



## ATLANTA HEIGHTS CHARTER SCHOOL 2020-2021 SCHOOL PANDEMIC PLAN

At this time, Atlanta Heights Charter Schools plans to begin the 2020-21 school year in a 100% remote learning environment. However, the school is also preparing for hybrid and/or traditional in-person learning scenarios. The school will transition to these learning environments once it becomes safe to do so. The school will remain in a remote learning environment as deemed necessary due to communicable disease outbreaks, health department or Governor's orders, or administrative decision based on safety and health interests of our students, staff, and community.

Conditions will be re-evaluated on October 23rd to determine whether we will continue remote learning or shift to a different model. The learning model will be based on the city's reopening phase and Atlanta Public School's (and surrounding districts) learning model. While the city is in Phase 1 and APS (and surrounding districts) are conducting remote learning, Atlanta Heights Charter School will continue in remote learning also. If/when the city moves to Phase 2, we would re-evaluate our learning model to see if there is an opportunity to move to a hybrid schedule.

The school's goal is to have in-person learning as much as possible, while also ensuring the safety of our students and staff.

### **INFECTIOUS DISEASE**

Atlanta Heights Charter Schools' management company, National Heritage Academies (NHA), has produced and updated as necessary the Disease Response Guidelines that will provide the school with resources to address various infectious diseases occurring within the building.

#### *Monitoring for Clinical Signs & Symptoms*

The school will require that teachers, staff, and students stay if they have tested positive, are showing symptoms, or recently had close contact with a person when COVID-19 until they meet DPH's "Return to School Guidance After COVID-19 Illness or Exposure". The school will advise individuals of DPH's "Return to School Guidance After COVID-19 Illness or Exposure".

#### *Protocols for Responding to Confirmed Cases of COVID-19*

If an employee or student has a confirmed case of COVID-19, they will be directed to stay home until cleared to return to work by a health professional. The school leadership will notify our NHA People Services Business Partner who will help determine appropriate action based on the situation, and recommendation from the local health department. The People Services Business Partner will communicate to the Facilities team to ensure proper cleaning is done as well as the communications team to ensure the proper stakeholders are notified. We will monitor local

health department and state recommendations.

### *Communicating with Public Health Authorities to Monitor COVID-19 Transmission*

If there is a confirmed case in which reporting is necessary, the NHA People Services Business Partner for the school will report the case to the school's local department of health.

The school will communicate with local health departments to track community spread. The school nurse will be the primary person working with the local health department. Should there be a confirmed case of COVID-19, the student's physician is required to report it to the health department. (The school will also report confirmed COVID cases to the health department as well.) A contract tracer from the department will be assigned to the student and reach out to the family to offer resources and support. They will also begin the tracing process, interviewing the student to identify anyone who came in close contact with them. The tracer will reach out to the school to work with them to identify where in the building the student may have been and who they may have been in contact with. The school will cooperate in this work.

As required, the school will complete the following:

- Notify local public health department immediately when a positive COVID-19 case is identified in the school setting (as required by § OCGA 31-12-2)
- Notify local public health department of clusters or outbreaks of COVID-19 immediately:
  - Clusters of illness are reportable to public health under notifiable disease reporting rules. This includes clusters or outbreaks of COVID-19 or other illnesses. Local epidemiologists will work with each school to collect information about a cluster or outbreak, including but not limited to the number of students and staff at the school, the number which are sick, and the number which are laboratory-confirmed.
  - A COVID-19 outbreak in a school setting will be defined as: Two or more laboratory confirmed COVID-19 cases among students or staff with illness onsets within a 14-day period, who are epidemiologically linked (e.g., have a common exposure or have been in contact with each other), do not share a household, and were not identified as close contacts of each other in another setting during standard case investigation or contact tracing. □ Develop a procedure to report outbreaks to public health.
  - The procedure for reporting cases, clusters, outbreaks, and school closures will vary by individual school and district. Weekly, all cases, clusters, outbreaks, and school closures should be reported to public health
    - WEEKLY, each school must report aggregate data on clusters and outbreaks to public health. NOTE: This mechanism does not replace reporting individual cases and outbreaks to your local public health. Each school should notify local public health officials immediately regarding COVID-19 cases and outbreaks.

### *Communicating with Stakeholders & Safeguarding Confidentiality*

The People Services Business Partner will partner with the communications team to ensure the proper stakeholders are notified in a timely manner, while also ensuring compliance with employee confidentiality, FERPA, and HIPAA requirements.

### *Counseling/Support for Staff and Students*

NHA has an Employee Assistance Program in place for all staff should they need support because of suspected COVID-19 infection. This employee assistance program includes access to a library of resources for self-care as well as are provided with complimentary counseling sessions.

Our social worker and counselor have created and is communicating a procedure for families and students to contact them during this time of working from home.

