



STAMFORD CHARTER SCHOOL FOR EXCELLENCE

REOPENING PLAN

July 24, 2020

STAMFORD CHARTER SCHOOL FOR EXCELLENCE – REOPENING PLAN

Date of Submission:	July 24, 2020
LEA Name:	Stamford Charter School for Excellence
Reopening Plan Point of Contact:	Kevin Fischer, Principal Mattathias Ben-Israel, Director of Operations
Contact Email:	kfischer@stamfordexcellence.org mben-israel@stamfordexcellence.org
Contact Phone:	(203) 989-0000
LEA COVID-19 Health and Safety Compliance Liaison:	Kevin Fischer
Liaison Email:	kfischer@stamfordexcellence.org

PRIORITIES

FALL REOPENING MODEL

The mission of the Stamford Charter Schools for Excellence (Stamford Excellence, SCSE) is to prepare our scholars to compete for admission to and succeed in top public, private and parochial high schools by cultivating their intellectual, artistic, social, emotional, and ethical development. Education in the midst of a global pandemic necessitates a shift in the manner by which instruction is delivered, but by no means does it alter our mission or deviate from our intent to ensure all of our scholars have equitable access to our high-quality educational programs. Within this document, we describe how we will educate our scholars through careful planning and the necessary agility to adapt based on local health data, individual considerations, and surrounding circumstances.

In accordance with CSDE requirements, Stamford Excellence submits the following plans for three operational scenarios - full-time in-person instruction, a hybrid model, and a remote learning alternative should public health circumstances necessitate a shift in instructional delivery. The school's leadership team developed this plan with input from a licensed health professional, instructional staff, community members, and families. It should be noted that these plans are considered living documents as implementation and health data will likely inform better practices and require constant evolution in execution. The Board of Directors will review, and if necessary revise, the plan at the next Board meeting scheduled in August.

While the plan contemplates the school's physical plant for live instruction to take place, it is important to note that our most likely outcome will be a hybrid model as families may choose to temporarily opt out of in-person instruction based on individual considerations, and participate in a robust blended or remote option with both synchronous and asynchronous learning opportunities. Paramount to our considerations is the safety, health, and wellbeing of our scholars, families, and staff. Additionally, Stamford Excellence focused on ensuring equitable access to our high quality instructional program, whether in-person, remote, or in hybrid. Our plans consider the full spectrum of strategies to offer a continuum of options for our school community that may be implemented concurrently.

To the greatest extent possible, Stamford Excellence will implement our approved educational model with fidelity, but with particular accommodations to promote health and safety throughout the implementation of the three operational models. The narrative that follows describes our instructional program in three scenarios while subsequent sections describe the safety protocols and measures we will take to minimize health risks as students participate in learning within the brick and mortar setting. As families may temporarily opt out of live instruction or local health data and circumstances direct, Stamford Excellence will ensure that the scholars, families, and staff are able to access and smoothly modulate between the three plans to ensure a

continuity of learning, regardless of which operational plan is being utilized. As always, we will be sure to preserve the equitable educational rights of all scholars, with particular attention to our most vulnerable populations.

In-Person Live Instruction

Our in-person instructional program is based on CSDE's requirement for all students to return to school full-time in the fall. Parents will have the option to temporarily "opt-out" of live instruction based on individual considerations, and will receive provisions for blended and/or remote learning opportunities with both synchronous and asynchronous lessons. Students will be provided full access to our rigorous curriculum with modifications to mitigate health risks. This includes the use of a tighter classroom cohort model, reduced class sizes to allow for social distancing, health data monitoring, controlled one-way movement and single-use amenities throughout the building, screening policies and restrictive access to the building, and the use of protective equipment (masks, physical barriers, etc.).

All individuals in the building will be required to minimally wear a face covering over the nose and mouth and subject to routine screenings prior to entry, such as contact-free temperature checks and questionnaires. Entry into the building will be carefully restricted. Deliveries, pick-ups, and drop offs will take place at specified times and at designated entry points of the building. The brick and mortar setting will be enhanced to promote social distancing.

The use of "cohorting" will play a crucial role in minimizing contact and facilitating testing and tracing procedures should they be enacted. Scholars will primarily remain with their classroom cohort throughout the day, with the exception of the specials teachers and lunch coverage who will push into classrooms while maintaining social distancing. In addition to controlled contact with a specific set of staff, class sizes will be reduced to maximize available space to allow for appropriate social distancing of 6 feet.

Daily attendance will be taken and recorded on site via PowerSchool and PSIS. Students learning remotely or who have temporarily opted out of in-person instruction will use a login component through an app called CLEVER. This will also be recorded in PSIS and PowerSchool. In the event of the hybrid model, a combination of all systems will be used. Attendance will be monitored to ensure that students are in physical attendance or logging in to engage in online learning. As always, students who are absent will receive a call from administrative staff to check on the scholar's status. If we are unsuccessful in contacting the family and the student accrues a week of absences, we may collaborate with the Department of Children and Family Services to assist us with further investigation.

Prior to the start of the school year, all staff will participate in extensive training on the requirements to maintain safety, including the promotion of hand and respiratory hygiene, signs and symptoms of potential infection, monitoring and supporting social-emotional wellbeing, and practicing protocols to ensure safe distancing. Families will be engaged through virtual "Town Halls" that will allow us to share our reopening plan with families and answer questions directly. The school also holds family chats, which allow for a more personalized opportunity to speak with administrative staff about specific concerns and questions. Families will receive ongoing communication through our texting applications, email notifications, phone calls, and virtual meetings. As is mandated, Stamford Excellence will also ensure that our plan is conspicuously posted and available on our school website.

Scholars and staff will also be asked to avoid common areas outside of designated instructional spaces and congregations outside of the cohort group will be prohibited. This allows the school to use common areas such as the gymnasium, cafeteria, and staff lounge as additional learning space rather than for large gatherings. Specials and lunches will take place in homerooms with designated staff that will maintain social distancing. Students and staff will be permitted to take scheduled "mask breaks" if social distancing allows sufficient space. An enhanced cleaning crew will clean commonly touched and used areas between cohorts throughout the day, with deeper disinfecting taking place at night when the building is vacant. As much as possible, we will ask staff to adhere to a schedule so that cleaning can take place between cohorts. The building will be closed over the weekend, and students will have an early dismissal on Wednesdays each week for deep cleaning and disinfection, per DPH and CDC guidelines.

Changes to the in-person instruction that differs from those in the current approved charter primarily involve instruction delivered by our specials teachers. We will continue using our research-based curriculum, such as Journeys and Eureka. Our Specials teachers usually teach across grade spans during small group

reading instruction. However due to safety protocols, they will not be able to do so in the traditional manner outlined by our charter. Instead, small-group instruction will be facilitated by the teacher assigned to the classroom cohort.

Minor changes will be made from what currently exists in the approved charter regarding assessments. To assess students' instructional needs at the start of the 2020-2021 school year, we will use F & P/Running Records as a reading baseline for K-4, iReady as a reading baseline for 5-6, and iReady as a baseline for math K-6. We will not use NWEA's MAP assessment this year.

	Reading	Writing	Math	Science	Social Studies	Specials
Beginning of School Year Baseline	F&P K-4 iReady 5-6	NA	iReady K-6	NA	NA	NA
School-Year Assessment	Weekly Quizzes End Of Unit Assessments (approximately every 5-6 weeks)	One writing piece submitted per unit	Weekly Quizzes End of Module Assessments (approximately every 5-6 weeks)	Project submitted per unit	Project submitted per unit	Project submitted per unit

Data from multiple measures will enable staff to utilize student data to inform curricular and instructional decisions. Every Wednesday will be designated for online assessments. Quizzes of 3-5 questions, longer exit tickets, and end of module/unit assessments will be administered. Projects will also be used as a form of assessment. Students will demonstrate mastery of all subjects through the successful completion of online quizzes, online end of module or unit assessments, and submission of written work samples. Performance-based assessments and projects with rubrics will also be used. Generated data reports and anecdotal documentation will provide evidence of student mastery.

