Bellevue Union School District ReOpening to School Plan

Our Transitional Plan from Distance Learning to In-Person Teaching and Learning

Presented to the Bellevue Union School District Board of Trustees

Tuesday, February 23, 2021

Acknowledgements

The Bellevue Union School District Board of Trustees adopted our Return to School plan on August 4, 2020 following months of active engagement in planning for the reopening of school for the 2020-2021 school year. During this time, specific guidelines led our efforts and yet our plans experienced continual adjustment due to the most current information available at any given time. BUSD started the 2020/21 school year in a distance learning model.

Throughout this academic school year increases in COVID-19 in Sonoma County and the state compelled us to remain in a distance learning model. We also recognize the need to get students back to in-person learning as soon as it is deemed safe. In addition, we acknowledge the SB 98 requirements that states districts "shall offer in-person instruction to the greatest extent possible."

Since the approval of our original reopening plan, changes in current guidance from the state necessitates a revision including updating health and safety elements as well as recreating our educational model. Our new approach to reentering contains a distance learning model as well as two possible options for in-person learning when it is deemed safe to re-enter the school campuses. At the center of the guidance is the California Department of Public Health's **COVID-19 and Reopening In-Person Instruction Framework & Public HealthGuidance for K-12 Schools in California, 2020-2021 School Year** *and local public health direction.*

Our school board continues to receive monthly COVID-19 updates at each regularly scheduled board meeting. We continue to closely monitor this situation and remain flexible to meet the needs of our community.

On behalf of our entire school community, I would like to continue to express our appreciation to our school board for their true understanding of our school community. Our school board's deep concern for keeping our staff, students and families healthy is to be highly commended. We would like you to know we have incredible teams who are continuing to ***keep the health and safety of our students, staff, and community as our first priority.***

Dr. David Alexander
Superintendent
Bellevue Union School District

Table of Contents

Introduction

From restoring a budget, to fires, smoke, power shut-offs, floods and now the COVID-19 pandemic, the Bellevue Union School District is strong and here to serve our students and families. The state of emergency declared by Governor Gavin Newsom due to the COVID-19 pandemic left us no choice but to suspend in-person learning starting March 24, 2020 and lasted throughout the rest of the 2019-2020 school year and into the greater half of the 2020-2021 school year.

District Collaboration and Stakeholder Engagement

In response to how best to educate our students and the sudden possibilities of revenue shortfalls, BUSD created the **District Strategic Planning Teams:**

The District Strategic Planning Team 2.0 (DSPT 2.0) was formed to address immediate concerns regarding the COVID-19 pandemic and the fiscal crisis left in its wake combining the **Budget Advisory Committee** with the **Reopening Planning Committee** due to interdependence on each other. The results were the creation of the Return to School Plan adopted on August 4, 2020 from which BUSD returned to school in a distance learning program.

With the anticipation of returning to in-person instruction, additional reopening planning discussions were held to seek input from our stakeholders regarding 2020/21 school year mitigation measures and considerations based on current guidelines.

- ★ Surveys:
  - ○ BUSD Survey for Parents to Reopen School 20/21
  - ○ BUSD Spanish Survey for Parents to Reopen School 20/21
  - ○ Staff and Teacher Survey
- ★ District Strategic Planning Team 2.0 Meetings
  - ○ Tuesday, June 02, 2020
  - ○ Tuesday, June 16, 2020
  - ○ Tuesday, June 23, 2020
  - ○ Tuesday, July 07, 2020
  - ○ Tuesday, July 14, 2020
- ★ Parent Town Hall Meeting: July 13, 2020.
- ★ BUSD leadership convened throughout the process to review information as well as formulate a plan to return to school.
- ★ Board Approved original BUSD Return to School Plan on August 4, 2020
- ★ District Strategic Planning Team 2.1 Meetings
  - ○ Monday, November 02, 2020
  - ○ Wednesday, November 18, 2020

- ★ Educational Sub-Committee
  - ○ Tuesday, December 08, 2020
- ★ Curriculum Collaborative Committee
  - ○ Wednesday, December 09, 2020
- ★ District-wide Teacher Meeting
  - ○ Thursday, January 14, 2021
- ★ Principal Meetings
- ★ Leadership Meetings
- ★ Stakeholders' opportunity to review the draft.
- ★ Board Approval: TBA

District Strategic Planning Team 2.1 Committee Members:

Bellevue Team:
Nina Craig, Bellevue Principal
Angela Grenier, Kindergarten Teacher
Kim Toller, 6th Grade Teacher
Shari Byers-Gith, Psychologist
Karina Martinez, Office Manager
Amy Flores, Parent Liaison
Lisa Lopez, Parent
Angelica Gonzalez, Parent

