

Whatever Happens... We are Ready!

- INSTRUCTIONAL MODELS
- TRANSITION CRITERIA
- MITIGATION STRATEGIES
- KEY SAFETY PROTOCOLS

*Watertown Unified School
District Reopening Plan*

**COMMITTED TO OFFERING
EXCELLENCE FOR ALL**



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Guiding Principles

Mission

The Watertown Unified School District (WUSD) is committed to providing high quality education to our students in a safe environment for students and staff informed by the latest available guidelines provided at the local, state and federal level. While we understand that our current circumstances as a result of COVID-19 have created different learning environments for our students and staff, we are completely dedicated to serving our students, families, and community during this challenging time.

Guiding Principles for a Safe Reopening of Schools

- ❖ **Safety** – student and staff safety is our top priority. Our reopening plans will reflect guidance from the DPI, CDC, DHS, Dodge County, Jefferson County, and the Watertown Health Department.
- ❖ **Flexibility** – our reopening plans have been developed to allow for a fluid response keeping in mind staff, student and parent needs and the financial resources of the WUSD. We have designed three models for instruction – face-to-face, blended, and virtual – that we may move among during the course of the school year. Additionally, we will offer eCampus programming for those families that would like a fully virtual option for the school year.
- ❖ **Instruction** – our reopening plans will reflect a preference for full-day face-to-face classroom learning and will focus on creating conditions to safely reopen schools. Instructional models will include blended and virtual options for students in the event that we cannot safely provide/sustain full-day face-to-face classroom learning for all of our students.

Our Planning Processes

- ❖ **Phase 1:** Research/Stakeholder Feedback/Pandemic Planning Team Formed/Meets/In- Person and Virtual Summer School Planning April-May
- ❖ **Phase 2:** Planning – Research/Pandemic Planning Team Meets/In-Person and Virtual Summer School Planning– May-June
- ❖ **Phase 3:** Feedback and Adjustment/In-Person Summer School – New Stakeholder Feedback/Plan Drafted/Presented at Educational Services for



Feedback/In-Person Summer School Implemented – Early-Mid July

- ❖ **Phase 4:** Plan Determination and Communication – Present at July Board Meeting – Mid-Late July
- ❖ **Phase 5:** Educational Team Planning – May-July
- ❖ **Phase 6:** Pre-Implementation Planning for Sites – August
- ❖ **Phase 7:** Plan Implementation – September 1st
- ❖ **Phase 8:** Plan Transition to Blended/Continued Pre-Implementation Planning for Sites – September
- ❖ **Phase 9:** Plan Implementation of Blended – October 5th
- ❖ **Phase 10:** Continued Pre-Implementation Planning for Full Day Face-to-Face Instruction – September and October

Decision-Making Criteria

- ❖ Safety Protocols – can we effectively implement our safety protocols?
- ❖ Academic Delivery – how can we best provide for the social emotional and academic needs of our students?
- ❖ Stakeholder Input – how can we balance what our families see as a best fit for our students with what our staff believes is a best fit?
- ❖ Community Partnerships – what is our Watertown Health Department advising; Dodge and Jefferson County; bus companies; partner school districts?
- ❖ Federal, State and Local Compliance – are we compliant with the health and safety guidelines from the DPI, CDC, DHS, AAP, Watertown Health Department?
- ❖ Local Status – how high is the infection spread in our community? Will we be able to sustain our model/stay open?



Guiding Principles - Jefferson County Schools

In collaborative work with the Superintendents of Jefferson County, Several Principals of parochial schools in Jefferson County, the Watertown Health Department and the Jefferson County Public Health Department, it was determined that a unified approach for decision making would serve our communities well.

- ❖ **Foundation:** We support the American Academy of Pediatrics Statement as one of the guiding principles of our School Reopening Plan: "Schools provide more than just academics to children and adolescents. In addition to reading, writing and math, children learn social and emotional skills, get exercise and access to mental health support and other things that cannot be provided with online learning. For many families, school is where kids get healthy meals, access to the internet, and other vital services."
<https://www.healthychildren.org/English/health-issues/conditions/COVID-19/Pages/Return-to-School-During-COVID-19.aspx>
- ❖ **Instruction:** Instructional models may include blended and virtual options for students in the event that we cannot safely provide full-day, face-to-face classroom learning for our students or if schools are forced to close for an extended period of time.
- ❖ **Athletics:** Individual athletic programs will be addressed in consultation with the WIAA and the local health department following CDC, Wisconsin Health Department, and other athletic organization guidelines. **SAFETY:** Student, staff, and family safety is a very high priority. Plans will reflect guidance from the Department of Public Instruction, CDC, and American Academy of Pediatrics as well as state and local health departments.
- ❖ **Full Return to School:** Plans will reflect a preference for full-day, face-to-face classroom learning and focus on creating conditions to reopen schools as safely as possible. However, knowing the trajectory of COVID-19 outbreaks is changing weekly, we are planning for multiple school opening scenarios.
- ❖ **Face Coverings:** To allow the return of all students, face coverings will be required for all staff and students whenever benefits outweigh harm. Individual concerns will be addressed on a case-by-case basis (i.e., young learners, medically fragile students, students with Individual Education Programs [IEPs], or when recommended social distancing can be



achieved, etc.). Face coverings allow districts to provide more students busing services, reduce constraints on class size, allow for face-to-face instruction 5 days per week, reduce the need to prepare plans for daily entering and exiting the building, reduce the need for staggered starts, and address other social/physical distancing challenges.

- ❖ **Flexibility:** We understand that some families have unique factors that may necessitate alternative plans for the student rather than attending face-to-face instruction. These needs will be addressed on an individual basis.
- ❖ **Health Screenings:** We support the screening of all students and staff participating in the school setting. The procedures for this screening may be conducted at school or at home as determined by each district/private school.

Safer as Opposed to 100% Safe – Risk Mitigation

Given the depth and breadth of influencing factors while realizing some commitments are in direct conflict with other important commitments the Watertown Unified School District has worked to ensure that we have made our best efforts to make our schools “safer” by mitigating risk while knowing that we can never make schools 100% “safe.” In fact, we never could.

COVID-19 Information

What do we know about COVID-19?

At the time of writing this handbook, here is what the science is telling us about the Coronavirus. (<https://www.cdc.gov/>)

Transmission of COVID-19

COVID-19 spreads mainly from person to person through respiratory droplets produced when an infected person coughs, sneezes, or talks. These droplets can land in the mouths or noses of people who are nearby or possibly be inhaled into the lungs. Studies and evidence on infection control report that these droplets usually travel around 6 feet (about two arm lengths).

Prevent Spread by Those without Symptoms

While people who are sick or know that they have COVID-19 should isolate at home, COVID-19 can spread by people who do not have symptoms and do not know that they are infected. That’s why it’s important for people to wear face



coverings when they cannot social distance at a distance of 6 feet or more in public settings. Cloth face coverings provide an extra layer to help prevent the respiratory droplets from traveling in the air and onto other people.

Medically Fragile Students

Medically fragile is defined as: When, due to abuse or neglect, illness, congenital disorder or brain injury, a student requires medications, treatments and/or specialized care or equipment.

As COVID-19 continues to affect our world and local community, we continue to take precautions to protect against the spread of COVID-19 at WUSD. We are working hard to develop and implement safety measures for a safer and healthy return to school, in accordance to the recommendations and guidance from the CDC, DHS, DPI, and our local health department. This plan includes heightened caution for our students that have serious underlying medical conditions. Students with pre-existing health conditions may be at higher risk for severe COVID-19 illness. Please speak with your medical provider to discuss any medical concerns that you might have with your child returning to school. Alternative learning plans can be discussed on an individual basis. Please communicate any concerns with the WUSD Nurse so that we can work together to make school as safe as we can for all students.

Since symptoms of COVID-19 and asthma may overlap (cough, shortness of breath), it is recommended by the CDC that students with active asthma symptoms stay at home unless they have written approval from a health care provider and symptoms are under control.

Treatment of Students with Asthma

During this COVID-19 pandemic, [asthma treatments using inhalers with spacers](#) (with or without face coverings, according to each student's individualized treatment) are preferred over nebulizer treatments whenever possible. Since symptoms of COVID-19 and asthma may overlap (cough, shortness of breath), it is recommended by the CDC that students with active asthma symptoms stay at home unless they have written approval from a health care provider and symptoms are under control. Based on limited data, the use of asthma inhalers (with or without spacers or face coverings) is not considered an aerosol-generating procedure.



Positive COVID-19 Case

Public health departments have used contact tracing for decades to identify a person with a communicable illness, isolate that person, and quarantine others with high-risk exposure to the infected person to prevent disease spread. This technique has worked with the measles, chicken pox, mumps, and multiple other illnesses seen in schools.

- ❖ If a school district becomes aware that an individual who has spent time in a district facility tests positive for COVID-19, the district officials must immediately notify local health officials from the Watertown Health Department of a confirmed case while maintaining confidentiality.
- ❖ If exposure occurred at school, students and staff may or may not be able to continue coming to school based on exposure assessment. This exposure assessment will be completed by the WUSD in conjunction with Watertown Health Department.
- ❖ Contact tracing for all positive COVID-19 cases will be completed by the Watertown Unified School District in cooperation with the Watertown Health Department or appropriate health department.
- ❖ School officials will cooperate with the contact tracing investigation with attendance records of bus transportation, classroom cohorts, cafeteria seating, and other such contacts that will allow for quick identification of those at high risk of infection from the positive COVID-19 student and staff.
- ❖ A quarantine of up to 14 days may be necessary for those identified through contact tracing
- ❖ Contact tracing will be conducted for close contacts (any individual within 6 feet of an infected person for at least 15 minutes) or any new requirements for contact tracing as established by health officials.

Determining Close Contact

Whenever an individual in the WUSD tests positive for COVID-19, we take specific process steps to ensure that all close contacts to that individual are identified, contacted, and quarantined.

- ❖ We begin this process by confirming the positive test result.
- ❖ We then determine when the individual had his/her first onset of symptoms; he/she is considered contagious the 2 days prior to the onset of symptoms. If the student is asymptomatic, the infectious period starts 2 days prior to specimen collection.
- ❖ Once the exposure date(s) are determined, we check school attendance data to determine if the individual was in attendance on the exposure dates.



- ❖ We then determine who may have been considered a close contact using the close contact risk assessment flowchart: https://45b1be42-df68-4edc-bc4b-9705b12a1771.filesusr.com/ugd/5d66d5_fd55587fd51549adb79f4892daf811ea.pdf
- ❖ The close contact risk assessment flowchart asks the following questions:
 - Did you have direct physical contact with the person (hug, handshake)
 - Were you within 6 feet of the person for more than 15 minutes total in a day
 - Could the person have had contact with any of your respiratory secretions
 - Do you live with the person or did you stay overnight for at least one night in a household with the person without complete separation?
- ❖ If the answer to any of these questions is yes, then the individual is considered a close contact and he/she will have a quarantine date calculated for up to 14 days from the last date of exposure.
- ❖ We use our seating chart data to help us determine who was within 6 feet of the individual.

What happens if my child is a close contact to an individual with COVID-19?

If your son/daughter is determined to be a close contact, you will be contacted by the Watertown Unified School District. We will inform you of the dates of the quarantine; your son/daughter will need to quarantine for up to 14 days. Quarantine letters outlining dates for families and an informational sheet on quarantining is also sent home.

What happens if my child is quarantined?

If your son/daughter is quarantined and he/she has no COVID symptoms, the rest of your family does not need to quarantine. You may choose to contact your medical provider and you may choose to have your son/daughter tested for COVID-19, but per the Watertown Health Department, we recommend monitoring symptoms including taking your son/daughter's temperature two times a day. If symptoms do appear, reach out to your medical provider for advice on next steps. If your son/daughter begins to have symptoms while in quarantine, other siblings will need to also stay home from school, and we recommend calling your medical provider for next steps.

If your son/daughter is quarantined and has a negative test result, he/she will still remain quarantined for the full length of time because it may take up to 14 days for symptoms to appear.

