2020-21

ALTERNATIVE EDUCATION SCHOOL REOPENING PLAN
INTRODUCTION

As a result of the COVID-19 pandemic and state of emergency declared by Governor Gavin Newsom, SCOE Alternative Education suspended in-person learning on March 23, 2020. Parents, staff and students had to quickly make the shift from daily, in-person instruction and support to distance learning. This School Reopening Plan and the program Continuity of Learning and Attendance Plan are being developed with service to our students and families as the foundation and equity and access at the core.

Since March, program director, Georgia Ioakimedes, has been involved in meetings with County Superintendent Steven Herrington and district Superintendents, as well as with other staff in the educational community. She has also been engaged in conversations with program service providers and agency partners.

Executive Order N-56-20 was established on April 22, 2020 to address the impact of continued school closures in response to the COVID-19 pandemic and the local educational agencies’ (LEAs) ability to conduct meaningful annual planning, and the ability to meaningfully engage stakeholders in these processed. The order established a reporting requirement to provide an overview of changes to program offerings LEAs were making in response to the COVID-19 emergency. The SCOE Alternative Education program developed a COVID-19 Written Report that outlines the major impacts on students and families, and how the program is meeting the needs of unduplicated students. The COVID-19 Written Report includes steps the program has taken to:

- Deliver high quality distance learning opportunities;
- Provide school meals in non-congregate settings; and
- Arrange for supervision of students during ordinary school hours.

Shortly after the 2019-20 school year ended all Community School parents were sent a Learning from Home Survey to assess their perceptions of the program’s distance learning program and their experiences and concerns about school closures. The survey’s intent was to provide information to help the program address the needs of families as students were engaged in schooling from home. A follow up Reopening Schools survey will be sent to parents prior to the start of the 2020-21 school year.

In July, program staff were surveyed related to school reopening for the 2020-21 school year. The survey provided the staff the opportunity to provide input related to reopening school sites in the Fall, express their comfort level in returning to work, provide input on specific measures the program can take to increase their confidence in the safety of in-person classes, and what type of educational program would be best for students in the Fall. This was followed up with an all-staff school reopening update meeting.

The Draft School Reopening Plan was shared with all stakeholders for input and feedback and will be submitted to the Sonoma County Board of Education with a Resolution Declaring Instructional Method for 2020-2021 School Year.
PURPOSE OF THIS PLAN

This document is intended to identify solutions that make transitioning between online-only and various scenarios of in-person instruction as seamless as possible. They are based on the best available public health data at this time, best practices and the practical realities of managing our school program in a variety of settings.

Understanding that this continues to be a very fluid situation, we have identified possible school schedules that can be implemented or modified as conditions permit. Modifications contained here are necessary to minimize the loss of learning and to ensure necessary health and safety efforts continue, such as social distancing and facility cleanings.

School site plans will be individualized and refined to address site needs/circumstances and will be done in collaboration with agency partners for our Court School program. New daily school operation procedures will be established for the Community School program to include health screening, increased hygiene measures, and social distancing protocols. Student, class, and school schedules will need to be reconsidered in the plans to return to school to provide instruction in varied modes.

Each subsection contains information that we hope is informative for all stakeholders. The plan is developed with the intent to provide a quality, meaningful educational experience for our students even as we navigate through unprecedented times.
# PLAN CONSIDERATIONS AND GUIDING PRINCIPLES

## Considerations

| Connection                  | Social-Emotional Wellness as a priority  
|                            | Relationship building  
|                            | Transitions back to school  
| Instruction                | Clear expectations  
|                            | Essential Standards  
|                            | Flexible instructional strategies  
|                            | Assessment to guide instruction  
|                            | Access to support and intervention  
| Safety                     | Follow County Health Guidelines  
|                            | Create safety protocol and systems  
|                            | COVID training for students, parents and staff  
|                            | A point person for COVID-related topics  
| Technology                 | Provide technology access for all students  
|                            | Provide technology support for students and families  
|                            | Consistency with platforms and apps  
| Communication              | Consistent communication via one platform  
|                            | Staff/Teachers use the same platforms for communication with students and parents.  
|                            | Communication is frequent, often and centralized  
| Professional Development   | Staff need ongoing time for learning, planning and collaborating  
|                            | Time to design lessons/curriculum  
|                            | Allow for some in-person training for families if needed  

The SCOE Alternative Education *School Reopening Plan* was developed in alignment with the following:

- Sonoma County Health Orders
- CDC Cleaning Guidelines
- California Department of Education Opening Guidelines
- Sonoma County Roadmap to Reopening Schools Safely
- CA Assembly Bill 9: Education Finance Trailer Bill
- Framework for Opening School, CDPH, July 17, 2020
- Pandemic Plan for Learning and Safe Schools, July 17, 2020

And with consideration and input from the following:

- Staff Survey
- Parent Surveys
Guiding Principles

• Safeguard the health and safety of students and staff
• Comply with the State, County Health Department and CDC guidelines
• Consider feedback from all stakeholders
• Ensure equitable access to teaching and learning:
  o Prioritize the needs of our most vulnerable students
  o Ensure students have individualized check-ins at least once a week
  o Provide consistent online experiences
• Leverage resources to address achievement and opportunity gaps
• Adhere to School Reopening Plan for “in-school” and “at-home” learning strategies, while building in flexibility
• Make informed decisions to revise the SRP as needed
• Leverage community resources and partnerships to enhance SRP plan
• Foster student learning and progress
• Reduce negative or unintended consequences
• Maintain positive learning environments
The Health and Safety recommendations focus on the student/staff health and safety, sanitation, and preparation and maintenance of all facilities. There are expectations for overall safety for students, staff and parents. Our efforts and actions can help to lower the risk of the spread of COVID-19 and promote a positive and nurturing learning environment and experience for our students.

**Health and Safety Communication Information**

Communications will be provided to stakeholders in multiple formats to address the need for multiple languages and alternative methods, depending on the audience. The formats include, but are not limited to communication through ParentSquare, telephone, text messaging, email, video-conferencing, flyers, website, social media and in-person. School staff will also provide parent-student outreach to ensure and enhance communication efforts.

