Renaissance Academy Charter School of the Arts'
Reopening School Plan, Fall 2020
January 19, 2021

Reopening Committee Members:

Mrs. Emily Berwind, Literacy Specialist
Mrs. Mary Kay Bradley, Speech Language Pathologist
Mrs. Donna Brooks, Coordinator of Special Services
Mrs. Amanda Cicatelli, Teacher
Dr. Donna Marie Cozine, Chief Educational Officer
Mrs. Angela Delgado, Parent
Mr. Craig Eichmann, Chief Operating Officer
Mrs. Kimberly Felton, Family Services Coordinator
Dr. Algernon Kelley, Community Member
Dr. Amanda Kelley, Community Member
Mrs. Kristin Loftus, Assistant Principal
Mrs. Beth Looby, School Psychologist
Dr. Cait Loury, Principal
Mrs. Sharlyn Marquez, Parent
Ms. Sonya Matthews, Parent
Ms. Ashley Moore, Teacher Assistant
Ms. Nancy Pigno, Teacher
Ms. Brooke Rourke, HR Committee Member
Mrs. Elizabeth Sullivan, Social Worker
Mrs. Rhiannon Tobeck, Director of Arts
Ms. Ruth Tolbert, Instructional Coach
Ms. Olga Tretyak, Teacher Assistant
Ms. Elizabeth Van Son, Teacher
Ms. Danielle Vitalone, Teacher
Mrs. Megan Watts, Teacher
Mrs. Shauna Wedderburn, Teacher
Mrs. Dominique Wilcox, Parent

Renaissance Academy Charter School of the Arts has surveyed its families (70% return rate) and staff (100% return rate) and worked with a reopening committee consisting of staff, family, board, and community members. Survey results indicated that 56% of staff and 61% of parents preferred a virtual launch moving toward a 2-3 model in October when it will be reevaluated. The school has created a two-stage roll-out plan:

Stage 1: August 24th-September 30th: Students and staff will engage in a 100% virtual learning environment. At the end of September, Renaissance Academy will evaluate if the school will move to Stage 2 based on the current state of the Monroe County area in regard to COVID.

Stage 2: October 1st-the end of the pandemic: Given that COVID cases have not spiked or it is otherwise not unsafe for students to be in the school building RA will begin returning students to the building on a limited basis. Special education and ESOL students will report Monday, Tuesday, Thursday, and Friday. The remainder of the students will be split into two groups. Group A will attend school in person Monday and Tuesday and will be taught virtually Wednesday-Friday. Group B will be taught virtually Monday - Wednesday and will attend school in person on Thursday and Friday.

Stage 3: EFFECTIVE NOVEMBER 23, 2020 RA will return to 100% virtual program.

Stage 4: EFFECTIVE JANUARY 19, 2921 RA will return to the hybrid program.

***Families who have students or family members at a higher risk of COVID can be accommodated by attending all classes virtually. RA's administration will reach out to families to determine which would qualify and be interested in this option.

The plan below encompasses the educational and operational aspects of the program during both the stages.

Facilities (Stage 2)

1. RA has ensured that each classroom will allow for 6 feet of room between the students in the classroom and 12 feet during PE, dance, and singing.
2. RA has reallocated large art and music classrooms for classroom space.
3. RA has met with the school's HVAC contractor to ensure we meet or exceed the ventilation guidelines set forth by the NYSDOH and NYSED requirements.
4. RA has ensured there is one way traffic in the hallways.
5. RA has specific points of entrance and points of exit to the building assigned to students based on the location of their classroom.
6. RA has posted signage around the building on social distancing, use of PPE, proper handwashing, guidelines for safe social interactions and one way traffic patterns in the building when possible.
7. RA will ensure that the "gang" bathrooms are set up with social distancing guidelines.
8. RA has developed protocols for social distanced fire and lockdown drills for the 2020-2021 school year.
9. RA will close all multi-use water foundations and bottles of water will be provided to each classroom in case students are thirsty.
10. RA will use Nano-Septic self sanitizing surfaces for all door handles and crash bars.

