

Romoland School District School Opening Plan for 2020-21

Under COVID-19 Conditions



UPDATED: OCTOBER 15, 2020

This is a working document that may be adjusted as conditions and/or guidance changes.

INTRODUCTION

The COVID-19 pandemic affected entire communities, states, and the world and led us on a journey none of us thought we would experience in our lifetime. Our communities and families have experienced physical, emotional, health, and financial strains. The high levels of stress and trauma experienced during this time have highlighted the resiliency, strength, and power of ourselves and the importance of our school communities.

We have worked collaboratively with local county health officials and community partners to plan on how to safely open schools in our local context. This plan was developed with the most current information known at the time and may be updated as new data becomes relevant. We have worked with our local health department and local stakeholders to ensure that our protocols align with the most current scientific knowledge and community expectations. It is also reasonable to expect that the protocols we implement will change as the local conditions change.

What has been highlighted during this pandemic is the importance of paying attention to the social-emotional well-being of our students, families, and staff. We have kept the emotional well-being of all at the forefront of our decision making. The process has been inclusive and collaborative from the start of the planning with community stakeholders. We have reflected on systems that may not have worked for every student and family, and we see this moment as an unprecedented opportunity to improve how we care for and educate each student by creating multiple program options for student success with more personalized, student-centered designs.

This plan is informed by multiple sources, including:

[California Department of Public Health \(CDPH\) Industry Guidance: Schools and School Based Programs](#)

[California Department of Education \(CDE\) Stronger Together: A Guidebook for the Safe Reopening of California's Public Schools](#)

[Riverside University Health System - Public Health \(RUHS-PH\) COVID-19 Guidance for Schools](#)

[Riverside County Office of Education \(RCOE\) Moving Forward Together: A Planning Guidebook for the Safe Opening of Schools, Version 1](#)

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TIMELINE

June 23, 2020

Board Meeting review of plan

June 24-30, 2020

Marketing of Instructional Model options

July 1-15, 2020

Parent/guardian plan selection

July 16-17, 2020

Staffing configuration development

July 20, 2020

School offices open

July 21, 2020

Board Meeting review of updated plan

July 22-31, 2020

Teacher professional development

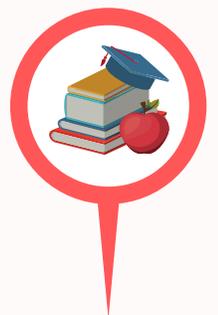
August 3, 2020

Teacher rosters/schedules available to parents/guardians; virtual and hybrid teacher email and call contact parents/guardians

August 6, 2020

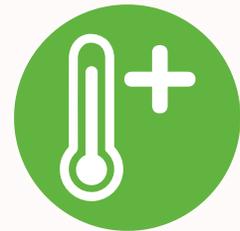
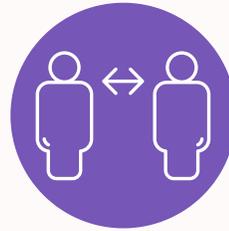
First day of school

Please note this timeline is subject to change based on updated state and county mandates and/or local public health conditions.



HEALTH AND SAFETY

The health and safety of students and staff is the top priority when making the decision to physically open school campuses for use by students, staff, and others. The decision to open is made in close collaboration with local health officials and community stakeholders, including families, staff, and labor partners. Once a school is opened, it is important to continue to communicate with local and state authorities to monitor current health data and the capacities of the local health providers and health care systems.



Campus Access

Each school site will minimize access to campus by limiting nonessential visitors, facility use permits, and volunteers.

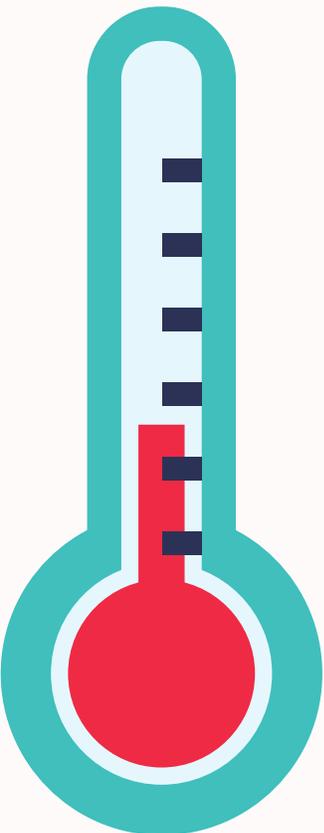
- Minimize parent/guardian access to the school site by developing/refining alternate procedures for parent/guardian-teacher communication.
- Each school site must establish protocols for accepting deliveries.
- Exclude any student, parent/guardian, caregiver, visitor, or staff showing symptoms of COVID-19. Staff should discuss with the parent/guardian or caregiver and refer to the student's health history form or emergency card to identify whether the student has a history of allergies, which would not be a reason to exclude.

Students-Entering Campus

- Students are required to wear face coverings when entering the school.
- Parents/Guardians are expected to screen students before leaving for school which includes a temperature check to ensure temperatures below 100 degrees Fahrenheit, observing for symptoms, and to keep students at home if they have symptoms consistent with COVID-19 or if they have had close contact with someone diagnosed with COVID-19.
- Students will also engage in symptom screening as they enter campus which includes visual wellness check, student questions, and temperature checks with no-touch thermometers.
- Students must wash or sanitize hands as they go to their classroom.
- Each school will provide sufficient points of access to avoid larger gatherings.
- Symptomatic students entering campus are to be separated from others in an isolation area. If more than one student is in an isolation area, ensure physical distancing.

Students who display symptoms after reporting to school are required to wait in an isolation area while on campus.

- Students should remain in isolation with continued supervision and care until picked up by an authorized adult.
- Advise parents/guardians of sick students that students are not to return until they have completed a 72 hour period without symptoms.



Staff-Entering Campus

- Staff are required to wear face coverings when entering the school and while they are on campus.
- Staff complete the screening process prior to leaving for work which includes completion of screening questions and temperature check (check temperature to ensure it is below 100 degrees). Staff will remain at home if they fail the screening. Staff who do not have access to the thermometer must notify the supervisor in order to complete temperature check upon arrival at work.
- Staff must wash or sanitize hands as they enter worksites.

Staff who display symptoms after reporting to school are required to wait in an isolation area while on campus.

- Employees who exhibit symptoms must be excluded from the workplace.
- Staff who are excluded during the self screening process prior to going to work must report absence directly to the supervisor with reasons for the absence.
- Staff members who are sick will not return until they have met criteria to discontinue home isolation.

