



Westlake
CHARTER SCHOOL

Return to School **FALL 2020** Family Handbook

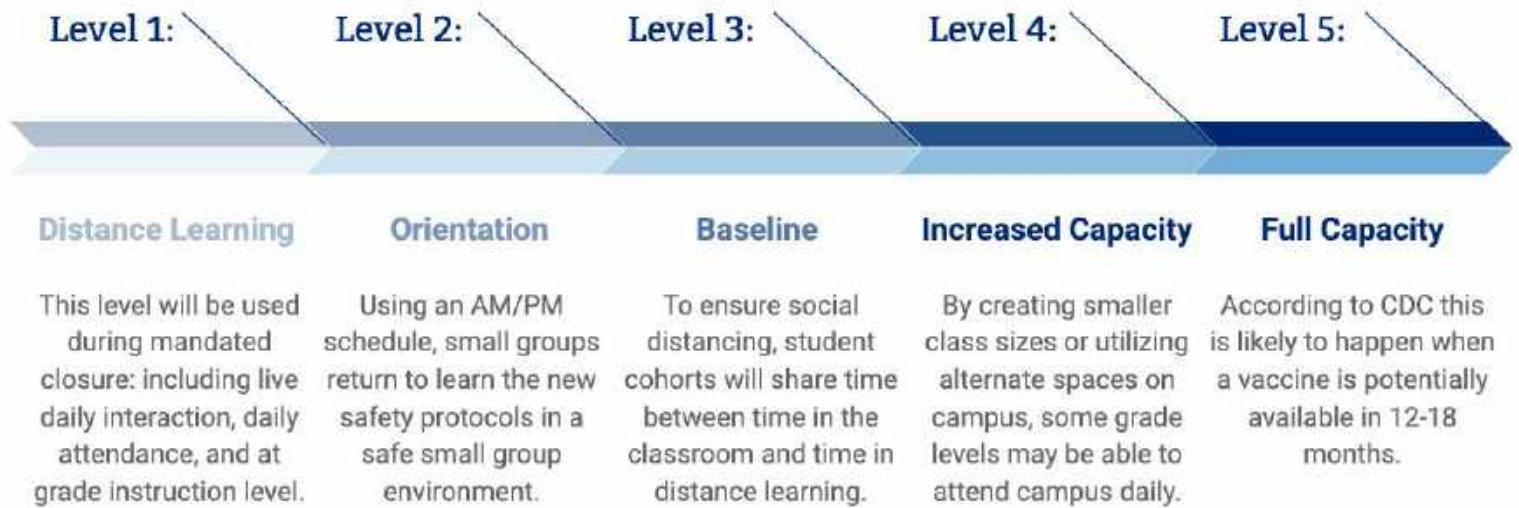
We demonstrate what is possible when school and community collaborate to create inspiring adults with the academic and social-emotional readiness to lead as global citizens.

Westlake Charter School

Fall 2020



Westlake Charter is committed to following the guidelines of health professionals to protect the health and safety of our students, staff, and community.



In response to shifts in capacity and information, WCS is prepared to serve our community through each of these five levels. Our goal is to get every student back on campus everyday as quickly as possible following all health and safety guidelines.

ON CAMPUS AND IN THE CLASSROOM



In collaboration with public health officials, Westlake Charter School is developing protocols, practices and procedures to protect the health and safety of our students, staff, and families.



- Modifying school schedules
- Limiting visitors on campus
- Starting with students in smaller cohorts
- Option to stay in distance learning



- Daily health screening for staff and students
- Following disinfection guidelines
- Prioritizing hygiene lessons



- Serving meals in small group
- Spacing classroom furniture to keep 6' distance between students



- Following guidelines for face coverings for staff and students
- Eliminating large gatherings

Westlake Charter School

Fall 2020



Health Screening

Students and Staff

- Home screening for symptoms
- Verbal health screen upon gate entry
- Temperature check at the classroom
- Hand washing upon entry to campus and throughout the day

Prioritizing Hygiene

- Teach and reinforce regular hand washing and sanitizing practices
- Health guidelines indicate that face coverings should be worn by staff and students and are most essential when physical distancing is difficult
- Individual student supplies

Scheduling

- Staggered arrival
- Staggered lunch and recesses
- Minimizing mixing of classes
- Maximizing use of outdoor space
- Orientation period to teach and adjust to new protocols

Distance Learning

- Daily attendance
- Daily live interaction with staff and classmates
- Students learn at the same pace as students in class
- Monitoring progress on standards and report cards

Introduction

We demonstrate what is possible when school and community collaborate.

Dear Explorer Families,

This Return to School Handbook will help our school and community collaborate around the reopening of school in the fall of 2020. During this pandemic, every community in America is engaged in a similar thought experiment, “How do we reopen school in the middle of a global pandemic?” It has become clear that while we work through this process we will need each other to accomplish what has never needed to be done before. Please remember, that with anything new, there are going to be bumps in the road, and we will have to approach these moments knowing that everyone is trying their best in order to allow our community to move forward together. The contents of this Handbook are in part crafted on hundreds of data points from surveys that were completed by our families in the Spring 2020 - Trimester III Parent Survey, the Planning for Fall 2020-21 Parent Survey, and the Parent Town Hall Focus Group Survey. **We are committed to continuing this work as a collaboration with our community.**

This Handbook is currently a draft. It is important that the Handbook remain fluid and responsive to new information from local, regional, state, and federal agencies. The Handbook is intended to offer each community member a central location to access information during this continually evolving landscape. As new decisions are made and as content is developed, it will be added to this Handbook. Every WCS community member must have the opportunity to have their voice included in this work and therefore, you are asked to email admin@westlakecharter.com to offer any thoughts, questions, concerns, or calls for clarity, regarding any section of this Handbook. **Our shared commitment will improve the outcome for our entire community.**

As you read you will see that our reopening plans are grounded in planning for safety and flexibility. As this Introduction is being written, Sacramento is experiencing hundreds of new COVID-19 cases each day. As you will read in our handbook, positive COVID-19 cases at school may lead to cohorts, classrooms, grade-levels or even the entire school being closed in response, therefore forcing all of us to return to distance learning.

We all want school open with students back in the classroom. To do this we need collaboration from our community. We need our community to help to slow the spread of the virus. You can help by teaching your students the best practices for slowing the spread of the disease - remaining 6 feet apart, wearing face coverings, washing your hands regularly, and avoiding touching your face. During the weeks leading up to school, please practice these behaviors at home so that they are not new when your child arrives at school. If your student is resistant to following these behaviors, please use our Westlake Charter School Core Values of Respect, Responsibility, Stewardship, and Global Perspective to remind your child that sometimes we have to do things for the greater good of our community.

