
2020-2021 GTCHS SCHOOL REOPENING PLAN

This document was created with guidance provided by the Center for Disease Control (CDC), SC Department of Health and Environmental Control (DHEC), SC State Department of Education (SDE), Governor's Office, the South Carolina Public Charter School District, and input from parent and faculty surveys, a student focus group, and teacher review.

Our priorities for opening schools are as follows:

- Maintaining the health and safety of our students, employees, and GTCHS families.
- Returning to face-to-face instruction as quickly and safely as possible.
- Remaining flexible and altering procedures if health issues dictate.
- Providing options (when possible) for parents, students, and employees when returning to school is not possible because of health concerns.

Any scenario in which many people gather together poses a potential risk for COVID-19 transmission. No policy or procedure created can provide a 100% guarantee that the virus will not be transmitted in our schools. GTCHS's goal will be to limit the transmission as much as possible. While children generally experience mild symptoms with COVID-19, and, to date, have not been found to contribute substantially to the spread of the virus, transmission from even those with mild or non-apparent symptoms remain a risk to others. All of our plans are predicated on the fact that everyone in the school is responsible to work together as a community to make it possible for face-to-face instruction to take place.

Operations Determined by the Community Transmission Rate of the Virus Established by DHEC and AccelerateED Task Force:

Transmission Rate	Operational Model
"Low"	Utilize face-to-face instruction for all students with significant safety protocols in place.
"Medium"	Utilize a hybrid model to provide face-to-face instruction at a 50% capacity with significant safety protocols in place. This is combined with asynchronous learning when students are not scheduled for an in-person learning day.
"High"	Utilize distance learning for all students

As always, it is our desire to have students back in school, and we continue to believe it is the most beneficial way for our students to make gains academically. Both the hybrid model and full time distance learning have many challenges that include limited or lack of daycare options for teachers, families with students at multiple schools not being on the same schedule, accurate assessment of student learning, and ensuring students maintain a high level of engagement. A full return to school would also require some logistical challenges and development of a Virtual Learning Academy for students whose personal circumstance necessitate that they remain at home. **With that said, decisions of which operational model will be in place in August will be primarily based on the above recommendations from the AccelerateED Task Force and defined by DHEC; school administration will also monitor local activity using the Harvard Global Health Institute’s Key Metrics for Global Suppression (<https://globalepidemics.org/key-metrics-for-covid-suppression/>).** Administration will review the reports weekly and apprise parents of the current level of COVID-19 spread in the community. Once a two-week trend is seen, parents and teachers will be given notice that GTCHS will be shifting operational models so they can make appropriate preparations and plans.

DISTANCE LEARNING MODEL

The distance learning model we utilized in the spring is being updated based on feedback we received. Specifically, clearer guidelines concerning synchronous and asynchronous expectations, assessments, and required “virtual” face-to-face time with the teacher were requested by parents, students, and teachers.

Updates to the Distance Learning Model will include

- Required synchronous class meetings every Tuesday and Wednesday that follows student class schedules
- Required “live” office hours every Friday (see Hybrid schedule below)
- Additions and clarifications of assessment guidelines
- Clarification of workload expectations and due date requirements
- Training videos and lessons provided for both students and parents on virtual technology usage and the Google Classroom platform/calendar
- Teachers will be expected to be on campus Tuesday, Wednesday, and Friday each week

This model will be clearly outlined for all stakeholders on our school website and updates will be made throughout July. All updates will be made available on our current eLearning website page: [CLICK HERE](#).

In addition, mental health services will be available this fall because we know that this model and the uncertainty of COVID-19 has placed additional stress on our students and teachers.

Regular two-way communication with administration and counselors would continue with virtual town hall meetings being held every 3 weeks throughout distance learning.

HYBRID BLENDED LEARNING MODEL

GTCHS Hybrid Learning Model - Week at a Glance						
Monday - A	Tuesday - B	Wednesday - A	Thursday - B	Friday (A or B)	Office Hours on Friday (online)	Every Friday
Navy Cohort @ GTCHS	Navy Cohort @ GTCHS	Navy Cohort @ Home Asynchronous Learning	Navy Cohort @ Home Asynchronous Learning	Navy Cohort @ Home Asynchronous Learning		8:00-9:15 - English
Khaki Cohort @ Home <i>Asynchronous Learning</i>	Khaki Cohort @ Home <i>Asynchronous Learning</i>	Khaki Cohort @ GTCHS	Khaki Cohort @ GTCHS	Khaki Cohort @ Home Asynchronous Learning		9:15-10:30 - Science
						10:30-11:45 - Math
						11:45-1:00 - History
						1:00-2:15 - FL & Electives
					2:15-3:15 - Reserved for faculty/staff meetings	

The GTCHS Hybrid Learning model divides the students into two cohorts based upon their last names. This keeps siblings together, but ensures the school and classrooms are at 50% capacity so that social distancing can take place at all times. The cohorts will attend in person two days a week and then learn asynchronously at home. All students will have access to virtual Office Hours every Friday; outside of the Office Hours, teachers will have additional planning time each Friday to assist them in ensuring high quality lessons and consistent communication with parents. Teachers will be expected to report to GTCHS every day.

