

Rocklin Unified School District Reopening of Schools 2020-21

(DRAFT)

This document was prepared using the current public health guidance and California Department of Education guidance on school reopening. As public health orders, state/local government orders, and public health guidance are revised or issued, these plans will be adjusted.

	Option A - Full Reopening (Students on campus 5 days a week with modifications)	Option B - Partial (Partial Students on campus with modifications)
Health and Safety		
<ul style="list-style-type: none"> ● Health and Safety: Local Conditions - County Health Guidelines 	<ul style="list-style-type: none"> ● Ensure that all local conditions are in place for school reopening and continued operation (lifting of stay-home orders, local public health clearance, PPE equipment availability, cleaning supply availability.) ● All parents/guardians will be asked to screen students before leaving for school to ensure temperatures below 100.4 degrees Fahrenheit, and keep students home if they have symptoms consistent with COVID-19 or have had close contact with a person diagnosed with COVID-19. ● All employees will be asked to self screen before leaving for work to ensure temperatures below 100.4 degrees Fahrenheit and stay home if they have symptoms consistent with COVID-19 or have had close contact with a person diagnosed with COVID-19. ● Staff, including bus drivers, will be trained to recognize possible COVID-19 symptoms and refer students that are displaying symptoms. 	<ul style="list-style-type: none"> ● Ensure that all local conditions are in place for school reopening and continued operation (lifting of stay-home orders, local public health clearance, PPE equipment availability, cleaning supply availability.) ● All parents/guardians will be asked to screen students before leaving for school to ensure temperatures below 100.4 degrees Fahrenheit, and keep students home if they have symptoms consistent with COVID-19 or have had close contact with a person diagnosed with COVID-19. ● All employees will be asked to self screen before leaving for work to ensure temperatures below 100.4 degrees Fahrenheit and stay home if they have symptoms consistent with COVID-19 or have had close contact with a person diagnosed with COVID-19. ● Staff, including bus drivers, will be trained to recognize possible COVID-19 symptoms and refer students that are displaying symptoms.
<ul style="list-style-type: none"> ● Health and Safety: Plan to address potential positive tested COVID-19 students and staff 	<ul style="list-style-type: none"> ● Any student who displays signs of a fever or possible COVID-19 symptoms, will be sent to the school Health Office (schools to identify multiple locations for isolation [conference 	<ul style="list-style-type: none"> ● Any student who displays signs of a fever or possible COVID-19 symptoms, will be sent to the school Health Office (schools to identify multiple locations for isolation [conference

	<p>room or multiple rooms] and provided with a face mask. Parent/guardian to be contacted to take home or to the doctor.</p> <ul style="list-style-type: none"> Any student or staff member who has a fever will be advised to isolate at home for 10 days from the onset of symptoms, or if they get tested with a negative test, can return to school 3 days after no longer having a fever. Placer County Public Health will contact the District if a student or staff member has a positive COVID-19 test. Placer County Public Health will work with the District on a case by case basis to determine the extent of exposure to other students and staff members and consider if classroom, office, or school closure is warranted, and the length of time based on the need to mitigate the spread of COVID-19 and allow for additional cleaning. Classroom or school closure may result in using distance learning to ensure continuity of learning until the classroom or school can reopen. District to communicate with staff/families, at the impacted school site, in the case of a student or staff member with a positive test for COVID-19, in accordance with the privacy requirements of FERPA/HIPPA and the communication guidance as required from County Public Health. 	<p>room or multiple rooms] and provided with a face mask. Parent/guardian to be contacted to take home or to the doctor.</p> <ul style="list-style-type: none"> Any student or staff member who has a fever will be advised to isolate at home for 10 days from the onset of symptoms, or if they get tested with a negative test, can return to school 3 days after no longer having a fever. Placer County Public Health will contact the District if a student or staff member has a positive COVID-19 test. Placer County Public Health will work with the District on a case by case basis to determine the extent of exposure to other students and staff members and consider if classroom, office, or school closure is warranted, and the length of time based on the need to mitigate the spread of COVID-19 and allow for additional cleaning. Classroom or school closure may result in using distance learning to ensure continuity of learning until the classroom or school can reopen. District to communicate with staff/families, at the impacted school site, in the case of a student or staff member with a positive test for COVID-19, in accordance with the privacy requirements of FERPA/HIPPA and the communication guidance as required from County Public Health.
<ul style="list-style-type: none"> Health and Safety: Personal Protection Equipment (PPE) (students and staff) 	<ul style="list-style-type: none"> All staff must wear a face covering, unless exempt, at school when physical distancing is not possible. All students must wear a face covering, unless exempt, at school when physical distancing is not possible. All students must wear a face covering on the bus, unless exempt. Face coverings will be provided to staff (face shields as appropriate). Face coverings are available upon request for 	<ul style="list-style-type: none"> All staff must wear a face covering, unless exempt, at school when physical distancing is not possible. All students must wear a face covering, unless exempt, at school when physical distancing is not possible. All students must wear a face covering on the bus, unless exempt. Face coverings will be provided to staff (face shields as appropriate). Face coverings are available upon request for

