



Santa Rosa City Schools Distance Learning Plan (DLP)

March 2020



Santa Rosa City Schools Distance Learning Plan (DLP)

Table of Contents

Page 3	Santa Rosa City School Distant Learning Plan Contributors
Page 4.....	Purpose of Distance Learning Plan
Pages 4-5	Short and Long Term Objectives
Pages 5 - 17	Schedule of Distance Learning Implementation (Subject to Change)
Page 17	Technology and Access to Free Wifi
Page 17.....	Continuum of delivery methods and options
Page 17.....	Teacher Collaboration
Pages 17-19	Professional Development for Distance Learning
Pages 19-20.....	Attendance
Pages 20-23	Instruction and Assessment
Pages 23-24.....	Equity and Access for All Students
Page 24-25.....	English Learners
Page 25.....	Summer School
Pages 25-27.....	Special Education
Pages 27-28	School Based Therapists/Social Workers & Integrated Wellness Center
Pages 28-29.....	Human Resources
Pages 29-30.....	Communication and Messaging
Pages 30-32.....	SCHOOL PRINCIPAL EMAIL ADDRESSES



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The Santa Rosa City Schools Distance Learning Plan (DLP) is in response to the COVID-19 pandemic and Governor Newsom’s Executive Order of March 13. The purpose of this Distance Learning Plan is to provide staff, students, and parents a framework for how distance learning will be conducted and what constitutes distance learning. The ever-changing circumstances with this pandemic necessitate this plan to be flexible and subject to change.

Executive Order Regarding Distance Learning:

“These are uncertain times, and we know that planning is difficult given the constantly evolving situation. An LEA’s distance learning plan will also need to continue to evolve, both in the short-term and long-term, i.e., in the first few weeks when the school site is closed or in the longer term if the closure extends into a longer period. While many students have access to devices and the internet at home, LEAs should consider whether an e-learning or distance learning strategy would be effective and then consider how to provide equitable access to those students without access, ensure equity, and provide for students with disabilities and English learners. The plan will need to be adjusted as local circumstances change, with the focus on ensuring and improving the opportunities provided to students.”

Distance Learning is defined as:

“Distance learning” means instruction in which the student and instructor are in different locations. This may include interacting through the use of computer and communications technology, as well as delivering instruction and check-in time with their teacher. Distance learning may include video or audio instruction in which the primary mode of communication between the student and instructor is online interaction, instructional television, video, telecourses, or other instruction that relies on computer or communications technology. It may also include the use of print materials incorporating assignments that are the subject of written or oral feedback.

Short Term Objectives

- Survey students and families for Internet access and technology devices (not a phone) to use for distance learning.
- Procure technology devices to ensure every student in the district is equipped for distance learning.
- Lobby local and state officials for free wifi access across the district.
- Purchase Internet access “hot spots” for students who do not have Internet access.
- Train teachers, students and parents on how to use the tools for distance learning.



- Communicate with all stakeholders about the shift to distance learning.

Long Term Objectives

Build the infrastructure, capacity and resources for our staff to utilize multiple options of delivery strategies and for students and parents to receive and access these strategies and learning.

- Consistent social and emotional learning and support for students.
- Teacher interactions and assistance through distance learning platforms.
- Online delivery of teaching and learning for students using platforms such as but not limited to Google Classroom and Zoom.
- A process for delivery and receipt of hard copy learning materials for students who best learn in this manner or are unable to use a technology device.
- Develop a cross-system of collaboration that supports the effective use of resources, communication and information sharing, cross collaboration and coordination.
- Develop innovative systems for students to interact and create cross-curricular project-based learning assignments.

Schedule of Distance Learning Implementation (Subject to Change)

<p>MARCH 9-13</p> <p>WEEK 0</p>	<p>Friday, March 13, teachers began creating learning opportunities with the understanding that we may not be returning to school after spring break. Teachers placed units of learning in a Learning Modules Folder. The folder helped organize materials under individual schools within the district, and allowed for access by anyone across the district.</p>
<p>MARCH 23-27</p> <p>WEEK 1</p>	<p>Monday 23: Principal meeting with staff via Zoom</p> <p>SRCS Scheduled Trainings (date and time): Support for getting your Google class up and running will be provided Monday through Wednesday on the following schedule;</p> <p>Monday, March 23, 10:00-2:00, Open Zoom meeting to support staff who already have a Google classroom up and running and need some additional support. No signup needed: use this link (<i>to be added</i>)</p> <p>Monday, March 23, 10:30-12:30, Beginner Google Classroom for teachers grades 4 and up</p> <p>Monday, March 23, 1:30-3:00, Q&A for staff just completing Beginner Training</p>



Tuesday, March 24, 8:00-10:00, Beginner Google Classroom for teachers grades 4 and up
Tuesday, March 24, 10:30-12:30, Beginner Google Classroom for teachers grades 4 and up
Tuesday, March 24, 1:30-3:00, Q&A for staff just completing Beginner Training

Wednesday, March 25, 8:00-10:00, Beginner Google Classroom for teachers grades 3 and below
Wednesday, March 25, 10:30-12:30, Beginner Google Classroom for teachers grades 3 and below
Wednesday, March 25, 1:30-3:00, Q&A for staff just completing Beginner Training

Any teacher could join the training class by using a specific code provided. This class was designed to provide resources for teachers.

- A link was provided for the Google Classroom
- Find the + in the circle and click it
- Choose Add Class
- Put in the code:
- You are in

Mar 23, 2020, 1:00 - 2:00 PDT Newsela Zoom Meeting for Beginners

Mar 23, 2020, 2:00 - 3:00 PDT Newsela Zoom Meeting for Intermediate/Advanced Users

Mar 24, 2020, 11:00 AM PDT Let's Go Learn

Training for teachers about distance learning online platforms, strategies, and techniques.

