

KING CENTER CHARTER SCHOOL



REOPENING PLAN FALL 2020

Communication/Family and Community Engagement

- King Center Charter School (KCCS) has held multiple forums with parents, staff and community stakeholders to hear concerns related to schools' reopening and to share updates on our planning process as they became available.
- King Center Charter School issued a community survey of staff and parents to collect information on preferences on instructional formats, child care accessibility, as well as hear health and safety concerns related to reopening schools.
- King Center Connection where news, announcements, informational documents and community resources are shared over a number of platforms including: phone, text message, email, social media, KCCS website, and the Remind app (parent communication application).
- The King Center Connection will also be used to communicate COVID-19 protocols including but not limited to hand hygiene, proper face coverings, social distancing, and respiratory hygiene.
- King Center Charter School will post signage throughout the school building to adhere to the CDC and DOH guidance regarding the use of PPE, specifically acceptable face covering when social distance cannot be maintained. These communications will be provided in the home language of each family.

Health and Safety

- For the 20-21 School season KCCS is proposing 3 optional openings following the guidance of the CDC, NYSDOH, NYSED and the LHD as follows: In- person, Hybrid and Remote. The number of students and staff allowed to return in person will be determined by the following factors:
 - Maintaining appropriate social distancing throughout the building, during activities.
 - Providing and ensuring proper use of PPE and cloth face mask
 - Availability of safe transportation with local school districts
 - Consult with the Erie County Health Dept regarding local hospital capacity
- This reopening plan has been developed based on the feedback from parents, students, staff, and community stakeholders; and in alignment with the guidance from NYSDOH, NYSED, and SUNY/CSI Data has been collected via surveys, as well as stakeholder meetings where members shared questions and concerns regarding this plan.
- KCCS will provide communication resources for students, parents/guardians, and visitors in the forms training, signage, instructional materials and verbal guidance.
- KCCS has a written protocol developed in collaboration with the school's Health Office to provide staff with instructions on observing signs of illness in students and staff. All symptomatic persons will be sent to the school Health Office for formal assessment.
- KCCS has a written protocol for daily temperature screening of all students and staff upon entry into the school building and as necessary throughout the school day. In addition, a daily screening questionnaire for faculty and staff and periodic use of the questionnaires for students.

- KCCS Health/safety protocol requires symptomatic students and staff report to the nurse for assessment. If medical staff is not available the symptomatic person will be sent out for follow up with a healthcare provider.
- KCCS written protocol will require that students or staff with temperature, signs of illness and/or positive responses to the questionnaire be sent directly to our designated/monitored isolation area until picked up or sent for medical follow up.
- KCCS protocol will require temperature checks and health questionnaires for all visitors, guests, contractors and vendors upon entering the school building. Any persons presenting symptoms/or positive response on the health questionnaire will not be permitted to enter the school building.
- All KCCS parents/guardians will be provided written instructions in their home language to observe for signs of illness in their child that requires them not to come to school and seek medical care.
- All KCCS staff and students will receive formal instructions, demonstrations, and visible signage on correct hand and respiratory hygiene, and appropriate mask wear and social distancing.
- If there is assessed to be any KCCS students or staff with high risks circumstances, KCCS will consult with our legal and Human Resource offices and school Social Workers to consider appropriate accommodations which do not place undue hardship on the quality of instruction and daily operations of the school building/ programming.
- KCCS protocol will require all employees, visitors, and students to wear a cloth face covering. We have acquired an adequate supply of cloth face coverings for school staff and students who forget to bring a mask. The school also has adequate supplies of PPE for use by the school health staff.
- KCCS protocol will allow students/ staff to take mask breaks when appropriate social distancing can be maintained and during meal times.
- KCCS plans that in the event of a confirmed case of COVID-19 in the school community, to strictly enforce and follow the direction and protocols of the Erie County Department of Health (ECHOH)
- KCCS school plan and protocols will be in compliance with the CDC and the ECDOH, regarding any staff or student returning to school following an illness, confirmed case of COVID- 19, or following quarantine due to contact with a confirmed case of COVID-19. All return to school procedures will be coordinated with the ECDOH.
- KCCS protocol for cleaning and disinfection will be adhered to per CDC guidelines.
- KCCS will continue all required school safety drills encouraging social distancing whenever possible, however in the event of an actual emergency our first priority will be safety of students and staff, therefore social distancing may not be possible. All students and staff will wear appropriate cloth face coverings and practice proper hand hygiene following safety drills.
- The KCCS COVID-19 coordinator will be the Executive Director. The coordinator is responsible to ensure continuous compliance with all aspects of the school's reopening plan, as well as any phased-in reopening activities necessary to allow for operational issues to be resolved before activities return to normal or " new normal' levels.

Facilities

General Health and Safety Assurances

King Center Charter School (KCCS) will follow all guidance related to health and safety. It will meet all the social distance requirements. PPE has been ordered for staff and students including masks, gloves, face shields, etc. Sneeze guards will be used for the appropriate offices and for in-person meetings. Hand sanitizer dispensers are located in each room and in the entrances of the school. KCCS will maintain a regular cleaning and disinfection schedule per the CDC guidelines. Additional cleaning and disinfecting will occur for all high touch surface areas.