	<p>students.</p> <ul style="list-style-type: none"> ● Gloves will be available upon request for staff, to the extent feasible, and will be provided for certain job specific groups (ie: bus drivers/technology). ● Plastic shields will be installed in front office areas where students and public interact 	<p>students.</p> <ul style="list-style-type: none"> ● Gloves will be available upon request for staff, to the extent feasible, and will be provided for certain job specific groups (ie: bus drivers/technology). ● Plastic shields will be installed in front office areas where students and public interact.
<ul style="list-style-type: none"> ● Health and Safety: Cleaning 	<ul style="list-style-type: none"> ● A cleaning log will be displayed in each bathroom. ● Portable hand washing stations will be provided to both high schools for athletics. ● All classrooms will have wall mounted hand sanitizer dispensers. ● Elementary classrooms will have students wash their hands using the classroom sink. Classroom drinking fountains will not be accessible (water bottles can be filled). ● Clean and disinfect frequently-touched surfaces within schools daily, and throughout the day as practicable, by trained custodial staff as practicable. ● Elementary playground equipment (balls, ropes, etc.) will be assigned to each class and used by that class only in a designated area. Equipment will be sanitized daily. ● Middle school lunch-time recreational equipment will be sanitized each day. ● Sharing of objects and equipment, such as toys, games and art supplies will be limited to the extent practicable. Items will be cleaned and disinfected between uses as practicable. ● Use cleaning products approved for use against COVID-19 on the Environmental Protection Agency (EPA) approved list “N” and follow product instructions. <ul style="list-style-type: none"> ○ Use disinfectants labeled to be effective against emerging viral pathogens, following label directions for appropriate dilution rates and 	<ul style="list-style-type: none"> ● A cleaning log will be displayed in each bathroom. ● Portable hand washing stations will be provided to both high schools for athletics. ● All classrooms will have wall mounted hand sanitizer dispensers. ● Elementary classrooms will have students wash their hands using the classroom sink. Classroom drinking fountains will not be accessible (water bottles can be filled). ● Clean and disinfect frequently-touched surfaces within schools daily, and throughout the day as practicable, by trained custodial staff as practicable. ● Elementary playground equipment (balls, ropes, etc.) will be assigned to each class and used by that class only in a designated area. Equipment will be sanitized daily. ● Middle school lunch-time recreational equipment will be sanitized each day. ● Sharing of objects and equipment, such as toys, games and art supplies will be limited to the extent practicable. Items will be cleaned and disinfected between uses as practicable. ● Use cleaning products approved for use against COVID-19 on the Environmental Protection Agency (EPA) approved list “N” and follow product instructions. <ul style="list-style-type: none"> ○ Use disinfectants labeled to be effective against emerging viral pathogens, following label directions for appropriate dilution rates and

