



# REOPENING PLAN

## 2020-21

The approach to education in the coming year has been built around key priorities that align with the values and mission of Wasatch Charter School. In all decision making, we have been striving to ensure that there is alignment between offerings and methodologies and our values, as well as the priority and need to reduce the spread of Covid-19 and honor our responsibility to provide ongoing educational access for students and support for the various demands on families at this time.

### PRIORITIES & VALUES

- 1- Caring for the holistic well-being of the children, families, and faculty who make up our community.
- 2- Maintaining a developmental approach and providing both content and methods that meet the child's developmental stages.
- 3- Providing rhythm and predictability to the school experience.
- 4- Allowing each child to feel seen and fostering relationships and connection between students and teachers and children with peers.
- 5- Nurturing the development of the senses, the experience of wonder, and a connection to Goodness, Beauty and Truth.
- 6- Maintaining the soulful aspects of Waldorf education, including music, movement, art, and connection to the natural world and a balanced approach that supports development of the head, heart and hands.
- 7- Creating a safe and supportive environment that recognizes the emotional and social needs of students; continuing to be a place where children want to be.
- 8- Supporting learning and academic growth.
- 9- Providing options for families that:
  - Are consistent and clear throughout the year,
  - Address various needs and concerns for those at high-risk,
  - Allow multiple children in a family to have the same or similar schedules,
  - Allow for ease in flexing between online and in-person schooling (as needed for individual circumstances or school-wide / community-wide responses), and
  - Acknowledges the varied preferences and needs and capacities of parents related to supporting their child's remote learning.

- 10- Respecting the many demands that these changes are asking for from educators and supporting a workable schedule and approach that sustains teacher health and well-being.
- 11- Building on strengths of faculty; supporting their inner work and development as skillful, observant teachers.
- 12- Reducing the infection rate and spread of Covid-19 through thoughtful and effective practices.
- 13- Recognizing the need for a sustainable, flexible approach given the many uncertainties regarding the scope and duration of the response to the Covid-19 pandemic; taking a response that could be implemented for more than a single year, if needed.
- 14- Testing out methodologies and models for blended learning that may serve our community beyond the response to Covid-19, if effective and warranted.

## ACCOMMODATING INDIVIDUAL CIRCUMSTANCES

In order to accommodate individual circumstances and also provide for continuity and clarity in the coming year, Wasatch Charter School is preparing to operate under two different scenarios: Red / Orange or Yellow / Green. While the Red / Orange scenario provides more limited options since nearly all functions will be required to occur remotely, under the Yellow / Green scenario, options will be provided to families to help accommodate individual needs and levels of risk.

Similarly, WCS will work directly with employees who are high-risk or share a household with someone who is high risk and make efforts to either accommodate remote work, provide for reduced in-person interaction or provide Personal Protective Equipment (PPE) for these individuals.

### Process

All families and staff will receive an online survey in July in order to make a selection for a hybrid learning arrangement or a remote learning option in the coming year. Surveys will also allow families to indicate whether students have Individual Healthcare Plans, Individualized Education Programs or 504 plans and allow staff to review in order to accommodate students with special healthcare needs and update their care plans as needed to decrease their risk for exposure to COVID-19.

Employees may use the surveys to indicate if they or a member of their household meets the definition of high-risk and request work reassignments.

## COVID-19 RESPONSE LEVEL PLANS

RISK LEVEL	CONTENT DELIVERY	CONSIDERATIONS
RED / ORANGE	<p>All general education and SPED services are provided remotely under Red</p> <p>Most instruction happens online under Orange</p> <p>Groups of 1-3 students in SPED provided with in-person services under Orange, based on whether access to FAPE is limited when learning remotely</p> <p>SPED Testing In-person, under Orange</p>	<p>Wear masks</p> <p>Sanitation between students, if served in-person under Orange</p> <p>Lunch service as drive through</p> <p>No gatherings over 20</p>
YELLOW /	Parents given options for blended / remote	Health protocol for students with symptoms

GREEN	<p>learning for the year:</p> <ul style="list-style-type: none"> <li>- 4 days in-person / 1 day online</li> <li>- 4 days online / 1 day in person</li> <li>- 5 days online</li> </ul> <p>SPED and Intervention Services provided in-person and remotely depending on student's schedule and needs</p>	<p>Faculty and staff wear masks when cannot maintain distance</p> <p>Sanitation between student groups</p> <p>No assemblies / large gatherings</p> <p>No field trips / class trips</p> <p>Recess in designated areas by class</p> <p>Smaller class sizes with social distancing to extent possible</p> <p>Supplies stored separately for individual students</p> <p>Students recommended to use face coverings when interacting outside of class group or unable to maintain distance</p> <p>Lunches by class in classrooms, served in closed containers</p> <p>Lunch available to online students on drive-through basis</p> <p>Hearth keepers to monitor bathroom use (one at a time) and handwashing after use</p> <p>Modified drop-off and pick-up procedures</p> <p>Modifications to specialty classes - choir and singing classes online only</p> <p>Kindergarten shortened day with limited free play time inside (designated play things are sanitized daily) - outdoor time one class only One class per play yard. No snack will be served.</p>
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## SCHEDULE OFFERINGS

In order to accommodate the varying needs of students, families, and faculty, and plan proactively towards the possibility of school closure within a Red/Orange Risk Designation, Wasatch Charter School will be offering the following blended learning options in the coming year.

