

FORESTVILLE UNION SCHOOL DISTRICT

RETURN-TO-SCHOOL PLAN
IN RESPONSE TO COVID-19



Acknowledgements

Since October 2017, Forestville Union School District has endured fires, smoke, power shut-offs, floods, and the start of the COVID-19 pandemic, causing our students to miss over 50 days of instruction. Returning to school in 2020-21 in the shadow of the pandemic will be a daunting task for all of us. I am confident our district will meet this challenge like the others we have faced, with strength and a commitment to serve our students and our greater community. This Return to School Plan is created with the intent to provide our students with an equitable, accessible and engaging educational experience; to prevent further learning loss; and to make meaningful connections to all we have been through in this community and the uncertainty that is ahead of us. Thank you to everyone for your support in helping to create and shape a thoughtful and comprehensive plan to safely return to school, whether in-person or online. Where there is challenge, there is opportunity. We look forward to starting this new year together.

Renee Semik
Superintendent

Board of Education

President: Josh Nultemeier

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GLOSSARY OF TERMS:

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

Authentic assessment: 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

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

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

CSEA: California School Employees Association

DELAC: District English Learners Advisory Committee

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

ELD: English Language Development

Elementary School: a school that traditionally serves grades Transitional Kindergarten through 6th grade

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

FTA: Forestville Teachers Association

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

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

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

Independent Study: Independent Study is an alternative to classroom instruction consistent with a school district's course of study but does not have in person or virtual time with an assigned classroom teacher.

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

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

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

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

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

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

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

Secondary School: schools serving middle grades (6-8)

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

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

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

INTRODUCTION

As a result of the COVID-19 pandemic and state of emergency declared by Governor Gavin Newsom, Forestville Union School District suspended in-person learning on March 23, 2020. There is an understanding that we are in a time of unprecedented change for our educational system. It is incumbent on our community to take concrete steps forward based on the best information available. We face unparalleled challenges to meet many of the needs of our students, families, staff, and school communities. Forestville Union School District is choosing to view this challenge as an opportunity to design a Return to School Plan, also FUSD's Continuity of Learning and Attendance Plan, with equity and innovation at its core.

Since March, our superintendent, Renee Semik, has been meeting regularly with County Superintendent Steve Herrington and other local Superintendents, as well as Dr. Sundari R. Mase, Health Officer for the County of Sonoma.

In June, FUSD sent surveys to all families and staff about their situation and preferences for 2020-21, and received more than 160 responses. FUSD created a Reopening Team Committee to make recommendations for the creation of the Return to School Plan for the 220-21 school year and help to make decisions about information and guidance the district was getting from local, county, state and federal guidelines and directives, as well as survey feedback from parents and guardians. This team included representatives from the Forestville Teachers Association (FTA), the Forestville CSEA chapter, school site administrators and district administration.

PURPOSE OF THIS PLAN

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

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

Oru school site will need to further develop and refine plans to address unique needs, circumstances, and address changes in the all guidelines we must follow. New daily school operation procedures have been established to include health screening, increased hygiene measures, and social distancing protocols. Students, class, and school schedules, including extracurricular activities, as well as room usage will need to be considered as we prepare to return to school and provide instruction in varied modes.

EXECUTIVE SUMMARY

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

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

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 thoughtful professional development to support staff in meeting the needs of our students.

Our students are expected to return to school this fall and engage daily in a Distance Learning education model. Schedules will be provided to allow for as much synchronous and asynchronous instruction (Required by CA Assembly Bill 98) as possible, understanding that there will be changing conditions throughout the school year.

The Distancing Learning model is designed to provide a traditional education similar to a brick and mortar experience. The difference is that all teaching will be done virtually and course work will be provided via Google Suites/ Google Classroom for grades 4-8 and Seesaw for grades Tk-3. Students and parents can expect that they will be taught virtually every day.

For Distance Learning and Hybrid instructional models, providing a device for students, with support and connectivity as needed, is essential. In the spring of 2020, FUSD distributed over 125 chromebooks as well as distributing hot spots to families in need.

