

Roosevelt Children’s Academy Charter School

2024-2025 Reopening Plan

The mission of the Roosevelt Children’s Academy is to prepare students to fulfill their potential and become productive members of society. RCA will provide a rigorous academic program that expands students’ horizons and maximizes their abilities and learning community that sets high expectations for our students, builds their confidence and self-esteem, celebrates their differences, encourages critical thinking, and fosters a love of learning.

The COVID-19 pandemic had a profound effect on the lives of all members of our society as well as the education of children throughout the world. As a school community, we understand the importance of planning our reopening plan, while continuing to take into account the school’s mission as well as ensure the health and safety of all members of the RCA Family. In addition, it was also important to address various significant issues, such as addressing students’ social and emotional needs, ensuring all students have the ability to participate equitably in remote learning when necessary, and providing for the additional academic support for our struggling learners.

As a collective team of all RCA stakeholders, we have created the following RCA Reopening Plan that highlights three components—equity, collaborative teamwork and instructional achievement. Equity remains our foundational cornerstone for our reopening plan. Roosevelt Children’s Academy remains committed to a holistic approach where in addition to academic support, we will continue to support students and families with their physical, mental, and emotional health during this unprecedented time.

As a collaborative team, Roosevelt Children’s Academy will strive to provide the best educational practices as follows:

- First and foremost, all educational plans and practices will have the health, safety, and well-being of the children and adults in our school as the primary focus at all times.
- Provide students with opportunities to continue their trajectory of learning by providing all students with access to content, support, and feedback while supporting all learners, especially students with disabilities and our ENL students.
- Establish a consistent structure by orienting students and families to the new environment through numerous school and home interactions with a focus on supporting the educational process.
- Maintain a focus on continuous improvement where practices could evolve and improve as we continue to learn.
- School leaders will work to ensure all teachers have the resources, support, and flexibility needed to promote student learning to the best of their ability.
- Continual support of students and their families where educators are open to all interactions regarding expectations and processes for student learning, with an understanding that online learning conditions will vary across students.

Furthermore, Roosevelt Children’s Academy is committed to creating a safe learning environment where all students are valued, no matter what type of educational design, offering a responsive, student-

centered setting that affirms racial, linguistic, and cultural identities while preparing students for rigor and independent learning.

Components of Roosevelt Children’s Academy Reopening Plan include the following:

HEALTH AND SAFETY

As we plan for the upcoming school year, we have been intentionally focused on ways to preserve healthy and work environments, limit the spread of COVID-19, and implement systems to keep our school healthy and safe. The protocols below reflect some steps

Healthy hygiene practices are a foundational measure to protect against COVID-19. Everyone in our school buildings will be required to:

- Recommend the wearing of face mask or face covering that covers the mouth and nose.
- Exercise hand hygiene (hand washing or sanitizing) upon arrival to, before eating, before putting on and taking off masks, and when using the restroom.
- Use soap and water to wash all surfaces of their hands for at least 20 seconds.
- Use an alcohol-based hand sanitizer with at least 60% alcohol if hand washing is not feasible. Hand sanitizer will be provided in all buildings.
- Avoid touching eyes, nose or mouth.
- Practice good respiratory etiquette, including covering coughs and sneezes with a tissue or elbow.
- Signage should be used to remind individuals to adhere to hygiene and sanitation requirements according to CDC and DOH guidance.
- Maintain a cleaning log on site that documents date, time, and scope of cleaning.

Additionally, students and staff must stay home if they are feeling sick or have any symptom associated with COVID-19. Those who become sick or at work will be sent home immediately. More details are outlined in the Health & Safety Protocol.

Response to a Symptomatic Student or Employee

If a person becomes symptomatic while in a School building the protocol for medical evaluation, potential isolation, follow-up and return to the school will be evaluated with the School Nurses.

COVID-19 Testing

Current guidance from the CDC and HEALTH DEPARTMENT does not recommend testing of all students and staff prior to their initial return to work. Therefore, the School is not currently planning to offer or require COVID-19 testing of its students and employees prior to opening. HEALTH DEPARTMENT recommends testing in the presence of symptoms, and/or when an individual has been exposed to someone with COVID-19. The school will not conduct any on-site COVID-19 testing for those with symptoms or exposure to COVID-19. Staff and students' families should consult with

health care providers concerning further details on testing.

Classroom, or Building Closure

Guidance regarding the closure or dismissal of a classroom and/or other school facility due to COVID- 19 will be provided by the local Department of Health. The decision to close or dismiss students and/or staff from any school facility does not rest solely with the school. The Nassau County Department of Health (NCDH) will work closely with the school's appointed designee(s) to make the determination that best addresses the specific circumstances. Decisions about closures will be made carefully, and with the health, safety and needs of our students and families in mind. As a situation evolves and decisions are made, communications will be sent out to all necessary stakeholders.

Cleaning and Facility Enhancements

The school will be implementing guidelines for deep cleaning, disinfecting, and improved ventilation across all school buildings in accordance with best practices from the Nassau County Department of Health (NCDH) and the Centers for Disease Control and Prevention, and input from union partners. As we work to prepare buildings for re-opening, we will continue to monitor and implement any new best practices.

