Thomas Edison Charter Schools Governing Board Meeting
July 28, 2020   6:30 P.M.
TECS North Campus: 180 East 2600 North, North Logan, UT 84341

Mission: *We provide all students the fundamental knowledge, tools, and discipline to become successful, reputable citizens in our country and to become high achievers in our ever evolving, demanding and complex society.*

Note:
Due to the current pandemic, this meeting will be held electronically. Please go to the following web address to participate meet.google.com/fbv-ezqh-svm.

You may also join the meeting by phoning +1 402-433-0216 PIN: 396625103).

Agenda
Conducting: Kyle Hancock
Pledge of Allegiance: Heather Knight

1.	6:30	Adoption of Agenda
2.	6:31	Public Comment
3.	6:32	Approval of Minutes
4.	6:33	Early Literacy Plan (Shem)
5.	6:37	Liability Insurance Renewal
6.	6:40	Reopening Plan
7.	6:45	Personnel/Vendor Requests
15.	6:50	Closed Session pursuant to Utah Code 52-4-205. Admin Pay
16.	7:00	Adjourn

Electronic Participation: Unknown

July – December Governing Board meetings will be at North Campus.
January – June Governing Board meetings will be at South Campus.

In compliance with the Americans with Disabilities Act, persons requiring assistance or auxiliary services for these meetings should contact Kyle Hancock (435) 750-6300 ext. 101.

LEA Name: Thomas Edison Charter Schools- North and South
Date of Expected Local Board Approval: Aug. 5ᵗʰ, 2020

Date of Expected Local Board Approval: Aug. 5th, 2020

Directions:

- *Submission of an Early Literacy Plan (sections A and B) are required for each LEA regardless of applying for funding.*

Funds Being Applied for:

☐x **Early Literacy Program Funds**

    DISTRICT ONLY - Matching Funds:

    ☐ **Low Income Program - Amount Matching $**_____

    ☐ **Guarantee Program - Amount Matching $**_____

Submission of Early Literacy Plan: For plan pre-approval, submit to *EarlyLearning20@schools.utah.gov* by July 17. For final approval, submit your plan and local board minutes in https://utahgrants.utah.gov/ **no later than September 1 by 5 p.m.** Goals must be submitted into the Data Gateway - https://datagateway.schools.utah.gov/

*Note - if applications are not concise, include excessive detail, or are too long, they will be sent back for consolidation prior to being reviewed.

SECTION A: EARLY LITERACY

1. Describe <u>core instruction</u> in grades K-3 in the following areas:

Core Area	Duration	Frequency	Grades	Evidence-based Curriculum/Strategies
Phonological Awareness	K-1: 10-15 mins. 2-3: 10 min.	K-1: Daily 2-3: 2-3 times/week during Tier 2/3 interventions	K-1	Spalding- Road to Reading. Heggerty Lexia
Phonics	20-25 mins.	Daily	K-3	Spalding- Road to Reading. Lexia
Fluency	K: 5 mins. 1-3: 15-20 mins.	Daily	K-3	Spalding 6 Minute Solution Reading for Reading Lexia
Vocabulary	K: 5-10 mins.	Daily	K-3	Spalding Wordly Wise

	1-3: 15-25 mins.			Lexia IXL
Comprehension	K: 20 mins. 1-3: 30 mins.	Daily	K-3	Spalding Lexia
Oral Language	20-30 mins.	Daily	K-3	Teacher Read Aloud. **Small group discussion strategies.** **Poetry Recitation.** **Oral Sentence Construction with teacher feedback.**
Writing	K: 20 mins. 1-3: 30-60	Daily	K-3	**Spalding Writing Road to Reading.** **Step Up to Writing** IXL

2. **Explain how literacy assessments are used for core (tier 1) instruction and intervention to make instructional decisions and ensure interventions are aligned to students' diagnostic needs.**

Acadience- Acadience Reading is a reading assessment and is utilized to determine a student's progress in reading fluency. It informs a teacher by providing feedback about each students' language acquisition and identifies problematic areas. In intervention, Acadience Reading progress monitoring is utilized to identify specific additional instruction areas.

Reading Inventory (formerly SRI)- The Reading Inventory is used to determine reading comprehension. It identifies a student's Lexile score which is used to help students select reading material at their level. In instruction, it is used to gauge a student's yearly progress and reading proficiency. In intervention, it is used as a benchmark to determine tiers of support for students.

RISE Benchmark and Interim- RISE Benchmark and Interim tests are math, reading, writing, and science assessments to determine student performance against the state core objectives. In instruction, it is used in place of regular tests 2-3 times/year as a way to determine what content is not being covered well enough by the teacher and needs re-teaching. In intervention, it is used to monitor progress for reintroduction into the classroom.

Weekly and Monthly- Phonogram Tests- The phonogram test is used in grades K-3 to determine a student's phoneme proficiency in basic language skill mastery. In instruction, the phonogram test is used to practice and reinforce phoneme proficiency with the goal of basic language development for reading and spelling. In intervention, it is used as review for those that have not acquired the phoneme proficiency and as on-going practice in small group settings.

Spelling Tests- Classroom spelling tests are weekly measures of phoneme awareness and reading fluency. In instruction, it is used to measure a student's growth on a weekly basis. In intervention, it is used to determine a student's current functional language acquisition level.

Daily- Oral Phonogram Review and Written Phonogram Review- OPR and WPR are measures of phoneme proficiency as a component of basic language acquisition. In instruction, it is used to reinforce early literacy and language acquisition. In intervention, it is used as practice to build a student's mastery of phonological awareness.

Summative- RISE EOY Test- RISE summatives are assessments that measure a student's math, language, science, and writing abilities. In instruction, it is used to provide feedback to students on their prior year development. In intervention, it is used to identify key concepts that need refinement and reteaching.

Spalding's Oral Reading Fluency Assessments- Beginning, middle and end-of-year assessments determine students' reading fluency. Students also read weekly passages with partners from *Spalding's Oral Reading Fluency Passages* and *Six Minute Solution*. In instruction, it is used to measure a student's growth three times a year and monitor progress on a weekly basis. In intervention, additional passages are used under the direction of a teacher or aide to practice and reinforce fluency.

Spalding's Practicing and Assessing Comprehension Passages- Students take weekly reading comprehension assessments to determine understanding of text structure, vocabulary, literary appreciation, figurative language, and comprehension at both basic and higher levels of understanding. In instruction, it is used to provide feedback on student understanding of key concepts. In intervention, passages that have already been used to assess or passages from a lower grade level may be used to reteach and practice key concepts.

Teacher: The teacher is responsible for analyzing data (grades/test scores) and other factors to determine the need for intervention. ***Update data regularly*** and use data to set goals and as basis for differentiated teaching. It is the sole responsibility of the teacher to set goals for the success of his/her classroom. It is the teacher's prerogative to solicit help from parents, to effectively communicate concerns and expectations, and to get them involved with their students' education.

3. **Describe the tier 2 and 3, evidence-based intervention system available to students struggling to reach grade-level benchmark goals in reading.**

Tier 2

Where: Classroom
When: During the 30-minute intervention block and before or after school during tutoring for at least 4 days per week. This is in addition to the Tier 1 literacy block.
Who: Administered by the teacher for all learners who haven't improved after exhausting all Tier 1 interventions especially those who fall below 75%
How: After identifying specific problems or concerns:

    Set goals with parents and commit to 4 (M-Th.) days per week tutoring.
    One on one non-homework skill specific intervention may be necessary
    May be placed in a group instruction for a specific skill intervention.
    A small pull-out group after lesson instruction may be necessary
    Modified learning material to address specific skill intervention – specific Spalding phonograms, Spalding spelling words to target specific rules, Spalding's Mental Action to target key concepts, Spalding's Practicing and Assessing Comprehension Passages using already assessed passages or those from a lower level,
    More frequent use of intervention online apps - ixl, Freckle, etc.
    Use supplemental materials to target specific skill – Lexia, materials from 95 Percent Group, A-Z Reading.

Measuring Growth: Tier 2 interventions are effective when

    Test scores and grades reflect progress

Specific targeted skill has improved and data support this progress

Duration: Tier 2 interventions should show adequate progress within 6 weeks. If there is improvement, modify intervention back to Tier 1. If there is no sign of improvement after all Tier 2 interventions are exhausted for 6 weeks, then modify interventions to Tier 3. Prepare data collected and request Tier 3 intervention by emailing the principal and the MTSS Coordinator.

Tier 3

Where: RTI classroom or other small group location (Specific subject pull-out)

When: During additional pull out for at least 15 minutes for at least 4 days per week and during 25 minutes of their enrichment block (the second PE and/or music session of the week). Tier 3 students continue to attend before and after-school tutoring for approximately 30 minutes, 2-4 days per week.

Who: Administered by the MTSS Specialists for all learners who haven't improved after exhausting all Tier 2 interventions especially those who fall below 70% of their performance.

How: After referral has been reviewed by the MTSS Coordinator and approved by the Principal:

Specific Learning Plan will be written and goals will be set for intervention

Instruction will take place in specific intervention/RTI classrooms

Target specific skills

Use specific and/or modified Spalding materials, phonemic awareness activities, 95 Percent Group, Six Minute Solution, Spalding's ORF, and Freckle as determined in learning plan

Progress monitoring records must be updated

Use of data available to adjust and plan for successful intervention

Measuring Growth: Tier 3 interventions are effective when

Test scores and grades reflect progress and proficiency

Specific targeted skill has improved and data support this progress

Duration: Tier 3 interventions should show adequate progress within 6 weeks. If there is improvement, modify intervention back to Tier 2. If there is no sign of improvement after all Tier 3 interventions are exhausted for 6 weeks, then the child may be considered for an IEP Sp. Ed referral.

4. **Describe the professional learning opportunities that will be provided for K-3 teachers, literacy coaches, and interventionists.** *These funds cannot be used for faculty or staff in grades 4-6.*

We regularly access multiple professional development opportunities provided on the state level as well as in-house opportunities from Utah Compose, USBE, UTMTSS, and other organizations.

We conduct yearly classes on the Spalding Method to train teachers and aides in Reading Foundations and Essential Skills for Writing and Reading.

Our Directors of Instruction support teachers as literacy coaches by regularly observing, modeling, providing feedback on instruction.

Data is gathered and provided regularly by a district Data specialist to be used in PLC meetings and for instructional planning.

K-3 teachers meet in department and elementary level PLCs to collaborate, share methods and strategies, evaluate student progress, and plan development opportunities.

SECTION B: LOCAL GOALS

Requirements per 53F-2-503: Goals must be measurable, address current performance gaps in student literacy data, and include specific strategies for improving outcomes.

For literacy goals only, include early intervention K-3 software if being used.

Goal Sentence Frame:

By [date], [who is responsible] **will** [what will change and by how much--measurable] **by** [how--which evidence-based strategy(ies) will be used, including early reading software if being used] **to** [why—for what purpose].