Health and Safety (Stage 2)

1. RA will provide masks for all students and staff.
2. RA has developed protocols for daily health checks for all staff and students entering the building.
3. RA has partnered with Qualtrics to create a real time system for staff and families to take the health survey, including temperature checks BEFORE leaving their homes.
4. If, upon arrival at the building, staff or students have not completed their daily health survey they will not be allowed into the building until it is completed.
5. RA will set up all classrooms to abide by the social distancing guidelines set forth by the local health department and the CDC.
6. Individual desks will be properly placed at a minimum 6 feet apart.
7. Desks will also be each facing the same way to avoid face to face contact. For certain activities, such as singing, aerobic exercise, or playing of wind instruments, individuals will maintain a distance of 12 feet.
8. Students and staff will be trained on proper hand and respiratory hygiene.
9. Frequent washing of hands with soap and water will be required and hand sanitizer will also be available in each classroom, as well as throughout the building.

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10. Face coverings must be worn at all times, including on the school bus, while staff and students are in the school building. Classrooms will institute mask breaks based on protocols set by the administration.
11. RA will inform parents of the instances when children should stay home.
12. RA will work to ensure staff and students know they should stay home if they are not feeling well.
13. RA will not allow visitors to the school during this time. Vendors who enter the building, or personnel from sending districts will be screened by the building security personnel
14. RA will perform diligent cleaning and disinfecting of all areas of the building throughout each day.
15. RA will perform deep sanitization of the building each evening after the school day is completed.
16. Daily logs of cleaning and disinfection will be kept in accordance with Health Department regulations.
17. Cleaning staff has undergone additional training to ensure they understand and can implement the updated cleaning guidelines.
18. RA will ensure that all in class hand sanitizer stations meet the requirements set forth in FCNYS 2020 Section 5705.5
19. RA will continue lead testing in water as required in NYSDOH Regulations 67-4.

Testing and Contact Tracing

Management of Ill Persons-

a. Students or staff who exhibit symptoms consistent with COVID-19 will be immediately separated from others and sent home. A location will be identified to quarantine those exhibiting symptoms. The individual will not be permitted to return to school without documentation from a health care provider, a negative COVID-19 test and symptom resolution. If the individual receives a positive test, then they cannot return to school until they are released by the Monroe County Department of Health from the mandatory quarantine.

b. If RA has a confirmed COVID case we will immediately notify the Monroe County Health Department and follow the protocols they set forth (at this time they have not been published).

c. RA will cooperate with the contract tracing, isolation, and quarantine efforts guidelines outlined by the Monroe County Department of Health.

d. The school nurse will notify the CEO of a positive COVID case and she will immediately begin the process of contract tracing.

e. If RA is directed to do so by the Monroe County Department of Health, the educational program will transfer to the 100% virtual model and the building will be closed for instruction.

f. If RA is notified of a confirmed case of an RA student, family, or staff member RA, the school nurse and CEO will begin isolation/quarantine and contact tracing protocols. RA will share information with the Monroe County Department of Health.

g. RA will comply with all requests from the Monroe County Department of Health with regard to isolation/quarantine and contact tracing protocols.

h. RA will continue to rely upon the guidance of their medical directors and the Monroe County Department of Health.

When required RA will conduct on site COVID-19 Testing

Procedure:
- Students will be called down in groups of 3-5 students.
  - Start with K and 1 students each day - Rhiannon, Cait and Kristin will walk them down and walk them back from testing
  - Sort the spreadsheet to be in order that the students will be called down to the testing room
  - Front office will call the classrooms to send the students to the testing room.
    - Once the nurse is ready for the next cohort of students, she will call the front office and let them know which students to call off the list next.
- Students will be lined up 6 feet apart as they wait for their testing.
- The school nurse will swab students while the testing assistant (C.J. Rolle and/or another administrator) places the swab in the testing kit per guidance and marks the time of the test.
- After the first group is finished the school nurse will interpret the test result.
- If a student is positive the testing assistant will contact Mrs. Loftus who will retrieve the student and bring him/her to the isolation room.
- The school nurse or testing assistant will contact the isolation room and let Kim know that she needs to contact the child's parent because their child's test was positive.
- When the parent arrives an administrator will be present for the discussion. The parent will be informed that the child was positive, the MCDOH was notified, the child and family needs to begin to quarantine and wait for MCDOH to reach out with next steps.