- Each building will be treated once a month by an outside agency, using SteriFAB, a bactericide, sanitizer, deodorant, and germicide that will be an additional level of defense against COVID-19.
- Each building will be equipped with EPA registered COVID-19 virucide and disinfecting equipment/supplies to support increased cleaning protocols. Custodial staff will be trained in daily cleaning practices, specialized/responsive cleaning, enhanced disinfecting techniques and how to respond to emergency situations as they arise.
- All buildings will be equipped with electrostatic backpack sprayers to support custodial staff in increased disinfection of spaces after students and staff leave the building each day.
- Hand Sanitizer Stations with at least a 60% alcohol-based sanitizer will be mounted and maintained outside of entrances/exits, entryways of cafeterias and bathrooms, at the ends of hallways and inside of Health Suites. Classrooms will also be provided with hand sanitizer and cleaning supplies.
- Identified 'high touch points' will be disinfected at a higher frequency of at least every four hours.
- Signage will be posted throughout each building identifying high touch areas and cleaning frequency.
- A cleaning/sanitizing checklist will be created and completed by the custodial staff responsible for the cleaning.
- Custodial staff will ensure that all handwashing sinks are operational and have clean running water, soap and paper towels. If a sink becomes inoperable,

immediate steps will be taken to repair it or a hand sanitizer will be provided in its place until the repair occurs.

- To increase ventilation, the school will be replacing air filters, ensuring windows are operable and secure to allow for increased outdoor air flow, and increasing circulation of air as much as possible by adding portable fans.
- Any room that had a positive COVID case will be sanitized prior to the next school day.

The first day for students is scheduled for Tuesday September 6, 2022, as approved by the Board.

Confirmed COVID-19 Case Protocol

The school in consultation with the Nassau County Department of Health (NCDH) has established protocols to respond to suspected and positive cases of COVID-19 to maintain the health and safety of the school community.

All staff and parents/guardians of students are required to notify the appropriate the school designee (as outlined in the Pre-screening/Symptom Monitoring/Mandatory Reporting section below) immediately if a school employee or student experiences symptoms of COVID-19, has a positive COVID-19 test, or has been exposed to an individual with a confirmed COVID-19 diagnosis.

GENERAL GUIDANCE

Personal Illness

All individuals who are sick are expected to stay home, and any student, staff member, or approved visitor becomes sick while in a School building will be sent home immediately. At the start of the school year, parents/guardians will be required to sign the COVID-19 School Health & Safety Agreement that describes their commitment to keeping their children home when sick and to seeking appropriate medical care.

EMPLOYEE WHO DEVELOPS SYMPTOMS WHILE AT WORK

If an employee develops the following symptoms while at work they will be sent home immediately:

- Fever of 100°F, cough or shortness of breath OR
- Any two of the following symptoms: Sore throat, chills, headache, muscle pain, new loss of taste or smell.
- If an employee needs to be picked up, they will wait in a designated area for their ride.

EMPLOYEE WHO TESTS POSITIVE FOR COVID-19

An employee who tests positive for COVID-19 must:

- Notify Employee Health Services of the test results on the day of receipt.

Employee Health Services will:

- Notify NCHD and provide the following information: employee's name, contact

information, healthcare provider if known, when the individual became symptomatic, and when they were last at the facility.

- Collaborate with NCHD to identify all employees and contacts (i.e. visitors, students, contractors, etc.) who spent more than 15 minutes within 6 feet of the infected employee during the 48 hours before onset of symptoms and report the information to Employee Health Services.
- PDPH will assist in determining which individuals identified should quarantine at home for 5 days. Anyone who develops symptoms during that time should contact their healthcare provider to request testing.
- Notify the Office of Facilities to initiate cleaning protocols as per department guidelines.

RETURN TO WORK GUIDELINES

When tested and determined to be COVID-19 positive, the employee will remain home until all of the following are true:

- at least 5 days since the onset of symptoms AND
- at least 3 days free of fever without the use of fever reducing medication AND
- improvement in respiratory symptoms (e.g. cough, shortness of breath)

Note: The COVID-19 positive individual does NOT need a repeat COVID test or a doctor's note in order to return to work.

STUDENT WHO DEVELOPS SYMPTOMS WHILE AT SCHOOL

If a student develops the following symptoms while at school:

- Fever of 100°F or greater, cough or shortness of breath unrelated to a pre-existing condition OR
- Any two of the following symptoms: Sore throat, chills, headache, muscle pain, new loss of taste or smell
- Teacher will inform school nurse by telephone prior to sending the child to the Health Room
- Student will be escorted by an adult (no student escorts) to the Health Room
- Nurse will perform appropriate assessment and documentation in student information system (SIS)
- Nurse will notify parent/guardian to pick up student
- Student will be escorted to designated entrance to meet parent/guardian
- Parents/guardians will be given instructions to contact their medical provider
- If a student receives transportation services, the office of transportation will be notified of the student's absence from school.
- No student who develops COVID-19 like symptoms defined above will be permitted to return home on the school bus that day
- Nurse will follow up with family and document interaction

STUDENT WHO TESTS POSITIVE FOR COVID-19

When a student tests positive for COVID-19, the parent/guardian must notify the school nurse. The student will:

- remain home until all of the following are true:
 - at least 5 days since the onset of symptoms AND

- until fever free when off anti-fever medications for 3 days AND symptoms are improving.