Fire Code Compliance

Due to the nature of the design and construction of KCCS's physical structure and the current equipment contained within the facility, KCCS anticipates no changes to physical structure with regards to the functioning of barriers, doorways, and normal means of travel and egress through and from the facility. Changes in evacuation procedure and normal daily movement procedures and techniques with regards to spacing and monitoring will be adjusted to account for social distancing.

Doorways

KCCS does not have stairwell or corridor doors that are held open by magnetic or actuated auto closers. Interior doors do have hydraulic closers and the doors are generally held open by a kick down door holder. These conditions will not interfere with our ability to conduct our emergency drills as we have always done with this equipment.

Emergency Drills

KCCS will conduct standard operations and procedures to the best of our ability without deviating from the current requirements of the Education Law. These procedures will change due to the nature of huddling students and staff into tight quarters in a predefined space. Something as simple as having N95 masks to distribute in the classroom for such events may be the solution. All changes will be included in the Fire Safety plans.

Inspections

All required safety inspections required by law for Charter Schools will be met.

Lead Testing due in 2020

KCCS will perform lead testing as required by the law once the building is normally occupied. KCCS will follow recommended procedures to make sure there is clean and safe drinking water upon reopening.

Meal Services

KCCS contracts with Buffalo Public Schools for all food services. We will work in collaboration with BPS to provide meals for all students attending school in-person or remotely.

KCCS will follow all applicable health and safety guidelines for meal service and comply with all requirements of the Child Nutrition Program.

KCCS will continue to implement measures to protect students with food allergies in all areas where meals are served.

KCCS will support proper hand hygiene before and after meals. Sanitizing stations are available in all classrooms and cafeteria. Signage to demonstrate proper health hygiene will be posted in all areas where meals are served along with notices that discourage the sharing of food and/or beverages.

All areas where meals are served will be cleaned and disinfected after use.

KCCS will provide communication regarding meal protocols to families in a written format of the home language for each family.

Transportation

KCCS contracts with District Schools for transportation services and will comply with all requirements set forth by each school district

Social Emotional

Whether in person or through distance learning, King Center Charter School is committed to prioritizing the social and emotional learning of students, staff and families. In addition, two qualified counselors will lead our SEL efforts and their team of teachers and students will continue to guide our community. The Counseling Department will promote the social and emotional development of all students by ensuring all students feel safe, supported and have their voices heard by reflecting on the impact of the pandemic, on inequity and systemic racism on their lives and communities by access and support through community partners.

Professional Development

Background: King Center Staff will be immersed in professional development to help themselves, students and families navigate through COVID-19. The training will be on-going throughout the year.

Trainings

Trauma- Informed Care

Restorative Justice

Building and Maintaining Adult and Child Relationships

Self –Care Practices

Mental Health Check –In Protocol

COVID-19 awareness training (health dept.)

Social Emotional Learning- *In person Social Emotional Learning*

Background: The Counseling Department is committed to supporting and addressing the mental health needs of the students, parents and staff through phone conversations, in person sessions or via zoom based on parents comfortability.

Students

The Counseling Department will take time to cultivate and deepen relationships and plan and promote an equitable learning environment that promotes social, emotional and academic learning for all.

The Counseling Department will encourage staff (assist when needed) to do weekly check- ins with their class to build a safe classroom environment. This can be done before and after instruction.

Students will be assigned an advisor, someone who is not their classroom teacher. This will give the student an opportunity to take breaks when needed, share how they're feeling and receive words of motivation/encouragement.

Our department will continue to work with students on providing IEP counseling mandates along with check ins and formal counseling upon referral from parents/guardians and/or staff. Upon request, a referral form will be emailed to the person who is referring the student for services. Once received, the referral will be reviewed and the counselor will contact the parent/guardian. The counselor may contact the referrer if they have any additional questions. Please note: if a parent/guardian does not have access to a printer to complete the referral form, they will be advised to reply to email. If the parent/guardian does not have an email address, the counselors will schedule a conference call to complete the referral form over the phone/website.

The Counseling Department will collaborate with the Dean of Students for continual growth of student interactions with their peers as it relates to social emotional needs through in person discussions or virtual meetings. We will continue to implement Restorative Justice strategies 5 days a week to help maintain and build community.

Staff and Parents

The Counseling Department will use data to deepen relationships and continuously improve support for students, families and staff. We will continue to provide ongoing resources to students, families and staff for mental health needs and updates on COVID-19 coping skills through our link on our school's website. The Counseling Department will serve as a support to staff and parents and continue to provide staff and families with outside counseling resources (by appointment only).

Social Emotional Learning- *Hybrid Social Emotional Learning*

Background: In the event that King Center Charter School will be in hybrid-learning mode, the Counseling Department is committed to supporting and addressing the mental health needs of the students, parents and staff through some in person contact, phone conferences and via zoom or Google meet.

Students

The Counseling Department will take time to cultivate and deepen relationships and plan and promote an equitable learning environment that promotes social, emotional and academic learning for all.

The Counseling Department will continue to work with students who have IEP mandated counseling during their in-person days at school. If additional services are required, those will be scheduled by appointment. Our department will continue to do check ins and formal counseling upon referral from parents/guardians and/or staff via remote and or in person.