Kawana Springs Team:
Denise McCullough, Kawana Springs Principal
Patty Gomez, 1st Grade Dual Immersion Teacher
Hugh Brown, Teacher
Joe Trombetta, PE Teacher
Navreet Grewal, Psychologist
Erika Corrales, Parent Liaison
Megan Izen, Parent
Kate Nagle, Parent

Meadow View Team:
Jean Walker, Meadow View Principal
Benita Crawford 3rd Grade teacher
Suzanne Anderson- 6th grade
Mark Bunnell, Counselor
Paula Hernandez, Kitchen Operator
Natali Ramirez, Parent Liaison/Student Supervisor
Iris Peoples, Parent
Norma Velarde, Parent

Taylor Mountain Team
Margaret Jacobson, Taylor Mountain Principal
Michelle Verporter, SDC Grades 5-6

Olivia Knight, Counselor
Melissa Maples, SpEd IA
Ruben Cuevas, Custodian
Rachelle Aparicio, Parent
Karina Valencia, Parent

Early Learning Center Team:
Cara Colombo-Stuart, Early Learning Center Program Director
Brianna Furner, Special Education Teacher

Partners:
Sally Yates, School Nurse
Jennifer Spain, CSEA Rep
Donna Rinnel, CSEA Rep
Tiffany Kampman BEA Rep
Melissa Moore, Expanded Learning Program Manager
Napa County Office of Education - Community   Programs
Sara Sitch, Director, Community Programs, Napa County Office of Education

District Team:
Larry Black, Technology Director
Roger Farrell, Director of Maintenance & Operations
Sally McDaniel, Teacher on Special Assignment
Tracy Whitaker, Director of Student Services & COVID-19 Coordinator
Aracely Romo-Flores, Director of Curriculum and English Learners
Chris J. Kim, Chief Business Officer
Siara Goyer, Director of Human Resources
Moriah Hart, Executive Assistant
David Alexander, Superintendent

Education Sub-Committee Members

Bellevue Team:
Nina Craig, Principal
Angela Grenier, Kindergarten Teacher
Kim Toller, 6th Grade Teacher
Shari Byers-Gith, Psychologist

Kawana Springs Team:
Denise McCullough, Principal
Patty Gomez, 1st Grade Dual Immersion Teacher
Hugh Brown, 5th Grade Teacher
Navreet Grewal, Psychologist

Meadow View Team:
Jean Walker, Meadow View Principal
Shirley Jenner, Teacher
Susan Albritton, Teacher

Taylor Mountain Team
Margaret Jacobson, Principal

Becky Hansen, Intermediate Teacher
Michelle Verporter, SDC Grades 5-6

Early Learning Center Team:
Cara Colombo-Stuart, Early Learning Center Program Director
Brianna Furner, Special Education Teacher

Partners:
Julie McMurtrie, BEA Representative
Jennifer Spain, CSEA Representative
Melissa Moore, Expanded Learning Program Manager, Napa County Office of Education-Community Programs

District Team:
Sally McDaniel, Teacher on Special Assignment
Tracy Whitaker, Director of Student Services & COVID-19 Coordinator
Larry Black, IT Director
Aracely Romo-Flores, Director of Curriculum and English Learners
David Alexander, Superintendent

Curriculum Committee Members

Bellevue Team:
Nina Craig, Principal
Angela Grenier, Kindergarten Teacher
Sarah Griffith, 2nd Grade Teacher

Kawana Springs Team:
Denise McCullough, Principal
Wuelby Soriano, Kindergarten DI
Ashley Bridges, 6th Grade Teacher
Joe Trombetta, PE Teacher

Meadow View Team:
Jean Walker, Meadow View Principal
Sophia Diaz, 3rd Grade Teacher
Sarah Goodin, 5th Grade Teacher

Taylor Mountain Team
Margaret Jacobson, Principal
Chris Wilson, 2nd Grade Teacher
Tiffany Kampmann, 3rd Grade Teacher
Tony Pennacchio, 5th Grade Teacher
Rick Davey , PE Teacher

District Team:
Sally McDaniel, TOSA
Tracy Whitaker, Director of Student Services & COVID-19 Coordinator
George Barcenas, Technology Coordinator
Larry Black, IT Director
Aracely Romo-Flores, Director of Curriculum and English Learners

Guiding Documents:

- *CDE Guidelines for Opening Schools: Stronger Together: A Guidebook for the Safe Reopening of California Public Schools*
- *The Sonoma County 2020-21 Roadmap to a Safe Reopening: Key Considerations for Sonoma County Schools to Address the Challenges of Covid-19*
- CDPH: COVID-19 and Reopening In-Person Instruction Framework & Public Health Guidance for K-12 Schools in California,2020-2021 School Year
- Center of Disease Control (CDC) Considerations for Schools
- COVID-19 and Reopening In-Person Instruction Framework & Public Health Guidance for K-12 Schools in California, 2020-2021 School Year

Our Mission and Vision

Our mission and vision serves as a foundation for all we do including the reopening plan:

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Mission:

Inspire learning.

