

Amplus Academy
(Formerly known as American Preparatory Academy)
Reopening Plan for the 2020-2021 School Year

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Introduction

Introduction:

The “Nevada Path Forward” framework was released in late June, 2020. Our school recognizes the need to move forward with the best education option for all our stakeholders (parents, guardians, students, teachers, administration, support staff, governing board and the community). We recognize the recommendations made by the Nevada Department of Education (NDE), The Centers for Disease Control and Prevention (CDC), Home/Health Occupational Safety and Health Administration (OSHA), Southern Nevada Health District (SNHD), and appreciate the support provided by the Nevada State Public Charter School Authority (NSPCSA). This plan is created in accordance with these recommendations and in accordance with the State of Nevada Executive Department Declaration of Emergency Directives 022 and 024 and the NDE Guidance Memorandum 20-05 and in consideration of the Americans with disabilities Act (ADA). On July 29, 2020 the State of Nevada Executive Department Declaration of Emergency Directives 028 was released. This document was revised to reflect the guidance therein. The directive states, *“County school districts, charter schools and private schools shall monitor local and statewide COVID-19 data and community transmission rates and consult with local public health officials when making determinations regarding delivering instruction through in-person, distance or hybrid learning models.”*

Many factors were taken into consideration in the creation of this plan including but not limited to the physical, mental and emotional health and safety of our staff, students, families and community. Furthermore, we have done our best to consider the needs of our more vulnerable populations who need extra support. The intention of this plan is to provide an “equitable” learning platform for all of our students to the best of our ability. We recognize that many standards of expectation formerly employed will need to be relaxed and will provide the details of those changes to our families. An example of such is our 90% attendance rule. If students are not well, they CANNOT attend school.

We recognize that anything short of a full return to classes will fall short of many families’ needs and expectations. Many families utilize public education as a safe learning environment for their children during the adults’ work days. In a blended/hybrid education or full distance education model we recognize that many families will struggle with what to do with their children. We will be utilizing our amazing community to support one another. We will facilitate communication between families to help one another with child care, rides and support. We are fortunate to have developed a community of support and will call upon our families to help one another asking for parents who are at home to reach out to fellow single parents or homes where both parents work to assist one another in caring for children while their parents are at work.

COMMUNICATION

Communication:

The process of communicating with our stakeholders began during the Distance Education platform in the fourth quarter of the 2019-2020 school year. We sought guidance from teachers, administrators and counselors on a weekly basis as they worked closely with families and students. We also sought to ensure that the needs of our staff were met and connected staff to community resources as was needed. We further communicated with our families informally via phone calls home weekly and more formally by conducting surveys. With the feedback that was provided, we did our best to appropriately accommodate our stakeholders based upon their responses.

This reopening plan herein was improved by data received as a result of the input from our staff and families before, during and after that quarter. We recognized then, as we do now, that we find ourselves in a situation that is less than ideal for everyone and look forward to the continued support of our stakeholders to ensure that we continue to support them as best we can.

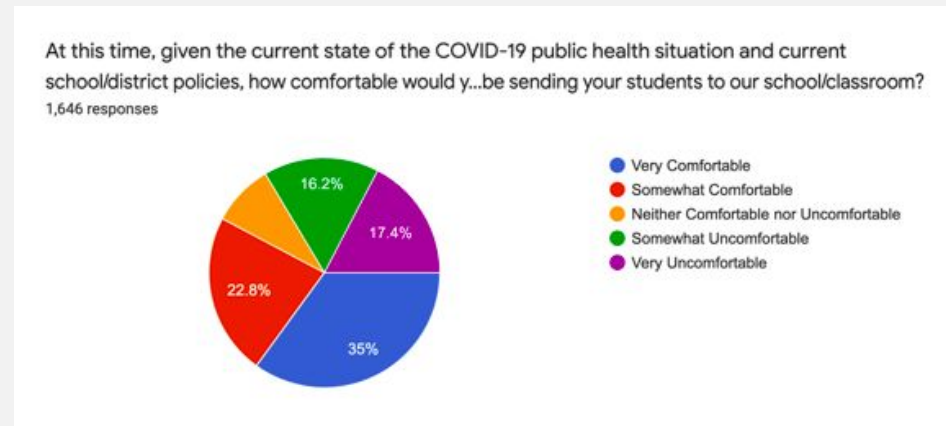
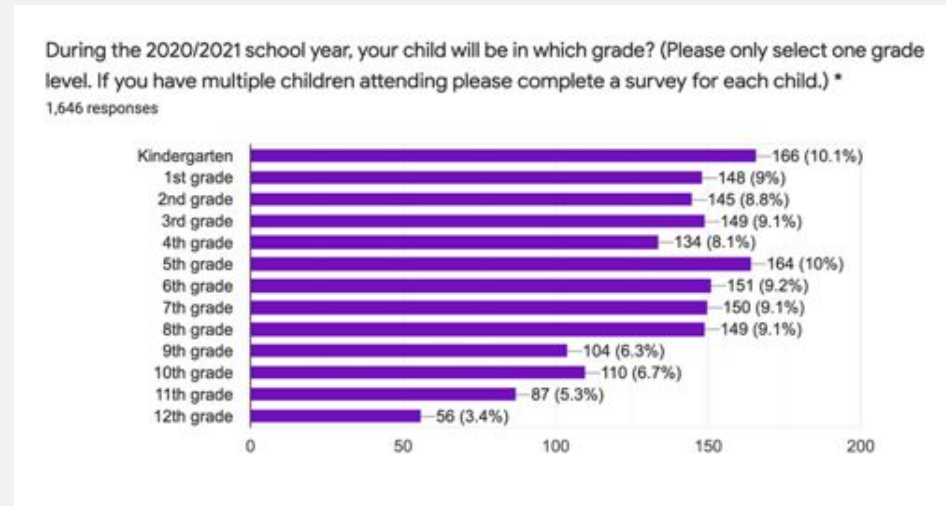
Complicated by the cancellation of our email accounts by our former management organization, we continued communication with families and staff members during the month of July when we provided an email summarizing the information from the Nevada Path Forward Framework and Path Forward Guidance Memo. We also provided a link to said documents in an email that we sent home and later linked to our website. This information was provided in several emails through Infinite Campus and subsequently was posted to our website. Shortly after that we provided a link to a survey to ascertain how our parents were feeling about reopening (we received 1,647 responses from our 2,186 families/students). Going forward we will continue to utilize emails, phone calls (pre-recorded and directly from staff), text messages, mailers (as needed), Facebook posts, posts to our website, public board meetings, taped video messages, and a series of "town hall" type meetings.

