Our Return to School Task Force developed this plan based on sound educational practices and guidance from the Sonoma County Department of Health Services, California Department of Education, Center for Disease Control Guidance, and the Sonoma County Roadmap to a Safe Reopening.
We are very excited to return to school as soon as it is safe to do so! Our students, teachers, staff, administration, and families have endured fires, smoke days, flooding, and planned power shut off in the past 3 years. Returning to school in 2020-21 during the reopening phases of the Covid 19 pandemic will be a daunting task for all of us. I am confident our district will meet this challenge like the others we have faced, with strength and a commitment to serve our students and our greater community.

This Return to School Plan is created with the intent to provide our students with an equitable, accessible and engaging educational experience; to prevent further learning loss; and to make meaningful connections to all we have been through in this community and the uncertainty that is ahead of us. Thank you to our Reopening Task Force for their very thoughtful and comprehensive plan to safely return to school, with several scenarios so that we can be nimble as things evolve. Where there is challenge, there is opportunity. We look forward to starting this new year together.

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GLOSSARY OF TERMS

**Asynchronous Learning:** learning occurs at different times and at a different pace without real-time interaction between student and teacher. **Synchronous Learning:** learning that occurs concurrently with other students and that happens live or in real time

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

**BVUSD:** Bennett Valley Union School District

**BVTA:** Bennett Valley Teachers Association

**Cohort:** an academic group that consists of a part of the class, scheduled together for in person instruction, working together, progressing through the same academic curriculum

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

**CSEA:** California School Employees Association, the BVUSD chapter is the Bennett Valley Chapter 56

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

**EL:** English Learner

**ELD:** English Language Development: Instruction to students with primary languages other than English to speak, listen, read and write in English and to develop critical English language skills necessary for academic content in English

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

**Flipped Learning/Flipped Classroom:** a model of learning where students receive remotely the directions and assignments, materials, and readings/videos prior to in-person instruction. When students are on campus, learning is provided through active and engaging and robust opportunities for students to practice and demonstrate their learning

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

**Mitigate:** to cause to become less harsh or hostile; to make less severe or painful
**Pandemic:** an outbreak of a disease that occurs over a wide geographic area and affects an exceptionally high proportion of the population

**Performance Task:** A learning activity or assessment that asks students to perform to demonstrate their knowledge, understanding and proficiency

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

**PSPS:** Public Service Power Shutoff is an action to temporarily interrupt electric power transmission due to severe weather conditions

**RULER:** A research-based social emotional learning program created by the Yale Center for Emotional Intelligence. RULER is used to help students, families, and educators build emotional intelligence. RULER is an acronym (Recognizing, Understanding, Labeling, Expressing, and Regulating emotions) used to remember the different aspects of emotional intelligence.

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

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

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

**Supported Home Study (SHS):** a learning model in which students work 100% remotely by participating in zoom class meetings, on-line platforms, and other grade level work made available as an option to in person instruction during the pandemic.

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

**Toolbox:** a social emotional curriculum plan that teaches important personal proficiencies for self-awareness, self-management, healthy relationships, and responsible decision making
INTRODUCTION

As a result of the COVID-19 pandemic and state of emergency declared by Governor Gavin Newsom, Bennett Valley Union School District suspended in-person learning on March 23, 2020. Students were given learning packets of work to complete at home following Spring Break during which time teachers and staff converted to Distance Learning which began on April 6, 2020.

We are in a time of unprecedented change for our educational system. Bennett Valley is choosing to view this challenge as an opportunity to design a Return to School Plan offering high quality instruction in a comprehensive curriculum, social and emotional learning, with equity and innovation at its core.

The task force used parent and faculty survey information as well as instructional models provided by the California Collaborative for Educational Excellence, Sonoma County Office of Education, and other sources to help design the Return to School models, and the CDC and Public Health Department guidance for distancing, mask use, deep cleaning, and regular cleaning protocols.

Blended Learning: The District expects a phased-in start to the school year. As conditions allow, we hope to begin the school year with a blended learning (hybrid) model to accommodate the 6’ distancing currently required. Our plans are nimble to allow us to pivot to a host of requirements as things evolve. This model blends in-person instruction with learning at home and allows us to pivot easily to another model as things evolve with the pandemic.

- **Learning at School:** Two groups of students are created in each class (with some additional time on campus for students with special needs). At this time, the model includes a Monday/Tuesday group and a Thursday/Friday group with a campus cleaning day between groups. In person learning will focus on essential standards with small group instruction to maximize learning opportunities with the teacher.

- **Learning at Home:** Students will continue their learning of the California State Standards and our comprehensive curriculum for their grade level via a combination of online platforms, specially designed home learning activities, daily class meetings via zoom, and supported by their teachers, our iTeam/Fast Lane, staff members, and counseling services.

Full Return to School: Strawberry classes are being staffed to have fewer students per teacher to accommodate a 4’ distancing requirement expected in the next school reopening phase. Students will come to school 5 days per week for a more normal return to school with whatever health requirements are in place at the time.

Supported Home Study (SHS): For immunocompromised students and others unready to return to school, a Supported Home Study program will be offered as an option to our on campus models (hybrid and full return to school). Students will be assigned to a “Supported Home Teacher” who will help support the learning. The student work will be aligned to California State Standards and will be given to students via homework packets, online platforms, zoom instruction and supported by staff to assist students as needed.
EXECUTIVE SUMMARY

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

Safety and health, both mental and physical, are of paramount importance, and the District will adhere to all county and state health orders.

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

Our models are provided to allow for as much in-person instruction (Required by CA Assembly Bill 98) as possible, understanding that there will be changing conditions throughout the school year as the conditions of the pandemic evolve. Online components will be carefully incorporated to meet essential standards.

A Supported Home Study model will be offered for students and families requesting a completely at-home learning model. This model takes place at home and mirrors comprehensive learning that occurs in the hybrid model. Students attend school from home with online and zoom class meetings, five days a week, with scheduled learning time.

Should there be another shelter in place order or other public health reason that students cannot return to campus, our task force has designed an enhanced distance learning model, our District Learning Academy, that includes daily contact with their classroom teacher as well as other supports.

Once the Public Health officer allows a 4’ social distancing model, we will be able to return all students to school. We have reduced class sizes at Strawberry to be able to accommodate this.

For both Hybrid and Supported Home Study instructional models, students will need appropriate technology and connectivity. In the spring of 2020, BVUSD lent over 125 computers and internet providers offered low cost or free connectivity to families.

BVUSD is committed to providing equity and access to all learners with specific plans for those with special needs. The District recognizes that all learners deserve a safe, accessible, engaging, and equitable educational experience in which they can thrive academically, physically and emotionally.
Considerations

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

| Connection       | • Social-Emotional Wellness as a priority  
|                  | • Connection to students’ classroom community 
|                  | • Relationship building  
|                  | • Transitions back to school |
| Instruction      | • Clear expectations  
|                  | • Essential Standards  
|                  | • Flexible instructional strategies  
|                  | • Assessment to guide instruction and progress monitoring  
|                  | • Access to support and intervention  
| Safety           | • Follow County Health Guidelines  
|                  | • Create safety protocol and systems  
|                  | • COVID training for students, parents & staff |
| Technology       | • Ensure technology access for all students  
|                  | • Provide technology support for students and families  
|                  | • Offer consistency with online platforms |
| Communication    | • Consistent communication will take place between the district, schools, and teachers and parents |
| Professional Development for Teachers | • Training in the most effective practices for each model before school begins  
|                  | • Time for on-going learning, planning, collaborating with grade level team members  
|                  | • Time to design lessons/curriculum together, vertically with, grade level teams |

The BVUSD Return to School Plan was developed in alignment with the following:

**Sonoma County Road Map to Reopening Schools Safely:**
[https://www.scoe.org/files/Sonoma_County_Road_Map_to_Safe_Reopening_FINAL_v4.pdf](https://www.scoe.org/files/Sonoma_County_Road_Map_to_Safe_Reopening_FINAL_v4.pdf)

**Sonoma County Office of Education Roadmap to Reopening Schools:** Parent Guide:

**California Department of Education:** Stronger Together: A Guidebook for the Safe Reopening of California’s schools:
[Stronger Together: A Guidebook for the Safe Reopening of California's Public Schools](https://www.cde.ca.gov/ls/he/hn/reop20200622.asp)

**Center for Disease Control Cleaning Guidelines:**
CA Assembly Bill 98: Education Finance Trailer Bill: 
https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=201920200SB98

And in with consideration and input from the following:

Faculty Survey (Conducted by BVTA)
Parent Distance Learning Experience Questionnaire
Parent Return to School Questionnaire
Faculty Survey (Conducted by the District)
American Academy of Pediatrics: 

California Collaborative for Educational Excellence Playbook: https://k12playbook.ccee-ca.org/hybrid/
California Department of Public Health Covid Guidance
https://www.cdph.ca.gov/Programs/CID/DCDC/Pages/Guidance.aspx
Sonoma County Department of Health orders:
https://socoemergency.org/emergency/novel-coronavirus/health-orders/

Guiding Principles

- Safeguard the health and safety of students and staff
- Comply with the State, County Health Department, and CDC guidelines
- Consider input and feedback from multiple sources
- Ensure equitable access to teaching and learning, prioritizing the needs of most vulnerable students
- Foster student learning and progress
- Reduce negative or unintended consequences
- Maintain positive learning environments
- Attend to social and emotional needs
HEALTH
AND
SAFETY
HEALTH AND SAFETY

Health and Safety

● Home Health Screening
● Health Screening upon entry to school with temperature checks
● Personal Protective Equipment (PPE) for all staff and masks as required for students
● Clearly defined processes and protocols for student and staff movement on campus, including but not limited to: busing, in-class, hallways, lunch, recess/break, and before/after school
● COVID safety training for staff, student, parents, and community
● Sanitation--frequent restroom cleaning, daily cleaning, and deep cleaning on Wednesdays and Fridays per CDC guidelines

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

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

Health and Safety Communication Information

Communication formats include but are not limited to communications through Blackboard Connect, telephone, text messaging, email, flyers, website, and in-person.

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

Promoting Behaviors that Reduce the Spread of COVID-19

Using multiple resources listed above, the following steps promote healthy behaviors to reduce the spread of COVID-19.

● **Stay home when appropriate.** This applies to students, staff, parents, and members of the community. No one should come to school with a fever of 100.4 or greater **without** the use of fever reducing medication.
● Educate staff about when they should stay home, families about when their child(ren) should stay home, and when either staff or a student can return to work or school

● Require employees and students who are sick or who have recently had close contact (longer than 15 minutes) with a person with COVID-19 to stay home.

● Students and staff will continue to report their absences when they need to stay home.

● Staff and students should stay home if they or a member of their household has tested positive for or are showing COVID-19 symptoms.

● Follow the Sonoma County Public Health Orders and the Sonoma County Roadmap to Safe Reopening’s criteria that will guide Students and Staff on when to return to work.

Hygiene and Etiquette

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

If soap and water are not readily available, hand sanitizer that contains at least 60% alcohol will be available in classrooms and offices. Children under 9 years old should use hand sanitizer under adult supervision. The District has purchased and received an adequate supply of hand sanitizer, with 70% alcohol content, for all classrooms and offices at every district site.

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

Personal Protective Equipment and Supplies

Face coverings are required for all persons (staff, students, parents, or community members) who are at any district or school site unless they have a medical condition exempting them for mask use as verified by a doctor’s note. The District has purchased an ample supply of face masks. Staff will also be provided with the option of a District purchased face shield. Shields are to be used with masks. Shield use is optional but mask use is not.

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

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

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

The District will provide adequate supplies including soap, hand sanitizer with at least 60 percent alcohol (children under 9 years old should use hand sanitizer under adult supervision), paper towels, tissues, disinfectant wipes, gloves, face coverings or shields.
**Signs and Messages**

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

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

**Cleaning and Disinfection**

Our Director of Maintenance and Operations completed the CDC course on COVID 19 cleaning and sanitizing procedures. Custodial staff members have been thoroughly trained in the proper cleaning of frequently touched surfaces (e.g. door handles, desks, sink handles, restrooms etc.) and other areas of the schools and additional equipment for sanitizing surfaces has been purchased. Both schools have water bottle filling stations in their multi-use rooms and classrooms have sinks to fill water bottles. Drinking fountains will not be used until there is a vaccine.

Schedules will be set up to provide for cleaning during and after the day and to provide increased cleaning and to disinfect due to COVID. Cleaning supplies will continue to be stored away from children. We will use the most effective but least toxic chemicals approved by CDC for Covid 19 per the Environmental Protection Agency and Integrated Pest Management procedures. Additional sterilizing equipment has been purchased and will be employed. Door handles and other commonly touched objects shall be cleaned throughout and after the school day.