Upon request, a referral form will be emailed to the person who is referring the student for services. Once received, the referral will be reviewed and the counselor will contact the parent/guardian. The counselor may contact the referrer if they have any additional questions. Please note: if a parent/guardian does not have access to a printer to complete the referral form, they will be advised to reply to email. If the parent/guardian does not have an email address, the counselors will schedule a conference call to complete the referral form over the phone/website. King Center will continue to implement Restorative Justice strategies 2 to 3 days a week to help maintain and build community. Students will be assigned an advisor, someone who is not their classroom teacher. This will give the student an opportunity to take breaks when needed, share how they're feeling and receive words of motivation/encouragement.

Staff and Parents

The Counseling Department will use data to deepen relationships and continuously improve support for students, families and staff. A resource link will be setup on our school's website for students, parents and staff.

The Counseling Department will encourage staff (assist when needed) to do weekly check-ins with their class to build safe remote/in-person classroom environments. This can be done before and after instruction.

The Counseling Department will continue to provide staff and families with outside counseling resources and will continue to do mental health check ins with staff and families. The department will continue to provide ongoing resources to students, families and staff for mental health needs and updates on COVID-19 coping skills. To help support our families, the department will setup workshops for parents on Restorative Justice, Adult-Child Interaction and COVID-19 coping strategies.

Social Emotional Learning- Remote Social Emotional Learning

Background: In the event that King Center Charter School will be in remote learning mode, the Counseling Department is committed to supporting and addressing the mental health needs of the students, parents and staff via zoom, Google meet, and phone calls.

Students:

The Counseling Department will take time to cultivate and deepen relationships to plan and promote an equitable learning environment that highlights social, emotional and academic learning for all.

The Counseling Department will continue to work with students who have IEP mandated counseling during their remote learning in person by appointment or remote. Our goal is to continue to provide all supports that are needed for our students during remote learning. If additional services are required, those will be scheduled by appointment. Our department will continue to do check ins and formal counseling upon referral from parents/guardians and/or staff via remote and or in person.

Upon request, a referral form will be emailed to the person who is referring the student for services. Once received, the referral will be reviewed and the counselor will contact the parent/guardian. The counselor may contact the referrer if they have any additional questions. Please note: if a parent/guardian does not have access to a printer to complete the referral form, they will be advised to reply to email. If the parent/guardian does not have an email address, the counselors will schedule a conference call to complete the referral form over the phone/website.

King Center will continue to implement Restorative Justice strategies 2 to 3 days a week to help maintain and build community. Students will be assigned an advisor, someone who is not their classroom teacher. This will give the student an opportunity to have daily check in so students can share how they're feeling and receive words of motivation/encouragement.

Staff and Parents

The Counseling Department will use data to deepen relationships and continuously improve support for students, families and staff. A resource link will be setup on our school's website for students, parents and staff.

The Counseling Department will encourage staff (assist when needed) to do weekly check-ins with their class to build safe remote/in-person classroom environments. This can be done before and after instruction.

The Counseling Department will continue to provide staff and families with outside counseling resources and will continue to do mental health check ins with staff and families. The department will continue to provide ongoing resources to students, families and staff for mental health needs and updates on COVID-19 coping skills. To help support our families, the department will

setup workshops for parents on Restorative Justice, Adult-Child Interaction and COVID-19 coping strategies.

School Schedule

- King Center Charter School will limit the number of school personnel in the building when possible (without undue hardship to quality instruction and key school operations) to support social distancing guidelines and reduced building capacity in alignment with CDC and DOH guidance.
- Alternate spaces within the building will be used to offer socially distanced options for students during instruction, SPED services, meals, clubs, and approved intra school sports. (ex. Gym, outdoor courtyard, auditorium, cafeteria, and outdoor areas surrounding the building.)
- Staggering schedules for arrival and dismissal, in addition to implementing Cohort based movement throughout the building to reduce congestion in hallways will be implemented.

King Center Charter School will offer families various scheduling options during the reopening phases. Families will be notified of the options available based upon current guidance from CDC, DOH, and KCCS leadership response to stakeholder feedback.

Schedules will be shared with families via email, text message and phone calls. When there are changes to the available options based on changes in the guidance, all stakeholders will be notified via the King Center Connections Communications tools. The options will vary based on the guidance from CDC, NY DOH and NYSED. The options are as follows:

- GROUP A: [HYBRID] 50 % of the classroom capacity will attend in person instruction on Monday and Tuesday, then attend remote instruction Wednesday, Thursday, and Friday.
- GROUP B: [HYBRID] 50% of the classroom capacity will attend remote instruction Monday, Tuesday and Wednesday, then attend in person instruction Thursday and Friday.
- GROUP C: [FULL REMOTE] All students in this group will attend remote instruction 5 days Monday through Friday.

** Some assessments may require in-person participation. These assessments will be offered with all health and safety protocols in place according to CDC and DOH guidance. Students need only be present during the time of the assessment.

Budget & Fiscal

King Center Charter School will continue to process charter school per pupil invoices as required by Education Law. King Center Charter School will also maintain all of the state aid reporting requirements and deadlines.

Additional costs for PPE have been provided in the 2020/2021 budget. Any additional costs that become necessary for transportation and food service will be paid from the King Center Charter School Board Reserve money that is set aside or the line of credit that is available for use.