1. **Early Literacy Goal** *(required)*

By June 1, 2021, Thomas Edison Charter School LEA will maintain the percentage of kindergarteners proficient on Acadience Reading composite from BOY to EOY by administering DIBELS/Acadience progress monitoring weekly to students needing intervention- including 45 min/week of Lexia- and one to two times per month for those at or above benchmark; and, by providing professional development and instructional coaching to all kindergarten teacher staff, including class room observations and feedback on the implementation of phonemic awareness and phonics, such as Heggerty and Spalding routines, to reduce the percentage of students who did not master PSF and/or NWF and also who are not on benchmark by the end of kindergarten.

2. **Early Literacy Goal** *(required)*

By June 1, 2021, TECS will increase the percentage of 1st graders proficient on Acadience Reading composite from BOY to EOY by 18% by administering DIBELS/Acadience progress monitoring weekly to students needing intervention- including 45 min/week of Lexia- and one to two times per month for those at or above benchmark; and, by providing professional development and instructional coaching to all 1st grade teacher staff, including class room observations and

feedback on the implementation of phonemic awareness and phonics, such as Heggerty and Spalding routines, to reduce the percentage of students who did not master NWF and/or ORF and also who are not on benchmark by the end of 1st grade.

General Assurances: *Check all the boxes below.*

☒ The Early Literacy Plan submitted has been reviewed and approved by your local school board in an open, public meeting.

☒ The Early Literacy Plan must be submitted in Utah Grants along with local board approval minutes no later than September 1 by 5 p.m.

☒ The Early Literacy Goals must be submitted in the Data Gateway-Early Literacy page no later than September 1 by 5 p.m.

☒ We understand our state growth goal for literacy is to achieve at least 60% of students in grades 1-3 making typical or better progress on Acadience Reading.

☒ We understand that we will assess literacy using state mandated assessments within the state required testing windows: before September 30, December 1- January 31, and mid-April - June 15.

☒ We understand that we will submit our literacy data and SIS special codes including if a student received or did not receive intervention by October 30, the last day in February, and June 30 annually.

☒ We understand that we must implement evidence-based remediation interventions for reading if a student is scoring below or well below benchmark.

☒ We understand that if our plan is not approved by October 15, we forego our Early Literacy Program funds *(see R277-406)*.

☒ We understand that we will report literacy results to all parents of students in grades 1-3 three times per year following guidelines in R277-406.

☒ We understand that if our LEA does not meet goal requirements laid out in state code and board rule, our LEA will be required to participate in the System of Support.

☒ Early Literacy Program funds shall only be used for early literacy interventions and supports in kindergarten through grade 3 that have proven to significantly increase the percentage of students who are proficient in literacy *(53F-2-503)*.

☒ We understand that if program money is used in a manner that is inconsistent with 53F-2-503 and R277-406, our LEA is liable for reimbursement for the amount of funds improperly used.

By submitting this form, I certify the information I provided on and in connection to this application is true, accurate and complete. I also understand that any false statements on this application I file with the Utah State Board of Education may be grounds for disqualification for Early Literacy Program funds.

Thomas Edison Charter School
Insurance Coverage Comparison

Coverages & Services	Hanover	Comments
OTHER COVERAGES		
Umbrella Coverage	Included as per proposal	Excess coverage over six liability coverages: General Liability, Automobile Liability, Educator's Legal Liability, Abuse & Molestation, and Employee Benefit Liability.
Fiduciary Liability	Available, but not quoted	Covers cost to protect fiduciaries who have responsibility for money or benefits of others
Fidelity/Crime Coverage	Included are several insuring agreements at the limits specified in the full proposal	Provides coverage to school for losses from criminal theft, forgeries, fraud, etc.
Data Breach Coverage	Included as per proposal, can quote higher limits	Provides coverage for costs related to a data breach, particularly notification and credit monitoring coverage
Cyber Legal Liability	Quoted last year and not taken. Let us know if you want to quote again this year	Provides coverage for legal liability because of damages sustained by a third party due to data breach, website or internet related injuries
Treasurer Bond	Available, but not quoted	Provides the statutorily required bond coverage for "public treasurers" including school treasurers.
ERISA Bond	Available, but not quoted	Provides the statutorily required bond to protect the assets in an ERISA-qualified retirement plan.

Thomas Edison Charter School
Insurance Coverage Comparison

AMERICAN INSURANCE & INVESTMENT CORP.
Insurance you can count on.

Coverage	2017 Hanover	2018 Hanover	2019 Hanover	2020 Hanover	Notes:
LIABILITY COVERAGES					
Coverage Territory	USA, T&P, Canada	USA, T&P, Canada	USA, T&P, Canada	USA, T&P, Canada	
General Liability	Yes, separate limit	Yes, separate limit	Yes, separate limit	Yes, separate limit	
Occurrence	1,000,000	1,000,000	1,000,000	1,000,000	
Aggregate	3,000,000	3,000,000	3,000,000	3,000,000	
Property Damage	1,000,000	1,000,000	1,000,000	1,000,000	
Malpractice Included	Yes	Yes	Yes	Yes	
Employee Benefits Liability	Available	Available	Available	Available	
Cyber Liability	50,000	50,000	50,000	50,000	5K Ded, $106
Number of Students	1,360	1,300	1,170	1,142	
Misconduct and Molestation	Yes, separate limit	Yes, separate limit	Yes, separate limit	Yes, separate limit	
Each Occurrence	1,000,000	1,000,000	1,000,000	1,000,000	
Aggregate	3,000,000	3,000,000	3,000,000	3,000,000	
Innocent Party Defense	300,000	300,000	300,000	300,000	
Automobile Liability	Included with GL	Included with GL	Included with GL	Included with GL	
Hired & Non-Owned Liability	1,000,000	1,000,000	1,000,000	1,000,000	
School Educator's Legal Liability	Yes, specifically in ELL	Yes, specifically in ELL	Yes, specifically in ELL	Yes, specifically in ELL	
Each Claim	1,000,000	1,000,000	1,000,000	1,000,000	
Aggregate	3,000,000	3,000,000	3,000,000	3,000,000	
Defense Outside Limits	Yes, unlimited	Yes, unlimited	Yes, unlimited	Yes, unlimited	
Directors & Officers as Insureds	Yes	Yes	Yes	Yes	
Deductible	5,000 "Loss" Only	5,000 "Loss" Only	5,000 "Loss" Only	10,000 Loss and Defense	
Non-Monetary Relief Defense (Injunction)	300,000	300,000	300,000	300,000	0 ded.
Retroactive Date	8/1/01	8/1/01	8/1/01	8/1/01	
Director's & Officer's Policy	Yes, specifically within ELL	Yes, specifically within ELL	Yes, specifically within ELL	Yes, specifically within ELL	
Each Claim and Aggregate	1,000,000	1,000,000	1,000,000	1,000,000	
Defense Outside Limits	Yes, unlimited	Yes, unlimited	Yes, unlimited	Yes, unlimited	
Deductible	5,000 "Loss" Only	5,000 "Loss" Only	5,000 "Loss" Only	10,000 Loss and Defense	
Supervision or management E&O	Implied (part of duties)	Implied (part of duties)	Implied (part of duties)	Implied (part of duties)	
Employment Practices Liability	Yes, separate limit within ELL	Yes, separate limit within ELL	Yes, separate limit within ELL	Yes, separate limit within ELL	
Each Claim and Aggregate	1,000,000	1,000,000	1,000,000	1,000,000	
Defense Outside Limits	Yes, unlimited	Yes, unlimited	Yes, unlimited	Yes, unlimited	
Wage and Hour Defense Expense	100,000	100,000	100,000	100,000	
Deductible	10,000 "Loss" only	10,000 "Loss" only	10,000 "Loss" only	10,000 Loss and Defense	
Umbrella Liability Limit	1,000,000	1,000,000	1,000,000	1,000,000	
Underlying Coverages	GL, EL, AL, ELL, EBL, SAM, D&O, EPLI	GL, EL, AL, ELL, EBL, SAM, D&O, EPLI	GL, EL, AL, ELL, EBL, SAM, D&O, EPLI	GL, EL, AL, ELL, EBL, SAM, D&O, EPLI	
PROPERTY COVERAGES					
North Building and BPP	5,413,200	5,629,728	5,854,917	6,089,114	
South Building and BPP	8,866,000	9,220,640	9,589,466	9,973,044	
Computer Equipment	Included	Included	Included	Included	
Ordinance and Law	500,000	500,000	500,000	500,000	
Emergency Event Management	100,000	100,000	100,000	100,000	
Data Breach Coverage	50,000	50,000	50,000	50,000	
Employee Theft	100,000	100,000	100,000	100,000	
Computer and Funds Transfer Fraud	100,000	100,000	100,000	100,000	
Equipment Breakdown	Included	Included	Included	Included	
Covers Outdoor School Equipment	Yes	Yes	Yes	Yes	
Extra Expense	1,000,000	1,000,000	1,000,000	1,000,000	
Deductible	1,000	1,000	1,000	1,000	Hanover
Earthquake	5,000,000	5,000,000	5,000,000	5,000,000	Ded/Loc: 50K
Flood	3,000,000	3,000,000	3,000,000	3,000,000	Ded/Loc: 50K
PREMIUM	2017	2018	2019	2019	
Liability Premium	$10,426.00	$10,096.00	$9,406.00	$10,361.00	
Property Premium	$13,297.00	$13,607.00	$14,191.00	$15,016.00	
TOTAL	**$23,723.00**	**$23,703.00**	**$23,597.00**	**$25,377.00**	
D&O, EPL Premium	$4,431.00	$4,431.00	$4,793.00	$4,793.00	
D&O Only	n/a	n/a	n/a	n/a	
Umbrella Premium	$1,815.00	$1,827.00	$1,870.00	$2,100.00	
Earthquake Premium	$5,150.00	$5,150.00	$5,160.00	$5,583.00	
Flood Premium	$1,545.00	$1,545.00	$1,545.00	$1,030.00	
GRAND TOTAL	$36,664.00	$36,656.00	$36,965.00	$38,883.00	

This is just a summary of coverage for information purposes.

Utah State Board of Education

School Reopening
Requirements Template

Name of LEA | Thomas Edison Charter Schools

Local education agencies (school districts and charter schools also known as LEAs) are required to develop local plans for reopening schools for in-person instruction in the fall of 2020. In this document, LEAs should provide assurance that they have met the specific requirements from the state in their planning process. This document can be used in conjunction with the USBE School Reopening Handbook, which provides recommended considerations to guide planning and additional details. The requirements contained in this template are subject to change and will be updated accordingly.

This Reopening Requirements Template is required to be submitted to the Utah State Board of Education by August 1, 2020. While LEAs may choose to use the format of this document as the basis for their school reopening plan that is required to be made available to the public (public-facing school reopening plan), LEAs may use whatever format they feel best suits the needs and interests of their local community.

Please submit this Reopening Requirements Template to the Utah State Board of Education by email to coronavirus@schools.utah.gov. Submission of the template serves as an assurance only (the Board is not approving local plans).

