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### Accomplishments

- ☐ Transition to Distance Learning
- ☐ Distributed devices
- ☐ Special Education
  - ☐ Virtual services and IEPs
- ☐ Continued campus maintenance and support
- ☐ Virtual Staff, Board and Community Meetings
- ☐ Staying connected with students and community

The screenshot shows a website titled "Distance & Home Learning". It has a green header with "WELCOME" and "CLASSROOMS". The "WELCOME" section includes a video player and text about the school's commitment to distance learning. The "CLASSROOMS" section lists various online courses and programs. The website is designed with a clean, modern layout using green and white colors.

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### Framework for Our Thinking...

**Guidelines Recently Released and Still Changing**  
 Staying on top of the latest information we have from SCOE, CDPH, the Governor's Office and CDE.

**Guided by Public Health Experts**  
 All decisions will be guided by the latest public health recommendations from SCPH, CDPH, and the CDC.

**Collective Safety**  
 At every level, our entire community is responsible for the collective health and safety of each other.

**Planning with the Community**  
 Planning for next year will require the creativity and collective knowledge of our entire community.

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## Context for Planning - 6 Critical State Indicators

1. Monitor & Protect - Testing, contact tracing, isolation
2. Prevent Infection in At-Risk Populations
3. Ability for Hospitals to Handle Surges
4. Develop Therapeutics
5. Physical Distancing in Businesses, Schools and Child Care Facilities
6. Reinstating Stay-at-Home Orders if Needed



Source: California's Roadmap to Modify the Stay-at-Home Order

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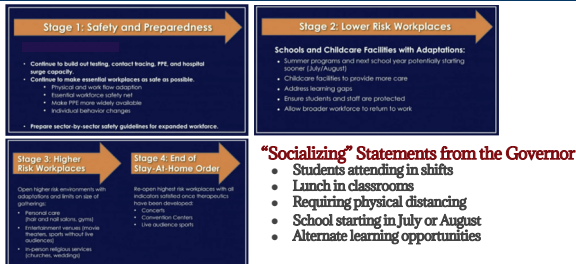
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## Context for Planning - 4 Stage Reopening



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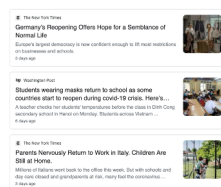
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## Context for Planning - Diverse Models



### Existing Health Guidelines

- [CDC Guidelines for Schools & Childcare Centers](#)
- [CDPH Guidelines for Schools \(3/7/20\)](#)
- [SCOE & Sonoma County Public Health](#)

### Other Guidelines

- [CDE Guidebook](#)
- [Sonoma SELPA](#)

### International Models to Look At

- China
- Taiwan
- Denmark
- Germany

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## Sonoma County Guiding Principles

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

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### What we know...

- Living with the virus
- Guidance details now released
- Vaccine is many months away
- No current vetted treatment
- Focus on community mitigation
- Likely to see future waves
- Viral reduction strategies
- Personal protection strategies
- Hygiene education and support
- Economy must reopen
- Learning must resume
- Schools are places of community

### What we don't know...

- When outbreaks will occur
- Changes in public health recommendations
- Timelines for treatments/vaccine
- Access to testing and contact tracing
- Virus behavior over the summer
- Impacts on communities that are reopening
- Impact on 2020-21 funding
- What will change before August 13th

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## Supporting the Community

### Stability

We cannot control COVID-19, but we can control our reaction and plan for as much stability as possible.

### Consistency

We are community leaders in creating a sense of consistency and stability for our students, families, and each other.

### Responsibility

We have a responsibility for contributing to the greater good of our community through public health modeling and support.

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Constraints

Facilities

- We have limited rooms that are smaller than average
- No HVAC for circulation
- Limited restroom facilities

Staffing

- We will have reduced staffing from budget cuts
- Teachers are juggling multiple learning models at once

Resource Allocation and Time

- We will need to divert some resources and time toward mitigation
- There is limited availability of PPE and sanitation supplies
- Room cleaning will take time and money

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Creating a Plan for All Stages



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Four Areas for Design

Instructional Plan for Flexible Learning

Addressing Learning Gaps

Prioritizing Connections

Ensuring Health and Safety

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## 1. Instructional Plan for Flexible Learning

### Flexibility

Create one plan that will allow for learning that is “location flexible” depending on the current public health order.

