

URBAN CHOICE CHARTER SCHOOL REOPENING PLAN FOR 2020-2021

Urban Choice Charter School (UCCS) is committed to our school community to provide a high quality education, while to the best of our ability, ensuring for the health, safety and well-being of the children and adults in our school. This requires a balance of keeping each member of the school community safe and continuing to provide high quality engaging learning opportunities to each student that attends UCCS.

The School Reopening Plan for Urban Choice aligns with the regulations developed in collaboration with local, city, state and federal guidelines. The areas outlined in this document represent the major considerations that the UCCS community is addressing for the reopening of our school safely. This plan is a living and breathing document that was fine tuned and adapted to changing conditions and updated guidance.

Key elements of the following plan include fluidity, flexibility to address the changing needs of the school community:

- 1. Communication-Families and Community Engagement**
- 2. Health and Safety**
 - Health Checks
 - Social Distancing
 - Personal Protective Equipment/PPE
 - Management of ill Persons
 - Health Hygiene Practices
 - Cleaning and Disinfecting
- 3. Facilities**
- 4. Child Nutrition**
- 5. Transportation**
- 6. Social-Emotional Well-Being**
- 7. Teaching and Learning**
- 8. School Schedules**
 - Hybrid Learning Model
- 9. Attendance and Chronic Absenteeism**
- 10. Technology and Connectivity**
- 11. Special Education and World Languages**
- 12. Athletics and Extracurricular Activities**
- 13. Staffing and Human Resources**
- 14. Professional Development**
- 15. Economic**

Urban Choice Charter School invited all stakeholders to collaborate with us to develop a robust instructional model for the fall. Our parents were surveyed and it was quite clear that they wanted the flexibility of deciding to keep their student home and utilize remote learning as well as the ability to be in the brick and mortar school building. We were able to gain information around the comfort level of our parents in sending their children to school, their ability to access technology and their need for training in the remote learning option.

COMMUNICATION/FAMILY AND COMMUNITY ENGAGEMENT:

Urban Choice Charter School's plan was developed with a team of administrators, staff, students, and parents/guardians of students, school nurse and Board of Trustee members. The plan was sent to various stakeholders prior to the finalization for comments and suggestions were made to the members of the Leadership Team. The team reviewed the responses and made changes accordingly.

All communications will be sent to all stakeholders via Dojo, UCCS Facebook page, Robo calls and the UCCS website. These will be translated into the different languages of our families. All of the protocols for UCCS will be posted on the above media as well as mailed home.

The week of August 10th and 17th, four zoom meetings will be scheduled by the Leadership Team with invitations sent through the above communication means, to all stakeholders to participate in an explanation of the Reopening Plan. A PowerPoint will be utilized as a visual of the plan. This PowerPoint will also be made available on the different means of communication. Questions can be sent ahead to the CEO to be addressed during the zoom meetings, as well as questions posed in the Q and A section during the meeting. The entire Reopening plan with the PowerPoint will be posted on the UCCS website.

- Families will be provided with written documentation to educate them regarding observation of symptoms of Covid-19 before coming to school. This same information will be provided during the four zoom meetings that are scheduled.
- Teachers are communicating daily with students and parents using a chosen method (email/text, google classroom, Dojo, etc.) Parents will have access to a resource page of tutorials for digital literacy support in both Spanish and English.

Marquez Elem (Director of Operations), has been designated as Urban Choice's COVID-19 Health and Safety Compliance Liaison, responsible for engaging with students, parents, faculty, staff and administrators to answer questions or concerns about health and safety requirements.

Parent Workshops:

- Identifying signs and symptoms of COVID
- Completing an online COVID questionnaire with regulations and steps should one believe they or a family member has been infected or exposed
- Addressing the importance of hand hygiene, respiratory hygiene, and social distancing
- The use of face coverings, proper wearing of coverings, and hygienic disposal of said coverings
- Using online learning tools (including but not limited to PowerSchool, Google Classroom, i-Ready, Wit and Wisdom and Eureka Math)

HEALTH AND SAFETY:

During the week of August 17 the UCCS staff will be trained on the following protocols:

The main health related measures include (but are not restricted to):

- Daily temperature checks for students and staff, contractors, vendors or visitors on arrival. Anyone with a temperature above 100.0° F will be refused entry into the school. Students will be escorted around the outside of the building to the Family and Community Engagement door on the outside of the building. There they will wait until transportation arrives. This room will be completely cleaned and disinfected once the child has departed. An adult will be refused entry into the school and asked to remove themselves from the property.