Thank you for your continued support. Westlake Charter School is an incredible community, and when we work together there is nothing we can't accomplish.

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Return to School Vision

Return to School Vision

The coming months will represent the largest shift in thinking since free public education was imagined in the 19th century. Paradigms will shift, practices, protocols, and procedures will each be developed, implemented, observed, and iteratively redeveloped in the coming year. We believe Westlake Charter School (WCS) is well equipped to engage in this work and fulfill our commitment of excellence to our community.

Teams of WCS educators have been working for months to co-construct our response to this global health crisis. Our teams are empowered with a balance of decision making and responsibility to ensure families are offered continuity across all nine grade levels. This work is done with a commitment to collaborating with our community.

The Return to School Handbook (Handbook) is organized by the five key areas of our planning guides; the decisions made in the development of each section are first guided by recommendations of county and state officials as well as the input of WCS staff.

(1) Health and Safety

Nothing is more important than the health and safety of our students, staff, and community. As you read through the Handbook, you will see that we have erred on the side of caution yet allowed for flexibility as information evolves. When we focus on both the physical and the mental health and safety of our community: every other decision will be easier to make.

(2) Academic and Social-Emotional Instruction

Our teacher leadership team must be celebrated for the work that is coming together regarding instructional practices during this unusual time. Our guiding philosophy is that every student belongs to a classroom, and that every student will have an equitable opportunity to learn every day. Therefore cohorts A, B, and the long term distance learning cohort, should each be meeting the same academic and social-emotional learning goals each week.

(3) Tiered Support

Our pillar of personalization and our commitment to fully inclusive practices to ensure the readiness of all students must be at the center of the work we do. It will look different, but this is at the core of who we are as a school.

(4) Logistics and Operations

Every protocol, process, and procedure is being crafted first with health and safety in mind, then screened for its implications at every level of the organization. To help our school respond to data in real-time, we have adopted a five tiered response to community health that will help organize our logistics. Operations will look different depending on whether we are in 1) Distance Learning, 2) Orientation, 3) Base Line 4) Increased Capacity, and 5) Full Capacity.

Return to School Vision

Return to School Vision (continued)

(5) Communication and Collaboration with our Community

Shared leadership, shared learning, as well as a commitment to communication and collaboration with our community are critical to successful implementation as well as an iterative cycle of improvement in response to continually developing data.

Our vision for the return to school in the fall of 2020 is to align each decision first with the guidelines that help to maximize the physical, mental, and social-emotional health of our students, staff, and community. Next, we will continue to use our mission to drive our decision making:

We demonstrate what is possible when school and community collaborate...

This work will take effort from each of us. We will need volunteers in new ways. We will need family feedback, encouragement, and support to ensure that safety is our primary focus for students and staff.

...To create inspiring adults with the academic and social-emotional readiness...

Westlake must focus more now than ever before on the balance between academic and social-emotional readiness. Many of the protocols you will see in this Handbook are designed specifically to ensure that students and staff have the time and space to create the relationships necessary to ensure the readiness promised in our mission.

...To lead as Global Citizens...

As we come back in the fall, our students will have gained a new perspective of what it means to be globally minded. We will call upon our entire community to recognize our collective responsibility to work collectively toward our shared goals of ensuring the safety of our students, staff, and community.

Families, we believe deeply in the work we are doing and understand the trust you place in our school to care for your children. We do not take this trust lightly. We are committed to working together no matter what the future holds.



Westlake
CHARTER SCHOOL

Return to School
FALL 2020
Family Handbook

Health and Safety

Health and Safety

Teaching our Students the Health and Safety Protocols

Overview

The following pages outline the health and safety protocols being developed at WCS in an effort to align our practices with the guidelines produced by the [Sacramento County Office of Education](#), [Sacramento County Public Health](#), the [California Department of Education](#), [California Department of Public Health](#), and the [Center for Disease Control](#).

Orientation

In the first days of school, staff will invest deeply in teaching students all of health and safety protocols. As a part of this process, we hope to share these training resources with you, so that we might collaborate on ensuring the following protocols are understood. These protocols, along with the social-emotional needs of our students and staff will be the primary focus of our orientation phase of reopening school.

Health Screening

Pre-screening:

Families are asked to screen students at home before leaving for school. If any of the following are found, please keep your student home:

- Temperature exceeding 100.3; or
- Fever or chills, cough, shortness of breath or difficulty breathing, fatigue, muscle or body aches, headache, new loss of taste or smell, sore throat, congestion or runny nose, nausea or vomiting, diarrhea

Entering Campus:

Each day students will enter campus through their grade level designated gate and will follow a simple health screening process. The screening process will involve visual check points to which students and parents can quickly acknowledge if they or anyone at home is experiencing symptoms.

Temperature Screening:

Each teacher will be using a no-touch thermometer at the classroom door to screen students prior to entering the classroom.

Prioritizing Hygiene

Handwashing and Hand Sanitation: Hand washing and sanitation will be taught as a priority. WCS is installing hand sanitizer dispensers throughout campus and will ensure soap dispensers are filled regularly. Staff will train students, as well as build regular time into the day for students to make this a priority.

Health and Safety

Teaching our Students the Health and Safety Protocols

Social Distancing

Protocols and practices are being developed throughout campus to create 6 feet of social distancing between all students and staff. These protocols will include the way that we travel the halls and where we sit in the classroom. Structured game play at recess will ensure our students have fun, are able to move their bodies, but also respects the necessity of social distancing.

Face Coverings

A face covering is a covering made of cloth, fabric, or other soft or permeable material, without holes. It should cover the nose, mouth, and chin. The face covering should be comfortable so that the wearer can breathe comfortably through the nose and does not have to adjust it frequently - this will help to avoid touching the face.

Any face covering that incorporates a one-way valve (typically a raised plastic cylinder about the size of a quarter on the front or side of the mask) that is designed to facilitate easy exhaling is not an appropriate face covering. Valves of that type permit droplet release, putting others nearby at risk. N95 respirators are medical grade masks that should be reserved for health care providers and first responders. N95 respirators are not safe for children and should not be worn by them.

All staff and students must wear face coverings. They are most essential indoors and in settings where 6 feet of physical distancing cannot be maintained. Face coverings will be provided for staff and students that don't have one upon arrival (disposable masks, washable masks, face shields, etc). When/if the requirements change WCS will adjust accordingly.

