Re-Opening Plan

Approved by the Board of Trustees on August 12, 2020

Submitted to the Massachusetts Department of Elementary & Secondary Education on August 14, 2020

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Letter from Superintendent

The 2020-2021 school year is here! And with it, an opportunity to innovate toward excellence.

COVID-19 has brought with it myriad challenges... sick loved ones, food insecurity, and job loss to name a few. It has also challenged all of us at Codman to think differently about how we “do school.” We know that this school year will be quite unlike the ones in our rearview mirror. We know that learning for our students will be a combination of remote experiences via chromebook and in person learning. What we don’t know is how that mix will play itself out during the year. And that’s why this document exists.

In the following pages we’ve outlined our expectations for a Codman student learning experience that is fully in-person, fully remote and a hybrid of both. We’ve described how we will offer high quality learning experiences in a safe environment.

Appreciation to the talented team of educators who worked on this document. We leaned on the following guiding principles:

- maintain health, wellness, and safety of the entire school community (including partners, e.g., YMCA, Codman Square Health Center, Huntington) (e.g., PPE availability, compliance with distancing);
- maximize student learning and ability to thrive (e.g., access-gap reduction, academic growth);
- support educators and staff to adapt and respond (e.g., family satisfaction, professional development, etc.); and
- secure a strong financial and operational future (e.g., days of cash on hand).

We referenced all of the wisdom and knowledge accumulated to date to generate our best plans. Special thanks to family members, students, board members and community members who responded to surveys, called to share thoughts, sent articles and stood right with us in the messiness of crafting a way forward. Thanks also for your grace and guidance as we move into an uncertain future. We know that we'll need to be flexible to respond to changing facts on the ground. And we know that you will stand with us as we evolve.

We are crew, not passengers. Together we’ll build a strong 2020-2021 school year.

Thabiti Brown
Head of School
Executive Summary

Key findings from in-person learning feasibility study
With full implementation of health and safety requirements we would be able to accommodate about two-thirds of our students in our current buildings. Given our small classrooms, half of our students would need to be in cohorts of 8 students or fewer (the other half would be in cohorts of 12 or fewer). At this size we’d need to have 3 cohorts for each group of 24 students, which would mean at least doubling our teaching staff. We are actively searching for additional space, considering ways to modify staff responsibilities, and tinkering with class schedules to meet this challenge. No matter how we slice it, we’re unable to bring all students to campus with current resources. We are hoping to receive additional resources and are planning for remote and hybrid learning experiences in the interim.

Reopening model
We are planning to begin the year with remote learning. Our data collection and analysis of Spring 2020 remote learning yielded a few important points. We learned that our youngest students had the most difficulty with remote learning, both remaining connected to learning experiences and demonstrating measurable growth. National guidance also speaks to the importance of in person learning for our youngest students. In the 2019-2020 school year half of our students in grades K-6 used the BPS provided school buses to transit to and from school. The earliest school buses will be available for our use is when BPS returns to school, which is likely not before Sept. 16. Since our school year begins weeks earlier, and we don’t yet have a strong solution for transporting our youngest students we’re best served by starting with remote learning. We hope to transition to hybrid learning as soon as we’re able to have a viable plan for transportation.

In-person
If the conditions are safe enough for full in-person learning, staff will ensure students have a full two weeks to reintegrate to the school community, to learn new health and safety protocol, to engage in important social-emotional work, and to revisit and practice school norms. We will be guided by familiar schedules (lower-middle school, upper school) to support staff reintegration as well - but will work proactively with our social-emotional learning team to figure out how to more explicitly build in space in these schedules to ensure students and staff have space to engage in critical reflection and community building work that make learning post-pandemic more accessible and shift the schedules as needed based on teacher feedback from the fall of 2019.

Teachers designed their scope and sequences in the summer that are flexible regardless of the structure of how we’re teaching. Instructional leaders have mapped out an assessment plan, including strong diagnostics to be able to get important data on student entry points (Achievement Network diagnostics, DIBELs reading assessments, Fontas and Pinnell assessments) and continual interim assessment cycles to be able to assess progress (Achievement Network interim assessments grades 2-11).
Teachers will engage in regular curriculum review and data analysis on the weekly and unit level both in individual coaching meetings with instructional coaches and department meetings with their departments. This will work to ensure they’re frequently assessing the pacing, quality and implementation of their curriculum as well as the student learning demonstrated by their lessons to adjust course as needed.

Additionally, the Instructional Leadership Team is planning an arc of adult learning for the school year for our instructional staff that is prepared to be executed in whatever context we find ourselves in, but is certainly ideal in-person. This is aligned to our Mastery of Knowledge and Skills and High Quality Work components of our revised work plan. The core learning of this work is internalization of grade level standards and evaluation of curriculum to ensure appropriate scaffolding and tiering of instruction with grade level standards in mind. This core learning was strategically decided given the context of the pandemic, to ensure our staff is maintaining the focus on providing grade level work, with appropriate access points given what the data cycles reveal about student learning.

**Hybrid**

In the hybrid model, K1-4 and HLI classes will engage in live learning daily, and students in grades 5-12 will engage in remote learning from the spring. This choice was made based on developmental appropriateness, health data and research, and space limitations. The K1-4 classes and HLI class will follow the proposed schedule and the students in grades 5-12 will follow this remote learning schedule. Students who need IEP or language support in grades 5-12, or students who are flagged for more interventions in grades 5-12, will have the ability to work and engage in their lessons from the school in break-out spaces with tutors and teachers based on need and room capacity. Additionally, it is important for students to have opportunities to interact with one another - therefore, there will be regular in-person days 5-12 (staggered across the month, some on campus, some off campus) for important social interactions and space for personalized check-ins with students.

Teachers designed their scope and sequences in the summer for learning based on the curriculum they’re used to using in a live context, ensuring we’re holding a consistent academic bar in a hybrid context that we would be in if school were in session. Instructional leaders have mapped out an assessment plan, including strong diagnostics to be able to get important data on student entry points (Achievement Network diagnostics, DIBELs reading assessments, Fontas and Pinnell assessments) and continual interim assessment cycles to be able to assess progress (Achievement Network interim assessments grades 2-11). All of these assessments are administrable remotely through either an online platform (ANet) or through a one-on-one break-out space with a teacher (literacy screeners) or in-person, depending on the grade level. K1-4 will use the diagnostic assessments, paired with knowledge of social community and emotional needs, to finalize what students should be in what cohort mid-September.

Teachers will engage in regular curriculum review and data analysis on the weekly and unit level both in individual coaching meetings with instructional coaches and department meetings with their departments. This will work to ensure they’re frequently assessing the pacing, quality and implementation of their curriculum as well as the student learning demonstrated by their lessons to adjust course as needed. Additionally, the Instructional Leadership Team is planning an arc of adult learning for the school year for our instructional staff that is prepared to be executed in whatever context we find ourselves in, but is certainly replicable remotely. In the hybrid context, these professional development sessions would take place...
remotely for the aforementioned space limitations. This learning is aligned to our Mastery of Knowledge and Skills and High Quality Work components of our revised work plan. The core learning of this work is internalization of grade level standards and evaluation of curriculum to ensure appropriate scaffolding and tiering of instruction with grade level standards in mind. This core learning was strategically decided given the context of the pandemic, to ensure our staff is maintaining the focus on providing grade level work, with appropriate access points given what the data cycles reveal about student learning.

Remote
Students will engage in remote learning through consistent synchronous lessons with their core content and offered enrichment activities. Teachers will leverage prior expertise and experience with virtual platforms from the spring, to keep consistency for students and families, organizing classwork on Google Classroom and teaching lessons on Zoom. In addition, departments will be given access and training on developmentally appropriate supplemental platforms to support learning as well (ex. Seesaw, EdPuzzle, FlipGrid) and teachers will leverage personalized platforms students are used to in order to facilitate and offer more personalized learning (ex. Lexia, SymphonyMath, Khan Academy).

Teachers designed their scope and sequences in the summer for remote learning based on the curriculum they’re used to using in a live context, ensuring we’re holding a consistent academic bar in a remote context that we would be in if school were in session. Instructional leaders have mapped out an assessment plan, including strong diagnostics to be able to get important data on student entry points (Achievement Network diagnostics, DIBELs reading assessments, Fontas and Pinnell assessments) and continual interim assessment cycles to be able to assess progress (Achievement Network interim assessments grades 2-11). All of these assessments are administrable remotely through either an online platform (ANet) or through a one-on-one break-out space with a teacher (literacy screeners).

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High needs students
Support in Planning Instruction: Teachers and special education, literacy and English Language Learners staff will engage in regular communication with lead teachers to ensure consistent collaboration around student needs (biweekly meetings). These meetings will largely be around strategizing around planning and support
needs for students based on data analysis of subgroup data (attendance, engagement and mastery data of students with disabilities and English Language Learners).

From a planning perspective, the lead teachers will create most of the accommodations based on IEPs and language needs, but will rely on this collaboration with the specialist staff to create more significant accommodations, translation supports and/or modifications, particularly for long-term projects or assessments.

**Support in Delivering Instruction:** The schedule for remote learning was strategically designed to allow for minimal overlap in the common content areas, allowing for our departmentalized special education staff and literacy staff to push into classes as needed. In hybrid and in person learning, where K1-4 students are on campus always, special education, literacy and English Language Learners staff will design schedules that safely allow for them to provide instruction to students with consideration for the fact that many of these staff members teach across divisions. Teachers who do, or cannot be at school for a different reason, will coordinate Zoom call-ins for intervention work with students at school. There are a variety of spaces in the school appropriate for pull-out space, and we can coordinate those spacing needs once the specialist staff's schedules are finalized.

Additionally, the Director of Special Education, Director of English Language Learning, and Director of Curriculum and Instruction will support special education, literacy and English Language Learners teachers in designing appropriate schedules for making sure students with IEPs and English Language Learners needs are met.

To support diverse student needs, teachers will have regular touchpoints (biweekly meetings) with the special education, literacy, and English Language Learners staff which will include space to share upcoming lessons and also discuss student mastery of material and needs. The special education, literacy, and English Language Learner staff will design their personal schedules to support the needs of students needing their services through a blend of pull out (individual or group Zoom calls) and push-in supports (in the scheduled lessons time). They will get support from the Director of Special Education, Director of English Language Learning, and instructional coaches in best planning for supporting students in their caseload.
Health & Safety

Hybrid and In-Person Learning Model-Introduction and Overview

Codman Academy is adapting the health and safety practices that will enable the safe reopening of schools, for all three opening models. Given the current COVID-19 pandemic, back to school planning is nothing like regular school years. Part of our responsibility as educators, administrators, and parents is to do all that we can to help our children in this difficult time. There is no substitute for the attention and engagement that is only possible with in-person learning. We will work together to mitigate the risks associated with COVID-19 for in-person school programs and reduce the negative impact of keeping students out of school.

The first section below focuses on a remote learning school model, followed by the hybrid school model, a combination of in-person and remote learning.

A safe return to in-person school environments will require a culture of health and safety every step of the way. Specifically, it is not one mitigation strategy but a combination of all these strategies taken together that will substantially reduce the risk of transmission. In addition, although we are currently in Phase 3 of Reopening Massachusetts (July 2020), it will take collective continued vigilance towards health and safety measures to continue to contain COVID-19. Please see our checklist outlining the details on health and safety for all.

Our COVID -19 Health and Safety Team: At the school, we have created a team of staff members, who will be at the forefront of any communication regarding COVID-19 scenarios.

Our team will incorporate health and safety strategies based on the derived from the MA Department of Public Health and Centers for Disease Control guidelines:
1. Promote health and prevention education;
2. Promote safe use of space;
3. Promote early identification of symptoms, and seeking support.
4. Promote safe and healthy communication with parents, families and staff.
5. Promote safe steps for access to testing, testing, isolation monitoring and support.
6. Promoting and leveraging community partnership for safe and effective testing and support.

Codman Point of Contact Team for COVID related concerns:
School Nurse: Candace DeStefano
School Staff: Terrence Brown (lead), Samiah Johnson (support)
Partnership Director: Chetna Naimi
School Principal: Pam Casna
Head of School: Thabiti Brown
Remote Learning Scenario:
The health and safety plan for students learning remotely incorporates sections IV and VI below. Namely, our focus in a remote learning environment is to ensure strong communication with families about public health via our school newsletter, flyers, social media, our website and the like. We will actively promote the suite of steps necessary to ensure a healthy community. We will also provide support for community members who suspect exposure to the novel coronavirus via resource sharing re: testing sites and additional supports.

In-Person and Hybrid Model Scenarios:
This section of the health and safety plan has been developed for students and staff coming back for in-person, and hybrid models. We have used the guidelines provided by MA DESE and CDC, and outlines policies, practices and strategies that our school will implement and adapt to optimize education, promote health and safety, while mitigating risks throughout the school year.