All families were required to enroll only by using Infinite Campus and could only access the link to enrollment if their email address was correct. As such we can ascertain that their information is correct and families are receiving email communications. We can and have also run usage reports for google classrooms and can determine if stakeholders are logging in. We feel confident that our families are receiving communications from the school. As such, we will continue to utilize these methods to provide communications regarding school safety, updates and education to assist families in our community.

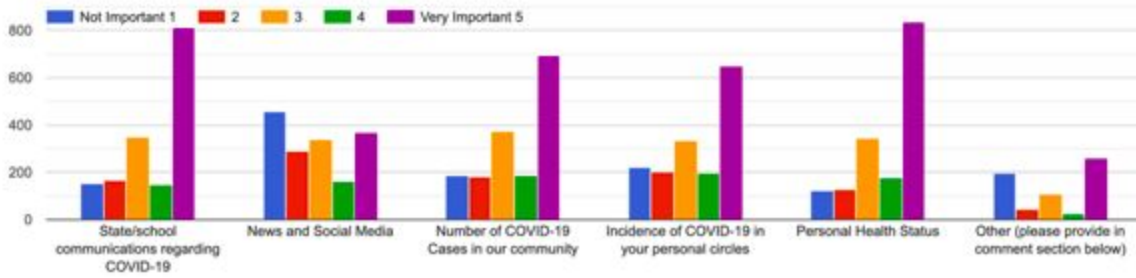
To assist with communicating with our staff we have begun holding weekly staff meetings on Fridays at 1:00pm. Meeting minutes are taken and the ZOOM meeting is recorded. Meeting minutes and the recording are provided to staff members who are unable to attend.

We have also had regular board meetings to assist in communicating with our board of directors. We are fortunate that due to the change in management we are already engaged with our stakeholders which has assisted us in furthering our summertime communication.

Prior to the creation of this plan a survey was sent to all families. Results to that survey can be found below:

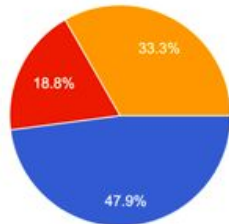


Rate the factors that contribute to shaping your comfort level in sending your student back to In-Person Learning (On Campus):



Given the options below, which form of instruction would you feel most comfortable with? (Please note that this does not guarantee educational placement.)

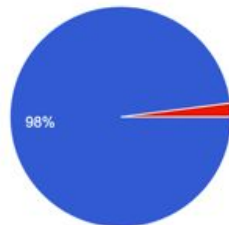
1,646 responses



- In-person instruction following social distancing protocols
- Distance education under an approved Path Forward Program of Distance Education (100% Online Learning)
- A combination of distance education and in-person instruction (Hybrid Learning)

Does your child have access to an Internet Provider for Online Learning?

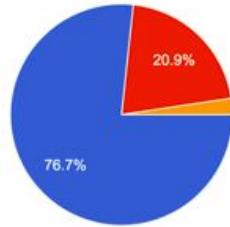
1,646 responses



- Yes
- No

If you selected-- A combination of distance education and in-person instruction (Hybrid Learning) please select the option below that reflects the best fit for your family.

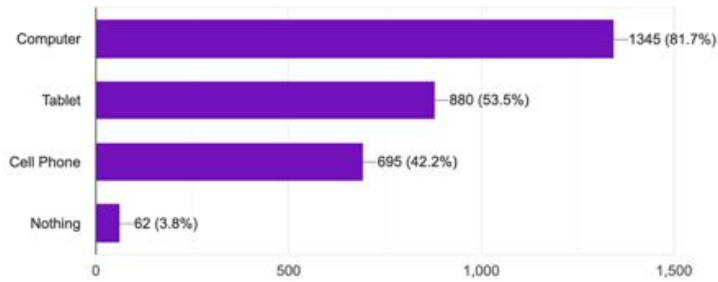
798 responses



- Monday - Wednesday In-Person Instruction (on campus), Thursday - Friday Distance Education (Online)
- Monday - Tuesday Distance Education (Online), Wednesday - Friday In-Person Instruction (on campus)
- Tuesday - Wednesday Distance Education (Online), Thursday - Saturday In-Person Instruction (on campus)

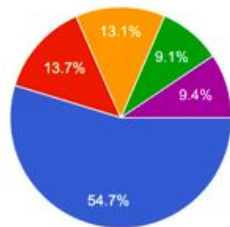
To best assist our students and provide for an equitable learning environment, each student will need their own device. (ie If there is one computer i... apply. Note: Answers will likely vary per student.)

1,646 responses



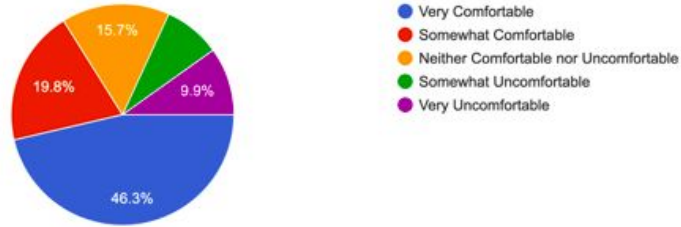
Like other districts we are considering a later start date. This would be some time after August 19 (our currently approved start date). How comfor...ou be with starting school at the END OF AUGUST?