Attendance & Chronic Absenteeism

King Center Charter School understands that attendance is a crucial factor in the education of our students. We understand that the pandemic has impacted our families and will impact attendance. As a school we are committed to increase our support and monitor our student's attendance to ensure students and families are supported during this time. King Center's Attendance Monitoring Team (AMT) composed of the Principal, counselors, transportation liaison and grade level teachers will monitor the schools daily attendance. We understand that this document is fluid and will change based on the mandates of DOH and the State regulations.

Attendance- In Person Instruction

Background: King Center Charter School will continue to promote and maintain high levels of attendance through whole school strategies. Also, regularly monitoring attendance patterns to identify patterns that may show a student or group is at risk of disengaging. We will consider student and family circumstances that may explain patterns of poor attendance and look at specific support.

- Teacher's take attendance daily from 8:30am-9: 15am using our school's database, PowerSchool.
- Students are late as of 8:30am. Late students are signed in and marked as Tardy by a staff member.
- An all call, text and email goes out to all parents at 10am letting them know that their child is absent.
- Student's attendance will be monitored bi-weekly by AMT. We will confer with the teacher and parents once a student's absences become excessive.
- Attendance will be broken down into tiers:
 - Tier 1: 6-7 absences a letter will go home to parents and a phone call will be made. Resources will be given based on the need of the family.
 - Tier 2: 8-10 absences will require a meeting with Leadership. Resources will be given based on the need of the family.
 - Tier 3: A call to Child Protective Services (CPS) will be made for students with 10 or more unexcused absences **and** are failing academics.
- In the event a student does not come to school because their parent/guardian does not believe it is safe to send their child, the parent/guardian must compose a letter stating they will not be sending their child to school due to their concerns of possibly contracting COVID-19.
- If parents opt-out of in person learning, they must commit to remote learning. If the parent fails to do remote learning, that will be considered as educational neglect.

- Students will be encouraged to stay home if they are displaying COVID symptoms. If they contract the virus, they will be encouraged to do remote learning if feasible. If not, they will be excused for two weeks (10 school days) as a medical excuse.

Parent Support:

- King Center will provide families' access to our Attendance Monitoring Team information to help with communication with attendance.
- King Center will provide research- based resources to parents explaining the importance of attendance.
- King Center Leadership will meet with parents to discuss barriers or concerns around their child's attendance.
- King Center Leadership and the parent will make a plan to help support and improve attendance for the student.
- If parents are essential workers where students cannot join live sessions, their attendance will be recorded when the student logs on to the lesson.
- King Center will offer to provide laptops for families who do not have the proper tools for remote learning.

Attendance for Hybrid Instruction

Background: In a hybrid model, attendance would have to be monitored in multilayered ways. As a school we will continue to promote and maintain high levels of attendance through whole school strategies. Also, regularly monitoring attendance patterns to identify patterns that may show a student or group is at risk of disengaging. We will consider student and family circumstances that may explain patterns of poor attendance and look at specific support.

- Teachers will be required to take attendance on our school's database, PowerSchool.
- On the days of in-person learning, attendance will be taken from 8:30am-9:15am.
- On the days of in-person learning, students are late as of 8:30am. Late students are signed in and marked as tardy by a staff member.
- An all call, text and email goes out to all parents at 10am letting them know if their child is absent.
- On the days of remote learning, if classrooms have co-teachers, co-teachers will contact the parents if their child was absent on that day and document the day and time of contact as well as the outcome.
- On the days of remote learning, if classrooms do not have an educational specialist, parents will receive an all call, text and email informing them of their child's absence and encourage the parent to contact the School Counselor.
- Student's attendance will be monitored bi-weekly by the AMT. We will confer with the teacher and parents once a student's absences become excessive.
- Attendance will be broken down into tiers:
 - Tier 1: 6-7 absences a letter will go home to parents and a phone call will be made. Resources will be given based on the need of the family.

- Tier 2: 8-10 absences will require a meeting with Leadership per King Center's Attendance policy. Resources will be given based on the need of the family.
- Tier 3: A call to Child Protective Services (CPS) will be made for students with 10 or more unexcused absences **and** are failing academics.
- In the event a student does not come to school because their parent/guardian does not believe it is safe to send their child, the parent/guardian must compose a letter stating they will prefer remote learning.
- If parents opt-out of the in-person portion of hybrid learning, they must commit to remote learning. If the parent fails to do remote learning, that will be considered as educational neglect.

Parent Support:

- King Center will provide families' access to our Attendance Monitoring Team information to help with communication with attendance.
- King Center will provide research-based resources to parents explaining the importance of attendance.
- King Center leadership will meet via zoom or conference call with parents to discuss barriers or concerns around their child's attendance.
- King Center Leadership and the parent will make a plan to help support and improve attendance for the student.
- King Center will offer to provide laptops for families who do not have the proper tools for remote learning.

Attendance for Remote Instruction

Background: Taking attendance during remote learning will require a multilayered approach to ensure equity for our families. As a School, we will continue to promote and maintain high levels of attendance accountability through a whole school strategic approach. Also, regularly monitoring attendance to identify patterns that may show a student or group is at risk of disengaging. We will consider student and family circumstances that may explain patterns of poor attendance and look at specific support.