I) Promote safe and healthy behavior:

a) Mandatory masks/face coverings requirements:
   ○ At Codman, we will require all students grade 2 and above, and all staff to wear masks that adequately cover both their nose and mouth.
   ○ We aim at providing a variety of face coverings including face shields and clear facial masks. Students in younger age groups (Pre-K-1st grade) will be strongly encouraged to wear masks. We also make exceptions for students with medical, behavioral, or other challenges that are unable to wear masks/face coverings.
   ○ We will provide information to staff, students, and students’ families on proper use, removal and care of surgical or reusable masks/face coverings.

b) Making face coverings/ masks available to the staff and students:
   ○ Before school reopens school will provide reusable masks to all students.
   ○ Students will be required to wear reusable masks before entry into the school building.
Those students who do not have masks at school entry will be provided with masks.

c) Adequate Health and safety PPE and hygiene products supplies:
   ○ Our school will follow the supply guidance issued by DESE, and will ensure an inventory of standard healthcare supplies (e.g., masks and gloves).
   ○ Use of additional supplies may be optional based on the type of tasks performed (e.g., teachers do not need to wear gloves while teaching but may need to during necessary contact with students, such as when providing physical support to students with disabilities).

d) Hand Hygiene Routine:
   ○ At Codman we will support healthy hand hygiene behaviors at all times.
   ○ During school hours, all students and staff will be required to wash their hands or sanitize, upon arrival to school, before eating, before putting on and taking off masks, and before dismissal.
   ○ Staff will frequently remind students not to touch the face covering and to wash their hands frequently.
Our teachers will pay special attention to teach and reinforce handwashing with soap and water for at least 20 seconds and increase monitoring to ensure adherence among students.

Students in Grade 3 and up will be instructed to use hand sanitizer that contains at least 60% alcohol, in addition to handwashing.

We will install touch free hand sanitizer dispensers throughout the school building, including classrooms and hallways, for students and staff to use before and after activities.

We will make sure that there are adequate hygiene supplies, including soap, hand sanitizer with at least 60 percent alcohol (for staff and older children who can safely use hand sanitizer), paper towels, tissues, disinfectant wipes, cloth face coverings (as feasible) and no-touch/foot-pedal trash cans, for safe disposal of disposable masks and other trash items.

e) **Educating and implementing respiratory etiquette:**
   - We will teach and encourage staff and students to cover coughs and sneezes with a tissue.
   - Used tissues should be thrown in the trash and hands washed immediately with soap and water for at least 20 seconds.

### II-Promote Safe Use of Space:

a) **Encouraging and maintaining physical distance:** We know that in classroom and school settings, maintaining physical distance is of utmost priority.
   - When all teachers and students are wearing masks, a minimum of 3 feet of separation will be maintained.
   - If one or both students and staff are not wearing masks, 6 feet distance must be maintained.

b) **Cohorts/Assigned Seating:**
   - We will work with our school operations and student support team to plan and assign students to specific cohorts to help mitigate transmission of the virus.
   - This will mean dividing students and teachers into distinct groups that will stay together throughout an entire school day during in-person classroom instruction. We aim at minimal interaction between cohorts.
   - If possible we will create even smaller groups within the cohorts to help minimize transmission.

c) **Signs to guide safe healthy behavior across the building:**
   - Our School is committed to implementing several strategies to maintain healthy environments.
   - We plan to have visuals and guidance throughout the school, including easy to read signage showing proper hand washing and wearing of a face covering/masks.
   - The school will post signs in all highly visible locations within point of sight for younger students (e.g., school entrance, restrooms, hallways) that promote everyday healthy actions to prevent the spread of COVID.
   - The school will install physical guides, such as tape on floors or sidewalks and signs on walls, to ensure that staff and children remain at least 6 feet apart in lines and at other times. These signs are especially important for spaces where students/families may need to queue, including the school front office and the school nurse office.

d) **Cleaning and Disinfection**
We will ensure cleaning and disinfecting of all surface areas that are frequently touched (e.g. playground equipment, door handles, sink handles, drinking fountains) within the school and on school buses at least daily or between use as much as possible.

We will ensure safe and correct use and storage of all cleaning and disinfectant products including storing products securely away from students.

We commit to use products that meet EPA disinfection criteria and standards.

e) Minimizing use of shared objects:

○ The school will discourage sharing of items that are difficult to clean or disinfect.

○ Teachers and staff will work together to keep each student’s belongings separated from others’ and in individually labeled containers, cubbies, or areas.

○ We will ensure adequate supplies to minimize sharing of high touch materials to the extent possible (e.g., assigning each student their own art supplies, equipment) or limit use of supplies and equipment by one group of children at a time and clean and disinfect between use.

○ During this time the school will not allow sharing electronic devices, toys, books, and other games or learning aids.

f) Restructuring School Nurse Office: We are committed to keeping the school nurse space used in a way to protect everyone’s health and prevent the spread of the virus.

○ We will install a plexiglass barrier around the school nurse desk to minimize direct contact and maintain physical distance.

○ Remove the bench outside the school nurse office and replace with chairs placed six feet apart.

○ The school nurse will allow only one student at a time in the Nurse’s office. The “Medical POC isolation room”, which is across the hallway from the school nurse office, will house students presenting with COVID-like symptoms. The isolation room, which is in a safe and accessible spot, will have minimal furniture, books and other materials.

g) Assigned classroom and learning space seating:

○ We will assign seats for the bus, and all classrooms. Teachers will keep classroom seating charts up to date. Assigned seats will be key in contact tracing, if needed.

○ Add physical barriers, such as plastic flexible screens, between bathroom sinks to make sure students using the sink are at least 6 feet apart.

h) Lunchtime seating:

○ Our students will be served individually plated meals in classrooms instead of in a dining hall or cafeteria, while ensuring the safety of children with allergies.

○ When possible, we plan to use disposable food service items (e.g., utensils, dishes) and will ensure that all non-disposable food service items are handled with gloves and washed with dish soap and hot water or in a dishwasher. Individuals should wash their hands after removing their gloves or after directly handling used food service items.

III-Promote early identification of symptoms, testing, isolation monitoring and support.
a) Screening at school entry point:
- Based on current recommendations from DESE and CDC, we will NOT require any temperature checks and symptom screening of the students at the time of school entry time.
- School staff (as well as bus drivers) should observe students throughout the day and refer students who may be symptomatic to the school healthcare point of contact.
- We will provide parent and family education on assessing symptoms before their child leaves for school each day. Parents will be educated and informed to have their student stay home if their student has a fever of 100.4 degrees or greater or symptoms of possible COVID-19 virus infection. Flyers with clear details will be provided to all families, online and through regular mailing.

b) School staff and visitor screening:
- The school will require screening of all school staff and visitors, at the beginning of the work day to lessen the chance of someone starting work with symptoms and prevent the spread of COVID-19. The screening will be a self administered survey using google forms: Self-screening Form/Questionnaire.
- We will set up and use a self-screening station for staff who have not completed screening on their own computers/phones. All visitors as they enter the building, will be instructed to sanitize their hands and use the computer to complete a short COVID-19.
- All school staff will be advised and encouraged to stay home if they have a temperature of 100.4 or higher or have any possible symptoms of COVID-19

IV) Promote safe and healthy communication with parents, families and staff
Codman is committed to promoting, communicating and educating on behaviors that reduce spread of COVID-19. Before the school reopens, we will implement a plan to educate, empower and train school staff, students and families.

a) Training for parent, families, students and staff:
- The school will post regular updates on its website, social media accounts with announcements on reducing the spread of COVID-19.
- These messages will include Public Service Announcements, messaging from CDC and MA DESE and school specific messages.
- We will optimally utilize free CDC print and digital resources on CDC’s communication resources. Our topics of communication will include, but are not limited to:
  i. Hand hygiene and respiratory etiquette, use of cloth face coverings, reusable masks, availability of masks at the school or at the bus.
  ii. COVID related information and protocols around safety, testing, isolation and care to staff, students, parents and families.
  iii. Communication steps for an outbreak or positive cases detected at the school.
  iv. Communicate and describe the school’s participation in community response efforts, if an outbreak occurs.
  v. Monitoring COVID symptoms at home. Keeping a student home when sick or staff staying home when sick.
vi. Value and means of physical distancing.

vii. Provide clear wall and hallway signs and messaging on hygiene, physical distancing throughout the school, in classrooms, dining halls and in the bathrooms to promote healthy hygiene.

viii. All signage in classrooms will be adapted according to the grade level to create ease, understanding and practice.

ix. Communicate the layouts of classrooms, communal areas and buses to ensure social distancing is maintained.

x. Share strategies for food and dining services; these should be consistent with plans to optimize physical distancing.

xi. Definition of various key words of this pandemic, like COVID-19, viral testing, close contacts, symptoms checklist and testing sites.

b) Family communication, School Communication System, feedback and follow ups:
   ○ We will commit to two-way proactive communication (e.g., providing information and receiving feedback) and emergency communication.
   ○ We will send a letter to parents and families to get their student ready for school and be the first line of defense in monitoring for COVID-19 symptoms.
   ○ We will communicate with our local board of health to remain up to date on statewide and local guidance (e.g., health and safety updates, COVID-19 testing and availability of flu vaccines, helping parents catch up on lost immunization time etc.)
   ○ To maintain the privacy of our students, staff and families, all notification and communication to the families, local board of health and close contact will be done in accordance with the Family Educational Rights and Privacy Act (FERPA) and Health Care Portability and Accountability Act (HIPAA) act. Notifying staff, families, and the public of school closures and any restrictions in place to limit COVID-19 exposure (e.g., limited hours of operation).

c) Training and Education will take place via following means:
   ○ School wide robo calls and emails on COVID-19 situation.
   ○ Social media and school website updates.
   ○ Classroom teacher connecting with the families via different communication platforms like class Dojos.
   ○ Flyers and promotional materials in multiple languages, using CDC and MA DPH resources.
   ○ Educational PSA videos on COVID-19 prevention education (hand washing, staying home if ill, no penalties for student being not being present for in-person classroom,
   ○ Switching to remote learning when a student is sick. Access to computers, wi-fi and other IT support for a quick transition to online platforms for learning.

d) Sharing Facilities with our School community partners:
   Codman Academy shares its building and grounds with its long-standing community partner, Codman Square Health Center.
   ○ We will work closely with the CSHC to ensure safe and coordinated operations of our school
building and shared spaces.

**e) Promote safe use of the Codman space**
- Create cleaning and disinfection protocols that include frequently touched surfaces; buses, dining hall (even if being used for a different purpose);
- Maintain adequate masks and gloves supplies.
- Front office staff and School Operations Manager will be responsible for managing the supply for all PPE and sanitation material.
- Schedules for increased routine cleaning, and disinfection;
- Ensuring adequate cleaning supplies and correct use.
- Install additional hand sanitizer/handwashing stations.
- Ensure adequate supplies to minimize sharing to the extent possible (e.g. dedicated student supplies, lab equipment, computers, etc).
- Ensure that the ventilation systems operate properly and increase circulation of outdoor air as much as possible.
- Modified plans for gatherings, field trips, and volunteer restrictions, minimal entry for parents and families in the school building.
- Training back-up staff to ensure health and testing continuity of operations.
- Particular avoidance of close physical proximity in cases of increased exhalation (singing, exercise); these activities are likely safest outdoors and spread out.
- Coordination with CSHC facilities for usage of space for students to maintain distance.
- Our school isolation rooms will be two designated rooms spread across the school buildings that are separate from the school nurse’s office where routine medical care is provided.

**f) Staff Professional Development on COVID-19:**
- We will develop specific PD sessions for our new and returning school staff.
- A comprehensive list of all pertinent training could include but may not be limited to:
  a. COVID-19, its symptoms and health.
  b. Parent and family communication around health and safety measures.
  c. Hygiene and safety guidelines.
  d. Physical distancing in the classroom, its nuances and challenges in the classroom and outside.
  e. Making the decision to send a student to the school nurse office.
  f. Working with the staff for Contact Tracing, if a situation arises.

**g) Support Coping and Resilience among students and staff:**
- We will encourage Codman staff and students to take breaks from watching, reading, or listening to news stories about COVID-19, including social media if they are feeling overwhelmed or distressed.
- We will support and promote Codman staff and students eating healthy, exercising, getting sleep, and finding time to unwind.
We will create resources and open and safe space for our staff and students to talk with people they trust about their concerns and how they are feeling.

