



WOODLAND STAR CHARTER SCHOOL

Waldorf-Inspired Public Education, Serving Grades TK-8.

Reopening Plan

ACKNOWLEDGMENTS

Together with our stakeholders, Woodland Star Charter School has created a *Reopening Plan* with the intent to provide our students with an equitable, accessible, and engaging educational experience to prevent further learning loss and make meaningful connections in the uncertainty that is ahead of us. Returning to school will be a daunting task for all of us but we will meet this challenge with strength and commitment to serve our students and subsequently the community at large.

**We would like to also acknowledge Credo High School and Sebastopol Charter School for sharing their reopening plans with us.*

Please note: This is a working document and is updated regularly.

This plan is being developed by the Reopening Planning Group which consists of Administration, Office Staff, one Parent/Community member with priority given to those with a medical background, one Faculty Member and one Charter Council Member (or board-designee).

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GLOSSARY OF TERMS

Asynchronous Learning: learning occurs at different times and at a different pace without real-time interaction between student and teacher

Group (or Cohort): an academic group (or cohort) consists of a small, static group of students working together in the same class, progressing through the same academic curriculum

COVID-19: a mild to severe respiratory illness that is caused by a coronavirus; is transmitted chiefly by contact with infectious material (e.g. respiratory droplets) or with objects or surfaces contaminated by the causative virus, and is characterized especially by fever, cough, and shortness of breath and may progress to pneumonia and respiratory failure.

Distance Learning: a method of teaching and learning where teachers and students do not meet in a brick and mortar classroom but instead use online resources and virtual classrooms.

ELD: English Language Development

Hybrid Model: combines face-to-face and online teaching into one cohesive experience. A portion of the students are in-person on-campus learning, while the other portion of students work online or remotely.

Pandemic: an outbreak of a disease that occurs over a wide geographic area and affects an exceptionally high proportion of the population.

Personal Protective Equipment (PPE): personal protective equipment, commonly referred to as "PPE"; worn to minimize exposure to hazards that cause serious injuries or illnesses.

Social Distancing: maintaining a greater than usual physical distance from other people or avoiding direct contact with people or objects in public places during a pandemic in order to minimize exposure and reduce the transmission of infection.

Social Emotional Learning: is the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

Social Emotional Wellness: is the ability to identify and manage emotions, express empathy, form healthy relationships, make responsible decisions and cope with stress.

Synchronous Learning: learning that occurs concurrently with other students that happens live or in real time.

INTRODUCTION

As a result of the COVID-19 pandemic and state of emergency declared by Governor Gavin Newsom, Woodland Star Charter School (WSCS) suspended in-person learning on March 23, 2020. We are in a time of unprecedented change for our educational system. WSCS is choosing to view this challenge as an opportunity to design a learning plan with equity and continued educational excellence at its core.

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, national and international best practices, and the practical realities of managing school operations.

Understanding that we are in a state of constant change, we have identified possible school schedules that can be used 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.

We will need to further develop and refine plans to address our unique needs and circumstances. New daily school operation procedures will need to be established to include health screening, increased hygiene measures, and social distancing protocols. Student, class, and school schedules including extracurricular activities, as well as, room usage will need to be reconsidered as we prepare to return to school to provide instruction in varied modes.

EXECUTIVE SUMMARY

The Reopening Plan has been developed to outline a variety of actions necessary to reopen school during the COVID-19 pandemic. Every effort has been made to create a plan that is reasonable and practical while maintaining a balance between a safe learning environment and effective teaching models.

Safety and health, both mental and physical, are of paramount importance, and WSCS is preparing to adhere to all county and state health orders. To appropriately share safety strategies, reasonings, and expectations with all stakeholders WSCS recognizes the importance of consistent, timely communications.

In evaluating effective instructional models, this plan recognizes that learning includes academic and social-emotional components, and specifically addresses practices and resources to meet the needs of our students and staff. This includes a thoughtful professional development plan to support staff in meeting the needs of our students.

The Reopening Plan outlines both a hybrid schedule and a distance learning plan. A hybrid schedule would allow for smaller groups of students to return to school for periods of time understanding that there will be changing conditions throughout the year. Online components will be carefully incorporated to meet essential standards. Physical reopening will be considered once Sonoma County has been assigned to the red-tier of reopening and has been in that assignment for no fewer than two weeks.

The Reopening Plan also outlines a comprehensive plan for implementing distance learning. This plan differs from the distance learning model that was implemented at the end of the 19-20 school year. These changes are based on feedback from students, parents and school staff. The program is being designed to build a community of online learners and deliver rigorous online curriculum. Classroom teachers will be delivering daily learning opportunities for all students.

WSCS is committed to providing equity and access to all learners. Specific sections in the plan delineate efforts to ensure English Learners, Students with Disabilities, Foster Youth, and Homeless students are provided the necessary support to be successful. WSCS recognizes that all learners deserve a safe, accessible, engaging, and equitable educational experience in which they can thrive academically, physically, and emotionally.

