



Evergreen Charter School Reopening Plans

July 31, 2020

School Reopening Plans

Evergreen Charter School (ECS) is planning a reopening strategy for students and staff to start the 2020-2021 school year following the COVID-19 closure. This strategy is student centered, with equity at its core, and it will be designed to be practical, feasible and appropriate to students' developmental stages in each of the three buildings of ECS. This strategy will be revised and adapted as needed.

The safety and wellbeing of our students and staff will be paramount when implementing this reopening strategy, to ensure everyone feels physically and psychologically safe. The School Principal will be the designated COVID-19 Safety Coordinator who will ensure continuous compliance with all aspects of the schools reopening plan. A multi-tiered support system will be implemented to address academic skills, emotional, and behavioral health. These support systems will be available to the entire Evergreen school community.

When planning for the school reopening, the school administrators gathered feedback and suggestions from all stakeholders (board members, students, school nurses, school social workers, school psychologist, teachers, parents and family members of our students, staff members from all departments of the school, community-based organizations and the local health department). When developing the reopening plan, the following actions were and will continue to be taken, but not limited to:

1. Reviewing ongoing guidance from federal, state, and local agencies to make recommendations for compliance;

2. Ensuring prompt and clear communication regarding the reentry strategy, for short and long term;
3. Establishing the infrastructure to conduct screenings with fidelity in various areas, such as academic, social and emotional well being with the anticipation of regression. Individual feedback and trajectories will vary significantly and be taken into account;
4. Ensuring the students' voices and parents' feedback are considered before implementing any changes, and providing opportunities for these changes to be delivered systematically.

The following 3 key areas will be addressed in the school's reopening plans:

Health and Safety

- Maintaining the health, safety, and wellness for all school's constituents is paramount. Monitoring and prevention will be a priority. Screenings for staff, students and visitors will be conducted daily. Parents are advised to check their child's temperature before sending them to school. If they have a fever or present any signs of illness they should be kept home.

Teaching and Learning

- Maximizing student learning and the ability to thrive (achievement gap reduction, academic growth, class scheduling, classroom visitations and observations) will be a top priority. The social and emotional learning curriculum will be intentionally and meaningfully embedded into the core academic subject areas and across all aspects of school operating strategies. Evergreen Charter School will ensure that students spend part of the day participating in physical and self-care activities. The school will ensure that the curriculum is aligned to NYS Learning Standards and can be instructed if needed in formats that allow for fully in person instruction, hybrid model or an abrupt switch to full remote instruction.

Social-Emotional Needs / Support Systems

- Developing wraparound support systems for students, families and staff will be a priority. Administration will support the school community with adapting and responding to reentry plans. Efforts will be prioritized to address social and emotional learning as well as mental and behavioral health needs. The school will ensure all policies and recommendations are culturally sensitive and ensure equity and access for all.

Some areas of focus that will be applied when reopening the school are listed below:

1. Routines for drop off and pick up, temperature screening and monitoring, mask and meal distribution, etc.;

2. Academic, social and emotional screenings;
3. Organization of virtual back to school events to allow students, parents and staff to reconnect, rebuild culture, and communicate health and safety plans;
4. Ensure a seamless transition for new ECS students and families by implementing a buddy system;
5. Establish and communicate new expectations and routines to ensure students, families and staff feel welcome, confident and safe such as:
 - Educating staff and families to stay home when sick
 - Encouraging hand hygiene and respiratory etiquette
 - Donning and doffing of face coverings
 - Limiting shared classroom supplies
 - Implementing support and coping strategies
6. ECS will collect and report daily student engagement and attendance using the schools student information system, School Tool. The window of time to take and submit attendance will be extended. Attendance will be measured by the full day/class period. Attendance in our Hybrid/Remote Program is defined as evidence of “engaging with the assigned material” at least one time per day. Evidence of attendance will be measured

in

at least one of the following ways (including, but not limited to):

- Google check in forms/exit tickets
- Assignments submitted on/ before due date
- Questions to answer on Google Classroom

- Participation in a scheduled online discussion/Zoom session

An updated procedure will be developed and implemented for hybrid or remote instruction to ensure contact is made daily with all students. Homeroom teachers/teacher advisors will be the point of contact. The process for when a school social worker, counselor or administrator will need to provide support will be communicated to teaching staff prior to the opening of school.

Staff working remotely from home under any circumstance will submit work logs and check in/out using the schools human resources management software system, ADP Workforce Now.

7. In preparation of a hybrid or remote instructional program, the school will conduct a needs assessment to determine the level of access all students and teachers have at their residence and will provide 1:1 devices and internet support as needed (purchase additional devices and T-Mobile hot-spots). During the August professional development, all teachers will be trained on designing effective online/remote learning experiences for their students. The school's technology team will be given grade level assignments and provide individual support as needed; contact information for designated individuals will be shared prior to the opening of the school year. Staff will continue to submit requests for support using the schools managed service support system.
8. Special Education students will be provided with daily in-person services to

accommodate their needs in lieu of a hybrid model. Meaningful parent engagement will be offered regarding the provision of services to their child.

9. English Language Learners (ELL's) will be provided with additional supports in a hybrid model. Communication will be provided to families in their preferred language. All teachers will receive professional learning opportunities in August and throughout the school year related to the instruction and support of ELLs.
10. Parents will have the choice to have their child participate in a remote only learning program for the school year, and will be provided the option to revisit their decision every quarter.

This reopening plan will be posted on the homepage of the school's website in English and Spanish. The plan will be updated as needed and implemented with fidelity.

Reopening Options

Evergreen Charter School will consider three instructional options for starting the new school year:

1. Fully in person instruction;
2. Blended/hybrid instruction or
3. Remote learning

Fully In Person Instruction

In person instruction will include:

- All students attend in class instruction 5 days per week
- Staggered start and end times

Health and Safety

Social Distancing

ECS will follow all mandated guidelines from the federal, state and local agencies (Centers for Disease Control, Department of Health, etc.). Evergreen Charter School will enforce social distancing at all times on the school facilities, on school grounds, including buses. This will be possible by staggering arrival and dismissal times. Assigned areas will be designated for student drop-off and pick-up, using specific entrances to the buildings.

The daily morning assembly will be hosted virtually using Zoom or other video platforms, and students and teachers will participate from their classrooms. Schoolwide events, award ceremonies, board meetings, parent-teacher conferences, parents workshops, and all school trips will be held virtually. This will limit visitors on school grounds.

To avoid physical proximity, staff and students will wear masks and maintain a distance of 6 feet from other persons. Congregating in shared spaces such as the reception and staff lounge areas will be monitored and discouraged. The access of parents and visitors to the building will be limited as much as possible. To continue supporting our parents and families when they

have in person questions, these meetings will take place outdoors (weather permitting). All staff will be trained on health and safety protocols, prior to the school year starting.

To promote social distancing and healthy hygiene practices, ECS will post bilingual signage in highly visible areas. These areas include the entrances, restrooms, classrooms, outdoor spaces, administrative offices, hallways, health screening stations, and drop-off and dismissal areas.