SAFETY AND LOGISTICAL PROTOCOLS & PROCEDURES

General Safeguard Guidelines

- Require the wearing of face masks and/or shields for staff members and students (extra disposable masks will be on hand for students to purchase as needed; face shields and masks will be provided for all faculty members).
- Require social distancing (to include not touching others – i.e. hugs, hand shakes, fist bumps, or any other personal touch between people - unless it is necessary due to medical or safety needs).
- Establish teacher and student classroom cleaning and hand sanitizing procedures (hotspot and high-touch areas).
- Reduce the sharing of materials and provide essential materials when possible.
- Minimize materials moving from school to home and returning.
- Establish mobile library safety check-out/in procedures.

- Create facility and bus cleaning, sanitizing, and disinfecting protocols.
- Evaluate the necessity of any large gatherings (assemblies) and field trips; consider virtual events and field trips instead; rethink traditional activities and events to include back-to-school events.
- Evaluate after school activities and services and ensure they meet all precautions taken during the regular school day.
- Eliminate unnecessary school visits by alumni, district office staff, visitors, parents eating with students, and mentors.
Note: Parent Volunteers as well as practicum and student teacher placements will be allowed as long as all safety protocols are followed.
- Evaluate flexible seating; students should be assigned a desk/space that is facing forward where possible.
- Hold all parent conferences safely socially distanced per CDC guidelines or via video conferencing options.
- Keep each students' belongings separated from other student belongings.
- Ensure communication to parents, students, and staff members is regularly shared regarding the expectation of daily self-assessment using screening questions to determine if a student or employee can enter the school building:
 - Have you or anyone in your household had any of the following symptoms in the last 14 days - cough, fever of 100.4 or higher, difficulty breathing, chills, aches, loss of taste or smell, nausea, and/or sore throat?
 - Have you or anyone in your household been tested for COVID-19 in the last 14 days?
 - Have you or anyone in your household been in "close contact" as defined by DHEC with anyone suspected to have COVID-19 or who has tested positive for COVID-19 in the past 14 days?

Cleaning and Hygiene

- Ensure adequate supplies to support healthy hygiene behaviors (e.g., soap, hand sanitizer with at least 60 percent alcohol for safe use by staff and students, paper towels, and tissues).
- Reinforce handwashing with soap and water for at least 20 seconds and/or the safe use of hand sanitizer that contains at least 60% alcohol by staff and students.
- Reinforce handwashing protocols during key times - Before, during and after preparing food; Before eating food; After using the toilet; After blowing your nose, coughing or sneezing; After touching objects with bare hands which have been handled by other individuals.
- Provide hand sanitizer (with at least 60% alcohol) at every building entrance and exit, in the MPR, and in every classroom for safe use by staff and students.
- Systematically and frequently check and refill hand sanitizers.
- Encourage staff and students to cough and sneeze into their elbows, or to cover with a tissue. Used tissues should be thrown in the trash and hands washed immediately with soap and water for at least 20 seconds.
- Incorporate frequent handwashing and sanitation breaks into classroom activity.
- Allow time between activities or transition for proper cleaning and disinfection of high-touch surfaces.

- Establish a schedule for and perform ongoing and routine [cleaning and disinfection](#) of high-touch areas (e.g., door handles, stair rails, faucet handles, toilet handles, drinking fountains, light switches, desks, tables, chairs, kitchen countertops, cafeteria and service tables, carts, and trays) with an [EPA approved disinfectant for SARS-CoV-2](#). Increasing frequency of disinfection during high-density times and disinfecting all shared objects (e.g., gym or physical education equipment, art supplies, games) between use.
- Ensure [safe and correct use](#) and storage of cleaning and disinfecting products, including securely storing and using products away from children, and allowing for adequate ventilation when staff use such products.
- Eliminate sharing of personal items and supplies such as writing utensils and paper.
- Keep students' personal items separate and (as appropriate) individually labeled cubbies, containers or lockers.
- Avoid shared use of soft or other items that cannot be easily cleaned and disinfected, (e.g. clay in art class).
- Begin the school year teaching the essential hygiene practices and new COVID-19 school policies.
- Supplies for each classroom: Hand sanitizer; Disinfecting cleaner; Paper towels; Tissues; Gloves