V-Promote safe steps for access to testing, isolation monitoring and support.

a) Before a school staff or a teacher sends a student to the school nurse office:
   We will have plans and steps in place to mitigate the traffic to the school nurse office and reduce the chance of students congregating at the school nurse office to reduce transmission and spread of the virus, possible.

b) The School Nurse will provide a COVID-First Aid kit for each grade: This COVID First aid kit will include touchless thermometer, adequate supply of masks, hand sanitizer, gloves, sanitary pads (for grade 4th and up), band-aids, ice packs, heat packs.

c) When to send a student to the school nurse office: We will create a visual detailing step by step instructions on when to send a student to the school nurse office. The decision tree for each classroom will be posted in a visible location on all classroom walls and will be shared during staff PD sessions.

d) Once a student arrives at the school nurse office with possible COVID symptoms:
   ○ If a student shows possible COVID-19 symptoms, they will be accompanied by staff to one of the designated isolation rooms in the school.
   ○ The student will wait with their mask on for the school nurse or the Medical POC staff to arrive for next steps.

e) The school nurse or the medical POC will follow these basic steps for any staff or student with possible symptoms of COVID-19:
The school nurse will take the temperature and go over the symptom checklist/questionnaire. Given the facts that some symptoms of COVID-19 are the same as the flu or a bad cold; Codman will not assume it is another condition and will default to the side of caution and recommend testing prior to returning to the school.

There is no specific capacity limit for the isolation room, but all students in the isolation room must be as far apart as possible, and no less than 6 feet. Strict mask wearing covering the nose and mouth at all times for every person in the room must be enforced.

Students can work on individual schoolwork or other activities while in the medical waiting room.

If more than one student shows up with COVID related symptoms, the school nurse will triage them and have them wait in the isolation room, six feet apart and masks on and all seating facing in the same direction.

If the symptom checklist indicates COVID-19 testing, the school nurse or designated medical POC to communicate with the parent or guardian to pick up the student as early as possible.

At the time of the student pick up, the school nurse or the Medical POC staff will provide information to the parent or family member about the next steps, including COVID-19 testing recommendation.

The school will provide a list of local testing sites, including the option to get tested at Codman Square Health Center, which is co-located with the school in the same building.

We will be working with our community partner Codman Square Health Center to provide adequate basic medical training for COVID-19 testing, how to collect samples and securely to the testing staff.

Our school nurse will share the test results (positive or negative), with the MA Department of Public Health (DPH), within 12-24 hours of receiving the results.

The school communication letter to the parents, families and staff will contain the details about the next steps, including for how long staff and or students should stay home.

The school nurse will also work with the designated medical POC on who else could have been exposed to the students or staff with COVID-19 symptoms or a confirmed or suspected case.

The school nurse or the designated POC will work immediately with the teachers and staff to separate staff and students who may have been exposed to the student with possible COVID-19 symptoms (such as fever, cough, or shortness of breath) at school.

Close off areas used by a sick person and do not use these areas until after cleaning and disinfection.

f) Notify Health Officials and Close Contacts:

- We will notify the parents, staff and MA Department of Public Health staff, of any case of COVID-19 while maintaining confidentiality in accordance with the HIPPA and FERPA regulations.
- We will also notify those who have had close contact with the students or staff diagnosed with COVID-19 to stay home and self-monitor for symptoms and seek testing or medical care as needed.
○ Our school operations department will implement cleansing and disinfection procedures of areas used by sick individuals.
○ We will have a communications plan to communicate with parents of other students or the staff who were exposed and with the local health department and MA DPH to initiate contact tracing and consultation on next steps.

**g) Testing, clinical support and follow up for those with symptoms:**

○ We will have a detailed follow up protocol if a student or staff becomes sick with COVID-19 symptoms and are instructed to stay home.
○ Our first recommendation for the testing site would be our long-term community partner, Codman Square Health Center. Testing for community members is available at the health center and at various mobile sites.
○ The CSHC will also provide training to the school nurses and three Medical POC school staff from Lower, Middle and Upper School, equipped to measure temperatures for any student or staff and identify any possible COVID-19 symptoms via a comprehensive list of symptoms checklist.
○ The school nurse or the designated medical POC will have access to staff at Codman Square Health Center to get feedback and support on any questions or concerns.
○ Medical POC staff communicating with the local health department regarding any testing needs, results and follow up isolation and support.
○ We will create a basic COVID-19 database at the school for tracking COVID related school nurse encounters, student or staff testing, student isolation at home and assistance or care that a student or staff may need. The database will be also crucial in contact tracing and follow up with the staff and local health officials.
○ Our COVID-19 Health team will develop this database, led by our School and Health Center Partnership Director.

**h) Promote safe and healthy policies for absenteeism and sick leave:**

At Codman, we are committed to providing all support and resources for staff and students who may have to isolate or work from home for one reason or the others. We are also committed to protecting vulnerable staff and students (e.g. 65+, underlying health conditions).
○ Our administration will work to develop policies and options to support those students and staff at higher risk for severe illness to limit their exposure risk (e.g. modified job duties, virtual work and learning opportunities).
○ Codman school nurses will identify students with underlying health conditions and will reach out to individual families to discuss their options and create safe space, and check on the overall health of the student.
○ We will work with our Human Resource department to create flexible sick leave policies and practices that fully enable, support and engage staff and students to stay home or self-isolate when they are sick or have been exposed.
○ We will also develop and share policies for return to class/work after COVID-19 illness.
i) Guidance to students, staff and families on staying at home:

○ Our school policy will encourage sick employees and students to stay at home without fear of reprisal. A clear communication with the employees, students, and students’ families about these policies is essential.
○ Our goal will be to educate, and empower parents to keep their student(s) at home if they show COVID-19 related symptoms or are tested positive.
○ We will implement a range of communication methods like classroom DoJo, in-person phone calls, school wide robo calls, using all common languages at the school.

j) Steps for Contact Tracing:

○ The school will work closely with the MA Community Tracing Collaborative staff to identify close contacts.
○ We will work with this group to reach out to the student or staff’s close contacts to provide important information that is aimed to stop the spread of the virus, including how to safely isolate or quarantine at home.
○ We will communicate with the families and staff and notify them with advice about their exposure and risk.

k) Support for staff or students to start and remain safely in medical isolation:

○ The CACPS student support team, school nurse and administration will work with the local board of health and CSHC to provide and support these individuals in all areas possible.
○ The school will enforce self-isolation for all COVID-19 positive cases for a minimum of 10 days.
○ Repeat testing prior to return to work or school is not recommended.
○ The school nurse will communicate with the student family or the school staff on a specific date of return to the school after recommended days of isolation and based on symptom resolution.

l) Close contacts of a positive COVID-19 case should be tested:

○ Any student or staff who was within less than 6 feet of COVID-19 positive case for at least 10-15 minutes during school hours will be asked to get tested.
○ Possible close contacts should not come back to school until they have been tested (or elected instead to self-quarantine for 14 days).
○ If an individual tests positive for COVID-19, then self-isolation is for a minimum of 10 days and until at least three days have passed with no fever and improvement in other symptoms as noted. If the test is negative, the student/staff can return to school if asymptomatic and wearing a mask.

VI-Promoting and leveraging community partnership for safe and effective testing and support

a) COVID-19 Test Site for CACPS: Codman Square Health Center:

○ As a long-term partner, CSHC will be the top recommendation to parents, families, students and staff for any testing need (see appendix A for details).
CACPS available test sites: The school will have a list of all available test sites provided by MA DPH Test Site Locator and interactive map.

The school will also instruct and encourage staff and students who have symptoms to also contact their primary care physician for further instructions.

See section V for details on follow up steps when a student or staff member is excluded because of symptoms of COVID-19.

b) Training the School Nurse and the Designated Medical POC:

Through an internal MOU, the Codman Academy and Codman Square Health Center will work together to train the school nurse and other designated medical POC for the school on basics of COVID-19 and testing.

This training will include safe and correct collection of the test samples and its safe delivery to the CSHC for testing.

All test results will be reported (positive or negative) to the MA Department of Public Health (DPH) within 12 hours of receiving the results.

If a student or staff is reported testing positive on COVID-19 test, CACPS will immediately work with the local board of health or the MA Community Tracing Collaborative for contact tracing.

c) Connecting our students, families and staff to the available test sites:

Codman Academy recommends that all symptomatic or asymptomatic students, staff and family members should get tested at the Codman Square Health Center. As a long-term community partner, CSHC is easy to access, follows all DPH guidelines for testing and has a quick turnaround for COVID test results, normally within 48 hrs-72 hrs.

Our school nurse and part-time staff from the CSHC will be trained to initiate the testing process and pass on the sample to the CSHC testing site, further expediting the process and thus better communication to not only the affected student(s) and staff, but also to those who could have been possibly exposed.

The school will also provide a list of other testing sites in the local area, if they wish to get tested anywhere else.

COVID-19 Resources for Communication and Education

Flyers and Prints:


b) 10 Things to do to prevent COVID-19

c) How to protect yourself and others


b) Checklist for teachers

c) Handwashing
https://www.cdc.gov/handwashing/fact-sheets.html

d) Checklist for parents and families

e) Students-did you wash your hands?
https://www.cdc.gov/coronavirus/2019-ncov/communication/print-resources.html?Sort=Date%3A%3Adesc

f) How does contact tracing works.

g) COVID-19 Test Site Locator in MA.
https://memamaps.maps.arcgis.com/apps/webappviewer/index.html?id=eba3f0395451430b9f631cb095feb13

h) HIPAA and health information sharing regulations for COVID-19

Social Media Toolkit
Prevention of COVID-19

Public Service Announcement Videos:

1) Prevent the spread of COVID-19
2) When to wash hands
3) Proper Hand Washing
4) How to wear a face mask correctly
5) Cloth face covering/mask: Do’s and Don’ts
6) Social distancing the right way.
7) Demonstration on how to safely put on and take off PPE
8) COVID Message for people 15-21 years
9) Key time to wash hands.
10) Taking care of your daily health during COVID
11) Visiting friends and family during COVID
12) Viral test for COVID
13) Antibody test for COVID
15) I had COVID-19, but no symptoms now. When can I be with others?
16) Cleaning and disinfecting your house if someone has COVID-19.
17) Protect youth players from COVID.
18) Do your part to slow the spread of COVID-19.
19) How parents can support children during COVID-19
20) Managing anxiety and stress.
21) COVID-19 Stay at home when you are sick./Spanish
Teaching & Learning

The following resource outlines the recommendations for our three plans (remote, hybrid, and in-person) from an instructional perspective.

Remote Learning
Hybrid Learning
In-Person Learning

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Remote Learning

General Overview

Students will engage in remote learning through consistent synchronous lessons with their core content and offered enrichment activities. Teachers will leverage prior expertise and experience with virtual platforms from the spring, to keep consistency for students and families, organizing classwork on Google Classroom and teaching lessons on Zoom. In addition, departments will be given access and training on developmentally appropriate supplemental platforms to support learning as well (ex. Seesaw, EdPuzzle, FlipGrid) and teachers will leverage personalized platforms students are used to in order to facilitate and offer more personalized learning (ex. Lexia, SymphonyMath, Khan Academy).

Teachers designed their scope and sequences in the summer for remote learning based on the curriculum they’re used to using in a live context, ensuring we’re holding a consistent academic bar in a remote context that we would be in if school were in session. Instructional leaders have mapped out an assessment plan, including strong diagnostics to be able to get important data on student entry points (Achievement Network diagnostics, DIBELs reading assessments, Fontas and Pinnell assessments) and continual interim assessment cycles to be able to assess progress (Achievement Network interim assessments grades 2-11). All of these assessments are administrable remotely through either an online platform (ANet) or through a one-on-one break-out space with a teacher (literacy screeners).

Teachers will engage in regular curriculum review and data analysis on the weekly and unit level both in individual coaching meetings with instructional coaches and department meetings with their departments. This will work to ensure they’re frequently assessing the pacing, quality and implementation of their curriculum as well as the student learning demonstrated by their lessons to adjust course as needed. Additionally, the Instructional Leadership Team is planning an arc of adult learning for the school year for our instructional staff that is prepared to be executed in whatever context we find ourselves in, but is certainly replicable remotely. This is aligned to our Mastery of Knowledge and Skills and High Quality Work components of our revised work plan. The core learning of this work is internalization of grade level standards and evaluation of curriculum to ensure appropriate scaffolding and tiering of instruction with grade
level standards in mind. This core learning was strategically decided given the context of the pandemic, to ensure our staff is maintaining the focus on providing grade level work, with appropriate access points given what the data cycles reveal about student learning.

**Recommended Academic Policies**

**Grading**
In order to support students and families in understanding how students are mastering material on a consistent basis, teachers will grade at minimum one assignment per content per week, and the grades will include Habits of Scholarship grades. Teachers will input these grades in PowerSchool at the end of each week. Students will turn in assignments on their due dates on Google Classroom.

