



SMART RESTART Comprehensive Plan

October 2020



Forward

From the very beginning of our response to COVID-19, I have been proud of the way our staff, students, and community members have responded to this crisis. This pride carries through in this Smart Restart plan which represents our best thinking to date on how we intend to open schools this fall. Our plan provides quality remote learning online and hybrid (online and in-person) learning options while taking all necessary steps to protect the health of our students, staff, and community.



This effort was informed by multiple viewpoints. First we began by holding ten stakeholder focus groups to hear what went well and what areas of distance learning we could improve or expand. We also asked for parents' input on reopening schools through a survey. The survey generated over 2,000 responses. The survey results were released to the public and responses were used by staff to help guide our Smart Restart plans and committee work. Along the way our school board has supported our efforts and has been deeply involved in understanding the complexities of reopening schools through bi-weekly special board meetings.

We took lessons from other systems around our state and from our neighbors in North Central Washington as they worked on ideas and models to restart school safely. We learned from other systems around the United States, and those around the world that had already reopened school. We tapped into world renowned experts in distance learning to train our staff and looked to leaders at the University of Washington's Center for Innovative Education to develop common templates and instructional experiences in a new learning management system (LMS). We also worked with our region's public health officials to get their advice and guidance on our efforts to ensure a healthy learning and working environment. And, we set up task force teams to work through the operational complexities and to field test our ideas and make sure they were practical and workable.

A focus on equity is a driving force of our Smart Restart. We know that our students with special needs, those who are eligible for free or reduced lunch, and those who are part of historically underserved groups, receive vital services through our schools. We also know that many students struggled in the all-online learning environment which reinforces our desire to return to in-person learning as soon as local medical experts deem it safe.

While this document presents our best thinking to date, based on the best information we have available. We also recognize (and have experienced) that much can change rapidly when it comes to managing our response to this virus. Between now and the start of school, we expect to receive even more feedback from our staff and community as we work to train and set up the protocols and procedures necessary to ensure public health for our online and hybrid learning model. We should expect changes in the way the virus is affecting our community, state, nation, and world. We will need to be flexible and adaptable, shifting our approach as conditions change.

I understand that there is likely no plan or model that will make everyone happy. Opinions and perspectives on if and how schools should open vary greatly. In our Smart Restart Plan, we have attempted to provide quality learning in formats that are flexible based on current conditions. We will start the year online with continuous learning 2.0 and stage in hybrid learning (in-person/online) when it is safe. Families can choose to participate in continuous learning online taught by their classroom teacher or continue their student's education online through our new virtual academy for the full year. Giving parents options allows them to decide what is best for their children and does so in a way that mitigates the risks while maximizing the potential rewards.

With great resolve,

Paul

Dr. Paul Gordon
Superintendent

TABLE OF CONTENTS

[Introduction](#)

[Guiding Principles](#)

[School Calendar](#)

Department Sections

[Chapter 1: Health and Safety](#)

1. Building basics
2. [Social distancing](#)
 - a. Maintaining 6 ft of space
 - b. Traffic Flow
 - c. School Drop Off
 - d. Visitors and volunteers
3. [Personal Protective Equipment](#)
 - a. Masks
 - b. Gloves
4. [Wellness](#)
 - a. Recess
 - b. Daily Attestation
 - c. Symptom checking and action plan for symptoms
 - d. Quarantine or exposure
 - e. Nursing support
 - f. Social-Emotional Support
5. [Hygiene](#)
 - a. Handwashing
 - b. Hydration
 - c. Air circulation
 - d. Supply sharing
 - e. Nursing support

[Chapter 2: Learning and Teaching](#)

1. [Learning options](#)
 - a. Overview and descriptions of learning options
 - b. Continuous learning 2.0
 - c. Limited in-person support
 - d. Flexible learning options
 - e. Hybrid
 - f. PreK-5 daily instruction
 - g. Wenatchee Internet Academy (WIA)
 - i. Alternative Learning Experience (ALE)
 - ii. Registration and enrollment
 - iii. Choice enrollment
 - iv. Out-of-district students
 - h. 6-12 Hybrid Instruction

- i. Hybrid component sample in-person learning
 - j. Hybrid component sample remote learning
2. [Academics](#)
 - a. [Unit Design](#)
 - b. [School instructional schedules](#)
 - c. [Expectations](#)
 - i. The Academic Lens and Teacher Expectations for Continuous Learning 2.0, WIA Online, and Hybrid Learning
 - ii. Student expectations
 - iii. Student attendance
 - d. [Staff professional learning opportunities](#)

Chapter 3: Exceptional Student Education & IDEA Principles

1. [Child Find](#)
2. [ESE compliance during online learning](#)
3. [Special Ed, HiCap and English Language Learners](#)
 - a. Individual Educational Program Meetings
 - b. Federal and State English Language Support

Chapter 4: Operations and School Management

- a. [Transportation](#)
- b. [Nutrition services](#)
- c. [Custodial, maintenance and safety](#)
- d. [Child care](#)
- e. [Athletics](#)

Chapter 5: Technology

1. [Devices for students](#)
2. [Internet](#)
3. [Support](#)
4. [Core WSD Tools and Applications](#)

Chapter 6: WSD Workforce

1. [Staff work schedules and assignments](#)
2. [Leaves](#)
3. [Substitutes](#)
4. [Staff safety and reporting](#)

Chapter 7: Communication

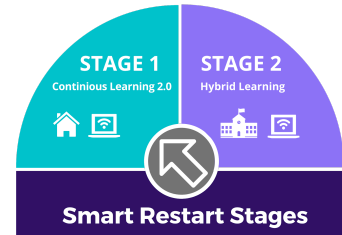
- [External communication](#)
- [Crisis communications](#)
- [Family engagement](#)
- [Internal communication](#)
- [School and district office marketing and communications support](#)
- [Community and staff engagement in August](#)

Introduction

The Wenatchee School District will start the 2020-2021 school year with a two staged approach to ensure the safety of the students, staff and the families we serve. It should be noted that **this plan is subject to change** at any time due to shifting conditions and guidance from health officials and OSPI.

STAGE 1: CONTINUOUS LEARNING 2.0 ONLINE

At the start of the 2020-2021 school year, all WSD students began learning through continuous learning 2.0 online. Students enrolled in all physical schools continued instruction *virtually* with their classroom teacher(s). The virtual school day begins and ends at the normal time and daily attendance is expected and required. Students and educators engage in a continuous day of learning through the use of technology. School days include typical courses available to students such as reading, writing, math, science, health, special services, intervention, physical education, art, etc. Continuous Learning 2.0 is a temporary plan to ensure continuity of education during school closures and will transition back to hybrid (online/in-person) instruction and an eventual return to full in-person instruction when it is deemed safe for students and staff to return to school.



Significant improvements to our continuous learning model have been made. The continuous learning model WSD began implementing on August 26th is not the same model students, parents and staff experienced in the spring. It is much more robust, structured, and consistent. We also refined an elementary hybrid model, so when it's time to resume in-person instruction, we are ready to do so safely. We know this is a difficult situation that will have an impact on our students, parents, and staff. We have made the following improvements based upon stakeholder feedback:

- WSD is providing a new Learning Management System (LMS) called Canvas™ to ensure a better user experience and consistency for all students K-12
- WSD is providing professional development for students, staff, parents
- WSD is continuing to work with educators to use a unit of study framework to provide consistent and robust learning outcomes
- WSD students have assignment due dates, earn grades and attend daily

Limited in-person support

Students furthest from educational justice are receiving in-person support. Some students with IEPs, students who may be experiencing homelessness, students from households of significant poverty, and students who are in unsafe homes as an important layer of protection from neglect as well as physical, sexual, and emotional maltreatment and abuse have been prioritized for onsite services.

WSD will take care of educational justice through structured support utilizing district staff. Structured childcare will be provided through the YMCA.

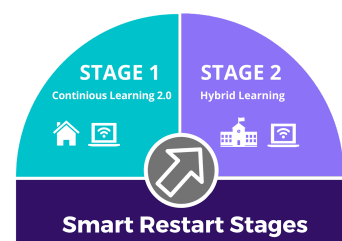
Wenatchee Internet Academy WIA

Families who prefer that their child(ren) learn online through the school year and do not intend for them to return to school for in-person instruction at any point during the year have enrolled their K-12 students in the [Wenatchee Internet Academy \(WIA\)](#). WIA is a full-time, stand alone virtual school supported by Wenatchee School District teachers.

STAGE 2: HYBRID

Stage 2 of the Smart Restart Plan would entail students returning to the classroom using a hybrid model (online/in-person) *when* it has been deemed safe by local and state-wide health agencies. Based on public health recommendations, PK-2 followed by 3rd through 5th grade students will be prioritized to return to classrooms for in-person instruction.

