

MASTER PLAN FOR URBAN ACT ACADEMY

SY2020-21

Last Updated: 1/11/2021

Updates in progress to upload into document:

- Attendance Policy**
- Recess and lunch logistics**

Introduction:

- **What is this document?** This document serves as a central repository for our academic, culture, and school operations plans. As the situation continues to evolve on the ground, this plan reflects our latest thinking on these components.
- **How did we get here?** To develop these plans, we consulted research from public health experts, guidance from federal, state and local authorities (including Indianapolis Public Schools), and input from stakeholders in our community, including staff, students, and families. Our earnest hope is that we have developed a plan that meets as many of the needs of our school community as possible, while prioritizing the health and safety of our staff and students, and ensuring robust learning occurs for all students, every day.

Table of Contents:

Plan	Section	Description	Link	Last Updated
Academics	Instructional model	<i>What does an essential student academic experience look like this fall? What changes and additions to the instructional model (e.g., content/ curriculum, delivery format, assessment, grading and accountability) will need to be considered to bring this student experience to life?</i>	Here	8/3/2020
	Schedule and staffing	<i>Given constraints, what will the new academic schedule look like? What will staffing and coverage look like?</i>	Here	8/3/2020
	Student supports	<i>What changes and additions to student supports (e.g., academic interventions, ELL supports, special education supports) will need to be considered for flexibility and adaptability across scenarios?</i>	Here	8/3/2020
	Professional development and staff supports	<i>What changes and additions to PD, ongoing teacher supports are critical during this time?</i>	Here	8/3/2020
Culture	School culture	<i>What does an essential student's culture experience look like this fall? What changes and additions to the school culture model (e.g., mindsets & beliefs, methods and systems for building staff and student culture) will need to be considered to bring this student experience to life?</i>	Here	8/3/2020
	Staff and student supports	<i>What specific supports will be prioritized to support students and staff as they return in the fall (with particular focus on SEL and mental health/wellness)?</i>	Here	8/3/2020
	Student, family, and community engagement	<i>What changes and additions to student, family, and community supports (e.g., wraparound services, remote learning services) will need to be in place to support all students?</i>	Here	8/3/2020
Operations	New health & safety protocols	<i>What new health and safety protocols (e.g., masks, social distancing, ventilation, hygiene) will be in place for a safe reopening?</i>	Here	8/3/2020
	Building operations	<i>What changes to our building operations (e.g., common spaces, restrooms, hallways) will be in place for a safe reopening?</i>	Here	8/3/2020
	Safeguarding the student journey from	<i>How will students travel and transition into the building look different to ensure safety and health and our staff and students?</i>	Here	8/3/2020

	home to school			
	Reimagining & redesigning the in-school experience	<i>How will the school day be changed (e.g., meals, recess, gym) to ensure safety and health of our staff and students?</i>	Here	8/3/2020
	Contingency and scenario planning	<i>What alternative scenarios or contingency plans are in place (e.g., if a child gets sick)?</i>	Here	8/3/2020
Talent	Staff & HR policies	<i>What staffing policies and procedures must be added or updated for COVID-19?</i>	Here	8/3/2020

THE CORE BELIEFS GUIDING OUR THINKING

We have held to the following priorities as core to our thinking and planning for a successful new school year:



Prioritizing the **interests of our students**



Preparing and supporting **staff**, both instructionally and socio-emotionally



Putting the **health and safety** of all at the forefront

ACADEMICS

Academics	Instructional model	<i>What does an essential student academic experience look like this fall? What changes and additions to the instructional model (e.g., content/ curriculum, delivery format, assessment, grading and accountability) will need to be considered to bring this student experience to life?</i>	Here
	Schedule and staffing	<i>Given constraints, what will the new academic schedule look like? What will staffing and coverage look like?</i>	Here
	Student supports	<i>What changes and additions to student supports (e.g., academic interventions, ELL supports, special education supports) will need to be considered for flexibility and adaptability across scenarios?</i>	Here
	Professional development and staff supports	<i>What changes and additions to PD, ongoing teacher supports are critical during this time?</i>	Here

Appendix:

1. [UAA Updated Data Practices](#)
2. [Engage New York 20-21 SAS](#)
3. [UAA online grading expectations rubric \(in progress\)](#)
4. [SY20-21 PD Plan](#) (last updated: August 4, 2020)
5. [UAA Daily Master Bell Schedule SY20/21](#) developed for In Person Learning in July 2020; no longer applicable for remote learning

INSTRUCTIONAL MODEL

After surveying staff and families/students, examining many aspects of the existing research, exploring our own operational and facility constraints, heeding the guidance from federal, state and local public health authorities, and in alignment with the Indianapolis Public Schools district, we have made the determination to offer our scholars **virtual learning, but are planning for a hybrid model in anticipation of the next phase of reopening.**

Below, we lay out the essential components of this academic experience, including any changes and additions to the instructional model (e.g., delivery format, assessment, mode of engagement) that we've considered to bring this dual student experience to life.

What have we heard from our families and staff?

After surveying families and staff, URBAN ACT heard the following priorities for students and staff (as of July 27, 2020):

- **Students/families:** Half (50%) of respondents surveyed to-date across K-8 would prefer online classes, followed by one-third (33%) of respondents who would prefer to return to in-person class. The remaining 17% are not decided yet about returning.
- **Staff:** 80% of staff believe in returning to in-person classes this fall (48% of staff feel comfortable with returning to the school building, and 31% feel nervous but don't know what other way is best to serve students and families).

Given this split, and especially during this time of heightened uncertainty and stress, we believe that a dual in-person and virtual model will allow us to best meet the needs of all our students and families.

What is our vision for this school year?

August-October

In alignment with Indianapolis Public Schools (IPS), URBAN ACT will begin the SY2020-21 school year with a full-time remote learning model for all students, to best serve the needs of both students/families and staff. This model will remain in place until at least October 2, 2020, at which point URBAN ACT will make a decision, informed by continued consultation with public health research and the needs expressed by our community of students, families, and staff.

The first day of school for ALL students will be August 17, 2020.

Please note: For students in transient housing, in-person learning will be available through IPS at a to-be-determined facility. Please stay tuned for more information.

Per IPS: "Moving to a fully remote academic model to begin the year means that in-person learning for the district is delayed until at least Oct. 2, which will allow more time for the number of COVID-19 cases in Marion County to stabilize and decrease to a less dangerous level. Continued consultation with the Marion County Public Health Department will occur throughout the district's school year planning." Please see more [here](#).

Key Components of an URBAN ACT Experience for All Students (regardless of delivery model)

- 5 days a week learning for all students from 9:00 a.m. to 4:00 p.m. (early end at 1pm 1x/week)
 - ELA and Math instruction daily
 - Place-based learning experiences weekly
 - Specials (Art, PE, Music) daily

- Science and social studies daily
- Built in “brain breaks” for all grades daily
- All students provided with **1:1 technology**, and oriented to how to use livestream and learning platforms
- All families without Internet provided **WiFi hotspots** to access learning
- Intentional emphasis on **SEL and trauma-informed practices** to support students, families, and staff as they return to our school community during these challenging times

After October 2

As early as October 2, URBAN ACT may decide to shift to a different delivery model of the same curriculum. Some possible options include:

- Offering parallel in-person and remote learning tracks, with **in-person learning designated primarily for special populations** (e.g., those most academically vulnerable). Students receiving priority for in-person learning would be designated and detailed at length prior to launching this model.*
- A **hybrid in-person and remote learning model**, in which ALL students receive some in-person instruction (prioritizing the core academic subjects of ELA and Math) some days and/or times, and then receive remote instruction for the other subjects (e.g., Specials, supplemental instruction) during other days/times. This schedule could vary (e.g., AM/PM, days of the week, weeks on/off), and would be determined and detailed at length prior to launching this model.
- Offering **parallel in-person learning and remote learning tracks**, with students/families able to opt out of virtual learning and into in-person learning during a designated window of time (e.g., October)

***Categories of students potentially prioritized for in person learning in October might be:**

- Those deemed most academically vulnerable
- Students with special needs, English Language Learners, and other high-needs populations
- Those whose parents are essential workers and require oversight/ care during the day
- K-2 Learners

Components of our instructional model

The following components will be put in place for all students:

	Virtual
Curriculum	Both in-person and virtual learners will follow the below curriculum: <ul style="list-style-type: none"> ● Math: Eureka Math ● ELA: Open Up Resources ● ELA: Reading Mastery (assessments included in the curriculum)
Grading/ accountability	Virtual submission of assignments will be graded on a mix of timeliness, completeness, and accuracy, according to an online grading expectations rubric here
Assessment	The following assessments will be used: <ul style="list-style-type: none"> ● ANet interim assessments ● Open Up Resources/Eureka Math assessments ● NWEA <p>Additionally, to support assessment of remote learning:</p> <ul style="list-style-type: none"> ● In the fall, students will complete an online diagnostic for ELA and Math. ● Biweekly, students will complete biweekly ANet online quizzes

What does remote learning look like?

Updated (November 2020) Virtual Learning Plan:

Refer [here](#) for the Winter 2020 virtual learning plan (Teacher and Staff Expectations)

Fall 2020 Plan:

The following components have been put in place for students who will join remotely; and in the need of shifting to full remote learning throughout the year:

Component	6-8	3-5	Pre K-2
<p>UAA will use both synchronous and asynchronous learning, where students will be learning at the same time during small group instruction with teachers, covering each subject every day. Students will also be watching teacher videos on a daily basis as part of the asynchronous instruction.</p>	<p>Recorded and live</p> <ul style="list-style-type: none"> Recorded for students to refer back to (10-15 min videos) Grade bands will divide and conquer (1 will record ELA and the other Math); total of 5 lessons a week/teacher Record videos during the first hour of half day PD from 1:30-2:30 pm to record lessons for Thurs/Fri/Mon/Tues (able to use weekend to adapt Mon/Tues lessons based on data) Coaches will have to do an audit of lessons to provide better coaching and feedback If time isn't utilized well, we'll use prep time as well. Create PD for staff to SEE IT, NAME IT, DO IT Teachers create video but also provide instructional materials to supplement (PowerPoint, work products online, etc) Use the IA to grade the materials Grading: completion rate, accuracy/grade; data on if a student didn't master it, what were the common misconceptions?) Live daily advisory zoom calls for relationship building, social emotional activities, and 	<p>Recorded and live</p> <ul style="list-style-type: none"> Recorded for students to refer back to (7-10 min videos) Grade bands will divide and conquer (1 will record ELA and the other Math); total of 5 lessons a week/teacher Record videos during the first hour of half day PD from 1:30-2:30 pm to record lessons for Thurs/Fri/Mon/Tues (able to use weekend to adapt Mon/Tues lessons based on data) Coaches will have to do an audit of lessons to provide better coaching and feedback If time isn't utilized well, we'll use prep time as well. Create PD for staff to SEE IT, NAME IT, DO IT Teachers create video but also provide instructional materials to supplement (PowerPoint, work products online, etc) Use the IA to grade the materials 	<p>Recorded and live</p> <ul style="list-style-type: none"> Recorded for students to refer back to (5-7 min videos) Grade bands will divide and conquer (1 will record ELA and the other Math); total of 5 lessons a week/teacher Record videos during the first hour of half day PD from 1:30-2:30 pm to record lessons for Thurs/Fri/Mon/Tues (able to use weekend to adapt Mon/Tues lessons based on data) Coaches will have to do an audit of lessons to provide better coaching and feedback If time isn't utilized well, we'll use prep time as well. Create PD for staff to SEE IT, NAME IT, DO IT Teachers create video but also provide instructional materials to supplement (PowerPoint, work products online, etc) Use the IA to grade the materials

	<ul style="list-style-type: none"> attendance monitoring 30-minute daily small group with teacher, 1-1 additional support with IA as needed 	<ul style="list-style-type: none"> Grading: completion rate, accuracy/grade; data on if a student didn't master it, what were the common misconceptions?) Live daily advisory zoom calls for relationship building, social emotional activities, and attendance monitoring 30-minute daily small group with teacher, 1-1 additional support with IA as needed 	<ul style="list-style-type: none"> Grading: completion rate, accuracy/grade; data on if a student didn't master it, what were the common misconceptions?) Live daily advisory zoom calls for relationship building, social emotional activities, and attendance monitoring 30-minute daily small group with teacher, 1-1 additional support with IA as needed
<p>Daily experience?</p> <ul style="list-style-type: none"> How long will a "new concept" video be? (e.g., 10 min) When and how will they "engage" / interact with the rest of the "class"? 	<p>30-45 minute live advisory calls- 5 days a week</p> <p>30 minute recorded lesson with direct instruction; in 7-10 minute "chunks" - 5 days a week</p> <p>30 minute small group work 4 days a week with teacher-practice problems/IP?HW help/intervention</p> <p>1 day is catch up to check in with kids who haven't logged on</p> <p>Students also will be receiving specials - art, gym, music. Music teachers will be recording lessons. Specials will do 3 lessons: k-2, 3-5, 6-8</p> <p>Guidelines for kids to do math sprints</p>	<p>10-15 minute video modeling</p> <p>30 minute small group lesson (4-6 students) with direct instruction (mini lesson, we do, you do, IAs present to pull students into breakout groups) daily</p> <p>1 day is catch up to check in with kids who haven't logged on</p> <p>Students also will be receiving specials- art, gym, music. Music teacher will be recording lessons. Specials will do 3 lessons: k-2, 3-5, 6-8</p>	<ul style="list-style-type: none"> E.g., two 15 min segments - Math, ELA Specials?? <p>Please see our Elementary reading plan here, with more details on our K-2 literacy plan.</p>
<p>Level of adult support needed/ expectations of a parent?</p> <ul style="list-style-type: none"> E.g., monitor, compliance, etc. 	<p>Theo wants to create a tech hotline with tech consultant - resource for parents</p> <p>Wellness checks for families to provide SEL support and academic support - streamline expectations for students and supports</p>	<p>Theo wants to create a tech hotline with tech consultant - resource for parents</p> <p>Wellness checks for families to provide SEL support and academic support - streamline expectations for students and supports</p>	<p>ALWAYS</p> <p>Theo wants to create a tech hotline with tech consultant - resource for parents</p> <p>Wellness checks for families to provide SEL support and academic support - streamline</p>

	<p>Orientation at BOY (Aug3-17th) to allow parents to come and do tech check</p> <p>Monthly virtual date with the principal - also gives resources</p> <p>Partnership with neighborhood resource center - in the event that school is closed, they are open and have spaces for UAA. In extreme situations, if a student needs digital access, they can use that space to do 1:1 assistance.</p> <p>Communicate grading policy</p> <p>--</p> <p>NWEA virtual testing - parents will need guidelines on what that looks like: "What is that going to look like"</p> <p>Share guidelines for kids to do math sprints</p> <p>Add independent reading and math fluency</p>	<p>Orientation at BOY (Aug3-17th) to allow parents to come and do tech check</p> <p>Monthly virtual date with the principal - also gives resources</p> <p>Partnership with neighborhood resource center - in the event that school is closed, they are open and have spaces for UAA. In extreme situations, if a student needs digital access, they can use that space to do 1:1 assistance.</p> <p>Communicate grading policy</p> <p>--</p> <p>NWEA virtual testing - parents will need guidelines on what that looks like: "What is that going to look like"</p> <p>Share guidelines for kids to do math sprints</p> <p>Add independent reading and math fluency</p>	<p>expectations for students and supports</p> <p>Orientation at BOY (Aug3-17th) to allow parents to come and do tech check</p> <p>Monthly virtual date with the principal - also gives resources</p> <p>Partnership with neighborhood resource center - in the event that school is closed, they are open and have spaces for UAA. In extreme situations, if a student needs digital access, they can use that space to do 1:1 assistance.</p> <p>Communicate grading policy</p> <p>--</p> <p>NWEA virtual testing - parents will need guidelines on what that looks like: "What is that going to look like"</p> <p>Share guidelines for kids to do math sprints</p> <p>Add independent reading and math fluency</p>
<p>What will UAA need to do to set families up for success?</p> <ul style="list-style-type: none"> E.g., home visit 	<p>Orientation for all students offered to meet teacher, establish relationship, exchange contact information, receive device, and curriculum materials.</p> <p>Provide school supplies for home use and offer a "refresh" of home supplies every 30 days.</p> <p>Wellness checks on students from culture team; feedback and checkins on families by support staff throughout distance learning.</p>	<p>Orientation for all students offered to meet teacher, establish relationship, exchange contact information, receive device, and curriculum materials.</p> <p>Provide school supplies for home use and offer a "refresh" of home supplies every 30 days.</p> <p>Wellness checks on students from culture team; feedback and checkins on</p>	<p>Orientation for all students offered to meet teacher, establish relationship, exchange contact information, receive device, and curriculum materials.</p> <p>Provide school supplies for home use and offer a "refresh" of home supplies every 30 days.</p> <p>Wellness checks on students from culture team; feedback and checkins on</p>

	<p>Tips and tricks on setting up a workspace from home for students and resources for parents/students on testing at home.</p> <p>Specials teachers are looking for activities from home materials.</p> <p>Home visits when student misses 3 days with no phone contact or assignment completion</p>	<p>families by support staff throughout distance learning.</p> <p>Tips and tricks on setting up a workspace from home for students and resources for parents/students on testing at home.</p> <p>Specials teachers are looking for activities from home materials.</p> <p>Home visits when student misses 3 days with no phone contact or assignment completion</p>	<p>families by support staff throughout distance learning.</p> <p>Tips and tricks on setting up a workspace from home for students and resources for parents/students on testing at home.</p> <p>Specials teachers are looking for activities from home materials.</p> <p>Home visits when student misses 3 days with no phone contact or assignment completion</p>
<p>(OPTIONAL) Regular resources/ pre-work provided to parents?</p> <ul style="list-style-type: none"> • E.g., list of materials to print, • E.g., resources for supporting SEL at home 	<ul style="list-style-type: none"> • Link to tech hotline (701-335-8405) • BOY tech check • BOY walk through of tech platform 	<ul style="list-style-type: none"> • Link to tech hotline (701-335-8405) • BOY tech check • BOY walk through of tech platform 	<ul style="list-style-type: none"> • Link to tech hotline (701-335-8405) • BOY tech check • BOY walk through of tech platform

Attendance Policy

What does “attendance” look like during remote learning? During remote learning, “attendance” will be counted by each subject block, and tallied up throughout the day. A student is deemed present virtually if they: attend all live sessions for the day-- advisory and small group instruction. The URBAN ACT Culture team will follow a response plan for students who miss 2 or more lessons per week. This response plan may include a phone wellness check, followed by a home visit, followed by mandatory in-person attendance to an IPS site during school hours for additional learning supports.