PLAN CONSIDERATIONS AND GUIDING PRINCIPLES

WSCS's *Reopening Plan* was developed in alignment with the following:

- [Sonoma County Health Orders](#)
- [CDC Cleaning Guidelines](#)
- [California Department of Education Opening Guidelines](#)
- [Sonoma County Road Map to Reopening Schools Safely](#)
- [CA Assembly Bill 77: Education Finance Trailer Bill](#)
- [CA State Bill 98: Education Omnibus Budget Trailer Bill](#)

And with consideration and input from the following:

- Surveys and meetings with teachers
- Surveys and meetings with parents
- Community and other stakeholder meetings

GUIDING PRINCIPLES

WSCS has created this plan taking into consideration a wide range of input and requests. These overarching principles serve as our guide through the decision-making process.

- Provide optimal learning opportunities for all students
- Adhere to public health guidelines
- Ensure safety of staff and students
- Address students most in-need
- Address the social emotional needs of students

HEALTH AND SAFETY

In terms of Health and Safety, these overarching recommendations serve as our guide.

- Clearly defined, fully-funded and staffed, student and staff COVID screening system
- Clearly defined roles and procedures for campus, class, and office sanitation
- Clearly defined policy for all Personal Protective Equipment (PPE) and remedies for non-compliance
- Clearly defined processes and protocols for student and staff movement on campus, including but not limited to: in-class, passing periods, lunch, break, and before/after school
- Adequate funding for sanitation facilities, policies, and practices.

The Health and Safety recommendations focus on the student and staff health and safety, sanitation, and preparation, and maintenance of our facilities. There are expectations for overall safety for students, staff, parents, and the community. Together, we can lower the risk of the spread of COVID-19 and promote a positive and nurturing learning environment for our students.

All recommendations are based on mitigating risk and following the stages set out by our County Public Health Office, Center for Disease Control, and other scientific and educational authorities. WSCS will be flexible and responsive to change. Our cleaning and safety standards, by best effort, will adhere to current recommendations.

Health and Safety Communication Information

Providing regular and transparent communication within the school community is critical to building and maintaining trust, especially during these stressful times. The formats include but are not limited to communications through our notification system, telephone, text messaging, email, video-conferencing, flyers, website, and social media including Facebook. Teachers and Office staff will also provide parent and student outreach to ensure communication.

WSCS has designated the **Office Manager, Susan U'Ren**, as **COVID-19 Coordinator**. She will:

1. Coordinate notification of staff, students/parents (following Public Health Guidelines) when there has been a COVID-19 exposure
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 the dissemination of related communications

Promoting Behaviors that Reduce the Spread of COVID-19

Using multiple resources listed above, WSCS has adopted the following steps to promote healthy behaviors to reduce the spread of COVID-19.

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

Employees and students who are sick or who have recently had close contact (longer than 15 minutes in a 24 hour period) with a person with COVID-19 are required to stay home. Students and staff will continue to report their absences.

Staff members, please contact Jamie Lloyd, Administrator if you need to stay home due to a COVID-19 exposure or have been diagnosed with COVID-19.

Students, please contact either Susan U'ren, Office Manager or Evelin Sanchez, Bi-lingual Receptionist, in the front office, if you need to stay home due to a COVID-19 exposure or have been diagnosed with COVID-19.

The Sonoma County Public Health Orders, CDC Guidelines and the Sonoma County Roadmap to Safe Reopening's criteria will help guide students and staff on when to return to work.

Hygiene and Etiquette

Videos, flyers, and modeling best practices 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. WSCS will purchase an adequate supply of hand sanitizer for all classrooms, various outdoor locations, 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.

[Proper Hand Washing Information - ENGLISH](#)

[Proper Hand Washing Information - Spanish](#)

[Proper Hand Washing Video - ENGLISH](#)

[What you need to know about handwashing Video- ENGLISH](#)

[What you need to know about handwashing Video- SPANISH](#)

Face Coverings

Face coverings are required for all adults (staff, parents, or community members) who are at the school site. California has made it mandatory for all individuals over the age of 2 to wear a mask or face covering with few exceptions¹. WSCS has purchased an ample supply of face masks but expects all students and staff to come to school with a personal facial mask. Staff will also be provided with both cloth and disposal face coverings, and face shields. Shields are not currently allowed as a substitute for masks even in a classroom setting.

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. This includes flyers, posters, and accessible videos.

[Proper Wearing of Face Mask Video - ENGLISH](#)

[State of California-Masks and PPE](#)

[State of California- Guidance on Faceshields](#)

WSCS will continue to monitor and update requirements for face coverings based on guidance from local and state health authorities.

Supply and Use of Personal Protective Equipment (PPE)

WSCS will provide proper PPE supplies including:

Disposable Masks for staff and students

Face Shields for Certificated and instructional Classified staff

Hand Sanitizer, Soap and Paper Towels

Physical Guides

Floor Signs for Common Areas

Floor Directional Signs for Common Areas

Larger Posters for Offices and Common Areas

¹ [Mandate updated 11/16/2020](#)

Physical Barriers

Plexiglass Barriers for offices and Spec Ed

Students and staff are encouraged to supply and use reusable masks.

Signs and Messages

Signs that promote protective measures will be posted in visible locations throughout WSCS. 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 directional indicators for hallways and common areas.

Teachers and staff will make frequent reminders on how students can help reduce the spread of COVID-19.

Cleaning and Disinfection

Custodial staff and class teachers at WSCS will be thoroughly trained in the proper cleaning of frequently touched surfaces (e.g., outdoor equipment, door handles, desks, sink handles) within each building.