Student Illness and Staff Illness

The following steps will take place when a student, teacher, or staff member or member of their household tests positive for COVID-19 and has exposed others at the school:

- 1) WCS will consult with local health authorities regarding exposure.
- 2) A determination will be made regarding next steps and will include tracing any person who has been in close contact with the person who has tested positive. Close contact is defined by the Center for Disease Control as having been less than 6 feet apart for a duration of 15 minutes.
- 3) A determination will be made regarding potential closure of a cohort, classroom, grade level, or the entire school in consultation with local health officials.
- 4) A notification will be sent to families regarding the exposure asking families who have had close contact to self isolate in response to the exposure.
- 5) A closure would shift students to distance learning to continue academic and social emotional goals.
- 6) The school will follow sanitation protocols to prepare the school for students to return.

Health and Safety

Teaching our Students the Health and Safety Protocols

Displaying Symptoms at School

If a student or staff member is exhibiting symptoms at school, they will be asked to isolate in a designated location, away from others, while they wait for parents to arrive. Parents will be asked to check in at the office and students will be brought to the parent from the designated area.

Classroom Supplies

Classroom supplies are being ordered and will be utilized to ensure that each student has their own set of supplies. Due to the health and safety guidelines we will not be able to use shared supplies.

Shared Spaces

To ensure the health and safety of our students and staff, WCS will take the following social distancing measures during our return to school:

- In all classrooms and common spaces, WCS will space students at least 6 feet apart.
- During recess and transitions, we will keep cohorts from mixing.
- Lunches will be eaten in designated locations in classroom cohorts.
- Cohorts will only associate with staff members designated to their cohort during class and recess.
- WCS will not host larger gatherings such as assemblies, rallies, sports, and dances.
- WCS will organize hallway and transition times to minimize interaction.
- Play structures will be temporarily closed. Contact sports and activities that encourage close contact will not be available during recess.
- All outdoor recess spaces will be structured with activities led by staff.



Westlake
CHARTER SCHOOL

Return to School **FALL 2020** Family Handbook

Academic and Social-
Emotional Instruction

Academic and Social-Emotional Instruction

Instructional Planning

Overview

As we look ahead to the fall, our instructional planning is focused on the way that we believe students learn best. We believe that learning is collaborative, creative, and involves communication and critical thinking. Whether we are designing instruction for in-class learning or distance learning, we are working hard to incorporate these learning values into our lessons. In alignment with our school's mission, we are designing instruction to meet the academic and social-emotional needs of our students, that moves students forward through grade level standards this year while also addressing the learning loss that may have happened since students were in school last.

Designing Distance Learning

While there is work to be done to continually evolve in-class learning designs as well, we believe that it is important that we design our distance learning to reflect the values mentioned above. Our distance learning redesigns will include the opportunity to engage in live daily work with peers and staff, as well as the opportunity to access instruction at a time that is convenient for families. We also believe that distance learning must include different modes of learning, and not only those delivered digitally. Finally, distance learning must ensure instruction is comparable to in-class instruction to help students move forward through grade-level standards and expectations regardless of their mode of learning.

In-Class Instruction

Our WCS community prides itself on the work of our incredible teachers. This will be the first time our teachers have facilitated in-class instruction and distance learning in the same day. We will work to ensure that time in class offers opportunities to collaborate with peers while continuing to respect social distancing guidelines.

Social-Emotional Learning (SEL)

WCS is committed to developing the whole student, and now more than ever this commitment is needed. We recognize the impacts of isolation that have come from our region's response to COVID-19 and will work hard to build safe and supportive community classrooms that engage in social-emotional development daily. We will continue to hold morning meetings, utilize responsive classroom, and focus on our SEL aligned core values.

Recess

We believe that every student needs time to run, play, and laugh with their peers. We will be following health and safety guidelines to create structured play areas for cohorts of students to enjoy recess safely before returning to class.

Academic and Social-Emotional Instruction

Instructional Planning

Physical Education, Art, and Spanish

Our Specialty courses are a part of what makes our WCS program unique and engaging. We are committed to continuing with these important courses, however, this year they may look different. Based on the health and safety guidelines, students should not move from classroom to classroom and regroup into new cohorts. Therefore, we are structuring the day to ensure that students maximize time in their homeroom and developing ways to deliver Art, Spanish, and PE to our students each week. This could include live streaming into classrooms, embedding standards into recess play, or using distance learning time to fulfill some of these learning plans.

Field Lessons

Our current plans do not include field lessons that require students to leave campus on busses. Due to health and safety guidelines, we have had to pause any previously planned field lessons. We have included within each grade-level budget an allocation that may allow for some outside field lessons to be brought onto campus, when and if it is determined safe to do so. We will work with our community as information evolves to determine if we can reinstate any previously planned field lessons. We are considering, not only the students this year, but the students last year who missed out on large overnight field lessons due to closures.

Impact of Health and Safety on School Scheduling

The following pages will describe the leveled approach that WCS is employing to meet the Health and Safety Guidelines with a special focus on ensuring 6 feet of social distancing. Due to the social distancing requirements, new schedules have to be designed to reduce the number of students in a classroom at any given time.

Academic and Social-Emotional Instruction

California Distance Learning Standards



'Daily live interaction' required

Teachers will connect with their students each school day through multiple synchronous (live) opportunities and/or phone check-ups.



Taking student attendance

Schools will take daily students' attendance and participation under distance learning. Students who don't participate will follow procedures for chronic absenteeism.



Minimum instruction

Students are required to receive a minimum amount of daily instruction that can be met by a combination of teacher instruction and "time value" of work assigned.

- 3 hours per day for kindergartners.
- 3 hours, 50 minutes for grades 1-3.
- 4 hours for grades 4-12.



Serving students in need

Schools provide the "accommodations necessary" to serve students with special needs. In addition to supporting English learners, students in foster care/homeless, students requiring mental health supports, and students who are not performing at grade level.



Live instruction

Best practices point to a combination of synchronous (live) instruction and asynchronous (prerecorded) instruction.



Preventing disengagement

Schools must form a plan for re-engaging students who are absent from distance learning for more than three school days a week.



Checking families' connectivity

Schools will ensure that students and families have the devices and connectivity necessary to participate in distance learning.



Weekly engagement records

An additional data requirement, schools must keep "weekly engagement records" noting how much synchronous or asynchronous instruction a student has received.