While at school, mandatory health and hygiene protocols aligned with guidance from the Chelan-Douglas Health District and Washington State Department of



Health (DOH) will contribute to a different school experience. The District will continue to provide ongoing support services to all sites to maintain an environment supporting the student educational experience.

HEALTH AND SAFETY

The health and safety of students, staff and the community are our first priority. The safety, health and hygiene protocols outlined in this Smart Restart Plan align with the principles **Place, Space, People** and **Time**. These measures will be implemented for any in-person interactions among students and staff.

- **Place** - Maximize airflow and open space in places where people are gathering.
- **Space** - Utilize 6 feet of social-distance to the extent possible.
- **People** - Maintain consistent cohort groupings of individuals and limit the amount and size to the extent possible.
- **Time** - Limit the duration of interactions between individuals outside of the cohort groupings and of person-to-person interactions.

WSD will evaluate learning models regularly to determine if a shift to a different educational environment is necessary to maximize safety.

To support the principles of **Place, Space, People** and **Time** WSD's plan for restarting school is founded on the most recent public health department's mandates and Office of Public Instruction (OSPI) guidance. The WSD's plan includes the following:

Public Health requirements:

Social Distancing - All persons must maintain 6 feet social distancing

Masks - Staff and students must wear face masks

Wellness Reporting - Staff and students will adhere to wellness reporting

Hand Washing & Hygiene - Staff and students must participate in handwashing and hygiene protocol

Guiding Principles for the Smart Restart

Ensure the safety and wellness of students and staff

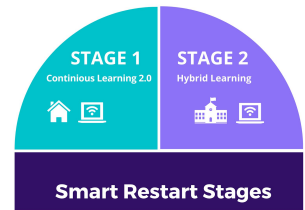
Deliver high-quality Instruction to students regardless of delivery

Provide parents choice in instructional delivery

Flexibility of transitioning between instructional models when appropriate

Chapter 1: Health and Safety

The Wenatchee School District will continue to collaborate with the Chelan-Douglas Health District and DOH to ensure a safe and healthy learning environment for our students and staff when it is deemed safe to return for in-person instruction. When our schools reopen for limited in-person support and hybrid instruction, social distancing of 6 feet will be a challenge. Therefore, we will focus on and require the additional COVID-19 mitigation strategies.




Building Basics



DAILY HEALTH SCREENING

Daily health questionnaire for staff and students



FACE COVERINGS

Masks will be required. Staff and students will be provided with one mask in the fall.



LIMITED ACCESS

Access to schools will be limited to staff and students



HAND SANITIZER

Hand sanitizer will be made available in classrooms. Hand washing should be utilized more frequently than sanitizer, as it is a better way to stay well.



SOCIAL DISTANCING

There will be increased spacing in the building and in classrooms with fewer students in spaces. Classroom layouts and daily routines will be modified to maintain maximum social distancing



TRAINING

Students and staff will receive training on COVID-19 prevention practices, including social distancing and mask use. Signage and ongoing communication will supplement and reinforce training



HAND-WASHING

Hand-washing will be encouraged throughout the day and required before and after meals



SUPPLY SHARING

Students and staff will limit the sharing of toys, learning tools, devices, books, and utensils.



ONGOING SUPPORT

School administrators will provide ongoing support to ensure effective systemwide implementation of health and safety practices



TECHNOLOGY

WSD will continue to provide Chromebooks and iPads to students for continuous learning



LEARNING MANAGEMENT SYSTEM

WSD will implement virtual classrooms to support remote learning during the pandemic.



CLEANING

Frequent cleaning of all WSD School facilities and buses

SOCIAL DISTANCING

Maintaining 6 ft of space

Students, staff, and community members will maintain the spacing of 6 feet away from one another and wear masks. This includes entering and exiting the building before and after school, playing at recess, passing one another in the hallway, lining up for meal service, and participating in classroom learning activities.

K-12 building leaders will have the flexibility to schedule unique passing periods to reduce hallway congestion (example: offset grade level schedules by 2 minutes and remove ringing bells).

Social distancing will also occur in the K-12 classroom setting. Building leaders will create occupancy schematics for every classroom based on square footage and the removal of excess furniture. In order to honor this social distancing requirement, schools will need to use non-traditional classroom spaces such as common areas, libraries, and cafeterias for instructional purposes.

Traffic Flow

Each morning, schools will staff the entrance of each building to control the flow of traffic (and social distancing) into the building. School buildings may have signs where necessary to indicate the direction of one-way traffic.

Masks will be required in the hallways as students pass. Principals will create a flow-plan for student transitions.

School Drop Off and Pick Up

Caretakers are recommended to drop students off on time and outside the main school building doors. Due to the cohort-model requirement, elementary recess will not occur before school.

Administrators will create site-based protocols for all late arrival and early pickup.

Visitors and Volunteers

No visitors/volunteers will be allowed into school buildings until it is approved by the Chelan-Douglas Health District that it is safe to do so.

PERSONAL PROTECTIVE EQUIPMENT

Masks

Students, staff, and community members will wear a mask when on campus.* Students and staff will wear masks while entering and exiting the school grounds, in classrooms, and when passing in the hallway.

WSD will provide one mask for each student as needed. Additional masks will be provided by the caregivers. It is recommended that the student's mask be washed each day to ensure cleanliness and reduce the risk of transmission.

Select staff members will receive a mask with a sewn-in transparent shield. This transparency allows for increased social and learning support for all WSD stakeholders. It is important to note that communication and learning are improved when able to see/read the speaker's lips; thus, transparency around the mouth area is essential.

Masks do not need to be worn outdoors (during recess) as long as the social distancing of 6 feet is in effect. Each school will receive signage that promotes proper mask use.

*Health exceptions w/physician's documented declaration.

Gloves

Gloves are required for staff whenever cleaning or sanitizing an item or surface.

WELLNESS

The Wenatchee School District prioritizes the physical, social, and emotional wellness of students, staff, and caretakers.

Recess

Physical activity promotes mental acuity and social relationships; thus, recess is foundational to the development of the K-8 population. According to the American Academy of Pediatrics (2013), “Recess represents an essential, planned respite from rigorous cognitive tasks. It affords a time to rest, play, imagine, think, move, and socialize. After recess, for children or after a corresponding break time for adolescents, students are more attentive and better able to perform cognitively. In addition, recess helps young children develop social skills that are otherwise not acquired in the more structured classroom environment.”

The District’s Smart Restart Plan aligns recess opportunities consistent with health guidelines. To support the development of students, elementary schools will retain recess. Recess times will rotate for grade levels to ensure cohort groupings on the playground. Staff will teach, reinforce, and reteach playground expectations to help K-5 students socially distance and be responsible for their masks. For mask tracking, parents may wish to consider sending their children to school in apparel that contain pockets for recess mask storage.

Daily Health Screener

To maintain physical wellness, students or staff members must stay home if experiencing COVID-19 symptoms. A daily health screener form indicating wellness will be required for each student and staff member before entering the building. Forms will be available online and in paper format. QR codes that can be scanned with smartphone cameras and the student’s school device will be placed on signage at school entrances. The QR codes will link to the online form. Parents and students are responsible for completing the daily health screener prior to coming to school. If a student arrives at school without a health screener, they will be sent to a separate line where building staff will ask your student health questions prior to entering the building. All elementary students will have their temperature taken prior to entering the school building each morning.

Required Screener Steps

Parents and guardians **MUST** complete three screening steps for their students before they arrive at school every day.

Step 1 - Complete the Online Health Screener

Complete the online health screener at <http://bit.ly/wsdcovidscreen>

OR scan the QR code with your smartphone camera app to go to the website.

In the event there is a COVID case, this online screener allows us to contact trace.

Step 2 - Fill out a paper fast pass

Fast Pass booklets are available at your students’ school or can be downloaded and printed from the school website.

