



Wright ESD

School Reopening Plan for the 2020-21 School Year

July 2020

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Introduction

Wright Elementary School District is a K-8 school district with approximately 1500 students enrolled. Our three elementary schools: JX Wilson, Robert L Stevens, and Wright Charter School serve the West Santa Rosa area bordering Sebastopol. 75% of the students in the district are Socio-economically Disadvantaged and 44% are English Learners. All three schools qualify for Concentration Grant funding due to high numbers (approximately 80%) of students who are English Learners, or who are eligible for Free or Reduced lunches at each school. Additionally, the District operates a Pre-K program called the "Wright Start" preschool. Wright Start is a collaborative effort with the local non-profit "4-C's" to provide subsidized preschool care and full-inclusion special education services for our preschool-age students.

WESD recognizes that schools play a role in our community beyond academics: providing crucial services and support related to nutrition, safety, mental health, and social-emotional development. We know that our students do best when they are receiving instruction and support physically at school and that the school campus closures caused by the COVID-19 pandemic created hardship and stress for many students and families.

As we head into the 2020-21 school year, we will need to address these challenges, as well as work to mitigate the learning loss our students faced due to the campus closures. Additionally, we must implement plans to reopen our school campuses, when directed to do so by the state of California or the Sonoma County Public Health Officer.

The following plan outlines the steps WESD will take to reopen our schools. The plan was developed using the guidelines outlined in Sonoma County's "Roadmap to a Safe Reopening", and feedback from teachers, staff, parents, and administrators. Many thanks to the Reopening Committee Volunteers.

On July 17th, 2020 Governor Newsom issued new orders instructing LEAs on the State Watchlist (which includes Sonoma County) to begin the year with "Distance Learning" and plan to transition to "In-Person" learning after being removed from the watch list for at least 14 days.

As always, we will continue to regularly monitor state and guidelines and will adjust our plans accordingly.

"Wright At Home" and "Hybrid Learning" Models

The new requirement from Governor Newsom requires Districts to remain closed until 14 days after being removed from the state watchlist. As this plan is being written, Sonoma County will be on the watchlist until at least July 22nd. However, there is no guarantee that, once removed from the watchlist, there will a testing regime that might be considered adequate to support the reopening of schools.

The question of when, and how, to reopen schools was considered by the District Reopening Committee. Assuming that adequate testing protocols and County-level contact tracing were in place, and local and State Health orders allowed reopening – what might be the safest way to transition back to in-person learning? Two approaches to the question of "when" were considered – a) Month to month monitoring b) Deciding now to go Distance Learning through to the end of the first trimester (November 6th).

Regarding the question of "when," the Reopening Committee saw benefits to each approach. Knowing that kids will be at home for the trimester allows for parents to prepare for childcare and work schedules. Taking it month to

month opens the possibility of an earlier transition should conditions improve. Given that we do not have any level of certainty about testing or contact tracing capabilities at the County or State level, it seems unlikely that a return to school will be possible before the end of the first quarter. As such, the District will remain in Distance Learning until November 6th.

Regarding the question of “How” to return, the Leadership and Reopening Committee considered two categories of approach: a) Return all students at once, or, b) Return using a “phased approach” in which the District brings kids back to campus based “greatest need” for in-person instruction (ex/starting with just TK/K, First Grade, and Special Education students). This would afford the District the ability run school with an abundance of adult support, and learn from the experience before expanding to include additional grade levels. Option “b” was the clear consensus among members of the committee.

The District will begin the year in distance learning, which will be called **Wright At Home**. While all students will begin the year in Wright At Home, this option will continue (after reopening) for parents/guardians with children who are medically fragile, quarantined, or who would be placed at risk by in-person instruction. Depending on local circumstances (ex/ increased community viral load or outbreak at a school, change to local health orders, etc.), Wright At Home could be used by a class, school, or district wide for defined periods of time.

Parents opting for Wright At Home due to a medical condition or self-quarantine will be assigned a Distance Learning teacher to provide ongoing instruction and support. Attendance will be taken daily and students will be graded.

When students return to campus it will most likely be in the **Hybrid Model** (subject to change based on the Health Order in place at the end of October). In this model, each class will be divided into two cohorts. Each cohort will attend school on campus for two days each week. The remaining three days a week, students will participate in at home learning. The Hybrid model was developed in order to reduce class sizes to 12 – 16 students while students are on campus, which enables schools to adhere to 6’ social distancing guidance in the County Plan.

Wright At Home

***Senate Bill 98** lays out the statutory requirements to which schools will be held accountable. Under SB 98, if an LEA offers distance learning, it must ensure the following:

- Student access to internet connectivity and devices to participate in the educational program.
- Quality, challenging content aligned to grade-level standards equivalent to in-person instruction.
- Supports to address the needs of students below grade level, ELs, Foster, and Homeless youth.
- Special education, related services, and accommodations required by an individualized education program.
- Designated and integrated instruction in English language development.
- Daily live interaction with certificated employees and [a student's] peers.