**Attendance**

*Students*
Students are expected to be in their lessons daily and on time. The support staff role in each lesson will take attendance in PowerSchool. If a student is 10 minutes or more late, they will be marked tardy. If for some reason they are unable to attend the lesson or the day, they or their family member are expected to communicate directly with their teacher(s) by 8am - teachers will then record the student absent in PowerSchool to ensure accuracy of attendance data. Lessons will be recorded so students can access them if absent. Our school will follow the state recommended guidelines around the amount of absences and potential retention.

In consultation with our health team and teaching teams, we will develop an appropriate policy and response for students if a student is absent due to COVID-related issues so that students will not be held accountable for missing school if they or a family member is sick, but are given appropriate academic supports to continue to access the learning even if they can’t attend the lessons.

*Staff*
Staff are expected to be on call for normal working hours (8:45am - 5:15pm). Teaching staff are expected to be in their lessons daily and on time, communicating consistently and with advance notice the necessary links to support students in joining the lessons. If a staff member needs to be absent, they will tell their supervisor with as much advance notice as possible, but at least by 7am the day of their absence. The principal and administrative team will coordinate coverage for that staff member on whatever student-facing work is needed for that date.

In consultation with our health team and administrative team, we will develop an appropriate policy and response if teachers need to be absent due to COVID-related issues so the teacher will not be held accountable for missing work, but will be able to support student learning appropriately from afar (supplying lesson materials, grading).

**Technology**
The school will work to ensure all students have the appropriate and functioning technology to support online learning. If a family needs to use a school-owned device, they will sign a technology agreement as
coordinated by our technology department that outlines the appropriate technology usage norms as well as what accountability measures will be in place if the device breaks.

**Norms and Expectations**

**Professionalism**

*Communication*
Staff will check their emails at least three times a day and have their phone available if needed. Staff will reply to emails that require replies within 24 hours. Urgent needs can be texted.

**Consistent Engagement**

If in a live learning lesson, staff will model strong engagement in live learning for students. They will be present and actively engaged in the lessons they lead or, if the support person, in modeling strong listening behaviors aligned with our Habits of Scholarship.

Staff meetings and adult learning will continue throughout remote learning (professional learning communities, department meetings, grade team meetings, division meetings). Staff will attend all staff meetings relevant to their role. They will log-in on time and stay engaged throughout the session through active participation and listening. If they are unable to make a meeting for a reason, a staff member is responsible for sharing that with their supervisor ahead of the meeting.

**Family Communication**

Each family will receive at least one communication from Codman per week. The focus of this communication will be to share general updates from the school, share updates on student engagement and performance in classes, and field questions or concerns. Families will get space to share which method of communication is most preferable to them (calls, text, Dojo, emails). In the Lower School, lead teachers and assistant teachers will strategically divide up classes to communicate with families. In the Middle and Upper Schools, grade teams will strategically divide up classes to communicate with families. Staff will regularly log this communication.

In addition to this weekly communication, crew leaders (5-12) will be expected to have regular communication through norms established by our crew coordinator (two times a month minimum). This communication will focus on more social-emotional supports for a student and serve to maintain additional touch points with the family.

**Instructional Expectations**

Teachers will be planned ahead a week for daily lesson materials and assessments and two weeks ahead for appropriate calendar and pacing adjustments needed. Teachers are expected to submit lesson plans through uploading to their curriculum folder or inputting in their planbook calendar by Sunday at 5pm for review by their instructional coaches. Teachers will be given a lesson planning template to guide their work, ensuring they include the following components in their lessons in this remote setting: clear Habits of Scholarship and learning target (standards) framing, explicit instructional routines and pacing, formative assessments on the
lesson level to ensure we know what students learned, and evidence of appropriate differentiation and scaffolding.

To support diverse student needs, teachers will have regular touchpoints (biweekly meetings) with the special education, literacy, and English Language Learners staff which will include space to share upcoming lessons and also discuss student mastery of material and needs. The special education, literacy, and English Language Learner staff will design their personal schedules to support the needs of students needing their services through a blend of pull out (individual or group Zoom calls) and push-in supports (in the scheduled lessons time). They will get support from the Director of Special Education, Director of English Language Learning, and instructional coaches in best planning for supporting students in their caseloads.

**Recommended Student Engagement Norms**

**Lesson Engagement**

Students will log into their live learning on time and be prepared for engagement with the appropriate materials recommended by their teachers. To support engagement, students will be explicitly taught our Habits of Scholarship in the first week of school through their engagement in lessons aligned to our Online Learning Behavior Matrix.

Teachers will set clear norms on what engagement looks like in their lessons - providing a variety of ways for students to share and show their learning. While there is hope students cameras are on in most cases, it is understandable that there may be valid reasons for a camera being off, therefore teachers will be explicit about points in lessons where a camera is necessary and provide other ways to show participation (active chat use, for example).

Teachers will provide guidance to families about what appropriate work spaces could look like for students (quiet space, a table with space to spread work out etc) so families can make adjustments as needed to their homes to ensure optimal learning, and will provide sample schedules for how families can use the pockets of time for learning that aren’t synchronous live lessons. Teachers will also give space to families to share if this will be an issue for them for whatever reason, so teachers can support if possible and/or manage expectations around particular aspects of a students’ ability to get the optimal work environment.

Additionally, teachers created supplies lists for a remote context of what is necessary for students to have in order to engage in the work optimally. Staff has called families to cross-check what we may need to support families in getting so that materials aren’t a barrier for students accessing the work.

**Work Submission**

Students will submit work appropriately on Google Classroom by the given deadlines. They will communicate (via their families if developmentally appropriate) if a deadline is challenging for them. Students will complete their work independently, so that teachers can see progress on the work - teachers will share explicitly with families what appropriate support looks like based on their grade level.

**Equity Implications**
Access to Instruction for Diverse Learners

Support in Planning Instruction
As noted above, teachers and special education, literacy and English Language Learners staff will engage in regular communication with lead teachers to ensure consistent collaboration around student needs (biweekly meetings). These meetings will largely be around strategizing around planning and support needs for students based on data analysis of subgroup data (attendance, engagement and mastery data of students with disabilities and English Language Learners).

From a planning perspective, the lead teachers will create most of the accommodations based on IEPs and language needs, but will rely on this collaboration with the specialist staff to create more significant accommodations, translation supports and/or modifications, particularly for long-term projects or assessments.

Support in Delivering Instruction
The schedule for remote learning was strategically designed to allow for minimal overlap in the common content areas, allowing for our departmentalized special education staff and literacy staff to push into classes as needed. Additionally, the Director of Special Education, Director of English Language Learning, and Director of Curriculum and Instruction will support special education, literacy and English Language Learners teachers in designing appropriate schedules for making sure students with IEPs and English Language Learners needs are met.

Access to Technology to Support Remote Context
Based on data collection throughout the summer through family phone calls and surveys, staff will better understand family needs regarding technology (internet access and/or device access). Modeled after our spring protocol, families will partner with our technology department and operations staff in ensuring they have access to school devices if needed (chromebooks or iPads) and our School Social Worker in finding internet support if needed.

Family Voice
Families were surveyed twice in the summer (survey at the end of the 2020 school year, phone calls home mid-July) to assess needs and get feedback on learning plans. Families will be asked to regularly give feedback throughout the 2020-21 school year (beginning in late August at the start of school) to ensure the staff is as responsive as possible to needs and concerns. There will be explicit sections in this survey to indicate any instructional supports needed, any critique on the remote learning plan, or any other guidance our instructional staff may benefit from.

Commitment to Culturally Responsive Teaching
The spring of 2020 has brought significant change and potential trauma to students, due to the pandemic and the heightened awareness of racial injustice and oppression in America. Staff will engage in professional development sessions throughout the year led by our Equity Coordinator on race and oppression and sessions led by our Director of Social Emotional Learning about trauma informed care in a remote context, so that teaching staff can feel as equipped as possible to not just be responsive to academic needs in lessons but also the social and emotional needs of our students that make accessing learning possible.
Additionally, our staff summer curriculum work has allowed more focus for teachers to hone in on the topics and texts used in our curriculum from an antiracist lens. It has also reinvested our staff in the fact that access to rigorous grade-level work regardless of the method of teaching is an issue of equity.

**Response to Flags**

As shared above, in late August each student/family should complete a survey (via email or phone) to proactively check in on physical, mental/emotional, and social health and wellness. The Student Support Team will review survey data and communicate key information (e.g. social and emotional concerns that may impact learning) to classroom staff and crew leaders.

At the end of the second week in September (September 10), all teachers and/or grade teams will complete an audit of their students to check for attendance and completion of work. They will flag the following students:

- Students with less than 75% attendance (flag for SST)
- Students with less than 75% completion of assignments (flag for SST)
- Students who express negative feelings about themselves and others (flag for SST)
- Students/families who are reporting that they are having access issues with technology (flag for Tech Department)
- Students/families who are reporting limited access to food (flag for School Social Workers)
- Students/families who are experiencing health concerns or bereavement (flag for health staff and School Social Workers)

Throughout the course of remote learning, teachers and/or grade teams will complete this audit and flag concerns by the end of each month, starting in October. Teachers and/or grade teams will flag students/families in a confidential shared spreadsheet for SST and administrators to access. This spreadsheet will also include a section for notes on follow-through, next steps, and outcomes.

**Hybrid Learning**

**General Overview**

In the hybrid model, K1-4 and HLI classes will engage in live learning daily, and students in grades 5-12 will continue remote learning from the spring. This choice was made based on developmental appropriateness, health data and research, and *space limitations*. The K1-4 classes and HLI class will follow *this proposed schedule* and the students in grades 5-12 will follow this *remote learning schedule*. Students who need IEP or language support in grades 5-12, or students who are flagged for more interventions in grades 5-12, will have the ability to work and engage in their lessons from the school in break-out spaces with tutors and teachers based on need and room capacity. Additionally, it is important for students to have opportunities to interact with one another - therefore, there will be regular in-person days 5-12 (staggered across the month, some on campus, some off campus) for important social interactions and space for personalized check-ins with students.
Teachers designed their scope and sequences in the summer for learning based on the curriculum they’re used to using in a live context, ensuring we’re holding a consistent academic bar in a hybrid context that we would be in if school were in session. Instructional leaders have mapped out an assessment plan, including strong diagnostics to be able to get important data on student entry points (Achievement Network diagnostics, DIBELs reading assessments, Fontas and Pinnell assessments) and continual interim assessment cycles to be able to assess progress (Achievement Network interim assessments grades 2-11). All of these assessments are administrable remotely through either an online platform (ANet) or through a one-on-one break-out space with a teacher (literacy screeners) or in-person, depending on the grade level. K1-4 will use the diagnostic assessments, paired with knowledge of social community and emotional needs, to finalize what students should be in what cohort mid-September.

Teachers will engage in regular curriculum review and data analysis on the weekly and unit level both in individual coaching meetings with instructional coaches and department meetings with their departments. This will work to ensure they’re frequently assessing the pacing, quality and implementation of their curriculum as well as the student learning demonstrated by their lessons to adjust course as needed. Additionally, the Instructional Leadership Team is planning an arc of adult learning for the school year for our instructional staff that is prepared to be executed in whatever context we find ourselves in, but is certainly replicable remotely. In the hybrid context, these professional development sessions would take place remotely for the aforementioned space limitations. This learning is aligned to our Mastery of Knowledge and Skills and High Quality Work components of our revised work plan. The core learning of this work is internalization of grade level standards and evaluation of curriculum to ensure appropriate scaffolding and tiering of instruction with grade level standards in mind. This core learning was strategically decided given the context of the pandemic, to ensure our staff is maintaining the focus on providing grade level work, with appropriate access points given what the data cycles reveal about student learning.

**Recommended Academic Policies**

**Grading**
In order to support students and families in understanding how students are mastering material on a consistent basis, teachers will grade at minimum one assignment per content per week, and the grades will include Habits of Scholarship grades. Teachers will input these grades in PowerSchool at the end of each week. Students will turn in assignments on their due dates on Google Classroom.

**Attendance**

*Students: Grades K1-4*
Students are expected to be at school daily and on time. The attendance policy for students outlined in our family handbook applies to students engaging in In-person learning in this hybrid model.

In consultation with our health team and teaching teams, we will develop an appropriate policy and response for students if a student is absent due to COVID-related issues so that students will not be held accountable for missing school if they or a family member is sick, but is given appropriate academic supports to continue to access the learning even if they can’t attend the lessons.

*Staff: Grades K1-4*
Staff are expected to be in school daily and on time. The attendance policy for staff outlined in our faculty handbook applies to teachers leading instruction in In-person learning in this hybrid model. The only shift is that the principal and administration team coordinates coverage needs instead of the Academic Support Coordinator.

