

**Notice of a
Regular Meeting of the
University of Texas Elementary School
Management Board**

Notice is hereby given that on the 25th day of August 2020, the Management Board of the University of Texas Elementary School will hold a regular board meeting at 8:30 a.m. at the UT Elementary School, 2200 East 6th Street, Austin, Texas, 78702. The subjects to be discussed, considered, or upon which any formal action may be taken are as listed below. Please note that the sequence of items given in the posting is only approximate and that the order of individual items may be adjusted as necessary.

1. Call to Order and Establish Quorum
2. Citizen Comments*
Individuals wishing to address the Management Board must sign up via email, between 7:30 and 8:15 AM, prior to the start of the meeting.
3. Chair’s Report.....Ed Sharpe
Approval of minutes from June 30, 2020 meeting
Action Item: Consider approval of minutes **p. 3**
4. Associate Vice President’s Report.....Melissa Chavez
Superintendent report on mitigation strategies for 2020-2021 p. 9
Action Item: Consider approval of a resolution to submit a waiver for a 4-week extension of online-only instruction **p. 18**
5. Principal’s Report.....Nicole Whetstone
Reopening plan **p. 20**
6. Health & Safety/Facilities Report.....Ed Sharpe
7. Strategic Planning Committee Report.....Kathy Armenta
8. Finance Report.....**p. 39**.....Bill Lasher
9. Development Report.....Sharon Yarbrough
10. Nominating Committee Report.....Kal Kallison
11. Education and Research Committee Report.....Cynthia Franklin
12. Adjourn

Public Comments (At each regular meeting, the Board will set aside no less than 5 minutes and no more than 20 minutes to afford the general public an opportunity to speak to the Board on any matter concerning the education of students and the business of the Board. If there are no public communications or comments, the board will proceed to other business. Please be advised that Board Meetings are meetings open to the public, not public meetings. The presiding officer reserves the right to set a time limit for public comments and other reasonable restrictions in accordance with applicable law.)

**To observe or make comment to the board meeting, call the Meet Me Conference number, 512-232-8670. When prompted, enter the Conference Access Code 6543210 followed by the # key.*

A handwritten signature in cursive script that reads "Melissa M. Chavez".

Melissa M. Chavez, Ph.D., Associate Vice President and Executive Director

**University of Texas-Elementary School
Management Board
Austin, Texas
June 30, 2020
Minutes**

Attendees

Board Members:

- Present: Dr. Ed Sharpe, Chair, Ms. Kathy Armenta, Ms. Pamela Garrison Elias, Dr. Kal Kallison, Dr. Bill Lasher, Dr. Sherry Field, Mr. Mark Williams. Ms. Roxanne Schroeder-Arce, Dr. Victor Saenz, Ms. Regina Estrada
- Absent Board Members: Ms. Madra Mays, Mr. Gregory Perrin, Dr. Ed Emmer, Dr. Peniel Joseph, Dr. Cynthia Franklin
- Non-voting board associates present: Dr. Melissa Chavez, Dr. Nicole Whetstone. Dr. Jennifer Maedgen
- Non-voting board associates absent:
- Others Present: Jenny Davis, Bob Micks, Sharon Yarbrough, Ian Tuski, Deidra Garcia, Melissa Ruffin, Autumn Leal-Shopp

I. Call to Order and Establish Quorum

Dr. Sharpe called the meeting to order at 8:34 a.m.

II. Items of Consideration by Consent

- a. Consider approval of Board Minutes for the Regular Called Meeting held on April 28, 2020.

A motion was made by Dr. Kallison and seconded by Ms. Armenta

For - 10 Opposed- 0 Abstain- 0 Absent- 5

III. Chair's Report no report was made.

IV. Associate Vice President's Report was made by Dr. Chavez.

- a. Consider approval of a resolution to submit a waiver for Required Early Notice of Students At-Risk of Failure (COVID-19 disruptions).

A motion was made by Dr. Kallison and seconded by Ms. Armenta

For - 10 Opposed- 0 Abstain- 0 Absent- 5

- b. Consider approval a resolution to delegate authority for approving COVID-19 related waivers to the superintendent

A motion was made by Dr. Saenz and seconded by Ms. Schroeder-Arce

For - 10 Opposed- 0 Abstain- 0 Absent- 5

- V. **Principal's Report** was made by Dr. Whetstone.
- VI. **Facilities report** no report on permanent facility construction project was made.
- VII. **Strategic Planning Committee Report** was made by Ms. Armenta.
- VIII. **Finance Report** was made by Dr. Lasher and Ms. Davis.
- IX. **Development report** the report on Capital Campaign and was given by Ms. Yarbrough. The Annual Giving Campaign update was given by Ms. Yarbrough.
- X. **Nominating Committee report** the report was made by Ms. Elias

- a. Consider nomination of Mr. Felipe Estrada to the UTES Management Board

A motion was made by Ms. Estrada and seconded by Ms. Armenta

For - 10 Opposed- 0 Abstain- 0 Absent- 5

- b. Consider nomination of Mr. Scott Gray to the UTES Management Board

A motion was made by Dr. Kallison and seconded by Ms. Armenta

For - 10 Opposed- 0 Abstain- 0 Absent- 5

- c. Consider nomination of Dr. Alexandra (Alex) Eusebi to the UTES Management Board

A motion was made by Dr. Lasher and seconded by Ms. Schroeder-Arce

For - 10 Opposed- 0 Abstain- 0 Absent- 5

- d. Consider nomination of Dr. Cynthia Franklin to a second term on the UTES Management Board

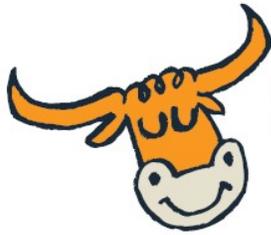
A motion was made by Dr. Kallison and seconded by Ms. Armenta

For - 10 Opposed- 0 Abstain- 0 Absent- 0

XI. **Education and Research Committee Report** no report was made

XII. **Adjournment**

Dr. Sharpe adjourned the meeting 9:56 a.m.



The University of Texas Elementary School

Little Longhorns

Mission Statement

The mission of the University of Texas Elementary School is three-fold: to develop students into lifelong learners through rigorous research-based curricula delivered in a nurturing environment that includes parental and community involvement; provide opportunities for professional development and outreach for the University's academic units; and serve as a model of an exemplary program for diverse learners.

Peacekeeper's Pledge

I am a UT Elementary Peacekeeper
I promise to be helpful, truthful, and kind.
I promise to respect my teachers, parents, and friends,
I promise to solve problems with my words.
I promise to always do my best!
You can put me to the test!
I am a UT Elementary Peacekeeper.