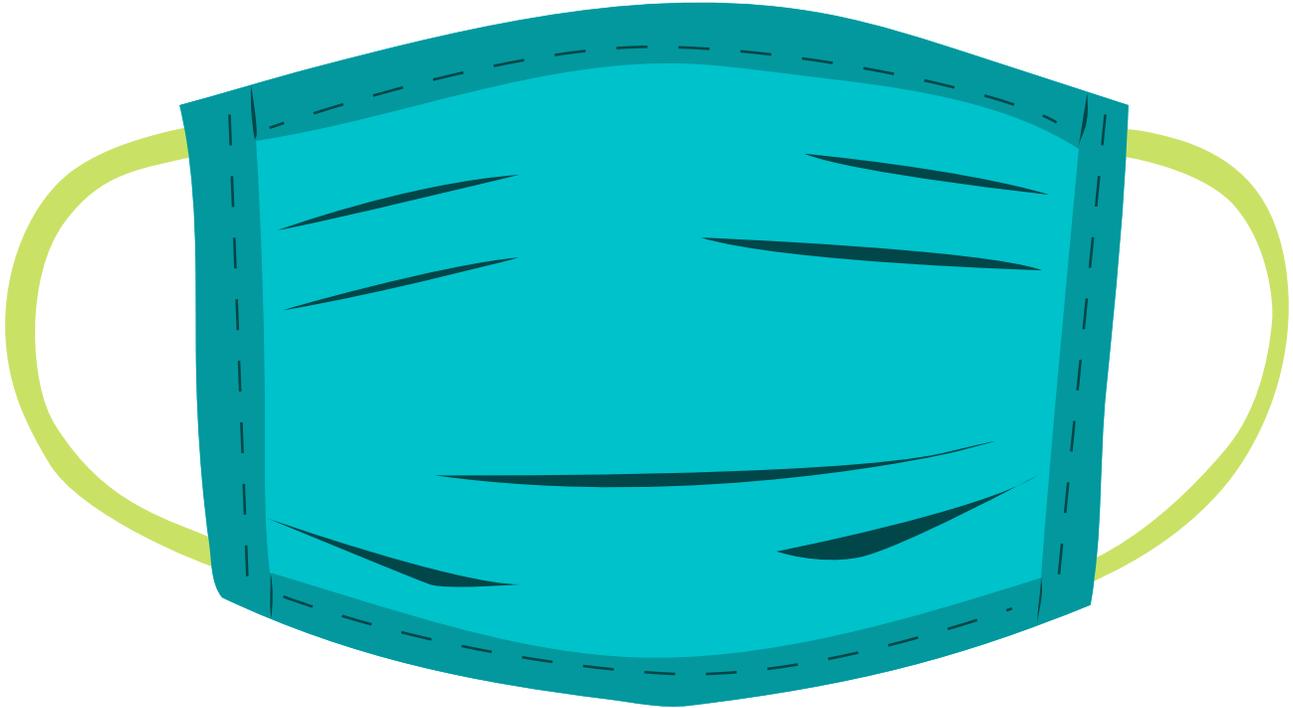
Hygiene Protocols

Staff and students will be trained on the handwashing guidelines and provided with the ability to maintain appropriate hygiene over the course of the school day.

- Staff and students will be provided opportunities to meet handwashing frequency guidance.
- Use of soap and water is the preferred method of washing hands with the use of sanitizing gel is an appropriate alternative.
- Children under age nine should use hand sanitizer under adult supervision.
- Wash hands when: arriving at and leaving school; after playing outside; after having close contact with others; after using shared surfaces or tools; before and after using restroom; after blowing nose, coughing, and sneezing; and before and after eating. Staff are also encouraged to wash hands when they identify a need.

Face Coverings

Staff and students will be trained on the appropriate use of face coverings. Cloth face coverings are meant to protect other people in case the wearer is unknowingly infected.



Staff

- Staff are required to wear face coverings while at work in accordance with CDPH guidelines.
- In limited situations where a face covering cannot be used for pedagogical or developmental reasons, (i.e. communicating or assisting young children or those with special needs) a face shield with a cloth drape across the bottom and secured (i.e. tucked into shirt, tied around back of neck) can be used instead of a cloth face covering while in the classroom as long as the wear maintains physical distance from others, to the extent practicable. (Per RUHS-PH guidance)
- Staff will be provided with masks if the employee does not have access to one at the work site.
- Face coverings are not recommended for anyone who has trouble breathing or is unable to remove the covering without assistance. Medical note required. Face shield with cloth draping to be considered as alternative to cloth face covering. (Per RUHS-PH guidance)
- Staff will be provided with other protective equipment, as appropriate for work assignments.

Students

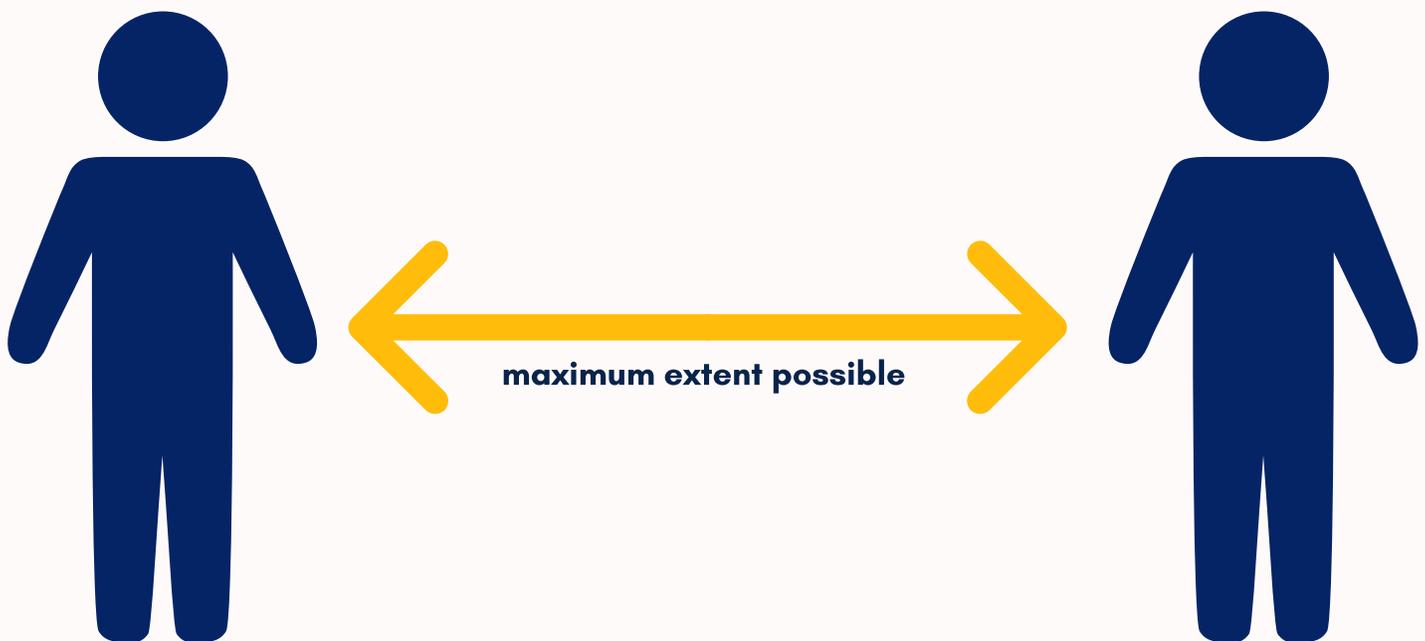
- Students in all grades are required to use face coverings while at school (except when eating or drinking). (Per RUHS-PH guidelines)
- Students in preschool are strongly encouraged to use face coverings, if they can be worn properly, while at school.
- A face shield with cloth draped across the bottom and secured (i.e. tucked into shirt, tied around back of neck) is an acceptable alternative for students who cannot wear a mask properly due to special circumstances such as a particular developmental health diagnosis that would limit their ability to wear a face covering. (Per RUHS-PH guidance).
- Persons younger than two years old are exempt from wearing a face covering.
- Anyone who has trouble breathing, anyone who is unconscious or incapacitated, and anyone who is otherwise unable to remove the face covering without assistance are exempt from wearing a face covering. Medical note required. Face shield with cloth draping to be considered as alternative to cloth face covering. (Per RUHS-PH guidance)
- A cloth face covering or face shield should be removed for meals, snacks, naptime, or outdoor recreation, or when it needs to be replaced. When a cloth face covering is temporarily removed, it should be placed in a clean paper bag (marked with the student's name and date) until it needs to be put on again.
- Schools must exclude students from campus if they are not exempt from wearing a face coverings under CDPH guidelines and refuse to wear one provided by the school. Schools will offer alternative educational opportunities for students who are excluded from campus.



