

#WESDReturnToLearn

Reopening Plan 2020-2021

(Updated September 2020)





A Message from the Superintendent (Updated September 2020)

Dear WESD Family Members,

I continue to thank you for your patience during these very fluid times. We are human beings trying to work together and plan for uncertainties. We are following our hearts and then our heads as we plan for the re-opening of school. We know that we must focus on the needs of our families and staff: first physiological needs (food, clothing, shelter); then the need for safety (employment, resources, health); then love and belonging; then esteem, finally self-actualization (academics) (Mazlow's Hierarchy of Needs).

WESD used eight subcommittees (made up of staff, parents and community representatives) to develop this plan (food/nutrition, social/emotional, operations (safety), personnel, academics, transportation, technology and communications). When we began this work, we shared with each subcommittee to plan for three scenarios: What if all students came back (Traditional Model)? What if all students were online (Virtual Model)? What if we had something in-between (Hybrid Model)?

We surveyed you, our families and staff, about lessons learned from the fourth quarter and about what your thoughts were in late June about returning to school. We held a session with our Governing Board to walk them through the process we used, the factors that impacted us (executive orders, policy, procedures, etc). and to share the unknowns. Then in mid-September, we surveyed our families about their request to continue with online distance learning and one of two in-person models.

What you see in front of you is the current plan for Reopening our WESD Schools. We have developed this plan with three learning models and an intermittent plan: Traditional (all students in physical buildings), Hybrid (some students in physical buildings and some students distance learning), and Virtual (all students distance learning). The intermittent plan (rolling closures) includes using distance learning in an emergency closure as defined by state and county health departments.

As I have stated in the past, we are taking our guidance from the federal, state and local health officials, the Governor and the Superintendent of Public Instruction. WESD has been using the benchmarks from the Maricopa County Health Department to help guide us.

Our guiding principles through this process have been the health and safety of our students and staff; this is ALL of our situation; and that we would try to share factual information rather than information first.

We are fortunate to have a caring community that focuses on the needs of its families and children. We will continue with our Friday updates on the progress toward reopening our WESD Schools. We really do appreciate your patience and understanding.

With gratitude,

Dr. Paul Stanton, Superintendent
Washington Elementary School District #6

Governing Board: Tee Lambert, President • Bill Adams, Vice President
Larry Herrera, Member • Aaron Jahneke, Member • Nikkie Whaley, Member

Dr. Paul Stanton, Superintendent



WESD Benchmarks

Traditional

- Under 5% PCR
- Cases at or below 32 (light yellow)
- Two consecutive weeks or more

Hybrid

- Under 7% PCR
- Cases at or below 54 (dark yellow)
- Two consecutive weeks or more

Distance Learning

- Above 10% PCR
- More than 100 cases
- Two consecutive weeks or more

Note: at the current time there is a mask mandate in place per Maricopa County and the Governor's EO2020-51

Options for Learning

Option One: Online Distance Learning Model (All students Distance Learning)

- Kindergarten - Grade 8
- Five days per week
- Enrolled in WESD Schools
- Taught by WESD teachers
- District device provided, if needed
- Internet connection required
- Live real-time instruction at designated times during the day
- WESD Schools instruction, curriculum resources, assessment
- Social emotional support provided by credentialed Social Workers, Behavior Specialists and Psychologists
- Accommodations and support services provided (e.g. English Language Learners, Gifted)
- Special education team will work directly with families to schedule required in-person or telephonic therapies
- Instruction in core content and specials/electives
- Curbside pickup breakfast/lunch
- Wednesday early release day



Options for Learning

Option Two: Hybrid Model (Some students in physical buildings and some students distance learning)

- Kindergarten – Grade 8
- Two full days of in person instruction
- Two days of self-paced, independent work at home
- One early dismissal day of online distance learning (Wednesday)
- Enrolled in WESD schools
- Taught by WESD teachers
- District device provided, if needed
- Internet connection required
- Social emotional support provided by credentialed Social Workers, Behavior Specialist and Psychologists
- Instruction in core content and specials/electives
- Accommodations and services provided (e.g. special education services as determined by the IEP team, Gifted, English Language Learners)
- Transportation for students who qualify
- Face coverings required
- Daily temperature checks
- Frequent hand washing / hand sanitizing
- Enhanced cleaning of high touch areas throughout the day
- Enhanced ventilation with increased outside air intake
- Physical distancing
- Students will stay in cohort, if feasible.
- Breakfast and lunch provided during in-person instruction
- Curbside pickup of breakfast/lunch for at home days
- Families must sign Acknowledgment form describing measures they can do to mitigate spread
- Wednesday early release day