***SB 98** Additionally requires the following:

Instructional Minutes:

According to Education Code 43501 (as amended by SB98) the minimum daily instructional minutes for grades TK-K (180 daily minutes), 1-3 (230 daily minutes), and 4-12 (240 daily minutes) are in effect for the 2020-2021 school year. Additionally, from SB98:

"For distance learning, "instructional time [minutes] shall be based on the time value of assignments as determined, and certified to, by an employee of the LEA who possesses a valid certification document."

Certificated shall certify that assignments have the same "time value" as the "class time." This is based on the independent study model of instructional minute verification. **(This portion of the plan will be updated once the State Controller releases the 20/21 Audit Guide)**

Daily Participation Logs

SB 98 provides that all LEAs must document daily participation of each student on each school day, in whole or in part, for which distance learning is provided. If the student does not participate in distance learning, then they must be marked absent.

Participation includes, but is not limited to:

"evidence of participation in online activities, completion of regular assignments, completion of assessments" and contact with an employee of the LEA and the student or the parent/guardian of the student. [This appears to mean that contact with any employee of the LEA (presumably involving work-completion) would count as "participation," and is, indeed required to count as present.]

This portion of the plan will be updated once the State Controller releases the 20/21 Audit Guide

Weekly Engagement Records

Each LEA is also required to ensure that a "weekly engagement record" is completed and shared with parents for each student participating in distance learning.

Attendance

To track daily attendance, LEAs must document daily student participation when providing distance learning.

LEAs are also required to develop written tiered re-engagement strategies for students who are absent from distance learning for more than three school days or 60% percent of the instructional days in a school week, which may include transitioning the student back to in-person instruction [when feasible].

Reengagement Strategies Required:

- Daily notification to parents of absences
- Plan for outreach to determine student needs, including health and social services
- When feasible, transitioning the student to full-time in-person instruction

*Source: Lozano Smith Memo - July 2020, Number 56, and School Services presentation on 7/14/20

Wright At Home will satisfy these statutory requirements and offer a rigorous program of standards-based study equivalent to that of in-person instruction through the following plan:

I. Student access to internet connectivity and devices to participate in the educational program.

Over 700 WESD students have a District Chromebook at home now, as well as 30 T-Mobile Hotspots. Since these devices were distributed in April, many of the free/low-cost home-internet options have expired.

- Office Managers, Assistants and Bilingual Community Liaisons call each family to verify that they have adequate internet access and a working Chromebook.
 - Verify Email Address
 - Device that is dedicated to the child
 - both homes if necessary
 - Current contact information - emphasis on email addresses
 - Reminder about logging into Aeries
- Be prepared to replace devices and add hot-spots as needed.
- The first week - August 17th = Parent/Teacher meetings
 - Ensure that the Tech is working
 - Train parents to support the kids using the programs at home
 - Set forth expectations for Wright At Home
 - Form relationship between teacher/student/parent

II. To Ensure delivery of a Quality, challenging content aligned to grade-level standards equivalent to in-person instruction.

- The district will focus efforts on grade-level standards in ELA, Math, and ELD
- Utilize district adopted curriculum - Benchmark Advance for ELA & ELD/My Perspectives, My Math/CA Math, Elevate Science (MS)
- Workbooks and packets will be sent home as necessary
- Maintain regular school-year pacing guide
- Establish a daily schedule, similar to a school schedule
- Schedule school-supervised work time each week
- Establish a minimum number of minutes of live instruction per day
- Present current grade level standards-based content, and scaffold to fill the gaps from last spring
- Post daily and weekly assignments using Google Classroom
- Work will be graded in accordance with District Policy
- Schedule, administer and proctor district assessments (STAR 360 E/LA and Math)
- Distribute consumables (workbooks) to students to work from at home
- Monitor student use of district-approved online supplemental programs (Lexia, IXL, AR)
- Work will be graded in accordance with standard district policies

III. To Ensure Supports to address the needs of students below grade level, ELs, Foster and Homeless youth.

- Build intervention into the daily schedule using Reading Teachers, ELD teachers, and Instructional assistants
- Utilize assessments at the beginning of the year to determine who needs intervention
 - DIBELS
 - STAR 360
 - Writing Samples
- Identify, plan and deliver/monitor interventions for students not making adequate academic progress.
 - Reading Teachers, ELD Teachers, Counselors, Community Liaisons, and Aides all play a part here – to be defined based on student need.
- Social-Emotional Assessment
 - Identify, plan and deliver interventions for students found to need extra support in this area (counselors)

IV. Special education, related services, and accommodations required by an individualized education program.

- These were put in place after the shutdown - verify whether or not anything additional needs to be done.
- Assessment will be done remotely as much as possible. When not possible, utilize PPE (plexiglass separators, face masks)

V. Designated and integrated instruction in English language development.

- Provide Designated ELD lessons to EL students via Zoom/Meet in both synchronous and asynchronous formats at least 2-3 times per week. At least one of those times should be in a synchronous format.
- ELD teachers to support classroom teachers' delivery of Designated ELD (approx 20% of their time)
- Teachers will provide Integrated ELD throughout the day