UT Elementary School Management Board Committee Purposes

- (1) **Strategic Planning Committee:** The strategic planning committee is made up the chairperson from the board and works in concert with the executive director, faculty members, and administrators to develop the strategic plan for board approval, including its mission and goals, and strategic issues. This work includes assessing the current status of these items, including strengths weaknesses and opportunities; forecast priorities for the School; developing action plans; implementing such plans as deemed necessary.
- (2) **Development Council Liaison:** The development council serves as an advancement initiative for the School separate from the management board. The development council coordinates the schools fund-raising activities; advising the board on the financial goals of the annual campaign and on any capital or endowment campaign. The development council liaison is a board member who works directly with the development council and communicates the work of the development council to the management board.
- (3) **Education Committee:** The education committee takes a broad spectrum view of the School, concentrating on developing and recommending to the board educational policies, assessing the overall school performance against the strategic plan, and plays a major role during the School's accreditation process. This committee is also responsible for reviewing research proposals and bringing them forward to the full board for a vote. The education committee does not have the responsibility of setting curriculum or evaluating teachers.
- (4) **Health and Safety / Facilities Committee:** The health and safety committee of the board will work with the school to develop, approve and monitor the district's multi-hazard emergency operations plan. The committee will also develop the master plan for the School's building and grounds with the staff and outside consultants for board approval; monitors implementation of the plan; reports to the board periodically on major plant and campus issues; and keeps the finance committee informed of buildings and grounds needs. The committee provides board oversight of major building projects; but does not act as a project manager nor get involved in the day-to day operations.
- (5) **Finance Committee:** The finance committee serves the board in two principle functions: finances and budget. In concert with the executive director, the committee develops the long-range financial plan and yearly operational budget; monitors the implementation of the budget; makes periodic reports to the board on the school's financial status; and educates the board on non-profit financial reporting and trends affecting the school's finances.
- (6) **Nominating Committee:** The nominating committee with board approval determines the essential criteria for new nominees based on a thorough assessment of the board's and the School's needs; solicits names from the board, parents and community members of candidates who meet the approved criteria; continuously adds to the candidate pool and is vigilant in the identification of potential board.

UT Elementary School Management Board

Committee Appointments 2020-2021

Strategic Planning Committee

Kathy Armenta, Chair

Kal Kallison

Scott Gray

Peniel Joseph

Nicole Whetstone

Melissa Chavez

Development Council Liaison

Mark Williams, Chair

Ed Sharpe

Felipe Estrada

Ian Tuski

Sharon Yarbrough

Nicole Whetstone

Melissa Chavez

Education and Research

Committee

Cynthia Franklin, Chair

Roxanne Schroeder-Arce

Ed Emmer

Peniel Joseph

Nicole Whetstone

Melissa Chavez

Health and Safety (Facility)

Committee

Victor Saenz, Chair

Scott Gray

Autumn Leal-Shopp

Nicole Whetstone

Melissa Chavez

Finance Committee

William Lasher, Chair

Ed Sharpe

Sherry Fields

Jenny Davis

Melissa Chavez

Nominating Committee

Kal Kallison, Chair

Kathy Armenta

Alexandra Eusebi

Bob Micks

Melissa Chavez

This guidance document is being provided based on the public health situation as we understand it today and takes effect immediately, both for summer school instruction ending the 2019-2020 school year and to help support school systems in planning for the 2020-2021 school year, regardless of whether a school system starts at the date currently planned or the local school board votes to change the school system’s calendar to delay the start of the school year. Changes to the public health situation over the course of the summer may necessitate changes to this guidance.

This guidance addresses:

- On campus and virtual instruction
- Administrative activities by teachers, staff, or students that occur on school campuses or virtually
- Non-UIL extracurricular sports and activities
- Any other activities that teachers, staff, or students must complete that cannot be accomplished virtually
- Visits by parents and the general public

It is recommended that after-school providers and other programs that operate in conjunction with campuses follow this guidance in coordination with the campus(es) they serve.

Public Health Considerations

The virus that causes COVID-19 can infect people of all ages, and school system leaders should do everything feasible to keep students, teachers, staff, and our communities safe. That said, research from the Centers for Disease Control (CDC), among others, has found that while children do get infected by COVID-19 and some severe outcomes have been reported in children, relatively few children with COVID-19 are hospitalized or have severe symptoms. Furthermore, the American Academy of Pediatrics notes that COVID-19 risks must be balanced with the need for children to attend school in person, given that lack of physical access to school leads to a number of negative consequences, placing “children and adolescents at considerable risk of morbidity, and in some case, mortality.”ⁱ

While it is not possible to eliminate all risk of furthering the spread of COVID-19, the current science suggests there are many steps schools can take to reduce the risks to students, teachers, staff, and their families significantly. This guidance document contains information on four sets of practices that minimize the likelihood of viral spread, including some that are requirements for all schools and others that are recommendations:ⁱⁱ

- PROVIDE NOTICE: Requirements for parental and public notices
- PREVENT: Required practices to prevent the virus from entering the school
- RESPOND: Required practices to respond to a lab-confirmed case in the school

- MITIGATE: Recommended and required practices to reduce likely spread inside the school

The prevention and mitigation practices outlined in this document are designed to significantly reduce the likelihood that a coronavirus outbreak occurs on campus. Some practices are required for all school systems, some are required in areas with high levels of community spread, and some are recommendations. Consistently implementing recommendations to the extent feasible is the best way to reduce the potential negative impact of infection on students' educational experiences. Additionally, systems should consider stringently applying recommended practices to adults on campuses, even when it might not be feasible to do so for students, to more fully protect adult teachers and staff who are generally at greater risk from COVID-19 than students.

There will almost certainly be situations that necessitate temporary school closure due to positive COVID-19 cases in schools. Parents, educators, and school administrators should be prepared for this in the event that it occurs, while actively working to prevent it through prevention and mitigation practices.

PROVIDE NOTICE: Parental and Public Notices

Developing a Plan for On-Campus Activities and Instruction

School systems must post for parents and the general public, one week prior to the start of on-campus activities and instruction, a summary of the plan they will follow to mitigate COVID-19 spread in their schools based on the requirements and recommendations outlined here. This summary document can follow any format the school system deems appropriate to communicate the information, should broadly address the major points in this guidance, and must be posted on the school system homepage or another easily found area on the system website. The document should be developed in consultation with teachers, staff, and parents to ensure the plan provides for the safety of teachers, staff, and students. Neither this summary document nor any local school systems' reopening plans are subject to approval by any government entity.

It is recommended that, within this summary, school systems designate a staff person or group that is responsible for responding to COVID-19 concerns and clearly communicate for all school staff and families who this person or group is and how to contact them.

Attendance and Enrollment

1. Per Texas Education Code (TEC), §25.092, students must attend 90% of the days a course is offered (with some exceptions) in order to be awarded credit for the course and/or to be promoted to the next grade. This requirement remains in force during the 2020-21 school year.
2. Given the public health situation, student attendance may be earned through the delivery of virtual instruction.
3. Any parent may request that their student be offered virtual instruction from any school system that offers such instruction. If a parent who chooses virtual instruction wants their child to switch to an on-campus instructional setting, they can do so, but school systems are

permitted to limit these transitions to occur only at the end of a grading period, if it will be beneficial to the student's instructional quality. If a parent requests virtual instruction and the school does not offer it, the parent may enroll in another school that does offer it for transfer students.

4. School systems must provide on-campus attendance as an option for students otherwise entitled to attend school who follow this document's required public health procedures and whose parents wish them to attend on campus, subject to school closure and the exceptions listed in this document. In high school, school systems may offer a less than daily on campus instructional experience if there is a need to reduce the total count of people on campus at any one time to maintain social distancing.
5. In order to facilitate a safe, effective back-to-school transition process, during a period up to the first four weeks of school, which can be extended by an additional four weeks by vote of the school board, school systems may temporarily limit access to on-campus instruction. As a result, some parents opting for their student(s) to attend on campus may be required to start with remote instruction temporarily, although any family who does not have Internet access and/or devices for distance learning at home is still entitled to have their student receive on-campus instruction each day during this transition period, as they are during the rest of the year. School systems must clearly describe this transition process in their posted summary of their plans to operate campuses safely, as required above.
6. School systems are required to provide parents a notice of their public education enrollment and attendance rights and responsibilities during the COVID-19 pandemic using a document published by TEA.