Teachers and administrators will continue to use the data to inform instructional strategies. However under the hybrid or remote models, data analysis procedures and feedback to students will occur virtually. This includes student groupings for tutoring and intervention, lesson planning (i.e. scripting scaffolded questions for students), teacher professional development, and conversations regarding instructional practices (i.e. How am I presenting content to students?)

In consideration of our requirement to plan for three operational models, the following illustrates how instruction will take place in various scenarios:

Group A - Scholars who are coming to school on a hybrid model. These scholars would be split into 2 groups and come 2 and a half times a week for in-school instruction and stay home 2 and a half times a week for distance learning and independent work.

Group B - Scholars who are coming to school on a hybrid model. These scholars would be split into 2 groups and come 2 and a half days a week for in-school instruction and stay home 2 and a half days a week for distance learning and independent work.

Group C - Scholars who voluntarily opt out of coming to school. These scholars will remain at home 5x a week for distance learning and independent work.

Group D - Scholars who are coming to school full time on a full-time model. These scholars will remain at school 5x a week for in school instruction, with one day split into a half day of in school instruction and the other half day working remotely from home to facilitate deep cleaning and disinfection protocols.

Full In-person Model – All students every day. Early dismissal for deep cleaning on Wednesdays, at which time staff participate in virtual meetings, PD, and planning remotely.

Grades K-6	Monday	Tuesday	Wednesday	Thursday	Friday
On Campus	Group D	Group D	Group D - ½ Day	Group D	Group D
At Home	Group C following distance learning plan with heavy teacher support	Group C following distance learning plan with heavy teacher support	Group C & D at home for independent learning and project-based learning (1/2 day) Teacher meetings, professional development and planning.	Group C following distance learning plan with heavy teacher support	Group C following distance learning plan with heavy teacher support

Hybrid/Opt Out Model - If health data directs or individual considerations prevent a scholar from attending in-person full-time, the school will offer a blended learning/hybrid model.

Grades K-6	Monday	Tuesday	Wednesday	Thursday	Friday
On Campus	Group A	Group A	½ Day Alternate Groups A and B	Group B	Group B
At Home	Group B & C following distance learning plan with heavy teacher support	Group B & C following distance learning plan with heavy teacher support	Group Alternate A and B at home for independent learning and project-based learning (1/2 day) Group C at home for independent learning and project-based learning Teacher meetings, professional development and planning.	Group A & C following distance learning plan with heavy teacher support	Group A & C following distance learning plan with heavy teacher support

Remote Learning – If health data directs and requires, the school will shift to a fully remote learning platform.

Grades K-6	Monday	Tuesday	Wednesday	Thursday	Friday
At Home	All groups following distance learning plan with heavy teacher support	All groups following distance learning plan with heavy teacher support	All groups at home for independent learning and project-based learning Teacher meetings, professional development and planning.	All groups following distance learning plan with heavy teacher support	All groups following distance learning plan with heavy teacher support

Instructional hours for the 2020-2021 school year

	Total in-person hours	Total remote hours	
		Synchronistic	Asynchronistic
Group A	324hrs	36hrs	432hrs
Group B	324hrs	36hrs	432hrs
Group C	0hrs	216hrs	540hrs
Group D	648hrs	0hrs	36hrs

Elementary School K-4 Sample Schedule

Daily Distance Learning	Hybrid Distance Learning
<p>3 ½ hour Block 8:30am - 12pm</p> <p>8:30-9am- Reading (Whole Group)</p> <ul style="list-style-type: none"> Direct instruction video Journeys independent work <p>9-10am- Reading (Small Group)</p> <ul style="list-style-type: none"> Independent Reading Guided Reading groups via BookNook (teacher guided) <p>10-11:00am - Math</p> <ul style="list-style-type: none"> Direct instruction video Independent work Small group w/ teacher support <p>11:00-12:00pm- Writing</p> <ul style="list-style-type: none"> Direct instruction video Independent work Small group w/ teacher support <p>12:00-1:00pm-LUNCH</p> <p>1:00-2:00- Tutoring (for IEPs, struggling scholars)</p> <p>2:00-3:00- Office Hours</p>	<p>3 ½ hour Block 8:30am - 12pm</p> <p>8:30-9am- Reading (Whole Group)</p> <ul style="list-style-type: none"> Direct instruction video Journeys independent work <p>9-10am- Reading (Small Group)</p> <ul style="list-style-type: none"> Independent Reading Guided Reading via BookNook (self-guided) <p>10-11:00am - Math</p> <ul style="list-style-type: none"> Direct instruction video Independent work <p>11:00-12:00pm- Writing</p> <ul style="list-style-type: none"> Direct instruction video Independent work <p>12:00-1:00pm-LUNCH</p> <p>1:00-2:00- Tutoring (for IEPs, struggling scholars)</p> <p>2:00-3:00- Office Hours</p>

Middle School 5-6 Sample Schedule

Daily Distance Learning	Hybrid Distance Learning
<p>8-9am Guided Reading/ Intervention</p> <p>9-9:45am-ELA</p> <ul style="list-style-type: none"> • Direct instruction video • Collections/Novel Independent work • Independent work w/ teacher <p>9:50-10:35am-Math</p> <ul style="list-style-type: none"> • Direct instruction video • Independent work w/ teacher <p>10:40- 11:25am-Science/History</p> <ul style="list-style-type: none"> • Direct instruction video • Independent work w/ teacher <p>11:30-12:15pm-Lunch</p> <p>12:30-3pm-</p> <ul style="list-style-type: none"> • Independent Work: Humanities, Science project, Daily Collections/Novel reading • Specials/High School Placement • Small Group • Intervention/1:1 (IEP mandates) Check-ins 	<p>8-9am Guided Reading</p> <p>9-9:45am-ELA</p> <ul style="list-style-type: none"> • Direct instruction video • Collections/Novel Independent work <p>9:50-10:35am-Math</p> <ul style="list-style-type: none"> • Direct instruction video • Independent work <p>10:40- 11:25am-Science/History</p> <ul style="list-style-type: none"> • Direct instruction video • Independent work <p>11:30-12:15pm-Lunch</p> <p>12:30-3pm-</p> <ul style="list-style-type: none"> • Independent Work: Humanities, Science project, Daily Collections/Novel reading • Specials/High School Placement • Small Group <p>Intervention/1:1 (IEP mandates) Check-ins</p>

Staff Schedules

The in-person model allows our staff to maintain their regular schedule, with physical distancing. The blended model groups staff into two cohorts: in-person staff and remote staff. Teachers can be deployed to mirror the paths of their classroom cohort, or they may be assigned to deliver remote instruction based on need. Both cohorts will share the responsibility of the academic success for all students in the grade. The fully remote model will have all staff supporting students virtually. The remote learning model contemplates synchronous learning in the morning, and asynchronous scheduling in the afternoon. A sample schedule for a remote teacher is provided below:

Remote Staff Schedule- Elementary School	Remote Staff Schedule- Middle School
<p>8:00-8:30am</p> <p>Teacher is:</p> <ul style="list-style-type: none"> • Checking communication • Planning <p>8:30-9am- Reading (Whole Group) for Students</p> <p>Teacher is:</p> <ul style="list-style-type: none"> • Checking attendance • Conducting small group instruction <p>9-10am- Reading (Small Group) for Students</p> <p>Teacher is:</p> <ul style="list-style-type: none"> • Conducting Guided Reading groups <p>10-11:00am- Math for Students</p> <p>Teacher is:</p> <ul style="list-style-type: none"> • Conducting small group instruction <p>11:00-12:00pm- Writing</p> <p>Teacher is:</p> <ul style="list-style-type: none"> • Conducting small group instruction <p>12:00-1:00pm-LUNCH for All</p> <p>1:00-2:00- Tutoring (for IEPs, struggling scholars)</p>	<p>8-9am</p> <p>Teacher is:</p> <ul style="list-style-type: none"> • Conducting Guided Reading Groups • Holding Interventions • Teaching Specials • Holding High School Placement Meetings <p>9-11:25am</p> <p>Teacher is:</p> <ul style="list-style-type: none"> • Conducting small group instruction area per content area • Reviewing student work & providing feedback • Holding check-ins <p>11:30-12:15pm-Lunch for All</p> <p>12:30-3pm</p> <p>Teacher is:</p> <ul style="list-style-type: none"> • Teaching Specials • Conducting small group instruction area per content area

<p>2:00-3:00- Office Hours</p>	<ul style="list-style-type: none"> ● Reviewing student work & providing feedback ● Holding check-ins ● Planning
---------------------------------------	--

Inclusion and Equity: In order to ensure equitable access, Stamford Excellence will ensure all students are able to participate in high quality instruction whether they attend in-person instructional sessions, view live lessons synchronously in simulcast, or asynchronously through online lessons at a time that is available. We will attend to special considerations particularly for students who are struggling or vulnerable by providing additional dedicated time for intervention and support.

Accessibility: We will communicate with each family to ensure that students who are learning remotely or off campus have or receive an internet-capable device from which to work (e.g. Chromebooks). We will also ensure any families who do not have reliable access to Wi-Fi will also receive a device that will allow connectivity (e.g. Mifi, hotspots). All of the school’s Chromebooks will be outfitted with Securly, which is a cloud-based filter that allows the school to track devices and filter for inappropriate content particularly when operating outside of the school’s firewalls. This includes monitoring for any signs of cyber-bullying, self-harm, or inappropriate content.

Social-Emotional Health: Teachers will check in with their assigned students daily and provide weekly, dedicated intervention services for struggling or vulnerable learners. Students who opt out and/or are learning remotely will be able to participate in team-building activities and exercises designed to promote a sense of connectivity and social-emotional wellbeing. For example, during the last school year, students participated in a virtual spirit week and shared photos and videos to be posted on our social media accounts. Staff will also be trained to recognize signs of social-emotional distress, and provide activities to support mental health wellness. As mandated reporters, we will continue to adhere to our obligation to report any suspected incidents of abuse or neglect. The school nurse is also able to refer families to local resources for both physical and mental health services. If a family requires support beyond the capabilities of the school alone, the family will be referred to resources available within the Stamford community.

TEMPORARILY CHOOSING NOT TO PARTICIPATE

Students who temporarily opt out of full-time in-person instruction will have the ability to participate in the either the Hybrid or Remote Learning Models illustrated in the previous section. The student’s needs will be assessed on a case-by-case basis in consultation between the child’s family, Principal, teachers, and possibly under the advisement of a healthcare professional. The leadership team will provide clear expectations for the roles and responsibilities of the staff, scholar, and guardian, to include attendance and assignment completion, as well as any implications that each option might have. The school will ensure that the scholar has all necessary resources to successfully participate in learning, to include an internet-capable device and Wi-Fi connectivity.

SCHOOL LIASON, COMMUNICATION PLANS, AND DATA COLLECTION

Stamford Excellence designates it’s Principal, Mr. Kevin Fischer, as our primary COVID-19 Health and Safety Compliance Liaison. Mr. Fischer will be responsible for engaging with scholars, families, faculty, staff, Board members, and administrators to answer questions or concerns, and foster communication among the constituents. However, Mr. Fischer will also be fully supported by our leader resident and with input from our licensed nurse, Director of Operations, Director of Finance, Board, parents, local safety officials, and instructional support specialists in making integral and informed decisions that impact the school community.

Communication Systems

Schools will use the following channels to communicate with parents, students, faculty, and staff.

- Office 365 Email: Faculty and Staff communication platform
- School Messenger: Parent communication platform
- Clever: Faculty, Staff, Parents, and student resource hub and communication platform

- School website and social media accounts

Multilingual Communication

School Messenger is a communication platform for parents. It facilitates communication via SMS (text messages), voice messages, and email. The platform has a built-in translation tool that can translate messages into over 100 languages. ([see details here](#))

Pre-Opening and Ongoing Two-Way Communication

Prior to the start of the school year, staff will participate in two weeks of pre-service training. During this time, the school leadership team will share the reopening plan, along with all safety protocols and procedures. Once the building is modified with all accommodations to support social distancing, the Principal will work with small groups of teachers on a staggered schedule so they can observe and practice the safety protocols they will be asked to adhere to throughout the brick and mortar setting. This might include procedures for scheduled bathroom breaks, one-way directional lanes to control foot traffic, social distancing markers throughout the building, and hand hygiene stations.

The school's administrative staff will also hold a series of virtual Town Halls and Family Chats prior to the start of the school year. This will allow the school to share our reopening plan and strategies with our families and respond directly to any questions or concerns that arise. As significant policy, operational, or health data changes, Stamford Excellence has the capacity to notify parents through mass email, phone calls, and its dedicated parent communication platform, School Messenger. We will leverage this platform, as well as our social media accounts and website, for real-time updates and any changes in our COVID-19 response. Faculty and staff will use the Office 365 Email platform to standardize communication between leadership, faculty, and staff.

Communication Frequency and Critical Updates

As significant policy, operational, or health data changes, Stamford Excellence has the capacity to notify parents through mass email, phone calls, and its dedicated parent communication platform, School Messenger. We will leverage this platform, as well as our social media accounts and website, for real-time updates and any changes in our COVID-19 response. Faculty and staff will also be able to use email for standardized communication. Teachers will communicate with families on a daily, weekly, and bi-weekly basis for routine information. Parents will be notified immediately via phone, School Messenger, or email should any sudden changes or restrictions occur. If health data requires the school to shift into an operational model other than live instruction, Stamford Excellence leadership will notify the CSDE of any changes. In any suspected or confirmed cases, the Principal or Nurse will contact the local DPH for guidance.

Plan Accessibility

Prior to the start of the school year, Stamford Excellence will share our reopening plan with staff and our families. The plan will also be conspicuously posted on our website. CSDE will be notified of any significant changes or updates and the revised plan will be reposted on our site.

Family Surveys

While we have gathered questions, concerns, and data from our families during informal virtual meetings, the school will disseminate an official survey using Google Forms and School Messenger prior to the start of the school year. Information garnered will allow us to prepare our staffing and allocate resources accordingly.

OPERATIONS PLAN

FACILITIES

The Stamford Charter School for Excellence will place social distancing signs and markers at the school's entrance and throughout the school building in classrooms, common areas,

bathrooms, and stairways. All signs will be posted in languages appropriate for our student population. Classroom furniture will also be spaced to provide six feet of distancing where possible. Alternatively, where six feet of social distancing is not possible, we will procure partitions/sneeze guards or other suitable protective dividers to protect students and staff. The teacher's desk will also be spaced to provide six feet of social distance where possible. Additionally, social distancing markers will be placed on playgrounds and areas frequented by students and staff. The gym/cafeteria and annex building will also be used to create additional overflow space for instruction and social distancing.