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

RESOURCES AND COLLABORATION

The FUSD COVID19 Strategic Plan was developed in alignment with the following publications and guidance:

Sonoma County Road Map to Reopening Schools Safely:

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:

https://www.scoe.org/files/Roadmap_to_Reopening_Schools_Parent_Guide.pdf

California Department of Education: Stronger Together: A Guidebook for the Safe Reopening of California's schools

<https://www.cde.ca.gov/ls/he/hn/documents/strongertogether.pdf>

A Guidebook for the Safe Reopening of California's Public Schools Video Overview:

<https://www.cde.ca.gov/ls/he/hn/reop20200622.asp>

Center for Disease Control Cleaning Guidelines:

<https://www.cdc.gov/coronavirus/2019-ncov/community/disinfecting-building-facility.html>

CA Assembly Bill 98: Education Finance Trailer Bill:

https://leginfo.ca.gov/faces/billTextClient.xhtml?bill_id=20192020_0SB98

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/>

And in with consideration and input from:

Faculty and Staff of Forestville Union School District

Parent Surveys and Feedback

HEALTH AND SAFETY

Based on the updated guidelines from the local, county, and state guidelines, these overarching recommendations serve as our guide.

- Clearly defined student and staff COVID screening protocols
- Clearly defined roles and procedures for campus/class/office sanitation
- Clearly defined policy for all Personal Protective Equipment (PPE) and remedies for non-compliance
- COVID safety training for teachers, staff, and students

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

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

Health and Safety Communication Information

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

The superintendent and school site administrator will act as lead to inform and receive information regarding COVID-19.

Promoting Behaviors that Reduce the Spread of COVID-19

Using multiple resources listed above, Forestville Union School District has taken and promoted the following steps to promote healthy behaviors to reduce the spread of COVID-19.

- **Stay home when appropriate.** This applies to students, staff, parents, and

members of the community.

- **Educate staff about when they should stay home, families about when their child(ren) should stay home, and when either staff or students can return to work or school.**
 - Requiring 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 absences when they need to stay home.
 - Staff members, please contact your administrator if you need to stay out due to a COVID-19 exposure or have been diagnosed with COVID-19.
- Staff and students should stay home if they or a member of their household 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

When students are able to return to campus, flyers, posters, and onsite demonstrations will be used to teach and reinforce handwashing with soap and water for at least 20 seconds.

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 for all classrooms and offices throughout the campus.

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. The District has purchased and received from the state a supply of face masks. Staff will also be provided with the option of a District purchased face shield. Shields should be used by all who are engaged in instructional activities, tasks where the ability to see one's facial expression or lip movements is necessary or when there is an issue of personal safety.

Face-covering may be removed during breaks during designated times. 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 may include flyers, posters, accessible videos, and in-person training.)

FUSD 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, social distancing requirements, self-assessment of possible COVID-19 symptoms/exposure, when to stay home, proper use of PPE, and where to obtain more information, and direction for hallways and common areas.

Cleaning and Disinfection

Custodial staff at Forestville Union School District have been trained and will continue to be updated in the proper cleaning of frequently touched surfaces (e.g. playground equipment, door handles, desks, sink handles, drinking fountains) within the school.

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

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

Outdoor activities, including instruction, will be encouraged. Students should come prepared for

increased outdoor activities. They should wear layers of clothing or bring additional clothing.

Ventilation systems have been checked to be in working order and will be monitored for proper operation. Forestville Union School District will continue to replace all Heating, Ventilation & Air Conditioning (HVAC) filters on the regular replacement cycle. The district uses filters that meets industry standards at our schools site and the district office. Replacement cycles will be adjusted accordingly based on guidance or need. In addition to HVAC, best practices for classroom and office ventilation are to have windows and doors open to allow air flow to provide as much fresh air as possible.

Modified Classroom Layouts

When students return to campus, seating at tables or desks in classrooms will be 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. Marks to indicate the appropriate placement of desks to ensure proper distancing will be placed on the floor or otherwise visually indicated.

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

For all positions that perform one-on-one legally required student testing (e.g. school psychologists, speech, nurses, educational specialist teachers), their classroom or office will have access to an adequate supply of PPE, masks, gloves, and cleaning supplies. Seating will be spaced at least 6 feet apart to ensure social distancing can be maintained when testing.

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

School Bus Transportation

Forestville Union School District partners with the West County Transportation Agency to provide transportation via bus to and from school. They will be implementing measures to reduce risk on the school bus. Student arrival times and onsite class time may be modified to comply with distancing guidelines. Students and staff will wear face coverings at all times on a bus. Students will be screened for symptoms before getting on the bus including temperature checks. Bus windows shall be kept open whenever possible to maximize ventilation. Student

seating and space between riders will follow county and state guidance adhering to social distancing protocols as required. [Protocols from West County Transportation Agency](#) will be disseminated and followed once finalized.