Source: California 2020-21 state budget adapted from Cal Matters

Academic and SEL Instruction

Westlake Charter Distance Learning



Instruction

Westlake students will receive daily teacher guided whole and small group instruction and opportunities for independent practice.

Students should expect:

- 3 hours per day for kindergartners
- 3 hours, 50 minutes for grades 1-3
- 4 hours for grades 4-8



Asynchronous Learning

- Pre-recorded instructional videos provided by WCS teachers. Length will vary depending on age of student and topic being covered. Research indicates that less than six minutes is the optimum length.
- Using an online program to review previously taught material where the data produced will be used to inform instruction. Programs such as Freckle, Lexia, NewsELA, etc may be used.
- Can be scheduled for students to take part in prior to a synchronous small group instruction.
- Can provide flexibility to families so that students can participate at flexible times throughout the day.

Academic and SEL Instruction

Westlake Charter Distance Learning



Daily Live Interaction/ Synchronous Learning

- Whole class Social Emotional Instruction
 - Morning Meeting
 - Sanford Harmony Lesson
 - Advisory Meeting
 - Closing Circle
- Small Group Instruction following an asynchronous lesson
- Small Group Instruction for personalization based on student data
- Multiple opportunities for a student to engage with a certificated teacher and/or other staff during an instructional day
- Potentially when introducing new academic content



Student Engagement

- WCS aims to engage all students in daily instruction
- Student attendance and daily participation will be monitored and recorded
- Our team will re-engage students who are absent

Academic and SEL Instruction

Westlake Charter Distance Learning



Serving Students in Need

Westlake is committed to serving students through a Multi-Tiered System of Support. Specialized academic and social emotional support and accommodations are available for all students. Specifically, those with special needs, English learners, students in foster care/homeless, students requiring mental health supports, and students who are not performing at grade level.

Supports may look like:

- Weekly collaborations
- Virtual co-teaching
- Facilitated student accommodations and services
- Small group instruction and reteach opportunities
- Individualized instruction



Family Connections

- Weekly email communication which outlines learning objectives for the week.
- 1:1 Google Voice or Google Meet Family Meetings
 - To discuss student progress
 - To assist with family engagement
 - To share celebrations of student progress

Academic and SEL Instruction

Westlake Charter Distance Learning



Taking Attendance

K-5-

- Attendance will be taken each day during Morning Meeting. Students who are not present during Morning Meeting will be marked absent.
- Attendance calls will be made to families at 9:30 AM
- Students who are not present in Morning Meeting, but are present at another live session that same day will be marked tardy by the teacher.

6-8-

- Attendance will be taken at the start of each learning block. Students who are not present at the start of the learning block will be marked absent.
- Attendance calls will be made to families at 9:30 AM
 - Advisory
 - Block 1
 - Block 2
- Students who are not present at the start of the block but are present at another live session during that block will be marked tardy by the teacher.

Academic and SEL Instruction

A Day In the Life of an Elementary Student in Level 1: Distance Learning

Morning Meeting

- I log into my classes Google Meet for Morning Meeting
- As I get into the room, my teacher welcomes me with a Greeting from Egypt
- We have a virtual scavenger hunt to get to know each other better
- My teacher reviews our schedule for the day

Whole Class Learning

- Our teacher asks us to take our linking cubes for our lesson today
- After my teacher introduces a new topic. We practice and show our answers on the screen
- Our teacher shows us our assignment in Google Classroom

Independent Work Time

- I start to work on my assignment and when I have a question I ask my teacher in Google Classroom

Small Group Time

- After I have completed three problems my teacher sends me a message inviting me to our small group
- While we are in a small group, my teacher answers my question, and I practice more with other students

Lunch

- My teacher sends us a Google Classroom message reminding us to come back after lunch for our read aloud
- Today is my lunch bunch day. I get on a Google Meet with our school psychologist and a few other students, and we talk about making friends during Distance Learning

Read Aloud

- My whole class meets on our class Google Meet
- Our teacher reads us a chapter from Charlotte's Web
- Mrs. Callau came to our Read Aloud to share who earn Core Value Awards in our class this week

Collaboration time

- Our teacher shows us our Google Classroom assignment and puts us, groups, to collaborate on the assignment
- We put comments on our assignment, and our teacher responds

Closing Circle

- We all meet on our classroom Google Meet Link
- We get to ask any questions that we may have
- Our teacher reminds us that we need to work on our Spanish playlist this afternoon.

Everyday I get to:

- Participate in Social Emotional Learning
- Meet with my whole class
- Learn new academic/SEL concepts and skills
- Receive personalized instruction
- Receive Feedback from my teacher
- Collaborate with other students

Daily Start & End Times:

Kindergarten 9:00-12:45

1st-3rd grades 8:45-1:15

4th-8th grades 8:30- 1:15

Academic and SEL Instruction

A Day in the Life of a 6-8 Student in Level 1: Distance Learning

Advisory

- I log onto our Advisory Google Meet
- My advisory teacher greets me as I come into the room.
- In Advisory, we work on developing social-emotional skills that will help us during distance learning
- My advisory teacher helps us with any questions we have about our day

Block 1

Whole-Class Learning

- My Math class meets on our classes Google Meet
- We review the concept from yesterday, and our teacher shares an instructional video on the skill for today
- We all practice the skill together on the Meet.
- My teacher reshapes the small group schedule from our Google Classroom and assigns our independent practice.

Independent Work Time

- I work on the first few problems in my independent practice.
- My teacher messages me to join the small group Google Meet.

Small-Group Instruction

- My teacher has us share what we worked on during independent practice
- My teacher helps me with a problem and gives me a similar problem to solve during small group time

Lunch

- It is my day for lunch bunch, so I join our counselor and four other students for Lunch Bunch. We practice how to develop healthy friendships online

Block 2

Whole-Class Learning

- My Humanities teacher always sends us a riddle to solve before our whole class Google Meet.
- My teacher reviews our schedule for the day and assigns us workgroups for our collaborative work.
- Before we go to collaborative work, Mrs. Callau joins us and shares Core Value awards from our Humanities teacher this week.