Health & Safety Protocol Training

As with every school year, Stamford Excellence will provide two weeks of pre-service training. This year, much of the training will focus on ensuring staff are proficient with the three educational models (in-person, hybrid, and remote) with specific focus on protective measures for live instruction. Training will be a combination of virtual sessions with designated leaders, online workshops provided by assigned vendors (e.g. Operations Inc., curriculum-based, etc.), required readings, and on-site training. School leadership is responsible for training staff for the safe implementation of the reopening plan, protocols, and safeguards. Once the physical plants are operationally modified with appropriate equipment and signage, teachers will be invited into the building in small groups on a staggered schedule to meet with school leaders and practice procedures and protocols. These include those implemented when instruction is provided in-person, including how to conduct fire and safety drills, scheduled bathroom use, movement into and throughout of the building, nurse referrals, and any other routines requiring social distancing strategies. Throughout the school year on scheduled in-service dates and as new guidance is released, staff will receive any necessary refreshers or elaboration on any new information released by the state, DPH, or local health authorities. As with our established professional development model, teachers will also receive ongoing support with implementation of the instructional program and safety protocols.

School leadership will hold virtual Town Halls and Family Chats to disseminate and distribute to families the safety protocols that will be implemented in the fall. The goal is to ensure that upon reopening, families and staff will already be informed and optimally practiced with the tools and information they require to safely and seamlessly facilitate the opening and safe maintenance of our buildings. This will help to alleviate confusion and large crowds from gathering in front of and within the building upon reopening. Students will practice safety protocols with their teacher and classroom cohort particularly during the first two weeks of opening, and routinely throughout the course of the school year.

Training topics for staff, scholars and families will include the following:

- Appropriate use of face covering and PPE
- Screening protocols for building entry
- Hand and respiratory hygiene
- Cohort training
- Schedule and protocol for bathroom usage
- Social distancing
- Disinfecting common areas in the classroom
- Redesigned foot traffic patterns and spacing practices to promote social distancing within the building
- Signs and symptoms of infection
- How to manage suspected illnesses
- How to promote social-emotional wellbeing and recognize signs of pending distress
- Review and explanation of signage / notices posted throughout the building
- Updated guidance from CDC, DPH, state, and local resources
- Right to Accommodations
- Available community resources

DAILY OPERATIONS

The use of "cohorting" will play a crucial role in minimizing contact and facilitating testing and tracing procedures should they be enacted. Scholars will primarily remain with their classroom cohort throughout the

day, with the exception of the specials teachers and lunch coverage who will push into classrooms while maintaining social distancing. In addition to controlled contact with a specific set of staff, class sizes will be reduced to maximize available space to allow for appropriate social distancing of 6 feet. We anticipate to some degree that daily attendance will also be reduced as students temporarily opt out of in-person instruction. A school-wide survey will be disseminated prior to reopening to advise us on staffing and resource allocations.

Scholars and staff will also be asked to avoid common areas outside of designated instructional spaces and congregations outside of their cohort group will be prohibited. This will allow the school to use common areas such as the gymnasium/cafeteria, annex, and staff lounge as additional learning space rather than for large gatherings. Specials and lunches will take place in homerooms with designated staff that will maintain social distancing. Physical education will also push into classrooms with careful spacing restrictions or will take advantage of outdoor spaces as much as possible. Students and staff will be permitted to take scheduled “mask breaks” if social distancing allows sufficient space.

Each student will have their own baggie, cubby or bin for their belongings, which will be kept next to them to reduce contact across the room. Students will also be discouraged from sharing items or materials to prevent contact or transmission. Hand and respiratory hygiene will be taught and practiced within classrooms.

An enhanced cleaning crew will clean commonly touched and used areas between cohorts throughout the day, with deeper disinfecting taking place at night when the building is vacant. As much as possible, we will ask staff to adhere to a schedule so that cleaning can take place between cohorts. The building will be closed after school operational hours and on weekends, and students will dismiss early on Wednesdays to facilitate deep cleaning and disinfection of all spaces.

Stamford Excellence will use one-way markers to control foot traffic and allow for maximum distancing, including at the school’s entrance and throughout the school building in common areas, bathrooms, and stairways. Classroom furniture will be spaced to provide six feet of distancing where possible. Alternatively, where six feet of social distancing is not possible, we will procure partitions/sneeze guards or other suitable protective dividers to distance students and staff. The teacher’s desk will also be spaced to provide six feet of social distance where possible. Additionally, social distancing markers will be placed on outdoor spaces directly outside of the building where students may line up for entry or buses.

Entry into the building will be heavily restricted to scholars and essential staff. Parents and other visitors will not be permitted absent an emergency. All entrants and occupants of the facility will be pre-screened and required to wear face masks at all times. If a student or staff member does not have a face covering, a disposal mask will be provided at the point of entry.

Classrooms and bathrooms will be equipped with no touch soap/hand sanitizer dispensers, paper towels, cleaning and disinfecting supplies, and no touch trash bins. Each classroom will have extra face coverings to replace any that may have become soiled. Bathroom breaks will be scheduled and only one cohort will go at a time. Students will only have access to every other stall to maximize distancing. Bathrooms and surrounding areas will be disinfected and sanitized after each cohort has completed its use.

Clubs, Before- and After-School Programming

Stamford Excellence does not intend to offer clubs, before- and after-school, or voluntary programming at this time. This section does not apply.

CHILD NUTRITION

The school will use the PSIS student database and food services survey data to determine eligibility for free or reduced food services. PowerSchool is our internal student database. We will capture food data with additional detail in this system. As always, free and reduced-priced meals will be provided while students occupy the building. Should local health data require temporary building closure, the school will coordinate grab and go meal services with the district, or provide takeaway services on site if approved by the state to do so. Stamford Excellence will continue to comply with the USDA’s regulations and policies for school meals and milk including meal pattern requirements. We will ensure that all compliance requirements for Child Nutrition are met and that each student lunch includes all required components.

Meals will be pre-packed in individual trays and will be provided to all students in their classrooms. There will be an alternative option for students who may not eat meat or specific foods due to allergies or religious reasons. Everyone in the room will have to sanitize their hands prior to handing out and receiving meals. Staff will don gloves for safe distribution. Students will be informed that they are not allowed to share food due to the risks involved. No touch waste and recycling bins will be provided and students will practice social distancing while throwing out their trash.

In a hybrid-learning environment, meals will be provided to students who are learning remotely. The school will designate times and locations for families to pick up meals. The designated area will be marked with clear guidelines/instructions for approaching the building, contacting the front office upon arrival, keeping social distance, picking up meals, and exiting the premises. Face coverings and hand hygiene will be required to prevent transmission during the transaction.

TRANSPORTATION

Transportation is offered through Stamford Public Schools (SPS) and will be provided to students based on their eligibility guidelines. For SPS, transportation guidelines read as follows:

- 1.0 mile or more for Grades K-5 from their elementary school
- 1.5 miles or more for Grades [6-8] from their middle school

We will work closely and diligently to ensure that all students that are eligible are registered for bus transportation. Students and families will be expected to adhere to district regulations for capacity, face coverings, and social distancing. If a child's stop does not exist, we will request one be added to accommodate families. See guidelines below for further details.

Morning Procedure:

Families will be asked to do a pre-screening of their child's temperature and well-being before taking them to the bus stop and boarding the bus. Siblings will be required to sit next to each other as a precaution. All scholars will be required to wear a face covering and abide by regulations in accord with the district's transportation guidelines. Upon arrival, all children will be screened again prior to entry.

Afternoon Procedure:

When a school bus arrives to the school site, it will be sanitized and cleaned prior to students boarding to go home. Bus loading will happen at specific locations with staggered loading times. Each student will wear a mask and be trained on social distancing when stops and drop-offs occur. Siblings will be seated next to each other.

In a complete remote learning environment, transportation will not be available to students.