The staff members assigned to do the temperature checks will be wearing disposable gloves, disposable gowns, masks and face shields while performing their duties. These staff members are under the direction of the school nurse. All maintenance staff, and food service workers will be provided with the same protective equipment to wear throughout the day.

- Professional Development will include training by the school nurse for all staff
- Daily health attestation for all staff will be filled out on the google portal before arriving to school
- Once a week the Family and Community Engagement Coordinator will be contacting families of students for a health attestation
- Mask wearing **compulsory** for all people in the building. Masks will be provided by UCCS as well as staff and students having the ability of wearing their own cloth or paper masks
- Teachers will use protective goggles or face shields. These will be provided by UCCS

- Classrooms set up to maintain six ft. distance at all times for all students and staff in the individual classrooms. Classrooms are at half the student capacity
- Hand washing and sanitizing upon arrival and throughout the day
- Once students are with their class for the day, they will not interact with other classes
- No sharing of resources and equipment
- Students will disembark from the buses in the morning by class
- Students delivered at the end of the day to the buses by class
- Teachers will move between classes where necessary; students will stay in the room with their designated group
- Deep cleaning of the building on Wednesday between A/B groups and again on Saturday between B/A groups, completed by a certified vendor
- Regular daily cleaning throughout the day, as well as a complete cleaning every night after a school day. The Director of Operations will oversee the cleaning.
- The Family and Community Engagement room will be used for the dispensing of medication by the school nurse in order to keep the nurse's area free, for sick children.

CAPACITY, SCREENING AND PROTOCOLS:

Urban Choice Charter School (UCCS) will have a Health-Safety Team that reports to the CEO and is led by the school nurse and medical liaisons from the City/County. The Health and Safety team will consist of retired health care workers, paraprofessionals (parent and community members), staff, and Urban Choice Charter School Leadership Team. The school nurse and medical professionals will ensure that all staff are trained to conduct screenings and observe signs of illness. Our written protocol that will be provided to all of our educational community includes:

- All staff, students, and visitors to the UCCS school campus will undergo a temperature check when arriving at school. Students and staff will be screened daily.
- UCCS will post alerts such as signs and posters in strategic places in the facility with instructions for students, parents and staff with fever or symptoms.
- UCCS will advise parents to regularly check their children's temperature and to advise them they should put on a cloth face covering, regardless of symptoms, before leaving their home. (e.g., via texts, dojo, Facebook, website or robocalls)
- UCCS will advise parents to notify the school if their child has a fever or symptoms of COVID-19 (including cough or shortness of breath, sore throat, or systemic symptoms like fatigue or chills.)

- UCCS will advise parents to immediately notify the school if a non-student member of their family tests positive (parent, sibling, and grandparent) for Covid-19.
- UCCS will advise parents if their child has symptoms, they should immediately contact their health care provider or be connected to one through the school. Under no circumstances should they come to the school campus.
- Students and/or staff with sudden onset symptoms will immediately be placed into separate isolated (family room) area until they can safely depart the premises.
- UCCS will keep PPE (gowns, face shields and masks) on campus, in the eventuality that sudden onset cases develop during school hours and a student needs supervision until a parent or guardian can pick them up.
- UCCS will frequently ask parents/guardians to confirm that their child does not have a fever, shortness of breath or cough.
- UCCS will aggressively work to ensure that all staff are educated to observe students or other staff members for any type of illness – students and staff exhibiting illness must be assessed by the school nurse. The school will contact the parent/guardian to come and pick up their ill child and staff members will be sent home.
- Students and staff are required to notify the school when they develop any illness or belief that they have come in proximity with someone that has tested positive or have had symptoms of Covid-19.
- If a student tests positive for Covid-19, UCCS will inform the County Health Department and adhere to their guidance.
- UCCS will utilize our communication plan that is thorough to keep all stakeholders informed. This will include trainings of staff and students (during week of professional development for staff and first day of school for students, along with signage to consistently provide visual information.)
- UCCS is working under the procedures established by the local, city, state and federal guidance in cleaning and disinfection and ensuring that we are developing plans and evolving to manage and isolate ill persons and ensure that all staff is trained to be vigilant to recognize signs, symptoms and our reporting structure.

