

Wissahickon Charter School School Reopening Health and Safety Plan

Wissahickon Charter School (WCS) has created a Health and Safety Plan to serve as our organization's guidelines for all programming to reopen safely. Our guidelines prepare us to open our doors for hybrid instruction when safe for staff, students, and families. While we open with a robust fully remote academic program, this plan details our approach when we do move to in-person instruction, which may happen during green or yellow phases. Until we reopen for hybrid instruction, the guidelines outlined here will still be adhered to by all individuals entering our buildings, including staff, contractors, vendors, and students participating in-person special education evaluations. Additional information on guidance for individuals in the building prior to reopening can be found in Appendix B. Our guidelines provide flexibility if the region moves to the Yellow phase during the 2020–2021 year. If the region returns to the Red Phase, WCS will remain in a fully remote mode and execute our continuity of education plans updated in the summer of 2020 to ensure high-quality remote learning for all students.

This plan has been developed through the efforts of multiple working groups. WCS's Cross-Site Administrative Team, consisting of leaders across the organization's critical functions, has organized the process, informed decisions, and sought input from critical stakeholders. The Administrative Team facilitated the formation of six domain-specific task forces ("Think Tanks") that included a cross-section of school staff from both WCS campuses. The Think Tanks have both provided feedback and support for the planning process and collected data and feedback from the broader WCS community. To capture a fully representative understanding of the WCS community's needs and concerns, WCS has also surveyed all families and staff, seeking input on how to minimize risk, maximize the comfort level of parents and staff members, and provide quality instruction to students. This was also developed in conjunction with our Student Health Services Provider, MACCS. Finally, WCS originally submitted this plan to the School District of Philadelphia on August 7th. However the WCS team met with Angelico Razon from the Health Department on August 11th and this document now reflects his input.

The strategies in this plan were derived from the work outlined above. The Pandemic Co-Coordination and the Pandemic Team have the following charge: 1) review the final Health and Safety Plan; 2) revise the Health and Safety Plan as needed; 3) monitor the implementation of the plan; and 4) troubleshoot issues as they arise during implementation. In developing this plan, WCS reviewed guidelines from the School District of Philadelphia, the Pennsylvania Department of Education, the American Academy of Pediatrics, the Children's Hospital of Philadelphia, the National Academies of Sciences, Engineering, and Medicine, the WHO, the CDC, and a wide variety of public and nonpublic schools and districts across the country.

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Health and Safety Plan

Type of Reopening

WCS is mindful that if there are cases of COVID-19 in the community, there are no strategies that can completely eliminate transmission risk within our organization. The goal of this plan is to put guidance and strategies in place to support mitigation efforts. The Governor's office and PDE have categorized reopening into three broad phases: red, yellow, or green. These designations signal how counties

and/or regions may begin easing some restrictions on school, work, congregate settings, and social interactions:

- The **Red** Phase: Schools remain closed for in-person instruction and all instruction must be provided via remote learning. Large gatherings are prohibited. WCS will implement a continuous education plan developed in Summer 2020.
- The **Yellow** Phase and **Green** Phase: Schools may provide in-person instruction after developing a written Health and Safety Plan.

For the **Yellow** and **Green** Phases, WCS will implement the recommendations and requirements put forth by the Pennsylvania Department of Education and the CDC. WCS has considered all options with stakeholder groups and has opted for the following approach:

Total remote learning for all students. (Plan reflects future action steps to be implemented and conditions that would prompt the decision as to when WCS will re-open for in-person learning).

Anticipated launch date for in-person learning: Blended reopening will begin on Thursday, December 3, 2020.

WCS is evaluating whether and how it may continue to offer WCS families the option to continue with fully virtual instruction after the transition to a blended reopening. When in-person learning commences, students in grades K-3 will be able to attend school in-person 4 days each week while learning remotely on the 5th day. Students in grades 4-8 will be able to attend school in-person 1 day each week while learning remotely on the other 4 days. After the school day on Monday (when 4th-8th grade students have been in the building), the buildings will be fully disinfected. With the hybrid model described here, all students will have a minimum of 6 feet of distance from other students and adults in classrooms. Students will remain with a “batch” of peers at all times, limiting the risk of exposure for each student and teacher and limiting the likelihood of virus spread within a school building. All adults and students will wear masks in compliance with state requirements and be appropriately spaced. Masks can be removed when appropriately spaced during outdoor activities (recess, P.E.).

As described on page 1 of this document, the WCS Pandemic Team has relied on feedback and information from a wide variety of staff members, families, and other community members in selecting an opening type. In addition, WCS has conducted two surveys of WCS staff and WCS families and used that data to arrive at a fully remote reopening plan that can transition to a blended plan when appropriate safety benchmarks have been achieved. We are striving to meet the need and desire to provide in-person education to those students who choose it while mitigating risk to all staff members, families, and the broader WCS community; however, in the immediate term, our stakeholders overwhelmingly believe that we must provide high-quality remote instruction and keep our buildings closed to students for the safety of students, families, and staff. WCS will look to the public health department to provide metrics about when it is safe to open in person.

After review by all school leadership and the WCS Board, WCS will post this plan to the WCS website so that all stakeholders can access it in its entirety. In addition, a summary of the plan will be shared with all staff members, vendors, partners, and WCS families. The WCS Pandemic team will host at least three virtual “town hall” events – one with staff, two with families, and more if deemed necessary – to answer questions regarding the plan. Finally, school-based leaders at each campus will hold an additional virtual event to allow for families to contact them directly with questions and will be available – with precautions described below – to meet families in-person in special circumstances.

The Pandemic Team will continue to meet weekly after remote school opens in September to monitor the implementation of remote learning programming and to continue to improve and update this plan

based on changing evidence. Once WCS moves to this blended reopening, the team will solicit feedback and updates from school-based staff on a weekly basis. In the case of a positive test for Covid-19 for a student or staff member at one of the WCS campuses, the Pandemic Team and school-based leadership will immediately contact local health officials and contact-tracing authorities. The WCS team will work with these authorities to determine whether isolation of the “batch” and any close contacts of the individual with the positive case is appropriate, whether a larger portion of the school community needs to be dismissed, or whether the entire school needs to be temporarily closed. Likewise, in the case of changes to the broader Covid-19 situation on the ground – including increased or decreased community transmission rates or a change in the phase (to green or back to yellow), the Pandemic Team will hold a special meeting to determine if the organization will revert to full remote instruction, to full in-person instruction, or to an alternate hybrid model that increases or decreases the opportunity for students to participate in in-person learning.

Pandemic Coordinator/Team

Individuals	Stakeholder Group Represented	Pandemic Team Roles and Responsibilities
Kristi Littell, CEO of Wissahickon Charter School, Pandemic Response Co-Coordinator	Employees and administration at WCS, Board of Directors of the organization.	Plan Development and Crisis Response As the CEO, all programs and operations of WCS fall under Ms. Littell. Her role on the team is to serve as the final decision-maker, as well as to assist in supporting those who execute the decisions made in the development of the Health and Safety Plan as well as interface with WCS’s Board of Directors.
Tiffany Days-Harris, Director of Operations, Pandemic Response Co-Coordinator	Non-instructional employees within WCS, WCS Families	Plan Development and Crisis Response Ms. Days-Harris leads the school operations team at WCS. She is leading efforts to create systems to prepare schools to operate on a high level upon reopening. She will also lead efforts to ensure fidelity to the plan over the course of the school year.
Rebecca Benarroch, Fernhill Principal	Employees, Students, families	Plan Development Ms. Benarroch is developing our instructional model including the schedule, platforms, and content that will be used for both remote and hybrid models. She is also developing and leading the professional development to ensure all staff are prepared.
Lovelee Polite, Awbury Middle School Principal	Employees, Students, families	Plan Development Ms. Polite is developing our instructional model including the schedule, platforms, and content that will be used for both remote and hybrid models. She is also developing and leading the professional development to ensure all staff are prepared.
Kate O’Shea, Lower School Principal	Employees, Students, families	Plan Development

		Ms. O'Shea is developing our instructional model including the schedule, platforms, and content that will be used for both remote and hybrid models. She is also developing and leading the professional development to ensure all staff are prepared.
Kim Krasnow, Director of Human Capital	Staff	Plan Development and Crisis Response Ms. Krasnow is leading the effort to ensure proper staffing, communication around benefits for staff, and consulting on appropriate professional development for staff in both remote and hybrid models.
Michele Ferrante, Director of Learning Supports	Students, Families, Staff	Plan Development Ms. Ferrante is developing our instructional model including the schedule, platforms, and content that will be used for both remote and hybrid models with special focus on students with IEPs. She is also developing and leading the professional development to ensure all staff are prepared.
Rebecca Chase, Director of Learning Supports	Students, Families, Staff	Plan Development Ms. Chase is developing our instructional model including the schedule, platforms, and content that will be used for both remote and hybrid models with special focus on students with IEPs. She is also developing and leading the professional development to ensure all staff are prepared.
Paul Dean	Consultant	Plan Development Mr. Dean, of Jounce Partners, and the Jounce Partners team is providing planning capacity across operational, academic, and staff development domains to support the development and implementation of the reopening plan.

Key Strategies, Policies, and Procedures

The risk from COVID-19 cannot be eliminated while community spread exists. However, there is a strong body of science that points to a set of strategies to most effectively mitigate this risk while allowing for the benefits of wellness, academic growth, social-emotional growth, and physical safety that come with in-person schooling. Each of these strategies – listed below – is addressed in this plan, because science tells us it is the accumulated impact of these distinct strategies that determines the degree of risk mitigation. This health and safety plan includes the approach WCS is taking to the following:

- Batching
- Spacing/distancing
- Cleaning and disinfecting
- Physical barriers and masking
- Hygiene
- Ventilation
- Isolation/quarantining and tracing

The plan includes the individuals/roles responsible for implementing these strategies in their various forms as they apply to a hybrid schooling model - to be implemented December 3, 2020 if benchmarks for positivity rate and community spread have been achieved.

Cleaning, Sanitizing, Disinfecting, and Ventilation

When students and staff return to school, ensuring that surfaces throughout the building are frequently cleaned and disinfected is a top priority. A full-scale disinfecting process – with specialized equipment, used by a contracted provider – will occur weekly in each building; importantly, it will be done *between* the times when each “batch” of students is in a given space. In addition, high touch surfaces will be cleaned and disinfected several times each day. Custodial staff will be trained on how to fully and safely clean these surfaces; checklists will be used to ensure all necessary surfaces are cleaned at the proper frequency; the WCS Operations team will continue to ensure campuses have the cleaning supplies they need, and School Directors will conduct weekly reviews of the procedures and checklists to ensure all cleaning protocols are being implemented with fidelity. On a daily basis, School Directors will complete building walkthroughs to ensure all checklists are completed around the building. Ventilation practices – from a review of existing systems and remediation if needed, to basic practices like keeping doors and windows open – are also part of the risk mitigation plan.