In consultation with our health team and administrative team, we will develop an appropriate policy and response if teachers need to be absent due to COVID-related issues so the teacher will not be held accountable for missing work, but will be able to support student learning appropriately from afar (supplying lesson materials, grading).

Students: Grades 5-12
Students are expected to be in their lessons daily and on time. The support staff role in each lesson will take attendance in PowerSchool. If a student is 15 minutes or more late, they will be marked tardy. If for some reason they are unable to attend the lesson or the day, they or their family member are expected to communicate directly with their teacher(s) by 8am. Lessons will be recorded so students can access them if absent. Our school will follow the state recommended guidelines around the amount of absences and potential retention.

In consultation with our health team and teaching teams, we will develop an appropriate policy and response for students if a student is absent due to COVID-related issues so that students will not be held accountable for missing school if they or a family member is sick, but is given appropriate academic supports to continue to access the learning even if they can’t attend the lessons.

Staff: Grades 5-12
Staff are expected to be on call for normal working hours (8:45am - 5:15pm). Teaching staff are expected to be in their lessons daily and on time, communicating consistently and with advance notice the necessary links to support students in joining the lessons. If a staff member needs to be absent, they will tell their supervisor with as much advance notice as possible, but at least by 7am the day of their absence. The principal and administrative team will coordinate coverage for that staff member on whatever student-facing work is needed for that date.

In consultation with our health team and administrative team, we will develop an appropriate policy and response if teachers need to be absent due to COVID-related issues so the teacher will not be held accountable for missing work, but will be able to support student learning appropriately from afar (supplying lesson materials, grading).

Technology
The school will work to ensure all students in grades 5-12 have the appropriate and functioning technology to support online learning. If a family needs to use a school-owned device, they will sign a technology agreement as coordinated by our technology department that outlines the appropriate technology usage norms as well as what accountability measures will be in place if the device breaks.

Norms and Expectations
Professionalism

Communication
Staff will check their emails at least three times a day and have their phone available if needed. Staff will reply to emails that require replies within 24 hours. Urgent needs can be texted.

Consistent Engagement
K1-4: Teachers will continue to use best practices to engage learners in instruction if teaching in school - diverse participation strategies, safe collaborative work, and strong scaffolding and differentiation. They will leverage our Habits of Scholarship to provide in-the-moment feedback on engagement.

5-12: If in a live learning lesson, staff will model strong engagement in live learning for students. They will be present and actively engaged in the lessons they lead or, if the support person, in modeling strong listening behaviors aligned with our Habits of Scholarship.

Staff meetings and adult learning will continue throughout remote learning (professional learning communities, department meetings, grade team meetings, division meetings). Staff will attend all staff meetings relevant to their role. They will log-in on time and stay engaged throughout the session through active participation and listening. If they are unable to make a meeting for a reason, a staff member is responsible for sharing that with their supervisor ahead of the meeting.

Family Communication
Each family will receive at least one communication from Codman per week. The focus of this communication will be to share general updates from the school, share updates on student engagement and performance in classes, and field questions or concerns. Families will get space to share which method of communication is most preferable to them (calls, text, Dojo, emails). In the Lower School, lead teachers and assistant teachers will strategically divide up classes to communicate with families. In the Middle and Upper Schools, grade teams will strategically divide up classes to communicate with families. Staff will regularly log this communication.

In addition to this weekly communication, crew leaders (5-12) will be expected to have regular communication through norms established by our crew coordinator (two times a month minimum). This communication will focus on more social-emotional supports for a student and serve to maintain additional touch points with the family.

Instructional Expectations
Teachers will be planned ahead a week for daily lesson materials and assessments and two weeks ahead for appropriate calendar and pacing adjustments needed. Teachers are expected to submit lesson plans through uploading to their curriculum folder or inputting in their planbook calendar by Sunday at 5pm for review by their instructional coaches. Teachers will be given a lesson planning template to guide their work, ensuring they include the following components in their lessons in this remote setting: clear Habits of Scholarship and learning target (standards) framing, explicit instructional routines and pacing, formative assessments on the
lesson level to ensure we know what students learned, and evidence of appropriate differentiation and scaffolding.

To support diverse student needs, teachers will have regular touchpoints (biweekly meetings) with the special education, literacy, and English Language Learners staff which will include space to share upcoming lessons and also discuss student mastery of material and needs. The special education, literacy, and English Language Learner staff will design their personal schedules to support the needs of students needing their services through a blend of pull out and push-in supports. They will get support from the Director of Special Education, Director of English Language Learning, and instructional coaches in best planning for supporting students in their caseloads.

**Equity Implications**

**Access to Instruction for Diverse Learners**

*Support in Planning Instruction*
As noted above, teachers and special education, literacy and English Language Learners staff will engage in regular communication with lead teachers to ensure consistent collaboration around student needs (biweekly meetings). These meetings will largely be around strategizing around planning and support needs for students based on data analysis of subgroup data (attendance, engagement and mastery data of students with disabilities and English Language Learners).

From a planning perspective, the lead teachers will create most of the accommodations based on IEPs and language needs, but will rely on this collaboration with the specialist staff to create more significant accommodations, translation supports and/or modifications, particularly for long-term projects or assessments.

*Support in Delivering Instruction*
K1-4: Lower School specific special education, literacy and English Language Learners staff will design schedules that safely allow for them to provide instruction to students with consideration for the fact that many of these staff members teach across divisions. Teachers who do, or cannot be at school for a different reason, will coordinate Zoom call-ins for intervention work with students at school. There are a variety of spaces in the school appropriate for pull-out space, and we can coordinate those spacing needs once the specialist staff’s schedules are finalized.

5-12: The schedule for remote learning was strategically designed to allow for minimal overlap in the common content areas, allowing for our departmentalized special education staff and literacy staff to push into classes as needed. Additionally, the Special Education Coordinator, English Language Coordinator, and Director of Curriculum and Instruction will support special education, literacy and English Language Learners teachers in designing appropriate schedules for making sure students with IEPs and English Language Learners needs are met.

**Access to Technology to Support Remote Context (5-12 specific)**
Based on data collection throughout the summer through family phone calls and surveys, staff will better understand family needs regarding technology (internet access and/or device access). Modeled after our spring protocol, families will partner with our technology department and operations staff in ensuring they have access to school devices if needed (chromebooks or iPads) and our School Social Workers in finding internet support if needed.

**Family Voice**

Families were surveyed twice in the summer (survey at the end of the 2020 school year, phone calls home mid-July) to assess needs and get feedback on learning plans. Families will be asked to regularly give feedback throughout the 2020-21 school year (beginning in late August at the start of school) to ensure the staff is as responsive as possible to needs and concerns. There will be explicit sections in this survey to indicate any instructional supports needed, any critique on the hybrid learning plan, or any other guidance our instructional staff may benefit from.

**Commitment to Culturally Responsive Teaching**

The spring of 2020 has brought significant change and potential trauma to students, due to the pandemic and the heightened awareness of racial injustice and oppression in America. Staff will engage in professional development sessions throughout the year led by our Equity Coordinator on race and oppression and sessions led by our Director of Social Emotional Learning about trauma informed care in a hybrid context, so that teaching staff can feel as equipped as possible to not just be responsive to academic needs in lessons but also the social and emotional needs of our students that make accessing learning possible. Additionally, our staff summer curriculum work has allowed more focus for teachers to hone in on the topics and texts used in our curriculum from an antiracist lens. It has also reinvested our staff in the fact that access to rigorous grade-level work regardless of the method of teaching is an issue of equity.

**Response to Flags**

As shared above, in late August each student/family should complete a survey (via email or phone) to proactively check in on physical, mental/emotional, and social health and wellness. The Student Support Team will review survey data and communicate key information (e.g. social and emotional concerns that may impact learning) to classroom staff and crew leaders.

At the end of the second week in September (September 10), all teachers and/or grade teams will complete an audit of their students to check for attendance and completion of work. They will flag the following students:

- Students with less than 75% attendance (flag for SST)
- Students with less than 75% completion of assignments (flag for SST)
- Students who express negative feelings about themselves and others (flag for SST)
- Students/families who are reporting that they are having access issues with technology (flag for Tech Department)
- Students/families who are reporting limited access to food (flag for School Social Workers)
- Students/families who are experiencing health concerns or bereavement (flag for health staff and School Social Workers)
Throughout the course of hybrid learning, teachers and/or grade teams will complete this audit and flag concerns by the end of each month, starting in October. Teachers and/or grade teams will flag students/families in a confidential shared spreadsheet for SST and administrators to access. This spreadsheet will also include a section for notes on follow-through, next steps, and outcomes.

**In-Person Learning**

**General Overview**

If the conditions are safe enough for full in-person learning, staff will ensure students have a full two weeks to reintegrate to the school community, to learn new health and safety protocol, to engage in important social-emotional work, and to revisit and practice school norms. We will be guided by familiar schedules (lower-middle school, upper school) to support staff reintegration as well - but will work proactively with our social-emotional learning team to figure out how to more explicitly build in space in these schedules to ensure students and staff have space to engage in critical reflection and community building work that make learning post-pandemic more accessible and shift the schedules as needed based on teacher feedback from the fall of 2019.

Teachers designed their scope and sequences in the summer that are flexible regardless of the structure of how we’re teaching. Instructional leaders have mapped out an assessment plan, including strong diagnostics to be able to get important data on student entry points (Achievement Network diagnostics, DIBELs reading assessments, Fontas and Pinnell assessments) and continual interim assessment cycles to be able to assess progress (Achievement Network interim assessments grades 2-11).

Teachers will engage in regular curriculum review and data analysis on the weekly and unit level both in individual coaching meetings with instructional coaches and department meetings with their departments. This will work to ensure they’re frequently assessing the pacing, quality and implementation of their curriculum as well as the student learning demonstrated by their lessons to adjust course as needed. Additionally, the Instructional Leadership Team is planning an arc of adult learning for the school year for our instructional staff that is prepared to be executed in whatever context we find ourselves in, but is certainly ideal in-person. This is aligned to our Mastery of Knowledge and Skills and High Quality Work components of our revised work plan. The core learning of this work is internalization of grade level standards and evaluation of curriculum to ensure appropriate scaffolding and tiering of instruction with grade level standards in mind. This core learning was strategically decided given the context of the pandemic, to ensure our staff is maintaining the focus on providing grade level work, with appropriate access points given what the data cycles reveal about student learning.

**Recommended Academic Policies**

**Grading**

In order to support students and families in understanding how students are mastering material on a consistent basis, teachers will grade at minimum one assignment per content per week, and the grades will
include Habits of Scholarship grades. Teachers will input these grades in PowerSchool at the end of each week.

**Attendance**

*Students*

Students are expected to be at school daily and on time. If for some reason they are unable to attend, they or their family member are expected to communicate directly with the Main Office by 8:30am. Our school will follow the state recommended guidelines around the amount of absences and potential retention. In consultation with our health team and teaching teams, we will develop an appropriate policy and response for students if a student is absent due to COVID-related issues so that students will not be held accountable for missing school if they or a family member is sick, but is given appropriate academic supports to continue to access the learning even if they can’t attend the lessons.

*Staff*

Staff are expected to be on campus for normal working hours (8:45am - 5:15pm) and prepare the appropriate materials/plans for optimal student learning. If a staff member needs to be absent, they will tell their supervisor with as much advance notice as possible, but at least by 7am the day of their absence. The principal and administrative team will coordinate coverage for that staff member on whatever student-facing work is needed for that date.

In consultation with our health team and administrative team, we will develop an appropriate policy and response if teachers need to be absent due to COVID-related issues so the teacher will not be held accountable for missing work, but will be able to support student learning appropriately from afar (supplying lesson materials, grading).

**Norms and Expectations**

*Professionalism*

*Communication*

Staff will check their emails at least three times a day and have their phone available if needed. Staff will reply to emails that require replies within 24 hours. Urgent needs can be texted.

*Consistent Engagement*

Teachers will continue to use best practices to engage learners in instruction if teaching in school - diverse participation strategies, safe collaborative work, and strong scaffolding and differentiation. They will leverage our Habits of Scholarship to provide in-the-moment feedback on engagement.

Staff meetings and adult learning will continue Friday afternoons (professional learning communities, department meetings, grade team meetings, division meetings). Staff will attend all staff meetings relevant to their role. They will join on time and stay engaged throughout the session through active participation and listening. If they are unable to make a meeting for a reason, a staff member is responsible for sharing that with their supervisor ahead of the meeting.
Family Communication
Each family will receive at least one communication from Codman per week. The focus of this communication will be to share general updates from the school, share updates on student engagement and performance in classes, and field questions or concerns. Families will get space to share which method of communication is most preferable to them (calls, text, Dojo, emails). In the Lower School, lead teachers and assistant teachers will strategically divide up classes to communicate with families. In the Middle and Upper Schools, grade teams will strategically divide up classes to communicate with families. Staff will regularly log this communication.