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

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

Ventilation systems have been checked to be in working order and will be monitored for proper operation. HVAC filters will be changed right before school starts in August and will continue to be changed on the regular replacement cycle. In addition to HVAC, best practices for classroom and office ventilation are to have windows and doors open to allow air flow to provide as much fresh air as possible. In addition, as an added but not required provision, air purifiers have been purchased for classrooms for days when the weather prohibits opening of the windows.

**Modified Classroom Layouts**

To begin, the Sonoma County Public Health Department requires districts to seat students 6’ apart (bottom to bottom) and to avoid having students face each other. As conditions improve, seating will become more flexible. Seating at tables or desks is spaced at least six feet apart. The six foot space is relevant to the distance between people; portions of desks or tables may be within the six foot distance between people.
For all positions that perform one-on-one legally required student testing (e.g. school psychologist and the speech pathologist) approved plexiglass separators have been provided. Seating will be spaced at least 6 feet apart to ensure social distancing can be maintained when testing and therapies.

The number of persons allowed in the restrooms at one time will be established based on social distancing requirements based on the size of the restroom including available stalls and restrooms will be cleaned throughout the day.

Masks—Per Sonoma County Public Health (7/8/20) and the Governor’s order: Face coverings should be worn by staff and students per Sonoma County Public Health guidance, and are most essential in times when physical distancing is difficult.

Before School Protocols

At Home:
Any student or staff member with a fever of 100.4 degrees or greater or symptoms of possible COVID-19 virus infection should not be present in school.

Staff members shall perform self-health checks prior to coming to school


Parents are instructed to keep their child at home if they are ill.

1. Take your child’s temperature each morning before school—students with a fever of 100.4 or more shall not be sent to school
2. Students may return to school when they have been fever free for 24 hours without the use of fever reducing medication
3. Notice for coughing, sneezing, respiratory issues, gastrointestinal tract symptoms* or other signs of illness. Do not send children to school who display these symptoms.
According to the CDC, children may be less likely to have fever, may be less likely to present with fever as an initial symptom, and may have only gastrointestinal tract symptoms. A student or staff member excluded because of symptoms of COVID-19 should be encouraged to contact their health care provider to discuss testing and medical care. In the absence of testing, students or staff should follow local health department guidance for exclusion.
The School Bus:
1) We would like to encourage other modes of transportation for children during the pandemic.
2) West County Transportation Protocols [https://www.schoolbusing.org/] for student distancing, mask use, and cleaning will be followed.

American Academy of Pediatrics guidelines
Ideally, for students riding the bus, symptom screening would be performed prior to being dropped off at the bus. Having bus drivers or monitors perform these screenings is problematic, as they may face a situation in which a student screens positive yet the parent has left, and the driver would be faced with leaving the student alone or allowing the student on the bus. At minimum, we would like bus drivers to scan for fevers and send children with fevers back to awaiting parents.

- Students will wear masks on the bus.
- Assigned seating; if possible, assign seats by group (same students sit together each day).
- Tape marks showing students where to sit.
- Drivers should be a minimum of 6 feet from students; driver must wear face covering; consider physical barrier for driver (e.g., plexiglass).
- Have windows open if weather allows.

Arriving at School:
1) There will be an attendant at the designated drop off locations with a touch free thermometer so that temperatures can be taken, to the extent possible, while parents are still with the child.
   a. Yulupa: Car circle, Tachevah pathway, Tamarisk Bridge
   b. Strawberry: Horseshoe Drive (4th grade= by Strawberry Park, 5th= pathway that leads up to Room 6/7, 6th= Pathway by Marquee). There is a 10-minute window for drop off by Alpha (last name): A-M: 8-810AM, N-Z: 810-820AM.
2) Parents will stay with their children until scanned to extent practical
3) There will be a sticker, sharpie mark, dated card or other indication that the child had no fever (so the teacher doesn’t have to scan them again upon entry to the classroom. Those with a fever will be sent home.
4) Parents and students MAY walk or roll to school using the same point of entry as vehicle drop off designated areas. Adults are NOT allowed onto campus, shall maintain 6’ distance to all those not living in their household, and wear a mask. There will be a meeting place for parents of TK and kindergarten students.
5) Teachers will open their classrooms between 8:10 to 8:20 and admit students into the classroom.

Possible: Staggered drop off times by last name of the eldest child so all siblings check in at once
Possible: K AM activity for students and parents (with 6’ distancing and masks) in Mesquite Park
Possible: Yulupa Stage area for sick students awaiting parent pick up (MPR stage at Strawberry)

Recess and Play Areas:
- Play structures will be off limits
- Multiple play areas shall be designated at each school. Cohorts will rotate through them (e.g.—track, basketball, ball wall, blacktop/field) A yard duty will be stationed at each.
- Equipment (balls, jump ropes, etc.) will be designated and used by class.
- Students should bring their own water bottles and not use drinking fountains (they have been turned off) There are water bottle filling stations in each classroom (sinks), and in each multi-purpose room

Note: American Pediatrics—Enforcing physical distancing in an outside playground is difficult and may not be the most effective method of risk mitigation. Emphasis should be placed on grouping students and limiting the
size of groups participating in playground time. Outdoor transmission of virus is known to be much lower than indoor transmission.

**Meals/Cafeteria:**
- Students will eat at outside designated tables weather permitting—Tables will be moved further apart
- Revolution Foods will provide bagged lunches--Sites will determine the procedure of lunch tickets and distribution
- Eating periods will be staggered to permit 6’ distancing
- Hand sanitizer stations will be located at each seating area (not each table) and students are to wash or sanitize hands before and after eating.
- Rainy day schedules will accommodate required distancing.

**Restrooms:**
- Student restrooms will be cleaned at regular intervals throughout the day.
- To the extent possible, leave doors and windows open and block off middle stalls.
- Staff bathrooms will be cleaned daily or more often if needed

**In Class:**
- All filters will be changed before the first day of school and as an extra measure, air purifiers will be placed in each class to be used when the windows can’t be kept open or at the discretion of the teacher.
- Furniture is placed to permit 6’ distancing from student bottom to student bottom and to give 6’ from the teacher to students.

**Dismissal from School:**
We will use the same stations as for arrival to school and students will be walked to their dismissal location.

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

**Protections for Staff and Children at Higher Risk for Severe Illness from COVID-19:** Our Supported Home Study option may be offered for students who are medically fragile or would be put at risk by in-person instruction, or who are self-quarantining because of exposure to COVID-19. Students in this category will contact their principal to receive their educational program. Parents may request this option for their child for other Covid 19-related reasons. Parents should commit to the program for a trimester at a time until school resumes fully on campus.

**Staff Accommodation:** There will be some positions that can operate remotely for staff who are medically fragile or could put themselves or family members at risk of exposure. In addition, criteria for COVID-19 related leaves can be accessed in the Leave Section of this document. Staff members requesting an accommodation shall engage in the interactive process with the District to determine whether and what appropriate accommodations can be made.

**Symptom Assessment:** Parents will be required to keep sick students or students who have had close contact with a person with COVID-19 at home. The same will hold for staff members. Staff and students will safely and respectfully receive a temperature check before they enter any BVUSD facility. Each school or office will develop their own school entry plan which will identify: the location for entry, the procedures for temperature checking and the personnel who will conduct the temperature checks. Students will have temperature checks prior to entering classrooms and will not be allowed into classrooms if their temperature is 100.4 or greater.
There will also be a COVID-19 self-checklist protocol in place that students, staff, and parents are required to follow before entry onto a school site. It will also be posted at all schools and district work sites. Anyone, staff or student, who shows symptoms of COVID-19 will be denied entry to a BVUSD facility.

**Isolation and Quarantine**: Staff and students should self-monitor throughout the day for symptoms of illness. Persons exhibiting a fever of 100.4 degrees or higher, or who have a cough or any other COVID-19 symptoms, will be isolated on the campus in the designated room. Students exhibiting symptoms will be required to wear a face covering and be required to wait in an isolation area until they can be transported home or to a healthcare facility. School nurses and other office health staff should use CDC’s “Standard and Transmission-Based Precautions” when caring for sick people.

**Visitors to Campus**: Nonessential visitors, volunteers, and community members will be asked not to come to any BVUSD site. Anyone entering a BVUSD campus will be subject to the same precautionary measures including a temperature check and COVID-19 Self-Check protocol as outlined above.

Staff meetings, IEP/504/SST meetings, and Parent-Teacher Conferences shall be held via Zoom or over the phone.

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

When a student is absent for COVID-19 reasons, the student’s parent/guardian shall notify the school of the reason for the absence. A physician’s verification of a student’s illness or quarantine may be submitted to their school but is not required (unless the student already has been absent 10% of the school days to date.) The student may return to school when they submit a clearance from their doctor to their school.

Any student who contracts the virus or lives with someone who has been diagnosed with COVID-19 is directed to stay home in accordance with state and local health directives. Students who are infected with COVID-19 shall be excluded from on-campus instruction until a medical provider states in writing that the student is no longer contagious. (Education Code 49451; Health and Safety Code 120230; 5 CCR 202). For such time that the student is excluded from campus, instruction and assignments shall be provided to the student to complete at home in order to remain current with in person instruction.

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 Plan**

In accordance with AB 98, attendance will be taken daily for each student. Absences will be recorded by the teacher of record in the Student Information System (AERIES) each day. For attendance taking purposes, teachers mark students present or absent during in-person learning. Attendance for Home Learning or SHS is met through the following:

- participating in the daily class meeting
- evidence of participation in online activities
- completion of regular assignments
- completion of assessments
- contacts between any BVUSD staff member and a student or their parent/guardian
Teachers will take attendance as required by AB 98 and any other state or federal mandates. A pupil who does not participate in distance learning on a school day shall be documented as absent for that school day. Students who are absent from home learning for more than three school days or 60 percent of the instructional days in a school week, shall be subject to a tiered reengagement process.

**Reengagement Process**

**Tier 1**
- The automated messaging system will make daily 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.

**Tier 2**
- 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 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; and
  - Determine if the lack of participation is due to a lack of access and the site will take the necessary steps to ensure the issue is resolved.
- The parents will be informed that continued absences from distance learning could include:
  - A conference with the principal;
  - Other forms of support will also be discussed such as additional time needed, emotional or mental health supports, and potential greater academic supports and interventions; and
  - Discussion of the intervention of the student being removed from Supported Home Study or Home Learning.

**Tier 3**
- 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.
- 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
- Make a recommendation to transitioning the student to full in-person learning.

**Leave (Personal Illness/Injury/Necessity) Policies**

BVUSD will work with employees who are absent when they are sick due to any of the “qualifying reasons for leave related to COVID-19” as described in the Employee Rights document regarding paid sick leave and expanded Family and Medical Leave under the Families First Coronavirus Response Act (FFCRA).

Staff members will inform the human resources clerk and enter their absence in the Frontline Employee Management System. The human resources clerk will inform them of the next steps in applying for appropriate COVID 19 related leave and documenting time off specifically related to COVID-19. The Family First Coronavirus Response Act (FFCRA) provides additional types of leaves related to COVID-19. These leaves can be used in addition to an employee’s regular leave options, or in lieu of, depending on whether certain criteria are met. Employees may also request an unpaid leave.
Certificated and classified staff members will be asked to use the appropriate forms to apply for Covid 19 leave. The COVID-19 Leave Request Form should be attached as well as the Healthcare Provider Statement. Staff will be asked to provide health provider documentation regarding any leave related to COVID-19 as requested.

**When Someone Becomes Ill**

Each school site will identify an isolation room or area to separate anyone who exhibits symptoms of COVID-19. Any students or staff exhibiting symptoms will immediately be required to wait in the designated isolation area until they can be transported home or to a healthcare facility. If a staff member or student becomes sick, and a family member cannot be reached or is not available to pick up the individual, 911 will be called. 911 will be called if the severity of illness appears to be immediately life-threatening. (See *Illness Assessment Chart* below).

Staff and Students who exhibit COVID-19 should not return to school or work until they have been cleared by their physician.

Isolation Rooms will be cleaned and disinfected throughout the day if used. If someone is confirmed to have contracted COVID-19 and has been in an Isolation Room, it may be necessary to temporarily relocate the Isolation Room for at least 24 hours. To the extent possible, these rooms will be adjusted for negative airflow to the extent possible.

**Sonoma County Health Notification for Student/Staff Illness**

Public Health Nurses will notify a school/district when a student or staff member is confirmed positive with COVID-19 and will lead contact tracing efforts as needed. [link scoe flow chart when ready--draft: file:///Users/susanfield/Downloads/COVID%20Case%20Flowchart%20(1).pdf]

BVUSD will work with the County Health Department through their existing protocols to conduct testing and contact tracing, as needed, and identify whether quarantine of impacted students and staff is necessary. Contacts will be identified based on the duration of the contact, the proximity of the contact, and the number of people.