Physical Distancing

To the extent possible, maximize physical distancing for everyone on campus.

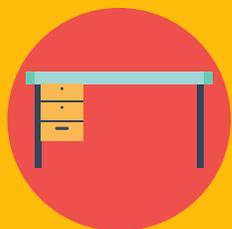
- Signage will be posted to direct students around campus.
- Evaluate student work stations with the goal of creating physical distancing to the greatest extent possible. Establish separation of students through other means if practicable, such as, six feet between desks, partitions between desks, markings on classroom floors to promote distancing or arranging desks in a way that minimizes face-to-face contact.
- Avoid sharing of electronic devices, toys, books, instructional supplies, and other games or learning aids.
- Omit personal items such as stuffed animals and any other toys that are difficult to clean and sanitize.
- Keep each student's belongings separated and in an individually labeled storage container, cubby, or area. Send belongings home each day to be cleaned (as appropriate).
- Virtual activities will be utilized in lieu of field trips and intergroup events when possible.
- Students will remain in the same cohorts as small and consistent as practicable, including for breaks/recess and lunch. Each school has plans to minimize mixing among cohorts to the extent practicable to minimize contact.
- Congregate movement through hallways will be minimized to the extent practicable. Guides located on the floor will support hallway movement to enable physical distancing while passing.
- Physical education is permitted when the following can be maintained: 1) physical distancing of at least six feet, and 2) stable cohort, such as a class, that limits the risks of transmission. Activities should take place outside to the maximum extent practicable. Avoid equipment sharing OR clean and disinfect shared equipment between use by different people.



Disinfecting

Each school site will develop a schedule for the daily disinfecting of the school site environment.

- Disinfecting surfaces between uses by different students or staff, when practical, for items such as:
 - Desks and tables
 - Keyboards, phones, and headsets
- Daily disinfecting of high-touch surfaces, such as:
 - Door handles
 - Handrails
 - Drinking fountains
 - Sink handles
 - Restroom surfaces
 - Playground equipment
- Disinfecting the school environment upon identification of a sick employee or student.



Staff Training

All staff will be provided with training depending upon their individual job classification and responsibilities. Trainings include the following:

- Symptom screening, including temperature checks
- Proper use of protective equipment including the removal and washing of cloth face coverings
- Cough and sneeze etiquette
- Frequent handwashing and proper technique
- Confidentiality around health recording and reporting
- Training for school health staff on clinical manifestations of COVID-19
- Symptom screening practices, including temperature checks
- How COVID-19 is spread
- COVID-19 specific symptom identification
- Preventing the spread of COVID-19 if one is sick, including the importance of not coming to work if staff members have symptoms, or if they or someone they live with has been diagnosed with COVID-19.
- Procedures to follow when students or adults become sick at school.
- Procedures to protect workers from COVID-19 illness.

Family Education

Educational materials and information will be provided to families on the following safety actions:

- Enhanced sanitation practices
- Physical distancing guidelines and their importance
- Proper use and washing of protective equipment including the removal and washing of cloth face coverings
- Cough and sneeze etiquette
- Frequent handwashing and proper technique
- Confidentiality around health recording and reporting
- Symptom screening practices, including temperature checks
- How COVID-19 is spread
- COVID-19 specific symptom identification
- Preventing the spread of COVID-19 if one is sick, including the importance of not coming to work if students have symptoms, or if they or someone they live with has been diagnosed with COVID-19.
- Procedures to follow when students or adults become sick at school.



COVID-19 Staff Liaison

Each school site and the District Office will identify a liaison(s) to respond to questions related to COVID-19.

- Inform employees of the staff liaison and how to contact them.
- Monitor staff absenteeism and have a roster of trained substitute staff.
- Monitor the types of illnesses and symptoms among students and staff to help isolate them promptly as needed.
- Trace and document possible exposures.
- Communication with Students, Parents/Guardians, Employees, Public Health Officials, and the Community on items such as:
 - Proper use of Personal Protective Equipment (PPE).
 - Cleanliness and disinfection.
 - Transmission prevention.
 - Guidelines for families about when to keep students home from school.
 - Systems for self-reporting symptoms.
 - Notify staff and families of exposures and closures, while maintaining confidentiality, as required by FERPA and state law related to privacy of educational records.
 - Provide guidance to parents/guardians, teachers, and staff reminding them of the importance of community physical distancing measures.



Testing

School staff are essential workers, and staff includes teachers, paraprofessionals, cafeteria workers, custodians, clerical staff, administrators, and any other school employee that may have contact with students or other staff. The District shall test staff periodically, as testing capacity permits and as practicable. The testing frequency as recommended by CDPH is testing all staff over two months.

COVID-19 Symptoms and/or Exposure

Each school site and the District Office will identify a liaison(s) to respond to questions related to COVID-19.

Student or staff with COVID-19 symptoms:

- Send home
- Recommend testing
- School/classroom remain open
- No school community communication action needed

Student or staff close contact with a confirmed COVID-19 case:

- Send home
- Quarantine for 14 days from last exposure
- Recommend testing (but will not shorten 14-day quarantine)
- School/classroom remain open
- Potential school community communication action needed

Student or staff confirmed COVID-19 case infection:

- Notify the public health department
- Isolate case and exclude from school for 10 days from symptom onset or test date
- Identify contacts*, quarantine, and exclude exposed contacts (likely entire cohort*) for 14 days after the last date the case was present at school while infectious
- Recommend testing of contacts, prioritize symptomatic contacts (but will not shorten 14-day quarantine)
- Disinfection and cleaning of classroom and primary spaces where case spent significant time
- School remains open
- School community notification of a known case

Student or staff tests negative after symptoms:

- May return to school 3 days after symptoms resolve
- School/classroom remains open
- Potential school community notification only if prior awareness of testing

*A contact is defined as a person who is less than 6 feet from a case for more than 15 minutes.

