



# Heritage Community Charter School

## 2023-2024 Safe to Return Plan

Heritage Community Charter School is excited to welcome students back for the 2023-2024 school year. This document provides an outline of how HCCS is responding to the COVID-19 pandemic. In accordance with guidelines and support provided by the CDC and local and state health officials, this Safe to Return Plan was created to provide a safe and careful approach to in-person learning. Our most important goals are to keep our students safe while we continue providing a high-quality education to our students aligned to our mission and vision.

### HCCS Mission Statement:

The mission of Heritage Community Charter School is to create an atmosphere of mutual respect where students feel safe and are challenged to become their best selves as they develop a curiosity and love of learning that will continue throughout their lives and prepares them for post-secondary education, careers, and service in their communities as well educated leaders who desire to preserve a democratic society and who act with integrity and character.

### HCCS Vision

High Academic Achievement  
Continuous Love of Learning  
Communication that is Effective  
Safe and Respectful Environment

The goal of the administration and HCCS board of directors is to have students in school each day to maximize their learning opportunities. If a student must stay home due to COVID related illness, remote learning or learning packets will be provided for individual students as needed. Students could be assigned an iPad or Chromebook for at home learning. Teachers and students will use our LMS-Google Classroom as the digital learning environment. Our K-8 reading and math curriculum have digital components that allow students the same access to materials they would have in the classroom. For other subject areas, teachers will utilize Google classroom to post lessons and assignments. Public comment is considered in the development of the Safe to Return plan. A public comment form can be found on the HCCS website: <http://heritagecommunitycharter.com/covid-19-information/>

**School Operations**  
*The goal of HCCS is to provide daily, in-person instruction for students.*

Safety Measures:	<ul style="list-style-type: none"> <li>• Clean and disinfect the building daily</li> <li>• More frequent cleaning and/or deep cleaning as needed</li> <li>• Hand sanitizer stations throughout the building</li> <li>• Masks optional unless otherwise directed by the HCCS board of directors</li> </ul>
Health Screening:	<ul style="list-style-type: none"> <li>• Parents encouraged to check students' temperatures before coming to school and check for other symptoms of COVID-19</li> <li>• Signs will be posted on the front doors to remind visitors to refrain from entering if they are sick</li> </ul>
Entering/Leaving School Building	<ul style="list-style-type: none"> <li>• Hand sanitizer stations throughout the building</li> <li>• Students waiting to be picked up after school (by parent or late bus) will wait outside in designated areas</li> <li>• Limit unnecessary congregations of students and staff</li> </ul>
When a student, staff member or visitor becomes sick at school	<ul style="list-style-type: none"> <li>• Students, staff and visitors with a temperature of 100 degrees or higher MUST go home</li> <li>• Any individual with COVID-19 like symptoms will be placed in a designated area until they are picked up</li> <li>• Safely and correctly disinfect all areas in which the ill person was in contact with</li> <li>• Advise ill staff and students to not return to school until all symptoms have resolved</li> <li>• Office staff will communicate with students/families who were sent home</li> <li>• Students <b>must</b> be fever-free for 24 hours without the use of fever reducing medication before returning to school</li> </ul>
Delivery of Instruction:	<ul style="list-style-type: none"> <li>• <b>Elementary:</b> Newly adopted reading curriculum (myview/mivision) and technology (iPads &amp; Chromebooks) will be in place to fulfill students' academic needs. The new reading curriculum has a strong digital component that allows for continued quality learning opportunities should remote learning become necessary for individual students.</li> <li>• <b>Middle School:</b> The MS ELA curriculum, myPerspectives, has a strong digital component that allows for continued quality learning opportunities should remote learning become necessary for individual students. If remote learning becomes necessary, other core content will be delivered through Google Classroom.</li> <li>• Our K-8 math program (Ready Math) includes a digital component if remote learning is needed for</li> </ul>