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 all stakeholders.

The use of shared objects (e.g., physical education equipment, art supplies, musical instruments, computers) will be significantly limited at this time unless they can be cleaned after a single-use. To the best of our efforts, there will be no shared school supplies. Administration, in conjunction with staff, will develop a list of basic supplies that cannot be shared amongst students. The list is limited to items students use each day but cannot be shared now. Staff engaged in cleaning and disinfecting will be equipped with proper PPE for COVID-19 disinfection as required by product instructions. Outdoor activities, including instruction, will be encouraged.

Ventilation systems have been checked to be in working order and will be monitored for proper operation. WSCS will continue to replace all Heating, Ventilation & Air Conditioning (HVAC) filters on the regular replacement cycle. WSCS uses MERV 13 Filters which is the minimum recommendation for COVID-19. 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.

Each classroom will be equipped with an EPA approved air purification system appropriate for the room size.

Water Systems

To minimize the risk of waterborne illnesses, steps have been taken to ensure that all water systems and features (e.g., sink faucets, drinking fountains) are safe to use after the prolonged facility shutdown. Staff/Students are encouraged to bring a water bottle or reusable cup to school.

Modified Classroom Layouts

Staff will set up classrooms with spatial distancing. Floors will be marked to indicate the appropriate placement of desks to ensure proper distancing. 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. Where the required spacing is not possible, the use of other space will be considered as well as additional barriers.

Classroom configurations 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 or rerouting traffic.

For all positions that perform one-on-one legally required student testing (e.g. school psychologists, speech, nurses, educational specialist teachers, and any other staff), appropriate meeting locations will be identified to allow for testing with social distancing and protective measures. 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 when testing.

The use of restrooms while students are in class will be limited to one person per classroom during any given time. During Breaks and Lunches, students will be asked to socially distance and adhere to all public health guidelines. Restrooms will be sanitized every day. Students will be encouraged and reminded to frequently wash their hands and or use hand sanitizer when hand washing isn't possible. Signs about the importance of handwashing will be placed in restrooms and other areas around campus.

Food Services

Students perform best academically when well nourished. WSCS will uphold practices and procedures for all students to have access to a meal. Meal preparation, health, safety and hygiene, cleaning, sanitation, and communication are updated and will be reviewed by identified employees within reopening training. During distance learning, meals are provided through Sonoma Valley School District and pick up instructions will be regularly communicated.

MAINTAINING A HEALTHY WORK AND SCHOOL SITE

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

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

Staff members requesting accommodations related to COVID-19 shall notify the Administrator immediately. Criteria for COVID-19 related leaves can be accessed in the *Leave Section* of this document.

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 for staff members.

Students and staff will safely and respectfully receive a temperature check before they enter our facilities. We have developed a school entry plan which identifies: the location for entry, the procedures for temperature checking and the personnel who will conduct the temperature checks.

WSCS has a [Self-Assessment Checklist](#) in place that students, staff, and parents will be required to follow.

-ParentSquare Covid-19 Health Screening

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

[CDC Screening Students for Symptoms of COVID-19](#)
[CDC Student Screening Flowchart](#)

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, who have a cough or any other COVID-19 symptoms, will be isolated on the campus in a designated space. Students exhibiting symptoms will be required to wait in an isolation area until they can be transported home or to a healthcare facility. School personnel and office health 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 campus unless a virtual option (e.g., video conferencing) is not available. Anyone entering 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 meetings, IEPs, back to school nights, parent/teacher conferences, 504 meetings, and SST meetings may be held remotely, if possible. WSCS will ensure that technology is available for students/parents/guardians to participate in remote meetings.

Student Absences and Attendance

Any student who contracts 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 section 48205, student absences due to illness or quarantine are considered excused absences.

When a student is absent, the student's 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. When the student **has been cleared by their physician or self quarantine for 14 days they may return to school**. The student will be subject to the same precautionary measures including a temperature check and the COVID-19 Self-Check protocol as outlined above.

Attendance Plan

In accordance with Assembly Bill 77 (AB 77) and State Bill 98 (SB 98) attendance will be taken daily for each student. Absences will be recorded by the teacher of record each day. Attendance rules for students on hybrid or distance learning programs generally follow traditional attendance processes. Attendance for the Independent Study is based on participation per the signed Independent Study Plan.

For students on a hybrid or distance learning program, attendance is recorded by being present in the classroom (whether Zoom, Google Classroom, other online platforms, or in-person) per the daily schedule. An unexcused absence may be given if a student turns off their camera or does not participate.

WSCS teachers and/or staff will attempt to make contact with the parent, if a student has an unexcused absence for more than one day. The truancy process is started with three unexcused absences or 10 excused absences which indicates chronic absenteeism. Students that are deemed truant from the hybrid model or distance learning may be considered for a Student Support Team based on the students' needs. The teacher, Intervention staff, and Administrator will consider what additional supports the student needs for success which may include counseling, tutoring, or frequent check-ins. The Administrator will continue with the Student Support Team and truancy processes when necessary.

Leave (Personal Illness/Injury/Necessity) Policies

WSCS 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 described in the [Department of Labor’s Leave Rights](#) and expanded Family and Medical Leave under the Families First Coronavirus Response Act (FFCRA).

