



**REOPEN AND REMAIN OPEN
2020-2021**



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Introduction

Dear RCSD,

We know that school will look and feel different this year. As hopeful as we were about returning to some level of normalcy, we are now preparing for multiple, fluid stages of returning children to in-person learning. We desperately want students to return to our schools. However, we need to do so in a thoughtful manner that follows state and local health departments' guidance.

The following document provides an overview of our reopening school priorities, health guidelines, and varying stages of in-person learning. Additionally, it should give you more information about instructional models, special education, physical environment, transportation, childcare, activities, and custodial services.

In all stages of the plan, our children and staff's health and safety are a top priority. The reopening of our schools will be done in consultation with the California Department of Public Health and Placer County Health. The reopening stages are intended to be a two-way street. There may be times we can progress from one stage to another. However, it also may be necessary to move backward based on the current COVID-19 situation in our community,

Thank you for your patience, flexibility, and grace as we work to return our children to their schools safely.

Respectfully,

Derk Garcia
Superintendent



Each stage will follow the health and safety guidelines set forth by the California Department of Public Health and Placer County Health.

Stage I: Distance Learning: Most restrictive situation, implemented at a single classroom, cohort of students, single school, multiple schools, or entire district during significant community spread or as directed by the state or Placer County Health

Stage II: Prioritized cohorts of up to 12 children following health/safety guidelines

Stage III: Hybrid: Partial return of students following health/safety guidelines

Stage IV: All students may return following health/safety guidelines

Stage V: No restrictions

Reopening School Priorities

- Health and safety of all students and staff
- Student learning and socio-emotional well-being
- Supports for students, staff, and families
- Fiscal and operational viability



Establishing our Reopening School Priorities

| | Stage I | Stage II | Stage III | Stage IV | Stage V |
|--|--|---|---|--|---------|
| Maximize student academic growth | <ul style="list-style-type: none"> ● Distribute devices/internet access ● Build parent/teachers learning partnerships ● Daily live instruction ● Daily interaction with peers ● Assessment, feedback, and grades ● Teacher and parent professional development | <ul style="list-style-type: none"> ● Build and implement robust blended learning plans ● Continue interventions to address learning needs ● Partial in-person instruction/peer interaction ● Assessment, feedback, and grades ● Teacher and parent professional development | <ul style="list-style-type: none"> ● Build and implement robust blended learning plans ● Continue interventions to address learning needs ● Partial in-person instruction/peer interaction ● Assessment, feedback, and grades ● Teacher and parent professional development | <ul style="list-style-type: none"> ● Maintain innovations in a full-time, in-person model to maximize learning for all students | |
| Provide supports to teachers and staff | <ul style="list-style-type: none"> ● Mobilize district-level staff to: <ul style="list-style-type: none"> ○ Provide online platform training to teachers ○ Reorganize staff priorities to meet immediate needs ● Enact guidelines for staff to provide services to vulnerable student cohorts on campus | <ul style="list-style-type: none"> ● Ongoing professional development and support ● Develop reintegration plans ● Protect vulnerable staff ● Schedule Hybrid classes ● Schedule full-time online classes | <ul style="list-style-type: none"> ● Ongoing professional development and support ● Develop reintegration plans ● Protect vulnerable staff ● Schedule Hybrid classes ● Schedule full-time online classes | <ul style="list-style-type: none"> ● Ongoing professional development and support ● Protect vulnerable staff | |
| Ensure health, well-being, and safety of all students and staff | <ul style="list-style-type: none"> ● Provide food service at targeted schools ● Connect families to community resources (health and nutrition) ● Support and respond to student and staff mental health and emotional needs ● Provide health and safety guidance ● Promote community well-being and resiliency ● Ensure clear and timely communications ● Support students with special needs and additional services | <ul style="list-style-type: none"> ● Provide food service for in-person and distance learning students ● Connect families to community resources (health and nutrition) ● Support and respond to student and staff mental health and emotional needs ● Implement health and safety protocols ● Ensure clear and timely communications ● Plan for vulnerable students and staff ● Support students with special needs and additional services | <ul style="list-style-type: none"> ● Provide food service for in-person and distance learning students ● Connect families to community resources (health and nutrition) ● Support and respond to student and staff mental health and emotional needs ● Implement health and safety protocols ● Ensure clear and timely communications ● Plan for vulnerable students and staff ● Support students with special needs and additional services | Provide food service for in-person and distance learning students <ul style="list-style-type: none"> ● Implement health and safety protocols ● Support physical, social, and behavioral health needs ● Plan for vulnerable students and staff ● Collaborate with community partners to ensure access to support ● Support students with special needs and additional services | |
| Assure operational and financial viability | <ul style="list-style-type: none"> ● Create multiple budget scenarios ● Build an administrative structure to support operations remotely ● Online curriculum solutions ● Maintain online security and privacy ● CARES Act Funding Planning | <ul style="list-style-type: none"> ● Reallocate and prioritize funds ● Expand year-long distance learning options ● Ensure compliance with CARES Act Funding Requirements | <ul style="list-style-type: none"> ● Reallocate and prioritize funds ● Expand year-long distance learning options ● Ensure compliance with CARES Act Funding Requirements | <ul style="list-style-type: none"> ● Develop new long-term policies and procedures ● Establish revised budgets ● Audit Preparation | |



