

Summit Academy Charter School Reopening Plan 2020-2021

Reopening schools during COVID-19, be it a full return to brick and mortar, strong virtual learning or a hybrid model, the commitment to our school community continues to be the provision of a high quality education, while, to the best of our ability, ensuring for the health, safety, and well-being of the children and adults in our schools. Our priority must be a balance of both keeping each member of the school community safe, while continuing to provide high quality engaging learning opportunities to each student under our care.

This School Reopening Plan aims to define clear guidance for the reopening of our schools that align with the regulations developed in collaboration with local city, state and federal guidelines. This plan will continue to be adapted to changing conditions and updated guidance.

We strongly believe the actions brought forth in this plan are in the best interest of our scholars, families, staff and community.

Our school invited scholars, parents and community members to collaborate in our quest to develop robust instructional models for our scholars in the fall. Parents made it clear through our School Reopening Survey that they want choices and flexibility as our community continues to fight against COVID-19. Surveys were electronically delivered to all families. Parents were asked their level of comfort in sending their child (ren) back to school, access to technology, as well as interest in remote learning options.

Summit Academy Charter School's Reopening Plan is broken into the following categories:

1. Communication - Families and Community Engagement
 - Parent Surveys
 - Parent workshops/trainings
2. Health Safety
 - Health Checks
 - Health Hygiene Practices
 - Social Distancing
 - Face Coverings and PPE
 - Management of ill Persons
 - Contact Tracing
 - Cleaning and Disinfecting
 - Safety Drills
3. Facilities
 - Signage
4. Child Nutrition
 - Curbside pick up
 - Online meal tracking services

5. Transportation

6. Social-Emotional Well-Being

- Multi-Tiered Systems of Support (MTSS)

7. Teaching and Learning

- Assessments
- School Schedules
- In Person
- Remote Learning
- Hybrid Learning Model
- Attendance and Chronic Absenteeism
- Technology and Connectivity
- Special Education
- Bilingual Education and World Languages
- Physical Education
- Athletics and Extracurricular Activities
- Staffing and Human Resources
- Professional Development

8. Budget and Fiscal Matters

Communication - Families and Community Engagement

Summit Academy is committed to working closely with our school communities to develop new protocols with the information necessary to ensure that our schools reopen safely and are prepared to accommodate scholars' unique needs during this unprecedented time. The school is working closely with its stakeholders to ensure decisions are made collaboratively and transparently while prioritizing the safe return of scholars to in-person instruction.

Summit Academy will continue to utilize newsletters, the school website, and/or social media to continually:

- Communicate with families and staff;
- Support scholars and families with accessing school and community supports; and
- Facilitate and/or host opportunities for scholars, staff, and families to connect and reflect

School plans and any updates will continue to be communicated in writing, based on Summit Academy's demographics:

- Outlining plans for the upcoming academic year and any changes
- Discussing expectations for scholars and families
- Through multiple platforms to disseminate this information

Urgent messages, as well as up-to-date policies and protocols, will be communicated through multiple channels that families and staff rely on for information from the school, including:

- Robocalls and text messages
- School website

- Official Facebook, Instagram, and Twitter feeds, with messages amplified by shares from schools, Parent Liaison, and other parent organizations for both English and Spanish speakers
- Traditional and online media newspaper, TV, radio

Teachers will communicate with scholars and parents via a chosen method daily (eg, email/text, Google classroom, Dojo, etc.). Summit Academy will continue to offer online support, via its website, for parents that will include instructional support, translation services, and technical support.

Principal Massey has been designated as Summit Academy's COVID-19 Health and Safety Compliance Liaison, responsible for engaging with scholars, parents, faculty, staff and administrators to answer questions or concerns about health and safety requirements.

Parent Surveys

- Parent Survey: Parents were asked to complete a back to school survey to discuss their level of comfort in sending their child(ren) back to school, technology access, as well as interest in remote learning options.
- Survey results indicate that parents and or scholars need help in the additional areas:
 - Health Measures
 - Learning Environment
 - Transportation

Parent Webinars/Trainings

Parents will have access to the following updated workshops and/or webinars starting August 2020:

- Identifying signs and symptoms of COVID
- Completing an online COVID questionnaire with regulations and steps should one believe they or a family member has been infected
- Addressing the importance of hand hygiene, respiratory hygiene, and social distancing
- The use of a face coverings, proper wearing of coverings, and hygienic disposal of said coverings
- Using online learning tools (including, but not limited to): Google Classroom, Zoom, JupiterEd, iXL, and/or Reading Plus

[Health and Safety](#)

The health and safety of Summit Academy's scholars and staff is our highest priority. Summit Academy will implement several preventive measures in order to ensure the safety of our scholars and staff while in the school.

The Summit Academy Pandemic Response Team will monitor, expedite, and implement COVID-19 related decision-making. This team will include a cross section of administrators, teachers and staff, parents and scholars.

Health Checks

- Summit Academy has adopted protocols for recognizing symptoms of COVID-19 and monitoring a history of exposure.