Attendance Policy: State law requires that all school-aged children must attend school on a regular basis. URBAN ACT Academy adheres to this state law without variations. Therefore, the following attendance policy has been developed:

Students absent for one (1) day or tardy: A call from the family is expected each morning stating the reason for absence and the expected date of return to school. A daily call will be made by the school if the student is absent.

Reasons for which scholars may be excused include, but are not limited to:

1. Illness verified by a note from a parent/guardian or Physician;
2. Illness in the scholar’s immediate family;
3. Death in the immediate family;

4. Quarantine for contagious disease;
5. Military Connection Family (e.g. absences related to deployment and return)
6. Religious reasons or
7. Other parent requests approved by administration.

A letter of excuse and request to readmit the student to classes must accompany the student upon return to school. The school may call home if no call or note is received.

Student absent for three (3) unexcused days: A call will be made to the parent or guardian.

Student absent for five (5) unexcused days: A second call will be made to the parent or guardian. A letter will be sent stating our attendance policy and next steps.

Student absent for seven (7) unexcused days: A letter will be sent stating our attendance policy and a phone call to schedule an attendance meeting with a member of our staff to create an attendance plan to ensure the student's consistent attendance at the school. Parents or guardians will receive a home visit by school designees.

Student absent for ten (10) unexcused days within a semester or 15 days total within an academic year: The student will be defined as truant and truancy will be filed.

25 absences overall or violation of the attendance contract: Your child will be in danger of failing and/or may not be able to remain at URBAN ACT Academy. A parent or guardian must meet with the Hearing Committee.

Students who, due to a specifically identifiable physical or mental impairment, exceed or may exceed URBAN ACT's limit on excused absences, may be referred for evaluation for eligibility either under the Individuals with Disabilities Education Act (IDEA) or Section 504 of the Rehabilitation Act of 1973.

Tardy Policy The school opens its door to begin serving students at 7:00 a.m. The instructional day begins promptly at 7:30 a.m. It is imperative that all students arrive at school on time for optimal learning. When students are late, they miss valuable instruction which affects academic achievement. In addition, the morning lessons and routines are disrupted for all students.

Students entering school after 7:31 a.m.: Students must sign in and receive a pass to class from the main office.

15 Tardies: A parent or guardian must meet with a member of the school to create a attendance plan to ensure promptness of student arrival at school.

25 Tardies: Your child will be in danger of failing.

- **Directions on creating a letter for absences**
 - **The report can be ran by clicking on a group of students**
 - **Click the functions dropdown box at the bottom right**
 - **Selecting Print Report**

- Then selecting **Urban Act Attendance Letter**
- **Clicking Submit.**

What is the plan for engaging all learners? We will foster connectedness, investment, and engagement in learning for all learners by intentionally building a strong remote culture, prioritizing intentional check-ins with students, and ensuring all staff are trained on how to engage learners remotely. However, as we know there will be students who may struggle with in-home learning, we will track and monitor attendance and engagement for remote learning, and follow the response plan if needed.

Lesson Planning: Vision for Excellence

Click [here](#) for guidelines around lesson planning

SCHEDULE AND STAFFING

Arrival and Dismissal Procedures:

Arrival Plan & Details:

- Support staff (below) should plan to arrive at school by 6:55 am in preparation for the 7:00 am start time. Staff should be in their designated location by 7:00 am.
- At 7:00 am, URBAN ACT Academy doors will open and we will follow the arrival procedure, as described below
- Procedure:

Arrival from buses

- 2 staff members will be posted at each designated side door (Door 8 & Door 12) to usher students off the buses.
- Forming 1 line, students are encouraged to step on social distance markers as they dismiss from the buses and wait for entry into the building.
- Upon entry, students will have temperature scanned.
 - **If a student has a temperature of 100.4 or higher...** then the staff member should radio admin to notify them of a student being sent to the isolation room.
 - The student will have breakfast brought to them, but should not pick up from the station.
 - Haley will support outside of the isolation room. If she is unable to, then another admin will move to monitor the student and notify parents that a pick up is required.
- Staff will check that students have face masks on. If a student does not have a mask, one will be provided to them. Students will also be asked to squirt hands with hand sanitizer.
- One mobile hand sanitizer station will be posted inside the hallway.
- Students will enter the main building down the designated hallway, as ushered by staff members toward classroom hallways.
- Students will grab a choice of breakfast cereal and move toward the classroom. Milk will be delivered the morning of between 7:10am and 7:20am.
- Students proceed to classrooms on either floor of the building.
- Hallways are marked with arrows to denote what side students should walk on based on their direction.

Arrival from cars

NOTE: Parents/guardians should expect to drop off students in the car lane located in the main parking lot area (off of Ohio Street). In order to reduce risk, we ask that no parent or guardian enters the main entrance area with the student or enters the building. **Students should exit cars only after having their temperature screened. Students will be sent home with any sign of fever.**

- 2 staff members will be posted at the front door to receive students from cars - one staff at the door to monitor entrance and will screen walkers for temps. One staff will screen temps from cars.

- Forming 1 line, students are encouraged to step on social distance markers as they enter the building
- Upon entry, staff will check that students have face masks on. If a student does not have a mask, one will be provided to them. Students will also be asked to squirt hands with hand sanitizer.
- One mobile hand sanitizer station will be posted inside the hallway.
- Students will select breakfast cereal choice from the table in the main hallway. . Milk will be delivered to classrooms.
- Students proceed to classrooms, middle stairway (Middle School) down the hallway for elementary
- Hallways are marked with arrows to denote what side students should walk on based on their direction.

Arrival Duties			
Name	Location	Responsibilities	Time
Robinson	1- Front of school	<ul style="list-style-type: none"> ● Place cones out to direct the flow of traffic in one direction. ● Direct flow of traffic and keep cars moving through the car lane to the street. 	6:55 – 7:20 am
Randle	2- Front of school	<ul style="list-style-type: none"> ● Greets cars and takes temperature of students and clears them for exiting the vehicle 	6:55 – 7:20 am
McGill	16- Outdoor Ramp	<ul style="list-style-type: none"> ● Supports with bus unloading and student monitoring on outside area ● Temperature scans students 	6:55 – 7:20 am
London	4 - Recess Door	<ul style="list-style-type: none"> ● Greets and signals buses for unloading 	6:55 – 7:20 am
Coach Larry Jackson	5- Recess Door	<ul style="list-style-type: none"> ● Greets students & directs them down main hall toward the breakfast post ● Reminds students to social distance and wear masks 	6:55 – 7:20 am
Specials Floater (Gleason, Broughton, Dixson)	15 - Outside Admin office	<ul style="list-style-type: none"> ● Greets students & directs them down main hall toward classrooms ● Reminds students to social distance and wear masks 	6:55 – 7:20 am
Mark	6 - Door 12	<ul style="list-style-type: none"> ● Greets and signals buses for unloading 	6:55 - 7:20 am
Light	7 - Door 12	<ul style="list-style-type: none"> ● Greets & Tag students with bus tag ● Temperature scans students 	6:55 – 7:20 am
Jackson	8 - Outside Cafe (Breakfast Post)	<ul style="list-style-type: none"> ● Oversee breakfast procedure ● Serve & support students with breakfast choices 	6:55 – 7:20 am
Puckett	8 - Outside Cafe (Breakfast Post)	<ul style="list-style-type: none"> ● Oversee breakfast procedure ● Takes breakfast/meal count for the station 	6:55 – 7:20 am
Wilson	10- PreK Hallway (Breakfast Post)	<ul style="list-style-type: none"> ● Oversee breakfast procedure ● Serve & support students with breakfast choices 	6:55 – 7:20 am
Williams	11 - PreK Hallway (Breakfast Post)	<ul style="list-style-type: none"> ● Oversee breakfast procedure ● Takes breakfast/meal count for the station 	6:55 – 7:20 am
Haley*	<i>Float to monitor breakfast procedure</i>	<ul style="list-style-type: none"> ● Oversee breakfast procedure ● Supports and fills in, as needed ● Can step into another post to support absences 	6:55 – 7:20 am
Collignon	12 - 2/3 Hallway	<ul style="list-style-type: none"> ● Monitor hallways as students transition to rooms ● Ensure students are wearing masks and social distancing 	6:55 – 7:20 am
Craig	13 - 5/6 Hallway	<ul style="list-style-type: none"> ● Monitor hallways as students transition to rooms ● Ensure students are wearing masks and social distancing 	6:55 – 7:20 am
Shepherd	14 - 6/8 Hallway	<ul style="list-style-type: none"> ● Monitor hallways as students transition to rooms 	6:55 – 7:20 am

		<ul style="list-style-type: none"> Ensure students are wearing masks and social distancing 	
Armstrong	Float & Support	<ul style="list-style-type: none"> Float and support in the morning 	6:55 - 7:20am

Dismissal Plan & Details:

Dismissal to buses

- Dismissal will be staggered by bus color and transportation method.** All students will wait in classrooms until their bus color or transportation method is named.
- As buses arrive, the designated staff member will write down the bus order as they are lined up on the curb. We will fill buses one at a time, in order.
- At the start of dismissal, the staff member will radio to the main office to call the first bus color. Teachers will release students of the bus color for immediate dismissal.
- They will proceed down the main hallway only to dismiss out of Door #12 in a single file line. Support staff will be posted in the hallway to monitor transitions.
- Students will be encouraged to use social distance markers on the floors to keep space while in a line. Masks must be worn in the hallways at all times.
- As buses reach the dismissal door #12, they will be ushered to get immediately on the bus. The next bus will be radioed to be called until all buses have been filled. We will do a final all-call for buses that are present.
- Buses must depart school by 3:30pm.** *Note: for the first 2 weeks, dismissal may take longer to establish sound routines, please plan accordingly*
- Late bus students may wait outdoors (if weather permitting), on the social distance markers in the main hallway, on social distance markers if rain or extreme cold.

Arrival from cars

- Car riders will be dismissed to the gym for dismissal. They will sit in single-file lines by grade-level and wait until their names are called.
- Students should social distance and wear their masks at all times. The designated staff member will scan and monitor students to remind them to stay seated, social distance, and wear their masks.
- Students should remain at a voice level 1 during wait times.
- As cars pull up students names will be called and the designated support staff will call the students names from the gym.

Time Stamp	Staff What to Do Directions	Student What to Do Directions
3:05 pm	All support staff begin transition to their post	--
3:05 pm	Bus Dismissal begins	<ul style="list-style-type: none"> Students are packed up in their classroom, ready to transition
3:15 pm	Car Riders dismissed to the GYM <ul style="list-style-type: none"> 3:10 pm - (NO ANNOUNCEMENT Needed) Gr. K-1 are picked up from the classroom <ul style="list-style-type: none"> Light to pick up Coblenz 	<ul style="list-style-type: none"> Students will exit classrooms with masks on and transition in a calm, orderly manner. Students will enter the gym, sit

	<ul style="list-style-type: none"> ○ Lauryn to pick up Donaldson ○ Collignon to pick up Newell ○ Williams to pick up Jaramillo/Manns ● 3:15 pm - Gr. 2-3 students dismissed to gym ● 3:17 pm - Gr. 4-5 students dismissed to gym ● 3:19 pm - Gr. 6-8 students are walked to gym 	in their zone by family last name, and sit at a voice level 0.
3:15 pm	Any remaining buses are dismissed	<ul style="list-style-type: none"> ● Students will exit classrooms with masks on and transition in a calm, orderly manner.
3:25 pm	Walkers dismissed to the Media Center	<ul style="list-style-type: none"> ● Students will exit classrooms with masks on and transition in a calm, orderly manner.
3:30 pm	Car Riders dismissed from school; Buses that are loaded and ready will be released. <i>Late buses are sent to the gym.</i>	<ul style="list-style-type: none"> ● Students will listen for their last name to be called and then head out of the side gym door.

Bus Dismissal	Where to Go	What to Do
<ul style="list-style-type: none"> ● Puckett 	K-1 Hallway - Near bottom of south stairwell	<ul style="list-style-type: none"> ● Monitor the hallway and student dismissal ● Remind students to social distance and wear their masks ● Direct students in one direction out of the building toward Door 12 ● Ensure students coming downstairs do not travel back up
<ul style="list-style-type: none"> ● Robinson 	2-3 Hallway	<ul style="list-style-type: none"> ● Monitor the hallway and student dismissal ● Remind students to social distance and wear their masks ● Direct students in one direction out of the building toward Door 12
<ul style="list-style-type: none"> ● Swanson 	4-5 Hallway	<ul style="list-style-type: none"> ● Monitor the hallway and student dismissal ● Remind students to social distance and wear their masks ● Direct students in one direction out of the building toward Door 12
<ul style="list-style-type: none"> ● Shepherd 	6-8 Hallway	<ul style="list-style-type: none"> ● Monitor the hallway and student dismissal ● Remind students to social distance and wear their masks ● Direct students in one direction down the South stairwell, out of the building toward Door 12
<ul style="list-style-type: none"> ● Brito 	Hallway by Admin Office	<ul style="list-style-type: none"> ● Monitor students transitioning to dismissal posts
<ul style="list-style-type: none"> ● Jackson & Broughton, Humphrey, L. Jackson 	Bus lane	<ul style="list-style-type: none"> ● Report to the bus lane at 3:10 PM ● Monitor the bus lane ● Jackson announce the bus order to the front office
<ul style="list-style-type: none"> ● Green & Lee 	Main Office	<ul style="list-style-type: none"> ● Be alert and ready to support staff, students and parents
<ul style="list-style-type: none"> ● Armstrong 	Support/Float	<ul style="list-style-type: none"> ● Support the dismissal process

Car Dismissal	Where to Go	What to Do
<ul style="list-style-type: none"> Lauryn, Gleason, Dixon 	Gym - Calling Names	<ul style="list-style-type: none"> Daniels will report to the gym at 3:05 PM to assist with setup of microphone and name cards. Daniels, Gleason and Dixon will stand in their assigned zones and ensure that students are sitting in their seats, with their family at a voice level 0.
<ul style="list-style-type: none"> Williams 	Cafeteria/Gym / Main Hallway	<ul style="list-style-type: none"> Outside of the gym door near the recess hallway, monitoring student arrival to the gym Redirect students if they require support
<ul style="list-style-type: none"> Light, London, Werbe* McGill 	Car Lane - Calling Names	<ul style="list-style-type: none"> Light will report at 3:05 PM to put out cones and bring walkies to the gym. Light will stand on the car lane to identify two cars at a time. Call out the name of students needed. London will report at 3:05 PM to prepare the name cards for dismissal. London will stand on the car lane to identify two cars at a time. Call out the names of students needed. Werbe will stand at the gym door to communicate students names as they are called out from Light and London on the car lane. Light is responsible to stay with any late students until they are picked up.
<ul style="list-style-type: none"> Armstrong 	Support/Float	<ul style="list-style-type: none"> Support and float
Walkers	Where to Go	What to Do
<ul style="list-style-type: none"> Collignon 	Outside of Media Center	
<ul style="list-style-type: none"> Armstrong 	Support/Float	<ul style="list-style-type: none"> Support and float

Wednesday - Early Release Day Dismissal Times

Time Stamp	Staff What to Do Directions	Student What to Do Directions
11:55 am	All support staff begin transition to their post	--
12:05 pm	Car Riders dismissed to the GYM <ul style="list-style-type: none"> 12:05 pm - (NO ANNOUNCEMENT Needed) Gr. K-1 students dismissed to the gym <ul style="list-style-type: none"> Light to pick up Coblentz Lauryn to pick up Donaldson Collignon to pick up Newell Williams to pick up Jaramillo/Manns 12:10 pm - Gr. 2-3 students dismissed to gym 12:12 pm - Gr. 4-5 students dismissed to gym 12:14 pm - Gr. 6-8 students are walked to gym 	<ul style="list-style-type: none"> K-1 students will be walked from the classroom by designated staff members Students will exit classrooms with masks on and transition in a calm, orderly manner. Students will enter the gym, sit in their zone by family last name, and sit at a voice level 0.
12:16 pm	Bus Dismissal begins	<ul style="list-style-type: none"> Students are packed up in their classroom, ready to transition Students will exit classrooms

		with masks on and transition in a calm, orderly manner.
12:21 pm	Walkers dismissed to the Media Center	<ul style="list-style-type: none"> Students will exit classrooms with masks on and transition in a calm, orderly manner.
12:25 pm	Car riders are dismissed from school; Walkers are released from the school at curb; Buses that are loaded and ready will be released. <i>Late buses are sent to the gym.</i>	<ul style="list-style-type: none"> Students will listen for their last name to be called and then head out of the side gym door.

