DISTANCE LEARNING REOPENING PLAN

2020-2021

(Approved by SBS Charter Council on August 11, 2020)

*We would like to acknowledge Credo High School for sharing their reopening plans with us.
PURPOSE OF THIS PLAN
The intent of this plan is to provide our students with an equitable, accessible, and engaging educational experience to prevent learning loss and make meaningful connections during this time of distance learning.

Educating students during this pandemic requires flexibility as changes and modifications are made as the virus ebbs and flows and we learn, through doing, the best way to serve our students. Plans will need to be refined to address needs and circumstances as they arise, incorporating the guidance and requirements from the State and County Health Department. A more extensive plan will be created if, and when, hybrid learning becomes a possibility.

EXECUTIVE SUMMARY
This Reopening Plan has been developed to outline a variety of actions necessary to reopen school during the current conditions of the COVID-19 pandemic and the mandate of the State of California. The directions in these pages cover distance learning with a plan for in-person learning to follow when safe and appropriate. This plan differs significantly 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, and new directives from the State of California. The program is being designed to build a community of online learners and deliver a rich and engaging online curriculum.

SBS is committed to providing equity and access to all learners, satisfying the educational and technological needs of all students. SBS 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
SBS’s Reopening Plan was developed in alignment with the following:

- Napa County Health Orders
- California Department of Education Opening Guidelines
- Napa County Office of Education - Considerations for Opening Schools
- CA Assembly Bill 77: Education Finance Trailer Bill

And with consideration and input from the following:

- Staff Survey
- Parent Reopening Survey

Guiding Principles
SBS 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.

- Adherence to public health guidelines
- Provide optimal learning opportunities for all students
- Address students most in-need
- Ensure safety of staff and students
- Address social emotional needs of students
Health and Safety
The Health and Safety of our staff and students are paramount to our school, and SBS is committed to follow the recommendations of State and local agencies. All recommendations are based on mitigating risk and follow the stages set out by our County Public Health Officer, Center for Disease Control, and other scientific and educational authorities. SBS will be flexible and responsive to change. Our cleaning and safety standards, by best effort, will adhere to current recommendations.

Although for the safety of staff and students all learning is off-campus, we have created some on-campus guidelines.

Face Coverings (In accordance with Napa County Public Health)
Staff: Face shields or face coverings are required in classrooms and public/common areas, such as hallways, break rooms, bathrooms and lounges, shared office space, and reception areas. Employees are not required to wear face coverings while alone in private offices or situations where physical distancing can be maintained.

Staff will also be provided with both cloth and disposal face coverings and face shields. Shields should be used by all who are engaged in instructional activities, tasks where the ability to see facial expressions or lip movements is necessary, or when there is an issue of personal safety.

Students: Face coverings for students while on campus will be required for grades 3-8 and recommended for students in grades K-2. 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.)

- How to wear/take off Face Covering Infographic ENGLISH

SBS will continue to monitor and update requirements for face coverings based on State and local guidance.

Symptom Assessment
If a student comes to campus for services or teacher meetings, we ask that prior to coming on campus, his/her temperature be taken at home, along with the completion of a symptom assessment. The assessment form can be found here.

Before entering campus, students will safely and respectfully receive a temperature check and limit their presence on campus to the classroom or Resource person expecting them. We ask that anyone entering campus, use hand sanitizer before entering, and wait for an invitation to enter a room.

Anyone, staff or student, who shows symptoms of COVID-19 will be denied entry to the school.

Signs and Messages
Signs that promote protective measures will be posted in visible locations throughout SBS. 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 direction for hallways and common areas.

Cleaning and Disinfection
Custodial staff at SBS have been thoroughly trained in the proper cleaning and disinfecting of the campus. Particular attention is given to frequently touched surfaces (e.g., door handles, desks, sink handles) in classrooms and common areas.
Physical Distancing
All individuals (students and staff) on campus will work towards maintaining at least 6 feet separation from others. If such distancing is not feasible, other measures such as face coverings, hand hygiene, cough etiquette, cleanliness, and sanitation should be rigorously practiced.

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.

We ask that anyone entering campus, enter through the office door, use hand sanitizer provided at door opening, and wait to be invited inside. Anyone entering the school office must have their temperature taken. The number of individuals allowed in the school office is set at a maximum of 3, and additional visitors are requested to follow the taped standing points. If at all possible, please contact the office by email or telephone.