Collaborative Work Time

- I meet with my small group. While we are working our teacher provides us feedback and answers questions

Whole Class Learning

- We come back together to share out the work we did during our collaborative group time
- Our teacher reminds us to complete our Spanish class today

Everyday I get to:

- Participate in Social Emotional Learning
- Meet with my whole class
- Learn new academic/SEL concepts and skills
- Receive personalized instruction
- Receive Feedback from my teacher
- Collaborate with other students

Daily Start & End Times:

Kindergarten 9:00-12:45

1st-3rd grades 8:45-1:15

4th-8th grades 8:30- 1:15

Academic and SEL Instruction

Level 1: Distance Learning Bell Schedule

Schoolwide scheduling helps provide predictability and consistency for staff, family and students whether physically on campus or through distance learning.

As demonstrated in the 'Day in the Life' examples, you can expect your child to have multiple live learning engagements that will be scheduled by the teacher during the day. In addition, you can expect to start and end the day at the same time and have consistent breaks. Below is the schedule of the start times, end times and break times that will remain consistent by grade level.

| 6th Grade | |
|---------------|---------------------|
| 8:30 | School begins |
| 8:30-8:50 | Advisory |
| 8:50-10:50 | 6th Grade Block 1 |
| 10:50-11:20 | 6th Grade Block 2.1 |
| 11:20-11:50 | BREAK |
| 11:50-1:15 PM | 6th Grade Block 2.2 |
| 1:15 | School ends |
| 7th Grade | |
| 8:30 | School begins |
| 8:30-8:50 | Advisory |
| 8:50-10:45 | 7th Grade Block 1 |
| 10:45-11:15 | BREAK |
| 11:15-1:15 PM | 7th Grade Block 2 |
| 1:15 | School ends |
| 8th Grade | |
| 8:30 | School begins |
| 8:30-8:50 | Advisory |
| 8:50-10:45 | 8th Grade Block 1 |
| 10:45-11:55 | 8th Grade Block 2.1 |
| 11:55-12:25 | BREAK |
| 12:25-1:15 PM | 8th Grade Block 2.2 |
| 1:15 | School ends |

| Kindergarten | |
|----------------|---------------|
| 9:00 AM | School begins |
| 11:00-11:30 | BREAK |
| 12:45 PM | School ends |
| 1st Grade | |
| 8:45 AM | School begins |
| 9:30-9:40 AM | BREAK |
| 10:45-11:15 AM | BREAK |
| 1:15 PM | School ends |
| 2nd Grade | |
| 8:45 AM | School begins |
| 9:45-9:55 | BREAK |
| 11:05-11:35 | BREAK |
| 1:15 PM | School ends |
| 3rd Grade | |
| 8:45 AM | School begins |
| 10:00-10:10 AM | BREAK |
| 11:25-11:55 AM | BREAK |
| 1:15 PM | School ends |
| 4th Grade | |
| 8:30 AM | School begins |
| 10:05-10:15 AM | BREAK |
| 11:45-12:15 PM | BREAK |
| 1:15 PM | School ends |
| 5th Grade | |
| 8:30 AM | School begins |
| 10:20-10:30 AM | BREAK |
| 12:05-12:35 PM | BREAK |
| 1:15 PM | School ends |

Impact on School Schedule

Overview

School Scheduling

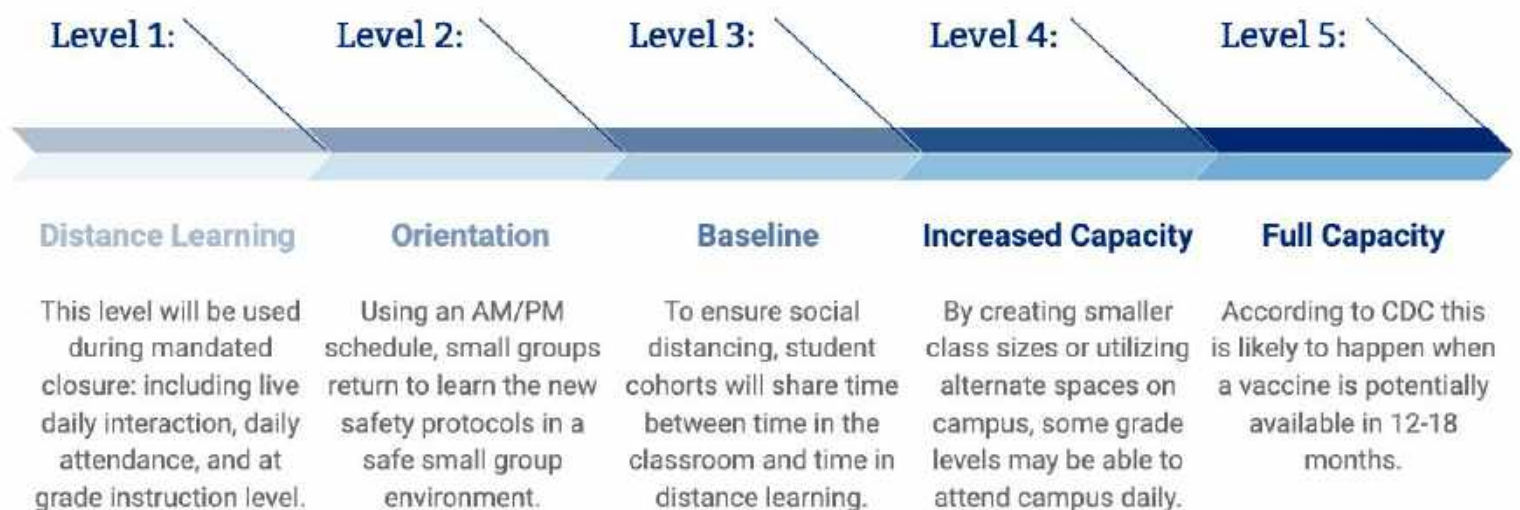
The following is an excerpt directly from the Sacramento County Office of Education's Guidelines for Reopening Schools.

**BECAUSE OF THE NEED FOR SOCIAL DISTANCING,
EVERY CHILD CANNOT BE ON CAMPUS AT THE SAME TIME.**

At this time, schools will be required by Sacramento County Public Health to modify school schedules to limit the number of students on campus.

To address this reality, WCS has developed a phased approach to scheduling. Beginning with Level 1: distance learning and evolving through Level 5: Full Capacity. Our goal is to bring all students back to school everyday in a way that reflects our shared commitment to the physical, mental, and social-emotional health of our students, staff, and community.

Five Levels: The levels below will be used based on the most current information available.