New CDC Flexibility to Quarantine Guidelines

In mid-December of 2020, the CDC issued options to shorten quarantined days under certain circumstances. The Wisconsin Department of Health Services supports the revised CDC guidelines to



shorten quarantine for close contacts as well.

The WUSD, after consulting with the Watertown Health Department, has implemented quarantine flexibility for students when appropriate conditions are met. Under the new flexibility, under certain circumstances quarantine days may end after 10 days instead of 14 days, and students may be able to report back to school on day 11. In order to shorten the quarantine, students must have their symptoms monitored throughout the quarantine, and on days 11-14, symptoms would need to continue to be monitored. If symptoms do develop during any of the time period of the quarantine or in days 11-14, students would need to isolate and contact a health provider. The WUSD will work with families on how to monitor symptoms to allow for a shortened quarantine time. Please understand that this shortened quarantine only applies to those students who have been identified as close contacts with a positive case, who have daily monitored symptoms, who have not developed any symptoms over the period of quarantine, and who can maintain 6 feet of distance at all times upon their return to school. Each individual situation will be evaluated on a case-by-case basis in cooperation with the WUSD Nurse and the Watertown Health Department.

The WUSD will also implement the flexibility guidelines for staff. As with students, under the new flexibility, quarantine days for staff may end after day 10 without testing and if no symptoms have been reported through daily monitoring. During days 11-14, staff will need to continue to self-monitor for COVID-19 symptoms and must be able to maintain 6 feet of distance at all times upon their return to school/work. Again, each case will be monitored on an individual bases and guidance will be provided for self-monitoring symptoms.

While each case will be addressed in terms of its unique circumstances, the WUSD will follow the guidelines below in determining the length of each individual quarantine:

Student Shortened Quarantine

- ❖ 14 day default for household exposures with possible exceptions depending on circumstances
- ❖ 10 day default considered for school exposures or non-school incidental exposures depending on circumstances
- ❖ School activities that require close contact and/or where 6 feet of physical distancing cannot be maintained will require a full 14 day quarantine – this may include classroom instruction, athletics, bussing, and co-curricular activities
- ❖ Students who are not able to safely and consistently wear a face covering will require a full 14 day quarantine
- ❖ Quarantine form handed out for all school exposures and/or if requested or needed in other circumstances. Student parent/guardian is responsible for keeping a daily monitoring log and student must be asymptomatic the entire 10 days to return to school.



- ❖ Upon returning to school from quarantine, student will complete daily symptom checker and temperature check in with school staff, and must continue to log the second temperature check at home. If symptoms do develop, the student will return to quarantine immediately.

Staff Shortened Quarantine

- ❖ 14 day default for a household exposures with possible exceptions depending on circumstances
- ❖ 10 day default considered for school exposures or non-school incidental exposures depending on circumstances. Staff engaged in school activities that require close contact and/or where 6 feet of physical distancing cannot be maintained will require a full 14 day quarantine – this may include classroom instruction, athletics, bussing, and co-curricular activities
- ❖ Staff who are not able to safely and consistently wear a face covering will require a full 14 day quarantine
- ❖ Each case will be evaluated by WUSD staff to determine appropriate quarantine length
- ❖ Quarantine self-monitoring form handed out with school exposures and/or if requested or needed in other circumstances – staff member is responsible for keeping a daily self-monitoring log and must be asymptomatic the entire 10 days to return to work.
- ❖ Upon returning to school from quarantine, staff member is responsible for keeping a daily self-monitoring log for the remaining four days. If symptoms do develop, the staff member will return to quarantine immediately.

Quarantine Guidelines for Vaccinated Individuals

Individuals who have been vaccinated who have an exposure to someone with COVID-19 are not required to quarantine if they meet all of the following criteria:

- ❖ Are fully vaccinated (i.e., exposure occurs greater than 2 weeks following receipt of the second dose in a 2-dose series, or greater than 2 weeks following receipt of one dose of a single-dose vaccine)
- ❖ Are within 90 days following receipt of the last dose in the series
- ❖ Have remained asymptomatic since the current COVID-19 exposure

Instructional Practices - Virtual

Instructional Delivery Models Defined

Full Day Face-to-Face: The full day face-to-face instructional model means students and staff return to in-class instruction five days a week following the WUSD key safety protocols to reduce the spread of COVID-19. The traditional



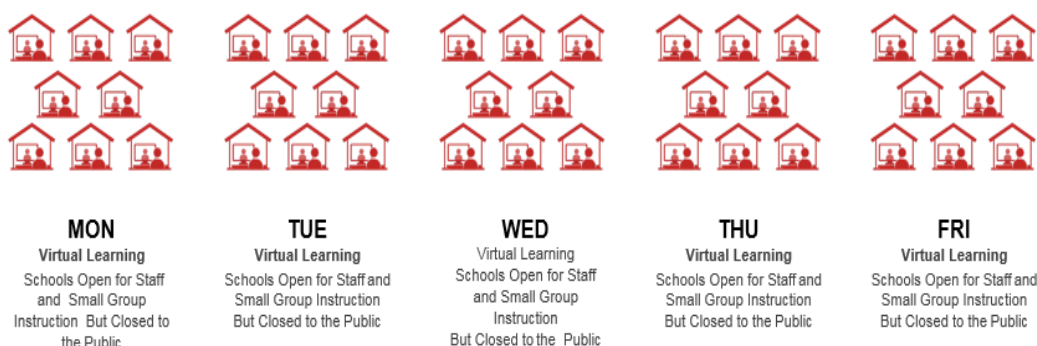
model is also known as face-to-face, in person, or onsite. This model is the Watertown Unified School District preferred model due to enhanced learning outcomes and social-emotional well-being.

Virtual Learning (Virtual Learning in this definition does not include the WUSD's eCampus Virtual Charter School): Virtual learning in the WUSD will provide students with a combination of synchronous and asynchronous learning opportunities.

- ❖ Limited Synchronous (live) instruction (e.g. morning meeting) via Zoom on a regular schedule at the elementary with multiple asynchronous learning experiences for students and families to access at times convenient for families
- ❖ Additional Synchronous (live) instruction via Zoom on a regular basis at the secondary.
- ❖ Synchronous instruction will be recorded when appropriate for students to access at times outside the live classroom time
- ❖ Attendance will be taken
- ❖ Grades will be assigned
- ❖ Work will be completed and/or submitted through digital platforms like Seesaw and Schools PLP, feedback given, and assessments taken
- ❖ Student support will be provided in-person including support for students with IEPs, students who need mentoring/tutoring support, students with social emotional or academic challenges, and students wanting to utilize the WUSD internet on site.

WUSD Virtual Learning Support Page:

<https://www.watertown.k12.wi.us/familyresources/wusd-virtual-learning-support-page.cfm>



Student Learning Schedule:

- Student learning will take place Monday-Friday. Schedules for whole group/small group synchronous and asynchronous learning will be created for staff/students.



Virtual Learning Best Practices

- ❖ Founded on relationships: strong learning partnerships between teacher and students and among students
- ❖ Purposeful mix of asynchronous and synchronous instruction
- ❖ Increased opportunities for student information processing, productive struggle with an educator
- ❖ Learning is standards based and clearly articulated
- ❖ Students and educators have shared (co-created) clarity about success criteria for learning goals
- ❖ Strong and actionable feedback loops from educator to student and student to educator
- ❖ Weekly schedule is predictable, digital platforms are simple (Learning is the driver)
- ❖ Coursework and content is readily available to students at all times

Elementary Planning for Virtual Learning

In-Person Instruction	Virtual Instruction
LITERACY	
Interactive Read-Aloud (20 mins) Resources: Text with Sticky Notes Lesson Folder Document Camera	F&P Interactive Read-Aloud (20 mins) <i>Do IRA live with Zoom</i> (Record, upload and post to Seesaw) Resources: Text with Sticky Notes
Reading Minilesson (15 mins) Resources: Lesson Folder Chart Paper with Easel	F&P Reading Minilesson (15 mins) <i>Record</i> (Screencastify, Loom or tool of choice) <i>and upload and post to SeeSaw</i> Resources: Lesson Folder Anchor Chart (Virtual or Physical)
Independent Reading Work (20-45 mins) Resources: Book Box (classroom library) Lexia Readers' Notebook	Independent Reading Work (20-30 mins) "Readers' Notebook" student posts response in SeeSaw Resources: Book from Home (optional) Lexia (15-20 mins daily) Freckle? (assignments) <i>Do we provide bags of books for kids that don't have books at home?</i>
Small Group/Guided Instruction (15-20 mins) Resources: Guided Reading Books?? (can we use book room books if they sit for 72 hours after use)	Small Group/Guided Instruction (15-20 mins) Students should be given an opportunity to connect daily minilesson to assigned reading Resources: Assigned Freckle article Assigned Epic text <i>Phase in - October</i>



	<i>Patterns of Power/PWS --- Below - Based on Map/Rotation of Lessons</i>
<p>Patterns of Power Plus/Grammar (10 mins)</p> <p>Resources:</p> <p>Patterns of Power Plus Lesson Box (flip chart or PDP resources)</p> <p>Document Camera</p> <p>Student Notebooks</p>	<p>Patterns of Power Plus/Grammar (10 mins)</p> <p><i>Record <u>Minilesson</u> (Screencastify, Loom or tool of choice), <u>upload and post in SeeSaw</u></i></p> <p>Student responses recorded/collected on SeeSaw, Flipgrid, or Padlet</p> <p>Resources: (alternate with Phonics)</p> <p>Patterns of Power Plus Lesson Box (flip chart or PDP resources)</p>
<p>Phonics, Word Study, Spelling (20 mins)</p> <p>Resources:</p> <p>PWS Lesson Folders</p> <p>Magnet Letters/Letter Tiles</p> <p>Student Recording Forms</p>	<p>Phonics, Word Study, Spelling (15 mins)</p> <p><i>Record <u>Minilesson</u> (Screencastify, Loom or tool of choice), <u>upload and post in SeeSaw</u></i></p> <p>Student Work documented in student's SeeSaw Journal</p> <p>Resources: (alternate with POP)</p> <p>PWS Lesson Folders</p> <p>Paper Letter Tiles</p>
MATH	
<p>Resources:</p> <p>Smartboard Files</p> <p>Math Workbooks</p> <p>Math Games</p> <p>Freckle?</p> <p>Fact Practice Websites?</p>	<p>Everyday Math (35-45 mins)</p> <p><i>Record Lesson (Screencastify, Loom or tool of choice), <u>upload and post in SeeSaw</u></i></p> <p>Students complete assignment from Seesaw library, math journal take picture/video and upload), or an uploaded teacher worksheet</p> <p>Freckle assignments or independent Freckle work (15-20 mins)</p>
<p>Writer's Workshop (45-60 mins)</p> <p>Resources:</p> <p>Unit of Study Lesson Plans</p> <p>Chart Paper and Easel</p>	<p>Writer's Workshop (30-40 mins)</p> <p><i>Record <u>Minilesson</u> (Screencastify, Loom or tool of choice), <u>upload and post in SeeSaw</u></i> (could potentially use minilessons produced by Teachers' College)</p> <p>Students take pictures of writing/upload in SeeSaw or Use Google docs to submit (linked in SeeSaw)</p> <p>Writing Mini-conference</p> <p>Resources:</p> <p>Unit of Study Lesson Plans</p>