Vision:
Engaging and ❤ *(valuing/caring)*
for our families, students and staff
to empower our community.

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Communication

Providing regular, transparent, two-way communication in our school community is always a priority, but especially so in these uncertain and stressful times. Clear, timely communication is necessary to help ensure that staff, families, and the greater community are kept informed and provided an avenue through which to share questions and/or concerns. BUSD is committed to provide on-going communication both at the District and School Site levels.

- BUSD.org website
- Site websites
- District and School Site Newsletters
- Social Media
- Blackboard Parentlink
- PeachJar
- All calls

In order to support a continuous feedback loop of all stakeholders, the District Strategic Planning Team 2.0 process was designed to play a significant contribution to the development of the Return to School Plan and this current document: *Bellevue Union School District ReOpening to School Plan: Our Transitional Plan from*

Distance Learning to Back to In-Person Learning. In light of the ever-changing health and safety landscape under COVID-19, this type of communication is essential for inclusive and transparent planning.

Health & Safety

Health and safety information is addressed in the COVID-19 Safety Plan and Coronavirus Prevention Plan that will be posted on the BUSD website.

Coronavirus Prevention Plan (CPP)
COVID-19 Safety Plan: In development

Food Services

Student meals (breakfast and lunch) will be provided, regardless of the learning model being implemented. When necessary, meals will be individually plated or "grab and go" will be provided to students as they leave campus. Breakfast may be delivered to classrooms, outdoors, in the cafeteria, or at curbside pick-up. (Even if food is delivered to classrooms, students should go outside to eat, so masks can be removed). If common areas such as cafeterias are used, students will be safely separated by stable groups 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. Divided mealtimes (for breakfast, snack, and lunch) will be implemented by site administrators. Classified staff may assist with the monitoring of various eating locations. Additional trash/composting containers will be used to accommodate the various eating areas. Meals will be provided as "Grab and go" to ensure social distancing guidelines can be followed.

Teaching and Learning

Learning Models

During the course of its work, the District Strategic Planning Committee and the Education Sub-Committee identified and discussed models of instruction that would be most effective and flexible as our school district faces challenges due to COVID-19. Ultimately, we decided upon the following two models: The Distance Academy and the A/B Hybrid Concurrent Model. Both models accommodate the social requirements of Sonoma County Health Orders, California Department of Education Guidelines, and the Sonoma County Road Map to Safe Reopening.

IMPORTANT: Due to the complexities of scheduling, staffing, and logistics, families should commit to one of the models below (if given the option).

Distance Academy Model	A/B Hybrid Concurrent Model
★ Full-time, Monday- Friday K-6th distance learning where teachers and students create a virtual "school" and community. ★ Parents will have the option to select participating in all distance learning.	Concurrent Model: The teacher in a **concurrent** classroom addresses the needs of the students in class and online simultaneously. In-class, students have easy access to the teacher and each other, which provides more opportunities for social **learning** and human interaction. ★ Learning takes place Monday-Friday by both synchronous instruction and asynchronous instruction. ★ Group "A" attends in person Monday-Tuesday and remotely Thursday-Friday; ★ Group "B" attends remotely Monday-Tuesday and in person Thursday-Friday. ★ All students attend remotely on Wednesdays. ★ Technology will be utilized to support engagement with all students.

Instructional Components of Distance Academy

Daily Component	Notes
Daily Live Interaction (Education Code 43501 as amended by SB98)	● With teacher and peers
Minimum Daily Instructional Minutes (Education Code 43501 as amended by SB98)	● **TK-K:** 180 daily minutes (3 hours) ● **1-3:** 230 daily minutes (3 hours, 50 minutes) ● **4-6:** 240 daily minutes (4 hours)
ELA: Reading, Writing, Language	● Explicit and interactive instruction for student ● Student Independent practice ● Informative feedback ● Live **and** pre-recorded video ● Embed Social Studies/Science as possible
Math	● Explicit and interactive instruction for student ● Student Independent practice ● Informative feedback ● Live **and** pre-recorded video ● Embed Social Studies/Science as possible
Designated ELD (*California Code of Regulations* section 11300(a))	● Explicit Instruction Leveled and targeted ● 30-min daily
Small Group Instruction	● Differentiated ● High-engagement ● Set weekly schedule
Community Building	Possible Topics for teachers to use with students ● Tech platform navigation ● Digital Citizenship ● SEL ● Equity, Culture, Race Relations, Language
Physical Education (*Education Code* Section 51210[a][7] as amended by Executive Order N-56-20).	Although the minimum instructional minutes (200 minutes each 10 schooldays, exclusive of recesses and the lunch period) for PE have been waived, PE requirements have not changed. Schools will still be required to provide PE instruction and should provide distance learning options.

