

Uncommon Schools



**Reopening Plans
for the
2020 - 2021
School Year**

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1. Executive Summary

For Uncommon Schools North Star Academy, our first priority is ensuring the health, safety, and well being of all students and staff. We have designed the following reopening plan with this guiding principal at the forefront. The core premises that guide in-person instruction remain in place during remote instruction and we will seek to maintain the same level of quality of learning offered to students during this challenging time. We will ensure equity for all students so that everyone has what they need to learn successfully, and have designed a system that we hope will work for all families, students and staff members. We will ensure that students continue to have access to programming that develops the needs of the whole-child, including wellness and community building activities. Our Organizational Priorities are as follows:

(1) Ensure safety of staff & students:

We will provide students, families and staff with the information and resources they need to stay safe during this crisis

(2) Provide quality instruction and core services:

We will deliver the high-quality education our students deserve, while supporting students, families, and staff

(3) Plan and prepare for the future:

We will continue critical organizational functions, mitigate risks, and plan for medium and long-term operations.

Full Remote Learning Plan

Based on the current state of the key metrics that need to be in place for us to open our buildings to students, which include integrating and planning for the results of family, teacher and student surveys, we plan to delay the start of in-person hybrid instruction at all North Star Academy schools (K-12) until October 5th.

Approximately 35% of staff are unable to return for in-person instruction due to a medical exception or childcare reason. Additionally, over 40% of families have concerns with in-person instruction at this time. As such, we are currently unable to provide reasonable accommodations for students and staff. We plan to take active steps to satisfy this standard including: implementation of a rigorous American Disabilities Act (ADA) accommodations process to review every staff member request, meeting with staff to support with childcare arrangements where possible, and conducting family orientation meetings to engage them more closely around their concerns. Above all else, delaying the start of in-person instruction prioritizes student and staff safety and addresses the very real concerns about safety from our families and staff.

2. Health and Safety: Standards for Establishing Safe and Healthy Conditions for Learning

2A. Critical Area of Operation #1: General Health and Safety Guidelines

Summary

Uncommon Schools North Star Academy will follow and enforce CDC recommendations around both social distancing, whereby individuals keep space between themselves and other people outside of their home, and

wearing cloth face coverings in public settings where other social distancing measures are difficult to maintain. As we have since our schools have closed, we will continue to maintain communication with local and state authorities to determine current mitigation levels in our community. In all cases, [CDC's Guidance for Schools and Childcare Programs](#) will be followed.

Social Distancing and Mask Requirements

- No activity can be done with less than 6 ft of distance between bodies, with limited exceptions*
- All shared spaces will be populated with clear and prominent signage to maintain social distancing
- In limited situations**, where PPE is not possible to use properly, all students and staff must maintain 6ft of social distancing.
- When social distancing is difficult or impossible, face coverings are required for students, and face coverings are always required for staff, with limited exceptions***

**Limited exceptions/situations are defined as moments where it is impossible for a person to complete a function with 6 ft distance. For example, addressing student personal hygiene or providing specific Special Education/IEP services.*

***Limited exceptions/situations are defined as moments where it is impossible for a person to complete a function with a mask on. For example eating breakfast and lunch or if a student is being assessed for a facial injury (busted lip).*

****Any student or staff member who has a documented medical reason that prevents them from tolerating a face mask or has a disability that makes mask compliance difficult will be permitted to work/learn in-person while maintaining social distancing of 6 ft. If social distancing cannot be maintained, we will continue to work with the individuals but will also rely on other risk-mitigation measures we are taking to protect the student and the cohort that the student is in (frequent handwashing, etc.)*

Vulnerable Populations

For any students that have increased risks associated with COVID-19, individualized plans will consider, but not be limited to, the following support strategies:

- Additional preventative measures:
 - Preferential seating in classroom (close to door/window, nearest to air vent for circulation, etc.)
 - Supplemental sanitizing of desk and chair
 - Extra opportunities to wash/sanitize hands
 - Phone calls to monitor and educate family on social distancing, hand hygiene, etc.
- Additional symptom monitoring:
 - Temperature monitoring throughout day (past arrival)
 - Daily check-ins with Nurse for observation
- Alternate arrival/dismissal location(s)/time(s) to avoid crowds
- Reduce time in the building:
 - Zoom in to classroom to 'participate' in in-person learning from home
 - Reduced time spent in building, with supplemental work sent home/opportunities for remote learning

For any staff that have increased risks associated with COVID-19, accommodations can be requested from HR, such as the option of virtual instruction, which will be evaluated on a case-by-case basis.

Promoting Behaviors that Reduce Spread

The CDC states that the virus is spread from person-to-person via respiratory droplets and via surfaces. As a result, some of the best ways to prevent illness is to avoid being exposed to this virus through frequent and thorough hand-washing, cleaning and disinfecting, and avoiding close contact with others.