FACILITIES:

- Social distancing must be maintained on the school grounds and will be enforced.
- Hand sanitizer, tissue and no touch trash cans will be available in each room.
- Staff will be instructed on hand hygiene and how to cover their mouth/nose during professional development days and students during the first day of school.

- UCCS students will be taught proper hand hygiene and schedules will be built into the day to allow frequent hand washing. Hand sanitizer will be available in all rooms.
- UCCS will disinfect and sanitize the entire building daily, the facility and maintenance team, along with the food service staff, paraprofessionals and administrative team will clean and disinfect high traffic areas and surfaces throughout the day, including, but not limited to doors, toilets and restrooms, desks, phones and tables
- UCCS will develop a schedule to ensure that students are not present when cleaning or disinfecting occurs.
- UCCS student entry and exit will be scheduled through three different entry points for three different grade level of students, to allow for safe social distancing. Multiple entry and exit doors will be used to allow for space related changes and to assist in isolation and to prevent any spread of infection.
- Schedules will be developed to utilize corridors for entry, exit and bathroom breaks. Schedules will discourage congregation amongst students to provide additional supervision and support from professional staff. Schedules will also allow for frequent handwashing throughout the day.
- UCCS hybrid model will not allow for more than twelve students in any classroom at any given time thus ensuring a six ft. distance from others.
- UCCS will have adequate supplies of face masks, soap, hand sanitizer, and tissue in all classrooms and specified locations throughout the building.
- Safety drills will be conducted on a schedule that will ensure that all students receive instructions on emergency procedures and participation in school drills. UCCS hybrid model will allow students to safely evacuate and participate in drills while maintaining safe social distancing. All staff will be trained on revision of school safety drills, specifically, the modification to classroom lockdown drills during professional development week.
- UCCS will utilize an egress plan to ensure social distancing by utilizing entry/exit doors in various wings of the building.

CHILD NUTRITION:

- UCCS has communicated with our food service vendor to provide meals to our students that are in the building on Monday/Tuesday and Thursday/Friday, as well as “Grab and Go Meals” for the other three days that students are working remotely. We will distribute the “Grab and Go Meals” twice a week, once on Tuesday and again on Friday. Students that are in school on Monday/Tuesday will take their meals home on Tuesday afternoon and students that are in school on Thursday/Friday will get their meals on

Friday afternoon to take home. Students that are working totally remotely will be able to pick up their “Grab and Go Meals” on those two days as well.

- UCCS will conduct cross-training of program staff to perform essential activities throughout the day and in the event of key absences or emergency situations – student entry, bathroom breaks, and dismissal procedures will be addressed.
- UCCS will conduct professional development and training for student and staff observation and standard operating procedures for food service.
- UCCS will ensure that our food service plans and procedures for meal service in the classroom ensures safe handling, preparation, delivery and storage.
- UCCS will train staff to ensure that food sharing is discouraged between students and staff will provide additional support to classroom teachers to enforce these rules.
- UCCS will conduct extensive training with all teachers and staff on food allergies.
- Food service staff will wear single use gloves when handling and delivering food.
- Food service staff will wear a disposable apron when handling and delivering food.
- Food service staff will frequently and routinely clean and disinfect high-touch surfaces including tables and carts used in transportation of food. UCCS will also use disposable trays and utensils.
- UCCS will provide students with personal containers to fill at home with water prior to coming to school
- UCCS will also provide water using disposable cups at specified locations according to our bathroom schedule, breakfast schedule and lunch schedule

TRANSPORTATION:

- Transportation staff will be provided with training on proper use of personal protective equipment and the observing the signs and symptoms of COVID-19
- Drivers who must have direct physical contact with a child must wear gloves
- Windows and hatches will be slightly open to allow air flow when the temperature is above 45 degrees.
- UCCS has developed a robust plan to transport students according to our Hybrid model and siblings and children in the same household will be encouraged to sit together.
- Students must follow social distancing protocols while on the bus.
- Additional Transportation guidance will be provided by Rochester City School District once confirmed.