1,645 responses

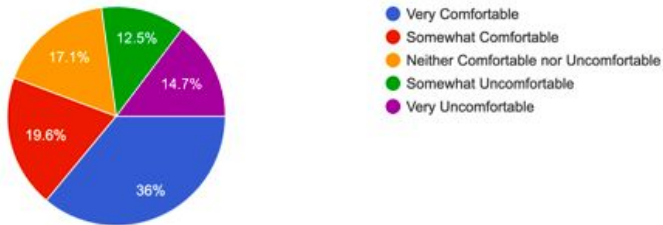


- Very Comfortable
- Somewhat Comfortable
- Neither Comfortable nor Uncomfortable
- Somewhat Uncomfortable
- Very Uncomfortable

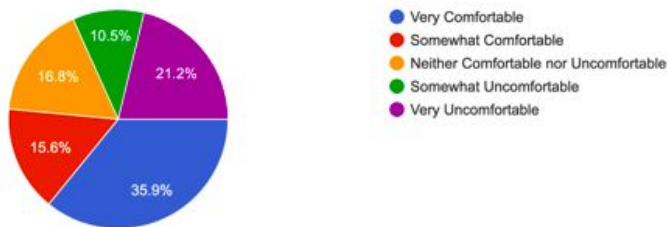
Like other districts we are considering a later start date. This would be some time after August 19 (our currently approved start date). How comfortable are you with starting school at the BEGINNING OF SEPTEMBER?
1,645 responses



Like other districts we are considering a later start date. This would be some time after August 19 (our currently approved start date). How comfortable are you with starting school in THE MIDDLE OF SEPTEMBER?
1,645 responses



Like other districts we are considering a later start date. This would be some time after August 19 (our currently approved start date). How comfortable are you with starting school at THE END OF SEPTEMBER?
1,645 responses



Provided with this information school administration created a reopening plan and presented the plan to the reopening committee. The reopening committee provided feedback and the final version of this plan will be presented to the governing board for approval and subsequent submission to the NSPCSA who will be reviewing to ensure compliance and to NDE for final approval. The committee consisted of the following members:

Rachelle Hulet - Interim Executive Director and parent
Tiffany Banks - K-3 School Leader and parent
Jackie Jackson - 4-6 School Leader and parent
Craig Jex - Operations Director
Lee-Ann Burgess - Fourth Grade Teacher and parent
Michelle Day - Junior High Teacher and parent
Stacie Gibson - Junior High School Secretary and parent
Dallas Reiber - High School Teacher
Nikolos Hulet, LSW - 7-12 School Leader, Social Worker, and parent
Benjamin Burnett-Smith - parent
James Bell - Elementary Student Service worker and parent
Wendy Wasylyk - Elementary Instructor and parent
Cynthia Bialas - School Band Director and parent

Doctor Peter Dalton, DO, Pediatric and Congenital Cardiac Anesthesiologist and parent, was the chairperson of a subcommittee of physicians who are also parents of students at the school and members of the community. Dr. Dalton and his sub-committee reviewed the plan and provided feedback based upon more contemporary information and research on the pandemic. The subcommittee consisted of seven contributing physicians including Peter Dalton DO, Veneta George MD and Tony Mancuso.

REOPENING SCHOOL BUILDINGS

RE-OPENING APPROACH

How will your school building(s) re-open (see options in section 6 of Directive 022 and within the Path Forward Framework)?

During the summer of 2020 access to the school building has been limited to operations staff, finance staff, curriculum staff, and administration. Face coverings in public areas are required. On the occasions when members of the public access our building they are required to wear a face covering, keep appropriate social distance, and sign in using their contact information and date of entry.

Under current guidelines in “phase II” the school will open with a blended/hybrid learning plan. This will allow students to have in class (in-person) instruction and socialization with their peers while still maintaining appropriate distancing. The school will also offer a full

distance education option for our students and families who request such. Should we return to Phase I and guidance is similar to that which was released during the final quarter of the 2019-20 school year we will go to a strictly distance education format. Should we advance to Phase III or Phase IV we hope to be able to return to a full reopen with appropriate cleaning, health checks and face covering policies as dictated by policy and guidance.

Phase I	<u>Distance Education for all students.</u>
Phase II	<u>Distance Education and Blended/Hybrid Learning.</u>
Phase III	<u>Distance Education and Blended/Hybrid Learning (Specific Model to be Determined.</u> Emphasis given to increased in-person learning.
Phase IV	<u>Return to All In-Person Education.</u> Exceptions to be provided in homebound services.

Will the school request a calendar adjustment as part of your reopening approach?

Our school was initially scheduled to begin on August 19, 2020. Due to the change in platform we will be requesting a calendar change. The Calendar change application has been submitted in conjunction with this reopening plan.

Our plan is to have teachers return to school on Friday August 14, 2020. Our first day of school will be September 7, 2020 and our first day of instruction will be September 14, 2020. We will be requesting to add 5 additional days of Professional Development. There will be some adjustments to breaks throughout the year but we do not anticipate that our final day of instruction will need to change.

During the 4 weeks we will have staff at the school prior to the first day of instruction we will be providing professional development for newly obtained online supplemental software and general education on information technology and our regular staff development (including recognizing signs of abuse and neglect, suicidal prevention, and newly added trainings on implicit bias).

We will continue working with some of our special populations to make up Occupational Therapy minutes and we will continue to assess incoming kindergarten and transfer students. The additional time will also allow administration to complete needs assessments for families regarding access to the internet and appropriate educational devices.

How will you approach re-opening for students whose families are not comfortable with them returning to school or who are identified as “vulnerable populations”?

For those students who are not comfortable returning that are members of vulnerable populations, we will offer a 100% Distance Education option with minimal to no school attendance. Recent surveys indicate that this encompasses approximately 19% of our student population. Any school attendance would be on a school “cleaning” day wherein there would only be students attending with similarly vulnerable situations (in accordance with the family’s level of comfort).

For students who require more interventions and modifications to their learning, as is appropriate, we will offer a daily in-person education option. These students would attend school with their peers on their designated day but would be able to attend school on days opposite of their designated day for extra in-person support. These special populations include those with computer connection issues, students receiving Special Education services, certain students with a 504 plan, and English Learner students. Staff and administration will work to assess student needs.