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Child Nutrition (Both Stages)

1. RA is an SFA and will be able to prepare meals on our premises.
2. RA will provide daily breakfast, lunch and a snack for all of its students.
3. During Phase 1 RA will follow the procedures established for breakfast and lunch pick up during the school closure in spring, 2020.
4. RA's cafeteria director will poll RA families to determine the best time for meal pick up during both stages.
5. RA will create a google form in which parents can sign up ahead of time which will ensure the correct amount of food is prepared.
6. During stage 2 breakfast, lunch and a snack will be delivered to the classrooms at student meal and snack time.
7. Food will be properly packaged per the updated COVID guidelines.
8. All CDC, NYSDOH and the Federal food authority guidelines for meal prep and delivery will be followed.
9. RA will train each teacher of a child with allergies on their allergies and how to separate them from others who may be ingesting food to which the student is allergic.
10. RA will train staff in the classrooms how to clean and sanitize student desks before and after meal consumption.
11. Students will be taught proper hand and food hygiene as well as the importance of not sharing food and beverages during breakfast, lunch, and snack time.
12. Students will remain at their desks, which are 6 feet apart, during breakfast, lunch, and snack time.

Transportation (Stage 2)

1. RA's Chief of Operations will liaise with the sending districts around transportation.
2. RA will request a copy of the districts' transportation plan to ensure it meets guidelines.
3. RA will create staggered drop off and pick up procedures to ensure social distancing.
4. Parents will be surveyed to determine if they would prefer and be able to transport their child(ren) to and from school to limit the number of students on each bus.
5. RA will create procedures for contactless student pick up which will ensure social distancing between and among families, students and staff.
6. RA will ensure that each bus has a cache of masks in case a student arrives at the bus stop in the morning without a mask.

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Social Emotional Well-Being (Both Stages)

1. Staff will receive professional development on supporting the social-emotional well being of students and surveys will be used with families and all stakeholders to keep a pulse on students needs.
2. A student support team was created in the spring and will continue to meet consisting of staff members, administrators and parents.
3. Social-emotional learning and health is a priority and will be implemented in building classroom community and routines.
4. The Positivity Project and Second Step curricula will continue to be utilized in both hybrid and virtual models.
   a. Hybrid: Smaller class sizes will allow for additional community building.
   b. 100% virtual: a time a day would be set at the start of each day for community building in the virtual classroom.
5. Students are provided counseling both in person as well as virtually.
6. Staff, family and students will be surveyed regularly to share concerns with mental health staff.
7. The Wellness Committee will continue to meet in both models and assess the health of the organization and its stakeholders.
8. Students who have needs that need additional support will be referred to Catholic Family Services, the organization that provides mental health counseling to our families.
9. RA's mental health staff will be available for referrals from teachers and/or parents for counseling intervention for students.
10. RA's mental health staff will continue to make referrals to outside agencies and community supports, and continue partnership with Catholic Family Center.
11. RA Family Services Coordinator will continue supporting families in need of housing, food or material assistance.
12. Leverage Transformative SEL to support the work of adult anti-racism and anti-bias work will be addressed during on boarding and ongoing professional development.
13. The staff of RA will continue to work with an outside consultant, Dr. Michele Hancock, in these areas.
14. A committee has been formed to continue to work on making the curriculum and instruction more culturally relevant and responsive at RA, including our SEL curriculum.
15. Upon entrance into Phase 2 (October 1) teachers will have time to set up systems and routines and get to know students in a face to face manner.

Teaching and Learning (Both Stages)

Tenets of Remote Instruction
1. RA will continue to deliver instruction of the school's curriculum through a combination of in-person and virtual, teacher-led instruction.
2. Students will have instruction by a teacher in person 2 days a week and 3 days of virtual assignments.
3. Special education who meet the established criteria and ESOL students will attend in person instruction 4 days a week.
4. Arts integration and daily arts block, our key design elements, have been incorporated into the daily schedule, both virtually and hybrid.
5. Student work products may be paper-pencil based or via google classroom.
6. All live instruction will be recorded and posted on google classroom for later viewing.
7. Families will be provided with activities that they can do on virtual days to supplement the virtual instruction students will receive from their teachers.
8. Classroom and at home resources will not be shared.
9. All instruction will follow scope and sequence used at Renaissance Academy when 100% face-to-face. This ensures rigorous, standards-based curriculum including the following:

Grade Level Bands	ELA Curriculum	Math Curriculum
Kindergarten	Thematic units written with Language and Informational/Narrative NY Common Core standards	Achievement First Math Curriculum
Grades 1 & 2	Wit & Wisdom curriculum	Achievement First Math Curriculum
Grades 3-6	Achievement First ELA Curriculum	Achievement First Math Curriculum

10. Hybrid - Kindergarten students will be screened by a team of staff the days they are face-to-face instruction the first weeks of school. This team will consist of SLPs, instructional coaches and RTI specialists.
11. 100% Virtual - Kindergarten screenings will take place the first weeks of school. Parents will come into the building and meet with their child's kindergarten teacher

and learn how to use the school technology for virtual instruction while kindergarten students are meeting with a staff member for a socially-distance screening.

