

Wakefield MS
REENTRY OPERATIONS GUIDANCE DOCUMENT
2021

Use this document as a guide for your entry plan, realizing that these considerations are by no means exhaustive, and that this template is not required to be filled, but purely as an outline to create one entry plan with all of these areas addressed.

ARRIVAL AND BREAKFAST PROCEDURES

Parameters/Guidance	Considerations for Site Plan
<ul style="list-style-type: none"> • No student will be playing on the field in the morning • Playground equipment (structures) are taped off • No before-school recess • Designated limited access points to school to control/ limit traffic • Students will report directly to classroom or designated place in the morning • Transportation arrives within 10 minutes of the school start time • School start times for drop off will be adjusted to closer to teacher's contract time • Increase monitors/classified staff hours or allow paid supervision of teachers for early bus riders, designate location (library/ alternate room) until classroom is open, staff escort students to classrooms • Parents and visitors do not have access to the building unless signing in late child • For tardy students, "wait" zones identified with visual cues for remaining apart for students/parents to check in to office. Flexibility for schools to designate place other than office to provide more space and minimize traffic in the building. • Students will wash/sanitize hands after eating • Flexibility for schools to choose how students will get their Grab & Go breakfast • Flexibility for schools and custodians to choose how to dispose of breakfast materials <p>Arrival for All Students if Classes are Larger than approx. 15</p> <ul style="list-style-type: none"> • First two days, students report to classroom or designated place <ul style="list-style-type: none"> ○ Purpose is to teach students "Air Plane Arms" for social distancing before allowing them on playground • Breakfast is served in cafeteria, as socially distanced as possible and students can play on field before bell • First full week of school, students can utilize the field for play before bell 	<ol style="list-style-type: none"> 1. Transportation: What time is drop-off, early or late arrivals <ol style="list-style-type: none"> a. Drop off will be at 8:00AM b. Gates will open at 8:00AM. c. All students required to enter through the North Entrance. d. Late Arrivals will also enter through the front office and follow CDC guidelines for social distancing. e. Front office will need an outside shield/masks and 2. Parent Communication- Meetings, Parent Links, Newsletter, etc. before 1st day of school <ol style="list-style-type: none"> a. Parent Link Email – July 31st b. Facebook Video – August 3rd c. Welcome Newsletter on Website – July 24th d. Q/A for Parents via Zoom – August 5th 3. Logistics of eating in classroom-movement from class to cafeteria (Grab and Go), disposal of trash <ol style="list-style-type: none"> a. Follow the flow maps presented to staff. b. Custodian requirement to visit each classroom to take trash from classrooms during lunch. 4. Early and late arrivals-designated

areas, escorts to class or designated areas

- a. Late Arrivals will also enter through the front office and follow CDC guidelines for social distancing.
- b. Parents remain in cars while students enter through north entrance alone.
- c. Students will sign in to the front office following the aforementioned CDC guidelines.
- d. Students will follow the directional flow-map while on campus.

CLASSROOM ENVIRONMENT	
Parameters	Considerations for Site Plan
<ul style="list-style-type: none"> • Arrange room for 6 ft physical distancing/ as much as possible; other furniture/ soft items (curtains, rugs, bean bags, stuffed animals) removed; clutter and additional items removed • Arrange desks/ tables for students to be facing in same direction; vinyl dividers to be used if space does not allow for social distancing • One kidney table remains in classroom for small group or individual group instruction • Poly-spot markers or washable mats for each K-3 classroom to provide alternate seating • No communal storage • Students will be given storage for desk items (pencils, glue sticks, etc) and cubbies provided for assigned books and lunches • Individual learning aides/textbooks will be assigned • Technology can be used if it can be sanitized immediately after use • Hand washing/ sanitizing standard routines taught and implemented • Hand washing/ sanitizing to occur every two hours, before/after eating, after bathroom, when needed 	<ol style="list-style-type: none"> 1. Assessment of each classroom, schedule, storage of additional items <ol style="list-style-type: none"> a. Walkthrough planned on Aug 3 b. Middle Schedule Completed c. No excess furniture on campus currently 2. Room Arrangement for optimal safety and learning <ol style="list-style-type: none"> a. All desks and tables face forward b. Identified desks and tables will be pushed to the sides of the room allowing for additional spacing options. c. Ensure six feet distance between desks, tables, and students. 3. Sanitizing Standard, procedures taught, communication to parents <ol style="list-style-type: none"> a. Daily sanitizing and disinfection of classrooms and high-touch areas executed by custodial staff. b. "Classroom Proctors" will disinfect the classroom and high touch areas each 80-100 minutes. "Classroom Proctors" will use an approved product to disinfect. c. The process for disinfection will be communicated to parents via Parent Link on Monday, August 3rd and Wednesday, August 5th 4. Student learning aides and storage <ol style="list-style-type: none"> a. All instructional aides will be placed in storage. b. A schedule will be designed to allow for teachers to come on campus the week before the week of August 3rd so teachers can put their instructional aides in storage.