- Teachers will be required to take attendance using our school's database, PowerSchool.
- If classrooms have co-teachers, the co-teacher will contact the parents if their child was absent on that day and document the day and time of contact as well as the outcome.
- If classrooms do not have an educational specialist, parents will receive an all call, text and email informing them of their child's absence and encourage the parent to contact the School Counselor
- Student's attendance will be monitored bi-weekly. We will confer with staff and parents once a student's absences become excessive.
- Attendance will be broken down into tiers:

- o Tier 1: 6-7 absences a letter will go home to parents and a phone call will be made. Resources will be given based on the need of the family.
- o Tier 2: 8-10 absences will require a virtual meeting with Leadership. Resources will be given based on the need of the family.
- o Tier 3: A call to Child Protective Services (CPS) will be made for students with 10 or more unexcused absences **and** are failing academics.

Parent Support:

- King Center will provide families' access to our Attendance Monitoring Team information to help with communication with attendance.
- King Center will provide research -based resources to parents explaining the importance of attendance.
- King Center Leadership will meet with parents via zoom or phone call to discuss barriers or concerns around their child's attendance.
- King Center Leadership and the parent will make a plan to help support and improve attendance for the student.
- If parents are essential workers where students cannot join live sessions, their attendance will be recorded when the student logs on to the lesson.
- King Center will offer to provide laptops for families who do not have the proper tools for remote learning.

Technology and Connectivity

The King Center Charter School Technology Department is committed to ensuring that students are able to access high quality instruction and curriculum regardless of physical location. King Center has established a 1:1 Device program for all students while also working with families to establish reliable Wi-Fi connections. Surveys for high speed internet and device access have been collected and will continue to be dispersed to collect relevant real-time data for the needs of the families.

In-Person Instruction:

If it is deemed viable for on-site instruction King Center will offer students in all grades devices in which they will be able to access the Google Classroom Platform as well as the PowerSchool LMS. Students will also have access to various Educational Software Platforms via subscription service that will align with the current curriculum and allow both remedial and enrichment opportunities. Teachers will be given professional development relevant to all systems used as well as continued IT support from the Technology Department.

In addition to the 1:1 student model, Teachers will be equipped with a personal laptop with Video/Audio capabilities as well as a document camera and a drawing tablet. All classrooms are also equipped with Smart Projectors.

Hybrid Instruction Model:

In the event that it is deemed a hybrid model of instruction is required, King Center will offer students in all grades devices in which they will be able to access the Google Classroom Platform as well as the PowerSchool LMS. Students will also have access to various Educational Software Platforms via subscription service that will align with the current curriculum and allow both remedial and enrichment opportunities. King Center will continue to work with local Internet Providers to get high speed internet access to families while also offering MiFi connectivity via hotspots when available.

Family/Students//Teachers will be given professional development relevant to all systems used as well as continued IT support from the Technology Department. King Center has established a technology help link in which parents can set up and request technology support.

In addition to the 1:1 student model, Teachers will be equipped with a personal laptop with Video/Audio capabilities as well as a document camera and a drawing tablet. King Center will enable the devices to stream live content via internet to students via the Google Education Suite. This includes, but is not limited to, the delivery of video and audio content in real time with Teacher to Student Interaction via audio and textual chat features. King Center will also provide recorded instruction for students as a reference at the conclusion of the live event to allow equity for students whom are not able to attend the live lesson.

The King Center Technology Department will also set times in which parents/guardians can bring devices for repair or updating. The online ticketing system will be used to establish a distance resolution option and in person drop off will be for issues unresolvable via remote option.

Remote Instruction Model:

In the event that it is deemed a virtual model of instruction is required or requested by a guardian, King Center will offer students in all grades devices in which they will be able to access the Google Classroom Platform as well as the PowerSchool LMS. Students will also have access to various Educational Software Platforms via subscription service that will align with the current curriculum and allow both remedial and enrichment opportunities. King Center will continue to work with local Internet Providers to get high speed internet access to families while also offering MiFi connectivity via hotspots when available.

Family/Students//Teachers will be given professional development relevant to all systems used as well as continued IT support from the Technology Department. King Center has established a technology help link in which parents can set up and request technology support.

In addition to the 1:1 student model, Teachers will be equipped with a personal laptop with Video/Audio capabilities as well as a document camera and a drawing tablet. King Center will enable the devices to stream live content via internet to students via the Google Education Suite. This includes, but is not limited to, the delivery of video and audio content in real time with

Teacher to Student Interaction via audio and textual chat features. King Center will also provide recorded instruction for students as a reference at the conclusion of the live event to allow equity for students whom are not able to attend the live lesson.

The King Center Technology Department will also set times in which parents/guardians can bring devices for repair or updating. The online ticketing system will be used to establish a distance resolution option and in person drop off will be for issues unresolvable via remote option.

Teaching & Learning

IN-PERSON INSTRUCTIONAL MODEL:

Background: Students will return to the school building for the 2021 school year at 100% capacity 5 days per week. Parents who request to keep their child home, will be set up for remote learning 5 days per week.

Social-Emotional Learning:

- KCCS plans to implement teaching strategies specifically targeted toward building community, coping skills, and working through the effects of COVID-19.