Health Precautions and Protocols

Red: Enhanced Health Protocols | **Yellow:** Encouraged Health Protocols
Green: Standard Health Protocols

| | Physical Distancing | PPE (Personal Protective Equipment) | Increased Cleaning & Disinfecting | Student Cohorts | Health Screening |
|---|---------------------------------|--|---------------------------------------|---------------------|----------------------|
| Stage I In-person learning is not permitted. All learning is remote via Distance Learning. | NO IN-PERSON INSTRUCTION | | | | |
| Stage II Cohorts: Limited in-person learning activities for prioritized groups. Distance Learning for all other groups. | 6 feet | Require face coverings for staff and students while indoors. Highly recommend for PreK-2nd grade students. | | | Active screening |
| Stage III Hybrid: Easing restrictions allow more students to access in-person learning with blended options. Online option available. | 6 feet | Require face coverings for staff and students while indoors. Highly recommend for PreK-2nd grade students. | | | Passive screening |
| Stage IV Most students return to in-person learning. Online option available. | As feasible | Require face coverings for all staff and students while indoors. Highly recommend for PreK-2nd grade students. | | | Passive screening |
| Stage V In-person learning with no health and safety restrictions. Online option available. | | | | | Passive screening |



Student Cohorts

During certain stages of a pandemic, it is crucially important to investigate cases and conduct contact tracing quickly. By grouping students together in cohorts, actions can be taken to limit interactions with other students within the building and on school grounds. Additionally, if there is a suspected case of COVID-19 at a school, it is easier to determine possible exposure and isolate and/or quarantine specific students rather than having to close the entire school.

Distance Learning

We surveyed parents at the end of the school year and have made improvements to distance learning which is a crucial component of Stages I-IV. Here are some improvements that you will see going into this year:

Learning Management System

- Students and families will be asked to engage in one learning management system to receive updates and track student progress.

Student Feedback

- Students will receive ongoing academic feedback.

Attendance

- Students are required to engage in distance learning and are expected to log in daily.

Grading

- Students will be assigned grades.

Engagement

- All students will receive multiple opportunities to engage in a virtual meeting with their teachers and classmates each week. In Stages III and IV, those opportunities will include in-person instruction.

Material Supports

- All students will receive the necessary materials including but not limited to Board adopted textbooks and materials, Chromebooks, Edgenuity virtual materials, and other teacher choice supplemental materials.

Neighborhood School Distance Learning vs. Year-Long Distance Learning

In Stages I and II, families can have their children stay in their resident school with their classmates and continue distance learning. However, for those families who desire to keep their children at home for the entire school year, you may be asked to register for the year-long distance learning program the weeks of September 28 - October 2, depending on Placer County's health status. Staff and students would be moved to form new classes before the start of the second trimester on Wednesday, November 4, 2020, based on the number of year-long distance learning registrations.



STAGE I - DISTANCE LEARNING

What To Expect

Stage I may be implemented at a single classroom, individual school, multiple schools, or entire district during significant community spread or directed by the state or public health.



Type of Instruction: During Stage I, all RCSD buildings are closed to in-person instruction, and all students engage in distance learning.



Physical Environment: No in-person instruction.



Special Education: Educators provide instruction and additional services virtually.



Food Services: Available at Bujan, Cirby, Crestmont, Eich, and Woodbridge



Transportation: No services are provided.



Child Care: Expanded childcare services at all elementary schools.



Athletics/Activities: None.



Health Precautions: All students are engaged in distance learning.



Stage II - Distance Learning and Cohorts

What to expect

Stage II will prioritize a limited number of cohorts of 12 or fewer students following health and safety guidelines.



Type of instruction: Very limited return to in-person learning prioritized by students' needs. Most students will continue to engage in distance learning.