Step 3 - Send the paper fast pass to school

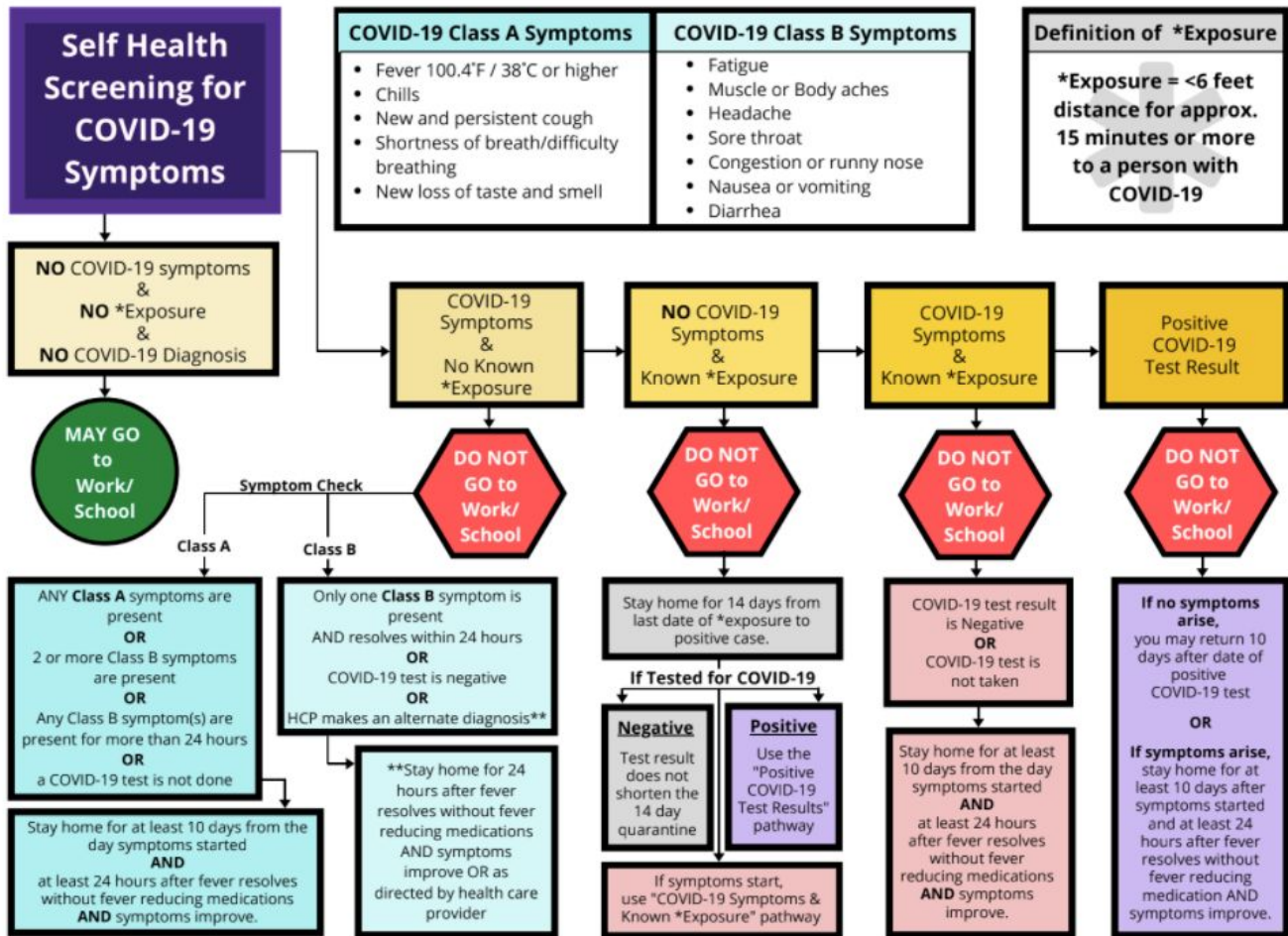
Students will turn in their Fast Pass when arriving at school. This quickly tells us that a parent/guardian has completed the daily screener and the student is ready to safely enter the building.

Temperature checks will be conducted on each student before entering the building.

COVID Self Screening for COVID-19 Symptoms Decision Tree

The District will provide parents and staff with a decision tree based on the DOH guidance for returning to work and school. This decision tree will help staff and parents determine if it is safe to send their child to school or come to work daily.

[Self Screening Decision Tree](#) Document (English/Spanish)



Symptom Checking and Action Plan for Symptoms

[Positive Screening Protocols Document](#)

Students and Staff will be screened for fever, symptoms, and exposure - daily. Screenings will occur at home and/or at school.

If symptoms are consistent with COVID-19, home for 14 days (DOH guidelines) - unless symptoms explained by other illness - or note from a health care provider (see below).

- Example: an individual has sore throat and fever. Seen by PCP (primary care provider) and found to have strep throat. Antibiotics prescribed, and student/staff person may return 24 hours after initiating treatment.
- Example: an individual has non-productive cough and no fever, body aches, loss of smell, etc. Has a known history of asthma. This student would not necessarily be excluded from school.

If known close exposure to COVID-19 - even without symptoms, home for 14 days (DOH guidelines). School should be notified.

- Example: an individual has spent more than 10 minutes, without social distancing with a positive case, then follows DOH guidelines (quarantined for 14 days).
- If symptoms occur/are noted at school, individuals will be separated from others. Masks will be worn and social distancing (6 feet) will be maintained. Staff will immediately go home. Students will be kept in a “sick room” and families will be notified that their student will need to be taken home right away. Room will need to be “aired out” and disinfected after the student leaves.
 - If symptoms OR confirmed COVID 19, individual may return to school when the following criteria are met:
 - At least 10 days have passed since onset of symptoms **AND**
 - At least two days (48 hours) have passed since recovery - defined as no fever without the use of medications and improvement in respiratory signs like cough and shortness of breath. **OR**
 - It has been at least two days (48 hours) since recovery AND a health care provider has certified that the student does not have suspected or confirmed COVID-19.

If a student or staff exhibits a COVID-like illness with no known exposure and who test negative for COVID may return to class 24 hours after symptom resolution

If a student or staff member tests positive for COVID-19, the local health jurisdiction will advise, but it is likely that many of the student’s classmates will be considered close contacts and need to be quarantined for 14 days.

Quarantine for Individuals Diagnosed or Exposed to COVID-19

Pursuant to Washington Department of Health guidelines, families, caregivers and staff should notify the school if they have been exposed to COVID-19 or if they, or any members of their households, have been diagnosed with or presumed to have COVID-19. They also should notify the school if they are quarantined.

Personnel and students with known exposure to someone with diagnosed or presumed COVID-19 must self quarantine at home for 14 days. Personnel or students who travel to a location with known community spread may choose to self-quarantine at home for 14 days.

Given the likelihood of increased absences due to illness, Wenatchee Internet Academy will be available for students who are absent for a significant time period and able to continue engaging in learning.

Wenatchee School District will track attendance and notify Chelan County Department of significant increases in absenteeism. Personnel and students with confirmed or presumed COVID-19 must meet conditions prescribed by the Chelan County Department of Health prior to returning to school.

It is expected there will be “flare-ups” of COVID-19 cases. In some cases, entire school buildings may close for purposes of cleaning and sanitizing or in recognition of high levels of student or staff illness. If a building closes, virtual learning will immediately begin for staff and students.

Nursing Support

Skilled professional nursing staff will be working in buildings supporting any limited in-person instruction and hybrid learning on site. Nursing staff will monitor and provide support and direction for students and staff.

Current symptoms of COVID-19 reported include fever, cough, shortness of breath or difficulty breathing, fatigue, muscle or body aches, headache, new loss of taste or smell, sore throat, congestion/runny nose, nausea or vomiting, and diarrhea.

- Staff are to remain at home if ONE or more of above symptoms are present – and not explained by non-COVID cause (example: diagnosed strep throat or asthma).
- *If* symptoms are consistent with COVID-19 symptoms, staff or students should leave school as soon as possible.
- Students are to remain at home if ONE or more of above symptoms are present – and not explained by non-COVID-19 cause (example: diagnosed strep throat, asthma).
- Each building will have a second “sick room” which is used for students who c/o symptoms consistent with COVID-19.

If students or staff are sick:

- Stay home. If exposed to COVID – home for a minimum of 10 days from onset of symptoms and 24 hours from symptom resolution (subject to change)
- People with COVID-like illness with no known exposure who test negative for COVID may return to class 24 hours after symptom resolution

Medication, medical attention and treatment

- Students requiring medications would be served in the current health room.
- Students who need ice, bandages, or assessment could be evaluated and ‘treated’ in the classroom.
- All student medications will be administered in the health room.
- Minor procedures could happen in classrooms. This would be delegated to a trained staff member on the days in which there is not a nurse in the building.

Health information & Immunizations

- Immunizations will need to be current for students to attend in-person. Nurses will monitor immunization records for students and contact families when they are going to expire.
- Individualized health care plans and emergency care plans will be shared with teachers and staff with a “need to know,” in our Red Folders as has been past practice.
- Red folders are made available to any substitute, who fills in for our staff.

Holding sick students or staff until they leave school

- Sick students should be assessed (temperature, symptom re-check) and then held in the ‘sick room’ until a parent or representative can pick the student up to go home. Staff members should be encouraged to leave the building for home or medical evaluation immediately upon recognition of symptoms.

Social-Emotional Support

During this unprecedented time, students may require increased levels of social-emotional support services. Students may connect with principals, counselors, teachers, and the social service specialists anytime needed for support. Additionally, the Wenatchee School District has created 4 weeks of social-emotional learning for the K-12 staff to utilize during the first month of school. These materials will supplement the current social-emotional check-ins that staff provide at the onset of each instructional day and period. Additionally, WSD schools will amend their Positive Behavior Interventions and Supports (PBIS) plans to teach, reinforce, reteach, and correct Smart Restart expectations. Parents may access the tools and resources linked to the WSD webpage in the Continuous Learning Section titled [SEL](#). Important parent resources are available there for students to better understand the scope from which our students are learning remotely.

