



Peace Valley Charter School's Reopening School Plan

Background

In accordance with the [COVID-19 Guidance for School](#) provided by Central District Health (CDH), [School District and Charter School Re-entry Criteria](#) provided by the Idaho State Board of Education, and additional guidance provided by Governor Brad Little's Public School Reopening Committee, Peace Valley Charter School (PVCS) submits the following Reopening School Plan to CDH for review.

This PVCS Reopening School Plan was approved by the local school board on July 20, 2020 during the monthly board meeting held at 5:30 PM.

Other considerations for the preparation of this plan include, but are not limited to, six meetings with a reopening school task force with faculty, staff and parents represented, a community survey with a nearly 90% participation rate, multiple faculty meetings, the American Academy of Pediatrics' [COVID-19 Planning Considerations: Guidance for School Re-entry](#) interim guidelines, school legal council and multiple other resources in order to cultivate a balanced understanding of mitigating the risks associated with coronavirus within our school-community but remain steadfast to the school's mission (below) amidst these unique times:

Peace Valley Charter School educates K-8 students in the Treasure Valley, guided by the Core Principles of Public Waldorf Education, in a public school setting. Peace Valley Charter's mission is to provide a developmentally appropriate, arts and nature based education, nurturing children's innate creativity and inspiring them to become lifelong learners who are mindful, active, and engaged global citizens.

Our community seeks to maintain a safe, nurturing, embracing, united, and warm school environment while implementing any necessary health and safety strategies required by CDH. We have taken into consideration the current circumstances that have arisen during the coronavirus pandemic while simultaneously recognizing the significant limitations that come with shifting Waldorf education to a widespread online learning model, unless it becomes necessary, for an extended period of time. Waldorf education takes a different approach to the introduction of certain modern technology (screens, internet) in order to preserve the power found within the unparalleled face-to-face connections between teachers and students. The vital nature to this connection can be found within the Core Principles of Public Waldorf Education:

Principle 4: Human Relationships

Enduring relationships -- and the time needed to develop them -- are central to Public Waldorf education. The teacher works with each student and class as a whole to support relationship-based learning.

We understand that for a variety of reasons a portion of our school community may choose remote learning as an option to remain connected within the classroom and the greater community. We will support these families during this season with their educational and communal needs through both synchronous and asynchronous learning.

According to the community survey, a vast majority (at least 70%) of our school population would like to return to an in-person learning model. This will be done safely by refining some of our current operational practices while not compromising the general “feel” of the environment. We aim to preserve the warmth and embracing nature of our school environment amidst this current health concern. Many of the suggestions (e.g. desks facing the same direction, limited cross groupings with other classes, etc.) outlined within the CDH’s COVID-19 Guidance for Schools are already, in some fashion, a part of the natural practices of PVCS.

Our school contributes uniquely to the overall well-being of this community and we seek to preserve this as the school reopens for the 2020-2021 school year on August 31st. This plan, even during these unprecedented times, will allow our school to continue to:

1. Offer a valuable public Waldorf educational opportunity within the Treasure Valley
2. Provide a developmentally appropriate style of education grounded in art and nature
3. Nurture the innate creativity within children
4. Inspire lifelong learners who are mindful, active engaged global citizens

As a public entity, PVCS will adhere to any laws, statutes, or orders provided by the local, state, and federal governments in response to the coronavirus pandemic. As additional information and guidance with regard to best practices in this current health situation, adjustments may be made to this plan, the local school board and CDH will be consulted as it becomes necessary. PVCS will implement this plan for the foreseeable future and begin to adjust some of these strategies only as it becomes safe to do so.

The core values of PVCS are the following:

- We are safe.
- We are kind.
- We are respectful.
- We are responsible.

The plan below serves as a commitment to a communal view of safety as we collectively consider what measures to put in place with respect to each member of our learning community. Additional details including new processes and procedures related to this plan will be shared with the community throughout the month of August. This includes, but is not limited to, details around the Remote Learning School, health self-screening, and safe use of the building and school campus.

School Preparedness Checklist and PVCS Strategies

The column on the left in the charts below indicates the School Preparedness Checklist for COVID-19 provided by CDH. The column on the right provides strategies PVCS has or will take in response to the items on this checklist. PVCS will continue to use strategies from previous category levels if community transmission increases (e.g. advised by CDH to move to Category 2, PVCS will implement Category 1 & 2 strategies).