Options for Learning

Option Three: Traditional Learning Model (All students in physical buildings)

- (Preschool) Kindergarten -Grade 8
- Five full days per week (early dismissal on Wednesday)
- Enrolled in WESD Schools
- Taught by WESD teachers
- Frequent hand washing / hand sanitizing
- Enhanced cleaning of high touch areas throughout the day
- Enhanced ventilation with increased outside air intake
- Social Emotional Support provided by credentialed Social Workers, Behavior Specialists and Psychologists
- Instruction in core content and specials/electives
- Recess breaks
- Accommodations and services provided (e.g., special education services as determined by the IEP team, Gifted, English Language Learners)
- Modified extracurricular activities, athletic participation and events
- Breakfast and lunch provided
- Wednesday early release day



General Health and Well-Being

Health Screening

- Students should stay home if they feel ill or are exhibiting symptoms of respiratory infection.
- Parents and guardians should assess their child's health daily prior to heading to school or the bus stop.
- During the Hybrid model at the beginning of each day before students enter the classroom, teachers will check students' temperature, as well as informally screen students for respiratory symptoms. If the teacher has concerns about a student (temperature above 100.4, respiratory symptoms), he or she will contact the school health office for guidance.
- Students will be reminded of proper respiratory hygiene, including:
 - Avoiding touching the eyes, nose, and mouth.
 - Covering the mouth when coughing.
 - Covering the nose when sneezing and safely discarding tissues.

Hand Hygiene

- Frequent hand washing/cleaning will be encouraged at regular intervals throughout the day with both soap and water or hand sanitizer. Instructions for hand washing include:
 - Using soap and water, scrubbing for 20 seconds, and rinsing.
 - Using paper towels to dry hands, when feasible.
- Classrooms without hand washing will have access to alcohol-based hand sanitizer.
- Hand washing stations are in classrooms or entry ways to cafeteria.
- Hand sanitizer stations will be or are installed in school and district office entryways.

Face Coverings (at the current time there is a mask mandate in place per Maricopa County and the Governor's EO2020-51)

- Students and staff are required to wear masks on school campuses, as well as buses.
- Any student who has difficulty breathing or who is incapable of physically removing the face covering on his/her own will not wear face coverings, and alternate methods of protection will be discussed by parents and staff. Students who refuse to comply with the safety protocols adopted for in-person learning will be offered the opportunity for the distance learning model.

School Campuses and Classrooms

- During the Hybrid model, student seating will be arranged to maintain social distancing. Desks will be faced in the same direction, rather than facing each other or students will sit on only one side of tables, spaced apart.
- Each student's belongings will be separated from others' and in individually labeled containers, cubbies, or areas.
- During the Hybrid model, social distancing will be maintained in open areas, such as hallways, stairwells, gyms, playgrounds.
- Students will be encouraged to bring their own water.
- During the Hybrid model, to limit exposure to other students and staff, recess will be separated by

classes and grade level cohorts. Signage will be posted in all rooms and common areas explaining hygiene practices to prevent spread.

- During Hybrid model, adjustments to drop-off and pickup routines will be made to facilitate social distancing. Walking students will be encouraged to leave campus quickly. Busing students will wait in designated zone areas. Parents will wait in assigned pickup zone, while students wait under staff supervision.

Enhanced Cleaning

- Additional disinfecting of high touch point areas, such as door handles, light switches, sink handles, elevator buttons, etc, per CDC guidelines,
- All classrooms will have an EPA N-list registered disinfectant available for staff to disinfect high touch points as needed throughout the day.
- Staff training on the proper use of disinfectants.
- Increased outdoor air ventilation into building interiors.
- Continued air quality will be maintained by cleaning all HVAC unit coils and changing air filters as scheduled. Also HVAC outside air dampers will be set to bring in outside air.