In a hybrid-learning environment, transportation will still be provided to students who have chosen on site learning based on the guidelines shared above.

HEALTH PRACTICES AND PROTOCOLS

As with every school year, Stamford Excellence will provide two weeks of pre-service training for staff. This year, much of the training will focus on ensuring staff are proficient with the three educational models (in-person, hybrid, and remote) with specific focus on protective measures for live instruction. Training will be a combination of virtual sessions with designated leaders, online workshops provided by assigned vendors (e.g. Operations Inc., curriculum-based, etc.), required readings, and on-site training. School leadership is responsible for training staff for the safe implementation of the reopening plan, protocols, and safeguards. Once the physical plants are operationally modified with appropriate equipment and signage, teachers will be invited into the building in small groups on a staggered schedule to meet school leaders to practice procedures and protocols. These include those implemented when instruction is provided in-person, such as how to conduct fire and safety drills, cleaning and disinfection schedules, scheduled bathroom usage, nurse referrals, and other practices requiring social distancing. Once schools reopen and particularly during the first two weeks of operation, teachers will be asked to focus on helping students practice proper safety measures

including hand and respiratory hygiene, social distancing protocols, proper use of a face covering, and reporting illness.

Throughout the school year on scheduled in-service dates and as new guidance is released, staff will receive any necessary refreshers or elaboration on any new information released by the state, DPH, or local health authorities. As with our established professional development model, teachers will also receive ongoing support with implementation of the instructional program and safety protocols.

School leadership will hold virtual Town Halls to disseminate and distribute to families the safety protocols that will be implemented in the fall. The goal is to ensure that upon reopening, families and staff will already be informed and optimally practiced with the tools and information they require to safely and seamlessly facilitate the opening and safe maintenance of our buildings. This will help to alleviate confusion and large crowds from gathering in front of and within the building upon reopening. Students will practice safety protocols with their teacher and classroom cohort particularly during the first two weeks of opening, and routinely throughout the course of the school year.

Training topics for staff, scholars and families will include the following:

- Appropriate use of face covering and PPE
- Screening protocols for building entry
- Hand and respiratory hygiene
- Cohort training
- Schedule and protocol for bathroom usage
- Social distancing
- Disinfecting common areas in the classroom
- Redesigned foot traffic patterns and spacing practices to promote social distancing within the building
- Signs and symptoms of infection
- How to manage suspected illnesses
- How to promote social-emotional wellbeing and recognize signs of pending distress
- Review and explanation of signage / notices posted throughout the building
- Updated guidance from CDC, DPH, state, and local resources
- Right to Accommodations
- Available community resources

Supplies

SCSE will purchase PPE including face coverings for all staff and students. All entrants and occupants of the facility will be required to wear face masks at all times. If a student or staff member does not have a facemask, a disposal mask will be provided at the point of entry. Signs noting the face covering requirement will be posted throughout the school building and teachers and staff will receive training and regular reminders that face coverings are required at all times. Extra face coverings will be available at the front desk and at designated locations on every floor. Light cleaning and hygiene products such as disinfectant wipes, tissues, no-touch trash bins, and paper towels will be available in classrooms. An enhanced cleaning crew will also be available for routine and deep cleanings as needed. Additionally, hand sanitizer stations (with at least 60% ethyl alcohol or 70% isopropyl alcohol) will be available throughout the building.

REPORTING ILLNESSES AND ADDRESSING VULNERABLE POPULATIONS

Screenings

Building access will be heavily restricted to students and essential staff during school hours. Parents and visitors will not be permitted entry absent an emergency. To the extent possible, contractors and vendors will be scheduled for service on weekends and after normal business hours.

Stamford Excellence will use DPH and CDC guidance regarding how to identify COVID-19 symptoms and how to conduct proper temperature checks, which will be shared with all staff and parents. Staff and parents will be required to conduct self-assessments and temperature checks at home every morning before coming to school. All persons entering the school building will be required to complete a screening questionnaire prior to arriving at the school and will have their

temperature checked before entering the building. Individuals with a fever of 100°F or greater and/or the following symptoms of possible COVID-19 virus infection will not be permitted to enter the building:

- Fever or chills (100°F or greater)
- Cough;
- Shortness of breath or difficulty breathing;
- Fatigue;
- Muscle or body aches;
- Headaches;
- New loss of taste or smell;
- Sore throat;
- Congestion or runny nose;
- Nausea or vomiting; and/or
- Diarrhea.

Parents/guardians of students denied access or sent home because of COVID-19 symptoms will be instructed to call their health care provider, or if they do not have a health care provider, to follow up with a local clinic or urgent care center. Arrangements will immediately be made to provide home instruction to the student while they are addressing the medical needs. Students and staff will be required to notify the school when they develop symptoms or if their condition changes during or outside school hours.

Infected Individuals

If a student or staff member exhibits these signs with no other explanation after being admitted to the building, s/he will be sent to the designated isolation room for an assessment by the school nurse. The parents/guardians of student suspected of having COVID-19 will be contacted for immediate pickup and the student will be safely isolated from others with a staff member utilizing the appropriate PPE until the parent/guardian arrives. If a separate room is not available, a six-foot distance will be kept between the ill student and other persons. If the student cannot be isolated in a separate room from others, a facemask (e.g., cloth or surgical mask) will be provided to the student if the ill person can tolerate wearing it and does not have difficulty breathing, to prevent the possible transmission of the virus to others while waiting for transportation home. The parent or guardian will be instructed to call their health care provider, or if they do not have a health care provider, to follow up with a local clinic or urgent care center.

Potentially sick individuals will be informed to begin self-isolation and asked not to return until they have confirmed they have tested negative and/or have met the CDC's criteria to discontinue home isolation. Any area that may have been infected will be closed off for cleaning and disinfecting. Families of students, faculty and staff will be notified that there was a potential COVID-19 case. The identification of said individual will not be disclosed and confidentiality will be kept. However as a communicable disease, COVID-19 cases must be reported to the DPH by the nurse or Principal and any necessary precautions for isolation, containment, and potential closure will be taken.

SOCIAL DISTANCING

The Stamford Charter School for Excellence will place social distancing signs and markers at the school's entrance and throughout the school building in common areas, bathrooms, and stairways. Classroom furniture will be spaced to provide six feet of distancing where possible. Alternatively, where six feet of social distancing is not possible, we will procure partitions/sneeze guards or other suitable protective dividers to distance students and staff. The teacher's desk will also be spaced to provide six feet of social distance where possible. Additionally, social distancing markers will be placed on outdoor spaces where students or families may line up for buses or entry. Staff and families will receive training prior to reopening on the social distancing protocols that will be in effect for the 2020-21 school year.

USE FACE COVERINGS, MASKS, AND FACE SHIELDS

SCSE will purchase PPE including face coverings for all staff and students. All entrants and occupants of the facility will be required to wear face masks at all times. If a student or staff member does not have a facemask, a disposal mask will be provided at the point of entry. Signs noting the required use of face coverings will be posted throughout the school building and teachers and staff will receive training and regular reminders that face coverings are required at all times. Extra face coverings will be available at the front desk and at designated locations on every floor. Additionally, hand sanitizer stations will be available throughout the building.

No student will be denied access because of the inability to obtain a face covering. Any student that does not have a protective face covering will receive a disposable facemask. If there are no masks available or if the student simply refuses to wear a mask, s/he will be denied access to the facility and referred to the COVID coordinator who will contact the student's parent/guardian. If the student has a medical condition or other appropriate reason for not being able to wear a face covering, s/he will be referred to the COVID coordinator and school nurse for assessment. If the student shows no signs of COVID-19, s/he will be sent to the isolation room and a plan will be implemented to address the concerns (request medical documentation and provide ADA-compliant accommodations, etc.).