Signs will be consistent with DOH examples as shown in the link below:

https://coronavirus.health.ny.gov/system/files/documents/2020/04/13067_coronavirus_protectyourself_poster_042020.pdf

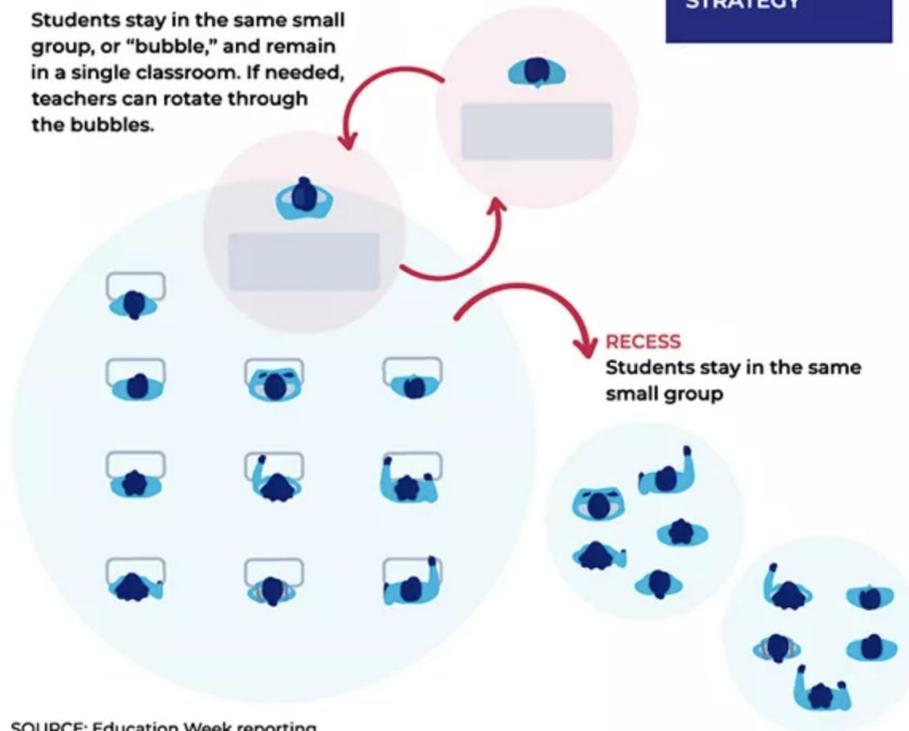
Student belongings will be stored in plastic covered bins assigned individually to each student.

Students will not be permitted to use lockers and cubbies. Communal school supplies will not be permitted and students will be assigned individual devices and learning tools (notebooks, writing utensils, musical instruments, etc.).

Student desks with barriers will be placed 6 feet apart, and they will be facing the same direction towards the Smartboard, as shown in the picture below:

Limiting Exposure and Transmission

Students stay in the same small group, or "bubble," and remain in a single classroom. If needed, teachers can rotate through the bubbles.



SOURCE: Education Week reporting

This will require using available spaces throughout the buildings, including non-traditional classroom spaces (multi-purpose room, gym, cafeteria, etc.). Classes will be maintained in a cohort system for the duration of the COVID-19 public health emergency. To minimize crossover among students, transitioning will be limited and hallways will be designated as one way routes and marked accordingly. The outdoor spaces will be utilized as much as possible and the size of the groups will be monitored during recess, physical education, and other activities requiring increased exhalation, such as singing and exercise. Social distancing of 12 ft will be implemented between participating individuals.

Personal Protective Equipment (PPE)

All staff, students, and visitors will be required to wear a face mask when entering the school buildings. Students who are unable to medically tolerate a face covering, including students where such covering would impair their physical health or mental health are not subject to the required use of a face covering. Acceptable face coverings include, but are not limited to, cloth based face coverings and surgical masks that cover both the mouth and nose. Face coverings should be cleaned or replaced after use and must not be shared. Students and their parents/legal guardians should take responsibility for maintaining their face coverings. The link below includes the CDC guidance with additional information on face coverings and other types of PPE:

<https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/diy-cloth-face-coverings.html>

Everyone on the school premises is required to wear a mask in the following areas:

- When they are under 6 feet distance from a person
- In the hallways, entrances/exits and lobbies
- Using the restrooms
- Elevators
- Stairwells
- On the bus

ECS will provide masks to staff members or students who do not wear a mask upon entering the building, at no cost. Students may remove their masks when they are sitting at their desks

(placed 6 feet apart/separated by a barrier) and when eating. They will be instructed to wear the mask if they come within six feet of another person. Proper signage will be displayed to remind staff and students to wear their masks. For special area classes, such as Music, Art, Technology and Science, the students will be provided with disposable gloves utilizing equipment.

Students and staff will be trained by the School Nurse on how to adequately put on, take off and appropriately discard PPE (additional receptacle bins, marked accordingly will be placed throughout the building). ECS will share with parents and guardians short instructional videos created by the School Nurse and resources provided by the CDC. These videos will be bilingual in English and Spanish, posted on the school's website, emailed and texted to the families prior to the school starting. They will contain demonstrations on proper hand hygiene, face mask usage, maintaining social distancing, etc. Some examples of the instructional materials posted by CDC, that will be shared with ECS families include:

English: <https://www.cdc.gov/handwashing/pdf/wash-your-hands-fact-sheet-508.pdf>

Spanish: https://www.cdc.gov/handwashing/pdf/family_handwashing_esp-508.pdf

During the summer break, parents will be encouraged to have their children wear face coverings for extended periods of time during the day. This will support an easier transition to the school day, for students having difficulty in adapting to wearing a face covering.

Faculty will wear face coverings that are transparent at or around the mouth during instruction that requires visualization of the movement of lips (phonics instruction, music, etc.).

Screening

The school will play an important role in educating the staff and students about the everyday routine actions they can take to prevent the spread of COVID-19. Parents will be encouraged to take their child's temperature prior to coming to school and look for signs of illness. They will be instructed that their child may not attend school if they exhibit symptoms and/or have a temperature greater than 100 degrees Fahrenheit at any time in the past 14 days even if a fever reducing medication was administered, and the student no longer has a fever.

The School Nurse will host workshops educating the staff, parents and families on the importance of prevention. Training and videos regarding respiratory hygiene and temperature monitoring will be recorded in English and Spanish and distributed to the school community.

Health screenings will be required for staff, students and visitors. A screening questionnaire will be filled out daily by staff and visitors and once weekly by students.

The questionnaire will determine whether the individual has:

- Knowingly been in contact or in close proximity in the past 14 days with anyone who has tested positive, or who has or had symptoms of COVID-19;
- Tested positive through a diagnostic test for COVID-19 in the past 14 days;
- Has experienced any symptoms of COVID-19, including a temperature higher than 100 degrees Fahrenheit in the past 14 days; an/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 (<https://coronavirus.health.ny.gov/covid-19-travel-advisory>).

If any staff member answered “Yes” to any of the questions above, they will not be permitted to enter the building. If any parent answered “Yes” to any of the questions, they will be asked to keep their child home. Any visitors answering “Yes” to any of the above questions, will not be permitted to enter the building. The length of the access limitation to the building will be determined on a case by case basis as recommended by the American Academy of Pediatrics (AAP) and the CDC; links are included below:

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

https://www.cdc.gov/coronavirus/2019-ncov/hcp/testing-overview.html?CDC_AA_refVal=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Fhcp%2Fclinical-criteria.html

Temperature screenings will take place daily for staff upon their arrival at the school, and twice a day for students. The students’ first temperature check will take place in the morning upon their arrival to the school, and the second measurement will be taken during their lunch period. ECS will ensure that staff performing in person screening activities will be appropriately trained and protected from exposure.

The temperature will be taken using non-contact thermometers located at different points of entry. The temperature will determine if entry to the building is permissible and noted as such on a log sheet (cleared or not cleared). If any student has a temperature higher than 100 degrees, they will be isolated, and their parents or guardians will be notified to pick them up from school. The school will designate an isolation space where the child will wait for their parents while under the supervision of the School Nurse/staff member (equipped with proper PPE). The isolation space will have outside access doors for retrieval of staff/students without contaminating additional school areas.