SOCIAL EMOTIONAL WELL-BEING:

Urban Choice Charter School has a “Student Success Team” in place for the 2020-2021 school year. This team is comprised of the Dean of Students, Special Education Coordinator, School Counselor, School Social Worker, three Behavior Interventionists, and the Alternative to Suspension Teacher. These staff would continue their work as if the school was back to full capacity of students, working with students in person or remotely. The two Help Zone rooms will be used by the Behavior Interventionists with no more than six students in any one room at a time being socially distanced.

The Behavior Interventionists, Special Education Coordinator, Dean of Students and Alternative to Suspension Teacher will be assigned students working remotely, to add another place of contact for those students. They will engage with these students at least once per week unless more is warranted.

The Counselor and Social Worker will continue with mandated counseling (one on one) with students in person and remotely, along with parent enacted counseling sessions for their child. No more than two students are allowed in either the Counselor or Social Worker’s room at any time. The Alternative to Suspension Teacher (ATS) will have no more than six students in her room at any one time.

The morning meetings that are held each day with students, will reinforce and enhance supports focused on social-emotional learning, relationship-building, and successful transitions to new classrooms and environments whether in person or through remote learning. This time will include the instruction and practice of self-regulation techniques, deep breathing as well as discussions dealing with current issues that students are experiencing. It will also create opportunities for students to share and connect with one another whether they are in person or remote.

During the August professional development all UCCS staff will be trained in *Recognizing Trauma in their Classroom* whether it be physical, behavioral, emotional or cognitive symptoms and how to respond to them. UCCS is committed to supporting staff development to create safe and supportive environments for our students in person as well as remotely.

Urban Choice will also support our staff to reduce the added stress, providing coaching/mentorship for all new teachers and teaching assistants. Time will also be built into the August professional development weeks, as well as our weekly Wednesday professional development afternoons to create opportunities for staff to share and connect with one another. It is an opportunity to share their hopes and fears for the coming school year. UCCS

staff will be encouraged to utilize the Employee Assistance Program if they are in need of any supports.

UCCS's Positive Behavior Interventions and Support (PBIS) system promotes behavior based on the three 'R's of Respect, Responsibility and Resilience. These broad categories are applicable in the classroom and for remote learning. For example, showing up on time for scheduled virtual meetings shows respect for others; completing assignments and watching recorded lessons while unsupervised, shows responsibility; consistent participation in remote learning shows resilience. The school uses Kickboard for Grades 5-8 and Class Dojo for K-4 to award and record positive behavior in the classroom. These systems both allow communication with the student and family and can be utilized for remote or in person learners. All students have access to their total number of points remotely and parents can download the Dojo and Kickboard apps to their phone or device for monitoring. Students learning remotely can receive Dojo points or Kickboard dollars when they have their check-in meeting via Google Meets and completion of their assigned work. When points/dollars are awarded the reason for giving the award is voiced at that time and specific praise given directly, rather than the award just appearing on the account. This will also provide an incentive for students to attend check-in meetings and to ensure that they have fulfilled the academic requirements and have demonstrated positive behavior as defined by the three 'R's. Our systems are further incentivized through material rewards (for example, gift cards) for those students who show highest totals or best improvement over a designated period of time.

In the event that the school is required to become fully remote the following protocol will be followed:

- Student Success Team attendance at scheduled bi-weekly team meetings (via video conference where necessary)
- Counselor and Social worker make mandated contact with identified students
- Behavior specialists contact assigned students
- Log details of all contact in Contact Log
- Maintain Student Success Team Google Classroom as a virtual Help Zone resource for students
- Inform Leadership of any student welfare concerns.