HEALTH MONITORING PLAN

PLANNING AND DISTRIBUTION OF INFORMATION

Prompt identification and isolation of potentially infectious individuals is a critical first step in protecting workers, visitors, and others on site. Parents/guardians and staff members will be given resources to educate them on how to identify symptoms of COVID-19 and to screen the health of students each morning before sending them to school. Information regarding social distancing, wearing face coverings, and proper hand washing will also be shared with staff, students and their families.

School staff will be required to complete a daily self-assessment and temperature check prior to arrival at school. Parents/guardians will be required to screen their child before sending them to school. Additionally, all students and staff will receive a daily temperature check before entering the school. (Per DPH guidance, schools are prohibited from keeping records of student, faculty, staff, and visitor health data (e.g., the specific temperature data of an individual), but are permitted to maintain records that confirm individuals were screened and the result of such screening (e.g., pass/fail, cleared/not cleared).)

Parents/guardians and school staff will be instructed that any student or staff member with a fever of 100°F or greater and/or the following symptoms of possible COVID-19 virus infection should not be present in school:

- Fever or chills (100°F or greater)
- Cough;
- Shortness of breath or difficulty breathing;
- Fatigue;
- Muscle or body aches;
- Headaches;
- New loss of taste or smell;
- Sore throat;
- Congestion or runny nose;
- Nausea or vomiting; and/or
- Diarrhea.

Students and staff will be required to notify the school when they develop symptoms or if their condition changes during or outside of school hours.

If a student or staff member exhibits these signs with no other explanation after being admitted to the building, s/he will be sent to the designated isolation room for an assessment by the school nurse. The parents/guardians of students suspected of having COVID-19 will be contacted for immediate pickup and the student will be safely isolated from others with a staff member utilizing the appropriate PPE until the

parent/guardian arrives. If a separate room is not available, a six-foot distance will be kept between the ill student and other persons. If the student cannot be isolated in a separate room from others, a facemask (e.g., cloth or surgical mask) will be provided to the student if the ill person can tolerate wearing it and does not have difficulty breathing, to prevent the possible transmission of the virus to others while waiting for transportation home. The parent or guardian will be instructed to call their health care provider, or if they do not have a health care provider, to follow up with a local clinic or urgent care center.

Potentially sick individuals will be informed to begin self-isolation and asked not to return until they have confirmed they have tested negative and/or have met the CDC's criteria to discontinue home isolation. Any area that may have been infected will be closed off for cleaning and disinfecting. Families of students, faculty and staff will be notified that there was a potential COVID-19 case. The identification of said individual will not be disclosed and confidentiality will be kept. However, the nurse or Principal must immediately notify the local public health agency of any disease reportable under the public health law.

CONTAINMENT PLAN

1. Orderly closure: Teachers will notify the nurse to come pick up the student (s). The student(s) will be isolated in the designated isolation room and the nurse will contact the parents to make them aware of their symptoms.

- Contact with parent/guardian will include a survey of questions to get more details on their current symptoms.
- If students' symptoms are concurrent with COVID-19, they will be walked through the procedure of washing their hands, given a disposable facemask, sterilized gloves and isolated in an authorized area until parent/guardian pick up.
- Teacher and Students from the symptomatic student's classroom will be required to leave the school and quarantine for 14 days. *Students who exhibit potential symptoms during that time period should get tested. Parents should also notify the school. They are required to email results to the nurse whether positive or negative and secondary tracing and containment protocols will be enacted accordingly. *
- Facilities will follow DPH procedures to properly clean and sanitize the authorized waiting area and the classroom.

2. Identification process:

- The school, class, and/or cohort (whether by classroom, grade level, or bus) will be closed for 14 days and we will temporarily switch to remote learning. We will keep families updated on all new policies and protocols during the closure.
- SDE, Parent/guardian, faculty, stakeholders, and staff (Kitchen and facility) will be notified through email, school messenger, phone blast, social media, school website and Clever.
- The school will ensure all communications plans are available in all languages served in our community. Also, we will make it accessible to those with visual and/or hearing impairments.

The building will be limited to facility staff to clean and sanitize the whole building as required by DPH procedures.

Management of Ill Persons

Students and staff with symptoms of illness should call the nurse and will be sent to the designated isolation room for assessment and monitoring. The nurse will isolate and dismiss any student or staff member who has a fever or other symptoms of COVID-19 that are not explained by a chronic health condition for follow up with a health care provider. The student's parent/guardian will be contacted and notified that his/her child may be ill and should be picked up and taken for medical care/observation.

Suspected Infections

Should a student or staff member exhibit symptoms of any communicable or infectious disease reportable under the public health law that imposes a significant risk of infection of others in the school, he or

she shall be excluded from the school and sent home immediately, in a safe and proper conveyance. The nurse or Principal shall immediately notify the local public health agency of any disease reportable under the public health law. The nurse or Principal may make such evaluations of teachers and any other school employees, school buildings and premises as, in their discretion, they may deem necessary to protect the health of the students and staff.

School staff must immediately report any illness of students or staff to the school nurse or other designated school staff. Such reports should be made in compliance with FERPA and Education Law. If the nurse chooses to go to classrooms to make assessments of students, this also should be done in a manner that protects the student's confidentiality. If there are several students waiting to see the school nurse, arrangements should be made to have students wait at least six feet apart. The school will designate two rooms for school health personnel - one room for healthy students who have injuries or need their medications or nursing treatments, and another room for assessing and caring for ill students and staff. Both rooms require a supervising adult to be present and should have easy access to a bathroom and sink with hand hygiene supplies. School nurses and other school health professionals assessing or providing care to ill students and staff should follow Transmission-based precautions, which includes the use of appropriate PPE.

Students suspected of having COVID-19 awaiting transport home by the parent/guardian will be held in an isolated room or area separate from others, with a supervising adult present utilizing appropriate PPE. Multiple students suspected of COVID-19 may be in this isolation room if they can be separated by at least six feet. Isolation, containment, and disinfection protocols will be enacted to prevent further spread of possible infection.

A questionnaire will be sent to the students' parent(s) or legal guardian(s) electronically which must be completed prior to the scholar returning to school.

Contract Tracing

SCSE will follow CDC and DPH recommendations for 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. This allows public health officials to put in place isolation or other measures to limit the spread of the virus. Schools must cooperate with state and local health department contact tracing. Schools can assist public health departments in knowing who may have had contact at school with a confirmed case by:

- Keeping accurate attendance records of students and staff members.
- Ensuring student schedules are up to date.
- Keeping a log of any visitors which includes date, time and where in the school they visited; and
- Assist local health departments in tracing all contacts of the individual at school in accordance with the protocol, training, and tools provided through the New York State Contact Tracing Program.

More detailed scenarios will be directed to the local health department. SCSE will maintain confidentiality as required by federal and state laws and regulations. However, in order to facilitate effective tracing measures and to assess building safety, SCSE will assign the Principal and school nurse as point persons to manage identification, tracing, and assessment protocols in accordance with CDC and DPH recommendations.

CANCELLATION OF CLASSES, REMOTE LEARNING, AND REOPENING PLANS

Stamford Excellence will consult with our health professional, local district, DPH, and SDE if school closure becomes necessary. All normal, extracurricular, and co-curricular activity will cease. Staff and students will not be permitted in the building and will be instructed not to return until further notice. Staff and students will be directed to remote learning and the online instruction protocols will be distributed to all staff and parents.

1. Orderly closure:

- The school will consult with the LEA, DPH and stakeholders during the decision making process.

