

Date: January 21, 2015
To: WSCUHSD School Board
From: Keller McDonald, Superintendent
Re: School Emergency Closure Procedures



Here are ways we have improved our emergency school closure procedures, based on our school closure experience on December 11 and 12, 2014.

School Calendar

Build school closure makeup days into the annual school calendar to ensure sufficient instructional time is provided if a state waiver is not granted.

Communicate to staff that they should plan to work the school closure makeup day(s), unless the state approves an emergency school closure waiver.

List of Closed Schools Posed on SCOE Website

Request that SCOE to add "West County Special Education Consortium Classes" to the list of WSCUHSD schools impacted by closure

Closing Some Schools in the District while Others Remain Open

This is legal and may be appropriate if conditions are different for different schools. However, the impact on employees and on partner districts needs to be considered.

Communicating School Closure

Annually by June 30, check to see that the Parent Annual Notice (PAN) and school / District websites have updated school closure / emergency information (e.g. correct radio stations to tune to for information)

Annually by September 1, update Staff Emergency Contact Information

- Ensure data is linked to email and autodialer

Keep in mind school closure contacts at SCOE are

- SCOE leaders home phone numbers (5 am – 8 am)
- SCOE office (8 am – 5 pm)
- No school closure contact at SCOE (5 pm – 5 am)

If possible, make school closure decision before 4:30 on previous day to contact SCOE by 5 pm

If possible, do not close school for the current school day once school has started

- If this cannot be avoided, contact parent/guardian before releasing student from school

Once decision to close school is made, send

- email to all WSCUHSD staff
- autodialer to all WSCUHSD staff

If needed, post notices at school entrances and / or have employees present at school start time to inform students and parents of school closure

Communicating Work Expectations to Staff

- Safety of students, staff and community is paramount
- Teachers and other Certificated employees are not expected to report to work unless specifically requested to do so by Principal or designee
- Classified staff members may be asked to report to work by their direct supervisor if it is safe and reasonable to do so
 - Contract calls for 1-hour-for-1-hour comp time for Classified staff who report to work with supervisor's request
- Confidential and Supervisory staff may be asked to report to work by their direct supervisor if it is safe and reasonable to do so
 - They will receive 1-hour-for-1-hour comp time if they report to work with supervisor's request
- Administrators and Management may be asked to report to work by Superintendent or designee if it is safe and reasonable to do so
 - Regular work day for these employees (no comp time)

Tomorrow's Leaders Today (TLT)

Now operating in partnership with Social Advocates for Youth (SAY)

For the past 20 years Tomorrow's Leaders Today (TLT) has exposed high school juniors to the wonders of Sonoma County. Each month, students explore the excitement, ingenuity, and commitment of business, industrial, government and non-profit sectors that keep Sonoma County alive and vibrant.

This year, TLT has selected 130 students throughout Sonoma County to participate in one of four Leadership Classes (North, Santa Rosa One, Santa Rosa Two and South). In 2015-16, TLT hopes to add a Leadership Class in West Sonoma County to serve approximately 30 additional students.

Vision:


Tomorrow's Leaders Today will be known as the experts in the area of Leadership and Career Education in Sonoma County by 2018. Students will develop their leadership skills, explore career opportunities, and enhance their interest in community service. We will provide cutting-edge programming that will build upon the 4C's of the 21st Century Learner: collaboration, creativity, critical thinking & problem solving, and communication. To this end students will be better equipped to realize their own potential strengthening their community and the world beyond.

Mission:

Tomorrow's Leaders Today mission is to develop and empower youth to become collaborative leaders and productive members of their communities.

Next Steps to Bring TLT to West Sonoma County:

- WSCUHSD and community leaders observe TLT program, Spring 2015
- Establish partnership between WSCUHSD and SAY to expand TLT to West County
- Set up West County TLT Steering Committee to help launch West County TLT for fall 2015

Date: January 21, 2015
To: WSCUHSD School Board
From: Keller McDonald, Superintendent 
Re: Sebastopol Chamber of Commerce Proposes "Mike Hauser Algebra Academy" for Summer, 2015

Since 2008, the Santa Rosa Chamber of Commerce has partnered with business and schools in the Santa Rosa area to offer the "Mike Hauser Algebra Academy" in Santa Rosa. This summer program is designed to boost math skills and high school success for incoming ninth graders from English Language Learner families. Under the guidance of a credentialed teacher, students spend one week at each of three sponsor businesses learning standards-based algebra applied to real world situations. Besides hosting and helping support the costs of the Academy, businesses provide career development activities and community networking for Academy students. At the completion of the Academy, students and families attend a graduation ceremony to celebrate their accomplishments and launch the start of high school.