**Partial or Total Site Closures**

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

If a student or staff member is confirmed to have COVID-19, the classroom or facility may need to be closed for at least 24 hours before it can be cleaned and an alternative area to continue class will be provided. When a student, teacher, or staff member tests positive for COVID-19 and exposes others at the school, the district will work with Sonoma County Public Health to determine next steps.
COMMUNICATION
Providing regular, transparent, communication in our school community is always a priority, but especially so in these uncertain and stressful times. Clear, timely communication is necessary to help ensure that staff, families and the greater community are kept informed and provided an avenue through which to share questions and/or concerns. BVUSD is committed to providing on-going communication both at the District and School Site levels.

### Methods of Communication

<table>
<thead>
<tr>
<th>Method</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blackboard Connect</td>
<td>Provides communication via text, email, phone call.</td>
</tr>
<tr>
<td>District Website: <a href="https://bvusd.org">bvusd.org</a></td>
<td>Includes links to each individual school site’s website for information specific to the site, including announcements, calendar events, staff, and instructional programs. Families are encouraged to email the principal of their school and/or call the school site if they have questions or concerns.</td>
</tr>
<tr>
<td>Email</td>
<td>Parents may email teachers or administrators their concerns and questions.</td>
</tr>
<tr>
<td>Sonoma County and SF Bay Area media outlets</td>
<td>Santa Rosa Press Democrat, KBBF-FM and KSRO, are the main media outlets for our families as well as La Voz bilingual monthly newspaper, Wine Country Radio stations (Spanish and English), Amaturo radio group (Spanish and English), KRCB public radio and TV, KCBS radio, KQED radio, and Bay Area TV stations (KPIX, KGO, KTVU, KNTV, Univision, Telemundo).</td>
</tr>
<tr>
<td>Sonoma County Office of Education</td>
<td>SCOE has a full website of Covid 19 resources that is updated frequently</td>
</tr>
</tbody>
</table>
SOCIAL EMOTIONAL WELLNESS
In an effort to support our students and families, we have consistent and impactful social-emotional learning (SEL) practices built into the school day. This coming school year, we will have a district-wide theme to support our philosophy with SEL: Emotions Matter!

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

BVUSD Goals and Objectives:

#1: Support staff social-emotional needs as we transition into hybrid learning
#2: Build relationships, social-emotional skills, and classroom community for our students and families
#3: Provide resources, guidance, and support for teachers to integrate and implement SEL practices during this new transition.

Social-Emotional Skills

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

Our Programs

We endeavor to maintain an inclusive and positive school culture. RULER and Toolbox offer explicit instruction and provide students the tools they need to be a fully functioning part of the school community.

The Anchors Tools of Emotional Intelligence are evidence-based tools designed to develop and enhance emotional intelligence. RULER includes four primary tools: Charter, Mood Meter, Meta-Moment, and Blueprint. Click on the anchor tool title below to learn more about each one.

Mood Meter

<table>
<thead>
<tr>
<th>Scared</th>
<th>Brave</th>
</tr>
</thead>
<tbody>
<tr>
<td>Angry</td>
<td>Medium</td>
</tr>
<tr>
<td>Mad</td>
<td>Energized</td>
</tr>
<tr>
<td>Worried</td>
<td>Pumped</td>
</tr>
<tr>
<td>Sad</td>
<td>Calm</td>
</tr>
</tbody>
</table>

Charter
Below you will see a collection of additional RULER resources that will assist in supporting staff, students, and families amidst the COVID-19 outbreak. These resources were also designed to assist in adapting RULER for distance learning.

- Supporting Colleagues through RULER amidst the COVID Outbreak
- Early Childhood Learning at Home amidst the COVID Outbreak
- Leveraging RULER for Elementary School amidst the COVID Outbreak
- How We Want to Feel at Home: Creating a Family Charter

What is Toolbox?

TOOLBOX™ is a simple and practical metaphor directing children to the experience and awareness of 12 innate "Tools" that already exist inside them. Opening the door to authentic relationship to self and others, TOOLBOX naturally encourages social equity through empathy, understanding, and 12 skills or practices to navigate the complexities of everyday life.

It’s a research-based, community-tested Kindergarten through sixth grade social and emotional learning (SEL) program that builds and strengthens children’s inherent capacity for resilience, self-mastery and empathy for self and others through its curricula, methods, and strategies.

The power of TOOLBOX resides in the moment-to-moment invitation to the “common language” and "practices" of TOOLBOX. A strength/asset-based vocabulary shared among children, educators, and parents that gives children their own solutions using the 12 strategies and practices of TOOLBOX.
The 12 Tools
Tools for Learning • Tools for Life

Breathing Tool
I calm myself and check-in.

Quiet/Safe Place Tool
I remember my quiet/safe place.

Listening Tool
I listen with my ears, eyes, and heart.

Empathy Tool
I care for others. I care for myself.

Personal Space Tool
I have a right to my space and so do you.

Using Our Words Tool
I use the “right” words in the “right” way.

Garbage Can Tool
I let the little things go.

Taking Time Tool
I take time-in and time-away.

Please & Thank You Tool
I treat others with kindness and appreciation.

Apology & Forgiveness Tool
I admit my mistakes and work to forgive yours.

Patience Tool
I am strong enough to wait.

Courage Tool
I have the courage to do the “right” thing.
LEARNING EXPECTATIONS FOR ALL MODELS
<table>
<thead>
<tr>
<th>Student Expectations</th>
<th>At School</th>
<th>Online</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Attendance:</strong></td>
<td>The student attends class on assigned days, and students’ group day, students are required by law to attend school unless the family has made the decision to participate in the full distance learning model (Supported Home Study)</td>
<td>The student is expected to attend scheduled Zoom meetings and check the teacher’s Google Classroom and complete assignments, if applicable. Students will have opportunities to check in with the teacher during specified times.</td>
</tr>
<tr>
<td><strong>Behavior:</strong></td>
<td>School and classroom rules and procedures apply. Follow all health and safety rules and procedures.</td>
<td>Students are expected to behave appropriately when on a Zoom connection with other students and teachers. This includes keeping the camera on so the teacher and other students can see the student’s image, using an appropriate name for identification, keeping the microphone on mute other than when directed, using appropriate images that DO NOT include racial slurs, drugs, alcohol, nudity, or other offensive images. In accordance with California Education Code, district policies, and guidelines, disciplinary action may be taken for any violation.</td>
</tr>
<tr>
<td><strong>Work Effort:</strong></td>
<td>Students are expected to put forth their best learning effort, including turning in projects, assignments, quizzes, and tests on time. The student is asked to communicate with the teacher if he/she is experiencing difficulty in completing the work, when grade appropriate to do so.</td>
<td>Students are expected to put forth their best learning effort, including turning in projects, assignments, quizzes, and tests on time. The student is asked to communicate with the teacher if he/she is experiencing difficulty in completing the work, when grade appropriate to do so.</td>
</tr>
</tbody>
</table>
| **Social-Emotional Learning:** | ● Come to school prepared to learn  
● Follow the classroom charter  
● Participate in all student meetings  
● Use the Mood Meter and Toolbox tools to understand and manage your emotions. | ● Complete all distance learning assignments  
● Follow the classroom charter  
● Participate in all student meetings  
● Use the Mood Meter and Toolbox tools to understand and manage your emotions. |
| **Technology:**      | Technology will be provided as needed at school. | Students are expected to be prepared with their device so as to actively engage in online learning, including lessons and assignments. |
### Parent Expectations

<table>
<thead>
<tr>
<th>At School</th>
<th>Online</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Attendance:</strong> The parent is responsible for reporting a student absence in a timely manner. COVID-19 related absences are excused. All other absences will be reported in the normal school procedures.</td>
<td><strong>Help at Home:</strong> The parent/guardian is encouraged to assume the role of the learning coach. The parent is not expected to be the teacher but rather assists his/her student in developing study habits, establishing a place to learn, and a schedule. Parents have the obligation to ensure their children are available during school hours and have access to the necessary technology on distance learning days. Ensure student work is returned to school.</td>
</tr>
<tr>
<td><strong>Social-Emotional Learning:</strong></td>
<td><strong>Social-Emotional Learning:</strong></td>
</tr>
<tr>
<td>● Ensure that your child arrives to school on time and prepared to learn</td>
<td>● Review the class charter that includes expectations for in school and distance learning conduct</td>
</tr>
<tr>
<td>● Inform your child’s teacher if your child is experiencing social emotional challenges.</td>
<td>● Assist your child in accessing daily school meetings</td>
</tr>
<tr>
<td><strong>Communication:</strong> The parent/guardian is expected to commit to on-going and proactive communication to communicate early with the teacher, counselor, or site administration if he/she notices a change in the student’s learning, behavior, and/or demeanor.</td>
<td><strong>Communication:</strong> The parent/guardian is expected to commit to on-going and proactive communication with the teacher, counselor, or site administration if he/she notices a change in the student’s learning, behavior, and/or demeanor.</td>
</tr>
</tbody>
</table>

### Teacher Expectations

<table>
<thead>
<tr>
<th>At School</th>
<th>Online</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Instructional Planning:</strong> Use Data and Assessment to inform instruction</td>
<td><strong>Instructional Planning:</strong> Use Data and Assessment to inform instruction</td>
</tr>
<tr>
<td>● Identify and use ‘Essential Standards’ at each grade level to plan lessons</td>
<td>● Identify and use ‘Essential Standards’ at each grade level to plan lessons</td>
</tr>
<tr>
<td>● Collaborate for grade level consistency and vertical alignment</td>
<td>● Collaborate for grade level consistency and vertical alignment</td>
</tr>
<tr>
<td>● Grade levels may use departmentalized planning to foster consistency and effective intervention models</td>
<td>● Grade levels may use departmentalized planning to foster consistency and effective intervention models</td>
</tr>
<tr>
<td>● Identify Unfinished Learning and establish plans to address these needs</td>
<td>● Plan activities that can be done with or without technology</td>
</tr>
<tr>
<td>● All grade levels will start the year with consistent academic assessments to determine specific student need</td>
<td>● Plan activities that can be done with or without adult help</td>
</tr>
<tr>
<td></td>
<td>● Collaborate with Resource Teachers regarding grade level curriculum and activities</td>
</tr>
</tbody>
</table>
### Instructional Delivery:
- Maximize leveled learning through the use of differentiated instruction and Universal Design for Learning
- Use 1:2 and 1:1 delivery as able
- Scaffold instruction to meet learning needs
- Maintain social distancing requirements both indoors and outdoors
- Instruction will support Home Learning work

### Social-Emotional Learning:
- Develop a class charter that includes expectations for in school and distance learning conduct
- Hold daily whole class student check in with all students at school following agreed upon schedule
- Consistently use the Mood Meter in class.
- Provide a Toolbox graphic to parents at the beginning of year.

### Communication:
- Consistently communicate to parents district wide expectations, schedules, and information.
- Communication will be through at least one of the BVUSD approved systems: email, SeeSaw, Bloomz, Google Classroom. Teachers may not communicate to parents via their personal email/cell/text.
- Consistently communicate to parents regarding student participation and work completion

### Multi-Tiered System of Support:
- Teachers will provide in-class, targeted intervention for students as determined by district assessments.
- If in-class intervention is provided and the student is not demonstrating improvement, teachers will collaborate with iTeam/Fast Lane to determine the next level of support for the student.

### Instructional Delivery:
- At home work will have extended time to be completed.
- Maximize small group instruction via zoom
- Use classified staff to work with students during at home learning days.
- Activities and instruction will remediate, maintain and/or extend At-School instruction
- Adhere to the agreed upon instructional plan regarding timing, content, and learning platforms. (TK-1st grade will use SeeSaw. 2nd-6th grades will use Google Classroom.)

### Social-Emotional Learning:
- Reinforce class charter that includes expectations for in school and distance learning conduct
- Hold daily whole class student check in with all students at home and at school following agreed upon schedule
- Encourage use of the Mood Meter at home.
- Encourage use of Toolbox tools at home.

### Communication:
- For grades using Google Classroom, parents will be invited to the classroom so that they receive electronic notification of new posts and assignments.
- Routine communication of learning activities and expectations shall be provided to all parents each week.
- Communication with families regarding student progress will occur at regular intervals and additionally any time a student is not making adequate progress.