*A cohort is a stable group with fixed membership that stays together for all courses and activities and avoids contacts with other persons or cohorts.

School Closure

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

Schools may typically reopen for in-person learning after 14 days and the following have occurred:

- Cleaning and disinfection
- Public health investigation
- Consultation with the local public health department

District Closure

A superintendent should recommend district closure if 25% or more of schools in the district have closed due to COVID-19 within 14 days, and in consultation with the local public health department. Districts may typically reopen after 14 days, in consultation with the local public health department.

Returning to School or Work Following COVID-19 Diagnosis

Individuals who test positive for SARS-CoV-2, the virus that causes COVID-19, and who have had symptoms, may return to work or school when:

- At least 10 days have passed since symptoms first appeared, AND
- At least 24 hours have passed with no fever (without use of fever-reducing medications), AND
- Other symptoms have improved.

Individuals who test positive for SARS-CoV-2 who never develop symptoms, may return to work or school 10 days after the date of their first positive test for SARS-COV-2.

INSTRUCTIONAL PROGRAM

As schools plan to open, the instructional program model chosen will become the foundation of a student's and family's future experience in their school community. Many considerations and decision-making points have been considered in their planning. First and foremost, the instructional program models are focused on ensuring student learning and competency development while also considering a student's social-emotional well-being.

As schools reopen and considerations are made to meet the health and safety guidelines, the following are three instructional schedule model options for students and their families. **It is also important to plan with a flexible approach, understanding that we may start the school year with instructional schedule models that may have to shift throughout a school year as new information becomes available about health and safety.**

Three Instructional Models

- **Traditional Model:** A traditional model will consist of in-person, on-campus instruction five (5) days a week on a full day schedule (modified schedule on Wednesdays). The traditional model for 2020-2021 will look different from past school years due to health and safety protocols, with modifications to campus access, lunch, recess, and other campus activities. There will be a regular class size with classrooms set up for physical distancing with desks spaced out to the maximum extent possible and arranged in a way that minimizes face-to-face contact. Attendance will be taken each day. Assessments and grading will be part of this instructional model. Student technology devices will be available. On-campus meal service will be available.
- **Hybrid Model:** A hybrid model will combine on-campus instruction and personalized virtual learning at home. In the hybrid model, students will attend in-person, on-campus instruction two (2) days a week on a modified day schedule. The modified day for hybrid will include an on-campus schedule with a different start and end time than the traditional schedule; this will provide schoolwide staggered start and release times. Class sizes will be smaller for the on-campus days, because half of the class will attend each day with classrooms set up for physical distancing with desks spaced out to the maximum extent possible and arranged in a way that minimizes face-to-face contact. There will be virtual (online) learning three (3) days a week. Attendance will be taken each day, and there will be daily access to the teacher, on-campus or virtual. Assessments and grading will be part of this instructional model. Student technology devices will be available for use at school and home. On-campus meal service will be available for on-campus days, and drive-through meal service will be available for virtual days.
- **Virtual Model:** A virtual model will provide instruction, personalized learning assignments, and support in an online format five (5) days a week on a full day schedule (modified schedule on Wednesdays). Teachers will provide live virtual instruction in whole group and small group formats. They will also provide virtual office hours. Attendance will be taken each day, and there will be daily virtual access to the teacher. Assessments and grading will be part of this instructional model. Student technology devices will be available for use at home. Drive-through meal service will be available.

Instructional Planning

Intentional planning of instruction will be key to a successful implementation of all instructional schedule models. Instructional planning and collaboration will include time for grade level and department teaching staff, including special education staff, to collaboratively plan and learn from each other. To support this collaboration, a system to learn in real time how the learning environment is or is not working for students is essential. Ideally, this feedback loop will allow for school leaders to see how well students are engaged in their learning, whether the instructional supports and accommodations are working, and whether the material is relevant and accessible to the student.

Collaboration and Assessment

In order to inform instruction and gauge student learning, there will continue to be a systematic cycle of assessments including initial screenings and formative and summative assessments. For data to lead to meaningful change in student outcomes, teachers and administrators will have designated collaboration time to analyze data, identify shifts and changes in instruction to meet student needs, implement intervention strategies, and assess the effectiveness of instructional strategies. Assessment data informs instruction for all students, including those with unique learning needs such as students with disabilities, students working below grade level, English language learners, students placed in foster care, and students experiencing homelessness.

Because parents/guardians may have students enrolled in multiple schools across districts, it is vital that communication protocols, online learning platforms, and expectations are coherent and consistent. This also engages parents/guardians as partners in learning.

Curriculum Frameworks

California's curriculum frameworks are guidance documents for implementing the content standards adopted by the State Board of Education. The standards themselves are a resource to inform teachers, administrators, and parents/guardians of the skills and knowledge that students should master and learn at each grade or proficiency level. All curriculum frameworks include information on how to ensure access and equity for all students.

Initial Screening/Diagnostic Assessments

Purpose: Diagnostic assessments are used to identify specific areas where instruction or intervention may be needed to improve student learning.

Formative Assessments/Progress Monitoring

Purpose: Formative assessments and progress monitoring take place during the lesson and provide actionable information about students' learning status relative to the desired lesson goal. Teachers can use data from formative assessments immediately to adjust their instruction and ensure students progress towards learning goals.

Summative Assessments

Purpose: Summative assessments evaluate student learning, skill acquisition, and academic achievement at the conclusion of a defined instructional period—typically at the end of a project, unit, course, trimester, program, or school year.

SOCIAL-EMOTIONAL LEARNING



There is a growing body of research proving that social and emotional learning (SEL) is fundamental to academic success. SEL must be woven into the work of every teacher, in every classroom and every after-school and summer learning program if we truly want to prepare all our students for college and careers. We know the COVID-19 pandemic has created different types of traumatic experiences and high levels of stress for many of our staff, students, and families. This experience emphasizes the importance of social-emotional well-being for all.

When educators and students practice physical distancing at school or through distance learning, it does not mean they must lose social and school connections. During the COVID-19 response, it is critically important to place adult and student wellness first to establish a positive, safe, and supportive learning environment. Leading with SEL is essential because children need social and emotional support as they, like the adults around them, navigate the unprecedented challenges of alternative learning contexts, and because SEL helps students access academic content through building essential self-management skills, resilience, and connections.

As the possibility of a virus resurgence exists, so does the possibility of alternating between virtual learning and in-person classroom activities. The California Department of Education (CDE) has compiled a list of resources that provide a range of SEL options for educators, administrators, other school leaders, and parents/guardians as they support their students during distance learning. To view the list of resources, visit the CDE SEL and Distance Learning web page at <https://www.cde.ca.gov/ci/se/seldistance.asp>. Many of these resources can be used inside and outside the classroom.