- All scholars and staff reporting to the school campus must complete a Health Check Questionnaire, daily, prior to entering any of the school buildings. The Health Check Questionnaire will be accessible daily, in the morning, to:
 - Summit Academy parents to determine eligibility for their child to report to school. Parents must complete the screening questionnaire prior to their child leaving the home.
 - Summit Academy staff to determine eligibility for reporting to work. Summit Academy will encourage staff to complete required screenings prior to arrival at school.
- Temperature checks will be conducted for all scholars and staff upon entrance into the school building.
 - School will use the Huheta non-contact forehead thermometer model HW-F7) to complete daily temperature checks
- All staff designated to conduct temperature checks will receive training on how to properly use this equipment as well as a thorough review of the Summit Academy's Screening Policy.
- Staff designated to conduct temperature checks will complete an outlined self check process upon entry to the building
- Staff and scholars with a temperature of $\leq 100^{\circ}\text{F}$ will be sent home.
 - Scholars taking the school bus will be isolated should their temperature check exceed 100°F . The parent will be contacted immediately.
 - Summit Academy will follow all health and safety guidance from CDC and the Department of Health for all suspected COVID cases
- For the 2020-2021 School Year, Summit Academy will implement a to the school building. Pre-approved visitors will need to have an appointment, and will need to complete the COVID screening questionnaire prior to reporting to any of Summit Academy's buildings. Once a pre-approved visitor arrives at Summit Academy, the visitor will need to go through the temperature check station. All requests for a meeting at Summit Academy must be made 48 hours in advance and approved prior to any visitor arriving at Summit Academy and gaining access to the school buildings.
- Before entering a school building, staff and scholars will be asked the following questions to assess their wellness. These questions will be asked daily until further notice:
 - Have you experienced any of these symptoms, (not associated with previously diagnosed conditions) in the past 72 hours:
 - Fever greater than 100.4°F /chills?
 - Cough/shortness of breath?
 - New loss of taste or smell?
 - Nausea/vomiting/diarrhea?
 - In the last 14 days, have you:
 - Been in close contact with anyone who has been diagnosed with COVID-19?
 - Been placed on quarantine for possible contact with COVID-19?
 - Traveled abroad to an area of the country or an area out of the United States where it is recommended that you self-quarantine?
 - Had a COVID-19 test and results are pending?
- Staff, scholars and parents will be required to notify the school when they develop symptoms or if their answers to the questionnaire change during or outside school hours. Summit Academy will follow procedures for collecting information and following up with suspected positive cases.

Health Hygiene Practices

Scholars, faculty, and staff will be expected to adhere to the following:

- Instruct and conduct workshops for scholars and staff of appropriate hand washing methods.
- Sanitize hands upon entering the school building and entering and leaving classrooms.
- Wash hands and/or sanitize after:
 - Using the restroom. Hand washing for at least 20 seconds.
 - After sneezing, wiping or blowing nose or coughing into hands.
 - After physical education and recess.
- Post signage of proper hand washing hygiene practices around school buildings.
- Provide hand sanitizer stations around the building and in each classroom.
- Partake in hand-washing breaks throughout the day, in addition to washing hands before and after eating. Hand soap and paper towels will be provided at every sink. Hand sanitizer will be available in each classroom, and hand-sanitizing stations will be available throughout the school buildings.
- Classroom materials will NOT be shared. This includes, but is not limited to pencils, glue, scissors, manipulatives, etc. Scholars will have their own supplies, resources, and learning materials used by only them to prevent cross contamination.
- School will prepare and maintain hand sanitizing stations with alcohol-based hand sanitizers (at least 60% alcohol) in
 - each classroom for staff and older children who can safely use hand sanitizer
 - at entrances and exits of buildings
 - near lunchrooms and toilets
- For classrooms that have existing hand washing stations, there will be soap, water, and alcohol-based hand sanitizers (at least 60% alcohol).

Social Distancing

- Arriving at Summit Academy signage will be posted throughout the building, on the floor, hallways and classrooms to support safe traffic flow and outline social distancing measures.
- A floor plan of the traffic flow will outline specific areas of the building and traffic flow direction to promote limited congestion in the hallways.
- Floor decals, barriers and partitions are in place to support social distancing efforts throughout the school buildings.
- To reduce social density, the cafeteria/multipurpose room and gym area will be used for small group instruction.
- Every classroom will be designed to maximize space and distance between each student. Classroom furniture will be rearranged to provide additional space. Administrators will preview and approve classroom designs prior to the start of school, and throughout the school year, as adjustments are required. All student desks will be 6 feet apart in every direction. All desks will be facing the same direction.
- Student group sizes will be determined by the number of scholars who can be in a specific classroom while maintaining social distancing requirements.
- All scholars will be required to wear a mask.
- Middle school scholars will remain in the same classroom for the entire school day; teachers will transition from classroom to classroom provide instruction in our best efforts to avoid cross contamination.
- Every attempt will be made to minimize the interactions among high school scholars as they attend classes to meet graduation requirements
- Use of floor markers/signage outside of the school building to ensure social distancing.
- Organize flow of traffic for transitions (bathroom breaks, dismissal...).
- Staggered arrival and departure time.
- Staggered entry/exit points for middle and high school scholars.

- Conduct required school safety drills (fire drills, shelter in place, lock down) with modifications ensuring social distancing between all scholars and staff.
- Scholars will keep all personal items and school issued resources with them throughout the day. They will not have access to cubbies or lockers.
- Avoidance or limited sharing electronic devices, books, and other learning aids.
- Scholars will receive meals in a “grab-and-go style” for breakfast and lunch and will be asked to eat in their classrooms when possible. Scholars will be distanced in the lunch line. Lunch will include pre-packaged items that can be picked up quickly to reduce time waiting in line. Lunch arrival and dismissal will be staggered.