WSD Employee Assistance Program

To ensure the highest levels of wellness, staff may report wellness issues to the building administration. Additionally, WSD staff have the following available resources, including:

Shipowick-Smith Counseling & Recovery Center
509.667.0679

Mary Madland
509-670-0767

Cheryl Short
509-662-9526

In the event of an emergency, please contact the 24 Hour Crisis Hotline:
(509).662.7105

HYGIENE

Handwashing

Students and staff will frequently wash hands, including:

- Before breakfast and lunch
- After restroom activity
- After sneezing or blowing one's nose
- As necessary

Each classroom will also be stocked with one bottle of hand sanitizer for students and staff to utilize throughout the day. Hand washing should be utilized more frequently than sanitizer, as it is a better way to stay well.

Hydration

Hydration is key. Staff and students are encouraged to bring water bottles to school. Water fountains will be taped off and not used other than to refill water bottles until further notice.

Classroom Sanitizing

Teachers will be asked to give each student paper towels, spray desks with soapy water, and have students wipe desks down prior to moving to the next class/between AM/PM sessions. Teachers will also need to spray Virex on touch points when there can be a Minimum of 15 min. of dry time. More information on cleaning and sanitizing is available in [Custodial, maintenance and safety](#)

Air Circulation

Air circulation mitigates the spread of COVID-19. When possible, classroom and bus windows will be kept open.

Sharing

Students and staff will limit the sharing of toys, learning tools, devices, books, and utensils.

Chapter 2: Learning and Teaching

LEARNING OPTIONS

Wenatchee School District is committed to growing the whole child and remains firmly anchored to this design parameter during these unprecedented times. Our ultimate goal is to open our doors for in-person instruction for all students when it is safe to do so. We remain committed to learning experiences that ensure safe, healthy, engaged, challenged, and supported opportunities for each child, no matter the instructional method. We have designed continuous learning 2.0 online, hybrid (online and in-person), and full-time year long online learning (WIA) options and to allow our families to decide what is best for them in a way that mitigates the risks while maximizing the potential rewards.

Overview and Description of Learning Options: Continuous 2.0, Hybrid, & WIA

Continuous Learning 2.0 (Online)	Hybrid	K-12 Wenatchee Internet Academy (WIA)
<ul style="list-style-type: none"> Students will attend daily virtual classes taught by their classroom teacher. The school day will include P.E., Art, Music, and other specialists -- as normally scheduled. 	<ul style="list-style-type: none"> Hybrid will begin at the PK-2 level, followed by grades 3-5. Elementary hybrid will be an AM/PM model. Elementary students will be placed in either a morning or afternoon group for onsite learning. When onsite, elementary scholars will participate in literacy, math, social-emotional, and recess opportunities. When at home, elementary scholars will participate in social studies/science, PE, Art, Library, Music, Intervention, and Special Programs. Planning around a 6-12 hybrid model is currently underway. 	<ul style="list-style-type: none"> Online students will attend school 100% virtually. Students and families will register for WSD's online academy and be supported with an individualized learning plan/staff support.
<ul style="list-style-type: none"> WSD will continue with the integration of a new Learning Management System (LMS) platform - Canvas™. The platform will house a learning that will provide clarity for scholars, teachers, and families while working dynamically on learning outcomes. 	<ul style="list-style-type: none"> WSD will continue with the integration of a new Learning Management System (LMS) platform. The platform will house a learning that will provide clarity for scholars, teachers, and families while working dynamically on learning outcomes. 	<ul style="list-style-type: none"> WSD will continue with the integration of a new Learning Management System (LMS) platform. The platform will house a learning that will provide clarity for scholars, teachers, and families while working dynamically on learning outcomes.
<ul style="list-style-type: none"> Weekly learning goals and outcomes will be clear and evident. Students will use the Canvas™ to submit assignments and evidence of learning. 	<ul style="list-style-type: none"> Weekly learning goals and outcomes will be clear and evident. 	<ul style="list-style-type: none"> Weekly learning goals and outcomes will be clear and evident. Scholars will use the LMS to submit assignments and evidence of learning.

Continuous Learning 2.0

At the start of the 2020-2021 school year all WSD students began continuous learning online. Students enrolled in all physical schools received instruction *virtually* with their classroom teacher(s). Continuous Learning 2.0 has always been a temporary plan to ensure continuity of education with the aim to get all scholars back onsite for learning. We have made significant improvements to our continuous learning model. The continuous learning model rolled out on August 26th and is not the same model students, parents, and staff experienced in the spring. It is much more robust, structured, and consistent.

We have made the following improvements based upon stakeholder feedback:

- WSD will provide a new LMS (Canvas™) to ensure better user experience.

- WSD will provide Professional development for students, teachers, parents.
- WSD is working with educators to create units of study to provide consistent and robust learning outcomes.
- WSD students will have assignment due dates and earn grades.

Supporting K-12 Students Furthest from Educational Justice

Students furthest from educational justice were prioritized to receive in-person support at school. The District was approved for exemption from the Chelan-Douglas Health District that allows small groups of students to be permitted in schools during stage two Continuous learning 2.0. The following outlines students who potentially qualified for in-person services under the exemption.

1. Students receiving special education support and have an Individual Education Plan (IEP):
 - In-person instruction for students with IEPs and who:
 - i. are **unable** to access learning online **not due** to lack of motivation or engagement and
 - ii. are **able** to maintain health and safety guidelines
2. Students furthest from educational justice: Below is a criteria of the barriers that prohibit students from accessing learning:
 - Students experiencing homelessness
 - Students from households of significant poverty
 - Students who are in unsafe homes due to neglect or physical, sexual, and emotional maltreatment or abuse
 - Students who are “newcomers” - English Learners
 - Students without internet
 - Students who are significantly impacted with Adverse Childhood Experiences (ACEs)

For both #1 and #2, students would be grouped (maximum of 5 students) assigned to one or two classified/certified staff members to oversee the safety and academics of the students. The adult(s) and student groups would be placed into monogamous cohorts and the district would ensure that the cohort would stay together for the entire duration of the time students are at school including recess, lunch, restrooms breaks and other activities. The District wants to stress that this is for a very limited number of students. Below is an overview of the tiered process we will use to intervene prior to any student being recommended for in-school support.

As educational experts, our staff are keenly aware that we have a number of students who need to be supported with in-person structures starting on the first day of school; however, the District continues to work with individual students and parents to create a tiered intervention plan. Our process remains:

- Closely monitor attendance, student learning, engagement, and submission of assignments for each student, and if we see any challenges confronting our students we will intervene immediately:
 - For a student who has not been successful in the early stages of the school year or has certain barriers precluding them from learning or engaging, the WSD staff will connect with the student and parents to determine the needs and implement a plan of support. WSD staff will monitor the progress of the plan for improvements
 - For a student who continues to struggle to overcome their barriers to learning, a WSD staff member will re-engage the student and review the plan and make adjustments to try and overcome obstacles. Staff will monitor the progress of the adjusted plan.
 - If multiple interventions have been implemented, monitored and still the student is not progressing, a school may decide to bring the student in for additional support of:
 - Physical building

- Technology
- Adult guidance (not direct instruction from an educator)

K-5 Structured Childcare

WSD is partnering with the YMCA to provide a limited number of seats for K-5 structured daycare. This is intended for families who need to work and cannot provide the online structure needed for a variety of reasons:

- 5 students in a pod with masks and all other mitigating health strategies
- Supported by YMCA staff member to assist with:
 - technology and very limited education support
 - Safety, recess and lunch

Hybrid Instruction

The Wenatchee School District is aiming to open school buildings for hybrid instruction. WSD’s first goal is for younger students to return to classrooms with in-person instruction for Pre-K, Transitional Kindergarten, Kindergarten, and Grade 1 and 2 students. Based upon permission granted by the Chelan-Douglas Health District, the next group of students returning to campus will be grades 3-5, followed by the middle and high schools.

PreK-2 will participate in a AM/PM hybrid model when they return to learn. In the AM/PM model, half of a classroom of students is onsite in the morning and half in the afternoon. When onsite, students will engage in the content areas of literacy, math, social-emotional instruction, and recess. When at home, scholars will participate in PE, Library, Art, Music, Intervention, Special Support, and Science/Social Studies.

During the PK-2 hybrid experience, students in grades 3-12 will continue with their current online instructional schedule.