Attestation:

Our school reopening plan has been approved by our governing board in an open and public meeting and was made available on our website (and each schools' website) by **August 1, 2020.**

☒   Yes   ☐   No

Insert the link to your public-facing school reopening plan on your LEA website here:

School Reopening Requirements Template

Contents

Repopulating Schools

Communication and Training

State Requirement ("What")	Implementation Plan ("How")
Develop administrator/teacher/staff education and training on school's reopening protocol and action plans • Educate and train students and caregivers on school's protocols and action plan; post and/or make accessible to school communities • Make materials available to families in their respective preferred/primary language	We have sent a letter to each teacher and family about the expectations at the school for reopening. The letter was sent in the predominant language spoken at home. We have posted our reopening plans on the school website and Facebook page. We will have a faculty meeting and training before school begins to iterate our school plan. Office staff is equipped with information to disseminate as visitors come to the school.
Appoint a point of contact for each school available for questions or specific concerns.	Indicate assurance: ☒ Yes ☐ No

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Accommodating Individual Circumstances (e.g., High-Risk, Personal Decisions)

State Requirement ("What")	Implementation Plan ("How")
Create a process for students/families and staff to identify as high risk[1] for severe illness due to COVID-19 and have a plan in place to address requests for alternative learning arrangements, remote learning or instruction, or work re-assignments	We have set up and will continue the e-learning that we did this Spring. Teachers have been informed and will receive on-going training for their in-class and on-line teaching expectations. Parents have been notified to contact the school should they have a need to access the learn from home model.
Take reasonable steps to minimize and mitigate risk for employees who identify as high-risk	Teachers have been provided masks and face shields to be used in accordance with our reopening plan.
Systematically review all current plans (e.g., Individual Healthcare Plans, Individualized Education Plans or 504 plans) for accommodating students with special healthcare needs and update their care plans as needed to decrease their risk for exposure to COVID-19	**Indicate assurances:** ☒ Yes ☐ No

Enhanced Environment Hygiene & Safety

State Requirement ("What")	Implementation Plan ("How")
Develop protocols for implementing an increased cleaning and hygiene regimen	**Indicate assurance:** ☒ Yes ☐ No
Faculty and staff wear face coverings (e.g., masks or shields) when physical distancing is not feasible	Face masks/shields will be provided by the school where needed and used when physical distancing is not possible, or where close proximity is prolonged.

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[1] High-risk individuals are defined as people 65 years and older, people who live in a nursing home or long-term care facility, people of all ages with underlying medical conditions, including lung disease or moderate to severe asthma, people who have serious heart conditions, people who are immunocompromised (many conditions can cause a person to be immunocompromised, including cancer treatment, smoking, bone marrow or organ transplantation, immune deficiencies, poorly controlled HIV or AIDS, and prolonged use of corticosteroids and other immune weakening medications), people with severe obesity, diabetes, chronic kidney disease undergoing dialysis, or liver disease.

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Make hand sanitizer, disinfecting wipes, soap and water, or similar disinfectant readily available to staff/students/visitors in controlled environments to ensure safe use	Indicate assurance: ☒ Yes ☐ No

School Schedules

State Requirement ("What")	Implementation Plan ("How")
Due to the unique nature of school schedules, USBE has not provided state-wide requirements.	TECS has opted for an in-class and on-line version of school to continue instruction in an environment suitable to the needs of individuals and families. The schedule includes regular movement throughout the building and outside to ensure appropriate distancing.

Monitoring for Incidences

State Requirement ("What")	Implementation Plan ("How")
Develop administrator/teacher/staff education and training on your LEA's protocol for symptom monitoring	Thermometers have been purchased and students and teachers will be monitored daily for symptoms. Staff and families are to self-monitor and report any Covid-19 related symptoms.
Establish a plan to assist families in conducting symptom checking at home	Literature of symptomology and monitoring has been provided for each family and they have been encouraged to regularly check their children for symptoms.
Assist families in access to thermometers, or other items, as needed to fulfill appropriate symptom checking requirements	Each student has been provided a thermometer and touchless thermometers are available to monitor symptoms.
Monitor staff/student symptoms and absenteeism carefully	Indicate assurance: ☒ Yes ☐ No
Educate and promote to staff/students: "If you feel sick; stay home"	Indicate assurance: ☒ Yes ☐ No

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Do not allow symptomatic individuals to physically return to school unless their symptoms are not due to a communicable disease as confirmed by a medical provider	Indicate assurance: ☒ Yes ☐ No

Containing Potential Outbreaks

Preparation Phase

State Requirement ("What")	Implementation Plan ("How")
Develop administrator/teacher/staff education and training on school's protocol for containing potential outbreaks	Regular trainings will be provided to staff on containing potential outbreaks. The local health department will be consulted for on-going training to mitigate potential outbreaks.
Consult with 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	Regular contact is made between the school's POC and the local health department via phone and email regarding procedures for tracing and communicating Covid-19 cases.

Quarantine/Isolation Protocol[2]

State Requirement ("What")	Implementation Plan ("How")
Designate quarantine rooms at each school to temporarily house students who are unable to return home	Indicate assurance: ☒ Yes ☐ No
Communicate health and safety issues transparently, while protecting the privacy of students and families	The school will utilize its communication resources to inform and protect families where it is prudent they be informed. Anonymity will be ensured as per FERPA requirements.

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[2] "Quarantine" refers to the recommendations regarding someone that has been exposed to virus (but not yet a confirmed case) is recommended to separate oneself while waiting to see if symptoms develop. "Isolation" refers to the recommendations regarding someone who has a confirmed infection.

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Temporarily Reclosing (if Necessary)

Preparation Phase

State Requirement ("What")	Implementation Plan ("How")
Develop administrator/teacher/staff education and training on school's protocol for temporarily reclosing schools if necessary	Closure plans are in place should the situation require. The school will confer with the local health department to determine the feasibility of a school closure and communicate with families via school resources.
Establish a plan in consultation with local health on responding to confirmed cases and the coordination of temporary closure of a school	The school POC will contact the local health department and consult with them regarding cases in our school community. We will jointly determine the best course of action and proceed with that plan.
In the event of an outbreak, 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.	We will determine the level of risk and proceed with our plan for response to the positive case(s) in our school. School closure plans will include the length of closure as well as cleaning requirements for reopening. The school's POC will spearhead communication with the school community and will lead the contact tracing efforts.

Transition Management Preparation

State Requirement ("What")	Implementation Plan ("How")
Develop a communication procedure for students and faculty in the case there is a temporary reclosure	The school will issue an alert to the school community is case of a reclosure. We will utilize the text, email, and social media outlets to notify familes of the reclosure, it's duration, and pertinent details regarding potential exposure, school cleaning, and reopening.
Review original Continuity of Education Plans that were implemented during the spring 2020 soft closure and analyze lessons learned. Consider making changes accordingly and incorporating into transition management plans	Indicate assurance: ☒ Yes ☐ No
Analyze remote learning capabilities	Indicate assurance: ☒ Yes ☐ No

Explore extracurriculars/in-person events that may also need to be temporarily postponed/canceled or transitioned to virtual	The school has allowed for the continuity of education and extracurricular events under the reopening plan. The school calendar will contain the events we will host and how they are to be hosted, either in-person or on-line. Each event will be conducted according to our reopening plan for social distancing.

Mitigation Tactics for Specific School Settings

LEA Mitigation Strategies for Specific School Settings

Analyze each of the following settings to determine the appropriate risk mitigation strategies to implement. By analyzing the environmental features of your unique setting/activity, you can use what you know about how the virus works and how it spreads to develop a plan for additional strategies. For complete directions on how to fill out the chart, see the USBE School Reopening Handbook. The state requirements have been included in the chart in purple, bold font. If a certain state requirement prompts you to develop a protocol or strategy, describe your planned approach within the appropriate table cell. You can also reference the Handbook for additional recommended considerations specific to each school setting. Add additional mitigation strategies to each school setting as you see fit. You may also add additional rows for other school settings that your LEA would like to address.

Setting	State Requirement(s)	Isolate Symptoms	Minimize Outbreak Probability	Physical Distancing	Respiratory Hygiene	Physical Hygiene
				Mitigation Tactics		
		(e.g., contact tracing, testing, symptom monitoring, self-isolation, etc.)	(e.g., group size, interaction with multiple groups, etc.)	(e.g., maintaining distance, close physical interaction, frequency of travel, etc.)	(e.g., face coverings, appropriate covering of sneeze/cough, reduce duration spent face to face, increase air flow, etc.)	(e.g., personal hygiene, physical space hygiene, personal protective equipment, etc.)
Classrooms	- Develop and provide educator training on implementing strategies to identify and mitigate risk in a classroom setting	- Individual thermometers for each student to monitor when entering the school. - Notifying each family to keep students home if they feel sick. - Provide notice to the teacher and school leaders if tested positive. - Follow classroom schedule to allow tracing of contact throughout the school. - Students experiencing symptoms at the school will be isolated in the sick room in the front office.	- Maintain physical distancing where possible. - Space desks and seat students according to a seating chart as far from others in the classroom as possible. - Conduct live stream of class instruction so those at home can access the curriculum. - Provide a sick room for students who feel ill at school.	- Space students apart from each other in lines through the halls. - Have small groups with greater distance between students. - Seat every other desk, where possible. - Use masks/shields where social distancing is not possible.	- Face masks and shields are provided when proximity is compromised. - Students are encouraged to breathe through their nose as opposed to their mouth. - Students are provided hand sanitizer at their desk and to keep hands away from their eyes, mouth and nose. - Doors to the hall are encouraged to remain open to increase air flow	- Sanitizer will be used regularly. - Items will be kept to each individual and not community shared, where possible. When not possible, proper sanitization of the shared item will be taught. - Students will regularly clean their learning space. - Hands will be washed before eating lunch. - Students will cough and sneeze into a tissue or their elbow.
Transitions	Identify high traffic areas and apply floor markings or signage to direct traffic	- Traffic dividers will be placed in halls where there has previously been a lot of traffic. - Signs are placed in halls and on floors to denote direction of travel and distancing guidelines.	- Groups will be dismissed at the same time to reduce the number of students they pass in the halls. - Directional travel. - Masks worn where distancing is not possible. - Touchless water bottle refill. - Clean bathrooms regularly.	- Masks worn where distancing is not possible. - Hallway dividers to separate traffic flow. - One direction traffic flow. - Signage posted about distancing. - Stagger transition times so middle school and elementary are not in the halls at the same time.	- Use face shield or mask when in the halls and distancing is not possible. - No loitering between classes.	- Fist bumps allowed, no high fives. - Each student uses their own locker, water bottle, and technology; no sharing. - Clean hands and face shield regularly.

