

# **Blackwater Community School Akimel O’Otham Pee Posh Charter School Inc.**

## **SY 2021-2022 Re-Entry Plan**



### **Students return to in-person learning on January 18<sup>th</sup>**

#### **Purpose**

Our re-entry plan is guided by keeping in mind the health, safety, and welfare of each member of our community school, as well as their family members. The re-entry plan for Blackwater Community School/Akimel O’otham Pee Posh Charter School (herein after “BWCS”) will address the following scenarios:

School opening will abide by the guidance and recommendations from the State of Arizona Education Department, the Center for Disease Control, and local authorities. School administration will be in constant communication with tribal, state, Bureau of Indian Education office, and other stakeholders.

Current federal and state guidance may change, and it is critical to prepare for both in-person and distance learning. We fully expect plans to evolve and adapt over time as further guidance becomes available. All in-school hygiene protocols as established by higher authorities including CDC guidelines will be implemented to

the extent possible as long as the risk of COVID-19 is present. All employees will be trained on best practices for maintaining and promoting the following main safety guidelines at all times:

- (i) Social distancing to the extent possible
- (ii) Frequent handwashing
- (iii) Wearing face masks
- (iv) Daily deep cleaning
- (v) Daily health screener for employees
- (vi) Daily thermal screening for students and staff

All school assemblies will be hosted in a blended format (on-site\* and virtual), modified lunch schedules and locations, modified format of physical education and other special subject areas such as culture/language, library, and technology.

\*Prior permission for on-site assemblies will be obtained from GRIC COVID Taskforce.

If resurgence demands remote learning due to another mandated shut down, BWCS will be ready and able to transition all students to a virtual platform utilizing Google Classroom, Zoom, and school wide adopted online programs through Houghton Mifflin Harcourt and Savvas Learning.

School policies related to travel, new requirements regarding temporary leave (e.g., sick leave, emergency paid sick leave, public health emergency leave) and school safety will be amended and available to all staff in the 2021-2022 School Board Policy Manual. Recommended or required staff testing, COVID questionnaires, and symptom screening policies will be included in writing and available to all staff before returning to work.

Some students may have experienced trauma over the previous year, and our staff and community partners will be ready to support those learners. The daily schedule will include additional time built in for Social Emotional Learning, and relationship building among students and their teacher. Counselors will be available at all times for crisis intervention as well as continued individual and small group counseling.

BWCS we will continue to set and maintain high expectations for academic growth and competency development. NWEA assessments will be given the first month of onsite learning to obtain an accurate gauge of student mastery of the previous year's standards. Any gaps in learning will be addressed through adjusting the scope and sequence to allow time to embed missed standards throughout the 2021-2022 school year. Daily schedules will allow for additional time to re-teach the previous year's standards to account for any additional regression in the student's learning. The first four weeks of school will be dedicated to mastering the previous years' power standards for both ELA and math.

### **Declaration of Emergency**

The school principal will have the authority to declare a school level emergency, however during a public health emergency, the Gila River Indian Community Council in collaboration with local School Board of Trustees will be the lead agency. To the greatest extent possible decisions to utilize school closures or dismissals (and when to remain in session) will be made in consultation with Gila River Healthcare officials.

### **Delegation of Authority**

The School Board of Trustees has established an organizational chart displaying the succession of authority at BWCS. The principal will prepare written delegations that assigns his/her authority to another individual in the event of the prolonged absence of the individual who normally holds the authority.

## Incidents of Potential Exposure/Confirmed Case among Staff or Students

In responding to incidents in which BWCS learns of potential exposure of staff or students to COVID-19 or of confirmed COVID-19 infections among staff or students, BWCS will follow the guidelines for operating schools during the COVID-19 pandemic issued by the Centers for Disease Control (the “CDC guidelines”) that are in effect at the time and any applicable public health orders or regulations of the Gila River Indian Community. BWCS’s implementation of the CDC guidelines in effect as of the date of this revision (January 2022) is summarized in the sections below. ***Any updates or changes made to the CDC guidelines will be automatically incorporated into this Re-Entry Plan and followed by BWCS as of the date they are issued.*** The CDC’s guidelines are posted on the agency’s website at <https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/k-12-guidance.html>. BWCS will post updates to this Re-entry Plan following changes or amendments to the CDC guidelines on the school’s website ([www.bwcs.k12.az.us](http://www.bwcs.k12.az.us)).