The Alternative Education director will serve as the program COVID-19 Coordinator and will:

1. Coordinate notification of staff, students/parents (following Public Health Guidelines) when there has been a COVID-19 exposure at an Alternative Education site.
2. Collect and report data to the Sonoma County Public Health Office.
3. Be a single point of contact for concerns and questions from staff, parents, and students via telephone, email or video conferencing during the day
4. Provide Contact Tracing in conjunction with Public Health guidelines.
5. Provide for dissemination of related communications
6. Set up COVID-19 related training for students, parents and staff. This will include training on pre-screening and self-assessment protocols to determine when students or staff should remain at home instead of coming to a school site or other worksite.

The Alternative Education director will inform and receive information and guidance from the County Superintendent’s office.
Promoting Behaviors that Reduce the Spread of COVID-19

Using multiple resources SCOE Alternative Education has adopted the following steps to promote health behaviors to reduce the spread of COVID-19.

Stay home when appropriate. This applies to students, staff, parents and members of the community.

Educate staff about when they should stay home, families about when their child should stay home, and when either staff or a student can return to work or school

- Require employees and students who are sick or who have recently had close contact (longer than 15 minutes) with a person with COVID-19 to stay home.
- Students and staff will continue to report their absences when they need to stay home.
- For staff members, please contact HR and your immediate supervisor if you need to stay out for more than 3 days due to a COVID-19 exposure or have been diagnosed with COVID-19.
- Staff and students should stay home if they or a member of their household has tested positive for or are showing COVID-19 symptoms.
- Follow the Sonoma County Public Health Orders and the Sonoma County Roadmap to Safe Reopening’s criteria that will guide students and staff on when to return to work.

Hygiene and Etiquette

Flyers/posters and onsite demonstrations will be used to teach and reinforce handwashing with soap and water for at least 20 seconds. If soap and water are not readily available, hand sanitizer that contains at least 60% alcohol will be available in classrooms and offices.

Staff and students will be encouraged to cover coughs and sneezes with a tissue. Used tissues should be thrown in the trash and hands washed immediately with soap and water for at least 20 seconds. If soap and water are not available, hand sanitizer should be used.
**Personal Protective Equipment and Supplies**

Face coverings are required for all persons (staff, students, service providers, parents or community members who are at any school site. Face coverings will not be required while students and staff are engaged in eating or drinking. Recommended social distancing guidelines will be followed during these times.

Training will be provided for students and staff in the proper use and etiquette of all face coverings.

SCOE Alternative Education will continue to monitor and update requirements for face coverings based on guidance from the Sonoma County Roadmap to a Safe Reopening.

SCOE Alternative Education will provide adequate supplies including soap, hand sanitizer with at least 60% alcohol, paper towels, tissues, disinfectant wipes, gloves, face coverings or shields at its Community School sites. These same items will be provided by the County for Court School sites.

**Signs and Messages**

Signs that promote protective measures will be posted in visible locations throughout at Community School sites. These include, but are not limited to, self-assessment of possible COVID-19 symptoms/exposure, when to stay home, proper use of PPE, access to training and where to obtain more information, and directions for hallways and common areas. Information will be provided in English and Spanish.

**Cleaning and Disinfection**

Custodial staff have been trained by their employer in the proper cleaning of frequently touched surfaces (i.e., door handles, desks, sink handles, drinking fountains).

Schedules will be set up to provide for cleaning during the day and to provide increased cleaning and to disinfect due to COVID. Schedules will be shared with site staff. Cleaning supplies will continue to be stored away from students.

The use of shared objects (i.e., PE equipment, art supplies, toys, computers) will be significantly limited unless they can be cleaned after a single use. In addition, there will be no shared school supplies. Administration, with site staff, will develop a list of basic supplies that cannot be shared (i.e., crayons/markers, pencils, glue, scissors, paper, rulers). Staff engaged in cleaning and disinfecting will be equipped with proper PPE for COVID-19 disinfection in addition to PPE as required by product instructions.

Outdoor activities, including instruction, may be encouraged. Students should come prepared for increased outdoor activities. They should wear layers of clothing or bring additional clothing.
Ventilation systems will be checked to ensure they are in working order and will be monitored for proper operation. SCOE will continue to replace all Heating, Ventilation & Air Conditioning (HVAC) filters on the regular replacement cycle. Replacement cycles will be adjusted accordingly based on guidance or need. In addition to HVAC, best practices for classroom and office ventilation are to have windows and doors open to allow air flow to provide as much fresh air as possible.

**Water Systems**

To minimize the risk of waterborne illnesses, steps will be taken to ensure that all water systems and features (i.e., sink faucets, drinking fountains) are safe to use after the prolonged facility shutdown. Drinking fountains will be cleaned and sanitized regularly, but staff and students will be encouraged to bring their own water to minimize the use and touching of water fountains.

**Modified Classroom Layouts**

Classroom seating at tables or desks will be spaced at least six feet apart. The six foot space is relevant to the distance between people; portions of desks or tables may be within the six foot distance between people. Floors will be marked to indicate the appropriate placement of desks to ensure proper distancing.

If required spacing is not possible, the use of other space will be considered as well as the use of other barriers.

Layouts and social distancing include positioning staff work areas so that they are a safe distance away from high traffic areas. This may include the need for moving desks, rerouting traffic, or installation of plexiglass or other types of dividers.

For all positions that perform one-on-one legally required student testing (i.e., school psychologists, speech, nurses, educational specialist teachers) at least one “Safety Room” per site will be set up for testing. The room will be equipped with an adequate supply of PPE, including plexiglass as necessary, masks, gloves and cleaning supplies. Seating will be spaced at least 6 feet apart to ensure social distancing can be maintained during testing.

Signage will be provided to educate staff and students on the safe use of restrooms.

**Common Spaces**

Common or shared spaces such as gym/multi-purpose rooms, libraries, courtyards will operate with staggered schedules that are determined by site administrators. The schedules will promote social distancing guidelines to ensure staff and student safety while in these areas.
Food Service

Food service will continue to be offered by contract with local school districts. Divided mealtimes (for breakfast, snack and lunch) will be implemented by site administrators, as needed. Staff may be asked to assist with the monitoring of various eating locations.

Additional trash containers may be added to accommodate the various eating areas.

Meals will be provided regardless of the learning model that is implemented both for students on-site and those participating in distance learning. Meals may be provided as “Grab and Go” to ensure social distancing guidelines can be followed.