PREVENT: Practices to Prevent the Virus from Entering the School

Screening Questions for COVID-19 Before Campus Access

1. School systems must require teachers and staff to self-screen for COVID-19 symptoms before coming onto campus each day. Symptoms are listed at the end of this document. The self-screening should include teachers and staff taking their own temperature. Teachers and staff must report to the school system if they themselves have COVID-19 symptoms or are lab-confirmed with COVID-19, and, if so, they must remain off campus until they meet the criteria for re-entry as noted below. Additionally, they must report to the school system if they have had close contact with an individual who is lab-confirmed with COVID-19, as defined at the end of this document, and, if so, must remain off campus until the 14-day incubation period has passed.
2. Parents must ensure they do not send a child to school on campus if the child has COVID-19 symptoms (as listed in this document) or is lab-confirmed with COVID-19, and instead should opt to receive remote instruction until the below conditions for re-entry are met. Parents may also opt to have their students receive remote instruction if their child has had close contact with an individual who is lab-confirmed with COVID-19 until the 14-day incubation period has passed. School systems may consider screening students for COVID-19 as well. Screening is accomplished by asking questions by phone or other electronic methods and/or in person. The screening questions should also be asked of a student's parent if that parent will be dropping off or picking up their child from inside the school. Regularly performing a

forehead temperature check of otherwise asymptomatic students in school is not recommended, but the practice is also not prohibited by this guidance.

3. Excluding parental drop-off and pick-up as discussed above, before visitors are allowed onto campuses, school systems must screen all visitors to determine if the visitors have COVID-19 symptoms (as listed in this document) or are lab-confirmed with COVID-19, and, if so, they must remain off campus until they meet the criteria for re-entry as noted below. Additionally, school systems must screen to determine if visitors have had close contact with an individual who is lab-confirmed with COVID-19, and, if so, they must remain off campus until the 14-day incubation period has passed. When practical, screening questions could be supplemented with temperature checks of adults.

Individuals Confirmed or Suspected with COVID-19

1. Any individuals who **themselves** either: (a) are lab-confirmed to have COVID-19; or (b) experience the symptoms of COVID-19 (listed below) must stay at home throughout the infection period, and cannot return to campus until the school system screens the individual to determine any of the below conditions for campus re-entry have been met:
 - In the case of an individual who was diagnosed with COVID-19, the individual may return to school when all three of the following criteria are met:
 - i. at least one day (24 hours) has passed since recovery (resolution of fever without the use of fever-reducing medications);
 - ii. the individual has improvement in symptoms (e.g., cough, shortness of breath); and
 - iii. at least ten days have passed since symptoms first appeared.
 - In the case of an individual who has symptoms that could be COVID-19 and who is not evaluated by a medical professional or tested for COVID-19, such individual is assumed to have COVID-19, and the individual may not return to the campus until the individual has completed the same three-step set of criteria listed above.
 - If the individual has symptoms that could be COVID-19 and wants to return to school before completing the above stay at home period, the individual must either (a) obtain a medical professional's note clearing the individual for return based on an alternative diagnosis or (b) obtain an acute infection test at an approved testing location (<https://tdem.texas.gov/covid-19/>) that comes back negative for COVID-19.

Identifying Possible COVID-19 Cases on Campus

- Schools must immediately separate any student who shows COVID-19 symptoms while at school until the student can be picked up by a parent or guardian.
- Schools should clean the areas used by the individual who shows COVID-19 symptoms while at school (student, teacher, or staff) as soon as is feasible.
- Students who report feeling feverish should be given an immediate temperature check to determine if they are symptomatic for COVID-19.

RESPOND: Practices to Respond to a Lab-Confirmed Case in the School

Required Actions if Individuals with Lab-Confirmed Cases Have Been in a School

1. If an individual who has been in a school is lab-confirmed to have COVID-19, the school must notify its [local health department](#), in accordance with applicable federal, state and local laws and regulations, including confidentiality requirements of the [Americans with Disabilities Act \(ADA\)](#) and Family Educational Rights and Privacy Act (FERPA).
2. Schools must close off areas that are heavily used by the individual with the lab-confirmed case (student, teacher, or staff) until the non-porous surfaces in those areas can be disinfected, unless more than 7 days have already passed since that person was on campus.
3. Consistent with school notification requirements for other communicable diseases, and consistent with legal confidentiality requirements, schools must notify all teachers, staff, and families of all students in a school if a lab-confirmed COVID-19 case is identified among students, teachers or staff who participate on any on campus activities.

MITIGATE: Practices to Mitigate the Likelihood of COVID-19 Spread Inside the School

Operational Considerations:

Health and Hygiene Practices: General

1. Schools should attempt to have hand sanitizer and/or hand washing stations with soap and water at each entrance. They should also attempt to provide hand sanitizer and/or hand washing stations with soap and water in every classroom.
2. Students, teachers, staff, and campus visitors should be encouraged to sanitize and/or wash hands frequently.
 - School systems are encouraged to have students engage in supervised handwashing for at least 20 seconds at least two times each day, in addition to being encouraged to wash hands after using the restroom and before eating.
 - School systems are encouraged to teach students good handwashing techniques.
 - Students, teachers, staff, and campus visitors should be encouraged to cover coughs and sneezes with a tissue, and if not available, covered in their elbows. Used tissues should be thrown in the trash, hands should be washed immediately with soap and water for at least 20 seconds, or hand sanitizer should be used.
3. Campuses should institute more frequent cleaning practices, including additional cleaning by janitorial staff, as well as provide the opportunity for children to clean their own spaces before and after they are used, in ways that are safe and developmentally appropriate.
 - Schools should arrange for additional cleaning and disinfecting of surfaces that are touched in common throughout the day. This would include objects such as door handles, common tables/desks, shared supplies such as art supplies, and high touch devices such as shared laptops or tablets.
 - Schools should arrange for cleaning of commonly-touched surfaces in classrooms between different class groups, if the same room will be used by multiple class groups.
 - The CDC has provided [guidance on cleaning community buildings](#) to prevent COVID-19 spread.
 - Schools should ensure these products are stored safely, including storing harmful products where children cannot access them, and ensuring that harmful cleaning products are not used near children.

4. Whenever possible, schools should open windows or otherwise work to improve air flow by allowing outside air to circulate in the building.
5. If a building has remained dormant for an extended period, we recommend you review [CDC guidance on maintaining water system safety](#) when buildings are unused for extended periods of time, and apply this guidance as appropriate.
6. The CDC provides a range of [printed resources](#) such as posters that promote protective measures and can serve as helpful reminders of best practices. Schools may use these or may create their own reminders.
7. On the first day a student attends school on campus, school systems must provide instruction to students on appropriate hygiene practices and other mitigation practices adopted in the local school system.

Health and Hygiene Practices: Masks

1. For the purposes of this document, masks include non-medical and medical grade disposable face masks and cloth face coverings (over the nose and mouth). Full-face shields may be used in place of a mask to protect eyes, nose, and mouth whenever a mask is not feasible or whenever the education context may benefit from the ability to see an individual's full face.
2. Schools are required to comply with the governor's executive order regarding the wearing of masks.
3. In addition to the executive order, school systems may require the use of masks or face shields for adults or students for whom it is developmentally appropriate.
4. It may be impractical for students to wear masks or face shields while participating in some non-UIL athletic or other extracurricular activities. When it is impractical for students to wear masks or face shields during those activities, schools must require students, teachers, staff, and visitors to wear masks or face shields when entering and exiting facilities and practice areas and when not actively engaging in those activities. Schools may, for example, allow students who are actively exercising to remove masks or face shields, as long as they maintain at least six feet of distance from other students, teachers, and staff who are not wearing masks or face shields. However, schools must require students, teachers, and staff to wear masks or face shields as they arrange themselves in positions that will allow them to maintain safe distancing.

Student-Teacher Groupings

Where feasible without disrupting the educational experience, encourage students to practice social distancing.