SCHOOL SCHEDULES:

- UCCS has surveyed our educational stakeholders and included all stakeholders in our decision to develop a hybrid model that includes a combination of in-person and remote learning. Our student with students with disabilities population and English Language

Learners will be provided with additional support as they will receive in-person instruction four days a week and one day of remote instruction. Our schedule allows for a maximum of twelve students per classroom on in-person instructional days. Our plans have been developed and communicated with all stakeholders via various methods of communications, especially direct contact from the Administrative Team. Parents are also allowed to choose a totally remote program for their child.

BUDGET AND FISCAL MATTERS and ECONOMIC OVERVIEW:

Urban Choice Charter School submitted and approved a budget for the 2020-2021 school year that fully supported our operational and academic programs. The Board of Trustees of Urban Choice Charter School and the Administrative Team are constantly taking advisement and viewing guidance on how to safely reopen school. We are intentionally evaluating our budget and directing resources to meet the challenge of a successful academic year. Our budget includes the addition of a certified and trained IT staffer and a component to support effective implementation of remote learning and remote management.

We have expenses that were not anticipated before COVID-19. These expenses include reduced class sizes, evaluating personnel roles and responsibilities, which may include hiring of additional custodial staff or food service personnel. Our fiscal responsibilities now also include purchasing goods like disposable gloves, masks, hand sanitizer, disinfectants, and cleaning supplies which all could increase the cost of school operation.

Urban Choice Charter School participates in programs for bulk purchasing of personal protective equipment and other school health and safety items. Urban Choice Charter School will also take advantage of grants and partner with our educational stakeholders to mitigate the effect on our 2020-2021 School Year budget.

ATTENDANCE AND CHRONIC ABSENTEEISM:

Primary responsibility for tracking attendance lies with the Homeroom teacher. On days when students are expected to be in the school building, attendance will be taken during morning meeting and recorded in Power School. When students are not present, phone calls will be made by the school office to parents to determine the reason for absence. During remote learning days, all students are required to be present virtually in Morning Meeting between 9 and 9:30am. Homeroom teachers will note those students who are not present. These students will be added to the absence list and a call home made to remind students of their

requirements for the day, including virtual attendance at the later check-in meeting and completion of work. If a student is absent from Morning Meeting *and* check-in time in addition to non-completion of academic work, this will be recorded as an absence for the day. All absences will be followed up with a phone call and/or text/ClassDojo message from the Homeroom teacher to the parents. Patterns of persistent absence, particularly where there is no satisfactory response from the parent, will be passed on to the Student Success Team. Students who are reported will be allocated to members of the Student Success Team by the Dean of Students. Further attempts at contact will be made including phone call, text and then home visits. The focus of all contact will be the negative consequences of absenteeism and non-participation on academic progress. Where improvement in attendance and participation does not occur and/or responses from families are unsatisfactory, the Dean of Students will consult with Leadership to decide on further action.

TECHNOLOGY AND CONNECTIVITY:

- UCCS conducted a survey to each student, parent/guardian, and household to identify barriers and challenges to technology access and internet connectivity. The surveys provided useful information to determine technological needs of our students and families. We have identified students and families that do not have sufficient access. Also, our reopening model is blended and allows for in-person instruction four days a week.
- UCCS has provided every student with an operational and assigned device to support effective remote instruction. These devices assist in student learning, communication, and communications within the UCCS universe.
- UCCS will continue to provide intensive professional development to educators and staff to implement effective distance learning and best practices for on-line instruction.
- UCCS is continuously working towards making technology accessible and equitable by providing hot spot devices, chrome books and laptops to the extent possible.
- UCCS will be in continuous communications with students and their families to ensure on-line learning participation and to mitigate any challenges to student achievement.
- UCCS has established a partnership with Entre computer services. Entre is responsible for our IT helpdesk to minimize down time for low priority IT concerns. Entre also has a call center that teachers will utilize to immediately address technology challenges.

- UCCS IT partnership allows us to maintain 24/7 monitoring over our entire IT environment (network servers, desktops, mobile devices, tablets, and peripherals.)
- UCCS will present a technology tutorial to students, parents, and educators on proper use of technology.
- UCCS will limit the applications and tools that students will utilize to build fluency and familiarity with operation. These applications are ones that UCCS has used in the past year.
- UCCS has systems and policies in place that ensure data privacy and security and are in compliance with Federal and State laws related to student technology use.