12. Hybrid: English Language Learners will receive support and teaching for the ESOL teacher on the days they are face-to-face, including both whole group and small group based on English proficiency level. The ESOL teacher will be available for support virtually on a per-student basis, as necessary.

13. 100% Virtual: ESOL teacher will attend whole group lessons of the English Language Learners and also meet with students in small groups for live virtual instruction.

14. FOSS Web and other online resources will be utilized for virtual laboratory experiences. Additionally teachers will plan for science experiences that students are able to participate in at home using everyday materials.

School Schedules

Stage 1:

During stage 1 students will follow the schedule created for virtual learning days. The following will be included in the virtual schedule:

- Shared Reading: Direct Instruction by a teacher
- Math lesson: Direct Instruction by a teacher
- i-Ready Lessons
- Phonics
- Science - FOSS online
- Social Studies
- Arts Block

Stage 2:

RA will implement an A/B group schedule. Each group will be in school, in person two days a week and will receive remote instruction on the three additional days. When students are in school the master schedule will be followed. An alternative schedule on the days that students are being taught at home is designed, and is subject to change based on the needs of the students,

RTI Provider Schedules for Virtual Learning

RTI providers will create a schedule to meet with the students on their caseload at the beginning of the year. Preference will be given to RTI services done in person when

possible. The RTI schedule may adjust based on the needs of the students once the school year begins.

Key Design Elements During RA's Virtual Academy: The board and leadership of RA have been working with a seriousness of purpose to ensure that RA's key design elements are infused into RA's virtual academy

More time: Block scheduling, longer days, more days

1. Arts classes will work to create opportunities for students to work on projects "offline".
2. RA has continued the one hour block of ELA and one hour block of math.
3. Small group math and ELA sessions are built into the schedule.
4. Special education students receive additional 1:1 instruction from their special education teacher.

A universally applied set of dispositions to Learning: Habits of the Mind and Positive Psychology's Character Strengths and Virtues and metacognitive understanding

1. Students engage in daily lessons on one of the 22 Positive Psychology character strengths and virtues.
2. The character strengths and virtues are also interwoven into our daily content-area lessons when they fit.

A Focus on Language and Literacy: Speech and Language Support for All Learners

1. Kindergarten: Days 1 & 2 focus on building phonemic awareness and phonic skills.
2. Students are exposed to specific letter patterns through printed materials (ex., leveled books they read) and activities that enable multiple rehearsal of the target skill.
3. Kindergarten: Days 3 & 4 expose students to robust evidence-based instruction that is culturally responsive. Lesson development & implementation considers reading as not only a skills-based approach, but also as a cognitive-linguistic social activity Students participate in two days of teacher-lead read-aloud lessons.
4. Day one focuses on receptive language via concepts needed to establish background information and novel/tier II vocabulary. Leveled questions facilitate comprehension of the story line as well as higher level critical thinking.
5. Day two incorporates drawing, music and role play to build expository and story grammar narrative skills (expressive language skills).
6. The lesson ends with students completing a writing task that embeds focused

vocabulary and phonic skills using the language and letter/spelling patterns related to the story.

7. Kindergarten: Day 5 - The SLP leads a language lesson related to the story of the week. For example, language concepts such as categorization, oration of compound and complex sentences, word study via morphological awareness, synonyms/antonyms, etc..

8. Available as needed with 1st-6th grade students with push-in help from SLP.

A Focus on Numeracy and Eight Mathematical Practices

1. Daily the lessons have continued to follow the Achievement First scope and sequence, incorporating problem based approach to teaching math. Teachers pose problems and require students to solve and share their mathematical reasoning. Using these lessons and Common Core Learning Standards maintains the rigor of the lessons.

2. There are times targeted for small group math instruction to address specific gaps and needs that our students have. During this time, there is direct instruction on a small, targeted math concept and students are provided many opportunities to attempt problems and receive quick feedback from a teacher.

3. Throughout our virtual learning academy, the math coach and the team leads will lead math planning meetings to unpack the units in the math scope and sequence. The meetings will focus on how instruction is going, how students are performing during class and on the daily exit tickets. Daily exit tickets will be translated into Google Forms so that students can complete and turn in virtually. Then, teachers will analyze the data and bring that information to the meetings to potentially make adjustments to the scope and sequence and ultimately meet the needs of the students.