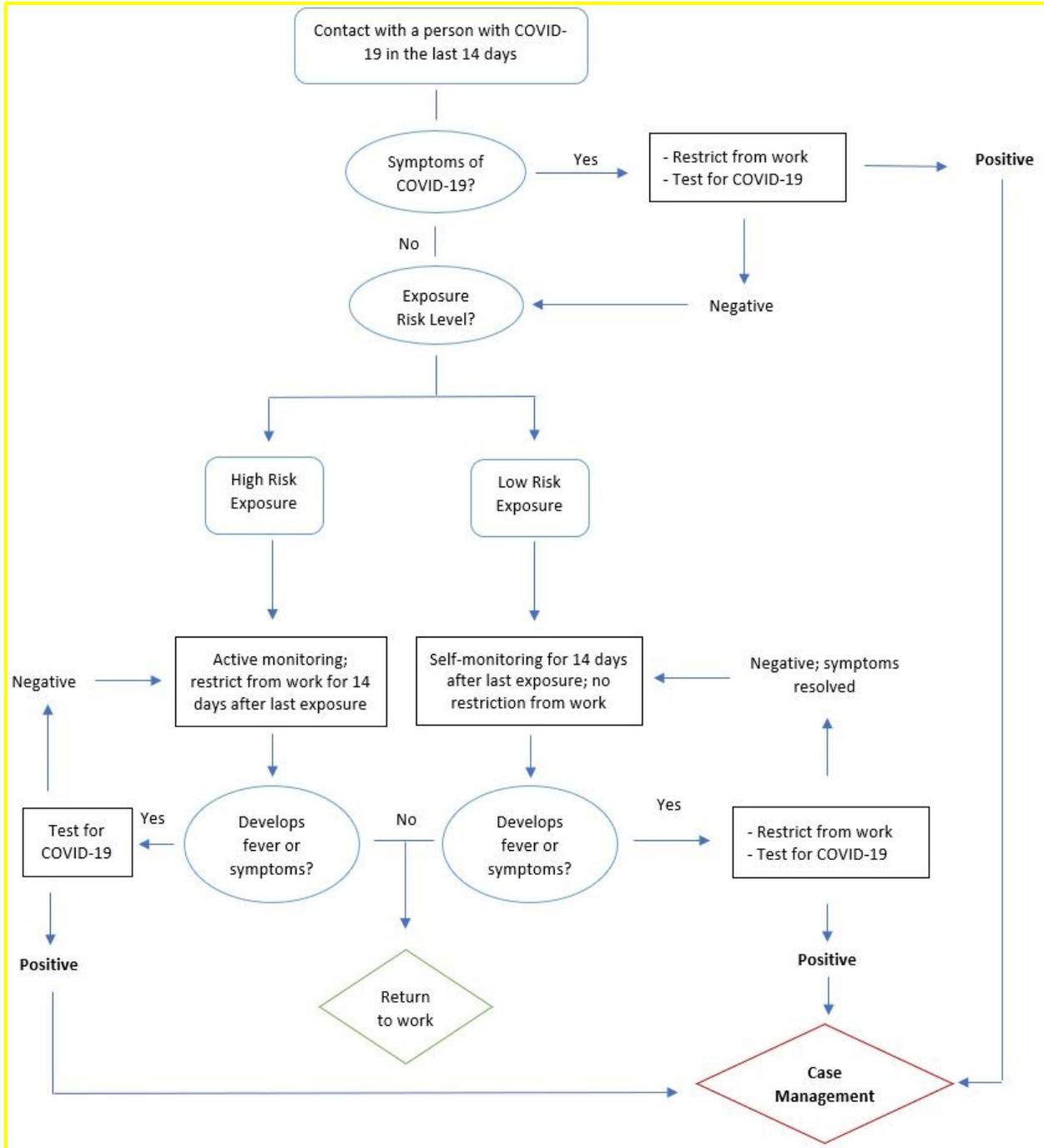
Staff members should contact **Becky Traum** for the next steps in documenting time off specifically related to COVID-19. The [Family First Coronavirus Response Act \(FFCRA\)](#) provides additional types of leaves related to COVID-19. These leaves can be used in addition to an employee’s regular leave options, or in lieu of, depending on whether certain criteria are met. The FFCRA does not recognize a fear of coming to work due to COVID-19 as a reason for covered leave. Staff may also be asked to provide health provider documentation regarding any leave related to COVID-19 as requested.

When Someone Becomes Ill

The Office Manager will identify an Isolation Room or area to separate anyone who exhibits symptoms of COVID-19. 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.

Staff and Students who exhibit COVID-19 may not return to school or work until they have been cleared by their physician or have self-quarantined for 14 days.

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.



Sonoma County Health Notification 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 contact tracing efforts as needed.

WSCS, through the designated COVID-19 Coordinator, will work with the County Health Department through their existing protocols to conduct testing and contact 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 contacted.

Partial or Total Site Closures

The need to quarantine a cohort or entire 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 COVID-19 Notification Process](#).

Partial school closure occurs when one or more students or staff members are confirmed to have COVID-19.

Total school closure is recommended based on the number of cases, the percentage of the teacher/students/staff that test positive for COVID-19, and following consultation with the Local Health Officer. School closure occurs when there are multiple cases in multiple cohorts or when at least 5 percent of the total number of teachers/student/staff are cases within a 14-day period, depending on the size and physical layout of the school. The Local Health Officer may also determine school closure is warranted for other reasons, including results from public health investigation or other local epidemiological data.