### **Option 1: 4 Day In-person Hybrid**

Estimated 20-25 students / class

### **Option 2: 1 Day In-person Hybrid**

Estimated groups of 10-15 students

### **Option 3: 5 Day Remote Learning**

Families should select ONE choice for each child for the year. Given the constantly changing dynamics of the current pandemic, families will be offered the option of changing their selection at the end of the first semester (January). Notice will be sent in advance, and families will need to respond by the deadline given in order to ensure that there is adequate time to make any needed adjustments to class configurations / schedules / faculty and staff duties. Outside of this time for making changes, there will not be other changes made mid-year. The exception would be in the case of a child or family being ill or quarantined for a time in which they could temporarily join the 5 Day Remote Learning option. The other adjustment would be if the entire school were closed for a time period, in which case all students would temporarily shift to a 5 Day Remote Learning option.

Each option is outlined in greater detail below.

### **4 Day In-person Hybrid**

This is the traditional schedule and services provided for students at WCS, with the exception that the in-person school week is shortened and supplemented with one day of online home-based education. This allows students to maintain familiarity with the online platforms and modes of instruction / communication and participate in some specialty classes that may not be offered in-person next year.

Additional sanitation measures and screening precautions will be taken, and group size in a given space will remain under 50. Students will interact with a limited group of other students and teachers. Lunches will be eaten in classrooms. Recesses will be separated by class.

Efforts will be made to maintain reasonable distance between students; however, there is an honest recognition that in this scenario social distancing of six feet will not always be possible nor enforceable. Students will be interacting with one another and likely staff at a closer proximity than 6 feet throughout the day. The groups that are being interacted with will be consistent and limited in size and precautions will be put in place. Face coverings are recommended for students.

On Fridays, these students will have their work provided by assignments given earlier and posted on Google Classroom.

First Grade and Kindergarten days will be shortened. This will reduce group size, interactions with other students during drop-off / pick-up and the amount of time students are at school for those who have the hardest time maintaining some distance. In-person days will still meet the State's required hours.

Students will remain with their class and in their classroom as much as possible, including for specialties and lunch. Adjustments have been made to the schedule and the specialty classes offered to be as cognizant as possible of reducing risks while maintaining the heart of the program and the Waldorf approach. Some specialty classes (particularly those requiring group singing and speaking) will happen online exclusively.

Times that students will not be exclusively in their classroom are for the following activities:

- Recess (Outside, designated space for each class)
- Games (Outside)

- Gardening (Outside)
- Strings (Socially-distanced in large music room, clean touched surfaces between uses)
- Eurythmy (Socially-distanced [half of class at a time], clean touched surfaces between uses)
- Library (Socially-distanced [half of class at a time], clean touched surfaces between uses)
- Middle School In-person Electives:
  - Strings (Socially-distanced in large music room)
  - Percussion (Outside)
  - Gardening (Outside)
  - Peer Tutoring (Socially distanced in hearths)
  - Study Hall (Socially distanced in library)
- Interventions (Group size, spaces, and format of instruction will be addressed)
- SPED Services (Group size, spaces, and format of instruction will be addressed)

Wasatch Family Foundation is working on providing options for aftercare for Kindergarten, First Grade, and Grades Afterschool. In addition, an option for Friday support for families may be provided. More information will be forth-coming regarding options and protocols for these programs.

### **Addressing Teacher and Staff Illness & Absence**

In the coming year, any teachers or staff at Wasatch Charter School who are experiencing any symptoms of Covid will not be allowed to work and be required to have a Covid-19 test, based on requirements from the Utah State Board of Education, Governor, and Health Department.

Consequently, when a Class Teacher is ill with Covid-19 symptoms, families of the children in that class will be notified and learning will be moved to the online format for the duration of the teacher's absences (typically for the 2-3 days while awaiting the Covid test results). For families unable to have students participate in online learning, students may attend school and will be supervised in completing their online learning at school. We recognize that this will be unpredictable for families, and appreciate understanding and flexibility in these circumstances. However, this approach will address health concerns in a variety of ways, including:

- Not having symptomatic staff in the building
- Having students who may have been exposed to symptomatic teachers also take a short break while the extent and duration of the teacher's illness is determined and addressed
- Not having substitutes in the building (particularly substitutes who are not consistently part of the Wasatch community and may have been working in various other educational settings and interacting with other groups on a regular basis)

Upon the completion of a negative test and the cessation of symptoms, the teacher and students will return to school. If a teacher tests positive for Covid-19, the school will notify the Health Department and follow the Health Department's direction regarding notification, quarantines, and returning to school.

