



# Finn Academy 2020-2021 Reopening Plan

*The Path Forward.*



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# Letter from the Board of Trustees

Dear Finn Families,

It seems an eternity since February 11th when we celebrated receiving a three-year extension on our charter. Who could imagine the heartbreak that one month later, we would be forced to shut down for the remainder of the school year? While we are certainly living through unprecedented times, our Board recognizes the challenges that you and your children faced in light of the circumstances surrounding the pandemic, and you have all demonstrated the character that makes Finn Academy unique. We are pleased with and inspired by our teachers and staff who worked tirelessly to ensure that your scholars remained connected to their school during that uncertainty. We are proud of your scholars for persevering and doing their very best, despite the frustrating moments they faced. And we are deeply appreciative that as parents, grandparents, and care givers, you allowed us the honor of having your children remain with us. As a school community, it is important that we pause and appreciate all that we have accomplished in light of these challenges. Our core principles of scholarship, perseverance, aspiration, reflection, kindness, and leadership are the tools that will help us continue to successfully navigate the unknown that lies ahead of us. Remember, we are crew and we choose Finn.

We recognize that the fall and a return to school holds great uncertainty. Our leadership, teachers and staff have worked throughout the summer to plan for various scenarios for the return to school in the fall, as highlighted in the following plan. The re-entry committee selected the following three focus points in our work:

1. Scholar and staff safety. Our school will follow the recommended safety guidelines put forth by the State in order to protect the health of the school community.
2. Scholar social and emotional well being. We know it has been difficult for many who missed the comfort and continuity of school. We will ensure copious support for scholars as they resume school in the fall as they experience unparalleled times as learners.
3. Scholar academic success. No matter what a return to school looks like in the fall, you and your scholars can anticipate access to the high-quality education that Finn is proud to offer as a school of choice.

We are grateful for your support and partnership during this time. Please know we are here for you and your scholars, we welcome your questions and feedback, and we look forward to continuing along the educational journey—whatever that may look like—with you and your scholars this fall.

Sincerely,

*A. Renee Sutton*

A. Renée Sutton Chair, Finn Academy Board of Trustees

# Plan Development

## Executive Summary

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In planning for the safe reopening for the 2020-2021 academic year, the school analyzed and incorporated guidelines and recommendations from the NYS Department of Health, the CDC, NYS Education Department, SUNY Charter Schools Institute, and our local Public Health Department. The school also sought input from parents/guardians, staff members, and community stakeholders through various modes of data gathering.

As a K-6 charter school, Finn Academy remains committed to its mission of promoting an inclusive, rigorous and nurturing environment to best prepare our children for their future and to cultivate a community of scholars, leaders and friends. While the 2020-2021 school year will, no doubt, look different than in years past, our Board of Trustees, leaders, and staff remain committed to this mission.

We have also approached our planning and decision-making for the upcoming school year through three key lenses: health and safety, social-emotional and mental health well-being, and academics and instruction, and consistently grounded in focused guiding principles.

The School's designated COVID-19 Safety Coordinator is the Chief Operations Officer; however, the health and safety of Finn Academy's scholars and staff is everyone's responsibility. Any questions or concerns should follow the School's normal communication chain.

To continue to effectively meet the needs of our school community, this reopening plan will be reviewed, adjusted, and communicated to stakeholders, in alignment with any changes to guidance or recommendations by the various state agencies and our charter authorizer, the SUNY Charter Schools Institute.

## Guiding Principles

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The School's reentry planning and decision-making process has been consistently grounded in the following guiding principles:

- **Health and Safety** – The School will align all decisions with the recommendations of the NYS Department of Health in order to safeguard the health and safety of our scholars, staff, and entire school community.
- **Equity** – The school will prioritize equitable access to high-quality instruction and school-wide supports for all scholars.
- **Social-Emotional and Mental Health Needs** – The school will prioritize the social-emotional and mental well-being of scholars and staff; connection before content.
- **High-quality Instruction** – Continued focus on delivery of high-quality instruction to all scholars across all instructional models to support growth and achievement.
- **Communication** – Consistent communication between school, families, and staff will be essential in ensuring that key stakeholders are up to date with important information and changes throughout the year.
- **Special Area Instruction** – Fitness, Dance, STEM, Art, and Music will continue to be an important component of learning for Finn Academy scholars.

## Committee Work

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The reopening work and decision-making was led by a main re-entry committee and three sub-committees, which collaboratively explored the various components that are critical in a safe and successful school year. Our parent/guardian sub-committee rounded out our planning groups, while ensuring feedback from all key stakeholders.



# The Plan

## Reopening Operations, Monitoring, Containment & Closure

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### 2a. REOPENING OPERATIONS

#### Capacity

The top priority during the planning process was maintain the health and safety of the entire school community. The development of the plan considered the number of scholars and staff allowed to return in person. The following factors were considered by the planning committee to determine the resumption of in-person instruction:

- a. Ability to maintain appropriate social distance;
- b. Square footage of current building and usable square footage of current classroom configuration
- c. PPE and cloth face mask availability
- d. Availability of safe transportation – number of buses, drivers, monitors
- e. Finn Academy considered local hospital capacity, which was not considered a barrier in the reopening plan.

#### Social Distancing

Finn Academy will adopt the following protocols and procedures to ensure social distancing is maintained at all times while on school grounds:

- a. Staff, scholars and visitors will be reminded through signage on school grounds that they must maintain social distancing at all times when in common areas, such as hallways.
- b. Floor decals will be placed in typical gathering areas, i.e. the Main Office, so visitors are instructed to abide by social distancing guidelines. Only two visitors will be allowed in the Main Office at once to ensure social distancing.
- c. Floor signs will be placed to ensure traffic is only moving through hallways and in stairways, in one direction.
- d. Within classrooms, seating will meet social distancing requirements. Additional options may include using physical barriers between desks and turning desks

- to face the same direction (rather than facing each other) or having scholars sit on only one side of a table, spaced apart.
- e. Arrival and dismissal times will be staggered to allow for distanced wellness screenings upon arrival, decrease in density in hallways as scholars head to classrooms and dismissal locations, and to reduce parent/guardian gatherings on school grounds.
  - f. Multiple arrival and dismissal entrance and exits will be utilized to ensure for proper social distancing.
  - g. The use of classrooms and other places where scholars, faculty, and staff gather will be restricted (e.g., lockers, cubbies, entryways, hallways), so that individuals can be socially distanced.

### **PPE and Face Coverings**

According to Executive Order 202.17 and guidance from NYSDOH, any individual who is over age two (2) and able to medically tolerate a face-covering shall be required to cover their nose and mouth with a mask or cloth face-covering when in a public place and unable to maintain, or when not maintaining, social distance. Furthermore, face coverings are strongly recommended by the New York State Department of Health (NYSDOH) at all times, except for meals and instruction with appropriate social distancing. Acceptable face coverings, as defined by the NYSDOH, include but are not limited to cloth-based face coverings and surgical masks that snugly fit and cover both the mouth and nose.

Finn Academy will require appropriate face coverings to be used at all times to protect against the transmission of the COVID-19 virus when on school grounds. We will provide scholars opportunities to remove their face covering during meals and for short breaks so long as they maintain appropriate social distance.

The Scholar Code of Conduct shall be amended to require scholars to wear cloth masks. This includes all classroom spaces, corridors, or common areas. The expectation shall be clear that all scholars, faculty and staff shall wear appropriate facial coverings.

If a scholar or staff who has difficulty breathing or who is incapable of physically removing the face covering on his/her own will not wear cloth face coverings, and alternate methods of protection will be discussed by parents and staff. Cloth masks should not be worn when scholars are engaging in physical activity. Scholars who refuse to comply with the safety protocols adopted for in-person learning will be assigned to an online learning program. There will be designated spaces to allow for mask breaks, and teachers will be encouraged to build in time for mask breaks.

The School will be responsible for maintaining adequate supply of disposable masks for distribution to scholars, faculty and staff that arrive without one.

The School will provide periodic training to scholars, faculty, and staff on how to adequately put on, take off, clean (as applicable), and discard face coverings.

Mask Breaks: Breaks should occur throughout the day when individuals can be six (6) feet apart and ideally outside or at least with the windows open. Classrooms will establish a six (6) foot, mask-free zone in which scholars may take their mask breaks. If such zones cannot be safely established, other arrangements will be made to accommodate mask breaks.

Transparent Face Coverings: Transparent face coverings provide the opportunity for more visual cues. These will be considered as an alternative for younger scholars, scholars who are deaf/hard of hearing, and their teachers. For example, the School may provide alternate PPE (i.e., masks that are transparent at or around the mouth) for therapies or interventions that require visualization of the movement of the lips and/or mouths (e.g. speech therapy). These alternate coverings may also be used for certain scholars (e.g. hearing impaired) that benefit from being able to see more of the teacher's face.

### Operational Activity

The building is closed to non-custodial staff from 6 PM to 5 AM for disinfecting/cleaning to occur without disruption. One exception will be for the School's Board of Trustees to hold meetings on a scheduled basis, adhering to all social distancing guidelines, once the Open Meetings Law does not allow for further virtual meetings.

### School Events/Field Trips/Open Houses

- Scholar assemblies/gatherings are cancelled until further notice
- Performances where scholars can be social distanced shall be live streamed to parents.
- Field trips are to be limited to virtual opportunities
- Wherever possible, in-school events will be changed to a virtual format

Groups who request to utilize Finn Academy space will not be permitted to do so at this time so that the building and classrooms can be disinfected each night, and no outside individuals are introduced into the school setting. This policy will be reviewed regularly.

Entrances: Signage is posted at each entrance advising entrants to wear cloth face coverings and to properly social distance. Automatic, no touch hand sanitizing stations will be installed for the supervised arrival of scholars. Visitors will be encouraged to sanitize hands upon entrance to the building.

Cohorts: To minimize the number of scholars who would potentially be exposed in the event of a COVID-19 event, the school will keep scholars in the same group throughout the day. In the upper grades, scholars will remain in their primary classroom spaces and teachers will transition to those spaces to teach their subject areas.

Personal Belongings: Each child's personal belongings should be kept separated from others' and in individually labeled containers, cubbies, or areas.

Shared Materials: Teachers will avoid sharing of electronic devices, toys, books, and other games or learning aids, where practicable. Classrooms will have adequate supplies to minimize sharing of high touch materials to the extent possible (art supplies, music equipment, technology equipment, general classroom supplies) or use of supplies and equipment should be limited by one group of children at a time and cleaned and disinfected between use.

Building Movement: The School will create traffic patterns that best adhere to the social distancing guidelines. Such rerouting will address accessibility issues.

Shared spaces: the use of shared spaces, i.e. Cafeteria, Library, Computer Lab, will be limited.

Special Area Classes: special area teachers will move from class to class and will be scheduled in blocks of time with specific cohorts in order to limit their interaction/exposure with multiple cohorts within the building, i.e. a two-week rotation with the same cohort.

PlaySpace: The outdoor PlaySpace will be sectioned off for use by one cohort at a time in one area; in the case of inclement weather, scholars will remain within their classrooms for their recess block and be encouraged to work on individual projects.