1. In classroom spaces that allow it, consider placing student desks a minimum of six feet apart when possible.
2. In classrooms where students are regularly within six feet of one another, schools should plan for more frequent hand washing and/or hand sanitizing and should consider whether increased airflow from the outdoors is possible.

Use of Non-Classroom Spaces

1. When feasible and appropriate (for example, in physical education classes as weather permits), it is preferable for students to gather outside, rather than inside, because of likely reduced risk of virus spread outdoors.

2. Schools may continue to offer extracurricular activities, at their discretion and consistent with the guidance in this document, for non-UIL extracurricular activities and with the guidance found on the UIL website for all UIL activities.
3. As is the case in typical years, school systems with policies that allow it may open facilities to the public. Operation of the facilities should be done consistent with the governor's executive orders for similar activities.
4. Campuses must plan for entry, exit, and transition procedures that reduce large group gatherings (of students and/or adults) in close proximity. Consider staggering school start and end times, assigning students to entries to ensure even distribution of students entering/exiting at each door, providing guidance to students to enter one at a time and wait six feet apart outside the entrance, and, where appropriate, encouraging parents to remain outside during drop-off and pick-up.
5. Depending upon local conditions, school systems should consider eliminating assemblies and other activities that bring large groupings of students and/or teachers and staff together.
6. Consider adding dividers between bathroom sinks, especially when students cannot be at least six feet apart while using the sinks.
7. School systems should consider practices that reduce the likelihood that students meet the close contact definition (defined below) at lunch. This could include having students eat lunch at their desks. It could include the use of seats that are spaced at least 6 feet apart. It could include the use of dividers on cafeteria tables if they can serve the purpose of shielding the students from respiratory droplets with which they might otherwise come into contact. For meal service itself, consider individually plated meals with disposable food service items for students who do not bring their own lunch.

Transportation Recommendations

1. School systems should consider requiring students and staff to use hand sanitizer upon boarding the bus.
2. When possible, schools should open windows to allow outside air to circulate in the bus.
3. School systems should encourage families to drop students off, carpool, or walk with their student to school to reduce possible virus exposure on buses.
4. Buses should be thoroughly cleaned after each bus trip, focusing on high-touch surfaces such as bus seats, steering wheels, knobs, and door handles. During cleaning, open windows to allow for additional ventilation and air flow.

Visits to Schools

- Parents and other adults can visit schools, as permitted by local school system policies. During these visits, parents and other visitors must follow virus prevention and mitigation requirements of the school.
- Schools systems should restrict visits in schools to only those essential to school operations.

Staffing

1. Employees of school systems, like employees of any organization, must continue to meet the work expectations set by their employers, subject to any applicable employment contract terms or legal requirements. However, school systems should work with teachers and other staff to ensure the safety of students, teachers, and staff. This could include allowing those

staff, including teachers, who may fulfill their work duties remotely to do so. It could include modification of schedules to ensure, where feasible, that staff members, including teachers, interact with smaller and/or more consistent cohorts of individuals to further mitigate risk. In addition, teachers and staff who are in high risk categories may be entitled to paid leave under the federal [Families First Coronavirus Response Act \(FFCRA\)](#) in addition to leave already accrued.

2. School teachers and staff should be trained specifically on the protocols outlined in this document and the practices adopted by their school system. Additionally, while not developed with this exact guidance in mind, Texas Agri-Life Extension offers a free online course on [Special Considerations for Infection Control During COVID-19](#) (2hrs). This course is intended for frontline childcare workers, but the principles of the course apply equally to those working in school settings.
3. School systems should attempt to reduce in-person staff meetings or other opportunities for adults to congregate in close settings. When those meetings are necessary and cannot be done via electronic means, everyone must follow the mask protocols in this guidance, remain at least 6 feet apart where feasible, consider the use of dividers, and consider whether increased airflow from the outdoors is possible in those settings.

COVID-19 Symptoms

In evaluating whether an individual has symptoms consistent with COVID-19, consider the following question:

Have they recently begun experiencing any of the following in a way that is not normal for them?

- Feeling feverish or a measured temperature greater than or equal to 100.0 degrees Fahrenheit
- Loss of taste or smell
- Cough
- Difficulty breathing
- Shortness of breath
- Fatigue
- Headache
- Chills
- Sore throat
- Congestion or runny nose
- Shaking or exaggerated shivering
- Significant muscle pain or ache
- Diarrhea
- Nausea or vomiting

Close Contact

This document refers to “close contact” with an individual who is lab-confirmed to have COVID-19. The definition of close contact is evolving with our understanding of COVID-19, and individual

scenarios should be determined by an appropriate public health agency. In general, close contact is defined as:

- a. being directly exposed to infectious secretions (e.g., being coughed on); or
- b. being within 6 feet for a cumulative duration of 15 minutes; however, additional factors like case/contact masking (i.e., both the infectious individual and the potential close contact have been consistently and properly masked), ventilation, presence of dividers, and case symptomology may affect this determination.

Either (a) or (b) defines close contact if it occurred during the infectious period of the case, defined as two days prior to symptom onset to 10 days after symptom onset. In the case of asymptomatic individuals who are lab-confirmed with COVID-19, the infectious period is defined as two days prior to the confirming lab test and continuing for 10 days following the confirming lab test.

Screening Questionnaire Information

1. When asking individuals if they have symptoms for COVID-19, school systems must only require the individual to provide a “Yes” or “No” to the overall statement that they are symptomatic for COVID-19, as opposed to asking the individual for specific symptom confirmation. School systems are not entitled to collect information during screening on the specific health information of an individual beyond that they are symptomatic.
2. Once it is determined that individuals who responded “Yes” to either of these questions have met the criteria for re-entry, school systems must destroy those individuals’ responses.

ⁱ <https://services.aap.org/en/pages/2019-novel-coronavirus-covid-19-infections/clinical-guidance/covid-19-planning-considerations-return-to-in-person-education-in-schools/>

ⁱⁱ Within sections that primarily contain requirements, there are some recommended practices (indicated with “should”). Likewise, within sections that primarily contain recommendations, there are some required practices (indicated with “must”).

**University of Texas Elementary School
Management Board Resolution**

**Endorsing the approval of a resolution to extend online-only learning by an
additional four weeks**

**A Regular Meeting Held on August 25, 2020, in Accordance with the Texas
Open Meetings Act**

Whereas, Texas school systems may submit a board approved waiver request to the Texas Education Agency to access a second four-week transition window if the school system believes it is best for the health and safety of its students, educators, and staff to extend the initial four-week remote/transition window;

Now, therefore, be it resolved, that the Management Board for the University of Texas Elementary School endorses the approval of a resolution to extend online-only learning by an additional four weeks

Management Board Members [Signature denotes approval of the above-stated resolution.]

Kathy Armenta, Vice Chair
Date _____

Peniel Joseph
Date _____

Sherry Field
Date _____

Mark Williams
Date _____

Ed Emmer
Date _____

Felipe Estrada
Date _____

Cynthia Franklin
Date _____

Scott Gray
Date _____

James Kallison

Date

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The University of Texas
University Charter School System

DISTRICT REOPENING PLAN



Fall 2020



DISTRICT REOPENING PLAN

THE UNIVERSITY OF TEXAS-UNIVERSITY CHARTER SCHOOL SYSTEM

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Section 1: INSTRUCTION

UT Charter School System is committed to taking the necessary precautions to provide our students, teachers and staff with the safest learning environment possible. We are following the requirements and guidance set by the Texas Education Agency, and the CDC. Because our schools are all over the state, we are also following the executive orders set in the counties in which our school resides. Please note, the requirements and guidance will become more restrictive and less restrictive as needed and directed by city and state officials due to the cases of COVID-19.