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

Common Spaces

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

Food Services

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

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

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

Additional trash containers will be used to accommodate the various eating areas, when needed.

Meals will be provided regardless of the learning model that is implemented. Meals will be provided as “Grab and go” to ensure social distancing guidelines can be followed.

Maintaining a Healthy Work and School Site

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

Distance Learning or independent study 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 should contact their principal to discuss this and set up the necessary learning model and complete any appropriate paperwork.

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 when they come on to campus. This will happen in the Main Office for staff, visitors, and parents. It may happen in the nurse's office, classroom, or outside the classroom for students.

There will also be a COVID-19 self-checklist protocol in place that students, staff, and parents are required to follow. The self-check can be accessed by following this link: [FUSD Health Screening Form](#). Devices will be set up in the offices to assist with teachers, staff, parents and visitors to complete the screening. For students who are unable to perform their own self-assessment when they arrive at their classrooms, the parents may be required to assist with the assessment before the student arrives at the campus.

Anyone, staff or student, who shows symptoms of COVID-19 will be denied entry onto FUSD's campus and facilities. For students and staff who are already on-site, see the section on *Isolation and Quarantine*.

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 isolation area (Auditorium and Room 106). Students exhibiting symptoms, regardless of age, 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 an FUSD site unless a virtual option (e.g. video conferencing) is not available and it is approved by the administration. Anyone entering campus will be subject to the same precautionary measures including a temperature check and COVID-19 Self-Check protocol as outlined above.

Attendance at staff meetings, IEPs, parent/teacher conferences, 504 meetings, and SST meetings may be held remotely, if possible. No large gatherings like Back to School BBQ, Open House, Promotion, or extracurricular activities will be hosted until it is deemed safe to do so by Public Health. Do not expect such activities for the 2020-21 school year.

Student Groups and Cohorts

When/if we transition to having students on campus in a hybrid model, we will endeavor to make elementary student and staff groupings as static as possible by having the same group of students stay with the same staff (all day for young children, and as much as possible for older elementary students).

For secondary, students will be grouped in “A” or “B” cohorts and possible reduction of classes per day may be necessary.

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 should be submitted to the school. The student may return to school when they submit a clearance from their doctor to their school. The school will submit the clearance for the student to return to the administration.

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).

Attendance Plan

In accordance with AB 98, attendance will be taken daily for each student. Absences will be recorded by the teacher of record.

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

- evidence of participation in online activities
- completion of regular assignments
- completion of assessments
- or contacts between the teacher and a student or their parent or 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 distance learning for more than three school days or 60 percent of the instructional days in a school week, shall be subject to a tiered reengagement process.

Reengagement Process

Tier 1

- The automated messaging system will make daily phone calls for each day a student is marked absent by the teacher.
- Teachers or other FUSD employee will attempt to make contact with the student and parent.
- Attendance information will be available for parents through Schoolwise.
- Teachers will create and share their grading practices and policies in a hybrid or distance learning model with parents and students.
- Assure assignments and grades are updated and uploaded regularly.

Tier 2

- Students that are deemed 60% absent from the hybrid or distance learning will be reported to the office and appropriate administrator.
- As part of the re-engagement strategy, the main office and administrative team will attempt to reach out and determine the cause of the absences.

The Team will:

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

Tier 3

- If the re-engagement strategies in Tiers 1 & 2 fail to improve attendance then follow up SST will be held.
- The school administration may develop an Attendance Plan that may include:
 - Teacher input
 - Both reward and consequences for further attendance
- Review of the family circumstance for outside connection with health and social service
- Make a referral to the Student Attendance Review Board (SARB)

Leave (Personal Illness/Injury/Necessity) Policies

FUSD 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 Superintendent and enter their absence in the Frontline Employee Management System. The employee will contact the District Secretary for 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.

When Someone Becomes Ill

FUSD has identified part of the Auditorium and Room 106 as an isolation room that will 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.

Staff and Students who exhibit COVID-19 symptoms 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.

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

Partial or Total Site Closures

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

If a student or staff member is confirmed to have COVID-19, the classroom or facility will 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 FUSD COVID-19 Coordinator 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.

Methods of Communication

Our One Call system provides communication in preferred language via email and phone call.