Requirements	Action Steps Under Yellow Phase	Action Steps Under Green Phase	Lead Individual and Position	Materials, Resources, and/or Supports Needed	PD Required (y/n)
Cleaning, sanitizing, disinfecting, and ventilating learning spaces, surfaces, and any other areas used by students (i.e., restrooms, drinking fountains,	Same as under Green Phase	<ul style="list-style-type: none">• Porous, hard-to-disinfect materials such as carpets, rugs, and draperies removed from classrooms.• Routine soap and water cleaning of surfaces throughout the building (floors, walls, desks and tables, chairs, plexiglass barriers/windows) conducted daily.	Tiffany Days-Harris, Director of Operations Director of Operations will be responsible for managing the on-site custodial personnel; will be responsible for	EPA approved disinfectants for use against COVID-19. PPE for custodial personnel at each building, including masks and gloves (gowns and face shields/ goggles	PD will be required for the proper cleaning of facilities for custodial staff and contracted service staff. Essential to always read and follow

hallways, and transportation)	<ul style="list-style-type: none"> ● Disinfection (spray-and-wipe) of high-touch areas daily. ● Clean visibly dirty surfaces with soap and water prior to disinfecting. ● Clean and disinfect frequently touched surfaces and objects within the school and on school buses at least daily. ● Interior/classroom doors propped open during the school day to decrease the touching of doorknobs and push plates. ● Personal water bottles for students encouraged; drinking fountains closed except with special permission and immediate wipe-down. ● Restrooms and drinking fountains cleaned and disinfected 3-4 times daily; desks and chairs cleaned with disinfectant wipes 2 times daily; doorknobs, thermostats, light switches, on-off switches for HVAC cleaned 2 times daily. ● Disinfection will be done using EPA-approved disinfectants against COVID-19 ● Disinfectant wipes located and frequently restocked next to doors, light switches, drinking fountains. ● Routine cleaning required on playground equipment and other outdoor services. ● Shared materials (computers, books, manipulatives, pencils) minimized or eliminated; procedures at each 	<p>ensuring and reviewing a weekly audit of cleaning, disinfecting, and ventilation practices.</p> <p>Contracted cleaning services will implement a full-scale weekly disinfecting procedure at each campus.</p> <p>Contracted maintenance vendors will support the remediation of ventilation systems as needed, based on the determination of school-level custodial personnel and/or network operations leader.</p> <p>Staff disinfects and clean plexiglass in local areas (i.e. front office) multiple times daily; staff disinfects and clean high-touch classroom items (manipulatives, computers, phone, light switch, thermostat, staff desk).</p>	<p>will likely be required for full-scale disinfecting, but this will be provided by the contracted vendor).</p> <p>Cleaning and disinfecting supply and PPE procurement will be conducted by network operations staff in coordination with school-based leaders.</p>	<p>instructions on cleaning products.</p> <p>Brief PD will be required for school-based staff to review the checklist of cleaning (plexiglass barriers, high-touch materials in classrooms), and proper technique for daily spray-and-wipe disinfecting.</p>
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		<p>school in place for full wipe-down of any shared materials between batches of students.</p> <ul style="list-style-type: none"> • Full building disinfecting (“full disinfecting” includes the use of electrostatic sprayer and requires cleaning solutions remain on surfaces for several hours, unlike “spray-and-wipe disinfecting”) on Monday evenings between two different “batches” of students being in the building. • Full test of ventilation systems to ensure maximum exchange of outside air; new filters in all buildings; frequent filter replacement; remediation of any ventilation that internally circulates air between multiple classrooms. • Prop open doors and windows in all classrooms to increase ventilation. • Install exhaust fans as needed in classrooms to increase airflow and circulation. 			
Other cleaning, sanitizing, disinfecting, and ventilation practices	Same as under Green Phase	<ul style="list-style-type: none"> • Encourage staff to bring lunches in personal containers (i.e. coolers/thermoses) that do not require refrigeration or warming. Clean refrigerator and microwave daily and/or remove these devices if overused. • Increase pest control services as students will be eating in classrooms to support social distancing efforts. 			No

Social Distancing and Other Safety Protocols

Classrooms will be emptied except for desks and essential learning materials. Each classroom will be home to one “batch” or “pod” of students from Group A (4th-8th graders, Monday) and one batch from Group B (K-3rd graders, Tuesday-Friday). Batches will have between 8-14 students. Students will be spaced 6 ft apart in all classrooms with desks facing in the same direction. In K-3 grade levels, students will spend nearly all of the day with one of two staff members - a homeroom teacher and a homeroom support teacher. In 4-8 grade levels, these students will see departmentalized teachers during their one day in the building, to prepare them for their home learning on Tuesday-Friday. Students will remain in their classroom throughout the day – except for recess or PE – and will not go to the cafeteria for lunch or to a library or multipurpose room where they would share a space with other students outside their batch. Students and staff will wash or sanitize their hands at least 4 times each school day. All students and staff will receive training on social distancing, masking, and hand hygiene to support a safe and healthy school environment. Visitors – including families/guardians – will not be allowed in the building except in extreme extenuating circumstances. WCS will align with the [visitor protocol published by The School District of Philadelphia](#). Spacing will be maintained on buses and at arrival and dismissal through carefully choreographed drop-off and pick-up routines.

Requirements	Action Steps Under Yellow Phase	Action Steps Under Green Phase	Lead Individual and Position	Materials, Resources, and/or Supports Needed	PD Required (y/n)
Classroom/ learning space occupancy that allows for 6 feet of separation among students and staff throughout the day, to the maximum extent feasible	Same as under Green Phase	In grades K-8, student desks will be spaced 6 feet apart from center to center. Teachers will have a “channel” at the front of the room of approximately 8 ft. by 20 ft. from which to instruct (with these dimensions varying by room layout but maintaining a minimum 6 ft from nearest students). Students will all face in the same direction.	School Directors	Diagram of an appropriately spaced classroom set up distributed to all teachers; checklist document for School Director review of all spaces before building opening and on an end-of-day daily walkthrough	No
Restricting the use of cafeterias and other congregate settings, and serving meals in alternate settings such as classrooms	Same as under Green Phase	Cafeterias/MPRs Meals will be served in classrooms. Only in instances where we are short-staffed, cafeterias, libraries, and multipurpose spaces may be repurposed as large classroom spaces to facilitate much smaller class sizes (“batching” of students in classes of 14 or fewer) to allow full distancing. In some of these spaces, multiple “batches” of students may be	School Directors	Signage on the floor to remind of spacing; signage to remind teachers of policies/recommendations in lounges or workspaces; signage to remind staff and students of procedure for	Teachers and admin. staff get trained on policies and procedures for restrooms, offices, and teacher lounges/workspaces

		<p>present and, for example, working on asynchronous computer-based learning, but a full 6 ft of spacing will be maintained <i>within</i> batches of students with additional spacing (8-10 ft. "channels") <i>between</i> batches of students. Batches may share these larger spaces but they should be kept separate. Physical barriers such as bookcases may help to reinforce social distancing. Larger rooms should be at 25% of maximal capacity. Typically, however, multiple batches will not be placed in larger spaces.</p> <p>Restrooms In addition to 3-4 times daily cleaning by custodial staff, staff will be asked to use available disinfectants to wipe down touched surfaces before and after restroom use. Restroom times will be scheduled for each class (full class breaks in early grades; usable windows in upper grades) to ensure multiple students do not congregate in the restroom at the same time.</p> <p>Offices 6 ft. social distancing signs will be posted in offices to remind students and staff to maintain spacing if in the office. Maximum capacity will be determined for each office, and any waiting chairs will be spaced 6ft apart and facing in the same direction. When a main office is at capacity, any approved visitors will leave their phone number and wait outside the building (weather permitting; in car if possible) to be called. Students will not be called to the office or sent to the office to wait for a meeting or pick-up – they will remain in their classroom until their meeting is ready or pick-up has arrived and then the classroom will be called.</p> <p>Staff Lounges/Teacher Work Spaces</p>		cleaning in restrooms	
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		Staff lounges or workspaces will be set up with work stations facing in the same direction and 6ft apart, and with a maximum capacity strictly enforced. Teachers will be encouraged to bring food packaged in such a way that it does not require heating or refrigeration.			
Hygiene practices for students and staff including the manner and frequency of hand-washing and other best practices	Same as under Green Phase	All staff will wash their hands with soap and water upon entering the building. Students will wash hands or apply hand sanitizer (minimum 60% alcohol solution) upon entering. Staff and students will sanitize or wash hands at minimum 3 additional times during the school day, including before lunch, after lunch, and before dismissal. All classrooms will have a sanitizing station that will be constantly monitored and restocked as needed.	Cross site operations lead managing custodial teams to ensure frequent restocking of sanitizer, soap, paper towels	Daily checklist of sanitizer stations and handwashing locations (i.e. restrooms); full inventory of sanitizer, soap, paper towels.	Brief PD on best practice for training students on proper hand hygiene protocols
Posting signs, in highly visible locations, that promote everyday protective measures, and how to stop the spread of germs	Same as under Green Phase	Each school will print the following CDC-issued posters and post them throughout the building, including at entrance points, in hallways, and in all bathrooms: <ul style="list-style-type: none"> • Stop the Spread • Wash Your Hands • Germs Are All Around You • Handwashing Is Your Superpower • Cover Coughs and Sneezes Student-facing posters on the proper wearing of face masks and how to social distance will also be posted throughout the building. Additional signage displaying the school's visitor policy and regulations regarding the wearing of face masks and social distancing will be posted on all entrance doors and in entrance lobbies/halls.	School Directors responsible for ensuring signage is posted; Pandemic Co-Coordina tors complete pre-opening walkthroughs	All signage printed out at each campus	No
Identifying and restricting non-essential	Same as under	Families/Guardians Families will not be permitted to enter WCS school buildings except by appointment;	WCS Operations and HR team	Visitor badges; affirmation forms for any vendors/contractors	Brief PD for admin staff and teachers on policies

visitors and volunteers	Green Phase	<p>weather-permitting, initial orientation meetings with families and necessary in-person parent conferences will be held in outdoor areas at the school with desks set up with plexiglass shields to maximize protection for both staff and family members; the commitment to keeping all stakeholders – students, families, and staff – safe will be emphasized in communication about these practices. Virtual meetings (i.e. Zoom, FaceTime) will be the strongly preferred means of school-family/guardian communication and conferences.</p> <p>Vendors and Contractors Vendors/contractors approved by both school-based leaders <i>and</i> the WCS Pandemic Team will be allowed on campus with proper identification after reading and affirming their full understanding of and compliance with the WCS health and safety plan, including symptom checks, distancing, and masking policies. The only other non-staff permitted on campus will be approved substitutes in the WCS directory and final-round candidates for positions.</p> <p>Other Facility Use All other use of the WCS facilities will not be permitted until at least November 2020, at which point the Pandemic Team will reevaluate this policy.</p>	and School Directors		for conferences and visitors
Handling sporting activities for recess and physical education classes consistent with the CDC Considerations for Youth Sports	Same as under Green Phase	<p>Out of an abundance of caution, WCS will not hold any interscholastic activities during the 2020-2021 school year. During on-campus sports activities, physical contact such as handshakes and high fives will be prohibited. Playgrounds can be used if physical distancing is maintained and the playground equipment is routinely cleaned.</p>	Pandemic Team to create a task force to develop Athletics Health and Safety Plan	Cleaning materials stocked in areas where sports equipment is kept	Brief PD for teachers on recess protocols