**Scenario 1:** Student outbreak: if/when the school is notified of a confirmed positive student COVID-19 case:

- ✓ Student and all siblings residing in the same household will be sent home immediately
- ✓ Classroom(s) that the positive student is enrolled in will be put into virtual learning mode for those students that are required to quarantine
- ✓ Fully vaccinated students not required to quarantine may remain on campus
- ✓ All parents of the affected classroom will be notified and transportation will be arranged
- ✓ Virtual learning will be in effect for quarantined students for 5 days per CDC guidelines
- ✓ All families should watch for symptoms and test if needed
- ✓ Students that tested positive must submit a proof of negative test result prior to returning on campus
- ✓ Student attendance will not be effected as long as the student participates in virtual learning.

**Scenario 2:** Staff member is confirmed positive

- ✓ Staff member and all household members will be sent home immediately
- ✓ Staff member will remain at home until symptom free for 5 days per CDC guidelines
- ✓ The assigned class to the affected staff member will be placed in virtual learning mode for those students that are required to quarantine
- ✓ If the staff member teaches multiple classes (PE, Library, Technology or Culture) students that are required to quarantine will be placed in virtual learning mode
- ✓ Staff member is bus driver, only students assigned to that route and required to quarantine will be placed in virtual learning mode
- ✓ Exposed students and staff that are fully vaccinated **do not need to quarantine**
- ✓ Student attendance will not be effected as long as the student participates in virtual learning.

**Scenario 3 Household Members of Students and Employees:**

- ✓ If any household member of a student or employee tests positive for COVID-19, a 5-day self-quarantine will be enforced based on the current CDC guidelines.
- ✓ After the 5-day self-quarantine and proof of a negative test results will allow said students or employees to return to school.
- ✓ The exception to this is proof that the employee has had COVID-19 within the past 3 months or is fully vaccinated and boosted, **they do not have to quarantine.** Those employees should test 5 days after exposure.
- ✓ Student attendance will not be effected as long as the student participates in virtual learning.

## **Local guidelines at BWCS:**

### **COVID-19 Student Screening**

- ✓ Each school bus will have a paraprofessional who will be checking the temperatures of each child before allowed to ride the bus.
  - Parents will be required to stay with their child at designated bus stops until the child is cleared to ride the bus.
  - The children who will be dropped off at school by parents, will go through the same screening process before allowed to go into the classroom.
- ✓ Students showing COVID-19 symptoms or registering a temperature above 100.4 will be asked to return to their household and follow up with a doctor will be suggested.
  - Students must be fever free for 24hours before returning to school.

### **COVID-19 Employee Questionnaire**

- ✓ If any employee circles yes on any item on the screening questionnaire or has a temperature greater than 100.4 degrees Fahrenheit during the initial check in time, the following mitigation process will be initiated immediately:
  - The employee will be directed to contact the HR office for further course of action
  - A temperature of greater than 100.4 Fahrenheit will require the employee to be sent home, then contact HR or contact a doctor for care. Employee must go through COVID-19 testing and show negative results before the employee returns to school in person.

### **Teacher Absences:**

- ✓ The school will make all efforts to accommodate the absenteeism of certified homeroom teachers. If at any time there are fifty percent or more certified homeroom teachers out for any reason, school administration will officially close the on-site learning. All students from that point forward will be moved over to remote learning. School will use all means of communication including but not limited to robo-calls, texting, phone calls, and school website to notify parents and guardians.
- ✓ Until further notice, no more than three (3) K-5 homeroom teachers will be approved for leave on the same day(s). School administration and staff must work together to understand the needs of the organization as well as of individual employees.

### **Bus Driver Absences:**

- ✓ If a bus driver cannot perform their morning pick up duties, the school office will notify the guardians of the students on that route as quickly as possible. Arrangements will be made to delay the route until another driver can pick up the students. Students will not be counted tardy.
- ✓ If a bus driver cannot perform their afternoon drop off duties, the school office will notify the guardians of the students on that route as quickly as possible. Arrangements will be made to delay the route until another driver can deliver the students. Guardians may choose to pick the students up at the regular school day dismissal time.
- ✓ If more than 2 drivers call in sick, it may result in virtual learning for the time both drivers are out.

## **Additional BWCS guidelines provided:**

### **Employees**

- Daily health screeners (at 2 locations)
- Daily temperature checks (at 2 locations)
- Bi-weekly COVID-19 testing for all employees
- Social distancing protocols in place
- Reduced class size (20:1 ratio)
- PPE-masks and gloves provided
- Training on best practices for hygiene
- Digital devices for remote teaching
- Adults will maintain 3' foot distance from others and eliminate/decrease non-essential interactions
- Adults and students will be encouraged to cover their mouths when coughing/sneezing and wash hands after blowing nose, coughing, sneezing.