- The school will be closed and will temporarily switch to remote learning. Parents and staff will receive updates on all new policies and protocols during the closure.
- Parent/guardian, faculty, stakeholders, and staff (Kitchen and facility) will be notified through email, school messenger, phone blast, social media, school website and Clever. The school will ensure all communications plans are available in all languages served in our community. Also, we will make it accessible to those with visual and/or hearing impairments.
- Remote access credentials will be issued to all students and staff.
- The school building will shut down and the facilities team will follow DPH procedures to properly clean and sanitize the building.

Returning to School

Stamford Excellence will follow CDC guidance for allowing a student or staff member to return to school after exhibiting symptoms of COVID-19. If a person is not diagnosed by a healthcare provider (physician, nurse practitioner, or physician assistant) with COVID-19, they can return to school:

- Once there is no fever, without the use of fever reducing medicines, and they have felt well for 24 hours;
- If they have been diagnosed with another condition and has a healthcare provider written note stating they are clear to return to school.
- If a person is diagnosed with COVID-19 by a healthcare provider based on a test or their symptoms or does not get a COVID-19 test but has had symptoms, they should not be at school and should stay at home until:
 - It has been at least ten days since the individual first had symptoms;
 - It has been at least three days since the individual has had a fever (without using fever reducing medicine); and
 - It has been at least three days since the individual's symptoms improved, including cough and shortness of breath.

A questionnaire will be sent to the students' parent(s) or legal guardian(s) electronically which must be completed prior to the scholar returning to school.

Early Warning Signs

Stamford Excellence will adhere to the metrics and guidance set by local, state, and federal officials and follow the guidance of the CDC and DPH. The school receives and monitors all notifications and guidance issued by the CDC, DPH, and the state in real time and will follow the recommendations and guidance. SCSE will work with DPH and local district to monitor reports and the appropriate course of action when there are signs of increased positive COVID-19 cases.

Closure

SCSE will closely monitor communications from DPH, state, the district, and local health officials and experts. If there is an increase of cases or signs of increased COVID-19 cases within the school, school community or locally, SCSE will consult with DPH, the necessary experts and stakeholders and will move to close the school immediately or have the exposed parties isolate and quarantine themselves for fourteen (14) days. Parents/guardians will be notified via backpack letters sent home with students and via text and email notices of the closure or required quarantine. Staff will be instructed that the school building will be closed and the school or impacted parties will transition to online remote learning.

- The school will consult with the LEA, DPH, state, and stakeholders during the decision making process.
- The school will be closed and will temporarily switch to remote learning. Parents and staff will receive updates on all new policies and protocols during the closure.
- The district, Parents/guardians, faculty, stakeholders, and staff (Kitchen and facility) will be notified through email, school messenger, phone blast, social media, school website and Clever.

The school will ensure all communications plans are available in all languages served in our community. Also, we will make it accessible to those with visual and/or hearing impairments.

- Remote access credentials will be issued to all students and staff.
- The school building will shut down and the facilities team will follow DPH procedures to properly clean and sanitize the building.
- All normal, extracurricular and co-curricular activity will cease. Staff and students will not be permitted in the building and will be instructed not to return until further notice. Staff and students will be directed to remote learning and the online instructions protocols will be distributed to all staff and parents.

All systems and protocols will be shared with staff during pre-service training, and families during Town Halls prior to the start of the school year. Our reopening plan will also be posted conspicuously on the school's website for continual reference. Any revisions will be amended to the website.

FUTURE PLANNING AND REMOTE BLENDED LEARNING

Please refer to our previous sections examining how hybrid and remote learning plans will be implemented. To collect feedback from families, students and teachers, Stamford Excellence will use Google Forms and School Messenger to capture survey responses, which will be used to inform any necessary revisions to our remote learning plan. Chromebooks will be distributed to families who do not have access to a device for remote learning. The school will also provide support in attaining dependable internet connectivity for those families in need. Teachers and students will have access to Google Meet, which is our video conferencing platform. Additional detail regarding our distance-learning program is below:

Distance Learning Academic Program- Elementary School

Reading (Whole Group)

- Video- Teacher will create and upload a *Journeys* Whole Group lesson (15-20 minutes)
- *Journeys* independent work- Students will complete workbook pages

Reading (Small Group)

- Independent Reading- Students will read leveled text via *Epic*, *Scholastic* or *RazKids*
- Guided Reading via *BookNook* (self-guided for hybrid/teacher led for all distance learners)

Math

- Video- Teacher will link *Eureka In Sync* video (20 min) for lesson (teacher will create and upload video if one is not provided)
- Independent work- Teacher will link and assign *Eureka In Sync* fluency activity, problem set problem, and exit ticket

Writing

- Video- Teacher will create and upload a *Writing Workshop* lesson (8-12 minutes)
- Independent work- Students will independently write in a composition notebook (K-2) or on a GoogleDoc (3-5)

Tutoring - Teachers will provide 1:1 tutoring for students with IEPs and struggling scholars (for hybrid and all distance learners)

Office Hours- Teacher will be available for communication (for hybrid and all distance learners)

Distance Learning Academic Program- Middle School

Guided Reading (5th)/Intervention

- Guided Reading via *BookNook* (self guided for hybrid/teacher led for all distance learners)

ELA

- Video- Teacher will create and upload a skill-based lesson (10-15 minutes)

- Independent Work- Scholars will work on a skill-based task and respond to discussion questions from Collections/Novel reading

Math

- Video- Teacher will link *Eureka In Sync* video (20 min) for lesson (teacher will create and upload video if one is not provided)
- Independent work- Teacher will link and assign *Eureka In Sync* fluency activity, problem set problem, and exit ticket

Science/Social Studies

- Video- Teacher will create and upload mini-lesson (10-15 minutes)
- Independent Work- Scholars will work on assigned task

Office Hours- Teacher will be available for communication (for hybrid and all distance learners)

Tutoring- Teachers will provide 1:1 tutoring for students with IEPs and struggling scholars (for hybrid and all distance learners)

ACADEMICS

SPECIAL EDUCATION

Stamford Excellence will continue to provide equitable access to our high-quality instructional program to all students, including those with special needs and English Learners. Our Principal has been carefully monitoring guidance offered by the state, local districts, CDC, DPH, and other resources. He has been in close communication with our Special Education staff, and will be consulting with our district and their service providers to ensure that our scholars receive essential services. Delivery of interventions and accommodations provided by our own special education staff will continue to be provided in all three operational modalities. If possible, outsourced services such as speech and counseling may occur in person if social distancing and barrier protocols can be maintained, particularly if mask removal is necessary. However depending on determinations by the local district, outsourced services, such as counseling and speech, may need to occur virtually. The team will continue to work with the PPT and service providers to ensure all families are contacted and, where appropriate and feasible, consent to the use of telephonic and approved video platforms to facilitate services such as speech therapy, virtual counseling, tele-therapies, OT, and interventions.

If health data directs or if individual considerations require for a student to temporarily opt out of in-person instruction, Stamford Excellence will enact its hybrid and/or remote learning models for our scholars with special needs. To that end, Stamford Excellence would create a customized plan to support our scholars of greatest needs. The team will work with service providers to develop a schedule for the provision of services. Teachers will be assigned a caseload of 4-8 students to provide intervention sessions for special education students and those at-risk. Our teaching staff will facilitate the additional instructional support and interventions in accordance with students’ needs and IEPs. The following illustrates a sample custom plan for teacher meetings with students working remotely:

Student Description	Session Per Student
Integrated Co-Teaching (ICT)	1 hour/3 x week
Special Education Teacher Support Services (SETSS)	1 hour/2 x week
At-Risk/Promotion In Doubt (PID)	1 hour/2 x week
On/Above Grade Level	See hybrid/remote schedule

As with our regular daily schedule, teachers will be provided time for collaborative planning with their colleagues, and to attend remote IEP meetings as needed. However, teachers will be required to adhere to social distancing protocols, which may require meetings to take place virtually. All teachers will be required to

document their interactions and curate work samples and documents to monitor student progress toward IEP goals. Progress monitoring is also available through online learning platforms such as iReady.