Face Coverings and PPE

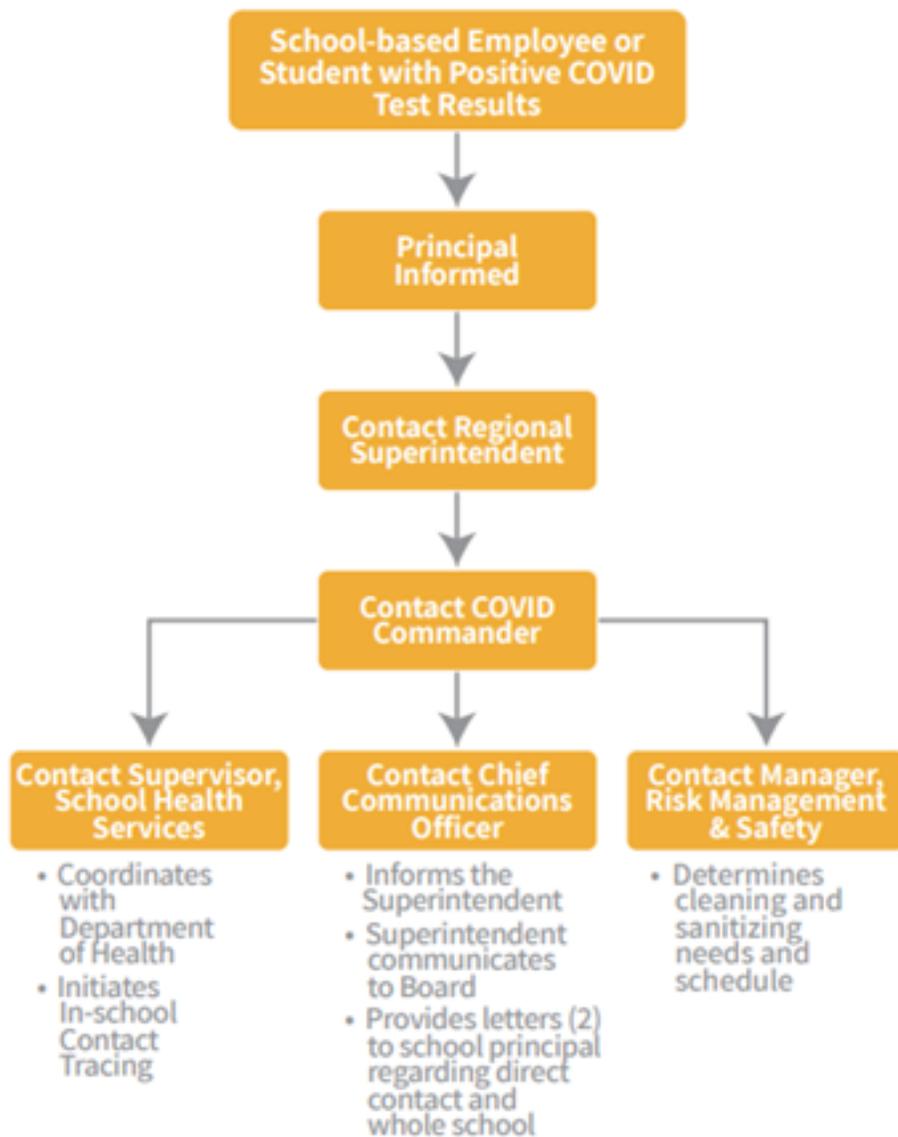
- Staff and scholars are required to wear a mask during arrival, dismissal, and while on school grounds. Scholars wearing face coverings from home must be school appropriate and shall not interfere with the school’s dress code policy.
- Summit Academy will issue each student and staff one washable cloth mask. Staff and scholars are required to bring their personal mask (reusable or non reusable) with them, everyday that they are reporting to school. If a staff member or student forgets or loses the mask, a disposable one will be provided for the day. Parents and staff are encouraged to have enough masks on hand to use throughout the week.
- Summit Academy will implement a “no mask/no entry” policy (unless a scholar cannot wear one due to a medical condition).
 - A facial covering that covers both the mouth and nose must be worn at all times prior to entering the school building
- Staff will teach/review with scholars the proper way to wear/remove a mask. Scholars who repeatedly do not wear a mask on school grounds will be educated on their importance while staff will work to use restorative practices to encourage scholars to utilize a mask.
- School administration and staff will be stationed at entry points throughout the schools to remind scholars to wear face coverings prior to entering Summit Academy. Signage will be visible at all entry points.
- Staff will work with scholars to provide designated “mask breaks”; during which time scholars will be socially distanced.
- Scholars or staff must have a documented medical condition for which a face covering would cause an impairment, or be detrimental to their health.
- The school nurses and assigned staff will be equipped with the necessary PPE equipment needed to assist a potential COVID-19 patient such as face shields, medical gowns, medical booties, N-95 masks, goggles and gloves. Any additional equipment needed based on CDC guidelines will be provided.

Management of Ill Persons

- Scholars or staff with an elevated temperature, signs of illness, and/or a positive response to the questionnaire will be sent directly to a designated isolation area where they will be supervised, prior to being picked up or sent home. The student’s parent/guardian will be instructed to follow-up with their health care provider.
- If a student or staff member reports having tested positive for COVID-19, school administrators will follow the procedures for notifying the local health department.
- If a staff or student is not diagnosed with COVID-19 they can return to work/school once there is no fever, without the use of fever reducing medicines, and they have felt well for 24 hours.
- If a staff member is diagnosed with COVID-19 on a test, and/or is waiting for results for a test but has had symptoms, they must wait the mandated quarantine time.

- If a scholar is diagnosed with COVID-19 based on a test, or does not get a COVID-19 test but has had symptoms, they must remain home until they are cleared by a medical doctor or they meet the mandatory quarantine time before they can report back to the school building.
- Nurse's office and isolation room: One room will attend to scholars in need of regular care such as sugar level check, bandages, medication etc. The other room will isolate scholars/staff members who are exhibiting signs and symptoms of COVID-19.
- Rooms dedicated to the care of scholars/staff suspected of having COVID-19 will be cleaned and disinfected after each use following CDC guidance.

School-based Employee or Student Positive COVID Results



Contact Tracing

Contact tracing is a public health function performed by local public health departments to trace all persons who had contact with a confirmed case of COVID-19. Summit Academy will cooperate with and assist state and local health departments with contact tracing by:

- Taking and maintaining accurate attendance records for scholars and staff.
- Reviewing teacher and student schedules periodically to ensure all schedules are up to date.
- Maintaining a log of all visitors including: date, time, meeting location, and rationale for visit.
- Assigning one or more staff members to serve as the contact-tracing liaison between the school and our local health department.

Cleaning and Disinfecting

Schools will be cleaned daily, focusing on major touch entry points in common areas such as doorknobs, handles, stairwell railings, light switches, counter tops, and bathrooms. Custodial staff will disinfect using proper cleaning products (ADQ, Avistat-D) with microfiber cloths to spray and wipe down objects.