Physical Environment: Each cohort will have limited access to the building to prevent cross-contamination. Students will maintain social distancing of six feet whenever possible. Students and staff are required to wear face coverings.



Significantly Impacted Learners: Provide services to our most vulnerable student populations, including, but not limited to Special Education, English Learners, and Intervention students.



Food Services: Available at Buljan, Cirby, Crestmont, Eich and Woodbridge



Transportation: Limited to students who require transportation per their IEP.



Child Care: Expanded childcare services at all elementary schools.



Athletics/Activities: None.



Health Precautions: All staff and students are required to wear a face covering. Students and staff will maintain a social distance of six feet whenever possible.



Stage III - Hybrid

What to expect

Stage III will include partial return of all students following health and safety guidelines.



Type of Instruction

The hybrid model will be considered at all grade levels and at all schools. Students will have access to in-person instruction in a hybrid model while completing distance learning assignments as directed by their teacher on home learning days and/or times. Students will be in smaller groups called cohorts.

TK-8 Students: Hybrid Model Options

- One day per week of in-person instruction and four days of distance learning
- Two full days of in-person learning and three full days of distance learning
- Five half-days of in-person learning and five half-days of distance learning



Physical Environment: Desks and tables will be placed at least six feet apart.

- Access to the school will be limited to students, staff, and essential personnel. Each cohort will have access to specific areas of the school – limiting the interactions of groups/classes.
- Staff will maximize use of outdoor spaces for instruction and breaks.



Significantly Impacted Learners: Continuation of Stage II, with the possibility of increased in-person instruction time as permitted by health and safety guidelines.



Food Services: Breakfast and lunch may be consumed in the classroom, cafeteria, or outside while maintaining health and safety guidelines.

- Food distribution is provided at specific schools based on need for year-long distance learners.



Transportation: Limited to students who require transportation per their IEP.

- Staff will disinfect the buses after each group of students has been transported. At the end of each day, buses will be deep cleaned and disinfected.



Childcare: Expanded childcare services at all elementary schools.



Athletics and activities: None.



Health Precautions: All staff and students are required to wear a face covering. Highly recommend PreK-2nd grade children wear a face covering. Students and staff will maintain a social distance of six feet whenever possible.



Sample Schedules

Hybrid Model: One Full Day Per Week

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|--|--|----------------|----------------|----------------|----------------|
| In-person instruction | <ul style="list-style-type: none"> Teacher Prep Professional Learning Communities | Cohort A | Cohort B | Cohort C | Cohort D |
| Lunch; Prep; Classroom Cleaning | | | | | |
| Distance Learning | <ul style="list-style-type: none"> Staff Meetings IEP Meetings SSP Meetings | Cohort B, C, D | Cohort A, C, D | Cohort A, B, D | Cohort A, B, C |

Hybrid Model: Two Full Days Per Week

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|--|--|----------|-----------|----------|----------|
| In-person instruction | <ul style="list-style-type: none"> Teacher Prep Professional Learning Communities | Cohort A | Cohort B | Cohort A | Cohort B |
| Lunch; Prep; Classroom Cleaning | | | | | |
| Distance Learning | <ul style="list-style-type: none"> Staff Meetings IEP Meetings SSP Meetings | Cohort B | Cohort A | Cohort B | Cohort A |

Hybrid Model: AM/PM

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|---|----------|----------|-----------|----------|----------|
| AM Session In-person Instruction | Cohort A | Cohort A | Cohort A | Cohort A | Cohort A |
| Lunch; Prep; Classroom Cleaning | | | | | |
| PM Session In-person Instruction | Cohort B | Cohort B | Cohort B | Cohort B | Cohort B |



Stage IV - Regular School Schedule with Restrictions

What to expect

In Stage IV, most students will return to their regular five days per week of in-person instruction with normal class sizes. However, schools are to avoid large groups, gatherings, or events such as assemblies and dances. RCSD will continue to follow health and safety guidelines.



Type of Instruction: In Stage IV, most students will return to in-person learning, but full-time distance learning will continue to be available for students. Health and safety precautions will remain in effect, and staff will be able to resume normal duties at their buildings. For instance, at an elementary level, students will be able to transition between core classes and music enrichment. At the middle school level, teachers will move from a team instruction model to the more typical single teacher per class.



Significantly Impacted Learners: Students who are medically able and willing to return to school will receive their support and programming during in-person learning.

Support will continue for students with special needs or are medically vulnerable who need to remain in-home learning.