	<p>contact times. Provide employees training on manufacturer's directions, on Cal/OSHA requirements for safe use and as required by the Healthy Schools Act, as applicable.</p> <ul style="list-style-type: none"> ○ Custodial staff, that are responsible for cleaning and disinfecting school sites, will be equipped with proper protective equipment, including gloves, eye protection, respiratory protection and other appropriate protective equipment. ● Cleaning and disinfecting guidelines will be established to ensure safe and correct application of disinfectant and to keep products away from children's reach (stored in a space with restricted access). ● Signage will be posed at water fountains instructing students to fill water bottles and/or cups. 	<p>contact times. Provide employees training on manufacturer's directions, on Cal/OSHA requirements for safe use and as required by the Healthy Schools Act, as applicable.</p> <ul style="list-style-type: none"> ○ Custodial staff, that are responsible for cleaning and disinfecting school sites, will be equipped with proper protective equipment, including gloves, eye protection, respiratory protection and other appropriate protective equipment. ● Cleaning and disinfecting guidelines will be established to ensure safe and correct application of disinfectant and to keep products away from children's reach (stored in a space with restricted access). ● Signage will be posed at water fountains instructing students to fill water bottles and/or cups.
<ul style="list-style-type: none"> ● Health and Safety: Hygiene 	<ul style="list-style-type: none"> ● All students should wash and/or sanitize hands as they enter classrooms (hand sanitizer will be provided for each classroom). ● Students should wash and/or sanitize hands before/after snacks and lunch. ● Staff and students will be trained on proper hygiene procedures including washing hands, not touching face and eyes, covering mouth when coughing or sneezing and physical distancing. ● Signage will be posted reminding students and staff of health protocols. ● Desks/tables spaced to provide maximum physical distancing whenever possible in areas other than classrooms. ● Students should use their own individual supplies, where practicable, (ie: pens, paper, markers) and should not share with other students. ● Food should not be shared with other 	<ul style="list-style-type: none"> ● All students should wash and/or sanitize hands as they enter classrooms (hand sanitizer will be provided for each classroom). ● Students should wash and/or sanitize hands before/after snacks and lunch. ● Staff and students will be trained on proper hygiene procedures including washing hands, not touching face and eyes, covering mouth when coughing or sneezing and physical distancing. ● Signage will be posted reminding students and staff of health protocols. ● Desks/tables spaced to provide maximum physical distancing whenever possible in areas other than classrooms.. ● Students should use their own individual supplies, where practicable, (ie: pens, paper, markers) and should not share with other students. ● Food should not be shared with other

	<p>students.</p> <ul style="list-style-type: none"> • Shared computers and other equipment should be regularly wiped down throughout the school day as feasible. • Cleaning and sanitization supplies will be made available in the event a teacher desires to perform additional classroom cleaning/sanitization. 	<p>students.</p> <ul style="list-style-type: none"> • Shared computers and other equipment should be regularly wiped down throughout the school day as feasible. • Cleaning and sanitization supplies will be made available in the event a teacher desires to perform additional classroom cleaning/sanitization.
<ul style="list-style-type: none"> • Health and Safety: Campus Access 	<ul style="list-style-type: none"> • Campus access will be limited to staff, students, and parents/guardians on official business ONLY. (No volunteers and visitors on campus.) • Several different drop off/pick up areas on campus will be designated for different classrooms or by grade levels, as feasible. • Additional signage/markers will be posted on campus and in classrooms as needed. • Outdoor campus facilities use will be available to outside groups as approved. • Indoor campus facilities use will not be available to outside groups at this time. 	<ul style="list-style-type: none"> • Campus access will be limited to staff, students, and parents/guardians on official business ONLY. (No volunteers and visitors on campus.) • Several different drop off/pick up areas on campus will be designated for different classrooms or by grade levels, as feasible. • Additional signage/markers will be posted on campus and in classrooms as needed. • Outdoor campus facilities use will be available to outside groups as approved. • Indoor campus facilities use will not be available to outside groups at this time.
<ul style="list-style-type: none"> • Health and Safety: Employee Training 	<ul style="list-style-type: none"> • Provide Public School Works (PSW) employee training on: <ul style="list-style-type: none"> ○ COVID-19, How to Clean and Disinfect Your School ○ COVID-19, How to Protect Yourself and Others • Specific training for job classes and work sites. • Social/Emotional Resources for Staff: <ul style="list-style-type: none"> ○ The current Employee Assistance Program (EAP) utilizes the ComPsych Guidance Resources program to provide a network of services for employees who require support during these difficult times. More information is available for staff in the Human Resources section of the staff room portal on the District website. 	<ul style="list-style-type: none"> • Provide Public School Works (PSW) employee training on: <ul style="list-style-type: none"> ○ COVID-19, How to Clean and Disinfect Your School ○ COVID-19, How to Protect Yourself and Others • Specific training for job classes and work sites. • Social/Emotional Resources for Staff: <ul style="list-style-type: none"> ○ The current Employee Assistance Program (EAP) utilizes the ComPsych Guidance Resources program to provide a network of services for employees who require support during these difficult times. More information is available for staff in the Human Resources section of the staff room portal on the District website.