General Self Guided Videos/Tutorials were provided to staff (list below)

- **SRCS Guide: How to Contact Parents and Students During Distance Learning**
- **How to get onto Newsela**
- **Additional Virtual Tools**



	<ul style="list-style-type: none"> • How to get onto Zoom • Wonders-MaravillasVirtual on Vimeo • Learning A-Z for Grades KA-6 <p>Inside and Edge Virtual Access</p> <p>Guidance on distance learning with topics on pedagogy and accessibility, offering wide-ranging content, tools, and resources.</p> <p>CDE Distance Learning Appendix 2</p> <p>An elementary link to many District online resources as well as many other free online resources for teaching and learning was provided.</p> <p>Elementary Principals will pick up hard copy of learning modules for students from T&L March 27th, 9:00 - 11:00. A schedule was provided.</p> <p><i>Distance learning requires some key approaches: learning should be as asynchronous (virtual instruction and/or slideshows should be recorded/accessible without live interaction) as possible with weekly assignment deadlines; content delivery should utilize content chunking - a strategy of breaking up content into shorter, bite-size pieces that are more manageable and easier to remember (5-7 minutes).</i></p>
<p>MARCH 30-APRIL 3</p> <p>WEEK 2</p>	<p>District Leadership meeting with principals via Zoom Principal meeting with staff via Zoom</p> <p>Collaboration for teachers to share best practices and resources for distance learning, or adjusting approaches to ensure engagement with students.</p> <p>Elementary Principals will arrange for a hard copy (paper) learning module drive through method for students on March 30th.</p> <p>Distance learning begins with a focus on students' ability to use the distance learning tools and platforms.</p> <p>Teachers may explicitly design learning opportunities that ask students to access online platforms like Google Classroom, Zoom, Learning A-Z and</p>



	<p>Newsela, etc., intended to help students in learning how to use these platforms</p> <p>Assignments may require students to show they can use online learning platform tools and submit responses, work, etc., electronically.</p> <p><i>Distance learning requires some key approaches: learning should be as asynchronous (virtual instruction and/or slideshows should be recorded/accessible without live interaction) as possible with weekly assignment deadlines; content delivery should utilize content chunking - a strategy of breaking up content into shorter, bite-size pieces that are more manageable and easier to remember (5-7 minutes).</i></p>
<p>APRIL 6-APRIL 10</p> <p>WEEK 3</p>	<p>District Leadership meeting with principals via Zoom Principal meeting with staff via Zoom Distance learning transitions for students from “how to get on and use” distance learning platforms and tools to more specific assignments and learning tasks.</p> <p>Teachers will keep in mind that some students may have had little distance learning online previously, and may intentionally scaffold and facilitate learning to support student use of the features within specific distance learning platforms.</p> <p>Assessment of students may focus on formative feedback to support student use of distance learning.</p> <p>Assessment of teachers to determine content specific strategies and supports needed (Math, English, History Social Science, Physical Education, etc.) The results of this assessment becomes the guide for additional teacher training.</p> <p><i>Distance learning requires some key approaches: learning should be as asynchronous (virtual instruction and/or slideshows should be recorded/accessible without live interaction) as possible with weekly assignment deadlines; content delivery should utilize content chunking - a strategy of breaking up content into shorter, bite-size pieces that are more manageable and easier to remember (5-7 minutes).</i></p>
<p>APRIL 13-17 (WEEK 4)</p>	<p>District Leadership meeting with principals via Zoom Principal meeting with staff via Zoom</p> <p>Distance learning continues with specific assignments and learning tasks. Distance learning diversifies student experiences and may introduce</p>



	<p>interdisciplinary, project based learning (PBL Information) that allows for student application and meaning making that goes beyond rote learning.</p> <p>More advanced expectations for student manipulation and use of online tools and platforms, if previously taught and facilitated, are appropriate. Assessment may continue to primarily focus on formative feedback regarding student learning, but now connected more to concepts and learning objectives than on the use of distance learning.</p> <p>Implementation and use of student friendly rubrics to support learning may be introduced. Models and examples that help demonstrate rubric levels may be provided when appropriate.</p> <p><i>Distance learning requires some key approaches: learning should be as asynchronous (virtual instruction and/or slideshows should be recorded/accessible without live interaction) as possible with weekly assignment deadlines; content delivery should utilize content chunking - a strategy of breaking up content into shorter, bite-size pieces that are more manageable and easier to remember (5-7 minutes).</i></p>
<p>APRIL 20-24 (Week 5)</p>	<p>District Leadership meeting with principals via Zoom Principal meeting with staff via Zoom</p> <p>Distance learning continues with specific assignments and learning tasks that may be assigned over longer periods of time (at a week or two at a time) instead of in daily, or every other day, cycles. All distance learning begins with clear and specific learning objectives. The learning objectives are informed by Common Core State Standards, discipline specific skills, and key intellectual skills that span multiple disciplines (such as use of evidence and reasoning). Broader concepts and approaches to learning should also inform all learning objectives.</p> <p>Distance learning may intentionally diversify student experiences through interdisciplinary, project based learning (PBL Information) that allows for student application and meaning making that goes beyond rote learning. Students may be encouraged to engage in learning that allows them to create, evaluate, and analyze (DOK levels 3 and 4) while applying concepts and skills to solving real-world problems (of personal, familial, communal, national, or international importance).</p> <p>Educators may provide focused “office hours,” virtual feedback, and online class community forums to facilitate student interaction, thinking, and refinement</p>