Model Schedule for Concurrent Education

Hybrid Concurrent Model *staggered start times TBD					
Monday Tuesday 8:00-12:50		**Wednesday**	**Thursday Friday 8:00-12:50**		
Cohort A In-person	*Cohort B At home synchronous Instruction*	**Distance Learning Cohorts A & B**	*Cohort B In-person*	*Cohort A At home synchronous Instruction*	
• Community Building • English Language Arts • Math • Designated ELD • P.E. • Recesses	• Community Building • English Language Arts • Math • Designated ELD • P.E. • Recesses	**8:00 - 10:00 SEL & ELD (30 minutes of ELD required)**	• Community Building • English Language Arts • Math • Designated ELD • P.E. • Recesses	• Community Building • English Language Arts • Math • Designated ELD • P.E. • Recesses	
		10:00-12:45 • Prep Time & Lunch • Asynchronous learning for students			
12:50 Dismissal & Lunch to Go		**12:45-2:45** • Staff Meeting • PLC • Gr. Level Collab	12:50 Dismissal & Lunch to Go		
12:50 -1:35 Lunch		**2:45-3:45** • Committees	12:50 -1:35 Lunch		
1:35 - 2:35 **Cohort B Synchronous** • Intervention Groups **Cohort A** • Asynchronous Instruction to support (May have intervention groups from both cohorts, PE, or other levels of support identified by teachers and/or the school) Rational: Students who have attended class remotely will have the opportunity for additional support through intervention groups on the days they don't attend in person.			1:35 - 2:35 **Cohort A Synchronous** • Intervention Groups **Cohort B** • Asynchronous Instruction to support (May have intervention groups from both cohorts, PE, or other levels of support identified by teachers and/or the school) Rational: Students who have attended class remotely will have the opportunity for additional support through intervention groups on the days they don't attend in person.		

Student Attendance

Daily attendance is mandatory in all learning models. In accordance with AB 98, attendance will be taken daily for each student. Absences will be recorded by the teacher of record in the AERIES each day. For attendance taking purposes, teachers mark students present or absent during in-person learning. Attendance for Distance Learning is met through the following:
- live, daily rigorous interaction in Distance Academy instruction (5 days per week)
- evidence of participation in online activities
- completion of regular assignments
- completion of assessments
- or contacts between any BUSD staff member 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 for more than three school days or 60 percent of the instructional days in a school week, shall be subject to a leveled re-engagement process.

Re-engagement Process

Level 1 (any unexcused absence)
- The automated messaging system will make daily phone calls for each day a student is marked absent by the teacher.
- Teachers or other BUSD employees will attempt to make contact with the student and parent.
- Teachers will create, publish, and inform students and parents of their grading practices, and complete assignments in a blended, hybrid or distance learning model.

Level 2 (3 unexcused absences in a week)
- Students that are deemed 60% absent from any instructional model will be reported to the school site attendance technician.
- As part of the re-engagement strategy, the school site attendance team will attempt to reach out and determine the cause for the absence.
  The Team will:
    - Ensure that communication with the parent is working, 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 could include:
    - A conference with an administrator;
        - Development of an Attendance Plan through a Student Attendance Review Team (SART);

○ Through the SART process, other forms of support will also be discussed such as additional
　　　　time needed, emotional or mental health supports, and potential greater academic supports and
　　　　interventions; and
　　　○ Discussion of the intervention of the student changing learning models.

Level 3
- If the re-engagement strategies in Levels 1 & 2 fail to improve attendance then a follow-up SART 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;
- Meeting with District Student Attendance Review Board (SART) staff; and
- Making a recommendation to transitioning the student to an alternate program model

Absences Due to COVID-19 Illness

Student Absences

Any student, in any learning model, who contracts the virus or lives with someone who has been diagnosed with COVID-19 must stay home in accordance with state and local health directives. Per Education Code 48205, student absences due to illness or quarantine are considered excused absences. When a student is absent for COVID-19 reasons, the student's parent/guardian shall notify the school of the reason for the absence. A physician's verification of a student's illness or quarantine may be submitted to their school but is not required. The student may return to school when they submit a clearance from their doctor to their school. The school will submit the clearance for the student to return to the COVID-19 Coordinator. Direct any student who contracts the virus or lives with someone who has been diagnosed with COVID-19 to stay home in accordance with state and local health directives. Students who are infected with COVID-19 shall be excluded from on-campus instruction until a medical provider states in writing that the student is no longer contagious. (Education Code 49451; Health and Safety Code 120230; 5 CCR 202). Per Education Code 48205, student absences due to illness or quarantine are considered excused absences. When a student is absent, the student's parent/guardian shall notify the school of the reason for the absence. A physician's verification of a student's illness or quarantine may be submitted but is not required.

