

Achievement First 2020 Reopening Plan

Amistad Academy
Elm City College Preparatory
AF Bridgeport
AF Hartford

(Submitted 7/24/20)

Attached please find the current draft reopening plan for all four of Achievement First's Connecticut charters, utilizing the plan template provided by the State Department of Education. While the template was helpful in focusing on the key requirements of school opening, it is difficult to capture the rapidly shifting circumstances we're experiencing and the strong feelings, goals and anxieties of our families, teachers and scholars.

Achievement First is committed to opening our schools as quickly and fully as possible, with health and safety as the paramount priority. Here is how we see the priorities of our guiding principles falling:

1. Safety First
2. Family Choice
3. Prioritize our Youngest Scholars
4. Flexibility
5. Strong Socioemotional Support
6. Strong Student Learning

In service to these principles and our [core values](#) AF schools have spent the recent weeks communicating with families and staff to hear their questions, concerns, and suggestions via formal surveys and open town hall meetings. The final deadline for survey responses is this coming Monday, July 27th, so we hope CT SDE will see this version of the plan as a strong draft that we will update as we get additional feedback.

Here is what we are hearing from our families and staff:

- Only a fifth of our elementary families absolutely want or need a 4 or 5 day in-person school week.
- Overall, 54% of family respondents have indicated that they will opt for remote learning
- Among staff, over 80% of respondents are committed to maintaining 6-feet of social distancing in classrooms, necessitating smaller classes and thus a staggered/rotating schedule for most grades.

The number of AF families opting for remote learning is not surprising given concerns about the virus resurging, and the success that we had with remote learning this spring. AF was quick to distribute Chromebooks to thousands of students and to implement a strong approach to remote

AF Reopening Plan Submitted 7/24/20

learning that provided significant asynchronous learning. The Center for Reinventing Public Education conducted a nationwide survey of remote learning in the spring and concluded:

“AF is serving as a model of how a school system that has a strong grasp on quality instruction and learning can quickly stabilize in a crisis. The fact that they were able to set up such effective remote learning and remote community so quickly is a testament to their internal systems, culture, and belief system. It's helping us set a higher bar for what parents and families can expect from their schools.” Bree Dusseault, Center for Reinventing Public Education

We are proud to have received such accolades from fellow educators, and we also heard strong positive feedback from parents, scholars, and staff -- and they told us what we could do better. That feedback has been incorporated into our plans and program for the coming year, and we expect an even more positive impact on scholars when (sadly, not likely “if”) we need to implement a partial or full remote learning environment.

The following Reopening Plan details the specifics of our implementation, *as we understand them today*. As stated above, we are still receiving meaningful feedback from our school community and anticipate even more guidance from CSDE in the weeks ahead.

We are further encouraged by the fact that as our host districts like New Haven have made their plans public, there is great alignment between the conclusions and plans that we came to independent of one another.

We look forward to sharing future iterations of this document with the Department of Education, and hearing any feedback you may offer after reviewing this plan.

Connecticut LEA Reopening

This document identifies the critical “REQUIREMENTS” needed for each local educational agency (LEA) or school operator to submit a reopening plan in accordance with the Connecticut School Reopening Plan

— [*Adapt, Advance, Achieve: Connecticut’s Plan to Learn and Grow Together*](#). In providing the LEA’s response, it is imperative to work through the Connecticut School Reopening Plan, which elaborates on certain requirements with additional considerations and also includes “GUIDANCE” to consider while developing the unique local approach.

While the submitted plans do not require approval by the Connecticut State Department of Education (CSDE), plans will be retained. Receipt and consideration of the plans will allow the CSDE to share best practices and provide technical support for those LEAs who require it.

LEAs should submit a reopening plan that clearly and specifically addresses the requirements outlined in each section below. The CSDE recommends plans be developed inclusive of, but not limited to school-based administrators, teachers and school staff, health and nursing staff, nutrition services, transportation services, boards of education, local health officials, municipal leaders, parents and other relevant stakeholders.

Additional Details:

Plans should be submitted in font size no greater than

11pt, in PDF format. Due: July 24, 2020

Submit to: SDE.REOPEN@ct.gov

Include the following completed table at the top of your submitted plan:

Date of Submission:	July 24, 2020
LEA Name:	Amistad Academy, Elm City College Preparatory, AF Bridgeport Academy, and AF Hartford Academy
Reopening Plan Point of Contact:	Che Dawson, Regional Director of Operations
Contact Email:	chedawson@achievementfirst.org
Contact Phone:	203-848-0805
LEA COVID-19 Health and Safety Compliance Liaison:	Directors of School Operations in each building. (Directory)
Liaison Email:	See Directory

If schools plan to iterate and/or improve their plan as a result of newly released guidance and/or changes in their local communities, those should also be submitted to the CSDE at the email listed above.

This document reflects preliminary guidance and considerations as of the date published, and should not be interpreted as mandates, except where there is indication of a requirement. The Connecticut School Reopening Plan — *Adapt, Advance, Achieve: Connecticut’s Plan to Learn and Grow Together* may be updated due to the rapidly changing response to this pandemic emergency and ongoing updates from Centers for Disease Control and Prevention (CDC) and/or changes to federal and state orders and guidance. The Connecticut State Department of Education will provide any such updates to Superintendents.

Clearly and specifically detail how you will address each critical “REQUIREMENT” listed below in your plan. While crafting your responses, it is imperative to work through the Connecticut School Reopening Plan which elaborates on certain requirements with additional considerations and also includes “GUIDANCE” to consider while developing a unique local approach.

