



Ravenswood Reopening & Recovery Plan 2020



Executive Summary

Our Ravenswood community has been deeply impacted by the events of Spring 2020. In March, the COVID-19 pandemic forced RCSD schools to shift to instruction via distance learning for the rest of the school year. The pandemic has disproportionately impacted communities of color, like East Palo Alto, and the shelter-in-place restrictions have caused significant hardship to many of our families. On top of this, the public outcry over the deaths of George Floyd, Breonna Taylor and countless other black men and women across the country raised the longstanding issue of police violence and systemic racism to the top of every newspaper. While this isn't news to our community, videos of these deaths, and the reaction to widespread protests, have put immense strain on our community members, and especially the black women, men and children in our community.

But while we face large challenges, we also have strengths to build on. We are a small but mighty community, knit together by personal relationships between families, teachers, principals, district administrators, community partners and elected officials. In late March, when everything was in disarray, we showed how we could pull together to meet the needs of our families, providing thousands of meals, hundreds of gift cards for groceries and supplies, backpacks full of school supplies, as well as tablets, chromebooks and hotspots so that learning could continue despite the massive challenges.

Looking ahead to Fall 2020, much is still unknown. But **we are committed to navigating this uncertain territory the way we have done everything this year - together.** This Spring, Ravenswood formed a Reopening Schools Task Force with members from our many stakeholders: teachers, staff, parents, community partners, principals and district leaders. We engaged even more people deeply through subcommittees on wellness, instruction, operations, community engagement and staff engagement. And we had multiple opportunities for families and staff to share their perspectives through surveys, virtual meetings and town halls, and through public comment at board meetings.





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Together, we have created this Recovery Plan. It outlines how Ravenswood intends to transform our district to meet our community's needs in the context of a global pandemic, without losing focus on the ultimate mission of empowering every Ravenswood student to fully engage critically and creatively in their education, with the skills and mindsets necessary to successfully fulfill their unique potential.

In developing this plan, the Task Force balanced three priorities:

- **Health & Safety**
- **Student Learning & Development, and**
- **Community Focus.**

And when developing this plan, as in all other work, the Task Force strove to demonstrate Ravenswood's core values of student-centered, innovation, integrity, respect, empowerment, and excellence.

Based on conditions in late July, where COVID cases in San Mateo County and Ravenswood are increasing, we are recommending opening school in a distance learning environment. We plan to review public health data regularly, in collaboration with the county office of education. When it is safe to bring students back on campus, we will phase in the option of a hybrid model with students spending a few days on campus and a few days at home learning. As the year progresses, and conditions improve (we hope!), we will seek to have all students return to campus daily.



This plan is still a work in progress. Given the short time frame for planning, and the rapidly changing public health conditions and recommendations, we anticipate using every minute available before school starts to refine and improve this plan. And once school starts, we will monitor our success and adjust our plans as needed to respond to new public health guidance or to what we see working or needing improvement in our instruction and support.

COVID has forced us to make changes that no one could have anticipated at the beginning of 2020. **But we are determined to use this crisis to innovate and grow together as a community, and continue to adapt and invest in our [strategic priorities](#).** Our environment may have changed dramatically, but our focus on students has not.



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Task Force: Purpose, Process & Members



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Task Force Overview

RCSD school sites were closed in mid-March due to the COVID-19 pandemic, and school shifted to instruction via distance learning for the remainder of the year. Looking ahead to Fall 2020, much is still unknown. But as California begins to “open up” shelter-in-place restrictions, RCSD needed to plan for what our school model would look like in the fall. The county office of education asked RCSD to submit a plan for school reopening by 30 days before the start of school (July 24, 2020).

We knew that we would need to comply with a new set of social distancing and cleaning requirements in order to ensure a safe learning and teaching environment for our students and staff, including reducing the number of students in any given classroom. This will require us to change our staffing, schedule and instructional model, particularly if there are periods of time when in-person instruction will not be possible due to flare-ups of the virus during the year.

RCSD needed to understand the health/safety requirements for re-opening our school sites, learn from our distance learning experiment this spring, as well as from other schools/systems’ experiences, and engage our stakeholders in order to identify the best options for our community. And since conditions and information may change throughout the fall (and indeed, the whole school year), we must be prepared to monitor and adapt our model during the school year as well.

With the support of the Board of Trustees, Superintendent Sudaria empowered a School Reopening Task Force to lead an inclusive process that engages stakeholders and experts in order to recommend options for what school would look like in Fall 2020, and be prepared to recommend adjustments throughout the school year if needed.

Task Force Purpose

- Gather and analyze information in order to recommend a model (or models) for RCSD to re-open safely and effectively in Fall 2020. The Task Force recommendations would form the basis of the reopening plan that the Superintendent would propose to the School Board for approval on July 16, 2020 and then submit to the San Mateo County Office of Education by July 24th, 2020.
- Monitor progress of the new model and recommend adjustments during the year as needed

All Task Force agendas, presentations and notes are publicly accessible on the district’s website: <https://sites.google.com/ravenswoodschools.net/reopeningplanning/home>.

Major Activities of the Task Force

- **Gather information** (using subcommittees)
 - Input about priorities for Fall 2020 from key stakeholders (parents, staff, students, community members & partners)
 - Health, safety and legal constraints and guidelines (e.g., from state & county offices of education and public health)
 - Lessons learned from distance learning in RCSD since March



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- Lessons learned / research / best practices from other schools or systems re: distance learning and education within constraints of social distancing
- **Develop and analyze potential scenarios for Fall 2020** (use subcommittees/work groups if needed)
 - Criteria for evaluating different models, including how well they support RCSD's strategic priorities (e.g., safety of students/staff, educational effectiveness, socio-emotional wellness, feasibility for parents, feasibility for staff, cost, impact on special populations like students with special needs and English learners)
 - Potential school models (distance-only, hybrid distance/on site learning)
- **Engage stakeholders** (parents, students, staff, community members & partners) to:
 - Share synthesis of what the Task Force is learning, and
 - Gather feedback on criteria and potential scenarios before making a final recommendation
- **Recommend a draft reopening plan for Supt. Sudaria to present to the RCSD board and SMCOE**
- **Monitor success of the plan after opening, and recommend adjustments as needed** throughout the year based on results and new information (e.g., flare-ups, new public health guidance, etc.)

For more detail on the timeline and activities, see the timeline in the Appendix.

Task Force & Subcommittees

The Task Force includes representatives of many of the district's key stakeholders, including district leadership, school-based staff, board members, parents and community partners (see list below). Task Force members are encouraged to represent and communicate with the stakeholder groups they represent. However, no one person can represent an entire community. That's why the Task Force also provides regular opportunities for others in the community to learn and engage with the work of the Task Force. We are working within a tight timeframe, but we are committed to engaging our community in a way that is thoughtful, inclusive and aligned with our district's strategic priority #4.

The Task Force is supported primarily by RCSD staff:

- Supt. Sudaria chairs the Task Force and is responsible for meeting agendas and facilitation, and may choose to delegate responsibility for facilitation and/or note-taking to others. Supt. Sudaria also decides the members of the Task Force and subcommittees.
- The Superintendent's Executive Assistant, Maria Pineda, coordinates scheduling for all Task Force and working group meetings.
- An RCSD cabinet member leads each working group, and coordinates any presentations to the Task Force and RCSD Board.

Local nonprofit Innovate Public Schools staff also provides additional facilitation, outreach and communication support as needed.



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Due to the short timeframe, much of the exploration and analysis was done in **subcommittees**, which engaged a broader set of stakeholders and experts, both in and outside the district, as needed.