Staff Leave (Personal Illness/Injury/Necessity)

Staff members will inform the COVID-19 Coordinator and enter his/her absence in the Frontline Employee Management System(Certificated) .
Certificated and classified staff members will be asked to contact Human Resources regarding any leave options related to COVID-19.

Expectations

Student Expectations	
At School	**Online**
Attendance: The student attends class on assigned days.	**Attendance:** ● Live daily interaction in Distance Academy cohort (state guideline) ● The student is expected to check the teacher's virtual classroom, attend virtual meetings, check district email, and complete assignments. Students will have additional opportunities to check in with the teacher during specified times.
Behavior: District, school, and classroom rules and procedures apply.	**Behavior**: Students are expected to behave appropriately when on a virtual 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.
Work Effort: Students are expected to put forth their best learning effort, including turning in projects, assignments, quizzes, and tests on time. The student is asked to communicate with the teacher if he/she is experiencing difficulty in completing the work.	**Work Effort:** Students are expected to put forth their best learning effort, including turning in projects, assignments, quizzes, and tests on time. The student is asked to communicate with the teacher if he/she is experiencing difficulty in completing the work.
Technology: Students are expected to bring any BUSD Device (unless directed by their teacher) such as a chromebook to school each day fully charged and with its power cord so as to be prepared for learning.	**Technology**: Students are expected to be prepared with their device so as to actively engage in online learning, including lessons and assignments. If experiencing technical difficulties students are expected to contact the school within 24 hours.

Parent Expectations	
At School	**Online**
Attendance: The parent is responsible for reporting a student absence in a timely manner. COVID-19 related absences are excused and must be reported immediately. All other absences will be reported in the normal school procedures.	**Attendance:** The parent is responsible for reporting a student absence in a timely manner. COVID-19 related absences are excused and must be reported immediately. All other absences will be reported in the normal school procedures. The parent will ensure that the student will check the teacher's virtual classroom, attend virtual meetings, check district email, and complete assignments. **Support at Home:** The parent/guardian is encouraged to assume the role of the learning coach. The parent is not expected to be the teacher but rather assists his/her student in developing study habits, establishing a place to learn, and keeping, creating, or adhering to a schedule.
Communication: The parent/guardian is expected to communicate immediately with the teacher, or site administration if he/she notices a change in the student's learning, behavior, and/or demeanor.	**Communication:** The parent/guardian is expected to communicate immediately with the teacher or site administration if he/she notices a change in the student's learning, behavior, and/or demeanor.

Leadership Expectations	
At School	**Online**
Instructional Planning: ● Work with grade-level teams to establish support and intervention plans ● Observe instruction to provide feedback and support in a non-evaluative manner ● Collaborate with counselors and teachers to support students and families ● Collaborate with Leadership Team to provide appropriate professional development and training for staff (apps, learning platforms, student information systems) ● Develop school-wide goals and involve all stakeholders in discussion and implementation	**Instructional Planning:** ● Work with grade-level teams to establish support and intervention plans ● Support faculty and staff with virtual classroom and online learning platforms ● Observe online instruction to provide feedback and support in a non-evaluative manner ● Collaborate with Leadership Team to provide appropriate professional development and training for staff (apps, learning platforms, student information systems) ● Collaborate with counselors and teachers to support students and families

	● Develop school-wide goals and involve all stakeholders in discussion and implementation
School Culture: ● Engage all stakeholders to ensure the school site is a safe, welcoming environment for all students ● Provide restorative practices and discipline for students not following school rules and board policy	**School Culture:** ● Engage all stakeholders to ensure the online classroom is a safe, welcoming environment for all students ● Provide restorative practices and discipline for students not following the online behavior agreements.
Communication: ● Communicate with families regularly via school newsletters, all-calls, social media, and school calendar. ● Provide support for student non-participation and attendance	**Communication:** ● Provide a robust parent outreach program that includes workshops/training for virtual classroom platforms, support/ intervention, the key elements of the learning models, etc. ● Communicate with families regularly via school newsletters, all-calls, social media, and school calendar. ● Provide support for student non-participation and attendance
Multi-Tiered System of Support: ● Ensure MTSS systems are in operation for all areas of student supports: Academics, Attendance, Social Emotional, and Student Behaviors ● Use MTSS tiered structures for monitoring and developing interventions and supports for students and families	**Multi-Tiered System of Support:** ● Develop similar MTSS systems for online programs and ensure systems are in operation for all areas of student supports: Academics, Attendance, Social Emotional, and Student Behaviors ● Use MTSS tiered structures for teacher to student and family communication
Evaluation: ● Follow agreed upon Evaluation timelines and processes to support innovative teaching and learning practices.	**Evaluation:** ● Follow agreed upon Evaluation timelines and processes to support innovative teaching and learning practices.