For students taking the bus from the Intermediate School to the Middle/High School, symptom screening will be performed in their parent/guardians presence by a staff member prior to boarding their bus. If any student has a temperature higher than 100 degrees, they will not be allowed to enter the school bus and attend school. Walkers will be isolated, and their parents or guardians will be notified to pick them up from school. The school will designate an isolation space where the child will wait for their parents while under the supervision of the School Nurse/staff member (equipped with proper PPE).

Prior to the opening of school, staff will be trained by the School Nurse utilizing the CDC guidance to recognize signs and symptoms of COVID-19

(<https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html>).

Teachers will be expected to conduct daily visual observations of their students, looking for signs of illness which could include flushed cheeks, rapid or difficulty breathing, fatigue, or extreme fussiness. School staff will be trained by the School Nurse to become aware of the symptoms of the Multisystem Inflammatory Syndrome in children (MIS-C) associated with COVID-19

(<https://www.cdc.gov/coronavirus/2019-ncov/daily-life-coping/children/mis-c.html>).

In compliance with the CDC guidance, ECS will not conduct/mandate COVID-19 testing or antibody testing of staff and students. This will be a decision made only by a healthcare provider or the local department of health.

Hygiene, Cleaning and Disinfection

ECS will adhere to hygiene, cleaning, and disinfection requirements as outlined by the CDC, and the Department of Health (DOH), as listed in the links below:

https://coronavirus.health.ny.gov/system/files/documents/2020/03/cleaning_guidance_general_building.pdf

https://coronavirus.health.ny.gov/system/files/documents/2020/03/cleaning_guidance_schools.pdf

https://coronavirus.health.ny.gov/system/files/documents/2020/04/13067_coronavirus_protectyourself_poster_042020.pdf

To reduce the risk of exposure and contagion, ECS will implement routine cleaning and disinfection during and after the school day. A thorough cleaning and disinfection will take place between each cohorts' use of the classrooms and their assigned space. The following steps will be followed:

<https://www.epa.gov/sites/production/files/2020-04/documents/disinfectants-onepager.pdf>

Frequently touched surfaces such as tables, desks, doorknobs, chairs, phones, restrooms, etc., will be cleaned and disinfected at a higher frequency than normal. Logs will be kept in the business office showing the date, time and scope of cleaning, the disinfecting frequency, and the sanitizing of the classrooms, restrooms, or any school premises. The logs will also be displayed in convenient and visible locations (building, classroom entrances, and exits). ECS will use the Department of Environmental Conservation (DEC) products identified by the Environmental Protection Agency (EPA) as effective against COVID-19. The list of these products is included in the link below:

http://www.dec.ny.gov/docs/materials_minerals_pdf/covid19.pdf

ECS will provide and maintain hand hygiene stations. Stations will include hand washing with soap, warm water, and disposable paper towels, as well as an alcohol-based hand sanitizer containing 60% or more alcohol for areas where hand-washing is not feasible. While cleaning and disinfection will be the primary responsibility of the school's custodial staff, cleaning and disinfection supplies will be provided to faculty and staff. Such supplies will include disposable wipes, gloves, hand sanitizer, etc.

ECS will ensure regular cleaning and disinfection of restrooms, and distancing rules will be adhered to at all times. The access to the restrooms will be monitored, by reducing the usage to 50% capacity, with half the stalls and the sinks being cordoned off. Paper towels will be used in lieu of air dryers. In the event an individual is confirmed to have COVID-19, cleaning and disinfection of the exposed areas will include, at a minimum, all heavy transit areas in high-touch surfaces. The school will adhere to CDC guidelines listed in the link below:

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

Bilingual signage will be posted throughout the building as reminders of social distancing, face coverings, and proper hygiene. At all times ECS will maintain proper inventory of hand sanitizer, soap, and paper towels to support appropriate hygiene. As a preventative measure, all water fountains will remain closed, and they will be marked accordingly. Staff and students will be encouraged to bring their own reusable water bottles.

Ventilation

ECS will maintain adequate, code required ventilation as designed. Ventilation will be increased to the extent possible; the windows will be opened to increase the airflow from outside. Filters will be set to the highest MERV rating to ensure maximum air flow. At all times the staff will implement the health and safety protocols for all students.

The outdoor spaces will be utilized as much as possible and the size of the groups will be monitored during recess, physical education, and other activities requiring increased

exhalation, such as singing and exercise. Social distancing of 12 ft will be implemented between participating individuals.

Safety Drills

ECS will meet the requirement to conduct 8 evacuations and 4 lockdown drills, while maintaining social distancing, wearing face masks, and by implementing a staggered evacuation schedule. However, in case of a real emergency maintaining the distance will not be the first priority.

Transportation

ECS will instruct students to wear acceptable face coverings at all times during transportation to and from the school, on buses and vans (entering, exiting, and while seated). Maintaining appropriate social distancing must be adhered to unless siblings or members of the same household are traveling together. Students will not be permitted to eat, drink or use hand sanitizer on the bus.

ECS will continue to collaborate with the local school districts to ensure compliance with state issued public transit guidelines

(<https://www.governor.ny.gov/sites/governor.ny.gov/files/atoms/files/PublicTransportationMasterGuidance.pdf>).

Students who do not have a mask will not be denied transportation; rather they will be provided with one upon boarding the bus. Student's with a disability which would prevent them from wearing a mask will not be forced to do so nor denied transportation.

Food Services

ECS will continue to provide school breakfast and lunch to all students. Students will have breakfast and lunch in their classrooms at their desks while adhering to social distancing guidelines. Face coverings will not be required during meals. Students will wash their hands with soap and warm water before and after eating. Prior to the school year starting, additional staff will be trained to read food labels, recognizing the signs of food allergies and choking. Students will continue to be prohibited from sharing food items. ECS will follow the guidelines, measures and precautions implemented to prevent spreading COVID-19, as listed in the link below:

https://www.governor.ny.gov/sites/governor.ny.gov/files/atoms/files/Indoor_and_Outdoor_Food_Services_Detailed_Guidelines.pdf

Isolation of Infected Individuals

ECS will develop a protocol for safely caring for a student, teacher, or staff member should they develop symptoms of COVID-19 during the school day. The individual who becomes symptomatic while at school, will receive proper care and the healthcare staff member providing the assistance will receive proper PPE, and they will follow the protocols and procedures according to the CDC and state guidelines. The student waiting to be picked-up will remain in the designated isolation space under the visual supervision of the School Nurse or a staff member, who will be wearing specific PPE and physically distanced. Multiple students suspected of COVID-19 may be in this designated isolation space separated by at least 6 ft. The

parents or guardians will be instructed to contact their healthcare provider. The determination for when the individual can return to school will be done in consultation with the local health department, requiring at a minimum documentation from a healthcare provider, following evaluation, negative COVID-19 diagnostic test results, and symptom resolution.

Containment and Contact Tracing

ECS will notify the state and local health department immediately upon being informed of any positive COVID-19 diagnostic test. This will include results of any individual who was on school premises, including students, teachers, staff and visitors. ECS will develop and maintain a plan to support local health departments in tracing all contacts of the individual who tested positive in accordance with the protocol training and tools provided

<https://coronavirus.health.ny.gov/new-york-state-contact-tracing>).

ECS has a Raptor and a Biometric time clock system tracking the access and physical presence of visitors and staff in the building throughout the day.

The link below provides DOH guidance for employees returning to work after infection or exposure to COVID-19:

https://coronavirus.health.ny.gov/system/files/documents/2020/06/doh_covid19_publicprivateemployeeereturntowork_053120.pdf

Confidentiality will be maintained as required by FERPA, federal and state law and regulations.

If a teacher needs to stay home due to COVID-19 and they can not return to school, another

ECS teacher will substitute for their colleague. If a large number of students cannot return to school their cohort will be switched to the remote learning format.

