening Plan released next week.

State of California—Health and Human Services Agency
California Department of Public Health

SONIA Y. ANGELL, MD, MPH
State Public Health Officer & Director

GAVIN NEWSOM
Governor

COVID-19 and Reopening In-Person Learning
Framework for K-12 Schools in California, 2020-2021 School Year
July 17, 2020

Overview

California schools have been closed for in-person instruction since mid-March 2020 due to the COVID-19 pandemic. School closures to in-person instruction were part of a broader set of recommendations intended to reduce transmission of SARS-CoV-2, the virus that causes COVID-19. CDPH developed the following framework to support school communities as they decide when and how to implement in-person instruction for the 2020-2021 school year. New evidence and data about COVID-19 transmission, including variations by age, and the effectiveness of disease control and mitigation strategies continues to emerge regularly. Recommendations regarding in-person school reopening and closure should be based on the available evidence as well state and local disease trends.

The CA School Sector Specific Guidelines, and the Centers for Disease Control and Prevention CDC have published additional guidance on school re-entry.

In-Person Re-Opening Criteria

Schools and school districts may reopen for in-person instruction at any time if they are located in a local health jurisdiction (LHJ) that has <u>not</u> been on the county[1] monitoring list within the prior 14 days.

If the LHJ has been on the monitoring list within the last 14 days, the school must conduct distance learning only, until their LHJ has been off the monitoring list for at least 14 days.[2]

[1] School districts in LHJs that are cities are considered to be included as part of the county if the county is on the monitoring list.
[2] A waiver of this criteria may be granted by the local health officer for elementary schools to open for in-person instruction. A waiver may only be granted if one is requested by the superintendent (or equivalent for charter or private schools), in consultation with labor, parent and community organizations. Local health officers must review local community epidemiological data, consider other public health interventions, and consult with CDPH when considering a waiver request.

State of California—Health and Human Services Agency

California Department of Public Health

SONIA Y. ANGELL, MD, MPH
State Public Health Officer & Director

GAVIN NEWSOM
Governor

Guidance Once Re-Opened to In-Person Instruction

How should schools think about testing?

Once schools are re-opened to at least some in-person instruction, it is recommended that surveillance testing be implemented based on the local disease trends. If epidemiological data indicates concern for increasing community transmission, schools should increase testing of staff to detect potential cases <u>as lab testing capacity allows</u>.

Who should be tested and how often?

School staff are essential workers, and staff includes teachers, para-professionals, cafeteria workers, janitors, bus drivers, or any other school employee that may have contact with students or other staff. School districts and schools shall test staff periodically, as testing capacity permits and as practicable. Examples of recommended frequency include testing all staff over 2 months, where 25% of staff are tested every 2 weeks, or 50% every month to rotate testing of all staff over time.

What if a school or school district reopens to in-person instruction, but the county is later placed on the county monitoring list?

Schools should begin testing staff, or increase frequency of staff testing but are not required to close.

California Department of Public Health

SONIA Y. ANGELL, MD, MPH
State Public Health Officer & Director

GAVIN NEWSOM
Governor

What measures should be taken when a student, teacher or staff member has symptoms, is a contact of someone infected, or is diagnosed with COVID-19?

	Student or Staff with:	**Action**	**Communication**
1.	COVID-19 Symptoms (e.g., fever, cough, loss of taste or smell, difficulty breathing) Symptom Screening: Per CA [School Sector Specific Guidelines]	• Send home • Recommend testing (If positive, see #3, if negative, see #4) • School/classroom remain open	• No Action needed
2.	Close contact (†) with a confirmed COVID-19 case	• Send home • Quarantine for 14 days from last exposure • Recommend testing (but will not shorten 14-day quarantine) • School/classroom remain open	• Consider school community notification of a known contact
3.	Confirmed COVID-19 case infection	• Notify the local public health department • Isolate case and exclude from school for 10 days from symptom onset or test date • Identify contacts (†), quarantine & exclude exposed contacts (likely entire cohort (††)) for 14 days after the last date the case was present at school while infectious • Recommend testing of contacts, prioritize symptomatic contacts (but will not shorten 14-day quarantine) • Disinfection and cleaning of classroom and primary spaces where case spent significant time • School remains open	• School community notification of a known case
4.	Tests negative after symptoms	• May return to school 3 days after symptoms resolve • School/classroom remain open	• Consider school community notification if prior awareness of testing

State of California—Health and Human Services Agency

California Department of Public Health

SONIA Y. ANGELL, MD, MPH
State Public Health Officer & Director

GAVIN NEWSOM
Governor

(†) A 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.

(††) A cohort is a stable group with fixed membership that stays together for all courses and activities (e.g., lunch, recess, etc.) and avoids contact with other persons or cohorts.

Guidance on School Closure

What are the criteria for closing a school?

Individual school closure is recommended based on the number of cases, the percentage of the teacher/students/staff that are positive for COVID-19, and following consultation with the Local Health Officer. Individual school closure may be appropriate when there are multiple cases in multiple cohorts at a school or when at least 5 percent of the total number of teachers/student/staff are cases within a 14-day period, depending on the size and physical layout of the school.

The Local Health Officer may also determine school closure is warranted for other reasons, including results from public health investigation or other local epidemiological data.

If a school is closed for in-person learning, when may it reopen?

Schools may typically reopen after 14 days and the following have occurred:
- Cleaning and disinfection
- Public health investigation
- Consultation with the local public health department

What are the criteria for closing a school district?

State of California—Health and Human Services Agency

California Department of Public Health

SONIA Y. ANGELL, MD, MPH
State Public Health Officer & Director

GAVIN NEWSOM
Governor

A superintendent should close a school district if 25% or more of schools in a district have closed due to COVID-19 within 14 days, and in consultation with the local public health department.

If a school district is closed, when may it reopen?

Districts may typically reopen after 14 days, in consultation with the local public health department.

State Resources for Case, Contact & Outbreak Investigations

California is committed to supporting local health departments with resources and other technical assistance regarding school case, contact, and outbreak investigations.