District website:

Social Media: Facebook

Additional information is updated through the following agencies and new organizations:

- Sonoma County Office of Education (SCOE): has a [full website](#) of Covid 19 resources that is updated frequently
- Media: *The Press Democrat*, KBBF-FM and KSRO, are the main media outlets for our families, Wine Country Radio stations (Spanish and English), KQED radio, and Bay Area TV stations (KPIX, KGO, KTVU, KNTV, Univision, Telemundo)

SOCIAL EMOTIONAL WELLBEING

We realize that our entire community has experienced trauma. Including the Public Safety Power Shutoff (PSPS), fires, and pandemic, our school community spent more than 50 days outside of a normal school setting from October 2017 to June 2020. As we begin the 2020-21 school year, we acknowledge that what we have known and understood as “school” currently does not exist. With support, we can respond to these challenging times, and together we can develop resiliency based

on all that we have successfully overcome.

Social-Emotional Wellness

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

During the 2020-21 school year, our staff will be trained in the Leader In Me program that will support all of our Tk-8 students with their social emotional learning. This program is based on The Seven Habits of Highly Effective People by Steven Covey that has been worked into a rich curriculum for primary, intermediate, and middle school students.

Students will continue to have access to and be referred for counseling with our school psychologist and/or counselor. Additionally, all FUSD students will be screened by trained trauma counselors to see if they qualify for more extensive counseling that will be provided through a grant and in partnership with the Sonoma County Office of Education.

LEARNING CONTINUITY

After spending much of the spring in distance learning, it is clear that our initial response, though valiant and heroic, was not able to make up for the lost instruction and support that would have occurred if we had remained in session on campus. As such, FUSD is both concerned and dedicated to developing plans of action that provide quality education even in the midst of the pandemic.

We have learned much from our early response, and have used this information, and feedback from our parent community to inform our program design for next year. It is also apparent, the differences in the capacity and vision for distance learning and home school programs in our families. As a result, some students were more engaged in the distance learning programs than others, and we expect there to be differences in progress that may persist as we return to school this fall. Thus, we are working to ensure that all students get the support necessary to close gaps and bring them to grade level proficiency regardless of the model of program in 2020-2021.

MODELS OF INSTRUCTION

In recognition of the changing conditions of the pandemic and the unique circumstances of each family, FUSD designed a variety of instructional programs to provide families the opportunity to

select an educational model that best suits their needs. Our parent survey conducted July and parent feedback was instrumental information in the development of these plans. Parents expressed many concerns about the conditions for on-campus programs, both concerns about safety considerations not being taken seriously enough, or, alternately, that safety considerations would adversely impact the on-campus experience for children.

Reopening Team Committee meetings were held in May, June and July to inform instructional model development, as well as safety protocols and environmental modifications of the site.

In light of these discussions, FUSD is offering both a Hybrid Model as well as a Distance Learning Model.

THE HYBRID PROGRAM

The Hybrid Program uses a modified schedule and social distancing measures to allow students to attend classes on campus when the epidemic conditions merit an open campus. The Hybrid Model uses a blended program of synchronous instruction (either in the classroom or via remote teleconference) along with eLearning platforms to extend student learning when not working directly with the instructor. The Hybrid program is taught by a grade level teacher, who is responsible for development and implementation of curriculum, as well as monitoring and supporting student progress towards academic standards.

Hybrid Program Enhanced Social Distancing Concepts

- Compartmentalizing populations to limit extent of transmission, assist in contact tracing, and support limited quarantine impacts. The school will pursue small cohorts which includes splitting classes into subgroups, if necessary, to yield ideal social distancing groups.
- Maintaining physical distance from each other (6ft)
- Using consistent spaces.
- Minimizing shared spaces and equipment
- Reducing the number of different adult contacts for a given cohort
- Reducing fluid/droplet spread through good hygiene
 - Wearing masks
 - Washing hands
 - Limited touching
- Extensive, intensive, and frequent sanitization
- Small Cohorts, with the number of students depending on size of classroom (following physical distancing guidelines)
- The teacher and paraprofessional will alternate cohort groups throughout the week
- 4 days of on campus Instruction
- 1 day of off campus distance learning
- Ability to shift into full time distance learning through use of common on and off campus tools and curriculum.
- Staggered lunches and recess periods to compartmentalize play groups
- Mask use indoors and outdoors.
- Use of outdoor classrooms when possible

Distance Learning Model

Students participate in a traditional education similar to a brick and mortar experience. The difference is all teaching will be done virtually and course work will be provided via Google Suite/Google Classroom and Seesaw.

