

Education Corporation Re-Opening Plan  
**The Academy Charter School**

## **Executive Summary**

The Academy Charter School education corporation (governing TACS Hempstead (K-12) and TACS Uniondale (K-5,9) has established the following “Reopening Plan for 2020-2021” (The Plan). The education corporation board of trustees delegated to the Shared Services Team the task of crafting a comprehensive plan informed by direct communications with parents, guidance from the New York State Education Department (NYSED), the New York State Department of Health (NYSDOH), and the Institute. NYSED guidance refers to the document, [“Recovering, Rebuilding, and Renewing: The Spirit of New York’s School, Reopening Guidance,”](#) issued 16 July 2020. Guidance from NYSDOH refers to the document, [“Interim Guidance for In-Person Instruction at Pre-K to Grade 12 Schools During the COVID-19 Public Health Emergency,”](#) issued 13 July 2020. Guidance from the Institute is provided in “2020-2021 School Year Plan Requirements, issued 16 July 2020. The Shared Services Team issued a survey to parents on 15 July 2020 and received 413 responses for a response rate of 23 percent. In addition to analyzing guidance and feedback, we have conducted a comparison (albeit anecdotal) of measures used internationally to inform our program design. Our program reflects our local sensibilities and consideration of effectiveness in nations including Ghana, South Africa, Taiwan, the Netherlands, and New Zealand; as well as recurring challenges in Israel, France, Sweden and Italy. In addition, we have reviewed plans of selected charter organizations and independent schools. In light of our complex epidemiological environment, we emphasize capacity building and contingency planning throughout each component of our plan.

The Plan provides measures to meet and exceed the reopening requirements and guidance from NYSED and NYSDOH. Our planning focuses on preventive actions such as providing signage and support social distancing, hygiene, mask-wearing and face-shielding. The Academy will use scanning and sanitation stations to check temperatures and sanitize the school community prior to entering any facility. We will digitally monitor staff and student temperatures, trace contacts, and provide protections in the event of SARS-COVID-2 infection to minimize contamination of close contacts. Additionally, the Academy has made significant investments in facility infrastructure for purposes of ventilation and filtration. During our initial design, we designed large classrooms (648 square feet in elementary grades; 671 square feet in middle and high school grades). We project daily on-site averages of 12-14 students per class. These projections assume no less than 46 square feet per student in each classroom. This will be more than adequate to meet spacing guidelines established within the aforementioned guidance. Our sizable classrooms will also permit us to distribute and gather meals in classrooms. We anticipate limited complications for student transportation. Most families drive and drop off. Those receiving district transportation will have an expanded window for early morning and late afternoon transitions.

The Academy will organize students by grade level, and instruction will be provided on-site in classes of no more than 12 to 14 students. Students will be distanced within classrooms

(minimum 6 feet) and in common areas throughout the building. Students in all grades will receive instruction from 8:00 a.m. – 4:00 p.m. In addition, students may arrive as early as 7:15 a.m. to wait in a secure space with access to PPE prior to the start of the daily school breakfast program at 7:30 a.m. Beginning October 1, the Academy will offer an expanded menu of afterschool and Saturday programming to meet the co- and extracurricular needs of students.

Academy staff will monitor rates of SARS-COVID-2 cases on a regular basis for Hempstead, Uniondale and surrounding communities. Whereas international data does not suggest strong correlations between elementary school infection rates and community infection rates, we believe tracking trends will allow us to issue updates and warnings to middle and high school communities who may have a heightened risk. These communications will be issued via our Classroom Dojo platform directly to parents, and through Town Halls conducted using Zoom.

The Academy is actively engaging the community and sharing policies, practices and protocols using several mechanisms. To date, we have conducted online Town Hall meetings with all grade-level constituency groups. We have held sessions with staff to advise them of the respective protocols and procedures, and, provided for training during pre-service to build their knowledge base on SARS-COVID-2, mechanisms to support peers, students and, families. The school community has been notified of our significant increases in capacity, including adding a nursing aide to each facility, converting multiple access points to each facility to expedite screening and admission each day, bolstering online instruction, adding SEL components, ensuring vulnerable populations will receive the same or improved levels of care and support through the process, and commitment to reduce the likelihood of adverse outcomes.

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## **Re-Opening Operations**

***Capacity – A discussion of our school organization model, classroom pod structures and weekly scheduling, staffing modifications, support for virtual learning through technology and high-speed access, signage, and related contingency planning.***

The Academy will organize students by grade level, and instruction will be provided on-site in classes of no more than 12 to 14 students. Students will be distanced within classrooms (minimum 6 feet) and in common areas throughout the building. Students in all grades will receive instruction from 8:00 a.m. – 4:00 p.m. In addition, students may arrive as early as 7:15 a.m. to wait in a secure space with access to PPE prior to the start of the daily school breakfast program at 7:30 a.m. Beginning October 1, the Academy will offer an expanded menu of afterschool and Saturday programming to meet the co- and extracurricular needs of students.

TACS – Hempstead and Uniondale grade K students (Pod A – Apples (in-person), Pod B – Berries (online)) will receive synchronous education through our modified facility at Calvary Tabernacle. The new space will reduce social density and promote social distancing by removing grade K students from the larger elementary grade community. Students in grades 1 through 5 will be divided into pods of 12-14 students and sorted into A/B rotating and C 100% online pods, wherein all Pod A (Achievers) students attend in-person on Monday and Tuesday, receive online instruction on Wednesday through Friday. Pod B (Believers) will receive in-person instruction on Thursday and Friday, with online instruction provided Monday – Wednesday. A third pod (families selecting the 100% online instruction education model) will be referred to as Team C (Challengers). A similar cohort model is established for grades 6 through 12. The elementary and middle/high models will differ in that the elementary pods are sorted alphabetically by last name (and subsequently modified accordingly), while the middle/high cohort is selected based on academic scheduling.

Our school nurse will take on additional responsibilities under this plan. Nurses and staff are being trained to read temperature readings and facilitate student movement through daily walk-ins. The Academy will provide nurses with an isolation room at each facility for persons with temperature readings above 100°F or who are known to be infected on school grounds. For students with high temperatures, the nurse will wait with them and provide guidance and support (aligned to our expanded Socio-Emotional Learning curriculum focusing on resilience) until a parent or guardian is able to pick up the child. Parents/guardians will be contacted immediately. The nurse and school administration will notify the NYS Department of Health and the Authorizer in the event of confirmed cases. Academy administrators will also notify CSI of the specific intervention and body of actions to be taken in response to the case with the intent of containment.

Staffing levels for building security and food services will remain at previous levels. Building security will support administrators, teachers and students in providing a safe environment by modeling and ensuring compliance with Academy PPE and face shield policies. We anticipate taking on additional custodian capacity during the year to execute high-quality cleanings each day, and on Wednesdays (all students will receive virtual instruction). Our upgraded protocols require extensive cleaning and disinfecting with greater frequency and across a wider territorial area as we expand to a grade K-only facility, and open grade 9 instruction at TACS – Uniondale.

The Academy model comprises one lead teacher and one teaching assistant in each classroom for grade K. We will retain this model, and ask that our teaching assistants work closely with our food services team to distribute and gather meals distributed to students who will be seated at their desks. Students will practice social distancing during meals and post-meal clean-up.

The Academy has made an extensive commitment to equitable access to online instruction by providing tablets, laptops and broadband access to hundreds of students. Our creative capacity will allow students of varying academic needs to benefit from synchronous, asynchronous and blended learning opportunities. We have purchased new instructional technology to serve students with special needs, and operations technology to increase safety.

The Academy will develop and post extensive signage in hallways, offices, common areas, classrooms and bathrooms as reminders on spacing, mask wearing, use of face shields, use of hand sanitizers, hand washing, public water access, use of restrooms and, related priorities.

Contingency considerations: We operate with the conservative assumption that some community members are likely to contract the virus at some time during the school year. Our initial and contingency plans reflect customization based on the age and role of the infected party. In our messaging, we caution parents to expect that we may need to close a pod for up to 14 days. We may need to bring on substitute teachers in multiple classes, in multiple grades and for extended periods of time.

1. Facility Design – The Academy has established two entrance/exits at each facility where students will be enrolled. Entrances will accommodate persons with disabilities. At each entrance/exit, we will install a Scanner with Temperature Check and Sanitizing Station to expedite the flow of traffic in and out of the building. The scanner is produced by the National Safety Health and Compliance Commission.
2. Pod (or Enclaves)<sup>1</sup> Size and Structure – Pod sizes will not exceed 14 under circumstances we anticipate. Our intention is to keep small pods together to optimize synchronous learning.
3. Instructional Day – The current instructional day is from 8:00 a.m. – 4:00 p.m. We will be closely monitoring program design around recess and physical education (P/E).
4. Technology – The Academy has purchased screening equipment (noted above) and will maintain electronic records of body temperatures and records of close contacts. In the

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<sup>1</sup> <https://www.vox.com/2020/7/15/21324082/coronavirus-school-reopening-trump-children-safety>

event of a high-temperature or infection, close contacts will be informed of the event by phone and electronically. Parents and impacted staff will receive immediate notifications of confirmed cases by phone and by e-mail.

5. Signage – The Academy has always displayed clear, large-lettered signage throughout all facilities. For the re-opening, our leadership and operations teams met and will walk each facility together to identify optimal content, wording, design and, placement of materials. Focal points for signage will include reminders to our school community to focus on mask wearing, social distancing, face shields, cleanliness, screening, classroom rules (including entering and exiting. We may introduce some dynamism into our environment. We want to be sure that everyone has opportunities to engage peers for a modified menu of services. Several European nations and Canada operate under lesser spatial restrictions for young children under age 9.<sup>2</sup>

To that end, we will ensure school safety with respect to pod size and structure in the following ways: Our teams will monitor community wellness through screening (testing for body temperatures below 100.0°F), and provide support for persons who may become infected throughout the year. The Academy prefers that screening be done each day by parents or guardians directly.

**Social Distancing:** Students and staff will generally be required to maintain six feet of separation. We recognize that there are instances where this will not be possible or ideal. As staff and students will be provided with masks and facial guards, we believe the hazard of spreading or contracting SARS-COVID-2 will be reduced by these other factors. Signage at each location will include distance models, tape placements on the ground to inform youngsters of appropriate distances while on line or in extracurricular spaces. Pods or enclaves of students will spend time together in their classrooms and travel together throughout the building as indicated by their schedules. Students will remain in the same groups to minimize the risk to themselves and staff. Teachers will move to deliver instruction to pods as needed. Large student events such as assemblies will be conducted on Wednesdays during remote learning. We may consider modifying spacing requirements allow small group of children (6-7 per pod) to play in smaller groups while distancing to three feet. Appropriate signage will be placed in recess areas to ensure widespread notification and adoption.

**PPE and Face Covering:** The Academy will provide all elementary school students with five (5) washable masks. All middle/high school students will receive three (3) masks. Students are expected to wear masks each day, and throughout the day. Staff and students will be required to wear facemasks and face shields while in class. We recognize that certain members of the community may face several issues while wearing masks such as difficulty breathing, shortness of breath, skin irritation from the mask, scratchiness due to heat on warmer days, and a host of other considerations. These frustrations coupled with new and isolating routines may pose challenges for staff and students. Existing supports include large, spacious and air-conditioned

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<sup>2</sup> <https://www.sciencemag.org/news/2020/07/school-openings-across-globe-suggest-ways-keep-coronavirus-bay-despite-outbreaks>

classrooms. We will also establish contact-less water dispensers throughout the building. Working in smaller class rooms will afford students the opportunity to move around in a manner that does not jeopardize our new set of protections. For extreme cases where an individual child cannot wear a mask under any circumstance, we will consider face screens as a substitute and conduct daily screenings. Students operating under these conditions may be restricted from certain non-instructional activities that are optional and may pose a threat to staff and students within the pod. To the extent possible, staff will work with parents to determine if activities jeopardized in this scenario can be conducted on Wednesday or at some time when the student is receiving virtual instruction. Students who arrive at school without a mask will be provided with a mask immediately upon arrival and allowed to use the scanner for temperature screen and sanitizing prior to entering the building. Students will not be dismissed for the day for failure to arrive at school without a mask.

### **Operational Activity:**

**Restart Operations:** The Academy is applying these protocols to the 2020 Summer Onboarding Program for new students at all schools, and especially for grade 9 students entering TACS – Uniondale’s Career and Technical Education (CTE) program. Early diagnostic and support work for admitted students begins during the summer months. The Academy team administers the Home Language Survey (HLS), NYSITELL, NYSESLAT, and makes preliminary service-level determinations.

The Summer 2020 Onboarding Program involves facilities at The Academy Hempstead and The Academy Uniondale. In both instances, staff and students will be supported by new technology to test temperature and provide sanitization upon entering each facility. All community members are directed to use hand sanitizer upon being approved for entry to the facility. All facilities have been equipped with new air filtration systems which purify air and increase circulation. These filtration systems will be used during the 2020 school year and are sufficient to meet our projected needs over the next several years. Our general water systems operate as they have in previous years, with the exception of public water fountains. We will establish contact-less water fountains to provide all students with the opportunity to meet hydration needs in an optimal fashion.

Access to public spaces will be governed by our commitment to social distancing (6 ft.) In addition, restrooms will be cleaned hourly on a standing rotation to reduce the probability of infection, and to ensure that frequently used surfaces are cleaned and disinfected by professional staff with high-quality cleaning agents.

**Hygiene, Cleaning & Disinfection:** The Academy custodial team will be on an expanded cleaning and disinfecting cycle each day. Each Wednesday, a comprehensive schoolwide cleaning will be executed. The cleaning and disinfection practices will be as follows:

1. Normal routine cleaning with soap and water will decrease how much of the virus is on surfaces and objects, which reduces the risk of exposure.

2. Disinfection using EPA-approved disinfectants against COVID-19 can also help reduce the risk. Frequent disinfection of surfaces and objects touched by multiple people is important.

3. When EPA-approved disinfectants are not available, alternative disinfectants can be used (for example, 1/3 cup of bleach added to 1 gallon of water, or 70% alcohol solutions). Do not mix bleach or other cleaning and disinfection products together. This can cause fumes that may be very dangerous to breathe in. Bleach solutions will be effective for disinfection up to 24 hours. Keep all disinfectants out of the reach of children.

Items will be moved or removed completely to reduce frequent handling or contact from multiple people. Soft and porous materials, such as area rugs and seating, will be removed or stored to reduce the challenges with cleaning and disinfecting them.

Frequently touched surfaces and objects that will need routine disinfection following reopening are:

|                   |                |                 |
|-------------------|----------------|-----------------|
| Countertops       | Handles        | Tables          |
| Desks             | Keyboards      | Toilets         |
| Doorknobs         | Light Switches | Touch Screens   |
| Faucets and Sinks | Phones         | Desk Partitions |

The appropriate PPE will be worn for the chemicals being used for routine cleaning and disinfecting. Following the directions on the disinfectant label for additional PPE needs. In specific instances, personnel with specialized training and equipment will be brought in as required to apply certain disinfectants such as fumigants or fogs.

Surfaces frequently touched by multiple people, such as door handles, desks, phones, light switches, and faucets, will be cleaned and disinfected at least daily. More frequent cleaning and disinfection may be required based on level of use. See examples below:

*Desks, Worktables, and Computer Keyboards – Shared*

Products: An all-purpose cleaning product and a high-quality microfiber cloth. Keyboard covers are more easily cleaned than the keys.

Recommended cleaning schedule: Clean daily after each Cohort.

During outbreak of gastrointestinal illnesses or flu: Clean in between uses or after each group session.

*Desks, Worktables, and Computer Keyboards – Not Shared*

Products: An all-purpose cleaning product and a microfiber cloth.

Recommended cleaning schedule: Clean daily or as needed.

### Cafeteria Tables and Floors

Products: A cleaning detergent that removes dirt and allergenic protein matter, and high-quality microfiber cloths/mops. Sponges are not recommended due to their potential to spread contamination).

Recommended cleaning schedule: Clean after each use, before the next group arrives.

Other Surfaces Touched by a Variety of Hands (phones, light fixtures, stair railings, doorknobs and push bars, elevator buttons, water fountains, etc.)

Products: An all-purpose cleaning product and a high-quality microfiber cloth.

Recommended cleaning schedule: Clean hourly/daily.

During outbreak of gastrointestinal illnesses or flu: Clean touch points in between classes or periodic events.

### Floors in Classrooms and Hallways

Products: A neutral floor-cleaning product specific to flooring material that removes dirt year-round (and salt in the wintertime), and a microfiber mop.

Recommended cleaning schedule: Clean daily.

### Elementary School cleaning and sanitization

Based on the Cohorts developed for alternate days classrooms will be cleaned and sanitized after each group leaves. All furniture, computers, and any surface will be sanitized cleaning with a cloth and then the use of a sprayer/fogger machine to ensure surface is reached. Bathrooms will be on an hourly cleaning schedule and all regularly touched surfaces.

On Wednesdays when classes are out a complete cleaning and sanitization will be done in the entire building.

### High School and Middle School cleaning and sanitization

Cleaning and sanitization will be done between Cohorts 1 and 2. At the end of the school day a complete cleaning and sanitization will be done in the building. All furniture, computers, and any surface will be sanitized cleaning with a cloth and then the use of a sprayer/fogger machine to ensure surface is reached. Bathrooms will be on an hourly cleaning schedule and all regularly touched surfaces.

**Extracurriculars:** Activities are temporarily suspended pending further guidance and notice for high school and middle school students. Physical education classes will be conducted each week through our online platform. As noted previously, we will consider mechanisms to support elementary grade students having access to playgrounds and outdoor activity using procedures comparable to those used with success in Canada and Europe. We will maintain social distancing and mask and/or face shield wearing. STEM and Music and lab classes will be conducted online as well. The Academy contemplated an on-site music program or a fully virtual music program where students took instruments home, however the potential losses would be cost prohibitive. Therefore, the program for this Fall of 2020 calls for students to receive more intensive instruction in music theory. We will adopt a similar approach in STEM to build the conceptual understanding of students during a time when the applied field may be obstructed.