The Academy is named for late Santa Rosa Chamber president, Mike Hauser. Mr. Hauser had a vision for Sonoma County in which all students, including students struggling to learn English, would be able to graduate from high school and realize opportunities for rewarding employment and further education. He understood that algebra and higher math were particular obstacles to post-secondary success for many students with language difficulties.

The success of the Algebra Academy model is attracting interest across Sonoma County. The Sebastopol Chamber of Commerce proposes to partner with the Santa Rosa Chamber and Sebastopol area businesses and schools to bring the Algebra Academy to the Sebastopol community in summer, 2015.

Commitment to developing this summer program has been voiced by Teresa Ramondo, Sebastopol Area Chamber Executive Director and the Superintendents from Sebastopol, Twin Hills, Gravenstein, and Oak Grove school districts. I plan to represent WSCUHSD and help support and coordinate a Sebastopol area Algebra Academy.

SUPERINTENDENT'S REPORT

SONOMA COUNTY PHYSICAL EDUCATION ASSESSMENT 2014

Physical activity is important for the health and development of children, and research shows that healthy children learn better. For example, studies find that after engaging in physical activity, children have improved attention, on-task behaviors, and cognition. Unfortunately, time allotted for physical activity during the school day has decreased across the US in the last decade in order to spend more time on academic subjects. There is no evidence that reducing time spent in physical activity improves test scores, and, in fact, time spent in physical activity has been shown to have a modest, positive effect on academic performance in several studies. School-based physical activity traditionally includes required physical education, which provides an opportunity for students of all backgrounds to engage in physical activity and to learn the skills needed for a physically active life. The California Department of Education (CDE) requires that elementary students receive 200 minutes of physical education every 10 days, and middle and high school students are required to receive 400 minutes of physical education every 10 days (California Education Code, Sections 51210(g), 51222(a) and 51225.3).

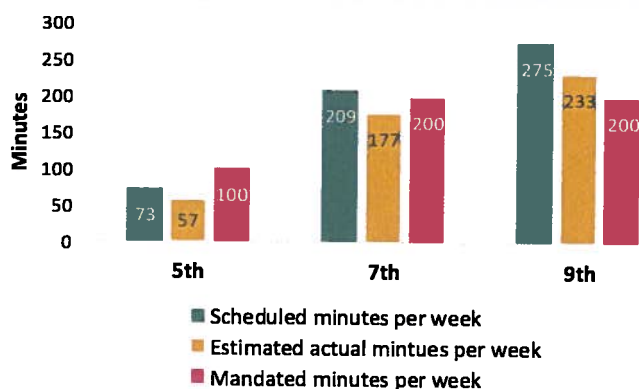
This assessment, conducted in January to June of 2014, evaluated the quality and quantity of physical education in a random and representative sample of 30 schools in 11 districts throughout Sonoma County in order to identify strengths and opportunities to improve physical education. For each participating school, physical education in either 5th, 7th, and/or 9th grade was observed. Physical education class schedules were collected from 30 randomly-selected schools, and randomly-selected physical education classes were observed in participating schools. The three main areas of observation included minutes of physical education per week, percentage of class time spent in moderate to vigorous physical activity (MVPA), and the context of physical education class time. After completing physical education observations, teachers were interviewed and school administrators were surveyed. Main findings from the assessment are presented below.

MINUTES OF PHYSICAL EDUCATION

WHAT IS THE STATE REQUIREMENT?

CDE requires that elementary school students receive 200 minutes of physical education every 10 days, or 100 minutes per school week. Middle and high school students should receive 400 minutes of physical education every 10 days, or 200 minutes per school week (Box 1).

WHAT DID THE DATA SHOW?



HOW ARE WE DOING?

On average, elementary schools were not scheduling or delivering enough minutes of physical education each school week to meet CDE mandates. High schools were meeting CDE-mandated minutes, and middle schools were very close to meeting mandates. On average, 5th grade students were scheduled to receive 73 minutes of physical education each week. After accounting for physical education classes that did not occur as scheduled, 5th graders were estimated to actually receive 57 minutes of physical education per week, or 43 minutes less than the CDE mandate (per week)*.

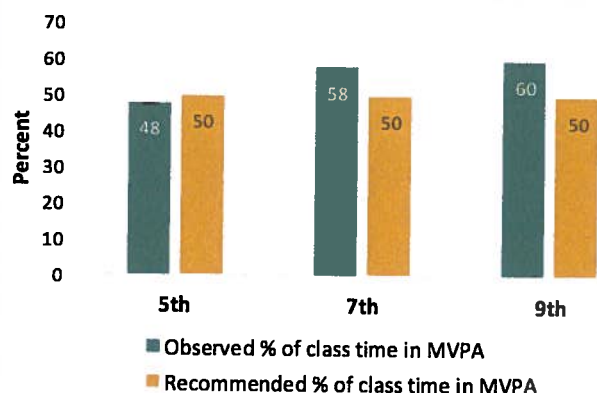
*Unscheduled minutes completed by classroom teachers were not captured.