VI. Daily live interaction with certificated employees and peers.

- Use CARES Act money to purchase Zoom licenses
- Present core instruction via Zoom/Meet in both synchronous and asynchronous formats
 - The district will purchase one auto swivel camera per site to pilot the technology
- Recordings of the live core instruction for those who cannot attend live
- Establish District Wide “live” instructional schedules
- Establish “Office Hours” each week for checking in with students/families
 - Extra help
 - Missed Zoom lesson
- Maintain District Student Data Tracking Sheet (TBD)
- Distribute to parents a District Zoom Classroom Expectations

VII. Weekly Progress Reports

- Teachers to send home a progress report through Class Dojo to each family at the end of each week
 - Attendance
 - Participation
 - Work Completion

VIII. Attendance

- Teachers take daily attendance in Aeries based on “daily student participation,” defined as:

"participation in online activities, completion of regular assignments, completion of assessments" and contact with an employee of the LEA and the student or the parent/guardian of the student.

- Teachers will submit attendance daily by 3 PM
- The same rules that applied to absences will remain in place.
 - Parents will document illness by phone or email
- Tiered Re-engagement Strategies:

TIER 1	TIER 2	TIER 3
<ul style="list-style-type: none"> • The automated messaging system will make daily phone calls for each day a student is marked absent by the teacher. • WESD employees will attempt to make contact 	<ul style="list-style-type: none"> • School counselors will engage with the family and student to determine what additional supports the student needs for success which might include counseling or frequent check-ins. • Students that are deemed 60% absent from the hybrid model or 	<ul style="list-style-type: none"> • A Student Study Team will develop a coordinated support plan including counseling, increased check-ins, home-school parent schedule support, or referrals to outside agencies. • Administrators will consider interdistrict transfer status of students chronically absent or not

<p>with the student and parent.</p> <ul style="list-style-type: none"> Attendance information will be available for parents through the Student Information Portal (Aeries). Teachers will create, publish, and inform students and parents of their grading practices in a hybrid or distance learning model. 	<p>distance learning may be considered for a School Attendance Review Team based on the students' needs.</p> <ul style="list-style-type: none"> The truancy process is started with three unexcused absences or 10 excused absences which indicates chronic absenteeism. 	<p>completing a "passing" level of work</p> <ul style="list-style-type: none"> Administrators will continue with the Student Study Team and Student Attendance Review Board (SARB) truancy processes. Administration may require in-person attendance when feasible and in accordance with local Health Orders
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Professional Development and Support

Topic	Purpose	Format	Date	Audience
Social-Emotional Learning	To learn adult and student social-emotional strategies	Online	By 8/12	Teachers
Google Classroom <ul style="list-style-type: none"> Beginner Advanced 	To learn to effectively use GC during DL as well as integrate it into in-person instruction	Online	By 8/11	Teachers
Chromebook navigation & online platforms - Class Dojo, Google Classroom	To support parents to use online platforms during DL and regular instruction	In-person and Video	By 8/21	Parents
MyMath	To learn the components of the MM online program (pending arrangement with provider)	Online	Ongoing	Teachers
ELD	To continue development of skills in providing designated ELD	Online	By 8/12	Teachers
COVID 19 Prevention	Target Solutions Training for Teachers	Online	By 8/12	Teachers/Classified
Standard Yearly: <ul style="list-style-type: none"> Mandated Reporter Blood-Born Pathogen 	Target Solutions – State Mandated Yearly	Online	Classified: 8/13 Certificated: 9/9	Teachers/Classified

Technical Support –

- District will support a Stipend for one teacher at each site to be a Distance Learning Technical Support. This teacher will support colleagues in effectively utilizing District programs such as Classroom, LEXIA, IXL, ZOOM, and AR/STAR 360.
- Hardware and IT issues will be supported by District IT staff

Meal Service - (Proposed - need to meet with Cooks and FS Director)

- Grab ‘n’ Go meals will be distributed from each site on Mondays and Wednesdays.
- This system will double as a way for teachers to deliver class materials to students and District Tech Support could meet with parents to deal with Chromebook Issues.

Substitutes –

- Identify and train a pool of subs on Google Classroom

Daily Schedule - This sample schedule is a template for Wright At Home and will need to be adapted to the needs of individual grade levels and programs (ex/ Middle School, Preschool, TK/K)

Wright At Home Daily Student Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
8:30-9am	Morning Class Check-In				
9-9:30am	ELA Live & Recorded Lesson				
9:30-10am	ELA Assigned Work Intervention				
10-10:30am	Break	Break	Break	Break	Break
10:30-11am	Math Live & Recorded Lesson				
11-11:30am	Math Assigned Work Intervention				
11:30-12pm	Designated ELD - Group A Lexia/IXL/Daily reading time	Designated ELD - Group B Lexia/IXL/Daily reading time	Designated ELD - Group A Lexia/IXL/Daily reading time	Designated ELD - Group B Lexia/IXL/Daily reading time	Designated ELD - Group A Lexia/IXL/Daily reading time
12-12:45	Lunch	Lunch	Lunch	Lunch	Lunch
12:45-1:45	Teacher supervised work time	Teacher supervised work time		Teacher supervised work time	Teacher supervised work time
1:45-3	Lexia/IXL/Daily reading time	Lexia/IXL/Daily reading time		Lexia/IXL/Daily reading time	Lexia/IXL/Daily reading time