Impact on School Schedule

| | |
|---------|---|
| Level 1 | Distance Learning <p>Families have the option to select distance learning in the fall and still remain attached to a classroom. Your classroom will have a seat waiting when your family is ready to return. If local health officials call for the closure of our school, we will be prepared to launch our revised distance learning plans school-wide including increased daily engagement through a mix of digital and physical content.</p> |
| Level 2 | Orientation <p>After the traumatic experiences of forced school closures and shelter in place, we believe a period of orientation will be important to re-acclimate our community back to school. In the upper grades it may take less time than in the lower grades for all our students to learn the new safety procedures. During this period, we would like to bring students back in small groups, helping to ensure each student gets the individual attention they need to feel safe.</p> |
| Level 3 | Baseline <p>Once a grade-level has ensured that the orientation goals have been met, students will alternate between on campus days and distance learning days. While this is not ideal, this will help WCS meet the recommendation of public health officials to ensure 6' of social distancing.</p> |
| Level 4 | Increased Capacity <p>A grade-level may be able to return to school daily once all students can meet social distancing guidelines in that grade. For example, this may be when a grade level can be regrouped into smaller class sizes or if alternate locations can be developed on campus. WCS will strive to increase capacity, starting with our youngest students, who we believe will struggle most with distance learning.</p> |
| Level 5 | Full Capacity <p>According to the CDC, this is likely to happen when a vaccine is potentially available in 12-18 months</p> |

Impact on School Schedule

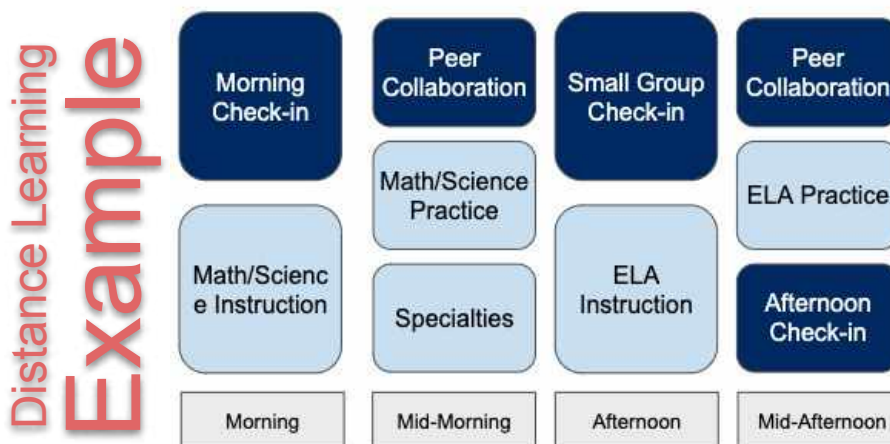
Level 1: Distance Learning

We expect that distance learning will be used by every student at some time during the 2020-2021 school year. It may be used if a classroom, grade level or the school is directed to close due to COVID-19 exposure. Distance learning will also be used to keep students learning every day when they are not able to be in the classroom due to alternating A/B scheduling, when a family is required to self-quarantine, or for those families who elect full time distance learning.

For these reasons, we are developing a distance learning model with the following assumptions:

1. WCS must ensure that students have access to a computer, internet, and any needed learning materials at home.
2. Students must have access to daily live interaction with staff and peers.
3. Students must have the option to learn at a time that is convenient as well.
4. Distance learning must use multiple mediums i.e. digital, paper, etc.
5. Distance learning must be grade level instruction that combats academic learning loss and social-emotional isolation.

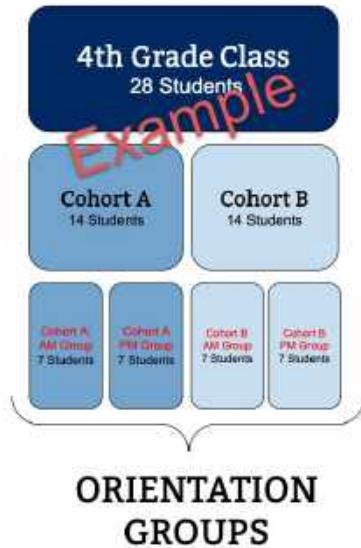
The example below demonstrates what a day in the life of distance learning could look like as we evolve our practices. The dark blue areas may offer opportunities throughout each day for students to have live social-emotional check-ins, collaborative work, and receive feedback from staff during small-group time.



Impact on School Schedule

Level 2: Orientation

As we reopen the school, we believe that it is in the best interest of the physical, mental, and social-emotional health of our students to return in small groups to offer the individual attention necessary for each student to learn all new health and safety protocols.



Orientation Groups

- Create smaller cohorts for orientation purposes
- During orientation we will prescribe learning goals to prepare students for in-class and distance learning.
- The durations will differ depending on grade level

The orientation schedule offers each orientation group time on campus in a small group with their teacher twice a week. Time not spent on campus is still considered learning time and will have valuable academic and social emotional learning opportunities built in. We are working with our teachers now to estimate the duration of this work at each grade level and will update this handbook with estimates as soon as possible.

| | | Monday | Tuesday | Wednesday | Thursday | Friday |
|------------|-----------|-----------------------------------|-----------------------------------|--|-----------------------------------|-----------------------------------|
| School Day | Morning | At School Cohort A AM Group | At School Cohort A AM Group | Deep Cleaning Day | At School Cohort B AM Group | At School Cohort B AM Group |
| | Afternoon | Distance Learning Cohort B | Distance Learning Cohort B | Distance Learning Small/ Whole Class Virtual Meetings Virtual Support Team and Staff Meetings | Distance Learning Cohort A | Distance Learning Cohort A |
| | | At School Cohort A PM Group | At School Cohort A PM Group | | At School Cohort B PM Group | At School Cohort B PM Group |

Impact on School Schedule

Level 3: Baseline

Based on the health and safety guidelines for social distancing, we must create 6 feet of distance between everyone on campus. This means we can not have more than 20 students in a classroom at a time. Therefore we will group students into two cohorts, A & B.

1. Students will return in small cohorts on alternating schedules until we reach increased capacity.
2. Students not on campus will continue to engage in daily interaction with staff and peers through distance learning.
3. Students who elect long term distance learning will continue to be attached to a classroom and cohort: there will be a seat waiting when they are ready to return.

The model below offers each cohort time on campus with their teacher twice a week. Time not spent on campus is still considered learning time and will have valuable academic and social emotional learning opportunities delivered through distance learning.