Task Force Members

| Stakeholder Group | Members |
|-------------------------|---|
| District Leadership (9) | Supt: Gina Sudaria Cabinet: Lara Burenin, Jenn Gravem, Cindy Chin, Toni Stone, Solomon Hill, Will Eger Other staff: Aida Campara, Delma Camacho |
| School-based staff (7) | Principals: Amanda Kemp, Alex Quezada, Michelle Masuda, Robin Pang-Maganaris RTA: Ronda White, Nicole Shelley CSEA: Randy Jackson |
| Board Members (2) | Tamara Sobomehin, Sharifa Wilson |
| Parents (3) | Antonia Macias (DAC/DELAC Chair / Los Robles parent), Maria Vargas (DAC/DELAC Member / Los Robles parent), Nicole Sbragia (DAC/DELAC Member, Belle Haven parent) |
| Community Partners (5) | Ravenswood Education Foundation: Jenna Wachtel Pronovost B&GCP: Jose Gonzalez & Erick Granados CASSY: Elena Cacace Innovate Public Schools: Alicia Gallegos Fambrini |

Subcommittees & Members

| Subcommittee | Subcommittee Objectives / Driving Questions | Members & Leads |
|--------------------|--|---|
| Instruction | <ul style="list-style-type: none"> Assess successes/challenges of RCS D distance learning since March Learn from other schools/systems about instructional best practices in distance learning and/or under social distance constraints Brainstorm, assess and recommend possible instructional models that align to our priorities, including differences between elementary vs. middle Develop specific plan to support students with special needs within a fully-distance learning model or an in-person instruction model Make recommendations to ensure that English Learners get the support they need in the instructional plan | <p>Leads: Lara Burenin & Jennifer Gravem Steering group: Lara & Jenn Elementary: Jenna Wachtel, Toni Stone, Nico Janik, Tamara Sobomehin, Nicole Shelley, Solomon Hill, Allison Officer, Eric Edwards, Cindy Chin, Ronda White, Alex Quezada, Melissa Brown, Jose Gonzalez, Claudia Conti, Robin Pang, Michelle Masuda, Mary Trinkle, Kim Yamashita, Nicole Sbragia, Erick Granados Middle School: Amanda Kemp, Kim Dayton, Gina Sudaria,, Danielle Perry,, Nicole Sullivan, Tina Collier,, Kendra Gragg,, Dave Hicks, Julie Guaspari, Atzimba Godfrey, Shareika Robinson Special Education: Jennifer Gravem, Martin Sanders, Kim Dayton, Renee Maningding, Carol Beaumont, Jamie Morrissey, Claudia</p> |



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|---|---|--|
| | | Conti, Jeffrey Granada, Anisha Agrawal, Christine Batten, Robin Pang-Maganaris, Julie Guaspari, Nicole Sbragia |
| Wellness | <ul style="list-style-type: none"> Gather information about how COVID and distance learning are impacting student, family and staff mental health Recommend strategies to support the mental health of our students, families and staff | Cindy Chin (lead), Aida Campara, Elena Cacace (CASSY), Nicole Sbragia, Olga Gutierrez, Christie Fotenos, Alissa Winter, Divier Wallace (CHC) |
| Operations (including Facilities / CNE / Community Services) | <ul style="list-style-type: none"> Understand health, safety and operational best practices and county public health / office of education directives Understand the number of classrooms and space constraints (e.g. which classrooms can safely fit students six feet apart). Propose plans to ensure students and staff are safe at school, entering and exiting the buildings, and getting to school on the bus across various instructional models Propose models for ensuring children are fed across a number of instructional models (e.g. remote, in-person, A/B scheduling, hybrid) | Will Eger (lead), June Richardson, Delma Camacho, Nicole Sbragia, Sharifa Wilson |
| Parent & Community Engagement | <ul style="list-style-type: none"> Advise the Task Force and Supt. on how best to engage parents and other community members Gather input and perspectives of diverse parents about their priorities and preferences about school next year Share parent/community member perspectives to influence the final school reopening plan Recommend strategies to engage and inform parents/community members about the new plan and what it means for families/students | Gina (Lead), Alex Quezada, Alicia Gallegos-Fambrini, Eva Orbuch & Isadora Costa Cardoso (Innovate), Amanda Kemp, Cindy Chin <i>Parents:</i> Antonia Macias (LRRM) Maria Vargas (LRRM) Nicole Sbragia (BH) Amelia Hernandez (BH) Mario Puluc (COS) Maria Rodas (COS) Jesus Villalobos (COS) Rafaela Contreras (RMS) |
| Staff Engagement / CBA Subcommittee | <ul style="list-style-type: none"> Advise the Task Force and Supt. on how best to engage staff Gather input and perspectives of diverse staff about their priorities / preferences about school next year Share staff perspectives to influence the final reopening plan Recommend strategies to engage and inform staff about the new plan and how it will impact them | Toni Stone (Lead), Ronda White, Nicole Shelley, Randy Jackson |



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Priorities



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Priorities

The Task Force has worked to balance tradeoffs between these priorities:

- **Health and Safety** (San Mateo County's [Four Pillars](#))
- **Student Learning and Development** (instruction, enrichment, socioemotional well-being)
- **Community Focus** (parents, school/community partners, staff)

Throughout the process, we have prioritized **alignment with RCSD core values** (student-centered, innovation, integrity, respect, empowerment, excellence).

While our district's top priority is usually the learning and development of our students, this pandemic requires that we also prioritize equally the health and safety of our students, staff and families. We



need to keep our community safe... and learning is only likely to happen if the members of our community trust that our schools are working to minimize the risk of transmission for all our community members.

These two priorities are frequently in tension. For example, the best way to minimize risk of transmission is for everyone to learn at home. The best way for our teachers to provide instruction and socioemotional support is to have everyone on campus without any social distancing... and on-campus learning was the strong preference of the majority of our parents when surveyed this summer. Our task force sought to find solutions that balanced these two priorities.

Equally important, we recognize that any solution needs to be developed with and by our community members, not just created by a few people and announced after the fact. We are stronger and smarter when we all - families, teachers, administrators, community partners - work together.

The rest of this document describes Ravenswood's plan in the context of these three priorities.



Health & Safety



This health and safety section includes:

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Guidance from San Mateo County Office of Education

Our health and safety planning was guided by the San Mateo County Office of Education's [Pandemic Recovery Framework](#), which was developed in consultation with San Mateo County Health, and reflects guidance from the California Department of Education and California Public Health Department.

The County laid out several indicators for reopening, including:

- The daily number of new cases in the community is flat or decreasing
- The number of new hospitalized patients with COVID-19 is flat or decreasing
- There is an adequate supply of personal protective equipment (PPE) for all healthcare workers
- The county is meeting the need for testing, especially for persons in vulnerable populations or those in high-risk settings or occupations

Because the first and second conditions are not being met as of the date of this plan (July 16, 2020), we are not yet confident that it is safe to bring students back onto campus. Therefore we will pursue a distance learning model for the first month of school (see more details under the Student Learning & Development section). We will monitor public health data, and re-evaluate in September to determine when we can bring students back on campus, following the health and safety protocols laid out in this section, and following the instructional model laid out in the following section.



When we feel confident that the County's indicators for reopening have been met and we can safely bring students back on campus, SMCOE's Recovery Framework lays out Four Pillars of behaviors and actions that can reduce community spread on campus. It also requires us to phase in things like extracurricular activities and in-person gatherings, with at least three weeks between each step of opening up.



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Health and Hygiene protocols include frequent handwashing and other daily hygiene routines, taking temperatures daily, ensuring that staff have essential protective equipment, regular cleaning and disinfection, indoor ventilation, and limiting sharing of material and equipment.

Face coverings, along with distancing and handwashing, significantly reduce the risk of coronavirus transmission. The county requires all staff and students to wear a cloth/fabric face covering in all outdoor areas and common spaces on campus. Face coverings are not required for anyone who has trouble breathing or cannot safely wear a face covering (for example, some people with autism or other sensory processing disorders). Students are highly encouraged to wear face masks in classrooms, though TK-2nd graders are expected to build up to wearing them full time.

Physical distancing significantly reduces the likelihood of virus transmission. Schools are being asked to keep all people (students or staff) at least six feet away as much as possible. This requires us to revisit all our activities, including before, during and after school hours, as well as transportation, meals, recess, etc., to minimize the chance that students or staff will come in close contact with each other.