Maintaining a Healthy Work and School Site

Protections for Staff and Children at Higher Risk for Severe Illness from COVID-19

Distance learning may be offered for students who are medically fragile or would be put at risk by in-person instruction, or who are self-quarantining because of exposure to COVID-19.

Staff members requesting accommodations related to COVID-19 shall do so through process outlined and communicated by SCOE.

Symptom Assessment

Parents will be required to keep sick students or students who have had close contact with a person with COVID-19 at home. The same will hold true for staff members.

Staff and students may have their temperature checked before they enter a SCOE Alternative Education facility. Each Community School site will develop a school entry plan which will identify the location for entry, the procedures for temperature checking and the personnel who will conduct the temperature checks. Each school site plan will be submitted to the COVID-19 coordinator for approval.

There will also be a COVID-19 self-checklist protocol in place that all students, staff and parents are required to follow. The self-check will be posted on the Alternative Education Distance Learning and Coronavirus Resources webpage. It will also be posted at all school sites.

Anyone, staff or student, who shows symptoms of COVID-19 will be denied entry to a SCOE Alternative Education facility. For students and staff who are already on site, see the section of Isolation and Quarantine.
**Isolation and Quarantine**

Staff and students should self-monitor throughout the day for symptoms of illness. Persons exhibiting a fever of 100.4 degrees or higher, or who have a cough or any other COVID-19 symptoms, will be isolated on the campus in a designated room. Students exhibiting symptoms will be required to wear a face covering and be required to wait in an isolation area until they can be transported home or to a healthcare facility. School nurses and other staff should use CDC’s “Standard and Transmission-Based Precautions” when caring for sick people.

**Visitors to Campus**

Nonessential visitors, volunteers and community members will be asked not to come to a SCOE Alternative Education site unless a virtual option (i.e., video conferencing) is not available. Anyone entering a SCOE Alternative Education campus will be subject to the same precautionary measures including a temperature check and COVID-19 Self-Check protocol as outlined above.

Attendance at staff/learning community meetings, IEPs, parent/teacher conferences, 504 meetings and SST meetings may be held remotely, if possible. SCOE Alternative Education will ensure that technology is available for students/parents to participate in remote meetings.

**Student Absences and Attendance**

Any student who contracts the virus or lives with someone who has been diagnosed with COVID-19 must stay home in accordance with state and local health directives. Per Education Code 48205, student absences due to illness or quarantine are considered excused absences.

When a student is absent for COVID-19 reasons, the student’s parent/guardian shall notify the school site of the reason for the absence. A physician’s verification of a student’s illness or quarantine may be submitted to the school site but is not required. The student may return to school when they submit a clearance from their doctor to their school.

Any student who contracts the virus or lives with someone who has been diagnosed with COVID-19 should be directed to stay home in accordance with state and local health directives.

Students who are infected with COVID-19 shall be excluded from on-campus instruction until a medical provider states in writing that the student is no longer contagious (Education Code 49451; Health and Safety Code 120230; 5 CCR 202).

Per Education Code 48205, student absences due to illness or quarantine are considered excused absences. When a student is absent, the students’ parent/guardian shall notify the school of the reason for the absence. A physician’s verification of a student’s illness or quarantine may be submitted but is not required.


Attendance Plan

In accordance with AB 98, attendance will be taken daily for each student. Absences will be recorded by the teacher of record in the Student Information System (SIS) each day.

For attendance taking purposes, teachers mark students present or absent during in-person learning. Attendance for Distance Learning is met through the following:

- evidence of participation in online activities
- completion of regular assignments
- completion of assessments
- or contacts between any SCOE Alternative Education staff member and a student or their parent or guardian

Teachers will take attendance as required by AB 98 and any other state or federal mandates.

A pupil who does not participate in distance learning on a school day shall be documented as absent for that school day.

Students who are absent from distance learning for more than three school days or 60 percent of the instructional days in a week, shall be subject to a tiered reengagement process.

Reengagement Process

Tier 1

- Daily phone calls will be made for each day a student is marked absent by the teacher.
- Teachers or other staff will attempt to make contact with the student and parent.
- Teachers will create, publish and inform students and parents of their grading practices in a hybrid or distance learning model.
- Teachers will assure assignments and grades are uploaded weekly.

Tier 2

- Students that are deemed 60% absent from the hybrid model or distance learning will be reported to the School Accountability Specialist.
- As part of the re-engagement strategy, the School Accountability Specialist will attempt to reach out and determine the cause for the absence. The SAS will:
  - Ensure that communication with the parent is working – ParentSquare, emails and internet access;
  - Determine if there is a breakdown in communication and make any corrections; and
  - Determine if the lack of participation is due to a lack of access and the site will take the necessary steps to ensure the issue is resolved.
- The parents will be informed that continued absences from distance learning could include:
  - A conference with an administrator;
Development of an Attendance Plan through a Student Study Team (SSR) process;
Through the SST process, other forms of support will also be discussed such as additional time needed, emotional or mental health supports and potential greater academic supports and interventions; and
Discussion of the intervention of the student being removed from Distance Learning (when in-person/in-class school is an available option).

Tier 3
- If the re-engagements strategies in Tiers 1 & 2 fail to improve distance learning attendance then a follow-up SST will be held.
- The site administrator may develop an Attendance Plan that includes:
  - Teacher engagement
  - Both reward and consequences for further attendance;
  - Review of the family circumstances for outside connection with health and social service;
  - Make a recommendation to transitioning the student to full in-person/in-class learning (when in class school is an available option).

Leave (Personal Illness/Injury/Necessity) Policies

SCOE Alternative Education will work with employees who are absent when they are sick due to any of the qualifying reasons for leave related to COVID-19 as communicated by SCOE Human Resources Services.

Staff members will inform their immediate supervisor and enter their absence in the Frontline Employee Management System. The employee will contact SCOE Human Resources Services for the next steps in applying for appropriate COVID-19 related leave and documenting time off specifically related to COVID-19. Staff may also be asked to provide health provider documentation regarding any leave related to COVID-19 as requested.

When Someone Becomes Ill

Each Community School site will identify an isolation room or area to separate anyone who exhibits symptoms of COVID-19 (such rooms/spaces will be identified by Probation for the Court School program). Any students or staff exhibiting symptoms will immediately be required to wait in the designated isolation area until they can be transported home or to a healthcare facility.