State officials and the Texas Education Agency (TEA) have said that school boards have up to a 4 week back to school transition period during which they can offer a solely remote instructional setting if that is deemed needed for the health and safety of students, teachers, staff and parents. After that, districts can extend the transition period up to another 4 weeks with a vote of the school board and receiving a waiver from TEA. If any school district believes they need an extension beyond 8 weeks due to COVID-19 related issues, the TEA will review that request on a case-by-case basis.

Instruction will be both face-to-face and remote this school year depending on the cases of COVID-19 in the area or on campus. Your campus principal will outline the specific student schedule and classroom model that will be used in the fall. These schedules were created by using the data on the number of cases in the counties in which the school resides. In counties with greater risk, limited in person instruction will occur. Again, this will need to be flexible as we may see tighter restrictions in the fall for social distancing across the state.

Section 1 of this document details the different types of instruction your student may have this school year. Section 2 details the requirements for attendance whether school is in person or remote and how attendance will be taken. And finally, section 3 outlines the mitigation strategies our schools are taking to minimize the spread of COVID-19.

Face-to-Face Learning

Students and teachers will attend class in-person, five days a week, with additional safety measures in alignment with state and federal guidelines and recommendations.

- Teachers will provide face-to-face instruction, learning resources and support utilizing Google Classroom, Microsoft Teams, and ZOOM.
- Teachers will plan instruction that is easily transferable from face-to-face to remote in the event of a temporary school closure due to COVID-19 spread.
- District-directed and campus-designed safety procedures outlined in this document will be implemented.
- As with all coursework, the Texas Essential Knowledge and Skills (TEKS) will be the content focus and mastery expectation.

Remote Learning

Remote learning will allow students to engage in high quality learning experiences, utilizing UT Charter Schools' instructional resources. All activities will be designed to meet the needs of the student in the online environment through differentiated experiences that are consistent with those of their grade-level peers attending face-to-face.

- Teachers will teach remote students from their classrooms or other assigned UT Charter School facilities.
- Teachers will provide instruction, learning resources and support through the use of a learning management system (LMS) such as Google Classroom, Microsoft Teams, and ZOOM.
- Parents and/or facilities partners will support students to ensure they have access to a device provided by the district, a place to work and are engaged in virtual learning activities.
- We will ensure open lines of communication between teachers, students, and parents/facilities as we work together to ensure each student is academically and socially-emotionally future ready.
- Teachers will utilize the same curriculum and TEKS focus as students who attend face-to-face instruction.
- Teachers will design strategies for learning in the remote environment to support students with scheduling, time management, and staying on track for course completion.
- Grading will be consistent with the guidelines and practices used in all face-to-face instruction.

Remote Synchronous Learning

Remote Synchronous Learning is defined as two-way, real-time, live, instruction between teachers and students, through the computer or other electronic devices. Students enrolled in UT Charter School will be assigned a virtual class schedule and must be available for live, synchronous instruction during each school day.

UT Charter student expectations for Synchronous Learning:

- Students attend class on time, per their class schedule.
- Students will follow UT Charter School dress code as outlined in the Student Handbook.
- Students are ready to engage and learn.
- Students should have a designated, distraction-free workspace to engage in learning.
- Students will show their face on the screen to engage with the teacher virtually.
- Students will participate in the class activities, discussions and assignments.

Remote Asynchronous Learning

Remote Asynchronous Learning is a curricular experience where students engage in the learning materials on their own time, interacting intermittently with the teacher via the computer or other electronic devices. In this setting, teachers will provide instruction, learning resources and support through the use of Google Classroom, Microsoft Teams, and ZOOM.

UT Charter student expectations for Asynchronous Learning:

- Students will complete the asynchronous activities assigned to them each day.
- Students show proof of participation in daily virtual instruction by satisfactorily completing assignments to demonstrate evidence of student learning, e.g., video, picture or activities submitted as lessons and/or completing assignments.
- Students and parents will communicate with the teacher when needing additional assistance, tutoring, etc.

- Teachers will host daily office hours to ensure open communication and availability.

Hybrid Model for High School

For students in grades 9-12, UT Charter School may establish a less-than-daily on campus attendance schedule or ½ day in-person and ½ day online schedule as the sole offering for students. **This will be done in order to reduce the number of individuals in a classroom at any one time.** In the event there is not a daily or full day on-campus attendance option in one of our schools, we must ensure that on-campus attendance is offered as part of the hybrid schedule at least 40% of the days in each grading cycle (6-weeks periods).

UT Charter student expectations for Hybrid Model:

- Students attend class in-person, on time as per their class schedule.
- Students will attend class online, on time as per their class schedule.
- Students will follow the UT Charter School dress code as outlined in the Student Handbook.
- Students are ready to engage and learn.
- Students should have a designated, distraction-free workspace to engage in learning.
- Students will participate in the class activities, discussions and assignments.
- Students will complete all assigned online activities and show proof of participation in daily virtual instruction by satisfactorily completing assignments to demonstrate evidence of student learning, e.g., video, picture or activities submitted as lessons and/or completing assignments on PLATO.



Section 2: ATTENDANCE FOR REMOTE LEARNING AND GRADING

Synchronous Attendance

Students who log into the Learning Management System (including but not limited to: PLATO, Microsoft Teams, Google Classroom, or ZOOM) for a live class during the official attendance snapshot time will be considered “present” and will not be marked absent for that day.

Asynchronous Attendance

- Students who login to the Learning Management System each day and engage in teacher-assigned learning work (including but not limited to PLATO, Microsoft Teams, Google Classroom, and ZOOM) are considered “present” and **will not** be marked absent. Students who have not logged in by 3:00 pm each school day **will** be marked absent. This absence can be resolved if the student engages in daily learning assigned by their teachers via the LMS by 11:59 p.m. that same day. Students show proof of participation in daily virtual instruction by satisfactorily completing assignments to demonstrate evidence of student learning, e.g., video, picture or activities submitted as lessons and/or completing assignments.
- Parents and students will receive absence notifications by the classroom teacher after 3:00pm each day and will be reminded of the opportunity to resolve that day’s absence if the student engages in learning before 11:59 pm of the same day via LMS.
- Facility staff will receive absence notifications by the classroom teacher after 3:00 pm each day and will be reminded of the opportunity to resolve that day’s absence if the student engages in learning before 11:59 pm of the same day via LMS.
- Any absences recorded, but resolved by the student before 11:59 p.m. on the same day, will be reconciled based on login records of the LMS.
- If a student is engaged in asynchronous learning and completes the entire weeks’ worth of learning activities on Monday and does not log in for the remainder of the week, he/she will be marked “present” on Monday **only** and counted “absent” for Tuesday-Friday.

It is important that students and guardians understand that remote learning attendance is based on **daily** engagement, not solely the completion of assignments. State law [TEC §25.092](#) and UT Charter School policy still require students to attend at least 90% of their classes to receive credit and be promoted. Remote attendance will count in the same manner as on-campus (face-to-face) attendance in satisfying this requirement.

Remote Learning Instructional Day Model for Pre-K to 5th Grade

Teachers will structure the instructional day to ensure there are enough minutes devoted to each subject area, chunked into some synchronous (live) times and some asynchronous times.

- Daily **Synchronous** time may include activities such as:
 - Check-In and Attendance Time
 - Morning Meeting/Community Circle Time
 - SEL Lesson
 - Read alouds
 - Small group reading instruction
 - Direct instruction by teacher (mini-lesson) all subjects
- Daily **Asynchronous** assignments are to be completed independently. These may include activities such as:
 - Choice Boards
 - Student self-selected reading and writing
 - Writing Assignments
 - Independent Practice
 - TEA At-Home Learning Packets/Assignments
 - Reading or Video assignments with student response

Teachers will design small group time to differentiate instruction within the instructional block. This will require teachers to set up small group instruction schedules for students. It will be vital for teachers and parents to openly communicate the schedules for the students.