A Day in the Life of an Elementary Student

DAILY CLASS MEETING Live Option – 20-30 min Recorded – 10 minutes	<ul style="list-style-type: none"> • Log in to Zoom at 9:00 to join your teacher and your class for your daily check-in and explanation of learning activities for the day. Stay on the call if you have any questions for your teacher! • If you are unable to attend the class meeting, please view the recorded portion of the meeting that was uploaded in Seesaw.
INTERACTIVE READ-ALoud Recorded – 20 minutes	<ul style="list-style-type: none"> • Listen to me read Sophie's Masterpiece: A Spider's Tale – Video uploaded in Seesaw • What lesson does Sophie's learn in this story? • Send me a video message in Seesaw to answer this question.
READING Understanding Fiction Genres Recorded – 40 min	<ul style="list-style-type: none"> • Watch today's mini-lesson • Read "Lonnie's Garden" assigned in Freckle and answer the questions • Lexia for 20 mins.
WORD STUDY Recorded – 20 min	<ul style="list-style-type: none"> • Watch today's mini-lesson • Upload your completed word sort in Seesaw
Narrative Stories Recorded – 40-60 min	<ul style="list-style-type: none"> • In your writer's notebook, continue writing your narrative story • Take a picture of your writing and share in SeeSaw
MATH Place Value Recorded – 40-60 min	<ul style="list-style-type: none"> • Watch today's video lessons • Complete page 3 in your Math Journal • Complete assigned work in Freckle
SCIENCE OR SOCIAL STUDIES Recorded – 20-30 min	<ul style="list-style-type: none"> • Mystery Science Video: Heating, Cooling, and Phases of Matter • Why are so many toys made of plastic? • Upload a video answer in Seesaw
SPECIALS Recorded – 20-30 min	<ul style="list-style-type: none"> • View the How to Video for Weekly PE Skill • Optional: Send a video message to your PE teacher showing her your practice

Secondary Planning for Virtual Learning

In response to feedback from students, staff, and families, we are planning for:

- ❖ Monday through Friday instruction
- ❖ Synchronous/asynchronous instruction
- ❖ 1.5 hours flexible time for staff on or off campus for instruction, prep time, family contacts, collaboration
- ❖ Common daily schedules
- ❖ Common lesson plan elements
- ❖ Two-way communication between teachers and students/families



- ❖ Wednesday professional learning community (PLC) collaboration time
- ❖ Feedback to students
- ❖ Live, written, and/or recorded feedback
- ❖ Grading
- ❖ Attendance

Riverside Middle School

Grades 6-8 have a consistent daily schedule:

- ❖ 5 period day for synchronous and asynchronous learning and activities. Some days might include asynchronous work in Schools PLP with embedded video (live or recorded)
- ❖ All synchronous learning will be recorded for students to access at later times when appropriate (lectures, demonstrations, etc.)
- ❖ Five 30 to 45 minute class periods:
- ❖ Math
- ❖ Literacy
- ❖ Science/Social Studies
- ❖ Physical Education/Music
- ❖ Elective

An RMS Schedule

- ❖ Advisory Time: 8:00-8:55 (conducted via Zoom/email/phone or on site in small groups/individually)
- ❖ 1st Period: 9:00-9:40
- ❖ 2nd Period: 9:45-10:25
- ❖ 3rd Period 10:30-11:10
- ❖ Lunch Break: 11:15-11:45
- ❖ 4th Period: 11:45-12:25
- ❖ 5th Period: 12:30-1:10
- ❖ Advisory Time: 1:15-2:00 (conducted via Zoom/email/phone or on site in small groups/individually)

A Day in the Life of an RMS Student

- ❖ 8:00 – Advisory – Get help from math teacher
- ❖ 9:00 - Hour 1 – ELA – 30 minutes synchronous and online curriculum work
- ❖ 9:45 - Hour 2 – Math - 30 minutes synchronous and online curriculum work
- ❖ 10:30 - Hour 3 – Social Studies – 30 minutes synchronous and PLP curriculum work
- ❖ 11:15 - Lunch
- ❖ 11:45 - Hour 4 – Music – 30 minutes synchronous
- ❖ 12:30 - Hour 5 – Art – 30 minutes synchronous and online curriculum work
- ❖ 1:15 – Advisory – Extra time with music teacher



Watertown High School

- ❖ Grades 9-12 will have also have a 5 period day for synchronous and asynchronous learning experiences and assignments – students would take up to five classes. Some days might include asynchronous work in Schools PLP with embedded video (live or recorded)
- ❖ Five 30 to 45 minute class periods

A WHS Schedule

- ❖ Advisory Time: 8:00-8:55
- ❖ 1st Period: 9:00-9:40
- ❖ 2nd Period: 9:45-10:25
- ❖ 3rd Period 10:30-11:10
- ❖ Lunch Break: 11:15-11:45
- ❖ 4th Period: 11:45-12:25
- ❖ 5th Period: 12:30-1:10
- ❖ Advisory Time: 1:15-2:00

A Day in the Life of a WHS Student

- ❖ 8:00 – Advisory – Help from biology teacher
- ❖ 9:00 - Hour 1 – Biology – 30 Minutes synchronous – online curriculum work
- ❖ 9:45 - Hour 2 – English 9 – 30 Minutes synchronous – online curriculum work
- ❖ 10:30 - Hour 3 – Geometry – 30 Minutes synchronous – online curriculum work
- ❖ 11:15 Lunch
- ❖ 11:45 - Hour 4 – Physical Education – 30 Minutes synchronous – online curriculum work
- ❖ 12:30 Hour 5 – Spanish – 30 Minutes synchronous – online curriculum work
- ❖ 1:15 – Advisory – Help from Spanish teacher

eCampus Virtual Charter School

eCampus is an innovative 4K-12 online charter school that provides an option for a full-time online educational experience. Instruction and course content are aligned to the same academic standards as WUSD courses. Students and families interested in a virtual option for the full school year should explore our eCampus Virtual Charter School.

More information about the eCampus charter and enrollment opportunities may be found here - <https://ecampusacademy.org/>. Students may choose from a variety of online supported curriculum options including our 9-12 college pathways programs that allows students to earn college credit toward several in-demand work force areas.

Each student will have the option to create a unique program of studies based on his/her



learning needs. Students may also choose a blended coursework option through eCampus taking individual course work online while also pursuing some face-to-face coursework. eCampus Virtual Charter School is supported by identified eCampus staff who will be available to respond to questions and support student learning.

Virtual Plus for WHS

Despite the tremendous programming opportunity and flexibility that eCampus provides, there may be reluctance to switch schools due to the uncertain future of education delivery models during a pandemic. It is indeed likely that we will have to switch between virtual, blended, and fully face-to-face formats from time to time throughout the year. Switching to eCampus may not seem as advantageous if the possibility exists that we may revert back to fully virtual, especially in the midst of a grading period. This is where Virtual Plus may be appealing.

Students who wish to remain at home and continue to be part of their existing classes can do so with this option. Students will remain in their current classes and follow the WHS Bell Schedule. Instead of attending on Face-to-Face days, students will participate virtually in either a synchronous or asynchronous manner as determined by the classroom teacher. A sample schedule is as follows:

Cohort/Day	Monday	Tuesday	Wednesday	Thursday	Friday
A	Face-to-Face Virtual (asynchronous or synchronous)	Face-to-Face Virtual (asynchronous or synchronous)	Virtual (synchronous)	Virtual (asynchronous or synchronous)	Virtual (asynchronous or synchronous)
B	Virtual (asynchronous or synchronous)	Virtual (asynchronous or synchronous)	Virtual (synchronous)	Face-to-Face Virtual (asynchronous or synchronous)	Face-to-Face Virtual (asynchronous or synchronous)

Students may have the opportunity to stream in live (synchronously) to courses in a manner similar to how virtual learning is currently being conducted (ie. Zoom, Google Meets, etc.). Staff will not be expected to remain in front of their laptop for the duration of the class; instead they will be attending to the needs of students who are physically in the room. Students at home will therefore be able to see and hear portions of the lesson (ie. what is on the board, etc.) prior to engaging in assignments, activities, and other asynchronous work. There may be some classes where synchronous learning in a streamed format is not possible or is unrealistic. In these instances, students will be provided with alternate asynchronous learning options via Schools PLP, Canvas or Google Classroom. Please be sure to follow up with your student about the platform their teachers will be using.



Virtual Plus provides an alternative to blended/face-to-face and eCampus options. In addition, this model allows students to seamlessly shift between Blended, Face-to-Face and Virtual platforms by remaining with their current classes and teachers.

If you are interested in your student remaining at home during Blended Learning and pursuing this Virtual Plus option, please communicate this choice with the appropriate Associate Principal.

Josh Kerr (Last Names A-L) – kerrj@watertown.k12.wi.us - (920) 262-7500 x6805

Jessica Scherer (Last Names M-Z) - schererj@watertown.k12.wi.us - (920) 262-7500 x6804

Virtual Plus for RMS

Despite the tremendous programming opportunity and flexibility that eCampus provides, there may be reluctance to switch schools due to the uncertain future of education delivery models during a pandemic. It is indeed likely that we will have to switch among virtual, blended, and fully face-to-face formats from time to time throughout the year. Switching to eCampus may not seem as advantageous if the possibility exists that we may revert back to fully virtual, especially in the midst of a grading period. This is where Virtual Plus may be appealing.

Students who wish to remain at home and continue to be part of their existing classes can do so with this option. Students will remain in their current classes and follow the RMS Bell Schedule. Instead of attending on Face-to-Face days, students will participate virtually in either a synchronous or asynchronous manner (depending on the lesson) as determined by the classroom teacher.

Students may have the opportunity to stream in live (synchronously) to courses in a manner, similar to how virtual learning is currently being conducted on Wednesdays (ie. Zoom, Google Meets, etc.). Staff will not be expected to remain in front of their laptop for the duration of the class; instead they will be attending to the needs of students who are physically in the room. Students at home will therefore be able to see and hear portions of the lesson (ie. what is on the board, etc.) prior to engaging in assignments, activities, and other asynchronous work. There may be some classes where synchronous learning in a streamed format is not possible or is unrealistic. In these instances, after the initial live lesson, students will be provided with alternate asynchronous learning options via Schools PLP, or Google Classroom. Please be sure to follow up with your student about the platform their teachers will be using.

Virtual Plus provides an alternative to blended/face-to-face and eCampus options. In addition, this model allows students to seamlessly shift between Blended, Face-to-Face and Virtual platforms by remaining with their current classes and teachers.

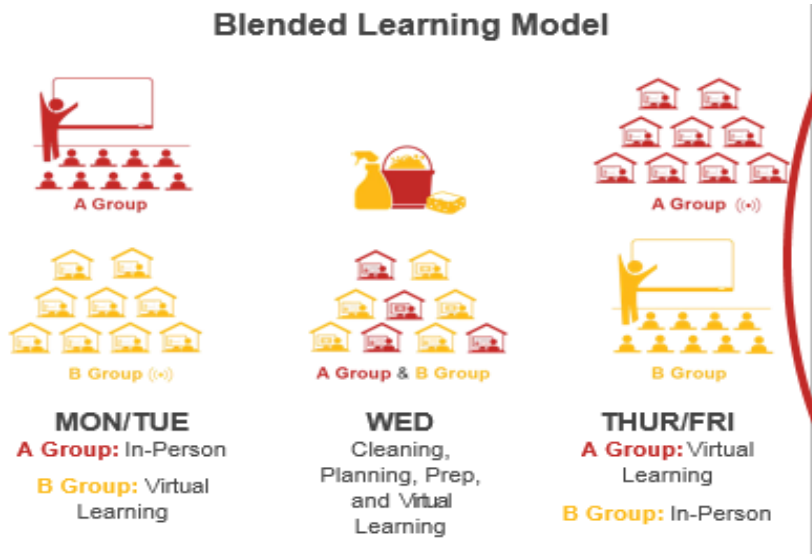
If you are interested in your student remaining at home during Blended Learning and pursuing this Virtual Plus option, or have any questions about this option, please communicate this with the RMS main office.



Instructional Practices – Blended

Blended Learning Model

The blended learning model combines a face-to-face classroom experience with asynchronous learning. Students in the blended learning model would attend school in one of two cohort groups attending school in-person on Monday and Tuesday or Thursday and Friday. In the blended model Wednesdays will be virtual learning for both cohorts. In the blended learning model, approximately one-half of the student population attends school, while the other half of the student population is engaged in at-home learning. The blended learning model reduces the number of students in the school, increasing the likelihood that social distance guidelines can be followed.