- Scheduling and Routines: Throughout the workday, the custodial staff will implement a routine of surface cleaning in the major touch point areas discussed such as restrooms.
- Latter custodial shifts will apply the full standard cleaning of all areas to be ready for the next day.
- Custodial staff will utilize specific equipment to disinfect and sanitize.
- Additional disinfecting will be performed prior to the arrival of staff in high-traffic areas such as the front lobby.
- Custodial staff will wear facemasks and gloves.
- Schedule of school wide cleaning of all classrooms, restrooms, cafeterias, stairwells, and any other area where staff and scholars utilize throughout the school day.
- Maintain logs that include the date, time, and scope of cleaning and disinfection in a facility or area.
- Teachers and scholars must work together with custodial staff to promote a clean and healthy environment for everyone within each building. Each classroom will have additional sanitation stations that will include disinfectant wipes. Scholars and teachers shall wipe down any community or high-touch areas to reduce exposure.

Deep cleaning: If a positive COVID-19 case is determined within a school or building, district staff will use an approved chemical and fogging machine to disinfect any area deemed appropriate by contract tracing processes. The -- sanitizer for spray application is OSHA (Occupational Safety and Health Administration), WHMIS (Workplace hazardous Materials Information System) and GHS (Globally Harmonized System of Classification and Labeling of Chemicals) compliant.

School closures: School closures due to cleaning or positive cases will be determined on a school by school basis and appropriate protocols will be followed.

Safety Drills

Summit Academy is required to conduct eight evacuation drills, four lockdown drills and three bus drills each school year. Conducting drills is an important part of keeping scholars and staff safe in an emergency however; steps should be taken to minimize the risk of spreading infection while conducting drills. Safety drills procedures will be modified to minimize the risk of spreading COVID-19. Modifications to our safety drills include:

- Staggered evacuation schedules where classes are evacuated separately rather than all at once, and appropriate distance is kept between scholars to the evacuation sites.
- Scholars and staff will maintain a reasonable amount of distance from each other while evacuating the school building.
- Conducting lockdown drills on a “staggered” schedule with smaller numbers of scholars present to maintain social distancing.
- Lockdown drills will be conducted while scholars and staff observe social distancing protocols and wear a mask.

- Bus drills will be conducted over several days to ensure the timely arrival of all scholars as well maintain social distancing.
- All safety drills will be scheduled to ensure that all scholars and staff are trained and have participated in them.

Facilities

Summit Academy's main focus on reopening the school is ensuring our building is safe for the scholars, teachers and faculty. We understand that it is vitally important that all parties feel safe and confident that the school facility is following health guidance related to social distancing and other safety measures that will help slow the spread of COVID-19. Hygiene, cleaning and disinfecting guidance set forth by the Department of Health (DOH) and the Center for Disease Control and Prevention (CDC) have been followed and will be applied to daily sanitization of the building.

Signage

- CDC and DOH signage will be posted throughout the building to promote the following:
 - Adherence to social distancing at all times
 - Wearing CDC approved face covering
 - Proper use of hand sanitization areas
 - Staying home if you are feeling sick
 - How to report symptoms of, or exposure to COVID-19

Child Nutrition

An effective nutrition program is a key component to a successful educational environment. Children cannot focus on learning when they are famished. School meals boost learning, and studies show that scholars perform best academically when they are well nourished.

- Scholars will not be permitted to pass or share any items, including food, with other scholars.
- Scholars will receive meals in a grab-and-go style for breakfast and lunch and will be asked to eat in their classrooms when possible.
- Scholars will be distanced in the lunch line. Lunch will include pre-packaged items that can be picked up quickly to reduce time waiting in line. Lunch arrival and dismissal will be staggered.
- All scholars with food allergies will receive a modified meal to their designated meal area/classroom.
- Prior to, and after meal services, scholars will be required to wash/disinfect their hands to ensure proper hygiene is kept.
- All kitchen staff will have the appropriate PPE during receiving, storing, meal prep and delivery.
- Surfaces in the classrooms will be wiped down before and after designated mealtime.

Curbside Pick Up

- For the days scholars are not reporting to the school building and participating in remote learning, curbside grab-and-go meals will be available during a scheduled window.
- Pick up signage will be placed on school grounds and barriers will be in place at the point of pick up to ensure social distancing measures are followed.
- Bulk meal packages for multiple days can be provided on a case-by-case basis for individuals who have difficulties commuting to the school daily.

Online Meal Tracking Services

- Families will be receiving access to new technology which will allow them to complete the household applications and meal payments online (*pending*)

Transportation

The school bus is an extension of the classroom. Therefore, many of the commendations that apply to the school buildings like social distancing and frequent cleaning will be applied to the school bus.

- Scholars will be encouraged to stay socially distanced while at the bus stop. This must be a joint education effort between families and school personnel.
- Scholars will be socially distanced as much as the physical capacity of the bus allows.
- Scholars will be required to wear their mask during the duration of the bus ride to and from school each and every day.
- Siblings or children who reside in the same household will be encouraged to sit together.
- All school buses will be cleaned and disinfected once a day. High contact areas will be wiped down after each bus run. The school bus company will be responsible for completing a daily cleaning log.
- When temperatures are above 45 degrees, the school buses will have the hatches and windows slightly opened to provide airflow.
- All individuals (scholars, bus drivers and monitors) on the bus must wear an acceptable face covering at all times on the school buses (e.g., entering, exiting, and seated).
- Scholars at the first pick up location will be seated in the rear of the bus. Last pick up stop will be seated in the front of the bus to assist with social distancing practices.
- For bus arrivals and departures, one bus at a time will be allowed to drop off or pick up scholars at the designated stop area. If another bus is arriving or departing at the same time, they must wait till the bus in the designated stop area has completed their run.
- All school bus drivers, monitors and attendants shall perform a self-health assessment for symptoms of COVID-19 before arriving to work.
- School buses shall not be equipped with hand sanitizer, as stated in the New York State reopening guidelines. Guidelines state this is due to its combustible composition and potential liability to the carrier or the district. Scholars will be provided hand sanitizer upon entering the school building.
- All parents/guardians will be required to complete the Summit Academy health check questionnaire prior to scholars boarding their method of transportation to school. As indicated in the health and safety protocol, parents are to ensure their child/children are not experiencing any signs and symptoms of COVID-19 and do not have a fever of 100 degrees or more prior to boarding the bus.
- Signage will be posted in the bus regarding wearing a facemask and bus rules such as, no eating or drinking on the school bus (which would require them to remove their mask).
- When scholars embark and disembark the bus, they should follow social distancing protocols.