<ul style="list-style-type: none"> ● Health and Safety: Physical Distancing/Movement of Students on campus 	<ul style="list-style-type: none"> ● Directional routes/markings, as applicable, for classes/students to move about campus safely and to avoid large groupings/congestion. ● Where possible, designate “zones” for students at recesses/lunches to create efficient flow and avoid congestion of students. ● Train students to follow specific routes on campus (ie: recess / lunch / bathroom / front office). ● Guidelines will be established for use of bathroom and entry into office to limit the number of people in these spaces at any given time. ● Hallways shall be marked for one way egress and ingress as necessary. ● Elementary: Students may be assigned seating/desks as practicable. Flexible seating may be eliminated or limited to prevent cross contamination of surfaces. ● Secondary: Students may be assigned seating/desks/lab stations as practicable. ● Desks/tables spaced to provide maximum physical distancing whenever possible in areas other than classrooms. ● Elementary: Students will be grouped together by classes/groups as much as possible (ie: students groups eat together and play together in one area). Outdoor facilities will be used to the greatest extent possible for Physical Education (PE) and lunch. ● Secondary: Outdoor facilities will be used to the greatest extent possible for Physical Education (PE) and lunch. ● Locker Rooms: The use of locker room facilities shall be limited. A plan for the utilization of locker rooms will be created in conjunction with Department Leads and Site Administration at each Secondary Site. These 	<ul style="list-style-type: none"> ● ● Directional routes/markings, as applicable, for classes/students to move about campus safely and to avoid large groupings/congestion. ● Where possible, designate “zones” for students at recesses/lunches to create efficient flow and avoid congestion of students. ● Train students to follow specific routes on campus (ie: recess / lunch / bathroom / front office). ● Guidelines will be established for use of bathroom and entry into office to limit the number of people in these spaces at any given time. ● Hallways shall be marked for one way egress and ingress as necessary. ● Elementary: Students may be assigned seating/desks as practicable. Flexible seating may be eliminated or limited to prevent cross contamination of surfaces. ● Secondary: Students may be assigned seating/desks/lab stations as practicable. ● Desks/tables spaced to provide maximum physical distancing whenever possible in areas other than classrooms. ● Elementary: Students will be grouped together by classes/groups as much as possible (ie: students groups eat together and play together in one area). Outdoor facilities will be used to the greatest extent possible for Physical Education (PE) and lunch. ● Secondary: Outdoor facilities will be used to the greatest extent possible for Physical Education (PE) and lunch. ● Locker Rooms: The use of locker room facilities shall be limited. A plan for the utilization of locker rooms will be created in conjunction with Department Leads and Site Administration at each Secondary Site. These
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	<p>facilities will be sanitized daily.</p> <ul style="list-style-type: none"> • Middle School campuses will continue to offer two lunches to limit the amount of students eating at the same time. • High Schools will create a two lunch schedule in which students rotate between intervention and lunch. • Large gatherings will be suspended (ie: rallies, assemblies). 	<p>facilities will be sanitized daily.</p> <ul style="list-style-type: none"> • Middle School campuses will continue to offer two lunches to limit the amount of students eating at the same time. • High Schools will create a two lunch schedule in which students rotate between intervention and lunch. • Large gatherings will be suspended (ie: rallies, assemblies).
Instructional Programs		
<ul style="list-style-type: none"> • Instructional Programs: Instructional Model 	<ul style="list-style-type: none"> • An initial focus will be placed on student social-emotional supports, assessing and addressing learning loss and teaching online learning platforms (ie: SeeSaw, Google platforms, Schoology) and tools. • Elementary: Maintain students in class cohorts as much as possible - no academic rotations (ie: Walk to Learn). For elementary schools that choose to implement a departmentalized structure, the teacher would move from class to class (not students). • If classrooms/schools are required to close temporarily, distance learning, including grading and assessment, will be provided. 	<ul style="list-style-type: none"> • An initial focus will be placed on student social-emotional supports, assessing and addressing learning loss and teaching by using online learning platforms (ie: SeeSaw, Google platforms, Schoology) and tools. • <i>Proposed A/B</i> model for grades 1 - 12 would make social distancing guidelines more practical, but reduce instructional days for students. Students would have blended learning instruction, including a mix of partial in class instruction and partial remote/online learning (5 days of instruction with 2 to 3 days on campus a week). <ul style="list-style-type: none"> ○ TK/Kindergarten classes would have AM/PM sessions and attend daily (<i>with TK/K classrooms sanitized between sessions</i>). ○ Grades 1-6 would attend school 2-3 days weekly. ○ Grades 7-8 would follow an A/B schedule. ○ Grades 9 -12 would follow an A/B schedule. • Elementary: Maintain students in class cohorts as much as possible - no academic rotations (ie: Walk to Learn). For elementary schools that choose to implement a departmentalized structure, the teacher would move from class