Academic Programming:

- KCCS plans to administer the diagnostic assessment using the NWEA MAP online platform early in the school year.
- The KCCS Learning Objectives Guide (LOG) will be revised to include pre-requisite grade level skills along with current grade level standards. Teachers will begin by emphasizing the “Power Standards” which are the most important skills and standards for the grade level.
- All students will participate in Response to Intervention using the data collected from the Diagnostic Assessments in the beginning of the school year.
- KCCS plans to add additional time for phonics and guided reading instruction at the primary level (K-2).
- KCCS plans to begin After-School Tutoring in October.
- There will be no changes in the current KCCS grading system for In-Person instruction.
- KCCS will continue the use of ongoing formative assessment systems to inform instruction throughout the school year.
- “To-Go Kits” will be set up and ready in case of rapid school closure. Teachers will ensure that all students are equipped for at-home learning.
- Teachers will continue to use online platforms for instruction during face-to-face sessions to equip students with the skills and ability to transfer to online learning in the event of rapid school closure.

- KCCS will continue to use our existing computer-based programs for additional skills practice in school and at home.

Specials:

- Physical Education classes will be modified to maintain 12 feet of distance at all times. We also plan to use outdoor space for physical activities.
- All other specials will continue adhering to social distancing guidelines.

Extra-Curricular:

- KCCS plans to follow state guidelines for interscholastic sports.
- Extra-Curricular Activities will be limited to school sponsored activities while also utilizing technology and online resources (i.e. virtual field trips).

Department of Health Regulations:

- KCCS will limit the inter-mingling of cohorts. Students will remain in the same cohorts throughout the school day.
- Students will not share classroom materials. All students will have a set of their own materials to work with during the school day.

HYBRID INSTRUCTIONAL MODEL:

Background: Students will return to the school building 2 days per week in person, and will participate in remote instruction 3 days per week using Google Classroom. Students will be split on an A/B rotational model. Group A reports to the school building on Mondays and Tuesday for in-person instruction. Group B reports to the school building on Thursdays and Fridays for in-person instruction. On Wednesdays, the building will be deep cleaned and sanitized. Teachers will work from home on Wednesdays and work on planning and professional development. No students will be inside the school building on Wednesdays.

Social-Emotional Learning:

- KCCS plans to implement teaching strategies specifically targeted toward building community, coping skills, and working through the effects of COVID-19.

Academic Programming:

- KCCS plans to administer the diagnostic assessment using the NWEA/MAP online platform early in the school year.
- The KCCS Learning Objectives Guide (LOG) will be revised to include pre-requisite grade level skills along with current grade level standards. Teachers will begin by emphasizing the “Power Standards” which are the most important skills and standards for the grade level.
- All students will participate in Response to Intervention using the data collected from the Diagnostic Assessments collected in the beginning of the school year. These sessions will occur in-person as well as remotely.
- KCCS plans to add additional time for phonics and guided reading instruction at the primary level (K-2).
- KCCS plans to also begin After-School Tutoring in October.

- For grades 7-8, KCCS will provide a full unit of study for ELA, Math, Science, and Social Studies
- K-8 instructional activities will include module tasks, responding to posts/questions, face-to-face instruction, conducting research, and completing projects on and offline.
- KCCS will distribute technology devices to all students and assist with connectivity as needed.
- Primary instruction will be delivered by a certified teacher.
- KCCS will continue to use our existing computer-based programs for additional skills practice in school and at home.
- All remote-learning assignments will be graded using the existing KCCS model for reporting.

Specials:

- Physical Education classes will be modified to maintain 12-feet of distance at all times. We also plan to use outdoor space for physical activities.
- Specials classes will be a combination of online activities led by the instructor, as well as in-person classes following social distancing guidelines.

Extra-Curricular:

- KCCS plans to follow state guidelines for interscholastic sports.
- Extra-Curricular Activities will be limited to school sponsored activities while also utilizing technology and online resources (i.e. virtual field trips).

Department of Health Regulations:

- KCCS will limit the inter-mingling of cohorts. Students will remain in the same cohorts throughout the school day.
- Students will not share classroom materials. All students will have a set of their own materials to work with during the day.

REMOTE INSTRUCTION

Background: All students will participate in online instruction throughout the duration of the COVID-19 period.

Social-Emotional Learning:

- KCCS plans to implement teaching strategies specifically targeted toward building community, coping skills, and working through the effects of COVID-19.

Academics:

- KCCS plans to administer the diagnostic assessment using the NWEA/MAP online platform early in the school year, remotely.
- The KCCS Learning Objectives Guide (LOG) will primarily focus on the “Power Standards” for each grade level. Teachers will modify the core curriculum materials to adjust to remote instruction. The primary focus for LIVE instruction would align with the most vital skills for each cohort.

- All students will participate in Response to Intervention using the data collected from the Diagnostic Assessments collected in the beginning of the school year. These sessions will occur remotely.
- K-8 Instructional Activities will align with the teacher LIVE lessons and will primarily be aligned to the “Power Standards” for each grade level.
- Primary instruction will be delivered by a certified teacher.
- Grades 7-8 will complete a full unit of study for ELA, Math, Science and Social Studies.
- Teachers will include additional pre-recorded videos and images to assist with offline activities and assignments.
- Teachers will have ongoing weekly office hours set up to accommodate families who have questions or need additional help.
- Teachers will be in daily contact with all students.
- All student assignments will be graded using the existing KCCS system.
- KCCS will set up support for ensuring that all students have learning supplies for at-home instruction.
- KCCS will send home computer devices for all students that need them as well as assist with connectivity.

Specials:

- All specials classes will be offered remotely using a combination of LIVE lessons and pre-recorded lessons.