	<p>of ideas during 1-2 week long learning modules.</p> <p>More advanced expectations for student manipulation and use of online tools and platforms, if previously taught and facilitated, are appropriate. Assessment may continue to primarily focus on formative feedback regarding student learning in regards to the learning objectives. Assessment may begin to introduce limited summative evaluation of applied learning that addresses real-world problems. Evaluation may continue to emphasize formative feedback and support for students.</p> <p>Implementation and use of student friendly rubrics to support learning may be used. Rubrics may begin to be designed with student input and feedback. Models and examples that help demonstrate rubric levels may be available to students. These examples may be accompanied by student assignments/academic prompts for analyzing and judging the quality of the examples against the rubric so interaction with evaluation criteria is increased and criteria internalized.</p> <p><i>Distance learning requires some key approaches: learning should be as asynchronous (virtual instruction and/or slideshows should be recorded/accessible without live interaction) as possible with weekly assignment deadlines; content delivery should utilize content chunking - a strategy of breaking up content into shorter, bite-size pieces that are more manageable and easier to remember (5-7 minutes).</i></p>
<p>APRIL 27-May 1 (Week 6)</p>	<p>District Leadership meeting with principals via Zoom Principal meeting with staff via Zoom</p> <p>Distance learning continues with specific assignments and learning tasks that may be assigned over longer periods of time (at a week or two at a time) instead of in daily, or every other day, cycles. All distance learning begins with clear and specific learning objectives. The learning objectives are informed by Common Core State Standards, discipline specific skills, and key intellectual skills that span multiple disciplines (such as use of evidence and reasoning). Broader concepts and approaches to learning should also inform all learning objectives.</p> <p>Learning objectives may be accompanied by essential unit/learning module questions that frame and connect objectives to broader, non-linear challenges and/or problems that have multiple different answers and/or can be approached in a multitude of ways to solve. Students may be given the opportunity to</p>



provide input into, shape, and/or structure reasonable authentic assessment tasks they could undertake to meet the learning objectives and answer the essential unit/learning module questions.

Distance learning may intentionally diversify student experiences through interdisciplinary, **project based learning** ([PBL Information](#)) that allows for student application and meaning making that goes beyond rote learning. Students may be encouraged to engage in learning that allows them to **create, evaluate, and analyze** (DOK levels 3 and 4) while applying concepts and skills to **solving real-world problems** (of personal, familial, communal, national, or international importance). Extra emphasis may be placed on asking students to explore power relations, marginalized voices and perspectives, and social dynamics that inform and shape conceptions of knowledge while being unspoken and largely accepted without questioning.

Educators may provide focused “office hours,” virtual feedback, and online class community forums to **facilitate student interaction, thinking, and refinement of ideas** during 1-2 week long units/learning modules. Educators may place an extra emphasis on creating a **plethora of feedback opportunities and forums** for guiding students and giving **timely feedback** so students can refine and improve thinking over the course of a unit/learning module.

More advanced expectations for student manipulation and use of online tools and platforms, **if previously taught and facilitated**, are appropriate. Assessment may continue to primarily focus on **formative feedback** regarding learning objectives. Assessment may begin to introduce limited summative evaluation of applied learning that addresses real-world problems. Evaluation may continue to emphasize formative feedback and support for students so the **process of learning is given more weight and attention** than any end product or academic demonstration of learning.

Implementation and use of student friendly **rubrics** to support learning may be used. Rubrics may be designed with **students as partners in the creation and revision of assessment tools**. **Models and examples** that help demonstrate rubric levels may be available to students. These examples may be accompanied by student assignments/academic prompts for analyzing and judging the quality of the examples against the rubric so interaction with evaluation criteria is increased and criteria internalized. Students may be asked to **analyze their own assessment task “final products,”** evaluating their own work against the appropriate rubric and being asked to **justify** why they would score themselves as they are.



	<p>Educators may start to consider how to connect units/learning modules explored previously with potential upcoming units/learning modules and how students can be more engaged in structuring and identifying academic and assessment tasks that allow them to demonstrate more holistic understandings through a reliance on synthesis and combining ideas, skills, and perspectives utilized over the last few weeks.</p> <p><i>Distance learning requires some key approaches: learning should be as asynchronous (virtual instruction and/or slideshows should be recorded/accessible without live interaction) as possible with weekly assignment deadlines; content delivery should utilize content chunking - a strategy of breaking up content into shorter, bite-size pieces that are more manageable and easier to remember (5-7 minutes).</i></p>
<p>May 4-May 8 (Week 7)</p>	<p>District Leadership meeting with principals via Zoom Principal meeting with staff via Zoom</p> <p>Week 7 continues to build on all previous weeks, especially weeks 4-6. Note that the start of the DLP for Week 7 has summarized previous weeks, followed by the new information in paragraphs 5-9.</p> <p>Distance learning continues with specific assignments and learning tasks that may be assigned over longer periods of time. All distance learning units may begin with clear and specific learning objectives. Learning objectives may be accompanied by essential unit questions and students may be given the opportunity to provide input into, shape, and/or structure authentic assessment tasks.</p> <p>Distance learning may engage students with project based learning (PBL Information), encouraging students to create, evaluate, and analyze (DOK levels 3 and 4) while applying concepts and skills to solving real-world problems (of personal, familial, communal, national, or international importance).</p> <p>Educators may provide focused “office hours,” virtual feedback, and online class community forums to facilitate student interaction, thinking, and refinement of ideas and they may place emphasis on a plethora of feedback opportunities and forums. More rigorous expectations for use of online tools and platforms, if previously taught and facilitated, are appropriate. Assessment may continue to primarily focus on formative feedback,</p>



emphasizing the **process of learning**.

Student friendly **rubrics** may be designed with **students as partners**. **Models and examples** that help demonstrate rubric levels may be available to students. Students may be asked to **analyze their own assessment task “final products”** and **justify** the rubric scores they identify so they can demonstrate **metacognition**.

Educators may start to consider how to connect units/learning modules explored previously, with potential upcoming units/learning modules, and how **students can be more engaged** in identifying academic and assessment tasks that allow them to demonstrate more **holistic understandings** through a reliance on **synthesis** and combining ideas, skills, and perspectives utilized over the last few weeks.

As part of preparing for the end of the school year, students may be **invited to provide feedback** about when and how distance learning engages and challenges them to want to learn. When possible, this may be **integrated** into a unit/learning module so that this feedback emerges more organically through engagement in academic exercises. This feedback may **inform** the parameters, design, and expectations for the **final distance learning unit/module** of the year.