In addition to this weekly communication, crew leaders (5-12) will be expected to have regular communication through norms established by our crew coordinator (two times a month minimum). This communication will focus on more social-emotional supports for a student and serve to maintain additional touch points with the family.

Instructional Expectations
Teachers will be planned ahead a week for daily lesson materials and assessments and two weeks ahead for appropriate calendar and pacing adjustments needed. Teachers are expected to submit lesson plans through uploading to their curriculum folder or inputting in their planbook calendar by Sunday at 5pm for review by their instructional coaches. Teachers will be given a lesson planning template to guide their work, ensuring they include the following components in their lessons in this remote setting: clear Habits of Scholarship and learning target (standards) framing, explicit instructional routines and pacing, formative assessments on the lesson level to ensure we know what students learned, and evidence of appropriate differentiation and scaffolding.

To support diverse student needs, teachers will have regular touchpoints (biweekly meetings) with the special education, literacy, and English Language Learners staff which will include space to share upcoming lessons and also discuss student mastery of material and needs. The special education, literacy, and English Language Learner staff will design their personal schedules to support the needs of students needing their services through a blend of pull out and push-in supports. They will get support from the Director of Special Education, Director of English Language Learning, and instructional coaches in best planning for supporting students in their caseloads.

Equity Implications
Access to Instruction for Diverse Learners
Support in Planning Instruction
As noted above, teachers and special education, literacy and English Language Learners staff will engage in regular communication with lead teachers to ensure consistent collaboration around student needs (biweekly meetings). These meetings will largely be around strategizing around planning and support needs for students based on data analysis of subgroup data (attendance, engagement and mastery data of students with disabilities and English Language Learners).
From a planning perspective, the lead teachers will create most of the accommodations based on IEPs and language needs, but will rely on this collaboration with the specialist staff to create more significant accommodations, translation supports and/or modifications, particularly for long-term projects or assessments.

Support in Delivering Instruction
Special education, literacy and English Language Learners staff will design schedules that safely allow for them to provide instruction to students with consideration for the fact that many of these staff members teach across divisions and buildings. There are a variety of spaces in the school appropriate for pull-out space, and we can coordinate those spacing needs once the specialist staff's schedules are finalized to allow for as minimal student movement as possible.

Family Voice
Families were surveyed twice in the summer (survey at the end of the 2020 school year, phone calls home mid-July) to assess needs and get feedback on learning plans. Families will be asked to regularly give feedback throughout the 2020-21 school year (beginning in late August at the start of school) to ensure the staff is as responsive as possible to needs and concerns. There will be explicit sections in this survey to indicate any instructional supports needed, any critique on the health and safety initiatives of the school, or any other guidance our instructional staff may benefit from.

Commitment to Culturally Responsive Teaching
The spring of 2020 has brought significant change and potential trauma to students, due to the pandemic and the heightened awareness of racial injustice and oppression in America. Staff will engage in professional development sessions throughout the year led by our Equity Coordinator on race and oppression and sessions led by our Director of Social Emotional Learning about trauma informed care in a hybrid context, so that teaching staff can feel as equipped as possible to not just be responsive to academic needs in lessons but also the social and emotional needs of our students that make accessing learning possible. Additionally, our staff summer curriculum work has allowed more focus for teachers to hone in on the topics and texts used in our curriculum from an antiracist lens. It has also reinvested our staff in the fact that access to rigorous grade-level work regardless of the method of teaching is an issue of equity.

Response to Flags
As shared above, in late August each student/family should complete a survey (via email or phone) to proactively check in on physical, mental/emotional, and social health and wellness. The Student Support Team will review survey data and communicate key information (e.g. social and emotional concerns that may impact learning) to classroom staff and crew leaders.

At the end of the second week in September (September 10), all teachers and/or grade teams will complete an audit of their students to check for attendance and completion of work. They will flag the following students:

- Students with less than 75% attendance (flag for SST)
- Students with less than 75% completion of assignments (flag for SST)
- Students who express negative feelings about themselves and others (flag for SST)
Students/families who are reporting that they are having access issues with technology (flag for Tech Department)

Students/families who are reporting limited access to food (flag for School Social Workers)

Students/families who are experiencing health concerns or bereavement (flag for health staff and School Social Workers)

Throughout the course of the school year, teachers and/or grade teams will complete this audit and flag concerns by the end of each month, starting in October. Teachers and/or grade teams will flag students/families in a confidential shared spreadsheet for SST and administrators to access. This spreadsheet will also include a section for notes on follow-through, next steps, and outcomes.
Student & Family Supports

Student Support Teams
- **Fully Remote:** In this modality, Student Support Teams will meet bi-weekly via the Zoom platform. Our Student Support Team develops and monitors intervention plans for students experiencing ongoing barriers to learning academically, behaviourally, and/or social-emotionally.
- **Hybrid:** In this modality, Student Support Teams will alternate meeting bi-weekly via the Zoom platform and in-person. Our Student Support Team develops and monitors intervention plans for students experiencing ongoing barriers to learning academically, behaviourally, and/or social-emotionally. We will make use of our designated meeting space and ensure our in-person meetings adhere to proper social distancing. The space will feature clear markings and the furniture will be arranged to allow for six feet of separation. Hand sanitizer and wipes will be placed at the entrance of the room before staff enter the space. Staff members will be required to wear face coverings while attending in-person meetings.
- **In-person:** In this modality, Student Support Teams will meet bi-weekly and in-person. Our Student Support Team develops and monitors intervention plans for students experiencing ongoing barriers to learning academically, behaviourally, and/or social-emotionally. We will make use of our designated meeting space and ensure our in-person meetings adhere to proper social distancing. The space will feature clear markings and the furniture will be arranged to allow for six feet of separation. Hand sanitizer and wipes will be placed at the entrance of the room before staff enter the space. Staff members will be required to wear face coverings while attending in-person meetings.

Mental Health/Counseling Supports
- **Fully Remote:** In this modality, all students will receive individual or group counseling services via the Zoom platform. Appropriate consent forms will be signed by the student’s parent or guardian prior to telehealth services beginning. Counseling services will be provided by Social Work Interns through the Social Work Department, Clinical Interns supervised by the Director of SEL or clinicians through our partnerships with Wediko Children’s Services and the Codman Square Health Center.
- **Hybrid:** In this modality, all students will receive individual or group counseling services via the Zoom platform. No sessions will take place in-person unless requested by the student and parent/guardian. Appropriate consent forms will be signed by the student’s parent or guardian prior to telehealth services beginning. Counseling services will be provided by Social Work Interns through the Social Work Department, Clinical Interns supervised by the Director of SEL or by clinicians through our partnerships with Wediko Children’s Services and the Codman Square Health Center.
- **In-person:** In this modality, all students will receive individual or group counseling services in-person. Each clinician will be assigned a designated meeting space and all in-person sessions will adhere to proper social distancing. The space will feature clear markings and the furniture will be arranged to allow for six feet of separation. Hand sanitizer and wipes will be placed at the entrance of the room before anyone enters the space. The space will be properly disinfected in between sessions. All clinicians and clients will be required to wear face coverings for in-person sessions. Appropriate consent forms will be signed by the
student’s parent or guardian prior to services beginning. Counseling services will be provided by Social Work Interns through the Social Work Department, Clinical Interns supervised by the Director of SEL or by clinicians through our partnerships with Wediko Children's Services and the Codman Square Health Center.

Social-Emotional Learning

- **Fully Remote:**
  - Daily SEL instruction and practice focusing on a sense of belonging and safety.
    - Provide opportunities for processing the effects of the pandemic together as a community.
    - This would occur in classroom meetings and Open Circle curriculum in the LS and in daily crew meetings in the MS and US.
    - Push in lessons from SEL director weekly
    - Focus on opportunities to practice SEL skills daily.
  - Continue virtual community building activities,
  - Provide resources to families for learning and practicing SEL skills at home.
  - Focus on building community in virtual classrooms with getting to know you activities.
  - Foster positive connections with fun weekly activities for students.
  - Incorporate mindfulness and calming strategies into classroom routines.
  - Provide frequent opportunities for self reflection in classroom work as well as in SEL instruction (Open Circle or Crew)
  - Use different groupings and formats for virtual opportunities for building connection including whole class, small group and 1:1 check ins.

- **Hybrid:**
  - Daily SEL instruction and practice focusing on a sense of belonging and safety.
    - Provide opportunities for processing the effects of the pandemic together as a community.
    - This would occur in classroom meetings and Open Circle curriculum in the LS and in daily crew meetings in the MS and US.
    - Push in lessons from SEL director weekly
    - Focus on opportunities to practice SEL skills daily.
  - Incorporate structures for frequent feedback from students and families.
    - i.e., weekly check ins to each family with temperature check on how hybrid system is going for them.
  - Use in-building time to focus on relationship building, social connection, skills practice and small group interactions. (flipped classroom model)
  - Continue virtual community building activities,
  - Provide resources to families for learning and practicing SEL skills at home.
  - Provide support and resources for staff who may feel overwhelmed by responsibilities teaching in both settings.

- **In-person:**
  - Daily SEL instruction and practice focusing on a sense of belonging and safety.
    - Provide opportunities for processing the effects of the pandemic together as a community.
This would occur in classroom meetings and Open Circle curriculum in the LS and in daily crew meetings in the MS and US.

- Push in lessons from SEL director weekly
- Focus on opportunities to practice SEL skills daily.
  - Adapt school celebrations and community building activities to new reality/rules around social distancing
  - Leverage use of technology
  - Clear communication around safety measures to increase feelings of safety for students, families and staff.
  - Use Hybrid or fully remote plans for any students unable to return to the school building.

### Food
- **Data: Questions Y & Z**
  - Food situation:
    - 56% of respondents: We're okay for now for food without support from the school.
    - 37% of respondents: We're okay for food, and rely on some support from the school.
    - 7% of respondents: We need more support around food.
  - What support would be most helpful?
    - 100% said EBT card.

- **Fully Remote:** Using data from our recent family survey, our team will assess and monitor the food security needs of our community. If food insecurity rises within our community, we will address this as needed via resource check-ins and other forms of outreach to families. Codman Academy will continue partnering with local organizations to provide weekly groceries to families in need. To date, we have provided our families with 500+ grocery bags since April 15, 2020.

- **Hybrid:** Using data from our recent family survey, our team will assess and monitor the food security needs of our community. If food insecurity rises within our community, we will address this as needed via resource check-ins and other forms of outreach to families. Codman Academy will continue partnering with local organizations to provide weekly groceries to families in need. To date, we have provided our families with 500+ grocery bags since April 15, 2020.

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### Face Masks
- **Fully Remote:** We will have a surplus of disposable face masks to offer students, families and other community members. Reusable face masks with the Codman logo will be given to all Codman students and staff members.
- **Hybrid:** We will have a surplus of disposable face masks to offer students, families and other community members. Reusable face masks with the Codman logo will be given to all
Codman students and staff members. All community members will be required to wear face coverings while on-campus.

- **In-person:** We will have a surplus of disposable face masks to offer students, families and other community members. Reusable face masks with the Codman logo will be given to all Codman students and staff members. All community members will be required to wear face coverings while on-campus.

**Housing**

- **Data: Questions AA & AB (Stacey)**
  - How concerned are you about your family’s housing situation?
    - Extremely concerned: 3%
    - Quite concerned: 2%
    - Somewhat concerned: 11%
    - Slightly concerned: 11%
    - Not concerned at all: 73%
  - How concerned are you about child care if remote learning continues in the Fall?
    - Extremely concerned: 23%
    - Quite concerned: 11%
    - Somewhat concerned: 17%
    - Slightly concerned: 9%
    - Not concerned at all: 40%

- **Fully Remote:** Using data from our recent family survey, our team will assess and monitor the housing and childcare needs of our community. If housing instability rises within our community, we will address this as needed via resource check-ins and other forms of outreach to families.

- **Hybrid:** Using data from our recent family survey, our team will assess and monitor the housing needs of our community. If housing instability rises within our community, we will address this as needed via resource check-ins and other forms of outreach to families.

- **In-person:** Using data from our recent family survey, our team will assess and monitor the housing needs of our community. If housing instability rises within our community, we will address this as needed via resource check-ins and other forms of outreach to families.

**Gift Cards**

- **Fully Remote:** Through conversation with our families, our team will assess and monitor the financial needs of our community. For families experiencing financial strain or economic instability, we will provide grocery store gift cards to ensure the family can afford the costs of essentials and meet basic needs. If financial needs rise within our community, we will address this as needed via resource check-ins and other forms of outreach to families.