If a staff member or students becomes sick, and a family member cannot be reached or is not available to pick up the individual, 911 will be called if the severity of the illness appears to be immediately life-threatening. (See Illness Assessment Chart below).

Staff and students who exhibit COVID-19 symptoms should not return to work or school until they have been cleared by their physician.
Isolation Rooms will be cleaned and disinfected throughout the day if used. If someone is confirmed to have contracted COVID-19 and has been in an Isolation Room, it may be necessary to temporarily relocate the Isolation Room for at least 24 hours. To the extent possible these rooms will be adjusted for negative airflow to the extent possible.

**COVID-19 Screening Tool**

<table>
<thead>
<tr>
<th>Back to School</th>
<th>COVID-19 Screening Tool</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recommended tool to screen students, teachers, and staff for symptoms of COVID-19.</td>
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</tbody>
</table>

**SYMPTOMS**

<table>
<thead>
<tr>
<th>Are you experiencing any of these COVID-19 symptoms?</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cough</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fever</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chills</td>
<td></td>
<td></td>
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<tr>
<td>Sore throat</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Feeling achy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shortness of breath / difficulty breathing</td>
<td></td>
<td></td>
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<tr>
<td>Nausea or vomiting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>New or unusual headache in the last 24 hours</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diarrhea</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Loss of taste or smell</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tingling or numbness</td>
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</tbody>
</table>

**RISK FACTORS**

<table>
<thead>
<tr>
<th>Do any of the following risk factors apply to you?</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>In the last 24 hours have you been in contact with anyone with a known case of the COVID-19 virus?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

If you checked "YES" to any of the above questions you may have risk factors for COVID-19. Please contact your primary care provider to seek guidance before you or your child attends school.
**Sonoma County Health Notifications for Student/Staff Illness**

Public Health Nurses will notify a school/district when a student or staff member is confirmed positive with COVID-19 and will lead contract tracing efforts as needed.

SCOE Alternative Education, through the designated COVID-19 Coordinator, will work with the County Health Department through their existing protocols to conduct testing and contract tracing as needed and identify whether quarantine of impacted students and staff is necessary. Contacts will be identified based on the duration of the contact, the proximity of the contact and the number of people.

**Partial or Total Site Closures**

The need to quarantine an entire class cohort or school site will be determined by Sonoma County Public Health officials depending on the extent of exposure (duration, numbers exposed, the closeness of contact and other factors). For reference, see the [Sonoma County Road Map to a Safe Reopening](#).

If a student or staff member is confirmed to have COVID-19 the classroom or facility may need to be closed for at least 24 hours before it can be cleaned and an alternative area to continue classes will be provided.

When a student, teacher or staff member tests positive for COVID-19 and exposes others at the school site, the SCOE Alternative Education COVID-19 Coordinator will work with the Sonoma County Public Health and Sonoma County Superintendent of Schools to determine next steps.
Providing regular, transparent, two-way communication in our school community is always a priority, but especially so in these uncertain and stressful times. Clear, timely communication is necessary to help ensure that staff, families, our partners and the community are kept informed and provided an avenue through which to share questions and/or concerns. SCOE Alternative Education is committed to providing on-going communication to all of our stakeholders.

<table>
<thead>
<tr>
<th>Methods of Communication</th>
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<tbody>
<tr>
<td><strong>ParentSquare</strong></td>
</tr>
<tr>
<td>Provides communication in preferred language via the preferred method (i.e., text, email, phone call)</td>
</tr>
<tr>
<td><strong>SCOE Coronavirus Information webpage</strong></td>
</tr>
<tr>
<td>Provides parents, students and educators a variety of news, information and resources at SCOE’s coronavirus hub.</td>
</tr>
<tr>
<td>The SCOE website also contains a link to the <a href="#">Alternative Education webpage</a> and the program’s <a href="#">Coronavirus and Distance Learning Resources</a>.</td>
</tr>
<tr>
<td>The program webpage also includes links to site information and a staff directory.</td>
</tr>
<tr>
<td><strong>Social Media</strong></td>
</tr>
<tr>
<td>The SCOE social media accounts may be used to disseminate key messages.</td>
</tr>
<tr>
<td><strong>Local Media Resources</strong></td>
</tr>
<tr>
<td><a href="#">Santa Rosa Press Democrat</a>, KBBF FM and KSRO are the main media outlets for our families.</td>
</tr>
</tbody>
</table>

SCOE Alternative Education will continue to seek input and feedback from stakeholders through various methods including:

- Surveys
- Program Focus Groups/Team Meetings
- Student Focus Groups
- Parent Meetings
- Community, district and agency partners
We recognize that our school and larger community has experienced a significant amount of trauma in recent years. We have lost days of school due to fires, air quality, floods, Public Safety Power Shutoff (PSPS) and most recently COVID-19. As we begin the 2020-21 school year we know that school as we normally know it does not exist right now. We move into the new school year with positive intent and a plan for providing the support that staff, students and their families need to move through these unprecedented times. We know that students are better able to learn when their social-emotional needs are addressed.

Social-Emotional Wellness and Learning

Social-Emotional Wellness is the ability to identify and manage emotions, express empathy, form healthy relationships, make responsible decisions and cope with stress. Social-emotional health is foundational to academic achievement, lifelong health and success. Schools that support student social-emotional wellness help students feel safe and supported and develop skills to communicate better, can focus more on school work and typically have fewer behavioral issues.