		Mitigation Tactics				
Setting	State Requirement(s)	Isolate Symptoms	Minimize Outbreak Probability	Physical Distancing	Respiratory Hygiene	Physical Hygiene
		(e.g., contact tracing, testing, symptom monitoring, self isolation, etc.)	(e.g., group size, interaction with multiple groups, etc.)	(e.g., maintaining distance, close physical interaction, frequency of travel, etc.)	(e.g., face coverings, appropriate covering of sneeze/cough, reduce duration spent face to face, increase air flow, etc.)	(e.g., personal hygiene, physical space hygiene, personal protective equipment, etc.)
Entry/Exit Points	- Establish protocols for any visitors and non-regular staff, including at a minimum temperature checking and the wearing of face coverings - Establish protocols for drop-off/pick-up and communicate updates and expectations to families - Limit nonessential visitors and volunteers to campuses and programs; each school is to determine essential versus nonessential - Designate entry/exit flow paths to minimize congestion	- All visitors to follow check in procedures so we know who came in and when. - Utilize all entry and exit points of the building during pick up and drop off at start and end times of school. - Follow drop of and pick up traffic patterns. - During school visitors to temperature monitor at the office. - Stagger times for volunteer services in the building.	- Have students enter the building nearest their classroom and use that entry/exit point only. - Notify parents of student drop off and pick up location, and to start drop off 30 minutes before school starts to 30 minutes after school ends to reduce the interactions. - Students report immediately to their classroom. - No loitering by the exits waiting for friends.	- Have students line up to enter. - Have student's temperature monitor upon arrival to the classroom. - Use a mask when distancing is not possible.	- Upon entering, have students and visitors put on face coverings. - Keep distance from others when entering or exiting. - Utilize face masks until reaching their vehicle to leave.	- Clean door knobs and other touched school equipment regularly. - Minimize touching objects or school fixtures where possible (i.e. teacher holds the door open for students). - Use hand sanitizer upon entering classroom. - Provide hand sanitizer at entry/exit points for visitors in the building.
Transportation	- Develop protocols for minimizing mixing of students from different households and regularly cleaning and disinfecting seats and other high-touch surfaces - Implement strategies to ensure driver safety - Face coverings for students, staff, other passengers; LEAs may make exceptions for unique student circumstances	- Have parents provide a list of carpool kids. - We have no bus system, this is parent responsibility monitor in transit.	- Encourage family only in carpools or use face masks. - Parents to monitor and report.	- Parents to monitor.	- School personnel will be in the parking lots to remind students to keep masks on until they reach their vehicle and to keep distance from other students waiting for pick up. - Parents to monitor.	- Parents to monitor.
Restrooms	- Provide education and display signage on proper hand hygiene - Create schedule for cleaning high-touch areas (e.g., faucets, paper towel dispensers, door handles) - Ensure PPE (gloves, masks) is available for staff providing support in restrooms, including custodians - Provide training for proper cleaning protocols for COVID-19	- Students to use bathrooms with a bathroom pass. - Teacher Aides to take elementary classes to the bathroom and remind students of proper bathroom expectations.	- No loitering in the bathrooms. - Encourage students to use the facilities as much as needed, but only as needed (i.e. use their home bathroom more than the schools). - Instruct students on using the bathroom touching a few surfaces as possible.	- Only four students in each bathroom at a time. - Have a line where students can distance in the hall by the bathrooms. - Use masks in bathroom.	- Where possible, keep the door to the hall propped open. - Keep the fan on during school hours.	- Wash after usage. - Wipe handles that each student touches. - Use a paper towel to touch doorknobs, faucet and toilet handles, and stall doors.

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Setting	State Requirement(s)	Mitigation Tactics				
		Isolate Symptoms	Minimize Outbreak Probability	Physical Distancing	Respiratory Hygiene	Physical Hygiene
		(e.g., contact tracing, testing, symptom monitoring, self isolation, etc.)	(e.g., group size, interaction with multiple groups, etc.)	(e.g., maintaining distance, close physical interaction, frequency of travel, etc.)	(e.g., face coverings, appropriate covering of sneeze/cough, reduce duration spent face to face, increase air flow, etc.)	(e.g., personal hygiene, physical space hygiene, personal protective equipment, etc.)
Cafeterias	Mark spaced lines and designate serving line flow paths Remove self-service salad bars and buffet Student hand hygiene routines (i.e., hand washing or sanitizer) before and after meal services Increase cleaning and disinfecting of high-touch areas	Students will only use the cafeteria on their assigned days. Rotating every other day. Students alone will touch their tray and food items. Only students with hot lunch will access the lunch window, all others will go right to their table.	Limit the cafeteria usage to one grade level at a time. Separate the tables so there is more space between students. Aides to monitor students so there is no sharing of food or entering each other's space.	Have students enter in a line. Space tables further apart. Those eating in their classroom will eat at their desk and maintain their distance from each other.	Reduce the number of students in the cafeteria to fewer than 60 at a time. Space tables further apart to allow more distance between students.	Janitors to clean the facilities after each grade level leaves. Students to wash hands/sanitize when entering and exiting the cafeteria.
Large Group Gatherings (e.g. assemblies, performances)	Ensure group gatherings are organized with health and safety principles and requirements in place and, as needed, in consultation with local health departments	Eliminate large group gatherings. Hold assemblies and performances on Google Meets. Follow classroom protocol for isolating students and symptoms.	Eliminate large group gatherings. Hold assemblies and performances on Google Meets. Have students follow classroom protocol during an on-line meeting.	See classroom tactics.	See classroom tactics.	See classroom tactics.
Unique Courses with Higher Risk of Spread	Identify courses that would be more at risk and make plans with support from local health departments (as needed) to mitigate the risks	Utilize face masks and shields in PE and music. Establish a seating arrangement, where possible. Pre-assign groups to a scheduled music and PE time.	Encourage more games that keep distance as opposed to games where there is close contact. Use masks where necessary.	Stagger seating of students. Do not combine classes. Utilize more of the classroom space.	Use masks or shields as needed. Provide extra distance to allow for increased respiration.	Use sanitizer when entering PE and exiting. Clean equipment after each class uses it.

Setting	State Requirement(s)	Mitigation Tactics				
		Isolate Symptoms	Minimize Outbreak Probability	Physical Distancing	Respiratory Hygiene	Physical Hygiene
		(e.g., contact tracing, testing, symptom monitoring, self-isolation, etc.)	(e.g., group size, interaction with multiple groups, etc.)	(e.g., maintaining distance, close physical interaction, frequency of travel, etc.)	(e.g., face coverings, appropriate covering of sneeze/cough, reduce duration spent face-to-face, increase air flow, etc.)	(e.g., personal hygiene, physical space hygiene, personal protective equipment, etc.)
Recess and Playground	- Ensure recess and playgrounds are managed with health and safety principles and requirements in place and, as needed, in consultation with local health departments	- Restrict interaction on the playground to individual classes. - Enter and exit building through the same door each time (use a routine). - Have students monitor temperature when going to class. - Designate a check out procedure for students who do not feel well at recess.	- Reduce the number of students on the field at a time. - Assign classroom equipment to be cleaned before and after usage.	- Assign specific classes to certain areas of the field to ensure distancing is maintained. - Limit the number of students on a piece of equipment at any given time.	- Establish a cool down minute at the end of recess before entering the school and classroom. - Keep to assigned areas of the playground.	- Wash hands/sanitize when entering class. - Encourage not contact games.
Special Education, Related Services, or School Counseling (e.g. School Psychologist, Speech Language Pathologist, etc.)	- Provide plexiglass, face shields, and/or auxiliary aids for one-on-one close contact to ensure students with disabilities have equal access to information - Offer reasonable accommodations for students who are unable to wear face coverings in settings where it is required for other students	- Keep records and schedules of those that enter the room. - Establish temperature and symptom monitoring guidelines for room usage to be employed by each school employee when providing services.	- Use face shields in close proximity. - Only have one group at a time. - Reduce the number of students in each group as possible. - Create more groups when able to.	- Use the space provided to space students as far apart as possible. - Use masks and shields where necessary. - Have students come fewer times per week to the group.	- Use face shields to reduce breathing in each other's space. - Limit group time in enclosed spaces to under 15 minutes. - Take breaks to get out of the space where possible.	- Sanitize equipment, desks, chairs, writing utensils, etc. in between services. - Have students sanitize/wash when entering and exiting learning space. - Employ good hygiene practices of covering to cough or sneeze.

Thomas Edison Charter School
Insurance Coverage Comparison

AMERICAN INSURANCE & INVESTMENT CORP.
Insurance you can count on.