Student Health Services will:

- Notify PDPH and provide the following information: student’s name, contact information, healthcare provider if known, when the individual became symptomatic, and when they were last at the facility.
 - Collaborate with NCHD to identify all students, teachers and other contacts who spent more than 15 minutes within 6 feet of the infected student during the 48 hours before onset of symptoms and report the information to Student Health Services. NCHD will assist in determining which individuals identified should quarantine at **home for 5 days.** Anyone who develops symptoms during that time should contact their healthcare provider to request testing.
 - Notify the Office of Facilities to initiate cleaning protocols as per department guidelines.
- Additionally, consistent with both notification requirements for other communicable diseases and legal confidentiality the school District will follow NCHD regulations for exposure to a communicable disease.

COVID-19 Exposure Notification

Should a positive COVID-19 case occur at a school or in an office building, consistent with both notification requirements for other communicable diseases and legal confidentiality the school District will follow NCHD regulations for exposure to a communicable disease; the school nurse, the office of student health services or employee health services will notify the NCHD. All District students, staff, and families who have been potentially exposed to a positive COVID-19 case will be notified. These notifications will be completed by administration, in consultation with the school nurse (for students) and employee health services (for staff), by phone with follow-up written correspondence which will include:

- If known, date of potential exposure
- Information on self- monitor for symptoms, and safety protocols that help to limit exposure (hand washing, face coverings, physical distancing)
- Local testing site information to schedule an appointment for testing.

Students:

- Contact information for the school nurse
- Return to school protocols when applicable

Staff:

- Contact information for Employee Health Services
- Employee leave information – Families First Coronavirus Response Act.

RETURN TO SCHOOL GUIDELINES

When tested and determined to be COVID-19 positive, the student will remain home until all of the following are true:

- at least 5 days since the onset of symptoms AND
- at least 3 days free of fever without the use of fever reducing medication AND
- improvement in respiratory symptoms (e.g. cough, shortness of breath)

Note: The COVID-19 positive individual does NOT need a repeat COVID test or a doctor's note in order to return to school.

When symptomatic, tested and determined to be COVID-19 negative, the student will remain home until:

- The student meets the school's normal criteria for return after an illness which includes fever free, vomiting and diarrhea free for greater than 24 hours without medication OR
- A clinician has evaluated the child and documented an alternative diagnosis and that the student may return to school

When symptomatic, but COVID-19 testing was not completed, the student will remain home until all of the following are true:

- at least 5 days since the onset of symptoms AND
- fever free without the use of anti-fever medications for three days AND
- symptoms are improving
- A clinician has evaluated the child and documented an alternative diagnosis and that the student may return to school.

COVID-19 TESTING

Current guidance from the CDC and NCHD does not recommend testing of all students and staff prior to their initial return to school or work. Therefore, the school is not currently planning to offer or require COVID-19 testing of its students and employees prior to school opening. NCHD recommends testing in the presence of symptoms, and/or when an individual has been exposed to someone with COVID-19. The school will not conduct any on-site COVID-19 testing for those with symptoms or exposure to COVID-19. Staff and students' families should consult with health care providers concerning further details on testing.

The school will focus its efforts on a comprehensive strategy to reduce the spread of COVID-19 that includes promoting good hygiene practices, maintaining healthy environments and operations and providing and activating a plan when someone gets sick.

SCHOOL CLOSURE AND SCHOOL DISMISSAL

Guidance regarding the closure or dismissal of a classroom, school and/or other school building due to COVID-19 will be provided by NCHD. The decision to close or dismiss students and/or staff from any school facility does not rest with the school. NCHD will work closely with the school appointed designee(s) to make the determination that best addresses the specific circumstances which will be approved by the Board. Decisions about closures will be made carefully, and with the health, safety and needs of our students and families in mind. As a situation evolves and decisions are made, communications will be sent out to all necessary stakeholders.

Maintaining Healthy Environments

The school will implement several strategies to maintain healthy environments--

- Deep Cleaning and Disinfection
- Clean and disinfect frequently touched surfaces (e.g., playground equipment, door

handles, sink handles, drinking fountains) within the school and on school buses at least daily or between uses as much as possible. Use of shared objects (e.g., gym or physical education equipment, art supplies, toys, games) should be limited when possible, or cleaned between uses.

- If transport vehicles (e.g., buses) are used by the school, drivers should practice all safety actions and protocols as indicated for other staff (e.g., hand hygiene, cloth face coverings). To clean and disinfect school buses or other transport vehicles, see guidance for bus transit operators.
- The school will organize a schedule for increased, routine cleaning and disinfection.
- The school will ensure safe and correct use and storage of cleaning and disinfection products, including storing products securely away from children as well as use products that meet EPA disinfection criteria.
- Cleaning products will not be used near children, and staff will ensure that there is adequate ventilation when using these products to prevent children or themselves from inhaling toxic fumes.

FACILITIES

Students and staff will follow visual cues including signage, floor and wall decals, and colored tape indicating social distancing parameters and directing traffic flow through building entrances, exits and other common areas. In addition, various health and safety protocols for classrooms, lunch and common areas will provide guidance to students and staff.

Movement in and Use of Common Areas

- Students and staff who require the use of an elevator will adhere to capacity rules, with a maximum of four people. Stairs should be used wherever possible.
- Staggered times should be in place for hallway use.
- Timing of use of restrooms and other facilities will be monitored to minimize the number of students in restrooms and hallways at any given time.