UCCS has a trained expert with certifications on staff to resolve the following via remote management:

Password resets

Issues with network

Troubleshooting Microsoft Word, Excel, Google, and Team meets, Zoom, etc.

Issues with internet

Computer virus remediation and prevention

Email issues such as slowness or opening an email

Ransomware prevention

Hardware failures

General computer slowness

Printing issues

Onsite support to the extent possible

General network slowness

Difficulty accessing applications

TEACHING AND LEARNING:

UCCS is committed to ensuring that all students receive instruction to facilitate their achievement of State Learning Standards, regardless of the circumstances related to the

Covid-19 virus. To that end and ensuring that we can implement required social distancing for our students and staff, we will provide our students a combination of in person instruction and remote learning. This also takes into account that not all our parents are comfortable with sending their children back to school and may opt for a full remote learning option for the beginning of the school year.

Hybrid Plan:

All students will have a minimum of two days in person each week. SPED and ELL students will be provided the opportunity to have four days in person.

Students (K-8) will be allocated to Group A or Group B, with the exception of Students with Disabilities and English Language Learner students who will be in person for four days per week. This system will allow us to ensure siblings attend on the same days.

Hybrid schedule:

Monday	Group A in school. Group B remote learning
Tuesday	Group A in school Group B remote learning
Wednesday	All students remote learning. Synchronous taught lessons via Google Meets
Thursday	Group B in school Group A remote learning
Friday	Group B in school Group A remote learning
Note:	Students with Disabilities and English Language Learners students will be in person all days except Wednesday

Additionally, ALL students will be required to be present for Morning Meeting at 8:45 am with students in the remote group joining via Google Meets.

Teachers will teach classroom lessons Monday - Tuesday and Thursday - Friday, while setting up remote learning assignments for students which support and follow the

in-person curriculum. Wednesday afternoons will be used for staff meetings, preparation and training.

On ALL days, students will have the instruction in English Language Arts (ELA), Math and either Science or Social Studies.

Teachers will use Google Classroom as their central location for posting lessons and assignments. Links to all resources including those on other platforms will be placed there.

As a Great Minds Curriculum school, we will use the *inSync* resources for *Wit and Wisdom* (ELA) and *Eureka Math* to provide rigorous remote learning resources that map to classroom objectives. All students will have the same learning objectives for the week and be expected to complete the same assignments, regardless of whether they are in person or working remotely. The teacher focus will be on preparing and delivering sound instruction.

Teachers and TAs will work together to ensure that all students on remote learning days have a daily check-in via Meets.

All students at UCCS are issued a Chromebook which they will use at home and bring to school on their in person days. When students are experiencing difficulty with remote instruction UCCS will provide solutions for connectivity issues.

Social distancing and other health requirements require modifications in aspects of teaching and learning. We anticipate making modifications in a number of areas including (but not limited to):

- Eliminating group and pair work
- Student seating - ensuring six ft. of distance
- Practical work (for example, in Science), may not be appropriate
- No sharing of manipulatives and other physical resources
- Additional distancing for PE, Music and Drama

Fully Remote Plan:

While it is not our current intention to operate full remote learning, this may occur:

- for those students whose parents choose not to send their child back to school due to safety concerns
- if the public health situation changes or Covid cases in our school community cause us to close to students.

Where the majority of students are participating in the hybrid model, students that do not return to in person instruction will participate in remote learning five days per week. The focus of teachers will remain on the in person lessons but students at home will have access either to recordings of the lessons or to Great Minds inSync recordings of the same teaching. Students will be expected to submit the same assignments and exit tickets whether in person or remote learning.

Where students are not attending school, teachers will:

- Ensure students and parents have a copy of the class schedule
- Post daily lesson objectives, resources and assignments in Google Classroom, including links to the relevant inSync lessons
- Check and provide timely feedback on submitted work
- Provide a daily check-in time for students via Google Meets
- Ensure students are able to complete all assessments
- Maintain attendance records, follow up absences and keep the Student Success team apprised of any participation concerns.

