

**#WESDReturnToLearn**

# Reopening Plan 2020-2021





## A Message from the Superintendent

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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? What if all students were online? What if we had something in-between (a 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 brought this to a larger planning committee that reviewed all this information to work on logistics of the whole district. 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.

What you see in front of you is the current plan for Reopening our WESD Schools. We have developed this plan with learning contingencies: all on line, face to face, and/or rolling closures of the district or schools.

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.

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 to update 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



# Options for Learning

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## **In-Person Learning Model (Face-to-Face)**

- (Preschool) Kindergarten- Grade 8
- Five full days per week (early dismissal on Wednesday)
- Enrolled in WESD Schools
- Taught by WESD teachers
- Preventative Safety/Health Measures
- Face coverings required
- Physical distancing, when feasible
- Minimize the mixing of students, when possible
- Social Emotional Support provided by credentialed Social Workers, Behavior Specialists and Psychologists
- Ability to transition to Distance Learning Model
- 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

## **Distance Learning Model (Real Time Instruction Online)**

- Kindergarten - Grade 8
- Five days per week (early dismissal on Wednesday)
- Enrolled in WESD Schools
- Taught by WESD teachers
- District device provided, if needed
- Internet connection required
- Opportunity to transition back to in-person learning model
- 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
- May participate in extracurricular activities and athletics following in-person guidelines and safety measures
- Curbside pickup breakfast/lunch

# General Health and Well-Being

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## 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.
- At the beginning of each day as 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

- Students and staff will be required to wear cloth masks on school campuses, as well as buses. This is especially important when six feet social distancing is not feasible.
- Any student who has difficulty breathing or who is incapable of physically removing the face covering on his/her own will not wear cloth 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

- Where possible, 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.
- Where possible, social distancing will be maintained in open areas, such as hallways, stairwells, gyms, playgrounds.
- Students will be encouraged to bring their own water to minimize use and touching of water fountains. 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.

- Where possible, 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 counter tops and door handles, will be completed throughout the school day.
- All classrooms will have an EPA N-list registered disinfectant available for staff to disinfect high touch points as needed throughout the day.
- Training for staff will be provided on the proper use/procedures for disinfecting and the required Personal Protective Equipment (PPE) required.
- 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.
- Parents will report to the front office and not go beyond unless it is for the safety or well-being of their child.

# Options

(these are subject to change)

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## **Option One: In-Person 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 be taken including social distancing where feasible, wearing of masks, temperature reading, hand washing, hand sanitizing. 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.

## **Option Two: Distance Learning – (100% online, 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 (similar to what was used in fourth quarter).
- Early Release Wednesdays will continue to offer professional development for staff.



## Activities and Events

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### For Non-Classroom Activities:

- Suspend field trips and student travel until further notice and reevaluate resumption at the end of the first quarter.
- Suspend large group gatherings, such as school assemblies and book fairs, until further notice and reevaluate resumption at the end of the first quarter.
- Evaluate opportunities to incorporate virtual field trips and extracurricular activities.
- Suspend social activities such as dances and movie nights until further notice and reevaluate resumption at the end of the first quarter.
- 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 at end of the first quarter.

## Communication

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- 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

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## In-Person Learning Model

- Classrooms will be arranged to maximize physical distancing while still offering an effective learning environment.
- Students will not share their own supplies.
- Special area classes offered in a determined location to minimize travel of students and follow CDC guidelines.
- Math and ELA instruction will focus on key standards and essential skills with 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.

## WESD Distance Learning Model

- WESD will offer Chromebooks for families without personal devices to utilize at home during virtual learning.
- Internet access options are being acquired to distribute and 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 with a strong emphasis on math and reading skills.
- Instruction provided in science, social studies and special areas classes.
- Daily schedule to be developed based on required instructional minutes as determined by grade levels and developmental skills of students.
- WESD instruction, curriculum, resources and assessment incorporated into instruction.
- Assessment and monitoring of student learning and progress.
- Small group and intervention groups provided to meet individualized 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 through a variety of lessons, activities and live sessions with WESD social workers, school psychologists and behavior interventionists as needed.
- Access for families to request support services from WESD Social Services team and community partners.
- A variety of online platforms utilized for students to participate in learning.
- Teachers will be provided with ongoing professional development on effective distance learning instructional strategies.
- Opportunities for families to interact virtually or in person with students home school to continue relationship and interactions with school community.
- Distance learning training opportunities for parents to support children with distance learning tools.