Social-Emotional Well-Being

Communities and schools are facing unprecedented challenges as they respond to the compounded difficulties of a global pandemic, an economic recession, and civic unrest. But these challenges also offer unprecedented opportunities to re-envision and renew the capacity of our schools and communities to be welcoming, supportive, inclusive, and equitable environments. The direct and indirect impacts of the global COVID-19 pandemic are expected to have a lasting effect on scholars and staff.

Social emotional learning (SEL) will be critical in re-engaging scholars, supporting adults, rebuilding relationships, and creating a foundation for academic learning. Summit Academy will reinforce and enhance its curriculum and supports focused on social-emotional learning, relationship-building, and successful transitions to new schools, classrooms, and environments, whether in-person or through distance learning. Wrap-around support services (e.g. counseling services, therapies, and mental health) will be provided to scholars as needed and remotely as appropriate. Clinical and counseling

staff will provide mental health support and resources, including group or individual counseling and consultation for scholars and families, as needed. The school will make deliberate efforts to communicate the importance of SEL and how it relates to student success to scholars and families.

The following programs will promote social/emotional wellness and awareness:

- To reduce added stress, provide coaching/mentorship for all of our new teachers and TA's
- Create opportunities for staff to share and connect with one another. For example, during August PD, create discussions and build relationships by having staff share their hopes and fears for this school year.
- Offer counseling services to relieve stress and anxiety our staff may be experiencing under current conditions
- PD (add blurb for PD related to this section - large section under staffing)
- Ensure that a district-wide and building-level comprehensive developmental school counseling program plan, developed under the direction of certified school counselor(s), is reviewed and updated to meet current needs.
- Establish an advisory council, shared decision-making, school climate team, or other collaborative working group comprised of families, scholars, members of the board of education, school building and/or district/charter leaders, community-based service providers, teachers, certified school counselors, and other pupil personnel service providers including school social workers and/or school psychologists to inform the comprehensive developmental school counseling program plan.
- Address how the school/district will provide resources and referrals to address mental health, behavioral, and emotional support services and programs.
- Address professional development opportunities for faculty and staff on how to talk with and support scholars during and after the ongoing COVID-19 public health emergency, as well as provide supports for developing coping and resilience skills for scholars, faculty, and staff.

Multi-Tiered Systems of Support (MTSS)

TIER I

- Create opportunities for scholars to share and connect with one another
- Conduct wellness checks and assign student "ally"
- Increase class meeting check ins (K-8)/Advisory period (High School)
- Implement The Leader in Me process and Sanford Harmony Program
- Read books that deal with current issues scholars are experiencing and how to address them (going to school, grieving, overcoming fear, friendship, loneliness, separation anxiety, frustration etc.)
- Practice deep breathing and self regulation techniques to be used throughout the day
- Play music during transitions
- Provide staff with training on providing non-crisis support
- Utilize academic supports to provide focus and review of essential standards through whole-group and small-group instruction

TIER II and TIER III

- Continue with Andrus referrals and services for tier 2 and tier 3 scholars
- Conduct social skills groups with school psychologist or school counselor for tier 2 and tier 3 scholars

- Hold morning meetings or check-ins, intervention blocks, and advisory periods to provide instruction in social emotional learning and relationship building.
- Provide mental health support and resources, including group or individual counseling and consultation for scholars and families, as needed.
- Utilize academic supports to provide focus and review of essential standards through individual student intervention
- Will leverage resources and tools for systematic data collection, ongoing progress monitoring, and timely intervention.

Teaching and Learning

The impact of the school closures on student achievement and well-being has been studied by various organizations around the world. Returning scholars to the classroom is critical to their emotional well-being and educational experience. It provides scholars with social, emotional, and academic support to ensure success. Although Summit Academy wants its scholars to return to the school building full time, this option may need to be modified if schools are once again required to close for in-person instruction and transition back to entirely remote programs at some point in the 2020-2021 school year due to shifting public health data. As discussed, Summit Academy's priority is to keep its scholars, staff, and families safe.

Summit Academy will provide 190 days of instruction to our scholars. Instructional days shall be counted for programs that are delivered in-person, remotely, or through a hybrid model (some instruction in the school building and some remote). All instruction will be developed so that it may be delivered in-person, remotely, or through a hybrid model due to a local or state school closure.

- All scholars will receive instruction that is designed to facilitate their attainment of the State Learning Standards while supporting their own individual needs.
- In August, during pre-service, teachers and administrators will review scholars' baseline data in order to determine present level and learning gaps.
- Teachers and academic directors will review Summit Academy's 2020 End of Year curricular document and priority standards in order to develop unit plans, lesson plans, and assessments.
- Teachers and support staff will review student's progression toward IEP goals and objectives.
- Academic Intervention Teachers will review student data to identify the need for additional supports or services to remediate gaps.
- Academic directors will ensure delivery of services and support to all scholars through extended learning opportunities as necessary.
- Progress monitoring assessments will be conducted, utilizing diagnostic assessments and curriculum-based measures.
- Teachers, support staff, and administrators will collaborate in order to complete all evaluations that were postponed due to requirements of social distancing for in-person meetings.
- Teachers and administrators will provide ongoing communication and collaboration with parents.
- Scholar materials will be distributed prior to the start of the school year. Online access will be provided at the start of the school year.

Assessments

Summit Academy follows a systemic cycle of assessment, including initial screening and benchmark exams, ongoing progress monitoring, and the daily use of formative and summative classroom assessments in order to inform instruction and gauge student learning. Scholar data will be analyzed

to identify shifts and changes in instruction to meet the learning needs of each scholar and to implement intervention strategies.