- ❖ The Key safety protocols would be followed for all in-person learning
- ❖ Because we will be serving fifty percent of the population in our blended environment, we will be able to maintain six feet of distancing in classroom spaces with the exception of RMS where we will have 3 to 6 feet in classrooms
- ❖ All classes will have aligned curriculum and aligned technology platforms
- ❖ Virtual learning will be asynchronous Monday, Tuesday or Thursday and Friday
- ❖ On Wednesdays, there will be additional synchronous learning opportunities for both cohorts. (Small group help, tutorials, etc.)
- ❖ Cohorts will be determined by alphabet and we will strive to serve all families/siblings in the same cohort regardless of which school children attend.
- ❖ Virtual instruction will be supported by the classroom teacher or paraprofessional when appropriate. Regular feedback and communication is key.



Blended Learning Schedule

	MT	TF
Cohort A-Le	Face to Face	Virtual
Cohort Lf-Z	Virtual	Face to Face

Blended Learning at the Elementary - Example

Independent Reading Work (20-45 mins) Resources: Book Box (classroom library) Lexia Readers' Notebook	Independent Reading Work (20-45 mins) In Person: Use book boxes for independent reading, follow up on Readers' Notebook, and Lexia Virtual: Reader's notebook - daily response - 10-20 minutes daily Lexia - 20 minutes daily	Independent Reading Work (20-30 mins) "Readers' Notebook" student posts response in SeeSaw Lexia (15-20 mins) daily Resources: Book from Home (optional) Lexia Freckle (assignments)
Small Group/Guided Instruction (15-20 mins) Resources: Guided Reading Books (can we use book room books if they sit for 72 hours	Small Group/Guided Instruction (15-20 mins) In Person: Guided Reading Books (can we use book room books if they sit for 72 hours after use) or digital texts as	Small Group/Guided Instruction (15-20 mins) Students should be given an opportunity to connect daily minilesson to assigned reading

Blended Learning at the Secondary

Cohort/Day	Monday	Tuesday	Wednesday	Thursday	Friday
A	Face-to-Face	Face-to-Face	Virtual (synchronous)	Virtual (asynchronous)	Virtual (asynchronous)
B	Virtual (asynchronous)	Virtual (asynchronous)	Virtual (synchronous)	Face-to-Face	Face-to-Face



Secondary Blended Learning Examples

Blended – A Week at RMS Monday and Tuesday

Hour	In-Person Schedule	Blended Schedule 7:30-2:45
1	ELA - Room 202	ELA - Room 202
2	Math - Room 203	Math - Room 203
3	Social Studies - Room 201	Social Studies - Room 201
4 And Lunch	Guided Study/Music - GYM	Guided Study/Music - GYM
5	Elective - Room 303A	Elective - Room 303A

Blended – A Week at RMS Thursday and Friday

Hour	In-Person Schedule	Blended Schedule 7:30-2:45
1	ELA - Room 202	ELA - Synchronous opportunity and/or asynchronous online engagement through Schools PLP
2	Math - Room 203	Math -Synchronous opportunity and/or asynchronous online engagement through Schools PLP
3	Social Studies - Room 201	Social Studies - Synchronous opportunity and/or asynchronous online engagement through Schools PLP
4 And Lunch	Guided Study - GYM	Guided Study/Music -Synchronous opportunity and/or asynchronous online engagement through Schools PLP
5	Elective . - Room 303A	Elective -Synchronous opportunity and/or asynchronous online engagement through Schools PLP



Blended – Week at WHS Monday and Tuesday

Hour	In-Person Schedule	Blended Schedule 8:30-3:30
1	Biology - Room 124	Biology - Room 124
2	English 9 - Room 220	English 9 - Room 220
3A	Lunch	
3	Study Hall - Room W160	Study Hall - Room W160
4	PE Class - Gym	PE Class - Gym
5	Geometry - Room 138	Geometry - Room 138

Blended – A Week at WHS Thursday and Friday

Hour	In-Person Schedule	Blended Schedule 8:30-3:30
1	Biology - Room 124	Biology - Synchronous opportunity and/or asynchronous online engagement through Schools PLP
2	English 9 - Room 220	English 9 - Synchronous opportunity and/or asynchronous online engagement through Schools PLP
3A	Lunch	
3	Study Hall - Room W160	
4	PE Class - Gym	PE - Synchronous opportunity and/or asynchronous online engagement through Schools PLP
5	Geometry - Room 138	Geometry - Synchronous opportunity and/or asynchronous online engagement through Schools PLP



Blended – A Week at RMS/WHS on Wednesday

Hour	In-Person Schedule	Synchronous Virtual Schedule
		Advisory (8:00 a.m.)
1	Biology - Room 124	Biology – Sync (9:00 a.m.)
2	English 9 - Room 220	English 9 – Sync (9:45 a.m.)
3	Study Hall – Room W160	Work on your own (10:30 a.m.)
	Lunch	Lunch – (11:15 a.m.)
4	PE Class - Gym	PE – Sync (11:45 p.m.)
5	Geometry - Room 138	Geometry –Sync (12:30 p.m.)
		Advisory (1:15 p.m.)

RMS and WHS Wednesday Schedule/Virtual Schedule

❖ Wednesday Synchronous Schedule

- Please note that this schedule is the same as our virtual schedule.
- Advisory Time: 8:00 - 8:55*
- 1st Period: 9:00 - 9:40
- 2nd Period: 9:45 - 10:25
- 3rd Period 10:30 - 11:10
- Lunch Break: 11:15 - 11:45
- 4th Period: 11:45 - 12:25
- 5th Period: 12:30 - 1:10
- Advisory Time: 1:15 - 2:00*

*Advisory time is set aside for students to be able to ask additional questions and/or seek further clarification from any of their teachers. This could include both drop-in and/or scheduled appointments via Zoom. Staff may also request student meetings during this time to address academic concerns.

Face-to-Face RMS Schedule

❖ Monday – Friday

- Hour 1: 7:30-8:51
- Hour 2: 8:58-10:12
- Hour 3: 10:19-11:33
- Hour 4: 11:40-1:24 (lunch period included)



- Hour 5: 1:31 – 2:45

Blended Teacher Day (example)			
Hour	Times	Duty	Length
1	7:30-8:51	Teach	81 minutes
2	8:58- 10:12	Teach	74 minutes
3	10:19-11:33	Prep	74 minutes
4	11:40-1:24	Teach	74 minutes + 30 minute lunch - 104 minutes
5	1:31-2:45	Teach	74 minutes

Face to Face Teacher Day (All teachers)			
Hour	Times	Duty	Length
1	7:30-8:55	Teach	85 minutes
2	8:58-10:18	Teach	80 minutes
3	10:21-11:41	Teach	80 minutes
4	11:44-1:30	Teach	80 minutes + 26 minute lunch = 106 minutes
After classes	1:30-2:45	Prep	75 minutes

Unique Physical Learning Environments

Unique classroom settings such as 4K, Special Education, Physical Education, Family and Consumer Education, Technology Education, Band, Choir, General Music, and Art have plans designed to meet both instructional and safety needs. These plans have been developed in collaboration with instructional leaders in each department and the site administration.

Student Supports

Student Supports for Virtual/Blended Model

❖ Student Supports

- Located in each of our schools.
- Designed to provide in-person service to our students who would benefit from additional support during the time of virtual and/or blended learning.
- Students and staff will utilize key safety protocols in all student interactions



❖ Student Supports – All Students

- Ready, Set, Go! During the first week of school all students and parents had the opportunity to meet in-person or virtually with teachers to establish student/teacher relationships, learn our new technology programs, and complete any necessary assessments.
- Our buildings are open to provide mentoring and tutoring supports.
- Our buildings are open to provide internet access to students who will require access.
- Our buildings are open to provide pick up for breakfast and lunch to all children in the community ages 18 and under.
- Sign up processes and safety protocols have been provided to all families.

❖ Student Supports – Students with IEPs

- Students with IEPs may be able to access in-person supports if and when appropriate.
- Case managers have been working with families to determine best placement for each child with an IEP. Plans will be written for all three phases - fully virtual, blended, or face-to-face. The team can consider some face-to-face instruction during the fully virtual phase if the evidence and data supports this type of instruction. Any face-to-face instruction would follow WUSD Key Safety Protocols and could be suspended due to COVID-19 concerns.
- Managers have been reviewing documentation from the spring regarding implementation of the IEP and progress the child made during the 2020 Spring Closure.
- Case Managers are collaborating with parents regarding status of services
- IEP teams are selecting from a range of service and support options. This range includes the following:
 - Continue with the level of support provided in the spring via virtual support and instruction
 - Enhance virtual services from the level provided in the spring
 - Supplement virtual instruction with some in-person services if the team determines this is necessary to benefit from specially designed instruction

❖ Student Supports – Examples

- Elementary Help Centers
- Middle and High School individualized help sessions
- Internet Access Zones located outside every site
- Community Partnerships tutoring
- Food Service Available at all of our sites





ELEMENTARY HELP CENTERS

LOCATED AT EACH OF OUR
WUSD ELEMENTARY SCHOOLS FROM
9:00 AM-2:00 PM MONDAY-FRIDAY

Starting on Sept. 8!

Parents must call their child's
school to schedule a help session



Douglas - (920) 262-1495
Lebanon - (920) 925-3712
Lincoln STEM - (920) 262-1465
Schurz - (920) 262-1485
Webster - (920) 262-1490



- Students may sign up for 1 hour Help Center blocks - limited availability
- WUSD Key Safety Protocols will be followed
- Only students will be allowed in the building for help sessions (parents must either return at pick up time or wait outside the building). *Parents may be admitted to support with technical questions on a case-by-case basis.*
- Students will be supported with school work and technical assistance will be provided by our school staff.
- Students are expected to bring their home learning materials and Chromebooks/learning device



WATERTOWN UNIFIED SCHOOL DISTRICT – WHATEVER HAPPENS, WE ARE READY!



RMS Virtual Learning Support for Students and Families



Internet Access
(8:00-2:00 by appointment only)

Specific Course Assistance

IEP & 504 Plan Support

Social & Emotional Support

Contact RMS Student Services for support options

(A-L) Mr. Leonhardt
(M-Z) Mrs. Konz

Contact RMS classroom teacher to schedule appointment

Contact RMS case manager regarding IEP/504 services

Contact RMS Student Services

(A-L) Mr. Leonhardt
(M-Z) Mrs. Konz
School Psychologist - Mrs. Roost
School Social Worker - Mrs. Colden/Ms. Lehman

Additional Supports
WUSD Internet Networks

Additional Supports
Contact RMS Student Services

Additional Supports
Schedule time with classroom teachers during Advisory time

Additional Supports
Services through RMS Student Services Office

[Link to RMS Student Support Contact Information Handout](#)



WHS Virtual Learning Support for Students and Families



Internet Access

Specific Course Assistance

IEP & 504 Plan Support

Social & Emotional Support

Contact WHS Student Services for support options

(A-He) Ms. Davis
(Hi-Ph) Mrs. Pokrzywa
(Pi-Z) Ms. O'Connell

Contact WHS classroom teacher to schedule appointment

Contact WHS case manager regarding IEP/504 services

Contact WHS Student Services

(A-He) Ms. Davis
(Hi-Ph) Mrs. Pokrzywa
(Pi-Z) Ms. O'Connell
School Psychologist - Mr. Champeau
School Social Worker - Mrs. Foerster

Additional Supports
WUSD Internet Networks

Additional Supports
Contact WHS Student Services

Additional Supports
Schedule time with classroom teachers during Advisory

Additional Supports
Services through WHS Student Services Office

[Link to WHS Student Support Contact Information Handout](#)





INTERNET ACCESS ZONE

WUSD FREE MEAL DISTRIBUTION RESUMES SEPTEMBER 1 THROUGHOUT VIRTUAL INSTRUCTION

Elementary Sites—Daily Distribution 11AM-12PM

Douglas Elementary—Main Entrance
 Lebanon Elementary—Main Entrance
 Lincoln Elementary—O'Connell St Entrance
 Schurz Elementary—Main Entrance
 Webster Elementary—12th St Entrance next to Staff Parking Lot

Please contact Nutrition Services at
 (920) 262-7536 in advance to make
 special dietary accommodations for
 your student

Riverside Middle School—Daily Distribution 10AM-11:30AM

Exit Side of Staff Parking Lot

Watertown High School—Daily Distribution 11:30AM-1PM

Main Entrance



Drop-In Tutoring Lab

THANK YOU TO FIRST BAPTIST CHURCH FOR YOUR COMMUNITY PARTNERSHIP TO HELP SERVE OUR STUDENTS DURING VIRTUAL LEARNING!