Physical Environment: In many ways, schools in this stage will return to normal operations. However, face coverings will be required indoors, and students and social distancing will be encouraged as practicable. For instance, in areas where social distancing can be accommodated, seating may be spread out, and during physical education students will be encouraged, but not required, to keep distance while exercising.

- Staff will maximize use of outdoor spaces for instruction and breaks.



Food Services: Food will be served in the cafeteria in alignment with any applicable federal, state, and local health orders. As a result, seating may be arranged to provide some social distancing, and there may be schedule changes.



Transportation: Limited to students who require transportation per their IEP.

Staff will disinfect the buses after each group of students has been transported. At the end of each day, buses will be cleaned and disinfected.



Child Care: The City of Roseville will offer before and after school care.



Athletics/Activities: Yes.



Health Precautions: Require face coverings and encourage social distancing. Highly recommend PreK-2nd grade children wear a face covering.



Stage V: Regular Schedule with No Restrictions

What to expect

Students will attend class daily with no restrictions. All school-related activities are permitted.

Students enrolled in the year-long distance learning program remain in the program.



Health Precautions: Normal cleaning and maintenance schedules.



Stages at a Glance

| Stage | Type of instruction  | Physical Environment  | Significantly Impacted Learners  |
|-------|---|---|---|
| I | All RCSD schools are closed, and all students engage in distance learning. | None | Students with special needs will receive instruction and services remotely. |
| II | Very limited return to in-person learning prioritized by student group. Most Students: Distance Learning | Limited access to the school. Physical distancing of six feet as practicable. | Potential for in-person special education, English Learner, and Intervention instruction and services in small cohorts of students. |
| III | Hybrid Model: Options - One day per week, two days per week, or AM/PM of in-person instruction. | Limited access to the school. Physical distancing of six feet as practicable. Adhere to state guidance on face coverings | In-person instruction as permitted by health guidelines and feasibility. |
| IV | Most students return to in-person learning. A full-time, year-long distance learning option is being developed for those students who need to remain at home. | Adhere to state guidance on face coverings, and encourage social distancing as practicable. | Supports for students with special needs who need to remain in distance learning. |
| V | All students return to in person learning. | Normal | Normal |



| Stage | Instructional | | | |
|------------|--|--|---|--|
| | Food services  | Transportation  | Childcare  | Athletics and activities  |
| I | Food distribution is provided at specific schools based on need. | No services are provided. | The City of Roseville will provide expanded childcare for school-aged children. | None |
| II | Meals may be provided to students in the classroom. Food distribution is provided at specific schools based on need. | Limited to students who require transportation per their IEP. | The City of Roseville will provide expanded childcare for school-aged children. | None |
| III | Breakfast and lunch may be served in the classroom, cafeteria, or outside. Food distribution is provided at specific schools based on need. | Limited to students who require transportation per their IEP. | The City of Roseville will provide expanded childcare for school-aged children. | None |
| IV | Food may be served in the classroom, cafeteria, or outside. | May be limited to students who require transportation per their IEP. | Before and after school care provided by the City of Roseville. | Based on guidance from state and county health departments. |
| V | Normal | Normal | Normal | Normal |



Transitioning between stages

Transitioning from one stage to another will take time. As explained above, each stage has different physical configurations and protocols that need to be implemented.

Quick action to protect students

Our main priority is ensuring the health and wellness of students and staff. Therefore, if an outbreak is detected at a school or in our community, we will work closely with our partners in public health to determine if the closure of school(s) are necessary. Regardless of which stage we are in, we will always be prepared to immediately return to Stage I and distance learning.

Coordinated transitions

In situations where conditions are gradually changing (for the worse or the better), the District may transition schools from stage to stage. In a coordinated fashion, changes will be communicated to families with as much advance notice as possible, and school leaders will work to implement the changes in each school. In some cases, a brief return to distance learning may be necessary to allow for changes to be completed at the school.

Transportation

The Roseville City School District contracts our bus service with the Roseville Joint Union High School District. Therefore, due to potential district scheduling conflicts, we are not able to guarantee bus transportation for students without an IEP this school year. Please start thinking about how to transport your child to and from school based on the various stages of reopening.

Food Services

Food and Nutrition Services will develop a schedule for breakfast and lunch pick up during the distance Stages I, II, and III. The dates, times, and locations will be communicated prior to the start of the school year.

Childcare

The City of Roseville will extend childcare services. These services are for families who do not have an adult at home during the day and do not have a reliable childcare option. This option is only available to elementary school-aged children. Space is limited and dependent upon class and school schedules.