PK-2 AM/PM SCHEDULE

AM COHORT	PM COHORT
<p>At School 7:45-10:15 AM Breakfast, SEL, ELA, Math & Recess</p> <p>At Home Noon - 2:30 PM Eat Lunch, Lexia, iReady, Specialists, Intervention, Science, Social Studies</p>	<p>At Home 7:45-10:15 AM Eat Breakfast, Lexia, iReady, Specialists, Intervention, Science, Social Studies</p> <p>At School Noon - 2:30 PM Lunch, SEL, ELA, Math & Recess</p>

Wenatchee Internet Academy (WIA)

Wenatchee Internet Academy (WIA) is a full-time virtual classroom program that provides daily facilitated courses for elementary through high school age students in the Wenatchee School District (WSD). WIA is a year long commitment and is different from Continuous Learning 2.0. Students enrolled in WIA will not return to classrooms once it is deemed staff to reopen schools for in-person instruction, rather they will continue learning online through the WIA program. WIA presents students with a robust, interactive learning experience with a certified WSD teacher. This program is not simply a textbook online.

All K-12 curriculum is similar to the current WSD classroom curriculum and aligned with Common Core State Standards and Next Generation Science Standards.

The mission of WIA is to:

- Provide quality online education
- Create a safe learning environment
- Support students' social and emotional learning
- Provide flexible access to curriculum and learning

Alternative Learning Experience (ALE)

WIA is considered an Alternative Learning Experience (ALE). ALE is public education where some or all of the instruction is delivered outside of a regular classroom schedule. ALE follows all public education requirements as well as Chapter 392-121-182 WAC. Students and parents must read, agree with, and sign the Statement of Understanding in order to acknowledge the difference between a home-school program and the WIA.

Staff

The WIA staff is made up of certified, trusted WSD teachers and administrators. Additional support staff will also be assigned as needed. The staff directory will be established after the enrollment process is complete.

Registration and Enrollment

Enrollment/Choice School

Current WSD Students may register online at wenatcheeschools.org/WIA or by calling the Wenatchee School District central office at (509) 663-8161.

Out-of-District Students

WIA is a choice program for students outside the Wenatchee School District. There is a 10% enrollment cap on non-residents on a first-come-first-serve basis. Choice paperwork is available [here](#) but must be initiated through the student's current school district.

Once a student is enrolled, the WIA becomes their sole school. A student cannot be enrolled in more than one school in or out of the WSD. *In the event of school closures, students will not be moved into the WIA program. They will remain with their enrolled school at the time of closure.

Written Student Learning Plans

Each student will have a state mandated written student learning plan (WSLP) which will include student goals, objectives, activities, timelines, and assessments. Parents will have access to the plan through the School Data website: wenatcheeinternetacademy.schooldata.net.

Student Engagement Expectations/Continuous Progress

Daily attendance/engagement is expected for all students enrolled in WIA. Students are expected to be engaged in learning activities for a minimum of 27.75 hours per week or about 5.50 hours per day as per state mandate. In order for a student to be considered present, there must be evidence of that student's engagement.

Engagement includes:

- Completing and submitting assignments
- Interacting via Canvas (Learning Management System) virtual classrooms

- Participating in office hours
- Two-way communication between teacher and family (e-mail, Google Hangouts, Google Meet, phone, Zoom, Remind, etc.)
- Participating in hands-on activities, guided practice, small group activities, etc.

Parent/Guardian Expectations

It is expected that parents will provide adequate, age appropriate supervision of their student within the home and learning environment. Parents/guardians should be aware that their student may need guidance or assistance during their school day. Students may also need additional materials to complete assignments. These will need to be provided by the parents or picked up at an assigned location. The online presence of WIA teachers and staff is to guide your student through the curriculum, provide instruction, and support your student with social/emotional skills. WIA staff are not responsible for the supervision of your student at any time

Grading

Grading is consistent with current WSD grading system at all levels.

K-8 Standards Based grading scale (1-4)

9-12 Traditional grading system (A-F)

Learning Management System

Canvas is Wenatchee School District's newly adopted learning management system. Students will access virtual classrooms, assignments, assessments and more through canvas. This will be the primary two-way communication method between students and their teachers.

Assessment

WIA students participate in Washington State and Wenatchee School District testing. Specific location arrangements will be made with the teacher when necessary.

Communication

Teachers, students and families only use district-approved methods for two-way communication. This includes:

- Computer for communicating through Canvas or email.
- Google Hangouts as a text app
- Google Meets or Zoom for virtual chats/progress meetings
- Phone calls or text messages through Remind

9-12 Curriculum

9-12 grade students will use the APEX virtual learning program for accruing credits through the WIA. These courses are approved by OSPI and are fully accredited. WSD teachers and/or counselors will facilitate and assist students with pacing and goal setting as well as offer help in content areas.

Daily Schedules

When approved by the health department for PK-2 students, WSD will begin a morning and afternoon hybrid experience. PK-2 students will be placed in a cohort to attend school onsite either in the AM or PM session. Students in grades 3-5 will follow in a hybrid model when provided health permission.

For Continuous Learning 2.0, students will be assigned specific times to meet with their teacher for class time, office hours, and for individual student work time. Individual student support time will be scheduled on the basis of need. Teachers are also available by email or phone to answer student questions.

Scheduling of Classes

Students at the middle and high school are scheduled into their required classes by a counselor. Students in grades 6-12 are also scheduled into elective classes. Schedule changes may be made on an individual basis if within 15 days of the class start date. Dropping a class after the first 15 days will result in an "I" (Incomplete) on the student's report card/transcript for high school students.

K-5 Classes/Curriculum

The WIA K-5 curriculum is consistent with much of the curriculum used in the classrooms of Wenatchee School District. Curriculum focuses on Common Core State Standards for reading and mathematics and Next Generation Science Standards for science. A majority of the curriculum is available in English and Spanish. Any texts/workbooks that are needed for daily lessons will need to be picked up at an assigned location prior to the first day of school. Additional materials may need to be picked up at an assigned location throughout the school year.

Reading/Writing:

Wonders (English)/*Maravillas* (Spanish) and *Lexia Reading Core 5*

-Students are using print and digital resources with their teacher to build strong literacy foundations, access complex fiction and nonfiction texts, and build social emotional learning skills.

Math:

Ready Classroom Math and *iReady Math*

-Students are with their teacher and complete online iReady math lessons as part of their personal pathway and assigned lessons.

Science:

Mystery Science

-Students are working with their teacher using online video guided lessons and hands-on activities to solve mysteries surrounding the natural world.

*Fitness, Art and Music: specialist classes and resources are assigned weekly. These may vary from what students in classrooms are doing.

6-8 Curriculum

The WIA 6-8 curriculum is consistent with much of the curriculum used in the classrooms of Wenatchee School District. Curriculum focuses on Common Core State Standards for reading and mathematics and Next Generation Science Standards for science. Some of the following curriculum is available in English and Spanish. Any texts/workbooks that are needed for daily lessons will need to be picked up at an assigned location prior to the first day of school. Additional materials may need to be picked up at an assigned location throughout the school year.

English/Language Arts (ELA):

Springboard ELA

Math:

Big Ideas Math

Science:

STC Middle School Kit Curriculum

*Fitness, Art and Music: specialist classes and resources will be assigned weekly.

9-12 Curriculum

Students are using the APEX virtual learning program for accruing credits through the WIA. These courses are approved by OSPI and are fully accredited. WSD teachers and/or counselors will facilitate and assist students with pacing and goal setting as well as offer help in content areas.

9-12 Schedule

Students participate in daily check-ins with their teachers and work to complete daily assignments within each unit and course. Students have the flexibility to work on assignments and assessments on their own schedule.

Sample schedules are currently being developed

Academics

The purpose of this section is to outline the Wenatchee School District's consistent approach and expectations to ensure the highest levels of academic equity and excellence regardless of the learning model.

SCHOOL INSTRUCTIONAL SCHEDULES

Following instructional schedules, taking attendance, and implementing grading practices will provide significantly more student-teacher interactions for all students than in spring 2020. The K-12 instructional day will begin and end on time in all models. Teachers will take attendance and grade assignments. These items are required and will ensure shared accountability for learning. Again, in-person and virtual classes will be held at the time specified in each student's daily school schedule.

EXPECTATIONS

The Academic Lens and Teacher Expectations for Continuous Learning 2.0, WIA Online, and Hybrid Learning

- Teachers and instructional support staff lead and support instruction for their assigned students.
- Teachers develop and implement daily lesson plans for grade-level, standards-based instruction, and outcomes for students.
- Teachers and instructional support staff differentiate and adjust instruction to meet the individual needs for student learning.
- All teachers follow the daily schedule as established by the school leadership.
- All teachers use Canvas™ to plan, load all course materials, grade assignments, and monitor 2-way communication.
- Teachers will communicate and collaborate with other educators within and across schools to ensure consistent rigor and learning experiences. Consistency between classrooms and schools will also ensure students are not overloaded with assignments.
- In onsite and virtual models, teachers will provide daily, live instruction. This instruction will include:
 - Logging into Canvas™
 - Goal setting
 - Checking in with triad groups

- Stating learning objectives
- Engaging students in learning and teaching
- Assessing student progress
- Answering questions to support students' next steps
- Learning objectives and outcomes will be posted and monitored.