### Multi-Tiered System of Support:
- Teachers will provide consistent and timely feedback on Home Learning assignments
- Teachers will coordinate with iTeam/Fast Lane to support students as needed.
<table>
<thead>
<tr>
<th>Administration/Site Expectations</th>
<th>At School</th>
<th>On Line</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Instructional Planning:</strong></td>
<td>● Work with grade-level teams to establish support and intervention plans</td>
<td>● Support faculty and staff with Google Classroom and online learning platforms</td>
</tr>
<tr>
<td></td>
<td>● Observe instruction to provide feedback and support in a non-evaluative manner</td>
<td>● Observe online instruction to provide feedback and support in a non-evaluative manner</td>
</tr>
<tr>
<td></td>
<td>● Collaborate with nurses, counselor and teachers to support students and families</td>
<td>● Collaborate with faculty to provide appropriate professional development and training for staff (apps, learning platforms, student information systems)</td>
</tr>
<tr>
<td></td>
<td>● Develop school-wide goals and involve all stakeholders in discussion and implementation</td>
<td></td>
</tr>
<tr>
<td><strong>School Culture:</strong></td>
<td>● Engage all stakeholders to ensure the school site is a safe, welcoming environment for all students</td>
<td>● Engage all stakeholders to ensure the online classroom is a safe, welcoming environment for all students</td>
</tr>
<tr>
<td></td>
<td>● Provide restorative practices and discipline for students not following school rules and board policy</td>
<td>● Provide restorative practices and discipline for students not following the online behavior agreements.</td>
</tr>
<tr>
<td><strong>Communication:</strong></td>
<td>● Communicate with families regularly via Blackboard Connect and school newsletters, school event calendar, and school website</td>
<td>● Provide a robust parent outreach program that includes workshops/training for Google Classroom, support/ intervention, the key elements of the learning models, etc.</td>
</tr>
<tr>
<td><strong>Multi-Tiered System of Support:</strong></td>
<td>● Insure MTSS systems are in operation for all areas of student supports: Academics, Attendance, Student Wellness and Student Behaviors</td>
<td>● Develop similar MTSS systems for online programs and insure systems are in operation for all areas of student supports: Academics, Attendance, Student Wellness and Student Behaviors</td>
</tr>
<tr>
<td></td>
<td>● Use MTSS tiered structures for monitoring and developing interventions and supports for students and families</td>
<td>● Use MTSS tiered structures for teacher to student and family communication</td>
</tr>
<tr>
<td><strong>Evaluation:</strong></td>
<td>● Follow agreed upon Evaluation timelines and processes to support innovative teaching and learning practices.</td>
<td>● Follow agreed upon Evaluation timelines and processes to support innovative teaching and learning practices.</td>
</tr>
<tr>
<td>Site Based Classified Staff Expectations</td>
<td>At School</td>
<td>Online</td>
</tr>
<tr>
<td>----------------------------------------</td>
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<td>--------</td>
</tr>
<tr>
<td>● Support classroom instruction as needed, including phone calls home about attendance and learning.</td>
<td>● Support students with online learning in small groups as directed by the classroom teacher.</td>
<td></td>
</tr>
<tr>
<td>● Support learning through flexible application of job description responsibilities.</td>
<td>● Support learning continuity through flexible application of job description responsibilities.</td>
<td></td>
</tr>
<tr>
<td>● Support staggered recess coverage as well as lunch supervision and before school and after school supervision, and monitoring of restrooms.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>● Flexibility of custodial staff to support the new models of learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>● Support implementation of health and safety requirements through flexible application of job descriptions</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
LEARNING MODELS
### LEARNING MODELS

<table>
<thead>
<tr>
<th>Learning Model</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>All students are expected to participate in learning activities five days a week.</td>
<td></td>
</tr>
<tr>
<td><strong>Blended Learning (Hybrid)</strong></td>
<td>While 6’ distancing is required (6’distancing does not allow us to accommodate all students in a classroom at a time) we will return to school with a blended learning/hybrid model. We will blend <em>In-Class Learning with Home Learning</em>. Students will be separated into groups and approximately half of the class will attend school on campus at a time. There will be a Monday/Tuesday group and a Thursday/Friday group to accommodate deep cleaning between groups. There will also be a distance learning component during which classroom learning will be continued at home with a set schedule and support provided. Students with special needs may be scheduled more than two days per week.</td>
</tr>
<tr>
<td><strong>Supported Home Study</strong></td>
<td>For students who have health issues or other reasons their parents are not yet ready to send them back to school, they may choose to enter our <em>Supported Home Study</em> program. In this program students are assigned to a Supported Home Study teacher who plans, supports, and grades their school work on California State Standards using a variety of methods including zoom meetings, online platforms, work packets, google classroom and/or SeeSaw. Students work 100% at home, Parents serve as learning coaches for their children. Parents must commit to their child(ren) staying in this program for the entire first trimester. At the end of each trimester, parents can choose to have their child(ren) return to the Blended Learning model or remain on the Supported Home Study program. When schools are cleared for a full reopening, these students may also return if they desire.</td>
</tr>
<tr>
<td><strong>BV Digital Learning Academy</strong></td>
<td>Should there be another Shelter in Place or other health reason that students cannot come on campus, the Reopening Task Force has designed a comprehensive <em>Digital Learning Academy</em> for all students which includes daily student contact with the teacher. All teachers will be provided with extensive training on delivery of online lessons as well as how to effectively engage learners at home. Each class will work together as one cohesive group with daily lessons both recorded and in person with the teacher. Instructional time may be live with a teacher or a recorded lesson from the class teacher or a teacher from another class. The grade level curriculum will continue with standards based lessons, social emotional learning activities, and strong teacher support. During this time students will receive grades and feedback just as if they were in the physical classroom. Students will also continue to receive lessons from specialists teachers such as library and computer lab. We will also offer a variety of supports for students who may struggle with areas of the curriculum.</td>
</tr>
<tr>
<td><strong>Full Return to School</strong></td>
<td>When the Public Health Department states that it is safe to go to a 4’ social distancing, we will be able to welcome all students back to campus. We have staffed to reduce class sizes at Strawberry enough to accommodate all students in a 4’ distancing model. All recommended cleaning protocols will be used.</td>
</tr>
</tbody>
</table>

### Grading and Assessments for all Models

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

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

<table>
<thead>
<tr>
<th>Teachers</th>
<th>Students</th>
<th>Administration</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Will establish, communicate out and maintain a regular platform for communicating student progress</td>
<td>● Will access platform(s) used by the teacher</td>
<td>● Will support educators in collaborating to reflect on assessment and grading practices</td>
</tr>
<tr>
<td>● Will notify student and parents/guardians if a student is not completing work or is at risk of not meeting academic standards</td>
<td>● Will reach out to the teacher with questions</td>
<td>● Will communicate with guardians to clarify and explain grading and assessment practices when necessary</td>
</tr>
<tr>
<td>● When possible utilize a variety of assessments to determine student learning</td>
<td>● Will complete assignments to the best of his/her ability</td>
<td>● Will support teachers in the use of online platforms and/or applications to support student learning</td>
</tr>
<tr>
<td>● Consider the use of district supported assessments (such as DIBELS, STAR Benchmark Writing Assessments) during in-person instruction</td>
<td>● Will follow teacher expectations for using online platforms and/or applications for demonstrating learning</td>
<td>● Will work with teachers to identify additional supports for struggling students</td>
</tr>
<tr>
<td>● Share grading policy with students, parents, and administration</td>
<td></td>
<td></td>
</tr>
<tr>
<td>● Will teach students how to use online platforms and/or applications required for demonstrating learning</td>
<td></td>
<td></td>
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</tbody>
</table>

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<thead>
<tr>
<th>Parents/Guardians</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Will utilize platform provided by the teacher to keep abreast of student progress</td>
</tr>
<tr>
<td>● Will encourage the student to follow up with the teacher</td>
</tr>
<tr>
<td>● Will reach out to teachers first if there are questions or concerns</td>
</tr>
</tbody>
</table>
BENNETT VALLEY DIGITAL LEARNING ACADEMY MODEL

Should there be another Shelter in Place or other health reason that students cannot come on campus, the Reopening Task Force has designed a comprehensive Digital Learning Academy for all students which includes daily student contact with the teacher.

- All teachers will be provided with extensive training on delivery of online lessons as well as how to effectively engage learners at home.
- Each class will work together as one cohesive group with daily lessons both recorded and in person with the teacher.
- Instructional time may be live with a teacher or a recorded lesson from the class teacher or a teacher from another class.
- The grade level curriculum will continue with standards based lessons, social emotional learning activities, and strong teacher support.
- During this time students will receive grades and feedback just as if they were in the physical classroom.
- Students will also continue to receive lessons from specialist teachers such as library and computer lab.
- We will also offer a variety of supports for students who may struggle with areas of the curriculum.
- Students with IEPs may attend school in-person in a small group setting as determined by the needs of their IEP and the district’s ability to provide a safe environment following SCPHD and SCOE guidelines.

- All teachers will follow district expectation as follows:
  - Teachers will provide direct instruction in math on alternating days. Zearn can then be used for math instruction for K-5th grade on other days. Zearn gives quality instruction, does not take students on YouTube (questionable ads), allows teachers to set students at different levels (serves RSP), and gives evidence of growth and usage for all students. It also prevents students from practicing wrong at home. (Recommend Khan for 6th grade--can assign Eureka Modules)
  - RSP will go in and set levels and programs for the students they serve. Gen Ed. teachers need to be careful to not change the RSP students’ settings.
  - 1-3 students should do LEXIA 10 min/day. This also accommodates different levels, allows for teacher monitoring, and shows usage and growth.

OVERVIEW  (From CCEE Distance Learning Playbook: https://k12playbook.ccee-ca.org/)

<table>
<thead>
<tr>
<th>Bennett Valley Digital Learning Academy Expectations</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teachers</strong></td>
<td><strong>Students</strong></td>
</tr>
<tr>
<td>● Minimum 120 minutes of live interaction with students daily, including:</td>
<td>● 60-100 minutes of live interaction with teachers daily, including:</td>
</tr>
<tr>
<td>○ Lead daily whole-class check in</td>
<td>○ Daily whole-class check in for wellness check-in and overview of the day</td>
</tr>
<tr>
<td>○ Lead one 30-minute mini-lesson, alternating</td>
<td>○ Daily 30-minute lesson, alternating between ELA and Math</td>
</tr>
<tr>
<td>between ELA and Math; lessons should leverage</td>
<td>○ Twice-weekly 30-minute small group sessions</td>
</tr>
<tr>
<td>science and history content as much as possible</td>
<td></td>
</tr>
<tr>
<td>for grade level. Instructional 30 minutes will</td>
<td></td>
</tr>
<tr>
<td>follow the agreed upon Wednesday schedule.</td>
<td></td>
</tr>
<tr>
<td>● Facilitate two 30-minute small group work sessions per day, attempting to avoid full class zoom schedules and sibling conflicts as much as possible.</td>
<td>● 60-150 minutes of independent work daily, including:</td>
</tr>
<tr>
<td>○ During small groups, emphasize informal</td>
<td>○ 30 minutes of reading daily</td>
</tr>
<tr>
<td>conversation, authentic connections with jokes</td>
<td>○ 30-60 minutes of independent work daily, submitting assignments online</td>
</tr>
<tr>
<td>and</td>
<td>○ At least 30 minutes of movement and exercise daily</td>
</tr>
<tr>
<td>exercise</td>
<td>○ Ability to reach teacher virtually during office hours</td>
</tr>
</tbody>
</table>
stories, active listening, and opportunities for sharing
● Virtual office hours and phone check-ins for priority students
● Remainder of time used for planning, reviewing student work, providing feedback, and preparing assignments

● Additional intervention support may be provided by a paraprofessional or specialist based on individual need

### Sample Teacher Schedule (4th Grade)

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>8-8:30</td>
<td>Planning</td>
</tr>
<tr>
<td>8:30-9:00</td>
<td>Morning Check In via video (30min)</td>
</tr>
<tr>
<td>9:00-9:45</td>
<td>Planning</td>
</tr>
<tr>
<td>9:45-10:15</td>
<td>Lead ELA/MATH Lessons (Live 30 min)</td>
</tr>
<tr>
<td>10:15-10:35</td>
<td>Break</td>
</tr>
<tr>
<td>10:35-12</td>
<td>Small group Instruction</td>
</tr>
<tr>
<td>12-12:40</td>
<td>Lunch</td>
</tr>
<tr>
<td>12:45-1:30</td>
<td>Mixture of office hours/Digital Grading and Feedback/Small group Instruction</td>
</tr>
<tr>
<td>1:30-3:30</td>
<td>Planning/Teacher Meetings</td>
</tr>
</tbody>
</table>

### Sample Teacher Schedule (1st Grade)

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>8-8:30</td>
<td>Planning</td>
</tr>
<tr>
<td>8:30-9:00</td>
<td>Morning Check In via video (30min)</td>
</tr>
<tr>
<td>9:00-9:15</td>
<td>Planning</td>
</tr>
<tr>
<td>9:15-10:45</td>
<td>Lead ELA/MATH Virtual (Live 30 min)</td>
</tr>
<tr>
<td>10:45-11:05</td>
<td>Break</td>
</tr>
<tr>
<td>11:05-12:05</td>
<td>Small group Instruction</td>
</tr>
<tr>
<td>12:05-12:45</td>
<td>Lunch</td>
</tr>
<tr>
<td>12:45-1:30</td>
<td>Mixture of office hours/Digital Grading and Feedback/Small group Instruction</td>
</tr>
<tr>
<td>1:30-3:30</td>
<td>Planning/Teacher Meetings</td>
</tr>
</tbody>
</table>