The following best practices will be employed to address social-emotional learning (SEL):

- Emotional well-being will be at the forefront of all decision-making.
- Both intra- and inter- personal SEL needs will be considered and opportunities will be built in for both within the structure of “the school day”
- We will continue to remove barriers to student success that existed before COVID-19.
- Collaboration between teachers, staff, administrators, and families will be prioritized. SCOE Alternative Education will promote a culture within which educators understand that it is a collective effort to support SEL for students. Resources and training will be provided as needed.
- Adults will be given the opportunity to connect, hear and cultivate their own social-emotional competencies.
- Staff will check in with every student every day through offline and real-time conversations and interactions. Students social and emotional status will be monitored as well as academic growth.
- Teachers/staff will be encouraged to ask their students how they are doing and refer to counseling when students are struggling.
- SCOE Alternative Education will continue to offer students mental health services through contracted service providers and program staff.
- Students will be provided with more time to complete tasks and assignments and will be provided with opportunities to redo or revise a task or assignment.
LEARNING CONTINUITY

2020-2021 Learning Model Considerations
Options to Serve All Students in the Current Moment

Guiding Principles
- Protect student, staff, and community health
- Foster student learning and progress
- Maintain positive learning environments
- Foster student emotional health
- Care for our most vulnerable populations

TRADITIONAL LEARNING MODEL
- Daily in-school attendance with staffing modifications
- Integrated social emotional learning
- Standards-based curriculum/assessment
- Student engagement through instructional best practices
- Expanded technology skills through 1:1 device initiative and digital citizenship
- Interventions and enrichment to accommodate all learners
- Considerations for district-approved independent study for families needing flexibility

HYBRID LEARNING MODEL (MODIFIED TRADITIONAL)
- Social distancing model with some in-class instruction and some distance learning
- Integrated social emotional learning
- Standards-based curriculum/assessment
- Student engagement through instructional best practices and interactive technology
- Classroom-based interventions and enrichment to accommodate all learners
- Supplemental digital support for academic and social emotional learning

DISTANCE LEARNING MODEL
- Daily remote instruction and interactions from teacher
- Integrated social emotional learning
- Standards-based curriculum/assessment
- Student engagement through instructional best practices and interactive technology
- Targeted intervention and enrichment
- Supplemental digital support for academic and social emotional learning

PLANNING TO PIVOT (FORCED SCHOOL CLOSURE)
- Scheduled remote interactions with teacher while student learns at home
- Social emotional supports
- Standards-based curriculum/assessment
- Student engagement through instructional best practices and interactive technology
- Targeted intervention and enrichment
- Supplemental digital support for academic and social emotional learning

Providing Meaningful Learning to Ensure Health and Safety
Note: The selection of a learning model should be informed by local district conditions along with guidance from the Sonoma County Office of Education, Sonoma County’s Public Health Officer, California Department of Public Health (CDPH), and the Centers for Disease Control and Prevention (CDC).

INSTRUCTIONAL MODELS & CONSIDERATIONS

SCOE Alternative Education will prioritize providing a high-quality instructional program by following best practices in the areas of:
- Curriculum selection and instructional delivery models
- Assessment practices and policies, including local and statewide assessments
- Services to special populations, including students with disabilities, socioeconomically disadvantaged students, English Learners, Homeless and Foster Youth
- Access and use of instructional technology
- Expanded learning opportunities
<table>
<thead>
<tr>
<th><strong>Student Expectations</strong></th>
<th><strong>At School</strong></th>
<th><strong>Distance Learning/Online</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Attendance:</strong></td>
<td>The student attends class on assigned days. Students are required by law to attend school unless the family has made the decision to participate in the full distance learning model.</td>
<td>The student is expected to participate in online instruction during assigned times, check the teacher’s Google Classroom and complete assignments. Students will also be expected to check in with the teacher individually during specified times.</td>
</tr>
<tr>
<td><strong>Behavior:</strong></td>
<td>School and classroom rules and procedures apply.</td>
<td>Students are expected to behave appropriately when on a Zoom (or other platform) connection with other students and teachers. This includes keeping the camera on so the teacher and other students can see the student’s image, using an appropriate name for identification, keeping the microphone mute other than when directed, using appropriate images that DO NOT include racial slurs, drugs, alcohol, nudity or other offensive images. In accordance with California Education Code and program policies, disciplinary action may be taken for any violation.</td>
</tr>
<tr>
<td><strong>Work Effort:</strong></td>
<td>Students are expected to put forth their best learning effort, including turning in projects, assignments, quizzes and tests on time. The student is asked to communicate with the teacher if he/she is experiencing difficulty in completing the work.</td>
<td>Students are expected to put forth their best learning effort, including turning in projects, assignments, quizzes and tests on time. The student is asked to communicate with the teacher if he/she is experiencing difficulty in completing the work.</td>
</tr>
<tr>
<td><strong>Technology:</strong></td>
<td>Students are expected to be prepared with a device (i.e., laptop computer, desktop computer, tablet, school-loaned Chromebook) so as to actively engage in online learning, including lessons and assignments.</td>
<td></td>
</tr>
</tbody>
</table>
### Parent Expectations

<table>
<thead>
<tr>
<th>At School</th>
<th>Distance Learning/Online</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Attendance:</strong>&lt;br&gt; The parent/guardian is responsible for reporting a student absence in a timely manner. COVID-19 related absences are excused. All other absences will be reported in the normal school process.</td>
<td><strong>Help at Home:</strong>&lt;br&gt; The parent/guardian is encouraged to assume the role of the learning coach. The parent is not expected to be the teacher but rather assists his/her student in developing study habits, establishing a place to learn and a schedule.</td>
</tr>
</tbody>
</table>

**Communication:**<br>The parent/guardian is expected to communicate early with the teacher, counselor or site administration if he/she notices a change in the student’s learning, behavior, and/or demeanor.

<table>
<thead>
<tr>
<th>At School</th>
<th>Distance Learning/Online</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Instructional Planning:</strong>&lt;br&gt;• Work with site teams to establish support and intervention plans&lt;br&gt;• Provide teachers with feedback and support&lt;br&gt;• Collaborate with counselors and teachers to support students and families&lt;br&gt;• Develop program goals and involve all stakeholders in discussion and implementation</td>
<td><strong>Instructional Planning:</strong>&lt;br&gt;• Support teachers/staff with Google Classroom and online learning platforms&lt;br&gt;• Provide teachers with feedback and support&lt;br&gt;• Provide appropriate professional development and training for staff (apps, learning platforms, etc.)</td>
</tr>
</tbody>
</table>

**School Culture:**<br>• Engage all stakeholders to ensure the school sites are safe, welcoming environments for all students