The School will be recruiting a few well-trusted substitutes from within our community to help substitute for teachers related to PLANNED absences and to fill in, as needed, for Hearth Keepers and Class Assistants. Parents who are interested in being trained to assist in this way should contact the school.

FRIDAY SCHEDULE - ONLINE (for 4 Day In-person Students)				2020-2021
TIME	KINDER	GRADES 1-3	GRADES 4-5	GRADES 6-8
8:30	Circle	Main Lesson Work*	Main Lesson Work*	Main Lesson Work*
9:30	Story	Math Practice	Math Practice	Math Practice
10:00	Outdoor Activity	Lexia Practice	ELA Practice	ELA Practice
11:00	Art / Heggerty / Math Minutes	Lunch	Lunch	Lunch
11:20		Recess	Recess	Recess
12:00		Music	Strings	Online Elective
12:45		Activity	Spanish	Spanish

\*Should be assigned and explained in-person with written description to be referenced online.

### 1 Day In-person Hybrid

The majority of instruction and services will be provided online and align with what is being taught in class. Students will attend school only on Fridays (or the last day of the week if there are holidays) in small groups for specialty instruction, check-ins with teachers, and some interventions / special education services.

Under this option, students will be provided with instructional content that meets the required number of instructional hours by grade. There are attendance requirements and checks that must be met for online work in the coming year. Students will need to log in daily to their course work, attend regular meetings with Online Coordinators or Fridays in-person and make consistent progress on their assigned work in order to meet attendance requirements. In addition, students will be required to participate in assessments that are administered in-person at school by an authorized proctor.

There will be some differences in offerings available to these students under this scenario. These include:

- No Middle School orchestra / strings option
- No eurythmy
- Foreign language is optional
- Specialties will be provided in blocks for a month to six weeks rather than having all of them run all year
- Must submit attendance and complete required courses
- Instruction will be shared by grade-level teams and overseen by Online Teacher Coordinators. Students will receive instruction and support from teachers other than their typical Class Teacher based on co-teaching arrangements
- SPED / interventions may be in person / online

A sample of the content / schedule is below.

## SAMPLE OF DAILY CONTENT OVERVIEW FOR ONLINE INSTRUCTION (MON-THURS)

KINDER	1-3	4-5	6-8
<b>Warming Activities / Morning Circle</b> <b>[30 minutes/day]</b>  *These videos may be the same for an ENTIRE week or two.			
Story  Math minute  Activity or craft or outdoor engagement	<b>Main Lesson Content</b> [Estimated 1.5-2 hours/day of work time]		
	<b>Language Arts Practice through Online Platform / Reading Assignments</b> [45 minutes/day]		
	<b>Mathematics Practice through Online Platform</b> [45 minutes/day]		
	<b>Other Grade-Specific Activities</b> [45 minutes/day]		
	Art or Craft Project (2 x week)	Strings (2 x week)  Online Spanish (2 x week)	MS Elective (1 x week)  Online Spanish (2 x week)  Digital Literacy / Health Assignment (1 x week)
	<b>Daily Lunch Bunches / Recesses</b> <b>[30 minutes/day]</b>  *These are <i>live</i> at a designated time. These may include content related to social / emotional well-being, health, and digital literacy.		
	<b>Specialties</b> [45 minutes/day]  Specialties will be offered in blocks for about a month at a time, rather than all throughout the year. Content may vary by grade bands.		

## SAMPLE FRIDAY IN-PERSON SCHEDULE

FRIDAY SCHEDULE - IN PERSON (for 4 day online students)				2020-2021
TIME	Grades 1-2	Grades 3-4	Grades 5-6	Grades 7-8
8:30	Main Lesson Check-in & Artistic Activity	Main Lesson Check-in & Artistic Activity	Main Lesson Check-in & Artistic Activity	Main Lesson Check-in & Artistic Activity
9:30	Specialty Class	Math Check-in / Intervention or IEP Services	Reading Check-in / Intervention or IEP Services	Math Check-in / Intervention or IEP Services
10:30	Lunch	Reading Check-in / Intervention or IEP Services	Lunch	Specialty Class
11:00	Recess		Recess	
11:30	Math Check-in / Intervention or IEP Services	Lunch & Recess	Specialty Class	Reading Check-in / Intervention or IEP Services
12:20	Reading Check-in / Intervention or IEP Services	Specialty Class	Math Check-in / Intervention or IEP Services	Lunch & Recess
1:10	Clean-up	Clean-up	Clean-up	Clean-up

### 5 Day Remote Learning

All instruction and services will be provided online and align with what is being taught in class. Specialty instruction, check-ins with teachers, and some interventions / special education services will all be provided remotely. The schedule will be the same as that above, except for Fridays which are detailed below.