If a substantial portion of parents do not send their children into school (over 50% of our population in any grade level), then the teachers for that grade level will focus on synchronous 'live' lessons delivered remotely. Students who are in the building will continue to learn alongside their remote peers via Google Meets.

In the event that the school must close to students, UCCS will move to full remote learning.

During remote learning, teachers will continue to report to the school building daily. From there, they will:

- Deliver online lessons to students according to the schedule agreed with the Principals
- Coordinate online learning through their Google Classroom, clearly posting directions and assignments, including accessibility to alternate online tools for instruction
- Ensure any live teaching is recorded and placed on Classroom so students can access later
- Conduct an online Morning Meeting for their Homeroom each day at 9am
- Provide a set time each day for students to login and conference with the teacher about their work via Google Meet.

- Deliver online lessons for targeted individuals and small groups based on analysis of need
- Monitor students' completion of their iReady personal pathway and assignments
- Ensure work assigned is checked and feedback is provided within 48 hours
- Submit lesson plans and preparation documents in a timely manner
- Liaise with Special Education teachers about work set and any assignments or tests and work with them to ensure required services are being provided
- Attend CSE meetings when necessary, liaising beforehand with Walker with any questions or issues
- Update student attendance in PowerSchool
- Where students have missed two or more lessons and/or assignments contact families, by phone where possible, and by email and Dojo as backup
- Log details of all contact with families in the Contact Log document
- Continue to use Gradebook to record student grades
- Maintain the Remote Learning Assessment sheet, updating weekly
- Record any offline students in the Offline students log and provide current work in the Offline folder to be sent home
- Contact the Student Success Team with any concerns about students regarding attendance, completion of work, or social-emotional issues
- Check school email daily for bulletins and updates.

Sample Weekly Schedule for Hybrid Learning Grade 5-8

	Monday (in school)	Tuesday (in school)	Wednesday (remote synchronous)	Thursday (remote asynchronous)	Friday (remote asynchronous)
8:30	Arrival - Health checks and breakfast	Arrival - Health checks and breakfast	Home	Home	Home
9:00	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting
9:15	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting
9:30	ELA	ELA	ELA (via Google)	Science (via Google)	History (via Google)
9:45	ELA	ELA	ELA	Science	History
10:00	ELA	ELA	ELA	Science	History

10:15	ELA	ELA	ELA	Science	History
10:30	ELA	ELA	Math (via Google)	Science	Science
10:45	Math	Math	Math	Break	Science
11:00	Math	Math	Math	ELA (in Sync/recorded)	ELA (in Sync/recorded)
11:15	Math	Math	Math	ELA	ELA
11:30	Math	Math	Break	ELA	ELA
11:45	Math	Math	Break	ELA	ELA
12:00	Vocab and Reading	Vocab and Reading	iReady - ELA	ELA	ELA
12:15	Vocab and Reading	Vocab and Reading	iReady - ELA	Lunch	Lunch
12:30	Lunch	Lunch	iReady - ELA	Lunch	Lunch
12:45	Lunch	Lunch	Break	Math (inSync/recorded)	Math (inSync/recorded)
1:00	Science	History	iReady - Math	Math	Math
1:15	Science	History	iReady - Math	Math	Math
1:30	Science	History	iReady - Math	Math	Math
1:45	Science	History	Break	Math	Math
2:00	RTI	RTI	Homework	Homework	Homework

2:15	RTI	RTI	Homework	Homework	Homework
2:30	PE	Music	Homework	Homework	Homework
2:45	PE	Music	Homework	Check-in Meet	Check-in Meet
3:00	PE	Music	End of Day	Check-in Meet	Check-in Meet
3:15	PE	Music		Check-in Meet	Check-in Meet
3:30	Dismissal	Dismissal		End of Day	End of Day

ATHLETICS AND EXTRACURRICULAR ACTIVITIES:

UCCS is not planning on participating in any Section 5 Interscholastic Athletics for at least the fall season. We will evaluate our plan to participate in December. No extracurricular activities and use of the school facilities outside of the scheduled school day will be allowed.