Communication

- Provide the draft plan to key stakeholders in order to provide review and feedback.
- Establish two-way ongoing communication throughout July in order to provide opportunities for meaningful dialogue and clarity. Continue these, with at least 2 opportunities per quarter, throughout the school year.
- Clearly communicate all new safety protocols and procedures.
- Publish the final plan on the school website.

Transportation

- Ensure the number of students on the bus to not exceed 50% of the maximum of the standard capacity appropriate for the students' age per DHEC guidelines.
- Assign students to seats and load from the back to the front of the bus.
- Establish a cleaning and disinfecting schedule between each cohort of students riding the bus.
- Encourage fresh air ventilation when the bus is in service.
- Require occupants to wear facial coverings.
- Provide hand sanitizer to students upon entering the school bus.

Facilities

- Mark 6 feet of spacing to remind students and staff to always stay 6 feet apart in lines and at other times when they may congregate.

- Provide social distancing floor/seating markings in foyer areas.
- Provide arrows and signage for one-way traffic in hallways and as people move through the building.
- Install clear barriers (Plexiglass) in key areas such as MPR, at counselor desks, in the Charter Café, etc.
- Stagger entrance and exit times as necessary.
- Provide frequent reminders, including signage and verbal reminders, for students and staff to stay at least 6 feet apart from one another when feasible.
- Provide marks on the floors of restrooms to indicate proper social distancing. Limit the number in the restroom at one time (number is based on the size of restroom and number of stalls).
- Reduce/eliminate the use of facilities for anything beyond school operations.
- Arrange seating/desks to allow for maximum physical distancing in all classrooms and in MPR. Remove (where possible) any unnecessary furniture and instructional materials to maximize distance between students.
- Assign seats in classroom to help track virus spread if a student/staff tests positive for COVID-19.
- Disable all water fountains except for the no-touch water bottle refill. Students may bring a water bottle with them daily. The front office will have small disposable cups for students who forget their water bottle.
- Eliminate food being brought in for classroom parties and/or birthday celebrations.
- Food will be served in individual packaging with no options of open areas of food.
- Surfaces should be cleaned after meals using an approved cleaning solution.

Classroom Cleaning Protocol

The following General Safety Precautions are recommended guidelines for teachers to follow when cleaning various objects and areas within their classrooms throughout the instructional day. This is not replacing the role of custodians but practices to keep in place as transitions take place during and in between classes:

- Maintain safe practices based on CDC Guidelines to include frequent handwashing, covering coughs, etc.
- Implement classroom practices that reduce the potential for exposure.
- Maintain social distancing based on CDC Guidelines (6 feet).
- All employees are required to wear masks and/or face shields. If a person is alone in his/her classroom or office, they are permitted to remove the face shield or mask, but should clean any high touch surfaces affected during that time.
- Reduce the sharing of common spaces and the handling of objects within the classroom.
- Custodians will clean and disinfect classrooms, MPR, the Charter Café, etc. at the end of each day.
- Custodians will clean and disinfect all hand rails and bathrooms following each class change each day.
- Hard or non-porous materials are easier to clean; therefore, it is expected that soft and porous items are only used and present in the classroom if necessary and required. Eliminate use of soft surfaces such as rugs, bean bags, pillows, couches and cushion-type sitting that cannot be cleaned as effectively where possible.

- Any desk in which more than one student will be sitting in throughout the day will be cleaned by the students coming into the classroom. All cleaning cloths should be disposed of in the appropriate trash receptacle and should be done so with the least amount of contact with other people. Students will receive training on the proper way to clean and disinfect a desk.