Regular communication and the partnership between teachers and parents will be crucial to the success of elementary students during remote learning. Parents may be needed at home to assist their student with logging into Google Classroom, monitoring their participation and progress in the learning, and ensuring completion of asynchronous activities. Teachers will host daily office hours to facilitate ease of communication and support.

Sample Pre-K to 5th Grade Instructional Schedule:

<i>8:15-9:45</i>	<i>ELA</i>
<i>9:45-11:15</i>	<i>Math</i>
<i>11:30-12:15</i>	<i>Social Studies</i>
<i>12:15-1:00</i>	<i>Science</i>
<i>1:00-2:45</i>	<i>Specials/Intervention/Enrichment</i>
<i>3:00-4:00</i>	<i>Teacher office hours/Attendance notifications</i>

Remote Learning Instructional Day Model for 8th to 12th Grade

Classes within this environment will follow the schedule of classes at the student's home campus. UT Charter School will structure the students' learning schedule to require students to participate in synchronous and asynchronous learning.

Teachers will structure the instructional day to follow their campus bell schedule. Within each course/subject, teachers will plan for students to participate in synchronous and asynchronous learning.

- All courses will be offered in both settings.
- Some elective courses may require the student to complete assignments or projects at the campus if the course requires assignments that cannot be reasonably completed remotely, e.g., automotive technology, welding, A/V production, etc.
- Teachers and students meet virtually at the beginning of the class period for check in, daily assignments, progress monitoring, assessment administration, etc.
- Edmentum PLATO Courseware will be used as a learning management system to track course progress and as supplemental curriculum material for course assignments.
- Students are expected to show daily progress in each course. Teachers will track student log in, assignment completion and course progress through the learning management system, Microsoft teams, Google classroom et.al.
- Teachers will host daily office hours for ease of communication, one-to-one support and availability.

Sample 8th to 12th Grade Instructional Schedule:

<i>8:45-9:35</i>	<i>English</i>
<i>9:35-10:25</i>	<i>Science</i>
<i>10:25-11:15</i>	<i>Intervention/Enrichment</i>
<i>1:15-2:05</i>	<i>Math</i>
<i>2:05-2:55</i>	<i>Social Studies</i>
<i>3:00-4:00</i>	<i>Teacher office hours/attendance notifications</i>

Intervention and Enrichment for Remote Learning

Intervention, enrichment, and tutorial time will be scheduled regularly for students to best meet their academic needs. During this time, students may engage in assigned group activities, project-based learning activities, small group or individual instruction. Teachers will communicate with students their plan for the designated time.

Remote Learning Grading

Grading for all remote courses will follow the same grading policy as the courses in the face-to-face model. UT Charter School courses that earn high school credit will count in GPA calculation and class rank as specified in UT Charter School policy.

Special Education Support

ARD Committees and 504 Committees will determine the unique needs of students who receive special education services and will make service recommendations for students attending remote program. The nature of special education interventions will likely require a heavier concentration of synchronous supports and services to ensure that individual student needs are met. Progress will be carefully monitored and ARD Committees will convene as needed to make appropriate recommendations to meet individual student needs. This will ensure continued growth in the general education curriculum and on IEP goals and objectives.



Section 3: HEALTH AND SAFETY PROTOCOLS FOR REOPENING SCHOOLS

The following are the return to onsite work protocols for the UT Charter School campuses and administration buildings. Since this is an ever-changing situation, the district may need to change protocols at any time to address specific needs and circumstances in order to protect the health and safety of students, employees and the community. Please note, health guidance cannot anticipate every unique situation. As a result, UT Charter School will continue to consult available guidance through governmental agencies and other information deemed relevant to monitor the situation. The district will comply with applicable federal and state employment and disability laws, workplace safety standards and accessibility standards to address individual needs.

It is important to remember the virus that causes COVID-19 can be spread by infected persons who have few or no symptoms. Even if an infected person shows no symptoms or is only mildly ill, the people they spread it to may become seriously or fatally ill, especially for persons 65 years of age or older with pre-existing health conditions placing them at higher risk. Because of the hidden nature of this threat, UT Charter School expects all employees, students and families to rigorously follow these practices.

Preparation for the Opening of School

UT Charter School will ensure all staff, resources and supplies are prepared for opening school, including but not limited to assigning sufficient staff to carry out re-opening, ensuring proper training and stocking inventory of necessary supplies, such as personal protective equipment (PPE).

The Centers for Disease Control and Prevention (CDC) provides guidance, recommendations and resources to assist with plans and protocols for health and safety. Before schools re-open, we will implement health and safety plans that include:

- Ensuring adequate supply inventory (e.g., masks, cleaning supplies, hand sanitizer, etc.) we will have masks available for staff and students.
- Cleaning with products approved by UT and per guidelines from the Environmental Protection Agency.
- Ensuring compliance with CDC, Health and Human Services, the Texas Education Agency and other jurisdictional policies in the counties where the school resides.
- Providing communication of procedures and expectations upon entering facilities and throughout buildings (POSTERS from UT Health and the CDC).

Protocols for Screening and Isolation

General

All students and staff will be screened for COVID-19 symptoms daily and individuals with symptoms will be separated and sent home.

Screening Protocols

- Staff will be required to complete a self-screening process prior to entering a UT Charter School or facility partner building, and the district may require further screening of employees at any time based on current state and federal guidelines. Staff are expected to sign in any time they are accessing a district facility/building utilizing the TEAMS Microsoft form provided or a campus sign-in sheet.
- A parent, guardian or facility will be required to screen their children for COVID-19 symptoms each day prior to sending them to school. Parents will need to take their child's temperature daily. Additional screening may be conducted during the school day.
- Parents must ensure they do not send a child to school on campus if the child has COVID-19 symptoms (as listed in this document) or is lab-confirmed with COVID-19, and instead should opt to receive remote instruction until the below conditions for re-entry are met.
- Staff and students should not enter campuses or district buildings if any of the following apply.

If the individual is:

- Sick or has been sick in the past 14 days. Symptoms to watch for: fever (100°F or higher), cough, shortness of breath/difficulty breathing, chills, muscle pain, headache, sore throat, new loss of taste or smell.
- Has a confirmed case of COVID-19 or has been in close contact with a person with a confirmed case of COVID-19. These individuals must follow all isolation and quarantine guidelines from the local health authority or their physician.
- Has a household member who is awaiting COVID-19 test results, or who is awaiting their own test results.
- Has traveled internationally or on a cruise in the past 14 days. These individuals must follow current CDC self-quarantine recommendations.
- Teachers will monitor students and refer them to the nurse or campus administrator if symptoms are present.

Isolation Protocols

- For students displaying symptoms of COVID-19 or are feeling feverish during the school day, they will be separated from their peers and should be picked up within 30 minutes and no later than 1 hour from the time the campus has contacted the parent/guardian.
- Other students will be removed from the classroom and taken to an alternate location on campus (go on a walk outside, move to a different classroom, etc.) so that the classroom can be disinfected.
- If an individual who has been in a school is lab-confirmed to have COVID-19, the school must notify its local health department, in accordance with applicable federal, state and local laws and regulations, including confidentiality requirements of the Americans with Disabilities Act (ADA) and Family Educational Rights and Privacy Act (FERPA).
- Schools must close off areas that are heavily used by the individual with the lab-confirmed case (student, teacher, or staff) until the non-porous surfaces in those areas can be disinfected.
- District communication will be provided to the students who came in contact with a student or staff member displaying COVID-19 symptoms.
- Staff members displaying COVID-19 symptoms will follow district protocols including isolation from students and other staff members.
- Students and staff who have tested positive for COVID-19 will be permitted to return to school when:
 - They are 1day (24 hours) fever-free without using fever-reducing medication;
 - Improved symptoms (cough, difficulty breathing, etc.);
 - 10 days have passed since symptoms began.