Under this option, students will be provided with instructional content that meets the required number of instructional hours by grade. There are attendance requirements and checks that must be met for online work in the coming year. Students will need to log in daily to their course work, attend regular meetings with Online Coordinators and make consistent progress on their assigned work in order to meet attendance requirements. In addition, students will be required to participate in assessments that are administered in-person at school by an authorized proctor.



## SAMPLE FRIDAY ONLINE SCHEDULE

FRIDAY SCHEDULE - ONLINE (for 5 Day Online Students & 4 Day In-person Students)				2020-2021
TIME	KINDER	GRADES 1-3	GRADES 4-5	GRADES 6-8
8:30	Circle	Main Lesson Work Wrap-up	Main Lesson Work Wrap-up	Main Lesson Work Wrap-up
9:30	Story	Math Practice / Intervention or IEP Services	Math Practice / Intervention or IEP Services	Math Practice / Intervention or IEP Services
10:00	Outdoor Activity	Lexia or ELA Practice / Intervention or IEP Services	Lexia or ELA Practice / Intervention or IEP Services	Lexia or ELA Practice / Intervention or IEP Services
11:00	Art	Lunch	Lunch	Lunch
11:20		Recess	Recess	Recess
12:00		Music	Strings	Online Elective
12:45		Other	Spanish	Spanish

## SPECIALTY MODIFICATIONS

### KINDERGARTEN OVERVIEW

In order to address health concerns, a number of adjustments are being made to the Kindergarten in the coming year. These are intended to both maintain the essentials of the program and the Waldorf approach, while limiting areas that are more problematic from a sanitation perspective.

These include:

- Reducing class sizes by offering 5 kindergarten classes rather than 3, plus the online option for Kindergarten families
- Eliminating snack time and the service of food
- Eliminating free-play indoors (indoor play will occur in stations allowing for limited group sizes and easier sanitation)
- Providing more time outdoors
- Ensuring students remain in small groups and have assigned seating / individual supplies when engaged in activities.
- Class Size: 10-12

### MUSIC OVERVIEW

Music is a vital part of the Waldorf curriculum as it nourishes the emotional and spiritual life of the child. It is related to higher level thinking, mathematics, and deepening other instruction. Given current conditions,

some modifications are being made to music instruction at school, but it is a high priority to ensure that it remains a key component of children's educational experience.

Modifications include:

- Class teachers are encouraged to sing and make music with their classes during OUTSIDE morning circles and warm-ups. They can also reinforce this through online instruction for students working remotely and Friday review. Online may be the best approach to playing flutes and recorders as a class.
- Music for Grades 1-3 is taught online only by Katie Houts.
- Strings for Grades 4-5 is a hybrid of in-person and online instruction taught by Bryan Jensen.
- Strings for Grade 6 and Grades 7-8 happens in person and is an elective course that pulls students from multiple classes.
- An alternative music option for Grades 6-8 is offered outside and taught by Gabe Dominguez.
- Choir is offered for students in Grades 6-8 as an online elective, taught by Katie Houts and Bryan Jensen.
- Irish whistle is offered online for students in Grades 6-8 as an elective, taught by Robert Macdonald and Misti Moberly.
- Eurythmy classes that are infused with music are offered to Grades 1-6.

### **HANDWORK OVERVIEW**

Handwork promotes the development of fine motor skills, artistry, and systematic, mathematical patterning and thinking. Handwork will continue to be taught in all Grades with some modifications.

- Student work and supplies will be stored individually.
- Students in fifth grade will participate in rotations rather than knitting.
- Handwork teachers will pay particular attention to hygiene as they work closely with individual students.
- Classroom procedures and processes will be put in place to prevent large groups of students from gathering / queuing up while waiting for assistance.

### **LIBRARY OVERVIEW**

Regular library classes will be offered in smaller groups to students in second and third grades. For grades 4-8, teachers will have access to the library during Main Lesson time and are expected to plan a time for their students to attend once a month.

Study hall options will also be available in the library for students in 6-8 grades as part of their electives.

Special consideration will be made to sanitation between classes and the book check-out / return process in relation to sanitation.