Activity	Gen Ed Student Hrs Alloted/Day	EL Student Hrs Alloted/Day
Live Instruction (including morning meeting)	1.5	2 hrs, 2-3 x's/week
"Office Hours"	1 (except Wed)	1 (except Wed)
Independent Work	2.75 (M,T,Th,Fri); 3.75 (Wed)	

Hybrid Learning Model

<u>Hybrid</u>	<u>Wright At Home</u>
<ul style="list-style-type: none"> ● Students are divided into two cohorts (Cohort A and Cohort B), with each cohort having a group size of 12-16 students. ● Each cohort of students attends physical school two days a week. <ul style="list-style-type: none"> ○ Cohort A attends school on Mondays and Tuesdays. ○ Cohort B attends school on Thursdays and Fridays. ● All students participate in at-home learning taught by their classroom teacher three days a week. ● Completion of at home assignments are required. Students will be graded on their work. At homework will be online, as well as some paper and pencil assignments. ● Attendance will be taken for at home learning instructional days. Students who do not complete assigned work will be marked as absent. 	<ul style="list-style-type: none"> ● Students learn at home five days a week. ● Students do not attend school on campus. ● Students participate in Distance Learning every day and complete assignments directed by a WESD teacher ● Completion of assignments and participation in live instruction is required. Students will be graded on their work and participation. ● Students will be marked absent and/or will not receive credit if they do not complete assignments or participate in live instruction.

Hybrid Elementary and Middle School Schedule

	<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>
<u>Cohort A</u>	At School	At School	Distance Learning	Distance Learning	Distance Learning
<u>Cohort B</u>	Distance Learning	Distance Learning	Distance Learning	At School	At School

The district will make its best effort to keep siblings on the same cohort schedule.

In-person learning days will be on a shortened day in order for teachers to have time to have the required “daily live interaction” with students who are “distance learning” on a given day. (Schedule to be developed in collaboration with the Collective Bargaining Committee)

The District will re-evaluate after one month to determine the feasibility of an AM/PM, 4-day per week schedule for TK and Kindergarten.

Hybrid Model Wednesday Activities

On Wednesdays, while both cohorts of students participate in Distance Learning and no students are present on campus, teachers and other school staff members will utilize the time for professional development, parent/guardian communication and meetings, grading of student work, monitoring students' completion of Distance Learning assignments, the planning and preparation of lessons for At School Instruction and Distance Learning Instruction, staff meetings, Student Study Team Meetings, Individualized Education Plan (IEP) Meetings, and online instruction.

Ensuring Equity and Access

Ensuring equitable access to instruction and school services is a top priority for Wright District. To help address some of the barriers our students and families face, WESD will provide the necessary technology and parent education/support opportunities that will be necessary under this new school environment.

Technology

In the elementary and middle school grades, all students who need one will be issued a school Chromebook for their dedicated use at home.

- Students in TK-1 will learn to use the Chromebook at school during the first month of instruction. When students have learned to proficiently use the Chromebook and grade level software, they will take a Chromebook home, and use it for at home learning.
- Students in grades 2-8 will begin the year with the Chromebook that they were allowed to keep over the summer, or, for new students, one that has been assigned to them. Parents will be responsible for monitoring student use of these computers, as they are not covered by the District's screening program when they are off-site.

WESD will also work towards ensuring that all students have reliable internet access at home. The technology team will provide information and guidance to parents/guardians on how to access free or low-cost internet services. Additionally, WESD has procured hotspots as a last resort option for families who are unable to obtain internet services.

Parent Education and Support

Wright Elementary District Schools recognize that parents/guardians play a vital role in their child(ren)'s success, and in the new school format where students spend a significant amount of time learning at home, this is more important than ever.

WESD will provide parent education/support opportunities through parent conferences in the first week of school, videos, and 1:1 technology support. Additionally, WESD will continue to work on developing additional plans for parent education and support throughout the 2020-21 school year based on feedback from staff and parents.