**Before and After Care:** As noted in previous sections of the document, the Academy plans to support the school community in a number of ways throughout the process. We begin with grounding expectations in our communications with the school community. We want to maintain



community for all members, especially for those who may become infected and those who may have to transition the nature of their relationship based on potential or actual exposure to the virus. We want our community to be scientifically-based and thoughtful in our conversations about the virus and about the risks and realities of infection. Therefore, we are messaging and prioritizing our core principles of social distancing, mask wearing, face shield covering, routine hygiene, cleaning and disinfecting and, immunological care. We are strongly recommending that our community get quality sleep, eat healthy foods, hydrate, take vitamins and supplements to boost their immune systems, follow hand washing protocols, regular screen for high temperatures and/or symptoms listed by the CDC. We have made extensive provisions to build an early-warning system through daily screening and through mechanisms that build containment.

In the event of a confirmed case involving staff or a student, we will notify impacted community members immediately, and proceed to quarantine impacted individuals. Should the infection occur in a particular pod and our screening and contact tracing measures indicate no evidence of spread beyond the pod, we will establish an immediate closure of that pod wherein each member will be separated from school for no less than 14 days. Infected persons will be quarantined for a total of 14 days from the date of their last confirmed negative test. For all persons, re-entry will follow existing protocols requiring a temperature screening, and sanitization.

In the event of a more widespread even, multiple pods, classes or grades may be required to shut down for an indeterminate amount of time. We have informed parents that this circumstance may arise on one or several occasions throughout the year, and that while these safeguards are extensive, our community will not be operating in a bubble. We will still be operating in the world – in Hempstead, in Uniondale, in Nassau County, on Long Island, in New York State, and many of us will be coming into contact with individuals making different choices about hygiene, disinfecting, mask-wearing, social distancing and immune system health. All of these variables will define our shared reality over the next 12 months.

A cornerstone of our before and after care program will be our Socio-Emotional Learning curriculum on resilience. Parents, families, students and staff will all require a measure of resilience to consistently practice good habits and commit to getting results that matter even when our relationships and feedback looks and feels so different. During our pre-service program, a third party vendor will conduct a remote training for teachers to turnkey to students.

**Vulnerable Populations:** The Academy is aware that we enroll, serve and are supported by a number of vulnerable populations which include at-risk and older employees and children who benefit from the relative safety, security and, consistency of our learning environment. Students with disabilities are educated using the inclusion model which will remain in place throughout our response to SARS-COVID-2. The Academy will also provide SWDs with technology and broadband support should the family preference be for online instruction. As noted previously, we are encouraging all community members to build upon those personal practices most likely to reduce adverse impacts of co-morbidities. Equally as important, we are working consistently to build a safer work environment based on screening, cleaning, disinfecting, traffic regulation,

pod control and population management. The accommodations presently available to vulnerable populations include 100% viral instruction, modified educational work settings (two days on site, three days off), etc.

The Academy recognizes our vulnerable populations may include individuals with disabilities, language and communication concerns, and others. In the short term, our plan is to prioritize being responsive to the needs of our community as nuances emerge. We want to be consistent and thoughtful in applying solutions that may not be evident prior to the return of all students. Among the scenarios we've considered is one where young people may have trouble adjusting to a sense of isolation. We believe that we may be able to reduce the overall social distance requirement from 6 feet to 3-4 feet as a way to increase the value of their social experience without jeopardizing student or staff health. We similarly recognize that individuals may have an aversion to mask wearing, particularly for long periods of time. We will provide face shields as a means to mitigate some of the urgency around mask wearing. Masks remain a mandated part of the daily requirements to be in the building or in a classroom or hallway. We will encourage individuals to use sound judgment in choosing moments to adjust, partially remove or otherwise touch masks, and to remove themselves from groups in more challenging circumstances.

**Transportation:** This area remains a responsibility of sending districts. The overwhelming majority of Academy families do not receive transportation services from the district. The sending districts have all established guidelines for riding on school buses which require mask wearing, and social distancing. We have expanded our hours for receiving students as we recognize the programmatic strain for the district in transporting children given these new constraints. Students may arrive at 7:15 a.m. Upon arriving, our nurse or nurses aide will screen for temperature elevation and evidence of symptoms. Students will be able to sit in a dedicated space (wearing masks and social distancing) prior to the start of the breakfast program at 7:30 a.m.

**Food Services:** The Academy will continue our tradition of serving delicious meals to all students in grades K-12. Students and staff will not, however, eat meals in the cafeteria. To minimize non-essential contact and potential for adverse impacts, students will be served meals at their desks in their classrooms by our cafeteria staff and teaching assistants (grades K-1). Meals will be stored in cleaned and disinfected carts for transport to classrooms. Meals will be prepared in individualized and sealed packages to be opened by students. In most instances, no assistance from teaching assistants will be required. Meals will be unloaded at the beginning of the lunch period and reloaded at the close. Meals will then be transported from classrooms to the kitchen, whereupon the meals will be discarded, and the delivery carts will be cleaned as part of the overall daily kitchen clean up. At the conclusion of meals, students will be granted time to wash hands, use sanitizer and return to instruction. Meals will continue to be prepared on site by our staff. As noted earlier, all staff will be subject to temperature screening and sanitization upon entering the building.

**Mental Health, Behavioral, and Emotional Support Services & Programs:** Corwin Press provides trainings and materials for training teachers to train students. This year, our teachers will receive pre-service and in-service training throughout the year. Teachers will turnkey this curriculum to

students through 15 to 20 minute sessions for grades K-12. Sessions delivered during our Character Education Block will focus on resilience and adapting to challenging circumstances. Workshops will provide administrators, staff and teachers with resources, language and, related tools to build bridges to students, and serve as networks to identify and address challenges. All other aspects of our support systems will remain in place. In addition, our social workers will work closely with families and students who be at-risk for factors exacerbated by home isolation.

**Communication:** The Academy is committed to extensive and ongoing communication with the school community. We have several essential messages we intend to communicate at each event. At our most recent online Town Hall (27 July 2020), we reviewed current NYS guidance from DOH, NYSED and the Office of the Governor; the Cohort Options for high school students; building safety measures and precautions; and school communication protocols.

In addition to these logistical considerations, we convey the real chance that infection for some members of our community is likely, and that our actions to ensure safety may include partial or whole school closures on more than one occasion throughout the school year. As we await the formal determination from the Governor on school opening, we will continue to plan for full reopening on 25 August.

Parents and families have been advised that academic support (Academic Intervention Services, ENL and SES) will be provided in school and virtually. Additional support will be provided (optionally) on Saturdays.

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## **Monitoring**

**Screening:** Our protocols and procedures for screening all members of the school community are as follows:

- Administrators and staff are responsible for ensuring they do not attempt to enter the building with a temperature in excess of 100° F or symptoms identified by the CDC.
- The school will ensure that all administrators and staff are screened for temperature and symptoms upon entering the building by the nurse or nurse's aide.
- Each person granted admission to the school must submit to a temperature test and sanitization.
- Persons failing to satisfy these health criteria will be directed to return home.

**Health Testing Protocols:** School testing protocols will be established by our school nurse in consultation with the administrative leadership team and the New York State Department of Health. Persons testing positive for SARS-COVID-2 must complete a 14-day waiting period after their first negative test result, be asymptomatic and have a temperature below 100° F. School nurses will refer individuals with temperatures above 100° F and/or symptoms of SARS-COVID-2, as identified by the CDC, to local testing centers for immediate testing. The school will notify DOH, SED and the Authorizer in the event of a confirmed case. Administrators will maintain logs on individual staff and students, contact tracing data, and notification data to promote actions that reduce the risk of spreading infection.

Ongoing monitoring of students will not compromise access to instruction. The Academy offers a 100% online education model for students in grades K-12. Students denied entrance to the school for failure to meet screening criteria (temperature, symptoms) may participate in online instruction from home. In addition, our technology team has made provisions for asynchronous learning to occur as students can access lessons with classmates missed for various reasons. For students in grades K-5, lessons are available on Seesaw™; while grade 6-12 students use our Virtual Learning Environment (VLE).

**Health Testing Responsibility:** The responsibility for health testing is complex and includes identification, referral, sourcing and administering. The Academy will continue to identify persons who require tests based on our screening protocol. The Academy will also make referrals to local entities with testing capacity. Staff and students will bear responsibility for testing and ensuring that results are reported by the school in a timely fashion. The Academy will notify the aforementioned entities in the event of a positive test. The Academy will similarly notify those entities of the actions taken in response, and provide updates on status changes for individuals, pods, classes and the school in the event of larger scale events. In the event that large-scale

testing is required (multiple classes simultaneously or the whole school), the Academy may make arrangements to coordinate testing through DOH and their recommended liaisons.

**Early Warning Signs:** The Academy has developed a comprehensive system of warning signs. All staff and students will enter buildings through one of two entrances that house Scanner and Sanitization System machines produced by the National Safety Health and Compliance Commission. The scanners test for body temperatures above 100° F. School nurses and nurse aides will be hired to observe individuals who may have symptoms to ensure they are not admitted inside. In addition, the Academy will deploy a contact tracing system to accelerate notifications to individuals who may have come into contact with persons at-risk for or confirmed to have contracted SARS-COVID-2.

Academy staff will monitor rates of SARS-COVID-2 cases on a regular basis for Hempstead, Uniondale and surrounding communities. Whereas international data does not suggest strong correlations between elementary school infection rates and community infection rates, we believe tracking trends will allow us to issue updates and warnings to middle and high school communities who may have a heightened risk. These communications will be issued via our Classroom Dojo platform directly to parents, and through Town Halls conducted using Zoom.

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## **Containment**

**School Health Offices:** Each Academy facility will include a nurses office and an isolation room (typically supervised by a nurses aide) for supporting patients who manifest symptoms of SARS-COVID-2 during the day. The isolations rooms vary in size, but can accommodate multiple persons at a time.

**Isolation:** The Academy will isolate individuals who develop symptoms during the day in the isolation rooms mentioned above. Nurses and nursing aides will conduct assessments to record recent histories, record body temperature and coordinate notifications with administrators.

**Collection:** End of the day dismissal will be done on a staggered basis. For students who display symptoms, our isolation room will serve as the waiting area during the day. Parents will be called immediately for pick up. Parents may enter the school if they meet screening standards. If not, students will be walked to their parent/guardian by the nursing team for discharge for the day. Parents will not be required to sign out at the time of discharge. The Academy will provide written notification to parents (via e-mail) of the discharge date and the requirements for re-entry, as well as the mechanisms for accessing online instructional content. Students whose temperature remains below 100° F, but who exhibit symptoms may not return to school for 48 hours.

**Infected & Exposed Individuals:** The Academy will require that infected individuals exposed to the SARS-COVID-2 virus undergo a period of isolation and demonstrate complete recovery. Individuals will be required to provide evidence of a negative test and quarantine for no less than 14 days subsequent to obtaining the test results. In addition, to re-enter school facilities, individuals must meet requirements for temperature and be asymptomatic. Nurses will coordinate with administrators and DOH to confirm the viability of a return to work for staff, and to classes for students.

**Hygiene, Cleaning, and Disinfection:** The Academy has established hygiene, cleaning and disinfection protocols that exceed the requirements of DOH and CDC. Signage to promote hygiene will be placed and prominently displayed in all facilities. Supplemental masks, face shields, hand sanitizer and soap will be available at all locations. Our custodial crews have a comprehensive cleaning plan for each facility. All facilities will be cleaned each day following student use of classrooms on Monday, Tuesday, Thursday, and Friday). A comprehensive cleaning will be done each week on Wednesday as all students will receive at home instruction. The school community will receive regular and ongoing updates about the nature of our efforts around hygiene, cleaning and disinfection. Our custodial team will be outfitted in the appropriate PPE during all cleaning engagements.

**Contact Tracing:** The Academy will support local health departments in contact tracing efforts using protocols, training and tools provided on the NYS website. Our purchase of scanner/sanitization stations at multiple entrances of facilities will be used to inform our contact tracing program. We have made arrangements to reduce class sizes, use pod/enclave structures, reduce movement between classes, optimize uni-directional travel by floor, increase hygiene awareness and action, and, to limit staff student interactions to essential instructional or logistical contacts. Administrators will meet with school nurses to review trends in data collection and to reach out to impacted persons based on outcomes of our contact tracing efforts.

**Communication:** The Academy is actively engaging the community and sharing policies, practices and protocols using several mechanisms. To date, we have conducted online Town Hall meetings with all grade-level constituency groups. We have held sessions with staff to advise them of the respective protocols and procedures, and, provided for training during pre-service to build their knowledge base on SARS-COVID-2, mechanisms to support peers, students and, families. The school community has been notified of our significant increases in capacity, including adding a nursing aide to each facility, converting multiple access points to each facility to expedite screening and admission each day, bolstering online instruction, adding SEL components, ensuring vulnerable populations will receive the same or improved levels of care and support through the process, and commitment to reduce the likelihood of adverse outcomes.

Education Corporation Re-Opening Plan  
**The Academy Charter School**

**Closure**

**Closure Triggers:** The Academy has identified several conditions that may warrant reducing in-person education or closing the school. Administrators and nurses will refine the procedures for executing limited and whole school closure in consultation with DOH, local health departments in Hempstead and, the Authorizer. The conditions are presented as follows:

| <b>Condition</b>                                                                                                       | <b>Infected Persons</b> | <b>Exposed Persons</b>                                               | <b>Required Action</b>                                                                                                                                                                               | <b>Closure Action</b> |
|------------------------------------------------------------------------------------------------------------------------|-------------------------|----------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|
| <b>High Temperature (Student)</b>                                                                                      | TBD                     | TBD                                                                  | Student will be picked up by parent/guardian as soon as possible.                                                                                                                                    | TBD                   |
| <b>High Temperature/Multiple Symptoms. No positive SARS-COVID-2 test result</b>                                        | TBD                     | Notification will be issued to staff, and parents of students in POD | Administrators will act to quarantine pod until receipt of a negative test result, or a cessation of all symptoms and fever for a period of 48 hours.                                                | Pod closure           |
| <b>Multiple students in a single pod with high temperature/multiple symptoms. No positive SARS-COVID-2 test result</b> | TBD                     | Notification will be issued to staff, and parents of students in POD | Administrators will act to quarantine pod until receipt of a negative test result, or a cessation of all symptoms and fever for a period of 48 hours. Notification to parents of multiple incidents. | Pod closure           |



| Condition                                               | Infected Persons                                                                                              | Exposed Persons                                                                                                                                            | Required Action                                                                                                                                                                                      | Closure Action                                                                                                       |
|---------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|
| <b>Positive SARS-COVID-2 test result</b>                | Infected person may not return to school for 14 days following negative test result and end of all symptoms.  | TBD.<br>Notification of infection in pod.<br>Quarantined from school.<br>Online instruction only. Support to obtain testing.<br>Minimum time away 14 days. | Administrators will act to quarantine pod until receipt of a negative test result, or a cessation of all symptoms and fever following quarantine of 14 days.<br>Notification to DOH, NYSED, and CSI. | Pod closure. If contract tracing indicates wide number of exposed persons, floor or school closure may be initiated. |
| <b>Multiple SARS-COVID-2 test results</b>               | Infected persons may not return to school for 14 days following negative test result and end of all symptoms. | TBD.<br>Notification of infection in pod.<br>Quarantined from school.<br>Online instruction only. Support to obtain testing.<br>Minimum time away 14 days. | Administrators will act to quarantine pod until receipt of a negative test result, or a cessation of all symptoms and fever following quarantine of 14 days.<br>Notification to DOH, NYSED, and CSI. | Pod closure. If contract tracing indicates wide number of exposed persons, floor or school closure may be initiated. |
| <b>Multiple SARS-COVID-2 test results across grades</b> | Infected persons may not return to school for 14 days following negative test result and end of all symptoms. | TBD.<br>Notification of infection in pod.<br>Quarantined from school.<br>Online instruction only. Support to obtain testing.<br>Minimum time away 14 days. | Administrators will act to quarantine pod until receipt of a negative test result, or a cessation of all symptoms and fever following quarantine of 14 days.<br>Notification to DOH, NYSED, and CSI. | Pod closure. If contract tracing indicates wide number of exposed persons, floor or school closure may be initiated. |

**Operational Activity:** These are a few of several scenarios our team has contemplated. We are prepared to increase the number of classes receiving 100% online instruction. We have also discussed whether there is a low-end threshold where offering in-class instruction becomes prohibitively inefficient. We are in the process of establishing a group with the capacity to provide a large number of substitute teachers in the event that teachers become symptomatic or infected. In our lower school grades, our model provides high numbers of teaching assistants who can step in to provide coverage as well. We recognize that this may be a highly fluid process that changes dramatically over varying intervals. We have established the capacity to deliver high quality instruction to 100 percent of our students. Similarly, we retain the capacity to serve as many as 12-14 students per grade by employing trained staff and substitutes (who will attend pre-service training remotely in Summer 2020).

**Communication:** The Academy is actively informing our school community about the policies, procedures and protocols we will enact in the event of a limited, moderate or full school closure. The methods of communication have been the same as outlined in previous sections of this plan.

Education Corporation Re-Opening Plan  
**The Academy Charter School**

## **Pre-Opening**

**Survey:** The Academy issued a survey to parents and families of TAC Hempstead and TACS Uniondale. 413 surveys were completed (23 percent of the eligible total). While the overall response rate is low, the total amount of responses comprises a representative sample of our total community. Selected findings are as follows:

- The highest response rate was from TACS Uniondale (Elementary grades K-4) at 30 percent. The lowest response rate was from TACS Uniondale (High school grade 9) at 9 percent. TACS Hempstead High School families submitted 17 percent of surveys.
- The overall distribution skewed toward elementary school and 9<sup>th</sup> grade. Parents of grade 1 and grade 9 students each submitted 15 percent of responses. Somewhat surprisingly, only 2 percent of surveys were received from grade K parents.
- Thirty-nine percent of parents are committed to sending their children to school. 14 percent are committed to remaining at home; while 47 percent remain unsure.
- Forty-five percent of parents opting to have children remain home are doing so out of concern for the absence of a vaccine or treatment (30%) or concern for a family member (15%). 94% of respondents who are unsure about attending on site are willing to commit to remote learning.
- Twenty-three percent of respondents who prefer remote instruction would like to have grab and go pick up meal service for their youngsters.
- Fifty-two percent of parents stated they will return only if safeguards such as social distancing, hand washing, face-covering and temperature checks are enforced.