Category 1: No Community Transmission Evidence of isolated cases or limited community transmission, case investigations underway, no evidence of exposure in large communal setting, e.g., healthcare facility, school, mass gathering	
CDH School Preparedness Checklist Item	PVCS Strategies
Review, update, and implement emergency operations plans	<ul style="list-style-type: none"> ● Revise <i>Communicable Illness</i> sections of the Family and Employee Handbooks to include health self-screening questions and action steps to reduce the spread of infectious disease, including COVID-19 ● Provide thermometers to families that need them for self-screening purpose ● Maximize use of all entrances and exits safely on different sides of the building to support arrival, dismissal, recess, and emergency evacuation procedures ● Continue special area teachers rotating to the classrooms for instruction with the exception of physical education (outside) and eurythmy (large interior classroom) classes where all teacher to teacher transfers will be handled in a way to minimize idle time in the hallways ● Movement in the hallway will follow a clear directional pathway by having students and classes remaining to the right as much as is reasonably possible

	<ul style="list-style-type: none"> • Continue desk orientation practices facing the front of the classroom and provide, in most instances and classrooms, 6 feet of space between desks. Classrooms with limited space will be provided greater priority for use of the outdoor classroom space. • Schedule all volunteers and visitors through a centralized system maintained at the front office and screened by way of the antechamber for access • Follow local, state, or national face covering orders applicable to public educational entities • Approved Change (10/19/2020): As long as a face covering order is in place, the school will require a note from a qualified doctor (MD, DO, NP) for students, families, faculty and visitors for those individuals under a medical or disability exemption • School buses will load students from the back to the front and unload from the front to the back; siblings will be seated next to each other
Reinforce healthy hygiene practices	<ul style="list-style-type: none"> • Continue to utilize sinks within each classroom as well as the restrooms to wash hands periodically throughout the day, and during certain transitions • Provide additional stations throughout the building for accessible hand sanitizer for faculty, staff, students and visitors • Educate community when it is appropriate for faculty, staff, students and visitors to stay at home when sick • Provide additional guidance for when it is safe to return to the school building following an illness or exposure to illness
Intensified cleaning disinfection protocols and practices are in place	<ul style="list-style-type: none"> • Certain within the classroom high touch surfaces (desks, chairs, sink counters, etc.) will be cleaned by students and/or staff at least twice a

	<p>school day</p> <ul style="list-style-type: none"> ● Other high touch surfaces (doorknobs, light switches, toilet handles, bathroom sink handles, countertops, etc.) will be cleaned by the custodial team and staff at least twice a school day ● All common areas (restrooms, front office, health room, entrances/exits, etc.) will be cleaned daily by the custodial team ● Classrooms will have limited access once rooms have been cleaned at the end of the school day ● School buses will be cleaned twice a day to disinfect high touch surfaces; weather permitting, ventilation through roof hatches and windows will be utilized
<p>Monitor and plan for absenteeism (and plan for students/parents who do not feel comfortable returning to school)</p>	<ul style="list-style-type: none"> ● Revise Family and Employee Handbooks to reflect a clear definition for an absence as a day of non-participation in the instructional day ● Daily absence reports pulled from the student information system to review patterns or large increases ● Enroll students of parents who do not feel comfortable returning to school in the remote learning school program provided by PVCS ● Assign students enrolled in the remote learning school (RLS) program an RLS Liaison that coordinates between the teachers, students, and families ● In addition to the early releases on Thursday for faculty meetings and committee work, Fridays will also be an early release day (Kindergarten excepted) to provide adequate time for the RLS Liaisons to collaborate and plan with the teachers they support ● In order to support the instructional time that is lost through the contact hours reduction on Fridays, all

	<p>students in grades 4-8 will participate in Friday afternoon RLS</p> <ul style="list-style-type: none"> • The aftercare program will remain available from dismissal to 6 PM each school day • Special aftercare packages will be available for those that need only Thursday and Friday care
<p>Review group gatherings and events, and determine if social distancing strategies can be put in place</p>	<ul style="list-style-type: none"> • Hold assemblies to small subset groups (e.g. 2-3 grade levels at a time) • When reasonable, hold assemblies outside the building • Review field trip offerings and maximize those that are outdoors • School-wide events, including festivals, will continue to be held outside • Festival events that cannot provide certain safeguards will be adjusted, as needed, without altering the underlying message these seasonal events bring
<p>Communications plan for informing parents and staff of the school district and charter school response plans, protocols, and policies to manage the impact of the coronavirus</p>	<ul style="list-style-type: none"> • Disseminate the school's reopening plan to the community via email as well as post it on the school website • Schedule and hold faculty meetings at different points throughout the summer as well as during pre-planning to provide time for discussion of protocols and policies as well as training for implementation • Provide parent sessions for clarification on the reopening school plan, protocols and policies • Provide training sessions for parents when it comes to, but not limited to, health self-screening, self-reporting, and who to direct concerns to regarding COVID-19
<p>Revised student/staff illness policies – require them to stay home when ill, procedure for when they become sick at school, and</p>	<ul style="list-style-type: none"> • Revise <i>Communicable Illness</i> sections of the Family and Employee Handbooks to include health self-screening questions and action