### **Restart Operations**

Maintenance staff have been in the building throughout the duration of the shutdown imposed in March due to the pandemic; all building systems have been running and monitored, including HVAC, video surveillance, water systems, and other key facility components. Particular care will be given, despite the lack of a total building shutdown, to the recommendations set forth by the CDC for Reopening:

<https://www.cdc.gov/coronavirus/2019-ncov/php/building-water-system.html>

Ventilation: The Maintenance team will ensure ventilation systems operate properly and are being controlled as designed. Circulation of outdoor air will be increased as much as possible through both natural and mechanical means. Established HVAC inspection and maintenance

requirements will be followed that will preserve our system's ability to achieve proper ventilation of our buildings.

### Hygiene, Cleaning & Disinfection

The School will ensure adherence to the hygiene and sanitization requirements from the Centers for Disease Control and Prevention (CDC) and NYSDOH document "Guidance for Cleaning and Disinfection of Public and Private Facilities for COVID-19" and the "STOP THE SPREAD" poster. This information will be used by the School to train faculty and staff.

The School will provide hand hygiene stations around the school including hand washing stations (existing in restrooms, various classrooms) with soap, running water, disposable paper towels and hand sanitizing stations with alcohol-based sanitizer (at least 60% alcohol).

Employees and scholars will be instructed and trained to wash their hands for at least 20 seconds with soap and water frequently throughout the day, but especially at the beginning and end of their day, prior to any mealtimes and after using the toilet.

Main entrances, common areas, classrooms, and office spaces will be provided with hand sanitizer that can be used for hand hygiene in place of soap and water, as long as hands are not visibly soiled. The School will ensure disinfecting products will be provided and located on/near commonly shared equipment and supplies (e.g. copiers). Prior to use of a shared piece of equipment, an employee should disinfect the surfaces that will be touched. After use of a shared piece of equipment, the employee should disinfect the surfaces that were touched. Employees should then practice hand-washing or hand sanitization procedures.

Signs will be posted throughout the building reminding employees to stop and sanitize before and after use of equipment and supplies. Disinfecting products will be provided in various locations throughout the buildings for faculty and staff to disinfect commonly used surfaces periodically throughout the day. Hand sanitizers will be available near high-touch surfaces throughout the building. Receptacles will be available around the school for disposal of soiled items (paper towels, masks, etc). Signs will be posted throughout the building to instruct staff and scholars about proper hand washing procedures and reminding them to hand-wash and/or hand sanitize frequently.

In terms of Cleaning/Disinfection, the CDC provides Reopening Guidance for Cleaning and Disinfection with specific guidance for schools along with the Cleaning and Disinfection Decision Tool to aid in determining what level of cleaning and/or disinfection is necessary.

School wide cleaning must include classrooms, restrooms, cafeteria, library, PlaySpace, and busses that will be transporting Finn Academy scholars.

#### Cleanliness and Disinfection Standards: Classroom

- Clean and disinfect high touch surfaces (but not limited to):
  - Classroom desks and chairs
  - Door handles and push plates
  - Light switches
  - Shared telephones
  - Shared desktops
  - Shared computer keyboards and mice
- All trash receptacles emptied and trash removed from the room
- Floors swept and dust mopped
- Floors spot mopped or full mopped
- Wipe clean: Tables, furniture and counter tops
- Window in the classroom door is cleaned at minimum once per week
- Walls are spot cleaned
- Carpets are spot cleaned
- Make sure all windows are locked
- Vacuum carpet daily if applicable
- Re-stock all paper and soap products
- Clean Baseboards – Weekly

#### Cleanliness and Disinfection Standards: Restrooms

- Clean and disinfect toilets, sinks
- Clean and disinfect high touch surfaces (but not limited to):
  - Drinking Fountains
  - Door handles and push plates
  - Light switches

- Handrails
- All trash receptacles emptied and trash removed from the room
- Floors full mopped
- Clean Doors and Partitions in Restrooms
- Walls are spot cleaned
- Check that toilets, faucets, and drains are working
- Check Sanitary Napkin Boxes
- Clean Exterior of Dispensers
- Restock all toilet paper and soap products
- Clean Baseboards – Weekly

#### Cleanliness and Disinfection Standards: Common Areas (Hallways)

- Clean and disinfect high touch surfaces (but not limited to):
  - Drinking Fountains
  - Door handles and push plates
  - Light switches
  - Handrails
  - Floors swept and dust mopped
  - Floors spot mopped or full mopped
  - Walls are spot cleaned, when soiled
  - Carpets are spot cleaned

#### Cleanliness and Disinfection Standards: Health Office and Isolation Room

- Clean and disinfect health cots regularly (after each scholar use)
- Clean and disinfect high touch surfaces (but not limited to):
  - Door handles and push plates
  - Light switches
  - Shared telephones
  - Shared desktops

- Shared computer keyboards and mice
- All trash receptacles emptied and trash removed from the room
- Floors swept and dust mopped
- Floors full mopped
- Wipe clean: Tables, furniture and counter tops
- Window in the door is cleaned at minimum once per week
- Walls are spot cleaned
- Re-stock all paper and soap products
- Clean Baseboards – Weekly

#### Cleanliness and Disinfection Standards: Clerical/Admin Offices

- Clean and disinfect high touch surfaces:
  - Door handles and push plates
  - Light switches
  - Shared telephones
  - Shared desktops
  - Shared computer keyboards and mice
- All trash receptacles emptied and trash removed from the room
- Floors vacuumed
- Wipe clean: Tables, furniture and counter tops
- Walls are spot cleaned

#### Extracurriculars

Finn Academy will not participate in any extracurricular activities or programming until further notice; this includes Community Circle and Expedition Celebrations.

#### Before and After Care

Finn Academy does not offer before or after care programming.

## Vulnerable Populations

The following groups are at increased risk for complications from COVID-19 and may need added or alternative provisions for social distancing. Scholars who have family members who are in high risk groups may also need to attend school remotely. The school will make accommodations and be able to meet the needs of these scholars in the school community.

Persons in the groups below should consult with their healthcare provider regarding prevention:

- Individuals age 65 or older;
- Pregnant individuals;
- Individuals with underlying health conditions, including but not limited to:
  - Chronic lung disease or moderate to severe asthma
  - Serious heart conditions
  - Immunocompromised
  - Severe obesity (BMI of 30 or higher)
  - Diabetes
  - Chronic kidney disease undergoing dialysis
  - Liver disease
  - Sickle cell anemia
  - Children who are medically complex, who have neurologic, genetic, metabolic conditions, or who have congenital heart disease are at higher risk for COVID-19 than other children.

### Vulnerable Faculty/Staff

- Faculty and staff at increased risk for COVID-19/Faculty and staff who may not feel comfortable returning in person
  - Through faculty/staff survey, Finn Academy will determine which members are a part of the vulnerable populations. These staff members will be given priority when assignment of duties is determined based on the adopted model of instruction upon reentry. Strategies for accommodating these faculty/staff may include telework, modified work setting, and provision of additional PPE to individuals with underlying health conditions.

### Vulnerable Scholars

- Early learners

- Scholars with disabilities/special needs
- ELLs

All scholars have been offered the opportunity to opt into a Remote Learning plan for the 2020-2021 school year.

In cases where in-person instruction is not feasible, phased-in and hybrid models of education will consider if certain scholars will be prioritized for in-person instruction first or more frequently based on educational or other needs (e.g., early grades, scholars with disabilities, English language learners).

Special Education must provide:

- Education consistent with the need to protect the health and safety of scholars with disabilities and those providing special education and services.
- Collaboration between families, (CPSE/CSE) and program providers representing the variety of settings where scholars are served
- Access to the necessary instructional and technological supports to meet the unique needs of scholars
- Documentation of programs, services, and communications with parents.

The school will consider in-person services a priority for high-needs scholars and scholars with disabilities whenever possible and consider contingency plans developed by the CPSE/CSE to address remote learning needs in the event of intermittent or extended closure.

Scholars with special needs or scholars who are medically fragile may not be able to maintain social distancing, hand or respiratory hygiene, or wear a face covering or mask.

- Parents/guardians should work with child's healthcare providers for an informed decision on how best to meet the child's needs at school while protecting their health and safety.

Transitioning these scholars back to school requires planning and coordination of:

- school health services personnel, special education personnel, pupil personnel services and administration.

- Being aware that such families are already under significant stress and COVID-19 has made their situations more critical.

Alternate plans created in consultation with school health personnel on how to meet the needs of the child while keeping social distancing may include:

- Additional PPE for staff caring for such scholars
- Assigning only one staff member to care for the scholar
- Decreased scholars in a classroom, alternating schedules, and provision of related services to an individual instead of group setting.

### Transportation

Every effort will be made by Finn Academy to encourage parents/legal guardians to drop off or walk scholars to school to reduce density on school buses.

#### **AM Transportation:**

Finn Academy scholars are transported to school on morning buses by host districts, i.e. Elmira City School District, Horseheads Central School District, Waverly School District, etc. Finn Academy will coordinate and support these Districts with the communication to these families re: protocols and procedures re: transport on school buses in the morning.

#### **PM Transportation:**

Afternoon transportation for Finn Academy scholars is provided through a private bussing company, Terps Enterprises.

Terps Enterprises will be following the NYSED guidelines regarding transportation for the school year. Per the guidance:

#### **School Bus Mandatory Requirements**

- All scholars who are able will be required to wear masks and social distance on the bus;
- All buses (conforming and non-conforming to Federal Motor Carrier Safety Standards, as well as type A, C or D) which are used every day must be cleaned/ disinfected once a day. High contact spots must be

wiped down after the am and pm run depending upon the disinfection schedule. (For example, some buses might be cleaned between the am and pm runs while other buses may be cleaned/disinfected after the pm run);

- School buses shall not be equipped with hand sanitizer due to its combustible composition and potential liability to the carrier. School bus drivers, monitors and attendants must not carry personal bottles of hand sanitizer with them on school buses;
- Wheelchair school buses must configure wheelchair placement to ensure social distancing of 6 feet.

### **School Bus Staff Mandatory Requirements**

- School bus drivers, monitors, attendants and mechanics shall perform a self-health assessment for symptoms of COVID-19 before arriving to work. If personnel are experiencing any of the symptoms of COVID-19 they should notify their employer and seek medical attention;
- School bus drivers, monitors, attendants and mechanics must wear a face covering along with an optional face shield;
- Transportation staff (drivers, monitors, attendants, mechanics and cleaners) will be trained and provided periodic refreshers on the proper use of personal protective equipment and the signs and symptoms of COVID-19;
- Transportation departments/carriers will need to provide Personal Protective Equipment such as masks and gloves for drivers, monitors and attendants in buses as well as hand sanitizer for all staff in their transportation locations such as dispatch offices, employee lunch/break rooms and/or bus garages.
- Drivers, monitors and attendants who must have direct physical contact with a child must wear gloves.
- The driver, monitor, and attendant may wear gloves if they choose to do so but are not required unless they must be in physical contact with scholars;

- Transportation staff should be encouraged to wash their hands with soap and water before and after am and pm runs to keep healthy and prevent the spread of respiratory and diarrheal infections from one person to the next. Germs can spread from other people or surfaces when you: touch your eyes, nose, and mouth with unwashed hands; touch a contaminated surface or objects; blow your nose, cough, or sneeze into hands and then touch other people's hands or common objects.