Administrator, faculty and staff surveys were issued as well this summer. We received 126 total responses. Of those received, the majority were general education teachers (47%, n=57). With respect to reservations about returning to work, 32 percent expressed concerns, 22 percent did not, and a clear plurality (46%) stated their comfort was contingent on safeguards prepared by The Academy.

Sixty-one percent of students responded that CDC guidelines and a specific menu of safeguards were preconditions for returning. One-fifth of respondents do not believe it is safe to return.

The preponderance of concerns flowed to personal health, safety and concerns for family members (all greater than 60 percent), while concerns for finances and childcare were matched among 26 percent of responses received. Notably five percent of our staff cited eldercare as a concern as well.

Among instructional options provided to staff, hybrid instruction ranked first followed by remote instruction and split-day instruction.

Preventative measures were also ranked. The top four selections were: availability of PPE, temperature screening, school-wide mask wearing requirements, and requirements for students to wear masks and/or face shields. Teacher also expressed a strong preference was enhancing cleaning and disinfecting of high contact surfaces, and limiting classroom seating to increase social distancing.

**Schedule of Pre-Opening Plans:** Key Academy planning dates in our schedule of pre-opening plans are as follows:

- Logistics and Supply Ordering – July 15
- Screening Machine Installation – July 15
- Town Hall Meeting with Parents – July 27 – July 30
- Town Hall Meetings with Parents – August 10 – August 13
- Pre-Service Dates: August 17-August 31 (New staff – TACS Hempstead)
- Pre-Service Dates: August 10-August 31 (New staff – TACS Uniondale HS only)
- Town Hall Meetings with Parents – August 24 – August 27
- Pre-Service Dates: August 20-August 31 (Returning Staff)
- Teachers Return to School: August 20 – August 31
- Capacity Hiring (including nurses aides) – August 21
- Planned Re-opening Date – September 1
- Mission and Vision Setting Meetings with Staff -- August 10 – August 31 – Staff onboarding and Pre-service PD; School leadership (principals, assistant principals, department chairs, coaches, lead teachers) team meeting – weekly; Shared leadership and principals meeting – weekly; Grade level planning meeting – daily

**Statement of Assurance:** The Academy will, at all educational facilities where in-person instruction is provided, conduct fire, safety and, other drills as required using social distancing strategies for normal bricks and mortar instruction.

**Educational Technologies:** The technologies students will require to fully participate in online instruction are as follows:

- iPads for students enrolled in grades K-5. Laptops for students in grades 6-12. Broadband access. The Academy has purchased broadband access for 50 students.
- Classroom Dojo: The platform facilitates home-school communication for the Academy.
- Seesaw: Seesaw’s online learning environment is used by teachers and students in grades K-5.
- TACS Virtual Learning Classrooms for grades 6-12. Students in these grades also use Zoom for classroom activities.
- For students requiring additional academic support, the Academy supplements math and science education through online education provided by Didax (virtual manipulatives) and Flinn Scientific (virtual labs). In addition, for middle school and high school students,

teachers will work to increase the theoretical content of lessons to offset limitations rooted in our modified cohort structure.

The Academy Charter School  
2020 -2021 Calendar

TOTAL DAYS STUDENTS ARE IN ATTENDANCE = 184

| SEPTEMBER |    |    |    |    |    | SD | 20 |
|-----------|----|----|----|----|----|----|----|
| S         | M  | T  | W  | T  | F  | S  |    |
|           |    | 1  | 2  | 3  | 4  | 5  |    |
| 6         | 7  | 8  | 9  | 10 | 11 | 12 |    |
| 13        | 14 | 15 | 16 | 17 | 18 | 19 |    |
| 20        | 21 | 22 | 23 | 24 | 25 | 26 |    |
| 27        | 28 | 29 | 30 |    |    |    |    |
| DECEMBER  |    |    |    |    |    | SD | 17 |
| S         | M  | T  | W  | T  | F  | S  |    |
|           |    | 1  | 2  | 3  | 4  | 5  |    |
| 6         | 7  | 8  | 9  | 10 | 11 | 12 |    |
| 13        | 14 | 15 | 16 | 17 | 18 | 19 |    |
| 20        | 21 | 22 | 23 | 24 | 25 | 26 |    |
| 27        | 28 | 29 | 30 | 31 |    |    |    |
| MARCH     |    |    |    |    |    | SD | 19 |
| S         | M  | T  | W  | T  | F  | S  |    |
|           | 1  | 2  | 3  | 4  | 5  | 6  |    |
| 7         | 8  | 9  | 10 | 11 | 12 | 13 |    |
| 14        | 15 | 16 | 17 | 18 | 19 | 20 |    |
| 21        | 22 | 23 | 24 | 25 | 26 | 27 |    |
| 28        | 29 | 30 | 31 |    |    |    |    |
| JUNE      |    |    |    |    |    | SD | 19 |
| S         | M  | T  | W  | T  | F  | S  |    |
|           |    | 1  | 2  | 3  | 4  | 5  |    |
| 6         | 7  | 8  | 9  | 10 | 11 | 12 |    |
| 13        | 14 | 15 | 16 | 17 | 18 | 19 |    |
| 20        | 21 | 22 | 23 | 24 | 25 | 26 |    |
| 27        | 28 | 29 | 30 |    |    |    |    |

| OCTOBER |    |    |    |    |    | SD | 21 |
|---------|----|----|----|----|----|----|----|
| S       | M  | T  | W  | T  | F  | S  |    |
|         |    |    |    | 1  | 2  | 3  |    |
| 4       | 5  | 6  | 7  | 8  | 9  | 10 |    |
| 11      | 12 | 13 | 14 | 15 | 16 | 17 |    |
| 18      | 19 | 20 | 21 | 22 | 23 | 24 |    |
| 25      | 26 | 27 | 28 | 29 | 30 | 31 |    |
| JANUARY |    |    |    |    |    | SD | 19 |
| S       | M  | T  | W  | T  | F  | S  |    |
|         |    |    |    |    | 1  | 2  |    |
| 3       | 4  | 5  | 6  | 7  | 8  | 9  |    |
| 10      | 11 | 12 | 13 | 14 | 15 | 16 |    |
| 17      | 18 | 19 | 20 | 21 | 22 | 23 |    |
| 24      | 25 | 26 | 27 | 28 | 29 | 30 |    |
| 31      |    |    |    |    |    |    |    |
| APRIL   |    |    |    |    |    | SD | 18 |
| S       | M  | T  | W  | T  | F  | S  |    |
|         |    |    |    | 1  | 2  | 3  |    |
| 4       | 5  | 6  | 7  | 8  | 9  | 10 |    |
| 11      | 12 | 13 | 14 | 15 | 16 | 17 |    |
| 18      | 19 | 20 | 21 | 22 | 23 | 24 |    |
| 25      | 26 | 27 | 28 | 29 | 30 |    |    |

| NOVEMBER |    |    |    |    |    | SD | 17 |
|----------|----|----|----|----|----|----|----|
| S        | M  | T  | W  | T  | F  | S  |    |
| 1        | 2  | 3  | 4  | 5  | 6  | 7  |    |
| 8        | 9  | 10 | 11 | 12 | 13 | 14 |    |
| 15       | 16 | 17 | 18 | 19 | 20 | 21 |    |
| 22       | 23 | 24 | 25 | 26 | 27 | 28 |    |
| 29       | 30 |    |    |    |    |    |    |
| FEBRUARY |    |    |    |    |    | SD | 15 |
| S        | M  | T  | W  | T  | F  | S  |    |
|          | 1  | 2  | 3  | 4  | 5  | 6  |    |
| 7        | 8  | 9  | 10 | 11 | 12 | 13 |    |
| 14       | 15 | 16 | 17 | 18 | 19 | 20 |    |
| 21       | 22 | 23 | 24 | 25 | 26 | 27 |    |
| 28       |    |    |    |    |    |    |    |
| MAY      |    |    |    |    |    | SD | 19 |
| S        | M  | T  | W  | T  | F  | S  |    |
|          |    |    |    |    |    | 1  |    |
| 2        | 3  | 4  | 5  | 6  | 7  | 8  |    |
| 9        | 10 | 11 | 12 | 13 | 14 | 15 |    |
| 16       | 17 | 18 | 19 | 20 | 21 | 22 |    |
| 23       | 24 | 25 | 26 | 27 | 28 | 29 |    |
| 30       | 31 |    |    |    |    |    |    |

| Revised 7/2/2020    |                                         |
|---------------------|-----------------------------------------|
| 1-Sep               | First Day of School                     |
| 7-Sep               | Labor Day School Closed                 |
| 28-Sep              | Yom Kippur Closed                       |
| 12-Oct              | Columbus Day Closed                     |
| 3-Nov               | Election Day School Closed              |
| 11-Nov              | Veteran's Day School Closed             |
| 25-Nov              | 12 Noon Dismissal                       |
| Nov 26 - Nov 27     | Thanksgiving Recess                     |
| 23-Dec              | 12 Noon Dismissal                       |
| Dec 24 - Jan 1      | Holiday Recess                          |
| 18-Jan              | Dr. Martin Luther King Jr School Closed |
| Jan 26 - Jan 29     | Regents Exam                            |
| Feb 15 -Feb 19      | Winter Break                            |
| March 29 - Apr 5    | Spring Break                            |
| 6-Apr               | School will be closed if not needed     |
| April 19 - May 25   | NYSESLAT                                |
| April 20 - April 22 | Grades 3 - 8 ELA State Test             |
| May 4 - May 6       | Grades 3 - 8 Math State Test            |
| May 4 - June 4      | Grade 8 Science Performance Test        |
| 28-May              | School will be closed if not needed     |
| 31-May              | Memorial Day School Closed              |
| 7-Jun               | Grade 8 Science Written Test            |
| Jun 16 - Jun 25     | Regents Exam                            |
| 25-Jun              | Last Day of School                      |
|                     | <b>First &amp; Last Day of School</b>   |
|                     | <b>Early Dismissal at 2:00pm</b>        |
|                     | <b>NYS Testing</b>                      |
|                     | <b>School Closed</b>                    |
| 28-May              | School will be closed if not needed     |
| 6-Apr               | School will be closed if not needed     |
| 26-Mar              | School will be closed if not needed     |



**SCHOLARS INSTRUCTION GAME PLAN  
2020-2021 Agreement until December 31, 2020**

**Hybrids Model**

**Please select your scholars 'Game Plan' below and Thank You!**

**TEAM: Kindergarten**

Students will be grouped into specific centers to accommodate smaller class size to accommodate social distancing. At Academy Hempstead, all Kindergarten students will be housed at Calvary Tabernacle. At Academy Uniondale, additional classroom space will be available to house all kindergarten classes.

| <b>Cohort APPLES (In-Building)</b>                                                                                                                                                                             | <b>Cohort BERRIES (At Home)</b>                                                                                                                                                                                  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>In-Person Instruction</p> <p>Full Day<br/>8:00 a.m. - 4:00 p.m.</p> <p>Monday thru Friday</p> <p>Mandated Services for Special Education for ESL &amp; Academic Intervention Services will be provided.</p> | <p>100% Online Instruction</p> <p>Full Day<br/>8:00 a.m. - 4:00 p.m.</p> <p>Monday thru Friday</p> <p>Mandated Services for Special Education for ESL &amp; Academic Intervention Services will be provided.</p> |



**TEAM: Elementary (Grade 1 to Grade 5)**

Students will be grouped into 2 Cohorts: (1) Alternative Days Blended and (2) At Home

Students will be assigned within the Alternative Days Blended Cohort into 2 TEAMS: ACHIEVERS & BELIEVERS

Students will be assigned to Achievers and Believers alphabetically by their last name.

| <b>Cohort (1) (Alternate Days/ Blended)</b><br><b>TEAM ACHIEVERS &amp; BELIEVERS</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>Cohort (2) At Home</b><br><b>TEAM CHALLENGERS</b>                                                                                                                                                                                                                                                                                                        |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p style="text-align: center;">In Person</p> <p style="text-align: center;">Full Day<br/>8 a.m. to 4:00 p.m.</p> <p style="text-align: center;"><b>Achievers</b></p> <p style="text-align: center;">In Person - Monday and Tuesday<br/>Online Instruction (Virtual) - Wednesday, Thursday and Friday</p> <p style="text-align: center;"><b>Believers</b></p> <p style="text-align: center;">In Person - Thursday and Friday<br/>Online Instruction (Virtual) - Monday, Tuesday, Wednesday</p> <p style="text-align: center;">Mandated Services for Special Education for ESL &amp; Academic Intervention Services will be provided.</p> | <p style="text-align: center;">100% Online Instruction</p> <p style="text-align: center;">Full Day<br/>8 a.m. to 4:00 p.m.</p> <p style="text-align: center;">Monday, Tuesday, Wednesday, Thursday and Friday</p> <p style="text-align: center;">Mandated Services for Special Education for ESL &amp; Academic Intervention Services will be provided.</p> |





**TEAM: Hempstead Middle and High School – (Grade 6 to 12)**

Students will be grouped into 2 Cohorts: (1) Alternate Days Blended and (2) At Home

Students will be assigned within the Alternate Days Blended Cohort into 2 TEAMS: Cohort I and Cohort II

Students will be assigned to Cohort 1 and 2 based on their academic schedule.

| COHORT I & COHORT II - Alternate Days/ Blended                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | COHORT III - At Home                                                                                                                                                                                                                                                                                                         |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p style="text-align: center;">In Person</p> <p style="text-align: center;">Full Day<br/>8 a.m. to 4:00 p.m.</p> <p style="text-align: center;"><b>Achievers</b></p> <p style="text-align: center;">In Person - Monday and Tuesday<br/>Online Instruction (Virtual) - Wednesday, Thursday and Friday</p> <p style="text-align: center;"><b>Believers</b></p> <p style="text-align: center;">In Person - Thursday and Friday<br/>Online Instruction (Virtual) - Monday, Tuesday, Wednesday</p> <p>Mandated Services for Special Education for ESL &amp; Academic Intervention Services will be provided.</p> | <p style="text-align: center;">100% Online Instruction</p> <p style="text-align: center;">Full Day: 8 a.m. to 4:00 p.m.</p> <p style="text-align: center;">Monday, Tuesday, Wednesday, Thursday and Friday</p> <p>Mandated Services for Special Education for ESL &amp; Academic Intervention Services will be provided.</p> |



**TEAM: Uniondale High School**

| COHORT I & COHORT II - Alternate Days/ Blended                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | COHORT III - At Home                                                                                                                                                                                                                                                                                  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p style="text-align: center;">In Person</p> <p style="text-align: center;">Full Day<br/>8 a.m. to 4:00 p.m.</p> <p style="text-align: center;"><b><u>Achievers</u></b></p> <p style="text-align: center;">In Person - Monday and Tuesday<br/>Online Instruction (Virtual) - Wednesday, Thursday and Friday</p> <p style="text-align: center;"><b><u>Believers</u></b></p> <p style="text-align: center;">In Person - Thursday and Friday<br/>Online Instruction (Virtual) - Monday, Tuesday, Wednesday</p> <p style="text-align: center;">Mandated Services for Special Education for ESL &amp; Academic Intervention Services will be provided.</p> | <p style="text-align: center;">100% Online Instruction</p> <p style="text-align: center;">Full Day<br/>8:00 a.m. to 4:00 p.m.</p> <p style="text-align: center;">Monday thru Friday</p> <p>Mandated Services for Special Education for ESL &amp; Academic Intervention Services will be provided.</p> |



**DEDICATORS**

**(Additional Instructional Support - *Optional*)**

Addition Support for At-Risk Labs and CTE (Academic Intervention Services)

Online & In Person Instruction

Saturdays 9 a.m. to 1p.m.

Academic Intervention Services

Education Corporation Re-Opening Plan  
**The Academy Charter School**

**Scheduling for Students**

The total number of planned instructional days will be 184. Cohorts or pods are color-coded below, and a clarifying table is provided in Response R-03b1.