We will also need to reduce the number of students in any given classroom by about half. SMCOE asks us to limit spread by creating cohorts of students who spend time with each other, and minimize physical interaction with people outside their cohort. In *bubble cohorts*, the same set of students and teachers (no more than 12 students) stay together exclusively for at least three weeks. They may not mix with any other students or staff, but do not require physical distancing or face coverings. We are considering this in some cases for students with special needs. In *stable cohorts*, approximately half a typical class size stays together, with as little mixing with other students or teachers as possible. Distancing and face coverings are still required, but this allows contact tracing if one of the students or staff becomes ill or is exposed.

Limiting gatherings is another way to reduce spread. Instruction on campus is not considered a gathering, but in-person extracurricular activities will not be allowed initially, and will be phased back in gradually if possible. In-person staff or parent meetings are also not allowed initially, though may be phased back in gradually.

For greater detail about each of these pillars, please refer to the [Pandemic Recovery Framework](#).



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Given this guidance, we are developing procedures that ensure our students and staff are safe while at and getting to school, as well as providing nutritious meals to all students regardless of their decision to attend school on campus or at home.

We realize that many of these procedures will change both the look and feel of the school day. What is outlined below is, in most cases, the most cautious approach. Throughout the year we hope to gradually move to less stringent guidelines, allowing for a more normal student experience. However, if the pandemic worsens, we may have to return to more stringent guidelines.

A Safe and Clean Learning Environment

To reduce transmission in buildings we will ask adults and students to wear masks while moving through the building and in classrooms, with limited exceptions. Similarly, we will, with few exceptions, not allow parents/guardians in our buildings at any point. We will work to create virtual opportunities for parents - especially new parents - to see and experience our schools, or to make virtual meetings the norm among staff.

Our custodial staff has worked hard over the summer to develop new cleaning procedures. For the upcoming school year, we will have one of our highest ever ratios of custodians per attending student to help implement this plan. Our new procedures include:

- *Investing in supplies and schedules to ensure quick and robust room cleaning* (e.g. high-quality misters) and ensure that schedules allow for classrooms, bathrooms, and offices to be adequately and regularly disinfected. As other common spaces, such as play structures or staff lounges, are opened for use by students, we will clean them as well.
- Finding time to perform *a regular deep clean* when students and staff are not in the building (currently the plan is to deep clean every Monday).
- Ensuring that *students and staff can clean their hands in the classrooms and throughout the building*, either through a working sink and/or access to hand sanitizer.

In addition to regular cleanings, we plan on making a number of changes to our physical buildings:

- Where appropriate, *add signage* to help minimize contact between students, families, and staff. This could be dots to help community members remain physically distanced, signs to convert hallways to one-ways, or cones to help direct traffic during pick-up and drop-off.
- We plan to *limit the use of common spaces* within buildings by either closing them off, converting them into classrooms, or carefully monitoring the number of students in that space.
- In some cases, we expect to *add physical barriers* to help separate students or protect school staff. This could include plexiglass for front desks or fencing on playgrounds to create mini-parks for classes to play in without interacting with other groups of students.

General Procedures for All Staff. At times during the pandemic, staff may choose to visit their classrooms or offices. At all times we will follow state guidelines around which staff are allowed in buildings -- for example, limiting which staff are allowed in buildings during a shelter in place scenario.



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While on campus, we expect staff to follow best practices and guidelines outlined throughout this document, including but not limited to: wearing a mask when in common spaces, keeping windows open or working outside where possible, washing their hands regularly throughout the day, socially distancing, and limiting in-person meetings as much as possible. As norms, expectations, and procedures evolve we will work with and notify staff of these changes.

Similarly, we are working on cleaning plans to ensure that we are creating a safe and clean working environment, while also conserving resources and protecting the health of our custodial staff. For example, we want to ensure that rooms used by multiple people are regularly cleaned, but that we do not regularly clean empty or unused classrooms.

Transportation

Many of our students rely on regular district provided transportation to get to and from school safely. We will follow all county and state guidelines, such as those which call for students to wear masks on buses, the windows to be down at all times, and no more than two students per seat. We will also monitor the health of students before they get on the bus. To ensure these policies are followed, we may add an additional staff member (beyond the driver) to each bus.

As the number of students who would like to take the bus each day and bus capacity becomes clearer, we may need to limit the number of students who are eligible for a bus. We will apply an equity lens to determining who rides, giving priority to students who: have an IEP that requires specialized transportation, are currently homeless, live far from school or would need to cross a major barrier (e.g. a highway) in order to get to school.

Food and Meals

We plan on following county guidance on food preparation and distribution, with the goal of providing as many legally reimbursable meals to our students as possible.

For students who are learning entirely at home, we currently plan to **make meals available for students who are not attending school on-campus** to pick up, like in Spring 2020.

At this point we plan on the following procedures **for students who will be on campus**:

- We will provide the **highest quality meal in the safest environment possible** to students on campus. At the start of on-campus instruction, we plan to start with the most restrictive environment (bagged meals in classrooms) with the hope of transitioning to hot meals with greater options in a socially distanced setting (e.g. outside or in a cafeteria).





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- If we elect a schedule where students are in person for part of the week (e.g. Tuesday and Thursday) we would enable them to pick up meals for days they are learning from home while in school. For example, a student attending Tuesday and Thursday would pick up a meal for Wednesday on Tuesday and a meal for Friday and Monday on Thursday. Meals will be distributed in their classroom.

School Site Operations

Arrival and Dismissal. To ensure the health and safety of our on-campus students and staff, we are updating our pickup and dropoff procedures. Each school will develop a specific plan for their site, but some expectations will be consistent at each school.

When arriving on campus, all students will go through an appropriate screening (for example, a temperature check) and then will transition either directly to their classroom or to a location where they can be safely distanced. Similarly, for dismissal, we will develop procedures to ensure that students do not congregate in central locations while leaving efficiently and safely from our buildings. As mentioned, we plan to add signs throughout the school to ensure safe arrival and dismissal procedures for students and staff throughout the day.

In alignment with county guidelines, no parent visitors will be allowed on campus, even at arrival or dismissal. If there are no COVID flare-ups, this restriction on parent visitors will be in place for at least three weeks. After that, if conditions allow, schools may open the campus only to visitors and volunteers who directly support instruction with expectations that all will honor the Four Pillars. After another three weeks, if the number of COVID-19 positive cases in the county remains flat or decreasing, schools may allow volunteers and visitors on campus with strict adherence to the Four Pillars.

During the school day. To minimize the risk of infection, students will use and move around the campuses differently than in the past. At the beginning of the year, we will be more conservative, and try to minimize interactions between stable cohorts of staff/students. Some of the key differences are:

- Minimal use of shared common spaces
- Schedules and procedures for recess and lunch that will ensure students have access to locations outside of their classroom while remaining socially distant, as well as giving teachers and other staff appropriate breaks
- No students or teachers on campus on Mondays, to allow buildings to be deep cleaned effectively.

Response to New Cases or Exposure

During the COVID-19 threat, the district is responsible for maintaining its essential operations and supporting the public health where possible. San Mateo County Health is the County's lead agency and public health authority. To the greatest extent possible, school closures or student dismissal decisions (and when to remain in session) will be made in consultation with the County Health Officer.



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Prior to an identified COVID-19 outbreak in the area served by the district, the district will work closely with the San Mateo County Health Officer to monitor the threat, promote strategies to prevent disease transmission, and prepare for the spread of the disease in its community.

During a COVID-19 outbreak, the district will continue all prevention strategies and will take direction from the County Health Officer regarding measures necessary to control transmission of the disease.

Numerous federal, state, and local statutes authorize public health actions to control the spread of an infectious disease such as COVID-19. Under California law, a local health officer who believes a contagious, infectious, or communicable disease exists within the territory under their jurisdiction “shall take measures as may be necessary to prevent the spread of the disease or occurrence of additional cases” and to protect the public’s health (California Health and Safety Code Section 120175).