The **planning** for the final distance learning unit/module may begin and/or continue to make substantial progress. This planning may take into serious **consideration student** feedback, student performance, and student engagement levels on previous academic and assessment tasks over the last 4-5 weeks. An emphasis may be placed on **student choice and options** for demonstrating learning. Final assessment tasks may be very **individual and personal** to specific students so that **creativity and personal expression** are fostered and given priority.

Planning for the final distance learning unit/module of the school year may consider **engaging students in skills and approaches** that arise in multiple knowledge disciplines and school subjects. These may comprise a significant portion of the learning objectives for that unit. These skills and approaches to learning are: **problem solving; inquiry; social-emotional learning; use of evidence and reasoning; research; creativity; written expression/articulation**.

The final distance learning unit/module may be **started** and assessment tasks



	<p>identified by/for students near the start of this week.</p> <p><i>Distance learning requires some key approaches: learning should be as asynchronous (virtual instruction and/or slideshows should be recorded/accessible without live interaction) as possible with weekly assignment deadlines; content delivery should utilize content chunking - a strategy of breaking up content into shorter, bite-size pieces that are more manageable and easier to remember (5-7 minutes).</i></p>
<p>May 11-15 (Week 8)</p>	<p>District Leadership meeting with principals via Zoom Principal meeting with staff via Zoom</p> <p>Week 8 continues to build on all previous weeks, especially weeks 4-7. Note that the start of the DLP for Week 8 has succinctly summarized previous weeks, followed by a repetition of the information from Week 7. New information has been added in paragraph 5.</p> <p>All distance learning units may begin with clear and specific learning objectives and essential unit questions. Distance learning may engage students with project based learning (PBL Information), encouraging students to create, evaluate, and analyze while applying concepts and skills to solving real-world problems.</p> <p>Educators may provide a plethora of feedback opportunities and forums. Assessment may continue to primarily focus on formative feedback, emphasizing the process of learning.</p> <p>Student friendly rubrics, as well as models and examples, may be provided. Students may be asked to analyze their own assessment task “final products” and justify the rubric scores they identify so they can demonstrate metacognition.</p> <p>Student feedback may continue to be solicited so it can inform the parameters, design, and expectations for the final distance learning unit/module of the year. An emphasis may be placed on student choice and options for demonstrating learning. Final assessment tasks may be very individual and personal to specific students so that creativity and personal expression are fostered and given priority. 21st Century/interdisciplinary learning skills and approaches may be a main focus of the final unit/module. These are: problem solving; inquiry; social-emotional learning; use of evidence and reasoning; research; creativity; written expression/articulation.</p>



	<p>The final distance learning unit/module may be started and assessment tasks identified by/for students near the start of this week. Ongoing support and scaffolding for students should include opportunities for interaction with, and feedback from, the teacher. Ongoing formative assessment may continue to be the central focus of evaluation, providing guidance and direction to students. Pre-recorded lectures, mandatory Zoom “classes,” and specific academic tasks may be reduced in favor of providing students more time for work on the final assessment task(s) and so students can seek more individual feedback if needed.</p> <p><i>Distance learning requires some key approaches: learning should be as asynchronous (virtual instruction and/or slideshows should be recorded/accessible without live interaction) as possible with weekly assignment deadlines; content delivery should utilize content chunking - a strategy of breaking up content into shorter, bite-size pieces that are more manageable and easier to remember (5-7 minutes).</i></p>
<p>May 18-22 (Week 9)</p>	<p>District Leadership meeting with principals via Zoom Principal meeting with staff via Zoom</p> <p>Please refer to the DLP, weeks 4-8, for previous information. Week 9 builds directly onto what has come before.</p> <p>The final distance learning unit/module may be underway. Ongoing support and scaffolding for students should include opportunities for interaction with, and feedback from, the teacher. Ongoing formative assessment may continue to be the central focus of evaluation, providing guidance and direction to students. Pre-recorded lectures, mandatory Zoom “classes,” and specific academic tasks may be reduced in favor of providing students more time for work on the final assessment task(s) and so students can seek more individual feedback if needed.</p> <p>Students may be heavily engaged in bringing learning to a close by having to engage in summative tasks that allow for synthesis. Pushing out of new content, skills, concepts, and expectations may be a hindrance to a sense of healthy closure. The school year was awkwardly interrupted and it may be important to reduce content delivery to enable teaching and learning to focus on an opportunity for relationships and “connection before content” to emerge as the main focus of the last week of distance learning.</p>



	<p><i>Distance learning requires some key approaches: learning should be as asynchronous (virtual instruction and/or slideshows should be recorded/accessible without live interaction) as possible with weekly assignment deadlines; content delivery should utilize content chunking - a strategy of breaking up content into shorter, bite-size pieces that are more manageable and easier to remember (5-7 minutes).</i></p>
<p>May 26-29 (Week 10)</p>	<p>District Leadership meeting with principals via Zoom Principal meeting with staff via Zoom</p> <p>Please refer to the DLP, weeks 4-9 for previous information. Week 10 builds directly onto what has come before.</p> <p>The final distance learning unit/module may be complete. Formative assessment may have all been delivered/provided to students. The school year was awkwardly interrupted and it may be important to reduce content delivery to enable teaching and learning to focus on an opportunity for relationships and “connection before content” to emerge as the main focus of the last week of distance learning.</p> <p>Educators may want to engage students in reflecting on the school year, its disruptions, distance learning, and other topics related to the abrupt end to physical, in-person schooling. Also, educators may consider simply humanizing the last week of distance learning with an opportunity to check in with students, wish them well, and provide them an outlet for expressing how they are doing and/or what they are looking forward to moving into the next academic year. Educators may want to prioritize saying goodbye and wishing students and their families well, while also taking time to thank them for engaging in distance learning and doing their best to adapt to an unexpected and significant disruption to their learning.</p> <p>Finally, educators may wish to recognize their seniors in some special way via distance learning technology tools and platforms. And, educators may wish to convey to their students how excited and eager they are to see them in person at some point in the Fall of 2020. Educators may make an extra special effort to let students know they are missed and they are appreciated.</p>

Technology and Access to Free Wifi



- A survey was conducted to determine the number of students with access to the Internet and who have a technology device other than a smartphone.
- Chromebooks will be provided to students who do not have a device to receive distance learning. Chromebooks are expected to be ready for student distribution by April 1.
- Internet access will be provided through free city-wide Wifi or hotspots provided by the district. SRCS was able to purchase 2,000 hotspots from ATT.