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TRANSITIONS	
Parameters	Considerations for Site Plan
<ul style="list-style-type: none"> • Limited • Directional markings in hallway (two way, stay to the right, do not touch walls) • When walking in line, spread out to ensure distancing or • K & 1 only: Hold a Ring Walking Rope or jump ropes for Kindergarten and 1st grade classes with appropriate spacing to ensure distancing and supervision • Hands-free door entry, prop open doors within building where there is traffic • OMA/ Specials/Counselor lessons push in classroom • Where possible, have GATE/EXED/ELD Resource push-in the classroom or pull out only group of students from one class at a time. Teacher escorts students to facilitate social distancing. Where social distancing is not possible, vinyl dividers will be used 	<ol style="list-style-type: none"> 1. Assessment of traffic flow, areas of high traffic <ol style="list-style-type: none"> a. Directional maps will be created to ensure safe usage of campus space and walkways. b. Posters will be placed around campus communicating distancing guidelines and mitigating behavior. c. Creation of a staggered lunch schedule. d. 2. Procedures of movement around the campus for all grade levels <ol style="list-style-type: none"> a. Delivery system of breakfast and lunch if staffing numbers permit. b. Follow the normal day time, staggered lunch schedule, and following the directional flow map. 3. Assess schedules of the programs at your school sites <ol style="list-style-type: none"> a. Development of a lunch delivery schedule if staffing permits. b. Development of a post-lunch trash collection service. c. Arrival will require students to collect their breakfast and go right the classroom. No parents

	<p>permitted on campus during student arrival.</p> <p>d. Creation of a location based drop-off and pick-up schedule. physically distanced seat.</p> <p>4. Assess programs and resources- push-in model</p> <p>a. Exceptional Education teachers will design schedules based on case load and IEP goals.</p> <p>b. Will work alongside classroom teachers in break out rooms.</p>
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RECESS/ HEALTHY PLAY REQUIREMENTS:	
Parameters	Considerations for Site Plan
<ul style="list-style-type: none"> • Schedule separate times for class cohorts for outdoor recess • Assign zones for outside recess to keep class cohorts separate with assigned staff and visual cues such as cones, field-marking chalk • Menu of socially distant activities <ul style="list-style-type: none"> ○ Walk laps, games, etc. • No use of playground structures, caution tape 	<ol style="list-style-type: none"> 1. Assessment of your field, open space outside, identifying zones <ol style="list-style-type: none"> a. Lots of space to address needs of on site learners. b. Requirement to follow CDC guidelines for mitigation behavior 2. Inventory of cones, marking chalk, etc. <ol style="list-style-type: none"> a. Limited by ordered b.