Master School Schedule:

Master Schedule can be found [here](#)
 Master School Calendar can be found [here](#)

K-2 Distance Learning Schedule:

<i>Time</i>	<i>Activity</i>
9:00 - 9:30 am	Advisory , morning circle, Second Step
9:30 - 10:30 am	ELA instruction (<i>On Wednesdays, this will also incorporate place-based learning</i>)
10:30 - 10:45 am	Brain break , consisting of movement and stretch activities, games and enrichment activities (e.g., show & tell, whole-group games, other whole-group activities). May also be a continuation of Second Step and/or advisory.
10:45 - 11:15 am	Science or Social Studies enrichment/ supplemental practice
11:15 - 12:45 pm	Lunch
12:45 - 1:45 pm	Math instruction
1:45 - 2:00 pm	Brain break/Recess
2:00 - 2:30 pm	Specials , rotating between Art, Music , and PE daily
2:30 - 3:00 pm	Small Group supplemental practice

3-5 Distance Learning Schedule:

<i>Time</i>	<i>Activity</i>
9:00 - 9:30 am	Advisory , morning circle, Second Step

9:30 - 10:30 am	ELA instruction <i>(On Wednesdays, this will also incorporate place-based learning)</i>
10:30 - 10:45 am	Brain break , consisting of movement and stretch activities, games and enrichment activities (e.g., show & tell, whole-group games, other whole-group activities). May also be a continuation of Second Step and/or advisory.
10:45 - 11:15 am	Science or Social Studies enrichment/ supplemental practice
11:15 - 12:45 pm	Lunch
12:45 - 1:45 pm	Math instruction
1:45 - 2:00 pm	Brain break/Recess
2:00 - 2:30 pm	Specials , rotating between Art, Music , and PE daily
2:30 - 3:00 pm	Small Group supplemental practice

6-8 Distance Learning Schedule:

<i>Time</i>	<i>Activity</i>
9:00 - 9:30 am	Advisory , morning circle, Second Step
9:30 - 10:30 am	ELA instruction <i>(On Wednesdays, this will also incorporate place-based learning)</i>
10:30 - 10:45 am	Brain break , consisting of movement and stretch activities, games and enrichment activities (e.g., show & tell, whole-group games, other whole-group activities). May also be a continuation of Second Step and/or advisory.
10:45 - 11:15 am	Science or Social Studies enrichment/ supplemental practice
11:15 - 12:45 pm	Lunch
12:45 - 1:45 pm	Math instruction
1:45 - 2:00 pm	Brain break/Recess
2:00 - 2:30 pm	Specials , rotating between Art, Music , and PE daily
2:30 - 3:00 pm	Small Group supplemental practice

STUDENT ACADEMIC SUPPORTS

We will support students, both in person and virtually, to achieve academic success. As we continue to learn how to best provide supports specific to special populations throughout the pandemic, we will continue to endeavor to provide all our students with the supports they need to learn and thrive at Urban Act.

Protocols and guidance for supporting students and special populations (*in development*)

Component	In Person	Virtual
General student supports	<ul style="list-style-type: none"> • Weekly advisory calls [home?] in classrooms • Strengthened protocols for advisory time (including Second Step) • A robust orientation plan for new students • Ongoing data collection to identify who students are and to elevate any potential needs for academic and/or culture supports • A culture team focused on providing social-emotional supports [in a trauma-informed way] • In addition, students in the virtual setting will be assigned to 30 minute small group or homework help check ins for reading and math (during which attendance will be taken) 	
ELL supports	<ul style="list-style-type: none"> • Developing a formal structure for instructional assistants to provide instructional supports to students • Continuing to modify our lesson internalization guides to account for SPED/EL differentiation 	<p>Still evolving. Team is working with ANet and MLL specialists to help compile; tapping into ANet resources for providing multi-lingual support in virtual platform.</p>
Special education supports	<ul style="list-style-type: none"> • Updating the master list of services and supports for students in each class (SPED, SOW, Midtown, etc.) 	<p>Still evolving. Master list of services is being created to include all students service minutes daily/weekly and the TOR; SPED teacher will be responsible for ensuring that IEPs are being met virtually scheduling services to follow up small group instruction time. Team will track delivery of services and absences of services via tracker.</p> <p>ILPs will be followed as written and delivered services virtually via small group or 1-1 as written in student plans.</p> <p>UAA is working with the district to see if in-building testing can be done and/or if students needing additional support meeting IEP/ILP goals can be supported in-person by teacher</p>

As we continue to develop our plans for supporting students academically, we will consult the following resources:

- [School Closure Toolkit for Districts: Special Populations](#) (TN DOE)
- [Supporting English Language Learners during School Closures](#) (TNTP)
- [Supporting Students with Diverse Learning Needs at Home](#) (TNTP)

STAFF INSTRUCTIONAL SUPPORTS & PD

We know passionate, rigorous, and excellent teaching is at the heart of our model to help our students succeed. The following supports will be provided to staff as they return to the classroom.

Note: the below table discusses our strategies for supporting staff instructionally; however, we also recognize the significant need to support staff’s emotional and mental health and well-being. These strategies are separately outlined in the [“Staff and student supports” section of the Culture plan](#) below.

In Person	Virtual
<p>Supports will continue to include:</p> <ul style="list-style-type: none"> ● Weekly PLC meetings for teachers for instructional support and development ● Morning huddles and weekly check-ins for weekly supports ● A clear 90-day playbook focused around Teach Like a Champion strategies ● Pre-service and ongoing PD calendar crafted around teacher needs <p>In development/ progress:</p> <ul style="list-style-type: none"> ● Developing a sacred time to develop staff during “clinics” weekly or bi-weekly for staff who need to continue making progress on action steps ● Developing a coaching schedule that includes data meetings ● Codifying data to review and data cycle meetings, as well as protocol for teacher data review to inform instruction (Leader academic data meeting) 	<p>Supports will include:</p> <ul style="list-style-type: none"> ● Weekly PLC meetings for teachers for instructional support and development ● Morning huddles for timely and consistent staff culture building and communication ● Weekly check-ins with a coach for instructional and academic supports ● A clear 90-day playbook focused around Teach Like a Champion strategies adjusted for virtual learning (and focused on academic rigor) ● Pre-service and ongoing PD calendar crafted around teacher needs ● Monthly wellness checks by Director of SEL for all staff

Links:

1. [SY20-21 PD Plan](#) (last updated: August 4, 2020)
2. [Summer PD Calendar](#)

CULTURE

Culture	School culture	<i>What does an essential student's culture experience look like this fall? What changes and additions to the school culture model (e.g., mindsets & beliefs, methods and systems for building staff and student culture) will need to be considered to bring this student experience to life?</i>	Here
	Staff and student supports	<i>What specific supports will be prioritized to support students and staff as they return in the fall (with particular focus on SEL and mental health/wellness)?</i>	Here
	Student, family, and community engagement	<i>What changes and additions to student, family, and community supports (e.g., wraparound services, remote learning services) will need to be in place to support all students?</i>	Here

Appendix:

1. [UAA 90 Day Culture Plan \(updated\)](#)
2. [UAA School Culture Rubric](#)
3. [UAA Student Culture Rubric Guidance](#) and [UAA Student Culture Rubric](#)
4. [UAA Orientation Program](#)
5. [Secondary Traumatic Stress and Self-Care Packet](#)

SCHOOL CULTURE

Urban Act exists to be an educational movement of opened doors for scholars in Indianapolis. Even in the midst of COVID-19, we will live out our core values as scholars and staff.

Our I-LEAD core values

Our I-LEAD core values are what guide our scholars and staff:

- INTENTIONALITY: We live consciously to demonstrate purposeful and thoughtful actions in and out of the classroom.
- LOYALTY: Because we recognize we play a part in the community around us, we actively support others.
- EQUITY: We fight to advocate for all voices, ensuring everyone around us has what they need for success.
- ACHIEVEMENT: Excellence is always what we strive for.
- DETERMINATION: We keep and convey a “whatever it takes” attitude.

Our school culture is upheld in the daily actions of students and staff. We will measure it through the following:

1. [URBAN ACT Academy School Culture Rubric](#)
2. [UAA Student Culture Rubric Guidance](#) and [UAA Student Culture Rubric](#)

Building school culture in-person and virtually

In Person	Virtual
<ul style="list-style-type: none"> ● All new students will be oriented to UAA via this new student orientation plan. ● School-wide culture will be supported by this 90-day culture plan. <p>Within the physical classroom, teachers will be additionally encouraged to build in the following for engagement & connectedness within the new classroom set up:</p> <ul style="list-style-type: none"> ● Elbow, no-touch high-fives, and other non-touching greetings (to replace a handshake, hug, or high-five) ● Socially distanced ice-breakers ● Mindfulness activities ● Sparking joy (jokes, games etc.) <p>To maintain a sense of routine while engaging in a socially-distanced way, teachers will be encouraged to include:</p> <ul style="list-style-type: none"> ● Familiar songs and chants ● Daily poetry or messages ● Visual schedules ● Circle routine, morning meeting, or homeroom ● Spirit week 	<p><i>In development. Includes:</i></p> <ul style="list-style-type: none"> ● Building in regular check-ins with students and staff ● Holding morning circle in a virtual setting ● Continuing to use values language in virtual lessons ● All students will attend morning advisory and receive a SEL lesson on Mondays with reinforcement activities Tuesdays-Fridays using Second Steps curriculum and teacher made activities in virtual setting ● Creation of classroom norms and getting to know you opportunities during virtual classroom learning spaces. ● Weekly wellness checks with the culture team from Tier 2 and Tier 3 students; teachers can continue to refer students to receive these checkins virtually ● Weekly incentives for students (social media shout outs, tickets to shop at the drive by book fair, attend virtual dance/movie watch party, etc.) <p>Within the virtual classroom, teachers will be encouraged to build in the following for engagement & connectedness within the new classroom set up:</p> <ul style="list-style-type: none"> ● Virtual routines (similar to a handshake, hug, or high-five) ● Low risk ice-breakers or do-nows ● Break-out small groups for non-academic activities ● Mindfulness activities

- Sparking joy (jokes, games etc.)

To maintain a sense of routine while engaging in a virtual way, teachers will be encouraged to include:

- Familiar songs and chants
- Daily poetry or messages
- Visual schedules
- Virtual circle routine, morning meeting, or homeroom
- Spirit week from home

Target completion date: August 13, 2020

Possible activities to continue building I-LEAD culture across either scenario include:

- Sharing gratitude and affirmations
- Encouraging “helping hands”
- Sharing moments of joy and strength
- Checking in on and sharing of feelings (“On a scale of 1-10, how bored are you feeling?” “Are you feeling a little lonely, somewhat lonely, or very lonely?”)
- Intentionally building space throughout the day to do mindfulness activities (e.g., during brain break). These might include: self-soothing exercises such as smelling a flower, four-corner breathing (inhaling deeply and exhaling deeply four times, facing different corners of their room).
- Conducting low risk ice-breakers, such as drawing or art.
- Playing a shared socially-distanced or virtual game.

Source: [How to Roll Out a Virtual Platform with Teachers and Students](#) (ANet)

STAFF AND STUDENT SUPPORTS

We recognize that many staff and students are returning to school in a climate of heightened stress and uncertainty; and we are mindful that the typical “school experience” will look different this year, versus previous years. We would like to be intentional in supporting both our staff and students/families with a trauma-informed approach as they reacclimate to school within this environment and in this new school format this year.

Key Messages for Staff to Communicate to Support a Culture of Care

As we transition back to school this fall, here are the key messages we expect staff to center for our students:

Theme/ key message	What this looks like/ sounds like in a virtual setting	What this looks like/ sounds like in an in-person setting
You are safe here.	-Students hear positive affirmations. -Teachers redirect in positive ways. -Non UAA community members are not present and/or are removed quickly	-The school is adhering to CDC and Marion Co. safety guidelines
Your learning is important.	-Teachers utilizing advisory time to communicate important messages -Content is being posted in a timely manner and students are engaging in important learning opportunities.	-Students are engaged in the curriculum and interacting with the content. -Small group instruction and independent work are happening.
We must help each other to stay safe and healthy.	-Teachers making weekly calls to families, asking them how they are feeling. -Staff are asking community members if they need anything.	-Friendly reminders about health and safety. -Signs posted around the building for health and safety.
...		

- Resource: two documents (case studies) from a school network (IDEA) on the student and staff experience in this new reality - this may spark some discussion topics with staff and families. See [HERE](#) and [HERE](#)
- Resource: an example of a new staff PD schedule from another school network (DSST) - see [here](#)
- Resource: another example of a school's goals/ expectations for staff - see [here](#)

Practices to Support Building a Strong Staff Culture Remotely or In Person

Goals for culture:

Strategies / practices for achieving these goals:

We will also use the following practices for supporting our staff to build a strong adult culture within our building:

- Creating space and time to learn together, and gather insight, feedback, and input

Return to TOC [here](#)

- Being intentional about bringing adults in the building together during pre-service as well as the school year
- Establishing regular face-to-face touchpoints between teachers and their leaders (whether virtual or in-person)
- Creating asynchronous forums for staff-wide communication
- Promoting a positive tone for all staff-wide communication
- Practicing, modeling, and encouraging self-care for teachers

Target completion date: August 13, 2020

Culture Communication Plan

For instructions on communicating to the culture team support, please reference this [document](#)

Increased Social and Emotional Supports for Staff and Students

As our community comes back together, we will also intentionally put a significant focus on supporting the mental health and wellness of our students and staff.

Additional supports for staff and students	
Increased focus on social and emotional learning for students	We will focus on socio-emotional learning via Second Step in every classroom, every day, with more robust protocols for Second Step lessons and advisory time, to provide safe forums for students to share their feelings, focus on socio-emotional wellbeing, and learn and implement practices for self-care.
Intentional opportunities for daily “breaks” for staff and students	We have intentionally built into the daily schedule a 45-minute “brain break” for all students every day, during which time students and staff can focus on their physical, mental, and socio-emotional wellness. Additionally, we will encourage mindfulness practices (e.g., breathing exercises) throughout the day.
Increased social and emotional support and capacity-building for staff	<p>We are planning specific PD to help support teachers in processing their emotions so they are prepared emotionally to be with kids this fall.</p> <p>In addition, we will focus on the following practices to promote equity and healing during this time:</p> <ul style="list-style-type: none"> • Taking time to cultivate and deepen relationships, build partnerships, and plan for SEL • Creating spaces for adults to connect, heal, and build their capacity to support students
Increased opportunities for “checking in”	<p>Staff may use the following practices to regularly check in with students:</p> <ul style="list-style-type: none"> • Using advisory and brain break time to check in with students (virtually or in-person) • Using whole-group time to build and deepen relationships • Using a class check-in survey such as this one • Using individual student questionnaires such as this one <p>School leaders may use the following practices to regularly check in with staff:</p> <ul style="list-style-type: none"> • Sending a short message to each teacher daily • Calling each teacher weekly, outside of planned instructional time, to “check in” • Holding a weekly all-staff Zoom call so that distanced teachers can join • Ensuring teachers are aware of and know how to self-check for secondary traumatic stress via resources like this secondary traumatic stress and self-care packet
Additional support provided to Tier 2 and Tier 3 scholars who are in need of	<p>Culture Team may use the following practices to regularly check in with students weekly.</p> <ul style="list-style-type: none"> -additional check-ins provided through phone or zoom. -small groups focused on character development and SEL. -facilitation of restorative conversations between students and staff when needed.

additional support behaviorally, socially, and emotionally	
Referrals to Mental Health Services	Culture Team will send in a referral to Eskenazi Mental Health services if requested by families.