Stamford Excellence will continue to attend meetings between the PPT, families, staff, and providers to ensure smooth service delivery. No sessions will be recorded to preserve students' safety and privacy. To the greatest extent possible, the school will continue to offer all appropriate and feasible services mandated in students' IEPs while depending on external service providers to make professional determinations of which can be offered remotely or in-person. School-based staff and providers will be expected to document consent, services, and progress. Staff will also document their interactions with students and their families.

ENGLISH LEARNERS (ELs)

For full-time, in-person instruction, Stamford Excellence will continue to teach English Learners in the same Sheltered English Immersion model that has proven successful for our scholars. For hybrid and remote learners, the school will offer virtual synchronous and asynchronous instruction with the use of small groups, one to one instruction, check-ins via phone or video conferencing, and teacher developed instructional videos. Students attending school on a hybrid schedule and students learning fully online will receive the same content weekly. Students with disabilities and those identified as ELLs will receive all mandated instruction and/or interventions per their IEP or 504 plans. Custom academic plans have been created to address the needs of all learners. Students who require additional support to gain English Language proficiency will receive equitable support through additional intervention time, as illustrated in the sample table shown previously. Teachers will take attendance and document each touch-point they have with students daily. This documentation will be recorded via written anecdotes and accounts, online platforms such as Google classroom, accessible by all teachers and administration. The school will also ensure that our families receive access to written and verbal communication in their preferred languages.

The curriculum is deliberately adjusted to address the needs of all learners. While all students are capable of achieving success, not all students are the same, learn the same way, or have the same needs. Teachers will continue to provide instruction uniquely tailored to each child that will challenge and support students through increased frequency of one on one interactions, group interactions, check-in calls, support during office hours as well as tutoring. Using and responding to ongoing, real-time data will dictate when and how these interactions will occur through the remote model. Coupled with scaffolding, enrichment, and making necessary, flexible accommodations to instruct students will allow us to meet their needs. This approach will ensure the continuation of the RTI program, fidelity in providing all enrolled students with disabilities the services and supports identified in any IEPs, 504s and our very young scholars. Additionally, communication and curricula will be made more accessible to our ELLs and their families through specific placements of groups, staff support, and technical aids.

FAMILY AND STUDENT ENGAGEMENT

FAMILY SUPPORT AND COMMUNICATION

Stamford Excellence will continue to provide clear, transparent, and ongoing communication and support for our families. As we venture into educating children in a time of a global pandemic, it is essential that we work together to ensure the safety of our scholars and staff. The school's leadership team will hold virtual Town Halls and Family Chats to distribute information regarding our reopening plan, and respond to any questions or concerns they may have. Parents will also be able to continue to participate in all state and federally required family engagement opportunities, though they may be virtually held. This includes PPT meetings, Board meetings, and Title I requirements. Families will continue to receive updates and will be notified of any changes through flyers, emails, phone calls, social media, and our School Messenger app, which also allows translation services for non-English speakers. Our goal is to ensure that our families are fully informed of the implications of each operational model, as well as all safety and health protocols prior to the school year so they may make the most informed decisions for

their children. The reopening plan will be conspicuously posted on our website and updated with any necessary revisions.

SOCIAL-EMOTIONAL LEARNING (SEL) AND MENTAL HEALTH

Scholars who require mental health services will continue receiving services during the allotted time within the school day. Depending on district guidelines for support services provided to the school, these sessions might occur virtually. Training will be provided for staff to identify and refer scholars who may be exhibiting signs of distress. Staff will prioritize community-building activities and will also be equipped with tools to create a supportive environment by teaching scholars about the safety protocols and yet remain engaged in class. This will help students feel safe. Administration will have similar training to identify staff that may have difficulty adjusting or coping. The Principal and nurse will be able to provide workplace and community resources available to staff, particularly those provided by contracted insurance carriers.

AFTER-SCHOOL PROGRAMMING

Stamford Excellence does not intend to offer clubs, before- and after-school programs, or other voluntary programming at this time. Therefore, this section does not apply.

CAREER AND TECHNICAL EDUCATION

This section does not apply.

STAFFING AND PERSONNEL

CERTIFICATION AND PERSONNEL PLANNING

Stamford Excellence does not intend to hire additional staff at this time. Any teachers who are not able to return for live instruction will be asked to facilitate hybrid/remote learning plans for students who temporarily opt-out or are not able to participate in person due to health concerns. All of our teachers are currently certified within their content areas and for the full grade span K-6. Therefore, we currently hold no concerns about placing teachers with classroom cohorts whom they are eligible to teach. Our faculty has been surveyed and their input has played a critical role in developing our plan. Our current staff capacity will allow for full implementation of all three operational models without engaging additional substitute staff. However, should a large percentage of our staff fall ill, we will revisit our options. Finally, our staff has an open communication channel with administration to express any concerns or explore any available resources for support.

PROFESSIONAL DEVELOPMENT

As with every school year, Stamford Excellence will provide two weeks of pre-service training. This year, much of the training will focus on ensuring staff are proficient with the three educational models (in-person, hybrid, and remote) with specific focus on protective measures for live instruction. Training will be a combination of virtual sessions with designated leaders, online workshops provided by assigned vendors (e.g. Operations Inc., NYSEF, curriculum-based, etc.), required readings, and on-site training. School leadership is responsible for training staff for the safe implementation of the reopening plan, protocols, and safeguards. Once the physical plants are operationally prepped with appropriate equipment and signage, teachers will be invited into the building to meet school leaders to practice procedures and protocols safely for when instruction is provided in-person, how to conduct fire, safety, and other drills as required using social distancing strategies for normal bricks and mortar instruction. Throughout the school year on scheduled in-service dates and as new guidance is released, staff will receive any necessary refreshers or elaboration on any new information released by the state, DPH, or local health authorities. As with our established professional development model, teachers will also receive ongoing support with implementation of the instructional program and safety protocols.

School leadership will hold virtual Town Halls to disseminate and distribute to families the safety

protocols that will be implemented in the fall. The goal is to ensure that upon reopening, families and staff will already be informed and optimally practiced with the tools and information they require to safely and seamlessly facilitate the opening and safe maintenance of our buildings. This will help to alleviate confusion and large crowds from gathering in front of and within the building upon reopening. Students will practice safety protocols with their teacher and classroom cohort particularly during the first two weeks of opening, and routinely throughout the course of the school year.

Training topics for staff, scholars and families will include the following:

- Appropriate use of face covering and PPE
- Screening protocols for building entry
- Hand and respiratory hygiene
- Cohort training
- Schedule and protocol for bathroom usage
- Social distancing
- Disinfecting common areas in the classroom
- Redesigned foot traffic patterns and spacing practices to promote social distancing within the building
- Signs and symptoms of infection
- How to manage suspected illnesses
- How to promote social-emotional wellbeing and recognize signs of pending distress
- Review and explanation of signage / notices posted throughout the building
- Updated guidance from CDC, DPH, state, and local resources
- Right to Accommodations
- Available community resources
- Additional training is available on the following topics:

Health	Family	Financial
<ul style="list-style-type: none"> • Stress management • Mental wellness • Physical wellness • Healthy living • Overall wellbeing 	<ul style="list-style-type: none"> • Parenting support • Child and elder care • Grief and loss • College planning • Special needs help 	<ul style="list-style-type: none"> • Legal issues • Will preparation • Taxes and debt • Financial planning • ID theft services

<https://www.guardianlife.com/life-insurance/eap>