4. RA will provide an at home and in school set of manipulatives for each student per unit.

Arts instruction and integration

1. Arts block and arts integration will still occur daily both in person and virtually.

2. Kindergarten through 6th grade students take visual art, dance, music, arts integration, or gym. Kindergarten through 2nd grade students also take library classes.

3. During virtual instruction, each virtual arts block lesson will be presented live to the students through Google Meets. Recorded copies of the lessons are available on Google Classroom for students who missed the live lesson. Teachers are mindful to

lead lessons that only require materials that all students will have access to.

4. During the hybrid model, arts integration and instruction will occur in person as well.

Character Education

1. Classroom community will be developed and nurtured through morning meetings and in class and virtual activities.
2. Second Step Lessons will be delivered to the K-2 students.
3. RA implements the Positivity Project (P2) as its character education program. The organization shifted their content to address social-emotional needs as it relates to remote learning.
4. The School Social Worker and the school's Therapy Dog will be on campus on the four days of in person instruction during Stage 2.
5. RA continues to implement the daily rituals and routines around character education that students are used to from the brick and mortar program.
6. RA will resume the monthly ARTS assemblies done using technology.

Child and Family Support

1. RA will create a Parent Academy to teach basic academic skills that parents can assist students with at home.
2. RA will create tutorials and on site drop in times for tech support for students and their parents. Staff members will provide support and troubleshoot technical problems that prevent students from participating in distance learning.
3. Family engagement activities will be planned using virtual means.
4. RA Town Hall and RAFFA meetings will continue to be held virtually.
5. Families whose students have not met the distance learning attendance requirements will be contacted by the family liaison.
6. RA will continue to remain in communication with our ELL and McKinney Vento Families to ensure they are healthy, safe and have their essential needs met.
7. When necessary RA will transport food and Chromebooks to families. Ensure that families are abreast of resources that are available such as, educational tips while quarantined, child care, food distribution, mental health services, internet services, masks, as well as virtual events that are educational, fun and creative.
8. Update the COVID-19 Family Resource List that was created during the spring of 2020 and shared via social media and email to RA Families for easy access.
9. Continue to attend various webinars such as Parent Engagement, McKinney Vento, Distance Learning, Recruitment and Retention.

10. Contact ELL families that were accepted for the 2020-2021 academic year and utilize an interpreter to assist with registration.
11. Whenever possible counseling services will be scheduled and provided when students are present in school.

Attendance and Chronic Absenteeism
1. Renaissance Academy will track daily attendance of all live and recorded lessons.
2. Teachers will take attendance of all students who attend a live virtual lesson.
3. Families will complete a daily survey to report if they attended a recorded virtual lesson.
4. All attendance will be tracked using the school's SIS system.
5. The school's SIS system will make daily attendance calls to the students who are not in attendance.
6. The school nurse will manage student attendance and meet with the student support team to analyze attendance records.
7. The analysis of school-wide and grade level attendance data will include: reviewing lesson attendance, student work samples and exit tickets.
8. Schoolwide incentives and celebrations will be planned to encourage consistent attendance.
9. Families who do not ensure engagement in RA's virtual and hybrid program will
    a. be contacted by the family liaison.
    b. have a home visit conducted by the school's support service.
    c. be provided any and all support the school can provide.
    d. may be referred to Child Protection Services for educational neglect.

Technology and Connectivity Teaching and Learning
1. Students will take home chromebooks to ensure access to technology for instruction.
2. All staff members will be provided with a take home device so they engage in RA's virtual and hybrid programs.
3. Families and staff will be surveyed to determine who needs support with getting internet access.
4. RA will provide wifi hotspots to families with lack of internet access.
5. RA will provide wifi hotspots to staff members with lack of internet access.
6. RA will provide virtual and in person training for students and families on the technology and applications used for online learning.
7. RA will provide effective online/remote learning experiences and best practices for instruction in online/remote settings.