### **Students**

- Daily temperature checks before boarding the bus or entering the school campus
- Social distancing protocols in place
- Reduced class size (20:1 ratio)
- Option to enroll in remote learning
- Digital devices for remote learning
- PPE-masks provided
- Training on best practices for hygiene
- Frequent handwashing encouraged
- Individual student books and supplies
- Students with disabilities will be provided needed assistance with mask use, handwashing and respiratory etiquette

### **Campus/Transportation**

- All classrooms sanitized multiple times daily
- School buses/vehicles sanitized before and after each route
- Assigned seats on buses and in classrooms
- Students desks spaced out 3 feet when feasible
- All classrooms, offices, and common areas fogged daily

### **Parent Educators/Home Visitors**

- Training on best practices for hygiene
- Additional training for in-home visit precautions
- Daily health screeners for parents
- Daily temperature checks for children and families
- Disposable masks provided to each family
- Digital devices provided to each family
- Virtual visits available

## **Detailed plans for on-site learning:**

### **Campus:**

- Brand new facility with new HVAC system that exchanges interior air every 34 minutes.
- Each classroom and office is equipped with air purifier units with HEPA filters
- Rooms and offices will be fogged every morning prior to employees or student entrance
- Frequently used surfaces (desks, door handles, restrooms, sinks) will be sanitized the night before and throughout the day
- All students and staff will be expected to wear a mask as appropriate while on campus or on the bus
- 3 feet social distance will be maintained to the extent possible
- Steps will be taken to ensure all water systems are safe after prolonged shutdown.

### **Morning pick up:**

- Paraprofessional will check students' temperatures before boarding the bus
- Parents will be required to stay with their child at designated bus stops until the child is cleared
- Children that are dropped off at school, will go through the same screening process before allowed on campus

### **Arrival at School:**

- Hand sanitizer will be dispersed to each student
- Prior to eating students will wash hands
- Students will eat breakfast in designated areas with their grade level cohort
- Surfaces will be disinfected after breakfast
- Students will re-wash hands after eating

### **During School:**

- Students will remain with their grade level cohorts
- Student desks will face forward, individual shields provided and 3 feet distance enforced
- Frequently used surfaces will be sanitized throughout the day
- Before designated grade level lunch time, students will wash their hands in assigned sinks

### **During Lunch:**

- Hands will be sanitized before lunch
- Students will get a premade tray and beverage
- Students will sit in their assigned spot
- Individual shields provided and placed 3 feet in distance when possible
- Students will throw their trays away
- Cafeteria tables and serving surfaces will be sanitized in between grade level cohorts

### **Recess**

- Designated areas by grade level cohort
- Hand sanitizer will be provided before re-entering the classroom

### **Dismissal**

- Students will board buses and sit in assigned seats

## After School Duties

- Teachers/staff will sanitize frequently touched surfaces and door handles
- Cleaning crew will clean and sanitize buildings and common areas

## Detailed plans for virtual learning:

Attendance tracking procedures for all students attending remotely.	<ul style="list-style-type: none"><li>• Teachers will take attendance on NASIS daily based on direct contact between teacher and student via Google Classroom</li></ul>
Virtual Teachers will instruct students from campus	<ul style="list-style-type: none"><li>• Homeroom Teachers are expected to provide 45 minutes of direct instruction per subject in ELA and Math daily followed by breakout small group instruction in different virtual rooms following the approved schedule</li><li>• 2021/2022 Professional Development calendar will be followed</li><li>• Lesson plans must be uploaded to Google Classroom and submitted to the administration every Friday by 3:30pm (Whole Group Instruction: Anticipatory Set, Direct Explicit instruction, Check for Understanding, Closure)</li><li>• Small Group Instruction: will follow immediately after whole group lesson with support from special education teachers and paraprofessionals in separate virtual rooms.</li><li>• School Administration and Instructional Coach will attend and assist during live, direct instruction sessions</li><li>• Multiple observations will be taking place by the authorized evaluators during virtual sessions</li></ul>