### **Scholars on Transportation Mandatory Requirements**

- All parents/guardians will be required 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 them boarding their method of transportation to school;
- Scholars must wear a mask on a school bus if they are physically able. Scholars who are unable to medically tolerate a face covering, including scholars where such covering would impair their physical health or mental health are not subject to the required use of a face covering;
- Scholars must social distance (six feet separation) on the bus;
- Scholars who do not have a mask can NOT be denied transportation;
- Scholars who do not have masks must be provided one by the school;
- Scholars with a disability which would prevent them from wearing a mask will not be forced to do so or denied transportation.
- Siblings or children who reside in the same household should be encouraged to sit together.
- A scholar without a mask may be provided a mask by the driver/monitor/attendant. Scholars who are unable to medically tolerate a face covering, including scholars where such covering would impair their physical health or mental health are not subject to the required use of a face covering. In such a situation the seating will have to be rearranged so the scholar without a mask is socially distanced from other scholars.
- Scholars who are transported in a mobility device should use seating positions that provide the required social distancing or have NYS-approved sneeze guards installed.
- Scholars should be reminded of the bus rules, like, to not eat or drink 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.

## Food Services

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

### 1. SOCIAL DISTANCING

Staff: Staff will be staggered in reporting to work and where their workstations will be during food production to allow for mandated 6-foot distances. Floor markers will be used to designate these areas. Breaks will be staggered to allow for ample space to eat meals in the break area.

Scholars: Scholars will eat in classrooms or outdoor areas if weather permits, always maintaining the appropriate social distancing.

There will be no salad bar service until further notice.

2. FOOD ALLERGIES: We will maintain our procedures for communal eating where staff is trained, provided with appropriate sanitizing materials and food is packaged separately and safely for children to consume in order to protect our scholars with food allergies.

3. MEAL SERVICE LOCATIONS: Breakfast will be grab and go, located at entrances to the building so scholars can pick up and bring to their classrooms. Lunch will be eaten in each scholar's respective classroom.

4. HYGIENE: All scholars will eat their meals in their classroom spaces in order to maintain the cohort system that has been established.

Scholars will be trained on proper hand hygiene and will wash hands before and after eating. If no sinks are available in their spaces, they will use sanitizer to clean their hands. Masks will be worn up until the time the children are seated in their designated areas and have their food ready to eat. They will remove their masks while eating then put back on immediately after.

Following food consumption, teachers, aides, or custodial staff will properly clean surfaces so that the scholars can return to learning.

5. COMMUNAL FOOD SHARING will be prohibited, and all school meals will be prepackaged.
6. COMMUNICATION: Meal ordering while at school will be organized and succinct. All meals must be ordered prior to 8:45 a.m. There will be no alternative meal choices allowed after an order is placed. All communication to cafeteria from classrooms will come in the form of a phone call.

If we need to switch to a remote model, we will immediately switch to pick-up meals that were facilitated during the March COVID shutdown.

For families who have opted for remote instruction for the beginning of the school year, orders will be placed the week prior for meals, and a pickup time and location will be provided.

6. SIGNAGE: Signs will be necessary indicating where scholars may grab their breakfast bag while coming into the school. Floor signs and place markers will be necessary for workers in kitchen. All other meals will be delivered to classrooms.
7. DELIVERIES from outside vendors- all will be received in hallway leading to William Street alley. All delivery people will wear mask. If they need to go past the designated area into kitchen they will be monitored for temperature.
8. MOVEMENT: Carts will be set up so scholars can grab a bag to take back to their classrooms. They will be placed far enough apart so children can move efficiently by the bags and grab one. Signs will show where to wait if a line starts to form. All allergy meals will be packed separately, and signage provided. Staff will monitor the pickup of these bags until the process is efficient and safely implemented.

Lunch will be delivered to each classroom; food service staff will not enter these spaces to set up food. All meals will be left on a cart or table outside of the classroom.

9. WATER SERVICE: per NSLP, there must be potable water available to all children during their mealtime. All classrooms will receive multiple water bottles for the scholars to have water throughout the day; the teachers will monitor the water service.

Scholars at older grade levels will be encouraged to bring a water bottle to school and to fill them at new no touch water filling stations that will be installed.

### Mental Health, Behavioral, and Social-emotional Support Services and Programs

Since Spring 2020, our school community has experienced disruption of our typical routines and schedules, separation from one another, illness or even loss of family and friends, and isolation from many of the things that typically bring comfort and a sense of belonging and safety. This potentially traumatic experience has been compounded by the recent social injustices that have brought additional pain and division to our nation. Given the social-emotional and mental impact on scholars, staff, and families, the school's plan has prioritized supports that will address the needs of all stakeholders to aid in healing, coping, and building crucial skills to move forward. Throughout the upcoming year, the school will remain focused on the "3-R's" of relationships, routines and resilience.

Through collaborative partnerships with local agencies, curriculum designers, and national experts, we will work to provide support, professional development and training, and resources to address the needs of our key stakeholders in the areas of: mental health and trauma, social-emotional learning (SEL), school-wide procedures and classroom environment, and adult wellness. The goal is to begin by preparing staff during August professional development sessions, emphasizing that the first two weeks of school will prioritize social-emotional learning, and to then continue to build on this foundation with continued training and support throughout the year.

#### 1) Mental Health and Trauma

- Continued partnership with Family Services (FS) of Chemung County to provide school-based mental health counseling to our scholars in-building in live sessions. For remote learners, therapeutic sessions will be conducted at the FS Clinic or via tele-therapy. Referrals to this program are initiated by teachers, parents/guardians, and other community agencies, and are approved by the Dean of Scholars, in concert with the school social worker.
- Short-term individual and crisis counseling with our school social worker will continue to be made available through the below referral sources, and can be facilitated live or virtually:
  - Teacher referral (via email, phone, in-person, or Google Form)
  - Parent/guardian referral (via email, phone, in-person, or Google Form)
  - Self-referral by scholar (via hard copy form, in-person, or Google Form)
- Small group counseling sessions with our school social worker will be provided, as social distancing allows, and will be provided in-person with the potential for virtual sessions
- Ongoing training will take place for staff surrounding trauma-informed teaching practices, and how to identify and support scholars in need

- Facilitation of equity and diversity training for staff to be able to better support scholars as a result of the recent social and racial injustices
  - Tentative implementation of the SHAPE (School Health Assessment Performance and Evaluation) System to collect information as it pertains to the school's multi-tiered services and supports and to identify areas of growth in a comprehensive school mental health program
  - Development of a scholar discussion team that will meet weekly/biweekly to review attendance, mental health, behavioral and discipline data to identify at-risk scholars and families in need of a higher level of support. This team will include the school nurse, school social worker, Dean of Scholars, school-based mental health therapist, and other staff as needed (i.e.: Coordinator of Special Education and Intervention, grade level and special area teachers, interventionists, Chief Academic Officer, Registrar)

## 2) Social Emotional Learning

- Training for all staff on the CASEL competencies and NYSED SEL benchmarks
- Consistent implementation of Second Step SEL curriculum across grades K-6; conducted live or virtually
- Implementation of the DESSA (Devereux Scholar Strengths Assessment) Mini for all scholars K-6 to quickly identify opportunities for growth in the areas of self-awareness, self-management, social awareness, relationship skills, goal-directed behavior, personal responsibility, decision making and optimistic thinking. The full DESSA will be facilitated for scholars identified as at-risk
- Tentative pilot of EduMotion in Dance class; a program that explores the world through cultural dance and movement while focusing on SEL themes, such as, diversity, empathy and kindness
- Resources and additional professional development connected to integration of social-emotional and academic learning and mindfulness practices
- Creation of a school climate team to ensure continued review of the school's social-emotional learning supports and programming and to maintain fidelity to the school's mission and culture. Team members include: teachers at both lower and upper grade levels, special area teacher, Dean of Scholars, school social worker, and option for parents, community members, and Board members to participate and provide input.

### 3) School-wide Procedures and Classroom Environment

- Alignment of school's norms and core values with all models of instruction
- Training for staff on building crew and community utilizing restorative practices and positive discipline approaches
- Consistent facilitation of daily crews, live or virtually, to encourage growth of relationships and social-emotional skills
- Reflection space in all learning spaces to provide scholars an opportunity to reset their emotional state, reflect on choices, and practice coping strategies
- Built-in opportunities for staff and scholars to maintain relationships and connections from previous school year (i.e.: crew mail)
- Policies to support universal staff response to scholar removal of masks, refusal to social distance, inappropriate conduct in virtual sessions and/or on message boards

### 4) Adult Wellness

- Professional development for staff regarding mindfulness practices and self-care
- Ongoing opportunities for support sessions with staff and school leaders
- Continued partnership with Family Services of Chemung County to offer staff EAP (Employee Assistance Program) counseling
- Supporting staff in identifying and reflecting on individual social-emotional strengths and areas of need
- Continued crew-building as a staff during professional development sessions, and extracurricular activities. Prioritizing staff culture via Wellness and Sunshine Committee initiatives.
- The school's coaching program and weekly grade level team meetings will also continue to provide an outlet and support for school staff
- Ongoing dissemination of mental health and social-emotional learning resources to families to support their scholars at home; including, but not limited to: school social worker spotlight in biweekly newsletter, school social worker Google Classroom, and Second Step lesson follow-up

### Communication

Finn Academy has a robust communication system in place for both regular and urgent communications. 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:

- Kaymbu (school-wide messaging system) e-blasts, robocalls and text messages
- School website – the school’s reopening plan will be available on the school’s website. A dedicated section created in the spring specifically to support remote learning will be refreshed with updated information for fall reopening.
- Official Finn Academy Facebook feeds, with messages amplified by shares from family members and other official groups, i.e. Finn Family Crew (parent organization)
- Family and staff newsletters are produced in alternating weeks during the school year. As circumstances require, the school will transition to more frequent newsletters. Both parent and staff newsletters were produced during the spring school closure to cover the unprecedented and evolving news, to support remote learning, and provide families with additional resources.
- Other communication outreach on reopening and COVID-19 will include town hall-style webinar meetings and Q&A sessions hosted by the school leadership and/or Board of Trustees, videos, fact sheets, FAQs and infographics.
- During August staff professional development, time will be designated to review all new health and safety policies and protocols to ensure consistent implementation school-wide
- A Reopening Selection Form was sent to all families end of July to identify scholar-specific information about whether a scholar will return to in-person learning or opt instead for remote learning. So that families can make an informed decision, the form was accompanied by information about instruction and health and safety protocols that the school will put in place. The school will continue to solicit parent and staff feedback throughout the school year, and will conduct short, single topic “pulse” surveys for two-way communication and data collection.

## 2b. MONITORING

### Screening

NYSED guidance requires that schools must implement mandatory health screenings, including temperature checks, of scholars, faculty, staff, and, where applicable, contractors, vendors, and visitors to identify any individuals who may have COVID-19 or who may have

been exposed to the COVID-19 virus. Specifically, all individuals must have their temperature checked each day. Any personnel performing in-person screening activities, including temperature checks, will be appropriately protected from exposure to potentially infectious individuals entering the facilities and will be trained appropriately.