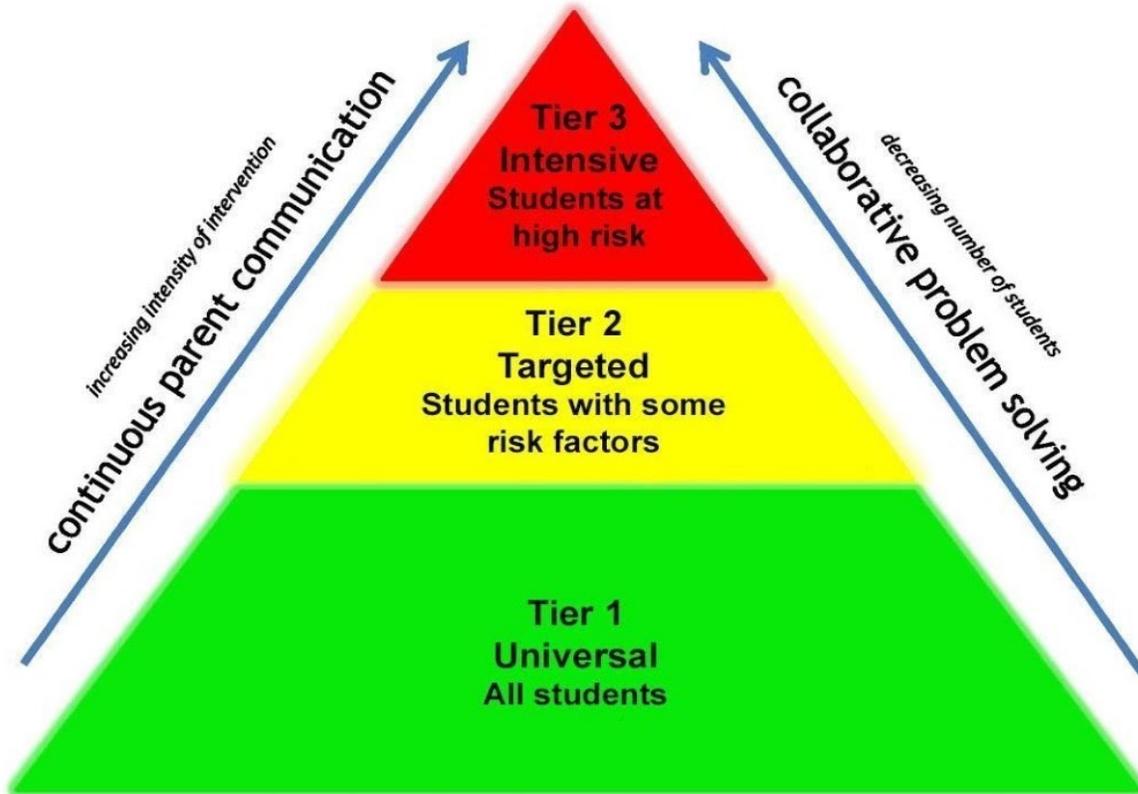
If a student/staff member has symptoms, they will be sent home with a recommendation to be tested. The school/classroom remains open until a case is confirmed positive. If the student/staff member is tested and the results are negative, the student/staff member can return to school/work 3 days after symptoms resolve. If they do not get tested, they will need to self-quarantine for 14 days before returning.

COMMUNICATION

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 and the greater community are kept informed and provided an avenue through which to share questions and/or concerns. WSCS is committed to providing on-going communication.

Methods of Communication	
Parent Notification System (ParentSquare)	Provides communication via the preferred method, i.e., text, or email.
School Website	http://www.woodlandstarschool.org . The Woodland Star website is continuously updated and includes announcements, calendar events, staff, technical support, and instructional programs. Families are encouraged to email the Administrator and/or call the school site if they have questions or concerns.
Student Technical Support	<p>Students, parents, and staff can email support@woodlandstarschool.org for technical support.</p> <p>Please include:</p> <ul style="list-style-type: none"> ● Your name ● A brief description of the problem ● Best time to reach you and your contact information
Social Media Facebook	They are used to disseminate key messages. Social media has the benefit of two-way communication with families. WSCS has their own social media account with Facebook that is shared with families.

SOCIAL-EMOTIONAL WELLNESS



We realize that our entire community has experienced significant disruption. Between the Public Safety Power Shutoff (PSPS), poor air quality, fires, and pandemic, our school community spent more than 75 days outside of a normal school setting from October 2017 to June 2020. As we begin the 2020-21 school year, we acknowledge that what we have known and understood as “school” currently does not exist. With support, we can respond to these challenging times, and together we can develop resiliency based on all that we have successfully overcome.

Woodland Star believes that physical, emotional and social wellness are inseparable and are necessary for students to engage in formal learning. In addition, our robust Counseling Program provides individual support as needed.

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 Wellness primes students for learning. This can translate to improved academic outcomes and better health later in life.

LEARNING CONTINUITY

During the course of its work, the school identified and discussed models of instruction that would be most effective and flexible as WSCS faces challenges due to COVID-19. Ultimately, it decided upon the following two models. The purpose of offering both a **Hybrid Learning Model** and **Distance Learning Model** is to accommodate the social distancing requirements of Sonoma County Health Orders, California Department of Education Guidelines, and Sonoma County Road Map to Safe Reopening.