Classroom Design and Safety Measures

- Each classroom will be provided with hand sanitizer and cleaning supplies.
- Schools will use a combination of some or all of the following measures to maximize distance between students and staff during face-to-face instruction:
 - Assigning seats
- To limit students from sharing materials, strategies include:
 - Keeping each student's belongings separate from other students (on buses and in the building)
 - Labelling belongings (with cooperation of families), cubbies, lockers, or other areas where students leave items
 - Cleaning and disinfecting items on a daily basis
 - Ensuring adequate supplies to minimize sharing of high-touch materials to the maximum extent possible or limiting to one group of students at a time with cleaning between uses
 - Limiting use and types of lab equipment, musical instruments, art supplies, physical education supplies
- Staff should avoid using other employees' cell phones, desks, offices, or other work tools and equipment.
- The school is removing or minimizing the use of soft surfaces in classrooms, such as rugs, curtains and other fabric materials due to disinfecting challenges.
- Staff and students should minimize clutter in the classroom and on desktops to allow facilities the ability to achieve maximum cleaning and disinfecting.
- If outside temperature permits, windows should be opened to increase air circulation and maximize airflow.

Schoolyards and Use of Outdoor Spaces

School leaders and teachers will:

- Delineate distance parameters and flow paths in outdoor spaces that could be used by students.
- Create a recess schedule that provides for social distancing in the outdoor space and ensures students remain with their classroom (homeroom/cohort) of students.
- Implement games and activities which promote physical exercise and do not use shared equipment while social distancing

Restroom Protocol

The number of people permitted in a restroom will be determined by the size of space and layout of restroom partitions to ensure at least six feet of distance between individuals.

Restroom toilet partitions provide appropriate separation for individuals. In cases where partitions are not currently in place, and do not extend above the individual's head, signage will indicate the use of every other toilet stall, i.e. every other urinal in the men's/ boy's restrooms will be closed off to keep individuals six feet apart. The same approach will be applied to restroom sinks that don't allow for appropriate distancing.

Emergency Drills

The school shall conduct standard operations and procedures to the best of their abilities without deviating from current requirements. Fire Code Section 404 requires that schools maintain fire safety, Evacuation, and Lockdown Plans and these plans include how lockdown and evacuation drills are conducted. Methods to promote and provide for social distancing during the evacuation drills are ultimately the school's decision and responsibility.

Water Systems

To minimize the risk of illness associated with water, the school will take steps to ensure that all water systems and features (e.g., sink faucets, drinking fountains, and decorative fountains) are safe to use after a prolonged facility shutdown. Drinking fountains will be cleaned and sanitized, but the school will also encourage staff and students to bring their own water to minimize use and touching of water fountains.

NUTRITION

Roosevelt Children's Academy understands the education is so much more than just teaching an academic program. Education must address the whole child and a key component is the nutrition of a child. We agree that children cannot focus on learning when they are hungry. School meals boost learning, and studies show that students perform best academically when they are well nourished.

As we move forward in our reopening plans, we are aware of the importance of following all national, state, and local health and safety guidelines, as well as remain compliant with Child Nutrition Program requirements.

District/School Plan must provide all students enrolled in the SFA with access to school meals each school day. This must include: students in attendance at school; and students learning remotely.

District/School Plan must address all applicable health and safety guidelines.

As we move closer to the reopening we will continue to send out health and safety guidelines: - washing hands, social distance and wearing a mask along with other critical pointers

District/School Plan must include measures to protect students with food allergies if providing meals in spaces outside the cafeteria.

All meals served within our school community is void of nuts, fish and pork. Students who experience dairy and other food allergies are provided with special lunch packages that are provided with these students in mind.

District/School Plan must include protocols and procedures for how students will perform hand hygiene before and after eating, how appropriate hand hygiene will be promoted and how sharing of food and beverages will be discouraged.

There will be videos and strategically posted signs advising students and staff against the practice of sharing food and utensils.

District/School Plan must include protocols and procedures that require cleaning and

disinfection prior to the next group of students arriving for meals, if served in the same common area.

There will a schedule set up for cleaning the public spaces, frequently used equipment, door knobs, bathrooms etc. Daily common areas will be fogged with an alcohol based chemical and then wiped down daily in addition to regular cleaning and maintenance. Accountability will be in the form of a signing log that will show the time, the name of the person/s and the area that was cleaned

District/School Plan must ensure compliance with Child Nutrition Program requirements.

The vendor is well versed and their program is done in compliance with the Child Nutrition Program requirements.

District/School Plan must include protocols that describe communication with families through multiple means in the languages spoken by families.

Plans are afoot to create verbiage with clean written instructions in English, Spanish and Creole that will be included on our website, home bound newsletters and robo calls.

The following considerations should be taken into account when developing the reopening plan. These best practices are intended to highlight additional actions that the SFA may take to communicate with and ensure families understand the processes to ensure access to meals as needed:

Follow SFA policies to communicate about school meal service, eligibility, options, and changes in operations;

Applications have already sent out for meal application and our families will be notified via text messages, robo calls and website postings.

During the public health emergency, meal benefits have been available to many students that may not usually have access to free meals. As school returns, it will be important to communicate to families that all meals may not be available at no cost to all children;

Our School Messaging and various methods of communicating with our parents will be used to advise our parents and monthly statements are also mailed out to our families showing student meals account balances.