Continuum of delivery methods and options

- A combination of technology, innovative use of other media (such as television), paper packets, or video meetings for students, consistent with social distancing requirements can be utilized.

Teacher Collaboration

- Teachers may engage with one another to collaborate and calibrate offerings for students, exchange of effective practices, or adjusting approaches to ensure engagement with students.
- Teachers may visit a colleague’s online delivery of teaching and learning to students, and then use reflective discussions afterward to help guide and modify delivery.
- Teachers were provided one day a week to attend staff check-ins, collaboration meetings, and prepare their distance learning curriculum and strategies.

Professional Development for Distance Learning

SRCS provided Google Classroom training as well as other training on a variety of online platforms and technology tools when the shelter in place was mandated by Governor Newsom. On April 13, 2020, Santa Rosa City Schools utilized its professional development day to provide PD under the Distant Learning Supports. Professional development will continue to be provided through the rest of the semester and through summer.

Add your Google Classroom to apps like Newsela, Classroom Review (Grades 4-12)	Create Interactive Slides From a PDF or Word doc (Grades 4-12)
Create Interactive Hyperdocs for Google Classroom (Grades 4-12)	Google Forms for Formative Assessment and Checkin (Grades 4-12)
Getting Started with Google Docs and Drive (All Grades)	Beginning Google Classroom (Grades 4-12)
Get to know Screencastify (All Grades)	Import Grades from Google Classroom to Your Illuminate Gradebook (Grades 7-12)



5 Strategies to Actively Engage Students in a Zoom Meeting (Grades K-3)	5 Strategies to Actively Engage Students in a Zoom Meeting (Grades 4-12)
Easy Screen-Free Learning Ideas that Honor Family Assets and Resilience Strategies (ALL)	Systematic Supervision, Responding to Student Behavior & Restorative Practices (Campus Supervisor, Student Advisors, noon duty supervisors)
How to Hold a Remote IEP Meeting (SPED Case Managers, Anyone facilitating IEPs)	Suicide Prevention (Site Staff)
Distance Learning with Learning A-Z for New Users (Grades KA-6)	Distance Learning with Learning A-Z Refresher (Grades KA-6)
Learning A-Z: Using RAZ Kids in Google Classroom (Grades KA-6)	Kimochis Training (Elementary Counselors, Elementary Restoratives, Elementary Principals)
Lucy Calkins Writing (Grades K-1)	Lucy Calkins Writing (Grades 2-3)
Lucy Calkins Writing (Grades 4-6)	Building Teacher Efficacy Through Effective Feedback (APs/VPs)
SeeSaw - online platform (Primary teachers)	Distance Learning with Wonders (Grades K-6)
Distance Learning with Everyday Math (Grades K-5)	Distance Learning with Desmos (Math teachers who want to learn more or became acquainted with Desmos)
CRSH Cohort #1	CRSH Cohort #2
CRSH Cohort #3	Trauma Informed Schools (Staff newTrauma-Informed med Care)
Self Care Coping Groups (Trauma-Informed)	Elementary CCD Team Check In (KA-6 CCD Team Members)
Mandated Reporter Training (Those who have not completed their mandated reporter training)	Zoom tour of your Google Classroom (Grades 3-6)
California Arts Framework Webinar (VAPA Teachers; Teachers interested in Arts Integration)	Living Earth HMH Distance Learning Support (9-12 Science/Living Earth pilot teachers)
Living Earth Pearson Distance Learning Support (9-12 Science/Living Earth pilot teachers)	Earth Science McGraw Hill Distance Learning Support (9-12 Science/Earth Science pilot teachers)
Earth Science HMH Distance Learning Support (9-12 Science/Earth Science pilot teachers)	Chemistry McGraw Hill Distance Learning Support (9-12 Science/Chemistry pilot teachers)



Chemistry Pearson Distance Learning Support (9-12 Science/Chemistry pilot teachers)	TCI Science Distance Learning Support (Grades 6-8)
Pearson Elevate Science Distance Learning Support (Grades 6-8)	Stemscopes Science Distance Learning Support (Grades 6-8)
Blitz Program and Music Standards (Elementary Music Teachers)	MAP Growth Reports (Site Administration)
Class Dojo for Distance Learning	Classroom Circles Via Zoom- Secondary (7-12 Teachers, Counselors, & Administrators)
Classroom Circles Via Zoom- Elementary (KA-6 Teachers, Counselors, & Administrators)	

Attendance

During Distance Learning, SRCS will be maintaining attendance. The purpose of taking weekly attendance is to comply with Ed Code, to monitor our levels of student engagement but to also maintain the “connection” that you have with your students. Attendance will not be tied to assessment nor the potential of raising a grade.

Attendance is considered to be students engaging in the work for each class or with their teacher **at least once a week**. This can be done by submitting assignments, joining a live session with the teacher, or communicating via e-mail, attending an IEP or SST or other means. Refer to the following document: [Recommended Distance Learning Attendance and Grading Guidelines](#) and this document [Guidelines for Taking Attendance](#).