Our classroom assessment practices rely on analyzing student work in all disciplines. Scholars need opportunities for revision and feedback in order to improve their learning and to show growth. Each classroom assessment is used as part of the grading and reporting system. Parents will continue to receive student progress reports and report cards throughout the school year.

School Schedules

Summit Academy will reopen with instructional schedules and models that are flexible and based on current COVID transmission levels. We understand that we may start the school year under one model, and as new information becomes available about health and safety, we may need to transition to a different model. We have designed our reopening plan and schedules to ensure transitions between COVID risk levels are seamless. Scheduling decisions were informed by careful evaluation of the health and safety standards and the most up to date guidance from New York State Education Department.

Hours of instructional time are not defined as a student's time spent in front of a teacher or in front of a screen, but time engaged in standards-based learning under the guidance and direction of a teacher. Summit Academy will stagger the student schedules to allow more time between classes to reduce congestion in hallways, walkways, and buildings. The modified class schedules are to accommodate social distancing guidelines, including student groups/pods.

School schedules are developed for the following instructional formats:

- In Person
- Remote Learning
- Hybrid Learning Model

Middle School (6-8)

All middle school scholars are enrolled by grade level and assigned a teacher. They have an assigned middle school schedule for all subjects. During remote or in-person learning each student will maintain the same schedule, courses and teachers. SWDs are grouped into class cohorts adhering to their IEP and special education teachers are assigned to classes to ensure IEP goals are met via a push-in or pull-out model.

High School (9-12)

Each student will maintain the same schedule, courses and teachers during remote and in-person learning. Students with Disabilities are grouped into class cohorts adhering to their IEP and special education teachers are assigned to classes to ensure IEP goals are met via a push-in or pull-out model.

All schedules support all scholars including student groups/pods:

- In-person instruction, whether in person, hybrid model, or distance learning
- Synchronous and asynchronous instruction
- Teacher and course assignments
- Curricular expectations and technology integration
- Assessments

For all instructional formats:

- Teachers will develop a plan for how to support scholars who need additional social, emotional, or academic support to ensure success in the 2020-2021 school year.
- Teachers will allow ample time for scholars to adjust to the instructional model setting.
- Before scholars are assessed, teachers will spend time on socialization and creating a climate of safety, comfort, and routine.

In Person - Minimal COVID spread: Full In-person Learning Model for 6-12

Going back to school this fall will require Summit Academy and families to work together even more closely than before. Summit Academy will be making changes to existing policies and operations with several goals in mind: supporting learning and scholars; providing important services to families, such as school meals, mental health and social services; and limiting the transmission of COVID-19.

The full in-person instructional model is the traditional model used by Summit Academy whereby in-person instruction is utilized in the classroom setting. This programming option foresees all scholars being able to return to the classroom setting in the upcoming school year. Because studies show that scholars learn best with face-to-face instruction, Summit Academy will make every effort to offer instruction in the traditional classroom setting for the full 2020-2021 school year. However, should a return to traditional classroom instruction not be possible, Summit Academy will be prepared to deviate from its schedule in order to support all scholars. Even if your child will attend school in-person, it is important to prepare for the possibility of virtual learning if school closes or if your child becomes exposed to COVID-19 and needs to stay home.

In Person:

- All scholars report to school as in previous years
- Scholars follow modified class/course schedule each day to promote health and safety
- 6-8 scholars remain in the same classroom throughout the day; teachers move as needed
- High School scholars will transition from course to course using a staggered transition schedule
- All scholars are expected to complete and submit assignments in a timely manner
- Collaborative activities look different to ensure the safety and well-being of the school community
- Classroom spaces are arranged to maximize social distancing
- School items and resources will not be shared between scholars
- Scholars are expected to take assessments and complete benchmark goals

Remote Learning - High COVID spread: Full Virtual Learning Model

Summit Academy provides scholars with the best opportunity to be successful while remaining safe and following NYS guidance. If need be, Summit Academy will pivot to remote learning as it did, very successfully, on March 16th, 2020 when the State Department of Education recommended the closure of schools because of COVID-19 concerns. Summit Academy will implement its Continuity of Learning Plan and provide technology to scholars as needed.

Remote Learning:

- All scholars report to remote learning (video conferencing, online instruction/programs, virtual meetings and lessons)
- Scholars have a wide range of access to online learning tools and online support that fit the unique needs and abilities of each scholars via Summit Academy's Online Instructional Platform
- Scholars will receive synchronous and asynchronous instruction (whole class and/or small group) and engage in collaboration with their peers and teacher via online platforms such as Zoom and Google Classroom

- Scholars and families will be provided with ongoing feedback from teachers and support staff
- Teachers and support staff will provide daily check-ins with scholars via web conferencing, calls, texts, emails, and online tutorials
- Scholars input/usage, scholar lesson completion/progress, and data results will be monitored daily
- Teachers and support staff will adjust lessons or lesson design as needed based on scholar data (provided by program, based on scholar progress), and student understanding of content;
- Teachers and administrative assistant will monitor scholar daily attendance. Contact will be made to parents/guardians in the event that scholars are not logging in consistently to complete assigned tasks
- Academic staff will communicate frequently with parents based on individual student progress and needs
- Teachers will provide additional resources in order for the child to complete the lesson successfully (videos, websites, anchor charts, graphic organizers, games, additional practice worksheets etc.).
- Teachers, support staff, and administrators will participate in weekly team meetings via Google Hangouts
- Assigned staff members will conduct wellness calls to check in with families weekly to address the family's well-being at that time

Hybrid Model - Moderate COVID spread: Hybrid In-person/Virtual Learning Model to Reduce Number of Scholars in School Buildings at the same time

To ensure scholars and staff can meet physical distancing requirements, instructional delivery under this model requires a reduced schedule of in-person learning. Scholars participate in remote learning on days when they are not present in the school building. This structure involves a rotating week schedule for pre-assigned groups/pods of scholars for in-person and remote instruction. This enables all scholars to have access to high-quality in person and online learning that also prepares for the possibility of a return to all virtual instruction should the need arise.