School Day Start & End Times:

| | |
|----------------|-----------------------|
| Kindergarten | 9:00 a.m - 12:45 p.m. |
| 1st-3rd grades | 8:45 a.m. - 1:15 p.m. |
| 4th-8th grades | 8:30 a.m. - 1:15 p.m. |

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|------------|---|---|---|---|---|
| School Day | <div>At School (A)</div> <div>Distance Learning (B)</div> | <div>At School (A)</div> <div>Distance Learning (B)</div> | <div>Deep Cleaning Day</div> <div>Distance Learning</div> <div>Small/ Whole Class Virtual Meetings</div> <div>Virtual Support Team and Staff Meetings</div> | <div>At School (B)</div> <div>Distance Learning (A)</div> | <div>At School (B)</div> <div>Distance Learning (A)</div> |

Staff are currently working on plans to determine first how quickly we can get through Level 2: Orientation and into Level 3: Baseline at each grade-level. Next our team will work to determine which grade-levels may be able to move to an increased capacity, allowing more students on campus each day.

Impact on School Schedule

Level 4: Increased Capacity

If our classrooms were large enough to house an entire class, or if class sizes were small enough to fit into our current classrooms while continuing to respect social distancing guidelines, then students could attend school every day. In an effort to increase the amount of time that students may attend school, we are working on the following.

1. WCS has expanded the number of classrooms that will be offered K-3. We traditionally have 5 classrooms with 22 students per classroom. We will now expand to 6 classrooms to reduce class sizes to 18 - 20 students per classroom. Therefore, these classrooms may have the potential to reach increased capacity.
2. Grades 4th - 8th have 28 students each. On an A/B schedule, we will have 14 per room. It is possible that alternate locations may be used on campus so that the distance learning students can engage in distance learning from campus, with their cohort, rather than engaging in distance learning from home.

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|----------------|--------------------|--------------------|--|--------------------|--------------------|
| School Day K-3 | At School A & B | At School A & B | Deep Cleaning Day Distance Learning Small/ Whole Class Virtual Meetings Virtual Support Team and Staff Meetings | At School A & B | At School A & B |

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|--------------------|--|--|--|--|--|
| School Day 4th-8th | In Class (A) Alternate Location On-Campus Distance Learning (B) | In Class (A) Alternate Location On-Campus Distance Learning (B) | Deep Cleaning Day Distance Learning Small/ Whole Class Virtual Meetings Virtual Support Team and Staff Meetings | In Class (B) Alternate Location On-Campus Distance Learning (A) | In Class (B) Alternate Location On-Campus Distance Learning (A) |

In each of these scenarios, staff are investigating whether the schedule may include five days a week or continue to use Wednesday as a distance learning day.



Westlake
CHARTER SCHOOL

Return to School
FALL 2020
Family Handbook

Tiered Support

Tiered Support

Commitment to Personalization

Overview

This section of our reopening Handbook will continue to evolve with information as it becomes available. This section of our planning is focused on our commitment to ensure our pillar of personalization. It is through this pillar that we make decisions based on the individual strengths and circumstances of each of our community members.

Special Education, 504, SST, and MTSS Meetings





WCS is committed to providing multi-tiered support to meet individual student needs and ensure academic, behavior, and social emotional growth. To assist in this work WCS schedules and facilitates hundreds of personalized meetings to collaborate with our families. This year, as we did in the spring of 2020, we will continue to hold these meetings virtually. Using video conferencing software will allow our teams to collaborate while ensuring the health of each participant.

Social Emotional Support

Our WCS Counseling and Support team will be working to ensure that our students and staff have the supports needed to return to school in the fall. We will work with families to design appropriate responses to the needs of each child.

Counseling and Support Resources

[Click Here](#) for our WCS Counseling and Support Resources Page which includes what is available for families at this time and will grow as new resources become available.

| | | | |
|--|---|--|--|
|  |  |  |  |
| Crisis Text Line | The Source Sacramento | Suicide Prevention Resources | Mental Health Access Team |
| Text Hello to 741741 | Immediate 24-hour mental health support for children and caregivers. Call or text 916-SUPPORT | 24-hour Suicide Prevention Crisis Lines at (916) 368-3111 or 1-800-273-8255. Text the word HOPE to 916-668-iCAN (4226) | Monday - Friday, 8 am - 5 pm (24/7 for Mental Health Crisis Calls) (916) 875-1055 or toll free (888) 881-4881 |



Westlake
CHARTER SCHOOL

Return to School **FALL 2020** Family Handbook

Logistics and Operations

Logistics and Operations

Logistics of Reopening

This section of the Reopening School Family Handbook will continue to evolve with items such as bell schedules, including staggered start and end times, designated entry and exit gates for pick up and drop off, and information such as protocols for delivering items to students during the school day.

Visitors

To ensure the safety of our on campus community, non-essential visitors will not be allowed on campus. We will continue to review this Policy as information evolves. We are committed to continuing to collaborate with families and are seeking ways to involve parent volunteerism in new and exciting ways that meet these guidelines.

Drop Off and Pick Up

Protocols for drop off and pick up will be further addressed as we get closer to the opening of school. It is important to note that we welcome families walking students to the entrance gate at drop off, or using our car drop off zone. At either the gate or at the curbside, parents will be asked to assist in the health screening described on page 6. However, parents may not proceed onto campus.

After-school pickup will be facilitated through our School Dismissal Manager program. This program will allow for walk up pick up without parents having to enter campus.

Start and End Times

To assist with social distancing at the gates during the entry time of school, we will employ staggered start times. The duration of the school day will be shorter to allow for the overwhelming amount of daily cleaning and preparation necessary by all staff to meet the guidelines for reopening. The following are the minimum instructional minutes mandated by the State of California for the coming school year:

Kindergarten: 180 instructional minutes per day
1st - 3rd Grade: 230 instructional minutes day
4th - 8th Grade: 240 instructional minutes in grades 4 to 12, inclusive.

Start and End Times are as Follows:

| | |
|----------------|-----------------------|
| Kindergarten | 9:00 a.m - 12:45 p.m. |
| 1st-3rd grades | 8:45 a.m. - 1:15 p.m. |
| 4th-8th grades | 8:30 a.m. - 1:15 p.m. |

School Calendar

While the daily schedules will change throughout the year, depending on which leveled response is being used, the school calendar will not change. Westlake will begin school on August 12, 2020 and recognize all previously scheduled breaks and holidays.

Logistics and Operations

Logistics of Reopening

Classroom assignments: Families, we typically send out class lists the day before school, but we thought that sending them out today would help families organize shared childcare. One way that this might help is that families can see who is in their student's classroom, then use the [parent childcare cooperative](#) site to organize Distance Learning Cooperatives each day of the week. If a group of classmates can socially distance at one home during distance learning, it may help students stay engaged and help parents with childcare.