### Sample Student Schedule (4th Grader)

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30-9</td>
<td>Morning Meeting</td>
</tr>
<tr>
<td>9:00-9:45</td>
<td>Independent Reading and Response</td>
</tr>
<tr>
<td>9:45-10:15</td>
<td>Virtual Lesson</td>
</tr>
<tr>
<td>10:15-10:35</td>
<td>Break</td>
</tr>
<tr>
<td>10:35-11:05</td>
<td>Small Group Instruction/Intervention</td>
</tr>
<tr>
<td>11:05-12:00</td>
<td>Independent Work</td>
</tr>
<tr>
<td>12:00-1:00</td>
<td>Break</td>
</tr>
<tr>
<td>1:00-1:30</td>
<td>Independent Work</td>
</tr>
<tr>
<td>1:30-2:00</td>
<td>Movement and Exercise</td>
</tr>
<tr>
<td>2:00-2:30</td>
<td>Catch up time for unfinished work or optional extensions</td>
</tr>
</tbody>
</table>

### Sample Student Schedule (1st Grade)

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30-9</td>
<td>Morning Meeting</td>
</tr>
<tr>
<td>9:00-9:15</td>
<td>Independent Reading</td>
</tr>
<tr>
<td>9:15-10:45</td>
<td>Virtual Lesson</td>
</tr>
<tr>
<td>10:45-11:05</td>
<td>Break</td>
</tr>
<tr>
<td>11:05-11:35</td>
<td>Independent Work</td>
</tr>
<tr>
<td>11:35-12:05</td>
<td>Small group Instruction/Intervention</td>
</tr>
<tr>
<td>12:05-1:00</td>
<td>Break</td>
</tr>
<tr>
<td>1:00-1:30</td>
<td>Independent Reading</td>
</tr>
<tr>
<td>1:30-2:00</td>
<td>Movement and Exercise</td>
</tr>
<tr>
<td>2:00-2:30</td>
<td>Catch up time for unfinished work or optional extensions</td>
</tr>
</tbody>
</table>

### District Zoom Meeting Schedule:

8:30-9:00 TK-K  -  9:15-9:45 1st-2nd  -  9:45-10:15 3rd-4th  -  10:30-11:00  5th-6th

### WEEK-BY-WEEK GOALS:

<table>
<thead>
<tr>
<th>Before Week 1</th>
<th>Week 1</th>
<th>Goal by Week 3 and beyond</th>
</tr>
</thead>
<tbody>
<tr>
<td>District will:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>● Provide all families with health and connectivity information (see sample letter)</td>
<td>● Develop online expectations for students and parents, if they do not yet exist</td>
<td>● Survey families about what is working</td>
</tr>
<tr>
<td>● Survey families about connectivity needs</td>
<td>● Troubleshoot common technical hurdles</td>
<td>● Adapt PD offerings based on teacher needs</td>
</tr>
<tr>
<td>● Assess teachers’ tech experience and comfort levels</td>
<td>● Collect resources in central location and coordinate resources across school sites</td>
<td></td>
</tr>
</tbody>
</table>
**School will:**
- Design distance learning plan including high-level expectations for teachers, involving EL specialists in the plan design
- Provide sample schedules to schools
- Plan and provide PD options for staff
- Develop special education plans and provide necessary training

**Teacher will:**
- Reach out to families to explain the plan and provide instructions for tech access
- Answer questions from families via voice message or video message; ensure every child has heard their teacher’s voice or seen their face (via voicemail, video recording, Facebook Live, YouTube video, video chat, or voice memo)

**Students and Families will:**
- Set up a learning space that is free of distractions
- Inform school of any difficulties accessing technology

**School will:**
- Provide sample schedules to schools
- Plan and provide PD options for staff
- Develop special education plans and provide necessary training

**Teacher will:**
- Launch live sessions with students
- Connect with every student via live classes or small group
- Facilitate discussion and engagement with students
- Assign work that is focused on review of past material
- Provide feedback on student work

**Students and Families will:**
- Know and be able to articulate the tech-enabled and other tools they will use to connect with their teacher and submit their work
- Begin daily interactions (serving both social and academic purposes) with peers online

**Teacher will:**
- Launch live sessions with students
- Connect with every student via live classes or small group
- Facilitate discussion and engagement with students
- Assign work that is focused on review of past material
- Provide feedback on student work

**Students and Families will:**
- Submit assignments for teacher feedback electronically
- Engage in productive and on-task discussion in online classes
- Practice new skills independently and in small groups using various modalities (learning app,
<table>
<thead>
<tr>
<th>Every day should include:</th>
<th>Example methods and tools (illustrative)</th>
</tr>
</thead>
</table>
| Social connection and wellness check-in       | Full-class or small group online meeting  
Non-instructional open video chat facilitated by an educator (virtual storytimes, readers theater, quiz games, charades, etc.) |
| Virtual Teaching                              | Direct instruction  
Video lesson (recommended to be less than 15 minutes)  
Small-group or full-class Zoom |
| Reading                                       | Book  
App (e.g., A-Z, Storyline Online, NewsELA)  
Online article |
| Independent practice                          | App  
Paper packet  
Creative project (building, filming, writing) |
| Collaborative work with peers                 | Small-group video chat  
Collaboration on creating online, multi-user document, e.g., Google Doc |
| Student feedback opportunities                | Online student surveys  
Check-ins with advisory groups via video chat or phone |
| Checks for understanding, assessment, and data collection | 1:1 assessment of students  
Small group (maybe even morning video chats, if you use visual cues or hand raising tools)  
Exit tickets  
Online data from apps |
| Intervention services (Please also see EL and SpEd section below) | Intervention groups via video or text chat  
Group or individual check-ins via phone  
Learning apps |
| Eating / moving / playing                     | Breaks and encouragement for outside time  
Guided-movement videos or games |
Dos and Don’t of Video Conferencing:

Conference Call Etiquette For Those Who Work From Home-Forbes 3min:
https://www.youtube.com/watch?v=F-9Xk-qY4uQ

From Flock Blog-- 5 Best Practices for Better Video Conferencing Etiquette:
https://blog.flock.com/video-conferencing-etiquette

From Zoom Blog
https://blog.zoom.us/wordpress/2013/08/20/video-conference-etiquette/
https://blog.zoom.us/wordpress/2015/11/24/4-little-things-that-have-huge-effects-on-your-meetings/
https://blog.zoom.us/wordpress/2014/12/16/good-participant-zoom-meeting/
https://blog.zoom.us/wordpress/2014/09/26/6-things-consider-zoom-mobile-app/
BLENDED LEARNING MODELS
YULUPA BLENDED LEARNING MODEL

STUDENT ATTENDANCE

In a Blended Learning Model, Yulupa students will attend a school two days in person, on campus and three days via remote learning. Students will be placed into two groups (group A and group B). A third, specialized group of students (group C) will attend 4 days a week to meet the legally designated instructional minutes put forth by their Individualized Education Plans and beginning English Learning designated needs. The groups will attend as follows as described by Table 1:

<table>
<thead>
<tr>
<th>Group A</th>
<th>Group B</th>
<th>Group C</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mondays and Tuesdays (unless otherwise noted on calendar due to holiday)</td>
<td>Thursdays and Fridays (unless otherwise noted on calendar due to holiday)</td>
<td>Monday, Tuesday, Thursday and Friday (unless otherwise noted due to holiday)</td>
</tr>
</tbody>
</table>

All groups will attend synchronous and/or asynchronous learning on Wednesdays in a remote fashion as designated and scheduled by teachers. Kindergarten classes will have A and B groups only. A sample Yulupa Academic Schedule can be found below in Table 2:

Table 2: SAMPLE THIRD GRADE SCHEDULE:

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Group A</strong></td>
<td><strong>Distance Day</strong></td>
<td><strong>Group B</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8:15</td>
<td>Teacher Prep/Planning 8:30-9:00 TK-K 9:15-9:45 1st-2nd 3rd-6th Online Planning, feedback, grading.</td>
<td>Soft Start: Students come to class once they pass the temp check.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8:30</td>
<td>Morning Meeting</td>
<td>Morning Meeting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8:45</td>
<td>Academic Block 1</td>
<td>Academic Block 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9:50</td>
<td>Recess</td>
<td>Recess</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10:10</td>
<td>Academic Block 2</td>
<td>Academic Block 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11:00</td>
<td>Small-Group Instruction</td>
<td>Small-Group Instruction</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11:50</td>
<td>Academic Block 3</td>
<td>Academic Block 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12:30</td>
<td>Lunch</td>
<td>Lunch</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1:10</td>
<td>Closing/Pack Up</td>
<td>Closing/Pack Up</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1:30</td>
<td>Dismissal</td>
<td>Dismissal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1:45</td>
<td>Group B Drop-In Support for Math</td>
<td>Group B Drop-In Support for Math</td>
<td>11:00 Small-Group Zooms 12:00 Lunch 12:45 Small Group Zooms</td>
<td></td>
</tr>
<tr>
<td>2:00</td>
<td>Group B Drop-In Support for Reading</td>
<td>Group B Drop-In Support for Reading</td>
<td>Group A Drop-In Support for Math</td>
<td></td>
</tr>
<tr>
<td>2:15</td>
<td>Teacher Planning</td>
<td>Teacher Planning</td>
<td>Teacher Planning</td>
<td></td>
</tr>
<tr>
<td>2:30</td>
<td>Teacher Planning</td>
<td>Teacher Planning</td>
<td>Teacher Planning</td>
<td></td>
</tr>
<tr>
<td><strong>AT HOME</strong></td>
<td><strong>Group A</strong></td>
<td><strong>Group B</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8:30</td>
<td>Optional Morning Meeting Zoom</td>
<td>Group A and B: Class Zoom (at assigned time) Independent work: Zearn, Math, Writing, SS, Sci, Reading, Specials.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9:15-5:00</td>
<td>Zebras/ Math Fact Practice/ Writing/SS/S extensions/ Reading Assignments/Specials</td>
<td>Group A and B: Class Zoom (at assigned time) Independent work: Zearn, Math, Writing, SS, Sci, Reading, Specials.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1:45</td>
<td>Group B Zooms/OH</td>
<td>Group B Zooms/OH</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
TK has its own recess and lunch schedule. K/1 has the second recess and first lunch.

**ACADEMIC INSTRUCTION**

Student learning will be generally structured as indicated by Table 3 below with emphasis on essential Grade level standards:

<table>
<thead>
<tr>
<th><strong>Table 3</strong></th>
<th><strong>On Campus</strong></th>
<th><strong>Remote</strong></th>
<th><strong>Wednesdays</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Whole Class Check In</strong></td>
<td>Whole Class Check In</td>
<td>Whole Class Check In</td>
<td>Whole Class Check In</td>
</tr>
<tr>
<td><strong>SEL Lessons</strong></td>
<td>SEL Lessons</td>
<td>SEL Lessons</td>
<td>SEL Lessons</td>
</tr>
<tr>
<td><strong>Math lessons</strong></td>
<td>Math practice</td>
<td>Math practice</td>
<td>Math practice</td>
</tr>
<tr>
<td><strong>Reading, Writing, Grammar and Spelling Lessons</strong></td>
<td>ELA Practice</td>
<td>ELA Practice</td>
<td>ELA Practice</td>
</tr>
<tr>
<td><strong>SS/S- introductions of topics</strong></td>
<td>Writing (journaling, responses to independent reading)</td>
<td>Reading- independent SS/S activities</td>
<td>Small group zooms (activity and discussion)</td>
</tr>
<tr>
<td><strong>Discussions</strong></td>
<td>Brief lessons (videos)</td>
<td>Exit tickets and embedded questions (padlet, edpuzzle)</td>
<td>Specials (PE, Lib, Comp.Lab)</td>
</tr>
<tr>
<td><strong>Activities</strong></td>
<td>Short Readings (readworks, NewsELA, Scholastic) or SeeSaw activities</td>
<td>Virtual Teacher Check-in/ instruction</td>
<td></td>
</tr>
</tbody>
</table>

** designated time and locations to move their bodies**

** standards based and streamlined**

To account for the varying academic needs of Yulupa students, teachers will use the following table as a guidance for strategic learning plans for each of the academic populations within their classroom, understanding that there will be a need to prioritize leveled learning rather than the traditional “yearly units” and will consider changes that can best meet students’ needs as they progress toward the acquisition of grade level standards.