	<p>individual students.</p> <ul style="list-style-type: none"> <li>• All elementary and middle school teachers utilize our Learning Management System (Google Classroom) within the school day to provide students exposure and practice to digital learning in preparation of an individualized remote learning situation.</li> <li>• Necessary accommodations and supports will be given to special population students.</li> <li>• Intervention: Intervention groups will be mixed between two grade levels (K/1, 2/3, 4/5) to provide students with tailored intervention or enrichment. If a substantial level of positive COVID cases are identified within the school, intervention groups will shift to within the grade level.</li> <li>• Clever and School Messenger will be utilized for parent/teacher communication and school wide communication.</li> </ul>
Assessment:	<ul style="list-style-type: none"> <li>• All district and state assessments will be given as planned. The assessments will help determine student achievement levels, growth and potential learning loss</li> <li>• If school and community conditions for COVID-19 mandate a change to remote learning, assessments will be given virtually when applicable</li> </ul>
Student Attendance:	<ul style="list-style-type: none"> <li>• Students are expected to be in school each day that school is in operation (with the understanding of illnesses and other reasons for students to be absent)</li> <li>• Parents are expected to contact the school to notify of any absences</li> <li>• If a shift to remote learning occurs for individual students, students will be expected to work 4 hours per day remotely using the LMS-Google Classroom, i-Ready, myView/myVision and/or myPerspectives</li> </ul>
Transportation:	<ul style="list-style-type: none"> <li>• Students will sit with siblings when possible</li> <li>• Windows are maintained open when outside temperatures permit</li> </ul>
Food Services:	<ul style="list-style-type: none"> <li>• Food service staff will wear-gloves during food preparation and delivery.</li> <li>• Follow CDC guidelines including handwashing by staff and students</li> <li>• Hand sanitizer will be provided at the entrance of the cafeteria and throughout the area</li> <li>• Tables and benches will be sanitized in between each group of students</li> </ul>
Recess:	<ul style="list-style-type: none"> <li>• Outdoor recess is optimal</li> <li>• If indoor recess is necessary, students will stay in their classroom</li> </ul>
Vulnerable populations:	<ul style="list-style-type: none"> <li>• Consider alternative options: plan for completion of schoolwork at home plan for virtual check-in with teachers, consider remote learning if appropriate</li> <li>• Establish process for regular check-ins with vulnerable individuals, both physical and emotional needs</li> <li>• Meet as department teams to consider services and accommodations needed in IEP and 504 plans as appropriate</li> </ul>
Support for students and	<ul style="list-style-type: none"> <li>• Provide SFAP (Student and Family Assistance Program) for all students and their immediate families.</li> </ul>

staff:	<p>This program provides each student (and their immediate family) up to 5 free counseling sessions per incident per year.</p> <ul style="list-style-type: none"> <li>• EAP (Employee Assistance Program). This program provides staff members with access to free counseling sessions.</li> </ul>
Special Education:	<p><b>Special Education services will be delivered in all modes of operation (traditional/ face to face and Remote Learning for individual students.</b></p> <ul style="list-style-type: none"> <li>• Special education services will be given during Student 's general education math time and general education ELA class time with the special education teacher or paraprofessional present in the room. Special Education instruction will be specific to Student's annual goals for math and ELA along with classroom curriculum.</li> <li>• If special education minutes are missed due to staffing issues; the missed minutes will be reported to parents. A plan will be developed with parent for how the special education department will make up the missed minutes within one week of staffing situation being resolved</li> <li>• Student's progress toward his annual Math and ELA goals will be monitored by the special education teacher or special education paraprofessional under the supervision of the special education teacher during in class instruction using observational data and work samples.</li> </ul> <p><b><u>Remote Learning for individual students (when in quarantine):</u></b></p> <ul style="list-style-type: none"> <li>• Student will participate in their special education math and/or ELA in a virtual setting. Services will be in a small group setting with no more than 5 students. Remote instruction will be specific to the student's annual goals for math and ELA.</li> <li>• A Special education teacher or paraprofessional will provide support during a virtual small group time to assist work on general education activities and assignments</li> <li>• If special education minutes are missed due to staffing issues the missed minutes will be reported to parents. A plan will be developed with parents/guardians for how the special education department will make up the missed minutes within one week of staffing situation being resolved. If the situation changes, this Idaho Distance Learning Plan can be amended with the IEP team and parents</li> <li>• Student's progress toward their annual Math and ELA goals will be monitored by the special education teacher or special education paraprofessional during the virtual class instruction using observational data and work samples</li> </ul>
General Practices for other common areas:	<ul style="list-style-type: none"> <li>• Disinfect areas frequently</li> <li>• Hand sanitizer available</li> <li>• Locker expectations: no congregating, no sharing, students will quickly get supplies out of their locker</li> </ul>

	and go directly to their next class <ul style="list-style-type: none"> <li>• Classroom supplies will be sanitized frequently</li> </ul>
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### **HCCS Response to a Positive COVID-19 Case**

Steps for a confirmed COVID case or close contact of a confirmed COVID case:

1. Once confirmation has been made of a confirmed COVID case
  - a. Information-Name of individual, first day of onset of symptoms, and date of positive test are gathered
  - b. Information is logged into a confidential file
  - c. The number of positive cases and number of students/staff in quarantine will be published on the school's website. Follow up conversations take place with parents or guardians on duration absence from school
  - d. Students are put into remote learning for the time they are ill
  - e. The individual follows CDC guidance and/or local guidelines on their return to school date

### **Resources used in this document include:**

#### **CDC Guidance**

<https://www.cdc.gov/coronavirus/2019-ncov/your-health/isolation.html>

#### **Southwest District Health Guidance**

<https://phd3.idaho.gov/covid19>