### **GARDENING OVERVIEW**

The Gardening program allows excellent opportunities for students to work outdoors and easily lends itself to social distancing. Gardening will be taught to all students in 1-5 grades (with particular emphasis on 3rd and 5th as connected to their main lesson curriculum). Older students in 7th and 8th Grades will have an option to choose gardening as part of their Elective Classes. Thought will be given to the use of tools and materials that may require sanitation between uses.

### SPANISH OVERVIEW

Foreign language instruction is a traditional aspect of Waldorf education. However, it requires a lot of group speaking and articulation, and in Waldorf schools usually a lot of music. In order to simplify schedules and prioritize activities that are most appropriate in given current considerations, Spanish will be limited to once a week for only Grades 6-8. This will be supplemented with an online practice tool that will be available to students in Grades 5-8.

### EURYTHMY OVERVIEW

Eurythmy offers an opportunity to bring music and movement in a very particular manner to students. It seems particularly relevant at this time as it involves awareness of one's self in movement and a sense for distance and interaction with others. Because of the movement involved:

- Eurythmy class sizes will be reduced to half of the class
- Students will be thoughtfully placed in the room
- Activities will not involve touching one another
- Movement will be done with awareness of whether students can maintain distance
- Tonal exercises building a sense of musicality will also be brought
- Frequently touched surfaces will be sanitized between uses

### GAMES OVERVIEW

Movement is also a critical part of the child's development. It begins early on as the will is built, but continues through the years as a key aspect of allowing the body to develop and mirror what is being cultivated in the heart and head: balance, expansion and contraction, processing of new information, coordination and collaboration, and creativity. Again, some modifications are being made to the Games program, but the emphasis on the need for movement in child development is very present in the approach.

Modifications include:

- Class teachers are encouraged to use OUTDOOR spaces for movement activities, including circle, games, and warmups. They should be thoughtful and can work with specialty teachers to identify activities that reduce physical contact, but still encourage cooperation.
- Games will be held outside as much as possible. This affects air flow and safety for group activities involving significant running and heavy breathing. As weather changes, decisions will be made collaboratively around whether Games can be held indoors and what may be involved / whether class size needs to be reduced.
- Games played will focus on no-touch activities that can maintain some personal space / distance.

## COVID REDUCTION STRATEGIES TO ENHANCE ENVIRONMENTAL HYGIENE & SAFETY

In addition to offering these particular options in order to address the varying needs and risk levels of individuals and families within our community, Wasatch Charter School is instituting a number of specific changes to operations in order to address concerns related to the spread of Covid-19. These measures address the recommendations from the State Health Department and consultants and align with the **six areas** in which action is encouraged to address Covid-19.

ACTION AREA	ACTION STEPS
1- Stop "Reproduction": Enforce Quarantine for those symptomatic, infected or with known contact with those infected	<ul style="list-style-type: none"> <li>- Monitor employees and students for symptoms:               <ul style="list-style-type: none"> <li>- Check temperatures and symptoms before entering building</li> </ul> </li> <li>- Quarantine onsite anyone displaying symptoms</li> <li>- Send home all symptomatic children and adults</li> <li>- Stay home if ill</li> <li>- Access to online curriculum for those out with illness / quarantine</li> </ul>
2- Reduce infectiousness by limiting groups size AND number of groups interacting	<ul style="list-style-type: none"> <li>- Smaller classes</li> <li>- Reduced mingling between classes</li> <li>- Reduced specialty schedule (teachers interacting with fewer students)</li> <li>- Move some classes exclusively online</li> <li>- Strict attendance records to inform contact tracing</li> <li>- Request families limit out of school contacts / activities</li> </ul>
3- Reduce close contact by increasing distancing, when possible	<ul style="list-style-type: none"> <li>- Assign student seating strategically</li> <li>- Use face masks when reasonable distance cannot be maintained</li> </ul>
4- Reduce transmission of respiratory droplets	<ul style="list-style-type: none"> <li>- More time outdoors</li> <li>- No choir / singing in person indoors</li> <li>- Face coverings used by faculty when not at a distance</li> <li>- Face coverings encouraged for students when interacting outside of classroom (drop-off, pick-up, in hallways / common areas, when using bathrooms)</li> <li>- Cover nose and mouth with arm when coughing or sneezing</li> <li>- Games outside, distance maintained</li> <li>- Open windows</li> <li>- Fans?</li> </ul>
5- Reduce fomite transmission	<ul style="list-style-type: none"> <li>- Wash hands and sanitize</li> <li>- Individual supplies stored separately</li> <li>- Lunches in compostable containers with lids</li> <li>- No drinking fountains; only use individual water bottles</li> <li>- Touchless soap dispensers</li> <li>- Monitoring of bathrooms for hand washing</li> </ul>

6- Reduce congestion	<ul style="list-style-type: none"> <li>- Limit recess groups</li> <li>- No assemblies</li> <li>- Strategize hall passing</li> <li>- New drop-off and pick-up procedures</li> <li>- Limited parent access to building</li> <li>- No student access to office</li> </ul>
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## NEW PROTOCOLS TO IMPLEMENT MITIGATION ACTIONS IN SCHOOL SETTINGS

### Online Learning

1. Every grade will have a Google Classroom.
2. All students will be engaged in remote learning for at least one day of the week.