**Communication:**<br>• Communicate with families regularly via ParentSquare, email, phone calls and program webpage

<table>
<thead>
<tr>
<th>At School</th>
<th>Distance Learning/Online</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>School Culture:</strong>&lt;br&gt;• Engage all stakeholders to ensure the online classroom is a safe, welcoming environment for students</td>
<td><strong>Communication:</strong>&lt;br&gt;• Provide a robust parent outreach program that includes workshops/trainings for Google Classroom, support/intervention, learning models/platforms, etc.</td>
</tr>
</tbody>
</table>
Support:
- Insure systems are in operation for all areas of student supports: academics, attendance, student wellness and student behaviors
- Insure systems are in operation for monitoring and developing interventions and supports for students and families

Support:
- Insure systems are in operation for all areas of student supports: academics, attendance, student wellness and student behaviors
- Insure systems are in operation for monitoring and developing interventions and supports for students and families

<table>
<thead>
<tr>
<th>Teacher Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>At School</strong></td>
</tr>
<tr>
<td><strong>Instructional Planning:</strong></td>
</tr>
<tr>
<td>- Work with site teams in the establishment of support and intervention plans</td>
</tr>
<tr>
<td>- Provide a rigorous, standards-aligned curriculum for students that is high interest and meets student academic needs</td>
</tr>
<tr>
<td>- Leverage relationships with student to inspire learning. Make student engagement in learning a priority and driver in developing lessons and support</td>
</tr>
<tr>
<td>- Collaborate with administration, counselors and other staff to support students and families</td>
</tr>
<tr>
<td><strong>School Culture:</strong></td>
</tr>
<tr>
<td>- Create a classroom and learning environment that is safe, supportive and welcoming for students</td>
</tr>
<tr>
<td><strong>Communication:</strong></td>
</tr>
<tr>
<td>- Communicate with families regularly- treat parents as partners in their child’s education – work together to problem-solve areas of concern and celebrate accomplishments</td>
</tr>
</tbody>
</table>
**Support:**
- Work collaboratively as part of the site team to provide student support: academics, attendance, student wellness and student behaviors
- Work collaboratively as part of the site team in providing interventions and supports for students and families

---

**Site Based Classified Staff Expectation**

<table>
<thead>
<tr>
<th>At School</th>
<th>Distance Learning/Online</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Support classroom instruction as needed</td>
<td>• Support students with distance/online learning</td>
</tr>
<tr>
<td>including phone calls home about attendance</td>
<td>• Support classroom instruction as needed including phone</td>
</tr>
<tr>
<td>and learning</td>
<td>calls home about attendance and learning</td>
</tr>
<tr>
<td>• Support student break coverage as well</td>
<td>• Work collaboratively as part of the site team to provide</td>
</tr>
<tr>
<td>as lunch supervision and before and after</td>
<td>student support: academics, attendance, student wellness</td>
</tr>
<tr>
<td>school supervision and monitoring of restrooms</td>
<td>and student behaviors</td>
</tr>
<tr>
<td>• Support implementation of health and safety</td>
<td></td>
</tr>
<tr>
<td>requirements</td>
<td></td>
</tr>
<tr>
<td>• Work collaboratively as part of the site</td>
<td></td>
</tr>
<tr>
<td>team to provide student support: academics,</td>
<td></td>
</tr>
<tr>
<td>attendance, student wellness and student</td>
<td></td>
</tr>
<tr>
<td>behaviors</td>
<td></td>
</tr>
</tbody>
</table>

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**Grading and Assessments**

There are multiple ways to assess student progress and understanding of grade and subject level content. These may include content assessments, projects, presentations and performance tasks, among other things.

In hybrid and distance learning, certain types of assessments such as performance tasks may be used more than others. Assessments may serve both formative and summative purposes to provide teachers the necessary information to make instructional decisions and support students in receiving feedback to adjust the demonstration of learning.
### Grading and Assessments Expectations

<table>
<thead>
<tr>
<th>Teachers</th>
<th>Students</th>
<th>Administration</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Will establish, communicate out and maintain a regular platform for communicating student progress</td>
<td>• Will access platform(s) used by the teacher</td>
<td>• Will support staff in collaborating to reflect on assessment and grading practices</td>
</tr>
<tr>
<td>• Will notify student and parents/guardians if a student is not completing work or is at risk of not meeting academic standards</td>
<td>• Will reach out to the teacher with questions</td>
<td>• Will communicate with parents/guardians to clarify and explain grading and assessment practices when necessary</td>
</tr>
<tr>
<td>• When possible utilize a variety of assessments to determine student learning</td>
<td>• Will complete assignments to the best of his/her ability</td>
<td>• Will support teachers in use of online platforms and/or applications to support student learning</td>
</tr>
<tr>
<td>• Share grading policy with students, parents, and administration</td>
<td>• Will follow teacher expectations for using online platforms and/or applications for demonstrating learning</td>
<td>• Will work with teachers to identify additional supports for struggling students</td>
</tr>
<tr>
<td>• Will teach students how to use online platforms and/or application required for demonstrating learning</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Parents/Guardians

• Will utilize platform provided by the teacher to keep abreast of student progress
• Will encourage the student to follow up with the teacher
• Will reach out to teachers first if there are questions or concerns

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### Community School Model and Schedule – Hybrid Model

As we monitor a very fluid situation with COVID-19, we understand that SCOE Alternative Education needs to be prepared for a variety of instructional models. The scheduling example shown below offers a cohorting model that provides safe, social distanced, robust academic programs, social-emotional support and interventions for struggling students. The key elements include:
1. Students divided in cohorts to minimize student/teacher daily contact.
2. Cohorts will rotate in the week, allowing time for site cleaning between cohorts.
3. Students will be provided important learning and support opportunities:
   a. **Academics** – focusing on the teaching and learning in the classroom and/or remotely
   b. **Support & Enrichment** – focusing on providing customized learning, intensive intervention, enrichment activities, social-emotional learning, counseling and skill development
   c. **Distance Learning** – per AB98, as stand-alone and as a part of a hybrid model there will be:
      - Daily live interaction with students
      - Daily attendance taking
      - Content aligned grade/subject level standards
      - Connectivity and devices
      - Supports and intervention
      - Designated and Integrated ELD
      - Special Education and related services in the IEP

### Episodic School Closure Model

To accommodate the times when there will be school closure and students and staff cannot be at sites, instruction will continue remotely. During school closure, sites will implement a School Closure Schedule that may be modeled after the Hybrid Model for in-person attendance to reduce confusion for students, guardians and staff is school has to close. This schedule will inform students and parents of the expected times they need to participate in synchronous instruction, check in with teachers, participate in ‘all school’ Zoom meeting, or complete assignments.