The Academy will implement the following schedule for students enrolled in grades K-1.

| <b>Kindergarten</b> | <b>In-School</b> |         |         |         |         |
|---------------------|------------------|---------|---------|---------|---------|
|                     | Mon              | Tues    | Weds    | Thurs   | Fri     |
| SEL                 | SEL              | SEL     | SEL     | SEL     | SEL     |
| 1                   | ELA              | ELA     | ELA     | ELA     | ELA     |
| 2                   | ELA              | ELA     | ELA     | ELA     | ELA     |
| 3                   | Math             | Math    | Math    | Math    | Math    |
| 4                   | Math             | Math    | Math    | Math    | Math    |
| 5                   | L                | U       | N       | C       | H       |
| 6                   | Writing          | Writing | Writing | Writing | Writing |
| 7                   | FUND             | FUND    | FUND    | FUND    | FUND    |
| 8                   | Music            | Music   | RT      | RT      | RT      |
| 9                   | PE               | PE      | Art     | Art     | Art     |
| 10                  | GR               | GR      | GR      | GR      | GR      |

| <b>Grades 1-5</b> | <b>In-School</b> |        | <b>Remote</b> |        |        |
|-------------------|------------------|--------|---------------|--------|--------|
|                   | Mon              | Tues   | Weds          | Thurs  | Fri    |
| SEL               | SEL              | SEL    | SEL           | SEL    | SEL    |
| 1                 | Music            | Music  | Music/RT      | RT     | RT     |
| 2                 | ELA              | ELA    | ELA           | ELA    | ELA    |
| 3                 | PE               | PE     | PE/Art        | Art    | Art    |
| 4                 | Math             | Math   | Math          | Math   | Math   |
| 5                 | Math             | Math   | Math          | Math   | Math   |
| 6                 | L                | U      | N             | C      | H      |
| 7                 | ELA              | ELA    | ELA           | ELA    | ELA    |
| 8                 | ELA              | ELA    | FUND          | FUND   | FUND   |
| 9                 | SS/SCI           | SS/SCI | SS/SCI        | SS/SCI | SS/SCI |
| 10                | GR               | GR     | GR            | GR     | GR     |

| <b>Grades 1-5</b> | <b>Remote</b> |       |          | <b>In-School</b> |     |
|-------------------|---------------|-------|----------|------------------|-----|
|                   | Mon           | Tues  | Weds     | Thurs            | Fri |
| SEL               | SEL           | SEL   | SEL      | SEL              | SEL |
| 1                 | Music         | Music | Music/RT | RT               | RT  |

|    |        |        |        |        |        |
|----|--------|--------|--------|--------|--------|
| 2  | ELA    | ELA    | ELA    | ELA    | ELA    |
| 3  | PE     | PE     | PE/Art | Art    | Art    |
| 4  | Math   | Math   | Math   | Math   | Math   |
| 5  | Math   | Math   | Math   | Math   | Math   |
| 6  | L      | U      | N      | C      | H      |
| 7  | ELA    | ELA    | ELA    | ELA    | ELA    |
| 8  | FUND   | FUND   | FUND   | FUND   | FUND   |
| 9  | SS/SCI | SS/SCI | SS/SCI | SS/SCI | SS/SCI |
| 10 | GR     | GR     | GR     | GR     | GR     |

The Academy will implement the following schedule for students enrolled in grades 6-8.

| Grades 6-8 | In-School |         | Remote   |           |         |
|------------|-----------|---------|----------|-----------|---------|
|            | Mon       | Tues    | Weds     | Thurs     | Fri     |
| HR         | SEL       | SEL     | SEL      | SEL       | SEL     |
| 1          | ELA       | ELA     | ELA      | ELA       | ELA     |
| 2          | ELA       | ELA     | ELA      | ELA       | ELA     |
| 3          | Math      | Math    | Math     | Math      | Math    |
| 4          | Math      | Math    | Math     | Math      | Math    |
| 5          | SS        | SS      | SS       | SS        | SS      |
| 6          | L         | U       | N        | C         | H       |
| 7          | Writing   | Writing | ELA      | ELA       | ELA     |
| 8          | PE        | PE      | PE/Art   | Art       | Art     |
| 9          | Music     | Music   | Mus/Span | Spanish   | Spanish |
| 10         | Science   | Science | Science  | Core(SEL) | Science |

| Grades 6-8 | Remote  |           |          | In-School |         |
|------------|---------|-----------|----------|-----------|---------|
|            | Mon     | Tues      | Weds     | Mon       | Tues    |
| HR         | SEL     | SEL       | SEL      | SEL       | SEL     |
| 1          | ELA     | ELA       | ELA      | ELA       | ELA     |
| 2          | ELA     | ELA       | ELA      | ELA       | ELA     |
| 3          | Math    | Math      | Math     | Math      | Math    |
| 4          | Math    | Math      | Math     | Math      | Math    |
| 5          | SS      | SS        | SS       | SS        | SS      |
| 6          | L       | U         | N        | C         | H       |
| 7          | ELA     | ELA       | ELA      | Writing   | Writing |
| 8          | Art     | Art       | PE/Art   | PE        | PE      |
| 9          | Spanish | Spanish   | Mus/Span | Music     | Music   |
| 10         | Science | Core(SEL) | Science  | Science   | Science |

The Academy will implement the following schedule for students enrolled in high school grades 9-12. In so doing, the Academy will adhere to the online learning instruction requirements of 8 NYCRR §100.5.

| <b>Hempstead HS</b> | <b>In-School</b> |         | <b>Remote</b> |         |         |
|---------------------|------------------|---------|---------------|---------|---------|
|                     | Mon              | Tues    | Weds          | Thurs   | Fri     |
| 1                   | Lab              | Lab     | PE            | PE      | PE      |
| 2                   | English          | English | English       | English | English |
| 3                   | LOTE             | LOTE    | LOTE          | LOTE    | LOTE    |
| 4                   | L                | U       | N             | C       | H       |
| 5                   | Math             | Math    | Math          | Math    | Math    |
| 6                   | Health           | Health  | Health        | Health  | Health  |
| 7                   | History          | History | History       | History | History |
| 8                   | Chem             | Chem    | Chem          | Chem    | Chem    |
| 9                   | House (SEL)      |         | House (SEL)   |         |         |

| <b>Hempstead HS</b> | <b>Remote</b> |         |         | <b>In-School</b> |         |
|---------------------|---------------|---------|---------|------------------|---------|
|                     | Mon           | Tues    | Weds    | Mon              | Tues    |
| 1                   | PE            | PE      | PE      | Lab              | Lab     |
| 2                   | English       | English | English | English          | English |
| 3                   | LOTE          | LOTE    | LOTE    | LOTE             | LOTE    |
| 4                   | L             | U       | N       | C                | H       |
| 5                   | Math          | Math    | Math    | Math             | Math    |
| 6                   | Health        | Health  | Health  | Health           | Health  |
| 7                   | History       | History | History | History          | History |
| 8                   | Chem          | Chem    | Chem    | Chem             | Chem    |
| 9                   | House (SEL)   |         |         | House (SEL)      |         |

| <b>Uniondale HS</b> | <b>In-School</b> |           | <b>Remote</b> |           |           |
|---------------------|------------------|-----------|---------------|-----------|-----------|
|                     | Mon              | Tues      | Weds          | Thurs     | Fri       |
| 1                   | House (SEL)      |           | House (SEL)   |           |           |
| 2                   | English          | English   | English       | English   | English   |
| 3                   | Health           | Health    | Health/PE     | PE        | PE        |
| 4                   | CFM              | CFM       | CFM           | CFM       | CFM       |
| 5                   | Liv. Env.        | Liv. Env. | Liv. Env.     | Liv. Env. | Liv. Env. |
| 6                   | L                | U         | N             | C         | H         |
| 7                   | Algebra          | Algebra   | Algebra       | Algebra   | Algebra   |
| 8                   | Vis. Art.        | Vis. Art. | Vis. Art.     | Vis. Art. | Vis. Art. |
| 9                   | CTE              | CTE       | CTE           | CTE       | CTE       |
| 10                  | History          | History   | History       | History   | History   |

| Uniondale HS | Remote      |           |           | In-School   |           |
|--------------|-------------|-----------|-----------|-------------|-----------|
|              | Mon         | Tues      | Weds      | Mon         | Tues      |
| 1            | House (SEL) |           |           | House (SEL) |           |
| 2            | English     | English   | English   | English     | English   |
| 3            | PE          | PE        | Health/PE | Health      | Health    |
| 4            | CFM         | CFM       | CFM       | CFM         | CFM       |
| 5            | Liv. Env.   | Liv. Env. | Liv. Env. | Liv. Env.   | Liv. Env. |
| 6            | L           | U         | N         | C           | H         |
| 7            | Algebra     | Algebra   | Algebra   | Algebra     | Algebra   |
| 8            | Vis. Art.   | Vis. Art. | Vis. Art. | Vis. Art.   | Vis. Art. |
| 9            | CTE         | CTE       | CTE       | CTE         | CTE       |
| 10           | History     | History   | History   | History     | History   |

Education Corporation Re-Opening Plan  
**The Academy Charter School**

**Scheduling for Staff**

All teachers in grade 1 to grade 12 will physically report to the school site 4 days per week – Monday, Tuesday, Thursday and Friday to instruct students both in-person and virtually. Because the facilities will be deep-cleaned on Wednesdays, teachers will instruct all students remotely (from their home).

The Academy will apply the following schedule for teachers of grades K-5 and for special education instruction.

| Kindergarten | Mon     | Tues    | Weds    | Thurs   | Fri     |
|--------------|---------|---------|---------|---------|---------|
|              | SEL     | SEL     | SEL     | SEL     | SEL     |
| 1            | ELA     | ELA     | ELA     | ELA     | ELA     |
| 2            | ELA     | ELA     | ELA     | ELA     | ELA     |
| 3            | Math    | Math    | Math    | Math    | Math    |
| 4            | Math    | Math    | Math    | Math    | Math    |
| 5            | L       | U       | N       | C       | H       |
| 6            | Writing | Writing | Writing | Writing | Writing |
| 7            | FUND    | FUND    | FUND    | FUND    | FUND    |
| 8            | PREP    | PREP    | PREP    | PREP    | PREP    |
| 9            | PREP    | PREP    | PREP    | PREP    | PREP    |
| 10           | GR      | GR      | GR      | GR      | GR      |

| Grades 1-5 | Mon    | Tues   | Weds   | Thurs  | Fri    |
|------------|--------|--------|--------|--------|--------|
|            | SEL    | SEL    | SEL    | SEL    | SEL    |
| 1          | PREP   | PREP   | PREP   | PREP   | PREP   |
| 2          | ELA    | ELA    | ELA    | ELA    | ELA    |
| 3          | PREP   | PREP   | PREP   | PREP   | PREP   |
| 4          | Math   | Math   | Math   | Math   | Math   |
| 5          | Math   | Math   | Math   | Math   | Math   |
| 6          | L      | U      | N      | C      | H      |
| 7          | ELA    | ELA    | ELA    | ELA    | ELA    |
| 8          | ELA    | ELA    | FUND   | FUND   | FUND   |
| 9          | SS/SCI | SS/SCI | SS/SCI | SS/SCI | SS/SCI |
| 10         | GR     | GR     | GR     | GR     | GR     |

| Special | Mon | Tues | Weds | Thurs | Fri |
|---------|-----|------|------|-------|-----|
|         |     |      |      |       |     |



|     |      |      |         |      |      |
|-----|------|------|---------|------|------|
| SEL |      |      |         |      |      |
| 1   | 102  | 102  | 102/101 | 101  | 101  |
| 2   | 201  | 201  | 201/202 | 202  | 202  |
| 3   | 105  | 105  | 105/207 | 207  | 207  |
| 4   | 204  | 204  | 204/203 | 203  | 203  |
| 5   | L    | U    | N       | C    | H    |
| 6   | 205  | 205  | 205/206 | 206  | 206  |
| 7   | PREP | PREP | PREP    | PREP | PREP |
| 8   | K02  | K02  | K01     | K01  | K01  |
| 9   | K04  | K04  | K05     | K05  | K05  |
| 10  | PREP | PREP | PREP    | PREP | PREP |

The Academy will apply the following schedule for teachers of grades 6-8.

|                   |                        |           |      |           |      |
|-------------------|------------------------|-----------|------|-----------|------|
| <b>Grades 6-8</b> |                        |           |      |           |      |
|                   | Mon                    | Tues      | Weds | Thurs     | Fri  |
| HR                | SEL                    | SEL       | SEL  | SEL       | SEL  |
| 1                 | 801                    | 801       | 801  | 801       | 801  |
| 2                 | 801                    | 801       | 801  | 801       | 801  |
| 3                 | PREP                   | PREP      | PREP | PREP      | PREP |
| 4                 | 802                    | 802       | 802  | 802       | 802  |
| 5                 | 802                    | 802       | 802  | 802       | 802  |
| 6                 | L                      | U         | N    | C         | H    |
| 7                 | Remote and AIS Support |           |      |           |      |
| 8                 | PREP                   | PREP      | PREP | PREP      | PREP |
| 9                 | Remote and AIS Support |           |      |           |      |
| 10                | AIS                    | Core(SEL) | AIS  | Core(SEL) | AIS  |

The Academy will apply the following schedule for teachers of grades 9-12.

|                     |            |         |         |         |         |
|---------------------|------------|---------|---------|---------|---------|
| <b>Hempstead HS</b> |            |         |         |         |         |
|                     | Mon        | Tues    | Weds    | Thurs   | Fri     |
| 1                   | History    | History | History | History | History |
| 2                   | PREP       | PREP    | PREP    | PREP    | PREP    |
| 3                   | History    | History | History | History | History |
| 4                   | History    | History | History | History | History |
| 5                   | L          | U       | N       | C       | H       |
| 6                   | PREP       | PREP    | PREP    | PREP    | PREP    |
| 7                   | History    | History | History | History | History |
| 8                   | History    | History | History | History | History |
| 9                   | House(SEL) |         |         |         |         |

| Uniondale<br>HS |                        |         |         |         |         |
|-----------------|------------------------|---------|---------|---------|---------|
|                 | Mon                    | Tues    | Weds    | Thurs   | Fri     |
| 1               | House(SEL)             |         |         |         |         |
| 2               | Algebra                | Algebra | Algebra | Algebra | Algebra |
| 3               | Algebra                | Algebra | Algebra | Algebra | Algebra |
| 4               | PREP                   | PREP    | PREP    | PREP    | PREP    |
| 5               | Algebra                | Algebra | Algebra | Algebra | Algebra |
| 6               | L                      | U       | N       | C       | H       |
| 7               | Algebra                | Algebra | Algebra | Algebra | Algebra |
| 8               | PREP                   | PREP    | PREP    | PREP    | PREP    |
| 9               | Algebra                | Algebra | Algebra | Algebra | Algebra |
| 10              | Remote and AIS Support |         |         |         |         |

Education Corporation Re-Opening Plan  
**The Academy Charter School**

## **Enrollment**

**Anticipated Effects:** We anticipate meeting the enrollment targeted enrollment outlined in the FY 21 budget. Though a large number of students may participate online only, the school will put procures in place to ensure that all students participate in instruction during the 8:00 a.m. to 4:00 p.m. school day. The school will engage in child find beginning on the first attendance day for students on September 1 and will move swiftly in filling no-shows once confirmed that registered students who have not returned for the 2020-2021 school year. The school will review student enrollment and adjust staffing levels by BEDS Day – the first week in October.

**Corroborating Evidence:** The corroborating evidence of continuing demand for the school is embedded within surveys submitted by parents which attest to very high demand for in-person and online instruction within the Academy model. Survey response files may be provided upon request, and subsequent to cleaning to ensure the confidentiality of all responses.

**Touch Points and Enrollment Counts: The following protocols will be in place to verify students attendance:**

1. Reporting of Daily Students Attendance in the school students information system, *PowerSchool* – Responsibility – Student Information Manager
2. Review and confirmation of records related to district of residency (ongoing) – Parental contact - Responsibility – Students Information Manager
3. Reconciliation of tuition payment related to student enrollment by district of residency – Chief Financial Officer
4. Parental outreach to reduce daily in-person absenteeism, and monitor students online participation – Responsibility – a team that report to principals on a daily basis - teachers, guidance counselors, deans, social worker and special education director.
4. Budgetary adjustment based on projected enrollment tuition – Chief Financial Officer

Education Corporation Re-Opening Plan  
**The Academy Charter School**

## **Attendance**

Student attendance both in-person and online will be taken daily and recorded in *PowerSchool*, the school's student information system. In grades K-8, the homeroom teachers will be responsible for taking attendance by 8:15 a.m. during the morning meeting period. Latecomers attendance for in-person instruction will be recorded at the main office as students entered the facility. Homeroom teachers will track latecomers online as students sign in using their Zoom account.

By 9:30 a.m. the guidance counselors and deans will begin contacting parents/ guardians of late and absent students (both in-person and online). In grades 6-12, each subject teacher will be responsible for taking students attendance at the beginning of the period (both in-person and online) and record in *PowerSchool*. The guidance counselors will track late and absent students on a daily and contact parents beginning at 9:30 a.m.

For unexcused absences missing 2-3 consecutive days without medical reasons, or continuously late students (2 or more times per week), the school-based social worker will contact parents and seek school-based community-based resources to support families. Should the attendance problems persist, the school will report to the Office of Family and Children Services for follow up.

Students attendance and missing assignments have historically been factors in the school's grading policy and will continue to be in determining student grades including promotion and retention decisions. Our teachers and guidance counselors will continually monitor students' academic progress including participation rate, completion of assignments, and formative and summative assessment data to provide students and parents with timely (at least once per week) feedback.

Education Corporation Re-Opening Plan  
**The Academy Charter School**

## **Curriculum**

The Academy recognizes that curriculum, instruction and assessment must be dynamic through this period. In evaluating the strengths of our current curriculum and the needs of our varying student populations, we recognize that modifications would be required. Some modifications are driven by safety considerations, whereas others are predicated on instructional value. For example, online physical education is a viable option for students who are not participating in the in-person program. Conversely, some of our hands-on curriculum items are less effective for groups of students who require a higher level of tactile engagement.

### **The following modification will be made to curriculum outlined in the charter.**

The school will continue to use most of the curriculum outlined in the charter. However, electronic curriculum and instructional materials will supplement the hard copies which will be districted to students both in-person and those participating online. For those students participating 100% online, parents will be scheduled to pick up the hard copies including textbooks and library books; research materials will be accessible via the school's *Follet* account.

For in-person instruction, students will not be allowed to share material.

- Increase use of electronic curriculum materials outline in the charter (K-12) – All core subjects including English Language Arts, Mathematics, Science, Social Studies, Foreign Language and most electives. These include publication such as *Pearson* and *Mc. Graw-Hill*, and *Haughton-Mifflin* curriculum materials.
- Music (K-12) – The band and chorus curriculum will be suspended and transition to music theory and virtual presentation
- Physical Education (K-12) will be conducted online and include activities such as stretching and dancing
- Science labs (K-8) will be conducted using virtual demonstration; Regents Science (8-12) – a combination of in-person hands on, and virtual demonstration and presentation
- CTE Labs (9-12) will be conducted using a combination of in-person hands on, and virtually demonstration and presentation
- Visual Art (K-12) – No sharing of materials and less student to students collaboration
- Mathematics (K-12) – Use of virtual manipulatives (*Didax*)
- STEM (3-5) – less use of manipulative and more virtual demonstration; suspension of STEM curriculum in grades K-2, and 6-8.