Student Expectations

- Students are expected to regularly attend and participate in school.
- All students will be expected to complete and submit assignments as determined by the assigned teacher(s) electronically on a weekly basis.
- Assessments will be taken following the District's K-12 schedule.
- All grading will follow standard Wenatchee School District guidelines and policies with flexibility around assignment due dates/times.
- All assignments, activities, and classroom-based assessments will be developed and/or facilitated by assigned teacher(s).
- Code of Student Conduct and all technology expectations remain in effect.
- Students will access their curriculum and assignments via Canvas™ Learning Management System for K-12th grade.
- Students will utilize Zoom for viewing live-lessons, meetings, and small group instruction.
- Parent meetings and/or conferences will be scheduled to occur virtually until it is deemed appropriate to have larger numbers of individuals on campus.
- Students in K-5 may be issued consumables in literacy, math, science, social studies and will have access to all other content and curriculum electronically 24/7.
- Students in 6-12 will have access to all content and curriculum electronically 24/7.

Student Attendance

- Regardless of the model (online, hybrid or full in-person instruction), teachers will take attendance each day at the elementary level and at the beginning of each class period at our middle schools and high school.
- Students will attend assigned classes every day that school is in session during the scheduled time.
- Regardless of the model, students will adhere to the Wenatchee School District's Student Code of Conduct.
- If a student is absent, teachers will mark the student absent.

Definition of absence and attendance during remote learning.

1. A student is absent from remote learning when the student
 - a. is not participating in planned instructional activities on a scheduled remote learning day.
2. Evidence of student attending and demonstrating participation in remote learning may include, but is not limited to:
 - a. Daily logins to learning management systems;
 - b. Daily interactions with the teacher to acknowledge attendance (including messages, emails, phone calls or video chats); or
 - c. Evidence of participation in a task or assignment.

Flexible Learning Options and Attendance:

- For students who need learning flexibility due to their current life circumstances, they must communicate with their teachers so the teachers can help support the student.
- All synchronous direct instruction will be recorded and uploaded to the teacher's Canvas Course each day.
- Students must log into Canvas Course and view the recorded instruction and complete all daily assignments by 4:00 pm the next day.
- Students and parents must know that by choosing this option, they will not have the same access to teachers.

- However, support will be provided to assist students with their learning needs: recorded video instruction, questions and answers from the class period are recorded and available for the student to access, opportunities for the student to attend a virtual help session.

STAFF PROFESSIONAL LEARNING OPPORTUNITIES

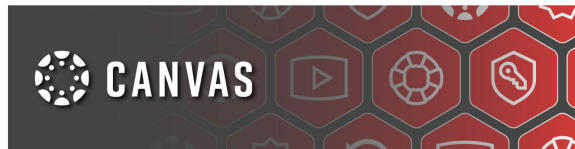
The intended outcome of WSD's 2020-2021 professional learning experiences is to ensure each teacher is able to adapt and adjust the core resources (WSD's unit plan, Canvas™ system, and instructional tools) to meet the instructional setting and needs of all students.

All teachers have access to professional learning to prepare them for the 2020-2021 school year. Growing with Canvas™ Course 2.0 (self-paced eLearning course) will be offered during the summer, pre-planning week, and beyond for instructional staff to enhance knowledge of Canvas™ tools and applications.

The following courses will be available in a variety of modalities (virtually or asynchronously) for stakeholders.

- Technology Integration
 - Growing with Canvas™ Course 2.0 (self-paced eLearning course) will be offered during the pre-planning week, and beyond for instructional staff to enhance knowledge of Canvas™ tools and applications.
- Instructional WSD Unit Design
- Content-Specific Resources
 - Lexia™, impACT Literacy Achievement, 'What worked circa Spring, 2020?'
- Implicit Bias
 - Facilitated by Mr. Wil Johnson, WSD Critical Race Partner
- Collaboration & Engagement
 - Facilitated by key stakeholders during PLC opportunities
- SEL, Wellness, & Safety
 - Facilitated by Dr. Kory Kalahar and team
- Assessment & Progress Monitoring
 - Facilitated by Lexia and K-12 Assessment Coordinator, Amber Birks, and MTSS Coaches

Parent and student learning sessions will be provided to support the understanding of the new learning management system - [Canvas™](#)



Chapter 3: Exceptional Student Education & IDEA Principles

The Wenatchee School District is staffed with specially-trained staff to meet the varied needs of learners.

- Free Appropriate Public Education
- Appropriate Evaluations
- Individualized Education Plan
 - Consider the unique circumstances of each child.
- Least Restrictive Environment
- Parent Participation
- Procedural Safeguards

CHILD FIND

Child Find will continue, as components can be completed remotely with fidelity, including:

- Parent interviews

- Observations (structured and unstructured)
- Behavioral screenings facilitated by parent/caregiver
- Use of standardized instruments that are normed on data from parent interview
- Review of input from community sources

ESE COMPLIANCE DURING ONLINE LEARNING

IEP Meetings

- Held via Google Meet IEPs are written as if we are educating in school buildings.

Signatures on Meeting Documents:

- Conference notes reflect what occurred in the meeting.
- Signatures are still required on appropriate pages.
- Documents are sent home via email or U.S. mail.

Notification of Meetings:

- Will occur via phone, email or U.S. mail
- Parents/guardians will receive Procedural Safeguards and/or an explanation

SPECIAL ED, HICAP AND ENGLISH LANGUAGE LEARNERS

In an in-person setting, services will continue as scheduled and delivered for Special Education, HiCap and English Language Learners. If mandated to close school facilities, the following will occur. Teams will:

- Establish a Virtual Learning Plan
- Provide Live services via Zoom and inclusive services within Canvas
- Provide lessons and activities posted in Google classroom
- Provide synchronous and asynchronous student options to differentiate instruction
- Provide individualized service or support delivered in the student's LRE based on IEP
- Utilize Google Suite and extensions to provide live meets, instruction, accommodations, progress monitoring, materials, and accessibility features
- Utilize specialized online curriculum programs for identified needs
- Utilize safely delivered specialized materials based on instructional/ therapeutic needs
- Consult and collaborate with general education teachers/ home-based lesson facilitators re: accommodations and resources
- Support families via (office hours, email, phone, video chat) and provide feedback to students

Individual Educational Program (IEP) Meetings

Wenatchee School District is committed to providing families an opportunity to have meaningful participation in the special education process. Whether in-person or through an alternative format, such as video conferencing or by phone. Special Education teams will partner with families to determine the most practical format to conduct IEP meetings and arrange for an interpreter if necessary.

If a family chooses online learning, an IEP meeting will be held to discuss the family's choice and confer whether an evaluation is necessary. At the meeting, the team will discuss whether online learning is appropriate to meet the needs of the student based upon their unique circumstances and response to online learning during the spring of 2020.

For students receiving in person instruction, staff will follow local health and safety guidelines. More specifically, students will be served with the assigned cohort of peers following social distancing precautions. Personal protective equipment (PPE), such as masks will be in place.

Federal and State English Language Support

In an in-person setting, services will continue as scheduled and delivered. If mandated to close school facilities, the following will occur. Teams will:

- Provide instruction for ELLs that is comprehensible at the students' level of English language proficiency.
- Provide instruction that is equal and comparable in amount, scope, sequence, and quality to that provided to native English speaking students in accordance with the Washington State law and Wenatchee School District policy.

- Ensure ELLs can participate meaningfully and equally in educational programs in accordance with Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974.

English language development services are provided in all models: sheltered, collaborative, mainstream, and dual language.

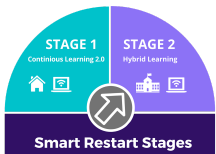
- In all models, focus on oral language development through literacy via online platforms.
- Specific guidance for ESOL Services and ESOL Funded Positions for schools.
- Virtual accommodations will be documented.
- Supplemental instructional options provided.
- Specific resources for supporting beginning English speakers and newcomers provided to schools.
- Online language development resources through Title III: Achieve 3000™, iStation™, Lexia Reading Core5™, Lexia PowerUp Literacy™.

Chapter 4: Operations and School Management

Wenatchee School District operational services understand the need to be flexible and respond to the educational model that maximizes in-person instruction and complies with public health guidance. The service model for each group may be adjusted or modified depending on the needs of students and the stage of the Smart Restart. The guidelines followed are designed to maintain safe environments and health practices for WSD students and staff.