Coverage	2017 Hanover	2018 Hanover	2019 Hanover	2020 Hanover	Notes:
LIABILITY COVERAGES					
Coverage Territory	USA, T&P, Canada	USA, T&P, Canada	USA, T&P, Canada	USA, T&P, Canada	
General Liability	Yes, separate limit	Yes, separate limit	Yes, separate limit	Yes, separate limit	
Occurrence	1,000,000	1,000,000	1,000,000	1,000,000	
Aggregate	3,000,000	3,000,000	3,000,000	3,000,000	
Property Damage	1,000,000	1,000,000	1,000,000	1,000,000	
Malpractice Included	Yes	Yes	Yes	Yes	
Employee Benefits Liability	Available	Available	Available	Available	
Cyber Liability	50,000	50,000	50,000	50,000	5K Ded. $106
Number of Students	1,360	1,300	1,170	1,142	
Misconduct and Molestation	Yes, separate limit	Yes, separate limit	Yes, separate limit	Yes, separate limit	
Each Occurrence	1,000,000	1,000,000	1,000,000	1,000,000	
Aggregate	3,000,000	3,000,000	3,000,000	3,000,000	
Innocent Party Defense	300,000	300,000	300,000	300,000	
Automobile Liability	Included with GL	Included with GL	Included with GL	Included with GL	
Hired & Non-Owned Liability	1,000,000	1,000,000	1,000,000	1,000,000	
School Educator's Legal Liability	Yes, specifically in ELL	Yes, specifically in ELL	Yes, specifically in ELL	Yes, specifically in ELL	
Each Claim	1,000,000	1,000,000	1,000,000	1,000,000	
Aggregate	3,000,000	3,000,000	3,000,000	3,000,000	
Defense Outside Limits	Yes, unlimited	Yes, unlimited	Yes, unlimited	Yes, unlimited	
Directors & Officers as Insureds	Yes	Yes	Yes	Yes	
Deductible	5,000 "Loss" Only	5,000 "Loss" Only	5,000 "Loss" Only	10,000 Loss and Defense	
Non-Monetary Relief Defense (Injunction)	300,000	300,000	300,000	300,000	0 ded.
Retroactive Date	8/1/01	8/1/01	8/1/01	8/1/01	
Director's & Officer's Policy	Yes, specifically within ELL	Yes, specifically within ELL	Yes, specifically within ELL	Yes, specifically within ELL	
Each Claim and Aggregate	1,000,000	1,000,000	1,000,000	1,000,000	
Defense Outside Limits	Yes, unlimited	Yes, unlimited	Yes, unlimited	Yes, unlimited	
Deductible	5,000 "Loss" Only	5,000 "Loss" Only	5,000 "Loss" Only	10,000 Loss and Defense	
Supervision or management E&O	Implied (part of duties)	Implied (part of duties)	Implied (part of duties)	Implied (part of duties)	
Employment Practices Liability	Yes, separate limit within ELL	Yes, separate limit within ELL	Yes, separate limit within ELL	Yes, separate limit within ELL	
Each Claim and Aggregate	1,000,000	1,000,000	1,000,000	1,000,000	
Defense Outside Limits	Yes, unlimited	Yes, unlimited	Yes, unlimited	Yes, unlimited	
Wage and Hour Defense Expense	100,000	100,000	100,000	100,000	
Deductible	10,000 "Loss" only	10,000 "Loss" only	10,000 "Loss" only	10,000 Loss and Defense	
Umbrella Liability Limit	1,000,000	1,000,000	1,000,000	1,000,000	
Underlying Coverages	GL, EL, AL, ELL, EBL, SAM, D&O, EPLI	GL, EL, AL, ELL, EBL, SAM, D&O, EPLI	GL, EL, AL, ELL, EBL, SAM, D&O, EPLI	GL, EL, AL, ELL, EBL, SAM, D&O, EPLI	
PROPERTY COVERAGES					
North Building and BPP	5,413,200	5,629,728	5,854,917	6,089,114	
South Building and BPP	8,866,000	9,220,640	9,589,466	9,973,044	
Computer Equipment	Included	Included	Included	Included	
Ordinance and Law	500,000	500,000	500,000	500,000	
Emergency Event Management	100,000	100,000	100,000	100,000	
Data Breach Coverage	50,000	50,000	50,000	50,000	
Employee Theft	100,000	100,000	100,000	100,000	
Computer and Funds Transfer Fraud	100,000	100,000	100,000	100,000	
Equipment Breakdown	Included	Included	Included	Included	
Covers Outdoor School Equipment	Yes	Yes	Yes	Yes	
Extra Expense	1,000,000	1,000,000	1,000,000	1,000,000	
Deductible	1,000	1,000	1,000	1,000	
Earthquake	5,000,000	5,000,000	5,000,000	5,000,000	Hanover Ded/Loc: 50K
Flood	3,000,000	3,000,000	3,000,000	3,000,000	Ded/Loc: 50K
PREMIUM	2017	2018	2019	2019	
Liability Premium	$10,426.00	$10,096.00	$9,406.00	$10,361.00	
Property Premium	$13,297.00	$13,607.00	$14,191.00	$15,016.00	
TOTAL	**$23,723.00**	**$23,703.00**	**$23,597.00**	**$25,377.00**	
D&O, EPL Premium	$4,431.00	$4,431.00	$4,793.00	$4,793.00	
D&O Only	n/a	n/a	n/a	n/a	
Umbrella Premium	$1,815.00	$1,827.00	$1,870.00	$2,100.00	
Earthquake Premium	$5,150.00	$5,150.00	$5,160.00	$5,583.00	
Flood Premium	$1,545.00	$1,545.00	$1,545.00	$1,030.00	
GRAND TOTAL	$36,664.00	$36,656.00	$36,965.00	$38,883.00	

This is just a summary of coverage for information purposes.

Utah State Board of Education

School Reopening Requirements Template

Name of LEA | Thomas Edison Charter Schools

Local education agencies (school districts and charter schools also known as LEAs) are required to develop local plans for reopening schools for in-person instruction in the fall of 2020. In this document, LEAs should provide assurance that they have met the specific requirements from the state in their planning process. This document can be used in conjunction with the USBE School Reopening Handbook, which provides recommended considerations to guide planning and additional details. The requirements contained in this template are subject to change and will be updated accordingly.

This Reopening Requirements Template is required to be submitted to the Utah State Board of Education by August 1, 2020. While LEAs may choose to use the format of this document as the basis for their school reopening plan that is required to be made available to the public (public-facing school reopening plan), LEAs may use whatever format they feel best suits the needs and interests of their local community.

Please submit this Reopening Requirements Template to the Utah State Board of Education by email to coronavirus@schools.utah.gov. Submission of the template serves as an assurance only (the Board is not approving local plans).

Attestation:

*Our school reopening plan has been approved by our governing board in an open and public meeting and was made available on our website (and each schools' website) by **August 1, 2020**.*

☒ Yes ☐ No

Insert the link to your public-facing school reopening plan on your LEA website here:

School Reopening Requirements Template

Contents

Repopulating Schools

Communication and Training

State Requirement ("What")	Implementation Plan ("How")
Develop administrator/teacher/staff education and training on school's reopening protocol and action plans • Educate and train students and caregivers on school's protocols and action plan; post and/or make accessible to school communities • Make materials available to families in their respective preferred/primary language	We have sent a letter to each teacher and family about the expectations at the school for reopening. The letter was sent in the predominant language spoken at home. We have posted our reopening plans on the school website and Facebook page. We will have a faculty meeting and training before school begins to iterate our school plan. Office staff is equipped with information to disseminate as visitors come to the school.
Appoint a point of contact for each school available for questions or specific concerns.	Indicate assurance: ☒ Yes ☐ No

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Accommodating Individual Circumstances (e.g., High-Risk, Personal Decisions)

State Requirement ("What")	Implementation Plan ("How")
Create a process for students/families and staff to identify as high risk[1] for severe illness due to COVID-19 and have a plan in place to address requests for alternative learning arrangements, remote learning or instruction, or work re-assignments	We have set up and will continue the e-learning that we did this Spring. Teachers have been informed and will receive on-going training for their in-class and on-line teaching expectations. Parents have been notified to contact the school should they have a need to access the learn from home model.
Take reasonable steps to minimize and mitigate risk for employees who identify as high-risk	Teachers have been provided masks and face shields to be used in accordance with our reopening plan.
Systematically review all current plans (e.g., Individual Healthcare Plans, Individualized Education Plans or 504 plans) for accommodating students with special healthcare needs and update their care plans as needed to decrease their risk for exposure to COVID-19	**Indicate assurances:** ☒ Yes ☐ No

Enhanced Environment Hygiene & Safety

State Requirement ("What")	Implementation Plan ("How")
Develop protocols for implementing an increased cleaning and hygiene regimen	**Indicate assurance:** ☒ Yes ☐ No

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[1] High-risk individuals are defined as people 65 years and older, people who live in a nursing home or long-term care facility, people of all ages with underlying medical conditions, including lung disease or moderate to severe asthma, people who have serious heart conditions, people who are immunocompromised (many conditions can cause a person to be immunocompromised, including cancer treatment, smoking, bone marrow or organ transplantation, immune deficiencies, poorly controlled HIV or AIDS, and prolonged use of corticosteroids and other immune weakening medications), people with severe obesity, diabetes, chronic kidney disease undergoing dialysis, or liver disease.

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Per State Public Health Order[2], each individual, including an employee, student, or visitor, on school property or on a school bus is required to wear a face covering. See the State Public Health Order for exceptions based on individual circumstances and for certain activities	Face masks/shields will be provided by the school where needed and used in accordance with the State Public Health Order.
Make hand sanitizer, disinfecting wipes, soap and water, or similar disinfectant readily available to staff/students/visitors in controlled environments to ensure safe use	**Indicate assurance:** ☒ Yes ☐ No

School Schedules

State Requirement ("What")	Implementation Plan ("How")
Due to the unique nature of school schedules, USBE has not provided state-wide requirements.	TECS has opted for an in-class and on-line version of school to continue instruction in an environment suitable to the needs of individuals and families. The schedule includes regular movement throughout the building and outside to ensure appropriate distancing.

Monitoring for Incidences

State Requirement ("What")	Implementation Plan ("How")
Develop administrator/teacher/staff education and training on your LEA's protocol for symptom monitoring	Thermometers have been purchased and students and teachers will be monitored daily for symptoms. Staff and families are to self-monitor and report any Covid-19 related symptoms.
Establish a plan to assist families in conducting symptom checking at home	Literature of symptomology and monitoring has been provided for each family and they have been encouraged to regularly check their children for symptoms.
Assist families in access to thermometers, or other items, as	Each student has been provided a thermometer and touchless thermometers are available to monitor symptoms.

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[2] https://drive.google.com/file/d/1gNsoR0BYsQXM8MgvG9oWHpNn6KO9NKcK/view

needed to fulfill appropriate symptom checking requirements	
Monitor staff/student symptoms and absenteeism carefully	Indicate assurance: ☒ Yes ☐ No
Educate and promote to staff/students: "If you feel sick; stay home"	Indicate assurance: ☒ Yes ☐ No
Do not allow symptomatic individuals to physically return to school unless their symptoms are not due to a communicable disease as confirmed by a medical provider	Indicate assurance: ☒ Yes ☐ No

Containing Potential Outbreaks

Preparation Phase

State Requirement ("What")	Implementation Plan ("How")
Develop administrator/teacher/staff education and training on school's protocol for containing potential outbreaks	Regular trainings will be provided to staff on containing potential outbreaks. The local health department will be consulted for on-going training to mitigate potential outbreaks.
Consult with 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	Regular contact is made between the school's POC and the local health department via phone and email regarding procedures for tracing and communicating Covid-19 cases.

Quarantine/Isolation Protocol[3]

State Requirement ("What")	Implementation Plan ("How")
	Indicate assurance:

[3] "Quarantine" refers to the recommendations regarding someone that has been exposed to virus (but not yet a confirmed case) is recommended to separate oneself while waiting to see if symptoms develop. "Isolation" refers to the recommendations regarding someone who has a confirmed infection.

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Designate quarantine rooms at each school to temporarily house students who are unable to return home	☒ Yes ☐ No
Communicate health and safety issues transparently, while protecting the privacy of students and families	The school will utilize its communication resources to inform and protect families where it is prudent they be informed. Anonymity will be ensured as per FERPA requirements.

Temporarily Reclosing (if Necessary)

Preparation Phase

State Requirement ("What")	Implementation Plan ("How")
Develop administrator/teacher/staff education and training on school's protocol for temporarily reclosing schools if necessary	Closure plans are in place should the situation require. The school will confer with the local health department to determine the feasibility of a school closure and communicate with families via school resources.
Establish a plan in consultation with local health on responding to confirmed cases and the coordination of temporary closure of a school	The school POC will contact the local health department and consult with them regarding cases in our school community. We will jointly determine the best course of action and proceed with that plan.
In the event of an outbreak, 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.	We will determine the level of risk and proceed with our plan for response to the positive case(s) in our school. School closure plans will include the length of closure as well as cleaning requirements for reopening. The school's POC will spearhead communication with the school community and will lead the contact tracing efforts.