Priorities	School Plan
<p>Fall Reopening Model</p> <ul style="list-style-type: none"> • LEAs should plan to have all students, in all districts, return to schoolhouses for full-time instruction at the beginning of 2020-2021, so long as public health data continues to support this model. This model will be supported with more intensive mitigation strategies and specific monitoring, containment and class cancellation plans. <ul style="list-style-type: none"> – In addition to full-time instruction plans as indicated above, LEAs must be prepared to modify their plans to support a partial reopening or to allow for scaling back at a future date if the public health data changes. • Identify gaps and develop action plans for reopening that specifically address inclusion, equity, and access for all learners with strategies and clearly defined action steps. 	<p>The 2020-21 school year will be one unlike any that we've ever encountered - and it will be one that we will need to face together as a community. We know returning to school next year brings up a lot of questions, challenges, anxieties, and fears. We feel them too. Nothing is more paramount than the safety of our students and staff, and we did our best to honor that in these draft plans.</p> <p>This is our best current thinking for how we'll re-open schools in 20-21. School and network leaders worked together to develop this plan based on feedback from staff, students and families about what worked and didn't work during remote learning, and what our students need the most. We are hosting Town Halls across all of our regions between July 21-25 for both staff and families to get more feedback. As we incorporate their input and as the situation surrounding the pandemic changes, these plans <u>will</u> be refined.</p> <p>We have prepared for three scenarios:</p> <ol style="list-style-type: none"> 1. Most students return in-person: All of our students (whose families want them to) are able to return to in-person school each day. 2. Reduced capacity: Some of our students are able to attend school in-person, but not everyone can due to the need for 6 ft social distancing in the classroom and thus smaller class sizes. In this scenario, our students rotate (example: in-person on M-Tu, at home on W-Th). 3. Fully remote: All of our students are remote. <p>At this point, based on the feedback we have heard from our families and staff, we would like to implement a hybrid/reduced capacity plan. Based on anticipated attendance (those families opting for remote learning), the current operating model we are anticipating implementing is as follows:</p> <ul style="list-style-type: none"> • Grades K-2: Provide 4 days of in-person instruction for our youngest scholars. Day 5 will continue to be half-day instruction with staff PD in the afternoon. The half-day will be remote learning to maximize instructional time given anticipated longer transportation, arrival and dismissal times. • Grades 3-4: The number of in-person days for upper elementary students will vary from school to school based on the percentage of families that desire to return in-person. While 4-days in person is the goal, reducing to 2-days in person may be necessary to achieve 6-feet social distancing in all classrooms. • Grade 5-12: Provide 2 days of in-person instruction for alternating cohorts between Group A (Mon-Tue), and Group B (Wed-Thu). The other three days will be remote classes for both groups. <p>Given the space constraints of our buildings and the hesitation of our families (55% intend to have their students enroll in remote learning), this hybrid model is required to maintain a safe social distance among students and staff in</p>

Connecticut LEA Reopening Achievement First

	<p>addition to the numerous other precautions that will be in place to ensure our “safety first” principle.</p> <p>Ramp up to in-person learning with perfected remote learning.</p> <p>We all recognize that remote learning will be a key if not primary component of the 20-21 school year, especially as we collectively anticipate a second spike of the virus in the fall/winter. AF is proud of the program we delivered last spring but with feedback from teachers and parents we have made vast improvements. We also recognize that there will be a period of orientation for scholars and staff to understand and practice the safety protocols that will be in place.</p> <p>This knowledge combined with the overwhelming input from parents (68%) and staff (86%) suggest that we begin the school year with a two-week all-remote session (from Sept 1 to Sept 11). We expect to launch in-person instruction during the week of Sept 14. This recommendation comes with great consideration from school leaders who value a strong start to the school year by establishing daily routines and norms. However, we believe it is imperative that we provide <u>all scholars</u> with the same launching pad for what will inevitably be a year of changes.</p> <p>While the equal footing of a shared experience for our scholars and teachers is important, the remote start also provides for necessary training of everyone on the in-person safety protocols <u>before</u> we potentially expose any individual -- teacher, student, parent, or family member -- to the deadly virus our state is fighting. Finally, the opportunity to polish remote learning practices for all at the beginning of the year will enable us to shift more fluidly as circumstances change for different schools.</p>
<p>Temporarily Choosing Not to Participate</p>	
<ul style="list-style-type: none"> Plan for parents and students who may temporarily choose not to participate in the return to school. 	<p>We believe in family choice and understand that our families will have differing levels of comfort in sending their scholars back to in-person school. As such, all families will have the choice of whether to have their scholar learn remotely or in-person next year. It is our job to ensure that our scholars have access to the education they deserve, regardless of whether they are learning at home or in a school building.</p> <p>We are breaking the year up into ~2 month “chapters” and asking families to share their preference of whether to return to in-person school or remain remote for that next chapter (e.g., do you want your child to attend live school during September-October?). Families will be able to make a new choice for the new chapter. During the first week of August, families will receive a survey asking whether they would like to send your child back to in-person school for September/October. Families will have the opportunity to make a new selection for November/December.</p> <p>Achievement First is a scholar and family centered organization, and as such we will do our best to address any requests for a mid-chapter shift from remote to in-person, naming the challenges it would cause for the well-orchestrated social distancing plan. Schools will have a consistent process to follow if/when such requests arise.</p>