Supports for Special Populations

English Learners

Wright Elementary District Schools are proud to serve a large population of English Learner (EL) students, and we recognize that our English Learners face additional barriers to academic and personal success while school operates in a Hybrid and/or Full-Distance Learning format. Fluency in the English language and grade-level academic proficiency are critical factors in supporting our kids' future academic success. To provide additional support for our English Learners, WESD will:

- Utilize the principles identified in California's English Learner Roadmap to implement instructional programs for English Learners.
- Offer a comprehensive program of Designated and Integrated English Language Development (Core) to all EL students, targeted to their specific language proficiency levels. Designated ELD will be provided during a protected part of the instructional day for focused instruction on the state-adopted ELD standards to assist English learners to develop critical English language skills necessary for academic content learning in English. During Integrated ELD, ELD standards will be taught in tandem with academic content standards.
- Prioritize oral language development during in-class instruction and synchronous/live Distance Learning instruction. Encourage oral language practice during asynchronous/self-paced Distance Learning instruction.
- Frequently monitor student progress, adapt instruction, and/or provide interventions when necessary.
- Engage families of English Learners through ELAC and DELAC meetings, and other means, to determine how we can best meet the needs of EL students and families as they potentially face additional difficulties due to the COVID-19 pandemic, including health concerns, economic hardship, increased stress, and other considerations.
- Utilize Title III revenue to fund at least two English Learner Support teachers to provide additional academic and language intervention support to EL students.

Students with Individualized Education Plans (IEPs)

Students with Individualized Education Plans (IEPs) will continue to receive Special Education Services in-person or virtually, while Wright Elementary District Schools operate on a Hybrid and/or Distance Learning Model. IEP meetings will be offered virtually and/or via telephone.

Students with Section 504 Plans

Students with Section 504 Plans will continue to receive accommodations per their Plan while Wright Elementary District Schools operate on a Hybrid and/or Distance Learning Model. Section 504 Plan meetings may be offered virtually and/or via telephone.

Students with Individual Health Plans (IHPs)

Parents/guardians of students with Individual Health Plans (IHPs) will be contacted prior to the beginning of the 2020-21 school year, so that IHPs may be updated as appropriate for students who will be participating in the

Wright Elementary District Schools Hybrid Learning Model. Individual Health Plan (IHP) meetings may be offered virtually and/or via telephone.

Foster Youth and Pupils Experiencing Homelessness

Students who are identified as foster youth, as well as those who are experiencing homelessness, need special consideration and support, particularly while COVID-19 remains a health risk and schools are unable to operate under a typical schedule of five days a week of on-campus learning for all students. Wright Elementary District Schools will support foster youth and students who are experiencing homelessness by:

- Ensuring that we maintain regularly updated records identifying foster youth and students experiencing homelessness.
- Assigning a key staff member, or team of staff members, to monitor academic progress and overall well-being for the identified students.
- Maintaining regular communication with parents/guardians or caregivers, and others who are identified as critical to the students' success.
- Ensuring students have the resources needed to be successful in a Distance Learning/Hybrid format, including technology devices, internet access, and school supplies, as well as transportation to and from school when necessary.

Health and Safety Protocols

Face Masks/Face Coverings

All District School staff members and other adults on campus will wear face masks unless it endangers the health or safety of the individual (e.g. individuals with documented underlying health conditions).

Additionally:

- All students are required to wear face masks, except under verified special circumstances such as underlying health conditions.

Teachers/school staff can use face shields when necessary, which enable students to see teacher's/staff's faces and avoids barriers to phonological instruction.

- Face shields can be worn by staff members in addition to a face mask.
- In situations where a mask cannot be used by the teacher (for example when delivering Speech therapy), additional mitigation measures will be taken so that the teacher can safely deliver services.

Small Groups/Cohorts

Student and staff groups will be kept as static as possible by having students remain in the same group, with the same staff, to the extent possible.

Students may need to mix cohorts for various purposes, including transportation, after school care, or to receive special services, such as Specialized Academic Instruction. Each school will monitor and track who is in each cohort to assist with potential contact tracing needs in the event of a COVID-19 case.

Healthy Hygiene Practices

Wright Elementary District Schools will teach and reinforce important handwashing practices, including washing with soap and water for at least 20 seconds. When soap and water are not readily available, hand sanitizer made of at least 60% alcohol will be used. Teachers/staff will supervise the use of hand sanitizer for any child under age 9.

Students and staff will be instructed to cover coughs and sneezes with a tissue, to immediately throw the tissue in the garbage, and wash their hands immediately.

All classrooms will be equipped with hand sanitizer, tissues, paper towels, classroom-safe disinfectant spray or wipes, and no-touch trash cans. All classrooms with sinks will be supplied with soap.

Restrooms will be regularly monitored to ensure there is an adequate supply of soap and paper towels.

Signage and Education/Training for Students and Families

Wright Elementary District Schools will implement the following in order to inform and educate students, staff, parents/guardians, and other school community members:

- Signs will be posted, in English and Spanish, in highly visible areas around school campuses to provide reminders regarding healthy hygiene and safety measures, including how to properly wear a mask/face covering, the importance of properly washing hands, and the necessity to social distance.
- A dedicated COVID-19 page on the Wright School District website will include important educational information regarding how to prevent the spread of the disease as well as other important COVID related health tips.
- Students will be taught about COVID-19 safety measures, the reason we are implementing them, and how to correctly comply with them.