San Mateo County Health will be the lead agency and will activate its Department Operations Center (DOC) when necessary. County Health will work in collaboration with the County Manager’s Office and Emergency Operations Center (EOC) to ensure that all reasonable measures are taken to limit the spread of an outbreak within the community’s borders. Activities will include the following:

- Emergency command and management
- Surveillance
- Emergency medical response
- Maintenance of essential health and medical services
- Maintenance of other essential services
- Communications
- Vaccine or antiviral distribution (when available)

In the case that a school community member tests positive for COVID-19, or is exposed to someone who tests positive, we will follow the communication structure developed with San Mateo County Health to manage communication between schools and the health department:

1. Community members, including students, families, teachers, staff, and other community members shall report all information about cases and contacts to their school site Principal.
2. Principals shall communicate all information about cases and contacts concerning students and families to the Director of Student Services and all information about cases and contacts concerning teachers and staff to the Director of Human Resources.
3. Directors shall communicate all information about cases and contacts to the Superintendent.
4. Superintendent shall communicate all information about cases and contacts to the San Mateo County Office of Education (SMCOE) Superintendent.
5. SMCOE Superintendent shall communicate all information about cases and contacts to the San Mateo County Health Department.
6. Information about appropriate next steps, including the possible short-term dismissal of students and staff or a possible extended dismissal, will be communicated back in the reverse order.



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Exposure notices will be shared with the impacted school community. However, consistent with privacy laws and our own policies, we are not able to share more specific information concerning the individual who has tested positive. As members of a compassionate and caring community, we need to respect each other's privacy, especially around health information.

See appendix 2 for detailed communication and reporting chain in the event of a positive case or report of exposure.



Student Learning and Development



Student Learning and Development

When the Task Force prioritized student learning and development, we envisioned this as including instruction, enrichment, and our students' socioemotional well-being. Our plan, therefore, addresses each of these areas. We focused our initial attention on confirming our proposed hybrid learning model to allow for on-campus and at-home learning within the health and safety constraints listed above. We also invested time in developing resources to support the socioemotional wellness of our students, staff and families.

With those questions addressed, we are now able to do more detailed planning of how to ensure high quality teaching and learning under these new models, including how to make up for learning time lost this past spring. This work will continue after we submit an initial plan to San Mateo County, and will continue to be revised until the start of school in August, and then revised again as needed after school starts, based on what is successful and what needs to be adjusted.

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Wellness and Social Emotional Learning (SEL)

Ravenswood has long recognized the importance of supporting the socioemotional well being of our students, staff and families. It is embedded in the strategic priorities in our district's new strategic plan. While this is important for any young person, it is even more acute for our students, many of whom have suffered adverse childhood experiences or trauma in their lives. Add the events of 2020 - social isolation, health and economic impacts of COVID-19, as well as the widespread news coverage of the deaths of Black Americans across the country at the hands of the police, resulting protests, and amplification of systemic racism - and our entire community is in need of support in coping with additional traumas.

Ravenswood has an advantage over many other districts in responding to this challenge. We have an established set of partnerships with community partners and service providers like CASSY, CHC, the Child Mind Institute, StarVista, RtS and others, with whom we can partner to support our students, families and staff.



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Building on our partnerships and existing staff, we are planning to support our students, staff and families in a variety of ways, both inside and outside of the classroom. Highlights include:

- A comprehensive [Wellness & Social-Emotional Learning Playbook](#), a resource guide for principals and teachers for wellness and social emotional learning, including a multi-tiered set of culturally relevant activities, tools, and documents to support physical and psychological wellbeing during crisis and traumatic experiences
- Dedicated time during the school day (both on campus and at home) when teachers will lead students through exercises to support wellness and socioemotional development (e.g., during morning meetings, etc.)
- Tier 1 workshops for students in 4th-8th grade students addressing emotions and how to express them, healthy relationships and boundaries, and resolving conflicts when boundaries are crossed
- Increased access to mental health support services for students, both in person or virtual
- Support sessions for families outside of school which include workshops on emotional and physical health
- Support for families by connecting them to resources in the community for housing, food, and mental health support. We will do home visits to families if there is a need to help them navigate barriers to resources and/or services.
- Support sessions for staff outside of school
- Professional development for staff.



Distance Learning Models

In the case of full Distance Learning for some or all of our students, we will follow the distance learning and other requirements for the 2020-2021 school year from recently approved California Education Code, and build upon our learnings from implementing distance learning for the first time in the spring.

New Education Code Requirements

We will align our practices with all education code requirements, including:

- 180 instructional days
- Reduced daily instructional minutes required, provided through both synchronous live instruction and the time value of asynchronous instruction or learning activities:
 - 180 minutes for Kindergarten
 - 230 minutes for 1st-3rd grade
 - 240 minutes for 4th-12th grade
- Daily live interaction with a certificated staff member
- Assuring students have the technology and connectivity to fully engage in distance learning



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- Attendance taken each day to indicate a full or partial day of student participation in synchronous or asynchronous instruction
- A weekly record with daily attendance and student progress documented
- Regular communication with parents/guardians about student progress
- A plan to re-engage students who miss more than 60% of distance learning in a given week

Synchronous & Asynchronous Instruction

Teachers will provide daily synchronous instruction via Zoom both to build classroom community and social emotional skills through check-in structures like Morning Meeting, and to provide academic instruction in core content areas. Teachers will consider the best size of the student group for synchronous instruction depending on the goals of the lesson, differentiation opportunities and meeting needs of students who are below grade level, and student engagement opportunities. We will need to focus on how to make synchronous instruction engaging through the use of varied participation strategies and technology tools, which will also be a focus for professional development.

Students will also engage in asynchronous learning at home with both technology tools and analog materials. Tech tools include computer adaptive blended learning programs that adjust to the student's instruction level and give teachers feedback on student progress, such as Lexia Learning. Analog materials include a writing notebook and books for independent reading, which will help students develop strong habits and stamina for sustained writing and reading as connected to their current units of study.

Technology: Devices & Connectivity

Ensuring students have the device and connectivity needed for distance learning will be key for it to be effective. We will check in with families regarding devices and internet hotspots distributed last school year in case of breakage or theft, and provide additional devices if needed.

Parents will be able to contact our Technology Helpdesk via phone or online form. Parents can call the Administrative Assistant for their child's school in order to describe their issue and create a helpdesk ticket to receive further support or make an appointment to come to the school in person for troubleshooting. Or, they can submit an online form giving the Technology Department staff information on their issue and how to reach them.

Take-Home Materials & At-Home Space

We will provide students with a take-home materials kit as we did in the spring in order for them to be equipped for analog distance learning work at home. The Ravenswood Education Foundation is supporting with the provision of basic supplies, and classroom teachers will add on materials needed specific to their grade level and content areas, including items such as books, math manipulatives, and art supplies.

We have also discussed additional ideas to support students to create a small environment conducive to learning at home. We can help students create a small, portable at-home learning space with a privacy shield that they can set up when they are ready to engage in synchronous or asynchronous



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learning. We are also looking into providing noise-canceling headphones to students to help mitigate background noise during Zoom calls.

Parent/Guardian Communication & Support

Parents are key partners for making Distance Learning effective. It is our goal to provide ongoing parent training and support so that student expectations for Distance Learning are clear, and parents know how they can help their children be successful. Parent training topics may include how to log on to technology devices, how to log in and use blended learning programs, how to check in or discuss academic work with students, or how to support students with special needs. We will also provide regular opportunities for parents to connect with teachers to learn about their child's academic progress.

Elementary Schools: Hybrid (On-Campus & At Home) and Fully At Home learning models

We plan to maximize on-campus learning opportunities for Ravenswood students, with a particular priority on providing on-campus learning for the youngest students. However, knowing health and safety concerns, we will be ready to provide a totally at-home learning option for families if they believe their child will not be safe on-campus, or if the county/state determines that it is not safe for students to be on campus at any point during the year.

Transitional Kindergarten and Kindergarten

Our current enrollment allows for us to reduce the class size for TK and Kindergarten students to approximately 15 students for all classes. This means that all TK and Kindergarten students can learn on campus 4 days per week in consistent stable cohorts. The Elementary Group of the Instruction Subcommittee carefully considered which students to prioritize for in-person instruction. We discussed extensively how the learning goals for TK and Kindergarten students are the most difficult to achieve via Distance Learning and most critical for in-person learning. TK and Kindergarten students will learn from home via Distance Learning on Mondays (see further explanation below), which will also be the minimum day. The regular school day for TK and Kindergarten will begin at 8:45 am and end at 2:30 pm. See sample schedule below.