### Leveraging Technology

An instructional model that makes use of technology to keep students connected to the classroom and engaged in learning.

### Equity and Support

Developing protocols that allow us to differentiate and support each student, individualizing instruction and taking an equity-based approach.

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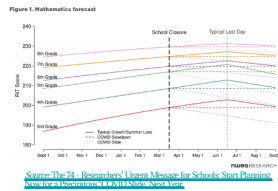
## 2. Addressing Learning Gaps

### Assessing Understanding

Establish protocols for identifying gaps in learning that need to be addressed.

### School Year Intervention

Establishing processes and structures to identify and address learning gaps.



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## 3. Prioritizing Connection

### Reconnecting Students

Creating a process for connecting students to campus and each other for the duration of the school year.

### Reconnecting Families

Identifying processes for connecting families to campus in virtual and face-to-face methods.

### Social & Emotional Support

Establishing a process to identify mental health and SEL supports.

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## 4. Ensuring Health and Safety

### Respiratory Hygiene

Identifying needs for respiratory hygiene including materials, training, and policies based on public health guidelines.

### Health Checks

Screening students on school arrival with temperature checks and assessment.

### Processes for Sick Students and Staff

Creating processes and procedures for supporting students and staff who become ill.

### Regular Sanitation

Reviewing our protocols for daily cleaning and sanitation of campus and classroom surfaces.

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## Timeline

Now	Late June	June-July	July-August
<b>Planning</b> <ul style="list-style-type: none"> <li>Community Feedback</li> <li>Budget Planning</li> <li>Needs Assessments</li> <li>Identifying Solutions</li> <li>Building Tentative Plans</li> <li>Identifying Resources</li> </ul>	<b>Community Sharing</b> <ul style="list-style-type: none"> <li>Board Meeting</li> <li>Community Feedback</li> </ul>	<b>Summer Implementation</b> <ul style="list-style-type: none"> <li>Adjustments as Needed</li> <li>Reviewing Updated Guidance</li> <li>Finding Resources</li> </ul>	<b>Launch for 2020-21</b> <ul style="list-style-type: none"> <li>Preparing school site</li> <li>Preparing classrooms</li> <li>Updating policies</li> </ul>

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## Learning Options




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### Preparing for Different Situations

- ☐ School days with everyone on campus (Stage 4)
- ☐ School days with required physical distancing (Current)
- ☐ School days with community-wide stay-home orders
- ☐ School days where one or more students are required to quarantine
- ☐ School days where families request long-term IS

All of the Above May Apply this Year

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### Supporting Student Learning and Progress

#### Sonoma County Principles

- Foster student learning and progress
- Maintain positive learning environments
- Foster student emotional health
- Care for our most vulnerable populations

#### Areas of Need

- Assessment of student learning and progress
- Support for struggling students
- Services for students with special needs
- Integrated Social-emotional Learning
- Parent involvement
- Support on DL days and Aftercare

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### 4 State Plan for 2020-21

State 1 - All Students on Campus (Stage 4+)

State 2 - Hybrid Learning (Physical Distancing Required)

State 3 - Distance Learning (Stay-at-Home Orders)

State 4 - Independent Study (Long-Term, On-Going)

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### State 1 - All Students on Campus (Stage 4+)

Criteria	School Structure	Special Education	Recess/Lunch	Aftercare
Public health officials deem it appropriate for students to attend school without physical distancing required.	Students attend school as normally structured.  Focus on limiting community transmission through respiratory hygiene and use of masks.  Restricted spaces are closed.  Physical distancing implemented where possible.	All special education services are provided in-person or virtually per the current IEP.	Lunch occurs as normal in outdoor spaces.	Aftercare program is available to all families as regularly scheduled.

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### State 2 - Hybrid Learning (Physical Distancing Required)

Criteria	School Structure	Special Education	Recess/Lunch	Aftercare
Public health officials allow for student attendance but physical distancing is required and class sizes are reduced by 50%.	Students attend in-person instruction in "shifts" in smaller cohorts.  "Off-shift" students attend virtually through DL platform.  Possible learning center with limited capacity or home POD small cohorts (5-6 students) for DL days.  Students and staff wear masks as per guidelines.	Special education services are provided in a hybrid format based on student attendance day.	Lunch occurs in classrooms or spaces where physical distancing can be maintained.	Aftercare program is available to "essential community workers" and families/students of high need.  Aftercare enrollment is capped (12-15 students from in-person cohorts).