		<p>to class (not students).</p> <ul style="list-style-type: none"> ● If classrooms/schools are required to close temporarily, distance learning, including grading and assessment, would be provided.
<ul style="list-style-type: none"> ● Instructional Programs: Social Emotional Learning 	<ul style="list-style-type: none"> ● RUSD recognizes that relationships and in-person connections are a critical component of social development for students. RUSD will work within the health and safety guidelines to provide meaningful connections and social opportunities for students. ● Various levels of support will be provided to help students as they transition back to school. ● Embed lesson plans with social-emotional learning activities. ● Provide resources on Trauma-Informed Practices for teachers, including strategies/activities to embed in the classroom (ie: class management, dealing with stress, etc.). ● Continue following existing procedures to refer students requiring a higher level of social-emotional support. ● Refer parents to the RUSD website for parents resources - Parent Support Resources 	<ul style="list-style-type: none"> ● RUSD recognizes that relationships and in-person connections are a critical component of social development for students. RUSD will work within the health and safety guidelines to provide meaningful connections and social opportunities for students. ● Various levels of support will be provided to help students as they transition back to school. ● Embed lesson plans with social-emotional learning activities. ● Provide resources on Trauma-Informed Practices for teachers, including strategies/activities to embed in the classroom (ie: class management, dealing with stress, etc.). ● Continue following existing procedures to refer students requiring a higher level of social-emotional support. ● Refer parents to the RUSD website for parents resources - Parent Support Resources
<ul style="list-style-type: none"> ● Instructional Programs: Special Education 	<p>Instruction and services will be provided within the same schedule and parameters as general education.</p> <ul style="list-style-type: none"> ● Students will attend as normal, with consideration given to ensure the health and safety of staff and students. ● Special education students with significant health issues may need additional considerations when developing a plan for the return to school. Considerations will be made for students with significant medical needs. 	<p>Instruction and services will be provided within the same schedule and parameters as general education, with the exception of students in Special Day Class (SDC) settings, who will attend school every day, all day.</p> <p><u>Resource Specialist Program (RSP) students:</u></p> <ul style="list-style-type: none"> ● Will receive “core instruction and materials to address goal areas” at school and receive “supplemental instruction and materials” for home. ● RSP students will receive services listed in their IEP’s with Individual Learning Plans developed to address possible adjustments

		<p>(provided through an amendment) due to any changes in instructional minutes and/or distance learning.</p> <ul style="list-style-type: none"> ● RSP students may opt to participate in the RUSD Virtual Learning Campus and will continue to receive supports and services identified in their IEP through a distance learning model. Related services will also be provided virtually as appropriate. An Individual Distance Learning Plan and amendment may be necessary to document a temporary model of schooling with an adjustment of service minutes. <p><u>Special Day Class (SDC) students:</u></p> <ul style="list-style-type: none"> ● SDC students will attend as normal, with consideration given to ensure the health and safety of staff and students. ● Will receive all of the services noted in their Offer of FAPE on their IEP. ● Special education students with significant health issues may need additional considerations when developing a plan for the return to school. Considerations will be made for students with significant medical needs. ● For students who are able to come to school, staff will identify the requirements of personal protective equipment for different populations and needs (i.e. those requiring medical procedures, feeding, or toileting support). ● If additional equipment is needed, guidelines and any appropriate training will be provided to staff. <p><u>Proposed Schedules:</u> <u>RSP</u> - will attend the same schedule as General Education students. See above</p>
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		<u>SDC</u> - students will attend class every day (5 days a week).
<ul style="list-style-type: none"> ● Instructional Programs: English Language Learners (EL) 	<ul style="list-style-type: none"> ● Provide assessment and close monitoring so that teachers of English Language Learners have the opportunity to identify academic losses incurred during school closures and a plan to address these. ● Ensure designated and integrated English Language Development (ELD) are provided so that students continue to make progress towards language proficiency. ● Track and support English Learners who are not making progress toward proficiency with additional instructional time and resources. ● Develop a plan to address the impacts of school closure on the EL reclassification process. 	<ul style="list-style-type: none"> ● Provide assessment and close monitoring so that teachers of English Language Learners have the opportunity to identify academic losses incurred during school closures and a plan to address these. ● Ensure designated and integrated English Language Development (ELD) are provided so that students continue to make progress towards language proficiency. <ul style="list-style-type: none"> ○ Provide additional online instruction when students are not on campus to address language learning losses and academic loss. ○ Provide designated ELD to TK-6 grade English Learners on at home days. ○ 7-12 English Learners will receive ELD services during the instructional days they are on campus. ● Track and support English Learners who are not making progress toward proficiency with additional instructional time and resources. ● Develop a plan to address the impacts of school closure on the EL reclassification process.
<ul style="list-style-type: none"> ● Instructional Programs: Instructional Model - Learning Loss 	<ul style="list-style-type: none"> ● Identify learning loss from academic data collected once schools reopen. ● Students will be assessed both formally and informally, including through digital means, as they would in a traditional year. Instructors will be expected to conduct normal and necessary pre and post assessments to address learning loss (if applicable), guide instruction, and contribute to an overall grade at the end of the grading period. ● Grade level curriculum based assessments in ELA and Math will be determined to assess 	<ul style="list-style-type: none"> ● Identify learning loss from academic data collected once schools reopen. ● Students will be assessed both formally and informally, including through digital means, as they would in a traditional year. Instructors will be expected to conduct normal and necessary pre and post assessments to address learning loss (if applicable), guide instruction, and contribute to an overall grade at the end of the grading period. ● Grade level curriculum based assessments in ELA and Math will be determined to assess