- **Hybrid:** Through conversation with our families, our team will assess and monitor the financial needs of our community. For families experiencing financial strain or economic instability, we will provide grocery store gift cards to ensure the family can afford the costs of essentials and meet basic needs. If financial needs rise within our community, we will address this as needed via resource check-ins and other forms of outreach to families.
• **In-person:** Through conversation with our families, our team will assess and monitor the financial needs of our community. For families experiencing financial strain or economic instability, we will provide grocery store gift cards to ensure the family can afford the costs of essentials and meet basic needs. If financial needs rise within our community, we will address this as needed via resource check-ins and other forms of outreach to families.

**Intakes**

- **Fully Remote:** The School Social Worker completes Family Intake Meetings with all new students and families prior to the student starting at Codman Academy. In this modality, all intake meetings will take place via the Zoom platform. Relevant teaching and support staff members will be invited to each intake meeting (including teachers, Deans, specialists, etc.).

- **Hybrid:** The School Social Worker completes Family Intake Meetings with all new students and families prior to the student starting at Codman Academy. In this modality, all intake meetings will take place via the Zoom platform. No intake meetings will take place in-person unless explicitly requested by the student and family. Relevant teaching and support staff members will be invited to each intake meeting (including teachers, Deans, specialists, etc.).

- **In-person:** The School Social Worker completes Family Intake Meetings with all new students and families prior to the student starting at Codman Academy. In this modality, all intake meetings will take place in-person. All intake meetings will take place in a designated meeting space and will adhere to proper social distancing. The space will feature clear markings and the furniture will be arranged to allow for six feet of separation. Hand sanitizer and wipes will be placed at the entrance of the room before staff enter the space. Relevant teaching and support staff members will be invited to each intake meeting (including teachers, Deans, specialists, etc.). All attendees will be required to wear face coverings while attending in-person meetings.

**Incentive Systems/PBIS (Martin & Tarrence)**

- **Incentive Systems/PBIS (Martin & Tarrence)**
  
  - **Fully Remote:** Our team will continue utilizing our established incentive systems and Positive Behavior Interventions and Supports (PBIS) structures as well. Our incentive systems include an approved incentive ideas list and a newly created remote incentives idea list that includes expanded virtual options. Our PBIS structures include The Intervention Ladder, Staff Response to Common Undesired Behaviors (Lower/Middle School and Upper School) and our Reflection Referral Form (RRF).
  
  - **Hybrid:** Our team will continue utilizing our established incentive systems and Positive Behavior Interventions and Supports (PBIS) structures as well. Our incentive systems include an approved incentive ideas list and a newly created remote incentives idea list that includes expanded virtual options. Our PBIS structures include The Intervention Ladder, Staff Response to Common Undesired Behaviors (Lower/Middle School and Upper School) and our Reflection Referral Form (RRF).
  
  - **In-School:** Our team will continue utilizing our established incentive systems and Positive Behavior Interventions and Supports (PBIS) structures as well. Our incentive systems include an approved incentive ideas list and a newly created remote incentives idea list that includes expanded virtual options. Our PBIS structures include The Intervention Ladder,
Parent/Family Council (Martin & Tarrence)

- **Fully Remote:** Our CACPS Parent & Family Council serves as a liaison between families and administration and a forum for open communication within our community. We utilize this form to address the collective concerns of our community and encourage Codman parents and family members to serve and act as an advocate for all parents, students, and community members. In the past, Parent & Family Council has been typically held on the second Tuesday of every month. Moving forward, Parent & Family Council will take place bi-weekly on the second and last Tuesday of every month. An additional meeting has been added in order to keep families consistently updated with community resources, remote learning updates, and health updates especially in the context of the various effects of the pandemic on our school community. These meetings will be held virtually via the Zoom platform. Oftentimes, these meetings are held for our full K-12 community with opportunities for smaller group discussions. The agenda for each meeting is set ahead of time by the Deans or Principal. All meetings are open to the public, and our guests may include School Board Members, School Administrators, Program Specialists, Teachers and Community Leaders.

- **Hybrid:** Our CACPS Parent & Family Council serves as a liaison between families and administration and a forum for open communication within our community. We utilize this form to address the collective concerns of our community and encourage Codman parents and family members to serve and act as an advocate for all parents, students, and community members. In the past, Parent & Family Council has been typically held on the second Tuesday of every month. Moving forward, Parent & Family Council will take place bi-weekly on the second and last Tuesday of every month. An additional meeting has been added in order to keep families consistently updated with community resources, remote learning updates, and health updates especially in the context of the various effects of the pandemic on our school community. These meetings will be held virtually via the Zoom platform. Oftentimes, these meetings are held for our full K-12 community with opportunities for smaller group discussions. The agenda for each meeting is set ahead of time by the Deans or Principal. All meetings are open to the public, and our guests may include School Board Members, School Administrators, Program Specialists, Teachers and Community Leaders.

- **In-person:** Our CACPS Parent & Family Council serves as a liaison between families and administration and a forum for open communication within our community. We utilize this form to address the collective concerns of our community and encourage Codman parents and family members to serve and act as an advocate for all parents, students, and community members. In the past, Parent & Family Council has been typically held on the second Tuesday of every month. Moving forward, Parent & Family Council will take place bi-weekly on the second and last Tuesday of every month. An additional meeting has been added in order to keep families consistently updated with community resources, remote learning updates, and health updates especially in the context of the various effects of the pandemic on our school community. The first monthly meeting will be held in-person and the second monthly meeting will be held virtually via the Zoom platform. Oftentimes, these meetings are held for our full K-12 community with opportunities for smaller group discussions. The agenda for each meeting is set ahead of time by the Deans or Principal. All meetings are open to the public, and our guests may include School Board Members, School Administrators, Program Specialists, Teachers and Community Leaders. For all in-person meetings, we will make use of a designated meeting space and ensure all meetings adhere to proper social distancing. The space will feature clear markings and the furniture will be arranged to allow for six feet of separation. Hand sanitizer and wipes will
be placed at the entrance of the room before staff enter the space. All attendees will be required to wear face coverings while attending in-person meetings. To accommodate appropriate social distancing measures, we will ask families who are planning to attend to secure their attendance by RSVP.

**General Family Resources**

- **Fully Remote:** Our online resource page “For Families: COVID-19 Information and Updates” will be updated regularly with relevant information and resources for our community. This page includes information such as our remote learning plan, general information about COVID-19, medical and behavioral health resources, unemployment assistance information, housing resources, food opportunities, childcare programs, and more. Our team will assess and monitor the various needs of our community. We will address these needs via resource check-ins and other forms of outreach to families.

- **Hybrid:** Our online resource page “For Families: COVID-19 Information and Updates” will be updated regularly with relevant information and resources for our community. This page includes information such as our remote learning plan, general information about COVID-19, medical and behavioral health resources, unemployment assistance information, housing resources, food opportunities, childcare programs, and more. Our team will assess and monitor the various needs of our community. We will address these needs via resource check-ins and other forms of outreach to families.

- **In-person:** Our online resource page “For Families: COVID-19 Information and Updates” will be updated regularly with relevant information and resources for our community. This page includes information such as our remote learning plan, general information about COVID-19, medical and behavioral health resources, unemployment assistance information, housing resources, food opportunities, childcare programs, and more. Our team will assess and monitor the various needs of our community. We will address these needs via resource check-ins and other forms of outreach to families.

**Family Engagement**

- **Student Led Conferences**
  - **Fully Remote:** Student Led Conferences (SLCs) take place at the end of every trimester. These conferences are a powerful opportunity for students to advocate for their own learning. Students prepare, reflect on, and discuss evidence of their learning and growth by showcasing their work through portfolios. In this modality, all SLCs will take place via the Zoom platform. Crew Leaders will facilitate scheduling SLCs with each student and family.
  - **Hybrid:** Student Led Conferences (SLCs) take place at the end of every trimester. These conferences are a powerful opportunity for students to advocate for their own learning. Students prepare, reflect on, and discuss evidence of their learning and growth by showcasing their work through portfolios. In this modality, all SLCs will take place via the Zoom platform. No SLCs will take place in-person unless explicitly requested by the student and family. Crew Leaders will facilitate scheduling SLCs with each student and family.
  - **In-person:** Student Led Conferences (SLCs) take place at the end of every trimester. These conferences are a powerful opportunity for students to advocate for their own learning. Students prepare, reflect on, and discuss evidence of their learning and growth by showcasing their work through portfolios. In this modality, all SLCs will take place via the Zoom platform. We will keep all conferences virtual to help decrease the amount of traffic in and out of the school building. No SLCs will take place in-person unless explicitly
requested by the student and family. Crew Leaders will facilitate scheduling SLCs with each student and family.

- **Crew Check-Ins**
  - **Fully Remote:** The Crew system is employed in both the Upper School and the Middle School. Each Crew is a mixed-gender group with members from all grades (Upper School grades 9-12, Middle School grades 5-8). Crews will meet two times a week for 30 minutes (Mondays & Thursdays) via the Zoom platform. During Crew, students develop relationships, dedicate time to service, and engage in conversations and check-ins related to academic progress and other school related issues.

  - **Hybrid:** The Crew system is employed in both the Upper School and the Middle School. Each Crew is a mixed-gender group with members from all grades (Upper School grades 9-12, Middle School grades 5-8). Crews will meet two times a week for 30 minutes (Mondays & Thursdays) via the Zoom platform. During Crew, students develop relationships, dedicate time to service, and engage in conversations and check-ins related to academic progress and other school related issues.

  - **In-person:** The Crew system is employed in both the Upper School and the Middle School. Each Crew is a mixed-gender group with members from all grades (Upper School grades 9-12, Middle School grades 5-8). Crews will meet in-person four times a week for 30 minutes. During Crew, students develop relationships, dedicate time to service, and engage in conversations and check-ins related to academic progress and other school related issues. Each Crew will make use of their designated meeting space and adhere to proper social distancing. The space will feature clear markings and the furniture will be arranged to allow for six feet of separation. Hand sanitizer and wipes will be placed at the entrance of the room before staff enter the space. All Crew members will be required to wear face coverings while attending in-person Crew meetings.

- **Resource Check-Ins**
  - **Fully Remote:** We will repeat our full school family check-in system that we used in March after the school building closed:
    - Every family is assigned to a member of the SEL team (Deans, Director of SEL, and School Social Worker).
    - The assigned staff member calls the family to check in, offer support and ask about any needs the family might have.
    - Calls are documented on the CACPS Family Contact Log with resources the family needs. Specific resource needs (e.g., food, housing, internet access, chromebook issues, etc.) are then passed on to the appropriate contact person.

  - **Hybrid:** We will repeat our full school family check-in system that we used in March after the school building closed with the additional option of meeting and speaking with families in-person upon request (all in-person meetings will follow proper social distancing and masking rules):
    - Every family is assigned to a member of the SEL team (Deans, Director of SEL, and School Social Worker).
    - The assigned staff member calls the family to check in, offer support and ask about any needs the family might have.
Calls are documented on the CACPS Family Contact Log with resources the family needs. Specific resource needs (e.g., food, housing, internet access, chromebook issues, etc.) are then passed on to the appropriate contact person.

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Contact Logs

- **Fully Remote:** A full school K-12 contact log will be used by all Codman staff to track communication to students and families. All staff members will have access to this document via Google Drive and are expected to regularly update it. Communication can take place through various channels including phone calls, text messages, emails, Zoom meetings, Google Hangouts, Class Dojo, and more. Teaching staff and grade teams will be expected to reach out to students and families 1x/week. Crew Leaders will reach out to students and families every other week (at least 2x/month). The Deans and other support staff will reach out to students and families approximately 1x/week (or as needed) and offer weekly Office Hours for students and families to attend. The SEL team (Deans, Director of SEL, and School Social Worker) will review contact log 1x/month to see which students or families haven’t been contacted and will reach out accordingly.