Where: First Baptist Church
160 Oakridge Court

When: Mondays and Wednesdays
2:30 p.m. to 5:00 p.m.

Ages: Kindergarten to Grade 8

What to bring:

- Face Covering
- Charged Tablet/Laptop
- Textbooks
- Homework
- Writing Instruments
- Questions about Homework
- Desire to Learn

Wifi Available

What a Crazy Time!



Our Objectives:

- Provide a safe, structured space with reliable internet access to promote learning for students struggling with self-directed studies during this difficult time.
- Assist any public, private, or home school students in the Watertown Area
- Connect professional teachers and college student learning facilitators with students who need help **free of charge** (All Learning Facilitators have current FBI background checks)
- Moderate a learning environment for fewer distractions for effective learning.
- Maintain a clean, COVID-conscious environment
- Go to www.cbcs.org/TTT to access parental permission slips and fill out emergency contact forms

We Can Help!

Free Tutoring!
Free Secure Internet Access
Tuesday &/or Thursday
6:30-8:30 pm
Calvary Baptist Church

What to Expect

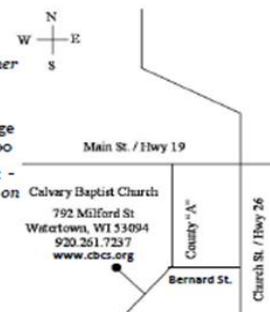
- Students will sign in, get a brief health check, get a mask if needed, grab a snack and find a seat at an assigned table in the study area.
- Parents are welcome and encouraged to join them.
- Teachers and college students will greet students, assess their needs, give one on one help as needed, and maintain a positive learning environment.
- We desire to provide a safe, structured space available at set times to enhance learning.



You are welcome to our other communities outreach programs:

Free English Second Language Class - Tues & Thur 7:00-8:00

Newfocus Addiction Support - Fri 7:00 PM see ANewFocus on Facebook



WATERTOWN UNIFIED SCHOOL DISTRICT – WHATEVER HAPPENS, WE ARE READY!

Authority to Close Schools for Face-to-Face Instruction

The authority to close schools for a public health pandemic is two-fold:

- ❖ The Wisconsin Department of Health Services has the authority to make this decision on their own.
- ❖ If the decision is made locally, this decision would be a joint decision in consultation with the Watertown Health Department. The authority rests with the Board of Education or the authority the Board of Education gives to the Superintendent of Schools to close schools for face-to-face instruction.

Factors and Considerations – Watertown Reopening Phased Plan and Attendance

Tracking Data

One of the components that the WUSD will consider when deciding the best instructional model for students will be the local status of COVID in the community. The current phase of the Watertown Reopening Plan (view in appendix) will help to inform the most appropriate instructional model based.

When students are back in schools in a blended instructional model or in a full day face-to-face model, all sites will track our attendance data to help to ensure that we are in the appropriate instructional model and that we are able to offer students and staff a safe environment for learning. Tracking attendance data is a practice that we use when considering the safety of our schools when we annually experience flu season, and we use this data to communicate with the Watertown Health Department to determine if and when we should consider closing schools to face-to-face instruction to minimize spread of the flu.

	Watertown Reopening Phase	Students/staff out with COVID-like symptoms or in quarantine or isolation – percent above baseline percentages.
Virtual to Blended	In Phase 1-4	
Blended to Face-to-Face	In Phase 2-4	2.5% to 5% sustained
Face-to-Face to Blended	Downgrade to Phase 1	5% to 7.5% sustained
Blended to Virtual	Downgrade to Safer at Home	7.5% or higher sustained
Face-to-Face to Virtual	Downgrade to Safer at Home	7.5% or higher sustained



	Full Virtual – All key safety protocols implemented	Full Blended – All key safety protocols implemented	Partial Blended/Partial Face-to-Face – All key safety protocols implemented	Full Day Face-to-Face – All key safety protocols implemented	Full Day Face-to-Face - safety protocols modified
Safer at Home	X				
Phase 1	X	X	X		
Phase 2	X	X	X	X	
Phase 3		X	X	X	
Phase 4				X	X

*In conjunction with other factors the WUSD will also consider attendance tracking data.

How is the decision made to transition instructional model from face-to-face to blended or to virtual programming?

It is really important to note that all decisions are made on a case-by-case basis. Each site and each case of COVID-19 is unique, and there are many different factors to consider in each situation. For example, some cases may have no close contacts, and some cases have higher numbers of close contacts – the number of close contacts and quarantines changes the impact the case has on the full school/classroom environment.

All decision-making factors are considered when a change in instructional model is being considered as well as staffing needs and implications. It will be the goal of the WUSD to begin by transitioning from face-to-face to virtual with the smallest group of students. For example, we would first attempt to quarantine students who have been close contacts. If quarantining students would not adequately address the concern, we would consider transitioning a classroom to virtual. This step would be taken, for example, if a number of individuals in the classroom have been identified as close contacts and/or if the teacher is a close contact. If the full building is impacted by increasing cases and increasing attendance tracker and overall attendance data, we would consider transitioning a school to virtual.

The full WUSD would shift to virtual only if data across the WUSD was so compelling that we need to make a full-scale modification. Again, staffing implications are also considered when making these decisions.

It is also possible that we would consider a shift from face-to-face to the blended model if attendance tracker and/or overall attendance data for the school(s) was consistently high increasing the chances of needing to shift a site to full virtual. The blended model allows the WUSD to practice better physical



distancing decreasing close contacts when we have a positive case.

How long will the transition to blended or virtual be?

The incubation period for the virus is 14 days so 2 weeks is a typical transition time; however, all of our other data will be evaluated in determining the appropriate time for a transition to virtual learning. For example, a shorter period of time may be appropriate depending on the nature of the cases and when quarantine dates are ending. A longer period of time may be appropriate if community data is high, and we are anticipating additional cases coming in during the time of closure.

Calendar

Adjusted School Calendar

Adjusted Student Calendar: https://www.watertown.k12.wi.us/cms_files/resources/20-21%20STUDENT%20Calendar%208-25-20.pdf

Adjusted Certified Staff Calendar:
https://www.watertown.k12.wi.us/cms_files/resources/20-21%20Final%20Board%20Revised%208-25-2020.pdf

Adjusted Calendar Rationale – October and November Dates

- ❖ The calendar changes were to make October 29th and 30th student contact days and to make November 23rd and November 24th non-student contact days.
- ❖ The changes allow for better balance for the blended instruction model.
- ❖ Additionally the changes will allow for additional time away from school for students and teachers during the potential height of flu season while also providing an opportunity for a deep cleaning of all our facilities during this critical time to mitigate the spread of infection and support keeping our students, teachers and staff healthy.

Adjusted Calendar Rationale – Asynchronous Learning Dates

- ❖ Asynchronous Virtual Learning Dates were added to the calendar on the following dates:
- ❖ December 21-23; February 3rd, and March 3rd
- ❖ The decision to add asynchronous virtual learning dates/elementary planning dates was made to provide staff the opportunity for additional collaboration and planning time. These days are structured to provide teaching staff with needed additional preparation time at strategic dates in the calendar.
- ❖ December 21-23 will allow for a thorough deep cleaning of our sites over a two week period, will provide evenly distributed time in both cohort groups at RMS and WHS, and will be provided at a time when we anticipate staffing our sites will be challenging because of the proximity to the holidays.
- ❖ The decision to offer dates in February and March are aligned to regular collaboration Wednesday dates and will provide necessary time for staff to plan and prepare during regular monthly intervals so staff can plan and prepare for the upcoming weeks of instruction based on the anticipated



instructional model.

- ❖ We may schedule additional asynchronous dates in April and May depending on the current status of COVID-19.

Adjusted Student Daily Schedule for Blended and Face-to-Face Model

Schedules have been modified to provide time in between bus routes for disinfection. Wednesdays will continue to have a 2:00 dismissal time to provide for the opportunity for teacher collaboration. Schedules for face-to-face instruction may have additional modifications.

- ❖ Middle School – 7:30 a.m. to 2:45 p.m.
- ❖ Elementary Schools – 8:00 a.m. to 3:05 p.m.
- ❖ High School – 8:30 a.m. to 3:30 p.m.

Adjusted Student Schedule Rationale

The adjusted schedule will allow for buses to be thoroughly disinfected between routes.

Additionally, we moved back the start of the day at WHS to ensure that older students would be available to help with younger siblings if needed.

Grading

Traditional grading for all students grades 4K-12 will be used.

Technology

Chromebooks and Hotspots

District-owned Chromebooks will be issued to any student grades 4K-12 who is in need of a mobile device to support virtual/blended instruction. Additionally, hotspots will be provided to any family without internet service.

To request a device, have a device repaired or request a hotspot, access our WUSD Virtual Learning Support Page <https://www.watertown.k12.wi.us/familyresources/wusd-virtual-learning-support-page.cfm>.

Digital Platforms

[Blocksi](#) is a cloud content filtering and screen monitoring system with data content analysis for Chromebooks and Windows devices. Both teachers and parents will have access to dashboards to view and monitor student progress. Blocksi also keeps WUSD compliant with federal laws regarding online safety for students for systems distributed by the district.

[Freckle](#) is a differentiation platform planned for use in K-5 classrooms in the areas of math, science, social studies and English/Language Arts. It is tied to STAR assessments that link student work to their appropriate level for growth, engagement and progress monitoring directly related to growth markers in



the STAR assessments.

[Lexia](#) is dedicated to personalized literacy instruction through adaptive technology where students can work independently with instructional guidance. It complements the new Fountas and Pinnell Classroom reading adoption and facilitates both in-class and at-home instruction for K-5 students.

[Seesaw](#) is a digital portfolio platform that connects students, parents and teachers on a variety of projects and assignments. Students access a variety of tools like draw, collage and video to show what they know in the way that best demonstrates their skills and abilities. This is consistent with our Future Ready goals around space and time and curriculum, instruction, and assessment.

[Schools PLP](#) is a flexible course curriculum where teachers deliver fully customizable instruction by modifying courses to reflect local curricular goals and desired student outcomes for our students in grades 6-12 and supports any of the plan scenarios we've discussed throughout our planning stages: fully virtual, blended, and face-to-face. Lincoln Learning, eDynamic and Bright Thinker are among the customizable content providers. 18 Advanced Placement courses are also available and supported by WUSD staff

[eCampus Academy Pathways](#) High school aged students may pursue a technical diploma or associate degree while enrolled in one of several high-demand career areas. These online courses - offered in cooperation with Wisconsin technical colleges - will also count as high school credit saving families time and money after graduation. We also offer an accelerated "degree in 3" option through UW-Whitewater for any student seeking a 4-year degree at a UW System school.

Attendance

Whether students are attending school in person at the school building or they are experiencing the virtual delivery model, attendance will be taken on a daily basis. This is a very key difference between the virtual learning environment from March, April, and May of 2020.

Compulsory Attendance

Wisconsin State Statute 118.15 requires compulsory school attendance for all students ages 6-18. This law also requires attendance for all 5 year old students enrolled in a 5-year old kindergarten program.

Therefore, whether students are learning in person or virtually, attendance is mandatory. Parents shall contact their school's attendance phone number if their child is ill or will miss school for a legitimate reason.

Key Safety Protocols

Key Safety Protocols

In order to support the safe reopening of schools to face-to-face instruction, the WUSD



WATERTOWN UNIFIED SCHOOL DISTRICT – WHATEVER HAPPENS, WE ARE READY!

adopted key safety protocols to address the following areas: educating and informing, physical infrastructure, transportation, activities and athletics, food service operations, staffing, and health and behavior norms. The WUSD Board of Education adopted these key safety protocols at the August 24th, 2020, Board meeting. The WUSD Key Safety Protocols are posted on the WUSD COVID-19 website, have been emailed to all families in the WUSD, and are posted in all WUSD facilities.