## **FACILITIES**

### *Facility Modifications*

Below is a list of the facility modifications that have been completed for the upcoming school year in response to local health department guidelines.

- ❖ Two plexiglass “sneeze guards” in the front office at the Office Administrator’s and Registrar’s desks
- ❖ Social distancing and hand-washing reminder signage
- ❖ Floor markings for one-way traffic

The following items have been provided to the school in response to local health department guidelines.

- ❖ Employee cloth reusable face coverings
- ❖ Face shields for working closely with students or taking temperatures upon arrival
- ❖ Five non-touch infrared thermometers – for taking temperatures upon arrival, if required
- ❖ Disposable gloves – for those administering medication or providing medical support
- ❖ Hand sanitizer and approved disinfectant supplied in all instructional locations and front office

### *Visitor Policy Updates*

Visitors will be limited, including volunteers and parents. Visitors will be notified by signs on the outside doors of the building that entry is not permitted for anyone who displays symptoms (such as fever, cough, etc.), has a diagnosis of COVID-19, has had contact with anyone with a confirmed diagnosis of COVID-19 in the last 14 days, or has traveled internationally within the



last 14 days. Visitors must wear masks, use hand sanitizer, and sign and COVID-19 Sign-in Sheet upon entering a building. When possible, deliveries to be made to vestibule without entering the office space.

### *Cleaning/Sanitizing Processes*

In addition to routine janitorial tasks, Aramark will be disinfecting high touch points throughout the facilities three times per day, twice during school hours and once during evening janitorial. This is an increase from once per day under normal janitorial operations. Also, Aramark is providing each classroom with one 16 oz bottle of hand sanitizer per month, a spray bottle of Virex disinfectant, and cleaning cloths/paper towels to further support hand hygiene and disinfection cleaning by school staff during school hours.

## **ACADEMIC CALENDAR**

Currently, there are no plans to modify the school's academic calendar. For consistency purposes, the school calendar is aligned with Atlanta Public Schools.

Atlanta Heights does not partner with a provider for onsite before/after school care. Additional extra-curricular activities (sports, clubs, etc.) will follow state/federal guidelines in implementing proper social distancing requirements.

## **ATTENDANCE POLICIES**

### *Attendance Flexibility*

Our student and staff attendance policies have been updated to support protecting against COVID-19. This includes excused absences (with remote learning support) for students that have tested positive. In addition, our benefits program for staff provides free access to COVID-19 testing and are provided paid leave for 14 days in the event there is a positive test.

### *Request for Accommodations or Leave*

Our current attendance policy for students provides support through excused absences. These excused absences are reviewed by the principal and any academic support needed during the leave is coordinated with the parent/guardian and teaching staff.

The first step an employee should take when they need to request an absence is to reach out to their leader. School leaders will receive a COVID-19 Absence Decision Matrix to assist with determining next steps based on the status of the school (open, remote, hybrid) and will partner with the employee walk through their options. If additional guidance is needed, the People Services Business Partner for the school will step in and assist.

Please note that if the school is shut down by NHA for a COVID-19 related reason, all employees (salaried and hourly) will continue to receive their regular pay and do not need to take additional action.

### *Excused Absence Policies*

Our current attendance policy for students provides support through excused absences. These excused absences are reviewed by the principal and any academic support needed during the leave is coordinated with the parent/guardian and teaching staff.

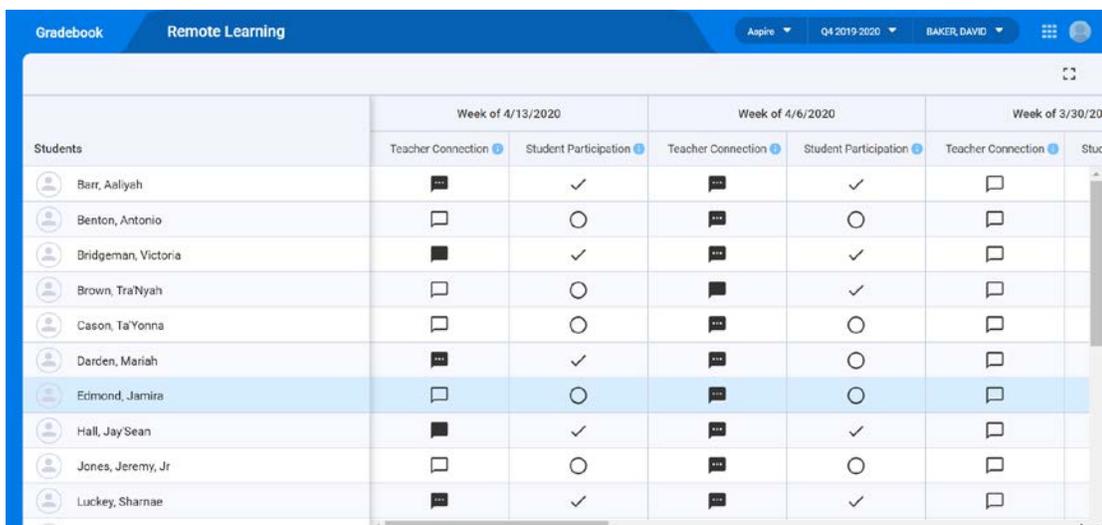
The current attendance policy for staff will be in place. However, as stated above, should an employee need to be absent from school for any reason, they will need to connect with their school leader to walk through the COVID-19 Absence Decision Matrix provided. The People Services Business Partner will also be available to assist through the process.

