

RUSD CONTINUITY OF EDUCATION

In today's ever-changing world, our educational system is subject to unprecedented external factors that may disrupt the learning environment including, but not limited to, natural disasters, power outages, and global pandemics. In order to ensure that each RUSD student is provided the support and opportunity to thrive under any condition, we have created the RUSD Continuity of Education plan. This plan is designed to facilitate the delivery of continuous education and social-emotional interaction during any phase in which our educational system is disrupted.

The RUSD Continuity of Education aligns with Assembly Bill (AB) 77, Senate Bill (SB) 98, California Department of Education, [RUSD Mission and Vision](#), [Mission for the Reed Union Student](#) and [Statement of Diversity and Inclusion](#). Our goal is to create and sustain an inclusive, equitable, and respectful environment in which each student and staff member has a sense of belonging and is provided the support to thrive. Continuing to challenge and inspire students to reach their fullest intellectual, social-emotional, and creative potential to positively impact the world continues to be our daily focus in any learning environment.

If our educational system is disrupted, RUSD will adhere to the Continuity of Education plan and respond with a phased approach for continuous student learning. This phased approach may include, but is not limited to, distance learning, a split-cohort hybrid model, a full-cohort hybrid model, full on-site return with safety measures, complete return with "normal" in-person practices.

The following tenants are agreed upon by the Board:

- The District's fixed resources (teachers' time & classrooms) should be used in a way that maximizes the impact on students' intellectual and social-emotional growth
- To the greatest extent possible, in-person learning should be prioritized
- Virtual instruction and student learning via Zoom is most effective with a mixture of whole class and small groups
- The District must assume that absences will occur throughout any phase during the school year, and as such, must enable students and teachers to stay home, whether for preventative or quarantined reasons, and not hinder or delay learning for any RUSD student
- Daily instructional minutes in reading, writing and STEM will be provided to students 5 days per week, via in-person, synchronous and/or asynchronous methods to ensure continuity of instruction and provide students a full curriculum of substantially similar quality regardless of the method of delivery

In order to maximize student social-emotional and academic learning, and provide flexibility and adaptability during any learning phase, the following principles shall be adhered to:

1. Physical Health and Safety

- Ensuring the health, safety, and wellbeing of all RUSD students, staff and families is our top priority. RUSD shall adhere to the guidance provided by Marin County Public Health, California Public Health, and the California Governor to protect the health and safety of our entire community. At any time, RUSD students or teachers may need to stay home due to fever or other illness, and/or to self-quarantine, and under any circumstance, all students shall be provided the same continuous education throughout any phase or learning condition.

2. Equity and Inclusion

- RUSD is committed to creating and sustaining an inclusive, equitable and respectful environment in which each person has a sense of belonging and is provided the support to thrive at all times. Bringing equity to the forefront of all continuity planning and implementation is essential. All students need to be provided access to educational instruction, support, technology and learning materials that is needed, no matter where the learning is happening. All RUSD students need to feel included and part of the Reed community, whether remote or in-person, throughout the duration of the school year.

3. Academic Excellence

- Each RUSD student will receive the support and opportunity to become a motivated learner who is committed to academic excellence in any learning environment. Considerable thought and attention should be given to the delivery mechanisms and content that is taught in-person, virtually, independently or in a small / large group setting. RUSD shall provide the same academic rigor to its programs during any phase or under any condition in which the educational system is disrupted. Dedicated support for IEP students needs to be provided to ensure progress throughout any learning phase. Meaningful extended learning opportunities for students who have demonstrated mastery needs to be provided to ensure progress throughout any learning phase.

4. Flexibility and Adaptability

- The District shall be responsive, flexible and ready to adapt to new conditions and new guidelines that may arise throughout the year. The continuity plan and its protocols, including online platforms, training, equipment, etc. should have the ability to adapt to more or less strict guidelines and scenarios, which range from full-distance learning to “normal” in-school instruction. Teachers will need to adjust their style of teaching and collaborate to meet the needs of any situation or emergency.
- Additionally, the District needs to be able to support students in multiple locations and with different learning needs. Recognizing that these needs will be ever-changing, the plan needs to adopt a system that has built-in flexibility.

- If a phased approach is implemented for continuous learning, the transition between phases needs to be seamless and adaptive to maximize learning, and minimize impact on students, parents and staff. This phased approach could move forward or backward based on county conditions.