	<p>incoming students and provide appropriate scaffolding of learning in determined areas. MAP scores where appropriate, from Winter 2019 will also be used to identify and group students needing additional support. Fall 2020 MAP scores where appropriate, will be used to measure progress. Teachers will follow the District assessment calendar that includes initial curriculum based assessments and screeners.</p> <ul style="list-style-type: none"> ● Measure learning loss among special populations (ie: students with disabilities, English learners, migrant and homeless students, foster youth, socioeconomically-disadvantaged students, and students directly affected by COVID-19) and provide targeted interventions to students as appropriate during the school day. ● Reassess student learning periodically to determine the efficacy of existing interventions and provide additional supports. ● Facilitate teachers' efforts to share best practices for mitigating learning loss. <ul style="list-style-type: none"> ○ Elementary: Teachers conducted vertical articulation during the last week of school. Essential standards and content identified during this time will be reviewed and/or scaffolded during the first trimester. ○ Secondary: Teachers will be asked to conduct pre and post tests on essential standards. Sites will develop interventions to support students with significant learning losses. Teachers will reteach and/or scaffold current instruction to mitigate learning losses and continue this year's instruction. 	<p>incoming students and provide appropriate scaffolding of learning in determined areas. MAP scores where appropriate, from Winter 2019 will also be used to identify and group students needing additional support. Fall 2020 MAP scores where appropriate, will be used to measure progress. Teachers will follow the District assessment calendar that includes initial curriculum based assessments and screeners.</p> <ul style="list-style-type: none"> ● Measure learning loss among special populations (ie: students with disabilities, English learners, migrant and homeless students, foster youth, socioeconomically-disadvantaged students, and students directly affected by COVID-19) and provide targeted interventions to students as appropriate in small group instruction on in person days. ● Identify how to offer online interventions to students of targeted groups on non school days. ● Reassess student learning periodically to determine the efficacy of existing interventions and provide additional supports. ● Facilitate teachers' efforts to share best practices for mitigating learning loss. <ul style="list-style-type: none"> ○ Elementary: Teachers conducted vertical articulation during the last week of school. Essential standards and content identified during this time will be reviewed and/or scaffolded during the first trimester. ○ Secondary: Teachers will be asked to conduct pre and post tests on essential standards. Sites will develop interventions to support students with significant learning losses. Teachers will reteach and/or scaffold current instruction to mitigate learning losses and continue this year's instruction.
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<ul style="list-style-type: none"> ● Instructional Programs: Career Technical Education (CTE) 	<ul style="list-style-type: none"> ● Develop a process to ensure that all tools are cleaned after use and returned so that they are ready for the next student/class. ● Extra time should be spent at the beginning of the year to review typical safety precautions with additional time reviewing special circumstances centered on health and safety precautions to avoid exposure to COVID-19. 	<ul style="list-style-type: none"> ● Develop a process to ensure that all tools are cleaned after use and returned so that they are ready for the next student/class. ● Extra time should be spent at the beginning of the year to review typical safety precautions with additional time reviewing special circumstances centered on health and safety precautions to avoid exposure to COVID-19. ● Develop engaging activities that can be completed virtually
<ul style="list-style-type: none"> ● Instructional Programs: Expanded Learning (Child Care/Before and After School Care) 	<ul style="list-style-type: none"> ● Continue to offer, through Child Development Institute (CDI), before school and after school programs (Club Rocklin). ● CDI to partner with site Club Rocklin to establish guidelines that follow public health guidelines and communicate these to families. ● CDI to communicate to RUSD Education Services staff, Senior Director Facilities Maintenance & Operations, and school Principals if additional facilities are needed to allow for physical distancing. 	<ul style="list-style-type: none"> ● Club Rocklin will be available to families before school, after school and on “off campus days.” ● CDI to partner with site Club Rocklin to establish guidelines that follow public health guidelines and communicate these to families. ● CDI to communicate to RUSD Education Services staff, Senior Director Facilities Maintenance & Operations, and school Principals if additional facilities are needed to allow for physical distancing. ● CDI and the district to work together to identify additional facilities and/or program space throughout the district that may be needed for “off campus days” if facilities are not available at the needed site.
<ul style="list-style-type: none"> ● Instructional Programs: Activities/Athletics 	<ul style="list-style-type: none"> ● After school and club activities may be restricted and/or limited, adhering to public safety guidelines. ● If deep cleaning is needed, after school and club activities may be suspended. ● Secondary athletics will be allowed per state and local guidelines. 	<ul style="list-style-type: none"> ● After school and club activities may be restricted and/or limited, adhering to public safety guidelines. ● If deep cleaning is needed, after school and club activities may be suspended. ● Secondary athletics will be allowed per state and local guidelines.
<p>Technology -</p>		
<ul style="list-style-type: none"> ● Technology: Classroom Technology 	<ul style="list-style-type: none"> ● Teachers will assign devices to each student from in-room Chromebook cart as available. 	<ul style="list-style-type: none"> ● Teachers will assign devices to each student from in-room Chromebook cart as available.