Please note that if the school is shut down by NHA for a COVID-19 related reason, all employees (salaried and hourly) will continue to receive their regular pay and do not need to take additional action.

### *Remote Learning Attendance*

If remote learning becomes required at some point in the school year, attendance will still be tracked for students. Teachers will log their weekly communication with students, as well as the student's weekly participation in their learning opportunities. This will be assessed based on the responses to the teacher's communication with the student.

Here is an example of the tracker:



Students	Week of 4/13/2020		Week of 4/6/2020		Week of 3/30/2020	
	Teacher Connection	Student Participation	Teacher Connection	Student Participation	Teacher Connection	Stuc
Barr, Aaliyah	☑	✓	☑	✓	☐	
Benton, Antonio	☐	○	☑	○	☐	
Bridgeman, Victoria	☑	✓	☑	✓	☐	
Brown, Tra'Nyah	☐	○	☑	✓	☐	
Cason, Ta'Yonna	☐	○	☑	○	☐	
Darden, Mariah	☑	✓	☑	○	☐	
Edmond, Jamira	☐	○	☑	○	☐	
Hall, JaySean	☑	✓	☑	✓	☐	
Jones, Jeremy, Jr	☐	○	☑	○	☐	
Luckey, Sharnae	☑	✓	☑	✓	☐	

During each weekly O3, the teacher will share with their dean the names of any students who did not participate. After 2 weeks of no participation, the dean will bring the name to the principal who will trigger the response of the social and emotional support team, who will continue attempts through a variety of communication methods.

Furthermore, for students who are able to connect via Google Classroom, we will use electronic login and participation data to monitor their activity.

## **INSTRUCTIONAL DELIVERY MODEL**

### **In-Person**

We believe that the best learning environment for our students includes regular, day-to-day, in-school instruction provided by a teacher. Therefore, our goal is to have a traditional, in-school learning environment for our students when this can be accomplished while keeping students and staff safe and healthy. However, local conditions with COVID-19, safety and social distancing requirements, and/or the operational model of local districts currently require and may require again as necessary a shift to a hybrid or a remote learning model.

### **Hybrid**

While in-person instruction is our strong preference, we recognize that there will likely be times throughout the year when this will not be possible. However, rather than operating under a fully remote model, we may have the opportunity to operate under a hybrid combination of remote and in-person environments.

The decision to move to a hybrid learning environment will be based on several factors, including but not limited to the amount of COVID-19 cases present in the school community, increasing COVID-19 cases in the region/county, the operation and status of the local school district, guidelines from local health departments, and at the discretion of the School Leadership and Director of School Quality.

In a fully remote environment, the school will utilize synchronous small group lessons and individual asynchronous lessons. Content in both our remote and hybrid plans is the same, it is just the mode of delivery that shifts. In a hybrid environment, the mode of delivery will shift from synchronous small groups to in-person instruction. The hybrid model will also continue to prioritize student engagement, consistency, and differentiation opportunities.

### **Tentative Hybrid Schedule**

	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>Group A</b>	Remote	Remote	In-School	In-School	Remote
<b>Group B</b>	In-School	In-School	Remote	Remote	Remote

## Remote Learning

The decision to move to a remote learning environment will be based on several factors, including but not limited to the amount of COVID-19 cases present in the school community, increasing COVID-19 cases in the region/county, the operation and status of the local school district, guidelines from local health departments, and at the discretion of the School Leadership and Director of School Quality.

As we work to transition our instructional vision to a remote model and develop a plan for remote learning, we prioritize three learning types for our students.

- 1) Synchronous Small Groups
  - ✓ By prioritizing small group instruction, we can ensure that teachers and students are able to connect regular. We are allowing opportunities for student discourse, engagement, and participation. Our same high-quality resources are being utilized within our synchronous small groups.
  - ✓ Math Small Groups will meet on Mondays and Wednesdays
  - ✓ ELA Small Groups will meet on Tuesdays and Thursdays
  - ✓ Science & Science Studies Groups will vary by week
- 2) Asynchronous Learning
  - ✓ Pre-recorded Lessons
  - ✓ Independent Practices
- 3) Office Hours
  - ✓ Office hours are another opportunity for teacher-student connections. Teachers can provide feedback, offer assistance or support with an assignment, and/or address remediation/extension opportunities.
  - ✓ Office hours also provide an opportunity for a parent touchpoint.