- 1) All students are required to sanitize/wash hands for at least 20 seconds and at least 4 times a day, including before eating, after using the bathroom, and after blowing their nose, coughing and/or sneezing
- 2) Spaces will be populated with clear and prominent hygiene signage (hand wash signs, hygiene station, etc.) and reminders to wear face covers
- 3) Hand sanitizer and hygiene stations will be available for all students and staff in all classrooms and common spaces
 - a) Resources that promote personal hygiene include, but are not limited to: tissues, hand soap, alcohol-based hand rubs containing at least 60 percent alcohol, disinfectants, and disposable towels
- 4) Schools will limit the sharing of resources for staff and students, whenever possible, or provide sanitization supplies and instructions when equipment is shared
 - a) Resource sharing for frequently used items will be limited and equipment must be sanitized after use. These items include: phones, copy machines, desks, offices, desktop computers, books, art/enrichment supplies, headphones, coffee machines, water coolers, water fountains, communal snack bins, or other work tools and equipment.
 - b) Specific items that should not be shared by students include: pencils, pens, erasers, rulers, protractor, notebooks, folders, binders, etc.
 - c) Specific items that should not be shared by staff: pencils, pens, markers, highlighters, folders, etc.
 - d) Specific items that will need to be shared and sanitized between uses: math manipulatives, calculators, PE equipment, Wilson reading kits
- 5) Staff, students and families will be encouraged to stay home when appropriate

2B. Critical Area of Operation #2: Classrooms, Testing, and Therapy Rooms

Summary

Uncommon Schools North Star Academy will maintain a 6 feet social distance in classrooms, teacher and student circulation paths, and clearance at exits and entrances. All classrooms will have sanitation stations to promote frequent handwashing and other recommended hygiene practices and all indoor facilities will have adequate ventilation, including window opening and AC maintenance. Students will be batched into cohorts and all efforts will be taken to stagger arrival, dismissal and transition times to reduce exposure between cohorts.

Classroom Layout

Guiding Principles:

- 1) A 6' distance will be maintained between each individual student desk.
- 2) Where possible, a 6' circulation path around the perimeter to the door will be maintained, for students to exit/enter the classroom during instruction.
- 3) Desks will be staggered to maximize the placement of desks and open space to circulate.
- 4) Desks will be lined intentionally to one wall to reduce footprint and maximize space.
- 5) Where possible, circulation space will be left in front of the white board for teachers.
- 6) Teacher workspace(s) will be placed as much out of the way as possible.
- 7) At the door, a minimum 6' clearance should be maintained.
- 8) A sanitization station will be placed inside the classroom, near the door, within or close to the 6' clearance.

Facilities Expectations

- All indoor facilities will have adequate ventilation, and will uphold systems for opening windows whenever possible and maintaining and replacing AC unit filters regularly
- In any office where 6ft will be difficult to maintain (i.e. main office, dean's office, etc.), there will be physical barriers to partition individuals.
- Any extraneous furniture (e.g. U-tables, rugs, extra teacher and student desks and chairs) will be removed to maximize the number of desks 6' apart.

Sanitation Station:

- Throughout this document we will refer to a "Sanitation Station." Each sanitation station must contain the following items, which will be ordered by campus.
 - Two or more (one open, one in reserve) of the following and be replenished ongoing:
 1. Paper towels and alcohol-based sanitizer spray (at least 60% alcohol)*
 2. Hand sanitizer dispenser*
 - One "Please Wash Hands" sign

*Our youngest students will always be supervised when handling hand sanitizer.

- Sanitation stations will be placed in each classroom, at entrances and exits of buildings, near lunchrooms and bathrooms, in hallways

Cohorts/Batching

Schools will make every effort to reduce density of students/staff through a combination of recommended practices, including:

- Batching the same students with the same staff (all day for young children, and as much as possible for older children)
 - *"Batching" refers to the practice of keeping groups of students together and with the same teacher throughout/across school days, as well as ensuring groups do not mix.*
- Reducing class size
- Alternating days in school
- Staggering arrival/drop-off times
- Limiting or reducing number of individuals transitioning between classes or to restrooms
- Spacing classroom and teacher desks at least 6 ft apart and facing same direction
- Closing communal use of shared spaces for students/staff
- Staggering use of communal shared spaces for students/staff

2C: Critical Area of Operation #3: Transportation

Summary

For our schools that offer bussing, we will work with the local School District and our transportation providers for courtesy transportation and expect providers to maintain all health and safety protocols for transportation, including social distancing, proper facial covering, and best practices for cleaning and disinfecting buses, as outlined by the New Jersey Department of Education. Moreover we will communicate Public Transit Guidelines to our students, families and staff to encourage additional precautions while commuting on public transportation. The recommendations include but are not limited to: avoiding touching public surfaces, social distancing from

other commuters, wearing a facial covering, disinfecting personal items, and using hand sanitizers to thoroughly clean hands.