- Students meet with their classmates and teacher daily.
- Middle students have classes with teachers from different subject areas, just as they would in traditional school
- Access to content and assignments via Google Classroom (grades 3-12) and SeeSaw (grades KA-3) platforms.
- All learners are welcome and participate, including Special Education, English Language Learners
- Intervention and support opportunities will be provided

The Distance Learning Model will also accommodate the times when there will be school closure and students and staff cannot be on site, when all instruction will continue remotely. During school closures, we will implement a Distance Learning Schedule. This schedule will inform students and parents of the expected times they need to check-in, Zoom with teachers, or complete assignments that may be time sensitive. When the intermittent closure is caused by electricity shutoff, instruction may not be possible. Every attempt will be made to provide continuity of learning in this situation.

FUSD recognizes parents may have children enrolled in multiple grade levels, so it is vital that communication protocols, online learning platforms, and expectations are coherent and consistent. FUSD is committed to continuing to work towards the elimination of the barriers to student success that existed before the closure.

Grading and Assessments

There are multiple ways to assess student progress and understanding of grade and subject level content. These may include content exams, projects, presentations, and performance tasks, among other things. Performance tasks may be described as multi-step academic exercises that allow students to demonstrate knowledge and content 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 projects, presentations, or

final written assignments 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.

As in typical program design, grades will be marked for all students. Weekly progress reports will be provided in elementary and grades will be updated online for the middle school. Additional feedback and progress may be shared with parents prior to completion of the trimester term to assist parents in monitoring student progress.

Special Education Considerations

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. Your student's Case Manager will 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.

Students with mild to moderate disabilities may benefit from hybrid models that include some time in-person and some time in the distance learning model depending on their age. These decisions will be made in consultation with the IEP Team and made in accordance with local, county and state guidelines for in person instruction or support.

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/or 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 Home Learning Model, and to meet the required elements of the Individuals with Disabilities Education Act (IDEA), FUSD will:

- Provide services in the IEP in the least restrictive environment or 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, school nurses, and counselors shall provide services to the students they are assigned as outlined in each student's IEP.

If families are experiencing any concerns with the distance learning or hybrid model, Case Managers and FUSD Faculty and Staff are available to support your student.

English Learners

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.

English learners shall be provided with Designated ELD instruction by a certificated staff member. This Designated ELD instruction shall be targeted at EL proficiency levels with groupings of not more than two proficiency levels, aligned to the 2012 California English Language Development Standards, focused on communicative purposes, not discrete grammar instruction, address the speaking, listening reading and writing domains and include systematic development of academic vocabulary.

For those students who completed the Summative ELPAC testing in 2019–2020, FUSD 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/DELAC

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

Counseling

Counseling Support Services will be provided throughout the pandemic both by the school counselor, school psychologist, as well as third party agencies. Referrals may be made by Faculty and Staff as well as by parents or children themselves. If a family is interested in support services, they should contact the main office at 707-887-9767.

Independent Study is available for grades Kindergarten through 8th grade, and is authorized by the Board of Education as an optional, alternative instructional strategy for eligible students whose needs may be best met through study outside of the regular classroom setting. Students in this program generally work independently. Independent study offers a means of individualizing the educational plan to serve students who desire a more challenging educational experience, whose health or other personal circumstances make classroom attendance difficult, or who are unable to access course(s) due to scheduling problems.

Students who want to participate in Independent Study will work with their site administration according to a written agreement and under the general supervision of a credentialed teacher, or teachers. While independent study students follow the district-adopted curriculum and meet the district graduation requirements, independent study offers flexibility to meet individual student needs, interests, and styles of learning. The minimum number of days a student can enroll in Independent Study is five (5). To continue in Independent Study past 20 days, approval is needed from the administrator.

Home and Hospital will also be under the umbrella of the Learning House. 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. Home-hospital serves students with a temporary disability in the student's home or in a hospital or other residential health facility, excluding state hospitals. The parent or guardian will need to notify the school of the student's presence in a qualifying hospital or facility or if at home. With the parent or guardian, a determination will be made regarding which option for continued learning may be

best for the student: individualized instruction as provided by a home/hospital teacher or independent study.