		<p>Recess and PE will be staggered to allow for physical distancing. Highly active games/activities will be allowed when PE or recess is held outside, but when inside, these games should be limited to minimize the additional spreading of respiratory droplets in an enclosed space. Any equipment used must be disinfected (spray and wipe) between “batches” of students.</p>			
Limiting the sharing of materials among students	Same as under Green Phase	<p>WCS is securing additional materials – including class novels, electronic devices, headphones, workbooks – to ensure students do not need to share academic materials. Any materials that are shared (manipulatives, computers, writing utensils) must be disinfected (spray and wipe) between use by different students, even if those students are in the same “batch.” Students will not be allowed to bring in extraneous materials (toys, non-essential clothing, stuffed animals, etc.). Each student’s belongings will be separated from others in individually labeled containers, cubbies, or seatback pouches.</p>	School Directors	Additional materials ordered to eliminate the need for sharing of instructional materials	No
Staggering the use of communal spaces and hallways	Same as under Green Phase	<p>Each side of each hallway will have a designated travel direction; each stairwell will have a designated travel direction. Hallways will be marked – particularly in areas where students are likely to line up – with physical reminders of proper spacing. Transitions will be limited by students staying in their classrooms and teachers transitioning between classrooms as needed.</p>	School Director responsible for ensuring signage is posted in each building; Pandemic Team Co-ordinators complete pre-opening walkthroughs	Signage and physical barriers to separate halls and identify traffic direction in halls and stairwells	Brief PD for school-based staff to practice any transitions during the school day, including arrival and dismissal
Adjusting transportation schedules and practices to create social	Same as under Green Phase	<p>Students will be spaced on buses according to CDC guidelines to the extent possible and will never have more than one student to a single bus seat</p>	WCS Operations Lead	Bus routes; bus distancing visual; arrival and dismissal scripts and checklists	Brief PD for bus drivers/monitors regarding physical

distance between students		(exception: students who live in the same household). WCS is working closely with the School District of Philadelphia to determine a bussing schedule that will maximize the ability to physically distance students on busses. Staff members will monitor the areas where students arrive and depart (outside the building each morning and afternoon) to ensure students do not congregate and maintain spacing before entering/after leaving the building. Car-line procedures for drop-off and pick-up will include students remaining in cars until signaled to exit and approach the building or remaining in classrooms until their parent/guardian has arrived, to avoid congregation near pick-up/drop-off areas. Multiple entrances and exits will be used wherever feasible. Parents and caregivers will be required to wear masks at pick-up and drop-off. School bus drivers playground monitors, and other volunteers should also wear masks while on the premises.			spacing requirements ; PD for school-based staff on arrival and dismissal protocols
Limiting the number of individuals in classrooms and other learning spaces, and interactions between groups of students	Same as under Green Phase	Classes will not mix at all – at all grade levels, K to 8 th – and students will remain in the same batches of a maximum size of 13-14 students (allowing for a full 6 ft of spacing in all classrooms). Students receiving pull-out services in accordance with their IEPs will be scheduled so that 6 ft of distancing is maintained in pull-out spaces and the number of batches from which these students are pulled is minimized.	School Directors; support on campus-based scheduling from members of the Pandemic Team	Daily schedule for each school	No
Coordinating with local childcare regarding on-site care, transportation protocol changes and,	Same as under Green Phase	School-based leaders – supported by the cross-site admin team – will work to ensure that external childcare providers serving WCS students are aware of the WCS Health and Safety Plan and receive support in maintaining key principles of this	WCS Pandemic Team coordinates with after-care providers at each school	Affirmation document for childcare providers to agree to adhere to principles of WCS Health and Safety plan	No

when possible, revised hours of operation or modified school-year calendars		plan. On-site after school programming run by WCS will adhere to the same guidelines laid out in this plan. To the extent possible, students will remain in their in-school "batches;" when this is not feasible, students will maintain spacing and masking requirements so as to mitigate risk in this setting. Students from separate batches may be placed in a large room with additional spacing (8-10 ft. "channels") <i>between</i> batches of students. Batches may share these larger spaces but they should be kept separate. Physical barriers such as bookcases may help to reinforce social distancing. Larger rooms should be at 25% of maximal capacity.			
Other social distancing and safety practices	Same as under Green Phase	Limit in-person meetings of staff members to the maximum extent possible, including moving PD and coaching meetings to virtual settings. If staff meetings must be in-person, strictly maintain 6ft. of distancing and limit the duration of these meetings.	School Directors; CEO	Zoom accounts for all staff members	No

Monitoring Student and Staff Health

All students and staff will do an at-home symptom check – including a brief questionnaire about potential exposure and symptoms and a temperature check – each morning before departing for school. This information will be communicated to the school in real-time (app-based system), and any students who did not have an at-home screen will be screened upon arrival. When a staff member or student becomes ill at school, they will immediately be sent home and will wait in a designated isolation space until they are able to leave/be picked up. Within the isolation space, screens or curtains will be used to separate ill individuals from others. Isolation room should be disinfected after sick individual has left. The school nurse and/or School Director – in consultation with the WCS HR department and Pandemic Team and local health authorities – will determine the need for quarantine and for dismissal of a batch of students or grade level. Staff members or students who test positive will remain isolated according to the current CDC guidelines (as of this writing, 10 days since onset of symptoms, no fever and no fever-reducing medications in 24 hours) before returning to school. Staff members who cannot return will work with their health care provider and the WCS HR Department to determine reasonable accommodations to work from home delivering remote instruction. Students who choose not to return can opt for full remote instruction. The Pandemic Team will work with local health authorities to determine communication plans for families in the case of a confirmed case, in order to rapidly notify families while maintaining confidentiality. School Directors and school nurses will both have training in monitoring health and will follow the protocol for isolation and dismissal of students. Training will comply with state guidelines and be provided by our Student Health Provider, MACCS.Pandemic Team

Co-Coordiators will conduct a weekly review of protocols and any instances of symptom reports and isolation decisions with School Directors.

Requirements	Action Steps Under Yellow Phase	Action Steps Under Green Phase	Lead Individual and Position	Materials, Resources, and/or Supports Needed	PD Required (y/n)
Monitoring students and staff for symptoms and history of exposure	Same as under Green Phase	<ul style="list-style-type: none"> Staff and contractors will be required to take their own temperature before reporting to school and to stay home if at or above 100.4°F or if experiencing other symptoms as outlined by The Philadelphia School District's Health Monitoring Protocol. Staff must complete a daily sign-in (app-based if possible) to affirm they are symptom-free each morning before work. Parents/guardians will be asked to take their child's temperature and to keep their child home if the child has any influenza symptoms or signs of possible COVID or a temperature at or above 100.4°F or symptoms as outlined by The Philadelphia School District's Health Monitoring Protocol (see symptom check section of the plan). Parents/guardians complete a daily sign-in (app-based) to affirm student is symptom-free before arrival. If affirmation was not completed, the student is screened upon arrival with symptom/exposure questionnaire (app data used to generate list of students that need on-site 	School Directors	<p>Contact families to ensure all families have a thermometer to use; set up screening system to capture daily symptom reports from families (app-based).</p> <p>Thermometers for temperature checks at school when needed.</p> <p>App for at-home symptom check affirmation (google form if necessary).</p>	PD required for all staff on the immediate protocol to follow if a student – or another adult – presents with symptoms

		<p>screening each morning; temperature checks are limited to students who did not have a parent/guardian affirmation).</p> <ul style="list-style-type: none"> ● Staff and students who are ill must stay home. ● Staff and students shall be sent home if they become ill at school. ● Students presenting symptoms will be sent to the nurse for further assessment. The nurse will make contact with parents/guardians and provide direction for re-entry. If no nurse is present, students will remain in designated isolation space under staff supervision until the parent/guardian arrives. 			
Isolating or quarantining students, staff, or visitors if they become sick or demonstrate a history of exposure	Same as under Green Phase	<p>Each campus will have a designated isolation space that can be immediately cleared and can hold 3-7 students with physical distancing. If a staff member or student presents with any symptoms (COVID-like illness defined as cough, shortness of breath OR any 2 of the following symptoms: fever, chills, muscle pain, sore throat, new loss of taste or smell. Visual Inspection: signs including flushed cheeks, rapid breathing or difficulty breathing (without recent physical activity), fatigue, extreme fussiness, cough, or shortness of breath), they will immediately be sent home and it will be recommended that they get themselves tested for COVID-19; while waiting to go home, they will wear a face mask and remain in the designated isolation space. PPE – including mask, face shield, gloves, and gown- will be available to the staff member assigned to</p>	School Directors, nurses, HR lead	Set up isolation room with proper PPE available; develop written protocol for confidentiality and communication in the event of students/staff being sent home due to symptoms	All staff trained on the protocol to follow in case of staff member or student symptoms

		oversee the isolation space. All efforts will be made to protect the confidentiality of a staff member or student who presents with symptoms and is sent home; follow up for students and staff (to determine if a test was taken and if the individual is positive for COVID-19) will be completed by the school nurse and the WCS HR department, in conjunction with the School Director.			
Returning isolated or quarantined staff, students, or visitors to the school	Same as under Green Phase	If a staff member or student has been isolated or quarantined, the school will follow the direction of the WCS HR department and local health authorities before returning the staff member or student to school. The school nurse will coordinate this outreach in conjunction with School Director.	School nurse, School Director, WCS HR lead	Develop written protocol for confidentiality and communication in the event of students/staff being sent home due to symptoms	PD for nurse and school leaders on the appropriate return process
Notifying staff, families, and the public of school closures and within-school-year changes in safety protocols	Same as under Green Phase	Pandemic Team calls immediate meeting upon notification of a positive case; works with local health authorities to determine closure needs (class/grade/school) and communicate closure to School Leader and staff. Pandemic Team and School Leaders jointly communicate closure to families; CEO manages communication with the public. Pandemic Team is responsible for changes to safety protocols and for engaging school-based staff and other stakeholders in these decisions.	Pandemic Team; School Directors	N/A	No

Other Considerations for Students and Staff

All staff members will wear approved face coverings (loop around the ear, cover mouth and nose completely) while on campus, taking masks off only when in a room without other children or adults or when outside and 6ft or more away from others. Staff at a higher risk from COVID-19 will work with their health care provider and the WCS HR Department to determine reasonable accommodations; students with risk factors may continue to opt for fully remote instruction after the transition to a hybrid reopening. The WCS administrative team is working with staffing agencies and on the in-house staffing model to ensure a sufficient number of substitutes are available in case of teacher absences. Upon moving to a hybrid model, most teachers will provide both in-person and remote instruction, while some will be responsible entirely for remote instruction.