	<ul style="list-style-type: none"> • Shared devices in classrooms will be cleaned before/after use. • If classrooms/sites return to distance learning, internet access and devices will be provided. 	<ul style="list-style-type: none"> • Shared devices in classrooms will be cleaned before/after use. • If classrooms/sites return to distance learning, internet access and devices will be provided..
Nutrition Services -		
<ul style="list-style-type: none"> • Nutrition Services: Meal service 	<p><u>Elementary-</u></p> <ul style="list-style-type: none"> • Markings will be placed on flooring to indicate 6 ft social distancing (ie: student lunch line). • Minimize self service (ie: elimination of salad bars and “food share table”). • No keypad entry for student code. • Staff, whenever possible, will pre-plate food trays at the serving window. • Staff to place condiments/utensils on the student's tray. • Elementary - Continue to use staggered lunches and provide options for students to eat in outdoor spaces/classrooms as feasible. <ul style="list-style-type: none"> ○ In the case of inclement weather, continue to implement standard processes of students eating in classrooms under noon duty supervision. • Plexiglass shield protectors will be installed at serving lines. Staff to wear masks and/or face shields. <p><u>Secondary -</u></p> <ul style="list-style-type: none"> • Offer staggered lunches and provide options for students to eat in outdoor spaces/classrooms as feasible. • Remove self serve options (no inside “service-speed lines”); utilize snack bar lines at all sites. • Plexi-glass shields to be installed at Whitney High School for meal service (other secondary sites already have these installed). 	<p><u>Elementary-</u></p> <ul style="list-style-type: none"> • Markings will be placed on flooring to indicate 6 ft social distancing (ie: student lunch line). • Minimize self service: (ie: elimination of salad bars). <ul style="list-style-type: none"> • No keypad entry for student code. • Staff, whenever possible, will pre-plate food trays at the serving window. • Staff to place condiments/utensils on the student's tray. • Elementary - Continue to use staggered lunches and provide options for students to eat in outdoor spaces/classrooms as feasible. <ul style="list-style-type: none"> ○ In the case of inclement weather, continue to implement standard processes of students eating in classrooms under noon duty supervision. • Plexiglass shield protectors will be installed at serving lines. Staff to wear masks and/or face shields. <p><u>Secondary -</u></p> <ul style="list-style-type: none"> • Offer staggered lunches and provide options for students to eat in outdoor spaces/classrooms as feasible. • Remove self serve options (no inside “service-speed lines”); utilize snack bar lines at all sites. • Plexi-glass shields to be installed at Whitney High School for meal service (other secondary sites already have these installed).