Classroom Layout

Until State or Local guidelines change, cohort/group size limits will be set at 12 – 16 students per classroom, with at least 6' between the students and teachers. This will help WESD implement social distancing practices. To the extent possible, desks will be spaced six feet apart. Nonessential furniture/items will be removed as necessary to maximize space for social distancing. Additionally, the following measures will be put into place when setting up classrooms:

- Student desks will be arranged so that they all face the same direction.
- When sitting at tables is necessary, students will only sit at one side of the tables so that they are all facing the same direction.
- In the event that students and/or students-teacher are sitting/standing less than six feet apart, additional precautions will be taken, such as wearing masks, placing partitions between desks, and/or arranging desks in a way to minimize face to face contact.

Shared Items

The sharing of items will be restricted, particularly for objects that are difficult to clean or disinfect. The following parameters will be put into place regarding shared items:

- Each student's belongings will be stored separately from others in cubbies, containers, backpacks, or by other means.
- Each student will need individual school supplies, such as pencils, pens, crayons/markers, scissors, etc. The sharing of school supplies will not be permitted.
- Necessary learning aids such as math manipulatives will be individually distributed and not shared.
- Shared toys such as dolls, playhouses, puppets, board games, etc. shall not be used and will need to be removed from the classroom or stored as they cannot be properly disinfected between student use.
- Library books and other classroom books that are commonly transferred between students will only be used by one student at a time. Additionally, the books will be quarantined for three to five days between use to ensure student safety.
- Each student will use their own electronic device, either their personal device or one on loan from WESD, in order to avoid the sharing of devices. However, in the event that a common electronic device needs to be used at any point (e.g. if a student forgets their electronic device at home), the device will only be used by one student at a time and it will be thoroughly cleaned and disinfected between use and documented.

Sports, School Gatherings, and Other High-Risk Activities:

In order to limit the risk of virus transmission, Wright Elementary District Schools will implement the following guidelines:

- All afterschool sports will be canceled until State or Local guidelines allow and it is deemed safe.
- Field trips will be prohibited.
- Large gatherings and/or mixing of cohorts for school assemblies, celebrations, or other school events will be prohibited.
- High-risk electives, extra-curricular, and enrichment opportunities, such as music and drama will need to be modified and may be provided in a virtual format or may be canceled if deemed necessary.

Cleaning and Disinfection

Wright Elementary District Schools will implement a schedule for increased, routine cleaning, and disinfection of school campuses. Classrooms will be cleaned and disinfected between each cohort. Specific attention will be given to frequently touched surfaces, such as door knobs/handles, light switches, and light plates, sink handles, paper towel dispensers, hand sanitizing stations, water fountains and handles, etc. Additionally, restrooms will be frequently monitored and cleaned throughout the day. Cleaning products utilized will be approved for use against COVID-19 by the Environmental Protection Agency.

To support increased cleaning and disinfecting, Wright Elementary District Schools has:

- Purchased a high-efficiency disinfection system (Germ-Fogger) for each school campus that will be utilized to spray classrooms/common areas with disinfectant on a routine basis.
- [Developed a daily cleaning/disinfection punch list for custodial staff.](#)

Additionally, Wright Elementary District Schools will:

- Document daily cleaning and disinfection routines and maintain records of such.
- Provide training to custodial/maintenance staff to support increased cleaning and disinfection requirements, as well as personal safety measures including the use of proper Personal Protective Equipment (PPE).
- Develop a backup plan to ensure continued cleaning and disinfection of classrooms and common areas in case of custodial/maintenance staff absences.
- Provide classroom teachers with classroom-safe cleaning supplies (paper towels, spray, and/or wipes, etc.) for light cleaning when necessary.
- Ensure the correct and safe use of cleaning and disinfection products.
- Ensure that cleaning and disinfection products are stored safely and that children do not have access to them.

Sharing Facilities

Until State or Local Health guidelines change, Wright Elementary District Schools will prohibit the sharing of indoor facilities, thus denying all facilities use requests, except under special conditions, such as school/district partners that are providing for the urgent needs to staff and families, including childcare and preschool services.

Ventilation and Water Systems

Ensuring proper ventilation and safe water systems are essential elements for reopening schools. Wright Elementary District will:

- Check all ventilation systems to ensure they operate properly. Repairs will occur as necessary prior to opening.
- Increase the circulation of outdoor air as much as possible, for example by opening windows and doors. Teachers will not open windows and doors if doing so poses a safety or health risk (e.g., risk of falling, triggering asthma symptoms) to children using the facility
- Use non-classroom outdoor space as practical, weather permitting
- HVAC units in windowless rooms will be set to all for maximum fresh air from outside.
- Ensure that HVAC Filters are put on a regular cleaning and replacement schedule.
- Ensure that all water systems (drinking fountains, sink faucets, etc.) are safe to use after a prolonged facility shutdown.
- Ensure that drinking fountains are turned off (Staff and students will be highly encouraged to bring their own water bottles to eliminate the use and touching of water fountains).
- The district will stock a supply of water bottles for students who forget or are unable to bring one.