<table>
<thead>
<tr>
<th><strong>In Person</strong></th>
<th><strong>Remote</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Below</strong></td>
<td>-Grade Level consistent General Learning plans that focus on acquisition of Essential Standards ONLY</td>
</tr>
<tr>
<td></td>
<td>-New concepts taught as in-person lessons ONLY</td>
</tr>
<tr>
<td></td>
<td>-Differentiated instruction provided through “safe-centers” styled work times (in lieu of specials)</td>
</tr>
<tr>
<td></td>
<td>-Modified assignments which narrow and zone in on focus standards</td>
</tr>
<tr>
<td></td>
<td>-Implementation of UDL strategies</td>
</tr>
<tr>
<td></td>
<td>-Possible in person iTeam interactions as practical</td>
</tr>
<tr>
<td></td>
<td>-Digital practice using “at your own level” programs (Lexia, Reading Eggs, etc…)</td>
</tr>
<tr>
<td></td>
<td>-Reteach and support provided digitally through “parallel-learning programs” (Zearn, Readworks, Scholastic, BrainPop, etc…)</td>
</tr>
<tr>
<td></td>
<td>-Teacher feedback and/or scheduled Zooms on remote days</td>
</tr>
<tr>
<td></td>
<td>-iTeam Supported Zooms</td>
</tr>
<tr>
<td></td>
<td>-Virtual Buddying with Beyond level students?</td>
</tr>
<tr>
<td><strong>At</strong></td>
<td>-Grade level consistent General Learning plans that focus on acquisition of Essential Standards while in person and introduction to other standards as</td>
</tr>
<tr>
<td></td>
<td>-Digital practice using “at your own level” programs (Lexia, Reading Eggs, etc…)</td>
</tr>
<tr>
<td></td>
<td>-Reteach and support provided digitally through</td>
</tr>
</tbody>
</table>
| **Beyond** | **applicable and able**  
- New concepts taught as in-person lessons ONLY  
- Differentiated instruction provided through  
  “safe-centers” styled work times  
- Implementation of UDL strategies | **“parallel-learning programs”** (Zearn, Readworks, Scholastic, BrainPop, etc...) |

**Safe-Centers**: small groups of socially distanced and masked students collaborating on independent/group activities with individual hard copy or digital materials, teacher instruction just outside the classroom door with a small group of masked students, and some students working independently in their own space  
**At-Your-Own Level Programs-** Digital programs that move at the student’s pace meeting their individual learning goals and needs  
**Parallel Learning Programs-** Digital programs that align with the classroom instruction and support the material taught on In-School days  
**Extension Learning Platforms-** Digital platforms that extend the in class instruction through exposure, challenge, and depth of material

| **4 Day Students (Group C)** | Special consideration should be made for those students attending in person 4 days per week. While they may be out of the room for a portion of the day, there is a significant amount of time they will remain in their home class. Students should be incorporated into the learning during all applicable times and not be expected to solely complete their “remote learning”.  
Rather, while in person those students could:  
- act as knowledge learners (since they have heard the information before)  
- spend some limited time on digital programs which meet their individualized needs  
- complete or finish work that was started on previous days  
- work on projects that emphasize their strengths when in class during times of mastered concept instruction  
While remote, all accommodations normally made in class should take place to the extent possible, additional accommodations may look like:  
- virtual meetings being recorded for student playback  
- strategically assigning within Google Classroom/SeeSaw as not to overwhelm with content  
- ensuring students know how to turn on captions for online videos  
- ensuring students know how to navigate/log-in digital platforms  
- providing assignments in a routine nature  
- marking student calendars with “to do” and “may do” to emphasize essential assignments |
Classroom teachers will consult the California Collaborative for Educational Excellence table below for additional instructional guidance for on campus and remote learning:

### CCEE PRIORITY CHECKLIST: KEY COMPONENTS OF A HYBRID-LEARNING SCHOOL DAY

<table>
<thead>
<tr>
<th>Every day should include:</th>
<th>Example methods and tools to use when students are on campus</th>
<th>Suggestions for maintaining continuity during remote learning</th>
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<td>Opening activity: Whole Group Check In</td>
<td>Short activities that allow each person to feel seen, heard and valued. These experiences should allow students to make connections to one another and enable individual and group identity to shine. Examples include greeting each student by name, hole-group greeting games, and morning circles.</td>
<td>Leverage support staff or use video conferencing to include off-campus students in opening and closing routines.</td>
</tr>
<tr>
<td>Targeted academic instruction</td>
<td>Instruction for whole class and/or small group in core content areas (prioritizing math and literacy). There is some evidence that math is particularly hard to learn remotely. Plan accordingly. Make sure that on-campus instruction is not dependent on remote work completion.</td>
<td>Build on and practice the skills being taught in class. Fill skill gaps to accelerate learning. Make sure that remote work is independent of on-site work to ensure a student who missed one is not disadvantaged in the other.[1] Use assessment to inform the at-home learning plan for each student. This is a great opportunity to personalize the at-home experience for students with &quot;just right&quot; learning options.</td>
</tr>
<tr>
<td>Brain breaks</td>
<td>Brief activities that support self-regulation. Examples include videos and exercises from GoNoodle Movement, mindfulness activities, and energizers.</td>
<td>Encourage students to use these activities at home, too.</td>
</tr>
<tr>
<td>Collaborative and hands-on learning opportunities</td>
<td>Prioritize hands-on learning and collaborative experiences while on campus. Examples include science labs, math manipulatives, and project-based learning. Be sure to follow CDC guidance when planning these activities.</td>
<td>Assign each student a “buddy” to partner with during remote learning for academic or SEL help.</td>
</tr>
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<td>Intervention services (Please also playbook EL and SpEd sections)</td>
<td>Intervention groups, special education services, ELD groups</td>
<td>In some cases, it may make sense to run an intervention group fully online in order to maximize time in class for collaboration and hands-on activities.</td>
</tr>
<tr>
<td>Connection opportunity</td>
<td>Intentional time for students to share and listen to one another. This time may focus on academic content or social-emotional priorities. Examples include socratic seminars and circle practices.</td>
<td>Find those students who may need more attention. Assign staff to check in with them regularly during at-home learning.</td>
</tr>
<tr>
<td>Eating / moving / playing</td>
<td>Snacks, lunch and recesses remain important.</td>
<td>Connect students who need extra resources (food, counseling, etc.) to the correct services and check back in to make sure they activate.</td>
</tr>
</tbody>
</table>
Closing activity
Students reflect on the day’s learning and express a positive intention for the next day. Examples include minutes of celebrations, popcorn share on “Something I learned today…,” and Chalk Talk exercise with the prompt “I am curious about…”

Have off-campus students reflect in a journal. Example topics include “something I did well today,” “something I am curious about,” “something I am hoping for tomorrow.”

INSTRUCTIONAL INTERVENTION
In an effort to provide robust intervention in such a time of need, but with heightened safety restrictions, the Yulupa teachers will use an “Identify and Support” model.

Identification:

- identify all ‘below grade level’ students in math and or reading based on January 2020 data. The interventionist will review the list and mark students she has served. Finally, if needed, talk to last year’s teacher. Students will be ranked by need - high, medium, and low.

- identify any EL students needing additional reading and math support and rank by need - high, medium, and low.

Support:

- 6 weeks of in class intervention targeting a specific skill- teachers will provide strategic intervention for students during their two days per week in class to fill unfinished learning gaps. At the end of 6 weeks, each student will be evaluated and next steps will be determined by the teacher and the Student Intervention Team.

Independent Reading Program Monitoring and Support – students will use Lexia as prescribed by their placement test and be monitored by the teacher for support as needed.

-In School Support – individual and small group support as needed for those attending school on site through teacher recommendation as to the standard/concept students are struggling with understanding in the areas of reading, writing, math.

YULUPA BLENDED LEARNING DAILY PROCEDURES

Students Getting to School:

❖ Parents complete at-home checklist.
❖ Bus--take their temperature on their way into the bus so that they can easily go back home if they have a fever, masks are worn, students are 2 to a seat.
❖ Before School Child Care—Temperature taken at drop off so parents can take their child home if there is a fever. Students are clustered in groups by grade level during childcare groups. When the 6’ distancing requirement by Sonoma Public Health cannot take place, kids wear a mask.

Arriving at school:

❖ Students go through checkpoints to have temperature taken and then go straight to classrooms--no before school AM recess. Drop off from 8:15
❖ Teachers take their temperatures using the touch free device on their way into the classroom

School Day:

❖ All adults and all students are required to wear masks at all times unless eating/drinking.
❖ A restroom attendant cleans up after use.
❖ Drinking fountains are turned off and there are water bottle filling stations at both schools and sinks in all classrooms.
❖ Students must use hand sanitizer or wash with soap and water when entering or exiting any classroom.
COHORTS: Students stay in buddy class groups for recess and lunch. (groups listed at bottom of chart below—A,B,C or Red White and Blue for each grade level.)

Recess and Lunch:
At Yulupa this is already set up through our rainy-day schedule. Our lunch period also means only one grade level is eating at a time, and only one grade level plays at a time. When it rains, kids stay in same group but eat and play in their classrooms.

- TK is already a group on its own recess and lunch schedule.
- Recess 2 and 3 @ 9:50-10:10
  - 2nd: Eat then play (10 min each)—group 2A eat at Blue Tables, group 2B Cement Tables, group 2C Peletz Park Tables. (We already have 3 yard duties watching these kids. One will supervise each group. With the three spaces, the kids can sit 4-6 per table.)
  - 3rd: Play then eat—group 3A eat at Blue Tables, group 3B Cement Tables, group 3C Peletz Park Tables. (We already have 3 yard duties watching these kids. One will supervise each group. With the three spaces, the kids can sit 4-6 per table.)
- Recess K and 1 @ 10:10-10:30
  - K: Eat then play—group KA eat at Blue Tables, group KB Cement Tables, group KC Peletz Park. (We already have 3 yard duties watching these kids. One will supervise each group. With the three spaces, the kids can sit 4-6 per table.)
  - 1st: Play then eat—group 1A eat at Blue Tables, group 1B Cement Tables, group 1C Peletz Park. (We already have 3 yard duties watching these kids. One will supervise each group. With the three spaces, the kids can sit 4-6 per table.)
- Lunch K & 1 @ 11:50-12:30
  - K: Eat then play—group KA eat at Blue Tables, group KB Cement Tables, group KC MPR. (We already have 3 yard duties watching these kids. One will supervise each group. With the three spaces, the kids can sit 4-6 per table.)
  - 1st: Play then eat—group 1A eat at Blue Tables, group 1B Cement Tables, group 1C MPR. (We already have 3 yard duties watching these kids. One will supervise each group. With the three spaces, the kids can sit 4-6 per table.)
- Lunch 2 & 3 @ 12:30-1:10
  - 2nd: Eat then play—group 2A eat at Blue Tables, group 2B Cement Tables, group 2C MPR. (We already have 3 yard duties watching these kids. One will supervise each group. With the three spaces, the kids can sit 4-6 per table.)
  - 3rd: Play then eat—group 3A eat at Blue Tables, group 3B Cement Tables, group 3C MPR. (We already have 3 yard duties watching these kids. One will supervise each group. With the three spaces, the kids can sit 4-6 per table.)

Leaving school:
- Students wear masks when leaving their classrooms.
- Bus and YMCA students walk directly to those locations with their group. YMCA care is separated by grade level for minimum cross-contamination.
- Parents pick up students from the designated areas
- There is a 15 minute window for pick up.
- Students not picked up by that time are escorted to the office (all wearing masks.)
STRAWBERRY BLENDED LEARNING/HYBRID PLAN

In our Blended Learning/Hybrid Model, Strawberry students will attend a school two days in person, on campus and three days via remote learning. Students will be placed into mixed (academic level) groups (Cohort A and Cohort B) with last name alpha-splits and making adjustments as needed for families, unfortunate combinations, and teacher requests. A third, specialized group of students (Cohort C) will attend 4 days a week to meet the legally designated instructional minutes put forth by their Individualized Education Plans and beginning English Learning designated needs. The Cohorts will attend as follows as described by Table 1:

| Table 1 |
|-----------------|-----------------|-----------------|
| **Cohort A**    | **Cohort B**    | **Cohort C**    |
| Mondays and Tuesdays (unless otherwise noted on calendar due to holiday) | Thursdays and Fridays (unless otherwise noted on calendar due to holiday) | Monday, Tuesday, Thursday and Friday (unless otherwise noted due to holiday) |

All Cohorts will attend synchronous and/or asynchronous learning on Wednesdays in a remote fashion as designated and scheduled by teachers.