### **Faculty and Staff Screening:**

Daily, staff will be required to submit confirmation that they answer NO to all of the following statements, prior to arrival in the building:

- knowingly been in close or proximate contact in the past 14 days with anyone who has tested positive through a diagnostic test for COVID-19 or who has or had symptoms of COVID-19;
- tested positive through a diagnostic test for COVID-19 in the past 14 days;
- experienced any symptoms of COVID-19, including a temperature of greater than 100.0°F in the past 14 days: and/or
- traveled internationally or from a state with widespread community transmission of COVID-19 per the New York State Travel Advisory in the past 14 days. As of July 24, 2020, these states include: Alabama, Alaska, Arizona, Arkansas, California, Delaware, District of Columbia, Florida, Georgia, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maryland, Minnesota, Mississippi, Missouri, Montana, Nebraska, Nevada, New Mexico, North Carolina, North Dakota, Ohio, Oklahoma, Puerto Rico, South Carolina, Tennessee, Texas, Utah, Virginia, Washington, Wisconsin

The School is evaluating third party application systems that will allow staff to submit answers to these health screening questions prior to arrival at the building.

Staff temperatures will also be taken upon arrival by a designated staff member at the designated employee entrance. If any faculty or staff present a temperature of greater than 100.0°F, they will be denied entry to the building and will be sent home to follow further protocols. Staff privacy is a required component of the screenings, and temperatures will not be recorded; a simple inventory of pass/fail or clear/not clear will be utilized and maintained on file.

In order to facilitate these temperature checks, staff will be asked to arrive at work within a specific window to ensure staffing is in place to conduct the checks.

### **Scholar Screening:**

It will be the parent/guardian responsibility to perform temperature checks on their child before arriving at the bus stop, or at school.

Through collaboration with the local school district, it has been determined scholars will be temperature screened prior to loading their morning school bus.

The school has purchased no touch infrared thermometers, and all scholars will be screened at their designated entrance prior to entering the building. The staff members monitoring the temperature check points shall be trained on how to respond to temperature readings at 100.0°F or above. Scholar privacy is a required component of the training.

A school designated compliance officer will be responsible for reconciliation of periodic surveys of scholars attending for in-person instruction.

Training videos will be assigned to each staff member that covers topics recommended by the CDC and DOH.

#### **Visitor/Vendor/Contractor Protocols:**

In general, the building will be open only to employees, service providers, contractors, vendors, and delivery people. Parents, building/classroom volunteers, and other guests will not be allowed unless extenuating circumstances are present.

Visitors who buzz for entry to any building will be communicated through the buzzer system only. Office staff will ask the purpose for their visit and whether their business can be accomplished through phone, email, or mail. If they are dropping something off, they should be advised to leave the item at the door. Only visitors with scheduled meetings with an employee in the building should be allowed in.

Visitors will be required to sign in and complete the School's health assessment, sanitize their hands upon entry to the building and wear a face covering. Disposable masks will be available for those who need one. To the extent possible, video and tele-conferencing will be used to accomplish district and scholar business. Every attempt will be made to avoid in-person meetings.

Delivery people should be requested to wear a face covering when entering the building. Social distancing should be practiced.

#### **Visitor/Vendor/Contractor Screening:**

All visitors/vendors/contractors in the building shall be screened for temperature. If a temperature of greater than 100.0°F, they will be denied entry to the building.

Visitors/vendors/contractors will also be asked to confirm NO to all of the following statements, and the answers will be documented:

- knowingly been in close or proximate contact in the past 14 days with anyone who has tested positive through a diagnostic test for COVID-19 or who has or had symptoms of COVID-19;
- tested positive through a diagnostic test for COVID-19 in the past 14 days;
- experienced any symptoms of COVID-19, including a temperature of greater than 100.0°F in the past 14 days: and/or
- traveled internationally or from a state with widespread community transmission of COVID-19 per the New York State Travel Advisory in the past 14 days. As of July 31, 2020, these states include: Alabama, Alaska, Arizona, Arkansas, California, Delaware, District of Columbia, Florida, Georgia, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maryland, Minnesota, Mississippi, Missouri, Montana, Nebraska, Nevada, New Mexico, North Carolina, North Dakota, Ohio, Oklahoma, Puerto Rico, South Carolina, Tennessee, Texas, Utah, Virginia, Washington, Wisconsin

If the answer to any of the above statements is YES, the visitor/vendor/contractor will be denied entrance to the building.

#### **Positive Screen Protocols:**

Any individual who screens positive for COVID-19 exposure or symptoms, if screened at the school, must be immediately sent home with instructions to contact their health care provider for assessment and testing.

Scholars who are being sent home because of a positive screen (i.e. onset of symptoms within the school day or upon arrival) must be immediately separated from other scholars and supervised until their parent/guardian or emergency contact can retrieve them from school. Upon pick up, the parent/guardian will be provided information on health care and testing resources.

The school will notify the state and local health department about the case, if the diagnostic test results are positive for COVID-19.

## Health Test Protocols

The school is not in a position to administer onsite testing for the coronavirus for faculty, staff or scholars.

### **Symptomatic Individuals:**

Any staff member or scholar who exhibits symptoms will be referred to their local provider, and/or will be instructed to contact the Chemung County Health Department to determine the most suitable venue for testing.

If families are in need of financial support to facilitate testing, this will be handled on a case by case basis.

**Return to Work/School:** The school will utilize the New York State Department of Health "Interim Guidance for Public and Private Employees Returning to Work Following COVID-19 Infection or Exposure", in coordination with the Chemung County Health Department, to determine a return to work/school.

- If a staff member/scholar tests positive for COVID-19, regardless of if they are symptomatic or asymptomatic, they may return to work/school upon completing at least 10 days of isolation from the onset of symptoms or 10 days of isolation after the first positive test if they remain asymptomatic.
- If a staff member/scholar has had close or proximate contact with a person with COVID-19 for a prolonged period of time AND is experiencing COVID-19 related symptoms, they may return to work/school upon completing at least 10 days of isolation from the onset of symptoms.
  - o The New York State Department of Health considers a close contact to be someone who was within 6 feet of an infected person for at least 10 minutes starting from 48 hours before illness onset until the time the person was isolated. The local health department should be contacted if the extent of contact between an individual and a person suspected or confirmed to have COVID-19 is unclear.
- If a staff member/scholar is symptomatic upon arrival at work/school or becomes sick with COVID-19 symptoms while in the building, absent close or proximate contact with a person with COVID-19, they must be separated and sent home immediately and may return to the building upon

completing at least 10 days of isolation from the onset of symptoms OR upon receipt of a negative COVID-19 test result.

### **Asymptomatic Individuals:**

- If a staff member/scholar has had close or proximate contact with a person with COVID-19 for a prolonged period of time AND is not experiencing COVID-19 related symptoms, they may return to work/school upon completing 14 days of self-quarantine.

o However, if such a staff member is deemed essential and critical for the operation or safety of the workplace, upon a documented determination by their supervisor and a human resources (HR) representative in consultation with appropriate state and local health authorities, the exposed, asymptomatic employee may return to work so long as the employee adheres to the following practices prior to and during their work shift, which should be monitored and documented by the employer and employee:

1. Regular monitoring: The employee must self-monitor for a temperature greater than or equal to 100.0 degrees Fahrenheit every 12 hours and symptoms consistent with COVID-19 under the supervision of their employer's occupational health program.

2. Wear a mask: The employee must wear a face mask at all times while in the workplace for 14 days after last exposure.

3. Social distance: The employee must continue social distancing practices, including maintaining, at least, six feet of distance from others.

4. Clean and disinfect workspaces: The employer must continue to regularly clean and disinfect all areas, such as offices, bathrooms, common areas, and shared electronic equipment.

5. Maintain quarantine: The employee must continue to self-quarantine and self-monitor for temperature and symptoms when not at the workplace for 14 days after last exposure.

### **Health Testing Responsibility**

The Chemung County Health Department is the primary source for referring, sourcing and administering COVID-19 tests in the Elmira area.

It will be the responsibility of the staff member, or parent/guardian of scholars, to secure testing for a suspected case of COVID-19, or for a symptomatic individual. The school will support the staff member and scholar throughout the process and will keep in close contact to determine the results of the test in order to take further action.

### Early Warning Signs

Finn Academy will keep in close contact with the Chemung County Health Department to determine if positive COVID-19 cases are increasing beyond an acceptable level.

It will also be the practice of the Finn Academy staff to monitor the dashboards set forth by New York State, located at the link below, to monitor the early warning signs that may indicate a potential spike in infections that would warrant a school shutdown and transition to remote learning:

<https://forward.ny.gov/early-warning-monitoring-dashboard>

COVID-19 Early Warning Monitoring System Dashboard							
Data as of: July 29, 2020 Last updated on: July 30, 2020							
	Testing/Tracing Targets		New Infections		Severity of Infection	Hospital Capacity	
Region	Maintain 30 per 1,000 Diagnostic Tests	Maintain Required Case and Contact Tracing Capacity	% Positive Tests per Day (7-Day Rolling Avg)	New Cases per 100K (7-Day Rolling Avg)	Gross New Hospitalizations per 100k (7-Day Rolling Avg)	Share of Total Hospital Beds % Available (7-Day Rolling Avg)	Share of ICU Beds % Available (7-Day Rolling Avg)
STATEWIDE	64,576 / 19,542	9,628	1.0%	3.42	0.40	29%	41%
Capital Region	3,066 / 1,085	278	1.4%	3.94	0.28	29%	42%
Central New York	2,976 / 775	458	0.7%	2.67	0.20	31%	41%
Finger Lakes	4,564 / 1,203	468	0.7%	2.49	0.21	37%	54%
Long Island	10,096 / 2,839	1,308	1.1%	4.01	0.42	27%	35%
Mid-Hudson	7,900 / 2,322	1,456	1.1%	3.58	0.36	33%	62%
Mohawk Valley	1,590 / 485	139	1.2%	3.80	0.26	47%	55%
New York City	26,598 / 8,399	4,648	1.1%	3.45	0.52	23%	30%
North Country	1,279 / 419	12	0.4%	1.16	0.07	44%	59%
Southern Tier	2,257 / 633	114	0.9%	3.32	0.29	41%	39%
Western New York	4,251 / 1,381	747	1.0%	3.09	0.28	35%	53%

## 2c. CONTAINMENT

### School Health Offices

The School Health Office will remain open for the day to day needs of scholars within the school building, i.e. administration of medications, injured scholars, etc. An Isolation Room

will be set up and maintained in order to isolate and treat any staff or scholars who demonstrate or develop symptoms of COVID-19 during the school day.

Our main School Nurse will continue to staff the School Health Office; a part time Nurse will be present and available to staff the Isolation Room if/when needed. On the days we do not have two nursing staff members available, a member of the School Leadership Team will be responsible for staffing the Isolation Room until a family member can pick up a scholar exhibiting symptoms.

### **Isolation**

Any individual who screens positive for COVID-19 exposure or symptoms, if screened at the school, must be immediately sent home with instructions to contact their health care provider for assessment and testing.

Scholars who are being sent home because of a positive screen (i.e. onset of symptoms within the school day or upon arrival) must be immediately separated and isolated from other scholars and supervised until their parent/guardian or emergency contact can retrieve them from school. Upon pick up, the parent/guardian will be provided information on health care and testing resources and instructed on the possibility of a return to the building for their scholar (see Return to Work/School).