School Liaison, Communications Plans, and Data Collection	
<ul style="list-style-type: none"> • Designate an employee to serve as a COVID-19 Health and Safety Compliance Liaison. This designated person will be responsible for engaging with students, parents, faculty, staff, and administrators to answer questions or concerns about health and safety requirements regarding COVID-19 concerns (e.g., school nurse). • Put systems in place to communicate the most up to date policies and protocols related to the considerations herein, for staff, students, and families. • Make communications plans available in relevant languages of families in the community, as well as accessible to those with visual and/or hearing impairments. • Ensure the development of plans for ongoing two-way communication with the school community (staff, families, and students) about any new policies and/or protocols <i>prior</i> to reopening, any time there is a significant policy change, and upon re-entry if a school closes temporarily during the year. • Develop expectations around frequency of communication, and ensure detailed updates are provided any time critical information regarding policies, protocols, or health data changes. • Put in place a plan for how the community will be notified of any changed policies, need to cancel classes, or other changes or restrictions. • Make plans easily accessible, including but not limited to being visible on the main landing page of the LEA and school websites. • Prioritize gathering information from families prior to reopening. Collect information from families to properly plan for resuming classes in the fall. <ul style="list-style-type: none"> – This should align with the forthcoming CSDE District Reopen Survey 	<p>As we did during the closure in March, we will provide communication in both English & Spanish regarding our policies and protocols for staff, students, and families. We will be providing an updated family handbook that will be shared with each family and a staff handbook shared with each staff member. We will post relevant information, recent updates, and FAQs on our websites for all stakeholders.</p> <p>We have already engaged families and staff multiple times to gather their input in our reopening plans including surveys, small focus groups, and family & staff town halls. We will continue to be in communication with all stakeholders as we make policy and protocol decisions.</p> <p>We will continue to email families 1x/week or every 2 weeks to provide any relevant updates and will of course mobilize faster if we have a health concern in our community.</p> <p>For rapid responses to changes we will utilize e-mail, robocalls, our website, and social media platforms to provide an update for families.</p> <p>Prior to reopening, we are gathering student and family information in case of closure. This includes families' access to technology.</p>

Clearly and specifically detail how you will address each critical “REQUIREMENT” listed below in your plan. While crafting your responses, it is imperative to work through the Connecticut School Reopening Plan which elaborates on certain requirements with additional considerations and also includes “GUIDANCE” to consider while developing a unique local approach.

Operations Plan	School Plan
<p>Facilities</p>	
<ul style="list-style-type: none"> • Maximize social distancing between student workstations, achieving 6 feet when feasible, when determining the classroom layout. • Where necessary, assess other space that may be repurposed for instruction in the school, in municipal or other community space, or if the school will require additional modular space. • Maximize space between the teacher and students due to the risk of increased droplets from teachers during instruction. • Ensure all signs and messages related to stopping the spread are accessible for students with disabilities and in languages appropriate for the school population. • Identify the training needs of staff related to health and safety protocols; perform such training prior to the first day of classes. • Consider having training days and days to practice new protocols with staff only prior to having students enter the building. • Plan an in-person or online training that includes: social distancing; cleaning protocols; and hygiene practices. Require attendance by all students and staff, and make available to families who are interested. Consider repeating this training during the first months that school reopens, and as needed. • Ensure training is provided to substitutes or others who may enter the school outside of the first day or typical calendar start. 	<p>Training / Protocol Practice</p> <p>As indicated in our overall plan, AF school leaders fully recognize the importance of training and practice around the numerous health and safety protocols that will need to be in place for everyone’s safe return to our school buildings.</p> <p>Many of these topics have been incorporated into our summer PD sessions for staff and it is our intent to spend a number of days/weeks in a remote learning environment in which all of the health and safety protocols are communicated to all members of the school community -- staff, scholars, and families.</p> <p>Limit spread - social distancing and mask-wearing</p> <ul style="list-style-type: none"> • Everyone – staff, scholars, and families – will be required to wear a mask during arrival, dismissal and inside the school building (unless a doctor provides a documented reason not to). Each school will provide up to 2 washable, reusable masks to scholars (and 1 to staff members) and will maintain a stockpile of disposables as a back-up; Scholars and staff are required to bring a mask with them every day. We will build in strategic mask breaks during meals, recess, and at other times when social distancing can be clearly maintained and especially when students are outdoors. We are also exploring additional safety measures we can use for any staff member / scholar who is medically unable to wear a mask. • We are limiting in-person class size to 15 students per class in order to allow for the CDC’s standard of 6 ft of distance between desks and to allow our teachers to have a manageable class size to engage given all of the layered safety measures. • Scholar desks will be spaced apart and will face in the same direction, and – if weather and building conditions permit -- windows and doors will be open. • We have extended arrival and dismissal windows so that we can maintain social distancing during these times. • We will install signage and markings in our buildings to support social distancing, signs of COVID, hand washing tips, how to wear a mask, how to sneeze/cough into elbows, and other reminders of essential healthy behaviors. • We will also do training for staff on all social distancing, cleaning protocols, and hygiene practices. We will also make sure that all students are taught lessons about both the importance of these practices and how to maintain these practices throughout the day. These trainings/lessons will be available as recordings in case we have substitute teachers or new students joining after the start of the year. <p>Prevent Virus transmission from surfaces:</p>

Connecticut LEA Reopening Achievement First

	<ul style="list-style-type: none"> ● We will increase routines for scholars to wash their hands or use hand sanitizer at regular intervals throughout the day. This includes before and after meals and recess. ● Teachers and operations staff will sanitize high-touch surfaces (i.e., door handles) throughout the day. Classrooms will be thoroughly cleaned and disinfected every evening. ● Every scholar will be assigned a Chromebook and set of supplies (i.e., pencils, pens) at the start of the school year that will stay with them and not be shared with others. ● All scholars should bring a water bottle to school daily. Water fountains will be disabled.
<p>Daily Operations</p>	
<ul style="list-style-type: none"> ● Implement the key strategy of establishing stable cohorts within the school population, when feasible. Placing students in cohorts is <i>strongly encouraged</i> for grades K-8, and <i>encouraged where feasible</i> for grades 9–12. ● Develop consistent policies to address when clubs, before- and after-school programs, or other voluntary groups may be allowed to use school space. Include ways to safely allow access for before- and after-school and childcare programs. 	<p>Minimize interactions between different groups of scholars and adults</p> <ul style="list-style-type: none"> ● All students will be in stable groups throughout the day - limiting contact with other students. Students will also remain in one classroom at an assigned desk that will be just for that individual student -- rather than changing rooms/desks so that we limit exposure to other surfaces. We will ensure our scholars have safe movement breaks (recess, PE, other breaks) while maintaining social distancing. As much as possible, we will work to have these breaks occur outside. ● In elementary schools, most teachers will also be assigned to a specific group and will not rotate. When that is not possible due to the need for specific content expertise (mostly middle and high school teachers), these teachers will be restricted to working with only one grade, and of course will wear masks and keep their distance. There are a few exceptions (enrichment teachers, school leaders, etc.) who work across grades--these teammates will also wear masks and take extra distancing precautions for increased safety. ● Breakfast, lunch and snacks will be served in individual classrooms. Meals will likely be “grab and go” so scholars can eat with limited contact with more adults. ● During recess, scholars will be able to go outside when weather permits and will practice social distancing from each other whether inside or outside. ● We will coordinate transitions / bathroom usage such that we avoid crowding in hallways. ● We will minimize visitor access to school buildings and schedule virtual meetings, school visits, etc. for families as often as possible