Attendance Recording Day (completed by 3:00 pm)	For Participation Week
Monday, 4/20/2020	4/13/2020 - 4/17/2020
Monday, 4/27/2020	4/20/2020 - 4/24/2020
Monday, 5/4/2020	4/27/2020 - 5/1/2020
Monday, 5/11/2020	5/4/2020 - 5/8/2020
Monday, 5/18/2020	5/11/2020 - 5/15/2020



Tuesday, 5/26/2020	5/18/2020 - 5/22/2020
Monday, 6/1/2020 (by 12:00 pm)	5/26/2020 - 6/1/2020

Attendance will be taken by the teachers, in Illuminate, on the Monday following the week of attendance. Attendance taking will begin on April 20. Teachers will mark a student absent if the student did not show engagement by any method, noted above, for the previous week. The current process of attendance taking in Illuminate will be used in distance learning attendance taking. [Attendance Recording Guideline](#)

Instruction and Assessment

- Distance learning activities provided to students shall include enrichment, engagement, and review. The activities provided will not require summative assessments or grading.
- An overview of Teaching and Learning and Special Education Distance Learning is linked [here](#)
- Students will be held "harmless," and will not receive a lesser grade than their current grade (before March 23) as a result of engaging in distance learning during this unprecedented time.
- Students will be able to earn a higher grade as a result of engaging in distance learning, and if appropriate, may be assigned Cyber High as an option for credit recovery.
- Due to the unique needs at Ridgway High School and Grace at Piner High School, we will work with the staff to ensure that students are properly supported toward earning credits toward graduation.
- The UC/CSU will accept pass/no pass for the fourth quarter of 2020
- During distance learning, there continues to be a need to check for student understanding and provide meaningful feedback to students. Formative assessment is a process with evidence collected over time through a variety of methods. Make sure to choose the best method for the purpose. For example, if trying to assess a student's process, try Flipgrid and if the purpose is regarding content knowledge, try Khoot. Here is a list of a few [Formative assessments](#).
- In collaboration with principals and SRTA, guidelines for attendance, assessment and grades have been developed. Upon board approval of the SRCS Distance Learning plan, these guidelines will be in lieu of the grading practices in Board Policy [5123](#) and [5113](#). [Recommended Guidelines for Attendance and Assessment/Grades During Distance Learning](#)



Recommendations for Daily and Weekly Maximum Time on School Activities

Grade Level	Maximum Per Day	Maximum Per Week	Max Use of Technology/Day
Pre K	60 minutes	5 hours	20 minutes
K-3	90 minutes	7.5 hours	30 minutes
4-6	120 minutes	10 hours	1 hour
*7-8	Total: 150 minutes Per Period: 25 minutes	12.5 hours/week Per Period: 2 hours	1.5 hours Per Period: 15 minutes <i>(Beyond class meetings)</i>
*9-12	Total: 180 minutes Per Period: 30 minutes Per Block: 60 minutes	15 hours/week Per Period: 2.5 hours	2 hours Per Period: 20 minutes <i>(Beyond class meetings)</i>

Transitional Kindergarten to Grade 6 Rubric

Level	Description	Satisfactory
TK-6	Assessment	<ul style="list-style-type: none"> • Observations of student engagement with the teacher. • Learning activities are completed or attempted given the individual student circumstances. • Students are learning to learn given the individual student circumstances.
	Effort	<ul style="list-style-type: none"> • Demonstrates effort in engaging with teachers and learning activities.

Grade 7-8 Rubric



Level	Description	**Excellent	**Satisfactory	***No Grade Change
	Assessment Logic	<i>Quarter 4 and Semester 2 Grade may improve</i>	<i>Quarter 4 and Semester 2 Grade may improve</i>	<i>Quarter 3 is Quarter 4 and Semester 2 grade</i>
7-8	Assessment	Full understanding or skill demonstrated	Some understanding or skill demonstrated	Little understanding or skill demonstrated
	Effort	Regularly demonstrates maximum effort in assigned learning activities.	Partially demonstrates effort in assigned learning activities.	Does not demonstrate effort in assigned learning activities.

Grade 9-12 Rubric

Level	Description	**Pass Plus	**Pass	***No Grade Change
	Assessment Logic	<i>Quarter 4 and Semester 2 Grade may improve</i>	<i>Quarter 4 and Semester 2 Grade may improve</i>	<i>Quarter 3 is Quarter 4 and Semester 2 grade</i>
9-12	Assessment	Full understanding or skill demonstrated	Some understanding or skill demonstrated	Little understanding or skill demonstrated



	Effort	Regularly demonstrates maximum effort in assigned learning activities.	Partially demonstrates effort in assigned learning activities.	Does not demonstrate effort in assigned learning activities.
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**An Excellent or Satisfactory in quarter 4 may result in a higher grade for quarter 4/ semester 2

**A Pass Plus or Pass in quarter 4 may result in a higher grade for quarter 4/ semester 2

***A No Grade Change will result in the student getting the same grade for quarter 4 /semester 2 as received in quarter 3.

- On March 17, 2020, Governor Gavin Newsom issued an Executive Order to waive, pending federal approval, statewide testing requirements for the 2019–2020 academic year. The State Board of Education is seeking waiver authority afforded by the U.S. Department of Education and other federal agencies to cancel testing requirements. This includes testing in math, science, English as well as CAASPP, ELPAC and PE tests. All state tests, including those not mentioned here, have been suspended.

Equity and Access for All Students

- A survey to families was conducted regarding their ability to access devices other than phones and their wifi capabilities.
- Outreach to ensure access:
 - School Counselors will create distance learning social-emotional resources for students to access. They will be available for students and families. They will continue to monitor students with their graduation progress.
 - Our SOLL Counselors will reach out to their EL students and take a needs assessment regarding their access to the internet and a device. SOLL Counselors will communicate those needs to the site administrator.
 - Our Family Engagement Facilitators will assist all teachers in reaching out to our Latino families. They will translate and assist teachers in their communication. They will communicate any needs to the site administrator.
- Students with disabilities will be contacted by their Special Education Case Manager to ensure they are receiving access to the general education curriculum and making progress toward their goals.



- Foster Youth and Homeless students will be contacted by the office of Student and Family Engagement (SAFE) to insure they have access to distance learning and support services. SAFE will develop action plans around their access needs.
- Migrant Education students will be contacted by Greg Houser, Migrant Education TOSA, via email and phone to support their needs and concerns in accessing distance learning and support services.
- Indian Education students will be contacted by Elizabeth Billy, Indian Education Community Worker, via email and phone to support their needs and concerns in accessing distance learning and support services.
- Home and Hospital students will be contacted via email and phone to support their needs and concerns in accessing distance learning and support services.