### Full-Time Distance Learning

SCOE Alternative Education recognizes the need to ensure continuity of learning for all students. In distance learning, students interact with their teachers using a computer/device and communications technology. Students receive instruction, connection and community-building time with their teacher and other staff. Distance learning may include video and/or audio instruction in which the primary mode of communication between the student and instructor is online interaction, video, telecourses or other instruction that relies on communications technology. It may also include the use of print materials incorporating assignments that are subject to written or oral feedback. Print materials may be mailed home.

Per California Assembly Bill 98, during Distance Learning teachers will:

- Establish an appropriate schedule to check-in with students and families weekly by phone or Zoom in order to help identify students falling behind in their work or in danger of failing or dropping out of school;
• Keep a weekly engagement record for each student documenting synchronous or asynchronous instruction for each whole or partial day of distance learning, verifying daily participation and tracking assignments;
• Maintain learning time equivalent to seat time in the hybrid model.

Other Educational Programs

**Independent Study** is an optional alternative instructional strategy for eligible students whose needs may best be met through study outside of the regular classroom setting. Students in this program generally work independently and meet with the teacher at least once weekly.

Students who want to participate in Independent Study will work according to a written agreement and under the general supervision of a credentialed teacher. While independent study students follow the program-adopted curriculum and must meet program graduation requirements, independent study offers flexibility to meet individual student needs, interests, and styles of learning.
Each and every student deserves to learn in a supportive environment where they can thrive, and it is our mission to continue to provide an environment for our students to flourish.

To every extent possible, students with special needs shall have the elements in their Individualized Education Program (IEP) met. This could include both in-person and distance learning settings. The student’s Case Manager will meet with families to determine if any services need to be adjusted.

During this time, regardless of the model, all elements of the Individual with Disabilities Act (IDEA) must be met. Service providers such as Speech and Language or Counseling services must continue to provide services, either through online services or in-person as developed in the IEP.

Students with mild to moderate disabilities may benefit from hybrid models that include some in-person and some time in the distance learning model. These decisions will be made in consultation with the IEP Team.

The IEP is the roadmap for each student with a disability, and in these challenging times it is critical that the IEP Team meets and works with the family to jointly determine what is working for each student in distance learning and/or a hybrid environment as well as what accommodation and modality of learning allows the greatest access.

To support the student’s access to the general education classroom within the hybrid and distance learning models and to meet the required elements of the IDEA, SCOE Alternative Education will:

- Provide services in the IEP in the least restrictive setting.
- Meet current service obligations of all IEPs, or modify current IEPs to meet the needs of any changes in service.
- All Related Service Providers, School Psychologists Speech and Language Pathologists, School Nurses shall provide services to the students they are assigned as outlined in each student’s IEP.

If families are experiencing any concerns with the distance learning or hybrid model, school staff are available to support your student.
INSTRUCTIONAL CONSIDERATIONS FOR ENGLISH LEARNERS

English Learners need additional support to rebalance and refocus on the task of learning and being productive in the school community with the goal to achieve the same rigorous grade-level academic language standards that are expected from all students within a reasonable period of time. To accomplish these goals, all English learners must receive a comprehensive program of both designated and integrated English language development (ELD) instruction targeted to their proficiency level and appropriate academic instruction in a language acquisition program.

Designated ELD instruction by a certificated intensive intervention is available to English Learners in the SCOE Alternative Education Program. This Designated ELD instruction is targeted at EL proficiency levels with groupings of not more than two proficiency levels, aligned to the 2012 California English Language Development Standards, focused on communicative purposes, address the speaking, listening, reading and writing domains and includes systemic development of academic vocabulary.

Distance Learning or Hybrid Learning Models will include the following:

<table>
<thead>
<tr>
<th>Synchronous Designated ELD</th>
<th>Asynchronous Designated ELD</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Live virtual lesson/meetings</td>
<td>• Previously recorded lessons and videos</td>
</tr>
<tr>
<td>• Phone calls/text messages</td>
<td>• Phone and test messages</td>
</tr>
<tr>
<td>• Small group lessons by proficiency levels with scaffolds</td>
<td>• ELD assignments/projects using approved ELD curriculum</td>
</tr>
<tr>
<td>• In mixed level groups for fluency building</td>
<td>• Paper and pencil activities</td>
</tr>
<tr>
<td>• Teacher feedback and support as needed</td>
<td>• Reading logs and journals</td>
</tr>
<tr>
<td></td>
<td>• Goal setting and reflection</td>
</tr>
</tbody>
</table>

It is important to engage and support our English learner families to receive information in a language they understand. The program Student Accountability Specialist has been instrumental in communicating with and supporting families in times of need. The SAS will continue to work closely with administration and staff to provide support, communicate with students and families and disseminate information.

The English Learner Intensive Intervention teacher will support the implementation of the English Language Development program to ensure English learners meet appropriate language acquisition proficiency levels, ensuring academic goals are met as determined by English Language Proficiency Assessment for California (ELPAC) and academic expectations of the SCOE Alternative Education program.
ELPAC

The English Language Proficiency Assessments for California (ELPAC) is the mandated state test for determining English language proficiency. Summative ELPAC testing was not completed in 2019-20, due to the COVID emergency. An optional Fall Summative ELPAC window will be open and available between August 20 and October 30, 2020 if needed for determining reclassification eligibility.

INSTRUCTIONAL CONSIDERATIONS FOR FOSTER AND HOMELESS YOUTH

SCOE Alternative Education is committed to supporting the foster and homeless youth in our program. We recognize that additional challenges may occur for this population during the COVID-19 pandemic and are committed to providing the necessary support for their physical, emotional and academic health. This support takes the form of collaboration with students and families, school staff and other county agencies in order to remove barriers to educational access and expand educational opportunities. The department’s Foster Youth Services Coordinator assists in ensuring that foster and homeless youth in our program benefit from uninterrupted educational access. AB 175 (Foster Youth Bill of Rights) provides protections for this vulnerable population of students. School districts are also responsible for ensuring that youth who are experiencing homelessness have full access to educational programs in accordance with the McKinney-Vento Homeless Assistance Act.