Teaching and Learning

Cohorts

The course schedule will be generated to maintain the cohort classes. It will be simple and clearly defined, and will include scheduled times shared across grades, so students can attend grade specific virtual lessons, activities and events that align to NYS Learning Standards . ECS will share the class schedule with all families, to help prepare their children for new routines. The schedule will include extra time allocated for movement activities, frequent hand-washing, temperature screenings, etc. Signs will be posted throughout the building promoting proper hand washing. For example, students will have to wash their hands before meals, after recess, when they enter the building, after they use the bathroom, or for respiratory hygiene. The school will ensure that a supply of paper towels and tissues will be available in each room.

Since students will spend more time in their classrooms, frequent breaks will be included in the daily schedule, with more individual movement encouraged. The special area teachers, such as Art, Music, Spanish, and Physical Education will push into the classrooms, as opposed to the students rotating to other spaces. The Physical Education and Music curriculum will be reviewed to reduce the high contact activities, and alternatives will be created to foster social

distancing. Whenever weather permits, special area classes such as, Art, Physical Education, Music and Spanish will be held outside while maintaining social distancing.

Increasing Access to Technology and Connectivity

Considering the premise that some learning will still be technology-enhanced, ECS will ensure that all students have access to a device. This year ECS plans to fully transition to a 1:1 model for grade K through 9 students. Prior to the start of the school year, each student will be assigned a Chromebook or iPad. ECS will implement technology support to help students operate and maintain their assigned device. ECS will conduct a survey to gain knowledge of the level of wifi access students have in their residence and parent comfort level with technology. The school will explore the option to purchase hot spots to ensure all the students have internet access. The school will host technology training for parents who need support in using the devices and/or accessing the internet. ECS will host a Parent Academy to educate parents and families on various topics based on the technology needs assessment.

Social-Emotional Needs / Support Systems

A support system will be implemented and each staff member will have a group of assigned students to follow up with on a 1:1 basis. This will help to build relationships with families, and identify resources for support when needed. Evergreen will survey staff and students regularly. The school will be prepared to respond with assistance or referrals for specialized services. Professional learning will be provided to support all staff in gaining a deeper understanding of their role in supporting student social emotional competencies and well-being.

Explicit SEL lessons will be embedded in the curriculum. Opportunities to develop and practice SEL competencies within the academic lessons will be pursued. The school will provide professional learning opportunities to all teachers that will include best practices to provide equitable instruction for all students to address the learning gaps caused by the COVID-19 school closure. ECS has supplemented our current student support services with the addition of a School Psychologist. The psychologist will provide extra on-site support services to address mental health, behavioral and emotional needs.

A School Climate Team will be implemented. The team will consist of school administrators, school employed health professionals (school psychologist, school social workers and counselors), teachers, and school nurses. To meet the current needs of the school they will develop the following:

- Strategies and supports for students, families and staff members for each phase of recovery (before re-opening, immediately after re-opening and long term support);
- A referral system for individuals who need targeted support and access to school employed and/or community mental health professionals;
- Systems to facilitate classroom lessons to address mind-set and behavior standards;
- Protocols to check in with students and families during the time frame COVID-19 may still be a threat;

- Establish a focus on social emotional skill building, mental and behavioral health, personal safety and self regulatory capacity which likely regressed with a lack of social interactions.

Communication

Communication with our ECS school community has always been a priority. All verbal and written communication is provided in English and Spanish utilizing the schools website, phone/email/text blasts and the Remind App. Additional measures will be implemented by the school to alleviate parent/staff concerns, instill confidence and communicate health and safety protocols. This will be achieved through frequent and transparent two-way communication. ECS will conduct surveys/polls to determine needs, expectations and act as a forum for input. ECS will contact families who do not respond via phone calls, in person/Zoom meetings or email. ECS will provide increased support to those students who experienced trauma and/or family loss.

Vulnerable Population

ECS will consider the needs of vulnerable populations and offer options for students and staff at a higher risk of severe illness to limit their exposure (social learning and teaching opportunities respectively). The school will develop protocols for vulnerable populations and continue to follow CDC guidelines, recommendations and updates for people who are at increased risk for severe illness

<https://www.cdc.gov/coronavirus/2019-ncov/need-extra-precautions/people-at-increased-risk>

[.html?CDC_AA_refVal=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Fneed-extra-precautions%2Fpeople-at-higher-risk.html](https://www.cdc.gov/coronavirus/2019-ncov/need-extra-precautions/people-at-higher-risk.html)).

ECS will implement measures to allow its vulnerable population to safely participate in educational activities and where appropriate the school will accommodate their specific circumstances (allow for remote learning or telework, modified educational or work setting, and provide additional PPE). ECS will identify and document any modifications to social distancing or PPE that may be necessary for its vulnerable population. This includes individuals who have a disability, students receiving language services and ELL students. All modifications will minimize the risk of the COVID-19 exposure for students, faculty, and staff to the greatest extent possible.

Parents will have the choice to have their child participate in a remote only learning program for the school year, and will be provided the option to revisit their decision every quarter.

Hybrid Instructional Model

Hybrid instruction will require:

- Alternate attendance, as students will be alternating the days of attending the school in person. They attend school in person 2 or 3 days per week. The Special Education students will attend school in person 5 days a week. They will be provided with their related services as stipulated on their IEP.

- Implementing this model would allow the school to maintain the seating capacity in classrooms to less than 50%.

Weekly Schedule

Students will attend school in person 2 or 3 days per week. For the remainder of the week, they will attend classes virtually, in synchronous and asynchronous modality. During remote learning, students will engage with a teacher at least twice every day. One session per day will be with their classroom/content area teacher and the second session will be with a special area teacher, such as Spanish, Art, Music, P.E. or Technology. Zoom sessions will be scheduled for at least 40 minutes, and this time will be used for both teaching new concepts, and reviewing / reinforcing skills. During the asynchronous instruction, the students will work independently completing their assignments. Most of the instructional resources and materials have a digital component, such as online workbooks and supplemental materials. Designated curriculum resources/materials will be distributed and kept at home. This will allow students to have easy access to printed materials.

Health and Safety

Social Distancing

ECS will follow all mandated guidelines from the federal, state and local agencies (Centers for Disease Control, Department of Health, etc.). Evergreen Charter School will enforce social

distancing at all times on the school facilities, on school grounds, including buses. This will be possible by staggering arrival and dismissal times. Assigned areas will be designated for student drop-off and pick-up, using specific entrances to the buildings.

The daily morning assembly will be hosted virtually using Zoom or other video platforms, and students and teachers will participate from their classrooms. Schoolwide events, award ceremonies, board meetings, parent-teacher conferences, parents workshops, and all school trips will be held virtually. This will limit visitors on school grounds.

To avoid physical proximity, staff and students will wear masks and maintain a distance of 6 feet from other persons. Congregating in shared spaces such as the reception and staff lounge areas will be monitored and discouraged. The access of parents and visitors to the building will be limited as much as possible. To continue supporting our parents and families when they have in person questions, these meetings will take place outdoors (weather permitting). All staff will be trained on health and safety protocols, prior to the school year starting.