Transition Management Preparation

State Requirement ("What")	Implementation Plan ("How")
Develop a communication procedure for students and faculty in the case there is a temporary reclosure	The school will issue an alert to the school community in case of a reclosure. We will utilize the text, email, and social media outlets to notify families of the reclosure, its duration, and pertinent details regarding potential exposure, school cleaning, and reopening.
Review original Continuity of Education Plans that were implemented during the spring 2020	**Indicate assurance:** ☒ Yes

soft closure and analyze lessons learned. Consider making changes accordingly and incorporating into transition management plans	☐ No
Analyze remote learning capabilities	**Indicate assurance:** ☒ Yes ☐ No
Explore extracurriculars/in-person events that may also need to be temporarily postponed/canceled or transitioned to virtual	The school has allowed for the continuity of education and extracurricular events under the reopening plan. The school calendar will contain the events we will host and how they are to be hosted, either in-person or on-line. Each event will be conducted according to our reopening plan for social distancing.

Mitigation Tactics for Specific School Settings

LEA Mitigation Strategies for Specific School Settings

Analyze each of the following settings to determine the appropriate risk mitigation strategies to implement. By analyzing the environmental features of your unique setting/activity, you can use what you know about how the virus works and how it spreads to develop a plan for additional strategies. For complete directions on how to fill out the chart, see the USBE School Reopening Handbook. The state requirements have been included in the chart in purple, bold font. If a certain state requirement prompts you to develop a protocol or strategy, describe your planned approach within the appropriate table cell. You can also reference the Handbook for additional recommended considerations specific to each school setting. Add additional mitigation strategies to each school setting as you see fit. You may also add additional rows for other school settings that your LEA would like to address.

Per _____, each individual, including an employee, student, or visitor, on school property or on a school bus is required to wear a face covering. See the State Public Health Order for exceptions based on individual circumstances and for certain activities.

Setting	State Requirement(s)	Isolate Symptoms	Minimize Outbreak Probability	Mitigation Tactics Physical Distancing	Respiratory Hygiene	Physical Hygiene
		(e.g., contact tracing, testing, symptom monitoring, self isolation, etc.)	(e.g., group size, interaction with multiple groups, etc.)	(e.g., maintaining distance, close physical interaction, frequency of travel, etc.)	(e.g., face coverings, appropriate covering of sneeze/cough, reduce duration spent face to face, increase air flow, etc.)	(e.g., personal hygiene, physical space hygiene, personal protective equipment, etc.)
Classrooms	Develop and provide educator training on implementing strategies to identify and mitigate risk in a classroom setting	- Individual thermometers for each student to monitor when entering the school. - Notifying each family to keep students home if they feel sick. - Provide notice to the teacher and school leaders if tested positive. - Follow classroom schedule to allow tracing of contact throughout the school. - Students experiencing symptoms at the school will be isolated in the sick room in the front office.	- Maintain physical distancing where possible. - Space desks and seat students according to a seating chart as far from others in the classroom as possible. - Conduct live stream of class instruction so those at home can access the curriculum. - Provide a sick room for students who feel ill at school.	- Space students apart from each other in lines through the halls. - Have small groups with greater distance between students. - Seat every other desk, where possible. - Use masks/shields where social distancing is not possible.	- Face masks and shields are provided when proximity is compromised. - Students are encouraged to breathe through their nose as opposed to their mouth. - Students are provided hand sanitizer at their desk and to keep hands away from their eyes, mouth and nose. - Doors to the hall are encouraged to remain open to increase air flow	- Sanitizer will be used regularly. - Items will be kept to each individual and not community shared, where possible. When not possible, proper sanitization of the shared item will be taught. - Students will regularly clean their learning space. - Hands will be washed before eating lunch. - Students will cough and sneeze into a tissue or their elbow.

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Setting	State Requirement(s)	Isolate Symptoms	Minimize Outbreak Probability	Physical Distancing	Respiratory Hygiene	Physical Hygiene
		(e.g., contact tracing, testing, symptom monitoring, self isolation, etc.)	(e.g., group size, interaction with multiple groups, etc.)	(e.g., maintaining distance, close physical interaction, frequency of travel, etc.)	(e.g., face coverings, appropriate covering of sneeze/cough, reduce duration spent face to face, increase air flow, etc.)	(e.g., personal hygiene, physical space hygiene, personal protective equipment, etc.)
Transitions	- Identify high traffic areas and apply floor markings or signage to direct traffic	- Traffic dividers will be placed in halls where there has previously been a lot of traffic. - Signs are placed in halls and on floors to denote direction of travel and distancing guidelines.	- Groups will be dismissed at the same time to reduce the number of students they pass in the halls. - Directional travel. - Masks worn where distancing is not possible. - Touchless water bottle refill. - Clean bathrooms regularly.	- Masks worn where distancing is not possible. - Hallway dividers to separate traffic flow. - One direction traffic flow. - Signage posted about distancing. - Stagger transition times so middle school and elementary are not in the halls at the same time.	- Use face shield or mask when in the halls and distancing is not possible. - No loitering between classes.	- Fist bumps allowed, no high fives. - Each student uses their own locker, water bottle, and technology; no sharing. - Clean hands and face shield regularly.
Entry/Exit Points	- Establish protocols for any visitors and non-regular staff, including at a minimum temperature checking and the wearing of face coverings - Establish protocols for drop-off/pick-up and communicate updates and expectations to families - Limit nonessential visitors and volunteers to campuses and programs; each school is to determine essential versus nonessential - Designate entry/exit flow paths to minimize congestion	- All visitors to follow check in procedures so we know who came in and when. - Utilize all entry and exit points of the building during pick up and drop off at start and end times of school. - Follow drop of and pick up traffic patterns. - During school visitors to temperature monitor at the office. Stagger times for volunteer services in the building.	- Have students enter the building nearest their classroom and use that entry/exit point only. - Notify parents of student drop off and pick up location, and to start drop off 30 minutes before school starts to 30 minutes after school ends to reduce the interactions. - Students report immediately to their classroom. - No loitering by the exits waiting for friends.	- Have students line up to enter. - Have students monitored for temperature upon arrival to the school. - Use a mask when distancing is not possible.	- Upon entering, have students and visitors put on face coverings. - Keep distance from others when entering or exiting. - Utilize face masks until reaching their vehicle to leave.	- Clean door knobs and other touched school equipment regularly. - Minimize touching objects or school fixtures where possible (i.e. teacher holds the door open for students). - Use hand sanitizer upon entering classroom. - Provide hand sanitizer at entry/exit points for visitors in the building.
Transportation	- Develop protocols for minimizing mixing of students from different households and regularly cleaning and disinfecting seats and other high-touch surfaces - Implement strategies to ensure driver safety	- Have parents provide a list of carpool kids. - We have no bus system, this is parent responsibility to monitor in transit.	- Encourage family only in carpools or use face masks. - Parents to monitor and report.	- Parents to monitor.	- School personnel will be in the parking lots to remind students to keep masks on until they reach their vehicle and to keep distance from other students waiting for pick up. - Parents to monitor.	- Parents to monitor.

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Setting	State Requirement(s)	Isolate Symptoms	Minimize Outbreak Probability	Physical Distancing	Respiratory Hygiene	Physical Hygiene
				Mitigation Tactics		
		(e.g., contact tracing, testing, symptom monitoring, self-isolation, etc.)	(e.g., group size, interaction with multiple groups, etc.)	(e.g., maintaining distance, close physical interaction, frequency of travel, etc.)	(e.g., face coverings, appropriate covering of sneeze/cough, reduce duration spent face to face, increase air flow, etc.)	(e.g., personal hygiene, physical space hygiene, personal protective equipment, etc.)
Restrooms	Provide education and display signage on proper hand hygiene. Create schedule for cleaning high-touch areas (e.g., faucets, paper towel dispensers, door handles). Ensure PPE (gloves, masks) is available for staff providing support in restrooms, including custodians. Provide training for proper cleaning protocols for COVID-19	Students to use bathrooms with a bathroom pass. Teacher Aides to take elementary classes to the bathroom and remind students of proper bathroom expectations.	No loitering in the bathrooms. Encourage students to use the facilities as much as needed, but only as needed (i.e. use their home bathroom more than the school(s). Instruct students on using the bathroom touching as few surfaces as possible.	Only four students in each bathroom at a time. Have a line where students can distance in the hall by the bathrooms. Use masks in bathroom.	Where possible, keep the door to the hall propped open. Keep the fan on during school hours.	Wash after usage. Wipe handles that each student touches. Use a paper towel to touch doorknobs, faucet and toilet handles, and stall doors.
Cafeterias	Mark spaced lines and designate serving line flow paths. Remove self-service salad bars and buffet. Student hand hygiene routines (i.e., hand washing or sanitizer) before and after meal services. Increase cleaning and disinfecting of high-touch areas	Students will only use the cafeteria on their assigned days. Rotating every other day. Students alone will touch their tray and food items. Only students with hot lunch will access the lunch window, all others will go right to their table.	Limit the cafeteria usage to one grade level at a time. Separate the tables so there is more space between students. Aides to monitor students so there is no sharing of food or entering each other's space.	Have students enter in a line. Space tables farther apart. Those eating in their classroom will eat at their desk and maintain their distance from each other.	Reduce the number of students in the cafeteria to fewer than 60 at a time. Space tables further apart to allow more distance between students.	Janitors to clean the facilities after each grade level leaves. Students to wash hands/sanitize when entering and exiting the cafeteria.
Large Group Gatherings (e.g. assemblies, performances)	Ensure group gatherings are organized with health and safety principles and requirements in place and, as needed, in consultation with local health departments	Eliminate large group gatherings. Hold assemblies and performances on Google Meets. Follow classroom protocol for isolating students and symptoms.	Eliminate large group gatherings. Hold assemblies and performances on Google Meets. Have students follow classroom protocol during an on-line meeting.	See classroom tactics.	See classroom tactics.	See classroom tactics.