Special Populations
Students with IEPs and 504 Plans
1. All special education students will be evaluated to determine if they meet the school's benchmarks for 4 day in-person instruction.
2. Related services such as speech, OT and counseling services will be scheduled for the days the students are in school.
3. RA will inform parents of how their child's needs are being met.
4. Ensure tech and services are accessible and being utilized.
5. Lessons will be differentiated and modified for special education students per their IEP.
6. The Director of Special Services, School Psychologist, and School Social Worker will be the staff liaisons for special education families.
7. Communication with families will occur regularly by the special education teacher.
8. RA will continue to be in contact with the CSE's from all of our sending districts.
9. Our Director of Special Services will update the school's specific plans to address the needs of our students with disabilities (SWDs) and share with sending districts.
10. RA will review and if necessary adjust current distance learning plans for returning students and create plans for new special education students that outlines how we are delivering services, communicating with families, and otherwise supporting our SWDs.
11. Related service providers (Speech/Language, Occupational Therapy, Counseling) are in frequent contact with families and are providing support via virtual meetings and/or sending materials home.
12. RA's Director of Special Services has been in contact with all of the sending districts for guidance on the continuation of services for our students. Districts are offering a variety of options for the provision of special education services.

504 Students
1. Upon students returning to school, RA and sending districts will determine if additional supports will be necessary for our special education, 504 and ELL students.
2. Students with 504 plans will receive accommodations as possible. RA will be reviewing all 504 plans prior to the beginning of the instructional year.

Bilingual Education and World Languages
Students who qualify for ELL services

1. Students who qualify for ELL services will be scheduled to be on campus 4 days a week.
2. The ESOL teachers will maintain current knowledge of standards and practices through regular attendance at webinars and professional development seminars.
3. Individualized learning plans will be updated for returning students and created for each new ESOL student including daily schedules and lesson goals.
4. ENL Program Google Classroom portal has been created to communicate with families and keep them up to date.
5. Daily student attendance will be documented for ENL program sessions and teachers and families are notified with any concerns over student participation.
6. Formative assessments will be used to monitor students' progress.
7. The ESOL teachers participate in general virtual classes to provide integrated instruction and continuity for ENL students.
8. Unique learning materials are provided for students in a variety of formats including computer and paper-based, as well as online learning materials.
9. Students' social and emotional learning skills are cultivated through daily lessons that emphasize successful communication, goal-setting, self-regulation, problem-solving and responsible decision making.
10. The ESOL teacher will regularly communicate and collaborate with classroom teachers to assess and address the needs of all ELLs.
11. Families will be routinely called through the use of Propio interpretation service to encourage participation and support.
12. Instructions will be provided to family and students in their home language on how to use digital/online resources.
13. ESOL teachers will send out reminders to parents each day before the start of virtual classes.
14. After hours meetings will continue to be offered to families and asynchronous lessons for students to accommodate changing social dynamics as needed.
15. ESOL teachers will be attending a three-week training regarding Engaging Families of English Language Learners and apply what is learned.

Students who are classified as McKinney-Vento
1. RA's family services coordinator is the school's McKinney-Vento coordinator. She will remain in contact with our families.
2. RA will survey families to determine if we have additional families who have insecure housing due to COVID-19

Students who qualify for RTI Tier 2 and Tier 3 Services
1. RA will create a protocol for recommending Tier 2 and Tier 3 supports for new students / separating that from the general slide that all students will experience.
2. Once the school year begins the Director of Special Services will create appropriate ways to meet with students and provide the interventions.
3. RTI providers will modify interventions for virtual learning.
4. RTI providers will contact parents with updates and scheduled times etc. so that parents understand these are necessary interventions.
5. RTI providers will work with classroom teachers to assist in small group instruction.

Communication/Family & Community Engagement
Communicating with our families is integral to the success of our school reopening our staff will communicate in the following ways:

1. For program level information our school will use our robo-email and robo-call system.
2. The leadership team will post daily updates via our social media apps and the school's website.
3. Google Classroom and the class apps are the most used methods of communication with our families. Teachers will post daily updates to families.
4. Phone calls and socially distanced visits when necessary.
5. Links are shared with parents to complete when recorded lessons or workbook work is completed.
6. RA will create an "adopt a family" protocol in which each family will be assigned a staff member as the school's liaison. The liaison will be the main point of contact. This will streamline information and communication between school and home.
7. ESOL families will be contacted in their home language. RA will continue to use Propio services to achieve both written and oral communication.
8. The Family Services Coordinator will create a parent to parent support network.
9. The Family Services Coordinator will serve as lead communicator with families and greater community members.
10. Important information will be regularly communicated through all school platforms.