Requirements	Action Steps Under Yellow Phase	Action Steps Under Green Phase	Lead Individual and Position	Materials, Resources, and/or Supports Needed	PD Required (y/n)
Protecting students and staff at higher risk for severe illness	Same as under Green Phase	<p>The batching, spacing, disinfecting, cleaning, ventilation, isolation, and hygiene practices in this plan substantially decrease the risk for all students and staff, including those with higher risks of severe illness, but even complying with all CDC recommendations – and in many cases exceeding baseline recommendations – does not eliminate risk.</p> <p>Students All families have the option to continue fully remote learning when WCS transitions to a hybrid model if they do not feel comfortable with the risk level despite the mitigation techniques detailed here.</p> <p>Staff Staff members may work with the HR department and healthcare professionals around reasonable accommodations as needed.</p>	HR Lead; School Directors	N/A	No
Use of face coverings (masks or face shields) by all staff	Same as under Green Phase	All staff members (and contractors/vendors) are expected to wear masks from their arrival until their departure	School Directors	Extra disposable masks kept in stock at	PD on proper use and

		from the building. They may take breaks during their prep times by going outside, ensuring they are sufficiently distanced from others, and removing their mask, but should have their mask on during any instruction and any time in the building, unless in a room with no other students <i>or</i> adults. Face shields can be used in addition to masks but not in place of masks; masks should be ones that loop around ears, as they have been shown to be more effective than bandanna-style masks. Staff are responsible for bringing and cleaning their masks (disposable masks will be kept on-site in case a staff member forgets a mask)		all campuses; clear masks provided for teachers of younger students	cleaning of PPE
Use of face coverings (masks or face shields) by older students (as appropriate)	Same as under Green Phase	In accordance with current PA health department directives, all students in all grades will wear masks from the time they arrive at school (or board a bus, if they are bus riders) until the time they leave the premises or get off the bus. An exception is if students are outside and 6 feet away from their peers or if students are eating lunch (spaced at least 6 ft apart). Students will be provided with two reusable masks by WCS that will be cleaned by WCS. Students who travel by bus are expected to arrive at and leave school with a mask that the family will launder.	Teachers	Extra disposable masks kept in stock at all campuses	PD on training students to properly use PPE
Unique safety protocols for students with complex needs or other vulnerable individuals	Same as under Green Phase	School Principals will meet with the Directors of Special Education and the CEO before the school year to review the needs of students in their buildings that have complex needs; they will work with a team of teachers to develop specialized supports for these students and ask the Pandemic Team to review these plans before implementation.	School Directors; Director of Special Education; CEO; Pandemic Team	Template for planning procedures for special populations	No
Strategic deployment of staff	Same as under	HR Team will work with School Directors in the case of staff receiving work-from-home	School Directors; HR Lead	N/A	No

	Green Phase	accommodation requirements from a health care professional. In this hybrid model, in which some families will likely continue to opt for full remote instruction while others will choose to have both in-person and remote instruction, there is a need for staff members to teach students in-person and remotely.			
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Health and Safety Plan Professional Development

Topic	Audience	Lead Person and Position	Session Format	Materials, Resources, and/or Supports Needed	Start Date	Completion Date
COVID-19: Facts vs. Myths	All Staff	Tonya Harris, MACCS CEO	Zoom or In-Person	TBD by MACCS	December 2020	December 2020
Facilities Management-Air Ventilation	All Staff	Tiffany Days-Harris, Director of Operations Michael Van Hoy, Facility Manager	Zoom or In-Person	TBD by Michael Van Hoy	December 2020	December 2020
Food Safety	Cafeteria Staff	Tiffany Days-Harris, Director of Operations Joanna DiRienzi, Lintons District Leader	In-Person	TBD by Lintons	August/September 2020	Ongoing
Student Health Services (Including SQA)		Tonya Harris, MACCS CEO Tiffany Days-Harris, Director of Operations	In-Person	TBD by MACCS	November 2020	Ongoing
Visitors Policy	Front Office Staff	Tiffany Days-Harris, Director of Operations	In-Person	WCS Visitor Policy	August 2020	Ongoing
Transportation	Lead Admin Asst, Bus Drivers and Bus Aides	Shonda Robinson, LAA Adrienne Oliphant, LAA Tiffany Days-Harris, DOS	In-person	SDP Transportation Guide Book	November 2020	Ongoing
Confirmed Cases of	All Staff	Kim Krasnow, Director of Human Capital	In-Person	TBD by Kim Krasnow	August 2020	Ongoing

COVID-19 @ WCS						
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Health and Safety Plan Communications

Topic	Audience	Lead Person and Position	Mode of Communications	Start Date	Completion Date
Ongoing Family Communication with updates on reopening plans and health and safety protocols	Parents	Kristi Littell, CEO	Weekly Family newsletter sent by email, posted to families on learning platforms and via text message, website posting. Our LEA currently has no ELL students but translation services will be made available as needed	3/13/20	Ongoing
Ongoing Staff Communication with updates on reopening plans and health and safety protocols	Staff Members	Kristi Littell, CEO	Weekly Email updates to staff with increased frequency while school is in session	3/13/20	Ongoing
County and State Coordination to determine current mitigation levels in our community	PDE, School District of Philadelphia, Philadelphia Department of Health	Kristi Littell, CEO	Telephone, Email and Zoom communication	3/13/20	Ongoing
Parent Town Halls	School Parents	Kristi Littell, CEO	Zoom conferences	7/22/20	Ongoing as needed prior to building reopening
Staff Town Hall	School Staff	Kristi Littell, CEO	Zoom conferences	7/22/20	Ongoing as needed prior to building reopening
Health and Safety Plan Website Posting	School Stakeholders and all	Kristi Littell, CEO	Website Posting	8/14/20(after approved by Board)	8/14/20 (with updates may be

	interested parties				made to reflect changes in best practices).

Health and Safety Plan Summary

Facilities Cleaning, Sanitizing, Disinfecting, and Ventilation

When students and staff return to school, ensuring that surfaces throughout the building are frequently cleaned and disinfected is a top priority. A full-scale disinfecting process – with specialized equipment, used by a contracted provider – will occur weekly in each building; importantly, it will be done *between* the times when each “batch” of students is in a given space. In addition, high touch surfaces will be cleaned and disinfected several times each day. Custodial staff will be trained on how to fully and safely clean these surfaces; checklists will be used to ensure all necessary surfaces are cleaned at the proper frequency; the WCS Operations team will continue to ensure campuses have the cleaning supplies they need, and School Directors will conduct weekly reviews of the procedures and checklists to ensure all cleaning protocols are being implemented with fidelity. On a daily basis, School Directors will complete building walkthroughs to ensure all checklists are completed around the building. Ventilation practices – from a review of existing systems and remediation if needed, to basic practices like keeping doors and windows open – are also part of the risk mitigation plan.

Social Distancing and Other Safety Protocols

Classrooms will be emptied except for desks and essential learning materials. Each classroom will be home to one “batch” or “pod” of students from Group A (4th-8th graders, Monday) and one batch from Group B (K-3rd graders, Tuesday-Friday). Batches will have between 8-14 students. Students will be spaced 6 ft apart in all classrooms with desks facing in the same direction. In K-3 grade levels, students will spend nearly all of the day with one of two staff members - a homeroom teacher and a homeroom support teacher. In 4-8 grade levels, these students will see departmentalized teachers during their one day in the building, to prepare them for their home learning on Tuesday-Friday. Students will remain in their classroom throughout the day – except for recess or PE – and will not go to the cafeteria for lunch or to a library or multipurpose room where they would share a space with other students outside their batch. Students and staff will wash or sanitize their hands at least 4 times each school day for designated hand hygiene breaks, in addition to the following events: upon facility and classroom entry, before and after breaks, before and after eating, before and after preparing food and drinks, before and after medication administration, after using the toilet, after coughing, sneezing, or blowing nose, after playing outdoors, and before and after group activities.

. All students and staff will receive training on social distancing, masking, and hand hygiene to support a safe and healthy school environment. Visitors – including families/guardians – will not be allowed in the building except in extreme extenuating circumstances. WCS will align with the [visitor protocol published by The School District of Philadelphia](#). Spacing will be maintained on buses and at arrival and dismissal through carefully choreographed drop-off and pick-up routines.

Monitoring Student and Staff Health

All students and staff will do an at-home symptom check – including a brief questionnaire about potential exposure and symptoms and a temperature check – each morning before departing for school. This information will be communicated to the school in real-time (app-based system), and any students who did not have an at-home screen will be screened upon arrival. When a staff member or student becomes ill at school, they will immediately be sent home and will wait in a designated isolation space until they are able to leave/be picked up. The school nurse and/or School Director – in consultation with the WCS HR department and Pandemic Team and local health authorities – will determine the need for quarantine and for dismissal of a batch of students or grade level. Staff members or students who test positive will remain in isolation according to the current CDC guidelines (as of this writing, 10 days since onset of symptoms, no fever or fever-reducing medications in 24 hours) before returning to school. Staff members who cannot return will work with their health care provider and the WCS HR Department to determine reasonable accommodations to work from home delivering remote instruction. Students who choose not to return can opt for full remote instruction. The Pandemic Team will work with local health authorities to determine communication plans for families in the case of a confirmed case, in order to rapidly notify families while maintaining confidentiality. School Directors and school nurses will both have training in monitoring health and will follow the protocol for isolation and dismissal of students. Pandemic Team Co-Coordinator will conduct a weekly review of protocols and any instances of symptom reports and isolation decisions with School Directors.