Hybrid Model:

- Grades 6-12 attend at least two full days of instruction in person at school each week. Our youngest scholars in kindergarten and first grade will be provided an additional day of in person learning to provide more in-depth support and teacher/student interaction.
- Grades 9-10 attend two full days a week over a six day rotation model.
- Specialized instruction will be provided, as appropriate, such as special education services required by the IEP for scholars with disabilities and English Language Learners.
- Scholars will be engaged in independent (asynchronous) and synchronous learning on the days they are not in the school building.
- K-6 scholars remain in the same classroom throughout the day; teachers move as needed
- Middle and High School scholars will transition from course to course using a staggered transition schedule.
- All specialty classes such as art, technology, and music: scholars will receive instruction/ assignments remotely.
- The schedules below outline the rotation of scholars that will be attending school in-person at Summit Academy throughout the week. Scholars who are not attending in-person on that given day will be engaged in remote learning, using digital curriculum resources and instructional tasks assigned by their teachers.

- Scholars will be assigned to a group and will remain with the group throughout the day and the week. Families with siblings will follow the same schedule.
- Summit Academy will adjust student group assignments, as necessary, to accommodate special programs.

Attendance and Chronic Absenteeism

- Staff will make attendance and wellness calls daily to collect and report daily student engagement or attendance regardless of the instructional setting. A tracker will be utilized to track the attendance and engagement of scholars daily.
- Staff will reach out to families by different means of communication to reduce absenteeism. Summit Academy will focus on academic consequences of lost instructional time.
- When making contact with families, Summit Academy will take the time to assess their needs and offer any resources we have available to help them. Address any barriers or engagement to instruction.

Technology and Connectivity

- School surveyed parents and guardians to determine the level of access to computing devices and high-speed Internet to which scholars have access to in their home.
- All scholars will be provided with a laptop, (as needed) to support learning in-person and online. Additionally, Summit Academy has purchased additional hotspot devices for distribution to families, when reliable home internet access is not available.
- Summit Academy has created a Tech help desk email where scholars, parents and staff can get tech support during at home learning.

Special Education

- SWD that need academic support will receive support and instruction from their general education teacher and their special education teacher.
- Summit Academy will provide robust progress monitoring for all of our SPED scholars. Tiered supports will be provided to all scholars who are not making adequate progress according to their IEP's. Teachers and service providers must continue to collect data, whether provided in-person, remotely, or through a hybrid model, and use these data to monitor each student's progress toward the annual goals and to evaluate the effectiveness of the student's special education services. Determining student progress is necessary for understanding the student's present levels of academic achievement and functional performance, and for determining whether, and to what extent, the school closures may have disrupted the student's learning.
- Provide parents with meaningful engagement in their preferred language. Ensuring clear, ongoing, and shared communication and collaboration is critical to ensuring equitable access to special education programs and services and the continued offer of FAPE for scholars with disabilities. Summit Academy must collaborate with parents and families to ensure that scholars continue to be provided FAPE consistent with the need to protect the health and safety of scholars and their service providers.
- In person services are top priority for our SPED scholars at Summit Academy however, they will be provided remotely if needed in the event of potential future intermittent or extended school closures.
- All mandated services will be provided to SPED scholars in accordance to their IEP. These services will be provided in-person and/ or remotely.
- Summit Academy will continue to identify and evaluate scholars in need of services. Summit Academy will ensure Special education evaluations (i.e., initial and reevaluations) are

conducted whether provided in-person, or remotely within required timelines. The use of technology should be considered to meet timelines for evaluations and reevaluations that must be conducted remotely.

- Summit Academy will continue to work with the CSE in order to address any new evaluations/testing. When conducting CSE meetings, the parent of a student with a disability and a school district may agree to use alternative means of meeting participation requirements, such as video conferences and teleconferences.
- Summit Academy will ensure that accommodations and modifications are made as necessary in order to provide all scholars access to the general education curriculum. Both accommodations and modifications ensure equity and access to the general education curriculum in consideration of a student's unique disability related needs.

Bilingual Education and World Languages

- Summit Academy is committed to continuing to identify and serve English Language Learners. Whether in-person or an alternative format, ESOL strategies will continue to be implemented by instructional and support staff to address the academic and language needs of ELL scholars. In addition, the ELL teacher will continue to partner with families to provide resources and tools to ensure the academic success of ELL scholars.
- ELL identification process will be completed within the first 30 days of school opening.
- Schools will establish a line of communication with scholars and their families to regularly communicate about assignments, curriculum, or other critical updates, and to ensure their needs are being met.
- The most recently measured English language proficiency level will be used to determine minutes of ELL services scholars will receive for the 2020-21 school year.
- ELL teacher and support staff will track and monitor services to ensure our most vulnerable populations are receiving services and making progress
- All written and oral communication between Summit Academy personnel and parents of current or former English language learners will be in the parents' primary language or other mode of communication commonly used by the parents, as feasible.
- ELL Teacher will collaborate with classroom teachers to ensure that ELL scaffolds and accommodations are in place according to the ELLs' proficiency level

Physical Education

In Person Learning

- There will be a distance of twelve feet minimum in all directions maintained by all individuals while participating in activities that require aerobic activity and result in heavy breathing during PE class. This will be accomplished by the teacher creating "attendance spots" for the scholars within the gymnasium. The scholars will have assigned spots designated by a taped out box on the floor. Scholars will conduct their exercises within the box to ensure the appropriate twelve feet is maintained throughout the class.
- Scholars will enter the gymnasium via one entrance and exit the gymnasium via one entrance.
- The physical education teacher will conduct the class with a speaker and microphone when delivering instruction. This will create an environment to accommodate scholars who struggle to hear directions due to face coverings and physical distance.
- There will be an emphasis placed on skills rather than traditional team sports or activities.
- Utilize games and activities that require no physical contact and do not require scholars to be in close proximity to each other.
- All lessons will be planned around the available space that is provided for instruction.