Operations include the following areas:

- Transportation
- Nutrition services
- Custodial, Maintenance, and Safety
- Before and After School Care
- Athletics



TRANSPORTATION

Transporting Wenatchee School District students is essential to ensure equitable education. Transportation **services will begin for hybrid instruction**. Transportation staff will continue to provide safe passage on buses to and from school, while implementing additional safety guidelines, including these expectations:

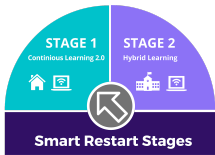
- Bus drivers will wipe down high touch surfaces between routes
- Regular routes will be followed and adjusted as needed for actual ridership
- Social distancing will occur as much as feasible.
- Masks are required on all buses and in school vehicles.
- Parents should ensure students wash their hands before going to the bus stop.
- Students must follow driver directions regarding seat assignment to ensure as much separation as possible on the school bus.
- Some windows will be open on the school bus to ensure ventilation so students should plan and dress accordingly.

The district will be cleaning and disinfecting buses daily in accordance with OSPI and the Department of Health guidance.

Parent Transportation and Walking

- Parents/caregivers should provide transportation to and from school as much as possible.
- Students who live in the walk area are encouraged to walk or bike to school.

NUTRITION SERVICES

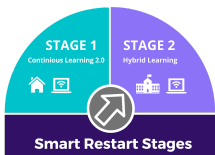


Breakfast and lunch are essential services provided in the Wenatchee School District. As such, WSD will continue to provide meals to students regardless of the learning method (continuous 2.0, hybrid, or WIA). Although the location and distribution of food will vary from building to building according to spacing issues, healthy meals will continue being served. All Nutrition Services employees will continue following cleaning and disinfection protocols aligned with the DOH guidelines and will wear face-covering and gloves during food preparation and service.

Meals During Stage 1: Continuous learning

Grab-and-go meals will be available for pick up at schools in the same manner as spring 2020.

Stage 2: In-person/hybrid



Pre-packaged grab and go meals will continue to be made available for both breakfast and lunch. For students attending onsite meals will be provided at school for consumption on-site in classrooms and for later consumption at home.

For students those who will continue learning online either through WIA or because their grade level has not been approved to return to hybrid, drive-thru meals pick up will continue to be made available for pick up at schools.

CUSTODIAL, MAINTENANCE, and SAFETY

Extra precautions will be taken to protect the health of stakeholders by ensuring regular cleaning and sanitizing. Custodial and maintenance personnel will play a key role in ensuring a safe, clean environment for all. As such:

- Masks and gloves must be worn by custodial and maintenance staff, and proper training for COVID-19 transmission and disinfection of facilities should be provided.
- Each classroom needs to be properly disinfected after use by students. If schools are using a rotating schedule for students, this may result in each classroom needing to be cleaned multiple times a day.
- Like classrooms, all bathrooms and other common spaces will need to be properly disinfected on a frequent and regular basis.
- Internal doors should be propped open wherever and whenever possible to minimize touching of surfaces.
- Schools should determine specific sanitizing schedules, protocols for cleaning surfaces in all areas of the building, and checklists for before and after school.
- HVAC systems are monitored daily by computer and in-person. Air filters are inspected and changed regularly.

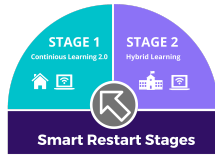
Wenatchee School District’s maintenance, communications, and leadership teams are working in tandem to equip buildings for the highest levels of safety. As such, the team is providing:

- Signage for each school building to utilize in common areas
- Distribution of PPEs and facial coverings

When students and staff are onsite, enhanced cleaning protocols will be in place. They include:

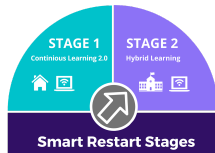
- Maintaining and monitoring custodial supplies
- Cleaning and stocking restrooms on increased rotations
- Spraying desks with soapy water prior to each recess. Students will wipe her/his/their desk. Teachers will spray Virex when the students are out of the classroom.
- Training custodians and bus drivers on disinfecting procedures

CHILDCARE



Stage 1: Continuous learning 2.0

Childcare will be available for students kindergarten-5th grade from 7 am - 5 pm. We have partnered with the YMCA to provide this service to our community. Currently, childcare will be available at Columbia, Mission View, and Sunnyslope elementary schools. Limited spots are available. Registration for these spots are available through the YMCA.



Stage 2: Hybrid

Childcare will continue to be offered by an independent contractor, YMCA, at Columbia, Mission View, and Sunnyslope elementary schools.

- Masks are required for all students and staff
- Masks do not need to be worn outdoors as long as the social distancing of 6 feet is in effect.
- Schools will display signage that promotes proper mask use and hygiene practices
- COVID waiver signed for all children in order to attend (YMCA Only)
- Curbside pickup and drop off required- no parents or visitors allowed in the building
- All children and staff are temperature checked upon arrival before they are permitted in the building
- Fevers of 100.4 or higher will result in an immediate send home until the child/staff has been fever/symptom free for 72 hours
- Daily attestation questionnaire is required for all students and staff.
- Children and parents will stay in the car for initial COVID-19 question screening, if all answers are “no”, children will exit the car and get their temperature taken, if fever free they may enter the building
- Children and staff must wash hands frequently
- Hand washing required between all transitions throughout the day
- Supervisory staff will monitor and hold staff accountable for following COVID-19 safety and cleaning procedures.
- All toys/games/materials are rotated throughout the program to allow for proper sanitizing and disinfecting
- The number of children will be limited for board game/card game/tabletop activities
- All activities and tables have signage to indicate how many children are able to participate at a time to avoid large groups and multiple hands coming in contact
- Tables and smaller rooms will be cleaned and disinfected in between each transition
- Meals/snacks are served by a staff, children cannot serve themselves during this time staff/student ratios will be based on current guidelines from the CDC.

ATHLETICS

Wenatchee School District will continue to support student participation in athletic and activity programs to the extent permitted in the fall. WSD has maintained excellence in extracurricular programs afforded to our students and will facilitate whatever is necessary to continue.

- Parameters for sports and activity programs are available on the [Washington Interscholastic Activities Association](#)'s website.

Chapter 5: Technology

During the Fall of 2020, the IT Department will prioritize:

DEVICES FOR STUDENTS AND STAFF

- Ensuring that all students and staff have access to a working device (Chromebook, iPad, or laptop)

- The District has ordered enough Chromebooks and iPads to ensure that each child has their own device for learning, barring unforeseen supply chain issues. Students will be able to quickly transition back to the classroom for hybrid learning when appropriate.
- Families that did not pick up a device for their child in the spring will have the ability to pick one up in the fall with prioritization to those families that do not have a device at home for their student(s) to use.

INTERNET

- Continue to collaborate with various departments, community partners, and businesses as needed, in problem-solving efforts to ensure all students and staff have access to reliable internet to complete their work remotely.
 - Information on low-cost and free Wi-Fi service from local internet providers and a map of local public hot-spots is available at bit.ly/WSDWiFi

SUPPORT

- Supporting WSD students and families, and our staff as they utilize our core digital learning tools, learning management system Canvas™ and existing system applications through training and help desk functions.
- Modify existing tools and application to meet the needs of in-person and remote learning environments
- Optimizing efficiency and minimizing changes that will impact our existing tools and applications to provide stability across our system and all end-users
- Introducing new tools and applications in a way that continues to offer flexibility, but also moves toward a model of standardization to provide more robust support for an overall portfolio of systems that are secure, stable, efficient, and effective.

CORE TOOLS AND APPLICATIONS

- **Canvas™ Learning Management** system will be the hub for all learning activities and centralized communication. Staff, students, and parents will have access to Canvas™.
- **Google G-Suite** is our standard for all students and staff PK-12 with features including; email, hangouts, meet, docs, sheets, and slides.
- **Screencastify** for both staff and students enabling screen recordings shareable through Google Drive and Canvas™.
- **edPuzzle** for secondary students and staff enabling video quizzing to integrate with Canvas™.
- **FlipGrid** to enable student responses to prompts in video format.
- **Remind** for all students, staff, and parents to improve school to home communications.
- **Zoom** for online office hours, synchronous sessions, lessons, groups, and face-face online interactions.
- Other core tools updated as needed here.

Chapter 6: WSD Workforce

The Wenatchee School District workforce is large and varied, delivering direct and indirect service to critical components of education. During planning and implementation of workforce management initiative, attention will be given to two primary needs. 1) delivering all services related to education and operations 2) supporting our staff with their personal needs related to their work, safety and personal health. Each model of educational delivery: in-person teaching and online teaching, will pose challenges, and the workforce management plan will follow the structures below.

STAFF WORK SCHEDULES AND ASSIGNMENTS

All staff are expected to work their regular work schedules regardless of what return to school model we are in. Given the complexity of the return to school requirements and the possibility that we may be in an online model, staff work assignments may be adjusted based on the district's needs or due to medical accommodations that need to be made.