The Isolation Room identified for the Finn Academy building is the room located near our parent and bus drop off entrances—this way, if any individual screen positives, they will be ushered to the Isolation Room nearby, minimizing their movement throughout the building. A staff member (either a member of the Nursing Staff or a member of the School Leadership Team) will don PPE (gown, eye protection, gloves and an N95 mask) to protect themselves while supervising the scholar until a parent/guardian can take them home.

Following the dismissal of any scholars in the room, all surfaces will be disinfected for future use.

### **Collection**

If removed to the Isolation Room, a scholar's parent/guardian or emergency contact will be contacted immediately to inform them that their scholar will need to be picked up from school. The parent/guardian will be instructed to meet a staff member at the building's William Street scholar entrance to sign out and pick up their scholar, therefore limiting the movement of the scholar throughout the building.

The parent/guardian or emergency contact of the scholar will be instructed that the scholar will need to visit a health care provider, and then protocols will be followed re: the health care provider's assessment and Finn Return to Work/School protocols.

### **Infected Individuals**

The school will utilize the New York State Department of Health "Interim Guidance for Public and Private Employees Returning to Work Following COVID-19 Infection or Exposure", in coordination with the Chemung County Health Department, to determine a return to work/school.

### **Symptomatic Individuals:**

Any staff member or scholar who exhibits symptoms will be referred to their local provider, and/or will be instructed to contact the Chemung County Health Department to determine the most suitable venue for testing.

If families are in need of financial support to facilitate testing, this will be handled on a case by case basis.

### **Return to Work/School:**

- If a staff member/scholar tests positive for COVID-19, regardless of if they are symptomatic or asymptomatic, they may return to work/school upon completing at least 10 days of isolation from the onset of symptoms or 10 days of isolation after the first positive test if they remain asymptomatic.
- If a staff member/scholar has had close or proximate contact with a person with COVID-19 for a prolonged period of time AND is experiencing COVID-19 related symptoms, they may return to work/school upon completing at least 10 days of isolation from the onset of symptoms.

o The New York State Department of Health considers a close contact to be someone who was within 6 feet of an infected person for at least 10 minutes starting from 48 hours before illness onset until the time the person was isolated. The local health department should be contacted if the extent of contact between an individual and a person suspected or confirmed to have COVID-19 is unclear.

- If a staff member/scholar is symptomatic upon arrival at work/school or becomes sick with COVID-19 symptoms while in the building, absent close or proximate contact with a person with COVID-19, they must be separated and sent home immediately and may return to the building upon completing at least 10 days of isolation from the onset of symptoms OR upon receipt of a negative COVID-19 test result.

## Exposed Individuals

### Asymptomatic Individuals:

- If a staff member/scholar has had close or proximate contact with a person with COVID-19 for a prolonged period of time AND is not experiencing COVID-19 related symptoms, they may return to work/school upon completing 14 days of self-quarantine.
  - o However, if such a staff member is deemed essential and critical for the operation or safety of the workplace, upon a documented determination by their supervisor and a human resources (HR) representative in consultation with appropriate state and local health authorities, the exposed, asymptomatic employee may return to work so long as the employee adheres to the following practices prior to and during their work shift, which should be monitored and documented by the employer and employee:
    1. Regular monitoring: The employee must self-monitor for a temperature greater than or equal to 100.0 degrees Fahrenheit every 12 hours and symptoms consistent with COVID-19 under the supervision of their employer's occupational health program.
    2. Wear a mask: The employee must wear a face mask at all times while in the workplace for 14 days after last exposure.
    3. Social distance: The employee must continue social distancing practices, including maintaining, at least, six feet of distance from others.
    4. Clean and disinfect workspaces: The employer must continue to regularly clean and disinfect all areas, such as offices, bathrooms, common areas, and shared electronic equipment.

5. Maintain quarantine: The employee must continue to self-quarantine and self-monitor for temperature and symptoms when not at the workplace for 14 days after last exposure.

## Hygiene, Cleaning and Disinfection

The CDC provides Reopening Guidance for Cleaning and Disinfection with specific guidance for schools along with the Cleaning and Disinfection Decision Tool to aid in determining what level of cleaning and/or disinfection is necessary. School wide cleaning must include classrooms, restrooms, cafeterias, libraries, playgrounds, and busses transporting Finn Academy scholars.

[https://www.cdc.gov/coronavirus/2019-ncov/community/pdf/Reopening\\_America\\_Guidance.pdf](https://www.cdc.gov/coronavirus/2019-ncov/community/pdf/Reopening_America_Guidance.pdf)

<https://www.cdc.gov/coronavirus/2019-ncov/community/reopen-guidance.html>

<https://www.cdc.gov/coronavirus/2019-ncov/community/disinfecting-building-facility.html>

## Contact Tracing

The school will support the local Health Department in contact tracing efforts using the protocols, training and tools provided through the New York State Contact Tracing Program.

Internally, the limited movement of staff and scholars throughout the building will help limit cross-exposure of different cohorts.

The school can support the public health department in the contact tracing program by:

- The use of school video surveillance systems, if necessary, to track movement on school grounds.
- Keeping accurate attendance records of scholars and staff members.
- Ensuring scholar schedules are up to date.
- Keeping a log of any visitors which includes date, time, and where in the school they visited.

## Overview of New York State Contact Tracing Program:

New York State has partnered with Bloomberg Philanthropies, Johns Hopkins Bloomberg School of Public Health and Vital Strategies to create the NYS Contact Tracing Program, a nation-leading initiative to help slow the spread of COVID-19 and make it safer to begin to return to normal again.

Contact Tracers work with people who have tested positive for COVID-19 to identify people they have had contact with and let them know they may have been exposed to the disease.

**If you get a call from "NYS Contact Tracing" (518-387-9993), PLEASE answer the phone.** Answering the phone will keep your loved ones and community safe.

### **A contact tracer will:**

NEVER ask for your Social Security number

NEVER ask for any private financial information

NEVER ask for credit card information

NEVER send you a link without proper authentication procedures

## What is Contact Tracing?

Contact tracing is the process of contacting all people who've had contact with someone who tested positive for COVID-19. Contact Tracers have been hired and trained to work with state-of-the-art software to gather information on the spread of the infection. Your participation is confidential.

## How the Contact Tracing Program Works

If an individual tests positive, a COVID Contact Tracer will connect them with the support and resources they may need through quarantine, such as help getting groceries or household supplies, childcare, medical care or supplies. The Tracer will work with the individual to identify and reach out via phone and text to anyone they have been in contact with while they were infectious to trace and contain the spread of the virus.

People who have come in close contact with someone who is positive are asked to stay home and limit their contact with others.

Testing, medical and quarantine support for the infected individual and their loved ones will be arranged. The Contact Tracing program will not release names to anyone, and a participant's information is strictly confidential and will be treated as a private medical record.

## Communication

Age and stakeholder appropriate practices and protocols will be developed in partnership with the Chemung County Health Department and in accordance with all NYSDOH, NYSED, and SUNY CSI recommendations. Plans for the fall will be informed by practices and protocols developed and activated for in-person school learning.

- Teachers will engage in instructing scholars in health and safety protocols and practicing these routines, i.e. proper hand and respiratory hygiene, proper mask wearing, social distancing.
- Set aside time at the beginning of the school year, as well as frequent reminders, to review and assess, and reeducate if deficient and assess again at least once a month (duration will depend on age group) the new policies and protocols with all staff and scholars.
- Communications plan includes signage, webinars/presentations for families, staff, and scholars, making resources available, and allotting practice time for staff and scholars.

## 2d. CLOSURE

### Closure Triggers

The Leadership Team will work closely with the local Health Department to determine the appropriate time for closure of in-person activities under the following circumstances:

1. Infection rate within the school, or within the local community.
2. Absentee rate trend for scholars.

3. Absenteeism of essential personnel to the extent that it creates a health and safety concern or prevents the school from complying with mandates.

At closure, the School will engage in its remote learning program.

### **Operational Activity**

Upon closure, as was the case in March following school closure as directed by the Governor, the following essential employees will remain on site to continue their essential functions: Maintenance and Custodial employees, Food Service employees, and various Administrative employees. All other employees, including instructional staff and support staff, will move to remote teaching/telework.

### **Communication**

Finn Academy has a robust communication system in place for both regular and urgent communications. 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:

- Kaymbu (school-wide messaging system) e-blasts, robocalls and text messages
- School website – the school’s reopening plan and if implemented, closure plan, will be available on the school’s website. A dedicated section created in the spring specifically to support remote learning will be refreshed with updated information for fall reopening.
- Official Finn Academy Facebook feeds, with messages amplified by shares from family members and other official groups, i.e. Finn Family Crew (parent organization)
- Family and staff newsletters are produced in alternating weeks during the school year. As circumstances require, the school will transition to more frequent newsletters. Both parent and staff newsletters were produced during the spring school closure to cover the unprecedented and evolving news, to support remote learning, and provide families with additional resources.
- Other communication outreach on reopening and COVID-19 will include town hall-style webinar meetings and Q&A sessions hosted by the school leadership and/or Board of Trustees, videos, fact sheets, FAQs and infographics.

## Pre-Opening, School Calendars and Scheduling

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### PRE-OPENING

#### 3a. Pre-Opening

To ensure a successful return to school, all key stakeholders have been involved in the planning and implementation of the school's plans for the 2020-2021 school year. The Board of Trustees oversaw the creation of a steering reentry committee and four sub-committees, while also holding school leaders accountable for continued progress updates and analysis of data from spring 2020 and summer planning. School leaders each facilitated a sub-committee with critical focus on the distinct areas of planning and led the data gathering and analysis around spring 2020 participation, attendance, professional development and other areas to support planning and decision-making for the fall.

School leaders engaged staff input through grade level team meetings, professional development, sub-committee participation, and a survey (July – 93% response rate). Data and feedback gleaned from these staff interactions have focused pre-opening and school-year professional development arcs and instructional and curricular decisions. Scholar input was solicited via synchronous crew-building and check-ins, framed class discussions, and during year-end reflection activities.

Our parent/guardian population has played a vital role in our reopening planning through individual and collective communication with school leaders, completion of two surveys (June – 36% response rate and July - 70% response rate), and inclusion of our parent/guardian sub-committee. The school also integrated input and information from work with local community partners and agencies into the reopening plan around topics of childcare, food services, transportation, and mental health and social-emotional supports.

## Stakeholder Feedback and Input

Parents/Guardians	Staff	Community Partners
<ul style="list-style-type: none"><li>•Survey - June 2020</li><li>•Survey - July 2020</li><li>•Instructional Model Selection Form - July 2020</li><li>•Virtual Town Hall Meeting - August 2020</li><li>•Parent/Guardian Sub-Committee for Re-entry</li><li>•Ongoing two-way communication</li></ul>	<ul style="list-style-type: none"><li>•Re-entry Sub-Committee participation Jun-Aug 2020</li><li>•Survey - July 2020</li><li>•Reflections from Spring 2020 school closure</li><li>•Virtual Q&amp;A Session - July 2020</li><li>• Ongoing two-way communication</li></ul>	<ul style="list-style-type: none"><li>•Ongoing communication</li><li>•Participation in multi-organizational calls regarding childcare, summer programming, food services, and local public health guidelines</li><li>•Contact with host district regarding programming plans</li></ul>

## Pre-Opening Plans

- Staff professional development
  - July/August:
    - Virtual EL Education curriculum training (2-4 primary teachers)
  - August 24-28
  - August 31<sup>st</sup>, September 1<sup>st</sup> and 3<sup>rd</sup>
    - Focus areas: 1) Instructional Strategies, 2) SEL/Trauma-Informed Practices/School Culture, 3) Operations and Logistics, and 4) Vision of Excellence - ensuring fidelity to school's mission through executed systems and procedures
- Kindergarten Screening - August 2020
- New Scholar/Family Orientation - August 2020
- Virtual Meet and Greet (all scholars/families) – August 2020
- Ongoing facilitation of social media posts, email and website updates to new and returning families

## Statement of Assurance – Fire, Safety and Other Drills

Finn Academy: An Elmira Charter School, in accordance with Education Law 807, will conduct a minimum of 12 drills during the 2020-2021 school year, eight of which will be held prior to December 1<sup>st</sup>, with any scholars and staff engaged in the in-person model of instruction. All social distancing guidelines will be followed and complied with.