Response to Reported Cases

- CDC protocols regarding reported cases and specific guidance from the Maricopa County Department of Public Health will be followed.
- School health technicians will follow established screening protocols, and will consult with public health officials to determine how best to handle students and staff who display or develop COVID-19 symptoms.
- Isolation rooms will be set up within the school for students or staff who may get sick during the day.

Visitors

- No outside visitors beyond the school office, except for the safety and well-being of students. This will be reevaluated at the end of the first semester.
- Parents will report to the front office and not go beyond unless it is for the safety or well-being of their child. This will be reevaluated at the end of the first semester.



Options

(these are subject to change)

Option One: Online Distance Learning – (100%virtual , five-day option)

- This will be used when there is a need to close the schools (rolling closures, closure from the Governor), and for families that choose this option.
- WESD will take direction from the national, state and local health officials, the Governor and the Superintendent of Public Instruction for this option.
- Devices and hotspots will be provided for families who need them.
- The district will provide curbside pick up of breakfast/lunch
- Early Release Wednesdays will continue to offer professional development for staff.
- Parents/Guardians must choose this option for each semester

Option Two: Hybrid Learning (some students in physical buildings and some students in Online Distance Learning)

- WESD will take direction from the national, state and local health officials, the Governor and the Superintendent of Public Instruction for this option.
- Devices and hotspots will be provided for families who need them.
- The district will provide breakfast and lunch for the days students are on campus and curbside pick up of breakfast/lunch for when the students are at home
- Early Release Wednesdays will have all students participate in online distance learning in order to offer professional development for staff.

Option Three: Traditional Learning (face-face, five-day option)

- WESD will take direction from the national, state and local health officials, the Governor and the Superintendent of Public Instruction for this option.
- Precautions will include hand washing, hand sanitizing, high touch point cleaning and enhanced ventilation. Areas of focus will be transportation, drop off/pick up, movement on campus, lunch, recess, social/emotional needs of staff and students.
- Distance learning will be provided for families who have students with medical needs or who choose to distance learn. WESD will provide distance learning with WESD staff and curriculum.
- Early Release Wednesdays will continue to offer professional development for staff.

Activities and Events

For Non-Classroom Activities:

- Suspend field trips and student travel for the first semester
- Suspend large group gatherings for the first semester.
- Evaluate opportunities to incorporate virtual field trips and extracurricular activities.
- Suspend social activities such as dances and movie nights for the first semester
- Evaluate conducting other activities such as orientations, curriculum nights, Meet the Teacher nights and open houses in alternative or modified formats, including virtually.
- Refer to the Community Education Department to address rental of facilities, including athletic and faith-based organizations.
- Suspend staff travel for professional development and other activities until further notice and reevaluate as data indicates.

Communication

- Provide information and updates to students, families, staff and the community on:
 - School health and safety measures.
 - Preventive measures staff, students and families should utilize to stay healthy and safe.
 - Changes impacting district and school operations.
 - Anticipated timeline(s) for district and school reopening.
 - Changes to district and school policies and procedures.
 - Information about community resources and support to help families and staff with basic needs.
 - Instructions for ways to prevent spread (e.g., hand washing, respiratory hygiene, social distancing).
- Respond to questions and other inquiries.
- Update District and school Web pages with information and resources.
- Continue to provide communications to families in English and Spanish. Strive to translate and share information in Arabic, Swahili and Vietnamese.
- Utilize a variety of communication methods including mail, marquees, email, ParentVue, phone calls, text messages, media (e.g. television, radio, newspaper) and social media (e.g. Facebook, Twitter, Instagram, YouTube).

Curriculum and Instruction

Traditional and Hybrid Learning Models

- Students will not share their own supplies.
- Daily lessons developed and taught by WESD educators focused on essential Arizona content standards in math, reading, science, social studies, writing and special areas skills.
- Intervention opportunities to support individual student needs.
- Small group instructional strategies to provide targeted skill development.
- Consistent monitoring and assessment of student progress to evaluate current learning mastery on a consistent basis.
- Support for students' social and emotional needs through a variety of lessons, activities and live sessions with WESD social workers, school psychologists and behavior interventionists as needed.
- Special Education, English Language and Gifted services provided.
- Utilization of technology and virtual learning tools embedded into classroom instruction.
- ParentVue utilized to communicate effectively with parents on grades, lessons and progress.