11. Regular virtual town hall meetings will be conducted to keep families updated and to seek feedback.
12. RA's family and faculty association will continue to meet virtually which will include presentations from community agencies.
13. RA will conduct an orientation for all families in August which will include how to access virtual learning, meal/chromebook distribution, resources and who to contact for support.
14. Curriculum updates and newsletters will be sent to families in their home language to keep them informed regularly.

Staffing

Committees to Support RA's Virtual Academy

Professional Learning Committee: This committee meets to plan professional learning opportunities for RA staff while we are teaching virtually. Feedback is sought from all stakeholders and opportunities are targeted to positively impact virtual instruction. One example of professional learning provided to the staff was a Nearpod and Flipgrid live tutorial.

School Culture Committee: This committee meets to plan and execute various wellness activities for our staff. From this committee, RA now has weekly virtual cooking shows hosted by different staff members, various fitness challenges, dance workouts, meditation resources, a book club, and a weekly virtual happy hour.

Student Engagement Committee: This committee meets to plan creative ways to keep students engaged daily in RA's virtual academy. Some of this committee's initiatives are grade level super improver boards and prize raffles.

Report Cards Committee: This committee meets to plan an alternative to data collection and grade reporting for RA's virtual and hybrid programs.

Overview of Teachers' Responsibilities

1. Teachers work as a grade level team and review instructional plans to determine how they can be taught via remote learning.
2. Create concise videos for instruction from the day for later viewing .

3. Develop instruction/ recordings for virtual components and what will happen in person.
4. Time designated to record videos to be viewed later.
5. Create syllabus for virtual instruction and send weekly newsletters home with schedule/assignment updates.
6. Teachers will teach their own class instead of a large grade level class as we did during spring, 2020.
7. In the 2-3 schedule, teachers divide work between in-class and virtual classroom - will be responsible for work to designated role.
8. Teachers post assignments in their Google classrooms and use the results to plan instruction moving forward.
9. Teachers communicate with families to ensure students are logged in and engaged in remote instruction.
10. Teachers plan for small group instruction in math and reading using Zoom breakout rooms.
11. Teachers attend grade level planning meetings with the literacy and math coaches weekly as well as AI planning meetings.
12. Teachers attend weekly staff meetings.
13. Teachers will attend all required PDs and professional learning opportunities.
14. Teachers will administer formative and unit assessments to determine student mastery.
15. Teachers and coaches will analyze assessment to inform instruction and intervention as needed.
16. Teachers with children at home develop a plan for childcare and a working environment.
17. Lead social clubs and encore programs.

Overview of Support Team's Responsibilities
1. The support team will establish and follow clear and consistent protocols for monitoring daily attendance.
2. The support team will create the "Adopt a Family" program in which each staff member is the building liaison with a family. All communication about absences and family issues will flow through this one point of contact.
3. A protocol for logging communication with families will be created by the support team and rolled out to the entire school community.
4. If a home visit is necessitated, the support team will conduct and/or organize such visits.
5. The support team will cull resources and communicate them to families.

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Overview of Instructional Leadership Team's Responsibilities

1. The math and ELA coaches lead weekly planning meetings with teachers to support their virtual and in person instruction.
2. The math and ELA coaches will create and plan the scope and sequence of the curriculum with grade level teams.
3. Coaches will lead assessment analysis and action planning with teams.
4. Coaches will train and support teachers in implementation of all curriculum with PD and Observation and Feedback.
5. Coaches will assist with revisions of curriculum needed to make it effectively taught virtually.
6. The math and ELA coaches will support teachers through virtual meetings and observations tracked through Whetstone.
7. Coaches will present observations as an opportunity for growth and non judgemental.
8. The math and ELA coaches will work with grade level teams to create and adapt units for key social studies and science standards to be effectively taught virtually.
9. Along with classroom teachers, coaches will manage materials that need to be sent home and which need to remain in school for all students to use, each student must have two sets of resources each.
10. The math and ELA coaches may provide additional, optional lessons and activities daily. i.e. daily read alouds and math talks.
11. The math and ELA coaches and the Director of Arts will observe virtual instruction and provide feedback to teachers using Whetstone, the platform RA uses for observation and feedback.
12. The Director of Arts will collaborate with the arts, physical education, and library teachers to develop scope and sequences.
13. The Director of Arts will provide training to the arts, physical education, and library teachers on using various virtual teaching platforms.
14. The Director of Arts will meet with arts departments periodically and with the AI teachers to plan curriculum.
15. The Director of Arts will collaborate with the math and ELA coaches to determine power standards to focus on for AI.
16. The Director of Arts will facilitate the virtual afterschool Encore program.
17. The Director of Arts will seek out additional virtual arts opportunities for students (i.e. live-streamed plays).
18. The Coordinator of Special Services will hold periodic meetings for Special Education providers to update the team with relevant information and to discuss any pertinent issues.