SPECIAL EDUCATION:

UCCS will provide one of the following opportunities for students with disabilities dependent of parent choice:

1 Students with disabilities will attend four days a week in person instruction with their general education cohort. (Monday, Tuesday, Thursday and Friday will be in person. Wednesday will be online with specific times assigned to meet with special education teacher. All other IEP mandated services will be provided in person over the four day in school schedule based on availability of providers.

2 Hybrid option. Two days a week in class with general education assigned cohort. (Three days online learning) All mandated services will be provided in person at the school on assigned days based on availability of providers.

3 Online learning five days a week. Each day students will be scheduled to meet with SPED teacher. All other services (counseling, Speech and Language, OT/PT will be provided based on IEP remotely)

UCCS will follow all recommended New York State health and safety precautions as outlined.

Special education teachers will schedule one parent meeting per week. SPED teachers will communicate daily schedules and student needs to families weekly. Parents will have the ability to contact general education teachers and special education teachers daily through multiple paths including phone calls, emails, class DoJo, Zoom/MEET conferences, as needed

UCCS provides the counseling services mandated on IEP as well as Consult and Resource services. All services are documented by the provider.

Rochester City School District has not provided information for school year 2020-2021 and services they provide including, CSE for initial or annual reviews as well as speech and Language and OT/PT. However based on March-June 2020 school closing the relationship and communication will continue to be positive and timely.

All UCCS students have access to Chrome books. All resources that students need including, books, worksheets, art supplies etc. will be delivered to homes as needed. Special education teachers have worked diligently to create tutorials for students and families to use to help access websites and other online resources needed to participate remotely. Special education teachers will flex their work schedule to meet with families and students outside of regular school hours as needed to accommodate families.

All contact with family/parents, as well as individual instruction are documented on contact sheets. Special education teachers make general comments on contact sheets including time, date and reason for contact with student. (Example resource time, test accommodation, classroom observations etc.) Translators are provided as needed to speak with parents, including CSE meetings. All communication is presented in native language as needed.

STAFFING:

UCCS was focused this year in hiring only teachers with the appropriate certification for their assignment. At this point 100% of our staff are fully certified for their assignment. We have one building substitute hired on a permanent basis for UCCS and will use a local teacher temp company to supply us with additional substitutes on an as needed basis.

TEACHER AND PRINCIPAL EVALUATION SYSTEM:

All teachers are evaluated annually using the Danielson Framework Clusters ([Danielson Clusters](#)) as the basis for critical analysis of performance and setting professional learning goals. This will continue, though professional conversations will take into account that while the clusters apply, the observable evidence may be different in the new learning environment. Under our Hybrid Learning plan, teachers can be observed in classrooms and observations will also be made of their online instruction.

Setting student achievement goals with teachers relies on initial analysis of the baseline data for students. As a school we will look at data from iReady assessments for ELA and Math taken at the end of the third quarter of 2019-20. We will repeat these at the beginning of the year and also look at Eureka Affirm data for Math at 2018-19 NYS results (where available) and reading data gathered through the Success for All program. Recognizing the challenges of data that has been collected under less than ideal circumstances, and the absence of State testing data for 2020, leadership will work with teachers and our data analyst to set ambitious yet realistic 'expected' and 'stretch' growth goals for individual students in addition to class goals. Progress towards these goals will then form part of the annual evaluation.

Principal evaluations will continue using the Marzano Evaluation Model. There are 24 categories organized into five domains: (1) a data-driven focus on student achievement, (2) continuous improvement of instruction, (3) a guaranteed and viable curriculum, (4) cooperation and collaboration, and (5) school climate. Urban Choice Charter School contends that these five domains must be attended to if we are to enhance student achievement and accelerate leadership capabilities.

PLEASE NOTE THAT AS OF TODAY THE DEPARTMENT OF HEALTH IS TO ADVISE EACH SCHOOL AS TO PROCEDURE WHEN AND IF A CASE OF COVID-19 IS CONFIRMED. THERE IS NO NUMBER OF CASES WHICH CAUSES A SCHOOL CLOSURE TO DATE. THIS WILL BE DETERMINED BY THE DOH WHEN A CASE IS REPORTED.