❖ Educate and Inform

- CDC Coronavirus education materials will be posted throughout our sites in English and in Spanish in highly visible locations to include: handwashing hygiene practices, when to stay home, cough/sneeze safely, and everyday protective measures.
- Staff will be provided training on safe practices
- Informational materials will be provided to students and staff through multiple venues to include the website, videos, and written communications
- Regular routines will be established for handwashing and sanitizing
- Through teachers and daily announcements classroom practices and routines will be established.
- Parents will receive regular communication via multiple venues – email, website, videos and written communications.
- Parent support will be critical to our success – urging families to keep sick children home and follow hygiene practices at home and at school

❖ Physical Infrastructure

- Plexiglass barriers will be used in public spaces
- Floor adhesives will be used to mark six feet of separation and hallway traffic patterns
- Bubblers will not be available; bottle fillers will be able to be used
- Sanitation stations will be used throughout our sites
- Locker use will be limited at both the elementary and secondary - secondary students will be encouraged to use backpacks and only access lockers at the beginning and end of the school day
- Teaching spaces and classrooms will be reconfigured as necessary to create additional spaces for physical distancing
- Isolation rooms will be established at each site to be used as needed with students or with staff
- Classroom desks/tables will be placed three to six feet apart with a preference for six feet whenever possible
- Cleaning and disinfecting will be increased with daily and weekly protocols and in between new groups of students
- Students and staff will not be able to share objects unless those objects are sanitized



- Use of communal spaces will be staggered and cleaning protocols will be increased
- Hand hygiene will be taught and reinforced

❖ Transportation

- Students will need to wear face coverings on the bus - if a student is unable to safely wear a face covering concerns will be addressed on a case-by-case basis
- Students will sit with no more than 2 students/seat with an approximate capacity of 48 students/bus
- Sitting at windows with one student per seat is preferred and should be used whenever possible
- Students from the same household are strongly encouraged to sit together and may sit with three in a seat
- Buses will be disinfected following each route with special attention to high touch areas
- Families will be encouraged to self-transport if at all possible
- Pick up zones and drop off areas may need to be modified and start and end times of school days may be staggered
- Whenever possible, bus windows should be open to increase circulation of outdoor air, but not if doing so might pose a health or safety risk (temperature too cold, risk of falling, etc.) If the weather is cold outside, bus drivers may choose to open two windows up to one inch to increase ventilation while keeping the bus temperature warm and safe for students and staff.
- All buses will have and use seating charts, and every attempt will be made to keep cohorts of students together whenever possible. Students will ride near the same students in the morning and afternoon whenever possible.

❖ Food Service

- Routines will be established for handwashing and sanitizing before and after any food handling/consumption
- No food items will be shared
- Lunch and breakfast will be delivered to classrooms or other areas designated for food services
- Students will be kept in cohorts and with six feet of physical distancing when consuming food whenever possible
- Cafeterias/gyms/common spaces may be designated for eating with student cohorts if appropriate
- Students will face the same direction while consuming foods
- Because students will be eating in classrooms and/or designated areas with cohort groups, staff will need to be additionally allergen aware
- Food service will serve only nut-free food items during the 2020-2021 school year



❖ Staffing

- Trainings and meetings will be conducted virtually whenever possible/practical
- In-person trainings will be conducted with six feet of physical distancing maintained and if distancing is not possible, face coverings will be required
- Appropriate personal protective equipment will be provided to staff as needed
- Each teacher will be provided with a plastic/plexiglass partition to allow for one-on-one student interactions
- Staff will be required to wear a face covering whenever inside a WUSD facility. Exceptions to this will include a medical concern, when in a classroom/room with no other individual present and the door closed, when eating or drinking and 6 feet of distance is maintained, or when presenting/teaching when the teacher is the only one without a face covering and maintains 6 feet of distance at all times from all other individuals. Staff will also be provided with a face shield for additional protection if needed/desired
- Staff will complete a daily symptom checker to self-monitor wellness
- Work spaces will not be shared
- Refreshments will not be shared

❖ Activities/Athletics

- We will rely on guidance from the WIAA to hold safe athletic practices, competitions, and events
- All key safety protocols will be followed as established for activities and athletics as they are during the school day
- Virtual options will be pursued when appropriate/necessary
- Because face coverings are not recommended during strenuous activity, physical distancing of six feet will need to be maintained whenever possible

❖ Health and Behavioral Norms

- We will limit all non-essential visitors and visits
- Visitors will follow temperature and face-covering protocols
- School families/cohorts will be maintained whenever possible - keeping together smaller groups of students to limit interactions outside the classroom/grade level to the greatest extent possible
- Student passing times will be adjusted and limited
- We will regulate our entrances and exits to prevent groups of individuals from gathering
- Face-coverings will be required for students and staff anytime other students/staff are present and in all public areas at all times to include hallways and commons areas - students who may not be able to safely wear a face covering will have concerns addressed on a case-by-case basis
- Face-coverings will not be required when students are eating or drinking (distancing should be maintained) or when students are at recess and potentially



engaged in strenuous activity. Physical distancing will be especially important during times face-coverings are removed.

- Face-covering breaks are acceptable and appropriate when students/staff have six feet of distance from other individuals, students/staff are eating or drinking (distancing should be maintained), are outside (distancing should be maintained). Face covering breaks should be brief, occur in designated classroom spaces and used with discretion as directed by staff.
- Field trips and gatherings will be limited and monitored
- School staff will work with students and staff with high risk/vulnerable conditions to address concerns on a case-by-case basis
- Staff will complete a daily symptom checker to self-monitor wellness
- Upon arrival at school, students will have a staff member complete a visual symptom checker and check his/her temperature. Any child with a temperature of 100 or above or exhibiting symptoms of COVID-19 will be escorted to an isolation area or outside to return home
- Regular hygiene practices will be used and all desks/work areas will be disinfected in between classes
- COVID-19 positive cases will be handled on a case-by-case basis in cooperation with the Watertown Health Department.

Student Adherence to the WUSD Key Safety Protocols

So many things have changed (wellness checks, social distancing, health rooms, face coverings, bubblers, water bottles, lunch rooms, and learning formats) since March 13, 2020.

These changes may be difficult on students (and staff and parents). The WUSD will work diligently to “teach” students these new rules, expectations, and practices. If a child were to make a mistake and not follow one or more of these new routines the intent is to “teach” not to discipline. If in the event multiple instances occur, the teacher or other school staff may contact the student’s parent/guardian to communicate a plan for cooperation.

We believe that good positive relationships are key to success.

Field Trips

4K-12 grade school field trips will be limited and monitored and will need to be approved by site administration. No field trips out of the state or out of the country will be approved until further notice.

Large Group Indoor Gatherings

All school assemblies, staff meetings, large group trainings will be conducted virtually whenever possible. In-person trainings/gathering will be conducted with



6 feet of physical distancing maintained and face coverings will be required.

Recess & Playgrounds

- ❖ Face coverings will not be required at recess as children may be engaged in rigorous outdoor activities, but physical distancing will be maintained as best possible.
- ❖ Playgrounds will be divided into zones so that children will be able to access playground equipment with their cohorts.
- ❖ Children will be provided with play equipment at recess that will encourage fun and distance – hula hoops, jump ropes, sidewalk chalk.
- ❖ Children will be engaged in games at recess that will encourage fun and distance – kickball, badminton, Frisbee golf.

Outdoor Teaching Spaces

Teachers are encouraged to use outdoor teaching spaces when safe to do so.

Classroom Desks and Spacing

- ❖ Increased space between students by rearranging seating to maximize space between students to be 6 feet or more is ideal if classroom space and the number of students and staff allows for this.
- ❖ If the physical space in the classroom (and other settings) does not allow for spacing students' desks 6 feet apart, then desks will be spaced as far away as possible with a minimum distance of 3 feet.
- ❖ Teachers are encouraged to place markings on the floor for good visuals for students to identify with the 6 foot distances.

Student Supplies

Parents/Guardians will receive communication from their school principal and/or classroom teacher regarding these supplies. For parents/guardians who have the means to donate extra supplies, please consider doing so.

Bubblers & Water Bottles

All bubblers' (drinking fountains) push bars have been deactivated. Water bottle filling stations will remain open for student use and will be disinfected according to our building disinfection protocols.

Entering and Exiting the Building

Each site will have specific entrances and exits assigned to cohorts of students to minimize student groups gathering at entrance and exits. Additionally 6 feet distance markers have been used at entrances and other areas in which students might gather to ensure distancing is maintained if larger groups of students



arrive at a location/entrance at the same time.

At each entrance a hand sanitizing station is located and students and staff will sanitize hands about entry into the building.

Parent Meetings

Parent meetings such as IEPs, meetings with counselors, and meetings with teachers will be encouraged to be done virtually. When a virtual option is not possible, a face to face meeting is certainly acceptable. During face to face meetings face coverings and physical distancing will be required.

Plexiglass Partitions

Plexiglass partitions have been installed in office work spaces such as administrative assistants' desks. When students, staff, visitors, and guests are greeted by the building administrative assistant, the desk will have a plexiglass partition. In some cases student work stations may have plexiglass partitions as well. These are on a case-by-case basis and particularly important when a child or a staff member cannot wear a face covering due to extenuating circumstances (i.e., medical reasons) during individual or small group instruction. Additionally, each classroom teacher will have at least one plexiglass partition to allow for one-on-one or small group instruction.

Student Lockers

Locker use will be limited at all of our sites. Students will be encouraged to use a backpack for their supplies and to use their locker only at the beginning and end of the school day if at all.

Student Hallway Traffic Flow

Each of our sites will regulate traffic flow so that students and staff are 6 feet apart whenever possible in hallways and stairwells. This may include one-way traffic in hallways and/or clearly marked divisions in hallways so that students are maintaining distance as they remain on one side of the hallway. Additionally, floor decals may be used in areas where students may gather to indicate 6 feet of distance.

Restrooms

Enhanced sanitation efforts by the WUSD's custodial staff have been put into practice. This is evidenced by the products used, frequency of cleaning, and attention to detail of high touch surfaces.

Mitigation Practices - Face Coverings

Why wear a face covering?

We now know from recent studies that a significant portion of individuals with



coronavirus lack symptoms (asymptomatic) and that even those who eventually develop symptoms (pre-symptomatic) can transmit the virus to others before showing symptoms. This means that the virus can spread among people interacting in close proximity- for example speaking, coughing, or sneezing- even if those people are not exhibiting symptoms. In light of this new evidence, the CDC recommends wearing cloth face coverings in public settings where other social distancing measures are difficult to maintain especially in areas of significant community-based transmission.

Local Medical Community Endorses Face Coverings

A message from Dr. Michael Sullivan and the Medical Executive Committee at Watertown Regional Medical Center:

We recommend the Watertown Unified School District require the use of face masks or cloth face coverings as students return to in-person learning. This aligns with recommendations from the Centers for Disease Control and Prevention (CDC) and the Wisconsin Department of Health Services as being an effective way to prevent the spread of the illness and to increase the chance of keeping children in school.

Wearing a mask protects the people around us by helping prevent respiratory droplets from traveling when the person wearing the mask coughs, sneezes, talks or raises their voice and is a great way to teach kids the importance of caring for others. Recent studies have shown that universal masking can help prevent the spread of infectious diseases like COVID-19, especially in individuals who may be asymptomatic and unaware that they are ill.

Appropriate and consistent use of masks is most important when students, teachers and staff are indoors and when social distancing is difficult to implement and maintain. Face masks and cloth face coverings should be worn over the nose and mouth, and be held securely in place with loops or ties.

In instances that wearing masks may not be possible, it is recommended to take other measures to reduce the risk of COVID-19 spread, including social distancing, frequent hand washing, and cleaning and disinfecting frequently touched surfaces.

Thank you for your consideration over this issue.