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### State 3 - Distance Learning (Stay-at-Home Orders)

Criteria	School Structure	Special Education	Recess/Lunch	Aftercare
Public health officials issue community-wide stay-at-home orders and campuses close  OR  Public health officials ask the school to close for 14 days (or longer) due to confirmed case(s) in student/staff population	Students attend instruction virtually.  Teachers shift to 100% distance learning and all instruction commences via Distance Learning and video.	Special education services are all provided virtually.	N/A	Aftercare program is closed.

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#### State 4 - Independent Study (Long-Term)

Criteria	School Structure	Special Education	Recess/Lunch	Aftercare
Individual students are required by public health officials to quarantine and isolate for an extended period of time. OR Individual families elect to participate in long-term IS for COVID-19-related reasons.	Students work independently with Reach's Independent Study teacher.	Special education services are all provided virtually.	N/A	Aftercare is unavailable to these students.

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## 2020-21 Budget Outlook




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### Budget Considerations

- Possible 10% reduction in revenue for 2020-2021
  - Represents \$200,000+ loss of school income
  - Deeper cuts projected for the next two years after 2020-2021
- Revenue deferrals that will impact cash flow
  - Possibly several months per year with reduced funds
- Declining enrollment for entire County
  - Families may need to move from area for economic reasons
  - Further reduces school enrollment with impact on revenue

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## School Impact

### Reduced Staffing Hours

- People are 75% of our budget, we are doing more with fewer people
- We still retained all core faculty members

### Fewer resources during a time of greater need

- Daily cleaning & sanitize, technology for distance learning, additional staffing

### Uncertainty

- Planning for the future is a guess at best

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## Where We Start



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## Flexible Choice Learning Model

Independent Study	Distance Learning	Hybrid	PODS	Aftercare
Students may elect to enroll in Independent Study for part or the entire year with Reach's IS Teacher.	Students may elect to continue distance learning with class teacher. Able to connect with class through video conferencing and DL platform.	Two cohorts of 10-12 students per grade level(s). Example: <u>Cohort A</u> <u>Consecutive Days</u> In-person: T-W Dist. Learn: M-Th-F <u>Alternating Days</u> In-person: T-Th Dist. Learn: M-W-F <u>Cohort B</u> <u>Consecutive Days</u> In-person: Th-F Dist. Learn: M-T-W <u>Alternating Days</u> In-person: W-F Dis. Learn: M-T-Th	Proposed: learning center (15-20 students mixed grade) or small groups of families (5-6 students grade level) available on-site or at home for students to work and be supervised on distance learning days. Priority for low income, staff, intervention, essential workers.	Aftercare available to mixed cohort of 12-15 students on in-person learning days for grades TK-5. Priority for low income, staff, essential workers, etc.

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Draft Daily Schedule				
Grades	Start	Break	Lunch (30 min)	End
<b>Tk-1st</b> Cohort A: T, Th Cohort B: W, F	9:00am	Staggered times starting at: 10:30am	Staggered times starting at: 11:30am	1:00pm
<b>2nd - 4th</b> Cohort A: T, Th Cohort B: W, F	8:45am	Staggered times starting at: 10:50am	Staggered times starting at: 12:00pm	2:00pm
<b>5th - 8th</b> Cohort A: T, Th Cohort B: W, F	8:30am	Staggered times starting at: 10:30am	Staggered times starting at: 12:30pm	2:30pm
<b>PODS</b> Cohort A: M, W Cohort B: T, Th	9:00am	Staggered times starting at: 10:00am	N/A	12:00pm
<b>Aftercare</b> Cohort A: T, Th Cohort B: W, F	12:00pm	--	--	5:30pm

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## Next Steps

Selecting Learning Mode for Your Student

- Independent Study, Distance Learning, Hybrid Learning

Selecting Hybrid Cohorts

- Grouping siblings and other criteria as best as possible

Assessing family needs to build program equity and access

Prepare to pivot if circumstances change

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## Questions



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