Other Considerations for Students and Staff

All staff members will wear approved face coverings (loop around the ear, cover mouth and nose completely) while on campus, taking masks off only when in a room without other children or adults or when outside and 6ft or more away from others. Staff at a higher risk from COVID-19 will work with their health care provider and the WCS HR Department to determine reasonable accommodations; students with risk factors may continue to opt for fully remote instruction after the transition to a hybrid reopening. The WCS administrative team is working with staffing agencies and on the in-house staffing model to ensure a sufficient number of substitutes are available in case of teacher absences. Upon moving to a hybrid model, most teachers will provide both in-person and remote instruction, while some will be responsible entirely for remote instruction.

Health and Safety Plan Governing Body Affirmation Statement

The Board of Directors/Trustees for Wissahickon Charter School reviewed and approved the Phased School Reopening Health and Safety Plan on August 13, 2020

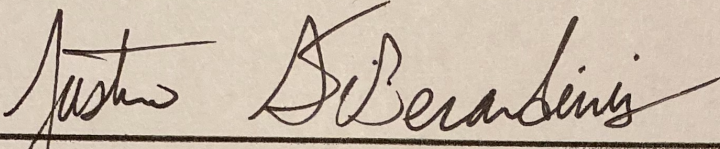
The plan was approved by a vote of:

9 Yes

0 No

Affirmed on: August 13, 2020

By:



(Signature of Board President)

Justin DiBerardinis

(Print Name of Board President)



Emergency Instructional Time Template

Section 520.1

As [communicated to chief school administrators on July 6, 2020](#), Section 520.1 of the School Code provides flexibility to meet minimum instructional time requirements in the event of an emergency that prevents a school entity from providing for the attendance of all pupils or usual hours of classes at the school entity. The Pennsylvania Department of Education (PDE) considers the World Health Organization-declared Coronavirus disease (COVID-19) a global pandemic and an emergency as contemplated by Section 520.1.

A local education agency (LEA) that elects to implement temporary provisions in response to the COVID-19 global pandemic may meet the minimum 180 days of instruction and 900 hours of instruction at the elementary level and 990 hours of instruction at the secondary level through a combination of face-to-face and remote instruction, consistent with the requirements outlined in PDE's July 6 guidance. Such LEAs must provide PDE with the following information:

1. LEA's Proposed Calendar and Schedule(s) for SY 2020-21
 - a. School Year Calendar

School Year Start Date	School Year End Date	Total Number of Instructional Days Must meet minimum 180 days
9/8/20	6/11/20	173. As a charter school, our schedule exceeds the required 900 hours for grades K-6 and 990 hours for grades 7-8.

- b. A sample weekly academic schedule as approved by the LEA's governing body. (Recognizing the need for flexibility and that circumstances may change as the LEA responds to the COVID-19 pandemic, an LEA may provide more than one proposed weekly schedule.) Example schedules are provided in Appendix A.

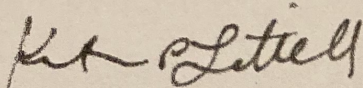
2. If the proposed schedule includes remote learning (*i.e.*, learning outside the school building), describe how the LEA will ensure access to remote learning opportunities for all students.

Until there are sustained improvements in COVID-19 conditions in Philadelphia, we will remain in a fully remote learning model. Our LEA will be implementing a 1-to-1 device program to ensure all students have adequate devices for remote learning platforms. We will ensure that all families have access to adequate internet service for remote learning by surveying families to identify those who do not currently have internet access to the home and connecting them to the City of Philadelphia's "PHLConnectED" program to ensure that all K-12 families have internet access at home for the next 2 years. Any homeless or housing insecure families can be provided internet hotspots if their temporary residences and/or locations where they will be engaged in remote learning during the day do not have internet access. In addition, we will be holding in-person, outdoor, and socially distanced orientation meetings where we will ensure that all families will have the requisite comfort level with the technology provided in order to have full and meaningful participation in all aspects of remote learning.

3. The Chief School Administrator and Board President affirm the following:

- ☒ The proposed school calendar and academic schedule(s) will provide all students the planned instruction needed to attain the relevant academic standards set forth in Chapter 4.
- ☒ The proposed school calendar and academic schedule(s) allow sufficient instructional time necessary for content mastery and provide instructional blocks for each grade level and content area.
- ☒ The proposed school calendar and academic schedule(s) provide at least 900 hours (elementary) and 990 hours (secondary) of in-person instruction and/or remote learning for all students. (Such time may include synchronous and/or asynchronous instruction.)
- ☒ The proposed school calendar and academic schedule(s) define instructional time for students as time in the school day devoted to instruction and instructional activities under the direction of certified school employees. (Such time may include synchronous and/or asynchronous instructional activities.)
- ☒ Clearly defined systems for tracking attendance and instructional time will be implemented to ensure student engagement in remote instruction.
- ☒ The LEA acknowledges that it must provide Free and Appropriate Public Education (FAPE) during this pandemic-related emergency.
- ☒ The proposed school calendar and academic schedule(s) ensures ESL services for English Learners.
- ☒ Clearly defined and ongoing systems for evaluating the quality and outcomes of instructional delivery will be implemented, at least quarterly, and necessary adjustments will be made when data highlight concerns about quality, equity, and/or lack of progress in student learning.

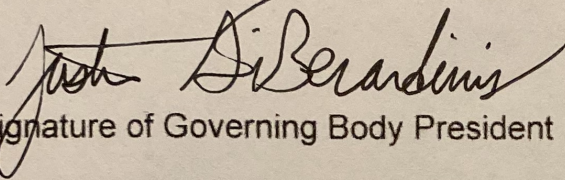
Name of Local Education Agency: Wissahickon Charter School



Signature of Chief School Administrator

8/13/20

Date



Signature of Governing Body President

8/13/20

Date

Date Approved at Board Meeting: 8/13/20

Please submit this signed form to RA-EDContinuityofED@pa.gov along with the following attachments: the proposed weekly schedule and a copy of the board minutes at which such schedule was approved.

Any questions can be submitted to RA-EDContinuityofED@pa.gov.

Appendix A:

The Following pages show examples of remote learning schedules for classes in each of our K-8 Grades.

Kindergarten 3-week specials rotation for 1st trimester: 1) P.E. -> 2) Art -> 3) Library -> 4) Discovery						
Start: 8:30 End: 3:15 Synch: 3.5 hrs w/ writing; 3 hrs w/o Asynch: 2.25 hrs w. writing; 2.75 hrs w/o 345 mins.	# Min	Monday	Tuesday	Wednesday	Thursday	Friday
8:30-9:00	30	Zoom: Morning Meeting + Number Corner	Zoom: Morning Meeting + Number Corner	Zoom: Morning Meeting + Number Corner	Zoom: Morning Meeting + Number Corner	Zoom: Morning Meeting + Number Corner
9-9:30	30	Zoom: Reading Workshop	Zoom: Reading Workshop	Zoom: Reading Workshop	Zoom: Reading Workshop	Zoom: Reading Workshop
9:30-10	30	Asynch: Reading Horizons	Asynch: Reading Horizons	Asynch: Reading Horizons	Asynch: Reading Horizons	Asynch: Reading Horizons
10-10:30	45 10-10:45 15 min break	Zoom: K1A/K1B: Math/Work Places	Zoom: K1A/K1B: Math/Work Places	Zoom: K1A/K1B: Math/Work Places	Zoom: K1A/K1B: Math/Work Places	Zoom: K1A/K1B: Math/Work Places
10:30-11		Zoom K2: P.E.	Zoom K2: P.E.	Zoom K2: P.E.	Zoom K2: P.E.	Zoom K2: P.E.
11-11:30	45 11-11:45	Zoom K2A/K2B: Math/Work Places	Zoom K2A/K2B: Math/Work Places	Zoom K2A/K2B: Math/Work Places	Zoom K2A/K2B: Math/Work Places	Zoom K2A/K2B: Math/Work Places
11:30-12		Zoom: K1: P.E.	Zoom: K1: P.E.	Zoom: K1: P.E.	Zoom: K1: P.E.	Zoom: K1: P.E.

12-12:30	45 11:45-12:30	Zoom: Chat-and-Chew/ Play (optional)	Zoom: Chat-and-Chew/ Play (optional)	Zoom: Chat-and-Chew/ Play (optional)	Zoom: Chat-and-Chew/ Play (optional)	Zoom: Chat-and-Chew/ Play (optional) 3rd FRIDAYS COMMUNITY GATHERING (PM)
12:30-1	30	Zoom K1A1, K1A2: Small group reading Asynch project work: K1A3, K1B1 Asynch Dreambox: K1B2, K1B3	Zoom K1A1, K1A2: Small group reading Asynch project work: K1A3, K1B1 Asynch Dreambox: K1B2, K1B3	Zoom K1A1, K1A2: Small group reading Asynch project work: K1A3, K1B1 Asynch Dreambox: K1B2, K1B3	Zoom K1A1, K1A2: Small group reading Asynch project work: K1A3, K1B1 Asynch Dreambox: K1B2, K1B3	Flex time: Assessments, Feedback, Extra Reading Support, Family Meetings, Community Gatherings
1-1:30	30	Zoom K1A3, K1B1: Small group reading Asynch project work: K1B2, K1B3 Asynch Dreambox: K1A1, K1A2	Zoom K1A3, K1B1: Small group reading Asynch project work: K1B2, K1B3 Asynch Dreambox: K1A1, K1A2	Zoom K1A3, K1B1: Small group reading Asynch project work: K1B2, K1B3 Asynch Dreambox: K1A1, K1A2	Zoom K1A3, K1B1: Small group reading Asynch project work: K1B2, K1B3 Asynch Dreambox: K1A1, K1A2	
1:30-2	30	Zoom K1B2, K1B3: Small group reading Asynch project work: K1A1, K1A2 Asynch Dreambox: K1A3, K1B1	Zoom K1B2, K1B3: Small group reading Asynch project work: K1A1, K1A2 Asynch Dreambox: K1A3, K1B1	Zoom K1B2, K1B3: Small group reading Asynch project work: K1A1, K1A2 Asynch Dreambox: K1A3, K1B1	Zoom K1B2, K1B3: Small group reading Asynch project work: K1A1, K1A2 Asynch Dreambox: K1A3, K1B1	
2-2:30	30	Zoom: K1A: Writing Asynch: K1B: Independent writing work	Zoom: K1B: Writing Asynch K1A: Independent writing work	Zoom: K1A: Writing Asynch: K1B: Independent writing work	Zoom: K1B: Writing Asynch K1A: Independent writing work	
2:30-3	45 2:30-3:15	Asynch: Choice activity/catch up/ additional 1-1	Asynch: Choice activity/catch up/ additional 1-1	Asynch: Choice activity/catch up/ additional 1-1	Asynch: Choice activity/catch up/ additional 1-1	