Education Corporation Re-Opening Plan  
**The Academy Charter School**

## **Instruction**

The school will continue to utilize the same approach to the instructional framework outlined in the charter. Most of the instructional periods will be synchronous that allow students in the same class or same course to be receiving instruction from the same instructor simultaneously (both in-person and online daily). This will include warm up activity, review, small group work, demonstration and assessment (both oral questioning and written responses). Students who participate online will be required to submit written work electronically. In grades K-5 the teaching assistants who have a bachelors' degree and certification will provide support or become instructor in order to allow for smaller classes due to social distancing. Students receiving mandated ESL services will continue to receive both push-in and pull-out services (2-3) times (days/ periods) per week, and those with IEPs in the inclusion setting and will continue to be supported one on one in small groups daily. Resource room will be schedule as per their IEP in-person and virtually; outside service providers will provide instruction based on the school's schedule and utilizing the same online platform. Students eligible for academic intervention services will continue to receive instruction in small assigned pull-out group both in-person and online.

Education Corporation Re-Opening Plan  
**The Academy Charter School**

## **Assessment**

### **Assessing New Scholars and Provision of Academic Intervention Services**

Scholars entering the Academy for the first time as will be administered an English Language Arts exam and a Mathematics exam during the July and August as part of the onboarding protocol. The assessment is internally developed and appropriate for the grade level at which the scholars are entering (i.e., a scholar entering a new grade for the first time will take an exam aligned with the standards of the previous grade).

Data collected from the diagnostic exam will be utilized to inform academic intervention services (AIS) for new scholars. AIS will be provided to scholars in-person and virtually in small groups based on the data from the screening exams and grades assigned from previous coursework including department and Regents exams. Progress will be monitored in cycles of 6-8 weeks to make determinations for scholar continuation in AIS.

### **Interim and Summative Assessment**

All returning students in grades K-8 will be administered the beginning of year assessment during the first two weeks of school in September 2020 using *Fountas and Pinnell* (K-4) and *Renaissance STAR* (K-8). The school will also administer an in-house designed assessment in Reading and Mathematics to ensure that the data collected to inform instructional planning is reliable. In the event that the New York State Education Department decides to cancel the spring 2021 administration of the 3-8 testing program in English Language Arts, Mathematics and Science, the school will administer departmental interim exams in January 2021 (mid-year), and June 2021 (end of year) to assess student learning, measure growth, and identify strengths and weaknesses in the school's instructional program. The school will develop item banks comprising state released items from previous exams, items from *Rally Inc.* assessments, *Fountas and Pinnell*, and *Renaissance STAR*. For students identified as English Language Learners, the school will administer the screening exam and NYSITELL in July and August, and the NYSESLAT as per the NYSED schedule.

### **High School Coursework, Regents Exams, and CTE Courses**

#### **Assessing New Scholars and Provision of Academic Intervention Services**

Scholars entering the Academy for the first time as will be administered an English Language Arts exam and a Mathematics exam during the July and August as part of the onboarding protocol. The assessment is internally developed and appropriate for the grade level at which the scholars are entering (i.e., a scholar entering 10th grade for the first time will take an exam aligned with

the Algebra 1 curriculum whereas a scholar entering the 9th grade will take an exam aligned with the 8th grade mathematics standards).

Data collected from the diagnostic exam will be utilized to inform academic intervention services (AIS) for new scholars. AIS will be provided to scholars in-person and virtually in small groups based on the data from the screening exams and grades assigned from previous coursework including department and Regents exams. Progress will be monitored in cycles of 6-8 weeks to make determinations for scholar continuation in AIS.

### **Interim and Summative Assessment**

All returning students in grades 9-12 who are deemed to be at-risk academically will be administered the beginning of year assessment during the first two weeks of school in September 2020 using the *NWEA* assessment. In the event that the New York State Education Department decides to cancel the administration of the Regents examinations during the January 2021 and/or June 2021 schedules, the school will administer departmental exams in core academic subjects (English, Mathematics, Science, Social Studies, and Foreign Language that are NYSED Regents-aligned). The school will develop item banks comprising state released items from previous exams. For CTE and electives, the school will also administer departmental exams designed by the teachers. The *NWEA* assessments will also be used to measure student growth for all students receiving academic intervention services in January 2021 (mid-year) and June 2021(end of year). For students identified as English Language Learners, the school will administer the screening exam and NYSITELL in July and August, and the NYSESLAT as per the NYSED schedule.

### **NYSED Regents Lab Requirements**

To facilitate the 1200 minute of satisfactory lab experiments requirement, the Academy will be utilizing both in-person and virtual labs that are aligned to the NYS Science curriculum in Living Environment, Earth Science, Physics, and Chemistry.

### **CTE Labs Requirements**

To facilitate lab experiments and CDOS requirements, the Academy will be utilizing both in-person and virtual labs that are aligned to the curriculum in Culinary Arts, Medical Science, and Computer Technology.



## Grading

For accountability purposes, the Academy Charter Schools will assign grades per quarter as follows:

### Grades K-8

#### Grading Scale

| <b>Number Grade</b> | <b>Raw Percentage</b> | <b>Explanation</b>                                                                                                                                                                                                                                                          |
|---------------------|-----------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>4</b>            | <b>90-100</b>         | <b>Exceed Level of Performance</b><br>Indicates that the scholar has done excellent work; has mastered the course objectives, consistently does excellent work with skill and thoroughness; and has consistently applied knowledge acquired to new situations               |
| <b>3</b>            | <b>75-89</b>          | <b>Satisfactory Level of Performance</b><br>Indicates that the scholar has done above average work, mastered almost all of the course objectives; and can apply some of the knowledge acquired to new situations.                                                           |
| <b>2</b>            | <b>60-74</b>          | <b>Approaching Level of Performance</b><br>Indicates that the scholar has done average work; and has mastered some of the objectives of the course. The scholar has gained some procedural knowledge but displays some difficulty applying it to new situations             |
| <b>1</b>            | <b>0-59</b>           | <b>Below Level of Performance</b><br>Indicates that the scholar has done work that is unsatisfactory; and has displayed very little mastery of the objectives on the grade. The scholar has gained very little knowledge and cannot apply that knowledge in new situations. |

### High School

| <b>Letter Grade</b> | <b>Number Value</b> | <b>Grade Value</b> | <b>Point</b> |
|---------------------|---------------------|--------------------|--------------|
|---------------------|---------------------|--------------------|--------------|

|           |                 |             |
|-----------|-----------------|-------------|
| <b>A+</b> | <b>100</b>      | <b>4.3</b>  |
| <b>A</b>  | <b>93-99</b>    | <b>4.0</b>  |
| <b>A-</b> | <b>90-92</b>    | <b>3.75</b> |
| <b>B+</b> | <b>87-89</b>    | <b>3.5</b>  |
| <b>B</b>  | <b>83-86</b>    | <b>3.0</b>  |
| <b>B-</b> | <b>80-82</b>    | <b>2.75</b> |
| <b>C+</b> | <b>77-79</b>    | <b>2.5</b>  |
| <b>C</b>  | <b>73-76</b>    | <b>2.0</b>  |
| <b>C-</b> | <b>70-72</b>    | <b>1.75</b> |
| <b>D+</b> | <b>67-69</b>    | <b>1.5</b>  |
| <b>D</b>  | <b>65-66</b>    | <b>1.0</b>  |
| <b>F</b>  | <b>Below 65</b> | <b>0</b>    |

Education Corporation Re-Opening Plan  
**The Academy Charter School**

## **At-Risk Populations**

The Academy will continue to provide support to all at-risk populations, and endeavor to provide students and families with an optimal learning environment. Historically, students of The Academy with disabilities have been educated in the least restrictive environment. Extensive support is made available to English Language Learners as well.

## **Regents Flexibility & Operational Continuity**

The Academy recognizes the flexibility extended to charter schools in managing the special education hearing and service delivery process. We further recognize the impact periodic closures may have on students. We will continue to strive for instructional and operational continuity in close collaboration with the Committee on Special Education.

Each Saturday, from 9 a.m. – 1:00 p.m., SWDs and ELLs have the option of receiving virtual instruction in core academic subjects. In addition, beginning October 1, the Academy will offer academic tutoring from 5:00 p.m. – 6:00 p.m. For students in grades K-5, instruction will center on ELA and math instruction. For middle school students, these academic supports will center on ELA, math and the Regents examination in Biology.

Mandates services for SWD, ESL and AIS students will be provided on site and online.

## **Section 504 Accommodations**

Whereas no flexibility will be granted under this provision of the law, the Academy will continue to operate at a performance level that meets the requirements of the law. Students working remotely will have opportunities to work in small focused groups based on latitude we have to configure groupings. In addition, we will forward instructional materials (and/or make available for pick-up) to parents to ensure that students have access to hard copies of the materials they require. We recognize the import of establishing higher levels of support for vulnerable populations.

## **ELL Identification, Monitoring and Programming**

The process of ELL identification is ongoing following the distribution of the Home Language Survey (HLS) to determine the needs of students. Similarly, whereas we have not suffered reductions in staffing, we have sufficient capacity to deliver a robust instructional program through our certified professions, both in-person and online. Our teacher schedules and resource purchases are aligned to meet the needs of that group.

**THE ACADEMY CHARTER SCHOOL UNIONDALE**

**Response to Intervention (RtI)**

**&**

**Child Study Team (CST)**

**Manual**

**2020 -2021**

## Table of Contents

|                                                                                       |    |
|---------------------------------------------------------------------------------------|----|
| Introduction to Response to Intervention/Instruction (RTI) .....                      | 3  |
| What is Response to Intervention and Child Study Teams (CST)? .....                   | 4  |
| What is the goal of the Response to Intervention and Child Study Teams at TACS?.....  | 5  |
| What issues does RtI/CST address?.....                                                | 5  |
| How does intervention begin? .....                                                    | 6  |
| What RTI <i>Is</i> and What It <i>Is Not</i> .....                                    | 7  |
| ACADEMIC RTI.....                                                                     | 9  |
| Academic Tier II Decision Tree .....                                                  | 11 |
| Academic Tier III Decision Tree .....                                                 | 12 |
| BEHAVIOR RtI.....                                                                     | 13 |
| Overview- Behavior RtI Stages of Interventions .....                                  | 14 |
| SECONDARY INTERVENTIONS .....                                                         | 15 |
| Behavior RtI Tier II Decision Tree .....                                              | 16 |
| TERTIARY INTERVENTIONS .....                                                          | 17 |
| RtI Tier III Decision Tree .....                                                      | 18 |
| APPENDIX.....                                                                         | 19 |
| Response to Intervention Tier II & III Child Study Team Teacher Referral .....        | 20 |
| Sample Parent Letter .....                                                            | 25 |
| K-5 Accommodations and Modifications Resource List.....                               | 26 |
| Academy Charter School Individualized Action Plan .....                               | 30 |
| Functional Behavioral Assessment - Behavior Intervention Plan (FBA-BIP) Protocol..... | 31 |
| Glossary .....                                                                        | 40 |
| RtI Recommended Websites.....                                                         | 42 |

## Introduction to Response to Intervention/Instruction (RTI)

Response to Intervention (RtI) has been defined by the National Association of State Directors of Special Education (NASDSE) as “the practice of providing high-quality instruction and interventions matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals and applying child response data to important educational decisions” (Batsche et al., 2005, p. 3).

There are eight non-negotiable essential components of RtI:

1. Evidence-based Curriculum and Instruction
2. Ongoing Assessment
3. Collaborative Teaming
4. Data-Based Decision Making
5. Fidelity of Implementation
6. Ongoing Training and Professional Development
7. Community and Family Involvement
8. Strong Leadership

Each element is part of an interrelated process, which should be applied to *every* student. Essentially, instructional practices are evaluated and adjusted based on results of reliable, valid, and sensitive indicators of important student outcomes. If any component is missing, the process breaks down.

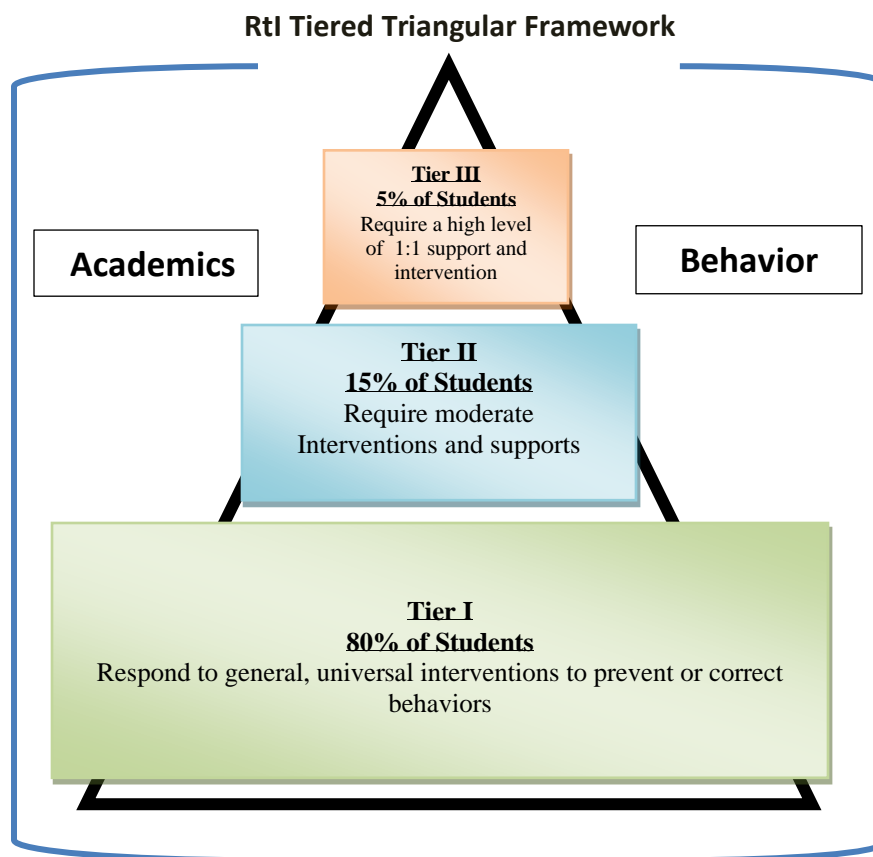
The RtI is an instructional, assessment, and intervention process for systematically delivering instruction, monitoring student progress, and making decisions about the need for intensifying instruction. The RtI is a proactive process that enables learning for all students by providing both prevention and intervention services. The fundamental question that RtI addresses is: “Under what conditions will a student successfully demonstrate a satisfactory response to the curriculum?”

The RtI creates an integrated and seamless continuum of service that encompasses all staff through a multi-tiered service delivery model. It requires effective building leadership and ongoing collaboration among educators with a motto of “*all educators for all students.*” RtI is the practice of: (a) providing high-quality instruction/ intervention matched to all students' needs and (b) using assessment to determine a student's learning rate and level of performance to (c) make important educational decisions to guide instruction. The RtI practices incorporate both prevention and intervention activities and are effective at all levels.

### What is Response to Intervention and Child Study Teams (CST)?

Here at the Academy the Response to Intervention “Rti” program is designed to insure the needs of all learners are met using appropriate methods and researched based best practices.

The Child Study Teams sometimes referred to as “CST”, are committees or teams that include a variety of professionals that may include a general education teacher, learning specialist, social worker, school director, art director, special education director, dean of student support, literacy coach, reading or math specialists, parents/students, and any other important professionals that will be able to give insight to assisting a student in reaching his/her potential. CST’s are designed to support students without Individualized Education Plans (IEP) to achieve success and to prevent students from over identification of special needs testing.



### **What is the goal of the Response to Intervention and Child Study Teams?**

*Response to Intervention and Child Study Team is designed to provide assistance to teachers as they work with students who are struggling academically and/or behaviorally.*

Once a teacher identifies an area of need for a student and refers a student to the CST (see Appendix), team members use a collaborative process to discuss the student's strengths and needs, identify positive academic/behavioral interventions and supports that the teacher may implement to help the student achieve.

The goal of the response to intervention program and CST is to provide all students with opportunities to learn and progress successfully in the general education curriculum. In order to understand and support individual learners the RtI/CST process is "data driven" and team members will consider evidence that the teacher or other school personnel collects to identify specific concerns.

Once the data has been collected and thoroughly analyzed, the team can design an individualized action plan (see Appendix) that will include monitoring and evaluative components to help determine the effectiveness of the interventions.

The IAP will include the specific strategies that can be used by the teachers and the team to support the student and the parent. Accommodations will be used, and evaluations are designed to monitor progress. There is an area for all parties to sign the agreement and a statement that explains what each person is committing to accomplish.

### **What issues does RtI/CST address?**

The Response to Intervention and Child Study Team processes can address but are not limited to, the following issues: learning difficulties, poor attendance, and discipline/ behavior challenges.

### **RTI Guiding Principles at the Academy Charter School**

- Use a team approach to make data- based decisions for individual students to increase student achievement.
- Utilize data from universal screenings and ongoing assessment practices to make informed decisions about student needs.
- Strong leadership is essential to improving teaching and learning.
- Students should be taught all skills necessary for success: academic, social, behavioral, and emotional.
- Academy Charter School and the community must work together to meet the diverse needs of students and honor the traditions and contributions of both family and community members.
- Provide ongoing training for staff.
- All teachers believe in and are invested in helping all students to be successful.



### **How does intervention begin?**

Intervention is ongoing depending on what Tier of intervention students require to be successful. The majority of students should respond to universal Tier I interventions, where are basically general, universal preventative teaching and classroom management techniques (See Rtl Triangle).

However, some students may require a higher level of support and additional interventions in order to be successful. These students will receive Tier II and III level interventions.

Tier II and III referrals are triggered by specific criterion in behavior or academics. Please see respective sections regarding these criteria.