5. Social Emotional / Relationships

- Students need to feel safe, supported, connected, and included in their school community every day, whether they are learning together in a building or remotely from home. Prioritizing the mental health of our Reed community is vital. Students and teachers need to be able to engage in the process of sharing and managing emotions, feeling and showing empathy for others, establishing and maintaining positive relationships, and making responsible decisions. Students need to receive the support and opportunity to develop the self-awareness, self-control, and interpersonal skills that are essential in any learning environment. Students who are remote should have the same ability to feel that they are part of a classroom with their peers every day, just the same as the students who will be in-person.
- Making connections and building relationships should be prioritized in any learning environment. Relationship skills help students establish and maintain healthy and rewarding connections with both teachers and peers. These skills involve communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking help when it is needed.
- Instructor presence is a critical factor in the success of online learning. Faculty and staff need to prioritize connecting with students as frequently as possible, both individually and in small / large group settings. Students need to be able to connect with a teacher's image and voice, and ask questions in real-time to clarify assignments and instruction, as well as to communicate with and listen to peers no matter where the learning is happening. Students must be able to interact with and collaborate with other students in small groups to learn, problem solve, and complete group assignments during remote and in-person learning.

6. Best-in-Class Practices

- RUSD shall leverage and implement best-in-class practices when applicable to ensure seamless and successful continuity of education. Proven classroom techniques shall be blended with reputable online learning tools and recommended synchronous / asynchronous online instruction, when students are engaging in full-distance learning or a hybrid model. Synchronous instruction shall provide the social connection and opportunity for real-time feedback necessary to ensure student well-being, engagement, and support. Synchronous instruction may include full-class instruction or meetings, small group or one-on-one meetings, and open office hours for students to engage with teachers. Teachers shall provide continuous instructional strategies and activities in a clear and organized way on a consistent platform, making it accessible and easy for students to follow during any period or phase of continuous learning.

7. Assessments / Feedback

- Ongoing formative assessments will be used to tailor instruction, content, and delivery to best meet the needs of students. RUSD teachers shall collect and use multiple sources of information to take attendance, assess student learning and provide timely feedback related to student's progress on key assignments, both written and oral. RUSD students shall be involved in assessing their own learning. Parents shall have access to student's progress throughout all phases.
- Providing students with meaningful assessments and feedback can greatly enhance their learning and achievement. Teachers need to provide prompt and specific feedback on completed work whether they are remote or in-person, so that students may address issues and progress at the same rate. Providing students with access to this feedback helps develop an awareness of their learning methods, recognize mistakes and develop strategies for improvement.
- Teachers also need to be available to students throughout the duration of the school day, as they would be if school were in session. Teachers need to provide regular office hours, whether virtual or in-person, to support communication between students and families.

8. Technology

- RUSD shall provide reputable and safe online curriculum, as well as live collaboration and learning tools that will translate seamlessly between remote and in-person learning. Technology shall enable live collaboration that allows for interaction between teachers and students while also protecting students' privacy and security. RUSD shall incorporate adaptive curriculum, using online apps that monitor and adjust to each student's individual learning level and provide personalized, differentiated learning. To the extent possible, RUSD shall use a common platform for student assignments and feedback to facilitate access and learnability for students, teachers and families.

9. Professional Development

- RUSD shall provide ongoing professional development for principals, teachers, TOSAs and administrators in order to provide the most current information for utilizing best instructional practices with the use of technology, when appropriate, to reaching higher levels of learning and achievement. RUSD shall enable teachers to collaborate and learn how to use new instructional tools and technologies that are implemented during distance learning or a hybrid learning model.
- Keep instruction at the forefront of all professional development.

10. Communication

- The District needs to provide prompt, succinct and transparent communication to families, faculty and community partners throughout the school year, and most critically, when faced with a potential disruption to the educational system. Parents need timely updates to any potential changes that may affect the learning environment, student schedules and/or District protocols.

- Parents need to feel informed and assured that the District is acting with the best interest of students, teachers and families in mind. Proactive and thorough communication not only builds trust within the community, but also instills confidence in the decision making provided by the District. Frequent and thoughtful communication enables families to prepare for and swiftly respond to change, without feeling anxious or isolated due to lack of information.
- The District needs to enable continuous feedback mechanisms between teachers, parents and students to ensure the needs of our community are being met. Utilizing periodic surveys to gather feedback will help surface tactical challenges or issues, inform instructional practices and support the overall health of the model or phase in which students are learning.
- The District needs to create an atmosphere of open and constructive communication, grounded on equity and inclusion, to encourage students, teachers and parents to be forthcoming and good citizens when it comes to following District protocols.

The district administration, with support of the Board of Trustees, will decide which model or phase of instruction is appropriate to engage in, with guidance from Marin Public Health and the California Governor's office, to ensure the safety of our students, teachers and community.

There are 5 [Phases of Reintroduction](#) to in-person learning in the RUSD Continuity of Education Plan during the Covid-19 pandemic.