Specials (art, music, drama, PE) will be provided to students once per day in person on a rotating basis, staying with the same specials teacher for a multi-week period to reduce exposure. When the specials teacher is with the students, the TK/Kindergarten teacher will take their lunch. The TK/Kindergarten teacher will then supervise lunch in the classroom to minimize the need for supervision staff and also to limit interaction between the cohort and multiple staff members throughout the day.

Sample Instructional Schedule for TK/Kindergarten (T, W, Th, F in person)

| | |
|-----------|--|
| 8:00-8:45 | Morning Supervision (transitions to Collaboration) |
| 8:45-9:00 | Breakfast in the Classroom & Wash Hands |



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| | |
|-------------|---|
| 9:00-9:15 | Morning Meeting & Calendar/Daily Math Routine |
| 9:15-9:45 | Reading Workshop |
| 9:45-10:00 | Recess |
| 10:00-10:10 | Wash Hands |
| 10:10-10:45 | Writing Workshop |
| 10:45-11:00 | Phonics Workshop |
| 11:00-11:40 | Lunch |
| 11:40-12:30 | Math |
| 12:30-1:00 | English Language Development |
| 1:00-1:40 | Specials - in person / lunch for teacher |
| 1:40-2:10 | Science/Social Studies |
| 2:10-2:30 | Interactive Read Aloud |
| 2:30 | Dismissal |
| 2:30-2:45 | Break |
| 2:45-3:30 | Prep Time |

Grades 1-5

Students in grades 1 through 5 will learn on-campus 2 days per week and 3 days from home. Due to physical distancing requirements including keeping student desks 6 feet apart in the classroom, we can have approximately half of students in a class in a classroom at a time (12 out of 24 students for grades 1 through 3, and 15 out of 30 students in grades 4 and 5). Students in each class will be divided into two stable cohorts to determine which days they come to campus for learning, and which days they learn from home.

One cohort will attend school on Tuesdays and Thursdays, and one cohort will attend school on Wednesdays and Fridays. All students will learn at home via Distance Learning on Mondays, which will also be our minimum days to allow for teacher prep time and professional development. See below for an example of when each group is learning at home or on campus, as well as a sample on-campus instructional schedule for this grade span.

A Day/B Day Schedule

| A Day Students | | | | |
|------------------|--------------------|------------------|--------------------|------------------|
| Monday | Tuesday | Wednesday | Thursday | Friday |
| At Home Learning | At School Learning | At Home Learning | At School Learning | At Home Learning |



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| B Day Students | | | | |
|------------------|------------------|--------------------|------------------|--------------------|
| Monday | Tuesday | Wednesday | Thursday | Friday |
| At Home Learning | At Home Learning | At School Learning | At Home Learning | At School Learning |

Sample Instructional Schedule for 2nd Grade

| | |
|-------------|--|
| 8:00-8:45 | Morning Supervision (transitions to Collaboration) |
| 8:45-9:00 | Breakfast in the Classroom & Morning Meeting |
| 9:00-9:45 | Reading Workshop |
| 9:45-10:15 | Shared Reading, Phonics Workshop |
| 10:15-10:30 | Recess |
| 10:30-11:15 | Writing Workshop |
| 11:15-11:45 | English Language Development |
| 11:45-12:25 | Lunch |
| 12:25-12:50 | Interactive Read Aloud |
| 12:50-2:00 | Mathematics |
| 2:00-2:40 | Science/Social Studies |
| 2:40 | Dismissal Time |
| 2:40-2:45 | Break |
| 2:45-3:30 | Teacher Prep Time |

Specials

Specials (art, music, drama, PE) will be provided virtually on the at-home learning days for students in grades 1-5. This reduces the exposure for students and specials teachers who typically teach 6 different classes from 6 different grades in one day, and also ensures daily live interaction with a certificated staff member for students per state requirements for distance learning. Students will have two synchronous specials lessons each day they are at home (Tuesday through Friday), e.g. drama and PE on Tuesday, and art and music on Thursday. See example schedule below of one specials teacher.

Sample Specials Schedule

| | | |
|-------------|--------------------|-------------------|
| 8:30-9:10 | 1st grade (40 min) | At Home (virtual) |
| 9:20-10:05 | 2nd grade (45 min) | At Home (virtual) |
| 10:05-10:20 | Break | |
| 10:20-11:05 | 3rd grade (45 min) | At Home (virtual) |
| 11:15-12:05 | 4th Grade (50 min) | At Home (virtual) |



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| | | |
|-------------|--------------------|--------------------------|
| 12:05-12:45 | LUNCH | |
| 1:00-1:40 | TK/Kinder (40 min) | <i>In School</i> |
| 1:50-2:40 | 5th grade (50 min) | <i>At Home (virtual)</i> |
| 2:45-3:30 | Teacher Prep Time | |

Distance Learning on Mondays

All students will learn from home via Distance Learning on Mondays in order to provide for the following: students and teachers to practice the technology and online tools needed for distance learning in the case of switching from a hybrid model to a full distance learning model; more extensive cleaning of campus spaces; collaboration time for teachers; A and B cohorts to engage in synchronous learning together since they won't be on campus together at the same time; and our minimum day for instruction which also includes teacher preparation or professional development.

Sample Teacher Schedule for Monday Distance Learning Day

| | |
|---------------|---|
| 8:00-9:00 | Prep |
| 9:00 - 9:45 | Collaboration |
| 9:45 -10:00 | Break |
| 10:00 - 10:30 | Whole-Class Synchronous Lesson via Zoom (focus on SEL) |
| 10:30 - 12:30 | Lesson planning, video creation, student feedback, parent communication |
| 12:30-1:10 | Lunch |
| 1:10-1:30 | Lesson Planning/Video creation/giving student feedback/parent communication |
| 1:30-3:30 | Professional Development or Teacher Prep (alternating weeks) |

At-Home Distance Learning Days (Tuesday/Thursday or Wednesday/Friday)

When students are learning from home on either Tuesday/Thursday or Wednesday/Friday, their live instruction will be provided by the specials teachers as described above. The distance learning occurring on Mondays, and the alternating at-home learning days (Tuesday/Thursday or Wednesday/Friday depending on the cohort) will follow the distance learning and other requirements for the 2020-2021 school year from recently approved California Education Code, and building upon our learnings from implementing distance learning for the first time in the spring.

Education Code Requirements include:

- 180 instructional days
- Reduced daily instructional minutes required, provided through both synchronous live instruction and the time value of asynchronous instruction or learning activities:
 - 180 minutes for Kindergarten
 - 230 minutes for 1st-3rd grade
 - 240 minutes for 4th-12th grade
- Daily live interaction with a certificated staff member
- Assuring students have the technology and connectivity to fully engage in distance learning



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- Attendance taken each day to indicate a full or partial day of student participation in synchronous or asynchronous instruction
- A weekly record with daily attendance and student progress documented
- Regular communication with parents/guardians about student progress
- A plan to re-engage students who miss more than 60% of distance learning in a given week

In an at-home learning day, a student's learning activities will include both time with technology and pencil-paper tasks. See below for an example list of at home learning activities across content areas.

Sample At-Home Learning Description for 3rd Grade

| Content Area | Learning Activity | Synchronous or Asynchronous | Minutes |
|----------------------------------|--|------------------------------------|----------------|
| Specials (art, music, drama, PE) | Live lesson | Synchronous | 80 |
| Reading | Independent Reading (hard copy book or online platform) Reading Response (written or oral/video) | Asynchronous | 40 |
| Writing | Independent Writing (continue in genre of current unit) | Asynchronous | 30 |
| Mathematics | Paper/pencil math task connected to current math unit Online math practice at independent level with blended learning program | Asynchronous | 40 |
| English Language Development | Lexia Core5 blended learning program | Asynchronous | 20 |
| Science & Social Studies | Reading and response or online video & task | Asynchronous | 20 |

Middle School: Hybrid (On-Campus & At Home) and Fully At Home learning models

We plan to maximize on-campus learning opportunities for Ravenswood students. However, knowing health and safety concerns, we will be ready to provide a totally at-home learning option for families if they believe their child will not be safe on-campus, or if the county/state determines that it is not safe for students to be on campus at any point during the year.