Protocols for Personal Protective Equipment

Schools are required to comply with the governor’s executive order regarding the wearing of masks. Students, staff, and facility staff are expected to wear face coverings during school hours. This requirement is subject to change.

- Masks include non-medical grade disposable face masks, cloth face coverings (over the nose and mouth), or full-face shields to protect eyes, nose, and mouth. Students in grades pre-k through 2nd grade will wear masks and have mask breaks throughout the day.
- Students in the 3rd through 12th grades will wear face coverings while at school.
- It may impractical for students to wear masks or face shields while participating in some athletic or other extracurricular activities.
- Students will not be required to wear face coverings while eating but will be distanced 6 feet apart and will eat in the classroom if appropriate.
- Individual needs regarding face coverings will be addressed on a case-by-case basis. ***Requests for accommodations to this mask mandate should be submitted to campus administration and the superintendent.***
- Additional protective equipment will be provided to each school. Such as desk shields, face guards, and cleaning supplies.
- Students and staff will be provided with a reusable face covering. Families will be responsible for daily cleaning and requested to supply a student face covering should the one provided by the school become unusable or lost.

Protocols for Campus Visitors

All visitors who enter the building will be required to wear a face covering and those who proceed beyond the reception area will follow specific guidelines for visitors.

Visitor Screening/PPE Requirements

- Parents are discouraged from entering the campus and will not be allowed beyond the front office area.
- Volunteers are not allowed to visit campuses at this time **(including mentors, college representatives, guest speakers, etc.)**.
- Virtual tools will be used to conduct meetings such as PTA meetings, ARDs, LPAC, etc.
- All visitors will be subject to screening by way of a symptom screening form before entering any building.
- If visitors have COVID-19 symptoms, or are lab confirmed with COVID-19, they must remain off campus until they meet the criteria for re-entry.
- All individuals entering the building will be required to wear face coverings.
- Visitors will stand behind the shield guard installed at reception desks.
- Any individuals permitted to proceed beyond the reception area must follow all safety and campus protocols.

Protocols for Disinfecting and Hand Sanitizing

Frequent disinfection and hand sanitization will ensure health and wellness of students and staff.

All visitors who enter the building will be required to wear a face covering and those who proceed beyond the reception area will follow specific guidelines for visitors.

Hand Washing/Sanitizing Expectations

- Hand sanitizer will be available at the main entry to the campus, in classrooms, in the cafeteria and in common areas throughout the campus.
- Staff and students will be expected to regularly wash or sanitize their hands.
- Requirement for 2 monitored hand washing activities per day.

Elementary and Secondary

- Provide hand sanitizer upon entry to classroom and periodic teacher reminders during instructional day.
- Habitual and thorough hand washing after recess, before eating and following restroom breaks.

Disinfecting Expectations

- Staff will have access to disinfectant solutions to sanitize high-touch and working surfaces and shared objects frequently.
- Staff will limit the use of shared supplies when possible.

Protocols for Positive COVID-19 Cases on Campus

If there is a confirmed case of COVID-19 from any staff or students attending in person, we **are required** to inform other parents of potential exposure, and we **must** report the confirmed case to local health agencies. In addition, if a positive COVID-19 case is identified, all students and staff members who have been in close contact with the infected individual must self-isolate for two weeks. If the exposure is campus wide, we will close the campus for up to 5 days for cleaning and begin online instruction.

Students who register a temperature of 100.0 will not be permitted to enter or remain at school; students must remain fever-free for one day (24 hours) without the use of fever-reducing medications before they may return to school. Instruction may shift to a virtual format for students who exhibit any symptoms of COVID-19 or have been exposed to a confirmed case of COVID-19.

Training

Teachers will be trained using the 2-hour certificate-based CDC training video and will develop classroom procedures consistent with the health and safety protocols outlined in the document, the CDC, and the Texas Education Agency.

On the first day a student attends school on campus, we must provide instruction on appropriate hygiene practices and other mitigation practices adopted on the campus. This training will include the practice of covering coughs and sneezes with a tissue, and if not available, to cover cough or sneeze with their elbows. Used tissues should be thrown in the trash, hands should be washed immediately with soap and water for at least 20 seconds, or hand sanitizer should be used.

School Arrival and Dismissal

Arrival: When possible, separate entrances will be utilized and arrival times will be staggered and spaced apart. Please see your campus protocol for arrival.

Dismissal: When possible, separate entrances will be utilized and dismissal times will be staggered and spaced apart. Please see your campus protocol for dismissal.

Hallways: When possible, hallway passes should limit the number of classes at one time. Schedule staggered bell schedules and passing periods. Please see your campus protocol for hallway and transition periods.

Standard Classroom Procedures

Classroom protocols and procedures will include expectations regarding not sharing school supplies, social distancing, no or limited group work and hand washing or sanitizing, etc. Teachers will ensure high-touch areas in the classroom are wiped in between classes. Each classroom will be outfitted with the following:

- Visual reminders of distancing requirements will be in all classrooms marking off areas for common spaces and distancing best practices.
- Refillable alcohol-based hand sanitizer stations.
- Access to disinfectant to sanitize working surfaces.
- Whenever possible, students and staff will maintain consistent groupings of people to minimize the spread of the virus.
- Technology should be utilized when students are involved in collaborative work.
- Group or pair work can be implemented while maintaining physical distancing.
- In classroom spaces that allow it, consider placing student desks a minimum of six feet apart when possible.
- In classrooms where students are regularly within six feet of one another, schools should plan for more frequent hand washing and/or hand sanitizing and should consider whether increased airflow from the outdoors is possible.
- The use of outdoor space for learning will be considered when possible. Classroom groups working outside will maintain at least 12-ft of social distancing from other classroom groups.

Classroom Setup

Students

- Students will be expected to adhere to class and school-wide protocols that are consistent with CDC guidelines.
- Students will avoid sharing school supplies and will sanitize shared items after each use.
- Students will sit one per table when it is possible.
- Students that want to use hand sanitizer should use it at the beginning of class. If a sink is available in the classroom students should wash their hands at the beginning of class.
- Students may bring personal classroom snacks as long as they are not shared.

Teachers/Staff

- Multiple locations of hand sanitizer, tissues, and trash cans will be available in several locations throughout classrooms and common areas to limit student and staff movement.
- Teachers will post signs with clear class protocols that are consistent with CDC guidelines and the school-wide expectations.
- Teachers will limit student movement within the classroom such as turning in assignments, materials being passed out, etc.
- Teachers will create assigned seating arrangements to ensure social distancing. Consistent with TEA guidance, all student desks should face the same direction.
- Teachers will create systems to limit the sharing of items such as school supplies so that more than one student is using an item.
- Teachers should clean supplies after each use by student.

School Arrival and Dismissal

- Students**
 - After washing hands or using hand sanitizer, students are asked to immediately sit down in their assigned seat.
 - Students should avoid touching high-touch areas if possible.
- Teacher/Staff**
 - Teachers should prop doors open to allow for additional ventilation during class and in between classes so students don't touch doors or handles.

Water Fountains

Mitigate the use of water fountains.