English Learners

The EL Master Plan will be amended to include how EL students will receive instruction and services when distance learning takes place. Zoom and or phone meetings with the DELAC and ELAC will take place on a regular basis to keep parents informed and provide opportunities for feedback.

The adopted curriculum for EL instruction (Wonders ELD, Inside and Edge) are embedded into the assignments for EL students. Numerous district online resources and other free online resources are provided for EL students. Those resources can be found [here](#) and [here](#). Collaborative opportunities will be made available for secondary teachers to collaborate and share resources to support EL instruction.

California Department of Education is a source of guidance for this Distance Learning Plan and has a list of [online resources](#) to support remote English Language Development instruction, including lesson ideas and mobile apps for students and teachers.

SOLL Counselors will contact all EL students on their caseload to review current academic standing, grades, attendance, discuss any support needed by students and document in the Student Information System and communicate with site administration.

SOLL Counselor and Contact Information	Sites supported
Dino Battaglini dbattaglini@srcs.k12.ca.us (707) 540-4769	Comstock Middle School Maria Carrillo High School Piner High School Ridgway High School Rincon Valley Middle School



	Santa Rosa High School Slater Middle School
Sal Barrera sbarrera@srcs.k12.ca.us (707)540-4602	Cook Middle School Elsie Allen High School Montgomery High School Santa Rosa Middle School

Summer School

Summer school will be for credit recovery for Secondary students and in Mathematics and English Language Arts for elementary students through a distance learning model. This is subject to change depending on the length of the Governor’s shelter in place and social distancing regulations.

In Special Education, Extended School Year is expected to be offered as usual, but it may be in a Distance Learning model. In addition, depending on amendments to the Individuals with Disability Education Act (IDEA), there could be a requirement for “Compensatory Education” to make up minutes in Services that are legally mandated in studentIEPs.

Special Education

Distance Learning opportunities for our Students with Disabilities shall take into consideration the student’s ability to access the curriculum, and attain educational benefit during these unprecedented times.

Special Education Case Managers attempted to contact students they case manage by March 27, 2020. Speech and Language Pathologists, Adaptive Physical Education teachers, Occupational Therapists, School Psychologists performed this similar activity. Our goal was to evaluate access and ability to participate in distance learning opportunities. As special education service providers, we are working with students and families to meet their needs in the present and moving forward, one day at a time. We will continue to be flexible in our delivery models to attain educational benefit. [PWN sent to families.](#)

Individual Education Meeting timelines are to be adhered to. In accordance with the “shelter in place” order and social distancing, staff and families will determine how meetings will be held.



Remote IEP meetings are encouraged and guidance and training on how to conduct remote meetings has taken place. [CDE Guidance](#)

Supporting General Education

- Collaborating with teachers regarding accommodations and modifications appropriate to students participating in general education distance learning opportunities.
- Provide additional solutions and workarounds to support student learning and outcomes

Related Services

- Psychologists, Speech and Language Pathologists, Adapted Physical Education, Nurses and Occupational Therapists are facilitating creative instructional strategies to support students.
- Services may not be the same as outlined in the current Individual Education Plan during distance learning.

Remote IEPs

- Most IEPs will continue and be managed remotely, either by phone or by computer. There are some instances in which the Case Manager may contact parents to look at postponing if appropriate. Here is a [Link to a Summary of Remote IEP Chart](#)
- Expanded summer school options, innovative remote teaching, and other learning opportunities will be the focus for Summer 2020 depending on circumstances.

If you are experiencing any Distance Learning Concerns, Case Managers and SRCS Program Managers are available to support your student

Schools	Name	E-mail
Kid Street Charter, Preschool Speech-Language Clinic, DHH Infant, Early Start	Janel Plack	Jplack@srcs.k12.ca.us
Burbank, Lehman, Slater, MHS and RHS	Cathy Wisor	cwisor@srcs.k12.ca.us



Severely Handicapped in district	Julie Promes	jpromes@srcs.k12.ca.us
Brookhill, Lincoln, Cook, EAHS, CCLA	Alyssa Lund	Alund@srcs.k12.ca.us
Biella, Monroe, SLES, Comstock and Piner	Lorrie Clark	Lclark@srcs.k12.ca.us
HVES, PTES, French American Charter, SRAC, RVMS, MCHS	Daryl Coryell	dcoryell@srcs.k12.ca.us
SRHS	Sue Binckley	sbinckley@srcs.k12.ca.us
SR Arts Charter, SRMS	Noelle Anderson	nanderson@srcs.k12.ca.us
Director, Special Services	Sonya Randrup	srandrup@srcs.k12.ca.us

School-Based Therapists/Social Workers & Integrated Wellness Center

- The Santa Rosa City Schools Integrated Wellness Center (IWC) will be staffing a “Warmline” for students and families who need support 707-890-3827.
- School-Based Therapists and Social Advocates for Youth (SAY) Clinicians will be reaching out to ongoing clients to ensure continuity of mental health services.
- School-Based Therapists and SAY clinicians will be reaching out to site administrators and counselors to determine additional social-emotional needs.
- School Counselors will be able to refer student mental health concerns to School-Based Therapists and the IWC Warmline.
- Secondary school mental health needs will be case managed and crisis response support will be available.

Human Resources:

Human Resources is working to ensure that all SRCS staff are supported and we ensure continuity of operations during this time.