Face Coverings

- ❖ Include cloth face masks, bandanas, N95's, KN95's and disposable face masks
- ❖ Face coverings are considered "clothing" so please understand that logos, writing, pictures, and other such displays must be school appropriate.
- ❖ Face Coverings should:
 - Fit snugly but comfortably against the side of the face
 - Be secured with ties or ear loops
 - Include multiple layers of material (for example: fabric or paper)
 - Allow for breathing without restriction



- Be able to be laundered and machine dried daily without damage or change to the shape
- Cover both nose and mouth
- ❖ Face Coverings inhibit the spread of the virus even when the infected person is without symptoms
- ❖ Students and staff should cough or sneeze into their elbow or cover with a tissue. Deposit the used tissue into a waste basket and sanitize hands
- ❖ Face coverings are required by all staff and students riding the bus
- ❖ When students are outdoors and 6 feet from others, face coverings are not required.

Face Coverings Required in the WUSD

- ❖ Staff are required to wear a face covering whenever inside a WUSD facility. Exceptions to this will include a documented medical concern (please consult with the Human Resources department to address the process for documenting a medical concern), when in a classroom /room with no other individuals present and the door is closed, when eating or drinking and distancing is maintained, or when presenting/teaching when the teacher is the only individual without a face covering and maintains at least 6 feet of distancing at all times from all other individuals. If a teacher removes a face covering to present/teach, use of a face shield is recommended for additional protection.
- ❖ Students are required to wear a face covering whenever inside a WUSD facility. Exceptions to this will include a documented medical concern (please see medical form in the appendix), when students are eating/drinking (distancing should be maintained) or when students are at recess engaged in potentially strenuous activities. Distancing will be critically important when face coverings are removed.
- ❖ Face covering breaks are acceptable and appropriate when students/staff have six feet of distance from other individuals, students/staff are eating or drinking (distancing should be maintained), are outside (distancing should be maintained). Face covering breaks should be brief, occur in designated classroom spaces, and used with discretion as directed by staff.
- ❖ Face coverings are required in all WUSD facilities at all times (excepted as provided above in exceptions) to include all hallways, public spaces and commons areas.
- ❖ Visitors to the WUSD will also be required to wear face coverings. If a face covering is not appropriate for a visitor, we will request that the visitor conduct business virtually. If business is not able to be conducted virtually, we will work with the visitor to determine appropriate personal protective equipment (PPE) to be used.
- ❖ Any student or staff member needing a face covering will be provided a face covering



by the WUSD. Face coverings will be available in classrooms to replace face coverings that may be soiled or diminished with age.

KN95 Face Coverings

KN95 face coverings offer more protection than a standard cloth face covering or surgical mask. KN95 face coverings are appropriate for both students or staff to wear if they would prefer a more protective face covering. The WUSD has a supply of KN95 face coverings for staff, and any staff member who would like to request a face covering may do so through the WUSD Department of Human Resources. Face coverings will be provided along with directions for most effective use.

Face Shields

The WUSD has purchased clear masks and shields for populations that need visual cues for communication (deaf and hard of hearing, speech and language, etc.) or early literacy learning (4K and Kindergarten students as an example). Any staff member who would like to utilize a face shield may request one. **Face shields do not replace face coverings and should be worn in addition to not instead of a face covering.**

Employee Wellness Checks/Symptom Checkers

To reduce the spread of the COVID-19 virus, the WUSD requires employees to perform health symptom checker on a daily basis before reporting to work.

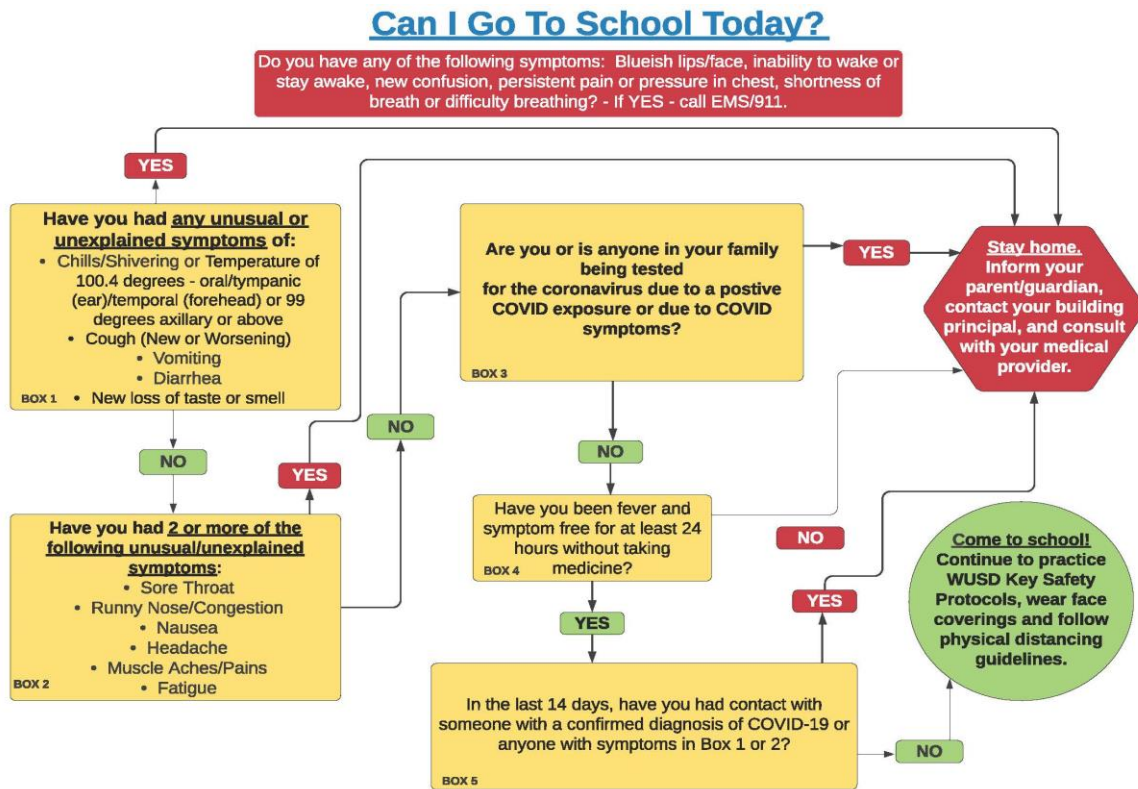
Student Wellness Checks

To reduce the spread of the COVID-19 virus, upon arrival at school the WUSD will have a staff member complete a visual symptom checker for each student and each student will have his/her temperature taken. Any child with a temperature of 100.4 or above or exhibiting symptoms of COVID-19 will be escorted to an isolation area or outside to return home.

- ❖ If a student is experiencing COVID-19 symptoms, a note from a doctor will be required for the student to return to school.
- ❖ COVID-19 symptoms are determined in part by if the individual is experiencing symptoms that are unusual – if a student has a chronic condition, for example allergies or migraine headaches, in an effort to be proactive, a doctor's note indicating this may help to ensure that the student's condition is not interpreted as COVID-19 symptoms. Please reach out to your care provider, the Watertown Health Department, the school's health assistant, or the WUSD Nurse for assistance with a child with a chronic condition.
- ❖ If a student fails the symptom checker at school, he/she will be sent home and any other household members will also need to return home. This is done in compliance with recommendations through the Watertown Health Department that individuals exposed to other individuals with COVID-19 symptoms have not successfully passed



the symptom checker.



Health Assistants and Isolation Rooms

Each school will now have an assigned health assistant to assist with students exhibiting COVID-19 symptoms. In addition to the health room, each school will have at least one isolation room identified for students or staff exhibiting COVID-19 symptoms while at school who are not able to immediately be escorted outside to return home.

Isolation Room Protocols

If a student/staff member is exhibiting symptoms of COVID-19, he/she should be escorted to an isolation room. Weather and time permitting, outdoors is the best place to escort the individual until he/she is able to leave the WUSD. If outside is not an option, the individual is to be escorted to an isolation room.

Delegated staff will supervise the student/staff member during the time in the isolation room. The health room assistant or nurse must wear all required PPE while supervising the individual in the isolation room to avoid exposure and to avoid being a close contact to the individual in isolation. Required PPE includes a KN95 mask (surgical mask if the fit test has not been passed), isolation gown, gloves and face shield. The student/staff member in isolation should remove his/her cloth face covering and replace it with a surgical face mask.

The student/staff member should leave the building as soon as transportation can be arranged.



After use, the isolation room must remain empty for 24 hours. After 24 hours, custodial staff should disinfect the space. Only after 24 hours and disinfection may the room be used again.

Response to Students and Staff with COVID-19 Symptoms

The WUSD Nurse or school health assistant needing to provide direct patient care will wear appropriate Personal Protective Equipment (PPE) including KN95 masks and perform hand hygiene after removing PPE. Equipment may include a face shield, face mask, gloves, and gown.

- ❖ Touchless thermometers are provided for each building and will be used to take temperature readings.
- ❖ Anyone exhibiting COVID-19 like symptoms will be expected to go home. Parents/guardians or emergency contacts for students will be contacted.
- ❖ Symptomatic individuals will remain under visual supervision by a staff member at least 6 feet away. The supervising staff member will wear a face covering.
- ❖ Cleaning and disinfecting protocols will be followed after the symptomatic individual has left the health room.

Confidentiality

The WUSD recognizes that an individual's health status is personal and private. Therefore, the WUSD shall handle information regarding students and WUSD employees with suspected or confirmed communicable diseases in accordance with state and federal laws and Board policies governing the confidentiality of student and staff health records.

Transportation

Mitigation - Transportation

The WUSD and Go Riteway have eliminated our bus shuttles for this school year to minimize interactions among different groups/cohorts of students. Bus routes will be direct, and in between bus routes buses will be disinfected with special attention given to high touch areas.

- ❖ Students will be required to wear a face covering on the bus, and bus drivers will also be required to wear face coverings.
- ❖ Students will sit with no more than 2 students per seat with one student per seat preferred whenever possible. Sitting at window seats with one student per row is preferred and should be used whenever possible.
- ❖ Students from the same household are strongly encouraged to sit together and may sit with three to a seat.
- ❖ We encourage our families to self-transport if possible as this will be the safest practice for students. While we are mitigating risk on our buses, self-transport is the safety option for families and will help to reduce



numbers of students on the buses.

- ❖ Pick up zones and drop off areas may need to be modified and school schedules have been adjusted to allow for the implementation of safe transportation practices and disinfecting protocols.
- ❖ Whenever possible, bus windows should be open to increase circulation of outdoor air, but not if doing so might pose a health or safety risk (temperature too cold, risk of falling, etc.) If the weather is cold outside, bus drivers may choose to open two windows up to one inch to increase ventilation while keeping the bus temperature warm and safe for students and staff.
- ❖ All buses will have and use seating charts, and every attempt will be made to keep cohorts of students together whenever possible. Students will ride near the same students in the morning and afternoon whenever possible.

School Nutrition Program

The WUSD will continue to operate the National School Lunch Program, School Breakfast Program and/or Summer Food Service Program in accordance with federal program requirements and approved federal waivers as applicable based on current operations.

- ❖ Student meals during the virtual learning model will follow food-safe best practices by utilizing prepackaged and shelf-stable food items whenever possible.
- ❖ Student meals during face-to-face instruction will be prepared fresh daily for students utilizing food-safe practices.
- ❖ Food service employees and other staff performing functions related to food preparation, serving or sanitation are required to wear appropriate face coverings at all times.
- ❖ Single-use gloves will be worn in accordance with the district's Standard Operating Procedure (SOP) for glove use.
- ❖ Cleaning of equipment and supplies will be in accordance with the district's food safety plan, the State of Wisconsin Food Code and local health department requirements.
- ❖ Self-serve food stations such as salad bars and condiment bars will be discontinued.
- ❖ Meals served to classrooms during face-to-face instruction will be nut-free in accordance with district allergen aware practices.
- ❖ Condiments will be individually packaged.
- ❖ Single-use food service items such as utensils and containers will be used whenever possible.

Nutrition Staff

Staff has received training and agree to follow the district's Standard Operating Procedures (SOPs) relevant to their assigned duties, with an emphasis on the procedures for handwashing, proper glove use, personal hygiene, serving food to students with food allergies, and cleaning and sanitizing food contact surfaces.