Additionally, in the Hybrid model,

- Classrooms will be arranged to maximize physical distancing while still offering an effective learning environment.
- Special area classes offered in a determined location to minimize travel of students and follow CDC guidelines.

WESD Online Distance Learning Model

- WESD will offer Chromebooks for families without personal devices to utilize at home during virtual learning.
- Hotspots have been distributed to support families without Internet service.
- Technology support resources available for families to support virtual learning.
- Live daily lessons developed and taught by WESD educators focused on essential Arizona content standards in math, reading, science, social studies, writing and special areas.
- Assessment and monitoring of student learning and progress.
- Small group and intervention groups provided to meet individual needs of students.
- Special Education, EL and Gifted services available for qualifying students.
- Access to student grades, assignments and communication tools with teachers through ParentVue.
- Support for students' social and emotional needs
- Access for families to request support services from WESD Social Services team and community partners.
- Teachers will be provided with ongoing professional development on effective distance learning instructional strategies.
- Virtual socialization opportunities for students.
- Distance learning training opportunities for parents to support children with distance learning tools.



Facilities

Custodial

- Custodial cleaning procedures follow EPA and CDC guidelines regarding approved products and methods. Regularly disinfecting high touch areas (e.g., door handles, light switches, sink handles, elevator buttons, , etc.) per CDC guidelines
- Reinforcing the importance of compliance with CDC guidelines through staff education, training, and distribution of cleaning/disinfection products.
- Purchased electric airless sprayers and cart-mounted electric misters per campus/department to apply EPA N-List disinfectants efficiently and safely.
- Purchased mini washing machines for each campus for laundering microfiber cleaning towels; bulk purchased microfiber towels.
- Continuing to supplement our schools with vendor-provided cleaning staff as needed.

Building Systems

- Continuing to maintain preventive maintenance schedules, repairs, and unit/component replacements, for heating, ventilation, and air conditioning (HVAC) units throughout the school district.
- Inspected and adjusted HVAC unit outside air dampers, economizers, and energy recovery units to reduce interior air recirculation and increase the amount of fresh air being brought into all interior spaces, per the American Society of Heating, Refrigerating and Air-Conditioning Engineers (ASHRAE) guidelines.
- Keeping all exhaust fans running continuously to maximize the amount of local exhaust ventilation, per ASHRAE guidelines.
- Adjusted all HVAC schedules to start up two-hours pre-occupancy and continue running two-hours post-occupancy to further ventilate the interior spaces and maximize the amount of fresh air, per ASHRAE guidelines.
- Protective barriers installed in all school offices and department transaction counters.
- Installed new handwashing sinks at multiple schools.
- Continued messaging on adjusting the timing on metered faucets the maximum duration for handwashing.
- Flushed all water lines and faucets pre-return of staff and onsite support services, per Center of Plumbing Safety at Purdue University.

General Safety/Process

- Continue to utilize the Maricopa County Department of Public Health dashboard to regularly monitor district boundaries (i.e., the geographic area that best represents a school's student body) for community transmission. Proactively review the potential need to adjust mitigation strategies if community transmission increases.
- Face shields with masks will be worn by health staff when providing health services for students and staff.
- Ensure social distancing of six feet or more during onsite support services and hybrid learning.
- Turn desks to face in the same direction (rather than facing each other) or have students sit on only one side of the tables.

(continued)

Facilities (continued)

General Safety/Process

- Use individual student desks rather than common tables for students, if available.
- During onsite support services and hybrid learning, maintain at least six feet social distance when feasible between students and staff in hallways, stairwells, gyms, playgrounds, and other areas of gathering.
- Installed physical guides, such as tape on floors or sidewalks and signs on walls, to ensure that staff and students remain at least six feet apart in lines and at other times. Created “one-way” routes for students and staff to navigate the campus. Provided signage on interior walls and tape on the floor to communicate this message.
- Continuing to secure and track essential supplies (e.g., tissues, paper towels, toilet paper, hand sanitizer, soap, disinfectants, etc.).
- Installed hand sanitizer stations in the school offices and district lobbies, as well as other building main entries.
- Continuing to encourage staff and students to bring their own water to minimize use and touching of water fountains.