*See *Attachment A Cleaning Protocol: During and Between Classes* for guidance that is based on the type of material (hard/non-porous or soft/porous)

Health Room and Response to Illness within our Community

- Educate staff, students, and their families about the signs and symptoms of COVID-19, when they should stay home and when they can return to school (self-assessment protocols).
- Create an isolation space for anyone exhibiting Covid-19 symptoms.
- Determine a dedicated path to exit the building from the isolation room. This should be as close as possible to a dedicated exit or with a defined exit path that minimizes contact with others in the building.
- Ensure areas of infection are immediately *closed* off for a minimum of 24 hours with a robust *cleaning* and disinfecting plan per CDC guidelines when an exposure to COVID-19 occurs.
- Increase signage related to safety awareness and safety precautions, symptoms, hygiene, hand washing, use of gloves (putting on and taking off) and proper face mask wearing.
- Clearly communicate the procedure for when a student or employee has a fever over 100.4 (as detected with a non-contact thermometer)
 - If the student does have a fever they will be escorted to the isolation room and a parent will be called to come and pick the student up; if the student is able to drive safely and has the permission of the parent, he/she would be allowed to drive home. The student should be escorted out at a time that will have the least interaction with other students and adults when leaving.
 - If faculty/staff has a fever they will be sent home immediately.
- Implement recommended CDC and DHEC guidelines for all students or staff who have been in “close contact” with someone suspected of having COVID-19 including, but not limited to, obtaining a list of all people the person has been in close contact with, notifying all affected individuals, and ensuring all areas the person has been are cleaned and disinfected.
- Procedures for return to work or school after being sent home for symptoms (See DHEC Guidance).
 - Advise sick staff members and children not to return until they have met criteria for return.
 - Students or staff excluded for these symptoms should not return until they have either tested negative for COVID-19 or a medical evaluation determines that their symptoms were more likely due to another cause (e.g. sore throat due to strep throat). In this later case, the individual can return when they meet criteria for that condition.

Current isolation criteria for COVID-19:

- Students and staff who test positive for COVID-19 and persons with symptoms of COVID19 (fever or chills; cough; shortness of breath or difficulty breathing; fatigue; muscle or body aches; headache; new loss of taste or smell; sore throat; congestion or runny nose; nausea or vomiting; diarrhea) who do not get tested, should isolate until:
 - Ten (10) days have passed since symptoms started - and
 - Three (3) days (72 hours) have passed since last fever without taking medicine to reduce fever - and
 - Overall improvement in symptoms.
- Those who test positive by a PCR test but do not have symptoms will be required to stay out of school until ten (10) days after the specimen was collected.
- The criteria above should be used to determine eligibility to return to school. Negative PCR test results are not required after meeting these criteria.

School Safety, Mental Health, and Social Emotional Support

- Review the Mental Health Assessment Team protocols established in the spring to ensure there is a clear referral system for students and an appropriate assessment tool to assist in identifying individuals (both staff and students) requiring interventions beyond the initial corporate “check-in.” Those needing additional support will be provided additional options (school counselor services, referrals to community-based mental health services that can be provided on campus).
- Ensure availability of a mental health counselor on campus at least once a week.
- Provide resources for staff well-care efforts and additional mindfulness training to provide ongoing support.
- Revisit bully prevention plan to account for potential new sources of bullying and harassment in schools due to COVID-19 (Students who personally contract COVID-19; students who may have been exposed; students who utilize protective measures, and/or threats made by students to expose someone to COVID-19).
- Review of all emergency drills (active shooter, fire, tornado, earthquake, bus evacuation) and shelter-in-place procedures in order to make modifications to encompass social distancing.

EMPLOYEE CONSIDERATIONS AND SUPPORT

Ensure professional development and training opportunities on the following:

- New safety protocols and procedures related to minimizing the transmission of COVID-19.
- Distance learning formats, procedures, instructional best practices, and ways to encourage family engagement.

- Social emotional check-in protocols, social justice, and trauma informed support.
- Multi-tiered System of Support (MTSS) with specific attention to Tier 1 intervention and support for students.
- Any changes to emergency drills (Active Intruder, Fire, Hurricane) in regards to social distancing based on appropriate agency recommendations.
- Any changes to SCDE learning standards and a review of pacing by subject area and department.

Protecting Vulnerable Populations

Employees should immediately notify Mrs. Anthony and Mr. Taylor if they self-identify as high risk and are requesting considerations of reasonable accommodation for condition(s) below ([CDC Guidance](#)):

- 65 years and older
- Chronic lung disease or moderate to severe asthma
- Serious heart conditions
- 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
- Severe obesity (body mass index [BMI] of 40 or higher)
- Diabetes
- Chronic kidney disease undergoing dialysis
- Liver disease

Instructional Support and Delivery

- Clarify State Department Guidelines concerning Student Learning Objectives (SLO's) and requirements for induction/ADEPT teachers
- Ensure frequent check-in with department colleagues and administration to support the instructional model implemented
- Ensure clear guidelines for teachers including (but not limited to) daily schedule, daily expectations, student requirements (including attendance, deadlines, assessments), best practices for delivery content and grading, communication plans, iEPs, Substitute plans, etc.
- Provide Physical Education and performance fine art classes information on current best practice and safety protocols; assist them in developing classroom practices that meet all recommended guidelines. See <https://www.scmea.net/covid19/> and <https://www.shapeamerica.org/covid19-resources.aspx>