Food Services
During Distance Learning, SBS students eligible for Free & Reduced Meals will be served by a Grab-n-Go meal program. Please notify Rochelle Valenzuela if your child(ren) qualify for this benefit.

Attendance-Absences
In accordance with Assembly Bill 77 (AB 77), attendance will be taken and recorded by the teacher of record daily for each student. Attendance rules for students on distance learning programs generally follow traditional attendance processes. For students on a distance learning program, attendance is recorded by daily participation (whether Zoom, Google Classroom, or other online platforms) per the daily schedule.

If a student is sick, parents are asked to email the teacher to inform them that the student will be absent. We ask that you include Karla Slay at karla.s@stonebridgeschool.org on the email. Please state a reason for the absence.

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 on-line 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.

Distance Learning per AB 77
With Distance Learning mandated by the State of California, the following requirements have been incorporated into the Reopening Plan for the Fall 2020:

- 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

School Schedule
After careful deliberation and planning, the schedule below will be implemented during SBS’s upcoming Distance Learning period. (The schedule will change significantly for any hybrid or in-person learning model.)

In creating the schedule, we recognize that:
- Students must progress steadily with their learning on a daily basis.
- A predictable daily rhythm is helpful and healthy for both students and their families.
- There is an enormous difference in students’ capacity for independent learning across the grades.
- While Zoom is a very helpful tool, the time that students (and parents) are expected to be on Zoom should be minimized, without compromising the quality of instruction.
- Physical activity and creative projects provide essential balance to the academic curriculum.

Daily schedule for Kindergartens (M-F):
- Morning movement
- Distance Learning Zoom Time (circle, movement, story, etc.)
- Creative and practical skills building
- Story time
- Arts and Crafts
- Nature study, outdoor play

Daily rhythm for Grades 1-8 (M-F): (8:30am start)
- Main Lesson (see notes below)
- Morning break
- Period One (45 minutes, subject class or PP/IndA* – see notes below)
- Lunch break
- Period Two (45 minutes, subject class or PP/IndA*)
- Break
- Period Three (60 minutes, subject class or PP/IndA*)
  * = Practice Period or Independent Activity

Considerations of the schedule:
- Meets minimum daily minutes required: K (180), 1-3 (230), 2-8 (240)
- Morning main lesson of 90 minutes
  - Class teachers will structure this time appropriately for their age groups, incorporating a minimum of 30 minutes of synchronous (i.e., live/zoom) teacher-to-student and student-to-student interaction.
  - Synchronous interactions to be supplemented by directions and assignments provided via Google Classroom.
  - As needed, teachers may utilize both main lesson time and available periods for teacher-to-student contact time by scheduling and working with small groups of students throughout the day.
- Three periods after the main lesson for Subject Classes and PP/IndA.
  - Lessons will be delivered in various ways: synchronously via zoom or accessed through Google Classroom as pre-recorded or written lessons/assignments.
- During both Main Lesson and Subject Classes, teachers will be structuring and meeting with smaller groups of students to provide more personalized support and to foster student-to-student interactions.
Subject Classes offered: Spanish (1-8), Handwork (1-8), Woodwork (5-8), Math (6-8), Movement (5-8), Nature Exploration (1-5 - an outdoor activity/exploration class offered in lieu of Farming during Distance Learning)

PP/IndA (Practice Period or Independent Activity)
- These periods are under class teacher direction.
- They may be synchronous (via zoom) or accessed via Google Classroom as pre-recorded or written lessons (e.g., math and language arts practice, form drawing, painting, other artistic activity projects, etc.).

Google Classroom Access
- Grades K-8 will each have their own Google Classroom (GC).
- Several subject classes will also have separate Google Classrooms, easily accessed via a link in the student’s main GC.
- For grades K-5, student access to the GC will be supported by the parent.
  - Accessing grades K-5 Google classrooms: your child’s teacher will send you an invitation via email to join the Google classroom. In order to join and access the classroom, parents will be required to have a gmail account. This does not need to be an SBS gmail account; any gmail account will work. If a parent does not have one, Google classroom will prompt the user to establish one. Please let Admin or your teacher know if you do not wish to establish a gmail account, and we will provide an alternative way to access materials.
  - Note: Teachers will be sending out emails to parents inviting them to their Google classrooms on Tuesday, August 18. Classrooms will not be available until then.
- For grades 6-8, Google classroom will be accessed by students. SBS has provided each student with an SBS-specific gmail. We require our students to use an SBS gmail instead of their own in order to ensure a much higher level of security and privacy.
  - Grades 7 and 8 students’ gmail addresses are already in place.
  - Grade 6 students gmail addresses will be mailed to them shortly.
  - Teachers will be sending out emails to all 6-8 students inviting them to their Google classrooms on Tuesday, August 18. Classrooms will not be available until then.
  - Parents in grades 6-8 will be invited to be “guardians” on their students’ classroom accounts, enabling access to students’ work progress and completion. Parents can have “guardian access” using any email account, gmail or otherwise.
  - Note: SBS has disabled access to certain sites (e.g., YouTube) to ensure students’ focus on appropriate material.