<ul style="list-style-type: none"> Any equipment used must be disinfected afterward. Sanitizer station on playground. 	<ul style="list-style-type: none"> c. d. 3. Inventory of play equipment, balls, hula hoops, safe and washable, socially distant games <ul style="list-style-type: none"> a. No games or balls permitted. b. No use of shared equipment. 4. Procedures for sanitizing play equipment <ul style="list-style-type: none"> a. N/A b. c. d.
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LUNCH PROCEDURE FOR HYBRID/ONLINE MODEL	
Parameters	Considerations for Site Plan
<p>For all options:</p> <ul style="list-style-type: none"> Teachers take full 30-minute lunch during this time Enter through one area and exit through another to facilitate one-way flow Floor markings and signs about social distancing Additional monitors needed Streamline point of sale: 	<ol style="list-style-type: none"> Assess the configuration of your cafeteria-space- physical distance <ol style="list-style-type: none"> Cafeteria will be for grab and o purposes only. Students will follow the six feet physically distancing CDC guidelines. Procedures for traffic flow around the cafeteria <ol style="list-style-type: none"> Follow the directional flow map

<ul style="list-style-type: none"> ○ Barcode/computer method, prevent students using touch key machine or only one adult uses touch key machine ○ Preferred method: Teacher mark rosters ahead of time and send to cafeteria to mark and charge • Students carry own home-lunch (no communal storage) • Hand disinfecting station in cafeteria • Hand-washing/ sanitizing routine before eating <p>Option 1: Campuses that can ensure social distancing in cafeteria, eat in cafeteria, staggered lunches</p> <ul style="list-style-type: none"> • Stagger or separate lunch schedules so there are less students in the cafeteria at one time • Mark tables with appropriate spacing (students sit diagonally) and assign class cohort zones • Grab-and-go meal distributed to students to reduce time in line • Transition to outside recess (at assigned location for play by class) <p>Option 2: Grab-and-go, eat in classroom</p> <ul style="list-style-type: none"> • Assign monitors and other staff to supervise students in classroom <ul style="list-style-type: none"> ○ Depending on staff, create activities for students to engage in or transition to outside recess (at assigned location for play by class) • Need cleaning of all locations <p>Option 3: Grab-and-go, eat in other designated location</p> <ul style="list-style-type: none"> • Designate other common areas as “eating places” • Need cleaning of all locations • Assign supervision to all locations 	<p>b. Staggered schedules for breakfast and lunch pick-up</p> <ol style="list-style-type: none"> 3. Assess your lunch schedules and how to stagger your times <ol style="list-style-type: none"> a. Assessed and staggered schedule built. 4. Identity staff that will help with the physical distancing, cleanup, supervision, designated areas, etc. <ol style="list-style-type: none"> a. Cassidy Johnson 5. Transitions to outside recess, at assigned locations, escort, supervision, etc. <ol style="list-style-type: none"> a. Following the staggered schedule b. Dean of Students, Monitors, and Site administration will be assigned locations.
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<ul style="list-style-type: none"> • Transition to outside recess (at assigned location for play by class) 	
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DISMISSAL PROCESS / REQUIREMENTS:	
Parameters	Considerations for Site Plan
<ul style="list-style-type: none"> • Each site will examine current dismissal procedures to either utilize social distancing with existing plans or to create a new dismissal process to ensure social distancing • Dismiss from the classroom, if teacher supervision is extended beyond their time, allow for added duty time • Increase number of exit points/ assign hallways/exits to grades to expand area for flow 	<ol style="list-style-type: none"> 1. Identify exits, assessment of traffic flow, areas of high traffic, physical distancing signage <ol style="list-style-type: none"> a. Identification of directional flow and exits have been complete. b. Entrance through north of school c. Exit through north of school 2. Procedures of movement out of the classroom to outside areas for dismissal and pickup <ol style="list-style-type: none"> a. Follow directional flow map to entrance and exit.

<ul style="list-style-type: none">• Busses arrive in time for dismissal• Students who ride bus go directly to the bus and enter• Assign zones for outside designated areas for pick up that are separated with cones or chalking machine• No parents, visitors, or volunteers to enter the building; no congregating in groups while waiting• Social distancing signage and directional arrows of marking by grade level/group and for parents• Develop valet system with parents remaining in cars, utilizing monitors/ added duty	<p>b. Maintain distance based on CDC and PCHD guidelines.</p> <p>3. Assess bus/van/parent pickup schedules and procedures at your school sites</p> <p>a. Follow directional flow map, and expectations for entrance and exit.</p> <p>b. Follow distancing guidelines per CDC and PCHD.</p> <p>4. Communication to parents about procedures and school expectations about safety</p> <p>a. Please see above for parent communication schedule.</p>
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