Under a hybrid learning model how would the school determine which students receive in-person instruction at which times?

Our first and foremost desire is to let families have access to the days that best meet the needs of their family. We will be sending out a survey to families so they can identify their order of preference. Priority will be given to families with both Elementary and Secondary students in their homes at our school to ensure that these students will have school on the same day. This will assist families who can utilize older children for childcare. We will do our best to place families according to their preferences.

What circumstances/scenarios will warrant a change in the approach?

Ideally, we want to do our best to meet the needs of our families. If we are unable to do so as a result of too many requests for a particular cohort we will place families based upon their date of enrollment and other special factors. Families who have been with our school longer will be placed first. Other factors for consideration will be involvement in Advanced Placement classes, and those who are members of special and or vulnerable populations including those with computer connection issues, students receiving special education services, certain students with a 504 plan, and English Learner students.

If a change in approach is warranted, how will that transition be made?

Decisions regarding a change in placement or change in approach will be thoughtful. The circumstances that will be the impetus to a change would be student, staff or family exposure and subsequent attendance at school, or any outbreak in the community. We will rely upon guidance and recommendation from the Nevada Department of Education (NDE), The Centers for Disease Control and Prevention (CDC), Home/Health Occupational Safety and Health Administration (OSHA), Southern Nevada Health District (SNHD), the Nevada State Public Charter School Authority (NSPCSA) and the Governor’s office.

Should a change in approach be necessary based upon recommendation from these entities, we will immediately communicate this to families with the aforementioned methods. We feel confident that this transition will be simple due to the experience that we have and

because we will already be offering distance education platforms concurrently. All scheduling and student placements will be made with transitions to distance education and a return to full in-person education in mind.

PHYSICAL HEALTH SCREENING

How will you screen staff and students?

Our primary goal will be to educate and empower staff members and families regarding personal health screenings. According to the CDC "Symptoms of Coronavirus" include the following:

"People with COVID-19 have had a wide range of symptoms reported – ranging from mild symptoms to severe illness. Symptoms may appear 2-14 days after exposure to the virus. People with these symptoms may have COVID-19:

- *Fever or chills*
- *Cough*
- *Shortness of breath or difficulty breathing*
- *Fatigue*
- *Muscle or body aches*
- *Headache*
- *New loss of taste or smell*
- *Sore throat*
- *Congestion or runny nose*
- *Nausea or vomiting*
- *Diarrhea*

This list does not include all possible symptoms. CDC will continue to update this list as we learn more about COVID-19."

To ensure the health and safety of all our stakeholders we will provide the following checklist to any person/persons requesting entrance in the school. The checklist will be an internal self-screening tool for our families. As this is a self screening tool, this will not need to be brought to the school.

In the past 2-14 days have you or a person you have had contact with experienced any of the following symptoms?

Symptom	Select One	Symptom	Select One
• <i>Fever or chills</i>	Yes or No	• <i>New loss of taste or smell</i>	Yes or No
• <i>Cough</i>	Yes or No	• <i>Sore throat</i>	Yes or No
• <i>Shortness of breath or difficulty breathing</i>	Yes or No	• <i>Congestion or runny nose</i>	Yes or No
• <i>Fatigue</i>	Yes or No	• <i>Nausea or vomiting</i>	Yes or No
• <i>Muscle or body aches</i>	Yes or No	• <i>Diarrhea</i>	Yes or No
• <i>Headache</i>	Yes or No	Have you recently traveled out of state or the country?	Yes or No

If a person seeking entry to the school answers yes to any of these questions we will inform them to seek guidance from their physician regarding testing. They will be asked to not return to school until they are symptom free or when they have a negative test for infectious diseases.

We are working with our security providers to install temperature check devices or at minimum will be purchasing no-contact thermometers to be used at all points of entry for staff and students.

If, during the course of the day or upon entry, a student is ill, parents or guardians will be contacted to pick up the student as soon as possible. Students with symptoms will be isolated until a parent or guardian will be available to pick them up. At that time, according to up to date guidance from aforementioned health agencies, expectations regarding their return will be communicated. Similarly, staff members who exhibit symptoms will be sent home and their classes will be covered until they are symptom free and expectations regarding their return will be communicated.

If a student or staff member contracts COVID-19 or another infectious disease the local health district will be contacted. We will work in conjunction with physicians and the local health district to determine the best course of action. We will also consult with NDE and the NSPCSA.

If for any reason a student is unable to attend for an extended period of time they will be enrolled in distance education for the time they are not permitted to return.

PHYSICAL HYGIENE

How will you address and reinforce hand hygiene and respiratory etiquette?

Our primary goal will be to educate and empower staff members and families regarding personal hygiene and respiratory etiquette. We will utilize our education platform to teach families regarding how to remain healthy from contagions. According to the CDC's "Checklist to Get Ready" points of emphasis are:

"Take everyday preventative actions

- *Wash your hands frequently.*
- *Avoid touching your eyes, nose, and mouth with unwashed hands.*
- *Stay at least 6 feet (about 2 arms' length) from other people.*
- *Stay home when you are sick.*
- *Cover your cough or sneeze with a tissue, then throw the tissue in the trash.*
- *Clean and disinfect frequently touched objects and surfaces.*
- *Wear a cloth face cover when you go out in public.*
 - *Cloth face coverings should not be placed on young children under age 2, anyone who has trouble breathing, or is unconscious, incapacitated or otherwise unable to remove the mask without assistance.*
- *More on how to protect yourself"*

In communication with our staff and families we will emphasize the points highlighted in the "Checklist to Get Ready" and reinforce them with signage.

Hand sanitizer stations have been installed in all classrooms, outside all offices, outside all lunchrooms, outside all restrooms and strategically throughout hallways. Classroom entrance and exit procedures will require a "sanitize in" and "sanitize out" approach. Times will be set aside for regular additional hand washing.

How will face coverings be used? Please refer to Emergency Directive 024 and the associated guidance which outline the requirements for face coverings.