MODERATE TO VIGOROUS PHYSICAL ACTIVITY (MVPA)

WHAT IS THE NATIONAL RECOMMENDATION?

Moderate to vigorous physical activity (MVPA) enhances children's health. The Institute of Medicine recommends that 50% of physical education class time be spent in MVPA (Box 1).

WHAT DID THE DATA SHOW?



HOW ARE WE DOING?

Overall, physical education classes were spending a large proportion of class time in MVPA, as is recommended. However, girls were spending less time in MVPA than boys at all grade levels. On average, 5th graders spent 48% of observed class time in MVPA, or 17 minutes in MVPA per observed lesson. Unfortunately, these 17 minutes of MVPA did not adequately contribute to the recommended 60 minutes of daily physical activity (Box 1). Seventh graders spent an average of 58% of class time or 23 minutes in MVPA per lesson, and 9th grade students spent an average of 46 minutes in MVPA per lesson or 60% of class time. These MVPA minutes significantly contribute to the 60 minutes of daily physical activity (Box 1).

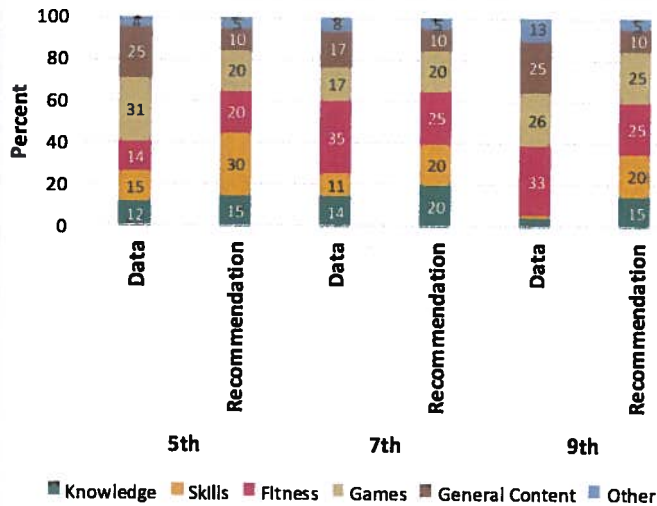
PHYSICAL EDUCATION LESSON CONTEXTS

RECOMMENDATIONS FROM DATA

WHY ARE SKILLS AND KNOWLEDGE IMPORTANT?

Physical education provides the opportunity for youth to learn physical movement and to prepare for a lifetime of physical activity. Physical education classes should engage students in developmentally-appropriate activities designed to practice and develop motor skills and physical fitness.

WHAT DID THE DATA SHOW?



Fitness: Time allocated to activities whose major purpose is to improve cardiovascular endurance, strength, and flexibility; *Knowledge:* Time when the primary focus is on student acquisition of knowledge related to physical education; *Skills:* Time devoted to practice of skills with the primary goal of skill development; *Games:* Time devoted to the application of skills in a game or competitive setting; *General Content:* Time when students are not intended to be involved in physical education content (including class management); *Other:* Free play time during which physical education instruction is not intended
Recommendations developed by Sonoma County physical education experts

HOW ARE WE DOING?

In general, students were not spending enough class time in skill development - 15% for 5th, 11% for 7th, and 1% for 9th. Elementary schools spent too much class time in games (31%) and general content (25%), which includes class management.

SONOMA COUNTY PHYSICAL EDUCATION ADVISORY BOARD

The Sonoma County Physical Education Advisory Board was comprised of school administrators, superintendents, principals, physical education teachers, school board members, and the Department of Health Services. The Advisory Board's role was to develop recommendations based on the assessment findings.

Below are the four main recommendations from the Advisory Board.

Goal: All elementary school students in Sonoma County receive 200 minutes of standards-based physical education every 10 days.

- Elementary schools increase minutes of physical education to deliver 200 minutes of physical education every 10 days.
Rationale: This assessment found that elementary schools are not scheduling or delivering sufficient minutes of physical education to meet CDE-mandated minutes (Box 1).
- Increase priority of physical education in elementary schools.
Rationale: Interviews with physical education teachers reported that the lower priority of physical education as compared to other subject areas was the main barrier to high quality physical education, and this same trend is observed nationally.
- Provide opportunities for high-quality professional development for all teachers teaching physical education.
Rationale: Standards-based, frequent professional development specifically dedicated to physical education is an effective method of providing teachers with the knowledge and skills needed to enhance student achievement.
- Increase financial resources for physical education.
Rationale: In this assessment, physical educators and school administrators reported that a lack of financial resources was a main barrier to high-quality physical education.

