

Xavier Charter School Re-Entry Plan Summary

Dear Parents,

Last night, our Board approved the re-entry plan for the 2020-2021 school year. We are providing a summary of that plan in this document. The Board and administrative team recognize the need for flexibility in the plan in order to respond to changing circumstances and incoming data regarding the virus. Taking this into consideration, the plan may be modified as new information becomes available. We have a few modifications to make to the overall plan as a result of input received at the board meeting and the complete plan will be posted on our website next week once the revisions are made.

This plan addresses four categories:

Green: Traditional - No COVID-19 Community Spread

Yellow: Enhanced Traditional - Minimal Community Spread

Orange: Modified Schedule - Moderate Community Spread

Red: Full Distance - Substantial Community Transmission

It is expected that these plans will be revised as circumstances change and new challenges are identified. We will be closely monitoring the situation, and coordinating with local services and agencies throughout the school year. We expect to start the school year in the yellow or orange category, and may at times move from one category to another (and back again). **If school were to start next week, we would be in the Yellow category.**

Green: Traditional - No Community Spread

Evidence of isolated cases or limited community transmission, case investigations underway, no evidence of exposure in a large communal setting, e.g., healthcare facility, school, mass gathering.

Students attend school five days per week at the school in a manner similar to pre-COVID. We do not expect to operate in Green during the 2020/2021 school year.

Yellow: Enhanced Traditional - Minimal Community Spread

Evidence of minimal community transmission, case investigations underway, no evidence of exposure in a large communal setting, e.g., healthcare facility, school, mass gathering.

Students attend school five days per week at the school. Instruction will be given in a manner similar to pre-COVID. There will be an increased emphasis on using Google Classroom and

online platforms particularly for grades 4-12 to ease the transition in the event we need to move to Orange or Red.

- Masks/Face Shield recommended for students and staff
- Physical distancing as much as possible
- Establish clear barriers/boundaries that only staff and students located in that area of the building may cross. Keep visitors/parents located outside or to a very limited area inside the school.
- Robust cleaning and sanitizing throughout the school daily, and in many cases multiple times per day
- Limit the sharing of materials
- Limit large assemblies
- No locker use for 7-12 graders
- Non school personnel access will be limited.

Instructional design and delivery is predicated on all students attending school five days per week. Parents would have an option to have their students attend school virtually from home five days per week. The choice to attend school in person or to attend virtually (online) must be made prior to the first day of school. Once parents/students make a choice, the student would not be allowed to change options until the end of each semester.

K-6 Instructional Design and Delivery

- Lesson design during the first quarter
 - Initial lessons are designed to focus on the essential and foundational skills that students at all grade levels need to be successful during the school year with a particular emphasis on literacy and mathematics
- Lower Elementary (K-3)
 - Primary method of teaching is Explicit Instruction. Students become familiar with the computer and its general use to prepare for the possibility of transition to Orange or Red.
 - Classroom instruction focuses on delivery of new skills and content
- Upper Elementary (4-6)
 - Primary method of teaching is Explicit Instruction. Google Classroom is integrated into lessons weekly to equip students for the possibility of transitioning to Orange or Red.
 - Classroom instruction focuses on delivery of new skills and content
- Starting in the Fall of 2020, the normal district grading policy will be in place throughout all stages of the school's response.
- Students/families choosing to work at home with online instruction exclusively will participate in an assigned program (such as IDLA) independent of the Xavier model
- Fine Arts will remain an integral part of the curriculum

7-12 Instructional Design and Delivery

- Classroom instruction will be delivered in school. Those students that attend school from home will view the lesson online either synchronously or asynchronously depending upon the connectivity in the home. Homework and practice will be posted on Google Classroom. Google Classroom will be used for all students to ensure a smooth transition to Orange if it becomes necessary.

- In general, classroom instruction will focus on delivery of new skills and content
- Focus on developing priority knowledge and common lessons by course, collaborating with fellow teachers whenever appropriate
- Feedback & Grades
 - In the Fall of 2020, the district grading policy will be in place throughout all stages of the school's response.
 - Recording student learning (grades) - use Google Classroom/Powerschool

Orange: Modified Schedule - Moderate Community Spread

Evidence of moderate community transmission, case investigations underway, some exposure in a larger settings.