Learning Model Descriptions	
All students are expected to participate in learning activities five days a week.	
Hybrid	Students will be on campus as much as possible, given health and safety measures. There will be a distance learning component to allow for safe distancing within the physical classroom.
Distance Learning	Students work 100% remotely by participating in virtual classroom activities and instruction. Daily online learning and contact with teachers are required.

Woodland Star is committed to continuing to work towards the elimination of the barriers to student success that existed before the closure.

Student Expectations		
	Hybrid Model	Distance Learning
Attendance:	The student attends class on assigned days with their cohort, students are required by law to attend school unless the family has made the decision to participate in the full distance learning model.	<p>Arrive 5 minutes early online so instruction begins promptly at the start of each period.</p> <p>The student is expected to check the teacher's Google Classroom and complete assignments. Students will</p>

		have opportunities to check in with the teacher during specified times.
Behavior:	School and classroom rules and procedures Apply - WSCS Safety Plan	Students are expected to behave <i>appropriately</i> and <i>respectfully</i> when online 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 on 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, district policies, and guidelines, disciplinary action may be taken for any violation.
Work Effort:	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/they experiences difficulty in completing the work.	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/they experiences difficulty in completing the work.
Technology:	Students are encouraged to use their personal devices at school to avoid sharing school laptops. Woodland Star will provide chromebooks when needed at school.	Students are expected to be prepared with their device so as to actively engage in online learning. Woodland Star will provide chromebooks for home use if needed.

Parent Expectations		
	Hybrid Model	Distance Learning
Attendance:	The parent/guardian is responsible for reporting a student absence by calling the school. COVID-19 related absences are excused, but still must be reported. All other absences will be reported in the normal school procedures.	The parent/guardian is responsible for reporting a student absence by calling the school. COVID-19 related absences are excused, but still must be reported. All other absences will be reported in the normal school procedures.
Help at home:	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. See the Learning Coach Tip Sheet	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. See the Learning Coach Tip Sheet
Communication:	The parent/guardian is expected to communicate early with the teacher, counselor, or administration if he/she notices a change in the student's learning, behavior, and/or demeanor.	The parent/guardian is expected to communicate early with the teacher, counselor, or administration if he/she notices a change in the student's learning, behavior, and/or demeanor.

Administration/Site Expectations		
	Hybrid Model	Distance Learning
Instructional Planning	<p>Work with teachers to establish support and intervention plans</p> <p>Observe instruction to provide feedback and support in a non-evaluative manner</p> <p>Collaborate with counselors and teachers to support students and families</p> <p>Develop school-wide goals and involve all stakeholders in discussion and implementation</p>	<p>Support faculty and staff with Google Classroom and online learning platforms</p> <p>Observe online instruction to provide feedback and support in a non-evaluative manner</p> <p>Collaborate with lead teachers to provide appropriate professional development and training for staff (apps, learning platforms, student information systems, etc.)</p>

GRADING AND ASSESSMENTS

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, providing teachers the necessary information to make instructional decisions and supporting students in receiving feedback to adjust the demonstration of learning.

Grading and Assessment Expectations			
Teachers	Students	Parents	Administration
<p>Will establish, communicate out and maintain a regular platform for communicating student progress</p> <p>Will notify student and parents/guardians if a student is not completing work or is at risk of not meeting academic standards</p> <p>Will (when possible) utilize a variety of assessments to determine student learning</p> <p>Will share grading policy with students, parents, and administration</p> <p>Will teach students how to use online platforms and/or applications required for demonstrating learning</p>	<p>Will access platform(s) used by the teacher</p> <p>Will reach out to the teacher with questions</p> <p>Will complete assignments to the best of his/her ability</p> <p>Will follow teacher expectations for using online platforms and/or applications for demonstrating learning</p>	<p>Will utilize platforms provided by the teacher to keep abreast of student progress (Google Classroom)</p> <p>Will encourage the student to follow up with the teacher</p> <p>Will reach out to teachers first if there are questions or concerns before contacting school administration</p>	<p>Will support educators in collaborating to reflect on assessment and grading practices</p> <p>Will communicate with parents/guardians to clarify and explain grading and assessment practices when necessary</p> <p>Will support teachers in the use of online platforms and/or applications to support student learning</p> <p>Will work with teachers to identify additional supports for struggling students</p>

HYBRID MODEL AND SCHEDULE

WSCS students must complete specified state requirements and fulfill the minimum instructional minutes. The scheduling example shown below offers a “grouping model” that provides safe, social distanced, robust academic programs, social-emotional support, and enrichment activities. The key elements include:

1. Students divided into groups (cohorts) to minimize student/teacher daily contact.
2. Cohorts will rotate through each week, depending on the hybrid model, allowing time for campus cleaning between groups.
3. School staff will be provided additional time each week for collaboration, planning, student interaction, and professional learning or training.
4. Students will be provided important learning and support opportunities:
 1. **Academics** - focusing on the teaching and learning in the classroom and/or remotely.
 2. **Support** - focusing on providing customized learning, tutoring, social-emotional learning, counseling groups, and skill development.
 3. **Distance Learning** - per AB 77, 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

WSCS will offer a 2-1-2 hybrid schedule. Students in Cohort A will attend Monday and Tuesday, Cohort B will attend Thursday and Friday. Wednesday will be a remote learning day for all students, allowing classrooms to be deep cleaned between cohorts. Due to safety concerns about the number of cohorts served, specialty classes will be delivered in a virtual platform.