K-12 Reopening Plan Assurances

Setting	State Requirement(s)	Mitigation Tactics				
		Isolate Symptoms	Minimize Outbreak Probability	Physical Distancing	Respiratory Hygiene	Physical Hygiene
		(e.g., contact tracing, testing, symptom monitoring, self isolation, etc.)	(e.g., group size, interaction with multiple groups, etc.)	(e.g., maintaining distance, close physical interaction, frequency of travel, etc.)	(e.g., face coverings, appropriate covering of sneeze/cough, reduce physical face to face, increase air flow, etc.)	(e.g., personal hygiene, physical space hygiene, personal protective equipment, etc.)
Unique Courses with Higher Risk of Spread	- Identify courses that would be more at risk and make plans with support from local health departments (as needed) to mitigate the risks	- Utilize face masks and shields in PE and music. - Establish a seating arrangement, where possible. - Pre-assign groups to a scheduled music and PE time.	- Encourage more games that keep distance as opposed to games where there is close contact. - Use masks where necessary.	- Stagger seating of students. - Do not combine classes. - Utilize more of the classroom space.	- Use masks or shields as needed. - Provide extra distance to allow for increased respiration.	- Use sanitizer when entering PE and exiting. - Clean equipment after each class uses it.
Recess and Playground	- Ensure recess and playgrounds are managed with health and safety principles and requirements in place and, as needed, in consultation with local health departments	- Restrict interaction on the playground to individual classes. - Enter and exit building through the same door each time (use a routine). - Have students monitor temperature when going to class. - Designate a check out procedure for students who do not feel well at recess.	- Reduce the number of students on the field at a time. - Assign classroom equipment to be cleaned before and after usage.	- Assign specific classes to certain areas of the field to ensure distancing is maintained. - Limit the number of students on a piece of equipment at any given time.	- Establish a cool down minute at the end of recess before entering the school and classroom. - Keep to assigned areas of the playground.	- Wash hands/sanitize when entering class. - Encourage no-contact games.
Special Education, Related Services, or School Counseling (e.g. School Psychologist, Speech Language Pathologist, etc.)	- Provide plexiglass, face shields, and/or auxiliary aids for one-on-one close contact to ensure students with disabilities have equal access to information Reference State Public Health - Order for face covering exceptions based on individual circumstances	- Keep records and schedules of those that enter the room. - Establish temperature and symptom monitoring guidelines for room usage to be employed by each school employee when providing services.	- Use face shields in close proximity. - Only have one group at a time. - Reduce the number of students in each group as possible. - Create more groups when able to.	- Use the space provided to space students as far apart as possible. - Use masks and shields where necessary. - Have students come fewer times per week to the group.	- Use face shields to reduce breathing in each other's space. - Limit group time in enclosed spaces to under 15 minutes. - Take breaks to get out of the space where possible.	- Sanitize equipment, desks, chairs, writing utensils, etc. in between services. - Have students sanitize/wash when entering and exiting learning space. - Employ good hygiene practices of covering to cough or sneeze.

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School Reopening
Requirements Template

Name of LEA | Thomas Edison Charter Schools

Local education agencies (school districts and charter schools also known as LEAs) are required to develop local plans for reopening schools for in-person instruction in the fall of 2020. In this document, LEAs should provide assurance that they have met the specific requirements from the state in their planning process. This document can be used in conjunction with the USBE School Reopening Handbook, which provides recommended considerations to guide planning and additional details. The requirements contained in this template are subject to change and will be updated accordingly.

This Reopening Requirements Template is required to be submitted to the Utah State Board of Education by August 1, 2020. While LEAs may choose to use the format of this document as the basis for their school reopening plan that is required to be made available to the public (public-facing school reopening plan), LEAs may use whatever format they feel best suits the needs and interests of their local community.

Please submit this Reopening Requirements Template to the Utah State Board of Education by email to coronavirus@schools.utah.gov. Submission of the template serves as an assurance only (the Board is not approving local plans).

Attestation:

*Our school reopening plan has been approved by our governing board in an open and public meeting and was made available on our website (and each schools' website) by **August 1, 2020.***

☒   Yes   ☐   No

Insert the link to your public-facing school reopening plan on your LEA website here:

School Reopening Requirements Template

Contents

Repopulating Schools

Communication and Training

State Requirement ("What")	Implementation Plan ("How")
Develop administrator/teacher/staff education and training on school's reopening protocol and action plans • Educate and train students and caregivers on school's protocols and action plan; post and/or make accessible to school communities • Make materials available to families in their respective preferred/primary language	We have sent a letter to each teacher and family about the expectations at the school for reopening. The letter was sent in the predominant language spoken at home. We have posted our reopening plans on the school website and Facebook page. We will have a faculty meeting and training before school begins to iterate our school plan. Office staff is equipped with information to disseminate as visitors come to the school.
Appoint a point of contact for each school available for questions or specific concerns.	Indicate assurance: ☒ Yes ☐ No

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Accommodating Individual Circumstances (e.g., High-Risk, Personal Decisions)

State Requirement ("What")	Implementation Plan ("How")
Create a process for students/families and staff to identify as high risk[1] for severe illness due to COVID-19 and have a plan in place to address requests for alternative learning arrangements, remote learning or instruction, or work re-assignments	We have set up and will continue the e-learning that we did this Spring. Teachers have been informed and will receive on-going training for their in-class and on-line teaching expectations. Parents have been notified to contact the school should they have a need to access the learn from home model.
Take reasonable steps to minimize and mitigate risk for employees who identify as high-risk	Teachers have been provided masks and face shields to be used in accordance with our reopening plan.
Systematically review all current plans (e.g., Individual Healthcare Plans, Individualized Education Plans or 504 plans) for accommodating students with special healthcare needs and update their care plans as needed to decrease their risk for exposure to COVID-19	**Indicate assurances:** ☒ Yes ☐ No

Enhanced Environment Hygiene & Safety

State Requirement ("What")	Implementation Plan ("How")
Develop protocols for implementing an increased cleaning and hygiene regimen	**Indicate assurance:** ☒ Yes ☐ No
Faculty and staff wear face coverings (e.g., masks or shields) when physical distancing is not feasible	Face masks/shields will be provided by the school where needed and used when physical distancing is not possible, or where close proximity is prolonged.

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[1] High-risk individuals are defined as people 65 years and older, people who live in a nursing home or long-term care facility, people of all ages with underlying medical conditions, including lung disease or moderate to severe asthma, people who have serious heart conditions, people who are immunocompromised (many conditions can cause a person to be immunocompromised, including cancer treatment, smoking, bone marrow or organ transplantation, immune deficiencies, poorly controlled HIV or AIDS, and prolonged use of corticosteroids and other immune weakening medications), people with severe obesity, diabetes, chronic kidney disease undergoing dialysis, or liver disease.

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| Make hand sanitizer, disinfecting wipes, soap and water, or similar disinfectant readily available to staff/students/visitors in controlled environments to ensure safe use | Indicate assurance:

☒ Yes

☐ No |

School Schedules

State Requirement ("What")	Implementation Plan ("How")
Due to the unique nature of school schedules, USBE has not provided state-wide requirements.	TECS has opted for an in-class and on-line version of school to continue instruction in an environment suitable to the needs of individuals and families. The schedule includes regular movement throughout the building and outside to ensure appropriate distancing.

Monitoring for Incidences

State Requirement ("What")	Implementation Plan ("How")
Develop administrator/teacher/staff education and training on your LEA's protocol for symptom monitoring	Thermometers have been purchased and students and teachers will be monitored daily for symptoms. Staff and families are to self-monitor and report any Covid-19 related symptoms.
Establish a plan to assist families in conducting symptom checking at home	Literature of symptomology and monitoring has been provided for each family and they have been encouraged to regularly check their children for symptoms.
Assist families in access to thermometers, or other items, as needed to fulfill appropriate symptom checking requirements	Each student has been provided a thermometer and touchless thermometers are available to monitor symptoms.
Monitor staff/student symptoms and absenteeism carefully	Indicate assurance: ☒ Yes ☐ No
Educate and promote to staff/students: "If you feel sick; stay home"	Indicate assurance: ☒ Yes ☐ No

Do not allow symptomatic individuals to physically return to school unless their symptoms are not due to a communicable disease as confirmed by a medical provider	**Indicate assurance:** ☒ Yes ☐ No

Containing Potential Outbreaks

Preparation Phase

State Requirement ("What")	Implementation Plan ("How")
Develop administrator/teacher/staff education and training on school's protocol for containing potential outbreaks	Regular trainings will be provided to staff on containing potential outbreaks. The local health department will be consulted for on-going training to mitigate potential outbreaks.
Consult with 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	Regular contact is made between the school's POC and the local health department via phone and email regarding procedures for tracing and communicating Covid-19 cases.

Quarantine/Isolation Protocol[2]

State Requirement ("What")	Implementation Plan ("How")
Designate quarantine rooms at each school to temporarily house students who are unable to return home	**Indicate assurance:** ☒ Yes ☐ No
Communicate health and safety issues transparently, while protecting the privacy of students and families	The school will utilize its communication resources to inform and protect families where it is prudent they be informed. Anonymity will be ensured as per FERPA requirements.

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[2] "Quarantine" refers to the recommendations regarding someone that has been exposed to virus (but not yet a confirmed case) is recommended to separate oneself while waiting to see if symptoms develop. "Isolation" refers to the recommendations regarding someone who has a confirmed infection.

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Temporarily Reclosing (if Necessary)

Preparation Phase

State Requirement ("What")	Implementation Plan ("How")
Develop administrator/teacher/staff education and training on school's protocol for temporarily reclosing schools if necessary	Closure plans are in place should the situation require. The school will confer with the local health department to determine the feasibility of a school closure and communicate with families via school resources.
Establish a plan in consultation with local health on responding to confirmed cases and the coordination of temporary closure of a school	The school POC will contact the local health department and consult with them regarding cases in our school community. We will jointly determine the best course of action and proceed with that plan.
In the event of an outbreak, 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.	We will determine the level of risk and proceed with our plan for response to the positive case(s) in our school. School closure plans will include the length of closure as well as cleaning requirements for reopening. The school's POC will spearhead communication with the school community and will lead the contact tracing efforts.

Transition Management Preparation

State Requirement ("What")	Implementation Plan ("How")
Develop a communication procedure for students and faculty in the case there is a temporary reclosure	The school will issue an alert to the school community is case of a reclosure. We will utilize the text, email, and social media outlets to notify familes of the reclosure, it's duration, and pertinent details regarding potential exposure, school cleaning, and reopening.
Review original Continuity of Education Plans that were implemented during the spring 2020 soft closure and analyze lessons learned. Consider making changes accordingly and incorporating into transition management plans	Indicate assurance: ☒ Yes ☐ No
Analyze remote learning capabilities	Indicate assurance: ☒ Yes ☐ No

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Explore extracurriculars/in-person events that may also need to be temporarily postponed/canceled or transitioned to virtual	The school has allowed for the continuity of education and extracurricular events under the reopening plan. The school calendar will contain the events we will host and how they are to be hosted, either in-person or on-line. Each event will be conducted according to our reopening plan for social distancing.

Mitigation Tactics for Specific School Settings

LEA Mitigation Strategies for Specific School Settings

Analyze each of the following settings to determine the appropriate risk mitigation strategies to implement. By analyzing the environmental features of your unique setting/activity, you can use what you know about how the virus works and how it spreads to develop a plan for additional strategies. For complete directions on how to fill out the chart, see the USBE School Reopening Handbook. The state requirements have been included in the chart in **purple, bold font**. If a certain state requirement prompts you to develop a protocol or strategy, describe your planned approach within the appropriate table cell. You can also reference the Handbook for additional recommended considerations specific to each school setting. Add additional mitigation strategies to each school setting as you see fit. You may also add additional rows for other school settings that your LEA would like to address.