Connecticut LEA Reopening Achievement First

Child Nutrition	
<ul style="list-style-type: none">• Schools and institutions that participate in the National School Lunch Program (NSLP), School Breakfast Program (SBP), Afterschool Snack Program, and Special Milk Program (SMP) as applicable, must continue to determine eligibility for and make available free and reduced-price meals and snacks and free milk to all eligible students.• Schools and institutions must comply with the U.S. Department of Agriculture's (USDA) regulations and policies for school meals and milk including the meal pattern requirements.• Schools and institutions that participate in the NSLP are required to claim meals/milk provided to eligible students using accurate counting and claiming methods.	<p>Meal Planning</p> <ul style="list-style-type: none">• AF schools will participate in the National School Lunch Program (NSLP) and School Breakfast Program (SBP). As CEP schools, we will continue to determine eligibility for and make available free and reduced price through the Direct Certification system and follow the guidelines for CEP schools.• AF schools will comply with USDA regulations and policies for school meals and milk including meal pattern requirements. <p>Meal Distribution</p> <ul style="list-style-type: none">• In order to maintain social distancing, AF schools will serve all meals in the classroom using a Classroom Delivery Model of meal service.• Meals served in classrooms will be tracked in the classroom for meal claiming purposes.• AF schools will ensure meals are available to all students who elect remote learning or on remote learning days through a Parent/Student pick up service. We will work in coordination with local officials to make meals available to all families. <p>Health and Safety</p> <ul style="list-style-type: none">• AF will work in consultation with CDC guidance and local health guidance on the most up to date safety protocols including standard operating procedures for sanitation of school kitchens, classroom meal distribution locations, etc.• AF, in conjunction with our food providers, will assess the need for PPE in food service operations. <p>Family Communication</p> <ul style="list-style-type: none">• AF schools will communicate on site meal service plans, remote meal distribution information, and menu options with parents on a regular basis.

Clearly and specifically detail how you will address each critical “REQUIREMENT” listed below in your plan. While crafting your responses, it is imperative to work through the Connecticut School Reopening Plan which elaborates on certain requirements with additional considerations and also includes “GUIDANCE” to consider while developing a unique local approach.

Operations Plan, continued	School Plan
Transportation	
<p>Low Transmission Risk</p> <ul style="list-style-type: none"> • Plan to operate at full capacity or close to while maximizing health and safety protocols, as well as considerations outlined in the plan. • Require passengers to wear a face mask or cloth face covering that completely covers the nose and mouth during transit, prior to boarding the bus, and must be kept in place until they are completely off the bus. • Passengers should load into the bus from the back row to the front (where the first passengers onto the bus sit in the back row) and then unload the bus in a controlled manner upon arrival at the school from front to back by seat. <p>Moderate Transmission Risk</p> <ul style="list-style-type: none"> • Plan to operate at significantly reduced capacity while maximizing health and safety protocols, as well as considerations outlined in the plan. • Bus passengers should be spaced with family members sitting together and non-family members should be spaced 6 feet apart utilizing alternating diagonal seating. • Require passengers to wear a face mask or cloth face covering that completely covers the nose and mouth during transit, prior to boarding the bus, and must be kept in place until they are completely off the bus. • Passengers should load into the bus from the back row to the front (where the first passengers onto the bus sit in the back row) and then unload the bus in a controlled manner upon arrival at the school from front to back by seat. 	<p>Achievement First relies on our host districts to provide transportation and are working closely with them on plans for re-opening and adhering to DOH and CDC recommendations for capacity and virus spread prevention.</p> <p>For Bridgeport scholars attending Amistad High School in New Haven (transportation that AF does arrange and pay for) we are working with our vendor B and B Transportation to comply with DOH and CDC recommendations for capacity and virus spread prevention and will comply with transportation policies outlined by CSDE.</p>
Health Practices and Protocols	School Plan

Connecticut LEA Reopening Achievement First

- Ensure that students are educated and engaged in the new expectations related to all public health policies and protocols. As part of this requirement, assess the best approach to communicating the information for the age group, and plan to set aside time at the beginning of the school year, as well as frequent reminders, to review the new policies and protocols.
- Familiarize all participants of the standard public health practices used to prevent the spread of diseases. These practices include, but are not limited to:
 - social distancing;
 - frequent hand washing and use of hand sanitizer;
 - use of face coverings that completely cover the nose and mouth;
 - respiratory and cough etiquette; and
 - enhanced cleaning/disinfection of surfaces.
- Provide adequate supplies, including soap, hand sanitizer with at least 60% ethyl alcohol or 70% isopropyl alcohol (for staff and older students who can safely use hand sanitizer), paper towels, tissues, disinfectant wipes, cloth face coverings (as feasible), and no-touch/ foot-pedal trash cans.