Once the Special Education Director or Dean of Student Support receives an Rtl/CST referral form, the team will:

1. Contact the parent/guardian to schedule the meeting considering the family schedule when possible.
2. Review all the data submitted by teachers, staff, families, and other pertinent personnel.
3. Identify the student's strengths, abilities, and needs in all areas of learning.
4. Develop an Intervention Action Plan (IAP) or Behavior Intervention Plan (BIP) to address the targeted concerns.
5. Monitor and document the student's response the interventions through identified data measurement tools, anecdotal and student work.
6. Based on the Rtl Decision Tree Flow Chart, data and interventions will be monitored on a time interval basis. Data will be analyzed to see if interventions are proving effective.

**What RTI *Is* and What It *Is Not***

The RTI represents a fundamental shift in how schools go about identifying and responding to students' academic difficulties; therefore, it is essential to be very clear about what RTI *is* and what RTI *is not*.

**Rtl Truths**

**Rtl Myths**

|                                                                                                                            |                                                                                         |
|----------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|
| RTI is an initiative that supports general education school improvement goals                                              | RTI is a stand-alone special education initiative                                       |
| RTI is intended to help as many students as possible meet proficiency standards without special education                  | RTI is a means for just getting more students into special education                    |
| RTI is a method to unify general and special education in order to benefit students through greater continuity of services | RTI is a method for just increasing or decreasing special education numbers             |
| RTI is focused primarily on effective instruction to enhance student growth                                                | RTI is focused primarily on disability determination and documented through a checklist |

The Rtl is a significant opportunity for educators to come together to resolve children's learning problems by focusing first on students' instructional needs and only secondly on a student's possible need for special education assistance. In this light, RTI is more about *what* will be done than *where* it will be done. The RTI is also about *how* the job will get done and less about *who* will get it done. The RTI requires educators to change how they view student difficulties and disabilities. The RTI procedures turn attention away from identifying deficits within the student (e.g., processing difficulties) and toward evaluating child progress over

time, through age-based comparisons, and rates of learning. Therefore, students' academic performance is compared to the performance of other students in their school or district (normative expectations for minimum proficiency) and student learning is evaluated based on how quickly that student acquires instructed material (learning rate). The effect is that educators are able to focus on how much and what types of instruction students need, which increases accountability for student learning.

### **RTI and Special Education**

The RTI is intended to ensure that all students are provided high-quality instruction with fidelity. By using RTI, schools can provide interventions to students as soon as a need arises. This is very different, for example, from the methods associated with the aptitude-achievement discrepancy models traditionally utilized for specific learning disability (SLD) identification which have been criticized as a “wait to fail” approach. The reauthorized Individuals with Disabilities Education Improvement Act (IDEA 2004) allows school districts to use scientific, research-based interventions as one component of the eligibility determination process.

## **ACADEMIC RTI**

### **Multi-tiered System of Support**

A multi-tiered system of support provides guidance for delivering comprehensive, quality instruction for all students. An RTI framework is designed to provide evidence-based instruction and targeted interventions that lead to student success.

#### **ALL: Core Classroom Instruction (Universal Interventions)**

All students should receive core classroom instruction utilizing scientifically based curriculum and methods to teach critical elements of a subject (reading, math, written expression), e.g., 80-90 percent of students will have a sufficient response to instruction by demonstrating subject proficiency with effective Tier 1 instruction. Students who score at the higher level of Tier 1 should be receiving instruction that will continue to keep them challenged.

#### **SOME: Strategic Targeted Instruction**

Some students will receive strategically targeted instruction in addition to core instruction. Strategic Instruction addresses the specific needs of students who do not make sufficient subject progress in Tier 1. Tier 2 interventions are targeted to teach specific skill needs, are scientifically based, and align with core classroom instruction. Approximately 5-10 percent of students will require Tier 2 instruction. Instruction is generally provided in a small group (3-5 students) format with similarly skilled students. The duration of this instruction varies based on student assessment and progress monitoring data that measures student response to intervention.

#### **FEW: Intensive Targeted Intervention**

Intensive targeted instruction is provided to the most at-risk students who have not responded sufficiently to Tier 1 and Tier 2 instruction. This small percentage (1-8%) of students usually have severe skill difficulties and require instruction that is more explicit, more intensive, and specifically designed to meet individual needs. Intensive instruction should take place in addition to Tier 1 instruction; however, it may, in a few instances, replace core instruction. Students needing targeted Tier 3 interventions will have additional instruction daily. Tier 3 intervention may replace Tier 2 instruction and should be provided by the most qualified teacher within a small group of two to five students. The duration of this intervention is extended over a longer period of time and varies based on student assessment and progress monitoring data.

#### **Student Movement Through the Tiers**

Student movement through the tiers is a fluid process based on student assessment data and collaborative team decisions about students' response to instruction. A goal of the process is to accelerate learning so that students exit intervention. At any time during this process, a student may be referred for consideration for a 504 Plan and/or special education evaluation.

#### **TIER 1 Universal Intervention**

Tier I refers to classroom instruction for *all* students that utilizes evidenced-based materials and practices to teach core subject areas (e.g., reading, written expression, and math). Assessment data is used to monitor and maintain the ongoing cycle of skill success. Screening or benchmark assessments are administered within the first four weeks of the school year to *all* students to identify students at risk for skill difficulty. Screening or benchmark assessments are administered at least two other times during the year (winter and spring) to determine if students are making progress, need extra support, and instruction is planned accordingly. Differentiated instruction occurs in flexible

small groups within the instructional time. Outcome assessments are also administered to *all* students to determine student growth/gain over time

#### **Tier 2 Strategic Targeted Intervention**

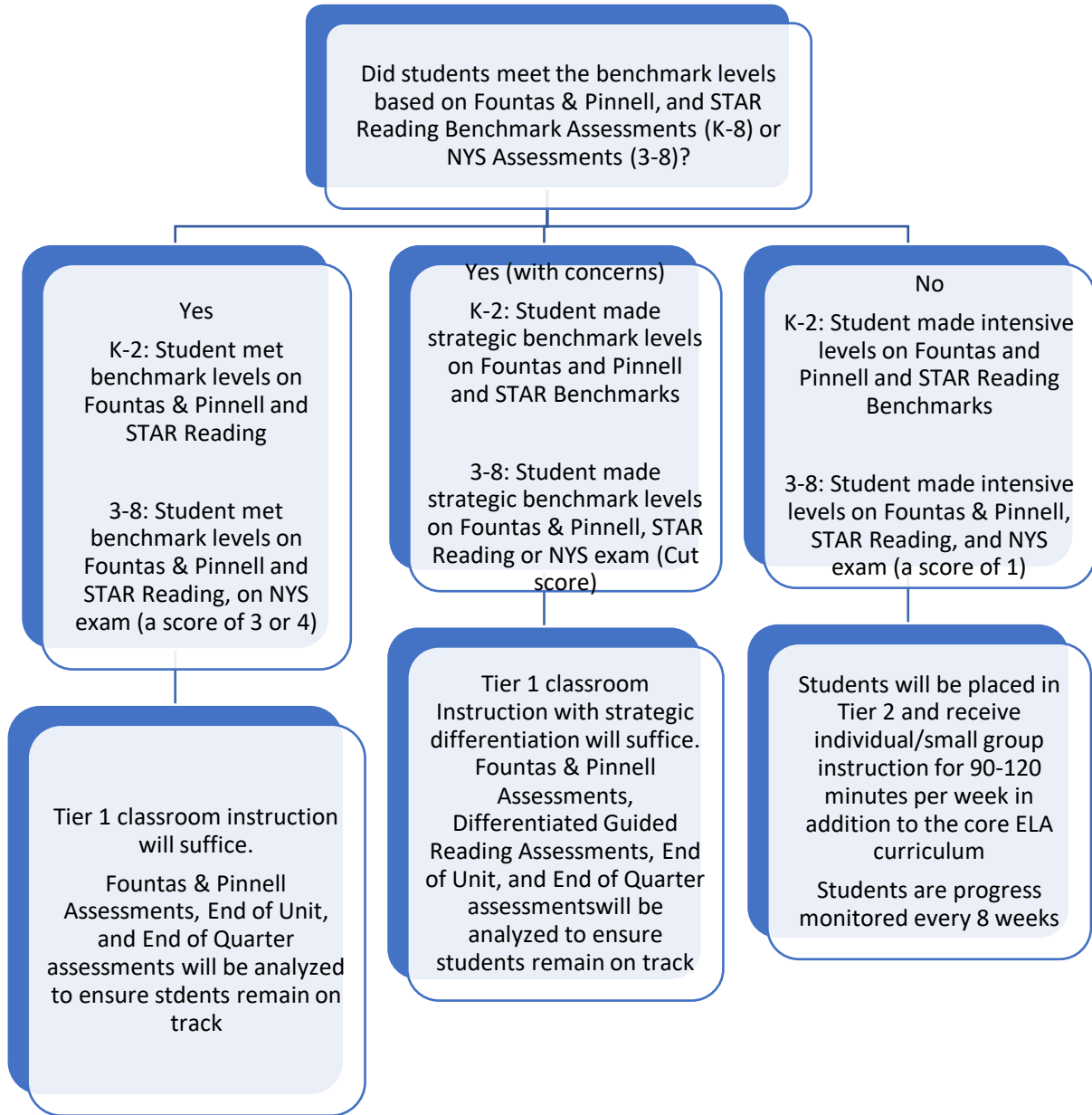
Tier 2 refers to evidence-based targeted supplemental skill-building intervention. This instruction is matched with the specific skill deficits of students who fail to meet Tier 1 benchmarks in core subjects. Tier 2 instruction is systematic, explicit, and aligned with Tier 1 instruction. Instructional interventions are typically delivered in small groups of students with similar skill building needs. Instruction is scaffold and based on the needs of individual students as determined by assessment data.

#### **Tier 3 Intensive Targeted Intervention**

Tier 3 refers to evidence-based intensive targeted interventions for students who have not responded adequately to Tier 1 or Tier 2 supplemental, targeted instruction. This small percentage of students usually have severe and multiple skill difficulties and require instruction that is more explicit, more intensive, and specifically designed to meet individual needs. Diagnostic and weekly or bi-weekly progress monitoring assessments are utilized extensively with this group of students to inform instruction and to provide appropriate, targeted intervention, materials, and strategies. Tier 3 instruction takes place in addition to Tier 1. If progress monitoring and diagnostic assessments indicate that a student is not making adequate progress, a student may need a replacement of the core program (Tier 1 instruction) or be referred for further evaluation.

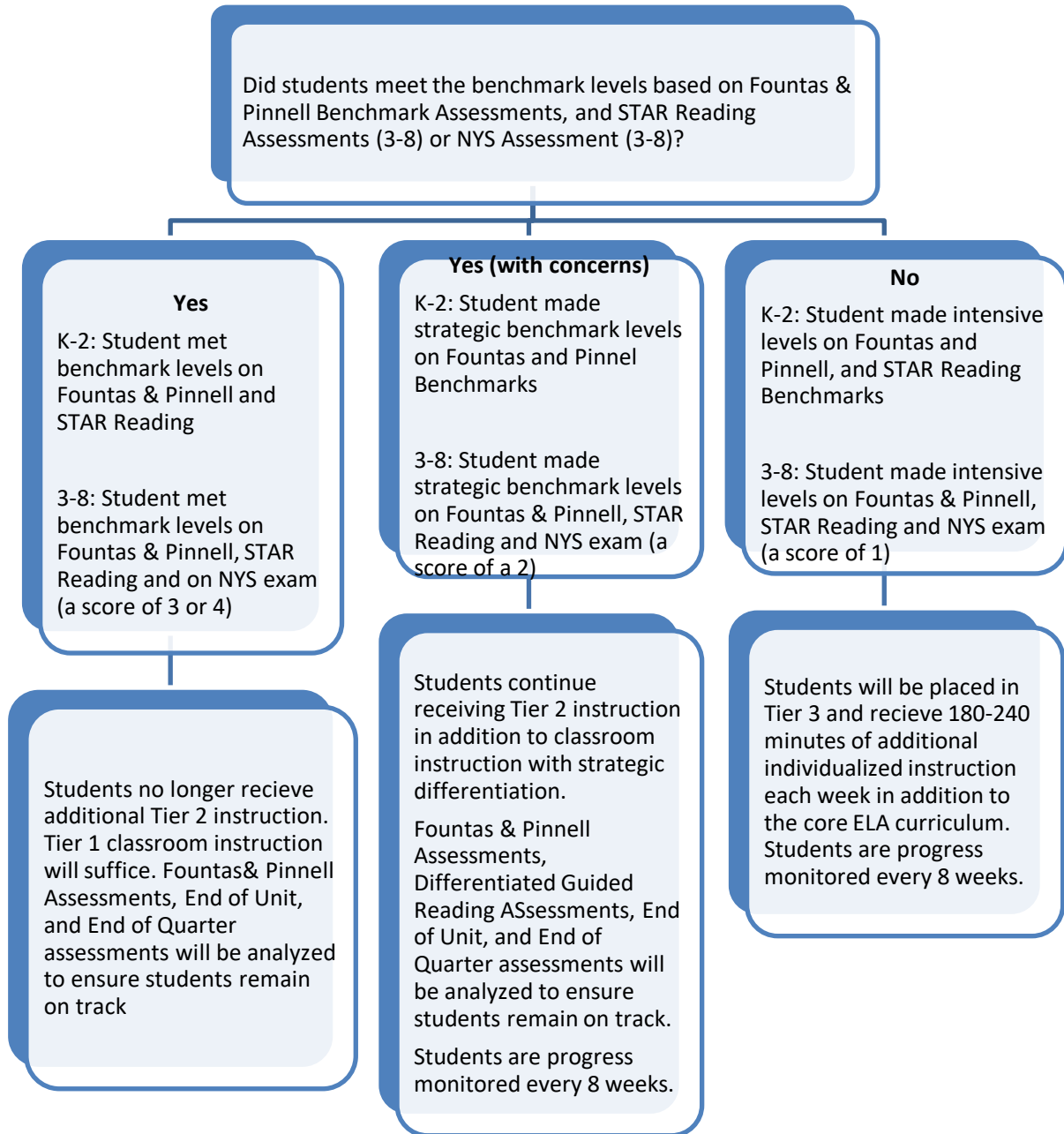
**Academic Tier II Decision Tree**

RtI Tier 2 Decision Tree  
Academy Charter School



**Academic Tier III Decision Tree**

RtI Tier 3 Decision Tree  
Academy Charter School  
Hempstead, NY



## BEHAVIOR Rtl

Behavior Response to Intervention will follow a similar framework to academic Rtl and will be driven by data such as discipline referrals, reflection pool logs, attendance, ABC charts, scatter plots, observations and rating scale assessments.

However due to the fluid and often unpredictable nature of behavior, a behavior Tier II CST referral will be on an ongoing “rolling admissions” cycle when specific behavior criterion is met so that interventions can be provided soon after we see behavior issues.

Behavior Rtl mirrors a diagnostic medical model since behavior can be a complex, multifaceted issue. Consider this example:

*Two people frequent have headaches, which are symptoms of an underlying medical issue causing the headaches. A doctor will order a battery of tests and assessments to find the underlying cause. For one person the cause of the headaches is a brain tumor; the other, tension from eye strain.*

*Obviously the course of treatment will be different for these two people.*

*In addition, the doctor did not just give them painkillers and call the headaches cured. Yes, he may have given them painkillers temporarily but only by finding the cause of the headaches can they really be addressed.*

Our Behavior Rtl model will share a similar course. Behavior is the symptom of a deeper issue that is causing a student to behave in a certain way. Behavior is a form of communication by which the person is trying to tell us something. It is through the Rtl process we investigate and figure out why a student is behaving a certain way, what is motivating them to behave and what underlying needs are not being met. In this way we can target interventions to address the specific needs of an individual student.

Again, we will not just give a consequence or quick intervention to address the behavior and consider it fixed. We may have to provide in the moment interventions and quick fixes to calm a student (painkiller) but Rtl then continues the process to asses and keep the cause of the behavior.

Consider how the following example is similar to the medical example above:

*Two students are showing aggression in class. The team does a battery of assessments and collects data. From the results the team makes the following hypotheses: that one student is being aggressive due to being bullied and is fighting back and the other student is showing aggression due to a lack of coping skills to deal with feelings of frustration in reading.*

*\*These two students need different types of intervention to address the root cause of the aggression in order for the aggression (symptom) to decrease.*

Behavior is a complex issue that will require assessment and investigation to understand. However it is obviously not an exact science and even with assessments etc. some hypothesis and subsequent interventions may not result in the change in behavior we want. The Rtl team and teachers will require patience and diligence to keep going, trying different interventions and assessment methods until we see a change in behavior.



## **Overview- Behavior RtI Stages of Interventions**

### **Tier I- Primary Interventions: 80% of students**

- School Wide PBIS reward and recognition program
- Morning Meeting
- Character Counts Program
- Active Supervision
- Class Color Chart with graduated in class interventions, referral sheets, DOS referral
- Weekly meetings
- Staff coaching and support
- Co-teaching- split instruction and behavior when possible

### **Tier II- Secondary Interventions: %15 of students**

- Core team meeting
- Individual point/reward plans
- check in/out
- Daily parent contact book
- Specific data tracking
- Modifications to instruction, classroom, seating etc.

### **Tier III- Tertiary Interventions: 5% of students**

- Child student team meeting including parent
- Referral 1:1 consults school social worker.
- Full -Functional Behavior Assessment & Behavior Intervention Plan (FBA/BIP)
- More intensive modifications and support.