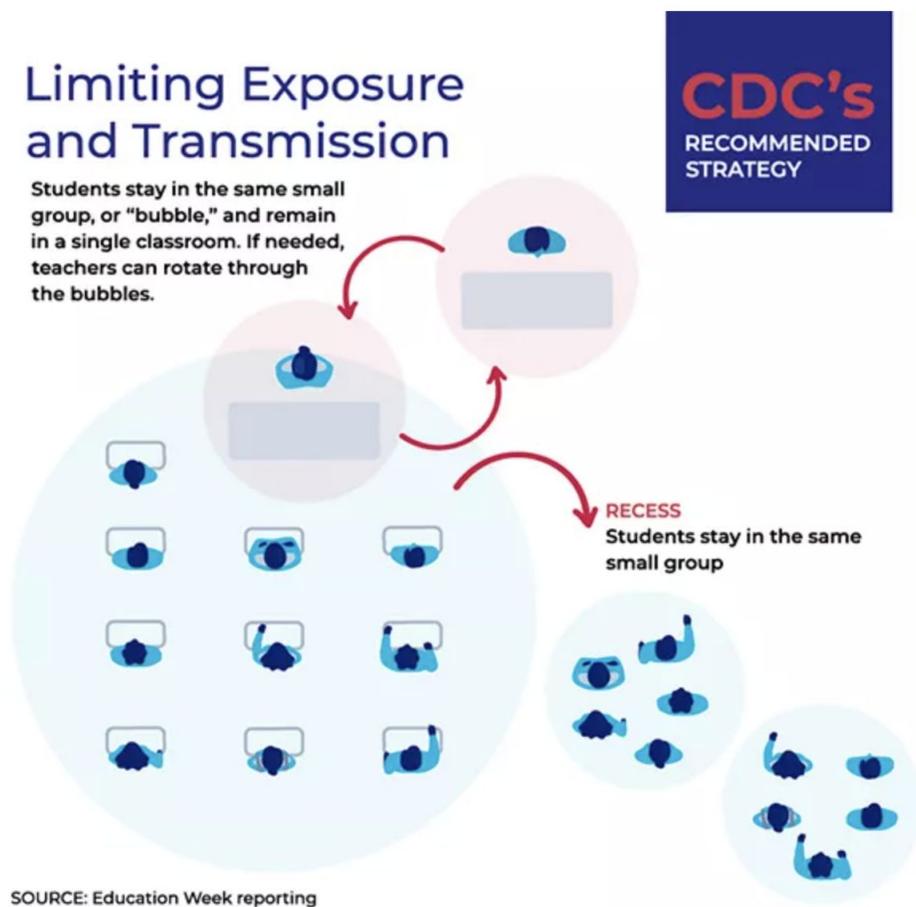
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https://coronavirus.health.ny.gov/system/files/documents/2020/04/13067_coronavirus_protectyourself_poster_042020.pdf

Student belongings will be stored in plastic covered bins assigned individually to each student. Students will not be permitted to use lockers and cubbies. Communal school supplies will not be permitted and students will be assigned individual devices and learning tools (notebooks, writing utensils, musical instruments, etc.).

Student desks with barriers will be placed 6 feet apart, and they will be facing the same direction towards the Smartboard, as shown in the picture below:



Classes will be maintained in a cohort system for the duration of the COVID-19 public health emergency. To minimize crossover among students, transitioning will be limited and hallways will be designated as one way routes and marked accordingly. The outdoor spaces will be utilized as much as possible and the size of the groups will be monitored during recess, physical education, and other activities requiring increased exhalation, such as singing and exercise. Social distancing of 12 ft will be implemented between participating individuals.

Personal Protective Equipment (PPE)

All staff, students and visitors will be required to wear a face mask when entering the school buildings. Students who are unable to medically tolerate a face covering, including students where such covering would impair their physical health or mental health are not subject to the required use of a face covering. Acceptable face coverings include, but are not limited to, cloth based face coverings and surgical masks that cover both the mouth and nose. Face coverings should be cleaned or replaced after use and must not be shared. Students and their parents/legal guardians should take responsibility for maintaining their face coverings. The link below includes the CDC guidance with additional information on face coverings and other types of PPE:

<https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/diy-cloth-face-coverings.html>

Everyone on the school premises is required to wear a mask in the following areas:

- When they are under 6 feet distance from a person
- In the hallways, entrances/exits and lobbies

- Using the restrooms
- Elevators
- Stairwells
- On the bus

ECS will provide masks to staff members or students who do not wear a mask upon entering the building, at no cost. Students may remove their masks when they are sitting at their desks (placed 6 feet apart/separated by a barrier) and when eating. They will be instructed to wear the mask if they come within six feet of another person. Proper signage will be displayed to remind staff and students to wear their masks. For special area classes, such as Music, Art, Technology and Science, the students will be provided with disposable gloves utilizing equipment.

Students and staff will be trained by the School Nurse on how to adequately put on, take off and appropriately discard PPE (additional receptacle bins, marked accordingly will be placed throughout the building). ECS will share with parents and guardians short instructional videos created by the School Nurse and resources provided by the CDC. These videos will be bilingual in English and Spanish, posted on the school's website, emailed and texted to the families prior to the school starting. They will contain demonstrations on proper hand hygiene, face mask usage, maintaining social distancing, etc. Some examples of the instructional materials posted by CDC, that will be shared with ECS families include:

English: <https://www.cdc.gov/handwashing/pdf/wash-your-hands-fact-sheet-508.pdf>

Spanish: https://www.cdc.gov/handwashing/pdf/family_handwashing_esp-508.pdf

During the summer break, parents will be encouraged to have their children wear face coverings for extended periods of time during the day. This will support an easier transition to the school day, for students having difficulty in adapting to wearing a face covering.

Faculty will wear face coverings that are transparent at or around the mouth during instruction that requires visualization of the movement of lips (phonics instruction, music, etc.).

Screening

The school will play an important role in educating the staff and students about the everyday routine actions they can take to prevent the spread of COVID-19. Parents will be encouraged to take their child's temperature prior to coming to school and look for signs of illness. They will be instructed that their child may not attend school if they exhibit symptoms and/or have a temperature greater than 100 degrees Fahrenheit at any time in the past 14 days even if a fever reducing medication was administered, and the student no longer has a fever.

The School Nurse will host workshops educating the staff, parents and families on the importance of prevention. Training and videos regarding respiratory hygiene and temperature monitoring will be recorded in English and Spanish and distributed to the school community.

Health screenings will be required for staff, students and visitors. A screening questionnaire will be filled out daily by staff and visitors and once weekly by students.

The questionnaire will determine whether the individual has:

- Knowingly been in contact or close or proximity in the past 14 days with anyone who has tested positive, or who has or had symptoms of COVID-19;
- Tested positive through a diagnostic test for COVID-19 in the past 14 days;
- Has experienced any symptoms of COVID-19, including a temperature higher than 100 degrees Fahrenheit in the past 14 days; an/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 (<https://coronavirus.health.ny.gov/covid-19-travel-advisory>).

If any staff member answered “Yes” to any of the questions above, they will not be permitted to enter the building. If any parent answered “Yes” to any of the questions, they will be asked to keep their child home. Any visitors answering “Yes” to any of the above questions, will not be permitted to enter the building. The length of the access limitation to the building will be determined on a case by case basis as recommended by the American Academy of Pediatrics (AAP) and the CDC; links are included below:

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

https://www.cdc.gov/coronavirus/2019-ncov/hcp/testing-overview.html?CDC_AA_refVal=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Fhcp%2Fclinical-criteria.html

Temperature screenings will take place daily for staff upon their arrival at the school, and twice a day for students. The students' first temperature check will take place in the morning upon their arrival to the school, and the second measurement will be taken during their lunch period. ECS will ensure that staff performing in person screening activities will be appropriately trained and protected from exposure.

The temperature will be taken using non-contact thermometers located at different points of entry. The temperature will determine if entry to the building is permissible and noted as such on a log sheet (cleared or not cleared). If any student has a temperature higher than 100 degrees, they will be isolated, and their parents or guardians will be notified to pick them up from school. The school will designate an isolation space where the child will wait for their parents while under the supervision of the School Nurse/staff member (equipped with proper PPE). The isolation space will have outside access doors for retrieval of staff/students without contaminating additional school areas.