Use a variety of communication methods (e.g., website, social media, emails, robocalls, newsletters) and ensure communications are translated into the languages spoken by families in the district;

We currently utilize all the above methods of parent contact and communication as we continue to offer guidance and render feedback.

Identify a specific contact person(s) to receive and respond to communications from families. The contact's information should be included in all written materials that are provided to families and to school staff;

We have a parent liaison person, A Board Trustee, our Chief Compliance Officer who routinely send out communication to parents with their contact numbers or email address attached for contact.

We currently discourage outside food and there are no vending machines as food is available for all our students. We do not allow outside visitors to go beyond the security checkpoints in our buildings. Our current parents are aware of this and new parent will be introduced to the security officers at the front office and signs indicating that there is no access to the classrooms and offices to visitors

More families may now qualify for benefits than prior to the public health emergency due to changes in the economy. Before school starts, remind families that they can submit a new application for free or reduced-price meals right now and at any time during the school year;

At this juncture we recently sent out meal application forms to gather lunch status for our families and they are currently coming in. We will be creating other contingency plans to have parents complete and electronically sign these lunch forms online. Additionally, if we have to create a meal program for the summer period we will do if the need arise

TRANSPORTATION

Transportation of pupils to RCA is largely provided by the local school districts. The local school districts are expected to continue to fulfill existing mandates regarding the transportation of students to RCA during the COVID-19 pandemic. RCA will monitor the local districts to ensure compliance with the mandates promulgated by the NYDOH and NYSED (for example, social distancing on buses, that individuals wear acceptable facial coverings). In the event of a local district's failure to provide busing, or the inability of the transportation carrier to provide busing, RCA plans to implement either a hybrid or remote learning model for the period of interruption. Furthermore, in accordance with the NYSDOH guidance, RCA will encourage parents/legal guardians to drop off or walk students to school.

SOCIAL-EMOTIONAL WELL-BEING (SEL)

At Roosevelt Children's Academy we understand that this pandemic is wreaking havoc and causing a collective trauma as well as shaken the American Education system to its core. Schools across our nation have been closed since as early as March and some districts are already making plans to remain closed well into the fall. This is a collective adverse childhood experience that has directly or indirectly impacted everyone. We believe that as a school community it is important to understand these experiences because they can affect a student's attention, decision-making ability, how they learn, and even how they respond to stress. Children who experience traumatic events may even have difficulty forming healthy and stable relationships. This means that we cannot afford to passively sit back and ignore the social emotional (SEL) needs of our students. We must have a sense of urgency now, to adequately respond and be proactive, in addressing the needs of our students, their families, as well as our teachers, administrators, and other school-based staff.

Therefore, Roosevelt Children's Academy believes that supporting the social and emotional needs of students and families is perhaps one of the most urgent concerns facing school systems right now and we understand that it is our responsibility to respond and plan to address this important aspect as part of our reopening plan.

Roosevelt Children's Academy will begin the implementation of a school wide SEL curriculum using the CASEL School Guidebook. Counselors will lead the SEL Team that will consist of staff, students, school

families, community members and a representative of the school board. The SEL team will organize and create designated roles and responsibilities for all stakeholders, as well as collaborate on goals for the SEL Team. The SEL will meet at least monthly to reflect on data, plan for improvements, and lead SEL initiatives.

In order to support a collaborative school community, Roosevelt Children's Academy will continue to implement the RCA Shared Decision-Making Team. This "advisory council" is currently comprised of all facets of the academic community (teacher, teacherassistant, counselor) as well as additional organizational staff members. As we move forward, we will continue to build this team and add other important stakeholders in order to inform the comprehensive developmental school counseling program plan.

In addition, RCA will build our SEL Implementation Plan, by creating teams to address needs of the staff, students and families currently as well as in the future. As we process the current pandemic and racial injustices, this team is critical to creating a pathway for all stakeholders in our school to identify and process our complex emotions when things are uncertain and socially turbulent, reflecting on our strengths; understanding our cultural, racial, and social identities; and examining our implicit biases. The next step focuses on Implementation of SEL Curriculum which builds on strengthening adult interactions and promoting student SEL. Finally, we will focus on reflecting on ways to improve our school's SEL model with the support of the SEL Team and other stakeholders.

Roosevelt Children's Academy work diligently to provide resources and referrals to address mental health, behavioral, and emotional support services and programs. We believe that it is imperative that all students have dedicated time during the school day to learn about, reflect on, and discuss SEL competencies through developmentally appropriate and culturally responsive instruction. SEL instruction is provided by teachers; is sequenced with connected and coordinated activities; uses active forms of learning; focuses on developing social and emotional skills; and explicitly targets specific SEL goals. SEL instruction is connected to other opportunities for practicing and reflecting on SEL competencies throughout the day. Our school has created a tiered approach to referring students, families or staff that need mental health or emotional support which includes our faculty, counselors, administrative team and community partners.

Furthermore, RCA will address professional development opportunities for faculty and staff on how to talk with and support students during and after the ongoing COVID-19 public health emergency, as well as provide supports for developing coping and resilience skills for students, faculty, and staff. We will provide foundational SEL learning opportunities for all school staff in the first year of implementation and then at least annually for new school staff, families, community partners, and as part of the onboarding process. Almost all members of the school community can discuss SEL's importance and its impact on student outcomes and understand their own role in helping students develop social and emotional competencies. "Master Teacher" Online Workshops, as well as in-person workshops (under health and safety guidelines) will be provided to staff to provide resources to address situations of trauma and SEL in our school.