Physical Guides and Barriers

To limit direct contact with others as much as possible, physical guides and barriers will be utilized, including:

- Plexiglass barriers in the school and district offices to protect reception desk areas.
- Plexiglass barriers will be used for one-one sessions between support staff and children
- Physical guides, such as floor markings and signs on walls, to remind students to remain at least six feet apart in lines and at other times.
- Physical guides and/or signage to identify walkways, designated entry and exit ways, and “one-way routes”

Wellness Checks, School Arrival/Departure & Visitors on Campus

Until State or Local Health Guidelines Change:

- WESD staff will conduct wellness self-check before coming to school.
- Parents/guardians will be required to conduct a wellness check on their children before sending them to school.
- Students will have their temperature taken upon arrival to campus.
- Each WESD campus will have designated routes for entry, exit, drop-off and pickup in order to minimize contact between students, staff, and families.
- In an effort to minimize the risk of virus transmission, all visitors to school campuses, including parents/guardians, will be limited to essential business only. Visitors conducting essential business will need to sign in at the school office.
 - Parents/guardians will be asked to remain in their car, or at designated locations if walking, during pick up/drop off and not walk students to their classrooms or wait for students at classroom doors.
 - Parents/guardians will not be able to volunteer in classrooms, attend school events, or socialize on campus while Sonoma County remains in stage 3 or lower of the COVID-19 pandemic or until county health guidelines allow it.
 - Meetings will be held virtually or telephonically to the extent possible. If an in-person parent meeting is necessary, participants will all wear masks and maintain six feet of social distancing.

Staying Home When Sick or At Risk for Developing COVID-19

In the event that a staff member or student tests positive for COVID-19, they will not come onto a school campus until a medical provider states in writing that they are no longer contagious (Education Code 49451; Health and Safety Code 120230; 5 CCR 202). Additionally, students and staff, as well as campus visitors, need to stay home when:

- they have a fever of 100°F or higher, a cough, or other COVID-19 symptoms.
- they have had close contact with a person with COVID-19, in which case they need to quarantine for 14 days or as long as deemed necessary according to current CDC guidelines.

Student absences due to illness and/or quarantine will be excused.

Additional COVID-19 Protocol:

If a student or staff member exhibits symptoms of COVID-19 while at school:

- The sick individual will be required to immediately wear a mask.
- The sick individual will be required to wait in an isolation area until they either go home or to a healthcare facility.
 - If the symptoms the individual is presenting are so severe that they require immediate health care, we will notify the ambulance team or the health care facility that the person may have COVID-19.
- Staff members and/or nursing staff will use Standard and Transmission Based Precautions when caring for a sick individual.
- The isolation area where the student or staff member was will be cleaned and disinfected.
 - After the isolation area has been used by a sick person, WESD will restrict access to the room, and wait 24 hours before cleaning and disinfecting, or as long as feasible.

If a student or staff member tests positive for COVID 19:

- Public health nurses will notify the school/district that a student/staff member is confirmed positive for COVID-19. Public health will lead to contact tracing efforts as needed.
- WESD will work with the county health department through their existing protocols to conduct testing and contact tracing as needed.
- WESD will also work with the county health department to determine whether quarantine of impacted students and staff is necessary.

Partial or Total School Closures

- WESD will monitor state, local, and county health department notices daily regarding COVID-19 transmission in the area, updated guidelines, and potential necessary closures, and will implement necessary guidance/directives.
- As mentioned previously, individuals who have had close contact with a COVID-19 patient will need to quarantine.
 - Close contact is typically defined as being in proximity of six feet or less for longer than 15 minutes.
- The need to quarantine an entire class cohort or school will be determined by County Public Health officials.
- Closure of the entire school, as determined by County Public Health officials, will occur if there is an outbreak involving many cases in more than one classroom at a school site.
- WESD will follow the guidelines as outlined in the Sonoma County “Roadmap for a Safe Reopening” if a student or staff member tests positive for COVID-19 and exposes others at school. This includes:
 - Working closely with County Public Health officials to determine if partial or full school closures are necessary.
 - Temporarily closing the classroom(s) and areas visited by the COVID-19 positive individual for cleaning and disinfecting.
 - Providing information to parents/guardians and staff reminding them of the importance of physical distancing while a school is closed and discouraging them from gathering elsewhere.
 - Ensuring learning continuity for students in quarantine or during partial or full school closure.

***Nutrition and Mealtime**

While Wright Elementary District Schools operate on a hybrid model, all students (including those on DL) will continue to be offered school breakfast and lunch as follows:

- PreK-8th grade students will receive instruction on campus two full days a week and will be offered breakfast and lunch on those days.
- Lunch will be provided and, when possible, as grab-n-go
- Depending on the length of the day, it may be possible for students to grab-n-go their lunch at pickup time.
- Grab-n-go lunches for students on DL may be distributed at the same time as the departing students?
- Breakfast to be limited to one service, during a morning break.

Additionally, to ensure proper health and safety protocols:

- Meals served will be “grab and go”.