For the students taking the bus from the Intermediate School to the Middle/High School, symptom screening will be performed in their parent/guardians presence by a staff member prior to boarding their bus. If any student has a temperature higher than 100 degrees, they will not be allowed to enter the school bus and attend school. Walkers will be isolated, and their parents or guardians will be notified to pick them up from school. The school will designate an isolation space where the child will wait for their parents while under the supervision of the School Nurse/staff member (equipped with proper PPE).

Prior to the opening of school, staff will be trained by the School Nurse utilizing the CDC guidance to recognize signs and symptoms of COVID-19

(<https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html>).

Teachers will be expected to conduct daily visual observations of their students, looking for signs of illness which could include flushed cheeks, rapid or difficulty breathing, fatigue, or extreme fussiness. School staff will be trained by the School Nurse to become aware of the symptoms of the Multisystem Inflammatory Syndrome in children (MIS-C) associated with COVID-19

(<https://www.cdc.gov/coronavirus/2019-ncov/daily-life-coping/children/mis-c.html>).

In compliance with the CDC guidelines, ECS will not conduct/mandate COVID-19 testing or antibody testing of staff and students. This will be a decision made only by a healthcare provider or the local department of health.

Hygiene, Cleaning and Disinfection

ECS will adhere to hygiene, cleaning, and disinfection requirements as outlined by the CDC, and the Department of Health (DOH), as listed in the links below:

https://coronavirus.health.ny.gov/system/files/documents/2020/03/cleaning_guidance_general_building.pdf

https://coronavirus.health.ny.gov/system/files/documents/2020/03/cleaning_guidance_schools.pdf

https://coronavirus.health.ny.gov/system/files/documents/2020/04/13067_coronavirus_protectyourself_poster_042020.pdf

To reduce the risk of exposure and contagion, ECS will implement routine cleaning and disinfection during and after the school day. A thorough cleaning and disinfection will take place between each cohorts' use of the classrooms and their assigned space. The following steps will be followed:

<https://www.epa.gov/sites/production/files/2020-04/documents/disinfectants-onepager.pdf>

Frequently touched surfaces such as tables, desks, doorknobs, chairs, phones, restrooms, etc., will be cleaned and disinfected at a higher frequency than normal. Logs will be kept in the business office showing the date, time and scope of cleaning, the disinfecting frequency, and the sanitizing of the classrooms, restrooms, or any school premises. The logs will also be displayed in convenient and visible locations (building, classroom entrances, and exits). ECS will use the Department of Environmental Conservation (DEC) products identified by the Environmental Protection Agency (EPA) as effective against COVID-19. The list of these products is included in the link below:

http://www.dec.ny.gov/docs/materials_minerals_pdf/covid19.pdf

ECS will provide and maintain hand hygiene stations. Stations will include hand washing with soap, warm water, and disposable paper towels, as well as an alcohol-based hand sanitizer containing 60% or more alcohol for areas where hand-washing is not feasible. While cleaning

and disinfection will be the primary responsibility of the school's custodial staff, cleaning and disinfection supplies will be provided to faculty and staff. Such supplies will include disposable wipes, gloves, hand sanitizer, etc.

ECS will ensure regular cleaning and disinfection of restrooms, and distancing rules will be adhered to at all times. The access to the restrooms will be monitored, by reducing the usage to 50% capacity, with half the stalls and the sinks being cordoned off. Paper towels will be used in lieu of air dryers. In the event an individual is confirmed to have COVID-19, cleaning and disinfection of the exposed areas will include, at a minimum, all heavy transit areas in high-touch surfaces. The school will adhere to CDC guidelines listed in the link below:

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

Bilingual signage will be posted throughout the building as reminders of social distancing, face coverings, and proper hygiene. At all times ECS will maintain proper inventory of hand sanitizer, soap, and paper towels to support appropriate hygiene. As a preventative measure, all water fountains will remain closed, and they will be marked accordingly. Staff and students will be encouraged to bring their own reusable water bottles.

Ventilation

ECS will maintain adequate, code required ventilation as designed. Ventilation will be increased to the extent possible; the windows will be opened to increase the airflow from outside. Filters

will be set to the highest MERV rating to ensure maximum air flow. At all times the staff will implement the health and safety protocols for all students.

The outdoor spaces will be utilized as much as possible and the size of the groups will be monitored during recess, physical education, and other activities requiring increased exhalation, such as singing and exercise. Social distancing of 12 ft will be implemented between participating individuals.

Safety Drills

ECS will meet the requirement to conduct 8 evacuations and 4 lockdown drills for each alternating group, while maintaining social distancing, wearing face masks, and by implementing a staggered evacuation schedule. However, in case of a real emergency maintaining the distance will not be the first priority.

Transportation

ECS will instruct students to wear acceptable face coverings at all times during transportation to and from the school, on buses and vans (entering, exiting, and while seated). Maintaining appropriate social distancing must be adhered to unless siblings or members of the same household are traveling together. Students will not be permitted to eat, drink or use hand sanitizer on the bus.

ECS will continue to collaborate with the local school districts to ensure compliance with state issued public transit guidelines

(<https://www.governor.ny.gov/sites/governor.ny.gov/files/atoms/files/PublicTransportationMasterGuidance.pdf>).

Students who do not have a mask will not be denied transportation; rather they will be provided with one upon boarding the bus. Student's with a disability which would prevent them from wearing a mask will not be forced to do so nor denied transportation.

Food Services

ECS will continue to provide school breakfast and lunch to all students. Students will have breakfast and lunch in their classrooms at their desks while adhering to social distancing guidelines. Face coverings will not be required during meals. Students will wash their hands with soap and warm water before and after eating. Prior to the school year starting, additional staff will be trained to read food labels, recognizing the signs of food allergies and choking.

Students will continue to be prohibited from sharing food items. ECS will follow the guidelines, measures and precautions implemented to prevent spreading COVID-19, as listed in the link below:

https://www.governor.ny.gov/sites/governor.ny.gov/files/atoms/files/Indoor_and_Outdoor_Food_Services_Detailed_Guidelines.pdf

Students working remotely (alternating days) will follow the Food Services system as outlined in the Fully Remote Learning Plan described below.

Isolation of infected individuals

ECS will develop a protocol for safely caring for a student, teacher, or staff member should they develop symptoms of COVID-19 during the school day. The individual who becomes symptomatic while at school, will receive proper care and the healthcare staff member providing the assistance will receive proper PPE, and they will follow the protocols and procedures according to the CDC and state guidelines. The student waiting to be picked-up will remain in the designated isolation space under the visual supervision of the School Nurse or a staff member, who will be wearing specific PPE and they will be physically distanced. Multiple students suspected of COVID-19 may be in this designated isolation space separated by at least 6 ft. The parents or guardians will be instructed to contact their healthcare provider. The determination for when the individual can return to school will be done in consultation with the local health department, requiring at a minimum documentation from a healthcare provider, following evaluation, negative COVID-19 diagnostic test results, and symptom resolution.

Containment and Contact Tracing

ECS will notify the state and local health department immediately upon being informed of any positive COVID-19 diagnostic test. This will include results of any individual who was on school premises, including students, teachers, staff and visitors. ECS will develop and maintain a plan to support local health departments in tracing all contacts of the individual who tested positive

in accordance with the protocols training and tools provided

(<https://coronavirus.health.ny.gov/new-york-state-contact-tracing>).

ECS has a Raptor and a Biometric time clock system tracking the access and physical presence of visitors and staff in the building throughout the day.