BUDGET AND FISCAL

Roosevelt Children’s Academy understands the tremendous effect that the COVID-19 crisis has taken on all aspects on the educational system and especially to the financial world of education and our upcoming budget. Therefore, we believe that it is our responsibility to remain aware of all important decisions as well as flexible when it relates to developing and maintaining our budget plans for the upcoming school year in light of reopening our school.

To that end, we have made allotments in our budget to mitigate for fluctuations in our income or additional unforeseen expenses that may arise from the effects of COVID-19 and will continue to monitor the situation to remain fiscally responsible. For example, we have revised our budget to reflect the additional cost for PPE, transportation, food service and other incidental cost as necessary.

TECHNOLOGY AND CONNECTIVITY

Roosevelt Children’s Academy understands the importance of providing our students the opportunity to interact with technology in order for them to lead productive and successful lives upon graduation. We agree that technology knowledge and skills are vital for full participation in 21st Century life, work, and citizenship and that sufficient access to computing devices and high-speed internet are essential for educational equity. Therefore, we have supported our Reopening Plan with the following aspects of Technology and Connectivity:

Regardless of whether in-person, remote, or hybrid models are utilized, schools should seek to provide students and teachers, for use in their places of residence, with access, to the extent practicable, to:

- A computing device, such as a laptop, desktop, Chromebook, iPad, or full-size tablet, for their exclusive use:
 - ***Prior to the Spring 2020 facility closing, RCA provided each student with a laptop for use to access online academic resources while on campus. These laptops are being upgraded with additional RAM to handle the demands of streaming video and each student will be provided with a dedicated internet accessible laptop for their onsite and remote learning.***
- Consistent, reliable access to high-speed internet at a sufficient level to fully participate in re- mote/online learning (e.g., a hotspot).
 - ***RCA has completed surveys and determined that over 95% of the student body has access to high-speed broadband internet service in their homes. In the rare cases where a student household does not have access to Broadband internet, RCA plans to coordinate with Optimum/Altice to provide 60 days of free Altice Business Student Wi-Fi, and/or to provide Emergency Optimum Wi-Fi hotspot access for public use to non-subscribers.***

Reopening Plan Mandatory Requirements

School and District Reopening Plans must include information on how the school will:

- Have knowledge of the level of access to devices and high-speed broadband all students and teachers have in their places of residence;
 - ***Household surveys were completed in the spring to determine student household broadband access and incoming and returning students will be surveyed to ensure home access to Broadband internet.***

- To the extent practicable, address the need to provide devices and internet access to students and teachers who currently do not have sufficient access;
 - ***In the rare cases where a student household does not have access to Broadband internet, RCA plans to coordinate with Optimum/Altice to provide 60 days of free Altice Business Student Wi-Fi, and/or to provide Emergency Optimum Wi-Fi hotspot access for public use to non-subscribers.***
(<https://www.optimum.com/coronavirus>)

- Provide multiple ways for students to participate in learning and demonstrate mastery of Learning Standards in remote or blended models, especially if all students do not yet have sufficient access to devices and/or high-speed internet.
 - ***Students are being provided multiple ways to access and participate in learning, whether onsite or via remote learning. Some of the resources that have been implemented include, but are not limited to:***
 1. ***GSuite for Education and Google Classroom***
 2. ***Video-conferencing platform***
 3. ***Online curriculum materials mapped to NYSED learning standards***
 4. ***Upgraded Wi-Fi intranet for concurrent on-campus and remote live streaming of lessons***
 5. ***Provide a dedicated internet enabled laptop to each student for home and/or on-campus use***

Technology Lessons Learned:

- ***Student participation via remote learning requires intensive follow up by the school's academic team/resources when the student is not being monitored by a parent during lesson provision.***
- ***The quality of the learning experience is directly impacted by Wi-Fi bandwidth availability and by the limits of the available hardware.***

- ***School managed devices are preferred to personal device as they allow for ease of management and rapid provision of remote support and triage.***

In addition, Roosevelt Children’s Academy will be implementing the following procedures and activities to support the academic development of our students:

Household surveys were completed in the spring to determine student household broadband access and incoming and returning students will be surveyed to ensure home access to Broadband internet.

- Ensure surveys are crafted to gather useful data.
 - ***Our recent survey was crafted to capture if our families had sufficient WIFI access to allow our students to complete their school work unencumbered with low or no service.***
- Provide professional development for leaders and educators on designing effective remote/on-line learning experiences and best practices for instruction in remote/online settings.
 - ***Teachers will be returning early to receive professional development focused on improving proficiencies with remote learning resources including, but not limited to G-Suite/Google Classroom, video-conferencing platforms, and digital classroom management.***
- Provide instruction to students to build digital fluency.
 - ***RCA is populating an online Helpdesk resource section to provide students with a catalog of online text and video training resources to build digital fluency. [RCA Helpdesk](#)***
- Adjust Information Technology (IT) Support as necessary to support teachers, students, and families. The following innovative strategies identified by NYS educators may be possible considerations for increasing IT support:
 - ***We have a dedicated technology team that will continue to provide support to both students and staff. We have been able to make changes and adjustments to keep abreast of the happenings in the marketplace in an effort to ensure that all issues are captured and corrected with a minimum as possible downtime. The information is routed to the tech department ticket system and then routed to the person who is most skilled and available to attend to that particular matter. We have a point person assigned to each campus as we try to minimize turn around and down time.***
- Student Technology Support: Several schools across NY have student technology support programs. [The May 2018 Edition of NYSED’s Ed Tech Innovators Newsletter](#) high- lighted several examples.
 - ***All RCA issued laptops are provided with remote management systems providing:***