Classroom Pods

Achievement First's primary COVID mitigation strategy is stable groups. Elementary students / staff will spend full days together. Everyone outside of the stable group (specialists, Leader Team members, etc.) will wear masks and maintain social distancing. Masks worn at all times except during direct instruction and eating. In the full in-person plan, we are limiting class sizes or pods to 15, maintaining 6 feet distance and recommending the use of face masks at all times except during breakfast, snack and lunch.

Arrival/Dismissal System

We are staggering our arrival and dismissal times. Middle School arrival/dismissal windows will be extended an additional 20 min. Elementary School arrival/dismissal windows will be extended by 25 minutes and include 2 entrances (if possible with safety agents). There will be clear markings on the ground to indicate social distancing for line-up.

Specials/Enrichment Schedule:

Scholars will have specials or enrichment times daily because we continue to believe that this kind of learning and engagement are key to their development. That being said, these lessons are some of the most challenging to execute in a remote context. As a result, specials teachers will need to be creative about the best ways to structure their lessons. In the in-person model, there will be one special or enrichment class per grade level for each trimester. Specials teachers will travel to classrooms. Scholars do not move from pods. Lessons will be planned with no supply sharing for classes like music and art.

To learn more about Achievement First's Operational Parameters and Safety Precautions" please click [here](#). In addition, this plan titled "AF COVID-10 Common Picture Vision ES" provides an overview of what school procedures for our students will look like.

Clearly and specifically detail how you will address each critical “REQUIREMENT” listed below in your plan. While crafting your responses, it is imperative to work through the Connecticut School Reopening Plan which elaborates on certain requirements with additional considerations and also includes “GUIDANCE” to consider while developing a unique local approach.

Health Practices and Protocols, continued	School Plan
<p>Reporting Illnesses and Addressing Vulnerable Populations</p> <ul style="list-style-type: none"> • Instruct students and staff to inform the school if they are sick with COVID-19 related symptoms, particularly if they had a known contact with someone diagnosed with COVID-19 and have also had contact with the school population. • Develop consistent protocols for information reporting, and a point person to appropriately receive and safeguard this information, such as the school nurse, district nursing supervisor, or principal. • Educate staff and families about when to stay home. Schools should properly communicate the content of this or any updated guidance. <ul style="list-style-type: none"> – Instruct staff and students (or their parents and guardians) to perform a self-assessment prior to leaving for school to identify fever and other possible COVID-19 symptoms. Communicate this expectation and provide parents with reminders about the symptoms consistent with COVID-19 that require keeping their students at home. • Establish and communicate school-wide sick protocols, including signs and symptoms of COVID-19, and temperature thresholds requiring students or staff to stay home. 	<p>Achievement First has a comprehensive plan in preparation for Fall 2020 reopening to increase scholar and staff wellbeing and to decrease potential spread of the coronavirus. Below is a brief summary of our plan if someone in any Achievement First school building tests positive. For more detailed information, please click here to read Achievement First’s COVID-19 Emergency Operations Plan” which includes the escalation protocol.</p> <p>If a child exhibits symptoms:</p> <ul style="list-style-type: none"> • Take to the school nurse immediately. (If not available, bring the child to a room apart from other individuals.) • Contact a family member for immediate pick up. • Follow the escalation protocol - the protocol should be implemented within 5 minutes of talking to a school nurse/bringing the child to a separate room. <p>If an adult exhibits symptoms:</p> <ul style="list-style-type: none"> • Send home immediately. (Staff member should reach out to a medical professional immediately.) • Follow the escalation protocol within 5 minutes of the staff member being sent home. <p>If a child or adult has been recommended to get tested for COVID-19 by a healthcare professional:</p> <ul style="list-style-type: none"> • Follow the escalation protocol within 5 minutes of being informed.
<p>Social Distancing</p>	
<ul style="list-style-type: none"> • Assist staff and students to maintain maximum social distancing between individuals to reduce the transmission of the virus per the public health guidelines at that time. 	<p>We are limiting class size to 15 students per class so that 6 feet of social distancing will be possible between desks. See above for modifications to arrival, dismissal, and other steps we will take to try to maintain 6 feet of distance during the full school day.</p>
<p>Use of Face Coverings, Masks, and Face Shields</p>	
<ul style="list-style-type: none"> • Adopt policies requiring use of face coverings for all students and staff when they are inside the school building, with certain exceptions listed below. <ul style="list-style-type: none"> – For anyone who has trouble breathing, or anyone who is unconscious, incapacitated or otherwise unable to remove the mask without assistance, face coverings and masks should not be required, per CDC guidance. – For anyone who has a medical reason making it unsafe to wear a face covering, masks should not be required. 	<p>Achievement First schools intend to establish and adhere to policies in alignment and compliance with the sited CDC guidance.</p> <p>Everyone – staff, scholars, and families – will be required to wear a mask during arrival, dismissal and inside the school building (unless a doctor provides a documented reason not to). Each school will provide up to 2 washable, reusable masks to scholars (and 1 to staff members) and will maintain a stockpile of disposable masks as a back-up for staff and scholars; Scholars and staff are required to bring a mask with them every day. We will build in strategic mask breaks during meals, recess, and at other times when social distancing can be clearly maintained and especially when students are outdoors. We are also exploring additional safety measures we can use for any staff member / scholar who is medically</p>