Below is an example of what a weekly schedule would look like in this environment.

Sample Teacher Week at a Glance					
3 <sup>rd</sup> Grade ELA: Unit 1 Week 1					
	Day 1	Day 2	Day 3	Day 4	Day 5
<b>Synchronous Small Group</b>		<b>Shared Reading:</b> Unit 1 Day 2 "MVP" by Clare Mischica		<b>Shared Reading:</b> Unit 1 Day 3 "A Sudden Slice of Summer"	<b>ELA Small Group Intervention</b>
<b>Read Aloud [Video]</b>	Unit 1 Day 1 <i>Thunder Cake</i> by Patricia Polacco	Unit 1 Day 2 <i>An A from Miss Keller</i> by Patricia Polacco	Unit 1 Day 4 <i>An A from Miss Keller</i> by Patricia Polacco		
<b>Shared Reading</b>	Unit 1 Day 1 "MVP" by Clare Mischica		Unit 1 Day 3 "A Sudden Slice of Summer"		Weekly Quiz: Unit 1 Week 1
<b>Independent Reading</b>	Recommendation: Read for 15 minutes daily and complete Reading Log				
<b>Writing</b>	Persuasive Essay: Persuade your parents to let you travel to another country.				
<b>Digital Tool</b>	Recommendation: 30-60 minutes a week				
<b>Office Hours</b>	Recommendation: 2 hours per week				

### Assessing Student Readiness

Below is a summary of our assessment plan for the 20-21 school year. This will address the assessment of school readiness/lost instruction time, monitoring and tracking progress throughout the year:

- Custom ELA and Math pre-assessments (based on 19-20 standards)
  - Within 1<sup>st</sup> two weeks of school
- Fall NWEA
  - Within 1<sup>st</sup> four weeks of school
- Interim 1
  - After 9 weeks of school
- DRC Beacon testlets (based on Interim 1 data)
  - One week after Interim 1
- Interim 2
  - After 18 weeks of school
- DRC Beacon testlets (based on Interim 2 data)
  - One week after Interim 2
- Mock State Assessment (DRC Beacon full assessment)



### *Equitable Access*

While we may not know exactly what the school year holds—whether we're back in school, remote learning, or a combination of both—we will have a plan in place and the technology to support it. This will include providing our students with personal electronic devices (Chromebook or Tablet) for learning outside the classroom. This investment in technology is being made to ensure a seamless transition between models, as necessary.

Students with IEPs or 504s will access the same learning opportunities that are offered to general education students. These learning activities and supports will address student needs identified within any IEP/504, to the extent appropriate. To accomplish this, special education providers will collaborate with general education teachers to ensure provision of accommodations and modifications (when appropriate) that allow students to access learning opportunities. Individualized accommodations have been documented for each student. This has been shared with classroom teachers. A grade level specific list of accommodations has been created for teachers to share with families.

EL teachers are working with classroom teachers to provide necessary scaffolds to schoolwork to ensure EL students are able to access the core content. Interventionists will take direction from their leadership team on how to best collaborate and support general education teachers so that all instructional professionals are able to support each student and family as needed.

Deans will oversee the grade bands will meet regularly with teachers to conduct checkpoints around curriculum and instruction, monitoring student progress, and identifying students in need of additional support.

### **TRANSPORTATION**

The continued expectation at Atlanta Heights Charter School is that parents provide the means for their children to get to and from school. Signage will be posted in classrooms, hallways and entrances to communicate COVID-19 symptoms, preventative measures, school protocols upon entering the school. Social distancing and face coverings required for adults entering the school to drop-off and pick-up students. Grade band specific entrances will be implemented during arrival. We are considering implementing the Driveline dismissal procedure that will allow for additional social distancing.

### **FOOD SERVICE**

SFA will meet all guidance and procedures set forth by GADPH, CDC, and local health department in regards to food service models and operations for students. Meals will be served unitized during the school year to ensure items are not contaminated. In the event of a COVID-19 outbreak, SFA will work with school nutrition agencies and local health departments to ensure all necessary requirements are adhered to. If allowable, and in a safe manner, food may be served during closure, SFA will continue to provide meal service to the extent applicable.



## **STAKEHOLDER COMMUNINCATION**

Stakeholders will be made aware of the various modes and opportunities for instruction through the School Reach system (email/text to each family), the school newsletter, the school's social media page(s), NHA's Parent Portal, and information emailed by teachers.