[Click HERE](#) to see Classroom Assignments - We will be adding teacher names to these assignments on Sunday, August 2nd in the Westlake Weekly.

Middle School Classroom Assignments: Middle school students will stay with the same students for both of their academic blocks. This decision was made to reduce the mixing of students. For example students in Classroom 1 in 6th grade will remain together for the entirety of their day as they attend their academic blocks. Classroom 1 will start their morning in Block 1/2 Humanities and then the entire class will stay together and go to Block 3/4 math/science. The lists that are posted on the school website are core academic class lists, not Advisory lists .

There will continue to be a focus on Advisory for Social-Emotional development in Middle School. However, in Levels, 1-4 Advisory will be held virtually to minimize the mixing of students.

Schedules for 6th-8th grade students, which list advisory and academic core teachers, will be mailed home on Friday 7/31. Families should expect these before Meet the Teacher.

Logistics and Operations

Logistics of Reopening

Meet the Teacher

Meet the Teacher is an event where students get to see their teacher and ask questions to help relieve some of those first day jitters. Westlake is committed to devoting time to meeting with students and families to get to know each other and develop relationships, knowing that we will be launching the school year in Level 1: Distance Learning.



Teachers will pre record a short video with a set of slides for students to get to know their teacher. Schoolwide site will launch and students will watch their teacher(s) video before their meet the teacher appointment



Families will sign up for an appointment time for Monday 8/10 or Tuesday 8/11 between 12-2:30 pm to meet with their teacher. Sign ups for a Meet the Teacher appointment will be coming out in the Westlake Weekly on August 2nd. [Click Here](#) for instructions on how to schedule an appointment.



K-5 teachers will meet with students individually. 6-8 core content teaching teams will meet with 2-3 students at a time. Ed Specialists will also join student meetings.

All students will use the same Google Meet code for their class, following a schoolwide naming procedure. Students must be logged into their Westlake Charter account to access Google Meet.

Logistics and Operations

Logistics of Reopening

Uniform

Level 1: During Distance Learning in Level 1 students will not need to be in a school uniform when they participate in Distance Learning. While participating in video calls students will be expected to follow the Westlake Charter School Free Dress guidelines.

Clothes must be free of inappropriate wording and images

- 2.) All clothing must fit properly. Pants around the natural waist, tops completely covering the torso area
- 3.) All shirts must have sleeves, no sleeveless shirts.
- 4.) All clothing must be free of rips and tears

Level 2-5: Students who are on campus will need to follow the Westlake Charter School Uniform policy.

School Supplies

As in previous years, WCS is requesting a \$25 donation to cover the cost of supplies that will be distributed to students to ensure all students have the supplies needed to support learning. As such, we will not be sending supply request lists to families. Our grade level teams are assembling learning kits that will be sent home so that your student has learning tools that are not strictly digital. We are in the process of organizing the distribution of these kits as well as the learning supplies mentioned above to begin in August. See specifics in this week's weekly on pick up times by grade level on August 10th and 11th.



Westlake
CHARTER SCHOOL

Return to School **FALL 2020** Family Handbook

Communications and
Collaboration with our
Community

Communication and Collaboration with our Community

Planned Communications and Collaboration

Communication

Summer Communications Timeline

We have developed an informational website that highlights our latest planning for the opening of school on August 12, 2020. We will be updating this website with increasingly detailed information on July 12th, 19th, 26th, August 2nd, and 9th, leading up to the opening of school.

[Click HERE](#) to view our Fall Planning Site, including important information about our plans for reopening school in the fall, as well as responses to frequently asked questions which we have received over these past several weeks.

Communications Regarding COVID-19 Positive Exposure

See Student Illness and Staff Illness on page 10

Collaboration

Parent Childcare Cooperative

Thank you to our WAVE Parent Team for leading this work. Over 100 students have been added to the Childcare Cooperative sheets, and now families can select if they would like to host a Distance Learning Cooperative at their house or seek a Distance Learning Cooperative at a classmate's house on any given day!

If you would like to be added to the parent childcare cooperative site, [click here](#) and our WAVE Parent Team will add you to the site. Our WAVE Team has also built grade-level [Facebook Groups](#) so that families can communicate around how these learning cooperatives can come together.

Thank you families for your willingness to collaborate to support all of our students during this challenging time. By joining together, we each have the opportunity to support our community. Those who can offer to host a learning cooperative at their home, even one day a week, may give essential workers in our community the ability to work during the day and know their students are continuing to learn with their peers.

Summer Survey

[Click Here](#) to please take our summer survey to help Westlake plan for the fall. We need every family to fill out this survey for each of their children. The survey will ask about your families preference for distance learning, your need for technology, and what type of assistance you may need or offer to our parent childcare cooperative during scheduling Levels 2 and 3 during times when students are not on campus.



Westlake
CHARTER SCHOOL

Return to School **FALL 2020** Family Handbook

Before and After School
Explorers: BASE

Before and After School Explorers - BASE

BASE: Distance Learning Camps

Overview

Our BASE team has crafted separate spaces across campus that can be used as a Distance Learning Camp during Distance Learning. All BASE Camp students who enroll will spend the day engaged in distance learning activities provided by their classroom teacher, and be supervised by a Westlake Charter School staff member. During the assigned grade level recess and lunch times our staff will make sure students are given time to run, play and refuel.

Hours of Operation

BASE Distance Learning Camps will be available between the hours of 8AM-2PM, Monday-Friday. BASE Distance Learning Camps will operate each instructional week during Distance Learning.

Registration

Due to the need to ensure social distancing, space in each grade level Distance Learning Camp is limited. Interested families will be asked to pre-register and pre-pay for a full week program. To make a reservation, please complete [this form](#).

Hygiene and Social Distancing Protocols

BASE will follow the same hygiene and social distancing protocols as WCS. Students in grades K-5 will be grouped by grade; students in 6th-8th will be grouped together, in a larger space that better facilitates social distancing.

Fee Structure

- \$225 per week (August 12th-14th will be prorated)
- \$30 registration fee
- Full and partial scholarships may be available

Questions we continue to explore:

- What criteria will be used to award scholarships? Might the scholarship criteria include income-level, number of siblings or other factors?
- In what manner will BASE continue to operate during breaks?
- What will BASE look like when we move from Distance Learning, into a different Level (Orientation, Baseline, Increased Capacity, etc.)?



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