- ❖ Staff will frequently clean, sanitize and disinfect high-touch surfaces including kitchen countertops, cafeteria and service tables, door handles, carts and trays.



- ❖ Nutrition Services will suspend the use of keypads to limit common surface touches.
- ❖ Staff will practice proper hand washing.
- ❖ Key times to wash or sanitize your hands if not visibly dirty include:
 - Before and after work shifts
 - Before and after breaks
 - After using the restroom
 - Before eating or preparing food
 - Before putting on and after taking off disposable gloves
 - After touching objects with bare hands which have been handled by other staff, students, or visitors such as tables, trays, carts, racks, dishes, cups, utensils, bags, coolers totes and trash
 - After blowing your nose, coughing, or sneezing or touching your face
 - After putting on, touching, or removing face coverings
- ❖ Nutrition Services staff will follow the WUSD Key Safety Protocols and wear face coverings at all times.
- ❖ Nutrition Services staff will wear a face shield in addition to a face covering during food preparation.
- ❖ Nutrition Services staff will make every effort to maintain 6 feet of physical distancing whenever possible, but when distancing is not possible, cohort sizes will be minimized to minimize individuals who may be exposed to a positive COVID-19 case

Breakfast Process

- ❖ Breakfasts will be a prepackaged grab & go meal.
- ❖ In some buildings the packages will be prepared for a grab and go process.
- ❖ In some buildings breakfast may be served in classrooms.

Lunch Process

- ❖ Lunches will be prepackaged grab & go meals for virtual learners and a more traditional school lunch for face-to-face learners.
- ❖ Alternative spaces such as gymnasiums, classrooms, hallways, and outdoor spaces may be utilized to allow students to social distance.
- ❖ Face coverings will not be required while eating, but proper physical distancing will be practiced whenever possible while students are eating and cohort groups will remain together.
- ❖ Shared items such as trays, utensils, and other such items will be eliminated or reduced to the extent possible.
- ❖ Staggered lunches and recesses will be implemented.

Hygiene

The WUSD is fully committed to safeguarding the health and safety of all employees and students.



Classroom Supplies

Each classroom will be provided the following supplies: non-contact infrared thermometer (NCIT), one box of latex-free gloves, hand sanitizer, disinfecting wipes/disinfectant spray and paper towels, partition panel, face coverings, face shield (if needed), and tissues. These items will be kept stocked throughout the school year.

Hand Hygiene Practice

Employees and students should wash their hands with soap and water for at least 20 seconds as frequently as possible. When soap and water is not available employees and students should use hand sanitizer. Employees and students are encouraged to wash their hands:

❖ Before:

- Having contact with another person
- Putting on gloves
- Using equipment shared by others
- Handling food that others may consume or share
- Administering medications
- At the start of each work day or shift
- Between classes
- When starting new tasks
- Using the restroom
- Before a break

❖ After:

- Having contact with another person
- Having contact with bodily fluids
- Having contact with equipment shared by others
- Taking off gloves
- Using the restroom
- Coughing or sneezing
- Administering medications
- After a break
- After eating
- The end of the work day or shift

❖ If:

- Hands are soiled or visibly dirty

Hand Washing Procedure

- ❖ Wet hands with water
- ❖ Apply soap



- ❖ Rub hands together for at least 20 seconds, covering all surfaces, focusing on fingertips and fingernails
- ❖ Rinse under running water and dry with a disposable towel
- ❖ Use the towel to turn off the faucet

Hand Rub (Hand Gel) Procedure

- ❖ Apply to palm the amount gel specific to the product
- ❖ Rub hands together, covering all parts of the hand, especially fingertips and fingernails
- ❖ Use enough rub to require at least 15 seconds to air dry
- ❖ Employees are responsible for replenishing or letting the person in charge know when hand-washing supplies or hand sanitizer are low.
- ❖ Cough and Sneeze Etiquette
- ❖ The WUSD will provide tissues for District employees and students. To help stop the spread of germs, employees and students should:
- ❖ Cover mouth and nose with a tissue when coughing or sneezing;
- ❖ Throw used tissues in the trash;
- ❖ Cough or sneeze into elbow, not hand, if a tissue is not available for use; and
- ❖ Wash hands after coughing or sneezing.

Hand Sanitizer

- ❖ District to supply hand sanitizer to all desk/office spaces
- ❖ Each classroom
- ❖ Cafeteria
- ❖ High traffic areas

Cleaning and Disinfecting

Daily cleaning and disinfection of classrooms, gymnasiums, restrooms, locker rooms, cafeteria seating, and other facilities is critical to preventing the spread of all illnesses, including COVID-19, and seasonal influenza.

The WUSD custodial staff will pay special attention to high touch areas, such as doorknobs, light switches, desks, computers, phones, toilets, faucets, sinks, handrails, etc.

The Supervisor of Buildings and Grounds will train all staff on cleaning protocols that include cleaning first then disinfecting. Adhering to time on contact requirements in accordance with the EPA approved disinfectants list will be used. If surfaces are dirty, they should be cleaned using a detergent or soap and water prior to disinfection.

For disinfection, diluted household bleach solutions, alcohol solutions with at least



70% alcohol, and most common EPA-registered household disinfectants should be effective.

Chemical Cleaning Product Used

The WUSD uses the EPA approved disinfectant called TB-CIDE QUAT. This product features ready to use spray that meets OSHA Bloodborne Pathogens Standard for HIV, HBV, and HCV. It is proven effective against Norovirus, Canine Parvovirus, and Mycobacterium Tuberculosis. It is fungicidal effective against Athlete's Foot Fungus. It is of benefit because it effectively treats the SARS-COV2 viral pathogen.

Custodial Staff & PPE

In addition to wearing a face covering, custodial staff shall wear disposable gloves for all tasks in the cleaning process including handling trash.

Visitors and Activities

Visitor Policy

While it is the practice of the WUSD to encourage visitors into our school buildings, during the public health emergency we have implemented extra precautions to our visitor policy to help ensure the health and safety of our students and staff.

- ❖ Visitors will be limited to appointment only.
- ❖ Signage is posted at the entrance of each building indicating our visitor protocols
- ❖ Upon arrival for an appointment, visitors will sanitize hands at the hand sanitizing stations.
- ❖ Visitors should ring the doorbell, call the office or approach the window (based on the site for the visit).
- ❖ Visitors will be greeted, a symptom checker and temperature check will be performed for each visitor.
- ❖ In case of an emergency visitors will be allowed even without an appointment.
- ❖ Face coverings are required for all visitors
- ❖ Visitors are encouraged to bring their own face coverings, but if they do not have one, a face covering will be provided.

Volunteers/Student Mentors

The WUSD has traditionally welcomed volunteers to assist us in our schools and classrooms. This year we will also welcome volunteers, but because we are limiting the number of individuals in our schools, we will also be limiting volunteers to regular volunteer positions. Volunteers who are working with the WUSD on a regular basis, consistently reporting on a recurring schedule, will be permitted, but volunteers for occasional or incidental projects will not be permitted this year. We appreciate all the support from our community, but in order to help best ensure the safety of students and staff, we will be limiting these positions this year to limit potential exposure to COVID-19 for our students and staff. All volunteers in the



WUSD will need to follow the WUSD visitor protocols and will need to follow the WUSD key safety protocols.

Student mentors will not be able to travel to other sites to mentor and support in classrooms as they have in the past. Again, this is in our efforts to reduce all possible exposures to COVID-19.

Student Teachers/Practicums/Other Visitors to Our Sites

The WUSD will accept student teachers this school year, but we will not be accepting practicum or other short term placements for students/staff.

Outside Groups/Facility Use

The WUSD is seeking to limit visitors in the WUSD to maintain safe environment for students and staff. Outside groups requesting facility use will need approval of the site administrator, Supervisor of Building and Grounds and Superintendent in order to utilize a facility until further notice. Approvals will only be granted on a case-by-case basis and only if the use can be done without compromising the safety of students and staff and if all appropriate disinfecting protocols will be followed and all WUSD key safety protocols will be utilized.

Clubs & Sports

The WUSD will be relying on guidance from the WIAA to hold safe athletic practices and competitions. All WUSD key safety protocols will be followed as established for activities and athletics as they are during the school day. Virtual options will be pursued when appropriate and necessary.



Resources

[CDC Considerations for Schools](#)
[CDC K12 Schools and Childcare](#)
[WHO Key Messages and Actions for COVID-19 Prevention and Control in Schools](#)
[CDC Consideration for Wearing Cloth Face Coverings](#)
[Education Forward Reopening Wisconsin Schools](#)
[School Health Services Interim COVID-19 Infection Control and Mitigation Toolkit](#)
[Interim COVID-19 Infection Control and Mitigation Measures for Schools](#)
[Interim COVID-19 Transportation Guidance](#)
[Interim COVID-19 Cafeterias and Food Service Guidance](#)
[Reopening School Buildings Risk Assessment Tool](#)
[COVID-19 Infection Control Checklist for K-12 Schools](#)
[Recommendations FAQs on Testing for Schools](#)
[Determining Release from Isolation and Quarantine Cases and their Contacts in Day Care](#)
[Settings or Schools](#)
[Cloth Face Coverings in Schools](#)
[Returning to School After COVID-19](#)
[Returning to School After COVID-19 - Spanish](#)
[NASN PPE Guidelines](#)
[CDC Using Personal Protective Equipment](#)
[DHS COVID-19 Fact Sheet](#)
[DHS COVID-19 Fact Sheet – Spanish](#)
[COVID-19 Quarantine Next Steps](#)
[COVID-19 Quarantine Next Steps - Spanish](#)
[Contact Risk Assessment Flowchart](#)

Appendices

[WUSD Key Safety Protocols](#)
[Medical Authorization Form for Face Coverings](#)
[Bus Disinfecting Protocols](#)
[WUSD Visitor Protocols](#)
[Classroom PPE Checklist](#)
[Classroom Disinfecting Protocols](#)
[Staff Symptom Tracker](#)
[Student Symptom Tracker](#)
[City of Watertown Reopening Phased Plan](#)
[Attendance Tracker](#)
[COVID-19 Letter to Parent or Guardian](#)
[COVID-19 Letter to Parent or Guardian - Spanish](#)
[COVID-19 Quarantine Letter to Parent or Guardian](#)
[COVID-19 Quarantine Letter to Parent or Guardian - Spanish](#)



Safety Plan Adopted:	September 28, 2020	
Board Approved Revisions:	October 26, 2020 November 30, 2020 December 21, 2020 January 25, 2021 February 22, 2021	
Additional Revision List: November 5, 2020	<ul style="list-style-type: none"> *Positive COVID-19 Case *Determining Close Contact *What happens if my child is quarantined? *What happens if my child is a close contact to an individual with COVID-19? *How is the decision made to transition instructional model from face-to-face to blended or to virtual programming? *Nutrition Staff 	By: Jaime Caudle
December 9, 2020	<ul style="list-style-type: none"> *Adjusted Calendar Rationale *KN95 Face Coverings *New CDC Flexibility to Quarantine Guidelines *Virtual Plus 	By: Jaime Caudle
December 16, 2020	*Virtual Plus for RMS	By: Jaime Caudle
January 4, 2021	<ul style="list-style-type: none"> *Student Shortened Quarantine *Staff Shortened Quarantine 	By: Jaime Caudle
January 14, 2021	<ul style="list-style-type: none"> *Student Shortened Quarantine *Staff Shortened Quarantine 	By: Jaime Caudle
February 18, 2021	<ul style="list-style-type: none"> *Positive COVID-19 Case *Determining Close Contact * New CDC Flexibility to Quarantine Guidelines *Face-to-Face RMS Schedule 	By: Jaime Caudle By: Jaime Caudle By: Jaime Caudle By: Jaime Caudle



*Key Safety Protocols	By: Jaime Caudle
*Student Highway Traffic Flow	By: Jaime Caudle
*Face Coverings	By: Jaime Caudle
*Mitigation Transportation	By: Jaime Caudle
*Clubs and Sports	By: Jaime Caudle

March 8, 2021

*Quarantine Guidelines for Vaccinated Individuals	By: Jaime Caudle
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