The CDE is committed to helping educators learn more about SEL and how to infuse social and emotional supports into every child's school experience. The team developed California's Social and Emotional Learning Guiding Principles (full version and summary) and a social and emotional learning resource guide available at <https://www.cde.ca.gov/eo/in/socialemotionalllearning.asp>.

The District has committed to providing full time school counselors at each school site. The counselors provide whole group, small group, and individual student support. Each counselor teaches SEL lessons to all students, and this will continue with the multiple instructional program models. Further, all students in the district have access to receiving support, if needed, from two full-time school based mental health therapists.

SPECIAL EDUCATION

Students with disabilities and other special populations are fully integrated into every aspect of preparation and participation, and to ensure the needs of all students are addressed and the decision benefits all students, staff, and families. Upon moving forward with opening of schools for students, many factors come into play when determining what instruction should look like for students with disabilities who are working towards their goals and objectives. Because instruction may look very different than in the past, there will need to be flexibility with determining how services are to be provided, and sensitivity to disability discrimination issues as well as ensuring a Free Appropriate Public Education (FAPE) under the Individuals with Disabilities Education Act.

As Tucker and Kruse wrote, we must prepare in a way that is flexible enough to respond to an uncertain future under COVID-19, yet robust enough to ensure that all students—including students with disabilities—have an equal opportunity to succeed over the long term. Doing so can help ensure that equity is built into the foundation of a new era of education.

Ensure a Free Appropriate Public Education (FAPE) under the Individuals with Disabilities Education Act by working with each family and student to determine what FAPE looks like for each student and family during COVID-19. It may be different from the individualized education program (IEP) developed pre-COVID-19. Students with disabilities are included in all offerings of instructional program models by using the IEP process to customize educational opportunities and provide support when necessary.

There will be monitoring to ensure that school sites are not over identifying specific students groups due to school closures, without evidence based practices by implemented, supported, and modified instruction as needed. They should also provide evidence of multiple measures attempted before referrals are presented for assessment for qualification of special educational services and programs.

Compliance: Utilize and Update Individualized Education Programs (IEPs)

In the early stages of the COVID-19 pandemic, the federal Office of Special Education Programs (OSEP) and CDE provided guidance that IEP amendments were not necessarily required for the immediate change to distance learning. However, the duration and overarching changes to education delivery in many cases will warrant changes to students' IEPs. This ensures that the IEPs account for the local delivery of education as school sites reopen, including contingencies for pivoting in and out of distance learning.

In accordance with the Individuals with Disabilities Education Act (IDEA), each student with a disability has unique needs and it is the purpose of the education system to ensure every student has access to their grade-level standards and makes progress in their education. 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 as well as what accommodations and modality of learning allows the greatest access, while addressing services in the least restrictive environment.

Communicate Openly and Often with Families

We do not underestimate the need to initiate and have ongoing communication with families. Keeping the lines of communication open with the family and interaction often to discuss the students' needs within the structure of the educational model is vital. Engaging and reaching out often and sometimes through multiple avenues is critical to ensure connectedness and support, particularly for families who may be in crisis.

Collaborative, ongoing discussion about an appropriate path forward once school sites reopen for each student, given each student's unique needs and circumstances, is critical to ensuring equitable access and offering of FAPE for students with disabilities. We know every family situation and feeling about the current pandemic are as unique as the needs of the children. Honoring the fears, challenges, diversities, and preferences of families is critical to the success of students with disabilities in reopening our schools.



ENGLISH LEARNERS

School closures will have an increased impact on learning acceleration for the 1.1 million English learners enrolled in California public schools. When schools reopen it is important to continue to ensure the goal of English learners acquiring fluent English proficiency as rapidly and effectively as possible. The District has been a leader in this goal over the past five years, and this focus will continue in all instructional program models.

Our English learners, like all our students, have had a disruption of their daily lives, have worries about their own families, and have experienced high stress situations. These students will need additional supports to rebalance and refocus on the task of learning and being productive in the school community. The goal remains for English learners to achieve the same rigorous grade-level academic standards that are expected of all students, within a reasonable period of time. To accomplish these goals, all English learners must receive a comprehensive program of designated and integrated English language development (ELD) instruction targeted to their proficiency level, and appropriate academic instruction in a language acquisition program (5 CCR[c][1]).

The California English Learner Roadmap Policy

The Educational Programs and Services for English Learners (EL Roadmap Policy) sets the direction for educating English learners in California. The EL Roadmap Policy provides four guiding principles to support English learners:

Principle One: Assets-Oriented and Needs-Responsive Schools

Principle Two: Intellectual Quality of Instruction and Meaningful Access

Principle Three: System Conditions That Support Effectiveness

Principle Four: Alignment and Articulation Within and Across Systems

These principles will continue to guide us in implementing instructional programs for English learners as we reopen schools. This includes ensuring support for English learners' social-emotional well-being and support they need to succeed academically. The same is true for English learner students with disabilities. For dually identified students, a knowledgeable educator will be involved in planning for the needs for students with an individualized education program (IEP). The Practitioners' Guide for Educating English Learners with Disabilities is available on the CDE Educating English Learners with Disabilities web page.

Language instruction services will be available to English learners in all instructional program models. They will be provided designated and integrated ELD. Under state and federal law, there is no required amount of time that must be allocated to English language services. These services may be provided in person, virtually/online, or via telephone. The District can also provide instructional packets in a paper format.

School closures and the reopening process may also impact reclassification. In order to support reclassification of students who were unable to complete the English Language Proficiency Assessments for California (ELPAC) in 2019–2020, the California Department of Education (CDE) has proposed an optional administration of the 2019–2020 Summative ELPAC to occur in fall 2020. This optional administration is pending approval by the governor and the State Superintendent of Public Instruction. If approved, the optional fall test administration window for the 2019–2020 Summative ELPAC will be open from August 20 through October 30, 2020. This is an optional testing window, open to all district that have not finished testing, and can be used as an opportunity to assess English learner students, the students will be assessed for the academic grade in which they were enrolled during the 2019–2020 school year for the purpose of reclassification at the beginning of the 2020–2021 school year. As per stakeholder feedback at our District Advisory Council of Compensatory Education (DAC)/ District English Learner Advisory Committee (DELAC) meeting held in May 2020, if the optional Fall Summative ELPAC is approved, we will administer the assessment to our English Learners who achieved moderately developed English (level 3) during the 2018-19 test administration. Students tested during the optional Fall ELPAC administration will receive a Student Score Report within four weeks of submitting all four domains for grades three through twelve or receipt of Writing Answer Books by the test contractor for kindergarten through grade two. The optional Summative ELPAC scores will be reviewed per the district’s reclassification criteria, which remain unchanged in the 2020-21 school year as per feedback from the DAC/DELAC committee. The district’s reclassification criteria includes the state criteria that an English learner may not exit from EL status unless the student has demonstrated proficiency (level 4) on the ELPAC. All English Learners including English Learners who were administered the optional Fall Summative ELPAC and were not eligible for reclassification will be administered the 2020-21 Summative ELPAC in the Spring of 2021. Schools should closely monitor English learners and students who were reclassified as fluent English proficient to evaluate whether students need additional services. An English learners’ English proficiency level may have decreased because the student has experienced limited instruction for an extended time during school closures. Therefore, close monitoring is key to ensure that English learners have the opportunity to recover any academic losses incurred during school closures .