### Cleaning Regimen

1. The school will acquire sanitation equipment for both bathrooms and surfaces prior to school re-opening.
2. Restrooms will be cleaned at scheduled intervals during the day. (Custodial Crew Oversees)
3. High-touch areas (e.g., faucets, paper towel dispensers, door handles) will be cleaned at scheduled intervals throughout the day. (Custodial Crew Oversees)
4. Classrooms will be cleaned at the end of each school day. (Teachers Oversee)
5. Common areas and surfaces will be disinfected daily. (Custodial Crew Oversees)
6. PPE (gloves, masks) will be available for staff providing support in restrooms, including custodians.
7. Training will be provided for proper cleaning protocols for COVID-19.

### Hygiene Regimen

#### Restrooms & Hearths

1. Restrooms will be used only by students in each designated hearth and overseen by hearth keepers.
2. Students may only enter the restroom one at a time, and hearth keepers will ensure handwashing occurs after bathroom usage.
3. Education will be provided and signage will be displayed in restrooms on proper hand hygiene.
4. Proper airflow and ventilation will be reviewed related to building engineering.
5. Locations in hearths will be designated for students to wait to use facilities.
6. Mask use while in restrooms will be encouraged.
7. Hearth keepers will monitor access to soap and other sanitary products.
8. Hearth keepers will use masks and gloves when preparing or serving food to students - no student contact with food (preparation, self serve, etc.).
9. All linens (towels, etc.) will be washed daily.
10. Disinfecting wipes, soap and water, or similar disinfectant will be available in hearths and use overseen by hearth keepers.

### Classrooms

1. Hand sanitizer will be available in classrooms.
2. Individual student supplies are maintained and stored separately.
3. All students have assigned hooks in cubbies / seats in classrooms.
4. All tables and benches / stools will be sanitized at the end of each day.
5. Teachers and hearth keepers will clean and disinfect frequently touched surfaces and items at least daily (doorknobs, desks, computers, sporting equipment, shared supplies, etc.).

### Handwashing

1. When students arrive at school, handwashing is required.
2. Handwashing will also be scheduled into the day at several intervals, including before lunch and snacks.
3. Hands-free soap dispensers will be installed in hearths.
4. Instruction on proper handwashing procedures will be provided to all students.
5. Hearth keepers will oversee handwashing upon entrance to the building and after restroom use.

### Distancing and Face Coverings

1. Faculty and staff wear face coverings when physical distancing is not feasible.
2. While student face coverings are not required, students will be encouraged to use them. This will be particularly the case during times when students are outside of their classroom, including:
  - a. During drop-off and pick-up
  - b. When transitioning between classes in the halls
  - c. When using the restroom
  - d. When a reasonable distance between students and faculty cannot be maintained
3. Class sizes are reduced, particularly in settings that are not the main classroom.
4. Students have assigned seating that creates reasonable distance, to the extent possible given furnishings and classroom configurations.
5. Faculty meetings, parent meetings, and other events will maintain distance, require face coverings, as appropriate, and be held virtually when feasible.

### Drop-off & Arrival

1. Students will be dropped off to separate doors by grade and go directly to the appropriate hearth to wash hands.
2. Doors are held open by staff in order to provide no touch entrance.
3. Staff will take student temperatures (no touch) on arrival at doors before entrance.
4. Symptomatic students (at the beginning of the day) will remain outside in a designated area. Parents will be contacted to come and pick them up.
5. Traffic flow will be clearly designated for this time of day, such as walking on particular sides of the hallways or stairs.
6. Students are encouraged to wear masks throughout this process until they arrive in classrooms.
7. No parent access will be allowed in the building at this time.

### Pick-up and Departure

1. Students are encouraged to wear face coverings during pick-up time.
2. Kindergarten and first grade students are picked up earlier and separately from other students.
3. Students will remain in classrooms during pick up time and be called down as their car arrives.

4. Students will be required to maintain a distance and wait in line until picked up.
5. No parent access will be allowed in the building at this time or at pick-up locations.
6. Students in Grades 1-4 must be picked up at the school building (not the park or other off-site location), unless they live walking distance from the school and have pre-approved walking plans.
7. Walking plans may be made for older students, if parents can ensure that distancing and behavioral expectations can be met.