Setting	State Requirement(s)	Isolate Symptoms	Minimize Outbreak Probability	Mitigation Tactics		
				Physical Distancing	Respiratory Hygiene	Physical Hygiene
		(e.g., contact tracing, testing, symptom monitoring, self isolation, etc.)	(e.g., group size, interaction with multiple groups, etc.)	(e.g., maintaining distance, close physical interaction, frequency of travel, etc.)	(e.g., face coverings, appropriate covering of sneeze/cough, reduce duration spent face to face, increase air flow, etc.)	(e.g., personal hygiene, physical space hygiene, personal protective equipment, etc.)
Classrooms	Develop and provide educator training on implementing strategies to identify and mitigate risk in a classroom setting	- Individual thermometers for each student to monitor when entering the school. - Notifying each family to keep students home if they feel sick. - Provide notice to the teacher and school leaders if tested positive. - Follow classroom schedule to allow tracing of contact throughout the school. - Students experiencing symptoms at the school will be isolated in the sick room in the front office.	- Maintain physical distancing where possible. - Space desks and seat students according to a seating chart as far from others in the classroom as possible. - Conduct live stream of class instruction so those at home can access the curriculum. - Provide a sick room for students who feel ill at school.	- Space students apart from each other in lines through the halls. - Have small groups with greater distance between students. - Seat every other desk, where possible. - Use masks/shields where social distancing is not possible.	- Face masks and shields are provided when proximity is compromised. - Students are encouraged to breathe through their nose as opposed to their mouth. - Students are provided hand sanitizer at their desk and to keep hands away from their eyes, mouth and nose. - Doors to the hall are encouraged to remain open to increase air flow	- Sanitizer will be used regularly. - Items will be kept to each individual and not community shared, where possible. When not possible, proper sanitization of the shared item will be taught. - Students will regularly clean their learning space. - Hands will be washed before eating lunch. - Students will cough and sneeze into a tissue or their elbow.
Transitions	Identify high traffic areas and apply floor markings or signage to direct traffic	- Traffic dividers will be placed in halls where there has previously been a lot of traffic. - Signs are placed in halls and on floors to denote direction of travel and distancing guidelines.	- Groups will be dismissed at the same time to reduce the number of students they pass in the halls. - Directional travel. - Masks worn where distancing is not possible. - Touchless water bottle refill. - Clean bathrooms regularly.	- Masks worn where distancing is not possible. - Hallway dividers to separate traffic flow. - One direction traffic flow. - Signage posted about distancing. - Stagger transition times so middle school and elementary are not in the halls at the same time.	- Use face shield or mask when in the halls and distancing is not possible. - No loitering between classes.	- Fist bumps allowed, no high fives. - Each student uses their own locker, water bottle, and technology; no sharing. - Clean hands and face shield regularly.

Setting	State Requirement(s)	Mitigation Tactics			
		Isolate Symptoms	Minimize Outbreak Probability	Physical Distancing	Respiratory Hygiene	Physical Hygiene

Setting	State Requirement(s)	Isolate Symptoms *(e.g., contact tracing, testing, symptom monitoring, self isolation, etc.)*	Minimize Outbreak Probability *(e.g., group size, interaction with multiple groups, etc.)*	Physical Distancing *(e.g., maintaining distance, close physical interaction, frequency of travel, etc.)*	Respiratory Hygiene *(e.g., face coverings, appropriate covering of sneeze/cough, reduce duration spent face to face, increase air flow, etc.)*	Physical Hygiene *(e.g., personal hygiene, physical space hygiene, personal protective equipment, etc.)*
Entry/Exit Points	Establish protocols for any visitors and non-regular staff, including at a minimum temperature checking and the wearing of face coverings Establish protocols for drop-off/pick-up and communicate updates and expectations to families Limit nonessential visitors and volunteers to campuses and programs; each school is to determine essential versus nonessential Designate entry/exit flow paths to minimize congestion	- All visitors to follow check in procedures so we know who came in and when. - Utilize all entry and exit points of the building during pick up and drop off at start and end times of school. - Follow drop of and pick up traffic patterns. - During school visitors to temperature monitor at the office. - Stagger times for volunteer services in the building.	- Have students enter the building nearest their classroom and use that entry/exit point only. - Notify parents of student drop off and pick up location, and to start drop off 30 minutes before school starts to 30 minutes after school ends to reduce the interactions. - Students report immediately to their classroom. - No loitering by the exits waiting for friends.	- Have students line up to enter. - Have student's temperature monitor upon arrival to the classroom. - Use a mask when distancing is not possible.	- Upon entering, have students and visitors put on face coverings. - Keep distance from others when entering or exiting. - Utilize face masks until reaching their vehicle to leave.	- Clean door knobs and other touched school equipment regularly. - Minimize touching objects or school fixtures where possible (i.e. teacher holds the door open for students). - Use hand sanitizer upon entering classroom. - Provide hand sanitizer at entry/exit points for visitors in the building.
Transportation	Develop protocols for minimizing mixing of students from different households and regularly cleaning and disinfecting seats and other high-touch surfaces Implement strategies to ensure driver safety Face coverings for students, staff, other passengers; LEAs may make exceptions for unique student circumstances	- Have parents provide a list of carpool kids. - We have no bus system, this is parent responsibility monitor in transit.	- Encourage family only in carpools or use face masks. - Parents to monitor and report.	- Parents to monitor.	- School personnel will be in the parking lots to remind students to keep masks on until they reach their vehicle and to keep distance from other students waiting for pick up. - Parents to monitor.	- Parents to monitor.
Restrooms	Provide education and display signage on proper hand hygiene Create schedule for cleaning high-touch areas (e.g., faucets, paper towel dispensers, door handles) Ensure PPE (gloves, masks) is available for staff providing support in restrooms, including custodians Provide training for proper cleaning protocols for COVID-19	- Students to use bathrooms with a bathroom pass. - Teacher Aides to take elementary classes to the bathroom and remind students of proper bathroom expectations.	- No loitering in the bathrooms. - Encourage students to use the facilities as much as needed, but only as needed (i.e. use their home bathroom more than the schools). - Instruct students on using the bathroom touching a few surfaces as possible.	- Only four students in each bathroom at a time. - Have a line where students can distance in the hall by the bathrooms. - Use masks in bathroom.	- Where possible, keep the door to the hall propped open. - Keep the fan on during school hours.	- Wash after usage. - Wipe handles that each student touches. - Use a paper towel to touch doorknobs, faucet and toilet handles, and stall doors.

Setting	State Requirement(s)	Mitigation Tactics				
		Isolate Symptoms	Minimize Outbreak Probability	Physical Distancing	Respiratory Hygiene	Physical Hygiene
		(e.g., contact tracing, testing, symptom monitoring, self isolation, etc.)	(e.g., group size, interaction with multiple groups, etc.)	(e.g., maintaining distance, close physical interaction, frequency of travel, etc.)	(e.g., face coverings, appropriate covering of sneeze/cough, reduce duration spent face to face, increase air flow, etc.)	(e.g., personal hygiene, physical space hygiene, personal protective equipment, etc.)
Cafeterias	- Mark spaced lines and designate serving line flow paths - Remove self-service salad bars and buffet - Student hand hygiene routines (i.e., hand washing or sanitizer) before and after meal services - Increase cleaning and disinfecting of high-touch areas	- Students will only use the cafeteria on their assigned days. Rotating every other day. - Students alone will touch their tray and food items. - Only students with hot lunch will access the lunch window, all others will go right to their table.	- Limit the cafeteria usage to one grade level at a time. - Separate the tables so there is more space between students. - Aides to monitor students so there is no sharing of food or entering each other's space.	- Have students enter in a line. - Space tables further apart. - Those eating in their classroom will eat at their desk and maintain their distance from each other.	- Reduce the number of students in the cafeteria to fewer than 60 at a time. - Space tables further apart to allow more distance between students.	- Janitors to clean the facilities after each grade level leaves. - Students to wash hands/sanitize when entering and exiting the cafeteria.
Large Group Gatherings (e.g. assemblies, performances)	- Ensure group gatherings are organized with health and safety principles and requirements in place and, as needed, in consultation with local health departments	- Eliminate large group gatherings. - Hold assemblies and performances on Google Meets. - Follow classroom protocol for isolating students and symptoms.	- Eliminate large group gatherings. - Hold assemblies and performances on Google Meets. - Have students follow classroom protocol during an on-line meeting.	- See classroom tactics.	- See classroom tactics.	- See classroom tactics.
Unique Courses with Higher Risk of Spread	- Identify courses that would be more at risk and make plans with support from local health departments (as needed) to mitigate the risks	- Utilize face masks and shields in PE and music. - Establish a seating arrangement, where possible. - Pre-assign groups to a scheduled music and PE time.	- Encourage more games that keep distance as opposed to games where there is close contact. - Use masks where necessary.	- Stagger seating of students. - Do not combine classes. - Utilize more of the classroom space.	- Use masks or shields as needed. - Provide extra distance to allow for increased respiration.	- Use sanitizer when entering PE and exiting. - Clean equipment after each class uses it.

Setting	State Requirement(s)	Mitigation Tactics				
		Isolate Symptoms (e.g., contact tracing, testing, symptom monitoring, self isolation, etc.)	Minimize Outbreak Probability (e.g., group size, interaction with multiple groups, etc.)	Physical Distancing (e.g., maintaining distance, close physical interaction, frequency of travel, etc.)	Respiratory Hygiene (e.g., face coverings, appropriate covering of sneeze/cough, reduce duration spent face to face, increase air flow, etc.)	Physical Hygiene (e.g., personal hygiene, physical space hygiene, personal protective equipment, etc.)
Recess and Playground	- Ensure recess and playgrounds are managed with health and safety principles and requirements in place and, as needed, in consultation with local health departments	- Restrict interaction on the playground to individual classes. - Enter and exit building through the same door each time (use a routine). - Have students monitor temperature when going to class. - Designate a check out procedure for students who do not feel well at recess.	- Reduce the number of students on the field at a time. - Assign classroom equipment to be cleaned before and after usage.	- Assign specific classes to certain areas of the field to ensure distancing is maintained. - Limit the number of students on a piece of equipment at any given time.	- Establish a cool down minute at the end of recess before entering the school and classroom. - Keep to assigned areas of the playground.	- Wash hands/sanitize when entering class. - Encourage not contact games.
Special Education, Related Services, or School Counseling (e.g. School Psychologist, Speech Language Pathologist, etc.)	- Provide plexiglass, face shields, and/or auxiliary aids for one-on-one close contact to ensure students with disabilities have equal access to information - Offer reasonable accommodations for students who are unable to wear face coverings in settings where it is required for other students	- Keep records and schedules of those that enter the room. - Establish temperature and symptom monitoring guidelines for room usage to be employed by each school employee when providing services.	- Use face shields in close proximity. - Only have one group at a time. - Reduce the number of students in each group as possible. - Create more groups when able to.	- Use the space provided to space students as far apart as possible. - Use masks and shields where necessary. - Have students come fewer times per week to the group.	- Use face shields to reduce breathing in each other's space. - Limit group time in enclosed spaces to under 15 minutes. - Take breaks to get out of the space where possible.	- Sanitize equipment, desks, chairs, writing utensils, etc. in between services. - Have students sanitize/wash when entering and exiting learning space. - Employ good hygiene practices of covering to cough or sneeze.