Per Directives 024 and 028, students ages 2-9 will be required to bring a personal face covering (mask) and be required to wear the face covering. Extra classroom cleaning will be utilized in those classrooms to ensure surfaces will be clean. ~~Students in fourth grade or ages 10 and up will be required to wear face coverings.~~

Use of face coverings will also be required by all staff members. Staff will be required to use face masks while not teaching. Teachers will be provided a full clear face covering to utilize while teaching to assist in student learning. While utilizing the face covering, staff will

be required to stay in the front of the classroom and no closer than six feet from any other person. Any person seeking exemption to this will need to meet with a member of administration. In such circumstances these students/staff will be placed in areas that will decrease the amount of exposure to others (close to the door). These students will also be strategically placed in transition lines to ensure that any droplets that are not blocked by the lack of face coverings are given time to dissipate. Exempted student desk areas will be cleaned with more regularity.

Students will be permitted to remove their masks while eating lunch. As weather permits, students will be moved outside to eat lunch to ensure increased social distancing while masks are removed for eating.

SOCIAL DISTANCING

How will you maintain social distancing in line with the Path Forward Framework, Governor's Emergency Directives, and Nevada Department of Education guidance?

Our plan under the current Phase II guidelines is as follows:

To align with current mandates our students will be placed on a 2 day in class instruction 3 day distance education model (see below). Wednesday afternoons will be a cleaning day for the school. Wednesday will also be used as an assessment day for students who are enrolled in distance education classes and for students in special populations.

Desks will be placed six feet apart in high school classrooms and three feet apart in grades K-8. The capacity in any room will be one half of that permitted for that space. Group size will not be more than 50 people in a given space in a given time. Per directive 028 staff will maintain six feet of distance between themselves and students. In class instruction will be for specific engagement and distance education will be utilized to supplement classroom learning. For students who elect a 100% distance education platform there may be "testing" days where students will be asked to come to the school to take assessments. Otherwise specific accommodations will be made with parents to ensure test security.

Where possible, we will adopt a "one way" hallway. Where such an approach is not possible hallway transitions will consist of single file "road rules" (keep to the right) transitions. This will be enforced by classroom teachers and administration. Transitions will require six feet (or three feet when appropriate) of social distancing between students. Secondary students will not be assigned lockers and will be required to carry necessary materials for the entire school day. We plan on ensuring that we will be at 50% capacity in each class space. This will include utilizing unconventional spaces (choir, band, and orchestra rooms) for classroom instruction as needed.

How will you transition as necessary when the prevailing guidance shifts in response to public health conditions?

The previous plan addresses our current “Phase II” plan. If guidance shifts to Phase I we will look to a distance education ONLY model. Based upon guidance provided for Phase III and IV we will optimize as best we can the amount of in-person learning. Similarly, should health officials determine that the school should close for a period of time (due to a positive test or some sort of exposure) we would transition to a distance education model. Such a model would be seamless as we will be offering this as a concurrent option for students who qualify based upon need or desire to do so.

HUMAN RESOURCES

STAFF RETURN TO WORK

· *How will staff return to work?*

Our goal is to educate staff on a safe return to work. We have begun that process by having weekly staff meetings. Increased staff training will address, among other things, newly instituted safety protocols. Personal health screenings will be encouraged for our staff. Temperature checks will be performed daily at staff entrances. Staff will return to work with current CDC and State of Nevada recommended safety protocols in place. With a blended/hybrid model, staff will be expected to come to work 5 days per week. On the cleaning day, teachers will assist in sanitizing their classrooms to allow for the professional cleaning staff to deep clean the rooms. Staff will work with members of the human resource department regarding safety and monitor checks.

· *How will you address circumstances where staff are not comfortable returning to work or are identified as “vulnerable populations”?*

For staff that are not comfortable or identified as “vulnerable populations” reasonable accommodations will be made in accordance with state and federal guidelines. Our policies will be updated to include ADA, OSHA, FMLA, and Expansion and Emergency FMLA guidance and regulations. Teachers who are part of a “vulnerable population” or who for other reasons need to work from home will be permitted to do so as long as they meet staff guidelines.

· *How will your staffing approach ensure strong implementation of your overall reopening approach?*

Our staffing approach will include increased support positions to assist teachers with daily student contact, attendance and other necessary administrative tasks. In addition, we will have staff members assigned to assist via phone calls, email, or home visits.

· *How will you prepare for the possibility of increased staff absences due to illness and ensure that staff who are sick are able to stay home?*

We will have full-time, long-term substitutes who will cover for extended absences due to necessary staff quarantining.

GOVERNING BODY AND SCHOOL LEADERSHIP ROLE

How will you share consistent and up-to-date information with your governing body and school leadership?

Our Interim Executive Director, Rachelle Hulet, will be providing weekly to semi-monthly updates to the president of the Governing Board. Updates will include but not be limited to statistics on attendance, any persistent concerns, successes, and any necessary reports on vulnerable populations. Members of our governing board have been included in the development and ratification of our reopening plan.

How and to what extent will the governing body and school leadership weigh in on key decisions?

The governing board will receive this plan for approval at least 20 days prior to the beginning of the school year. Academic leaders will be present at each board meeting addressing the items in the semi-monthly report to the board chair. Management of this plan and school procedures will continue to be the role of school employees while regulation will be the role of the governing board.

LOGISTICS

FACILITIES MANAGEMENT

What adjustments will be made to the facility or use of the facility to support your reopening plan and to minimize the risk of spreading COVID-19?

Classrooms will be set up prior to the arrival of students with the number of desks that will accommodate ONLY the students who are assigned in that room at a given time. We have positioned desks in classrooms and furniture in offices to ensure 6 feet of social distance will be maintained at all times. Markings will be made on the floor to mark six feet of distance for each teacher desk as well. In the area that welcomes the public we have glass between the staff member and the public. Members of the public will only be able to gain access to our entry area prior to being appropriately screened. Classroom doors will be propped open to minimize the amount of student and staff contact to door handles.

How and how frequently will you clean and sanitize various parts of the facility to minimize the risk of spreading COVID-19?