### Transitions between Classes

1. High traffic areas will be identified and traffic flow will be clearly designated, such as walking on particular sides of the hallways or stairs.
2. Teachers will coordinate transitions between classes to reduce congestion in hallways.
3. Students will be encouraged to use face coverings during transitions.
4. Doors will be propped open or held by a designated individual in order to reduce touch.
5. High-touch surfaces in rooms used by multiple classes will be cleaned between specialty classes or intervention / SPED services.

### Front Office & Common Spaces

1. Front office will be accessed through windows only.
2. Designated markings will be made on the atrium floor for students waiting for office support.
3. Phone use is ONLY in the front office through windows (very limited access) -- no phone usage by students in classrooms. Phone will be sanitized between users.
4. No drinking fountain use will occur. All students must have water bottles to fill up and use instead.

### Making Payments

1. No payments will be accepted in the office, in any form. All payments will need to be done remotely by credit card. School will set up online pages for any events/activities/donations/etc. that need payment, and will send links for those pages in emails to parents.
2. School also has a Square account, and credit card numbers can be entered manually into the app without the card present. In unusual circumstances, a parent can call the office and give a credit card number to Deb over the phone, to make a payment.
3. Lunch payments can be made online through Secure Instant Payments.

### Lunch Service

1. Lunch will continue to be served directly to students in classrooms.
2. Food service workers will wear face coverings and gloves.
3. Students will wash hands before and after meal services.
4. Lunches will be served in containers with compostable lids.
5. Food carts will be cleaned and disinfected regularly.

### Computer Usage

1. Computers will be sanitized after each use.

### Visitors / Parents

1. Visitor and parents access to the building will be substantially limited.

2. To check a child out, parents must call the office. The child will be called down and meet the parent at the front door outside of the building. A child will be released only when their parent is in line of sight from the office.
3. Any volunteers or other approved visitors must be arranged with the Front Office in advance. These individuals will be allowed to enter the building only at the designated time for their volunteer or other approved activity.
4. Visitors and volunteers approved for entrance will be required to have temperature checked, complete a symptom checklist, and wash hands when checking in at the window to the Front Office.
5. Visitors and volunteers will be required to wear face coverings while on campus.
6. All IEP meetings will happen through video conference.
7. Support Circles and other parent meetings will happen primarily through video conference, and in-person, as needed when larger meeting spaces are available.
8. Access to the KinderHouse will be limited. Parents needing to pick up children early should coordinate directly with teachers, but should limit these occurrences as much as possible.

### **Class Trips / Field Trips**

1. No Fall class trips will occur. Spring trips may be scheduled if we have transitioned to Green.
2. Field trips that require transportation will not be held until the designated Risk Level is Green.

### **School Gatherings / Assemblies**

1. No large assemblies will be held: weekly Friday “virtual assemblies” will be shared online.
2. Festivals will be modified to limit group size and keep only individual classes in contact.

### **Faculty and Staff Norms**

1. Faculty meetings including full-time and part-time staff with over 50 participants will be held virtually.
2. Faculty meetings with only full-time staff will be held in a large meeting space.
3. Faculty and staff are expected to regularly screen for symptoms, including taking temperatures when they arrive at school.
4. Ill or symptomatic faculty and staff will not come into school.
5. Faculty and staff will wash hands when they arrive at school.
6. When unable to maintain a reasonable distance, face coverings will be worn.
7. PPE will be used when providing close services to students and as appropriate, such as toileting, nursing care, and one-on-one or small group instruction.
8. Faculty and staff will use face coverings when not working alone or able to maintain a reasonable distance or when gathering in large groups.

### **Teacher and Staff Absences**

1. Substitution for teachers during the year by individuals not regularly part of the Wasatch Charter School faculty and staff will be substantially limited.
2. When a class teacher is symptomatic or ill, families of students in that class will be notified and learning for that class will move to the online format for the duration of the teacher’s absence.
3. Supervision for students unable to work at home will be provided for online learning onsite.



4. Specialty teacher absences and those of other staff will be addressed with onsite substitution, adjusted schedules and work assignments, and the possible use of a limited list of approved and well-trained substitutes.

### **Safety Drills**

1. Modifications will be made for evacuation protocols in order to limit large group gatherings during drills.

### **Student Attendance and Work Requirements**

1. Students will have access to online work if they are experiencing an extended absence from school.
2. For short-term absences, teachers will work to make typical accommodations for students to make-up work, as needed.

### **Special Education**

1. Plexiglass, face shields, and/or auxiliary aids will be provided for one-on-one close contact to ensure students with disabilities have equal access to information.
2. Students will be offered reasonable accommodations when unable to wear face coverings or maintain a distance in settings where it is required for other students.
3. PPE will be provided and outdoor locations explored and used for circumstances that require close contact (i.e., counseling, school psychologist).