Teacher Expectations *Additional items to be negotiated*	
At School	**Online**
Instruction: ● Teachers will identify priority standards and	**Instruction:** ● Live daily interaction with Distance Academy

develop a timeline for instruction ● Teachers will assess priority standards. ● Provide ELD instruction (integrated and designated) ● Support diverse learners ● Regularly monitor student work completion and participation	cohort (state guideline) ● Teachers will identify priority standards and develop a timeline for instruction ● Teachers will assess priority standards. ● Provide ELD instruction (integrated and designated) ● Support diverse learners ● Regularly monitor student work completion and participation

Technology:
- When a student is experiencing technical difficulties, teachers are expected to follow up with IT until all connectivity issues are resolved.
- Teachers will project their in class instruction to accommodate students learning at home.

Social-Emotional Learning:
- Implement strategies to support student social emotional development.
- Build rapport and connection with students.

Communication:
- Collaborate with school staff to access virtual classroom platforms.
- Establish, communicate out and maintain a regular platform for communicating priority standards
- Establish regular, timely communication and feedback with families and students regarding programming and expectations.
- Report non-participation to the site administrator for additional outreach and follow up.

Multi-Tiered System of Support:
- Follow SST process to support student needs
- Participate in professional learning communities

Technology:
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- Follow SST process to support student needs
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Classified Staff Expectations *Additional items to be negotiated*	
At School	**Online**
- Support classroom instruction as needed, including phone calls home about attendance and learning - Support learning continuity and essential school functions through flexible application of job description responsibilities. - Support staggered recess coverage as well as lunch supervision and before school and after school supervision, and monitoring of restrooms. - Flexibility of custodial staff to support the new models of learning - Support implementation of health and safety requirements through flexible application of job descriptions - Check email daily and communicate with supervisor regularly	- Support students with online learning in small groups. - Support learning continuity and essential school functions through flexible application of job description responsibilities. - Check email daily and communicate with supervisor regularly

Grading and Assessments

Students will be assessed and graded on grade level content standards. Results will be reflected on trimester report cards*. There are multiple ways to assess student progress and understanding of grade and subject level content. These may include content exams, projects, presentations, and other work products. Assessments may serve both formative and summative purposes, providing teachers the necessary information to make instructional decisions and supporting students in receiving feedback to adjust the demonstration of learning.

Grading and Assessments Expectations		
Teachers	Students	Leadership
Establish, communicate out, and maintain a regular platform for communicating student progress	- Access and participate in platform(s) used by the teacher - Reach out to the teacher	Support educators in collaborating to reflect on assessment and grading practices

● Notify student and parents/guardians if a student is not completing work or is at risk of not meeting academic standards ● Utilize a variety of assessments to determine student learning ● Use district supported assessments ● Share grading policy with students, parents, and administration ● Teach students how to use online platforms and/or applications required for demonstrating learning	with questions ● Complete assignments to the best of his/her ability ● Follow teacher expectations for using online platforms and/or applications for demonstrating learning	● Communicate with guardians to clarify and explain grading and assessment practices when necessary ● Support teachers in the use of online platforms and/or applications to support student learning ● Work with teachers to identify additional supports for struggling students

Priority standards

Priority standards, collaboratively developed with grade level teams in the winter of 2020, support educators so they can go deeper on a smaller subset of the most important standards in this new teaching and learning environment, which provides less in-person teaching and instruction.

Priority Standard Expectations		
Teachers	Students	Leadership
● Establish, communicate out and maintain a regular platform for communicating learning objectives ● Use priority standards to guide horizontal and vertical articulation ● Assess priority standards ● Collaborate with colleagues during PLCs	● Reach out to the teacher with questions ● Demonstrate learning in relation to the priority standards to the best of his/her ability	● Support educators in collaborating around priority standards ● Provide feedback and help educators reflect on lesson development when requested or needed
Parents/Guardians		
● Stay informed on priority standards for their student's grade level/content areas ● Encourage the student to follow up with the teache ● Reach out to teachers first if there are questions or concerns		

Special Education

BUSD is committed to supporting our students with exceptional needs. Speech and Language, Counseling, Occupational Therapy, and other special services must continue to provide services either through online services or in-person. The model of delivery could vary based on individual IEP goals. Services are to be delivered in the least restrictive environment. Related Service Providers will provide services to the students they are assigned as outlined in each student's IEP.