Google Classroom Organization
We have learned much about Google Classrooms (GC) since March! Based on (1) the need for daily engagement and (2) input of parents, students and teachers, here are some of the basic structural features of the grade-specific GCs this year.
- The Google Classrooms in grades 1-8 are all organized in a similar fashion, as are the Kindergarten GCs.
- For Grades 1-8 GCs: Under the “Coursework” tab, assignments and classes are organized by day. In other words, you might see Monday, August 24 boldly noted. Under that date, the entire schedule for that day is given. This includes main lesson directions, resources, and links, as well as the times and directions for all the Subject Classes and Practice Periods scheduled for that day.
- Additional “Topics” or folders within the GC will contain resources such as Schedules, Newsletters, Music, Math Resources, etc.
- For Grades 6-8, PowerSchool will still be utilized as an additional online grading platform.
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<tr>
<th><strong>Student Expectations</strong></th>
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<tr>
<td><strong>Attendance:</strong></td>
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<td>Arrive <strong>5 minutes early</strong> online dressed for school so instruction begins <strong>promptly</strong> at the start of each period.</td>
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<td><strong>Behavior:</strong></td>
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<tr>
<td>Students are expected to behave <strong>appropriately and respectfully</strong> 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.</td>
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<td><strong>Work Effort:</strong></td>
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<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/they experiences difficulty in completing the work.</td>
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<tr>
<td><strong>Technology:</strong></td>
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<td>Students are expected to be prepared with their device so as to actively engage in online learning.</td>
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<th><strong>Administration/Site Expectations</strong></th>
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<tr>
<td><strong>Instructional Planning</strong></td>
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<tr>
<td>Support faculty and staff with Google Classroom and online learning platforms</td>
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<tr>
<td>Observe online instruction to provide feedback and support in a non-evaluative manner</td>
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**Grading and Assessments**
During Distance Learning, teachers will be performing assessments to monitor student progress. 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.

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<th><strong>Grading and Assessment Expectations</strong></th>
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<td><strong>Teachers</strong></td>
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<tr>
<td>● Will establish, communicate out and maintain a regular platform for communicating student progress</td>
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<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>
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<tr>
<td>● Will (when possible) utilize a variety of assessments to determine student learning</td>
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<tr>
<td>● Will share grading policy (grades 6-8) with students, parents, and administration</td>
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Students

- Will access platform(s) used by the teacher
- Will reach out to the teacher with questions
- Will complete assignments to the best of his/her ability
- Will follow teacher expectations for using online platforms and/or applications for demonstrating learning

Administration

- Will support educators in collaborating to reflect on assessment and grading practices
- Will communicate with parents/guardians to clarify and explain grading and assessment practices when necessary
- Will support teachers in the use of online platforms and/or applications to support student learning
- Will work with teachers to identify additional supports for struggling students

SPECIAL EDUCATION

The COVID-19 pandemic has highlighted the many ways in which public schools strive to serve all students 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.

Students have varying degrees of needs with some students receiving additional services delineated by IEPs (Individualized Education Program). SBS purchases special education services from NVUSD, which will continue during distance learning. 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 all 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 sometime 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.

INSTRUCTIONAL TECHNOLOGY

SBS 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 need. 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 student access to Chromebook or laptop device
- Ensure hotspots are available to students who need access
- Provide technology support for students, families, and staff

CONCLUSION
This Reopening Plan provides SBS’s response to teaching and learning during this present stage of the pandemic, that of distance learning. As SBS monitors health and safety guidance related to COVID-19, it is essential that we are flexible and adaptable as change occurs. SBS 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 and staff to ensure our school remains healthy and strong.