As we continue to support staff and students' mental health and well-being throughout the year, we will also consult the following resources:

- Example: [COVID-19 Student-Teacher Wellness Checks & Conversation Roadmap](#)
- [SEL Roadmap for Reopening Schools \(July\)](#) (CASEL)
- [COVID-19 SEL Resource Bank](#) (West Ed)
- [Responding to Change and Loss](#) (National Alliance for Grieving Children)
- For Students: [Class check-in survey](#), [Student Questionnaire](#) (CCEE)
- For Staff: [Secondary Traumatic Stress and Self-Care Packet](#) (Trauma-Sensitive Schools)

STUDENT, FAMILY, & COMMUNITY ENGAGEMENT

We will continue to offer support in various ways to ensure the health and wellness of our students, their families, and the broader UAA community.

We will continue to support the UAA community by engaging in the following supports (*in development*):

Component	Description
Hotline for all families	<p>We have created a Google Voice hotline number (701-335-8405). This number will be used for calls surrounding but not limited to:</p> <ol style="list-style-type: none"> 1. Academic support questions 2. Technology related questions 3. Food or other needs and assistance 4. General inquiries
Meals, Shelter, Hygiene	<p>Our community partner liaison will be given the requests from the Google Voice hotline, and will follow up with families on their voiced needs or concerns around all things (food, shelter, basic hygiene needs, etc).</p>
Remote learning	<p>Learning devices (Chromebooks and iPads) will be provided 1:1 to all students, and devices to support connectivity (wifi hotspots) will be provided to all families who need one.</p> <p>In addition, in the event that students will need to troubleshoot technology, UAA has established a partnership with the John Boner Center to allow for students and families to use their space to access the Internet.</p> <p>The same Google Voice hotline will be used for families to voice a need for technology supports.</p>
Family/wellness	<p>We know how important it is to check in on families, who may be facing increased stress and uncertainty right now. We will conduct wellness check-ins using this Family Wellness Check In protocol, which will allow us to surface any first-order or additional pressing needs from families (e.g., food, connectivity, navigating resources) as well as to share important community resources.</p> <p>Importantly, we will continue to practice two-way communication with our families and meet their needs.</p> <p>The same Google Voice hotline will be used for families to voice wellness needs.</p>

As we continue to develop our plans for supporting our community through this crisis, we will consult the following resources:

- [Family Wellness Check In Guidance](#) (Flamboyan)
- [Family Engagement Framework](#) (Flamboyan)
- [Strategies to Engage Unreached Families](#) (Flamboyan)

Presentation for PLT Meetings- reference [here](#)

OPERATIONS PLAN

Operations	New health & safety protocols	<i>What new health and safety protocols (e.g., masks, social distancing, ventilation, hygiene) will be in place for a safe reopening?</i>	Here
	Building operations	<i>What changes to our building operations (e.g., common spaces, restrooms, hallways) will be in place for a safe reopening?</i>	Here
	Safeguarding the student journey from home to school	<i>How will students travel and transition into the building look different to ensure safety and health and our staff and students?</i>	Here
	Reimagining & redesigning the in-school experience	<i>How will the school day be changed (e.g., meals, recess, gym) to ensure safety and health of our staff and students?</i>	Here
	Contingency and scenario planning	<i>What alternative scenarios or contingency plans are in place (e.g., if a child gets sick)?</i>	Here

Appendix:

1. [Guidelines on health & safety from IPS](#)
2. [Building cleaning run sheet](#) (last updated: 7/27/2020)
3. [UAA COVID Individual Student/Staff Response Process Flow](#) (last updated: 7/27/2020)

HEALTH AND SAFETY PROTOCOLS

At Urban Act Academy, our students' and staff's health and safety is our number one priority. Therefore, in alignment with the guidelines provided by the [Indianapolis Public Schools district](#), Urban Act Academy has instituted new health and safety protocols ahead of reopening its building.

Safety Considerations for Fall 2020 Re-entry

(Based on Shalom Health Center Guidelines and Marion County Health Department Recommendations)

Category	Actions to Take
Symptom Screening	<ul style="list-style-type: none"> Students should be sent to the COVID waiting room next door to the nurse practitioner if they are experiencing any of the symptoms of COVID-19 - Office will call parent for immediate pick up; student will not be permitted to take the bus home (parent, teachers and siblings of student should be notified by the office) Adults experiencing a fever or any symptoms will not be able to be screened by our Nurse Practitioner but should seek treatment from a medical professional
Cleaning and disinfection	<ul style="list-style-type: none"> Teachers will be asked to minimize shared spaces and school supplies Teachers should be prepared to lead students through cleaning of desks after eating breakfast and lunch Custodial staff will clean tables, desks and chairs nightly Bathrooms will be cleaned regularly, school is looking into hiring an additional day porter to help monitor restrooms throughout the day
Cloth facial coverings and face shields	<ul style="list-style-type: none"> Students will be given 2 cloth masks to start (more will be provided throughout the year as needed) Students are able to and encouraged to wear masks home Masks are mandatory in common areas and must be worn when entering the building Masks are strongly recommended to be worn all day however they may be taken off for short breaks (30 seconds) when social distancing, and during meals when practicing social distancing Masks will be provided to students and guests who do not have one K-2 will have the option of wearing face shields in the classrooms – these must remain in the building and should be sanitized daily at the end of the day
Social distancing	<ul style="list-style-type: none"> Mandatory 3-6ft for social distancing inside and outside of classrooms Hallway spaces where students traditionally line up or where people congregate will have social distancing markers Spaces marked outside of restroom when max capacity has been reached
Clinic/ nurse's office	<ul style="list-style-type: none"> COVID – waiting room for students exhibiting symptoms monitored by staff Non covid students can sit outside of the clinic social distanced (limit 3)
Visitor policy	<ul style="list-style-type: none"> Main office limited to 2 families at a time (one person at desk, one person in waiting area) Parents/guests are not allowed to visit classrooms, students will be sent to them
Cohorting	<ul style="list-style-type: none"> Students must remain at their desks with the exception of transitions (Teachers must share

	<ul style="list-style-type: none"> assigned seating charts with coaches) Students line order must align with seating chart, for example, students who are next to each other while seated should be next to each other in line to prevent multiple students from being in close contact to each other Once student has been identified in school – calls made to classmates of students who are in close proximity - if contact tracing is not feasible, the entire class must be notified and will need to quarantine Students remain with their cohort all day which includes restroom breaks, recess, meals Teachers transition to classrooms as opposed to students switching classes
Water availability	<ul style="list-style-type: none"> IPS has installed touchless water fountains in the gymnasium hallway and the second floor B hallway. Reusable bottles provided for students. (bottles should be labeled with students' first and last names on them)

Student health and illness protocols

For all health and illness concerns, Urban Act Academy will follow the below guidelines as developed by our school-based clinician (SBC). In addition, we will consult the following resources in the event of a suspected illness related to COVID-19:

1. [COVID-19 and MIS-C Symptoms & Warning Signs, Indiana Department of Health](#)
2. [COVID-19 Screening Decision Tree, Indiana Department of Health](#)
3. Symptom self-checker- <https://covid19healthbot.cdc.gov/>

STUDENT HAS SCHEDULED ROUTINE MEDICATION OR TREATMENT	
ROLE	STEPS THEY WILL TAKE
STUDENT	<ul style="list-style-type: none"> At SCHEDULED TIME, presents to clinic <u>WITH mask in place</u> and waits in hall until called into clinic—either chairs or tape on floor to guide social distancing (Teacher will remind student to go to clinic at correct time as needed. Scheduling allows for limiting number of people in clinic at one time.)
SBC Staff	<ul style="list-style-type: none"> Greets student Adds student to Clinic Log Takes temperature and asks symptom screening questions Gives student scheduled medication Documents times on Clinic Log
Student	<ul style="list-style-type: none"> Removes mask only while taking oral medication or using inhaler then replaces Returns to class after medication taken

STUDENT BECOMES ILL OR INJURED WHILE AT SCHOOL	
ROLE	STEPS THEY WILL TAKE
TEACHER	<ul style="list-style-type: none"> Identifies that a student is ill or injured and severity is enough to require care in SBC (<i>see chart, "Medical Concerns that do not require care from the School-Based Clinic"</i>) Instructs student to put on mask, if not already in place, and to continue social distancing Calls SBC staff in clinic with full name of student, DOB, and very brief explanation of why they need to be seen Once SBC staff instructs on next step: facilitate student to instructed location Completes appropriate cleaning and hygiene after student leaves

SBC STAFF	<ul style="list-style-type: none"> Looks up if student has consent Determines if they are able to see student now Determines best place for student to be seen initially Instructs teacher where to send student next Greets student at door of SBC and follows SBC Triage procedure If NOT related to COVID-19, <ul style="list-style-type: none"> brings student into clinic to evaluate and treat, or instructs them to wait on specific spot in hall if no space available to see them yet then sees them in clinic as soon as possible If able to return to class, routes student back to class. If needs to go home, contacts parent to pick up It IS possible COVID-19, <ul style="list-style-type: none"> Calls Isolation Area Staff that student is coming to Isolation area; documents time out on Clinic Log and ensures student goes directly to Isolation Area As soon as able, dons PPE and evaluates and treats student in Isolation Area and provides written instructions for parents Completes appropriate cleaning and hygiene after patient leaves clinic
ISOLATION AREA STAFF	<ul style="list-style-type: none"> Responds to SBC staff if/when called Dons appropriate PPE Greets student at door of Isolation Area and documents in Isolation Log including assigned seat. This is where SBC staff would see student in Isolation if needed Contacts parent to go home and escorts student to exit with written instructions for next step Once student leaves Isolation Area, completes appropriate cleaning and hygiene
PARENT/ GUARDIAN	<ul style="list-style-type: none"> Responds in timely manner to any call to pick up child Follows written return instructions Completes consent to treat for SBC prior to school starting
SCHOOL ADMIN	<ul style="list-style-type: none"> Assists as requested with movement between classroom, SBC, Isolation Area and Pick-up door

PARENT/GUARDIAN PROVIDING MEDICATIONS FOR STUDENT TO TAKE AT SCHOOL

PARENT/G UARDIAN	<ul style="list-style-type: none"> In advance, completes Medication Consent and Administration Form and turns in to school clinic Sets up patient portal in Healow App to allow communication with SBC staff Sends portal message the day before to arrange for logistics of dropping off medication to school with SBC staff
SBC STAFF	<ul style="list-style-type: none"> Responds to portal message same day during school hours and arranges for best way to allow parent to bring medication without causing unnecessary exposures When medications are received into clinic, counts in the medication and signs off with school staff witness Sends portal message to parent to notify them of what was received and counted into the clinic.


NOTE: to avoid unnecessary traffic to the clinic, all routine medications that are able to be taken at home will be encouraged to be given there.

Medical Concerns that do not require care from the School-Based Clinic:

If they have this...	Try this first/instead...
Minor scrapes and bumps	Clean with antibacterial wipe and apply bandage from classroom supply. Send to SBC if larger than two bandages or bleeding seeps through the bandage
Pre-existing skin irritations that itch	Cool compress
Belly ache for less than one hour	Unhurried bathroom break; drink at least 8 oz of water; rest at desk
Mild headache or dizziness	Drink at least 8-12 oz of water; rest at desk for at least 15 minutes; assess volume level in the room
Feels hot after being active	Drink water, rest at desk for at least 15 minutes
Any “vague symptoms”	Rest at desk. SBC staff can’t treat problems that cannot be described; is unnecessary risk of exposure to illness
Injury without mark, swelling, or deformity	Cool compress and rest for at least 15 minutes
Feeling “stressed out” but no suicidal/homicidal ideation	Mindfulness or resting with head on table— unless in crisis, going to SBC is unnecessary risk of exposure to illness

Protocol for when a student or staff member can return to school

Scenario:	HAVING SYMPTOMS	NO SYMPTOMS
NO TEST, HAS definite alternate explanation for symptoms (and specific note from provider)	<ul style="list-style-type: none"> No fever (temp\geq100.4F) for \geq 72 hours WITHOUT any fever reducing medications taken 	
NOT tested, no other explanation	<ul style="list-style-type: none"> No fever (temp\geq100.4F) for \geq 72 hours WITHOUT any fever reducing medications taken AND At least 10 calendar days from onset of any symptoms AND At least 3 days since symptoms such as cough and shortness of breath have improved 	<ul style="list-style-type: none"> Exclude for school for 10 calendar days without any symptoms If develops symptoms, go to red section
Tested, negative		
Tested, positive		
Close contact has confirmed COVID-19		<ul style="list-style-type: none"> Exclude from school/quarantine for 14 days
Household contact is being tested for COVID-19 due to symptoms		<ul style="list-style-type: none"> Exclude from school/quarantine for 14 days (per ISDH guidance 6.26.2020 and MCPHD guidance on 7.2.2020)
Close contact was	<ul style="list-style-type: none"> If begins having 	<ul style="list-style-type: none"> No Exclusion

<p>exposed to someone who has COVID-19 but close contact does NOT have symptoms</p>	<p>symptoms, go to red section</p>	
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Reference: IN-CLASS and MCPHD guidance, June and July 2, 2020

Additional resources and contacts:

1. For CDC guidance regarding schools: <https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html>
2. For training videos about infection control tasks such as hand washing-<https://www.cdc.gov/coronavirus/2019-ncov/communication/videos.html?Sort=Date%3A%3Adesc>
3. For CDC COVID Data tracker to get statistics: <https://www.cdc.gov/covid-data-tracker/index.html#cases>
4. For Fact vs. Myth related to COVID-19: <https://www.fema.gov/coronavirus/rumor-control>
5. ISDH website for COVID-19: www.coronavirus.in.gov (also has listing of local testing sites)
6. For more questions for ISDH- backtoschool@isdh.in.gov
7. [Resources and Guidance from Marion County Public Health Department](#)
8. [Resources on Mask Wearing](#)
9. [Commonly-Asked Questions from IDOE](#)

Radio Communication Protocol

The protocol for communication via radios are listed [here](#).

School Messenger Instructions:

1. Click on the start page
2. Click on Attendance on left hand menu
3. Click on the Daily tab
4. Click Select All
5. Click on Set Current Selection
6. Go back to the start page
7. Click on Message Sender

BUILDING OPERATIONS

As we prepare to receive students and staff later this year, we have undertaken many facility preparations and updates to building operations so that we can ensure the health and safety of all who enter. We have designed this plan with the following goals in mind:

- Update and streamline building operations to allow for students and staff to maintain social distance wherever possible
- Reduce density and manage flow in high-traffic or high-risk areas (such as hallways, health clinic, isolation areas, and the front office)

- Reduce the risk of surface transmission with increased frequency and service of cleaning across the building

The below sections describe our approach to meeting these goals when the time comes to welcome students and staff back into our building.

Physical facility upgrades and updates

The following updates and improvements have been made to the physical building at Urban Act Academy:

Topic	Improvement/ update/ upgrade
Added cleaning stations at points of entry	Four additional cleaning stations with touchless hand sanitizer will be set up to cover entrances. <ul style="list-style-type: none"> • Two of the stations will be housed at the main entrance. • The other two stations will be housed at the entrance for bus dropoff.
Added cleaning stations within each classroom	For each classroom, the following has been ordered: <ul style="list-style-type: none"> • A gallon of hand sanitizer (via IPS) • Disinfectant wipes
Added cleaning stations in common spaces	There is a wall mounted sanitizer dispenser in the main office and outside of the cafeteria entrance.
Signage to emphasize social distancing	The following signage and stickers have been added to support social distancing throughout the building: <ul style="list-style-type: none"> • Floor stickers will be placed on the floor at 6' distance apart, at expected points of congregation: hallways, entrances, cafeteria, etc. • IPS has added signage in the hallways to emphasize mask wearing and social distancing • In addition, UAA has placed additional signage in the hallways emphasizing mask wearing and social distancing.
Conversion of high-touch items	IPS will be replacing water fountains with bottle filling stations. The water fountains have been covered until that time.
Entrance/ screening protocols	UAA will not have screening stations at the entrances due to time constraints and the number of students entering the building at once.
Added filtration system for increased ventilation?	Classrooms will be highly recommended to have windows open for fresh air and circulation.