Middle School Hybrid On-Campus / At-Home Learning Model

Students will learn at school two days per week and at home three days per week. While on campus students will be assigned to a cohort of 15 students. Those students will remain together throughout



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the day to minimize contact with others on campus. They will attend ELA, Social Studies, Math and Science while on campus. In addition to their core classes on campus there will also be opportunities for small group instruction, social emotional learning and project based learning work time. Students will attend their PE class and Elective class once a week in person as well.

On the days when students are learning at home, they will work on projects and other asynchronous activities from their core content areas. Students will have opportunities for synchronous learning with their PE and elective teachers on their at home learning days. Below are two sample schedules for what a student would do on an at home and on campus learning day.

| At School Learning 2 days per week | | | At Home Learning 3 days per week | | |
|---------------------------------------|-------------|---|-------------------------------------|-------------|---|
| Period | Time | Activity | | Time | Activity |
| 1/2 | 8:30-10:10 | ELA/SS Block | | 8:30-9:00 | Video Lesson ELA or Math |
| | 10:10-10:25 | BREAK | | 9:00-9:50 | Elective Online |
| 3/4 | 10:30-12:10 | Math/Sci Block \ | | 9:50-10:05 | Break |
| 5 | 12:10-12:50 | Intervention/Social Emotional Learning / Study Hall | | 10:05-10:55 | PE Online |
| 6 | 12:53-1:33 | Lunch | | 11:00-12:30 | Video Lessons Science or Social Studies |
| 7 | 1:35-2:15 | PE/ Electives | | 12:30-1:10 | Lunch |
| 8 | 2:15-3:10 | Homeroom Sci or SS PBL time/ Intervention | | 1:15-4:00 | Video Lessons/ Project Work/ Homework/ Reading |

Middle School Distance Learning Model

The middle school subcommittee carefully created a hybrid model that would blend with the at-home learning model should there come a time when the students needed to switch from hybrid to all at-home, or from hybrid to all on-campus. The team continues to refine the plan to balance between synchronous and asynchronous learning to accommodate students' developmental needs. Below is the projected plan for students in the distance learning model.

| Monday (Student Schedule) | | Tuesday (Student Schedule) | | Wednesday (Student Schedule) | | Thursday (Student Schedule) | | Friday (Student Schedule) | |
|------------------------------|--------------------------|-------------------------------|-----------------------------------|---------------------------------|------------------------------|--------------------------------|--------------------------------|------------------------------|--------------------------|
| Time | Activity | Time | Activity | Time | Activity | Time | Activity | Time | Activity |
| 8:30 - 9:00 | Complete video lesson | 8:30 - 9:30 | Finish HW for Periods 1, 2, 7, | 8:30 - 9:30 | Finish HW for Periods 3-6 | 8:30 - 9:30 | Finish HW for Periods 1, 2, | 8:30 - 9:30 | Finish HW for Periods |



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| | | | | | | | | | |
|---------------|---|---------------|--|---------------|---------------------------------------|---------------|---|---------------|---|
| | for Period 1 | | & 8 | | | | 7, & 8 | | 3-6 |
| 9:05 - 9:35 | Complete video lesson for Period 2 | 9:30 - 10:10 | Period 1 | 9:30 - 10:10 | Period 3 | 9:30 - 10:10 | Period 1 | 9:30 - 10:10 | Period 3 |
| 9:40 - 10:10 | Complete video lesson for Period 3 | 10:15 - 10:55 | Period 2 | 10:15 - 10:55 | Period 4 | 10:15 - 10:55 | Period 2 | 10:15 - 10:55 | Period 4 |
| 10:10 - 10:25 | Break | 11:00 - 11:40 | Period 7 (7th grade study time) | 11:00 - 11:40 | Period 5 (8th grade study time) | 11:00 - 11:40 | Period 7 (7th grade study time) | 11:00 - 11:40 | Period 5 (8th grade study time) |
| 10:25 - 10:55 | Complete video lesson for Period 4 | 11:45 - 12:25 | Period 8 | 11:45 - 12:25 | Period 6 (6th grade study time) | 11:45 - 12:25 | Period 8 | 11:45 - 12:25 | Period 6 (6th grade study time) |
| 11:00 - 11:30 | Complete video lesson for Period 5 (8th grade lunch) | 12:25 - 1:05 | Lunch | 12:25 - 1:05 | Lunch | 12:25 - 1:05 | Lunch | 12:25 - 1:05 | Lunch |
| 11:35 - 12:05 | Complete video lesson for Period 6 (6th grade lunch) | 1:05 - 2:00 | Homework for periods 1, 2, 7, & 8 | 1:05 - 2:00 | Homework for periods 3-6 | 1:05 - 2:00 | Homework for periods 1, 2, 7, & 8 | 1:05 - 2:00 | Homework for periods 3-6 |
| 12:10 - 12:40 | Complete video lesson for Period 7 (7th grade lunch) | 2:00 - 4:00 | Continue HW, and check in with ELA teacher (if needed) | 2:00 - 4:00 | Work on video lessons for periods 1-8 | 2:00 - 4:00 | Continue HW, and check in with Math teacher (if needed) | 2:00 - 4:00 | Continue HW, and check in with Science and Social Studies teacher (if needed) |
| 12:45 - 1:15 | Complete video lesson for Period 8 | | | | | | | | |
| 1:15 - 2:00 | Afternoon Break | | | | | | | | |
| 2:00 - 4:00 | Finish HW, and check in with PE & Elective teachers (if needed) | | | | | | | | |

Special populations (English learners, special needs, homeless)

The county has directed all schools to prioritize the needs of the most vulnerable and unique students. Based on the county's definitions, virtually every student in Ravenswood falls into one or more of their categories. We are taking into account the myriad needs of our students. In particular, in this plan, we



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are highlighting some of the specific factors that we are considering to support the unique needs of our English learners, students with special needs, and homeless students.

English Learners

Approximately 60% of students in Ravenswood are English Learners, so the success of our recovery plan requires us to plan carefully for the needs of ELs. We are required to provide both designated and integrated English Language Development instruction. Designated ELD includes differentiated instruction for ELs, tailored to their specific English proficiency level, guided by the CA English Language Development Standards. In elementary school, teachers can provide small group instruction to support EL students at similar levels. In middle school, students will be rostered to a Designated ELD course where their instruction will focus on advancing speaking, listening, reading and writing skills to progress through the EL levels. Students in all grades will use the Lexia blended learning and computer adaptive program for independent practice in English and literacy skills (Core5 for elementary students and PowerUp Literacy for middle school students).

Integrated ELD instruction will be woven throughout all content areas in both synchronous and asynchronous instruction. Integrated ELD instruction focuses on the language support and development students need to access standards within the content areas. Integrated ELD strategies include identifying and teaching vocabulary and language structure students will need to access content and demonstrate understanding for a given lesson, ample opportunity for oral language development through structures such as turn and talk, oral rehearsal, and small group discussion. To be able to accomplish these strategies in a distance learning setting, teachers will need to be thoughtful about preparation of asynchronous learning activities, as well as engagement strategies for synchronous learning.

For our English Learners who arrived in our district from outside the U.S. in the last 12 months, we have Newcomer student resources for grades 3-8. 6-8 students will have the opportunities for extra support with language and literacy development for those new to English. Our elementary Newcomer students will also have the resource of the Newcomer teacher, who can deliver the curriculum in-person or via distance learning as the context calls.

This fall we will need to conduct the initial ELPAC (English Language Proficiency Assessment for California) for any students who are new enrollees to our district this school year or from spring 2020. We will await further information from CDE regarding the summative ELPAC assessment, which was not completed in the 19-20 school year due to Student Dismissal in the COVID-19 emergency.