In addition to collaborating with classroom teachers and school, district, and county educators, engaging the parents/guardians of English learners remains important during school reopening and throughout the school year. We will ensure meaningful communication with parents/guardians of English learners in a language they can understand and to adequately notify parents of the same information about any program, service, or activity that is shared with parents/guardians of students who are not classified as English learners. All mailings and emails to parents/guardians will be translated to provide access to the information in a language they understand. For parents/guardians who are not literate, LEAs may use recorded telephone calls that go to families that include the option to select a language in which to hear the message. Working with parents/guardians and offering them the opportunity to be involved in their children’s education is key to the students’ success at all times, especially during the transition to reopening and virtual learning programs.

EARLY CHILDHOOD EDUCATION

Early Childhood Education (ECE) programs are critical to the California economy. Many essential workers have children who require supervision and care while they perform their essential functions in the community. These children need a safe, quality environment with rich learning experiences and responsive interactions while their parents/guardians work.

The Romoland School District ECE program is located on multiple school sites and serves children ages two years and nine months through five years old during the day. These programs have contracts to provide care that are overseen by the CDE Early Learning and Care Division (ELCD) as well as Early Head Start and Head Start.

Early Head Start, our Home Visiting program serves children six weeks through three years old in their homes. The Early Head Start program will offer a thirty minute virtual check in session once a week in lieu of our usual ninety minute in-home visit. This will be accompanied with ongoing distance learning activities that will be established in partnership with each family. In addition, all Early Head Start families will have regular communication with program staff and access to all regularly scheduled comprehensive services.



The decision about whether and how to reopen in adherence to local and state health directives also takes into consideration compliance with all program requirements to ensure the health and safety of staff and children.

- ECE staff will be well-resourced with cleaning and medical supplies, paying specific attention to handwashing stations, use of PPE by staff--face coverings at a minimum, and disinfecting procedures for all shared surfaces and materials, including toys and other manipulatives.
- All staff and children will undergo temperature checks at the start of each day and appropriate actions should be taken as health concerns including, but not limited to, a temperature above 100.0 degrees Fahrenheit or known exposures to COVID-19 arise.
- ECE staff will take steps to ensure their ability to maintain reasonable physical distancing prior to reopening, including the following:
 - Adhering, to the extent possible, to best practices guidance issued by the CDSS and ELCD regarding group size and ratios while also maintaining contractual requirements, unless waived.
 - Instituting procedures to ensure children are grouped in the same configuration, with the same staff throughout the day and restrict mixing between groups. This may require reconfiguring the physical space (e.g., deconstructing centers to ensure access to all types of activities for all children) or moving children between physical spaces throughout the day.
 - Maximizing outdoor time for children in accordance with schedules to rotate use and allow for cleaning of any shared materials or equipment.

- Utilizing head-to-toe placement of children and creating physical barriers, as needed, to protect children and ensure distancing during nap times.
- Staggering arrival and pick-up times to limit direct contact with and between parents/guardians and caregivers to the greatest extent possible and creating processes such as curb pick-up or different doors for entering and exiting to the greatest extent possible.

EXPANDED LEARNING

Expanded learning programs have a unique set of assets and expertise that are particularly important in the COVID-19 era. In particular, after-school and summer programs have an explicit commitment to build the positive relationships, safe and supportive environments, and engaging activities that students most need in this time of uncertainty and stress.

Stress has a major impact on the developing brain. The Science of Learning and Development Alliance is a great resource for teachers, counselors, and administrators to understand how stress affects students (see its research at <https://www.soldalliance.org/resources>). In the pandemic, students may have experienced high levels of stress from the disruption of their daily lives, worries about their own and family members' health, and possibly financial strains in the household and community. For children living in unstable or unsafe conditions, the stress and trauma—resulting in ongoing, unbuffered cortisol—threaten to have long-term negative impacts on their bodies and brains. These students will likely return to school needing additional supports to rebalance their limbic systems and refocus on the task of learning and being productive in a school community.

This is where expanded learning can play a key role. Oxytocin—released through the experience of trusting relationships and safe, calm, predictable environments—acts as a buffer to cortisol, allowing children to access the higher order thinking, planning, remembering, and regulating functions of their limbic system. Expanded learning programs are an untapped resource that not only complement academic skill-building, but more importantly, specialize in building positive relationships with young people and their families.

Staff in these programs often have had similar experiences of the student population and can quickly form authentic relationships with students. And, because family members sign their children out with staff at the end of the after-school program, expanded learning staff are more likely to have relationships with families, often acting as a bridge to school-day teachers through the ongoing communication that naturally takes place. Expanded learning programs also focus on creating safe, supportive learning environments that foster a sense of belonging for all students, reinforce high expectations for behavior, and inspire engagement, skill development, and mastery—all of which are enhanced and deepened through the trust built between students and expanded learning staff. In this time of dysregulation and readjustment, expanded learning providers are key allies in reaching students and rebalancing their equilibrium for learning.

There are multiple models being considered for a redesigned school structure to comply with health standards and guidelines. After-school programs can help and will be available to students enrolled in the traditional and hybrid models. Students enrolled in the hybrid model will be invited to participate in the after-school program on the same days they attend school on campus. Across all of the following configurations, expanded learning providers can ensure that students are having positive social interactions with adults and peers in safe and supportive environments that value youth engagement and learning. After-school staff will be essential partners in helping students readjust to the school environment and re-engage with learning.

PROFESSIONAL RELATIONSHIPS AND LEARNING

Reopening schools utilizing new instructional models requires special attention to professional relationships and learning. Any large-scale transition for schools can only be achieved with commitment through strong educator supports. Educators must be supported in ways that allow them to focus on student learning. An important part of this support should include building and nurturing staff relationships. This can be achieved by addressing the strain of isolation through video conferencing, digital environments, time for educators to stay in touch with each other, and by ensuring teachers have agency in determining the focus of professional learning (PL). PL sessions will be facilitated with adult social-emotional learning in mind, incorporating practices such as welcoming rituals, engagement activities, and optimistic closures.

Implementation of a quality PL system aligned to California's Quality Professional Learning Standards ensures that the transition to a new instructional program model will result in positive outcomes for students and educators. Data will be continuously collected throughout the transition to inform PL and will be disaggregated by student groups in order to identify the most critical student needs. The content of PL experiences will help administrators and teachers build a shared understanding of what successful implementation of the instructional program model looks like for all students and what the system needs in order to achieve it. PL will also cover health and safety protocols. Community of practice models will continue, through effective use of digital tools, to try new approaches and share results with colleagues, facilitate common planning and agreements, and provide tailored supports as needed. Instructional leaders will support teachers in building confidence within the new model by providing opportunities to learn and experiment with tools and resources.