The link below provides DOH guidance for employees returning to work after infection or exposure to COVID-19:

https://coronavirus.health.ny.gov/system/files/documents/2020/06/doh_covid19_publicprivate_employee_return_to_work_053120.pdf

Confidentiality will be maintained as required by FERPA, federal and state law and regulations.

If a teacher needs to stay home due to COVID-19 and they can not return to school, another ECS teacher will substitute for their colleague. If a large number of students cannot return to school their cohort will be switched to the remote learning format.

Teaching and Learning

Cohorts

The course schedule will be generated to maintain the cohort classes. It will be simple and clearly defined, and will include scheduled times shared across grades, so students can attend grade specific virtual lessons, activities and events that align to NYS Learning Standards. ECS will share the class schedule with all families, to help prepare their children for new routines. The schedule will include extra time allocated for movement activities, frequent hand-washing,

temperature screenings, etc. Signs will be posted throughout the building promoting proper hand washing. For example, students will have to wash their hands before meals, after recess, when they enter the building, after they use the bathroom, or for respiratory hygiene. The school will ensure that a supply of paper towels and tissues will be available in each room.

Since students will spend more time in their classrooms, frequent breaks will be included in the daily schedule, with more individual movement encouraged. The special area teachers, such as Art, Music, Spanish, and Physical Education will push into the classrooms, as opposed to the students rotating to other spaces. The Physical Education and Music curriculum will be reviewed to reduce the high contact activities, and alternatives will be created to foster social distancing. Whenever weather permits, special area classes such as, Art, Physical Education, Music and Spanish, will be held outside while maintaining social distancing.

Increasing access to Technology and Connectivity

ECS will ensure that all students have access to a device. This year ECS plans to fully transition to a 1:1 model for grade K through 9 students. Prior to the start of the school year, each student will be assigned a Chromebook or iPad. ECS will implement technology support to help students operate and maintain their assigned device. ECS will conduct a survey to gain knowledge of the level of wifi access students have in their residence and parent comfort level with technology. The school will explore the option to purchase hot spots to ensure all the students have internet access. The school will host technology training for parents who need

support in using the devices and/or accessing the internet. ECS will host a Parent Academy to educate parents and families on various topics based on the technology needs assessment.

Social - Emotional Needs / Support Systems

A support system will be implemented and each staff member will have a group of assigned students to follow up with on a 1:1 basis. This will help to build relationships with families, and identify resources for support when needed. Evergreen will survey staff and students regularly. The school will be prepared to respond with assistance or referrals for specialized services. Professional learning will be provided to support all staff in gaining a deeper understanding of their role in supporting student social emotional competencies and well-being.

Explicit SEL lessons will be embedded in the curriculum. Opportunities to develop and practice SEL competencies within the academic lessons will be pursued. The school will provide professional learning opportunities to all teachers that will include best practices to provide equitable instruction for all students to address the learning gaps caused by the COVID-19 school closure. ECS has supplemented our current student support services with the addition of a School Psychologist. The psychologist will provide extra on-site/remote support services to address mental health, behavioral and emotional needs.

A School Climate Team will be implemented. The team will consist of school administrators, school employed health professionals (school psychologist, school social workers and

counselors), teachers, and school nurses. To meet the current needs of the school they will develop the following:

- Strategies and supports for students, families, and staff members for each phase of recovery (before re-opening, immediately after re-opening and long term support);
- A referral system for individuals who need targeted support and access to school employed and/or community mental health professionals;
- Systems to facilitate classroom lessons to address mind-set and behavior standards;
- Protocols to check in with students and families during the time frame COVID-19 may still be a threat;
- Establish a focus on social emotional skills building, mental and behavioral health, personal safety and self regulatory capacity which likely regressed with a lack of social interactions.

Communication

Communication with our ECS school community has always been a priority. All verbal and written communication is provided in English and Spanish utilizing the schools website, phone/email/text blasts and the Remind App. Additional measures will be implemented by the school to alleviate parent/staff concerns, instill confidence and communicate health and safety protocols. This will be achieved through frequent and transparent two-way communication. ECS will conduct surveys/polls to determine needs, expectations and act as a forum for input. ECS will contact families who do not respond via phone calls, in person/Zoom meetings or

email. ECS will provide increased support to those students who experienced trauma and/or family loss.

Vulnerable Population

ECS will consider the needs of vulnerable populations and offer options for students and staff at a higher risk of severe illness to limit their exposure (social learning and teaching opportunities respectively). The school will develop protocols for vulnerable populations and continue to follow CDC guidelines, recommendations and updates for people who are at increased risk for severe illness

(https://www.cdc.gov/coronavirus/2019-ncov/need-extra-precautions/people-at-increased-risk.html?CDC_AA_refVal=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Fneed-extra-precautions%2Fpeople-at-higher-risk.html).

ECS will implement measures to allow its vulnerable population to safely participate in educational activities and where appropriate the school will accommodate their specific circumstances (allow for remote learning or telework, modified educational or work setting, and provide additional PPE). ECS will identify and document any modifications to social distancing or PPE that may be necessary for its vulnerable population. This includes individuals who have a disability, students receiving language services and ELL students. All modifications will minimize the risk of the COVID-19 exposure for students, faculty, and staff to the greatest extent possible.

Parents will have the choice to have their child participate in a remote only learning program for the school year, and will be provided the option to revisit their decision every quarter.

Remote Learning

Remote instruction will include:

- All students attend remote instruction 5 days per week

In the event that school buildings can not be reopened in September in accordance with the State guidelines for in person instruction/abrupt closure, ECS will provide all students with remote instruction. The school will ensure that all students have access to devices, internet and instructional materials. ECS will use a variety of methods to reach out to students and their families to ensure they engage in the remote instruction. The remote instruction will consist of synchronous and asynchronous learning opportunities, digital assignments, independent practice and assessment. Student progress will be monitored and tracked. Digital and non-digital options (projects) will be provided to students so they can share their creative work with the classroom community and the broader school community.

Examples of virtual resources such as digital field trips, or online art collections are included in the links below:

<http://www.nysed.gov/edtech/digital-content-resources>

<https://www.arteducators.org/news/articles/687-preparing-for-school-year-2020-21>

https://www.shapeamerica.org/uploads/healthmovesminds/resources/hmm-at-home/HMM-At-Home_%20Family-Field-Day.pdf

Health and Safety

Food Services

ECS will continue to provide school breakfast and lunch to all students. ECS will follow the guidelines, measures and precautions implemented to prevent spreading COVID-19, as listed in the link below:

https://www.governor.ny.gov/sites/governor.ny.gov/files/atoms/files/Indoor_and_Outdoor_Food_Services_Detailed_Guidelines.pdf

Many of our students and their families rely on the free breakfast and lunch prepared and cooked on the school's premises at Evergreen Charter School. To continue providing this assistance to our students and their families, Evergreen Charter School will implement from the very first day of school closure, a grab-and-go meal (food provided in plastic containers in a paper bag) distribution program. The meal packages distributed will include breakfast, on site cooked lunch and healthy snacks.

Evergreen Charter School's plan for meal distribution will be communicated to families prior to the beginning of the school year. Information will be communicated through flyers, forms, school website postings, phone/e-mail/text blasts and utilizing the Remind App.

The hours for daily meal distribution will be scheduled for 7:00 a.m. to 11:00 a.m. at the Elementary School.