**Connecticut LEA Reopening
Achievement First**

<ul style="list-style-type: none"> Be prepared to provide a mask to any student or staff member who does not have one. 	<p>unable to wear a mask.</p>
<p>Health Monitoring Plan</p>	<p>School Plan</p>
<p>Planning and Distribution of Information</p>	
<ul style="list-style-type: none"> Include in the LEA reopening plan written protocols for monitoring of symptoms that could be related to COVID-19, with the goal of decreasing the risk of spreading or contracting the virus and maintaining oversight related to the pandemic while complying with relevant privacy and health laws. 	<p>The following is a brief overview of Achievement First's screening policy. For more detailed information, please see "AF Screening Temperature Check Policy".</p> <p>For students, families will screen students at home using a self-attestation form or a web-based application (i.e. Crush COVID RI or self-attestation form). All students must stay home if they fail the screening prior to leaving for school. Families should consult with their physician and inform the school of the student's absence. If a student screens positive for any COVID-19 symptoms, the student's parent/guardian should seek medical advice from the student's healthcare provider and inform the school of the student's absence.</p> <p>Staff will also complete a self-attestation form or web-based application such as Crush COVID RI prior to arriving at school or are required to be screened before entering the school building. When using self-attestation as a screening method, employers must request forms. If a staff member screens positive for any COVID-19 symptoms, the person should not come to, or enter, school, should inform a supervisor, and should seek medical advice from a healthcare provider.</p> <p>Additional screening: In addition to at-home screening, Achievement First schools may also opt for on-site verbal symptom screening and/or temperature checks. Achievement First is highly recommending additional screening for everyone if a positive case is found within a school setting.</p>

Clearly and specifically detail how you will address each critical “REQUIREMENT” listed below in your plan. While crafting your responses, it is imperative to work through the Connecticut School Reopening Plan which elaborates on certain requirements with additional considerations and also includes “GUIDANCE” to consider while developing a unique local approach.

Containment Plan	School Plan
<ul style="list-style-type: none"> • <i>The Connecticut Department of Public Health will be providing a tiered system to assist leaders and define the decision-making approach should partial or full class-cancellation become necessary. Anticipate this will be available at the time decisions will need to be made related to containment and possible school class cancellations.</i> • Include in the LEA reopening plan written protocols for containment and immediate response if an individual has signs or symptoms of COVID-19, there is a known exposure, or a member of the school community has a confirmed diagnosis of COVID-19. The purpose of containment plans are to decrease the risks of spreading COVID-19, and shall include the following: <ul style="list-style-type: none"> – Immediate coordination with the local health department, including being ready to comply with requests for information from the local health department to assist with contact tracing. – Identification of a response team within the school and LEA with specific responsibilities. – Consideration of what signs and symptoms exhibited by students or staff would require their immediate dismissal from school; for what period of time; and conditions for their re-admittance to school. • Identify an “isolation room” (besides the health office) to accommodate students who exhibit symptoms consistent with COVID-19 until a parent or guardian arrives. • Create a consistent policy for dismissal of students or staff who exhibit symptoms of COVID-19 and must be dismissed from school. 	<p>The following is a brief overview of Achievement First’s screening policy. For more detailed information, please see “AF Screening Temperature Check Policy”.</p> <p>For students, families will screen students at home using a self-attestation form or a web-based application (i.e. Crush COVID RI or self-attestation form). All students must stay home if they fail the screening prior to leaving for school. Families should consult with their physician and inform the school of the student’s absence. If a student screens positive for any COVID-19 symptoms, the student’s parent/guardian should seek medical advice from the student’s healthcare provider and inform the school of the student’s absence.</p> <p>Staff will also complete a self-attestation form or web-based application such as Crush COVID RI prior to arriving at school or are required to be screened before entering the school building. When using self-attestation as a screening method, employers must request forms. If a staff member screens positive for any COVID-19 symptoms, the person should not come to, or enter, school, should inform a supervisor, and should seek medical advice from a healthcare provider.</p> <p>Additional screening: In addition to at-home screening, Achievement First schools may also opt for on-site verbal symptom screening and/or temperature checks. Achievement First is highly recommending additional screening for everyone if a positive case is found within a school setting.</p> <p>Please see “Achievement First COVID-19 Emergency Operations Plan including the escalation protocol.</p>

Connecticut LEA Reopening Achievement First

Cancellation of Classes, Remote Learning, and Reopening Plans	School Plan
<ul style="list-style-type: none"> • <i>The Connecticut Department of Public Health will be developing specific community and school-based indicators to assist leaders and define the appropriate decision-making approach.</i> • Develop a plan for school class cancellations and reopening to be implemented in the event that the superintendent, their designee, or state government suspends or cancels in-school classes for some or all participants. • Notify and consult with the CSDE immediately if the LEA is contemplating class cancellations. • Include a communication plan and clear policies for faculty and staff regarding individual roles and responsibilities in the event of a shutdown occurring during the school year. • Prioritize ongoing educational opportunities when drafting the plan for shutdown. Materials for continuity of learning must be made available to allow for school sessions to continue remotely. 	<p>Achievement First schools and network support are closely monitoring COVID-19 data throughout the state and intend to adhere to the directives of government agencies that provide such related to the closing or limitations on school attendance.</p> <p>Furthermore, each school's health and safety liaison (Director of School Operations) will track any absences known to be COVID-19 related and perform necessary contact tracing to determine if a classroom or school closure is necessary.</p> <p>Shifts in classroom or school open status will be recorded and shared with appropriate CSDE and DOH staff.</p> <p>With a solid remote learning program established and in place, we anticipate smooth transitions if closures or absences are necessary, enabling continuity of educational program for all students.</p>

Clearly and specifically detail how you will address each critical “REQUIREMENT” listed below in your plan. While crafting your responses, it is imperative to work through the Connecticut School Reopening Plan which elaborates on certain requirements with additional considerations and also includes “GUIDANCE” to consider while developing a unique local approach.