Students with Special Needs

Each of our students with an IEP has very individualized needs. We have developed a general plan and structure to support our students who have IEPs (see below). But because each student is



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unique, we will take their individual needs into consideration when developing a plan for that student, in conjunction with their IEP team.

Students in the Moderate/Severe Unique Class

Ravenswood has three Unique Classes (K-2, 3-5 and 6-8). Each of these classes will operate as a bubble cohort with a special education teacher and two or three paraprofessionals. No other adults or students will enter the room or interact with these students in person, in order to maintain the bubble cohort. This “bubble cohort” model was chosen as there is a higher chance that students in this classroom will not be able to wear masks all day due to sensory needs. These students will attend school four days per week. Their additional service providers (speech and language, physical therapist or occupational therapist) will provide services via online conferencing to maintain the bubble.

Students who receive Specialized Academic Instruction

Students who receive SAI and are attending school in a hybrid model will attend school 4 days per week. Two days per week they will attend with their general education peers and the other two days they will attend school with their special education case manager. When in school with their special education case manager, they will work on the goals in their IEP as well as receive assistance in completing their asynchronous assignments.

Speech and Language, Occupational Therapy and Physical Therapy

Our SLPs, OTs and PTs see a large number of students throughout the school and at multiple sites. For this reason they will continue to provide services primarily via online learning. In cases where this is not possible or practical, the IEP team will determine if these services should take place in person.

Students with Special Needs who are full time at home

Students will receive all of their services via synchronous and asynchronous teaching. The amount of time for each service will be determined by the IEP team and will be based on the needs of the particular student.

Curriculum for Students with Special Needs

The Special Education team is continuing to explore curriculum and tools that meet the needs of our unique learners both in person and online. We have secured two options that will support both in person and online learning.

- The Sonday System will be used for students both in person and online - the company created an online version of this curriculum to support with teaching and learning online

The Unique Learning System curriculum has an online as well as in person component for our students with the most significant special needs

Homeless students

We recognize the special challenges that our homeless students face, particularly with much of student's learning taking place off campus. Our homeless students will have an additional check in by



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a staff member to ensure they have the resources they need, and assist in making connections with resources when needed. We are also exploring options for child care, and would seek to prioritize opportunities for childcare on “at home” learning days for our homeless students. We will also prioritize homeless students to receive transportation, even if there are limits on bus capacity.

Curriculum, tools and technology

We will be using our adopted and supplemental curricula across content areas this school year. Students will have a take-home device for any distance learning needs: TK through 1st grade students each receive an iPad, and 2nd-8th grade students each receive a chromebook as needed. Families can also indicate need for internet connectivity, and check out a WiFi hotspot through the district. The Technology department will run a helpdesk for parents and students to provide virtual and live tech support to troubleshoot any issues with technology.

Our supplemental technology resources to aid in distance learning include:

| Program | Grade Span | Content Area/Purpose |
|--|------------|--|
| Seesaw | TK-2 | Learning Management System |
| Google Classroom | 3-8 | Learning Management System |
| RAZ Kids | TK-5 | Online library for reading at independent level |
| Mathematics Blended Learning Program (TBD) | TK-5 | Independent practice in mathematics |
| Mystery Science | TK-5 | Science online curriculum |
| Lexia Learning | TK-8 | Blended adaptive learning program for learning at an independent level in language & literacy skills |
| IXL | 6-8 | Independent practice in math, science, ELA, and social studies |
| Zoom | TK-8 | Video conference tool for synchronous instruction |
| Screencastify | 6-8 | Recording a screencast or voice over to send a lesson for students to watch asynchronously |
| EdPuzzle | 6-8 | Teaching tool to insert interactive components into instructional videos |

Students will also receive analog materials for at-home learning from their teacher(s), which will be refreshed periodically as needed. Analog materials include:

- Supplies pack (pencils, eraser, pencil sharpener, crayons, markers, paper)
- Math manipulatives or games as needed
- Books



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- Writing notebook
- Art supplies
- Making supplies

Instructional strategies & training

Professional development and support in instructional strategies to meet student needs through hybrid or distance learning will be ongoing throughout the year. The professional learning time on our district calendar will be wholly focused on the tools and strategies for engaging students and monitoring progress in the hybrid or distance learning format.

Professional learning time includes:

- Summer Institutes and Training:
 - 5-day Balanced Literacy training with staff developers from the Teachers College Reading and Writing Project (K-5)
 - 5-day Summit Learning Summer Institute (6-8)
 - GLAD Training (6-8)
 - Art of Coaching Training for Instructional Coaches
- Yearlong learning series on instructional leadership and equity for district and site leaders in partnership with New Leaders
- 2 days of New Teacher Orientation prior to the first day of school
- 2 professional development days prior to the first day of school
- Site-based professional development for 2 hours every other week on the minimum day
- 2 professional development days during the school year (October and January)
- Weekly collaboration in grade level teams to plan instruction and analyze student work
- One-on-one coaching
- Induction support and coaching for year 1 and year 2 teachers

Professional Development topics include:

- Building a culturally responsive classroom especially in the context of Distance Learning
- Trauma-informed practices to support students with their social emotional development
- Leveraging technology tools and other strategies to make online learning engaging
- Formative assessment and analyzing student work to measure progress toward grade level standards
- Applying an equity lens to teaching and learning, especially in the context of Distance Learning
- Best practices in the Balanced Literacy Framework, especially in the context of Distance Learning (focus for K-5)
- Best practices in meeting the needs of English Learners to provide access to rigorous context and language development
- Building relationships with families
- How to support families with at-home learning

Professional Learning Partners or Organizations:



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- New Leaders
- Teachers College Reading and Writing Project
- Instruction Partners
- New Teacher Center
- Bright Morning

Assessment & grading

We are currently reviewing our assessments and practices to understand what will need to be adapted for students who are learning in a fully distance learning environment. Our assessment priorities for this year are:

- Assess student mastery of standards in the fall, to identify gaps caused by the interruption of schooling last spring, so that we can develop plans to help them recover lost learning
- Conduct ongoing formative assessments throughout the year to ensure that teachers have the information they need to adjust instruction in response to student needs
- Develop a system for providing regular, meaningful feedback to parents on student progress
- Examine changes to our grading policies due to hybrid on/off campus learning model or distance learning model.

As mentioned above, for any English learners who are new to our district since Spring 2020, we will conduct the initial ELPAC (English Language Proficiency Assessment for California). We will await further information from CDE regarding the summative ELPAC assessment, which was not completed in the 19-20 school year due to the COVID-19 emergency.

For students with special needs, we will work with the IEP team to ensure that we can administer any specialized tests or assessments that are required for the student's IEP, in order to support the learning and socioemotional needs of these students.

Attendance and monitoring/support for absent students

We are developing updated procedures for taking attendance, including during at-home instruction, and for monitoring and supporting absent students.

For any students learning at home, teachers will take attendance during the synchronous learning time during daily live instruction. During on-campus instruction, attendance will be recorded according to our standard practice.

The district will monitor student attendance to identify recurring absences or disengagement, particularly from at-home learning. Attendance will be tracked and monitored through the student information system, Infinite Campus. Families with students who have not engaged for 60% of the week will be contacted by their teacher and school site staff. If this does not resolve the attendance concerns, the sites will notify the district Student Services office to determine if additional resources or a home visit are warranted.



Recovery plan for lost learning

The district is assuming that most students have at least some unfinished learning due to the disruption this past spring. As a result, our instructional plan will include assessment this fall to diagnose student learning gaps, and support teachers to adapt their lesson plans, instructional strategies, and interventions as appropriate to address these gaps. Teachers will also conduct regular formative assessment in key content areas and analyze student work together to monitor progress of students towards grade level standards and response to instruction, and adjust instruction accordingly. Teachers will engage in collaborative unit planning in order to identify priority standards and learning goals in each unit.

Students who are reading below grade level will also have the opportunity to work with Literacy Coach/Reading Specialists in small reading intervention groups in order to give extra instructional time to those students and support their literacy growth and development. And finally, we will also make longer term plans around recovering unfinished learning by seeking opportunities to provide extra instruction in the future, for example via summer school.