- ***Managed patching and updates for client computers***
 - ***Live remote support sessions and triage.***
 - ***Desktop shortcuts to submit support tickets***
 - ***Access to a telephone Helpdesk***
- Video Library: Create a video library on tech tutorials for student, teacher, and family technology use.
 - ***RCA is populating an online Helpdesk resource section to provide students with a catalog of online text and video training resources to build digital fluency. The growing resource can be viewed at [RCA Helpdesk](#).***
- Ensure student data privacy and security will be maintained and that the school and/or district are in compliance with Federal and State laws related to student technology use, including NY Education Law 2-d and Part 121 of the Commissioner’s Regulations.
 - ***DNS based content filtering tools that can function outside to the school’s on-campus network are planned to be applied to block access to restricted/inappropriate content.***
 - ***All client equipment is protected by Webroot Secure Anywhere enterprise antivirus to secure student laptops.***
- Consider streamlining the number of different tools that students will be expected to utilize after an assessment of the effectiveness of digital tools, platforms, and resources utilized during school closures.
 - ***RCA will work in conjunction with its technology vendors evaluate and to streamline the resources that students will be required to access on a continuing basis throughout the school year.***

TEACHING AND LEARNING

Our Guiding Principles

- All students and families will have access to quality educational materials and to the supports needed to successfully access those materials.
- Given the reality of the digital divide, we will provide digital and nondigital access to content.
- Students will have access meaningful/high-quality educational materials that align to State standards.
- Students and schools/teachers will maintain a personal connection that supports necessary, rigorous academic work in a manner that is respectful of students’ contexts (their mindset,

feelings, responsibilities, home considerations, etc.).

- Simplicity is best during this time—simplicity of the framework, of communication structures, and of expectations.
- Support the whole child—their mental health, nutritional needs, and safety needs.
- Parents and other caregivers need access to clear information and ample resources.
- Teachers may need support, encouragement, and compassion to ensure their success and resilience.

Roosevelt Children’s Academy has organized a hybrid model of instruction for the 2022-2023 school year on days deemed for early dismissal, due to professional development.

Our educational plan will incorporate the academic programs that were implemented in our school previous to the pandemic, such as Go-Math, McGraw Hill/Glencoe Math, Science Fusion and for ELA Engage NY and Journeys. All instructional models are aligned with the outcomes presented in the New York State Learning Standards.

In addition, Roosevelt Children’s Academy has organized this plan around an equity of education for all our students. We understand that it is our responsibility to provide academic instruction to all learners and that is the reason why we have built the program to provide support for our struggling learners as well as those who have difficulty with a remote learning model. Furthermore, we have scheduled clear opportunities for students to interact and seek feedback and support from their teachers either through direct interaction with in-person learning or through video discussions on the *Zoom* platform.

Finally, we have multiple methods of communicating with our students and their families to help support the academic progress. For example, each teacher organizes his/her communication through either a Remind or ClassDoJo account and the school provides information through the PowerSchool system of emails, Parent Portal, texts or phone messages. All information is sent home in multiple languages and is also presented through various social platforms, such as Facebook and the schools’ website.

SPECIAL EDUCATION

Special education services for students with disabilities will include increased time for synchronous instruction and explicit expectations for greater consistency. Instructional delivery will be designed to ensure the least restrictive environment (LRE) as required by their IEPs as needed based on IEP goals. This will include in-person specialized instruction as well as virtual instruction. Students will continue to receive access to instructional materials for use at home, as needed. The student support model will be complemented by enhanced professional development for staff in order to support the hybrid model. When necessary, virtual meetings will be used to convene special education procedural meetings, such as local screening committee, reevaluation, eligibility, IEP teams, etc. Since Roosevelt Children’s Academy services students from various districts, we will work collaboratively with said districts to ensure that students are receiving their services in a timely fashion both in person and virtually.

-IEP teams will continue to meet to discuss the needs of students, this will include the student’s General education teachers, The Director of Special Education and the local district CSE teams.

- Service providers should evaluate the direct services based on each student's IEP, and determine the elements that are adaptable to high-tech continuous learning platforms. Service providers should consider the different models or structures of service delivery through videoconferencing:

-Student Interactive: Direct services are conducted with interactive audio and video connection in real time to create an in-person experience similar to that achieved in a traditional in-person special education or therapy session. Capture-and-share: Images, videos, therapy activities, and special education activities are captured and shared between the student and therapist.

-Hybrid: A combination of interactive follow up to capture-and-share methods whenever possible. Hybrid-services may include distant technology facilitated by a direct service provider that model's intervention support for families and caregivers.

-Evaluation and re-evaluation must take place in person and will be 1 on 1 with the evaluator and the student. We will arrange all evaluations with the local district CSE teams and the child's family to utilize a method that works in the best interest for both the family and the evaluator.