Building use & space plan

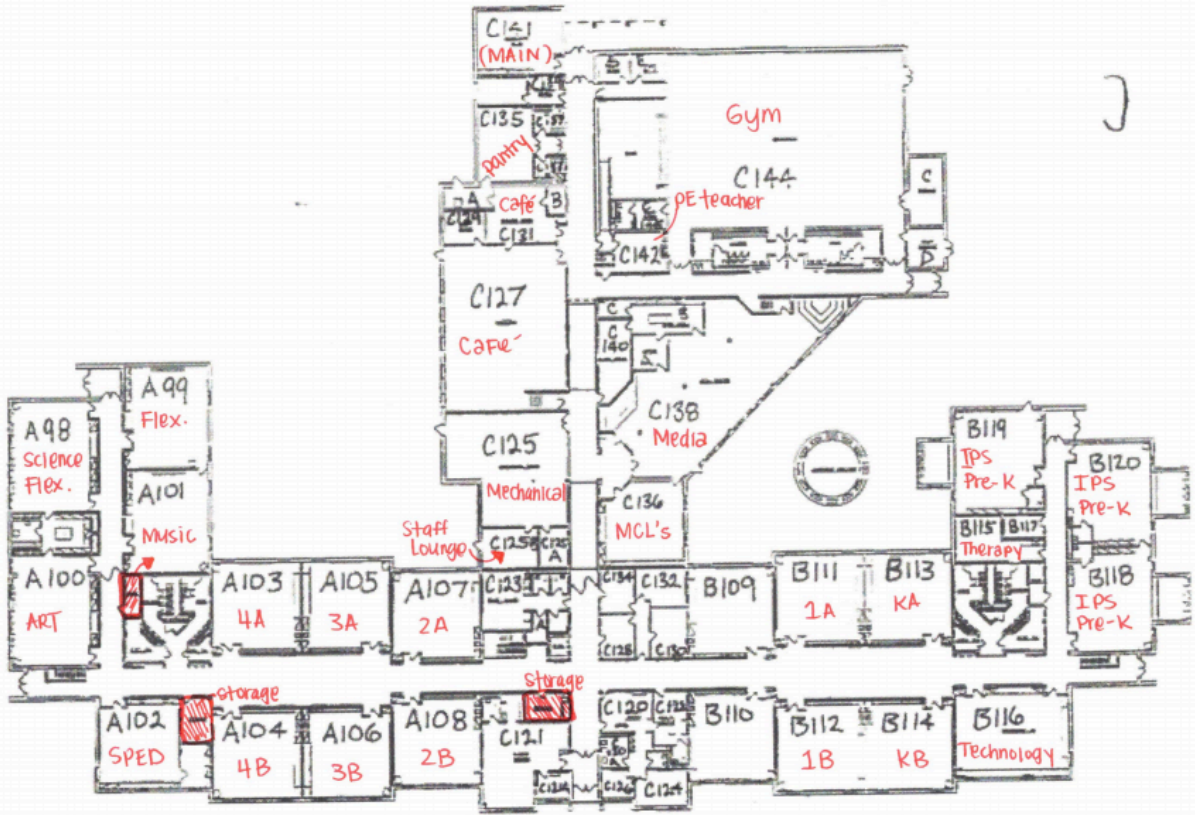
Based on infection control principles and guidance from CDC, ISDH, MCPHD), we have developed the following building space and use plan at Urban Act Academy.

Floor Plans and Classroom Assignments

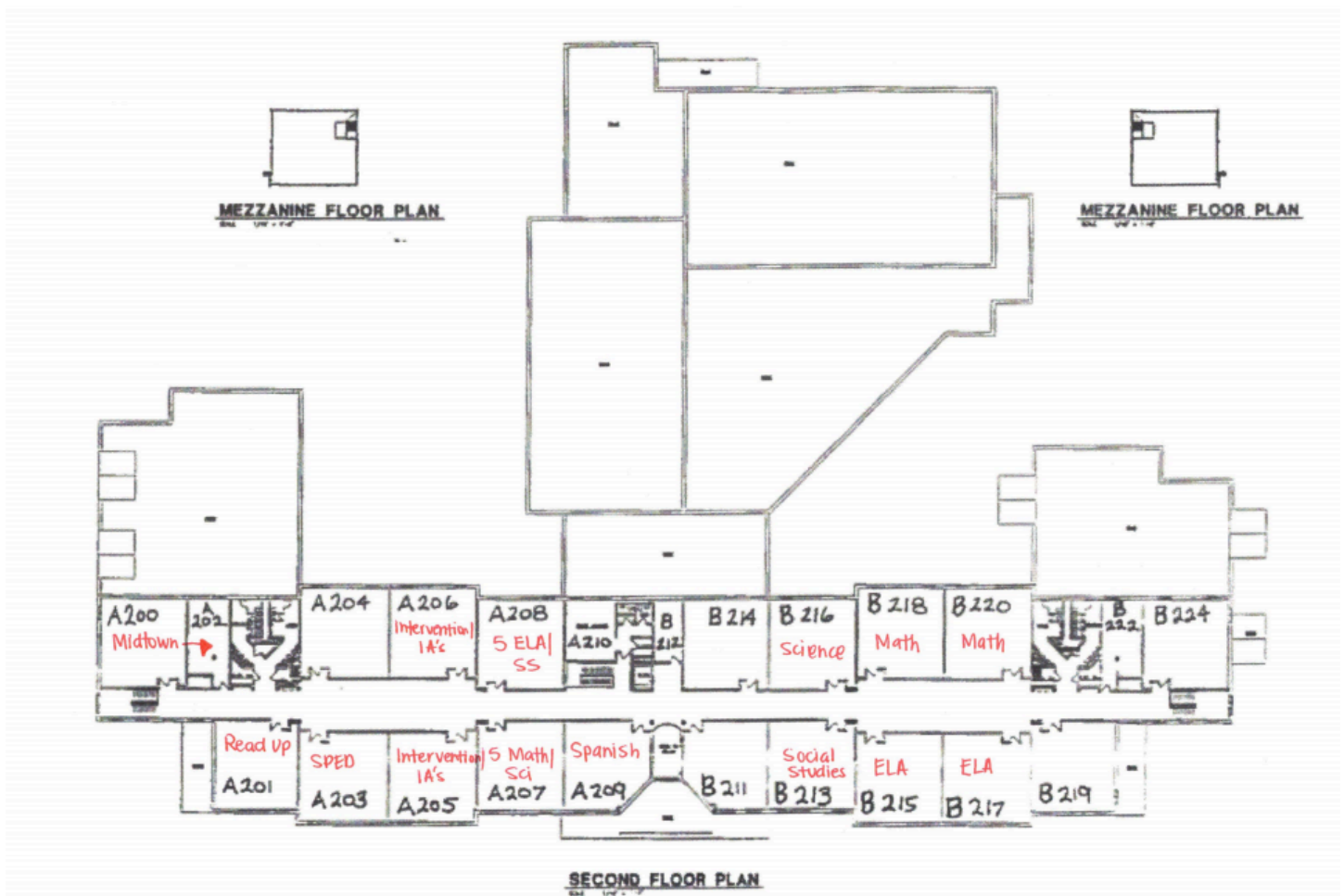
The following classroom assignments will ensure classroom sizes that adhere to social distancing guidelines:



URBAN ACT Academy Floor Plans



FIRST FLOOR PLAN



How to manage directional flow for hallways and staggered passing periods:

The following illustrates how hallways will be marked to ensure one-way directional flow within the building. In addition, space is marked off in the hall by the health clinic in the event that students must wait to be seen, while practicing social distancing.



Time start	Time end	Class/teacher	Movement from	Movement to	Path
0923	0926	Class A	Rm 108	Art/Rm 120	Blue line to Purple line to Light green line
0927	0930	Class B	Rm 105	Music/Rm 114	Yellow line to dark blue line
1028	1031	Class B	Rm 114	Rm 105	Turquoise line to green line to purple line
1032	1035	Class A	Rm 120	Rm 108	Turquoise line to Green line

Isolation area: seating chart and tracking log

There will be an isolation area set up to receive students with suspected or confirmed cases of COVID-19. The seating will be laid out as follows:

Seating chart for Isolation Area:				
Door		Supervisor Desk		
Seat #1		Seat #4		Seat #7
	Seat #2		Seat #5	Seat #8
Seat #3		Seat #6		Seat #9

In addition, the following log will be used to track entry/ exit of students and staff within the isolation area. This will help ensure proper contact tracing in the event of a suspected or confirmed COVID-19 case.

ISOLATION AREA TRACKING LOG for: _____							Date: _____
Time in	Time out	Last Name	First Name	Room or Area	Seat #	Calls (name, number, time(s))	Picked up by:
		staff					
		staff					
		staff					

Updated visitors policy and main office protocol

Due to COVID-19, IPS and UAA are restricting all school nonessential visitors, volunteers, and activities involving external groups. This policy will be in place at least throughout fall 2020.

Updated visitors policy: For the protection of all students, families, and staff, only UAA staff and students will be permitted beyond the main office of the building. Parents or guardians who pick up students from school will be restricted to the front office, where they will be expected to maintain social distance between themselves and school staff. Parents/guests are not allowed to visit classrooms; students will be sent to them. As much as possible, all meetings will move online.

Updated procedures and protocols:

Who can come into the building, and how should they come in?

- The building is limited to staff, vendors, and student families.
- Entrance to the main office will be limited to 2 families at a time (one person at desk, one person in waiting area).
- A max of 8 persons are allowed to be in the office at once which includes 2 office personnel.
- All individuals must wear a mask when entering the building.
- If there are more than 8 persons in the office. The receptionist will kindly ask for the additional persons to exit the building and a number to contact them as they wait in their car.
- The main office is limited to two families (two per household).

Who will enforce or manage?

- The receptionist and office manager will be responsible in enforcement of the visitor policy in the main office.

What about early student pick-ups or late arrivals?

Late Arrival Students

- Student checks in at the main office
- Supplied with a mask if they do not have one
- Required to sanitize hands upon leaving the main office and entering the main hallway
- Office staff and admin can communicate via radio names of late students who are transitioning

Early Pick Ups

- Waiting room (isolated) for guests- not adding to # people in main office. (Or will have to wait in the car if at max capacity.)
- Visitors to buzz in
- Benches near door; monitor by camera; send out students when ready.

Are deliveries allowed? Which vendors are allowed? How do you determine which are “essential”? Will you accept food or homework deliveries?

Return to TOC [here](#)

- Deliveries will be allowed.
- Only outside vendors or contractors whose services are required for the safe provision of school services.

Can students bring their own meals? Can parents drop off clothes, etc.?

- Students will be allowed to bring their own meals.
- Parents will be allowed to drop off clothes however clothes must be in a bag for transport. The clothes will be dropped off in the main office and not delivered to students by parents.
- Parents and guests are not allowed to visit classrooms, students will be sent to them.
- Parents will be directed in the main office waiting room.

How will parent meetings (e.g., IEP, report card pickup) occur - virtual or in-person?

- Parent meetings (IEP, report card pickup and etc.) will be in person.
- Parents will be escorted to the main conference room for all scheduled meetings. If there is no escort available, they will be directed in the main office waiting room.
- Any unscheduled parent meetings will be directed in the secondary conference room near the main office.

Updated cleaning & sanitation protocols

We will abide by the following cleaning and sanitation plan for ensuring our spaces remain sanitary throughout the day:

Custodial Site Inventory, Cleaning Frequency and Service

Site Inventory	Type of Service	Frequency
Classroom	Cleaning/Sanitization	Daily
Cafeteria	Cleaning/ Sanitization	Daily
Playground	Sanitization/Disinfection	Daily
Boys Restroom (Gym)	Cleaning/Sanitization	Specific Time
Girls Restroom (Gym)	Cleaning/Sanitization	Specific Time
Visitor Restrooms	Cleaning/Sanitization	Specific Time
Boys and Girls Restroom (B and C Wing 1st Level)	Cleaning/Sanitization	Specific Time
Boys and Girls Restroom (B and C Wing 2nd Level)	Cleaning/Sanitization	Specific Time
Teachers Lounge (1st Floor)	Cleaning/Sanitization	Specific Time
Teachers Lounge (2nd Floor)	Cleaning/Sanitization	Specific Time
Pre K Bathrooms	Cleaning/Sanitization	Specific Time
A Hallway	Cleaning/Sanitization	Daily
B and C Hallway (1st Level)	Cleaning/Sanitization	Daily
B and C Hallway (2nd Level)	Cleaning/Sanitization	Daily
Gymnasium	Cleaning/Sanitization	Daily
Admin Offices	Cleaning/Sanitization	Daily
Media Center	Cleaning/Sanitization	Daily

Please see our Operations Cleaning Run Sheet [here](#) for additional details.

Note: We will abide by the definitions of cleaning, disinfecting, and sanitizing per the CDC's guidelines:

- **Cleaning** removes germs, dirt, and impurities from surfaces or objects. Cleaning works by using soap (or detergent) and water to physically remove germs from surfaces. This process does not necessarily kill germs, but by removing them, it lowers their numbers and the risk of spreading infection.
- **Disinfecting** kills germs on surfaces or objects. Disinfecting works by using chemicals to kill germs on surfaces or objects. This process does not necessarily clean dirty surfaces or remove germs, but by killing germs on a surface after cleaning, it can further lower the risk of spreading infection.
- **Sanitizing** lowers the number of germs on surfaces or objects to a safe level, as judged by public health standards or requirements. This process works by either cleaning or disinfecting surfaces or objects to lower the risk of spreading infection.

SAFEGUARDING THE HOME TO SCHOOL JOURNEY

We have developed protocols and plans to ensure that our students' travel and transition into the building allows for protection of the safety and health of all who enter our building. The below sections describe our approach to meeting this goal.

Arrival and dismissal procedures

Procedure for bus riders	<p>Note: Buses will need to be colored and labeled the first day of school with Bus # and Color Students will need to have color coded labels for bookbags to prepare for dismissal.</p> <p>Buses will enter the extended driving lane with the entrance off Ohio Street, leading to Door # 8 and Door #12 . The first four buses will enter through Door #12 and the last 4 buses will enter through Door#8. Students will be dismissed from buses only after the ready signal from the UAA staff member. URBAN ACT staff members will greet students at the buses and one-by-one dismiss buses into the building with students transitioning directly to their classrooms.</p> <p><u>Arrival</u></p> <p>Support Staff</p> <p>Monitor Arrival from buses – 2 staff members will be posted at each designated side door to usher students off the buses.</p> <p>Forming 1 line, students are encouraged to step on social distance markers as they dismiss from the buses and wait for entry into the building.</p> <p>Upon entry, students will have their temperature scanned by thermometer.</p> <p>Staff will check that students have face masks on. If a student does not have a mask, one will be provided to them.</p> <p>Students will also be asked to squirt hands with hand sanitizer.</p> <p>One mobile hand sanitizer station will be posted inside the hallway.</p> <p>Students will grab a choice of breakfast cereal and move toward the classroom. Milk will be delivered the morning of between 7:10am and 7:20am by cafeteria staff.</p> <p>Students proceed to classrooms, upstairs (Middle School) down the hallway for elementary</p> <p>Hallways are marked with arrows to denote what side students should walk on based on their direction.</p> <p>Classroom Teachers:</p> <p>Stand at the door and prepare to greet students with your threshold routine and procedure.</p>
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	<p>Students will enter the classroom quietly. Place their belongings on the backs of their chairs.</p> <p>Students should eat breakfast and complete their morning do now assignment. Masks are permitted to be off during meals but should be replaced when students finish breakfast. Students may read their DEAR book at their seats if they finish early while classmates continue to arrive.</p> <p>At 7:25, the teacher will lead students through clean up of their breakfast by calling students who are finished to throw away their garbage. All students must have their masks on as they throw away their trash and transition to the garbage.</p> <p>At 7:31, teachers should begin the live stream for advisory and morning meeting.</p> <p>By 8:00, teachers should take attendance.</p> <p><u>Dismissal</u> Dismissal will be staggered by bus color. Students will wait in classrooms until their bus color is named over the intercom. They will proceed down the main hallway only to dismiss out of the side door in single file.. Support staff will be posted in the hallway to monitor transitions.</p> <p>Buses must depart school by 3:30pm Note: for the first 2 weeks, dismissal may take longer to establish sound routines, please plan accordingly</p> <p>Students will be encouraged to use social distance markers on the floors to keep space while in a line.</p> <p>Masks must be worn in the hallways at all times.</p> <p>Late bus students may wait outdoors (if weather permitting), on the social distance markers in the main hallway, on social distance markers if rain or extreme cold.</p>
<p><i>Procedure for car riders and walkers</i></p>	<p>Parents/guardians should expect to drop off students in the car lane located in the main parking lot area (off of Ohio Street). In order to reduce risk, we ask that no parent or guardian enters the main entrance area with the student or enters the building. Students should exit cars only after having their temperature screened. Students will be sent home with any sign of fever.</p> <p><u>Arrival</u> Arrival from car or walking – 2 staff members will be posted at the front door to receive students from cars - one staff at the door to monitor entrance and will screen walkers for temps. One staff will screen temps from cars.</p> <p>Forming 1 line, students are encouraged to step on social distance markers as they enter the building</p> <p>Upon entry, staff will check that students have face masks on. If a student does not have a mask, one will be provided to them.</p> <p>Students will also be asked to squirt hands with hand sanitizer.</p> <p>One mobile hand sanitizer station will be posted inside the hallway.</p> <p>Students will select breakfast cereal choice from the table in the main hallway. . Milk will be delivered to classrooms.</p>