Cancellation of Classes, Remote Learning, and Reopening Plans, continued	School Plan
Future Planning for Remote Blended Learning	
<ul style="list-style-type: none"> • Be prepared to provide remote blended learning opportunities immediately upon cancellation of in-school classes. <ul style="list-style-type: none"> – Consider implementing a plan to gather feedback from families, students, teachers, and leaders on experience with remote learning. Incorporate any feedback into a revised remote learning plan and incorporate into hybrid learning model. • Develop a plan for extended absences and communicate it with parents or guardians in the event of a second extended closure. 	<p>Our goal for distance learning in the 2020-2021 school year is to support our scholars in developing the skills and content knowledge that they need to be on or above grade level. We are also committed to ensuring that we create a distance learning environment that creates a supportive and inclusive community. We will do this by providing virtual instruction that approximates live instruction as closely as possible, in order to ensure that scholars experience school as coherent and to build off the many strengths of our instructional model.</p> <p>In the 2020-2021 school year, we will adjust our distance learning strategy towards live teaching for core content and increased opportunities for scholar community building, and away from teacher conferring and remote work. We are making this shift for several reasons:</p> <ul style="list-style-type: none"> ● Increased instructional time will best support scholars in their academic preparation ● This will give scholars many more opportunities to engage with their teachers and peers ● Having a more consistent and predictable schedule will help scholars develop routines that set them up for success ● We have heard over and over from our families that 15 minute conferences are not enough to truly teach kids and that families thus need to step in and act as the teacher-this shift will directly address that concern ● This will help scholars become truly independent during distance learning times, and will also reduce the number of platforms scholars need to navigate on their own <p>We believe that this schedule will work for the majority of our scholars, but one teacher in each grade will also record all lessons and post them for scholars to access any lessons that they missed. We will, in large part, align our virtual schedule to our live schedule. Scholars will participate in the same blocks and in the same order. This will create a sense of continuity between virtual school and physical school.</p>

Connecticut LEA Reopening Achievement First

Academics	School Plan
Special Education	
<ul style="list-style-type: none"> • Prepare with the understanding that there has been no waiver of requirements under the IDEA for provision of a free and appropriate public education (FAPE) in the least restrictive environment (LRE). During COVID-19 school closures, schools were required to provide FAPE consistent with the need to protect the health and safety of students, as well as those individuals providing education, specialized instruction, and related services to these students. Schools may not have been able to provide all services in the same manner that they are typically provided. Federal disability law allows for flexibility in determining how to meet the individualized needs of students receiving special education services. • Treat students eligible for special education and other special populations as general education students first. Guidance and policies related to school reopening plans apply to all students, including students with special needs who qualify for individual education programs under the IDEA and accommodation plans for eligible students under section 504 of the Rehabilitation Act. If students with disabilities are unable to access the reopening plan as designed, facilitate individualized and alternative means of re-entry based upon student need, present levels of functioning, developmental levels, and student/parent input. Consider blended learning schedules if needed. • Do not make programming decisions based on a student's disability category. However, the nature and/or severity of a student's disability may require unique considerations. Protocols should consider the student's developmental level and skills. • Address mask and face covering use for the population of special education students, including cases where masks may need to be removed to provide appropriate services, and the approach to implementing any other possible mitigating strategy, including but not limited to maximum social distancing. 	<p>Achievement First is committed to serving all students consistent with requirements under IDEA and the provision for FAPE in the LRE.</p> <p>We are actively engaged with our district partners in CT, but have not yet received guidance from them. Achievement First schools are striving to meet the overall expectation of in-person learning (although that is certainly subject to change), and are preparing to provide most of the services in an in-person environment for students with IEPs.</p> <p>The related service providers we have on staff will design what the schedule looks like for those RS minutes – in conjunction with school leaders guidance. Related service providers that we contract from the district will be expected to share how they expect this to work safely for students.</p> <p>We have already worked with our Special Services Leaders at our schools to identify students who may need different mask/ face coverings for them or their teachers to access learning or services and are planning out how to ensure those services happen along with appropriate safety measures like social distancing.</p> <p>With regards to how students are supported with programming, all families have the option of remote or in-person learning and we will ensure that we discuss pros and cons for families of each option based on each student's individual needs.</p>

Clearly and specifically detail how you will address each critical “REQUIREMENT” listed below in your plan. While crafting your responses, it is imperative to work through the Connecticut School Reopening Plan which elaborates on certain requirements with additional considerations and also includes “GUIDANCE” to consider while developing a unique local approach.

Academics, continued	School Plan
English Learners (ELs)	
<ul style="list-style-type: none"> • Understand that like all other students, ELs are entitled to FAPE. The Civil Rights Act of 1964, Title IV, the Equal Educational Opportunities Act (1974) and the Elementary and Secondary Education Act (1965) provide guidance on the services to which ELs are entitled. ELs must have access to the general education curriculum as well as to a supplemental language instruction education program. During school closures due to COVID-19, ELs continue to be entitled to receive their supplemental EL instructional program in addition to their general education program of mainstream, grade-level and content-area instruction. Such language instructional education programs may consist of a range of services, including bilingual education, English as a Second Language (ESL), Sheltered Instruction and others. When returning to school buildings, language instruction education programs must continue • Comply with the requirement that eligible students in bilingual mandated districts are offered bilingual education programs. During COVID-19, school districts that are mandated to provide bilingual education remain required to offer a bilingual program to eligible students who have opted into the program. While program implementation may be altered during COVID-19 as compared to traditional in-building schooling, students in bilingual programs are still entitled to receive native language support as part of their school’s designated bilingual program model. As with other language instruction education programs, when returning to traditional schooling, bilingual programs must continue. • Communicate with parents and guardians that have limited proficiency in English in a language they understand as required by Title III of the Elementary and Secondary Education Act. As during traditional schooling, communications during school closures due to COVID-19 may be provided through translation and/or interpretation. • Provide ELs who are also identified as students with disabilities supports for their EL needs, as well as supports for their disabilities. During COVID-19, these dually identified students must continue to receive these supports. As in times with traditional schooling, dually identified students should have their language needs represented in their annual meetings about their IEP. 	<p>AF understands and is committed to our need to provide ELs with equal access to the general curriculum. and to ensure equitable communication with non-English speaking families. We will continue to translate all documents for students who are ELs and will offer the option of translation via phone for families around school decisions.</p> <p>ELs with disabilities will continue to receive their services during the school day. The vast majority of our ELs are educated in co-taught classrooms and we are continuing to provide these services, whether in person or online. EL interventions will continue to be provided by teachers with training to do so, whether in-person or online. We will likely need to add training for supporting ELs for all general education teachers.</p> <p>Achievement First recently updated and submitted to CSDE our approved Bilingual Education Program that is linked here for reference.</p>

Clearly and specifically detail how you will address each critical “REQUIREMENT” listed below in your plan. While crafting your responses, it is imperative to work through the Connecticut School Reopening Plan which elaborates on certain requirements with additional considerations and also includes “GUIDANCE” to consider while developing a unique local approach.