Finance

- Research any changes in requirements for use of existing federal, state, and local funding.
- Access new revenue from federal, state and local emergency funds.
- Research new funding opportunities to assist with increased costs.
- Evaluate potential changes in revenue from facility rental, childcare, and community classes.
- Consider potential enrollment changes and the impact to the budget.
- Review and revise district and school budgets as needed.
- Document costs related to COVID-19.
- Contact vendors to confirm inventory of and future delivery of necessary supplies.
- Prioritize budget and purchasing of any supplies or improvements necessary to provide a safe environment for students and staff.

Health and Wellness

- Review and revise health policies and practices, as needed, and communicate any changes in health policies and practices to students, families, and staff.
- In the Hybrid model, at the beginning of each day before students enter the classroom, teachers will check each student's temperature and informally screen students for respiratory symptoms. If the teacher has concerns for a student (temperature above 100.4, respiratory symptoms), the school health office will be contacted.
- Ensure posters are in place at the entry to each classroom to assist with identifying symptoms.
- Post signage in all rooms and common areas explaining hygiene practices to prevent spread.
- Provide training for all staff related to identification of COVID-19 symptoms and management of safety measures to minimize transmission.
- In the Hybrid model require all staff to take their temperatures daily (concern with temperatures above 100.4) and self- assess their own health for symptoms of respiratory infection daily and not report to work if there are any indications of illness.
- Establish safe procedures for any basic health screenings (e.g., annual hearing, vision).
- Provide school health personnel with any necessary personal protective equipment (PPE) in alignment with identified needs (e.g., gloves, goggles, face shield, procedural masks).
 - Require use of hand sanitizer or hand washing prior to entering the health office.
- Provide school staff working with medically fragile students, as identified in individual health plans, with any necessary PPE.
- Provide staff who work with students with an IEP with more significant needs with any necessary PPE as recommended by the Special Education Department.
- Health techs and nurses will provide training to staff for use of procedural PPE.
- Update health records for students in alignment with HIPAA and FERPA requirements.
- Establish isolation rooms for students or staff who may be sick after coming to school.
- Require students and staff to stay home if ill or exhibiting symptoms of respiratory infection.
- Establish screening protocols, assign appropriate staff, provide necessary PPE, and consult with public health officials to determine how to handle persons who display or develop COVID-19 symptoms.
- Establish processes for staff involved in screenings to report findings to school, district, and public health officials in alignment with medical privacy laws.
- Provide instruction to staff on how to clean and disinfect objects and high touch surfaces.
- Provide instruction to staff and families regarding:
 - Respiratory hygiene:
 - Avoiding touching the eyes, nose, and mouth.
 - Covering the mouth when coughing.
 - Covering the nose when sneezing and safely discarding tissues.
 - Hand washing:
 - Using soap and water, scrubbing for 20 seconds, and rinsing.
 - Using paper towels to dry hands if feasible.
 - Using alcohol-based hand sanitizer.
 - Face mask
 - Provide instruction on how to wear face masks.

Nutrition Services

Hybrid Learning Model

- Breakfast will be served in the classroom at all schools.
- Lunch will be served either in the classroom or the cafeteria. Classes will be staggered to arrive in cafeteria to maintain distancing when lining up for lunch.
- Additional lunch periods will be added at some schools.
- Cafeteria entries and serving lines will be marked for social distancing.
- Determine procedures to allow for social distancing when consuming lunch in the cafeteria
 - Students will be socially distanced while eating lunch using the cafeteria, stage, classrooms, and outdoor areas as weather permits. Lunch tables will be separated and students will be facing one direction.
- All students will wash and/or sanitize hands prior to entering serving area.
- All menu items and salad bars will feature individually portioned and packaged items.
- Sharing of food is not allowable
- Students will be socially distancing in the cafeteria or returning to the classroom to consume lunches.
- Continue using touchless point of sale.
- Follow public health guidelines for cleaning and disinfecting, preparation, and meal service.

WESD Online Distance Learning Model

- Monitor procedures including, day and times, to distribute meals through curbside pickup for online students.
- Breakfast and lunch will be provided for curbside pickup.
- Continue to follow Nutrition Services standard operating procedures for food safety and sanitation.