	<p>Students proceed to classrooms, middle stairway (Middle School) down the hallway for elementary</p> <p>Hallways are marked with arrows to denote what side students should walk on based on their direction.</p> <p><u>Dismissal</u> Walkers will exit the building using the main entrance after they are called at 3:25.</p> <p>Car riders will dismiss to the gym at 3:10.. They will sit in the gym, on socially distanced markers on the floor by grade level and wait for their names to be called.</p> <p>Designated staff in the hallway to support student transition to the gym.</p> <p>Note: for the first 2 weeks, dismissal may take longer to establish sound routines, please plan accordingly</p> <p>2 Staff will monitor students who are seated by grade level and 2 staff will call the names of students whose rides are here (one at the door and one in the car lane)</p> <p>Late car riders will sit on the bench outside of school weather permitting or remain in the gym (if over 10 students).</p> <p>Rides will be called at 3:40 pm to check the status of parents/guardians</p>
Modes of transport	<p>The school will rely on parents/guardians and/or IPS for transportation.</p> <p>The school will use a transportation service (LYFT/UBER) at their discretion and only to transport students/parents who DO NOT show symptoms of COVID 19.</p> <p>In emergency situations, an admin team member may be permitted to transport a student home.</p>
Entrances and exits	<p>Three entrances: two for buses, one for walkers.</p>
Rainy day/ winter/ inclement weather plan	<p>Late buses - remain outside OR be in classrooms/ PA announcement</p>
Signage	<p>School will order the following signs:</p> <ul style="list-style-type: none"> ● Social distancing markers ● Mask entry reminders ● Temperature screen ● Breakfast choices ● Office space maximums (8) ● Entry prohibited for folks exhibiting signs of COVID ● Other safety signs that promote healthy habits and reminders
Staff	<p>Staff may use badges to enter the building beginning at 6:00 am</p> <p>Masks must be worn upon entry</p> <p>Required to sanitize hands upon leaving the main office and entering the main hallway</p>
Late arrival students	<p>Student checks in at the main office</p>

	<p>Supplied with a mask if they do not have one</p> <p>Required to sanitize hands upon leaving the main office and entering the main hallway</p> <p>Office staff and admin can communicate via radio names of late students who are transitioning</p>
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REIMAGINING & REDESIGNING THE IN-SCHOOL EXPERIENCE

We have developed protocols and plans to ensure that our students' in-school time allows them a robust, enriching learning experience, while also allowing for protection of the safety and health of all who enter our building. This may mean a new classroom set up that allows for social distancing, new in-class procedures for common tasks like paper distribution or student-teacher interactions, new school policies for shared common spaces and gatherings, adjusted technology plans, adjusted emergency planning, and reimagining recess and lunch. The below sections describe our approach to reimagining and redesigning these specific components of a typical student and staff day.

Classrooms

The following guidelines will help to ensure the health and safety of our students and staff within the classroom.

<i>Changes to classroom layout</i>	<ul style="list-style-type: none"> • Desks and student tables will be adjusted to accommodate 15-16 students sitting a minimum 3 feet apart. • Students should be at least 6 ft apart if facing each other. • All students will be wearing face masks at all times with the exception of eating and drinking. • Carpets, Soft toys and pillows/cushions/blankets will be removed.
<i>Common areas and shared items</i>	<ul style="list-style-type: none"> • There will be minimum to no use of common areas in the classroom. • For elementary, there will be no carpet time. • There are no shared materials i.e. pencil cups, crayon buckets, etc.
<i>Students' belongings</i>	<ul style="list-style-type: none"> • Back of the seat with bookbags • Every student should have a bookbag (UAA gives plastic bookbags to all students) • Bookbags will need to be wiped with disinfectant or clorox wipes upon entry.
<i>Classroom libraries</i>	<p>Classroom libraries will be closed. Instead:</p> <ul style="list-style-type: none"> • Pre-K to Kindergarten: a small selection of books available daily. Once a student has read the book it is packed away and cleaned at the end of the day. • Grades 1 to 5: students have their reading book/s which they keep with their other belongings. If it is finished it is then cleaned and packed away. • Teachers have a box of books for that day which they use, clean and pack away.
<i>Cleaning and sterilization of commonly-used items</i>	<ul style="list-style-type: none"> • White boards and markers wiped down after use • Class pencils/pens wiped down after use • Scissors/glue sticks/rulers wiped down after use • Other art materials i.e. pastels etc. used, cleaned and then packed away • No play dough/plasticine/clay • Role play corners washed down twice daily if used
<i>Toys and manipulatives</i>	<ul style="list-style-type: none"> • 4 boxes available each day • Max of 2 manipulatives for morning sessions and 2 for afternoon sessions

- Manipulatives to be washed/sanitized after school
- Soft toys and pillows/cushions/blankets removed

Additionally, please see below for assigned seating, cohorting, room logs, and cleaning guidance for commonly-used supplies have been developed by our School-Based Clinician:

Students will be assigned a number that correlates with their seating chart. Students cannot be asked to move seats during the day. When transitioning to the restroom, students must stand on a marker that corresponds to their seating number to help with contact tracing.

Assigned seating/Cohorting explanation: Each school needs to determine how to track assigned seats and attendance so contact tracing can be done, if necessary.

Front of Room									Teacher Desk
1. Nina		2. Joe		3. Andre		4. Amiyah		5.	
	6. Sofia		7. Jett		8. Neveah		9. Jack		
10. Jesus		11. Ana		12. Nyah		13. Cedric		14. Rosalee	
DOOR	15.		16. Lucas		17. James		18.		

- If Cedric gets sick, then we would be most concerned for Neveah, Amiyah, and Jack.

Front of Room									Teacher Desk
1. Nina		2. Joe		3. Andre		4. Amiyah		5.	
	6. Sofia		7. Jett		8. Neveah		9. Jack		
10. Jesus		11. Ana		12. Nyah		13. Cedric		14. Rosalee	
DOOR	15.		16. Lucas		17. James		18.		

- Depending on Cedric's ability to keep his mask on and stay forward facing, we might also be concerned with Rosalee and James. If Neveah and Jack were out absent, we would only need to watch Amiyah.

LEVEL OF DETAIL FOR ROOM LOGS AND RATIONALE:

Date	Time In	Time out	Last, First	Mask worn at all times?
6/22/2020	1453	1510	Test, Subject	Yes
6/22/2020	1455	1600	Sickie, Student	No
6/22/2020	1555	1605	Another, Child	Yes

- If Student Sickie got sick, we would know that we need to talk to Subject Test (because the overlap was 15 minutes and one person without a mask) but probably not for Child Another because they overlapped for only 5 minutes.
- It isn't practical to track which minutes masks were worn or not, so the question has to be if the mask was worn 100% or not.

CLEANING GUIDANCE FOR COMMONLY USED SUPPLIES (PER ISDH GUIDANCE/DR. BOX WEBINAR ON JUNE 16, 2020):

Item	How to clean	Time to wait	Recommended?
Paperback leveled readers	Aerosol cleaner	2 hours if the person was coughing, otherwise immediately	No
Paint brushes	Wipe with alcohol or sanitizing wipes	2 hours if the person was coughing, otherwise immediately	Yes
Markers	Wipe with alcohol or sanitizing wipes	2 hours if the person was coughing, otherwise immediately	yes
Crayons	Wipe with alcohol or sanitizing wipes	2 hours if the person was coughing, otherwise immediately	Yes, but markers preferred because easier to wipe down

Technology to support learning

Plan for Technology for Instruction:

Within the classroom, we recognize the importance of technology to support our students' learning. As such:

- Technology will be distributed on a 1:1 basis for all students.
- We will be using technology acquired through IPS.

Bringing Technology to All Students:

A tech audit from spring has been conducted to identify the needs of families and students to participate in distance learning. Our plan to support students and families who lack connectivity:

- UAA is receiving 20 T-Mobile hotspots through the MindTrust. Will contact Mindtrust to see if we can be billed for additional hotspots.
- UAA has an estimate of over 20 students that may need connectivity based on Spring Semester numbers.
- IPS will be distributing MIFI devices to students who need it.

Our plan to distribute technology to our student body:

- Student Technology will be distributed between Wednesday, August 5th - Friday, August 14th.
- Pre K - 2 will be receiving iPads; 3-8th grade will be receiving chromebooks.

Tech distribution will happen in the school cafeteria. Each student will be assigned technology by two staff members at the checkout station.

Each parent will also receive an instruction sheet, student technology use and care expectations, and their username and password for login. Two staff members will give usernames and passwords to each family at the log in station. Each iPad and chromebook will be logged in to ensure the student is able to access the computer/tablet.

Parents are to enter in through one door and exit from the cafeteria through a different door. Signage will be posted asking persons to be six feet away from each other and to have masks on at all times. leasha will make sure all families are social distancing. Families will be directed to classrooms once technology has been assigned.

Technology Agreement for Use Outside of the School Building:

Additionally, we have created a [tech agreement](#) for technology used outside of the building. Please see this agreement for additional information.

Meals

The following guidelines will be observed to adhere to health and safety guidelines for meals at UAA.

Food distribution	<p>All meals will be picked up in the cafeteria and eaten within the classroom.</p> <p>Students will transition to the lunch room. Pick up their food and transition on social distance markers back to the class.</p> <p>Students will be allowed to bring their own food.</p> <p>Note: Allergies will be pre-identified by a form given to parents. We then provide specific meals based on those allergies.</p> <p>Meals will be distributed for students who choose to remain remote through the IPS food service program</p>
Hygiene during mealtimes	<p>Hand Sanitizer is provided in each classroom to be used. A 32 gallon trash can will be outside each classroom for food and milk disposal. Disposable disinfectant wipes will be used from the cleaning station to clean/sanitize desks. Disinfectant spray and paper towels may also be used and will be present in sanitation stations in rooms. Teachers should notify Mr. Brannum via email if they need a refill or if supplies need to be replenished.</p>
Staff overseeing meals	<p>Classroom teacher will oversee lunch. Classroom will use the supplied wipes to clean the tables and clean the tables after students have eaten.</p>
Food prep and service	<p>IPS will provide guidelines. Some recommendations are below:</p> <ul style="list-style-type: none">● Cafeteria Staff should always wear facemasks● Staff should monitor to make sure that students do not touch and put food back if they decide they want a different choice● Extra spacing between students and meals● Have adult hand off food selections to students● Consider two choices and have lunch tables set up with daily selections● Assigned seats in the cafeteria and in classrooms where students are eating● Assigned seats should mirror seating chart every day● Space out lunch times or divide students, add tables so students can eat in cafe● Sneeze guards/barriers if students going through a line

Additionally, we have outlined the **adjusted meal service procedures** for each grade-level in this linked document: [Meals at UAA COVID](#).

Recess

In partnership with Playworks, Urban Act will be providing safe, socially distanced recess options for students in the building, and encouraging students at home to follow engaging “virtual recess” options as well. Coach Larry, is our Playworks coach for the 2020-21 school year. He will provide teachers with support for managing outside play with no contact.

Due to spacing constraints, recess will be limited to zones. The playground will be ZONE 1. The basketball courts are ZONE 2. The learning garden is ZONE 3.

Teachers must be present to monitor to ensure students do not cross over to different zones. If there is a breach, it should be documented on the contact tracing document. When transitioning indoors and outdoors, students must wear masks and walk on the social distance markers.

Hallways

Students line order must align with seating chart, for example, students who are next to each other while seated should be next to each other in line to prevent multiple students from being in close contact to each other.

To the extent possible, hallways will be one-directional and marked with signage. Students and staff are expected to socially distance and wear appropriate PP&E. Please see “Building Space & Use Plan” for specific hallway usage procedures. When walking, please make sure students stand on numbered floor markers to ensure adequate spacing.

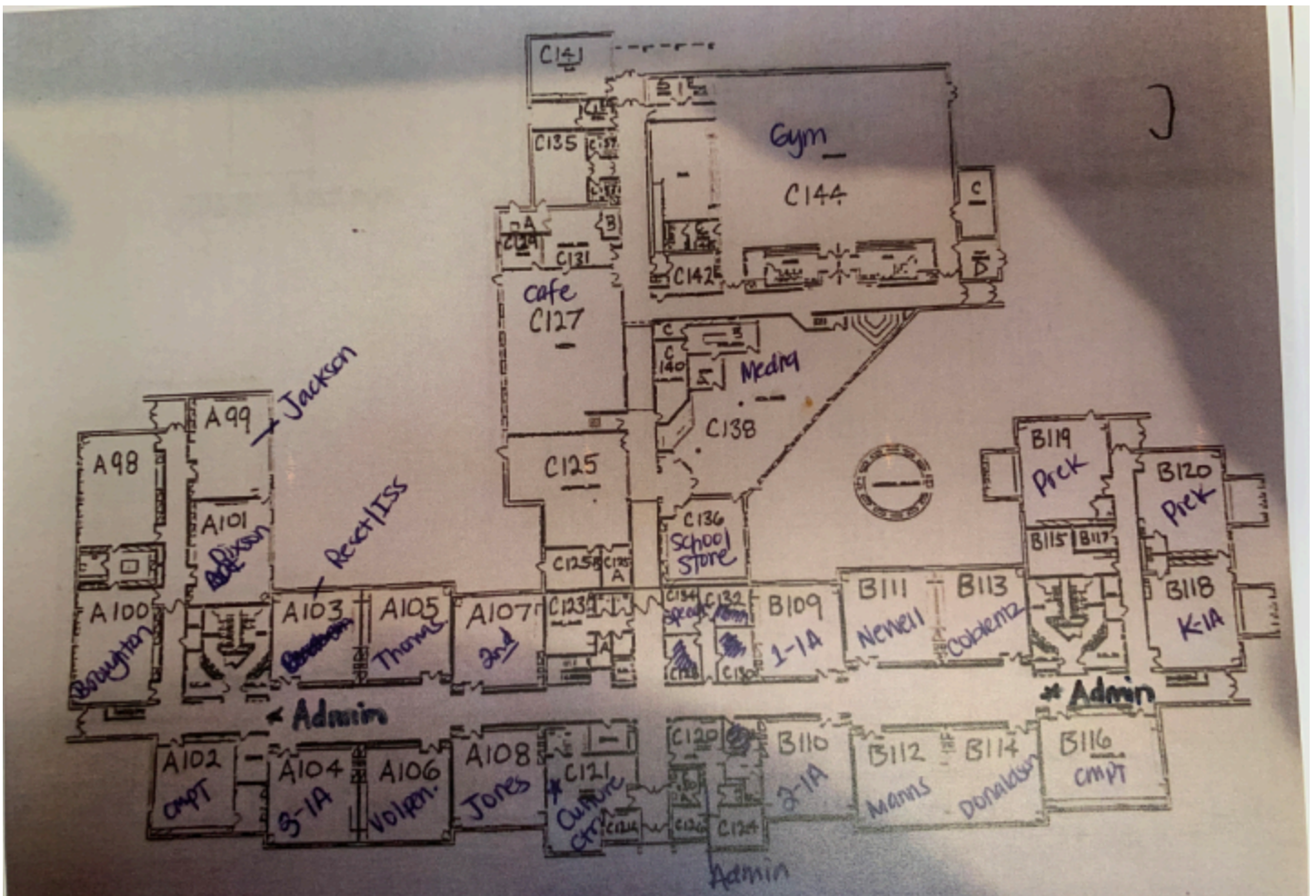
Bathrooms

All bathrooms will be reconfigured to support physical distance and hygiene practices:

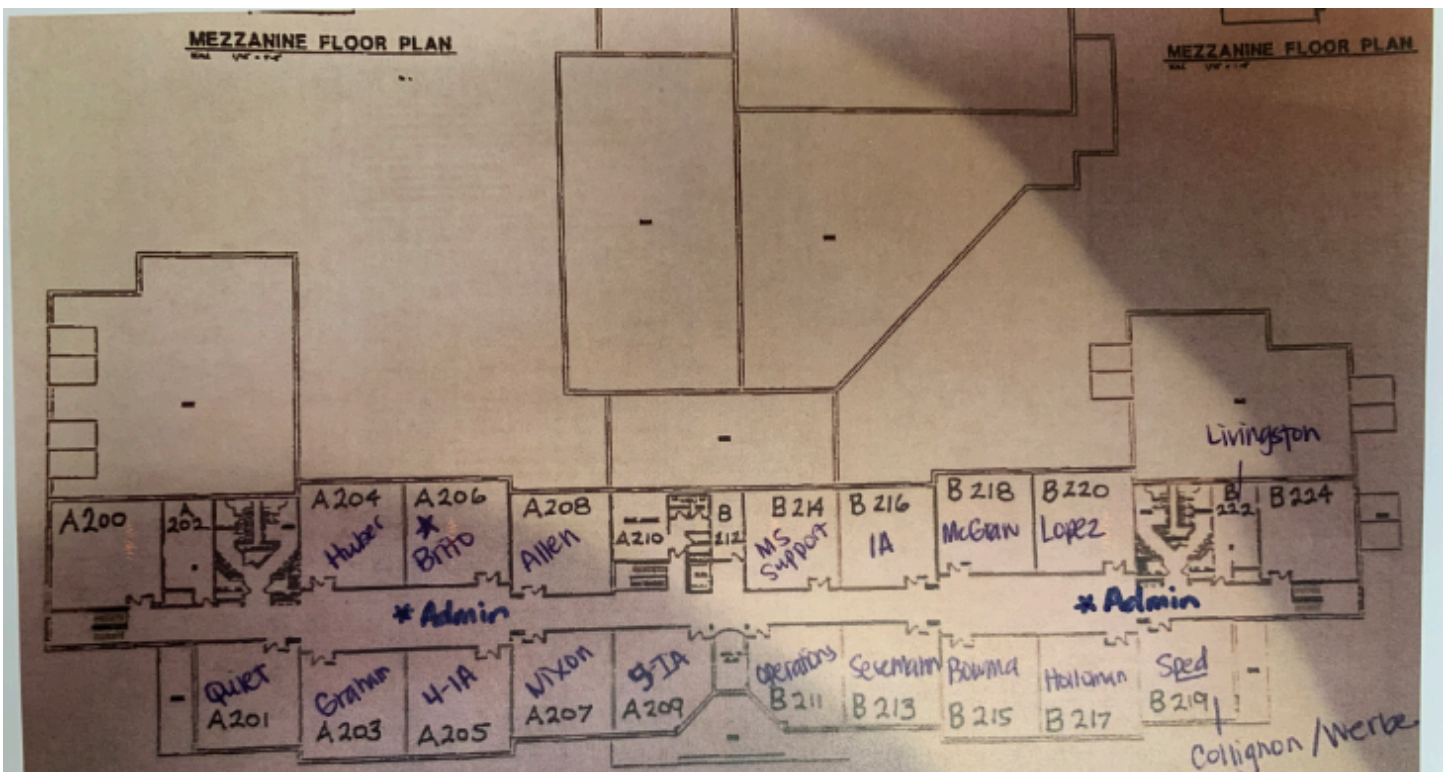
- Every other boys bathroom stall will be closed off.
- High-touch surfaces will be cleaned and sanitized with increased frequency.
- Classroom bathroom breaks for students during their designated times. When there is an emergency, the office should be called so that a support staff can monitor to make sure there are no students from different cohorts/classrooms in the restrooms at the same time.
- Only 3 persons from the same classroom are allowed in each bathroom. If it is occupied then the student must wait with monitoring adult to enter the restroom.

Bathrooms will be monitored by admin, who will be stationed as follows with direct line of sight to bathroom doors:

FIRST FLOOR: ADMIN STATIONS WITH LINE OF SIGHT TO BATHROOMS



SECOND FLOOR: ADMIN STATIONS WITH LINE OF SIGHT TO BATHROOMS



Emergency planning

The major difference in emergency planning during COVID-19 will be the implementation of social distancing in our drills. In the event of an actual emergency, however, social distancing may not be possible and therefore should be deprioritized to ensure students and staff safety. The following guidelines should be observed:

Fire Drill Procedures and Staff Responsibilities

The major difference in emergency planning during COVID-19 will be the implementation of social distancing in our drills. In the event of an actual emergency, however, social distancing may not be possible and therefore should be deprioritized to ensure students and staff safety. The following guidelines should be observed:

- Fire drills are practiced monthly.
- Classrooms are provided with a detailed map of the exit route for each room.
- We will perform this drill in waves. The fire drill will not be completed until all classrooms have participated.
- Students will be 3-6 feet apart when evacuating the building during drills. They will also be 3-6 feet apart when they are safely away from the building.
- In a real emergency situation, everyone will evacuate at once but socially distance once they are away from the building.
- A member of the leadership/culture team will be located at the stop points during evacuation.

Evacuation Guidelines:

The fire alarm will sound and the first wave classrooms are to evacuate. Teachers are responsible for taking the clipboard which has the class roster and two pieces of cardstock (red and green). Students are to evacuate the building in an orderly fashion. They should be in line walking at least three feet apart. The second wave of classrooms will only evacuate until after they hear "Second Wave can now evacuate" from the PA system.

Staff Responsibilities:

1. **Calmly & orderly, usher students** out of the classroom when the alarm is sounded
2. **Take your clipboard** located outside your classroom. This should always have: 1) your current roster and 2) your red and green cards
3. **Take students to the designated area** (Social distancing at 3 feet minimum).
4. **Take attendance & Report Additional/Missing Students:**
 - a. Take attendance using your roster
 - b. If you are missing *any* student(s), hold up your RED card and please report them to the leader at your designated area. If you have a student who is not your student or in your class, please also report them.
 - c. If you have all of your students with you, hold up the GREEN card.
 - d. The leader at your stop point will follow up with anyone with RED cards.
5. **Monitor students** to keep them calm and quiet while waiting.
6. **Re-occupy the building** when the "All Clear" is announced by the leader.

Stop Points:

Classroom Teacher	Stairwell/Exit Door	Stop Point
Karr, Humerickhouse	Exit Door #11	Oriental and Ohio
Donaldson, Coblentz, Manns, Newell	Exit Door #12	Oriental and E Market
Thomas, Volpenhein	Exit Door #2	Highland and E Market

Huber, Graham-Cole	West Stairwell Exit Door #2	Highland and E Market
Reed, Jones, Allen, Sesemann, Plummer	Center Stairwell Exit Door #1	Highland and E Market
McGraw, Bouwma, Lopez, Holloman	East Stairwell Exit Door #12	Oriental and E Market

Classrooms/Community Spaces	Exit Door	Stop Point
Broughton, Dixson	Door #3	Highland and Ohio Street
Cafeteria	Door #4	Highland and Ohio Street
Gleason	Door #7	Oriental and Ohio Street
Media Center/Main Office	Door #6	Oriental and Ohio Street
Playground/Grassy Area		Oriental and Ohio Street

Fire Drill Evacuation

The fire drill will be performed in two “Waves”. A “Wave” consists of evacuation and reentry in and out of the building. **Exit in your assigned “Wave”**. Each classroom will be assigned a “Wave” during which time we will practice the drill. This will reduce the amount of students in the hallways and further support safety measures.

Wave Schedule:

1st Wave: Donaldson, Manns, Humerickhouse, Jones, Volphenhein, Graham Cole, Allen, Sesseman, Bouwma and Randle

2nd Wave: Coblantz, Newell, Karr, Reed, Thomas, Huber, Plummer, McGraw, Lopez, and Main Office

Leader Fire Emergency Procedures

Fire Drill Team

Nigena Livingston - Floor Check
 Brenice Armstrong - Floor Check
 Mark Humphrey - Stop Point
 Theodore Brannum - Floor Check
 Haley Harshman - Floor Check
 Angela Brito-Rodriguez - Stop Point
 Jerome Williams - Stop Point
 Stephanie London - Stop Point
 Brianna Puckett - Floor Check
 Steven Shepherd - Stop Point

Return to TOC [here](#)

Keesha Green - Drill Timekeeper

Stop Point Location Leaders

- East Ohio and North Highland Street - Stephanie London
- East Ohio and North Oriental Street - Jerome Williams
- East Market and North Highland - Angela Brito Rodriguez
- East Market and North Oriental Street - Mark Humphrey

Leader Responsibilities

- Report to stop point location, ensure all students are at their designated area.
- Identify teachers who raise the red laminated sheet and collect the names of missing students.
- Wait for the facilitator to ask for an “all clear”. Report any missing students to the facilitator when asked.
- When all students have been identified, the facilitator will give the “all clear” for building entry and end the drill.

Floor Check Locations and Roles

- 1st Floor A Wing - Brenice Armstrong
- 1st Floor B Wing - Theodore Brannum
- 1st Floor C Wing - Brianna Puckett
- 2nd Floor A Wing - Haley Harshman
- 2nd Floor B Wing - Nigena Livingston

Floor Check Responsibilities

- Check every room and restroom to ensure all students have evacuated.
- If all classrooms are empty then radio “-- wing is all clear” to Nigena for their designated spot.
- C Wing personnel will check the Gym, Media Center, Cafeteria, Gym Restrooms and Main Office.
- Exit the building and report to the nearest stop point.

Building will be reoccupied once “all clear” is announced by the Facilitator (Theo or Nigena).

Earthquake Drill Procedures

- Notification of the start of the drill is given over the PA system.
- Once you hear the notification, then staff and students have a duck and cover position under a desk or table, if possible.

Below are the instructions on what to do during an earthquake drill:



DROP where you are, onto your hands and knees. This position protects you from being knocked down and also allows you to stay low and crawl to shelter if nearby.



COVER your head and neck with one arm and hand

- If a sturdy table or desk is nearby, crawl underneath it for shelter. If no shelter is nearby, crawl next to an interior wall (away from windows)
- Stay on your knees; bend over to protect vital organs



HOLD ON until shaking stops

- Under shelter: hold on to it with one hand; be ready to move with your shelter if it shifts
- No shelter: hold on to your head and neck with both arms and hands.

Lockdown drills

Lockdown drills will be conducted in the classroom, during which social distancing will be implemented. In a real emergency, social distancing will not be implemented.

Fiscal

Cost Impact

We are tracking budget impact on the linked spreadsheet [here](#).

CONTINGENCY/ SCENARIO PLANNING

Below are response process protocols and contingency plans that address incidents of suspected or confirmed COVID among staff or students.

COVID Response Process Flow

In the event of a suspected, reported, or confirmed COVID case, we will follow the specific Individual Student/Staff Rapid Response Process laid out [here](#).

We have also instituted the following protocols to guide our response:

COVID Response Coordinator	UAA has a designated “COVID Coordinator” onsite (Nigena Livingston, Head of School). This person will be who everyone reports all received information to, and coordinates the next steps in accordance with the protocol here .
Isolation area within school	The cafeteria (due to space and proximity to exit) will be the designated isolation area to immediately isolate staff/ students who have been exposed. Parent/guardian will be called to pick up the student. In the event they cannot, the COVID Coordinator will drive them home. Student must wear mask and sit in the back seat.
Factors to prompt schoolwide shut down	UAA will close if there is one positive case confirmed. The school will continue virtually for the next 14 days.

Staffing Contingency Plan

For any confirmed COVID cases: If there are 5 staff members who test positive for COVID, the entire school will automatically close for the next 2 weeks; staff will be asked to test, if there are additional positive cases, school will remain closed; counsel will be sought from Marion County Health Department, OEI (Authorizer) UAA Board and IPS before making a decision on when and in what capacity school will resume in person.

For any NON-COVID cases, the below staffing contingency plan will be followed:

Situation	Who will cover teaching duties?		If this staff is/are COVID-positive, who else must quarantine/ stay home?
	Short-term (1-2 days)	Long-term (3+ days)	
1 K-5 Lead Teacher is out sick	IA / Admin Coverage	IA / Admin Coverage	Bubble(s) taught
1 K-8 IA is out sick	IA / Admin Coverage	IA / Admin Coverage	
1 Specials teacher is out sick	IA / Admin Coverage	Admin Provides Prep	
1 MS Teacher is out sick	IA / Admin Coverage		

	IA / Admin Coverage (may collapse class to one and move to larger space (media center, art room, cafeteria, etc.)	
2 Staff in same grade (LT and/or IA) out sick		
3-5 Staff in same grade (LT and/or IA) out sick	IA / Admin Coverage	School Closure - Move to E-Learning
2 Staff in different grades (LT and/or IA) are out sick	IA / Admin Coverage	IA / Admin Coverage
3-5 Staff school-wide are out sick	IA / Admin Coverage	School Closure - Move to E-Learning
1 non-instructional staff is out sick	Operational Staff Provide Coverage	Operational Staff Provide Coverage

STAFF

Talent	Staff & HR policies	<i>What staffing policies and procedures must be added or updated for COVID-19?</i>	Here
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STAFF POLICIES AND PROCEDURES

Below are modifications and updates to staff policies and procedures in light of COVID-19.

Expectations for Staff Returning In Person

All staff members are expected to return to work in person when Urban Act re-opens in person to students later this year. We recognize the following exceptions:

Description or qualifications of staff	Implication for staff member
<p>CATEGORY 1: Eligible to take leave by law (FMLA/ FFCRA/ ADA)</p> <ul style="list-style-type: none"> Staff who have COVID-19 themselves or are told they must quarantine/self-isolate Staff who have immediate family member in household with COVID-19 or told to quarantine/self-isolate Staff who cannot access their childcare services due to COVID-19 issues <p><i>Note: FMLA protects up to 2 weeks off for COVID-19; 10 weeks for childcare provider/school closure; 13 weeks for extended leave to care for an immediate family member or self with serious health conditions (only applies if staff >1 yr).</i></p>	<p>Request must be made; leave is granted</p>
<p>CATEGORY 2: Legally entitled to accommodations (including WFH)</p> <ul style="list-style-type: none"> Staff who have a “qualifying disability” are entitled to reasonable accommodations (ADA) - e.g., an underlying medical condition that places them at “high risk” for COVID-19 complications → they must be allowed to work from home 	<p>Works from home/ remote</p>
<p>CATEGORY 3A: Not legally entitled to accommodations, but may still qualify for WFH or other accommodations due to their household situation</p> <ul style="list-style-type: none"> Staff who live with someone who is at “high risk” for COVID-19 complications due to an underlying medical condition <p>CATEGORY 3B: Staff who may prefer to WFH/remote, but not entitled to by Law</p> <ul style="list-style-type: none"> Staff who live with essential workers who are regularly exposed to COVID-19 Staff who have childcare access but feel <u>uncomfortable</u> using the childcare provider or it’s complicated Staff <u>without</u> underlying medical condition, but feel <u>uncomfortable</u> returning in person 	<p>Staff will be eligible to use PTO time if WFH not available. UAA will make every attempt to accommodate given these scenarios.</p>

Accommodations Requests/ Medical Exemptions

Accommodation requests will be prioritized in the following order:

1. Category 1
2. Category 2
3. Category 3A
4. Category 3B

Return to TOC [here](#)

- 5. Other circumstances, to be determined on a case-by-case basis

Medical documentation is required for Categories 1, 2 and 3A.

To submit:

- **For instructional staff:** Accommodations requests must be submitted to Brenice Armstrong.
- **For operations staff:** Accommodations requests must be submitted to Theo Brannum.
- Please include:
 - Medical documentation if Category 1, 2, or 3A
 - Explanation of your qualification - e.g., living with an essential worker, not able to access childcare
 - How the requested accommodation (e.g., leave or WFH) will effectively address your circumstance
 - Whether another accommodation could solve the issue
 - How the requested accommodation will enable you to continue performing the job’s essential functions

Sick Leave and PTO

Issue or question	Today/ Pre-COVID	SY20-21/ COVID
How is leave/ PTO tracked?	PTO is managed through TriNet. Employees are to submit a written request 48 hours prior to the scheduled date(s).	PTO is managed through TriNet. Employees are to submit a written request 48 hours prior to the scheduled date(s).
If someone has COVID-19, how will protocol be different?		<p>Do they have to use their own sick days?</p> <p>Any special forms to fill out? (from TriNet)</p>
What is protocol for calling in sick? <ul style="list-style-type: none"> • How • By when • To whom • Documentation? 	If an employee suspects to be absent then the employees are immediately responsible for calling their supervisor at a minimum of 2 hours prior to start time. Employee is then responsible for inputting PTO in TriNet.	If an employee suspects to be absent then the employees are immediately responsible for calling their supervisor at a minimum of 2 hours prior to start time. Employee is then responsible for inputting PTO in TriNet.

Indiana State of Health Guidelines

- 1.