Code Compliance: The School will ensure: all supply/equipment purchases and building alterations will comply with the requirements of the 2020 NYS Uniform Fire Preventions and Building Code and the State Energy Conservation Code; compliance with the 2020 Annual

Visual Inspection; compliance with the Lead-in-Water testing as required by NYS DOH regulations 67-4 (completed by December 31, 2020); all alcohol-based hand sanitizers will be installed in accordance with FCNYS 2020 Section 5705.5; adequate drinking water access.

## **Instructional Technology Needs**

Regardless of instructional model, technology will be an important tool to proceed with the learning process, including access to a device and reliable internet connectivity. As a result of the spring COVID closure, staff learned to use a variety of technology tools to deliver instruction to our scholars. The school's plan incorporates many of those practices into the fall reopening for consistency and ease of use.

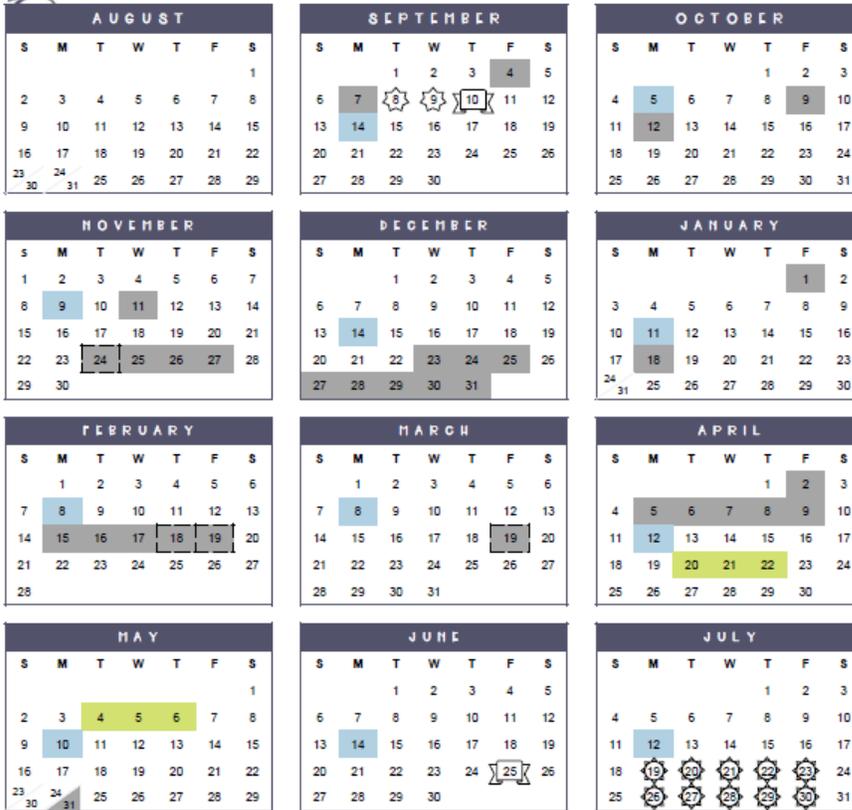
Scholars lacking adequate access at home, in the case of remote or hybrid learning, will be provided a school-owned device. The laptop will be equipped with all applications necessary for 100% participation in online courses, as well as browser filtration to ensure safe use. Scholars lacking adequate internet access will be issued a school-owned hotspot or assistance with connecting to broadband service through the *Spectrum Internet Assist Program*. The school will also provide access to headphones and mouse, should these tools be needed.

The school surveyed families in July to determine a preliminary level of technology support, and will survey families again, prior to the start of the school year. The data gathered from these surveys will support the school in securing any necessary new devices. Ongoing professional development will be provided to staff, beginning in August, on the creation and maintenance of effective blended and remote learning environments. The school will limit, and streamline, the number of applications that are used across the school for ease of access and use for both staff and families. Orientation and ongoing training in Google Classroom and other online tools will be provided to families and scholars, on a scheduled, and as needed basis. Teachers and support staff will have scheduled office hours for families to connect regarding technology troubleshooting and questions.

### 3b. School Calendars



## Academic Calendar | 2020-2021 | School Year



Updated & Approved 7/29/2020

#### Important Dates & Breaks

Sept. 4	No School for Scholars/Staff
Sept. 7	Labor Day, No School
Sept. 8 & 9	Kindergarten & 1 <sup>st</sup> Gr First Days
Sept. 10	First Day for 2 <sup>nd</sup> – 6 <sup>th</sup> Grades
Oct. 9	Early Release Day
Oct. 12	Columbus Day
Nov. 11	Veterans Day
Nov. 24	Parent Teacher Conf.
Nov. 25-27	Thanksgiving Break
Dec. 23-Jan 1	Winter Break
Jan. 18	Martin Luther King, Jr. Day
Feb. 17	President's Day
Feb. 18-19	Mid-Winter Recess Staff PD 2/18 & 2/19
Mar. 19	PD for Staff
Apr. 2-4	Spring Break
May 31	Memorial Day Weekend
Jun. 25	Last Day of School
Jul. 19-30	Summer Session

- No School for Scholars
- Teacher Planning Days, No School for Scholars
- Board Meetings
- First & Last Days of School
- State Testing for 3<sup>rd</sup>-5<sup>th</sup> Graders

o Extended Year Summer Session is Mandatory for all Scholars. Please plan vacations and trips accordingly to accommodate these dates. o

\*Snow Days are observed according to ECSD\*  
Any ECSD Give Back Days Not Necessarily Observed Due to Charter

Total Number of School Days:  
184 Regular School Days  
+10 Summer Session Days  
194 Total Days

### 3c. Scheduling for Scholars

We recognize that many families may be uncomfortable with a return to in-person brick and mortar instruction, and as such, we are providing families with the option to select remote learning for their child. In order to ensure that we keep staff and scholars safe by meeting health and safety guidelines, we have determined that Finn is able to accommodate a certain percentage of scholars in the building on any given school day. As the safety and well-being of our scholars and staff remains our top priority, we will only proceed with in-person instruction for all scholars, below a certain capacity of our total enrollment. Should the number of families that choose in-person over remote exceed this threshold, we will implement a hybrid model (with remote learning still being an option for families). We will have to plan for the possibility of a fully remote instruction at any moment.

Three models of instruction are being planned for the 20-21 school year. As guidance and data changes we will reevaluate and adjust the models to meet regulatory requirements and community needs.

#### Remote/Distance Learning Model in the 2020-2021 School Year

##### Sample Schedules (Monday-Friday)

- Our remote schedule will be aligned to our live schedule in terms of the blocks taught as much as possible
- Remote instruction blocks are shorter and there are frequent long breaks (at least 25 minutes) after every hour or so of instructional time with quick brain breaks between all blocks-this is based on our learnings around scholar focus and screen time
- Times will be revised pending feedback (e.g.: board, admin, grade level teams, planning committees and family input)
- Resource: EL Flex Sample Remote Schedules/Guidelines  
<https://curriculum.ededucation.org/content/flex-curriculum-2020-21>
- Current provisions are leaning more towards structured schedules (synchronous and asynchronous), similarly to an "in-school" schedule/expectations, while ensuring equity. We will plan lessons and prioritize what content is best delivered asynchronously, and synchronously. Summer PD will be a key lever for supporting and implementing these initiatives.

Sample Remote Learning Schedules:

Mon, Tues, Thurs. Draft K-2 Scholar Schedule

Time	Minutes	Agenda	Notes
8:30-8:50	20	Morning Crew	Attendance taken
8:50-9:25	35	Skills Block (ELA)	
9:25-9:50	25	Break	
9:50-10:25	35	GO Math	
10:25-10:55	30	Brain Break	
10:55-11:55	60	Lunch and Break	
11:55-12:25	30	Read Aloud	
12:25-12:55	30	Mindfulness/SEL	
12:55-1:20	25	Brain Break	
1:20-1:50	30	Expedition (ELA)	
1:50-2:20	30	STEM/Specials	
2:20-2:30	10	Closing Crew	
2:30-3:00	30	Skills Intervention/Enrichment	This block is only for targeted scholars. This can also occur during a break or before school.
3:00-3:30	30	Office Hours	Optional time for scholars, but teachers can ask scholars to attend as necessary

ELA time per/day: 65 minutes (with an additional 30-minute intervention time possible)

Math time per/day: 35 minutes (with 30-minute intervention time possible)

Total core instructional time can range from 100 minutes to 130 minutes with possible intervention time.

Frequency criteria for Asynchronous and Synchronous core lessons will be established by the Academics Reentry Committee.

### 3-6th Grade Draft Scholar Schedule

Time	Minutes	Agenda	Notes
8:30-8:50	20	Morning Crew	Attendance taken
8:50-9:35	45	ELA	
9:35-10:00	25	Brain Break	
10:00-10:45	45	Go Math	
10:45-11:15	30	Brain Break/Specials	
11:15-12:10	55	Lunch and Break	
12:10-12:55	45	Social Studies/ELA Skills	
12:55-1:20	25	SEL/ Brain Break	
1:20-2:05	45	Science/STEM Skills	
2:15-2:30	15	Closing Crew	
2:30-3:00	30	Intervention Skills Block (Math, ELA)	This block is only for targeted scholars. This can also occur during a break or before school.
3:00-3:30	30	Office Hours	Optional time for scholars, but teachers can ask scholars to attend as necessary

ELA time per/day: 90 minutes w 30-minute intervention time possible

Math time per/day: 45 minutes with 30-minute intervention time possible

Social Studies/ELA Skills: 45 minutes

Science/STEM skills: 45 Minutes

Total core instructional time Total 180 minutes.

Frequency criteria for Asynchronous and Synchronous core lessons will be established by the Academics Reopening Committee.