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- **Surveys**
  - **Family Feedback Responses** (Spring 2020)
  - **Fully Remote:** We sent a comprehensive family survey on July 6th to our families and have received 60 responses thus far. The main purpose of this survey was to gain insight on their thoughts of our remote learning process that took place from April to June. This survey was created on Google Forms and shared with families via School Messenger alerts (automated calls and emails). We will survey families at the end of every trimester (3x/school year) to gather their feedback. We intend to use community feedback to inform our decision-making in regards to remote learning and will always take into consideration the safety and well-being of our students, families, and staff.
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- **General Communication**
  - **Dean Office Hours**
    - **Fully Remote:** Scheduled weekly office hours using Zoom platform for students, parents, and staff members to connect with the Deans.
    - **Hybrid:** Combination of scheduled virtual (using Zoom platform) and In-person office hours for students, parents, and staff members to connect with the Deans. Deans will make use of a designated meeting space and ensure all in-person meetings adhere to proper social distancing. The space will feature clear markings and the furniture will be arranged to allow for six feet of separation. Hand sanitizer and wipes will be placed at the entrance of the room before anyone enters the space. All attendees will be required to wear face coverings while attending in-person meetings.
**In-person:** Scheduled office hour appointments for students, parents, and staff members to connect with the Deans. Appointments will be required to minimize large numbers of people in the designated meeting space. Deans will make use of a designated meeting space and ensure all in-person meetings adhere to proper social distancing. The space will feature clear markings and the furniture will be arranged to allow for six feet of separation. Hand sanitizer and wipes will be placed at the entrance of the room before anyone enters the space. All attendees will be required to wear face coverings while attending in-person meetings.

○ **Newsletters**

**Fully Remote:** The weekly newsletter will inform families of remote learning updates and other information regarding school culture. This will be one way to help enforce and synchronize the norms of “the classroom from home.” The newsletter will also serve as a bulletin board for student resources including different virtual events, club meetings, and resource opportunities.

**Hybrid:** The weekly newsletter will inform families of remote learning updates and other information regarding school culture. This will be one way to help enforce and synchronize the norms of “the classroom from home.” The newsletter will also serve as a bulletin board for student resources including different virtual or in-person events, club meetings, and resource opportunities. If any activities or meetings are scheduled to take place in-person, we will utilize the newsletter to detail the safety protocols and practices in place.

**In-person:** The monthly newsletter will inform families of community updates and other information regarding school culture. The newsletter will also serve as a bulletin board for student resources including different virtual or in-person events, club meetings, and resource opportunities. For any activities or meetings scheduled to take place in-person, we will utilize the newsletter to detail the safety protocols and practices in place.
Operations

1. Health and safety requirements

General Guidance

All staff members will be expected to wash their hands upon entry at our hand washing stations. Wash your hands with soap and water for at least 20 seconds. When soap and running water are not immediately available, use an alcohol-based hand rub with at least 60% alcohol; dispensers are located throughout the building. Avoid touching your face, eyes, nose, and mouth throughout the day. Practice good respiratory etiquette, including covering coughs and sneezes. All staff members will be required to wear face mask throughout the day. To help prevent the spread of respiratory disease, avoid close contact with people who are sick. If you are ill, distance yourself from others so you do not spread your germs. Do not enter the building if you have tested positive for COVID-19 or are experiencing any of the following symptoms:

- Fever or chills
- Cough
- Shortness of breath or difficulty breathing
- Fatigue
- Muscle or body aches
- Headache
- New loss of taste or smell
- Sore throat
- Congestion or runny nose
- Nausea or vomiting
- Diarrhea

Look for warning signs for COVID-19. Seek emergency medical attention immediately if you experience the following symptoms.

- Trouble breathing
- Persistent pain or pressure in the chest
- New confusion
- Inability to wake or stay awake
- Bluish lips or face

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

Social Distancing and Minimizing Exposure

Social distancing (also called physical distancing) means keeping space between yourself and other people. Social distancing is a critical tool in decreasing the spread of COVID-19.
Social distancing floor and seating marking will be located in all common areas. Markings of 6 feet of spacing will be placed to remind students and staff to always stay 6 feet apart in lines and at other times they may congregate (e.g., during lunch, arrival and dismissal, restrooms, locker rooms, etc. Visual aids will be used by entrances and hallways to post directional reminders.

**Face covering and other PPE**

The purpose of the Personal Protective Equipment Policies (PPE) is to protect the employees of Codman Academy from exposure to workplace hazards and the risk of injury through the use of personal protective equipment (PPE).

PPE will be provided, used, and maintained when it has been determined that its use is required to ensure the safety and health of our employees and that such use will lessen the likelihood of occupational injury and/or illness. PPE for all Codman Academy staff will include the use of masks. For those who may be in closer proximity to students, including the nursing staff or staff working with our highest need students with disabilities, PPE may consist of protective equipment for the eyes, face, head, hands and extremities, including protective clothing and protective shields and barriers.

Staff members that are required to wear PPE will receive training by the nurse in the proper use and care of PPE. The training will include, how to properly don, doff, adjust, and wear PPE. To get the most benefits from your PPE, make sure your face covering covers your nose and mouth. Wash your hands before and after removing your PPE. Keep cloth face coverings clean by washing them daily, or more if contamination occurs. Don’t let others wear your face covering. If using a disposable face covering, do not reuse it, and dispose of it in proper receptacles. Don’t lay your face covering on any surface that may contaminate either the covering or the surface. Don’t use any PPE that is damaged.

2. Preparing Spaces

**Learning Space**

In hybrid and in-person learning we anticipate 10-12 students in a classroom and at most 2 adults at one time, generally not to exceed 15-16 total persons in a classroom at a time. Students will stay in the same classroom all day; transitions between classrooms will be suspended. Class room size will be reduced and the use of alternative spaces will be used for greater capacity to allow for more physical space between people. Students desks will be spaced 6 feet apart for social distancing during primary instructional time in the classroom. All desks will be facing the same direction and transparent dividers will be used to separate individuals where 6 feet is not feasible.

Students who are in the same classroom together will make any needed transitions together. All large group gatherings have been suspended including field trips, and athletics.

See Teaching & Learning for more detail on which student groups will be in which spaces.

**Staff Office Space**
Furniture has been rearranged and staff will be relocated to other rooms to support physical distancing. Barriers will be installed where social distancing cannot be achieved.

**Mask Break Space**

The school’s playground will be used for mask breaks for students. Students will be required to social distance and use the handwashing facilities and sanitizers that are located in the dining area.

**Entry and exit points**

We will develop detailed student entry/exit protocols based on the number of students in attendance for our Hybrid and In-person models. More details coming soon.

**Recess**

<table>
<thead>
<tr>
<th>Recess Planning</th>
<th>Grade Level/Course</th>
<th>Timeframe</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opening Recess Plan</td>
<td>K1-8</td>
<td>T1 (as needed further)</td>
</tr>
</tbody>
</table>

**Unit Description**

We know with our K1-8 population that exerting energy is a key part of both their daily routine and learning. The purpose of this document is to be a guide around our safety protocols as it pertains to recess/play/movement and the transitions that occur from each.

**State Standards**

**Hand hygiene:** Hand washing facilities or hand sanitizer needs to be used upon entering and leaving recess space.

**Habits of Scholarship**

Students and staff will be required to wash hands before and after recess. Additionally, staff will keep hand wipes to clean dirt, debris, and other material from student’s hands should they become too dirty.

**Resources Needed**

- Handwash Stations
- Antibacterial Soap
- Paper Towels
- Hand Wipes

**Cohorting:** Consider designating outdoor spaces to separate cohorts and support physical distancing

**Habits of Scholarship**

Staff must split students into two groups during designated recess time. Options are either to keep one group inside for indoor recess while the other goes out or to create two separate spaces in the outdoor play area that will suffice for each student to have a 3ft perimeter of play.

**Resources Needed**

- 1 Teacher per group
- Blueprint of spaces
- Dividers (Cones, Ropes, etc.)
- Floor Dots (for spacing)
<table>
<thead>
<tr>
<th>Cleaning and disinfecting: When possible, clean and disinfect high-touch surfaces made of plastic or metal between cohort use.</th>
<th>It is required by all staff to wipe down surfaces, equipment, toys, and sporting goods used by students (including but not limited to handrails, door handles, gates, cabinets, sheds, and etc.). Each grade will be given a specified bag for recess by the Wellness department and the staff must wipe clean after any instructional or play usage.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Masking: If students are outdoors and maintain a distance of at least 6 feet, consider using recess as an unmasked time. Otherwise, monitor for adherence to masking requirements and at least 3 feet of distancing.</td>
<td>It is preferred that we use 6ft of space when participating in all aspects of the school. In the case of recess, if play is less than 6ft a mask is required. To keep everyone active, healthy, and safe, it is preferred to run low-level activities if space is limited with the students as they do not overexert themselves (examples; brisk walking, catch, chalk drawings, plant/bird watching, etc.)</td>
</tr>
<tr>
<td>Activities: Playgrounds can be used with staff monitoring to ensure physical distancing and masking. Consider whether the number of staff at recess will need to be increased. Additional staff may be needed during high-risk times (the beginning and end of recess) and in high-risk locations (enclosed or small, hard-to-see places on fixed equipment, or anywhere with high child density).5</td>
<td>One staff is required per cohort, but two is preferred to spread out the tasks of monitoring students. Prior to transitions, staff should state which groups are going where within their cohort. Staff should also encourage the use of visual distance guides when transitioning. Additionally, all students should be actively monitored and within staff view. When an activity is finished staff should have students gather using social distancing and proceed to cleaning, organizing, and then transitioning.</td>
</tr>
</tbody>
</table>

- Hands wipes
- Recess bag
- Items requested per class
- Inventory count
- Voluntary Task Keeper

- Extra masks
- Recess bag
- Visual distance guides

- Visual distance guides
- Blueprint of spaces
Storage and disposal

Non-essential furniture has been moved to a temporary storage facility. Staff who require additional furniture to be removed should contact the Director of Operations. All staff members will be provided with cleaning supplies for their classroom and office space. Staff who require additional supplies should contact the main office.

3. Making systems and other space use modifications

Hygiene and hand sanitizing stations

Codman Academy will have supplies available to support healthy hygiene behavior (e.g., soap, hand sanitizer, paper towel, disinfectant wipes, gloves, and tissue). These items will be placed in areas where they may be frequently used and in all classrooms. Handwashing will be reinforced during key times but not limited to arrival and dismissal; before and after eating meals; after using the bathroom, after blowing one’s nose, coughing, sneezing; after touching objects with bare hands that have been handled by other people. Within the classroom, we will be asking all students and teachers to wipe down surfaces with frequency. Gloves will be provided to staff to wear when cleaning the classroom.

Ventilation and HVAC system

Our schools HVAC system is serviced quarterly. Our system provided 100% outside air with plenty of air changes per day. To continue increasing our air quality we will be installing ionizers in the air streams that will actively purify the supply of air to kill mold, bacteria and viruses in the coal and space.

Hallways

Staff members will be assigned hallway duty to monitor arrival and dismissal to curtail congregating and ensure students go straight from vehicle/bus to their classroom. Floor decals will be placed to ensure social distancing.

Bathrooms and Kitchen

Codman Academy will be installing touchless soap dispensers and paper towel dispensers in all bathrooms and kitchen areas.

Lockers

Locker use will be suspended for the school year.

Signage

Posters to promote health etiquettes will be placed in all bathrooms and highly visible locations as well as sanitizing stations at all classrooms and common areas.
4. Operational protocols

School cleaning and disinfecting
Our school cleaning company, C.M. Cleaning is providing up to date training measures for their employee’s safety and disinfecting procedures. The staff at C.M. Cleaning are also newly certified specifically for COVID sanitation through the Global Bio Risk Advisory Council (GBAC). Our Account Manager has also been trained and certified by GBAC (Global Biorisk Advisory Council) on disinfecting procedures specifically relating to SARS-CoV-2 and COVID-19.

Each employee at C.M. Cleaning has signed a document acknowledging they understand the new disinfecting procedures, and realize the importance of improving workplace health. This form states that any and all common area touch surfaces in our normal contracted scope of work are to be disinfected on a daily basis.

Currently C.M. Cleaning staff at Codman School are using Diversey CREW disinfectant to disinfect surfaces throughout the school. These products meet EPA’s criteria for use against SARS-CoV-2, the cause of COVID-19.

Codman Academy will have a day porter on site to disinfect all common area touched surfaces.

Shared Items
Codman Academy has purchased individual student materials for all classrooms to minimize sharing. Students will be provided individual supplies, chrome books, toys and art materials. Any item which will need to be shared will be clean and disinfectant between uses.

Food service operations
All student meals, snacks, and beverages served at school will be individually packaged by the school’s food service department. Students will eat all meals in their classrooms. Meals will be packaged in containers and brought to the dining hall for one individual to bring to each classroom. Teachers will do POS and hand out each meal to students. At the end of each meal period one individual will bring back to the dining hall the meal container. Teachers and students will be required to clean desk after meals.

Visitors and volunteers
Nonessential visitors, external groups and organizations will be restricted from entering the school building. All visitors will be screened and logged in at the front desk by staff. Visitors will be required to wear a mask and will be asked a verify that they do not have COVID-19 symptoms.

Parents and family members will need to make an appointment with staff in order to enter the school building.
Appendices

Appendix A -- COVID-19 Scenario Protocols
Appendix B -- Return to School - Health & Safety letter to families