<p>parent/guardian responsibility for immediate pick-up from school when notified</p>	<p>steps to reduce the spread of infectious disease, including COVID-19</p> <ul style="list-style-type: none"> ● Provide a clear course of action to stay home when ill ● Faculty, staff, students, or visitors demonstrating symptoms of any communicable disease, including the coronavirus, will be isolated in the health room in preparation for pick up or departure ● Continue to cross train faculty and staff for various duties and responsibilities in preparation for illnesses ● Provide reasonable flexibility to the student illness policy in conjunction with the absence policy with regard to excused and unexcused categorizations; revise handbooks, as needed
<p>Verify point of contact for each school district and charter school for effective communication and collaboration with local public health officials</p>	<ul style="list-style-type: none"> ● The direct point of contact will be the Communication Specialist ● The Communication Specialist will work hand in hand with the school Principal to communicate and collaborate with CDH
<p>Begin implementing mitigation strategies and plan for when community spread occurs</p>	<ul style="list-style-type: none"> ● Follow PVCS strategies outlined above and amend, as needed, in collaboration with CDH to enhance practices for maintaining a safe, learning environment
<p>Prepare for your first confirmed COVID-19 case in school, including coordinating with local public health, communication to your school community, possible short-term closures for students and staffs (1-2 days) and cancellation of all group events and activities, and possible extended dismissals</p>	<ul style="list-style-type: none"> ● Faculty, staff, students, or visitors demonstrating symptoms of any communicable disease, including the coronavirus, will be isolated in the health room in preparation for pick up or departure ● All other first aid care will be provided at an alternate location near or within the front office when an individual is isolated within the health room ● Communication Specialist maintains privacy and confidentiality while

	<p>working closely with CDH</p> <ul style="list-style-type: none"> • Communication Specialist reports to the school Principal on guidance from CDH • The school Principal, as needed, takes steps to implement short-term closures and provide continuity of educational services • All students will have a school designated login for the online learning management system • Communication Specialist disseminates information to the school community, per guidance provided by CDH
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Category 2: Minimal to Moderate Community Transmission Widespread and/or sustained transmission with high likelihood or confirmed exposure within communal settings, with potential for rapid increase in suspected cases.	
CDH School Preparedness Checklist Item	PVCS Strategies
Coordinate with local health officials	<ul style="list-style-type: none"> • Communication Specialist continues to work with closely with the CDH official assigned to the school • Communication Specialist provides bi-weekly updates to the school Principal on guidance from CDH • The school Principal makes adjustments to operations, as needed, and communicates directly with faculty and staff regarding these adjustments and provides corresponding training, as needed • Communication Specialist communicates weekly with the community to provide timely updates
Identify social distancing strategies based on feasibility of space and needs of the school, including staff duties which require close contact and mitigation strategies to use	<ul style="list-style-type: none"> • Continue desk orientation practices facing the front of the classroom and provide, in most instances and classrooms, 6 feet of space between desks. Classrooms with limited space will be provided greater priority for use of the outdoor classroom space.

	<ul style="list-style-type: none"> • Develop 3 to 5 outdoor classroom spaces to be scheduled and utilized by teachers; provide additional outdoor sections of the school campus that do not require scheduling • Provide staff with personal protective equipment for those who require close contact with students
<p>Teach and encourage students, staff, and visitors to wear cloth face coverings when practical, and provide for those who do not have one but wish to wear one</p>	<ul style="list-style-type: none"> • Follow local, state, or national face covering orders applicable to public educational entities • Approved Change (10/19/2020): As long as a face covering order is in place, the school will require a note from a qualified doctor (MD, DO, NP) for students, families, faculty and visitors for those individuals under a medical or disability exemption • Teach both the benefits and limitations of face coverings to mitigate risk of certain communicable diseases associated with airborne droplets • Have available on school buses and at the front office masks for those who do not have one but wish to wear one
<p>Communicate with local public health districts to determine if screening employees and students daily for COVID-19 symptoms upon entry to the facility, including check for low-grade fever with no-touch thermometer</p>	<ul style="list-style-type: none"> • Monitor daily self-screenings and corresponding responses to these screenings through a more explicit reporting system • Reduce the number of allowable scheduled visitors and volunteers within the building
<p>Identify and plan for vulnerable staff and students with a special emphasis on people over age 60 and those who are medically vulnerable</p>	<ul style="list-style-type: none"> • After polling all faculty and staff, coordinate with them to provide reasonable accommodations that will allow them to continue their duties/responsibilities, or make adjustments to certain duties/responsibilities • After polling all families, coordinate with them to provide reasonable accommodations for their students that will allow them to continue access

	to a free and appropriate public education
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Category 3: Substantial Community Transmission

Large-scale community transmission, healthcare staffing significantly impacted, multiple cases within communal settings like healthcare facilities, schools, mass gatherings, etc.

CDH School Preparedness Checklist Item	PVCS Strategies
Continue coordination with local health officials	<ul style="list-style-type: none"> • Communication Specialist continues to work closely with the CDH official assigned to the school • Communication Specialist provides daily updates to the school Principal on guidance from CDH • The school Principal makes adjustments to operations, as needed, and communicates directly with faculty and staff regarding these adjustments and provides corresponding training, as needed • Communication Specialist communicates bi-weekly with the community to provide timely updates
Consider extended school dismissals and reinstate continuity of teaching and learning plans	<ul style="list-style-type: none"> • Approved Change (10/19/2020): Follow recommendations from CDH • Approved Change (10/19/2020): After a direct recommendation from CDH or the school board, the school Principal will initiate a school-wide remote learning model until further notice • A shift to a school-wide remote learning model may require up to 3 school days to pivot and go fully online during this season

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