Resources for Foster Youth Services and Homeless Education can be located on the SCOE Alternative Education webpage.
INSTRUCTIONAL CONSIDERATIONS AND SUPPORT FOR LEARNING DIFFERENCES

<table>
<thead>
<tr>
<th>Key Priorities</th>
<th>Best Practices</th>
<th>Resources</th>
<th>Planning Implications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide ALL students with access to high-quality grade level instruction.</td>
<td>• Establish clear learning goals aligned to CA CCSS Content Standards</td>
<td>All Learners:</td>
<td>• Provide educators with professional development related to</td>
</tr>
<tr>
<td></td>
<td>• Design student learning experiences using Universal Design for Learning (UDL)</td>
<td>Learning Designed</td>
<td>o Universal Design for Learning</td>
</tr>
<tr>
<td></td>
<td>• Provide for synchronous and asynchronous learners</td>
<td>Getting started with UDL</td>
<td>o instructional technology</td>
</tr>
<tr>
<td></td>
<td>• Use high quality instructional materials</td>
<td>Educating All Learners</td>
<td>o content area expertise/pedagogy (as needed)</td>
</tr>
<tr>
<td></td>
<td>• Use technology that supports learning goals and enhances the learning experience</td>
<td>Distance Learning - Curriculum and Instruction Resources (CDE)</td>
<td>• Engage in two-way communication between school and students/families regarding learning goals and instructional model/expectations</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>o Elicit authentic, ongoing student and parent feedback re: student learning experience</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>o Allocate time to analyze and respond to that feedback</td>
</tr>
</tbody>
</table>
INSTRUCTIONAL TECHNOLOGY

SCOE Alternative Education is committed to integrating high quality digital instructional materials to enable and enhance student learning by providing a variety of activities that include options for in-depth learning through authentic problem solving and experiences, and utilizing best practices that improve access to learning for all participants.

The program will continue to utilize Google Classroom as a platform for the upcoming school year. Zoom and Whereby are other applications that are commonly used for video conferencing.

The following areas will be considered in selection and utilization of online platforms:

- Ensure the content aligns with standards
- School email will be functioning for all Community School students
- Focus learning on student mastery of the essential standards
- Prioritize equity and access
- Includes opportunities for asynchronous and synchronous learning
- Ensure all students have access to devices
- Ensure hotspots are available to students who need access
- Provide technology support for students and families
- Provide technology support for staff
SCOE Alternative Education is committed to supporting the professional growth of its staff, both certificated and classified. In response to the County’s Shelter in Place order and the move to distance learning, professional development was offered virtually on March 25, 2020, focused on tools and strategies to support a distance learning model of instruction.

In July, program teachers, along with administrators, will be participating in SCOE’s DISRUPT 2020 (Designing Instruction & Supporting Responsive User Focused Plans Together), a virtual learning institute designed to assist Sonoma County’s school districts with preparing for the uncertainty of the 2020-21 school year by expanding their skills in distance instruction. Sessions include designing lessons on fostering student engagement during distance learning, and sharing best practices, strategies and resources during this extraordinary time in public education.

As we prepare for opening of the 2020-21 school year, the program recognizes and supports the need for additional, ongoing training and collaboration that will focus on highly effective tools, skills and strategies for meeting the diverse needs of our students in unprecedented times.

Following are professional development topics and formats under consideration. This list reflects current needs in light of these new models of instruction, hybrid and distance learning.

To insure equitable learning and social and emotional outcomes for all students during this new way of teaching and learning, as well as the expectation of AB 98, all staff are expected to participate in professional development.

<table>
<thead>
<tr>
<th>Staff Professional Development Topics for Consideration</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teaching and Learning: Instructional Design and Delivery</strong></td>
</tr>
<tr>
<td>• Essential standards</td>
</tr>
<tr>
<td>• Content specific</td>
</tr>
<tr>
<td>• Best practices for distance learning</td>
</tr>
<tr>
<td>• Strategies to motivate students in a distance learning environment</td>
</tr>
<tr>
<td>• Effective lesson design for distance learning</td>
</tr>
<tr>
<td>Strategies for student engagement in a hybrid/distance learning format</td>
</tr>
<tr>
<td>---------------------------------------------------------------</td>
</tr>
<tr>
<td>(online teaching and learning)</td>
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<tr>
<td></td>
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</tbody>
</table>

- General use of a computer or Chromebook
- How to use basic applications, such as Gmail
- Google Suite, including Google Classroom
- Zoom
- ParentSquare
- Safety protocols and precautions
- How to support your student with hybrid/online learning
- Creating routines for at-home learning
- How to talk with your student about stress and anxiety
- How to talk with your student about current events
- Managing social media consumption
- How to support your student in developing voice and agency
CONCLUSION

The School Reopening Plan provides detailed information on SCOE Alternative Education’s response to teaching and learning during the COVID-19 pandemic. By providing detailed information about the health and safety measure that will be implemented to mitigate the threat of the virus, it outlines the program’s commitment to and readiness for the 2020-21 school year.

It will be important for the program to be flexible and adaptable as change occurs. The program will monitor and evaluate academic and support services in order to best serve our most vulnerable students. Our goal and intent is to provide continued and consistent support.

Our program and community have faced many challenges in recent years – we hope to use this current challenge as an opportunity to renew our commitment to building relationships, relevance and rigor for our students. We hope that this plan lays the foundation to create and deliver an engaging, supportive education experience for our students.

Mission and Vision:

“The mission of the Sonoma County Office of Education Programs is to provide alternative pathways that connect student to opportunities for learning and living”.

Learner Outcomes – our hopes and aspirations for all students:

- **Curiosity**: To thrive in the future, you will need a sense of wonder about the unknow, interest in what’s new and hunger for engaging with the world.

- **Empathy**: To succeed, you need to understand the experiences perspectives, and needs of people around you.

- **Communication**: In writing, speech and body language you should be able to make your point clearly and persuasively.

- **Collaboration**: By joining forces with others, you make room for a diverse range of voices, skills and perspectives.

- **Ethics**: There’s power in doing what’s right. By being honest and respecting differences, you can determine what’s fair and what’s good – on the job, at home and out in the world.

- **Initiative**: You shouldn’t have to wait to be told what to do. Seize opportunities to grow, explore, and lead. Don’t hesitate until the crowd catches up – dive in.