6-8

Line dance with physical distance • Yoga • Orienteering • Running track events • Stress management- meditation, mindfulness

9-12

Yoga • Pilates • Kickboxing • Solo dances • Frisbee golf • Orienteering • Stress Management-
meditation, mindfulness

Remote Learning

- The physical education teachers will have virtual classroom hours three times per week in order to connect with scholars, as well as for scholars to connect with each other.
- The partnership with the Hospital for Special Surgery will continue for scholars in grades 4-10 in regards to physical education. Scholars will engage in daily remote physical education classes that meet all NYS Physical Education standards.
- Scholars in grades K-3 will engage in the Google Classroom, where the teachers will post lessons and interact with their scholars on a daily basis.
- There will be weekly “Special Events” that will be provided by the teachers for each grade (i.e.: Fitness Challenges, Health Fair, Special Guests)

Hybrid Model

- Teachers will assign tasks for scholars to complete at home. The scholars will have an opportunity to apply the knowledge gained through the lesson and share it in the school setting with their teacher and classmates.
- Scholars will be able to build on skills learned in the school building and apply them at home. While the scholars are at home, they can engage in activities that are more restrictive within the school building with family members (ex. catching and throwing).
- Teachers will create lessons based on a flipped classroom approach. Scholars will learn about the topic at home and then come prepared to learn more about it in class. There will be more of a focus on student based learning.
- In order to keep scholars motivated and engaged, scholars will have opportunities for communication with a physical education teacher daily.

Interscholastic Athletics & Extracurricular Activities

Per the NYDOH Guidance, interscholastic sports are not permitted at the time of publication of this guidance, and additional information on athletic activities is forthcoming.

Career and Technical Education

- Summit Academy High School will continue to implement the NYS CTE Career and Financial Management framework to provide scholars access to career development and exploration opportunities.
- CTE teachers will analyze the curriculum content to identify which content is most critical in meeting the requirements for the following:
 - New York State Learning Standards
 - CTE Core Content Standards
 - Industry Certifications
- CTE teachers will create and make available to scholars recorded demonstrations of skills and teaching content for student learning and reference.
- CTE scholars will be provided a set schedule for synchronous virtual instruction from the CTE instructor.
- Summit Academy will create modified scholars schedules for in-person lab hours requirements potentially using after school hours.

Staffing and Human Resources

School reopening plans and decision-making throughout the school year will take under consideration the unique needs of staff members, such as access to technology, social and emotional health, and child care concerns.

Staff roles will expand to accommodate new health and safety regulations. Instructional and non-instructional staff schedules may be changed and may also include designated time to support school building logistics required to maintain health and safety requirements. The school will utilize incidental teaching when determining how to staff classrooms and employ substitute teachers to address staffing needs/shortage for the allowable amount of days given their qualifications and teaching assignment.

Summit Academy will ensure that all teachers, school leaders and pupil personnel service professionals hold a valid and appropriate certificate for their assignment. Teacher evaluation plans will be revised accordingly in order to conform with school reopening plans for under an in-person, remote or hybrid instructional model.

- Provide time and space for individuals to process traumatic events, re-establish connections with each other, and receive support that promotes their healing.
- Prioritize educator self-care and wellness through the summer and at the start of the 2020-2021 school year.
- Support educators' access to mental and behavioral resources and encourage them to utilize these services.
- Create opportunities for staff to regularly practice and reflect on their social and emotional competencies.

Professional Development

All professional development will be structured, organized, and maintained to provide easy access to relevant PD, resources, and tools related to pre-planning PD, and other relevant professional development offered throughout the year.

Teachers will participate in professional development on the following platforms as indicated in an end of the year needs survey with regards to remote learning and/or return to school model.

In addition to platform specific professional development opportunities, staff will receive ongoing professional training in the following areas:

- Delivering highly effective instruction in hybrid environments as well as addressing any learning gaps that might prevent scholars from meeting grade-level standards
- Using technology to support hybrid or remote learning strategies in topics related to vulnerable student populations
- Utilizing technology to promote student independence and engagement, providing effective and meaningful feedback, and promoting peer to peer interaction
- Utilizing digital tools that cultivate independent learning, critical thinking, and student engagement
- Supporting scholars during and after the ongoing COVID-19 public health emergency, as well as for developing coping and resilience skills for scholars, and faculty
- Provide ongoing professional learning to support all staff in developing a deeper understanding of their role in supporting student social emotional competencies and well-being
- Supporting scholars' SEL to address critical topics related to personal, student, and community well-being, including trauma-responsive practices, restorative practices, mental health education, culturally and linguistically responsive-sustaining practices, implicit bias and structural racism, and facilitating difficult conversations about race
- Supporting teachers/faculty to ensure they are able to address critical topics related to personal, student, and community well-being, including trauma-responsive practices, restorative practices, mental health education, culturally and linguistically responsive-

sustaining practices, implicit bias and structural racism, and facilitating difficult conversations about race

- Provide ongoing professional learning to address the learning loss for the most vulnerable populations during remote learning. (scholars with disabilities, English language learners, scholars without proper technology or internet access, scholars dealing with family loss from COVID-19, etc.)
- Preparing and supporting educators in meeting the social emotional, health, and academic needs of all scholars

Due to the current COVID Pandemic, Summit Academy will provide all staff members with the following workshops:

- Hand Washing
- Respiratory Hygiene
- Identifying COVID-19 Symptoms
- Maintaining Student & Family Confidentiality
- Cleaning and Disinfecting Room

Budget and Fiscal Matters

Summit Academy will likely need to purchase items not needed in the past (e.g., personal protective equipment or cleaning supplies) and experience increased demand for previously purchased goods and services. Summit Academy will collaborate with other schools to make arrangements to purchase items at a lower cost by either purchasing through an established State contract or through a cooperative purchasing consortium.