Once Sonoma County has been reassigned to the Red tier for a minimum of two weeks, parents will be notified of the date for reopening for in-person learning, which we anticipate to be two weeks after the tier reassignment. WSCS will begin a by-grade, staggered reopening. Once the process begins, we do not anticipate reverting or halting the process unless directed to do so by State or County regulations.

Students at risk (IEP/ELD/Economic Disadvantaged etc.) TBD

Week 1: Kindergarten, Grades 1-2

Week 2: Grades 3-5

Week 3: Grades 6-8

Under the initial (Red tier) hybrid reopening, WSCS plans to offer in-person instruction from 8:30 a.m to 12:30 p.m. From 1:00 p.m. to 5:30 p.m. the school will schedule asynchronous learning activities, synchronous specialty classes, and learning interventions and support services such as tutoring. Families may opt to keep their student in full-time distance learning during this tier assignment.

WSCS anticipates this schedule will be in place until Sonoma County has been assigned to the yellow tier for two weeks. Once we reach this tier assignment, the School will use current guidance to determine the length of the school day or other allowed changes to our in-person offerings. Parents will be notified at least two weeks prior to campus opening for classroom learning or any other schedule changes. Also within current guidelines at the time, we anticipate larger classroom capacity allowances, a continuous week of in-person instruction and/or a longer in-person school day. These details will be monitored by the reopening planning group for specific recommendations as we get closer to the yellow tier.

Special Education Considerations

To accommodate school closures where students and staff cannot be onsite, instruction will continue remotely. During school closure, the school's distance learning schedule will be in place. This schedule will inform students and parents of the expected times they need to check-in, be online in class with teachers, or complete assignments. New referrals for Special Education will be considered through the SST (Student Support Team) process on a case-by-case basis. Per SB 117, if it is determined by the school psychologist that a valid assessment cannot be completed during school closure, the assessment will be postponed until in-person learning resumes.

As long as students are allowed on campus, assessment will be conducted per a student's signed Assessment Plan as long as testing validity can be achieved. The WSCS Psychologist may use remote observation, however the student must be in an in-classroom educational setting with peers.

Individual Education Plan (IEP) meetings will take place virtually. Student services such as Case Management, Specialized Academic Instruction and counseling services, remain in place regardless of delivery method.

FULL-TIME DISTANCE LEARNING AND SCHEDULE

In Distance Learning, students interact with their teachers through an online presence using a computer and communications technology, as well as receiving instruction, connection, and community building time with their teacher. 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. This may also include the use of print materials incorporating assignments that are subject to written or oral feedback.

Skilled educators continue to be an integral part of student life, and through technology, can create community among learners, provide content-specific instruction, create projects and assessments as well as provide intervention and enrichment opportunities while also communicating individually with students and families.

SPECIAL EDUCATION

The COVID-19 pandemic has highlighted the many ways in which public schools strengthen the fabric of community life and provide a safety net for our most vulnerable students. 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.

The IEP is the roadmap for each student with a disability, and in these challenging and evolving times including COVID-19 restrictions, 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 a hybrid environment as well as what accommodations and modality of learning allows the greatest access. A letter of Prior Written Notice (PWN) and a copy of the Procedural Rights and Safeguards was emailed to all families with special needs at the initial onset of the school closure. Additional copies of these documents are available upon written request to the Student Support Services Director.

To every extent possible, students with exceptional needs shall have the elements in their Individualized Education Program (IEP) met. This could include both in-person and distance learning settings. IEP Team meetings may be required to determine which, if any, services need to be adjusted to reflect the current times and educational model.

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

However, distance learning is not accessible to many students with exceptional needs. Many populations cannot have their developmental, educational, health and other needs met in an online environment. Students with mild to moderate disabilities may benefit from hybrid models

that include some time in-person and some time in the distance learning model depending on their age. Services will be defined by the IEP team and the delivery model for services will be based on School safety protocols and guidelines.

WSCS’s Student Support Services Director will collaborate with general education teachers regarding accommodations and modifications appropriate to students participating in general education to support the student’s access to the general education classroom within the hybrid and distance learning models.

If families are experiencing any concerns with the distance learning or hybrid model, the Student Support Services Director is available to support students and families.

ENGLISH LEARNERS

According to the California Department of Education’s *Stronger Together* guidebook, English learners will 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. [ELD Support Resources](#)

Distance Learning or Hybrid Learning Models

Synchronous Designated ELD	Asynchronous Designated ELD
<ul style="list-style-type: none"> ● Live virtual lessons/meetings ● Phone calls ● Small group lessons by proficiency levels with scaffolds ● In mixed level groups for fluency building ● Teacher feedback and support as needed 	<ul style="list-style-type: none"> ● Previously-recorded lesson and videos ● Phone and text messages ● ELD assignments /project using approved ELD curriculum ● Paper and pencil activities ● Reading logs and journals ● Goal setting and reflection

FOSTER AND HOMELESS YOUTH

WSCS is committed to supporting our foster and homeless youth in collaboration with the Sonoma County Office of Education. WSCS recognizes that additional challenges may occur for this population during the COVID-19 pandemic and is 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 and staff, and other county agencies in order to remove barriers to educational access and expand educational opportunities.