Family and Student Engagement	School Plan
<p>Family Support and Communication</p>	
<ul style="list-style-type: none"> • Comply with all state and federal family engagement requirements (e.g., School Governance Councils and Title I requirements) during the COVID-19 pandemic. • Prepare to provide families with clear and ongoing communication about what to expect, during and prior to reopening. This includes, but is not limited to, guidance on the school protocols related to health and safety guidelines. • Continue to engage with families and students as the reopening moves forward to ensure they are informed and have the ability to provide feedback. • Make reopen plans available on the LEA website, accessible, and clearly identify the school liaison. 	<p>AF schools have maintained close communications with families throughout the COVID-19 closures and have recently engaged heavily via virtual town halls to communicate reopening plans and to solicit input and feedback. Family feedback is actively being incorporated into plans.</p> <p>We will continue to send weekly communication to families as the school year starts, as well as keep up to date information on our website.</p>
<p>Social-Emotional Learning (SEL) and Mental Health</p>	
<ul style="list-style-type: none"> • Develop a detailed plan to re-engage all students, staff and families. Particularly identify strategies to identify and engage populations and specific students that have been disengaged. • Prepare staff to identify issues related to abuse and neglect in the context of the pandemic and comply with all mandated reporting requirements. 	<p>Our top priority during the Spring remote learning and throughout this upcoming school year will continue to be embodying and further elevating our core value- Care for the Whole Person. This means making sure that all staff members (and families and scholars) are well-informed, have what they need, and are feeling the love and support from all AF leaders and from each other. At the network level, we have created turnkeyed PPT presentations that school leaders can use for any staff PD that shows leading from a place of care. The guidance includes supporting staff to identify self-care rituals that work for them and truly giving them permission as human beings to put their own oxygen mask on and prioritize their self-care.</p> <p>We want our school buildings to be joyful, caring environments where scholars and adults have positive relationships. Here's how we'll make that happen:</p> <ul style="list-style-type: none"> • Advisory / Morning Meeting <ul style="list-style-type: none"> • Our school day will begin with an Advisory / Morning Meeting for all scholars. This time in the day will create an environment that supports the social/emotional wellbeing of our scholars, while also helping to build habits that will allow students to thrive. • On-site Support <ul style="list-style-type: none"> • Each school will have a social worker or school counselor trained in recognizing signs of distress and helping students develop healthy coping strategies for both in-person and remote scholars. • We have partnered with an expert outside organization (Ramapo for Children) so that a team from all AF schools will receive training on how to support scholars dealing with trauma.

Connecticut LEA Reopening Achievement First

	<ul style="list-style-type: none"> ● Family Support and Partnership: <ul style="list-style-type: none"> ● Schools will continue to create open lines of communication with families, frequently seek input/feedback, and work in partnership with families to support scholars.
<p>After-school Programming</p>	
<ul style="list-style-type: none"> • Programs receiving funding from the CSDE through the State After School, Extended School Hours (ESH) and 21st Century Community Learning Centers (21CCLC) programs, consult with the CSDE for individual grant-specific guidance. • Follow the requirements outlined in this document, as applicable, including but not limited to requiring the use of face coverings that cover the nose and mouth, and maximizing social distancing. 	<p>N/A</p>
<p>Career And Technical Education</p>	<p>School Plan</p>
<ul style="list-style-type: none"> • Develop a plan for cleaning and disinfecting shared equipment in the shop or lab, before and after each use. 	<p>N/A</p>

Clearly and specifically detail how you will address each critical “REQUIREMENT” listed below in your plan. While crafting your responses, it is imperative to work through the Connecticut School Reopening Plan which elaborates on certain requirements with additional considerations and also includes “GUIDANCE” to consider while developing a unique local approach.

Staffing and Personnel	School Plan
Certification and Personnel Planning	
<ul style="list-style-type: none"> Prepare with school human resources and board counsel to comply with legal and regulatory requirements related to personnel, including but not limited to the EEOC guidance related to the ADA and the COVID-19 pandemic. Assess how to engage a full roster of staff, including potential substitute plan, and whether stipends or changes in substitute pay is required to support the needs of the school. 	<p>Achievement First Connecticut schools continue to operate under the commitments and objectives of our Certification Corrective Action Plan, while staying mindful of EEOC guidance related to the ADA and the COVID-19 pandemic.</p> <p>AF Talent Operations (Director of Employee Relations) have reviewed, updated and communicated all applicable mandated leave policies and ADA process and guidance.</p>
Professional Development	
<ul style="list-style-type: none"> Prioritize mandatory training for staff, before the beginning of the school year, that covers signs and symptoms of COVID-19, Standard Public Health protocols, Hygiene Practices, PPE, Reporting Illnesses, and supporting SEL. Plan ongoing trainings as changes occur in recommendations and public health data. 	<p>Achievement First is making significant modifications to our already robust summer PD program (all virtual in 2020) to incorporate the necessities of teaching in the COVID-19 era.</p> <p>PD Calendar and Outline samples follow:</p> <ul style="list-style-type: none"> Summer 2020 PD Overview Elementary School Beginning of Year PD Requirements Middle School Beginning of Year PD Requirements High School Beginning of Year PD Requirements <p>In addition to these formal training sessions, we will provide any ongoing sessions as information and protocols change.</p>