Teaching and Learning

Access to Technology and Connectivity

ECS will ensure that all students have access to a device. This year ECS plans to fully transition to a 1:1 model for grade K through 9 students. Prior to the start of the school year, each student will be assigned a Chromebook or iPad. ECS will implement technology support to help students operate and maintain their assigned device. ECS will conduct a survey to gain knowledge of the level of wifi access students have in their residence and parent comfort level with technology. The school will explore the option to purchase hot spots to ensure all the students have internet access. The school will host technology training for parents who need support in using the devices and/or accessing the internet. ECS will host a Parent Academy to educate parents and families on various topics based on the technology needs assessment.

In order to continue to improve staff development of technology skills related to remote learning, the schools technology committee will organize to plan and provide professional development. Webinars have been organized with company representatives that offer digital learning platforms (Pearson, Raz Kids).

Instructional Delivery and Assessment

The school will utilize Classroom Websites for students in grades K-2, and Google Classroom for students in grades 3-9. Instruction will be delivered in the form of Zoom sessions, self recorded videos made by teachers, tutorials from vetted websites, and self-paced differentiated assessment tools.

ECS will utilize a variety of assignments, examples include (but not limited to):

- Web-based components of existing curricular programs
- Video tutorials with curriculum aligned questions
- Self-paced leveled assignments (Raz-Kids, iReady, Zearn)
- Essay/short responses
- Journal entries
- Research projects
- Math computations (using apps)
- Voice recordings
- Ebooks

Teacher's weekly lesson plans will continue to include differentiation for all learners. Special education teachers, ENL teachers and support staff will continue to individualize learning for their students.

Differentiation for students with disabilities (SWD) and English Language Learners (ELL) will include graphic organizers, vocabulary support, visuals, sentence frames/ starters, adapted

questions, passage/instruction read, self-paced/level assignments (Raz Kids, iReady, Zearn) and additional teleconferences/Zoom sessions.

The school will assess student learning using a variety of methods:

- Exit tickets
- Teacher created formative and summative assessments using Google forms for all subject areas
- iReady/Raz Kids/Zearn/Pearson Realize/Edulastic/Wizard Online assessments

i-Ready

Standards Mastery assessments will be used to monitor student performance on grade-level standards that follow the instructional scope and sequence for the year. This will help us respond to students' needs to teach grade-level content.

Growth Monitoring assessments will provide interim checks. This tool will indicate when specific students may need additional support to accelerate growth and gauge the effectiveness of support programs.

Raz Kids

Online running records will allow teachers to digitally assess each student's reading fluency.

Benchmark passages will allow teachers to assess reading behaviors and comprehension from level to level.

Zearn

Online lessons from the school's existing Engage NY Math Curriculum will allow teachers to monitor progress and make decisions regarding each student's learning path.

Pearson Realize

Embedded assessments and reports will help teachers effectively deliver instruction and track data.

Wizard Online and Edulastic

Online assessment tools will allow teachers to create exams that are aligned to NYS standards and monitor student growth.

Vulnerable Populations

Students with Disabilities

ECS purchased teleconferencing software for use by its Special Education Department to facilitate upcoming conferencing for the Committee on Special Education meetings including Initial Eligibility Determination and Annual Reviews.

ECS' Special Education Coordinator will contact all providers/districts to gain information about the scheduling of services via teleconferences/tele-therapy. Providers with authorization will be provided with instructional information for remote learning. Evergreen Charter School will send DPA forms to be completed by resource room providers to gain access to content and assignments for their caseloads through ECS Google Classrooms.

ECS staff will communicate to parents of special needs students about scheduling of special education services (when confirmed by provider/district), documenting verbal consent for special education tele-therapies/tele-services, and providing service providers with updated contact information (with parent consent).

ECS Special Education teachers will provide additional support to students who have IEP's. They serve as internal compliance monitors to ensure adherence to classroom modifications and accommodations as specified on the student's Individual Education Program, that provide student access to the general education curriculum. The school has recently vetted additional websites and apps to support individualized instruction and assessment to best meet the needs of all learners and thus providing additional data to support students.

ECS Special Education Department meetings between Special Education Coordinator and Special Education teachers will take place twice weekly to gather information about student needs and teacher feedback/queries. Ongoing meetings to prepare documentation for upcoming initial eligibility meetings and annual reviews will take place.

The ECS Special Education Coordinator will provide ongoing professional development with Special Education Teachers in the areas of:

- IEP goal development
- Preparing classroom teachers for annual review meetings
- Differentiating content for students with special needs
- Chapter 408 compliance

English Language Learners

ECS will continue to provide equitable and meaningful access to content instruction through academic language development, delivered by a collaborative and targeted services model. To meet these goals, English as a New Language teachers/classroom/content area teachers will be expected to:

1. Collaborate weekly to differentiate instruction. This will include, but is not limited to:
 - Co-plan the instruction to include language development opportunities;
 - Create language-specific mini lessons that support the classroom content;
 - Provide insight into instructional modifications, such as visual supports, specific academic language, building background, etc.;
 - Support daily oral language practice opportunities.
2. Engage students through one-on-one conversations 2 or more times each week to support their classroom learning needs targeted at their language proficiency level.
3. Check in with each student daily to address any immediate needs via Google Classroom.

4. Develop further instruction, resources, and/or materials for students on an as-needed basis.
5. Collect evidence of student mastery of growth toward mastery of specific academic language needs.
6. Create a communication plan with families/students to support distance learning needs.

Social - Emotional Needs / Support Systems

A support system will be implemented and each staff member will have a group of assigned students to follow up with on a 1:1 basis, to build relationships with families, and to identify resources for support when needed. Evergreen will survey staff and students regularly. The school will be prepared to respond with assistance or referrals for specialized services.

Professional learning will be provided to support all staff in gaining a deeper understanding of their role in supporting student social emotional competencies and well-being.

Explicit SEL lessons will be embedded in the curriculum. Opportunities to develop and practice SEL competencies within the academic lessons will be pursued. The school will provide professional learning opportunities to all teachers that will include best practices to provide equitable instruction for all students to address the learning gaps caused by the COVID-19 school closure. ECS has supplemented our current student support services with the addition of a School Psychologist. The psychologist will provide extra remote support services to address mental health, behavioral and emotional needs.

A School Climate Team will be implemented. The team will consist of school administrators, school employed health professionals (school psychologist, school social workers and counselors), teachers and school nurses. To meet the current needs of the school they will develop the following:

- Strategies and supports for students, families and staff members for each phase of recovery (before remote learning, during remote learning and long term support);
- A referral system for individuals who need targeted support and access to school employed and/or community mental health professionals;
- Systems to facilitate digital lessons to address mind-set and behavior standards;
- Protocols to check in with students and families during the time frame COVID-19 may still be a threat;
- Establish a focus on social emotional skill building, mental and behavioral health, personal safety and self regulatory capacity which will likely regress with a lack of social interactions.

Communication

Communication with our ECS school community has always been a priority. All verbal and written communication is provided in English and Spanish utilizing the schools website, phone/email/text blasts and the Remind App. Administrative Assistants will be available to maintain the schools phone system and forward calls to the appropriate personnel.

Students in grades 3-9 are familiar with Google classrooms which will allow teachers and students to communicate daily via email. Teachers in Grades K-2 will utilize class websites to

post resources, assignments and notifications to parents. Daily schedules will be provided to guide students through the remote learning process.

ECS teachers will track their communication with families. The School Social Workers, School Nurses and School Psychologist will engage in daily outreach efforts to ensure families have the needed resources. ECS will provide increased support to those families who experienced trauma and/or family loss.

Conclusion

As Evergreen Charter School is preparing to start a new school year in these unprecedented circumstances, we will take a steady and cautious approach by implementing a student centered strategy, with equity at its core. While we cannot go “back to normal”, there is a new normal in which we will ensure that each of our students will experience joy in learning every day. We look forward to welcoming all of our students attending school in any of the three instructional models, in person, hybrid, or remote.