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19. The Coordinator of Special Services will meet with individual providers to ensure proper protocols are followed and to address any individual concerns.
20. The Coordinator of Special Services will meet with Response to Intervention specialists to address concerns and to support scheduling of services.

Overview of the School Principal and Vice Principal's Responsibilities
1. Create, maintain, and adjust daily learning schedules for all grade levels.
2. Determine platforms for online learning that best meet the needs of our community.
3. Outline and communicate expectations for all staff dependent on their current roles.
4. Communicate updates and adjustment to the virtual and hybrid program to families.
5. Identify and inform the support staff of their roles and responsibilities as they related to the virtual and the hybrid program.
6. Ensure staff is using technology appropriately and in a way that effectively instructs students.
7. Observe and provide feedback to instructional staff in both the virtual and hybrid programs.
8. Identify professional development needs and schedule trainings.
9. Lead whole group, small group, and individualized training sessions for staff to ensure full understanding and capability of using educational technology.
10. Offer pre-scheduled "support meetings" for staff who have specific needs or questions.
11. Work with the distance learning engagement committee to monitor the needs of our staff in order to target professional development and staff support resources.
12. Meets with and supports Instructional Coaches in all duties and decision making
13. Establish Virtual Academy Staff Committees.

Overview of Chief of Operations Responsibilities
1. The COO will ensure the building meets the facility Health and Safety guidelines as outlined in this plan.
2. The COO will be the main point of contact for NYSED for the school nutrition office and the office of facilities and planning.
3. The COO will be the onsite manager for facilities and food service meal distribution.
4. The COO will liaise with all transportation departments to ensure our students have transportation and that transportation plans meet the new health and safety guidelines.
5. The COO will work closely with the technology coordinator to ensure RA has the necessary hardware and software to offer its hybrid and virtual programs.

6. The COO will seek funding grants, including application for the Payroll Protection Plan to help offset the financial cuts outlined by NYS.
7. The COO will participate in weekly zoom meetings with other charter school leaders, as well as participate in the weekly meetings set up by the NYS charter school office.
8. The COO will keep informed on reopening guidelines, and seek information to make sure we are in compliance with state and local health department recommendations so our building is ready to open when NYS allows for employees and students to return to work.
9. The COO will liaise with RA's medical director to ensure plans for the health office comply with the guidelines provided by the NYSDOH and the NYSED.

Overview of Chief Educational Officers's Responsibilities
1. The CEO will serve as the COVID-19 Safety Coordinator.
2. The CEO will be responsible for the creation of and updating the Reopening School Plan and be sure that it aligns to guidelines set by the NYSED CSO and addresses RA's Key Design Elements.
3. The CEO will continue to liaise with the board to update them on RA's hybrid virtual academy.
4. At each board committee meeting the CEO will update the committees on how their work directly impacts RA's virtual academy.
5. The CEO will respond to all requests from NYSED's CSO with regard to RA's virtual academy.
6. The CEO, or her designee, will attend webinars provided by the NYSED CSO, the New York State Charter Schools Association and the Coalition of Independent Charter Schools, and the National Alliance of Charter Schools.
7. Continue to meet with the School Reopening Committee to seek feedback and inform necessary changes.
8. The CEO will monitor to be sure all aspects of the school's reopening plan are followed and adjusted as needed.
9. The CEO will seek feedback from stakeholders on RA's hybrid virtual academy, COVID related concerns, and back to school plans.

Teacher Evaluation and Licensing
1. Teacher evaluation will continue as designed and approved by the Board of Trustees.
2. Teachers will be evaluated using RA's modified Danielson Rubric for teachers.
3. RA will ensure that teachers are certified or meet the certification waiver requirements for charter school in the state of New York.

4. RA will work with the substitute pool to ensure if a substitute teacher is needed he/she is highly qualified and can meet the requirements of RA's virtual and hybric programs.

Budget and Fiscal Matters

1. All existing state aid reporting requirements and deadlines will be maintained by the COO and the school's data administrator.
2. The content of data submissions will largely remain consistent with past practice, except where modified by law, regulation, or executive order.
3. RA will apply for all possible grant funds that will support RA's virtual and hybrid programming.