3-3:30		time as needed	time as needed	time as needed	time as needed	
3:30-4	45 3:30-4:15	Zoom: Daily Clubs (optional)	Zoom: Daily Clubs (optional)	Zoom: Daily Clubs (optional)	Zoom: Daily Clubs (optional)	Zoom: Special Events (TBD)

1st Grade						
3-week specials rotation for 1st trimester: 1) Art -> 2) Library -> 3) Discovery -> 4) P.E.						
Start: 8:30 End: 3:15 Synch: 3.5 hrs w/ writing; 3 hrs w/o Asynch: 2.25 hrs w. writing; 2.75 hrs w/o 345 Mins.	# Min	Monday	Tuesday	Wednesday	Thursday	Friday
8:30-9:00	30	Zoom: Morning Meeting + Number Corner	Zoom: Morning Meeting + Number Corner	Zoom: Morning Meeting + Number Corner	Zoom: Morning Meeting + Number Corner	Zoom: Morning Meeting + Number Corner
9-9:30	30	Zoom: Reading Workshop	Zoom: Reading Workshop	Zoom: Reading Workshop	Zoom: Reading Workshop	Zoom: Reading Workshop
9:30-10	30	Asynch: Reading Horizons	Asynch: Reading Horizons	Asynch: Reading Horizons	Asynch: Reading Horizons	Asynch: Reading Horizons
10-10:30	45 10-10:45 15 min break	Zoom: 101A/101B: Math/Work Places	Zoom: 101A/101B: Math/Work Places	Zoom: 101A/101B: Math/Work Places	Zoom: 101A/101B: Math/Work Places	Zoom: 101A/101B: Math/Work Places
10:30-11		Zoom 102: Art	Zoom 102: Art	Zoom 102: Art	Zoom 102: Art	Zoom 102: Art
11-11:30	45 11-11:45	Zoom: 102A/102B: Math/Work Places	Zoom: 102A/102B: Math/Work Places	Zoom: 102A/102B: Math/Work Places	Zoom: 102A/102B: Math/Work Places	Zoom: 102A/102B: Math/Work Places
11:30-12		Zoom 101: Art	Zoom 101: Art	Zoom 101: Art	Zoom 101: Art	Zoom 101: Art

12-12:30	45 11:45-12:30	Zoom: Chat-and-Chew/ Play (optional)	Zoom: Chat-and-Chew/ Play (optional)	Zoom: Chat-and-Chew/ Play (optional)	Zoom: Chat-and-Chew/ Play (optional)	Zoom: Chat-and-Chew/ Play (optional) 3rd FRIDAYS COMMUNITY GATHERING (PM)
12:30-1	30	Zoom 101A1, 101A2, 101A3: Small group reading Asynch project work: 101A3, 101B1 Asynch Dreambox: 101B2, 101B3	Zoom 101A1, 101A2, 101A3: Small group reading Asynch project work: 101A3, 101B1 Asynch Dreambox: 101B2, 101B3	Zoom 101A1, 101A2, 101A3: Small group reading Asynch project work: 101A3, 101B1 Asynch Dreambox: 101B2, 101B3	Zoom 101A1, 101A2, 101A3: Small group reading Asynch project work: 101A3, 101B1 Asynch Dreambox: 101B2, 101B3	Flex time: Assessments, Feedback, Extra Reading Support, Family Meetings, Community Gatherings
1-1:30	30	Zoom 101A3, 101B1: Small group reading Asynch project work: 101B2, 101B3 Asynch Dreambox: 101A1, 101A2	Zoom 101A3, 101B1: Small group reading Asynch project work: 101B2, 101B3 Asynch Dreambox: 101A1, 101A2	Zoom 101A3, 101B1: Small group reading Asynch project work: 101B2, 101B3 Asynch Dreambox: 101A1, 101A2	Zoom 101A3, 101B1: Small group reading Asynch project work: 101B2, 101B3 Asynch Dreambox: 101A1, 101A2	
1:30-2	30	Zoom 101B2, 101B3: Small group reading Asynch project work: 101A1, 101A2 Asynch Dreambox: 101A3, 101B1	Zoom 101B2, 101B3: Small group reading Asynch project work: 101A1, 101A2 Asynch Dreambox: 101A3, 101B1	Zoom 101B2, 101B3: Small group reading Asynch project work: 101A1, 101A2 Asynch Dreambox: 101A3, 101B1	Zoom 101B2, 101B3: Small group reading Asynch project work: 101A1, 101A2 Asynch Dreambox: 101A3, 101B1	
2-2:30	30	Zoom: 101A: Writing Asynch: 101B: Ind. writing work	Zoom: 101B: Writing Asynch 101A: Ind. writing work	Zoom: 101A: Writing Asynch: 101B: Ind. writing work	Zoom: 101B: Writing Asynch 101A: Ind. writing work	
2:30-3	45 2:30-3:15	Asynch: Choice activity/catch up/ additional 1-1	Asynch: Choice activity/catch up/ additional 1-1	Asynch: Choice activity/catch up/ additional 1-1	Asynch: Choice activity/catch up/ additional 1-1	

3-3:30		time as needed	time as needed	time as needed	time as needed	
3:30-4	45 3:30-4:15	Zoom: Daily Clubs (optional)	Zoom: Daily Clubs (optional)	Zoom: Daily Clubs (optional)	Zoom: Daily Clubs (optional)	Zoom: Special Events (TBD)

2nd Grade						
3-week specials rotation for 1st trimester: 1) Library -> 2) Discovery -> 3) P.E. -> 4) Art						
Start: 8:30 End: 3:15 Synch: 3.5 hrs w/ writing; 3 hrs w/o Asynch: 2.25 hrs w. writing; 2.75 hrs w/o 15 min variation based on reading group 345 mins.	# Min	Monday	Tuesday	Wednesday	Thursday	Friday
8:30-9:00	30	Zoom: Morning Meeting + Number Corner	Zoom: Morning Meeting + Number Corner	Zoom: Morning Meeting + Number Corner	Zoom: Morning Meeting + Number Corner	Zoom: Morning Meeting + Number Corner
9-9:30	45 9-9:45 15 min break	Zoom: Math/Work Places	Zoom: Math/Work Places	Zoom: Math/Work Places	Zoom: Math/Work Places	Zoom: Math/Work Places

9:30-10						
10-10:30	45 or 60 combined Zoom or asynchronous	Zoom 201: Reading Workshop Zoom 202: Library (45)	Zoom 201: Reading Workshop Zoom 202: Library (45)	Zoom 201: Reading Workshop Zoom 202: Library (45)	Zoom 201: Reading Workshop Zoom 202: Library (45)	Zoom 201: Reading Workshop Zoom 202: Library (45)
10:30-11		Asynch 201: Reading Horizons Zoom 202: Library (45)	Asynch 201: Reading Horizons Zoom 202: Library (45)	Asynch 201: Reading Horizons Zoom 202: Library (45)	Asynch 201: Reading Horizons Zoom 202: Library (45)	Asynch 201: Reading Horizons Zoom 202: Library (45)
11-11:30	45 or 60 combined Zoom or asynchronous	Zoom 202: Reading Workshop Zoom 201: Library (45)	Zoom 202: Reading Workshop Zoom 201: Library (45)	Zoom 202: Reading Workshop Zoom 201: Library (45)	Zoom 202: Reading Workshop Zoom 201: Library (45)	Zoom 202: Reading Workshop Zoom 201: Library (45)
11:30-12		Asynch 202: Reading Horizons Zoom 201: Library (45)	Asynch 202: Reading Horizons Zoom 201: Library (45)	Asynch 202: Reading Horizons Zoom 201: Library (45)	Asynch 202: Reading Horizons Zoom 201: Library (45)	Asynch 202: Reading Horizons Zoom 201: Library (45)
12-12:30	45 11:45-12:30	Zoom: Chat-and-Chew/ Play (optional)	Zoom: Chat-and-Chew/ Play (optional)	Zoom: Chat-and-Chew/ Play (optional)	Zoom: Chat-and-Chew/ Play (optional)	Zoom: Chat-and-Chew/ Play (optional) 3rd FRIDAYS COMMUNITY GATHERING (PM)
12:30-1	30	Asynch: Choice activity/catch up/ additional 1-1 time as needed	Asynch: Choice activity/catch up/ additional 1-1 time as needed	Asynch: Choice activity/catch up/ additional 1-1 time as needed	Asynch: Choice activity/catch up/ additional 1-1 time as needed	Flex time: Assessments, Feedback, Extra Reading Support, Family Meetings, Community Gatherings
1-1:30	30	Zoom: 201A: Writing Asynch: 201B: Ind. writing work	Zoom: 201B: Writing Asynch: 201A: Ind. writing work	Zoom: 201A: Writing Asynch: 201B: Ind. writing work	Zoom: 201B: Writing Asynch: 201A: Ind. writing work	

1:30-2	30	Zoom 201A1, 201A2: Small group reading Asynch project work: 201A3, 201B1 Asynch Dreambox 201B2, 201B3	Zoom 201A1, 201A2: Small group reading Asynch project work: 201A3, 201B1 Asynch Dreambox 201B2, 201B3	Zoom 201A1, 201A2: Small group reading Asynch project work: 201A3, 201B1 Asynch Dreambox 201B2, 201B3	Zoom 201A1, 201A2: Small group reading Asynch project work: 201A3, 201B1 Asynch Dreambox 201B2, 201B3	
2-2:30	30	Zoom 201A3, 201B1: Small group reading Asynch project work 201B2, 201B3 Asynch Dreambox: 201A1, 201A2	Zoom 201A3, 201B1: Small group reading Asynch project work 201B2, 201B3 Asynch Dreambox: 201A1, 201A2	Zoom 201A3, 201B1: Small group reading Asynch project work 201B2, 201B3 Asynch Dreambox: 201A1, 201A2	Zoom 201A3, 201B1: Small group reading Asynch project work 201B2, 201B3 Asynch Dreambox: 201A1, 201A2	
2:30-3	45 2:30-3:15 (schedule kids who need more time)	Zoom 201B2, 201B3: Small group reading Asynch project work: 201A1, 201A2 Asynch Dreambox: 201A3, 201B1	Zoom 201B2, 201B3: Small group reading Asynch project work: 201A1, 201A2 Asynch Dreambox: 201A3, 201B1	Zoom 201B2, 201B3: Small group reading Asynch project work: 201A1, 201A2 Asynch Dreambox: 201A3, 201B1	Zoom 201B2, 201B3: Small group reading Asynch project work: 201A1, 201A2 Asynch Dreambox: 201A3, 201B1	
3-3:30						
3:30-4	45 3:30-4:15	Zoom: Daily Clubs (optional)	Zoom: Daily Clubs (optional)	Zoom: Daily Clubs (optional)	Zoom: Daily Clubs (optional)	Zoom: Special Events (TBD)