A sample Strawberry Academic Schedule can be found below in Table 2:

| Table 2 |
|-----------------|-----------------|-----------------|
| **Sample Strawberry Daily Academic Schedule** |
| **Cohort A/C** | **Distance Day** | **Cohort B/C** |
| Monday | Tuesday | Wednesday | Thursday | Friday |
| 8:10 | Student arrival | Student arrival | Planning, zooms, student checks ins and grading | Student arrival | Student arrival |
| 8:25 | Morning Meeting | Morning Meeting | Whole Class Zoom Times: 4th: 9:45-10:15 | Morning Meeting | Morning Meeting |
| 9:00 | Math | Math | 5th and 6th: 10:30-11:00 | Math | Math |
| 10:00 | Recess | Recess | Recess | Recess | Recess |
| 10:20 | ELA and “Safe Centers” | ELA and “Safe Centers” | ELA &“Safe Centers” | ELA &“Safe Centers” | ELA &“Safe Centers” |
| 12:00 | Lunch | Lunch | Lunch | Lunch | Lunch |
| 12:45 | ELA Cont. | ELA Cont. | Planning | ELA Cont. | ELA Cont. |
| 1:15 | S.S./Science | S.S./Science | Team/Staff Meetings | S.S./Science | S.S./Science |
| 1:30 | Dismissal | Dismissal | Dismissal | Dismissal | Dismissal |
| 1:40 | Cohort B-ELA Zoom | Cohort B-ELA Zoom | Cohort A-ELA Zoom | Cohort A-ELA Zoom | Cohort A-ELA Zoom |
| 2:00 | Cohort B-Math Zoom | Cohort B- Math Zoom | Virtual Office Hours Planning | Virtual Office Hours Planning | Virtual Office Hours Planning |
| 2:00 | Virtual Office Hours/ Planning | Virtual Office Hours/ Planning | Digital Platform and hard copy Learning/Review/Extension (see Table 3) | Digital Platform and hard copy Learning/Review/Extension (see Table 3) | Teacher Check-ins/Zoom |
| 8:25 | Morning Meeting | Morning Meeting | Morning Meeting | Morning Meeting | Morning Meeting |
**Academic Instruction**

Student learning will be generally structured as indicated by Table 3 below with emphasis on essential Grade level standards:

<table>
<thead>
<tr>
<th>On Campus</th>
<th>Remote</th>
<th>Wednesdays</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Meetings</td>
<td>Virtual Class Meeting Attendance</td>
<td>Whole Group Zooms (to establish classroom community)</td>
</tr>
<tr>
<td>Math lessons</td>
<td>Math practice</td>
<td>Small group zooms (activity and discussion)</td>
</tr>
<tr>
<td>ELA Lessons</td>
<td>ELA Practice</td>
<td>Specials (PE, Lib, Comp.Lab)</td>
</tr>
<tr>
<td>Classroom Novels</td>
<td>Writing (journaling, responses to independent reading)</td>
<td></td>
</tr>
<tr>
<td>Writing Lessons</td>
<td>Reading- independent</td>
<td></td>
</tr>
<tr>
<td>SS/S- introductions of topics</td>
<td>SS/S activities</td>
<td></td>
</tr>
<tr>
<td>Discussions</td>
<td>Brief lessons (videos)</td>
<td></td>
</tr>
<tr>
<td>Activities</td>
<td>Short Readings (readworks, NewsELA, Scholastic)</td>
<td></td>
</tr>
<tr>
<td>** designated time and locations to move their bodies**</td>
<td>Exit tickets and embedded questions (padlet, edpuzzle)</td>
<td>Virtual Teacher Check-in/ instruction</td>
</tr>
<tr>
<td>** standards based and streamlined**</td>
<td>Virtual Teacher Check-in/ instruction</td>
<td></td>
</tr>
</tbody>
</table>

To account for the varying academic needs of Strawberry students, teachers will use the following table as a guidance for structuring strategic learning plans for each of the academic populations within their classroom, understanding that there will be a need to prioritize leveled learning rather than the traditional “yearly units” and will consider changes that can best meet students’ needs as they progress toward the acquisition of grade level standards.

<table>
<thead>
<tr>
<th>Below</th>
<th>At School</th>
<th>At Home</th>
</tr>
</thead>
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<tr>
<td></td>
<td>-Grade Level consistent General Learning plans that focus on acquisition of Essential Standards ONLY</td>
<td>-Digital practice using “at your own level” programs (Lexia, Reading Eggs, etc…)</td>
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<td></td>
<td>-New concepts taught as in-person lessons ONLY</td>
<td>-Reteach and support provided digitally through “parallel-learning programs” (Zearn, Readworks, Scholastic, BrainPop, etc…)</td>
</tr>
<tr>
<td></td>
<td>-Differentiated instruction provided through “safe-centers” styled work times (in lieu of specials)</td>
<td>-Teacher feedback and/or scheduled Zooms on remote days between 2:30-3p</td>
</tr>
<tr>
<td></td>
<td>-Modified assignments which narrow and zone in on focus standards</td>
<td>-iTeam Supported Zooms</td>
</tr>
<tr>
<td></td>
<td>-Implementation of UDL strategies</td>
<td>-Virtual Buddying with Beyond level students?</td>
</tr>
<tr>
<td></td>
<td>-Possible in person iTeam interactions as practical</td>
<td></td>
</tr>
<tr>
<td>At</td>
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**Beyond**

- Implementation of UDL strategies
  - General Learning plans that incorporate acquisition of Essential standards while in person and introduction to other standards as applicable and able
  - Differentiated instruction provided through “safe-centers” styled work times
  - Implementation of UDL strategies

- Development of additional standards through challenge activities and experiences
- Extension provided digitally through “extension-learning platforms” (Khan, Prodigy, NewsELA, Scholastic, BrainPop)
- “Take it to the Next Step” options on digital and print material
- Choice boards for flexible learning and challenge (including possible exposure to non essential standards)
- Support provided digitally through “parallel-learning programs” (Zearn, Readworks, Scholastic, BrainPop, etc...)

**Safe-Centers**: small groups of socially distanced and masked students collaborating on independent/group activities with individual hard copy or digital materials, teacher instruction just outside the classroom door with a small group of masked students, and some students working independently in their own space

**At-Your-Own Level Programs**: Digital programs that move at the student’s pace meeting their individual learning goals and needs

**Parallel Learning Programs**: Digital programs that align with the classroom instruction and support the material taught on In-School days

**Extension Learning Platforms**: Digital platforms that extend the in class instruction through exposure, challenge, and depth of material

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**4 Day Students (Group C)**

Special consideration should be made for those students attending in person 4 days per week. While they may be out of the room for a portion of the day, there is a significant amount of time they will remain in their home class. Students should be incorporated into the learning during all applicable times and not be expected to solely complete their “remote learning”.

Rather, while in person those students could:
- act as knowledged learners (since they have heard the information before)
- spend some limited time on digital programs which meet their individualized needs
- complete or finish work that was started on previous days
- work on projects that emphasize their strengths when in class during times of mastered concept instruction

While remote, all accommodations normally made in class should take place to the extent possible, additional accommodations may look like:
- virtual meetings being recorded for student playback
- strategically assigning within Google Classroom as not to overwhelm with content
- ensuring students know how to turn on captions for online videos
- ensuring students know how to navigate/log-in digital platforms
- providing assignments in a routine nature
- marking student calendars with “to do” and “may do” to emphasize essential assignments

Classroom teachers will consult the California Collaborative for Educational Excellence table below for additional instructional guidance for on campus and remote learning:
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<tr>
<th>CCEE PRIORITY CHECKLIST: KEY COMPONENTS OF A HYBRID-LEARNING SCHOOL DAY</th>
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**Instructional Intervention**

In an effort to provide robust intervention in such a time of need, but with heightened safety restrictions, the Strawberry iTeam will use an “Identify and Support” hybrid model.

**Identification:** use previous standardized assessment data, previous teachers’ input and 2018-2019 Fast Lane data, to develop a list of students that would benefit from extra support/intervention strategies will be generated and ranked by need

- **Identify** all ‘below grade level’ students in math and or reading needing general reading and math support and rank by need - high, medium, and low. (I already have teacher recommendation lists from many of the teachers in grades 3-5 that I compiled in the spring.) Use available assessment data to generate a list: last year’s winter STAR data, 2018-2019 CAASP Scores, etc.

- **Identify** any EL students needing additional reading and math support and rank by need - high, medium, and low. (The Fast Lane already has a list of all EL students and previous assessment data to use as a starting point.)

- **Contact teachers** to elicit recommendation of the 5 or so ‘most needy’ students from last year that would benefit from additional staff support (low math and or reading skills, distance learning challenges, etc.)

**Support:**

- **Independent Reading Program Monitoring and Support** – keeping a reading log, helping students select appropriate leveled books, and closely monitoring AR quizzes to see what reading strategies need to be implemented

- **Remote Learning Support** – continue to offer the Fast Lane Home Run Hotline to support students as needed (this could also be available to day care providers to answer immediate questions when necessary) as well as regular Zoom sessions for those identified students needing support while on remote learning. (Vinny, Jenn and I already have a potential list based on those we supported in the spring).

- **In School Support** – individual and small group support as needed for those attending school on site through teacher recommendation as to the standard/concept students are struggling with understanding in the areas of reading, writing, math.

**STRAWBERRY BLENDED LEARNING/HYBRID DAILY PROCEDURE PLAN**

**Before School/Arrival:**

Each grade level has a designated location along Horseshoe Dr for drop off:

- 4th grade= Strawberry Park (near park sign)
- 5th=Pathway the leads up to Room 6/7
- 6th= Pathway by Marquee

Temperature checks begin at 8:10AM at the three designated locations above.

No before school AM recess.
Once cleared by temperature check, students report to ‘spaced dot’ at classroom front door. Students who record a fever, report to MPR stage to arrange for pick up.

If a student uses:
- Before School Child Care -- Temperature taken at drop off so parents can take their child home if there is a fever. Students are clustered in groups by grade level during childcare groups. At the appropriate time, students are sent directly to a ‘spaced dot’ at their classroom front door.
- Bus -- Temperature taken at the pick up location so that students can easily go back home if they have a fever, masks are worn, students are 2 to a seat. Once at school, students will report to a ‘spaced dot’ at the classroom front door.
- Vehicle drop off -- Temperature taken through the car window so parents can take their child home if there is a fever, masks are worn.
- Walk/roll to school -- Upon arrival, students line up on ‘spaced dots’ at their grade level point of entry on Horseshoe Dr. Temperature taken, masks are worn.

School Day:
All adults and students are required to wear a mask at all times unless eating or drinking. Students must use hand sanitizer or wash with soap and water whenever they leave and return from the classroom.

Recess (10AM & 12PM):
Each class will have a designated area on the field for play. Each student will report to their designated area at the start of recess. Classes can play in their designated area of field. Other play areas will be divided into 3 zones (Play structure to remain closed). Each class will be designated an area in a zone for recess. This Designated area will be rotated so each class has an opportunity to play in each zone.
  *Zone#1: Track
  *Zone#2: Basketball/Tetherball/Ball wall
  *Zone#2: Ball wall/Kickball/Jump rope

Lunch
Grade 4 (@ blue table area): Rooms 13, 12, 11 eat and Rooms 10, 9, 7 play from 12-1220. Then switch.
Grade 5 (@ quad by office): Rooms 8, 5, 4 eat and Rooms 3, 2 recess from 12-1220. Then switch.
Grade 6 (@ quad in between/behind 6th grade bldgs): Rooms 17, 18, 19 eat and Rooms 20, 21 recess from 12-1220. Then switch.

Leaving school:
- Students are expected to exit campus once school has been dismissed.
- Each grade level has a designated location along Horseshoe Dr. for pick up:
  - 4th grade= Strawberry Park (near park sign)
  - 5th=Pathway the leads up to Room 6/7
  - 6th= Pathway by Marquee
- Bus (Bus line-how this is spaced TBD) and YMCA students go directly to those locations.
- Students not picked up are escorted to the MPR stage
SUPPORTED HOME STUDY MODEL
The Fully Distant Option, “Supported Home Study”, is similar but more supported than Independent Study and will be operational during the pandemic. This includes online learning, projects, paper/pencil activities and enrichments at home under the supervision of a credentialed teacher.

SB 98 allows districts to offer a fully distant (home) learning option under either of the following circumstances:
1) As a result of an order or guidance from a state public health office or local public health officer
2) For pupils who are medically fragile or work be put at risk by in person instruction, or who are self-quarantining because of exposure to Covid 19. This could also include whether the student has health conditions, family members with health conditions, cohabitates or regularly interacts with high risk individuals.

It is designed primarily for students who have health issues or other reasons their parents are not yet ready to send them back to school, students are assigned to a Supported Home Study teacher who plans, supports, and grades their school work on California State Standards using a variety of methods including zoom meetings, online platforms, work packets, google classroom and/or See Saw. Students work 100% at home. Parents serve as learning coaches for their children.

Commitment: Students who enroll in the Supported Home Option will be enrolled for the 2020-21 school year. However, students wishing to transition back to an on-campus model may do so at the beginning of each trimester or when schools are able to reopen fully to all students at once and will be placed in classes at their grade level where space is available. Specific teacher requests will not be considered.

All students that meet the requirements above may select SHS, however, SHS is not recommended for those students that struggle in their learning. Supported Home Learning is not recommended as in-person education and services are generally significantly more effective for them. Supported Home Study is learning from home five days per week for the school day, essentially creating a virtual school.

Expectations are detailed in the individual Master Learning Contract developed at the outset of the program between the Supported Home Teacher and the parent and student.