## SECONDARY INTERVENTIONS

### Criterion for referral for Tier II Interventions:

*Any ONE of these will satisfy criterion*

- 3 Reflection Logs a week for two consecutive weeks
- 3 Minor Dean Referrals a week for two consecutive weeks
- 2 (Behavior Level III) Major dean referrals in one week
- Attendance- absent 3+ days a week for two consecutive weeks. (Unexcused or no contact with parent)

### Core Team Meeting/ Teacher Team Meetings:

Held every two- three weeks for student that have met criterion for Tier II referral. Meetings will identify goals; assign data to be tracked and assign responsibilities for providing interventions and collecting data. Core team members include Teachers, Dean of Students, Director of Special Education, Director of Instruction and Social worker. Teacher Team Meetings will include the teachers and Dean. At least two Secondary interventions from below will be utilized. A motivation and/or behavior ratings scales will be given to teachers to complete to explore possible motivations for behavior and define behaviors to target.

### Individual Point/ reward Sheets

Student will use individual tool for targeted behaviors. Behaviors are rewarded per subject block. Chart can be located on students' desk, cubby or other location in the classroom. Student will not be on class color chart, however will still continue to receive PBIS tokens and rewards. Student can earn extra tokens based on positive progress on their mini chart. Targeted behavior should be clearly written or shown on mini chart

### Check in/Out-

Student will check in with assigned teacher/staff in the morning and after lunch. Student will check out with assigned teacher or staff before leaving for lunch and dismissal.

### Daily Parent Contact Log Book

Include information on students' progress that day, positive behaviors and rewards. Suggest rewards at home. Try to keep in positive terms or at least balanced with problems. Parents should sign book and return to school the next day.

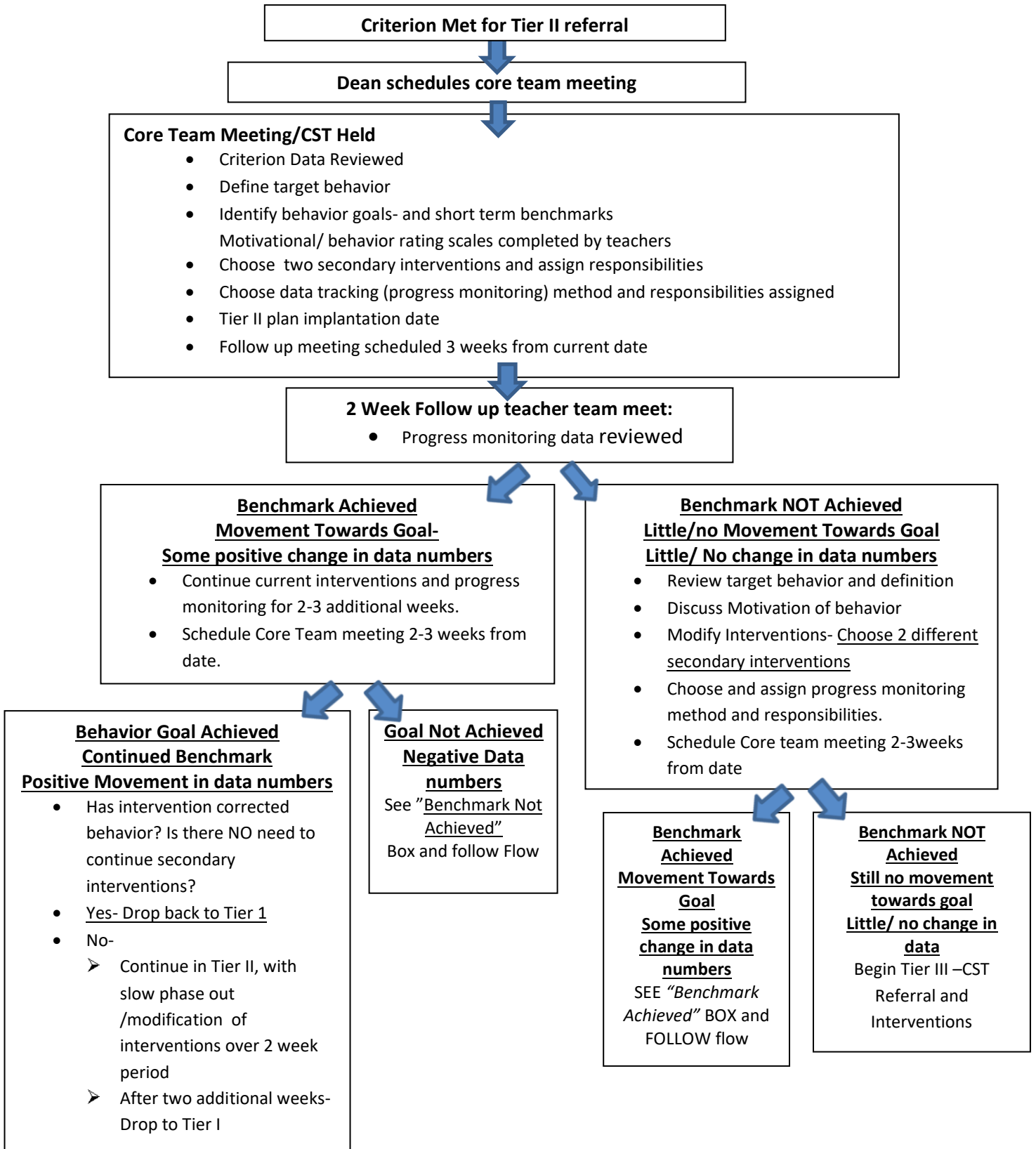
### Specific Data Tracking

To see if interventions are being effective, specific data based on target behavior will be collected by teacher and/or Dean of Students. The can include, scatter plot, ABC, point sheets,

### Specific Interventions/Modifications to classroom, instruction, student seating etc.

Specific interventions can include modification of level of instruction, addition of the use of manipulative, preferential seating, proximity, buddy system, pre-planned breaks, re-teaching of behavior, pre- correction of behavior etc.

**Behavior RtI Tier II Decision Tree**



## TERTIARY INTERVENTIONS

### Criterion for referral for Tier III Interventions:

*Either one can satisfy requirement*

- Student has been in Tier II intervention cycle for at least 6-8 weeks, with little/no improvement  
(As seen by little no change in data)
- One Level IV Behavior Major Dean Referral

### Tier III Interventions:

1:1 consult/assessment session with social worker or Dean

Core Team Meeting with parent attendance

Core Team #1 meeting will begin a full Functional Behavior Assessment- in depth data and assessment collection

Core Team #2 meeting (within 1-2 weeks) to develop Behavior Intervention Plan based on the results of the FBA, which will include an array of intensive interventions which may include:

- Mandated 1:1 and/or group counseling
- Individualized, time interval behavior monitoring in classroom
- Individualized incentive program at home and school
- Individualized corrective actions with focus on teaching activities
- Individualized differentiated instruction
- Significant modification to classroom structure (seating, built in breaks, individualized schedule etc.)
- 1:1 assistance in classroom
- Weekly conference call with parent

At Core Team meeting 2, progress monitoring methods will be determines and roles and responsibilities assigned.

Follow up with teacher Teams every week with Dean to track data.

Follow up Core Team Meeting held 2-3 weeks after Core Team Meeting #2

**Student Meets Tier III referral Criterion**

**Dean schedules Core Team meeting #1 and begins to collect data and assessments for FBA**

- Core Team Meetings 1 & 2 held with parent attendance:**
- FBA is completed by team(w/ behavior goals and benchmarks)
  - Past Interventions & Data reviewed
  - BIP developed
  - Progress monitoring data tracking method decided
  - Roles and responsibilities assigned
  - Implementation Start Date determined
  - Core Team meeting scheduled in 2-3 weeks

**Teacher Team meets weekly with Dean to review**

**Benchmark Achieved**  
**Movement Towards Goal-**  
**Some positive change in data numbers**

- Continue current interventions and progress monitoring for 2-3 additional weeks.

**Benchmark NOT Achieved**  
**Little/no Movement Towards Goal**  
**Little/ No change in data numbers**

- Review FBA/BIP
- Discuss Motivation of behavior
- Modify BIP change or alter interventions
- Choose and assign progress monitoring method and responsibilities. Monitor for 2 weeks.

**Behavior Goal Achieved**  
**Continued Benchmark**  
**Positive Movement in data numbers**

- Has intervention corrected behavior? Is there NO need to continue tertiary interventions?
- Yes- Drop back to Tier II
- No-
  - Continue in Tier III, with slow phase out /modification of interventions over 2 week period
  - After two additional weeks- Drop to Tier II

**Goal Not Achieved**  
**Negative Data numbers**  
 See "Benchmark Not Achieved" Box and follow Flow

**Benchmark Achieved**  
**Movement Towards Goal**  
**Some positive change in data numbers**  
 SEE "Benchmark Achieved" BOX and FOLLOW flow

**Benchmark NOT Achieved**  
**Still no movement towards goal**  
**Little/ no change in data**

- Hold Core Team Meeting
- Full detailed review of FBA/BIP- Do another round of Tier III.
- Other issues/ideas/options
- Outside referral /assessment?
- Determine if CSE referral is warranted at that time

# **APPENDIX**

Academy Charter School 2016-2017  
Response to Intervention Manual

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**Academy Charter School Response to Intervention Tier II & III Child Study Team  
Teacher Referral**

*\*\*\*\* Reminder\*\*\*\**

*Referral should be filled out ONLY if student has met required Criterion for Tier II or III  
referral Please complete all sections this form.*

Date of Referral: \_\_\_\_\_

Student \_\_\_\_\_ Date of Birth \_\_\_\_\_

Teacher/Team \_\_\_\_\_ Grade \_\_\_\_\_

Academic RtI: \_\_\_\_\_

Behavioral RtI: \_\_\_\_\_

Tier referring to:     II             III

List all those you wish to attend initial CST meeting (beyond the core team members):

\_\_\_\_\_

*DOS or D.SpEd Use Only:*

Date guardian was contacted about CST referral. \_\_\_\_\_ by \_\_\_\_\_

Does student have consent forms signed: \_\_\_\_\_

**\* Date of scheduled CST meeting:** \_\_\_\_\_

Location of Meeting: \_\_\_\_\_

CST meeting members notified \_\_\_\_\_

**Current Levels of Performance  
(Record evidence)**

|                 | <b>Below Grade Level</b> | <b>On Grade Level</b> | <b>Above Grade Level</b> |
|-----------------|--------------------------|-----------------------|--------------------------|
| <b>Reading</b>  |                          |                       |                          |
| <b>Writing</b>  |                          |                       |                          |
| <b>Spelling</b> |                          |                       |                          |
| <b>Math</b>     |                          |                       |                          |

**Please list *three (3)* strengths of the student, what they do well:**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**Please DEFINE in detail the area of concern.  
Try to operationally define the target deficit or behavior of concern:**

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**Area(s) of Academic Concern:** (required for Academic RtI referral)

|                                                                                                                                                                              |                                                                                                                                  |                                                                                                                                                       |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> <b>Reading</b><br>Decoding ___<br>Comprehension ___<br>Vocab/Language ___<br><input type="checkbox"/> <b>Writing</b><br>Grammar ___<br>Spelling ___ | <input type="checkbox"/> <b>Math</b><br>Computation ___<br>Concepts ___<br>Basics ___<br>___ Retention<br>___ Lack of Motivation | ___ Organization<br>___ Task Completion<br>___ Fine Motor<br>___ Speech<br>___ Listening<br>___ Time on Task<br>___ Other-Write IN:<br>_____<br>_____ |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|

**Area(s) of Behavioral Concerns:** (required for Behavior RtI referral)

|                                                                                                        |                                                                                                                                          |                                                                                                                                                                            |
|--------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Level of Behavior(s):</b><br>I    II    III    IV<br><br><b>Dignity Act Behavior:</b><br><br>Y    N | ___ Aggression<br>___ Bullying<br>___ Lack of Attention<br>___ Disruptive Behavior<br>___ Sleeping<br>___ New behavior/<br>recent change | ___ Verbal Threats<br>___ Cursing/Innap. Language<br>___ Severely Withdrawn<br>___ Attendance<br>___ Family Issues/Concerns<br>___ Crisis Behavior<br>___ Unsafe behaviors |
|--------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**Where is Behavior occurring: (circle all that apply)**

Classroom    Hallway    Cafeteria    Playground    Bus    Bathroom

**When is it MOST likely to occur (i.e., mornings, early week, late week, art etc.)**

**When is behavior LEAST likely to occur?**

**PLEASE ATTACH WORK SAMPLES OR OTHER DATA THAT FURTHER DOCUMENTS THE PROBLEM**

### TIER I or Previous TIER Interventions

**What accommodations have you tried?**

| <b>Academic Interventions</b>       | <b>Frequency</b><br>(X per day, week period etc.) | <b>Duration</b><br>(1 week, day, cycle etc.) | <b>Comments</b> |
|-------------------------------------|---------------------------------------------------|----------------------------------------------|-----------------|
| Adjusted assignments                |                                                   |                                              |                 |
| Adjusted instructional presentation |                                                   |                                              |                 |
| Changed/ preferred seating          |                                                   |                                              |                 |
| Extra 1:1 assistance                |                                                   |                                              |                 |
| Extra time                          |                                                   |                                              |                 |
| Small group                         |                                                   |                                              |                 |
| Differentiation                     |                                                   |                                              |                 |
| Peer Buddy Tutor                    |                                                   |                                              |                 |
| Other:                              |                                                   |                                              |                 |
| Other:                              |                                                   |                                              |                 |
| Other:                              |                                                   |                                              |                 |
|                                     |                                                   |                                              |                 |

| <b>Behavior Interventions</b> | <b>Frequency</b><br>(X, per day, week period etc.) | <b>Duration</b><br>(1 week, day, cycle etc.) | <b>Comments</b> |
|-------------------------------|----------------------------------------------------|----------------------------------------------|-----------------|
| Verbal Redirection            |                                                    |                                              |                 |
| Non Verbal Cue Signals        |                                                    |                                              |                 |
| Changed/ preferred seating    |                                                    |                                              |                 |
| Extra 1:1 assistance          |                                                    |                                              |                 |
| Proximity                     |                                                    |                                              |                 |
| Private Talks                 |                                                    |                                              |                 |
| Token Incentive rewards       |                                                    |                                              |                 |
| Positive Praise/ Language     |                                                    |                                              |                 |
| Restate Expectations          |                                                    |                                              |                 |
| Re-Teach                      |                                                    |                                              |                 |
| Modifications to enviro       |                                                    |                                              |                 |
| Modifications to Instruction  |                                                    |                                              |                 |
| Clip Chart                    |                                                    |                                              |                 |
| Reflection Pool               |                                                    |                                              |                 |
| Planned Ignore                |                                                    |                                              |                 |
| Letter/contact home           |                                                    |                                              |                 |
| Other:                        |                                                    |                                              |                 |
| Other:                        |                                                    |                                              |                 |

**Please describe in detail the modifications have you done on a trial basis to date?**

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**What, if any, interventions (supplemental instruction) have you put in place to target the student's specific skill deficits?**

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**How did it work?**

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**Do you have work samples or data to document and support this outcome?**

**Y                      N**

(If yes, please attach)

**Please submit completed referral form  
and attachments to:**

***Dean of Student Supports for  
Behavioral CST referral***

***Special Education Director for  
Academic CST Referral***

**Sample Parent Letter**

Date: \_\_\_\_\_

Student: \_\_\_\_\_

Class: \_\_\_\_\_

Dear Parents,

At the Academy Charter School, services are available to provide support and instruction to those students who are experiencing difficulty learning or difficulty with behavioral functioning. A child's progress in these areas is monitored and these findings are used to make decisions about interventions and other learning supports. This process is referred to as "Response to Intervention (RtI)".

Recent assessments and observations indicate that your child is experiencing difficulty in the following area (s):

\_\_\_\_\_  
\_\_\_\_\_

Your child's teacher is working with additional school staff to develop a plan which will address these concerns and your child's progress is being closely monitored.

Our goal is to ensure your child is fully supported and successful. Thank you for your continued support and cooperation. If you have any questions or would like additional information, please contact your child's teacher or staff listed below.

Sincerely,

Principal, Director of Special Education, Dean

## Academy Charter School K-8 Accommodations and Modifications Resource List

Use this list as a resource for **strategies** to try in your classroom. Remember, these accommodations and modifications do not take the place of academic and behavioral interventions in the classroom.