BUSD recognizes the level of support our students with disabilities require in order to progress on their IEP goals. Student Services recommends students with significant needs who require Special Education Services return to site based learning as soon it is safe to do so and appropriate safety measures are in place. Safety is the priority. For those who have significant medical conditions, distance learning may be the most appropriate educational model. The District will follow the state Cohorting Guidance when opening site-based special services for students with disabilities.

Site based learning is recommended for the following programs if safe to do so:

Grade Level/Age	Program	Services	Location
3-5 year olds	Preschool Speech Services	Speech & Language	Early Learning Center
3-5 year olds	Preschool	Special Day Class	Early Learning Center
K-3 grade	Significant Needs	Special Day Class	Bellevue Elementary
2-4 grade	Significant Needs	Special Day Class	Bellevue Elementary
4-6 grade	Significant Needs	Special Day Class	Kawana Springs Elementary
3-5 grade	Significant Needs	Special Day Class/Social Cognition	Kawana Springs Elementary
K-6 grade	Mild/Moderate	Special Day Class	Taylor Mountain Elementary Meadow View Elementary

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. As per the BUSD English Learner Master Plan, all English learners shall be provided with a minimum of 30 minutes a day of Designated ELD instruction by a certificated staff member.

Designated and Integrated ELD
In the [California ELA/ELD Framework,](#) core content teaching and English Language Development are always linked, resulting in the concepts of Integrated ELD and Designated ELD. These concepts are defined and compared below.

Integrated ELD:
The practice of developing important academic language and providing students access to, engagement with and mastery of the core academic program. The focal standards for Integrated ELD are the content standards (CCSS, NGSS, etc.)

Example of Integrated ELD:
During my interactive read aloud with accountable talk, I provided integrated ELD by using partner talk and targeted rereading anchored in a clear purpose for reading, a matching language pattern and a content-language objective.

Designated ELD:
A protected 30 minutes each day when Emerging Bilingual Students (ELs) receive instruction focused on the [ELD Standards](#) at a student's language proficiency level. This instruction moves into and from core content instruction, making the language learning meaningful, lasting and transferable.

Example of Designated ELD:
During my 30 minutes of designated ELD, we investigated the language features of a descriptive sentence pulled from our language arts text.

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. Newcomer students will need additional Designated ELD support.

Synchronous Designated ELD	Asynchronous Designated ELD
- Live virtual lessons/meetings - Phone calls - Small group lessons - By proficiency levels with scaffolds - In mixed level groups for fluency building - Teacher feedback and support as needed	- Previously-recorded lesson and videos - Phone and text messages - ELD assignments/projects using approved ELD curriculum - Paper and pencil activities - Reading logs and journals - Goal setting and reflection

Dual Immersion

The Kawana Springs Dual Immersion Program's vision is to develop bilingualism, biliteracy and high levels of academic achievement in English and Spanish. Using Spanish as the primary language of instruction, it focuses on the goal of developing sociocultural competence by integrating multicultural themes and learning opportunities that promote social/racial justice and appreciation of diversity. Equity for all groups, including cultural, linguistic and socioeconomic needs, must be taken into account for any of the learning models.

Dual immersion students must have a significant time of daily immersion in the partner language, including opportunities to listen, speak, read and write daily in Spanish. Synchronous learning and interactive activities that integrate content and language modeling will be crucial for language immersion in both of the BUSD program models (Distance Academy, A/B Hybrid Concurrent Model). Asynchronous learning opportunities may enhance instruction while providing opportunities to frontload students with language and content knowledge, review standards previously taught, and allow for independent and self-paced learning and practice.

Foster and Homeless Youth

BUSD is committed to supporting the foster and homeless youth in the district in collaboration with the Sonoma County Office of Education. The District recognizes that additional challenges may occur for this population during the COVID-19 pandemic and is committed to providing the necessary support for their physical, emotional, and academic health. This support takes the form of collaboration with students and families, school and district staff, and other county agencies in order to remove barriers to educational access and expand educational opportunities.

By removing barriers that occur due to frequent changes in home placement, BUSD helps to ensure that foster and homeless youth can benefit from uninterrupted educational access. AB 175 (Foster Youth Bill of Rights)

provides protections for this vulnerable population of students. School districts are also responsible for ensuring that youth who are experiencing homelessness have full access to educational programs in accordance with the McKinney-Vento Homeless Assistance Act.

All Sonoma County students have the right to enroll in and attend school, even when housing becomes uncertain. If a child lacks "fixed, regular, and adequate housing," federal and state laws require immediate school enrollment for that child – even without proof of residency or medical, school, or legal guardianship records.

For more information contact:
Tracy Whitaker, Director of Student Services
twhitaker@busd.org
707-388-8540

Connectedness

Social-Emotional Health

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

Through the Multi-Tier System of Support (MTSS) structure, we support both the development of academic and social-emotional and behavioral well-being (or mental health). MTSS supports district-wide coordination of a continuum of support, making sure that all students' needs are identified.