The Learning Period Student Assignment Form shall include the learning objectives/standards, the assignments, due dates, etc. It will be updated regularly per the master contract.

Daily attendance is taken, and participation in the learning plan is required for continued participation.

Students are given diagnostic assessments to determine their proficiency levels so that instruction can be personalized to their needs.

The Supported Home Study Teacher will develop assignments, coordinating with grade level teachers so that the work addresses similar content as in the classroom so that when the child returns to an on-campus program, they will be academically prepared, this teacher will also assist the student as needed with the learning. Assignments and support are based on the student’s progress on California Common Core State Standards for his/her grade level. Some of the work may be project based or tailored to the interests and needs of the student adhering to the standards for the grade level.

The Supported Home Study Option may include:

1. Interaction, instruction, and daily check-in between teacher(s) and pupils through the use of a computer or communications technology
2. Video or audio instruction in which the primary mode of communication is online instruction, instructional television, video, or other instruction that relies on computer or communication technology will comprise a portion of the lessons and work content
3. The use of print materials will be incorporated into assignments.
4. Written and/or oral feedback will be given to the student
5. Live interactions between the teacher and student may also take place
6. Zoom meetings may include individual and small group class meetings and small group lessons to keep students connected with peers

Content of the instruction is aligned to California State Common Core Standards.

Students must show evidence of daily participation daily. This can be via online activities, completion of regular assignments and projects, completion of assessments, and participation in Zoom meetings and support.

Attendance will be taken on a daily basis on the student’s participation and engagement. When students are absent three days or more without a valid reason (such as illness or family emergency), a reengagement process will be enacted that includes verification of the contact information, Daily notification to the parent of the absence a plan for outreach from the school to determine pupil needs including connection with health and social services as needed and transitioning the pupil to the on campus option in place at the time. In other words, the parent, student, and teacher shall meet to determine the cause of the absence, whether intervention is needed, and/or whether the student should continue in the distance learning.

**Re-Engagement Process**

**Tier 1**
- The teacher or attendance clerk will attempt to make contact with the student and parent to let the parent know of the absence
- The teacher will inform students and parents of their grading practices which will conform to the district grading policy
- The teacher will assure assignments are uploaded weekly.

**Tier 2**
- Students that are deemed 60% absent from distance learning will be reported to the school site attendance clerk.
- As part of the re-engagement strategy, the school site attendance team will attempt to reach out and determine the cause for the absence.

The Team will:
- Ensure that communication with the parent is working, phone number, emails, and internet access;
- Determine if there is a breakdown in communication and make any corrections; and
- Determine if the lack of participation is due to a lack of access and the site will take the necessary steps to ensure the issue is resolved.
- The parents will be informed that continued absences from distance learning could include:
  - A conference with an administrator;
  - Development of an Attendance Plan through a Student Study Team (SST) process;
  - Both reward and consequences for further attendance
  - Through the SST process, other forms of support will also be discussed such as additional time needed, emotional or mental health supports, and potential greater academic supports and interventions; and
  - Whether the student should be removed from Distance Learning will be discussed

**Tier 3**
- If the re-engagement strategies in Tiers 1 & 2 fail to improve distance learning attendance then a follow-up SST will be held,
- Referral to the Student Attendance Review Board (SARB)
● Review of the family circumstance for outside connection with health and social service;
● Make a recommendation to transitioning the student to the campus learning in place at the time.

The Supported Home Option requires the parent to serve as learning coach and to ensure the child’s attendance, participation, and engagement with the curriculum and learning plan per the Master Learning Contract developed with the Supported Home Option teacher.

THE PARENT’S ROLE AS A LEARNING COACH

What does it mean to be a Learning Coach

The parent’s role in the Supported Home Study model can be different than when a student is in a brick and mortar school setting. Parents who select the supported home learning option are now their child’s Learning Coach and have a more involved role in the daily routine and instruction of the student and must ensure the attendance and engagement of the student. As a Learning Coach, the parent can help provide the structure for the student to successfully learn at home.

- **Attendance:** Parents need to ensure that their child participate in the learning plan outlined in the Master Contract and meet with the teacher as noted in the master contract.
- **Schedule:** Creating a schedule provides structure to the day, minimizing the question of ‘what's next? how much longer?’ etc. But, on a bigger level, a schedule keeps things predictable which is part of feeling secure. These are challenging times and students are going to show the stress of it in different ways. Creating a routine around school can provide a level of certainty that is missing from their lives right now.
- **Due Dates:** If students already use a planner, they should continue to use this to monitor the upcoming due dates for assignments. There are many free options online.
- **Productive Space:** This is a great opportunity for students to recognize how and where they work best. Have a conversation (ahead of time) to decide what's going to work in your home space to allow them to have Zoom appointments, watch teacher instruction videos, etc. in a distraction-free space.
- **Materials:** Decide what is going to work as an ongoing location for your student to keep the needed materials for classes. If they need to log in for a math class, they shouldn't search for a ruler or pencil during that time. These should be gathered before a class, work session, etc.
- **Looking Like A Student:** Even though school is happening at home, you'll want to encourage your student to act like a student. This includes sitting in a chair, keeping eyes on the instructional delivery, engaging in the process as much as if they were in a classroom. Staying in pajamas all day doesn't create the mindset of work that is to be done.
- **How To Ask A Question:** Many teachers will make themselves available for questions, but it may be through email, and not always 'live'. You will also be fielding quite a few. It can be hard for a student to articulate the questions and they may default to 'I don't get it.' This isn't going to change overnight, but this experience can provide the opportunity to help students come up with specific questions instead. This is going to be particularly important if they are contacting their teacher for additional support. Helping them show you what they “do get” is a good place to start. Pulling out vocabulary within a question can also be a good way to figure out what they “don't get”. Sometimes it's the words used and this can be an easy fix.

Instruction provided to the student must be aligned with California’s Common Core Standards.

**Key Ideas for Parents Regarding the Common Core State Standards (CCSS)**

**Thinking Deeply:** The common core emphasizes critical thinking. It requires students to analyze more, discuss more, evaluate more, justify more, and explain their thinking in greater depth in both math, reading and writing. Thinking deeply is hard! It is ok for students to struggle a bit. Support your child in persevering through a difficult task or problem—their depth of thought increases as a result of their working through a productive struggle to a positive result!
Integrated Learning: Problem solving in the world outside of school rarely happens through the use of a single discipline or subject area. Students need to learn and practice multi-disciplinary solutions to problems. The Common Core State Standards emphasize learning across disciplines. Students use their math skills in science. They analyze word problems in math, and they write to explain their thinking across the subject areas. They write to explain why they selected a particular strategy and how it works, also whether a different strategy might have been more efficient or effective. Students work effectively together in different settings, utilize various learning strategies, and use a variety of tools.

Demonstrating How and Why They Know: The Common Core Standards expect students to be able to explain and make arguments to justify their thinking. CCSS emphasizes and requires that students provide evidence as proof of their knowledge and as support for reasoning. Students still need and will receive high quality instruction in the basics and building blocks of learning. Memorized facts within math, reading, and spelling are still necessary for academic success, however, there will be significantly less time spent on worksheets, timed tests and drills. The focus will increase in nurturing students to demonstrate the route to understanding, seeing connections between parts, and to determining the reasoning behind solutions.

Ten Ways You Can Support Your Child’s Learning at Home

1. **Ask Why:** Ask your child why, or to explain his/her thinking when he she makes a particular choice
2. **Model:** Demonstrate that you have reasons for your decisions. Explain your thinking
3. **Encourage questions and seek answers together**
4. **Discuss:** Explore answers and discuss alternatives
5. **Explain and Talk about issues:** Have conversations with your child about age appropriate concerns or problems in the neighborhood or community and then discuss possible solutions together.
6. **Compare:** Compare and contrast various topics of interest—music, sports, games, foods, etc.
7. **Look for Patterns and Discuss them.**
8. **Describe and Categorize:** Have your child describe and categorize items in your child’s room and in the house, yard, etc.
9. **Share Your Values:** Let your child know your values (such as doing one’s best, perseverance, being kind to others…) and discuss the values that help a person succeed in school and in life. Welcome and respond to your child’s questions about values.
10. **Encourage and Celebrate opinions from your children when they support their opinions with evidence and reasoning.**
OTHER EDUCATIONAL OPTIONS

The Bennett Valley Union School District continues to have available the following options:

**Independent Study:** Our short term independent study program is still available for students who are traveling or require it for other allowable reasons. During the pandemic, we recommend the use of the supported home study program.

**Home Hospital:** The Home and Hospital Instruction Program (California Education Code Section 48206.3) and board policy) serves students who incur a temporary disability, which makes attendance in the regular day classes or alternative education program impossible or inadvisable. A doctor’s certification is required. Home-hospital serves students with a temporary disability in the student’s home or in a hospital or other residential health facility, excluding state hospitals. The parent or guardian will need to notify the school of the student’s presence in a qualifying hospital or facility or if at home. Students in this program generally work independently and meet with a teacher 5 hours per week as tolerable (could be an hour per day or 2.5 hours twice per week, etc.) and the meetings can be in person or remote depending on the circumstances.

SPECIAL EDUCATION

The COVID-19 pandemic has highlighted the many ways in which public schools strengthen the fabric of community life and provide a safety net for our most vulnerable students. Each and every student deserves to learn in a supportive environment where they can thrive, and it is our mission to continue to provide an environment for our students to flourish.

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

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

We endeavor to provide a safe return to site-based learning in the 2020-2021 school year for some of our populations requiring Special Education services, specifically those with significant special needs. These students will have more frequent in-school instruction. The IEP is the roadmap for each student with a disability, and in these challenging and evolving times including COVID-19 restrictions, it is critical that the IEP team meets and works with the family to jointly determine what is working for each student in distance learning and a hybrid environment as well as what accommodations and modality of learning allows the greatest access.

To support the student’s access to the general education classroom within the hybrid and distance learning learning models, and to meet the required elements of the Individuals with Disabilities Education Act (IDEA):

- Provide services in the IEP in the least restrictive setting.
- Meet current service obligations of all IEPs, or modify current IEPs to meet the needs of any changes in service.
- All Related Service Providers, School Psychologists, Speech and Language Pathologists, Adapted Physical Education, and School Nurses shall provide services to the students they are assigned as outlined in each student’s IEP.
According to the California Department of Education’s *Stronger Together* guidebook, English learners will need additional support to rebalance and refocus on the task of learning and being productive in the school community with the goal to achieve the same rigorous grade-level academic language standards that are expected from all students within a reasonable period of time. To accomplish these goals, all English learners must receive a comprehensive program of both designated and integrated English language development (ELD) instruction targeted to their proficiency level, and appropriate academic instruction in a language acquisition program.

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

The Bennett Valley EL Master Plan states that all English learners shall be provided with a minimum of 30 minutes a day of Designated ELD instruction by a certificated staff member. This Designated ELD instruction shall be targeted at EL proficiency levels with groupings of not more than two proficiency levels, aligned to the 2012 California English Language Development Standards, focused on communicative purposes, not discrete grammar instruction, address the speaking,

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

**ELPAC**

The English Language Proficiency Assessments for California (ELPAC) is the mandated state test for determining English language proficiency. Two separate tests, the Initial ELPAC and the Summative ELPAC, serve two different purposes. The Initial ELPAC assesses students that the Home Language Survey identifies as a possible English learner. This assessment will be given within the first thirty (30) days of a student's enrollment in a California school. If students are not present (physically) in school at the beginning of the 2020-2021 school year and the Initial ELPAC cannot be administered, the student must receive EL services until the student can be assessed and their English language proficiency can be determined.

For those students who completed the Summative ELPAC testing in 2019–2020, BVUSD will use the results from the 2019–2020 Summative ELPAC to determine reclassification eligibility. For those students who did not complete testing in the spring of 2019–2020, an optional fall Summative ELPAC window will be open and available between August 20–October 30, 2020.

**ELAC**

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

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

A survey to staff about common applications and platforms used for the upcoming school year resulted in their selection of Google Classroom and/or Seesaw. Other software applications that are commonly used include Zoom for video conferencing. Additional software will be approved through Teaching and Learning for use.

Teachers will use several effective strategies to continue student learning of state standards including a “flipped classroom” (i.e., A model of learning where students receive remotely the directions and assignments, materials, and readings/videos prior to in-person instruction.) When students are on campus, learning is active and provides engaging and robust opportunities for students to practice and demonstrate their learning.

CONCLUSION

The School Reopening Plan provides detailed information on Bennett Valley Union School District’s response to teaching and learning during a pandemic. By detailing the additional health and safety measures that will be implemented to mitigate the threat of the virus, it outlines the District’s commitment to and readiness for the 2020-21 academic year.

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

Our many challenges—fires, PSPS, and COVID-19—as traumatic as they are, are also opportunities for reflection and renewal as we prioritize our core commitment to providing an equitable, accessible, and engaging educational experience where our students and staff feel valued and inspired to rise above any challenge or barrier.

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