-Ongoing communication will happen between RCA teachers and parents and we will work with our outsourced providers to ensure that they are in communication with our families regarding their child's specific learning needs. By law, we must report student progress towards meeting their annual goal on a quarterly basis (this usually happens at the end of each marking period). This style of reporting will continue and we will also share these reports with each child's general education teacher so they can work in conjunction with the service providers towards their student's annual goals. Before creating a remote service delivery schedule, providers will contact the family of each student in their caseload to: Review IEP goals, determine the best way(s) to provide student support, Schedule remote service delivery times and session content, establish a data collection system for continued progress monitoring and answer any questions

-Roosevelt Children's Academy has always placed a heavy emphasis on Child Find, particularly in the lower grades. This process will continue by establishing Child Study Teams. The child study team will include the child's General Education teacher, RTI teacher, ENL teacher where applicable, the child's parents, Director of Special Education as well as our dean/guidance team where behavior challenges are present. As part of the child find responsibilities, school district must accept new referrals for evaluations and timelines still apply.

-RCA will continue to provide support services for K-8 students which include the following: resource room, speech and language therapy, occupational therapy, physical therapy and counseling. We will coordinate our services with the local district as mandated by each child's IEP to ensure that the frequency and length of services is within compliance. The services will take place using a hybrid model; depending on the child's grade services will be carried out by a combination of in person and virtual zoom sessions, much like we did at the conclusion of the 2019/20 school year. Service providers will keep logs of all sessions and our Director of Special Education will keep record of all services.

-Student IEP Teams (Director of Special education, classroom teacher, parent and CSE teams) will review the present level of performance data of students with disabilities to determine if there was regression due to COVID-19 school closure. The IEP teams will determine if there has been a loss of skills or progress made toward skills acquisition in the students' IEPs and make decisions based on the present level of performance data to determine additional needs. If a team determines that new data is

required, we will decide if any components of the evaluation can be completed remotely and whether quality and comprehensive information will be provided. In this case, the team will need to:

- Ensure transparency with parents and clearly explain the alternate form of assessment,
- Accept and document a parent's refusal to participate in an alternative assessment or evaluation, and
- Know the required parental consent needed and prior written notice requirements and meet them.

-Amendments to IEPs may be made without a meeting, and meetings may always be conducted virtually or by phone. As always, we will be flexible in allowing Parents to attend IEP meetings by alternative means and clearly communicate these options to parents.

Service providers and general education teachers will coordinate with our Director of Special Education to determine a system to proactively plan for specific accommodations and modifications students will need as indicated on their IEPs. Accommodations can be amended could include:

- Provide flexible due dates
- Set weekly goals and break them down into daily goals
- Create visual weekly and daily schedules toward achieving clearly visible goals.
- Provide a variety of formats for presenting material Email documents or arrange for students to have hard-copy packets of materials. Use images, text, and video to provide options for students to perceive and begin to make sense of content.
- Provide options for students to express their understanding. This could include art/drawing, writing, speaking/recording, and any other way that supports their unique talents to motivate them to internalize information and express information.
- Consider options for keeping learners engaged. Balancing academic tasks with activities that connect with their need to be relaxed and attentive. Provide school/class spirit activities to maintain classroom community. Provide coping skills through mindfulness activities.
- We will also work with our guidance teams and related service counselors to address IEP students social/emotional needs and communicate a clear plan to families.

BILINGUAL EDUCATION

Roosevelt Children's Academy believes that the 2020 COVID-19 crisis was extremely challenging for all students, but created particular difficulties for our most vulnerable students, including English Language Learners (ELLs). As we worked through some of the challenges, such as lack of technology and the access to Wi-Fi or the breakdown of parent support due to language barriers, it was important to the school that our reopening plan address the special needs of ELLs, and that all communications with ELL students and their families be in their preferred language and mode of communication.

As part of the RCA Reopening Plan, our ENL team, in collaboration with the administrative coaches, will complete the ELL identification process within 30 school days of the start of the school year for all students who enrolled during COVID-19 school closures in 2019-20, as well as all students who enroll

during summer of 2020 and during the first 20 school days of the 2021-22 school year. We will continue to follow the regulations that state, which after this 20-day flexibility period, identification of ELLs must resume for all students within required 10 school days of initial enrollment.

After the completion of all initial assessments Roosevelt Children’s Academy ENL teaching staff will provide the required instructional Units of Study to all ELLs based on their most recently measured English language proficiency level during in-person or hybrid instruction on a consistent weekly/daily basis. In addition, our ENL teaching staff will continue to maintain regular communication with the parents/guardians and other family members of ELLs to ensure that they are engaged in their children’s education during the reopening process as well as provide all communications for parents/guardians of ELLs in their preferred language and mode of communication.

STAFFING AND HUMAN RESOURCES

Roosevelt Children’s Academy believes in the importance of having a strong teaching staff and school leadership team on student learning. As we move forward with our reopening plan, we will continue to ensure that all teachers and school leaders hold a valid and appropriate certificate for their assignment. Furthermore, we will continue to work in unison with NYSUT to organize and perform the necessary teacher evaluations as well as evaluations for our leadership team in order to build and support our educational program.

In addition, our current Human Resource Coordinator follows all NYS guidelines when completing the hiring process. For example, once an offer has been made and processing paperwork has been returned, we review the NYSED Teach System to see all certifications, education, fingerprint clearance, and state mandated training that the individual has under their social security number.