- Cooks will be equipped with appropriate PPE, in addition to that which is required by Food and Safety regulations.
- Individually packaged items will replace the salad bar
- Students will eat outside when possible.
- Students will practice physical distancing when eating.
- Students will not eat in the cafeteria.
- Students will eat in classrooms when necessary, in order to accommodate social distancing needs (weather?).

*This section will be vetted by a subcommittee that includes the Food Service Director and Cooks when they return to work.

School Bus Transportation

Wright Elementary District School contracts with West County Transportation to provide busing to and from school. Wright Elementary District Schools will work with West County Transportation to ensure that proper protocols, as outlined in Sonoma County’s “Roadmap to a Safe Reopening”, are put into place. This includes:

- Requiring all students and staff to wear a mask/face covering while on the bus.
- Keeping windows open whenever possible.
- Maximizing space between students to the extent possible.
- School buses will be sanitized between busloads.
- Bus drivers will be trained in hygiene and safety protocols.

Social-Emotional Wellness

Wright Elementary District recognizes that the difficulties students, staff, and families are experiencing due to COVID-19 have the potential to negatively impact their well-being. Now, more than ever, a dedicated emphasis on Social Emotional Learning will be critical. In that regard, WESD will implement the following:

- Professional development for teachers/staff to address the trauma and other impacts of COVID-19.
- Use of social-emotional screening tools to identify students at-risk.
- Social-emotional learning lessons/opportunities for all students either through in-person and/or Distance Learning instruction.
- Use of referral process for students with identified needs.
- School counseling services, which will be conducted either in-person or virtually.

Staff Training and Professional Development

Prior to the start of 2020-21, all Wright’s staff will receive training on the health and safety protocols described in this plan, as well as in necessary changes to school operations. Additionally, teachers/staff will receive professional development on topics identified by stakeholders as being important to promote student success under a Hybrid and/or Distance Learning model. These include:

- Ensuring that all teachers are prepared to fully employ Google Classroom, Class Dojo, Lexia, IXL and the online components of MyMath
- Supporting the social-emotional wellness of students and staff
- Addressing the needs of students with special needs and English Language Learners
- Time for Grade-Level groups of teachers to collaborate on “essential standards” and DL “best practices”

The 20/21 District Calendar will be revised to accommodate PD needs prior to the start of school. Due to time constraints (and to address unforeseen needs) some items may need to be addressed through “mini-pd” sessions on Wednesdays.

Decision Making and Stakeholder Involvement

Wright Elementary District will continue to solicit feedback from a variety of stakeholders through the use of surveys, small focus groups, District committees, bargaining units, and the reopening committee.

Based on the short timeline needed to develop this plan, the majority of decisions related to school reopening are necessarily accelerated. Continuing to gather stakeholder input will be an important part of the process of adjusting the plan as we move forward.

WESD gathered stakeholder input in the following ways:

- Parent surveys
- Staff surveys
- Teacher focus groups
- Reopening Committee Feedback

Furthermore, additional surveys and meetings will be scheduled to receive ongoing feedback.

Family Communication

Providing ongoing, clear communication to Wright’s families is an essential part of reopening plans. In this regard, WESD will implement the following:

- Utilization of Blackboard to provide ongoing robocalls, emails, and text updates.
- Use of pre-recorded video updates from the Superintendent
- Use of district and school websites to communicate updates and relay important information related to COVID-19 and school reopening plans.
- Use of Class Dojo at the classroom level to provide classroom specific updates and information.

Additionally, a district-wide goal is to ensure that we have an email address on file for all parents/guardians within Wright Elementary District so that they can easily access school communications. WESD will conduct outreach efforts at the beginning of the school year to support the attainment of this goal.

WESD will also advance the use of the AERIES parent portal function to go “paperless” with our registration and data-verification processes.

WESD will deploy the Frontline system (already in limited use in the District) to eliminate the use of paper-based Supplemental Time Sheets and Employee Absence verification.

Next Steps

Wright At Home:

- Determine how to proceed with Certificated and Classified Evaluation
- Plan to address the need for qualified subs
- Develop childcare/after school plan
- Develop intervention plans
- Schedule staff focus group meetings related to the reopening plan. (Based on Staff Availability)
- Continue working on a parent education/support plan in order to support equity and access for students.
- Receive and include additional State guidance on Attendance Reporting

Hybrid Model

- Plan logistics and adjust school operations as necessary to implement this plan.
- Provide ongoing communication to all stakeholders about reopening plans and any necessary changes as they evolve.
- Monitor supply and equipment orders to ensure timely arrival and installation.
- Answer questions as they come up and continue to refine the plan in response (see below).
- Need a plan for teacher absences - especially the last minute.
- Develop a schedule that balances the needs of our teachers to prepare and provide DL to students on the hybrid model (but who are at home) with the needs of students to have in-person instruction.
 - Release time on M/T and Th/F?
- Get commitments from parents - Hybrid or Distance Learning?
- Develop family/student/staff expectations for operating under Distance Learning or Hybrid models