SPECIAL EDUCATION CONSIDERATIONS

- Complete initial evaluations and reevaluations that could not be completed due to COVID-19 school closures.
- Conduct eligibility meetings, IEP meetings, and other meetings once all required components have been gathered.
- Assess the impact on students.
- Determine how services might safely be delivered for students that will not be able to return to school.
- Resource teachers and ELL teachers are expected to collaborate with the student's general education teacher to provide access to the general education curriculum. All resource teachers will provide lessons and assignments during the scheduled enrichment period. The schedule is to be determined by the school.

Students with IEPs, 504 Plans, and English Learners will receive an instructional delivery model, chosen by the parent, that includes appropriate services, related services, supports, accommodations, and/or modifications designed to provide meaningful educational benefit (FAPE) in the least restrictive environment.

OPERATIONAL DECISION MAKING

Administration will utilize the 7 Ways of Transmission developed by the CDC when making instructional and operational decisions. Activities or actions should not be conducted if two or more descriptives are determined to be high risk.

Descriptive	Lower Risk	Higher Risk
Movement	Directed	Undirected
Duration	< 15 Minutes	> 15 Minutes
Proximity	> 6'	< 6'
Group size	10 or less`	11 or Greater
Respiratory Output	Normal	Increased
Touch	Low	High
Congestion	Low	High

100% FIVE DAY A WEEK STUDENT FACE-TO-FACE INSTRUCTION LEARNING MODEL

Plans for a return to full-time, five days a week face-to-face instruction is the ultimate goal. Once the community spread permits that, all safety protocols will remain in place, with the understanding that social distancing options will be more limited with only 2-3 feet between students at all times.

ATTACHMENT A: CLEANING PROTOCOL DURING & BETWEEN CLASSES

The following are suggested guidelines for cleaning various objects and areas within classrooms throughout the instructional day. This is not replacing the role of custodians but practices to keep in place as transitions take place during and in between classes. These would allow for added safety measures.

General Safety Precautions:

- Maintain safe practices based on CDC Guidelines to include frequent handwashing, covering coughs, etc.
- Implement classroom practices that reduce the potential for exposure.
- Maintain social distancing based on CDC Guidelines (6 feet).
- All employees are required to wear a face shield or a mask.
- Reduce the sharing of common spaces and the handling of objects within the classroom.
- Custodians will clean and disinfect classrooms, MPR, common areas, etc. at the end of each day. Hand rails & bathrooms will be sanitized between each class period.
- Once a month, a deep cleaning/sanitizing from an outside professional vendor will be utilized.

Type of Material	Examples	Protocol for Cleaning
<p>Hard or Non-Porous Materials like Glass, Metal, Wood or Plastic</p> <p><i>*The virus lasts for approximately 72 hours on a hard surface.</i></p>	<p>Manipulatives Classroom libraries / book sets Desks / chairs Small Group Tables Individual classroom Supplies Shared classroom supplies Pencil sharpener * (consider designating a single person for this role) Doorknobs Bathroom Passes In Classroom Sink Areas / Cabinets *Smart Boards *Devices</p>	<p>Spray bottles will be provided with cleaning disinfectant solution Use cloth provided to wipe surfaces clean as needed (exception: Smart Boards, devices). For Smart Boards and devices (including keyboard), alcohol wipes should be used.</p> <p>Personal, single use classroom supplies that are used by one student only do not need to be cleaned daily.</p> <p>For shared supplies / resources, cleaning should take place after each use. The wait time for reuse of the materials is approximately 10 minutes. The solution needs to be dry prior to reuse.</p>
<p>Soft or porous materials like paper, carpet, rugs, or materials in seating areas</p> <p>Hard or non-porous materials are easier to clean using the solution; therefore, it is expected that soft and porous items are only used and present in the classroom if necessary and required (Rugs, bean bags, pillows, and cushion-type sitting).</p>	<p>Manipulatives Classroom libraries / book sets chairs Individual classroom supplies Shared classroom supplies</p>	<p>Classroom libraries / book sets should sit for a period of 48 hours prior to reuse.</p> <p>Bathroom passes should be non-porous.</p>

Provided by GTCHS: Gloves, Trashbags, Alcohol wipes, Solution Spray Bottles, Paper Towels, Masks, Shields

GTCHS