Water Fountain Usage

- Students**
 - Students are expected to bring their own reusable water bottle for use throughout the day and expected to take water bottles home to be cleaned on a daily basis.
- Parents**
 - Parents are asked to secure a reusable water bottle for their child to bring to school on a daily basis.
 - Parents are asked to assist students, as needed, to clean water bottles on a daily basis.
- Teachers/Staff**
 - Develop and demonstrate how students should fill water bottles instead of drinking directly from the water fountains.
 - Monitor that students take water bottles home to be cleaned.

Recess/Playground

Administrators will provide training for staff on guidelines and procedures associated with outdoor play and student activities. Administrators will develop a schedule for students to access the playground equipment and fields. Teachers will monitor students to ensure safety guidelines are followed. Campuses will consider limiting the number of students per recess group. Staggered schedules and consistent cohorts will be utilized.

Guidelines for Outdoor Play

- Students will wear masks during outdoor activity. Students must maintain social distancing while lining up to return to class and sanitize or wash hands before re-entering.
- All students and staff will be required to wash their hands or use alcohol-based hand sanitizer before entering the playground and upon exiting the playground.
- While in the classroom, brain breaks and “mask breaks” will be implemented as needed, at the discretion of the campus/teacher.

Elementary Specialized Classrooms/Areas

Elementary Specials

- Music**
 - Appropriate social distancing measures will be followed.
 - Music equipment will be sanitized and wiped down after each use.
- PE/Athletics**
 - Whenever possible, physical education classes will be held outside to allow for maximum physical distance between students.
 - Any activities bringing students into close physical contact, or requiring multiple students to touch or handle the same equipment will be avoided.
 - PE equipment will be disinfected and wiped down after each use. Students should disinfect equipment after each use.
 - Visual markers will be on the gym floor and bleachers as reminders of social distancing rules.
 - Students should avoid touching their face at all times, but especially while playing games.
 - Sanitizing areas and access to handwashing will be provided.
- Art**
 - Students will use their own art supplies and avoid sharing equipment, utensils and supplies as much as possible.
 - Students should complete cleaning protocols and sanitize their areas in between use.
 - Art equipment will be sanitized and wiped down after each use.
- Library**
 - Visual reminders will be added and furniture rearranged to help students maintain social distancing while in the library.
 - Students and staff will wash/sanitize hands upon entering and after visiting the library.
 - High-touch surfaces (e.g., table tops, chairs, door handles, etc.) will be disinfected regularly.
 - Occupancy will be limited.
 - Online check out of books and book delivery system could be an option.

School Events and Activities

Guidelines for School Wide Events/Activities

- Campuses are prohibited from planning large attendance events such as all-school assemblies, parties, socials, pep rallies, etc. that bring large groups of students together at one time until further notice.
- Administration will follow all UIL and CDC guidelines in regards to games, practices, etc.
- Any school wide events that are approved to be held on campus must adhere to requirements outlined by TEA.
- To limit larger gatherings, campus club meetings should be held virtually when possible. If meeting in person is required, groups should utilize larger meeting spaces or multiple meeting opportunities will be provided.
- PTA and Boosters must collaborate with and seek approval from campus/district administration prior to any event that is planned.
- Back to school and transitional events will be planned in a manner that minimizes large congregation of people in one spot. Virtual parent meetings are required.

On/Off Campus Activities, Field Trips & School Wide Events

On-Campus Activities

- PTA event and fundraising information is pending.
- After school club information is pending.
- No in-person assemblies will be held in the fall.
- Meet the teacher, open house, parent conferences, etc. will be held virtually.
- Parents will be allowed to attend class parties and performances virtually.

Field Trips

- Off-campus field trips will be scheduled as appropriate to meet curricular needs while maintaining proper social distancing practices. Plan for field trips in the spring of 2021. Field trips will need superintendent approval.
- Virtual field trips will be considered as often as possible.

Off-Campus Activities

- Campuses will limit students from leaving campus for extra-curricular or co-curricular activities when possible.
- Student participation in academic contests (Math and Science Team, Robotics, Academic Pentathlon) will only be attended if specific guidance is provided by an authorized entity. Special Education Community Based Instruction (CBI) guidance will be followed to ensure these learning environments are available to our students per ARD/IEP recommendations.

School Wide Events

- Any school wide events that are approved to be held on campus need to adhere to social distancing requirements outlined by CDC and TEA.
- School wide events will be live streamed and/or occur virtually when possible.
- To limit larger gatherings, campus club meetings should be held virtually when possible. If meeting in person is required, groups should utilize larger meeting spaces or multiple meeting opportunities will be provided.

Emergencies and Drills

UT Charter School will continue to follow the Standard Response Protocol (SRP) and its emergency actions of Lockout, Lockdown, Evacuate and Shelter following social distancing requirements. Your campus principal will provide more information soon.

Cleaning /Sanitizing /Disinfecting Agents

CLEANING PRACTICES (UT Austin Guidelines)

The following cleaning practices shall be used for all shared work spaces:

- Use an acceptable cleaning agent outlined in this document.
- Clean all door handles, faucet handles, equipment handles and buttons, countertops, and table tops before each use.
- Wipe down chair including lever handles and arm rests.
- Wipe down desk surface, drawer pulls, stapler, tape dispenser, paperclip holder, and any other

commonly used desk items.

- Wipe down keyboard, mouse, phone, and any available writing utensils (including dry-erase markers).
- Wipe down computer monitor, power buttons, and flash drives being used.
- Wash any dishes or cups left on desk in open air prior to use.

ACCEPTABLE CLEANING AGENTS

Disinfect with a diluted bleach solution, alcohol solution with at least 70% alcohol, or EPA-registered household disinfectant such as Lysol or Clorox wipes.

- Diluted household bleach solution can be used if appropriate for the surface.
 - Follow manufacturer's instructions for application and proper ventilation.
 - Check to ensure the product is not past its expiration date.
 - Never mix household bleach with ammonia or any other cleanser.
 - Unexpired household bleach will be effective against coronaviruses when properly diluted.
- Prepare a bleach solution on a daily basis by mixing: Five tablespoons (1/3 cup) bleach per gallon of water, or four teaspoons bleach per quart of water.

Other Required Supplies

- Bleach/alcohol wipes or other acceptable cleaning agents
- Hand washing area
- Hand sanitizer

Division of Diversity and Community Engagement

University of Texas Elementary School

FY 19-20

Budget vs. Actuals as of 07/31/2020

	2019-2020 Budget	Actuals as of 07/31/2020	Variance	%
5700 Local and intermediate sources	711,569	652,930	58,639	92%
5800 State program revenues	2,806,475	2,578,711	227,764	92%
5900 Federal	228,337	191,665	36,672	84%
Total Revenues	\$ 3,746,381	\$ 3,423,307	\$ 323,074	91%
0011 Instruction	2,095,211	1,843,321	251,890	88%
0012 Instructional resources & media services	85,250	76,068	9,182	89%
0013 Curriculum/instructional staff development	11,500	8,312	3,188	72%
0023 School leadership	257,594	237,977	19,617	92%
0031 Guidance, counseling, evaluation services	78,130	65,938	12,192	84%
0033 Health services	40,219	21,349	18,870	53%
0034 Student transportation	80,000	46,971	33,029	59%
0035 Food services	240,225	178,526	61,699	74%
0041 General administration	284,238	246,442	37,796	87%
0051 Plant maintenance and operations	316,355	232,923	83,432	74%
0053 Data Processing Services	19,000	448	18,552	2%
0081 Development	238,659	202,579	36,080	85%
Total Expenditures	\$ 3,746,381	\$ 3,160,854	\$ 585,527	84%
Net Surplus (Deficit)	\$ -	\$ 262,452		
Beginning Fund Balance	\$ 913,080	\$ 913,080		
Ending Fund Balance	\$ 913,080	\$ 1,175,532		