LEAVES

Employees who need medical accommodations or potential leave of absence need to contact the Human Resources department. There are a number of state, federal, and district leaves available for staff.

[Available Leaves Chart](#)

SUBSTITUTES

We are working to identify our substitutes who are willing/able to work during the 20-21 school year. Our goal is to train our substitutes so they are able to step in when needed. This will include opening our district professional development classes up to substitutes.

STAFF SAFETY AND REPORTING

All employees will be required to follow WSD work safety requirements (PPE, frequent handwashing, social distancing, etc.). Employees who are unable will need to work with the Human Resources department to determine if accommodations can be made.

COVID SELF SCREENER FOR COVID SYMPTOMS DECISION TREE

The District will provide staff with a decision tree based on the DOH guidance for returning to work and school. This decision tree will help staff and parents determine if it is safe to come to work.

[Self Screening Decision Tree Document \(English/Spanish\)](#)

CLASSROOM CHECKLIST

The District will provide teachers with a checklist of daily health and safety routines in the classroom.

[Teacher Classroom Checklist](#)

Chapter 7: Communications

Wenatchee School District Communications aims to inform, engage, and inspire all stakeholders and the community, no matter the environment. Whether functioning in an online school model, or fluctuating between hybrid, the district's Communication team will continue to keep WSD employees, its families and students, and the extended WSD community informed about the work of the District. Regardless of the learning model, we relay critical and necessary information for all audiences, support crisis situations, fortify the district's brand, lead community relations and family engagement, respond to the media, and direct many other "business as usual" communications strategies.

Considering the changing dynamics of the 2020-21 school year and the district's intention to deliver two learning modes simultaneously, we anticipate increased complexity in our communications efforts. These complexities will also be triggered by potential fluctuations in status of schools (open or closed in response to virus outbreaks), changing health guidelines, operational or central system modifications, increased needs to generate additional resources, national or local government actions, and multi-layered crisis situations. To succeed we must remain agile, flexible, creative, and responsive.

Wenatchee School District anticipates the need to deploy unique communications tactics to cater to multiple audiences and fluctuating conditions simultaneously. Where schools open with significant modifications to schedules, classes, or logistics, smooth transitions will require clear and consistent communication. Functional differences created by supporting two learning models simultaneously include, but are not limited to:

- As we are likely to be in a state where both in-person and remote learning are taking place simultaneously, we will ensure clear and timely communication with all audiences and work to meet any unique needs identified within each.

- Crisis communications for simultaneous in-person and remote learning - occupied buildings require standard crisis response protocol and additional support related to COVID-19 health and safety management. Additionally, alternate schedules such as where some classes are attended in-person and others are attended remotely require a heightened awareness and possible customized response.
- Implementation and management of a school status (open-closed) alert mechanism or dashboard.
- Online and other supports and resources driven by school status or learning mode.
- Messaging to build community confidence that robust learning and rigor continues regardless of learning mode.
- Increased real-time communications at school level for enrolled students and families.

The importance of clear and timely communications to all stakeholders cannot be overstated. Complexity notwithstanding, in order to serve the information needs of WSD's entire community, WSD Communications utilizes a variety of real-time, multilingual delivery mechanisms for critical information. District translation resources include internal staff and district and other publicly-available online tools to ensure non-English speaking families have district information available in their preferred language(s).

EXTERNAL COMMUNICATION

External communication will be situationally responsive. Major announcements and day-to-day messaging for the community (families, students, employees, community members, media, elected officials, and others) will include emails, newsletters, phone and text messaging, websites, media engagement and news coverage, social media, and video.

Highlights of key communications tools to support the Smart Restart:

External Website - A new public-facing website [Smart Restart](#) has been developed to convey in-person and remote learning plans, implementation, and supports for families and students. Content will include high-value topics: health protocols, schedules, curriculum resources, student expectations, tech support, meal distribution, mental health, special education, FAQs, and community resources.

" Smart Restart Update "- A regularly scheduled E-newsletter, developed at the start of remote learning in spring 2020, provides critical updates and information for all stakeholders. Specific information for each learning mode will be highlighted as needed.

Media Response- Reactive and proactive activity with local media to provide timely and accurate responses to media inquiries. Produce and promote WSD news and stories about restart and daily school structures in this unique environment, student achievement, and district activities. Our objective is to position the district as a leader in education and restarting school, and serve as an expert resource.

Videography - Produce high-quality visual storytelling and informational videos focused on education in a pandemic, successes, and district themes and how to information. Leverage YouTube for storage and distribution of videos across social media platforms.

Social Media - Maximize the use of our four district social media channels (Facebook, Instagram, Twitter and YouTube) to provide content that informs, inspires, and encourages participation from external audiences. A key tool to engage students and staff to share today's unique learning experiences with a wider audience.

Voice & Text - The District and all schools provide important updates and crisis alerts in Spanish and English utilizing the School Messenger broadcast platform. With the potential for fluctuating schedules and plans, these immediate contact tools become increasingly important. The District will transition from School Messenger to Remind late in the summer to allow for the addition of SMS messaging. Remind also integrates with the District's LMS system Canvas as a communication tool.

Radio - Provide information and updates regularly through local radio stations and on District weekly Spanish radio programming.

Print letter and postcards - The District will not rely solely on electronic communication as we know that there continues to remain a disconnect in our community. Printed letters, postcards and publication mailings will be relied on for critical information.

Dual Language: WSD will increase efforts to ensure that communication is available for Spanish speaking families.

CRISIS COMMUNICATION

The success and safety of Wenatchee School District students and staff, whether in an in-person or remote learning environment is our top priority. Crisis communications encompasses community messaging and school support related to incidents and issues such as lockouts, lockdowns, threats, etc. For all learning modes, schools will be the primary resource for determining and delivering building-level crisis messaging.

Returning to in-person learning during the ongoing pandemic creates the potential for fluctuations in school status (open-closed) in response to virus outbreaks.

COMMUNITY OUTREACH

The District must continue to develop and nurture partnerships and relationships with community organizations, interest groups, and initiatives that align with and support WSD's values. WSD Communication provides leadership, coordination, and information dissemination for outreach and engagement initiatives conducted by, or in cooperation with, other district departments. Examples include securing funding or other resources to assist families and students with addressing critical needs and food insecurities, mental and affordable internet access.

FAMILY ENGAGEMENT

Family engagement initiatives create opportunities, programs, and resources for families to partner with their student's school, connect to educational progress, and engage in aspects of learning with their student. Engaged families have a direct impact on learning outcomes, and are especially critical for the success of remote learning. For both in-person and remote learning environments, WSD Communications supports the work of Learning and Teach and Special Programs and operational divisions to disseminate information and promote events to District families.

In response to COVID-19 and to support this Smart Restart Plan, we will continue to share learning-based activities to do at home together, through our continuous learning resources website and from community partners.

INTERNAL COMMUNICATION

WSD Communication will provide regular and urgent updates to WSD employees via multiple channels including staff website, email, e-newsletters, phone, social media channels, video, face-to-face, and/or virtual meetings.

District Notification Emails: Emails will be sent to WSD staff email accounts with urgent and important updates. Staff are expected to check email daily.

[WSD Staff webpage](#) (Employee Website) - Internal employee website, access to central office-delivered supports driven by the needs of the restart learning environment.

[Smart Restart website](#) District plans, educator and school guidance, and public information

SCHOOL AND DISTRICT OFFICE MARKETING AND COMMUNICATIONS SUPPORT

In tandem with activities driven by offering both in-person and remote learning, business-as-usual initiatives will continue to support the strategic communications needs of WSD. We anticipate constant fluidity and priority shifts for what's necessary today, while simultaneously executing for the future state of schools.

COMMUNITY AND STAFF ENGAGEMENT AUGUST

Additional work will continue connected to specific planning, logistics, school schedule development, staffing, and other details for each school. It will be important for the community at large and our Wenatchee School District families to learn about and understand how their school will be operating on August 26th. We will implement various engagement activities to support staff, students, and families through the transition process to return to in-person learning. These will include staff briefings and training, virtual community meetings with families and students, and additional waves of outbound communications leading up to the start of the school year. WSD wants to ensure the community and all stakeholders are well informed and have the opportunity to ask questions and clarify information.

- Staff Smart Restart Plan “Town Hall style” Webinar - The WSD Executive cabinet team will present the early Smart Restart Plan to WSD staff and answer questions submitted through a staff survey or through the chat.
- Parent/Student/Public “Town Hall style” Webinar - The WSD Executive cabinet team will present the early Smart Restart Plan to the WSD community and answer questions submitted through a parent survey or through the chat.
- Website
- Social media campaigns to promote specific details of the plan
- Virtual welcome back informational session and trainings for parents and staff
- Postcards, and print mailings with important Smart Restart information
- Signage
- Weekly e-newsletter updates
- Short video clips
- Spanish and English radio interviews
- Printed Smart Restart Back to School Guide