### PHYSICAL ARRANGEMENT OF THE ROOM

1. Seat student near the teacher or positive role model
2. Stand near the student when giving directions or presenting lessons
3. Avoid or remove distracting stimuli (fan, lights, high traffic area, etc.)
4. Increase the distance between the students' desks
5. Child's chair adjusted to allow feet to be flat on the floor and back rested
6. Child is seated facing the board or lesson area
7. Other Strategies: \_\_\_\_\_

### LESSON PRESENTATION STRATEGIES

8. Pair students to check work
9. Write key points on the board
10. Provide peer tutoring
11. Make sure directions are understood- check for understanding
12. Include a variety of activities during each lesson
13. Break longer presentations into shorter segments
14. Provide written outline
15. Allow student to tape record lessons
16. Have child review key point orally
17. Teach through multi-sensory modes
18. Use computer-assisted instruction
19. Stress major points in the regular assignment
20. Pre-teach content area vocabulary
21. Use of manipulatives
22. Provide outlines for lectures
23. Highlight books/materials
24. Use adapted textbooks
25. Pre-teach concepts
26. Cooperative learning groups
27. Increase activities' interest
28. Utilize small group instruction
29. Copy/provide lecture notes
30. Change reading strategies and/or approach
31. Adapt tasks to the student's learning style
32. Additional Strategies: \_\_\_\_\_

### ASSIGNMENT STRATEGIES

33. Provide extra time to complete tasks
34. Simplify complex directions
35. Hand worksheets out one at a time
36. Have teacher check homework sheet
37. Provide written list of homework assignments in advance
38. Allow student to tape record assignments/homework
39. Provide a structured routine in written form- post in classroom

# Academy Charter School 2016-2017

## Response to Intervention Manual

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40. Give frequent short quizzes and avoid long tests
41. Shorten assignments; break work into smaller segments
42. Allow typed assignments
43. Monitor closely as student begins work to monitor understanding
44. Assign peer tutor
45. Utilize a home-school notebook to facilitate communication
46. One on one instruction or tutoring help
47. Use of incentive plan
48. Avoid assignments requiring copying
49. Stress major parts in writing
50. Provide graphic organizers
51. Use self-monitoring devices/rubrics
52. Reduce homework assignments
53. Allow use of a word processor
54. Allow use of a calculator
55. Allow use of math tables
56. Allow use of spell checker
57. Provide visual/verbal prompts
58. Have student dictate work
59. Ask questions requiring short answers
60. Have student, type, record, or give answer orally
61. Assign tasks at the student's level (instructional level)
62. Reduce reading level of regular assignment
63. Reduce length of regular assignment
64. Provide books on tape
65. Provide student with a written copy of notes from board/overhead
66. Accept alternate forms of assessment (demonstration, exhibits, art, charts, etc.)
67. Provide alternate methods of completing assignments
68. Buddy system within classroom
69. Older students helping within the classroom
70. Group assignments
71. Teacher assistant or aide to provide one on one or small group assistance
72. Allow classmate to make a copy of notes for student
73. Check/adjust pencil grasp, provide a pencil grip if struggling
74. Additional Strategies: \_\_\_\_\_

### CLASSROOM ASSESSMENT STRATEGIES

75. Administer tests in several sessions
76. Include some take home tests
77. Give frequent short quizzes, not long exams
78. Allow extra time for exam
79. Administer test in separate, quiet location
80. Consider alternative assessment (portfolios, etc.)
81. Ask questions requiring short answers
82. Allow students to give test answers on tape recorder
83. Additional Strategies: \_\_\_\_\_

### ORGANIZATIONAL STRATEGIES

84. Provide peer assistance with organizational skills
85. Color coordinated folders, notebooks, and binders- one for each subject

86. Assign volunteer homework buddy to help with agenda and getting materials together at the end of the day
87. Send daily/weekly progress reports home
88. Develop a reward system for schoolwork completion (including handing it in)
89. Develop a reward system for homework completion (including handing it in)
90. Provide student with a homework assignment notebook/agenda
91. Provide a written list of assignments in advance
92. Utilize a home-school notebook communication tool
93. Provide extra space for organization of personal/academic things
94. Provide an organized area/boxes for personal and/or academic things
95. Develop a highly structured daily routine for organization
96. Additional Strategies: \_\_\_\_\_

#### CLASSROOM MANAGEMENT/BEHAVIOR STRATEGIES

97. Reward positive behavior
98. Post classroom schedule and stick to it
99. Classroom rules are simple and clear- they explain what to do, not only what not to do
100. Classroom rules are posted
101. Simplify and clarify rules and expectations
102. Behavior expectations are consistent
103. Ensure that routines are posted and reviewed- ex: morning routine
104. Review classroom rules frequently and hand out reinforcers for remembering them
105. Use negative consequences sparingly
106. Allow for short breaks between assignments
107. Avoid long "wait" periods (in line, etc.)
108. Give warnings, reminders, and times for upcoming transitions (in five minutes, in two minutes...)
109. Utilize movement breaks between assignments
110. Play soft music
111. Home-school notes and/or communication log
112. Reorganize classroom layout to address problems
113. Keep lessons active- use a hands-on, multi-sensory approach as much as possible
114. Give choices (ex: You can either do this math worksheet or this reading center)
115. Physical activity or stretching allowed routinely
116. Errand breaks for those students who need more movement (ex: trip to the office to get something)
117. Praise specific behaviors of individual students even if they "should know how to do it" (ex: walking in line correctly, remaining quiet in the hall, raising your hand)
118. Use self-monitoring strategies
119. Cue student to stay on task (non-verbal signal)
120. Mark student's correct answers, not their mistakes
121. Develop and implement an individual behavior plan using rewards or incentives (FBA or BIP)
122. Allow student time to be out of seat to run errands
123. Ignore some inappropriate behaviors
124. Implement a passive/active program which allows for a period of time away from the classroom (walks, getting a drink, etc.)
125. Allow legitimate movement- ex. A need to fidget
126. Contract with the student
127. Increase the immediacy of reinforcers
128. Increase the frequency of reinforcers
129. Give behavioral choices
130. Use a 3 step warning system and follow through on reinforcers and consequences
131. Adjust student's instructional levels/methods

# Academy Charter School 2016-2017

## Response to Intervention Manual

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132. Visual cues to stay on task
133. Auditory cues to stay on task
134. Use of manipulatives for sensory/distractibility needs
135. Preferential seating
136. Use of an assistant/volunteer
137. Small group instruction/work time
138. Loss of privileges
139. Removal of visual distractions
140. Use of separate area of the classroom
141. Earned free time or privileges
142. Increased peer/adult/other faculty members in the building attention
143. Peer mentoring
144. Adult mentoring
145. Use of a "cool off" space
146. Specify expectations (avoid phrases like "be good") - say exactly what to do and what not to do, review what "good" means
147. Teach problem solving with situational strategies- create "teachable moments"
148. Teach social skills
149. Use of proximity or gentle touch, such as a hand on the shoulder
150. Redirection
151. Use visual boundaries (rug, use of tape, carpet square, etc.)
152. Removal or change of location for child
153. Enhance self-esteem
154. Make child a class "assistant"
155. Anger control strategies
156. Detention
157. Modeling, role playing
158. Heavy work for calming- consult with the OT
159. Additional Strategies: \_\_\_\_\_

### CONSULTATION WITH SCHOOL PERSONNEL

160. Nurse (illness, fatigue, diet, other)
161. Social Worker/Guidance Counselor- can assist with outside agencies
162. Administrator/Principal
163. Child Study Team (CST)
164. Neighboring Teachers/Special Education Teachers
165. Literacy Coach/Math Coach
166. Psychologist
167. Speech and Language Therapists
168. Occupational Therapist
169. Physical Therapist
170. Other Personnel: \_\_\_\_\_



## Academy Charter School Individualized Action Plan

DATE: \_\_\_\_\_

By signing this document I agree to adhere to all components of the plan outlined above and

| <i>Area of need</i> | <i>Goals</i> | <i>Strategies</i> | <i>Evaluation</i> | <i>Evaluator</i> | <i>Resources</i> | <i>Timeline</i> | <i>Evidence of Progress</i> |
|---------------------|--------------|-------------------|-------------------|------------------|------------------|-----------------|-----------------------------|
|                     |              |                   |                   |                  |                  |                 |                             |
|                     |              |                   |                   |                  |                  |                 |                             |
|                     |              |                   |                   |                  |                  |                 |                             |

implement the strategies with fidelity to the best of my ability.

\_\_\_\_\_  
Parent

\_\_\_\_\_  
Student

\_\_\_\_\_  
Teacher

\_\_\_\_\_  
Dean of Student Support

\_\_\_\_\_  
Director of Student Services

\_\_\_\_\_  
Principal

**Functional Behavioral Assessment - Behavior Intervention Plan (FBA-BIP) Protocol**

Student Name \_\_\_\_\_ Age: \_\_\_\_\_

Teacher/Class: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_

**STEP 1: Answer the following questions by:**

**LOOKING AT EXISTING INFO & HAVING A FORMAL DISCUSSION WITH YOUR TEAM**

**Student Profile**

What is the student good at or what are some strengths that the student brings to school?

What does the student find reinforcing or motivating?

**Description of the Behavior**

What does the problem behavior(s) look like? Describe it in a way so that even a stranger would know it if they saw it.

How often does the problem behavior(s) occur? Be specific.

How long does the problem behavior(s) last when it does occur? Be specific.

How disruptive is the problem behavior on a scale of 1-10? How dangerous is the problem behavior on a scale of 1-10?

**Choose a behavior to target. Define the behavior in Observable/Measurable terms so that everyone knows it when they see it and so that data collection will be accurate.**

\_\_\_\_\_ : \_\_\_\_\_  
\_\_\_\_\_

(behavior)                      (definition)

Examples:

Non-examples:

**What situations seem to trigger the problem behavior?** (difficult tasks, transitions, structured activities, small group settings, teacher's request, particular individuals, etc.)

**When is the problem behavior most likely to occur?** (times of day and days of the week)

**When is the problem behavior least likely to occur?** (times of day and days of the week)

**Setting Events: Are there specific conditions, events, or activities that make the problem behavior worse?** (missed medication, history of academic failure, conflict at home, missed meals, lack of sleep, history or problems with peers, etc.)

**Description of the Maintaining Consequence**

**What usually happens after the behavior occurs?** (what is the teacher’s reaction, how do other students react, is the student sent to the office, does the student get out of doing work, does the student get in a power struggle, etc.)

**What do you think the student may gain from the problem behavior?**

| Things that are Obtained | Things Avoided or Escaped from |
|--------------------------|--------------------------------|
| ___ adult attention      | ___ Hard tasks                 |
| Other _____              | Other _____                    |
| ___ peer attention       | ___ reprimands                 |
| _____                    | _____                          |
| ___ preferred activity   | ___ peer negatives             |
| _____                    | _____                          |
| ___ items/objects        | ___ physical effort            |
| _____                    | _____                          |
| _____                    | ___ adult attention            |
| _____                    | _____                          |

Are there appropriate behaviors that the student could use that would make the problem behavior unnecessary?

### Summary of Behavior and Functional Hypothesis

When \_\_\_\_\_(antecedent),  
the student \_\_\_\_\_ (behavior) in order to  
\_\_\_\_\_ (maintaining consequence/function)  
Because they lack \_\_\_\_\_(motivation, skill, or both).

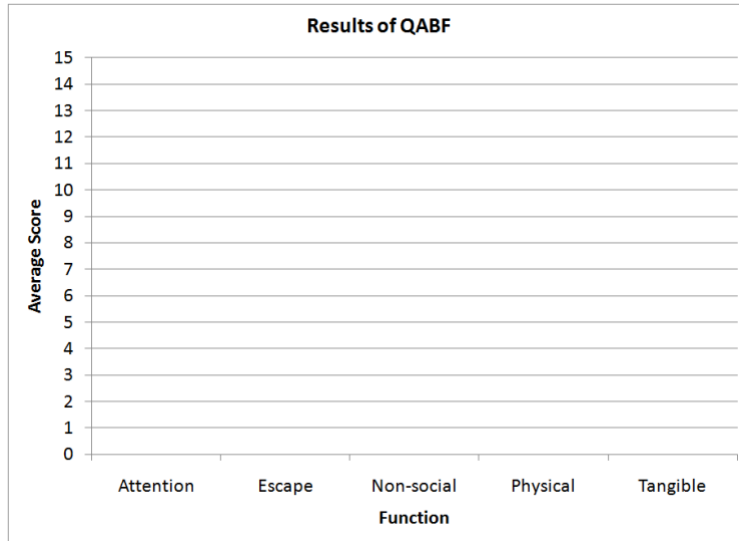
How confident are you that your hypothesis is accurate?

|                    |   |   |   |   |                |
|--------------------|---|---|---|---|----------------|
| Not very confident |   |   |   |   | Very confident |
| 1                  | 2 | 3 | 4 | 5 | 6              |

STEP 2: Collect more data so you can be more confident in your hypothesis. If you're not confident about the function of the behavior, it means you need to do more assessment.

- ✓ **Direct Observation** – Use an ABC Chart or Functional Assessment Observation Chart
- ✓ **Rating Scales** – Use the Questions About Behavioral Function (QABF)

*Summarize QABF*



- ✓ **Frequency, Intensity, and Duration Data** – Use the Scatterplot Data Sheet, Interval Data Sheet, or create your own data sheet.

*Copy and paste your visual graph of Frequency, Intensity, Duration data*

✓ Other: \_\_\_\_\_

✓ Other: \_\_\_\_\_

**STEP 3: Create a Behavior Intervention Plan by: USING ALL OF THE DATA AND INFORMATION YOU'VE GATHERED**

When \_\_\_\_\_ (antecedent),

the student \_\_\_\_\_ (behavior) in order to

\_\_\_\_\_ (maintaining consequence/function)

Because they lack \_\_\_\_\_ (motivation, skill, or both).

| Setting Events | Antecedents | <b>Behavior</b> | <b>Maintaining<br/>Consequences/Function</b> |
|----------------|-------------|-----------------|----------------------------------------------|
|                |             |                 |                                              |

| <b>Setting Event Strategies</b>                    | <b>Antecedent/Prevention Strategies</b>                   | <b>Behavior Teaching Strategies</b>                                                                                                    | <b>Consequence Strategies</b>                                                                                                                  |
|----------------------------------------------------|-----------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Ways to prevent or decrease setting events:</b> | <b>Changes made to environment to facilitate success:</b> | <b>Replacement behaviors to be taught:</b><br><br><br><br><br><br><br><br><br><br><b>How will the student learn the new behaviors?</b> | <b>Response when desired replacement behavior occurs:</b><br><br><br><br><br><br><br><br><br><br><b>Response when problem behavior occurs:</b> |

\*If emergency behavior management procedures are necessary, attach crisis plan as separate sheet.



Roles and Responsibilities

| Tasks | Person Responsible | By When |
|-------|--------------------|---------|
|       |                    |         |
|       |                    |         |
|       |                    |         |
|       |                    |         |
|       |                    |         |

**Behavioral Goal (Use specific, observable, measurable descriptions of goal)**

|                                                                                                    |                                   |
|----------------------------------------------------------------------------------------------------|-----------------------------------|
| <p><b>What is the short-term behavioral benchmark?</b></p><br><br><br><br><br><br><br><br><br><br> | <p>_____ <b>Expected date</b></p> |
| <p><b>What is the long-term behavioral goal?</b></p><br><br><br><br><br><br><br><br><br><br>       | <p>_____ <b>Expected date</b></p> |

**Evaluation Procedures**

| What data will be collected? | When and how will it be collected? | Who will collect it? | Who will summarize it? |
|------------------------------|------------------------------------|----------------------|------------------------|
|                              |                                    |                      |                        |
|                              |                                    |                      |                        |
|                              |                                    |                      |                        |

**Initial Review of Plan will be in 15 / 30 / 60 days/Other\_\_\_\_\_**  
**(INITIAL REVIEW DATE)\_\_\_\_\_**

**We agree to the conditions of this plan:**

\_\_\_\_\_  
 Student (date)

\_\_\_\_\_  
 Parent or guardian (date)

\_\_\_\_\_  
 Teacher (date)

\_\_\_\_\_  
 Teacher (date)

\_\_\_\_\_  
 Aide (date)

\_\_\_\_\_  
 Aide (date)

## Glossary

### **Accommodation**

Change made to instruction and/or assessment that does not change the expectations for performance or change the construct that is being measured. Accommodations provide access to buildings, curriculum, and assessments.

**Benchmark Assessment-** Universal screening method is repeated 3 to 4 times per year.

**Curriculum Based Measurement (CBM)** – A “family” of assessment instruments that are designed to assess basic skills progress using tests with a number of common features. CBM tests are: (a) standardized, (b) short (i.e. usually less than 5 minutes), (c) easy to administer and score over time, (d) technically adequate, and (e) sensitive to improvement.

### **Data-Based/Data-Driven Decision Making**

A process of collecting, analyzing, and summarizing information to answer a question and to guide development, implementation, and evaluation of an action. Data-based decision making is continuous and regular, and most importantly linked to educational/socially important questions.

### **Differentiated Instruction**

Process of designing lesson plans that meet the needs of the range of learners; such planning includes learning objectives, grouping practices, teaching methods, varied assignments, and varied materials chosen based on student skill levels, interest levels, and learning preferences; differentiated instruction focuses on instructional strategies, instructional groupings, and an array of materials.

### **Individualized Education Program (IEP)**

A written document that is developed, reviewed, and revised in accordance with IDEA 2004 that outlines the special education and related services specifically designed to meet the unique educational needs of a student with a disability.

### **Intervention**

The systematic and explicit instruction provided to accelerate growth in an area of identified need. Interventions are provided by both special and general educators, and are based on training, not titles. They are designed to improve performance relative to a specific, measurable goal. Interventions are based on valid information about current performance, realistic implementation, and include ongoing student progress monitoring

### **Learning Disability**

IDEA 2004 defines a Learning Disability/Specific Learning Disability in the following manner: The child does not achieve adequately for the child's age or to meet State-approved grade-level standards in one or more of the following areas, when provided with learning experiences and instruction appropriate for the child's age or State-approved grade-level standards.

- (i) Oral expression
- (ii)** Listening comprehension
- (iii)** Written expression
- (iv)** Basic reading skill
- (v)** Reading fluency skills
- (vi)** Reading comprehension
- (vii)** Mathematics calculation
- (viii)** Mathematics problem solving

**Multi - tiered early intervention system** – Student scores on the universal screening tool are aligned with the level or “tier” of intervention that matches the students’ severity of need. As progress monitoring data indicates changes in the students’ severity of need, students can move flexibly to levels or “tiers” of intervention that match their need.

**Progress monitoring** – A system that is linked to a multi-tiered early intervention system, is specified explicitly (i.e. tools, timelines and processes), is continuous (i.e. the same assessment tools are used across the levels of severity) and is technically adequate (i.e. reliable and valid for the purpose for which they are being used).

### **Section 504**

A student is eligible under Section 504 if the student has a mental or physical impairment that substantially limits one or more of the student’s major life activities and needs accommodations to access education.

### **Tiered Model**

Common model of three or more tiers that delineate levels of instructional interventions based on student skill need.

**Universal Screening** – ALL students are tested on a standard test(s) for the purpose of determining which students may be sufficiently different from expectations to warrant more intensive intervention. (Universal screening differs from individual screening, which is based on testing a subset of student, usually one at a time, in a process that typically is initiated by teacher referral.)

### **RtI Recommended Websites**

<http://www.rti4success.org>

<http://www.rtinetwork.org>

<http://www.nysrti.org>

<http://www.interventioncentral.com>

<http://www.pbis.com>

<http://www.ideapartnership.org>



Education Corporation Re-Opening Plan  
**The Academy Charter School**

**Pre-Existing School Plans**

No pre-existing school plans for The Academy are referenced herein.