CONTINUITY OF RELATIONSHIPS AND LEARNING PLANS

Through the COVID-19 pandemic the importance of the physical space of schools has been amplified. The physical space of schools is where shared experiences happen, memories are created, connectedness and relationships are built, and meals are shared . When the District quickly pivoted to a distance learning model, one of the reasons school staff found success was because of the existing relationships and connectedness built during the school year.

Relationships and connectedness are at the core of our healthiest school communities. We know from experience and the science of learning and development that meaningful relationships are essential for students to grow as learners. The student/staff relationships are the foundation of students' connectedness to the school community and learning. Staff to staff relationships provide the space for staff collaboration and growth. Student to student relationships allow peers to connect to each other and begin to understand diverse perspectives, helping them become more compassionate human beings.



MENTAL HEALTH AND WELL-BEING FOR ALL

The entire education community has been affected by the COVID-19 pandemic. The community has experienced high levels of stress from the disruption of daily lives and worries about the physical health of oneself and others, and many have been under financial strains. For many, especially children, living with these strains in the household and community, the stress and trauma threaten to have long-lasting negative impacts on the body and brain. Each person will need additional supports and systems that will help to rebalance and refocus on the task of learning and being productive in a school community.

Mental health and wellness is a priority within our planning. Each of our schools has embraced a multi-tiered system of support for student social-emotional-behavioral needs over the past few years. Thus, we have invested in full-time school counselors for each school, and we additionally invested in the services of two full-time school based mental health therapists. We have a partnership with Victor Community Support Services, and we make outside referrals for students and families to that agency and others when more intensive support is needed than our in-house services can provide.



Universal Supports: Whole School Safety and Prevention Planning (Tier 1)

- Conduct universal screening to identify social-emotional needs of students.
- Analyze mental health needs data with stakeholders during the LCAP stakeholder engagement process.
- Study trauma-responsive school system support for school communities.
- Continue to implement a multi-tiered system of support for school attendance to connect with students and families to promote attendance.
- Engage in professional development time to increase staff knowledge and skills about student trauma and mental health destigmatization.
- Share the National Suicide Prevention Lifeline 1-800-273-8255 widely, including District website. (Currently on secondary student ID cards.)

Community and Family Engagement and Support (Tier 1)

- Collaborate with stakeholders, such as county behavioral health departments and local HMOs and PPOs, to promote staff wellness and provide workshops and supports regarding adult and student mental health, trauma responsiveness, suicide prevention, and resilience.
- Include mental health and wellness resources on district and school websites and in communications with families (newsletters, emails, texts, robocalls, etc.).
- Share resources for basic needs: food banks, Medi-Cal, Covered California, energy programs, housing, prescription and patient assistance programs, unemployment supports, local food distribution, free internet access, etc. on the District website and in communications.
- Outreach by School Engagement/Foster Youth Liaison to families in need of assistance and resources.

Universal Supports: Staff Wellness (Tier 1)

- Provide professional development on secondary traumatic stress and self-care.
- Promote mindfulness techniques and staff social supports.
- Provide routine communication (in-person and/or virtual) to staff members to encourage positive relationship building and encourage self care.

Classroom Strategies (Tier 1)

- Establish and implement daily routines for both in-person and virtual instruction. Include stress management or mindfulness practices in daily classroom routine.
- Consider the impact of stress and trauma when assessing and supporting students.
- Use restorative circles (in-person and virtually).

Early and Targeted Intervention for Students and Staff (Tier 2/3)

- Provide staff with mental health and wellness resources and information from their benefits package.
- Promote and support adult SEL.
- Maintain student mental health services.
- Encourage students to use counseling services as needed.
- Promote messaging to remove mental health stigma.
- Be prepared to offer mental health services remotely.
- Provide information about and access to tele-behavioral health services for counseling services (group, individual).

COMMUNICATION AND COMMUNITY ENGAGEMENT

Our opening plan can only be as successful as our ability to maintain trust and credibility through frequent and transparent, two-way communication.



Research on risk communication shows that people are less able to comprehend information when under stress and trust is determined when organizations demonstrate empathy and honesty during a crisis. We have a comprehensive communication plan targeting key audiences—such as students, parents/guardians, employees, and community members—that are responsive to stakeholder concerns. Implementing clear, consistent, and specific communication protocols allows everyone to safely reengage in this next transition for schools.

Communication strategies leading up to school reopening will emphasize the safety measures undertaken by the schools and District, including personal protective equipment (PPE) for students, teachers, and staff, cleaning and sanitization protocols, physical distancing measures, and mental health and well-being supports. There will also be information about the importance of symptom onset and keeping students home when sick. Communication efforts will also outline processes for parent/guardian visits to sites, student pick-up, and student drop-off.

Communication Plan

- Understand and utilize the communication methods preferred by target audiences.
- Determine the desired outcomes of communication efforts and design key messages to achieve them.
- Differentiate key messaging across multiple platforms (e.g., email, text messaging, infographics, website posts, social media, news media outlets, printed mailings, etc.).
- Include languages other than English.
- Use communication methods that will accommodate persons with hearing and visual impairments.
- Develop frequent messaging that includes all critical information to reduce confusion, anxiety, or misunderstandings. Certainty reduces stress, even when there are not always specifics to share. For example, if plan or action step specifics are not yet available, provide detailed updates and information about the decision-making process and factors being considered (especially as they pertain to stakeholder feedback).



- Ensure communication is bias free and destigmatizing and does not perpetuate stereotypes.
- Use existing school resources to amplify messaging: school campus signage, marquees, existing handouts, digital flyers via Peachjar, Class Dojo, etc.
- Provide contact information for follow-up questions or concerns.
- Develop a dedicated web page that includes answers to common questions and that all staff can direct the public to for the latest updates. This measure can reduce the burden on individual employees and will promote message clarity and consistency across schools.
- Promote consistency of messaging by developing internal talking points for frontline staff, including principals, teachers, office and clerical staff, etc.

Effective Community Engagement

- Clearly communicates the organization’s objectives.
- Ensures stakeholders understand their role in the process.
- Specifies how and when feedback will be used in the decision-making process.
- Reflects back to stakeholders the feedback received to demonstrate the organization has listened.
- Closes the loop and strengthens credibility by communicating how feedback was acted upon.



Effective Community Engagement Strategies

- Qualitative and quantitative surveys.
- Focus groups and listening sessions with target stakeholders.
- Previews of draft plans with representative stakeholders to build early understanding and solicit real-time feedback.
- Appointment of representative stakeholders--administrators, students, educators, parents/guardians, union leaders, etc.--to steering committees charged with developing plans.

TRANSPORTATION

Romoland School District provides bus transportation for students with disabilities in need of transport. Bus services are provided through a District contract with a school bus transportation agency. Given the complexities of aligning transportation and instructional models, collaboration with the bus agency is critical to ensure the safe transportation of students to and from school during this pandemic. In addition to transportation for students with disabilities, bus transportation is provided to students for school field trips.