Extra-Curricular:

- Extra-Curricular Activities will be offered to all students while utilizing technology and online resources (ie: virtual field trips)

PROFESSIONAL DEVELOPMENT PLAN:

KCCS Professional Development Topics Include:

- Google Classroom for teachers, parents and students
- MAP Assessment Data
- Trauma Informed Pedagogy
- Social Emotional Learning
- Leader in Me
- Remote Teaching and Learning Best Practices

Athletics and Extracurricular Activities

- KCCS will offer limited athletic programs and extracurricular activities that can be conducted in accordance with appropriate social distancing protocols. These in-person activities will commence once school is at 100% capacity in -person instruction. (Yoga, Martial Arts, and Drill Team). Students will participate in classroom cohorts when possible.

- During these programs, all health and safety guidelines will be followed, students and staff will wear appropriate face coverings and all equipment and locations will be cleaned and disinfected after each use.
- During our Remote Instruction and Hybrid Instruction, the KCCS Student Council will survey students to develop school clubs and activities that can be continued remotely in the event of another shut down.
- Per the NYDOH Guidance, Interscholastic sports and activities are not permitted at the time of publication and this plan will be update in accordance with forthcoming guidance.
- KCCS facilities will be under restricted use for outside community organizations at this time.

Special Education

In-person Instruction

It is of high priority to the King Center Charter School (KCCS) to ensure all students with disabilities can fully access the curriculum by providing high-quality special education services whether in or out of the building. KCCS works with Buffalo Public Schools (BPS) as our local LEA to provide initial, annual and re-evaluations as well as to provide assistive technology when required. When considering the options for reopening in the fall we have done so with a lens on our special populations and plan to provide them services that best meet the needs of our students and families.

If the school year would begin with all students returning to the building 5 days a week for in person instruction, we would ensure that all provisions of FAPE are being followed as well as protecting their health and safety. Individualized Education Plans would be provided, as written, in the IEP. All services, mandates and minutes would be followed for all special education and related services to the extent mandated in the students' IEP. All program modifications, testing accommodations and assistive technology would also be provided where mandated. KCCS will also consider the recommendations of the CDC and DOH as they continue to refine health and safety practices that best meet the needs of students with disabilities. Progress monitoring would continue and be delivered to parents with special consideration to their preferred method of communication.

Our special education department has fostered meaningful relationships with parents and families of students with disabilities and these relationships would continue to blossom regardless of our manner/mode of school operation. The special education department would send out a parent survey before the year begins to ensure that we have the most current contact information, as well as, to discuss the preferred method for consistent and open communication. During COVID-19 we have discovered that parents enjoy the ability to be involved in meetings in a remote way if they cannot attend the meeting in person. We have planned to set up a parent webinar in the fall where parents will hear from our special education personnel and related services providers on tips/tools that they can use to assist their children with their academics, physical and social-emotional well-being.

KCCS works closely with Buffalo Public Schools as our local LEA to determine the eligibility of services to students with disabilities. We will continue to submit Child Find requests to the district so that we ensure all students with disabilities needs are being properly met. We will work with the district to complete CPSE to CSE transitions, initial evaluations, annual reviews and reevaluations. Our Director of Special Education keeps track of upcoming meetings so that annual reviews and re-evals are completed on time and to keep an open line of communication. Procedural Safeguards as well as Prior Written Notices will continue to be provided to parents from BPS.

All students with disabilities at KCCS will continue to receive their program modifications, supplementary aids and services and assistive technology in accordance with their IEP mandates. The special education department will continue to keep tight documentation of programs and services offered to students, communications with families as well as communication with general education staff.

Hybrid Instruction

All FAPE requirements will continue to be met in a hybrid model with flexibility in its delivery. On days students with disabilities would be in person, students will receive consultant teacher/resource room services as well as some related services in person. Flexibility may be given to duration, group size etc. On days where students are remote, staff will continue to provide resource room and related services virtually by way of Google Classroom. Testing accommodations, program modifications and assistive technology would be provided both in person and remotely. Progress monitoring would continue and would be communicated to families. For students with disabilities to fully access the curriculum, it may be essential for additional sessions of face to face contact outside of the two days they would already be in session. Those additional face to face sessions would take place by making an appointment with the appropriate therapist.

Just as in the in-person plan, KCCS will continue to build and sustain meaningful relationships with students and their families. We would survey the parents to determine their preferred mode of communication as well as to get up to date contact information. We would proceed with the plan to have a webinar for parents that would focus on ways that parents could assist their children with their academic, physical and social-emotional needs while and school and during remote instruction. Many of our parents could help their children achieve the goals set out on their IEP's if given some tools and training on how to help. Additional resources would also be sent home for on-going parent support.

In the hybrid model, our communication and collaboration with Buffalo Public Schools Committee on Special Education would remain the same. KCCS would also continue to provide students with all testing accommodations, program modifications, and assistive technology whether in school or remotely. Documentation of all services and programs offered and consistent communication with families would be paramount.