By removing barriers that occur due to frequent changes in home placement, WSCS helps to ensure that foster and homeless youth can 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:

- [Foster Youth Education Rights](#)
- [County Office of Education Foster Youth.sc](#)
- [County Office of Education Homeless Education](#)

INSTRUCTIONAL TECHNOLOGY

WSCS 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.

We have identified Google Classroom as a common application and platforms used for the upcoming school year. Other software applications that are commonly used include Zoom and Google Meet for video conferencing. We are also piloting web cameras for teacher use for supporting synchronous learning. Additional software will be available based on teacher needs.

Staff will focus on the following technology guidelines for all students.

- Focus learning on student mastery of the essential standards
- Prioritize equity and access
- Include opportunities for asynchronous and synchronous learning
- Ensure 1:1 student access to chromebook or laptop device
- Ensure hotspots are available to students who need access
- Provide technology support for students, families, and staff

Resources: [WSCS Internet Safety: Acceptable Use Policy](#)

EXTRA-CURRICULAR ACTIVITIES (ATHLETICS, CLUBS, FIELD TRIPS)

WSCS recognizes that extra-curricular activities and electives are vital elements to students' educational experience and well-being, and will make every effort to maintain these opportunities as conditions permit.

Athletics

- Schools will conform to all CDE and California Interscholastic Federation (CIF) sports restrictions and game/team safety and hygiene protocols. As of August 5, all youth sports have been suspended for the 20-21 school year.
- Schools will need to follow consistent and stringent cleaning protocols of athletic equipment and personal body contact gear.
- Contact sports are restricted and are considered high risk under CDC guidelines.
- Indoor intense physical exercise is discouraged, especially if the activity causes warm moist air for the virus to transmit.
- Physical education classes should be conducted outside whenever possible, restrict the use of locker rooms/showers, maintain six-foot distancing, and avoid any contact sport activities.

Gatherings, Visitors, Clubs, and Field Trips

- Gatherings, or meetings, should be conducted via a virtual platform whenever possible. Promote social distancing of at least six feet between people if events are held. Limit group size to the extent possible.
- Events (beyond normal classroom activities) are restricted to no more than 10 people while maintaining the six-foot social distancing standards.
- Limit any nonessential visitors, volunteers, and activities involving external groups or organizations as possible – especially with individuals who are not from the local geographic area (e.g., community, town, city, county).
- Pursue virtual activities and events in lieu of field trips, student assemblies, special performances, school-wide parent meetings, and spirit nights, as possible.
- Make a good faith effort to space seating/desks at least six feet apart. Based on current social distancing standards from the California Department of Public Health, a separation of six feet between students is recommended for ensuring student/staff safety

and health, particularly for the purpose of setting up a classroom and establishing spacing between student desks/learning environments. This will likely reduce classroom capacity.

PROFESSIONAL DEVELOPMENT AND TRAINING

WSCS is committed to supporting the professional growth of its faculty and staff. As we look to the return to school, WSCS 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.

Considering survey data, as well as input from the various stakeholder committees, the following professional development topics and formats may be considered. This list is not exhaustive but rather reflects current needs and wants expressed by staff in light of these new models of instruction, hybrid and distance learning.

Staff Professional Development Topics for Consideration		
Instruction	Technology	Social Emotional Wellness & Mental Health
<ul style="list-style-type: none"> ● Essential standards ● Content specific ● Best practices for distance learning ● Strategies to motivate students in a distance learning environment ● Effective lesson design for distance learning ● Strategies for engagement in district curriculum in a hybrid/distance learning format ● Flipped classroom 	<ul style="list-style-type: none"> ● Google Suite: Google Classroom, Google Meet, Docs, Slides, Forms ● Zoom ● Creating engaging videos for online ● Class webpage development ● Eureka Math ● Stem Scopes 	<ul style="list-style-type: none"> ● Trauma-Informed Care ● Restorative Practices ● Managing social media consumption ● Safety protocols and precautions ● Positive Behavioral Interventions & Supports (PBIS) ● Encouraging and supporting student voice and advocacy

<ul style="list-style-type: none"> • Project Based Learning 		
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CONCLUSION

This *Reopening Plan* provides detailed information on WSCS’s response to teaching and learning during a pandemic. By detailing the additional health and safety measures that will be implemented to mitigate the threat of the virus, it outlines WSCS’s commitment to and readiness for the 2020-21 academic year.

As WSCS monitors health and safety guidance related to COVID-19, it is essential that we are flexible and adaptable as change occurs. WSCS will evaluate emerging academic and mental health programs and services in order to serve our most vulnerable students, providing continued and consistent support.

We continue to rely on the ongoing support and commitment of families to ensure our school remains healthy and strong.

ADDITIONAL RESOURCES

[Testing Sites for local COVID-19 Testing](http://www.socoemergency.org) – Information from <http://www.socoemergency.org>

[When to Quarantine?](#) – Information from Center for Disease Control

[Affordable Internet Offers](#) – for Low Income Households

[Coronavirus Information for Schools and Families](#)– Information from Sonoma County Office of Education