### **Monitoring for Incidences**

1. Families will be provided with a guide to assist them in conducting symptom checks at home.
2. Families who need access to thermometers, or other items, as-needed to fulfill appropriate symptom checking requirements will be supported.
3. Staff/student symptoms and absenteeism will be carefully monitored; staff and students will be educated that "If you feel sick; stay home."
4. Students exhibiting symptoms during the school day will be quarantined in the nurses' office, required to wear face masks and sent home.
5. Faculty and staff exhibiting symptoms during the school day will be required to leave the building.
6. Symptomatic students and staff will be encouraged to be tested for Covid and will not be allowed to physically return to school until they meet state or local health department criteria to do so or are cleared by a medical provider.
7. Students who are absent due to symptoms will be provided with access to online course work and attendance will be modified accordingly.
8. Parents or caregivers will be required to complete an affirmation that they will not send their children to school with symptoms.

### **Containing Potential Outbreaks**

1. WCS will assist the local health department should they require contact tracing.
2. WCS will consult with the local health department regarding procedures for tracing a positive COVID-19 case by an employee, student, visitor, or those who have come into contact with an individual testing positive. The school nurses will be the point of contact in such cases.
3. In the case of a positive COVID diagnosis within the WCS community, WCS will contact the local health department in order to trigger the pre-established plan which may include: class dismissal,

school dismissal, longevity of dismissal based on community spread, cleaning/sanitization, communications, contact tracing, etc.

4. WCS will communicate health and safety issues transparently to families, under the guidance of the local health department, while protecting the privacy of students and families.

## COMMUNICATION & TRAINING

Prior to the beginning of the 2020-21 School Year, WCS will provide communication and training on these procedures, and others that may be subsequently required or deemed necessary to all faculty, staff, parents and students. This will occur through:

- In-person and online training of employees
- Email communication, posting of information on the school website, text messaging, social media posts and videos that will be distributed to parents, caregivers, and students

Training will include:

- Procedures to be followed during the school day;
- The school's protocol for symptom screening;
- Information on how to screen students at home;
- Hygiene standards;
- Tutorials on accessing online education and instruction; and
- Points of contact for various aspects of the WCS plan who are available to address specific questions or concerns.

WCS will remain in communication with parents and families regarding changes to this plan as the school year unfolds. As always, we will be reviewing and reevaluating and looking for ways to improve as we gain real-world experience in implementing these guidelines.

## TEMPORARILY RECLOSING

We anticipate that changing conditions throughout the year may lead to adjustments, parents will be communicated with in a timely manner regarding any changes, including locally driven crisis response communications. It should be noted that decisions regarding opening and closing of schools are not made at the school level, but are entirely in the purview of the State Board of Education, the Governor, and the State and local Health Department. As local conditions shift or as incidents may occur within our school, WCS leadership will consult with these entities and follow the given direction regarding whether to close school or transition to a more restrictive plan under a Red / Orange Risk Level.

Should the temporary reclosing of the school be required, WCS will transition to the Red / Orange plan outlined in this document. All instruction will shift for all students to the 5 day online format. Students and teachers should be well-versed in how to access this platform since it will be being used throughout the year. Special Education students and those receiving intervention services could expect to be contacted directly about the timing of their ongoing services through virtual means of delivery.

Information regarding a temporary reclosing of the school will be distributed to parents via email and text message, as well as posted on the school's website and social media accounts.

## FAMILY & PARENT SUPPORT

Parents and families are essential partners in this plan. By working collaboratively, WCS and families can promote options for students that meet our shared values of rhythm, provide minimal disruptions, give options for those at high-risk, and promote a safe learning environment. We ask all families to seriously consider:

- Choosing an option for the coming year that will support your child and family's overall health and well-being.
- Checking symptoms prior to school each day and keeping students out of school if they - or a household member - has any symptoms or illness.
- Making plans in advance and checking for supplies / lunches in order to limit the need for student phone use during the day.
- Ensuring students have adequate clothing to support extended time outdoors.
- Limiting late drop off / early pick-ups from school which affect students congregating in given spaces and disrupt the safety protocols being put in place for these times of day.
- Limiting out of school points of contact. Consider not engaging in other extra-curricular activities / playdates. Allow your child's class to be the primary point of contact outside of home. Doing so reduces possible exposure for all the children and teachers interacting with your child throughout the day.
- Practicing good hygiene habits at home, such as handwashing, sneezing and coughing into elbows, etc.
- Caring for your child's and your family's overall health and well-being. Consider healthy eating, good sleep, movement and time outdoors, and ways of reducing anxiety and stress.
- Recognizing that your child's teachers are front-line service providers coping with many demands and new expectations -- be patient, help to protect them from illness, provide encouragement and support.
- Please limit travel and consider taking the initiative to quarantine following travel outside of the State, particularly if you have visited an area with high levels of Covid-19 cases.