Wednesday/Friday Draft K-2 Schedule

Time	Minutes	Agenda	Notes
8:30-8:50	20	Morning Crew	Attendance taken
8:50-9:25	35	Expedition (ELA)	
9:25-9:50	25	Brain Break	
9:50-10:30	40	Math Lesson	
10:30-10:50	20	Brain Break	
10:50-11:15	25	Weekly assessment	
11:15-11:45	30	Skills Block (ELA)	
11:45-11:55	10	Closing Circle/ Crew	

Wednesday/Friday Draft 3-6 Schedule

Time	Minutes	Agenda	Notes
8:30-8:50	20	Morning Crew	Attendance taken
8:50-9:25	35	Weekly Quiz Administration	
9:25-9:50	30	Math Cumulative Review	
9:50-10:15	25	Break	
10:15-11:00	45	ELA	

11:00-11:45	45	Brain Break + Math Lesson	
11:45-11:55	10	Closing Crew	

### Wednesday and Friday Schedule:

We understand that in order for teachers to intentionally plan and implement remote instruction with fidelity and rigor they will need additional time and structures to be able to work on the following activities:

Additional Teacher Office Hours, Scholar small group intervention, scheduled communication to parents and families, asynchronous professional development, Grade Level Team Meetings

### Hybrid Learning Model in the 2020-2021 School Year

2 days of in person instruction, 3 days of remote instruction

2 Cohorts: By Grade bands; or, by split classes (the remote component will be mostly asynchronous)

**Cohort 1:** Monday-Tuesday in-person: Wednesday/Thursday/Friday Remote

**Cohort 2:** Thursday-Friday in-person: Monday/Tuesday/Wednesday Remote

#### **Sample Schedules (Monday- Friday)**

- The remote days of the schedule will be aligned to our live morning and closing crews.
- Remote instruction blocks are shorter and independent or asynchronous depending on how the cohorts are split. We may also have an opportunity of allocating full time remote instructional staff to provide synchronous instruction or recorded lessons for the remote component of the hybrid sessions.
- During the remote instruction component there are frequent long breaks (at least 25 minutes) after every hour or so of instructional time with quick brain breaks between all blocks-this is based on our learnings around scholar focus and screen time
- Times will be revised pending feedback (eg: board, admin, grade level teams, planning committees and family input)
- Resource: EL Flex Sample Remote Schedules/Guidelines
  - <https://curriculum.education.org/content/flex-curriculum-2020-21>
- **Wednesday:** Teacher Remote PD and Team Meetings, Intervention Small Groups, Deep Cleaning of instructional spaces.

Sample Hybrid Learning Schedules:

In-building 2 days Draft K-2 Scholar Schedule

7:45-8:30 Health and Wellness Checks/Independent Skill Practice/Breakfast

Time	Minutes	Agenda	Notes
8:30-8:50	20	Morning Crew	Attendance taken
8:50-9:35	45	Skills Block (ELA)	
9:35-9:45	10	Mask/Brain Break	
9:45-10:45	60	GO Math	
10:45-10:55	30	Mask/Brain Break	
10:55-11:55	60	Lunch and Recess	
11:55-12:25	30	Read Aloud	
12:25-12:55	30	Mindfulness/SEL	
12:55-1:10	25	Mask/Brain Break	
1:10-1:50	40	Expedition (ELA)	
1:50-2:20	30	Specials	
2:20-2:30	10	Closing Crew	
2:30-3:00	30	After school Skills Intervention/Enrichment	This block is only for targeted scholars. This can also occur during a break or before school.
3:00-3:30	30	Office Hours	Optional time for scholars, but teachers can ask scholars to attend as necessary

ELA time per/day: 85 minutes (with an additional 30 minute intervention time possible)

Math time per/day: 60 minutes (with 30 minute intervention time possible)

Draft 3-6th Grade General Scholar Schedule

7:45-8:30 Health and Wellness Checks/Independent Skill Practice/Breakfast

Time	Minutes	Agenda	Notes
8:30-8:50	20	Morning Crew	Attendance taken
8:50-9:50	60	ELA	
9:50-10:00	10	Mask/Brain Break	
10:00-11:00	60	Math	
11:00-11:10	10	Mask/Brain Break	
11:10-12:10	60	Lunch and Break	
12:10-1:10	60	SEL/Social Studies/ELA Skills	
1:10-1:20	10	Mask/Brain Break	
1:20-2:10	60	Science/STEM Skills	
2:10-2:30	20	Closing Crew	
2:30-3:00	30	Intervention Skills Block (Math, ELA) After School	This block is only for targeted scholars. This can also occur during a break or before school.
3:00-3:30	30	Office Hours	Optional time for scholars, but teachers can ask scholars to attend as necessary

ELA time per/day: 60-90 minutes w 30-minute intervention time possible

Math time per/day: 60 minutes with 30-minute intervention time possible

Social Studies/ELA Skills per/day: 60 minutes

Science/STEM skills: per/day:60 Minutes

SEL/Second-Step 60-90 minutes/week

Hybrid Schedule:

We understand that in order for teachers to intentionally plan and implement remote instruction on the days scholars are not in the building they will need additional time and structures to be able to work on the following activities and monitor the remote learning. Special area teachers will also creatively plan for specials during the remote times as well.

Additional Teacher Office Hours, Scholar small group intervention, scheduled communication to parents and families, asynchronous professional development, Grade Level Team Meetings

3-days Remote K-2 Schedule in Hybrid Model (General)

Time	Minutes	Agenda	Notes
8:30-8:50	20	Morning Crew	Attendance taken
8:50-9:25	35	Expedition (ELA)	
9:25-9:50	25	Brain Break	
9:50-10:20	30	Math Lesson	
10:20-10:45	25	Brain Break	
10:45-11:15	30	Special	
11:15-11:45	30	SEL/STEM	
11:45-11:55	10	Closing Crew	

3-days Remote 3-6 Schedule in Hybrid Model (General)

Time	Minutes	Agenda	Notes
8:30-8:50	20	Morning Crew	Attendance taken

8:50-9:40	50	ELA	
9:40-10:00	20	Brain Break	
10:00-10:50	50	Math	
10:50-11:10:	20	Brain Break	
11:10-11:45	35	SS/Science	
11:45-11:55	10	Closing Crew	

### Full In-Person Learning Model in the 2020-2021 School Year

All scholars will participate with in-person instruction (minus those who opted in for the full remote learning model for the first ten week marking period).

Schedule:

Staggered start to allow for wellness checks, Early release Wednesday TBD,  
7:45-8:30 Health and Wellness Checks/Independent Skill Practice/Breakfast

Time	Minutes	Agenda	Notes
8:30-8:50	20	Morning Crew	Attendance taken
8:50-9:35	45	Skills Block (ELA)	
9:35-9:45	10	Mask/Brain Break	
9:45-10:45	60	GO Math	
10:45-10:55	30	Mask/Brain Break	
10:55-11:55	60	Lunch and Recess	

11:55-12:25	30	Read Aloud	
12:25-12:55	30	Mindfulness/SEL	
12:55-1:10	25	Mask/Brain Break	
1:10-1:50	40	Expedition (ELA)	
1:50-2:20	30	Specials	
2:20-2:30	10	Closing Crew	
2:30-3:00	30	After school Skills Intervention/Enrichment	This block is only for targeted scholars. This can also occur during a break or before school.
3:00-3:30	30	Office Hours	Optional time for scholars, but teachers can ask scholars to attend as necessary

ELA time per/day: 85 minutes (with an additional 30 minute intervention time possible)

Math time per/day: 60 minutes (with 30 minute intervention time possible)

SEL 60-90 minutes weekly

### Draft 3-6th Grade General Scholar Schedule

7:45-8:30 Health and Wellness Checks/Independent Skill Practice/Breakfast

Time	Minutes	Agenda	Notes
8:30-8:50	20	Morning Crew	Attendance taken
8:50-9:50	60	ELA	
9:50-10:00	10	Mask/Brain Break	
10:00-11:00	60	Math	
11:00-11:10	10	Mask/Brain Break	

11:10-12:10	60	Lunch and Break	
12:10-1:10	60	SEL/Social Studies/ELA Skills	
1:10-1:20	10	Mask/Brain Break	
1:20-2:10	60	Science/STEM Skills	
2:10-2:30	20	Closing Crew	
2:30-3:00	30	Intervention Skills Block (Math, ELA) After School	This block is only for targeted scholars. This can also occur during a break or before school.
3:00-3:30	30	Office Hours	Optional time for scholars, but teachers can ask scholars to attend as necessary

ELA time per/day: 60-90 minutes w 30-minute intervention time possible  
 Math time per/day: 60 minutes with 30-minute intervention time possible  
 Social Studies/ELA Skills: 60 minutes  
 Science/STEM skills: 60 Minutes

**3d. Scheduling for Staff**

Staffing schedules will be determined by leadership and updated once the data is reviewed to determine whether the school will be participating in a full in-person or hybrid model, and following the direction of the State within the first week of August.

Several staff members will be assigned to teach scholars who are participating in the fully remote model.

# Enrollment and Attendance

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## **4a. Enrollment**

The school continues to be focused on maintaining enrollment for the upcoming school year and will utilize various support and engagement strategies to ensure scholar retention. Based on multiple data points collected during the reopening planning process, the school anticipates an approximate 3-4% decrease in enrollment as a result of the pandemic and reopening options. Although the school is providing multiple instructional model options, there are families that have decided that withdrawal from Finn Academy and initiation of homeschooling is the best fit for their individual needs.

Daily attendance records through the school's scholar information system, SchoolTool, and participation data from Google Classroom, will be utilized to monitor continued engagement by scholars and families. Any lapse in attendance will result in multiple outreach attempts by the school to ensure continued enrollment. The school will again collect annual proofs of residence from all families to verify district of residence for accurate billing. The school's Registrar, in concert with the Chief Operations Officer and Dean of Scholars, facilitates the proofs of residence verification, enrollment verification, documentation review and upkeep, and generating of attendance and enrollment reports. The school's Chief Operations Officer and Chief Financial Officer will confirm enrollment billing on a bimonthly basis, with supporting documentation from the Registrar and Coordinator of Special Education and Intervention.

## **4b. Attendance**

All enrolled scholars are expected to attend school five days per week, regardless of instructional model, in alignment with state regulations and requirements. During in-person, hybrid, and remote learning, teachers will mark scholar attendance utilizing the school scholar information system, SchoolTool. School staff, including the Registrar, Dean of Scholars, and School Social Worker, will actively identify scholars who are not regularly attending and assist with addressing the barriers preventing each scholar's attendance. Attendance records will be maintained within the information system and various reports will be available for review on an ongoing basis (i.e.: individual scholar attendance, grade level, school-wide), which will allow for analysis of trends.

The school will utilize a scaffolded review process to support continued engagement in remote instruction with daily outreach by instructional staff and contact from office staff if marked not in attendance and mailed letters to families that have reached designated days of

in attendance. Concurrently, the school will also employ the following engagement strategies to encourage attendance and participation: ongoing communication and relationship-building with instructional and support staff, recognition of actively engaged scholars, deliveries of school necessities, home visits, parent/guardian trainings, facilitating of social-emotional and mental health supports, and referrals to community resources and organizations. The school will take a proactive and collaborative approach to holding scholars and families accountable for consistent attendance, as opposed to punitive measures. While there will be consistent attendance standards for all, the school recognizes the varied circumstances and needs of each family. Revised attendance policies will be presented to the Board of Trustees for review and approval.

DRAFT

# Academic Program

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## 5a. Curriculum

There are no significant changes in curriculum from the current charter. We will continue to monitor progress of our scholars with disabilities, and ELL's response to instruction using implementing the current curriculum.

## 5b. Instruction

### Technology Platforms

A brief overview of each tool is below, but we will continue to iterate on the best use of each platform in our planning. All of the following tech platforms will be accessible through Google Classroom (where teachers can provide links to alternate tools) to ensure continuity of messaging to families through the Google Classroom environment.