- Information about Essential Staff during the COVID school closures is included in the links below.
- A link to the “Essential Staff” letter is included in the link below and can be downloaded by staff for use as they move around the community.
- Staff will continue to be paid their regular salary including stipends, class overages, and staff who are working additional sections.
- Certificated long term subs in certificated positions will continue to be paid and to work in their assignment.
- There are two new designations for LOA due to COVID-19. The information regarding these types of leaves can be found in the links below.
- Special Education is working with certificated long term subs in classified IA positions to determine need and if these subs can be used for distance learning.
- Information regarding unemployment claims is provided in the links below.
- Information regarding worker’s comp claims is provided in the links below.
- Information regarding Work From Home (WFH) will be provided by RESIG and shared out with staff.
- The MOUs negotiated with our classified and certificated bargaining units to support distance learning and continuity of operations.

Resource Topic/Item	Document/Link	Support Contact Person	Contact Info
Essential Staff Letter The letter can be filled out w/ a staff member’s name and printed out or saved.	Essential Staff Letter for Public Movement	Lori Fletcher	707-890-3800 ext. 80603 lfletcher@srcs.k21.ca.us
CSEA and SRTA MOUs These MOUs are specific to the current COVID 19 situation. Additional negotiation will occur if needed.		Stacy Spector	916-996-3493 (text/phone) sspector@srcs.k12.ca.us
State Agreement State Supt and CTA	Labor-Management Agreement		
Leaves of Absence There are 2 new types of leave we will track specific to COVID. 1. COVID: Employee	Leave Links on Informed K12: Certificated: Certificated Leaves Classified: Classified Leaves	Cindy Brennan	707-890-3800 ext. 80601 cbrennan@srcs.k12.ca.us



(for the employee's own illness or sheltering) 2. COVID: Family (for those who are caring for a family member or are unable to work due to child care).			
Unemployment and Disability Information	Unemployment/Disability Info	Cindy Brennan	707-890-3800 ext. 80601 cbrennan@srcs.k12.ca.us
Long Term/Daily Substitutes	Long term Subs	Tammy Affonso	707-890-3800 ext. 80609 taffonso@srcs.k21.ca.us
Workers Compensation		Tamra Oser	707-890-3800 ext. 80612 toser@srcs.k12.ca.us

Communication and Messaging

- Email and auto dialer will be the primary means of communication to staff and parents.
- Email and phone will be the primary means of communication from staff and parents to the SRCS staff.
- Website: SRCSchools.org. The website has the ability to flag important messages on the home page, so that families will see the message before they are able to visit any other sections of the website. We also have developed “friendly” website hyperlinks that connect to our District Learning-related web pages: srcschools.org/distancelearning, srcschools.org/techresources, srcschools.org/freemeals, srcschools.org/mentalhealth
- Social Media, particularly Facebook: @SRCSchools and Twitter: @SRCSchools. Instagram is also used to disseminate key messages. Social media has the benefit of two-way communication with families. Questions have been asked and answered in the comment sections of posts and through messaging.
- Flyers are shared to family and staff email addresses through the Peachjar electronic flyer delivery service.
- Newsletters are shared to family and staff email addresses via Constant Contact.
- News Releases are sent to Sonoma County and SF Bay Area media outlets.
- Media: Santa Rosa Press Democrat, KBBF-FM and KSRO, are the main media outlets for our families. We also disseminate information to families through La Voz bilingual monthly newspaper, Wine Country Radio stations (Spanish and English), Amaturio radio



group (Spanish and English), KRCB public radio and TV, KCBS radio, KQED radio, and Bay Area TV stations (KPIX, KGO, KTVU, KNTV, Univision, Telemundo)

- Messages that are important for our families, such as sites and times for lunch pick-up, are shared through partner communication channels, such as the Sonoma County Office of Education website and Redwood Empire Food Bank website.
- We have a dedicated email address for questions and concerns: communication@srcs.k12.ca.us
- Families are encouraged to email the principal of their school if they have questions or concerns.

SCHOOL PRINCIPAL EMAIL ADDRESSES

Elementary Schools

Abraham Lincoln Elementary	Jeanine Wilson	jwilson@srcs.k12.ca.us
Albert Biella Elementary	Aida Diaz	adiaz@srcs.k12.ca.us
Brook Hill Elementary	Indy Monday	imonday@srcs.k12.ca.us
Helen Lehman Elementary	Julia Cooper	jcooper@srcs.k12.ca.us
Hidden Valley Elementary	Brad Coscarelli	bcoscarelli@srcs.k12.ca.us
James Monroe Elementary	Katheryn Stoural	kstoural@srcs.k12.ca.us
Luther Burbank Elementary	Debi Cardozo	dcardozo@srcs.k12.ca.us
Proctor Terrace Elementary	John Wilson	jbwilson@srcs.k12.ca.us
Steele Lane Elementary	Diane Johnson	djohnson@srcs.k12.ca.us

Charter Schools



Cesar Chavez Language Academy	Rebekah Rocha	rrocha@srcs.k12.ca.us
SR Accelerated Charter School	Ed Navarro	enavarro@srcs.k12.ca.us
SR Charter School for the Arts	Kristen Vogel	kvogel@srcs.k12.ca.us
SR French-American Charter School	Evelyn Anderson	eanderson@srcs.k12.ca.us

Middle Schools

Hilliard Comstock Middle	Laura Hendrickson	lhendrickson@srcs.k12.ca.us
Lawrence Cook Middle	Vicki Zands	vzands@srcs.k12.ca.us
Rincon Valley Middle	Ed Navarro	enavarro@srcs.k12.ca.us
Santa Rosa Middle	Jason Matlon	jmatlon@srcs.k12.ca.us
Herbert Slater Middle	Mitchell Tucker	mtucker@srcs.k12.ca.us

High Schools

Elsie Allen High School	Gabe Albavera	galbavera@srcs.k12.ca.us
Maria Carrillo High School	Katie Barr	kbarr@srcs.k12.ca.us
Montgomery High School	Randy Burbank	rburbank@srcs.k12.ca.us
Piner High School	Stacy Desideri	sdesideri@srcs.k12.ca.us
Ridgway High School	Valerie Jordan	vjordan@srcs.k12.ca.us



Santa Rosa High School	Kimberly Clissold	kclissold@srcs.k12.ca.us