3rd Grade						
3-week specials rotation for 1st trimester: 1) Discovery -> 2) P.E. -> 3) Art -> 4) Library						
Start: 8:30 End: 3:15 Synch: 3.5 hrs w/ writing; 3 hrs w/o Asynch: 2.25 hrs w. writing; 2.75 hrs w/o 15 min variation based on reading group 345 mins.	# Min	Monday	Tuesday	Wednesday	Thursday	Friday
8:30-9:00	30	Zoom: Morning Meeting + Number Corner	Zoom: Morning Meeting + Number Corner	Zoom: Morning Meeting + Number Corner	Zoom: Morning Meeting + Number Corner	Zoom: Morning Meeting + Number Corner
9-9:30	30	Zoom: Reading Workshop	Zoom: Reading Workshop	Zoom: Reading Workshop	Zoom: Reading Workshop	Zoom: Reading Workshop
9:30-10	30	Asynch: Reading Horizons	Asynch: Reading Horizons	Asynch: Reading Horizons	Asynch: Reading Horizons	Asynch: Reading Horizons
10-10:30	45 10-10:45 15 min break	Zoom 301A/301B: Math/Work Places	Zoom 301A/301B: Math/Work Places	Zoom 301A/301B: Math/Work Places	Zoom 301A/301B: Math/Work Places	Zoom 301A/301B: Math/Work Places
10:30-11		Zoom 302: Discovery	Zoom 302: Discovery	Zoom 302: Discovery	Zoom 302: Discovery	Zoom 302: Discovery
11-11:30	45 11-11:45	Zoom 302A/302B: Math/ Work Places	Zoom 302A/302B: Math/ Work Places	Zoom 302A/302B: Math/ Work Places	Zoom 302A/302B: Math/ Work Places	Zoom 302A/302B: Math/ Work Places
11:30-12		Zoom 301: Discovery	Zoom 301: Discovery	Zoom 301: Discovery	Zoom 301: Discovery	Zoom 301: Discovery
12-12:30	45 11:45-12:30	Zoom: Chat-and-Chew/ Play (optional)	Zoom: Chat-and-Chew/ Play (optional)	Zoom: Chat-and-Chew/ Play (optional)	Zoom: Chat-and-Chew/ Play (optional)	Zoom: Chat-and-Chew/ Play (optional) 3rd FRIDAYS COMMUNITY GATHERING (PM)

12:30-1	30	Asynch: Choice activity/catch up/ additional 1-1 time as needed	Asynch: Choice activity/catch up/ additional 1-1 time as needed	Asynch: Choice activity/catch up/ additional 1-1 time as needed	Asynch: Choice activity/catch up/ additional 1-1 time as needed	Flex time: Assessments, Feedback, Extra Reading Support, Family Meetings, Community Gatherings
1-1:30	30	Zoom 301A1, 301A2: Small group reading Asynch project work 301A3, 301B1 Asynch Dreambox: 301B2, 301B3	Zoom 301A1, 301A2: Small group reading Asynch project work 301A3, 301B1 Asynch Dreambox: 301B2, 301B3	Zoom 301A1, 301A2: Small group reading Asynch project work 301A3, 301B1 Asynch Dreambox: 301B2, 301B3	Zoom 301A1, 301A2: Small group reading Asynch project work 301A3, 301B1 Asynch Dreambox: 301B2, 301B3	
1:30-2	30	Zoom 301A3, 301B1: Small group reading Asynch project work: 301B2, 301B3 Asynch Dreambox: 301A1, 301A2	Zoom 301A3, 301B1: Small group reading Asynch project work: 301B2, 301B3 Asynch Dreambox: 301A1, 301A2	Zoom 301A3, 301B1: Small group reading Asynch project work: 301B2, 301B3 Asynch Dreambox: 301A1, 301A2	Zoom 301A3, 301B1: Small group reading Asynch project work: 301B2, 301B3 Asynch Dreambox: 301A1, 301A2	
2-2:30	30	Zoom 301B2, 301B3: Small group reading Asynch project work: 301A1, 301A2 Asynch Dreambox 301A3, 301B1	Zoom 301B2, 301B3: Small group reading Asynch project work: 301A1, 301A2 Asynch Dreambox 301A3, 301B1	Zoom 301B2, 301B3: Small group reading Asynch project work: 301A1, 301A2 Asynch Dreambox 301A3, 301B1	Zoom 301B2, 301B3: Small group reading Asynch project work: 301A1, 301A2 Asynch Dreambox 301A3, 301B1	
2:30-3	45 2:30-3:15	Zoom: 301A: Writing	Zoom: 301B: Writing	Zoom: 301A: Writing	Zoom: 301B: Writing	
3-3:30		Asynch: 301B: Ind. writing work	Asynch 301A: Ind. writing work	Asynch: 301B: Ind. writing work	Asynch 301A: Ind. writing work	
3:30-4	45 3:30-4:15	Zoom: Daily Clubs (optional)	Zoom: Daily Clubs (optional)	Zoom: Daily Clubs (optional)	Zoom: Daily Clubs (optional)	Zoom: Special Events (TBD)

4th Grade

1st 6-week specials: P.E./Library, 2nd 6 week specials: Discovery/Art

Start: 8:30 End: 3:15 Synch: RB talk w/ PVS Asynch: RB talk w/ PVS 345 mins.	# Min	401/411	402/412
8:30-9:00	30	Zoom: Morning Meeting/ Number Corner (ONLY CALENDAR)	Zoom: Morning Meeting/ Number Corner (ONLY CALENDAR)
9-9:30	45 9-9:45 15 min break	Zoom: Math	Zoom: Alt: P.E./Library 2-3x/week each
9:30-10			
10-10:30	30 (401: 4 groups; 2 synch, 2 asynch)	Zoom 401A1, 401A2: Small group reading Asynch Dreambox/project work: 401B1, 401B2	Zoom Math Small Groups/Asynch Work
10:30-11	30 (401: 4 groups; 2 synch, 2 asynch)	Zoom 401B1, 401B2: Small group reading Asynch Dreambox/project work: 401A1, 401A2	Zoom: Sci/SS alt by weeks
11-11:30	30 (402: 4 groups; 2 synch, 2 asynch)	Zoom Math Small Groups/Asynch Work	Zoom 402A1, 402A2: Small group reading Asynch Dreambox/project work: 402B1, 402B2
11:30-12	30 (402: 4 groups; 2 synch, 2 asynch)	Zoom: Sci/SS alt by weeks	Zoom 402B1, 401B2: Small group reading Asynch Dreambox/project work: 402A1, 402A2
12-12:30	60	Zoom: Chat-and-Chew/ Play (optional)	Zoom: Chat-and-Chew/ Play (optional)
12:30-1		3rd FRIDAYS COMMUNITY GATHERING (PM)	3rd FRIDAYS COMMUNITY GATHERING (PM)

1-1:30	45 1-1:45	Zoom: Alt: P.E./Library 2-3x/week each 3rd FRIDAYS COMMUNITY GATHERING (PM)	Zoom: Math 3rd FRIDAYS COMMUNITY GATHERING (PM)
1:30-2			
2-2:30	45 1:45-2:30	Zoom: Reading Workshop 3rd FRIDAYS COMMUNITY GATHERING (PM)	Zoom: Reading Workshop 3rd FRIDAYS COMMUNITY GATHERING (PM)
2:30-3	45 2:30-3:15	Zoom: Writing Workshop T, W, Th M & F Family Meetings 3rd FRIDAYS COMMUNITY GATHERING (PM)	Zoom: Writing Workshop T, W, Th M & F Family Meetings 3rd FRIDAYS COMMUNITY GATHERING (PM)
3-3:30			
3:30-4	45 3:30-4:15	Zoom: Daily Clubs (optional)	Zoom: Daily Clubs (optional)

5th Grade 1st 6-week specials: Discovery/Art, 2nd 6-week specials: P.E./Library			
Start: 8:30 End: 3:30 Synch: RB talk w/ PVS Asynch: RB talk w/ PVS 360 Mins.	# Min	501/511	502/512
8:30-9:00	30	Zoom: Morning Meeting w/ Study Skills	Zoom: Morning Meeting w/ Study Skills
9-9:30	50/60	Zoom: Reading Workshop*	Zoom: Math

9:30-10			
10-10:30	50/60	Zoom: Science or Mathx2	Zoom: Social Science or Writing
10:30-11			
11-11:30	50/60	Zoom: Social Science or Writing	Zoom: Science or Mathx2
11:30-12			
12-12:30	60	Zoom: Chat-and-Chew/ Play (optional) 3rd FRIDAYS COMMUNITY GATHERING (PM)	Zoom: Chat-and-Chew/ Play (optional) 3rd FRIDAYS COMMUNITY GATHERING (PM)
12:30-1			
1-1:30	45 1-1:45	Zoom: Alt: Discovery/Art 2-3x/week each 3rd FRIDAYS COMMUNITY GATHERING (PM)	Zoom: Alt: Discovery/Art 2-3x/week each 3rd FRIDAYS COMMUNITY GATHERING (PM)
1:30-2			
2-2:30	50/60 1:45-2:45	Zoom: Math* 3rd FRIDAYS COMMUNITY GATHERING (PM)	Zoom: Reading Workshop 3rd FRIDAYS COMMUNITY GATHERING (PM)
2:30-3			

3-3:30	45 2:45-3:30	Zoom: Small group support for core subjects; family meetings 3rd FRIDAYS COMMUNITY GATHERING (PM)	Zoom: Small group support for core subjects; family meetings 3rd FRIDAYS COMMUNITY GATHERING (PM)
3:30-4	45 3:30-4:15	Zoom: Daily Clubs (optional)	Zoom: Daily Clubs (optional)