Tool	Purpose	Notes
Google Classroom	Communication Monitoring Work	Google classroom provides an easy and comprehensive way to share important information, communicate with scholars and families, and monitor scholar work.
Google Meet/ (Zoom)	Instruction Discourse	G-Meet/Zoom will be our key tool for actually leading instruction with scholars throughout the day.
Nearpod (researching for possible use)	Visual Presentations Making Thinking Visible Monitoring Work	Nearpod allows teachers to synchronously guide scholars through a lesson using slides, and it allows scholars to show their thinking in real time and for teachers to monitor scholar progress.
Hapara (researching for possible use)	Monitoring Scholar Work Assessments	Hapara allows us to monitor scholar work in real time, and it allows us to see if they are focused on something other than learning.

There are also several tools that we utilize to support asynchronous learning and/or interventions.

Tool	Purpose
Reading A-Z	Reading A-Z has a suite of tools to support scholars with literacy including leveled books and phonics resources.
Go Math Personal Math Trainer	Zearn is another math program that we have seen used with some success-especially to support scholars with interventions.
EL Learning	Flexibility in curriculum implementation and recommendations
GoMath	Online resources and text book
NewsELA	Focused skill interventions

### Setting Up Scholars for Success

During the first two weeks it will be incredibly important to begin to set the foundation for the school year. There are four key purposes for this time:

1. To begin to create a sense of community and trusting relationships
2. To build baseline proficiency with all key technology platforms
3. To set key routines and habits
4. Understand the academic and social needs of each scholar, regardless of the learning platforms used (baseline assessments and materials distribution will be a key factor in this)

Below are some key guidelines that we will set as norms school-wide:

#### G-Meet/Zoom Expectations

- Be logged onto G-meet at least 2 minutes before meeting time starts
- Keep G-meet open throughout the day with the volume on so you can hear your teachers call you back (if connecting from home while others are in session)
- Ensure that your camera is on and that your teacher can see your face
- Keep yourself on mute unless you are participating

## Monitoring Work Completion

We will employ a variety of strategies to monitor scholar work completion in order to manage the complexities of scholars needing to leverage multiple platforms simultaneously. In order to monitor work completion, teachers should leverage:

- Holding work up to the camera
- Cold calling to spot check answers
- Entering answers in the chat (likely mostly in 3-6)
- Showing answers on fingers (for multiple choice style, CFUs, and true/false with thumbs)
- Google forms and other Google Classrooms Submissions
- Utilizing small group break out rooms
- Individual phone calls

There are no significant changes to in-person instruction other than adapting and adhering to the health and safety guidelines. Some strategies include:

- Smaller class sizes to socially distance
- Limited scholar movement to multiple spaces
- Blocks of time scheduled for specials to work with one cohort of scholars over the course of 2-week increments
- Prioritization of grade level expectations and standards
- Purposeful instruction in preparing scholars, families and staff to teach and learn in multiple learning models: Hybrid, remote and in-person.
- Secure resources to have a 1:1 environment inside and outside the school

### 5c. Assessment

We will continue to use NWEA, Fountas and Pinnell, Mock NYS assessments, and curriculum-based assessments as data to inform instructional needs.

We will use our last administration of these assessments to guide our decision-making process and set work plan goals for 2020-21.

The BOT Academics Committee will meet to review data and report to the BOT regarding progress and action planning for 2020-21. Grade level teams and individual teachers will have access and meet to review and make instructional plans for classes and individual scholars dependent on the instructional model implemented for each scholar. (Remote, Hybrid or fully in-person).

There are no significant changes to interim assessments, data analysis procedures, or feedback for scholars in the 2020-21 school year planned. If we are in a full remote environment, we will adapt to be able to keep current practices in place by following the expectations below.

### **Assessment/Grading Expectations**

As much as possible, we will align our remote learning assessments to our live assessments. When taking a quiz or assessment, teachers should set the following expectations for all scholars:

- All scholars should have their cameras on and be UNmuted
- Teachers should be monitoring scholar work
- Work should be shown on paper and shared with teachers (parents can submit via a photo of work when MC cannot be used, and keyboarding would not be effective)

Teachers have broad discretion on how to ensure that scholar work is shown each day, but this is the expectation. There are a variety of tools that can be used:

- Scholars can take pictures of their work and upload it to Google Classroom
- Scholars can take pictures of their work and text pictures to their teacher
- Scholars can complete work in nearpod, where it can easily be monitored by teachers
- Scholars can complete a google form or google assignment
- There can be packet pick-up and drop-off days facilitated at the grade-team level

All grade levels and grade bands (K-2, 3-6) align on consistent methods by content areas for sharing written work and train scholars and families on these expectations at the launch of the school year.

### **5d. At-Risk Populations**

#### **RTI (Response to Intervention):**

As we plan for reopening in the 2020-2021 school year, we are committed to meeting the academic needs of our most vulnerable learners. This At-Risk population will most likely exhibit large learning gaps that must be swiftly identified and remediated. We are preparing for some academic loss in math and ELA across all grade levels and achievement bands. Grade level data meetings will continue to take place 1-2x/month, with an urgency to

recognize tier 1 grade level learning trends and needs; as well as closely monitor this fragile population. In a remote learning model, weekly At-Risk team meetings will take place virtually to ensure compliance with all federal and state laws, as well as ongoing feedback around instructional and curriculum implementation strategies.

Reviewing the universal screeners (NWEA, Fountas & Pinnell) from Jan/Feb. 2020 will allow us to further understand our school-wide normative data to inform instruction at all tiers. These assessments serve as baseline data that assisted in the identification of scholars in need of tier 2 and 3 academic interventions. Current RTI lists will be carried over and implemented at the start of the school year for all reopening scenarios. Additionally, strong consideration will be given to teacher and family feedback regarding scholar learning concerns, especially when consistent across all settings.

The administration of the NWEA test for Math and ELA will be implemented at the beginning of the school year as an analytic to identify scholar learning gaps and design specialized interventions. Should we begin in a hybrid or full-attendance model, all universal screeners will be administered in person within NYS Department of Health provisions. In the event of a remote learning startup, the NWEA will be administered remotely. Current communications with the company and plans are being made for the organization of this possibility.

Additionally, the exploration of an online tool/assessment to measure instructional reading levels more reliably is underway, should we need to monitor in a remote setting. In order to avoid a disproportionate number of Response to Intervention (RTI) referrals, scholars falling into a mild to moderate risk level will be placed on a "teacher/tier 1 watchlist" and receive supplemental, academic support to reinforce below-grade level areas in all instructional models. Moreover, Finn Academy will innovatively assign available staff to support this group of learners to further strengthen targeted skill deficits.

Tier 2 and 3 targeted home-based intervention plans will be created for all below-grade level scholars in the RTI program in a remote setting. A phone conference between the interventionist and the family will occur to tailor the learning plan to best meet the child's academic and social-emotional learning needs. This contact will also act as a survey to find any impasses (technology, parental supervision/coaching, schedules) to the learning and remedy. In a hybrid model, specialized interventions will be delivered in a small group setting within the classroom. On remote learning days, a strong emphasis will be placed on interactive learning opportunities facilitated by the interventionist, to sustain ongoing and meaningful remedial instruction. When in the building, formative assessments will be essential to monitor scholar goals and update accordingly, to achieve maximum learning growth.

## Special Education

Ongoing collaboration with our host district, Committee on Special Education (CSE) to ensure a free and appropriate public education (FAPE), consistent with the need to protect the health and safety of our learning community, will continue to be implemented to the greatest extent possible. FAPE continues to be a touchstone for the IEP process, including special education eligibility and services for Finn's reentry.

Finn Academy is committed to implementing all federal (IDEA) and state provisions for delivery of services in a remote setting. During the COVID-19 closure, we worked together with special education district personnel to ensure CSE meetings continued virtually and shared related service providers were equipped with the necessary information to continue services via teletherapy or asynchronously, according to family preference. Special education teachers surveyed all families of children with disabilities to identify barriers to learning, including any technology limitations, and problem-solve. Scholars' IEPs were cross-referenced to identify any assistive technology or supplemental aids needed to be successful in a remote learning setting. Additional contemplation around any new modifications or learning needs were considered and added into their special education remote learning plans. The remote learning plans were discussed with families to gain their input regarding services and ongoing academic and behavioral needs. Synchronous learning methods as a delivery of service will be highly encouraged for supplemental services like Resource Room for remote learning. Synchronous sessions will better meet scholar learning needs and enable the teacher to model instructional strategies to families when possible.

Should we return to a remote learning or hybrid setting, special education teachers will continue to track/record (via ClearTrack) ongoing family communication, scholar instruction/services, and other case management data on a weekly basis to ensure fidelity of the IEP. Every consideration will be made to enable as much in-person learning, within all models, to the greatest extent possible for this most vulnerable demographic. The case manager/special education teacher will connect with the family on a weekly basis to ensure continuing support with supplemental learning materials and any additional needs or feedback. The special education teacher will also assist in answering questions to families around developing a daily routine, behavior management, as well as instructional strategies to promote successful engagement with the learning. Case managers will meet weekly with grade level classroom teachers and paraprofessionals to coordinate and promote the continuity of learning for all scholars on the caseload.

Additional Special Education Items for Reentry:

Procedures will be put in place to address the reentry of any medically fragile scholars who may require accommodations and modifications as part of their IEP. Communication will take place with families of scholars with significant medical risk factors to determine if additional precautions or unique measures are necessary prior to a scholar's return to school.

Coordinate with the CSE to administer any face-face psychological testing deemed necessary for new referral or reevaluation meetings that occurred during the 2019-2020 closure. Finn Academy is committed to the identification, location, and evaluation of all scholars with a suspected disability in accordance with Child Find (Section 300.111 of IDEA) for special education or Section 504 services. The referral procedures will be adhered to in all learning models upon reentry.

Coordinate with the CSE to review scholar data/ progress to determine whether critical skills were lost during the period in which remote instruction was being provided to scholars and determine the possible need for additional services to address any learning loss. Provide clear communication to families of the procedures for referrals and evaluations to determine the eligibility for special education as required by federal (IDEA) and state law.

#### **Section 504**

Scholars with 504 Accommodation plans will have their classroom and testing accommodations met within a hybrid learning model in accordance with Section 504 of the Rehabilitation Act. Within a remote learning setting, classroom teachers will connect with families to ensure any barriers for learning are mitigated. Additionally, teachers will collaborate with the family to administer testing accommodations for assessments in the virtual setting. Section 504 review meetings will continue virtually or in-building, in accordance with health and safety guidelines.

#### **ELL:**

We use a fully integrated, English Language Immersion approach for our English Language Learners. Our support services are developed to avoid a disconnect between ELL and other online or in-person instruction. These services are driven to allow ELL scholars to master the same content-area standards and receive differentiated learning as needed within the classroom setting. The EL and GO Math curriculums have built-in instructional strategies and activity guides that are transferable in a remote or virtual setting.

### Other At-Risk Considerations:

Special considerations will be taken into account of the pedagogical needs of our young learner cohorts, as well as unique cases requiring individualized accommodations due to limited parental supervision or other restricting factors. We will be flexible in our response to new information in order to increase academic and social-emotional performance within our At-Risk population.

DRAFT