# Facilities

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- Ensure custodial cleaning procedures follow EPA and CDC guidelines regarding approved products and methods. In particular, disinfect high touch areas (e.g., light switches, thermostats, door handles, etc.) and the interior of refrigeration equipment.
- Protective barriers will be installed in school offices and department transaction counters.
- Face shields with masks will be worn by health staff as they move around their offices regularly.
- Maintenance and facilities staff will ensure social distancing of six feet or more when feasible to reduce the spread of infectious aerosols.
- Turn desks to face in the same direction (rather than facing each other) or have students sit on only one side of tables.
- Use individual student desks rather than common tables for students, if available.
- Maintain at least six feet distance if feasible, between all students and staff in hallways, staff in hallways, stairwells, in gyms and on playgrounds.
- Provide physical guides, such as tape on floors or sidewalks and signs on walls, to ensure that staff and children remain at least six feet apart in lines and at other times. When feasible, create “one-way” routes for students and staff to navigate the campus. Use both signage on interior walls and tape on the floor to communicate this message.
- Continue to maintain healthy air quality by cleaning all HVAC unit coils and changing air filters as scheduled. Inspect and adjust HVAC outside air dampers to bring in additional air.
- Analyze heating, ventilation, and air conditioning (HVAC) options to reduce the risk of the dissemination of infectious aerosols in buildings.
- Secure supplies to prevent spread such as tissues, waste baskets, paper towels, hand sanitizer and soap.
- Keep a running inventory of all essential supplies and place reorders before supply runs out. Assume long lead times on hand sanitizer, hand sanitizer dispensers, etc.
- Provide hand sanitizer stations in school office and district lobbies, as well as other building main entries.
- Provide hand washing sinks in all schools and ensure that any metered faucets have their timing set to the maximum duration.
- Flush all water lines and faucets at least twice (pre-return of staff and pre-return of students).
- Encourage staff and students to bring their own water to minimize use and touching of water fountains.
- Evaluate the feasibility to replace traditional fountains with bottle filler units.
- Set entry protocols for district and school buildings to limit the number of entrances and exits used and continue to restrict visitors to a single point of entry.
- Evaluate the need to hire additional cleaning staff at each campus for routine cleaning of restrooms, drinking fountains, lunchroom, and common areas throughout the school day.

## Finance

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- 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

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- Review and revise health policies and practices, as needed, and communicate any changes in health policies and practices to students, families, and staff.
- At the beginning of each day as 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.
- 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.
- Utilize nurses to 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

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## In-Person Learning Model

- Breakfast will be served in the classroom at all schools.
- Classes will be staggered to arrive in cafeteria to maintain distancing when lining up for lunch
- Evaluate the need for additional lunch periods at some schools.
- Mark cafeteria entries and serving lines for social distancing.
- Determine procedures to allow for social distancing when consuming lunch in the cafeteria, (capacity, table configurations, assigned seats, staggered lunch periods,) or consider classroom dining .
- 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.
- Students will be socially distancing in the cafeteria or returning to the classroom to consume lunches.
- Continue using ID scanners.
- Follow public health guidelines for cleaning and disinfecting, preparation, and meal service.

## WESD Distance Learning Model

- Evaluate procedures including, day and times, to distribute meals through curbside pickup at all schools for on line students.
- Breakfast and lunch will be provided for curbside pickup.
- Implement mobile scanning for curbside pickup.
- Continue to follow Nutrition Services standard operating procedures for food safety and sanitation.

# Social Emotional Support

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- Strengthen school teams to provide a systemic approach to monitoring, assessing and addressing student and family needs.
- Design opening week sessions and activities to connect with students virtually.
- Develop plan with schools to reach out to families prior to the start of school.
- Create emotionally and academically safe classroom and school environments both in distance learning and in-person models.
- Consciously employ relationship-building and interaction strategies with students.
- Implement consistent and predictable classroom routines virtually and in person.
- Assume that all students are in need of some level of support .
- Offer in-person and virtual 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.
- Define and develop social-emotional goals for schools, including behavior expectations .
- Develop a school wide plan for assessing and monitoring the social and emotional needs of staff and students.
- Prepare staff to teach SEL skills through modeling and integrated instruction.
- 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 voices in reflecting on the previous school closure and in school planning.

## 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 with conditions compliant with the Families First Coronavirus Response Act (FFCRA), the Family and Medical Leave Act (FMLA) and other federal acts.
  - Staff deemed high risk based on the Centers for Disease Control and Prevention (CDC) and approved by Human Resources.
  - Staff permitted to telework.
  - 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

- WESD may freeze the hiring of vacant positions.
- WESD may reallocate the budget of vacant positions for other positions of need.
- 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.

## Staff Procedures

- Staff are to comply with the current attendance tracking procedures.
- Staff who are approved to work remotely from home must complete a daily progress report.
- For distance learning, staff are to apply district-level norms and expectations (e.g. the PBIS virtual matrix) to be consistent throughout virtual classrooms.

# Technology

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- Develop plans to ensure all staff and students have access to devices for both in-person learning and distance learning.
- Explore options for Wi-Fi access for all families through community partners, as well as through district purchases of hot spot devices.
- Digital resources provided by the district to support digital learning utilized both in class and virtually.
- District approved programs and materials to be used across all classes and grade levels.
- Additional online materials and district vetted tools to support learning at home to be provided
- District provided student Chromebooks have filtered Internet.
- All Internet browsing restrictions in place while attending a WESD school will also be in place while using a WESD Chromebook away from the WESD network and participating in Distant 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 needs identified need for assistance.

# Transportation

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- 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 to comply with social distancing.
  - Explore differing school start times to stagger student pickup and drop-off times and create greater rider capacity.
  - Utilize seating charts to provide consistency in seating and minimize movement within the bus. Maintain social distancing while allowing 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 survey 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.