BOX 1. NATIONAL AND CALIFORNIA PHYSICAL ACTIVITY AND PHYSICAL EDUCATION GUIDELINES

Topic	Organization	Level	Guideline
Daily physical activity	US Department of Health and Human Services	Recommendation	Youth should be physically active for at least 60 minutes per day, 7 days per week, and most of this physical activity should be of vigorous or moderate intensity.
Minutes of physical education	Institute of Medicine	Recommendation	Elementary and secondary students receive 30 and 45 minutes of physical education per day, respectively. This is equivalent to 300 minutes of physical education per 10 days for elementary students and 450 minutes of physical education per 10 days for secondary students.
	California Department of Education	Mandate	Elementary students receive 200 minutes of physical education every 10 days and middle and high school students receive 400 minutes of physical education every 10 days.
Moderate to vigorous physical activity (MVPA) in physical education	Institute of Medicine	Recommendation	At least 50% of physical education class time should be spent in MVPA. Youth receive 30 minutes of the recommended 60 minutes of daily physical activity during the school day through school-based physical activities like physical education.
Physical education content standards	California Department of Education (CDE)	Mandate	CDE provides model content standards for the California public schools in grades K-12: http://www.cde.ca.gov/be/st/ss/documents/pestandards.pdf

CONTINUING INTRADISTRICT AND INTERDISTRICT TRANSFER APPLICATION WINDOW
 (pertains to Continuing Applications only, not to New Applications)

WINDOW FOR CONTINUING APPLICATIONS FOR NEXT SCHOOL YEAR

Dates Applications Accepted	Order of Consideration	District Reply By	Accepted Applicants Must Confirm and Return Contract By	Process if Available Slots are Filled	Accepted Wait List Applicants Must Confirm and Return Contract By
CONTINUING INTRADISTRICT TRANSFER APPLICATIONS					
<u>February 1</u> through <u>February 28</u> by <u>4:00 PM</u>	<u>1st - Random lottery to fill available slots</u>	<u>March 30</u>	<u>April 30, 4:00 PM</u>	Random lottery to establish wait list; District notify wait list applicants by <u>May 30</u>	<u>June 30, 4:00 PM</u>
CONTINUING INTERDISTRICT TRANSFER APPLICATIONS					
<u>February 1</u> through <u>February 28</u> by <u>4:00 PM</u>	<u>2nd - Random lottery to fill available slots</u>	<u>March 30</u>	<u>April 30, 4:00 PM</u>	Random lottery to establish wait list; District notify wait list applicants by <u>May 30</u>	<u>June 30, 4:00 PM</u>

WINDOWS FOR NEW INTRADISTRICT AND INTERDISTRICT TRANSFER APPLICATIONS
 (pertains to New Applications only, not to Continuing Applications)

NEXT SCHOOL YEAR NEW APPLICATION WINDOW #1

Dates Applications Accepted	Order of Consideration	District Reply By	Accepted Applicants Must Confirm and Return Contract By	Process if Available Slots are Filled	Accepted Wait List Applicants Must Confirm and Return Contract By
NEXT YEAR NEW INTRADISTRICT TRANSFER APPLICATIONS WINDOW #1					
February 1 through February 28 by 4:00 PM	<u>3rd</u> - Random lottery to fill available slots	<u>March 30</u>	<u>April 30, 4:00 PM</u>	Random lottery to establish wait list; District notify wait list applicants by <u>May 30</u>	<u>June 30, 4:00 PM</u>
NEXT YEAR NEW INTERDISTRICT TRANSFER APPLICATIONS WINDOW #1					
February 1 through February 28 by 4:00 PM	<u>4th</u> - Random lottery to fill available slots	<u>March 30</u>	<u>April 30, 4:00 PM</u>	Random lottery to establish wait list; District notify wait list applicants by <u>May 30</u>	<u>June 30, 4:00 PM</u>

NEXT SCHOOL YEAR NEW APPLICATION LATE WINDOW

Dates Applications Accepted	Order of Consideration	District Reply By	Accepted Applicants Must Confirm and Return Contract By	Process if Available Slots are Filled	Accepted Wait List Applicants Must Confirm and Return Contract By
NEXT YEAR NEW INTRADISTRICT TRANSFER APPLICATION LATE WINDOW					
March 1 through April 30 by 4:00 PM	<u>5th</u> - Random lottery to fill available slots	<u>May 30</u>	<u>June 15, 4:00 PM</u>	Random lottery to establish wait list; District notify wait list applicants by <u>June 30</u>	<u>August 1, 4:00 PM</u>
NEXT YEAR NEW INTERDISTRICT TRANSFER APPLICATION LATE WINDOW					
March 1 through April 30 by 4:00 PM	<u>6th</u> - Random lottery to fill available slots	<u>May 30</u>	<u>June 15, 4:00 PM</u>	Random lottery to establish wait list; District notify wait list applicants by <u>June 30</u>	<u>August 1, 4:00 PM</u>