Social Emotional Support

- Strengthen school teams to provide a systemic approach to monitoring, assessing and addressing student and family needs.
- Work with schools to continue regular outreach to families
- Create emotionally and academically safe classroom and school environments both in online learning and in-person models.
- Consciously employ relationship-building and interaction strategies with students.
- Implement consistent and predictable classroom routines online and in person.
- Assume that all students are in need of some level of support.
- Offer in-person and online sessions to support individual and groups of students.
- As appropriate for age group, provide all students the opportunity to process their feelings and emotions.
- Routines and procedures should employ the following principles:
 - Safety
 - Trustworthiness & transparency
 - Peer support
 - Collaboration and mutuality
 - Empowerment of student voice and choice
 - Thoughtful consideration of cultural, historical, and gender issues
- Ensure all contact information for families is current for effective communication.
- Continue to define and develop social-emotional goals for schools, including behavior expectations for online and in-person learning models.
- Maintain a school wide plan for assessing and monitoring the social and emotional needs of staff and students.
- Provide ongoing support to staff to teach SEL skills through modeling and integrated instruction in person and online.
- Create and provide opportunities for students to practice SEL skills, focusing on stress-management, communication and listening skills, collaboration, and help-providing and help-seeking behaviors.
- Provide opportunities to elevate student and families voices in school planning.
- Incorporate trauma-informed practices and SEL into both in-person and online distance learning in a manner that supports equity and inclusion and reflects cultural responsiveness.

Staff at the Workplace

- The utmost preference is to maintain current staff employment even if it means re-purposing employees to identified positions of need.
- Staff are to return to work at a future date with few exceptions. Exceptions include:
 - Staff provided temporary accommodations with the Americans with Disabilities Act (ADA).
 - Staff with conditions compliant with the Families First Coronavirus Response Act (FFCRA), the Family and Medical Leave Act (FMLA) and other federal acts.
 - Staff using existing leave accrual benefits in compliance with Governing Board policy.
- Staff will be required to complete training on safety and health guidelines.
- Staff dress code will remain in place, but will also include facial coverings and masks.

Staffing Protocols and Procedures

- Staff are to comply with the employee safety and health protocols.
- WESD may reallocate the budget of vacant positions for other positions of need.
- WESD may have to transfer staff to areas of need throughout the District.
- WESD will ensure compliance with positions' funding source.
- WESD will consider additional staffing needs with the priority of safety and health related duties.
- WESD will consider the need to increase FTE, overtime, and extended work calendar.

Technology

- Monitor staff and student access to devices to support learning.
- Monitor availability of Wi-Fi access for all families through community partners, as well as through district provided hot spots.
- District approved programs and materials to be used across all classes and grade levels.
- Online materials and district vetted tools utilized to support learning at home
- District provided student Chromebooks have filtered Internet.
- All Internet browsing restrictions in place on WESD Chromebooks will be active on devices both in school and at home during online distance learning.
- WESD student accounts have their communications limited to within the wesdschools.org Google domain. Students may only email or communicate with other WESD students or WESD staff. External communications are prohibited with a WESD student Google account.
- WESD student and staff devices are supported by MIS troubleshooting or by replacement, if unable to resolve the issue.
- All WESD staff, students and families will have access to request support via a designated phone number, email address or through a Technology Request for Support Form. The appropriate department will follow up based on the identified need for assistance.

Transportation

- To assist with limiting the number of students on buses, parents are encouraged to transport bus eligible riders to school.
- Parents and students are strongly encouraged to practice social distancing at bus stops.
- Require staff and students to wear face coverings on buses and at bus stops.
- Place visible signage regarding symptoms at the entry to each bus and remind students not to ride if they are symptomatic.
- Implement other measures to prevent spread:
 - Adjust bus schedules, stops, boarding and exiting practices, capacity, and seating.
 - Utilize seating charts to provide consistency in seating and minimize movement within the bus. Allow siblings or students living in the same household to be seated together.
 - Clean and disinfect buses regularly (between runs and at the end of the day).
 - Provide training for all drivers and assistants prior to the beginning of school.
 - Continue to communicate with families to establish transportation needs.
 - Enforce requirements regarding students who are eligible for receiving transportation. For students on Open Enrollment, transportation will be the responsibility of the parent unless the transportation is required by the Individuals With Disabilities In Education Act, McKinney Vento Act or No Child Left Behind Act.