Safe bus practices will be developed with the school bus transportation agency during the development of the contract agreement. The areas planned for will be:

- Bus Routes
- Loading/Unloading Zones and Bus Stops
- Physical Distancing on School Buses
- Vehicle Cleaning Maintenance Scheduling
- Driver Training and Certification



STUDENT MEALS

A successful nutrition program is a key component to every educational environment. School meals protect the most vulnerable children against hunger. A child cannot focus on learning when they are feeling hungry. School meals boost learning, and studies show that students perform best academically when well nourished. Therefore, ensuring a child has access to healthy and appealing meals in schools is extremely important.

As school food service operations transition from serving meals during unanticipated school closures to serving meals in a school environment with multiple instructional program models, we consider national, state, and local health and safety guidelines. The District Nutrition Services Director and Nutrition Services staff are actively engaged in the discussions regarding plans for reopening schools to ensure that students participating in all models have access to healthy meals. They have considered the resources and flexibilities necessary to transition food service operations to an on-site or off-site student meal delivery system or operate both at the same time. This includes applying for state or nationwide waivers and updating school policies, standard operating procedures, and professional development to ensure compliance with Child Nutrition Program requirements and procuring equipment, supplies, and menu options necessary for meal service.

Health and Hygiene Promotion

- Teach and reinforce handwashing and use of a cloth face covering by employees when near other employees or students.
- Have adequate supplies for both employees and students including soap and hand sanitizer.
- Post signs on how to stop the spread of COVID-19.
- Clean and disinfect surfaces frequently touched by students during and after meal service, including tables, chairs, carts used in transportation, and point-of-service touch pads.



Meal Preparation

- Ensure gloves, masks, disposable aprons, and other supplies are readily available.
- Promote fresh healthy menu options that are individually plated meals and pre-portioned and pre-wrapped produce.
- Use disposable trays and wrap cold items in plastic and hot food with foil.
- Consider how work stations can be reorganized for proper physical distancing during meal preparation and meal service.
- Adjust employee shifts to minimize the number of staff in the kitchen.

Onsite Meal Service

- Assess whether to serve meals in the classroom or cafeteria or to use outdoor seating, or a blend of all locations to allow for smaller student groupings.
- Encourage physical distancing through increased spacing, small groups, and limited mixing between groups, if feasible.
- Stagger meal times to allow for cleaning between meal services and to serve students in smaller groups.
- Provide physical distancing between groups or tables by increasing table spacing, removing tables, marking tables as closed, or providing a physical barrier between tables.
- Provide physical guides, such as tape on floors or sidewalks and signage on walls to ensure that students remain at least 6 feet apart in lines or while waiting for seating.

Cleaning and Sanitation

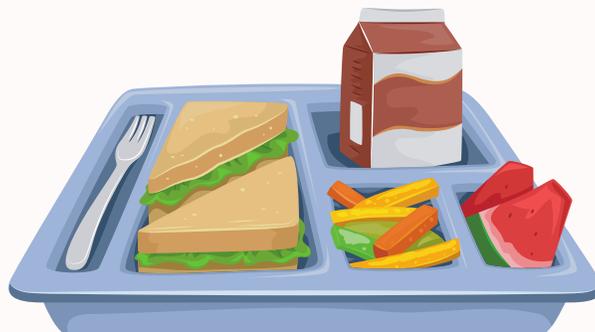
- Update standard operating procedures for sanitation of school kitchens and cafeterias.
- Train all employees on health and safety protocols, including correct application of disinfectants and maintaining physical distancing.
- Remove or suspend use of share tables and self-service buffets for food and condiments.
- Have staff wear masks and gloves while using point of service (POS) touch pads, replace touch pads with a scanner, or have hand sanitizer available.
- Install physical barriers, such as sneeze guards and partitions, at POS and other areas where maintaining physical distance of 6 feet is difficult.
- Increase access points for providing meal service.
- Ensure cleaning of every table between groups of students or meal service times.

Offsite Meal Service (with approved USDA waivers)

- Offer grab-and-go student meals for consumption, including drive-through or curbside pick-up options.
- Assess whether there are students who are unable to access school meal distribution sites and identify ways to address these gaps.

Communication with Students and Families

- Notify parents/guardians and the school community about school meal service and options.
- Use a variety of communication methods such as social media, newsletters, and District and school websites.



INSTRUCTIONAL TECHNOLOGY

Romoland School District has a classroom technology standard in place to provide 1:1 student devices for all 3rd-8th grade students and 2:1 devices for K-2nd grade students. TK classrooms are provided with 10 tablet devices. For the anticipated distance learning needs of 2020-21 we are purchasing additional devices to supplement our classroom standard and bring TK-2 grades up to a 1:1 student device ratio.



According to a recent district survey we have identified that approximately 10% of our students do not have access to wireless Internet in the home. To address this deficiency we allow students with take-home devices to checkout a Sprint hotspot if in-home Internet access is not available. Hotspots are acquired through a partnership with the federal ConnectEd program. Families who take home a hotspot are required to complete a request form to affirm that the hotspot will only be used for instructional use by the student.

Student devices are engraved with the District logo to prevent theft or loss of property. The IT department maintains a technology asset inventory to monitor device check-out and location. There is a process in place to provide repairs and technical assistance for all student devices. A helpdesk system is utilized to track issues and log repairs. Documenting these steps helps the information technology staff to expedite service and identify patterns that may indicate larger issues, such as a widespread issue within a specific device model. Automated, timely, and meaningful service ticket reports can be generated from the helpdesk system.

It is important for the District to know the status of devices for the hybrid and virtual learning environments. To that end, the district only provides ChromeOS-based devices for students and uses Google's device management system to centrally manage settings and deploy system updates. Updates are essential to ensure that devices and systems are secure, reliable, and ensure good user experiences.

Instructional Technology coordinates the processes to collect devices from students as well as staff. Device collection occurs in central or organized locations at school sites. Messaging is provided to all staff, students, and parents/guardians on the collection process. Public health guidelines and direction on cleaning, dwell time for disinfectants, or storing devices is followed to ensure the pathogen is mitigated.



The district's standard Learning Management System (LMS) is Google Classroom. Instructional Technology works with the Educational Services Department and school sites to ensure proper licensing and teacher and student access is available to District instructional program resources: i-Ready, NewsELA, BrainPop, and Accelerated Reader.

ADDITIONAL RESOURCES

[American Academy of Pediatrics COVID-19 Planning Considerations: Guidance for School Reentry](#)

[California Department of Education \(CDE\) Stronger Together: A Guidebook for the reopening of California's Public Schools](#)

[California Department of Public Health Industry Guidance: Schools and School Based Programs](#)

[Center for Disease Control \(CDC\) Activities and Initiatives Supporting the COVID-19 Response and the President's Plan for Opening America Up Again](#)

[Riverside County Office of Education \(RCOE\) Moving Forward Together: Reopening Guide](#)