BUSD will continue to support the social-emotional health of our students and staff. Students will continue to have access to counseling services through school counselors and school psychologists. In addition students who have educationally related mental health services (ERMHS) counseling as a service listed on their IEP will receive those services. School psychologists will continue to support staff through training, consultation, and provision of resources. In addition BUSD is committed to the following:

Tier 1: Universal Supports

- BUSD will engage with students and families using culturally responsive techniques.
- BUSD is committed to using universal screening to identify the social-emotional needs of students.
- BUSD will use professional development time to increase trauma knowledge and skills.

- BUSD will include information about mental health and wellness resources on the district and school websites and in communication with families.

Tier 1: Community and Family Wellness
- BUSD will continue to collaborate with local government and private agencies to provide resources on adult and student mental health, trauma responsiveness, suicide prevention, and resilience.

Tier 1: Staff Wellness
- BUSD acknowledges the importance of staff wellness and will work to support staff through the implementation of staff resilience, consultation, and mental health support.
- Prior to school opening, and ongoing, BUSD will provide training on secondary traumatic stress and self-care.
- BUSD District and Site Administrators will promote mindfulness techniques and staff social supports.
- BUSD Leadership is committed to open and routine communication with staff members, encouraging self-care (e.g., saying no, accepting oneself and others, not being at 100% all the time).

Tier 1: Classroom Strategies
- BUSD will engage staff in professional development for social-emotional learning to help teachers learn tools and strategies to lower anxiety and stress exhibited by students.
- BUSD will encourage staff to establish and implement routines for both in-person and distance learning, which include welcoming inclusion activities, engagement strategies, and an optimistic closure to class.
- BUSD will encourage staff to include stress management and mindfulness practices in classroom routines.
- BUSD will encourage teachers to ask their students how they are doing and refer to counseling when students are struggling.
- BUSD leadership and staff will consider the impact of stress and trauma when assessing and supporting students.

Tier 2/3: Early and Targeted Interventions for Students and Staff
- BUSD is committed to scaling up Social Emotional Learning to promote social-emotional competencies among students and staff.
- BUSD is committed to building the capacity of student mental health services.
- Mental health staff will provide services either in-person or through a telehealth platform.

Childcare and Supervision

*Any state or county health mandates that currently exist or are developed supersede the following protocols.

BUSD will continue to operate the North Bay Children's Center programs for ages 3-5 at our sites and the Early Head Start Infant program at the Early Learning Center to support our essential workers and our community. The number of students will be limited to ensure social distancing, safety, and sanitization.

BUSD will continue to partner for the after school and childcare programs. Space may be limited until the full scope of families who choose to use private or family childcare options is known.

Instructional Technology

Bellevue Union School District is committed to supporting the curricular needs of our staff, students and families. During distance learning Bellevue Union School District focused on monitoring the access needs of our families in both computers and network services. We will continue to support our students with the following initiatives.

Technology Initiatives

- 1 to 1 device availability for all students
- Office hours for staff, families and students every day in English and Spanish
- Available hotspots for families without network services
- Digital and in-person training and resources for staff, families and students in English and Spanish
- Provide staff and students with equipment and services needed to support synchronous and asynchronous instruction

These services will be expanded or modified with the ongoing partnership of the stakeholder committees.

Support resources

- BUSD Tech Youtube Channel
- BUSD Distance Learning Resources
- District Software
  - Connect Ed
  - Mystery Science
  - Dreambox
  - Star MATH/ELA
  - Star Early Literacy
  - ESGI
  - Clever
- Take Home Contract - English / Spanish
- Chromebook Basics
- Accessible Use Policy

Getting Support

The technology team is here to support our staff and families in English and Spanish.
Email - ithelp@busd.org
Call - 1-707-544-8164

Professional Development

Bellevue Union School District is committed to supporting the professional growth of its staff, both certificated and classified. As we look to the return to school for in person instruction, the District recognizes and supports the need for additional, ongoing training and collaboration that will focus on highly effective tools, skills, and strategies for meeting the diverse needs of our students.

References:

- *CDE Guidelines for Opening Schools: Stronger Together: A Guidebook for the Safe Reopening of California Public Schools*
- *The Sonoma County 2020-21 Roadmap to a Safe Reopening: Key Considerations for Sonoma County Schools to Address the Challenges of Covid-19*
- CDPH: COVID-19 and Reopening In-Person Instruction Framework & Public Health Guidance for K-12 Schools in California,2020-2021 School Year
- Center of Disease Control (CDC) Considerations for Schools
- COVID-19 and Reopening In-Person Instruction Framework & Public Health Guidance for K-12 Schools in California, 2020-2021 School Year
- CA.GOV: CA COVID-19 Safe Schools for All Hub