All restrooms will be monitored regularly throughout the day particularly following the passing periods. High touch points, such as water fountains, sink head, doorknobs, door crash bars, and student desks and chairs will be cleaned regularly. Each night there will be a detailed cleaning of the facility. On Wednesday and Friday nights, there will be a deep cleaning of the campus. The following EPA approved products will be used in cleaning and sanitizing surfaces: Peroxy 15 for surface cleaning, Sani-T-10 Disinfectant for spray on and leave on disinfectant, PreventX as a long-term disinfectant. Further, a periodic disinfecting fog application will be used throughout the campus.

Secondary class transitions will be decreased from 8 each day to 3. Classrooms will be disinfected at the beginning and end of each class. Elementary transitions will be minimal

as well as class placements will be determined on cohorts by ability grouping. Therefore, teachers can transition to students more than students transitioning to teachers.

NUTRITION SERVICES/BREAKFAST & LUNCH

- *How will the school adjust meal-time procedures to minimize the risk of spreading COVID-19?*

Currently all elementary students eat lunch in their classroom. As a result, lunches will not need to be adjusted for Elementary students. Secondary students will also have lunch in their classrooms and not in the lunchroom. The lunch time will be extended to allow for students to make adjustments under these conditions. As weather cooperates, students will be permitted to eat lunch outside to assist in appropriate social distancing while masks are removed for eating.

- *If the school provides meals, what precautions will be taken during meal preparation and service to minimize the risk of spreading COVID-19?*

Our school does not have a school lunch program. As such students provide food from home decreasing the need for extra food preparation policies. Microwaves and vending machines will not be available for student use during lunch.

- *How will the school ensure that students have access to nutrition services to which they are entitled?*

Our school will continue to provide the information regarding local publicly offered nutrition services. We will also continue to address family needs on an as needed basis.

TRANSPORTATION/ARRIVAL & DISMISSAL

- *How will the school adjust arrival and dismissal to minimize the risk of spreading COVID-19?*

Our school has a very specific and robust pick up and drop off (carpool) procedure. Morning drop off would not need to change except for two factors. The first is that we will have a specific point of entry. We will require students to enter in through one of 3 doors. Students and staff will be required to be wearing their face coverings/masks prior to entering the school. Those areas will have a temperature check “health station” (to be purchased) and be monitored by two staff members. Second, these points of entry and students along the drop off curb will also be monitored to ensure that social distancing protocols are enforced as well as face covering expectations. Should students arrive late to school, there will only be one point of entry. Health screenings will be completed at that one point of entry. Masks will be a “curb to curb” policy.

Our end of day procedures will be adjusted to ensure that fewer students will be on the curb at a time. Depending on which cars have arrived at school, students will remain in their classroom until they can exit directly to their cars following hallway procedures previously outlined.

If the school provides transportation, what changes will be made to ensure social distancing, proper cleaning and sanitation, and overall mitigation of the risk of spreading COVID-19?

Our school does not provide transportation. Any necessary travel for athletics will be left to individual families to determine the best solution. The school has not and will not facilitate travel for athletics.

ATHLETICS/EXTRA-CURRICULAR ACTIVITIES

How will the school adjust athletics and/or extra-curricular activities to minimize the risk of spreading COVID-19?

On July 1, 2020 the NIAA released guidelines for the return to sports. We will follow the recommendations therein to include the requirements for face coverings with the exception of student participation in high intensity, vigorous activity. Those who are not involved (officials, coaches, non-participants athletes on the bench, and medical personnel) will be required to have a face covering at all times. Coaches and officials will be required to use artificial noisemakers instead of whistles. In addition to health screenings upon entry to the school all coaches, officials and participants will go through another pre-game/pre-workout health screening. Social distancing guidelines will be maintained for any use of locker rooms and team meetings.

Where possible “pods” of 5-10 students will work out/exercise together to limit potential exposure. Any equipment that will be used will be wiped down before and after each use and there will be no shared towels or work out equipment. Participants will be encouraged to shower immediately upon arrival at home. There will be no shared water bottles or water coolers. All participants must utilize their own personal water bottle. Students who participate in these workouts/exercises must sign in and acknowledge they are healthy and have not been exposed to COVID 19 prior to participating.

High risk sports such as cheerleading, dance, and lacrosse will be conditioning only with no prolonged touching. Moderate and low risk sports such as basketball, volleyball, soccer, tennis, running events, golf and cross country will continue with guidelines above. No pregame or postgame handshakes. Per NIAA guidelines there will be no spectators for indoor sports.

If the school offers NIAA sports, describe your plan for athletics, which should comply with NIAA guidance.

At this time, we will participate in any athletic competitions that our families and students feel comfortable participating in while following the guidelines above. Our athletic director will be working with the NIAA, charter sports league, parents, and coaches to determine interest in participation.

INFORMATION TECHNOLOGY

- *What technology resources are necessary to implement your reopening plan?*

According to our reopening survey, 98% of students have access to internet providers. 3.8% of students have zero access to any devices. One of our budget items is to purchase or rent Chromebooks in addition to loaning from our existing laptops.

Our school utilizes the google “G-Suite” platform for cloud-based services. Upon approval of our new school name all students will be given access to their student emails. All students will have access to their student email accounts that will link them with google classroom. Additionally, we will be adding “Achieve 3000,” “Actively Learn,” and “SmartyAnts” to supplement in-class learning. Students who do not have access to appropriate devices or the internet will meet with a member of administration who will work with the family to determine the best steps forward. Options include increased days at school, loaning or providing a device, and/or providing packets. Should packets be the best option, regular phone check-ins will be conducted by staff members.

- *How will you ensure that the school has all necessary technology resources to support your reopening plan?*

All teachers and administration staff are provided a laptop for their use when they are hired. Due to this and the successes of our distance education during the fourth quarter last year we feel like our staff and students are prepared for distance education or a hybrid model. We will continue to survey our students, staff and families. Additionally, we will have full-time staff members available to take calls or answer online inquiries while working at our “help-desk”.