APPENDIX

Health & Safety Guidelines, Indianapolis Public Schools (IPS)


IPS Guidelines: Below is a look at some of the [requirements and protocols from the district](#), as they pertain to our school:

New Health and Safety Protocols Per IPS Guidelines	
PERSONAL PROTECTIVE EQUIPMENT (PPE)	
MASKS AND FACE SHIELDS	<p>A variety of PPE will be on-site at all IPS schools and administration buildings to help prevent the spread of COVID-19.</p> <p>Face masks for students and staff will be required for the 2020–21 school year. Face shields will also be available for teachers to allow for comprehension during classroom instructional time.</p> <p>Mask “breaks” will be included for students throughout the day. The duration and timing of mask breaks is being determined by a teacher/principal task force.</p> <p>Masks exceptions include:</p> <ol style="list-style-type: none"> 1. Any students with health conditions that makes the wearing of a face covering a risk to their health. 2. When students are performing tasks that cannot be completed while wearing a face covering (eating, drinking, etc.). 3. When students are too young or unable to remove their own mask. (This refers only to physically disabled students and preschool students.) <p>IPS will provide one free reusable mask for students and staff. Students will need to supplement the one reusable mask they are receiving from IPS with additional, cloth reusable masks. Families can check their school’s supply lists for details on how many masks are needed.</p> <p>Students and families living in Marion County may be eligible to receive free masks from the city. Visit https://www.indy.gov/activity/face-coverings-for-marion-county-residents for more information.</p>
CLEANING	
SCHOOLS	All classrooms will be equipped with disinfectant and paper towels. Teachers and custodians will be responsible for cleaning common contact surfaces, such as desks and tables/counters, at regular intervals throughout the day. Teachers will also create age-appropriate procedures where students will clean their own desks.
BUSES	School buses will be disinfected at the end of the morning and afternoon routes. Drivers will clean contact surfaces between service tiers using approved chemicals and paper towels. A garbage can will be available on each bus for disposal of paper products. Garbage will be emptied at the end of each bus service. Hand sanitizer will be available for student use.
SOCIAL DISTANCING	
SOCIAL DISTANCING	While in IPS schools and administrative offices, students and staff will be asked to remain 3- to 6-feet apart, however, 6 feet is the target. This will be administered in classrooms, in cafeterias, on playgrounds and in offices.
SHARED SPACES AND SURFACES	
SHARED CLASSROOM MATERIALS	<p>IPS is discouraging the use of shared classroom materials to help prevent the spread of COVID-19.</p> <ul style="list-style-type: none"> • Every effort will be made to reduce the amount of materials, supplies and personal belongings going to and from school. The same consideration should be given to reducing student exposure to high-touch, shared resources at school. • Schools will discourage sharing items that are difficult to clean or disinfect.

	<ul style="list-style-type: none"> • If supplies must be shared, a use limit will be placed on supplies and equipment to one group of children at a time — with cleaning and disinfecting between use. • Sharing electronic devices, toys, books, and other games or learning aids will be avoided. (Exceptions include if materials can be cleaned between use, or if a 24-hour period has passed between use of materials.)
SPACES	Custodial staff will clean and disinfect all areas such as offices, bathrooms, common areas, commonly touched surfaces, and shared electronic equipment routinely and frequently.
CAFETERIA	Meal service is recommended in the cafeterias due to food safety, staffing, and lack of proper equipment to transport meals to classrooms or other locations. This must be staggered to allow for proper social distancing. Meals will be individually wrapped/packaged. Students in Grades K–8 will eat meals inside classrooms. .
GYMS	No physical-contact activities. Social distancing guidelines must be followed, and stationed or shared equipment must be cleaned prior to and after each use. Physical training: exercising, running/walking, jump roping and noncontact activities can be explored.
MUSIC ROOM/LARGE GROUP INSTRUCTION/BAND ROOM	Physical education, choir, band, orchestra and other large classes must be reorganized to allow for smaller classes, social distancing, and other precautions. In Grades K–8, cohorting students is required, so classes like band, orchestra and choir will take place in homerooms with homeroom students only.
HALLWAYS	Many IPS schools will designate certain hallways as one way — using colored taping or marking, or directional arrows — depending on the width of the corridors. Additional signage will be placed on walls for visual referencing. Schools must limit nonessential movement.
TOUCHLESS WATER FOUNTAINS/WATER BOTTLES	Schools will be equipped with touchless water fountains. Students will also receive a district-issued water bottle to keep at school. Manual water fountains will be turned off or blocked. Bottled water will also be delivered to schools whose touchless water fountains aren't installed before school starts.
HAND-WASHING	Hand-washing breaks will be included at schools throughout the day. Signs about proper hand-washing techniques will also be placed throughout district schools and administration buildings.
HAND SANITIZER	IPS schools and administration buildings will be equipped with hand-sanitizing stations. Hand sanitizer will also be available in every school classroom and offices throughout the district.

Resources on COVID-19 symptoms and warning signs

FEVER:
A temperature greater than or equal to
100.4°F / 38°C



How to count a day:
The day something began is Day 0. Once it has been a full 24 hours, that is counted as Day 1.
Example:
Started on Monday.
Day 1: Monday to Tuesday
Day 2: Tuesday to Wednesday
To be clear, count it out or use a date or hours.
Such as: "May return after 10 days (on or after 8/25/2020)"

Symptoms of COVID-19



**Usually presents with more than one symptom.*

Look for emergency warning signs* for COVID-19. If someone is showing any of these signs, seek emergency medical care immediately

- *Difficulty or rapid breathing
- *Inability to wake or stay awake
- *Persistent pain or pressure in the chest
- *Bluish lips or fact
- *New confusion
- *Stomach Pain

**This list is not all possible symptoms. Please call your medical provider for any other symptoms that are severe or concerning to you.*

**Call 911 or call ahead to your local emergency facility:
Notify the operator that you are seeking care for someone who has or may have COVID-19.**

Symptoms of MIS-C

- *Rash
- *Red/Swollen Tongue
- *Red Eyes
- *Swelling Hands/Feet
- *Cracked/Swollen Lips
- *Stomach Pain

Updated:7/1/20



Indiana Department of Health COVID-19 Screening Decision Tree

COVID-19 Screening Decision Tree

Student or staff member complains of COVID-19 or MIS-C symptoms.

Call 9-1-1 (EMS) if any the following symptoms are exhibited

- +Difficulty or Rapid Breathing
- +Chest Pain
- +Pulse Ox <92%
- +New Confusion
- +Bluish Lips/Face
- +Unable to wake or stay awake

NO



Mask student or staff member

Place student in isolation area away from others



Staff should go home immediately and consult a healthcare provider.

Questions to ask:

1. When did symptoms appear?
2. Recent COVID-19 exposure?
3. Signs and Symptoms (see list on back)
4. Temp > 100.4 or school board policy if lower
5. +Pulse Ox <92%

Verbal, Visual, & Physical concerns out of range?

NO

Allow to rest for 10 minutes

Improving? NO

YES

Back to Class

YES

- +Isolate
- +Send home ASAP
- +Contact Medical Provider
- +Contact Public Health

FOLLOW-UP WITH

- +Student/family
- +Health Services
- +Administrator

Updated:7/1/20



Resources and Guidance on Mask Wearing in Marion County (June 2020)

Note: Updated 7/2/2020: Marion County is under mandatory mask order. Masks should not be worn by children younger than 2 years or by individuals who are unable to remove the mask by themselves or are unconscious.

1. [Masks and Coronavirus Disease 2019 \(COVID-19\) | Infectious Diseases | JAMA](#)
2. [About Cloth Face Coverings](#), CDC
3. <https://creakyjoints.org/living-with-arthritis/coronavirus/asthma-copd-lung-disease-coronavirus-risk/>
4. [Coronavirus \(COVID-19\): What People With Asthma Need to Know](#)
5. [Cloth Face Coverings for Children During COVID-19](#)
6. <https://allergyasthmanetwork.org/health-a-z/covid-19/>

allergyasthmanetwork.org/health-a-z/covid-19/

<p>Who is at the greatest risk for severe COVID-19 complications? <input type="checkbox"/></p> <p>Some people are at higher risk of getting very sick from COVID-19. These groups includes:</p> <ul style="list-style-type: none">• Older adults, with risk increasing by age.• People who live in a nursing home or long-term care facility.• People who have serious chronic medical conditions such as:<ul style="list-style-type: none">• Lung diseases including asthma and COPD• Diabetes• Heart disease• Hypertension• Obesity	<p>What COVID-19 prevention strategies are recommended by CDC? <input type="checkbox"/></p> <p>The CDC is recommending that, if there is minimal or moderate spread of COVID-19 in your community, you should cancel events for groups of 10+ people or hold them virtually in order to slow the spread of the virus. If there is substantial spread of COVID-19 in the community, the event should be canceled.</p> <p>Preventive measures are the same as what's recommended to avoid the flu or the common cold:</p> <ul style="list-style-type: none">• Wash your hands often with soap and water, especially after going to the bathroom, before eating and after blowing your nose, coughing or sneezing.• Put distance between yourself and other people (at least 6 feet) if COVID-19 is spreading in your community. This is especially important for people who are at higher risk of getting very sick.• Use an alcohol-based hand sanitizer with at least 60 percent alcohol if soap and water are not immediately available.• Avoid touching your mouth, eyes or nose.• Avoid sharing anything – including cups, water bottles and eating utensils.• Disinfect all frequently touched surfaces.• Avoid close contact with people who are sick.	<p>Should I wear a face mask? <input type="checkbox"/></p> <p>CDC recommends wearing cloth face coverings in public settings where other social distancing measures are difficult to maintain (grocery stores and pharmacies, for example), especially in areas of significant community spread.</p> <p>The cloth face coverings can be fashioned from household items or made at home from common materials. They are recommended to help slow the spread of the virus and keep people who may have the virus but not know it from transmitting it to others.</p> <p>The recommended cloth face coverings are not surgical masks or N-95 respirators. Medical face masks are critical supplies that should be reserved for healthcare workers and other first responders.</p>
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Commonly-asked Questions (From IDOE document 7/2/2020)

Masks

- Consider mask options to incorporate those who have mask aversion, but not true chronic health condition.
- For students who can't tolerate a mask, parents should talk to their healthcare provider to decide if returning to school is appropriate. Face shields may be an option in medically necessary cases
- What about recess, lunch, storage?
- Best practices for taking mask on and off: We're making video?

How to set up clinics and cohort students.

- If you can separate suspected COVID-19 cases, that's preferred
- **Use a vinyl curtain as a divider, social distance, wear masks**
- **Use a baby monitor to help with supervision**
- No nebulizers or other aerosol-producing treatments. If nebulizer needed during school hours, likely too sick for school--Convert to MDI
- **Giving routine medications--Consider an area where healthy students can receive**
- **Encourage parents to administer (medications) before school when possible**
 - Partitions, such as plexiglass or clear, vinyl curtains, can help reduce the need for social distancing, but **masks are still strongly recommended.**
 - Nurse should wear a surgical-grade mask at all times. Gloves should be changed between patients, and hands sanitized or washed. Scrubs that are bagged before leaving school and promptly washed or washable gowns are recommended. Face shields and goggles provide more protection, but are not required.
 - Don't recommend daily temperature checks of every student as it would encourage congregating, which is why we recommend self screening at home (working on a simple screening tool)
 - CDC guidance sets the temperature level at 100.4. If your school uses a lower threshold, that's fine. Consistency in temperature monitoring is key.

Contacts and Exclusion

- Anyone who previously tested COVID positive and completed isolation period should consult healthcare provider, but quarantine for new exposure not recommended.
- ***The guidance is to assume the student or staff member is positive for COVID-19, unless ruled otherwise by a physician or testing. See Return to School Guidance.***
- **If a student is a close contact of a positive case, still recommended to quarantine for 14 days, even after a negative test.**
- Close contacts of someone who was potentially exposed to COVID-19 are not considered close contacts and don't need to stay home unless symptoms develop or they have a positive test.
- For any student or staff member who receives a positive test, local health departments and schools can share only the information necessary to stop the spread of disease, such as identifying close contacts on a school bus without naming the student.
- •Prepare for staff vacancies by getting a pool of replacements ready now, including substitute teachers and bus drivers.
 - •Visit <https://www.coronavirus.in.gov/2524.htm> to find a test site near you.
 - No doctor's order necessary, and testing is free at any ISDH/Optum site, which also tests anyone older than age 2.

Commonly-asked Questions

- Recommend that immunization requirements be sent to parents ASAP as a district-wide communication. The 20-day rule for immunizations remains in place.
- Therapy dogs are beneficial, but please explain to students not to pet the dogs.

From ISDH Q+A with Dr. Box 6/2020

Role of nurses: What is the school nurse's role during the COVID-19 Pandemic?

To educate students, faculty and staff about COVID-19 when they return to the school building, to be the first line of screening for students who may be exhibiting symptoms of COVID-19, and to interface with local public health personnel when schools have positive cases. The school nurse should assist in providing the guidance provided by the state department of health on when ill students, students who test positive, and students who are a close contact of COVID-19 patients can return to school. In the event that a school does not have a nurse, designated staff member(s) should ensure the above responsibilities are completed.

Role of Local Health Departments:

Return to TOC [here](#)

What is the public health nurse's role during the COVID-19 Pandemic?

Public health nurses and your local health department are incredible resources for schools during this unprecedented time. The public health nurse will be able to answer questions about contact tracing, community spread, and outbreak concerns. The Indiana State Department of Health is holding weekly webinars with local health departments to ensure they have the latest information about COVID-19 so that they can help guide your schools.

Regarding Masks: If cloth masks are worn, can you forgo social distancing all day in the school setting? What type of risk would this be considered if yes or if schools do this regardless of the recommendation of the CDC?

While cloth masks can decrease the risk of spread, individuals who are within 6 feet of a positive case for 15 minutes or longer are considered close contacts and would be subject to quarantine, even if they are wearing a mask.

MCPHD Guidance on the Re-opening of Schools



These recommendations are based on July 2, 2020 guidance from the Centers for Disease Control and Prevention (CDC) and other professional organizations. Implementation of this guidance is based on what is feasible, practical, and tailored to meet the needs of the Marion County community. These are the baseline recommendations. Schools may choose to implement more rigorous protocols.

OPENING DATES

Proceed with pre-established opening dates.

SYMPTOM SCREENING

Develop and implement a symptom screening policy pursuant to CDC recommendations.

CLEANING AND DISINFECTION

Increase access to cleaning supplies for each classroom and ensure frequent cleaning.

Increase accessibility and use of hand sanitizer for staff and students (at least 60% alcohol formulation necessary for COVID-19).

Extend bathroom breaks for adequate handwashing and assure access to warm water and soap.

Clean and disinfect high-touch areas throughout the day.

Clean and disinfect playground equipment on a regular basis.

CLOTH FACIAL COVERINGS AND MASKS OR FACE SHIELDS

Cloth face coverings or masks are required for all teachers, ancillary staff, and students sixth grade or higher.

EXCEPTIONS

1. Any staff or student with health conditions that makes the wearing of a face covering a risk to their health.
2. When staff or students are performing tasks that cannot be completed while wearing a face covering: i.e. eating, drinking, etc.
3. Any student who is unable to remove a face covering on their own.
4. When the wearing of a face covering or mask by a teacher is determined to impede a student's learning for students for grades Pre-K through grade 5, a face shield may be considered for use by the teacher.

BUS TRANSPORTATION

Transportation by personal vehicle is encouraged.

Drivers should wear face coverings.

Use assigned seating.

Space students apart as much as is feasible (CDC recommends 6-foot spacing when feasible).

Students are expected to wear a face covering or mask during transportation.

Open windows for cross ventilation as weather permits.

Consider alternate routes to reduce duration of trips (as possible).

COVID POSITIVE SYMPTOMATIC

Exclude from school.

Return to school if at least 72 hours have passed since recovery (defined as resolution of fever without the use of medications and improvement in respiratory symptoms) AND 10 days have passed since symptoms first appeared.

Ask these three questions (all yes, ok to return):

1. Has it been at least 10 days since the individual first had symptoms?
2. Has it been at least 3 days since the individual had a fever?
3. Has it been at least 3 days since the individual's symptoms have improved, including cough and shortness of breath?

COVID POSITIVE ASYMPTOMATIC

Exclude from school.

Return to school 10 days from the positive test assuming no symptoms developed.

NO COVID TEST SYMPTOMATIC

Exclude from school.

Return to school if at least 72 hours have passed since recovery (defined as resolution of fever without the use of medications and improvement in respiratory symptoms) AND 10 days have passed since symptoms first appeared.

Ask these three questions (all yes, ok to return)

1. Has it been at least 10 days since the individual first had symptoms?
2. Has it been at least 3 days since the individual had a fever?
3. Has it been at least 3 days since the individual's symptoms have improved, including cough and shortness of breath?

REPORTING CASES

Designate a contact person or team within each school; preferably the school nurse.

Report cases to your district health administrator. He or she will then contact Marion County Public Health Department (MCPHD) for guidance regarding possible closure, cleaning and parental notification.

MCPHD will provide training to the health staff of all districts mid-July 2020.

CONTACT TRACING FINDS CASES QUICKLY SO THEY CAN BE ISOLATED TO REDUCE SPREAD