Remote Instruction

Students will continue to be provided FAPE even if school was all virtual. Consultant teacher or related service push in sessions would be provided by the specialist joining a lead teachers' live lesson. The provider could direct message the student they are serving through the use of the private chat function. Like in our brick and mortar buildings, the provider would be able to use a "break out room" virtually to pull the student out if they needed a quick tutorial and quickly reenter the general ed classroom. Pullout services would be provided virtually through scheduled resource rooms and related service sessions. Flexibility in frequency, duration, mode/manner may have to be given in this scenario. For students with disabilities to fully access the curriculum, it may be essential for sessions of face to face contact to occur. Those face to face sessions would take place by making an appointment with the appropriate therapist. Testing accommodations could occur in virtual testing locations. Program modifications and assistive technology would continue to be provided.

Like the other two plans, KCCS would continue to build and sustain meaningful relationships with students and their families through a virtual model. We would survey the parents to determine their preferred mode of communication as well as to get up to date contact information. We would proceed with the plan to have a webinar for parents that would focus on ways that parents could assist their children with their academic, physical and social-emotional needs during remote instruction. Many of our parents could help their children achieve the goals set out on their IEP's if given some tools and training on how to help. Additional resources would also be sent home for on-going parent support.

Our communication and collaboration with Buffalo Public Schools Committee on Special Education would remain the same. KCCS would also continue to provide students with all testing accommodations, program modifications, and assistive technology. Documentation of all services and programs offered and consistent communication with families would be paramount.

Bilingual & World Languages

In-person Instruction

It is of high priority to the King Center Charter School (KCCS) to ensure all English Language Learners (ELL) can fully access the curriculum by providing high-quality ENL services whether in or out of the building. When considering the options for reopening in the fall we have done so with a lens on our special populations and plan to provide them services that best meet the needs of our students and families.

The ELL identification process will be followed for all students newly enrolled during the COVID closure and for all newly enrolled students entering the 2020-2021 school year. This process will take place during the first 20 days of school as mandated. Families will complete the home-language questionnaire (HLQ) and return it to the school. Our ENL teacher will review the HLQ and conduct student interviews for any student who speaks a different language at home. The results of the interview will determine if the NYSITELL should be given. The NYSITELL will be given if necessary and used to determine student service levels. Proper units of study will be provided to all students who have ELL eligibility at school, in person.

Our ELL department has fostered meaningful relationships with parents and families and these relationships would continue to blossom regardless of our manner/mode of school operation. The ELL department would send out a parent survey before the year begins to ensure that we have the most current contact information, as well as, to discuss the preferred method and preferred language for consistent and open communication. During COVID-19 we have discovered that parents enjoy the ability to be involved in meetings in a remote way if they cannot attend the meeting in person. We have planned to set up a parent webinar in the fall where parents will hear from our ELL teacher on tips/tools that they can use to assist their children with their academics, physical and social-emotional well-being. KCCS will also ensure that families are offered training on the technology and platforms being used so that they can effectively assist their child.

Hybrid Instruction

The ELL identification process will be followed for all students newly enrolled during the COVID closure and for all newly enrolled students entering the 2020-2021 school year. This process will take place during the first 20 days of school as mandated. Families will complete the home-language questionnaire (HLQ) and return it to the school. Our ENL teacher will review the HLQ and conduct student interviews for any student who speaks a different language at home. The results of the interview will determine if the NYSITELL should be given. The NYSITELL will be given if necessary and used to determine student service levels. Proper units of study will be provided to all students who have ELL eligibility through a combination of in person sessions and virtually on days where the students are not in the building. For ELLs to fully be able to access the curriculum, it may be essential for additional days of in-person learning. Those sessions could be made to the ENL teacher by appointment.

In a hybrid model the parent communication plan listed under the “in-person” section would remain the same. Parents would be surveyed; a webinar would be hosted to give parents tools to assist their child and technology training would be offered to parents. In a hybrid model, special consideration would be given to the social emotional needs to ELL students. ELL students would be offered additional sessions with the ENL teacher to enhance their social emotional well-being and communication skills.

Remote Instruction

The ELL identification process will be followed for all students newly enrolled during the COVID closure and for all newly enrolled students entering the 2020-2021 school year. This process will take place during the first 20 days of school as mandated. Families will complete the home-language questionnaire (HLQ) and return it to the school. Our ENL teacher will review the HLQ and conduct virtual student interviews for any student who speaks a different language at home. The results of the interview will determine if the NYSITELL should be given. The NYSITELL will be given (in-person, 1:1) if necessary and used to determine student service levels. Proper units of study will be provided to all students who have ELL eligibility on a virtual platform. For ELLs to fully be able to access the curriculum, it may be essential for some days of in-person learning. Those sessions could be made to the ENL teacher by appointment.

In a virtual model the parent communication plan listed under the “in-person” section would remain the same. Parents would be surveyed; a webinar would be hosted to give parents tools to

assist their child and technology training would be offered to parents. In a virtual model, special consideration would be given to the social emotional needs to ELL students. ELL students would be offered additional virtual sessions with the ENL teacher to enhance their social emotional well-being and communication skills.

Staffing and Human Resources

- KCCS will ensure that teachers, school leaders and pupil personal service professionals hold a valid and appropriate certificate for their assignment.
- KCCS will continue to utilize incidental teaching, substitute teacher to address staffing needs while working with educator preparation programs to meet state certification requirements.
- KCCS will fully implement our current Teacher Evaluation plans for the 20-21 school year. The evaluations will include in-person and remote teaching data.
- KCCS will continue our partnerships with College to welcome student teachers into our classroom, for in-person, hybrid, and/or remote instruction.