Students attend school on an A/B schedule where approximately half the students attend school Monday and Thursday, and the other half attend school on Tuesday and Friday. On Wednesday, students will have an “e-day” where they attend school online. Google Classroom and online platforms are used extensively to aid in the delivery of instruction. Parents would have an option to have their students attend school virtually from home five days per week. The choice to attend school in person or to attend virtually (online) must be made prior to the first day of school. Once parents/students make a choice, the student would not be allowed to change options until the end of each semester. All of the safeguards listed in Green and Yellow above will be implemented. Additionally, non-essential personnel access will be severely restricted, and only 50% of students will be in the building at any one time.

K-6 Instructional Design and Delivery

- Wednesday e-day: K-6, but especially K-3, may use part or all of this time for face to face small group or individual instruction in reading and math. Recorded instruction may also be integrated into e-day teaching. Instructional time for K-6 students will be from 8:00 a.m. to 11:00. Students receive classwork/assignments for the second half of the e-day.
- For grades K-3, weekly lesson packets will be used in a fashion similar to that which was used in the spring of 2020. K-3 students/parents will pick-up or have delivered to their homes, a packet of learning tasks each week. Materials for grades 4-6 will be posted to the Google Classroom. Please see the expectations below regarding these core lessons.
- Lesson design during the first quarter
 - Initial lessons should be designed to focus on the essential and foundational skills that students at all grade levels will need to be successful during the school year with a particular emphasis on literacy and mathematics
- Lower Elementary (K-3)
 - Classroom instruction is delivered in school, two days a week for each classroom grouping, A and B
 - Packets for student work during the days they are not in school are utilized as a significant portion of the instructional delivery model and an extension of what is taught the previous day.
 - Teachers use in-class days to do a combination of explicit instruction and class work (working to teach 1 day content + a half on in-class days)

- Skills and content are prioritized (Math, Reading, Handwriting) in order to narrow the scope of curriculum under these circumstances
- Upper Elementary (4-6)
 - Classroom instruction is delivered in school, two days a week for each classroom grouping, A and B
 - Teachers use the in class days to do a combination of explicit instruction and class work (working to teach 1 day content + a half on in-class days)
 - Student work is assigned for the days they are not in school and is a significant portion of the instructional delivery model and an extension of what is taught the previous day
 - Student time on Wednesday e-Days is online with the teacher for face to face small group or individual instruction in reading and math. Whole class and recorded instruction may also be integrated into e-day teaching.
 - Skills and content are prioritized (Math, Literature, Writing) in order to narrow the scope of curriculum under these circumstances
- Students/families choosing to work at home with online instruction exclusively will participate in an assigned program (such as IDLA) independent of the Xavier model
- Fine Arts will remain an integral part of the curriculum

7-12 Instructional Design and Delivery

- Instruction will be provided synchronously or asynchronously
- Classroom instruction will be delivered in school. Those students that are attending from home on that particular day will view the lesson online either synchronously or asynchronously depending upon the connectivity in the home. Homework and practice will be posted on Google Classroom. Google Classroom will be used extensively.
- Wednesday e-Days -
 - Synchronous classes would follow a 1:00pm Bell Schedule. New skills and content would be taught during this time. Students receive classwork assignments for the remainder of the e-day.
- Focus on developing priority knowledge and common lessons by course, collaborating with fellow teachers whenever appropriate
- Other Technology Related Considerations
 - Google Meet and Zoom will be available to provide two-way communication with students
 - Google will be active during remote learning for monitoring expectations of the network user agreement
- Feedback & Grades
 - In the Fall of 2020, the district grading policy will be in place throughout all stages of the school's response
 - Recording student learning - use Google Classroom/Powerschool
 - Teachers will be always mindful of individual student participation, following the 7th-12th Homework Intervention Plan

Red:Full Distance - Substantial Community Transmission

Large scale community transmission, healthcare staffing significantly impacted, multiple cases within communal settings like healthcare facilities, schools, mass gatherings, etc.

Close school and transition to distance learning similar to the spring of 2020.

- Lower Elementary (K-3)

- A week's worth of packets will be sent home. Procedures similar to those implemented in the spring of 2020 will be re-implemented
 - Packet drop off and pickup will be on Monday
 - In the Fall of 2020, the district grading policy will be in place throughout all stages of the school's response
- Upper Elementary (4-6)
 - Students will transition to online learning via Google Classroom
 - In the Fall of 2020, the district grading policy will be in place throughout all stages of the school's response
- 7-12 Instructional Design and Delivery
 - Instruction will continue via Google Classroom using procedures similar to those developed and implemented in the spring of 2020
 - In the Fall of 2020, the district grading policy will be in place throughout all stages of the school's response
 - Recording student learning (grades) - use Google Classroom/Powerschool