	<ul style="list-style-type: none"> • Students can use Student ID cards, instead of entering student numbers on a keypad, for touchless meal service. • Staff to serve meals in units and offer (a la carte) ie: milk, a la carte/fruit served individually. • Use disposable products whenever possible. • Increase cleaning and sanitizing in frequently touched areas. 	<ul style="list-style-type: none"> • Students can use Student ID cards, instead of entering student numbers on a keypad, for touchless meal service. • Staff to serve meals in units and offer (a la carte) ie: milk, a la carte/fruit served individually. • Use disposable products whenever possible. • Increase cleaning and sanitizing in frequently touched areas.
<ul style="list-style-type: none"> • Nutrition Services: Preparation of food 	<ul style="list-style-type: none"> • Use pre-packaged meal items whenever possible. • Staff to use disposable prep supplies, ie: aprons, gloves, masks, face shields, etc whenever possible. • Staff will be trained on current health and safety protocols and employee expectations (ie: handwashing procedures). 	<ul style="list-style-type: none"> • Use pre-packaged meal items whenever possible. • Staff to use disposable prep supplies, ie: aprons, gloves, masks, face shields, etc whenever possible. • Staff will be trained on current health and safety protocols and employee expectations (ie: handwashing procedures).
Transportation -		
<ul style="list-style-type: none"> • Transportation: Loading and unloading of buses 	<ul style="list-style-type: none"> • Load students onto the bus from “rear to front” and unload students from the bus “front to rear” to avoid students walking past each other. • Encourage students to maintain physical distancing while loading and unloading at school sites. • Encourage students to practice social distancing while waiting at bus stops. 	<ul style="list-style-type: none"> • Load students onto the bus from “rear to front” and unload students from the bus “front to rear” to avoid students walking past each other. • Encourage students to maintain physical distancing while loading and unloading at school sites. • Encourage students to practice social distancing while waiting at bus stops.
<ul style="list-style-type: none"> • Transportation: Seating and physical distancing 	<ul style="list-style-type: none"> • Students would be seated two to three students per bench seat. Students must wear a face covering, unless exempt. • A protocol will be developed for students who may have issues with wearing a mask while on the bus such as Special Education students due to sensory issues, etc. 	<ul style="list-style-type: none"> • Students would be seated one to two students per bench seat, with staggered window/ aisle seating, placing an “X” on seats for easy student recognition. Students must wear a face covering, unless exempt. • A protocol will be developed for students who may have issues with wearing a mask while on

	<ul style="list-style-type: none"> • All bus drivers must wear a face covering, unless exempt, when physical distancing is not possible. • Supply masks for each bus, in the case a student does not have one. • Develop procedures for drivers to follow if the driver believes they are showing COVID -19 symptoms. • Notify families/students of the District's transportation process, including adjustments due to COVID-19. 	<p>the bus such as Special Education students due to sensory issues, etc.</p> <ul style="list-style-type: none"> • All bus drivers must wear a face covering, unless exempt, when physical distancing is not possible. • Supply masks for each bus, in the case a student does not have one. • Develop procedures for drivers to follow if the driver believes they are showing COVID -19 symptoms. • Notify families/students of the District's transportation process, including adjustments due to COVID-19. • Develop a protocol for students who may have issues with wearing a mask while on the bus such as Special Education students due to sensory issues, etc.
<ul style="list-style-type: none"> • Transportation: Bus cleaning 	<ul style="list-style-type: none"> • Buses and touchable surfaces will be sanitized after AM routes & PM routes. 	<ul style="list-style-type: none"> • Buses and touchable surfaces will be sanitized after AM routes & PM routes.
Communications:		
<ul style="list-style-type: none"> • Communications: Clear, Consistent and Specific Communications 	<ul style="list-style-type: none"> • Communicate clearly, consistently, and often with RUSD District stakeholder groups (students, parents/guardians, staff and community) with most up to date information available. • Provide a School Reopening Plan "LINK" on RUSD websites with up to date information and answers to frequently asked questions. • Communicate with families/staff/community through a variety of platforms (i.e. email, infographics, website posts, social media, news stories, newsletter). • Provide public forums (ie: Ask RUSD) to collect community input. 	<ul style="list-style-type: none"> • Communicate clearly, consistently, and often with RUSD District stakeholder groups (students, parents/guardians, staff and community) with most up to date information available. • Provide a School Reopening Plan "LINK" on RUSD websites with up to date information and answers to frequently asked questions. • Communicate with families/staff/community through a variety of platforms (i.e. email, infographics, website posts, social media, news stories, newsletter). • Provide public forums (ie: Ask RUSD) to collect community input.