- *What actions will you take to expand access to technology and internet connectivity for students, families and educators?*

Similar to our approach during the fourth quarter of the 2019-2020 school year, we will work with individual families to assess needs and meet needs as is appropriate and helpful to those families.

WELLNESS AND RECOVERY

SOCIAL-EMOTIONAL LEARNING – TIER 1

- *How will the school provide tier 1 (universal) social emotional support to students?*

One of the biggest concerns in a distance or even hybrid model is the socioemotional well-being of our students. We are concerned with the effects that isolation and stress have had and might continue to have on all our stakeholders. To this end we hope to be able to move as quickly as possible to a full reopen, when it is deemed safe by the CDC, NDE, and Governor’s office and under the direction of the NSPCSA.

We are concerned with the potential increase of abuse and neglect as a result of the lack of interaction students have had with mandated reporters. To that end, we will be taking specific time to train our staff regarding mentoring students, looking for signs of abuse and neglect and a training regarding suicide prevention and reporting. We will further do our best to inform staff regarding our referral process to school social workers, counselors and our community partners at SafeVoice and the Division of Child and Family Services (DCFS).

We will encourage students and families to utilize positive coping mechanisms to good mental health such as open communication, journal writing, activities in art, meditation and other stress relief activities like proper exercise. We will seek to continue to recognize student leaders who exemplify good character and encourage all our stakeholders to be mindful of one another.

TRAUMA-INFORMED PRACTICES – TIERS 1-3

· *How will the school monitor students, staff and families who may be struggling and evaluate their social emotional needs?*

Through continued training we anticipate that our staff will be mindful of students who may need additional resources. An advantage to smaller class sizes in a blended/hybrid model is the increased exposure to individuals. The school currently employs two social workers and three counselors and contracts with other counselors who will proactively work with students and staff members to identify those who are at higher risk. Throughout the summer, under the direction of a school social worker, members of the counseling team have continued communicating with some students and families proactively providing a link to community resources. This effort will increase significantly upon returning to school.

· *What tier 1 (universal) trauma-informed practices will be in place?*

Proactive training of staff and students regarding positive approaches to mental health and exposure to community resources.

· *What tier 2 and tier 3 additional supports will be available to support students, families and staff that may be in need of more intensive support?*

Proactive training of staff and students regarding positive approaches to mental health and exposure to community resources will continue. Furthermore staff members will be in daily contact with all students. The school will continue its anxiety support groups and create more groups on an as needed basis. One on one weekly meetings, home visits and parent meetings will be utilized to engage students in mental health and their well being.

ACADEMICS – Path Forward Plan of Distance Education

INSTRUCTIONAL APPROACH

How will instruction be provided to students (describe synchronous and asynchronous approaches, as applicable)?

It is crucial that students be provided with the safest return to school as possible. We plan to be able to offer multiple approaches to ensure this safe return based upon the level of comfort of our staff and families and based upon official guidance. We look forward to offering a rigorous academic program to our students. It is our goal to prepare for the potential transitions between these educational approaches. Below is a detailed list of which approaches will be used based upon the aforementioned points.

<p>Phase One: <u>All Cohorts</u></p>	<p>Distance Education for all students. This will be supported by the data collected during the 2019-20 school year. This will further be supported by increased prep time for staff members, and increased professional development.</p>
<p>Phase Two: <u>Cohort A</u></p>	<p>Distance Education for all students. This will be supported by the data collected during the 2019-20 school year. This will further be supported by increased prep time for staff members, and increased professional development. Students can only transition out of this cohort after meeting with a member of administration to determine if there is space in other cohorts OR should guidance regarding school safety be adjusted. Furthermore, students transitioning to hybrid learning will need to learn and commit to safe school attendance guidelines. Conversely, students can transition to Cohort A at any time especially as deemed necessary due to health issues (i.e., exposure to COVID19). Not all students will be successful in Cohort A due to a series of factors as evidenced by the data collected during the spring of the 2019-20 school year. If students elect Cohort A but are not responsive to their work they will be moved to Cohort B, C or D.</p>

<p>Phase Two: <u>Cohort B</u></p>	<p><u>Hybrid Learning for qualified students.</u> This will be supported by the data collected during the 2019-20 school year. This will further be supported by increased prep time for staff members, and increased professional development. This cohort will attend in-person classes on Mondays and Thursdays from 8:00am until 3:05 (or until their dismissal based upon safe dismissal policies) weekly with options for taking assessments at school on Wednesday mornings. Students will participate in distance education on Tuesday, Wednesday and Friday as a supplement to in-person learning.</p>
<p>Phase Two: <u>Cohort C</u></p>	<p><u>Hybrid Learning for qualified students.</u> This will be supported by the data collected during the 2019-20 school year. This will further be supported by increased prep time for staff members, and increased professional development. This cohort will attend in-person classes on Tuesdays and Fridays from 8:00am until 3:05 (or until their dismissal based upon safe dismissal policies) weekly with options for taking assessments at school on Wednesday mornings. Students will participate in distance education on Monday, Wednesday and Thursday as a supplement to in-person learning.</p>
<p>Phase Two: <u>Cohort D</u></p>	<p><u>Hybrid Learning for qualified students.</u> This will be supported by the data collected during the 2019-20 school year. This will further be supported by increased prep time for staff members, and increased professional development. This cohort will attend in-person classes on Monday - Friday from 8:00am until 3:05 (or until their dismissal based upon safe dismissal policies) weekly. Wednesday classes will be from 8:00am until 11:00 am. The goal of this shortened class will be work completion, class pullouts, and tutoring as needed.</p>
<p>Phase Three: <u>All Cohorts</u></p>	<p><u>Learning Model to be Determined.</u> This learning model will be determined based upon recommendations by the NDE, CDC, OSHA, and the SNHD in conjunction with any guidance provided by the Governor's office. The desire would be to increase the amount of in-person learning should restrictions regarding class size and social distance be adjusted. Distance education options would potentially be offered for vulnerable populations.</p>

Phase Four:
All Cohorts

Learning Model to be Determined. This learning model will be determined based upon recommendations by the NDE, CDC, OSHA, and the SNHD in conjunction with any guidance provided by the Governor's office. The desire would be an appropriate return to full in-person instruction. Homebound services would be provided to vulnerable populations.