<p>Detailed plans and examples of how the school district or charter school will provide substantive distance learning such as a description of modes of instruction, methods of content delivery, and a process for monitoring learning. This section shall also include plans to support every student, teacher and staff member in accessing a device and internet connectivity if the plan relies on online learning.</p>	<ul style="list-style-type: none"> <li>• All students in kindergarten through 5<sup>th</sup> grade including Adult Ed students have been assigned a laptop with camera and built in microphone</li> <li>• Each certified teacher has been provided a laptop with camera and built in microphone</li> <li>• School purchased 50 subscriptions to online platform WebEx for certified teachers</li> <li>• Families who do not have reliable access to internet have been provided school purchased Verizon hot spot devices</li> <li>• School has purchased an annual subscription for ELA through Houghton Mifflin Harcourt for Think Central Online</li> <li>• Savvas Realize online platform is used for access to the enVisions math core content</li> <li>• Students in grades 3-5 are using MI Write online 6-traits based writing instruction and scoring tools programs</li> <li>• Kindergarten-2<sup>nd</sup> grade students are using SmartyAnts for additional phonics instruction that is tailored to each individual student</li> <li>• Achieve3000 is used in grades 3-5 for additional comprehension practice and to incorporate science and social studies standards</li> </ul>
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	<ul style="list-style-type: none"> <li>• All teachers, including special education teachers are trained in Google Classroom to manage classes, assign work, connect with students, and maintain records of graded assignments and assessments</li> <li>• The school's IT tech support staff will be on-site and available Monday-Friday from 7:30-3:30 to assist staff and families with any technical issues</li> <li>• School will create and publish a parent feedback form to provide a direct means of communication with the school administration</li> <li>• Culture and Language packets will be distributed to students of all grade levels.</li> </ul>
Detailed plans and examples of how the school district or charter school will ensure access and meet the needs of special education and English language learners.	<ul style="list-style-type: none"> <li>• All plans for general education teachers and students will be followed by special education teachers and special education students</li> <li>• Special education students will receive services according to their Individual Education Plan (IEP)</li> <li>• Special education teachers will schedule time to meet the minutes outlined in the students' IEPs</li> <li>• Special education teachers will collaborate with general education teachers to support instruction in core</li> <li>• Lesson plans will be uploaded to Google Classroom and submitted to the administration and sped director every Friday by 3:30pm</li> <li>• Contact with students and parents/guardians will be logged daily in NASIS, the school's student information system</li> <li>• Related services will follow the teleMed format for delivery of services and logged in NASIS</li> <li>• School will create and publish a parent feedback form to provide a direct means of communication with the school administration</li> <li>• Special Education coordinator will communicate with families to ensure the services are being delivered</li> <li>• The school will provide services per the State's 504 Rehabilitation Act of 1973 per the federal law to all students who qualify. The school will ensure all IEPs plans are followed per the requirements. The school assures that we will not discriminate, has a designee to ensure compliance, provide grievance procedures, identify and locate all children with disabilities who receive education within our school and provide notice of the district's Section 504 responsibilities and procedural safeguards to parents.</li> </ul>
Detailed plans and examples of how the school district or charter school will provide Social and Emotional Learning support to students, including counseling services.	<ul style="list-style-type: none"> <li>• Social Emotional Learning (SEL) Skills built into daily virtual learning schedule</li> <li>• School counselors and tribally provided counseling services will be available Monday-Friday to work with students and families</li> </ul>

<p>Detailed plans and examples of how the school district or charter school will require students to demonstrate ongoing competency or mastery in grade level or advanced grade level content.</p>	<ul style="list-style-type: none"> <li>• All K-5th grade students will take both standards-based assessments and weekly quizzes from the core curriculum available online</li> <li>• Each student must show a mastery by achieving minimum of 70% on each assessment</li> <li>• Reteach must happen (if needed) either by individual phone calls and/or in separate virtual rooms</li> <li>• Administration expects enough links to relevant audio-visual content available either by access to online core curriculum or on the free domain</li> <li>• All assessments and links to content will be listed in the grade level lesson plans</li> </ul>
<p>Detailed plans on how the school district or charter will conduct benchmark testing within the first six weeks of the school year in math and English/language arts for all students in kindergarten programs and grades one (1) through twelve (12).</p>	<ul style="list-style-type: none"> <li>• All students, K-5th grade will take the NWEA MAP assessment</li> <li>• Preschool students including the FACE program will assess students by using TSG-Teaching Strategies Gold and Work Sampling Online</li> </ul>
<p>Teacher Collaboration</p>	<ul style="list-style-type: none"> <li>• Grade level staff are required to collaborate during specials at least once per week and on certain Wednesdays dependent upon the PD schedule</li> <li>• Special education teachers will collaborate with the grade level teachers of the students that they serve</li> </ul>