6th Grade						
1st 6 week specials: Library/Art 2nd 6-week specials: PE/Discovery						
Start: 8:30 End: 3:30 Synch: RB talk w/ PVS Asynch: RB talk w/ PVS 360 mins.	# Min	Monday	Tuesday	Wednesday	Thursday	Friday
8:30-9:00	30 Zoom	Morning Meeting with Study Skills	Morning Meeting with Study Skills	Morning Meeting with Study Skills	Morning Meeting with Study Skills	Morning Meeting with Study Skills
9-9:30	50/60 (same as homeroom teacher) Zoom	Language Arts	Language Arts	Language Arts	Language Arts	Language Arts
9:30-10						
10-10:30	50/60 Zoom	Math	Math	Math	Math	Math
10:30-11						
11-11:30	50/60 Zoom	Social Science or Writing	Social Science or Writing	Social Science or Writing	Social Science or Writing	Social Science or Writing

11:30-12						
12-12:30	60 Zoom	Chat-and-Chew or Play (optional)	Chat-and-Chew or Play (optional)	Chat-and-Chew or Play (optional)	Chat-and-Chew or Play (optional)	Chat-and-Chew or Play (optional) 3rd FRIDAYS COMMUNITY GATHERING (PM)
12:30-1						
1-1:30	50/60 Zoom	Science or Mathx2	Science or Mathx2	Science or Mathx2	Science or Mathx2	Science or Mathx2
1:30-2						
2-2:30	45 2-2:45 Zoom	Art	Library	Art	Library	Art
2:30-3						
3-3:30	45 2:45-3:30 Zoom or asynchronous	Small group support for core subjects; family meetings	Small group support for core subjects; family meetings	Small group support for core subjects; family meetings	Small group support for core subjects; family meetings	Small group support for core subjects; family meetings
3:30-4	45 3:30-4:15 Zoom	Daily Clubs (optional)	Daily Clubs (optional)	Daily Clubs (optional)	Daily Clubs (optional)	Special Events (TBD)

7th Grade						
7th: 1st 6 week specials: Guidance (IC)/PE 2nd 6 week specials: Guidance (IC)/Library						
Start: 8:30 End: 3:30 Synch: RB talk w/ PVS Asynch: RB talk w/ PVS 360 mins.	# Min	Monday	Tuesday	Wednesday	Thursday	Friday
8:30-9:00	30 Zoom	Morning Meeting with Study Skills	Morning Meeting with Study Skills	Morning Meeting with Study Skills	Morning Meeting with Study Skills	Morning Meeting with Study Skills
9-9:30	50/60 (same as homeroom teacher) Zoom	Language Arts	Language Arts	Language Arts	Language Arts	Language Arts
9:30-10						

10-10:30	50/60 Zoom	Math	Math	Math	Math	Math
10:30-11						
11-11:30	50/60 Zoom	Science	Science	Science	Science	Science
11:30-12						
12-12:30	60 Zoom	Chat-and-Chew or Play (optional)	Chat-and-Chew or Play (optional)	Chat-and-Chew or Play (optional)	Chat-and-Chew or Play (optional)	Chat-and-Chew or Play (optional) 3rd FRIDAYS COMMUNITY GATHERING (PM)
12:30-1						
1-1:30	50/60 Zoom	Social Science	Social Science	Social Science	Social Science	Social Science
1:30-2						
2-2:30	45 2-2:45	PE	Guidance	PE	Guidance	PE
2:30-3						
3-3:30	45 2:45-3:30 Zoom or asynchronous	Small group support for core subjects; family meetings	Small group support for core subjects; family meetings	Small group support for core subjects; family meetings	Small group support for core subjects; family meetings	Small group support for core subjects; family meetings
3:30-4	45 3:30-4:15 Zoom	Daily Clubs (optional)	Daily Clubs (optional)	Daily Clubs (optional)	Daily Clubs (optional)	Special Events (TBD)

8th Grade						
8th: 1st 6 week specials: Guidance (AH)/Discovery 2nd 6 week specials: Guidance (AH)/Art						
Start: 8:30 End: 3:30 Synch: RB talk w/ PVS Asynch: RB talk w/ PVS 360 mins.	# Min	Monday	Tuesday	Wednesday	Thursday	Friday
8:30-9:00	30 Zoom	Morning Meeting with Study Skills	Morning Meeting with Study Skills	Morning Meeting with Study Skills	Morning Meeting with Study Skills	Morning Meeting with Study Skills

9-9:30	50/60 (same as homeroom teacher) Zoom	Social Science	Social Science	Social Science	Social Science	Social Science
9:30-10						
10-10:30	50/60 Zoom	Science	Science	Science	Science	Science
10:30-11						
11-11:30	50/60 Zoom	Language Arts	Language Arts	Language Arts	Language Arts	Language Arts
11:30-12						
12-12:30	60 Zoom	Chat-and-Chew or Play (optional)	Chat-and-Chew or Play (optional)	Chat-and-Chew or Play (optional)	Chat-and-Chew or Play (optional)	Chat-and-Chew or Play (optional) 3rd FRIDAYS COMMUNITY GATHERING (PM)
12:30-1						
1-1:30	50/60 Zoom	Math	Math	Math	Math	Math
1:30-2						
2-2:30	45 2-2:45	Discovery	Guidance	Discovery	Guidance	Discovery
2:30-3						
3-3:30	45 2:45-3:30 Zoom or asynchronous	Small group support for core subjects; family meetings	Small group support for core subjects; family meetings	Small group support for core subjects; family meetings	Small group support for core subjects; family meetings	Small group support for core subjects; family meetings
3:30-4	45 3:30-4:15 Zoom	Daily Clubs (optional)	Daily Clubs (optional)	Daily Clubs (optional)	Daily Clubs (optional)	Special Events (TBD)

Appendix B:
Fully Remote- Health and Safety Building
Plan



Fully Remote- Health and Safety Building Plan

Safety Procedures for staff

- All staff and visitors must wear masks while on school grounds. Additional masks and hand sanitizer will be available upon entry to the school.
- All staff and visitors must adhere to social (physical) distancing procedures; be 6FT away from each other. Floor decals will be present to assist in this regard.
- All staff must enter the building initially through the front doors, apply hand sanitizer, grab a new mask if needed before entering your classroom or office.

Safety Procedure for visitors

- All visitors to our school offices should schedule an appointment 24 hours prior to the school visit. Where possible, virtual meetings will be scheduled.
- All visitors **MUST** wear a mask while in the school building. If you do not have a mask, the front office staff will supply you with one.
- Visitors will use the hand sanitizer station placed at the front office.
- Visitors will present photo identification to the front office and be given a visitor's badge.
- Visitors must remain in the lobby area until your meeting time, or until the person that you are visiting escorts you to another location.
- Visitors must practice social distancing. All in-person meetings must allow participants to socially distance themselves at least six feet from another person or person(s).

Front Office Preparations

- Each school's front office will have a plastic barrier in place
- The front office will have a hand sanitizer station
- The front desk will have disinfectant wipes for high touch surfaces

Hand sanitizer stations

- Each school will have hand sanitizer stations at each of the main entrances
- Each school will have hand sanitizer stations in every copy room

Signage

The following signs will be ordered and posted throughout the schools:

Signage Description	Location(s)
Visitor Entry Requirements	Main visitor door
Masks Required in Public Spaces	Hallways
Social Distancing Reminders	Hallways
Handwashing Procedures	All bathrooms
Floor tape (Social Distancing cues)	Hallways

Ventilation

Since both WCS schools have central air, here are the steps we will take to ensure good ventilation:

- CDC approved air filters will be used (these filters help prevent COVID-19 transmission)
- The Facility Manager/Building Engineer will change the air filters monthly
- The Facility Manager/Building Engineer will run the HVAC system at maximum outside airflow for 1-2 hours before and after occupied times, in accordance with industry standards.
- Ensure exhaust fans in restroom facilities are functional and operating at full capacity when the building is occupied.

Use of Facilities by Outside Groups

Even though WCS will be open to the public on specific days and times the following applies:

- The school facilities shall not be used by outside groups (with the exception of our food services provider, Lintons) during the first trimester
- Decisions for Trimester 2 will be shared by November 16, 2020

Cleaning Protocols

While it is the primary responsibility of the Operations team to vigilantly maintain a clean school environment, everyone can help.

High touch point spaces

- High touch point spaces (bathrooms, doors, water fountains/coolers, front desk counter tops) will be disinfected frequently throughout school operational hours by the day porters
- Day Porters will seek to clean high touch areas every 1-2 hours

Evening cleaning

- The cleaning crew shall conduct a thorough cleaning of the entire school building each evening
- The standard for this cleaning is:
 - ✓ Front Office & visitor waiting area tables and chairs
 - ✓ Breakroom
 - ✓ Microwave in breakroom
 - ✓ Refrigerator in breakroom

- ✓ Paper towel dispensers
- ✓ Copy Machine touch points
- ✓ Nurse Office
- Bathrooms
 - ✓ Stalls
 - ✓ Flush valves/flushometers
 - ✓ Faucets/sinks
 - ✓ Toilet paper/Paper towel dispensers
 - ✓ Hand dryers
- Entrance/ Exit Doors
 - ✓ Door push/pull plates/handles
 - ✓ Panic bars
 - ✓ Handrails
- Water fountains/cooler
- Hallway doors/stairwells rails
- Elevator push buttons
- Each evening, the cleaning crew shall be directed to check-off each area that was cleaned thoroughly
- TDH will utilize a check-off list of each area to review routine cleaning and provide feedback to cleaning staff
- If/when WCS staff come in to utilize their classroom space, they will be responsible for wiping down the surfaces they used in their space.

Cleaning Roles and Responsibilities

TDH	Facility Manager/Building Engineer	Day Porters	Teachers
<ul style="list-style-type: none"> • Order all PPE and supplemental cleaning supplies • Supervise and monitor Facility Manager/ Building Engineer and cleaning staff • Develop a communication/confirmation system with cleaning vendors • Monitor, plan, and adjust safety protocols within the school. 	<ul style="list-style-type: none"> • Review and maintain safety equipment • Manage air ventilation and change air filters regularly 	<ul style="list-style-type: none"> • Clean and disinfect of high touch point areas • Evening cleaning • Picking up & taking out trash after meal distribution 	<ul style="list-style-type: none"> • Clean/ wipe down desk, chair and other items touched in their personal classroom space