· *What accommodations will be provided to students without access to technology, which may include distance education through paper correspondence?*

Members of administration will meet with the 2% of the student population who have been identified as having no access to the internet at home. The administration team will also meet with 3.8% of families who have no reported devices in their home. Upon completing a needs assessment, a plan will be laid out to determine the best fit for these students. Options include providing a device, providing paper packets and phone calls, or including these families in Cohort D.

· *How will the school ensure that students who are quarantined on the advice of local public health officials have access to distance education?*

Until it is deemed safe for all students to return to full time in-person learning, there will be a distance component for all of our families. As such, the transition from a hybrid or blended learning model to full distance education will be seamless. Needs assessments have already begun. A later start to the school year will allow administration more time to complete needs assessments.

· *How will the school ensure that a teacher attempts to contact each student via electronic means or by telephone at least once per day?*

Daily contacts will be tracked through Infinite Campus and other cloud based internal tracking sheets. Office staff, counselors, administration, classroom instructors (assistants), electives/specials teachers and other school representatives will be tasked with keeping daily contact with each student. Administration will include a section regarding daily contact as a part of their regular classroom evaluations.

· *How will teachers be accessible to students through the internet or by phone during the school's regular instructional hours?*

We will continue to utilize cloud-based learning platforms wherein teachers will be accessible to students during the school's regular instructional hours. We will be setting up a "help desk" wherein families will be able to call and speak with staff members to access assistance. Teachers will be encouraged to continue to follow our communication policy which consists of responding to all emails in a timely manner but not to exceed 24 hours.

· *What adjustments will be made to specific courses to minimize the risk of spreading COVID-19, such as band, physical education, chorus, or certain CTE courses?*

Difficult decisions and adjustments will need to be made to courses and course offerings to minimize potential exposure to infections. Initially we will not be holding any specials or

elective classes in-person. All elective classes will be held on a distance education platform. The one exception is physical education (PE) as it is a one-half year class in seventh, eighth, tenth, and eleventh grades. We will follow all guidelines provided by the NIAA in regards to PE activities. As weather permits all PE activities will occur outside of the school.

MEETING STUDENT NEEDS

- *How will the school adapt to provide appropriate education for English Learners, students with IEPs and students with 504 plans?*

Students in special populations (English Learners, students with IEPs and students with 504 plans) will be provided the opportunity for increased exposure to in-person learning. These populations will be included in Cohort D. Utilizing existing goals and modifications, staff will use proven interventions to assist these special populations.

- *How will the school evaluate the efficacy of its implementation of distance learning in the spring of 2020 and determine the academic needs of students due to the disruption in in-person instruction? How will the school meet students' academic needs based on this determination?*

Beginning as soon as possible and no later than the start of instruction we will assess our students to allow for a baseline of student capacity. Assessments will include MAP testing, Lexile tests, internal assessments, and DIBELS tests. We will utilize this data to construct a learning plan and goals for each student. The results of these assessments will allow us to make appropriate class placements. We have been able to add additional classes which will allow us to meet students at their current levels. Under the direction of our former management company we were not permitted to add these types of classes.

- *How will the school continue to evaluate the efficacy of their plan to meet students' needs and adjust, as needed?*

In order to evaluate the efficacy of our plan to meet students' needs and adjust as needed, the school will maintain and continue to re-develop our internal measures. Newly purchased systems like "Achieve 3000" and "Actively Learn" are specifically designed to assist in these measures. We will continue to utilize regular assessment and compare data from previous years to determine student progress.

ATTENDANCE AND ENGAGEMENT

- *How will the school track student attendance in Infinite Campus?*

In-person attendance will be tracked in Infinite Campus daily and/or by period as indicated by daily, two-way communication. We will track attendance for students engaged in distance education as part of the hybrid (Cohorts B, and C) education model according to guidance provided by NDE. Two-way communication factors to determine attendance will include response to regular surveys, homework completion, response to email or phone inquiries, participation in online forums or e-classroom chats. Attendance will then be marked in Infinite Campus.

For students who are engaged in distance education only (Cohort A) attendance will be determined based on standards provided during the fourth quarter of the 2019-20 school year. Attendance will be determined by one check in per week from a licensed teacher and recorded in Infinite Campus.

How will the school engage parents and families to communicate and reinforce the importance of attendance?

In any learning model, attendance is vital to the success of the program. Students who regularly do not meet attendance expectations will be required to meet with a member of administration with their family. Should extra interventions be necessary such as tier 1, 2 or 3 social emotional interventions or a change of placement, those determinations will be made.

PROFESSIONAL LEARNING

What professional learning will be provided to educators and staff regarding high-quality distance education and health and safety requirements related to preventing the spread of COVID-19? Will the school request additional professional development days and if so, how will these professional development days be used?

We have standardized a template for our google classrooms to ensure that families do not need to learn how to navigate different teacher's approaches to Infinite Campus. We will be utilizing extra time before the beginning of the school year to instruct our teachers regarding these slight adjustments. Our teachers will also be trained by the "Achieve 3000" and "Actively Learn" staff on how to utilize these supplemental learning platforms. We will also be training staff regarding implicit bias, recognizing signs of abuse, neglect, and suicidal ideation and how to manage these topics in a distance education format. In order to accomplish this, we will be requesting five additional days of professional development.

SUPPORTING PARENTS/FAMILIES

What resources will be provided to parents/families so that they can support students?

We will be working with trained medical professionals to provide education on hygiene and safety as it relates to all aspects of concern during this time to include abuse, neglect, suicidal ideation, stress management, child care, and internet safety. We will hold online forums and in-person training to address all aspects of distance education, community resources, and ideas for parents to engage their students to determine where their students may need support. Similar to our approach during the 2019-20 school year we will utilize a section of our website to indicate any available community resources (food pantries, low cost internet, online training/books...).