Community Focus



Ravenswood Recovery Plan 2020

Community Focus

The Ravenswood City School District engages with all parts of our community working collectively with students' parents, District staff and community partners to implement an instructional program that will best serve our students during the pandemic. We believe the best way to do this is to ensure there is two-way communication where we educate and inform on some issues, but also gather feedback and continue to revise our instructional plan for the pending needs of our students and families.

Communication and Engagement

Community engagement through the Task Force and Subcommittees. Representatives from all parts of our community have participated in community focus activities to help guide the Task Force in the development of the District's recovery plan (see Appendix 1 for a timeline). The District released the first parent survey and convened two Task Force meetings during the month of May. Subcommittee meetings addressing instruction, wellness, operations and community engagement were held in the month of July informing staff to update the Board of Trustees on the Reopening School Plan. This month, subcommittees have continued to report back to the Task Force with more detailed information, including preferences parents shared via a second parent survey. The Task Force will continue to meet throughout the school year, including twice in September and at least every other month after that.

Families. The District has provided a variety of ways to engage parents. DAC/DELAC parent members were critical partners of the Task Force and were key members on the subcommittees. Identified parents from each site participate on the parent/community subcommittee to coordinate with District staff and community partners parent focus groups and town hall meetings by schools. Four parent focus groups across the district were held in the morning and afternoon on June 29th and July 1st and four town hall meetings by schools were held July 6 through July 10 in the evening. During these meetings, the District shared information about reopening schools safely during COVID-19 and heard what was important to parents and staff about health, safety and learning. Reopening School Task Force updates to the board on June 25 and July 7 also provided a forum for parents to give input to trustees during public comment.

Staff were actively engaged in this process as well. The Ravenswood Teacher Association president and vice president participated on the Task Force, and teacher representatives across grade levels, disciplines and schools were actively involved on all subcommittees. The CSEA president was also a member of the Task Force. Additional Classified and Certificated staff joined in as participants during town hall meetings to learn more about the recovery plan and to ask pertinent questions in response.

Transparency. In an effort to be as transparent as possible, presentations and notes from all Task Force meetings, parent meetings, and board presentations were posted on [Ravenswood's website](#), on a special School Reopening site that is linked from the homepage, and which is translated into English and Spanish. Updates on the recovery plan can also be found in the board minutes [here](#).



Ravenswood Recovery Plan 2020

Educate and Train

Once the Recovery plan is finalized, we need to educate and train our families, students, partners and staff about the plan and expectations (including health and safety, new protocols, at home learning structure, tools and expectations, etc.). As we continue through the school year, we will need to communicate with our community regularly about updates on the pandemic and any changes in our response, using multiple methods to ensure we reach everyone. Here are some of the ways we plan to engage our community, whether through regular planned updates or in response to sudden changes or breaking news:

Students:

- We are building time into our school day to train students on the new expectations, and will support them to adapt to our new circumstances.

Families:

- Regular phone calls from teachers / school staff to parents, particularly during distance learning.
- Frequent autodialers in English and Spanish with messages from the Superintendent and/or principals
- Printed letters or flyers distributed via backpack for on-campus students, at meal pickup for at-home students, and/or by mail as needed (in English and Spanish)
- Parent trainings and learning sessions on how to support their students as co-educators
- Virtual town halls and info sessions within school communities, and/or district-wide (with Spanish interpreters)
- Website - updated throughout the year as new information comes up (in Spanish & English)
- Monthly DAC/DELAC meetings, where the Superintendent can share updates and get feedback / input from parents, including on best ways to engage others (with Spanish interpreter)
- Regular updates at the board meetings, which are live streamed and publicized on facebook via our social media accounts
- Monthly email newsletter to parents and partners

Staff

- Regular communication between District and union leadership of both the RTA and CSEA, to coordinate communication with all staff
- Emails and/or letters as appropriate
- Regular updates at school-based staff meetings
- Professional development, as described above under Student Learning & Development

Partners

- Regular meetings with partner organizations to collaborate and share updates.



Ravenswood Recovery Plan 2020

Reflect and Revise

After the school year starts, we will continue to gather regular feedback from our families, partners, students and staff about how we are doing, and in what ways we could adjust our plans to better meet the needs of our community. Here are some of the approaches we plan to use to engage our full community in two-way dialogue:

- **Task Force:** The Reopening School Task Force will continue to meet throughout the school year, and will monitor progress and feedback, and provide recommendations to the Superintendent about potential adjustments or improvements to our plan and implementation. We currently anticipate meeting in September 2020, December 2020, February 2021 and May 2021, and as needed depending on the circumstances.
- **Families** (all with interpreters to engage English and Spanish speakers): Surveys, monthly DAC/DELAC meetings, virtual (or live) parent town halls, parent focus groups, Task Force meetings, parent/teacher conferences and 1:1 phone calls
- **Students:** Surveys, and potentially a middle school student town hall
- **Staff:** Surveys, regular meetings with RTA/CSEA leadership, school-based staff meetings, Task Force meetings
- **Partners:** Task Force meetings, regular meetings with partner organizations



Appendix



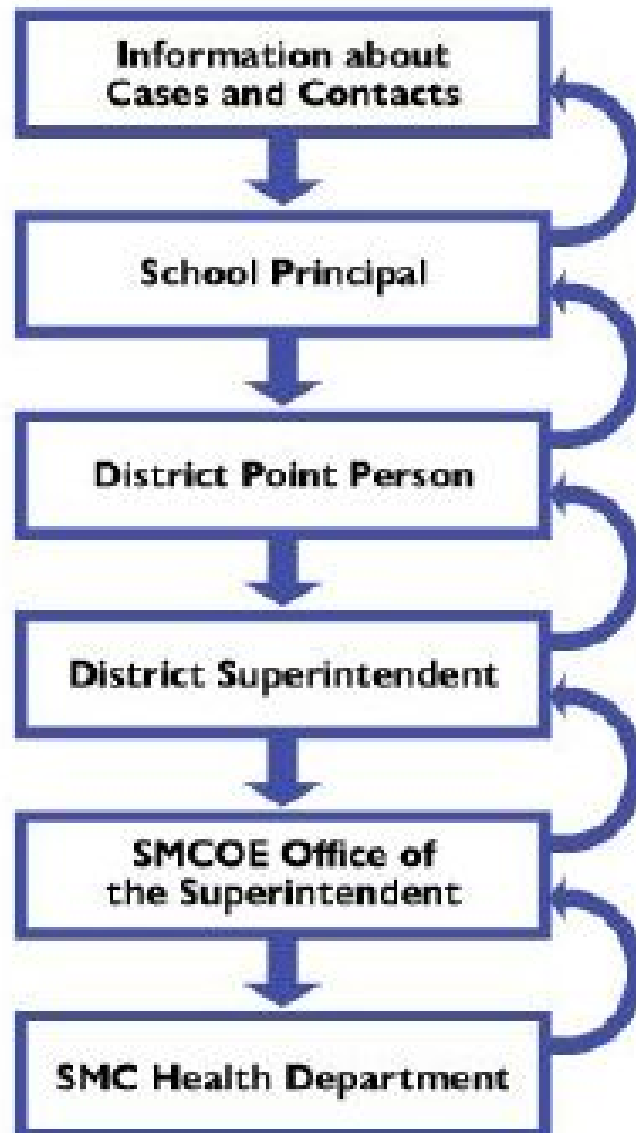
Appendix A: Timeline

Update just before finalizing to include [timeline from this document](#)



Appendix B: Ravenswood Communication Structure

The communication structure below has been developed with San Mateo County Health to manage communication between schools and the health department concerning cases of COVID-19 in school communities. Due to the volatile nature of COVID-19 and the possibility of community disruption, this reporting structure supersedes the usual protocol for reporting on communicable diseases within the school community.



All community members, including students, parents, teachers, staff, and other community members shall follow this structure, as it provides for a faster response than reaching out to San Mateo County Health directly. The Health Office will direct all questions received about schools to the San Mateo County Office of Education.