2D. Critical Area of Operation #4: Student Flow, Entry, Exit, and Common Areas

Summary

To maintain transmission control in accordance with state guidelines, Uncommon Schools North Star Academy will limit traffic within schools by grouping students in cohorts, limiting transitions, staggering arrival and departure times, and ensuring all social distancing and facial coverage etiquette is followed during arrival, dismissal and in-class time. All group gatherings must respect social distancing rules and follow timeframe and group size guidance below:

<u>Participants</u>	<u>Max Time</u>	<u>Max Size</u>
Include Students	45 mins	50
Adults Only	90 mins	100

Hallways

- Will post “arrows” to indicate one-way direction, paste footprints 6’ apart to indicate line positioning for transitions, and have “Masks Required at all times” signs hung up
- Access to lockers will not be permitted
- Minimum of 1 staff is required for each hallway transition to ensure distancing requirements and 50-person capacity expectations are upheld.

Arrival/Entrance

- Will have “Masks Must be Used While In Line and Inside” sign, footprints to indicate positioning for students 6’ apart, and “Scholar Hand Off Station” for grades K-4 students.
- Storage will exist for additional PPE for students who arrive without required PPE
- Students will be able to complete health and safety checks, including symptom monitoring and mask checks by staff, prior to entering the building while maintaining all Health & Safety guidelines
- Arrival must be staggered so that no more than 50 students are in one space at any given time
- Students may not congregate on the sidewalk or on school grounds
- Buses must pull up in designated areas and wait for school staff to escort scholars into the school
- Staff and students should have no physical contact except for health or safety emergencies
- Staff should be positioned along arrival pathway to ensure social distancing both inside and outside the building
- Hand sanitizing/hand washing should happen during arrival window

Dismissal/Exit

- Students will exit the building in a calm, safe, and orderly fashion and will be socially distanced at all times.
- The release of students will be intentionally staggered to ensure that there is no overcrowding or grouping of students inside or outside the building.

- Staff must be assigned dismissal posts outside the building to ensure students maintain social distance and safely dismiss.
- Sidewalks will be marked to both ensure each student maintains a social distance of 6ft and that family lineups accommodate for a social distancing

Transitions:

- Transitions will be minimized and students should remain in classrooms for as much of the day as possible to minimize the risk of transmission and preserve instructional time
- If students do need to transition, the number of students/cohorts in hallways needs to be limited and social distancing needs to be maintained.
- Hand-sanitization will be required after transitions occur, especially if students are touching common spaces like door knobs or stair rails

Bathroom Transitions

- Bathroom stalls should be empty prior to individual student transition to stall
- Bathroom monitors should limit the number of students in bathrooms to the number of stalls available
- Students must wash hands after bathroom use
- Partitions between sinks will be installed if unable to maintain social distancing

2E. Critical Area of Operation #5: Screening, PPE, and Response to Students and Staff Presenting Symptoms

Summary

Uncommon Schools North Star Academy will ensure that all students and staff are screened and monitored for symptoms at arrival and throughout the day in order to maintain health and safety guidelines. All nursing guidance may be superseded by DOE, state mandates and/or updates from doctors issuing standing orders for a region. If the school becomes aware of any individual, student or staff, that has spent time in the facility and has tested positive for COVID-19, officials will notify local health officials, staff, and families of a confirmed case while maintaining confidentiality, as per the state and local Department of Health guidelines. [Communicable Disease Service guidance](#) will be followed for illness reporting. Additionally, schools will provide families with a symptoms checklist before the start of the school year to promote symptom monitoring at home, while encouraging them to keep their child home if they are sick.

Screening

- Staff will check students for symptoms upon arrival, including visual and comprehensive symptoms-monitoring and temperature checks with no-touch thermometers. Staff will also be similarly monitored for symptoms themselves upon arrival.
- All health checks will be conducted in accordance with all applicable privacy laws and regulations and in accordance with state and federal guidance.
- If signs are observed, the results will be documented and escalated to the appropriate school and local officials
- Proper accommodations will be made for any individuals with disabilities to ensure safe and effective screening procedures

Procedures for Symptomatic Staff and Students

Protocol Prep							
Satellite Nursing Room	<ul style="list-style-type: none"> • Dedicated space for students with COVID symptoms. • No students with non-COVID symptoms should enter this room. • Room must be supervised by an adult when there are students inside 						
Nurse's Office	<ul style="list-style-type: none"> • Separate space to care for and treat students with injuries or non-COVID related illnesses (significant cuts and scrapes, vomiting, etc) • Schools will prepare Main Office to triage minor, non-COVID medical issues • Appendix A: List of supplies to be kept in Main Office and classrooms 						
PPE for Nurse	<table border="1"> <tbody> <tr> <td>At all times</td> <td>- Mask</td> </tr> <tr> <td>When assessing COVID symptoms</td> <td>- Gloves, gown, face shield (in addition to mask) or goggles</td> </tr> <tr> <td>Between cases of COVID symptoms</td> <td> <ul style="list-style-type: none"> - Remove and dispose of gloves, perform hand hygiene, replace gloves when needed - Sanitize/disinfect face shield/goggles, remove/change gown </td> </tr> </tbody> </table>	At all times	- Mask	When assessing COVID symptoms	- Gloves, gown, face shield (in addition to mask) or goggles	Between cases of COVID symptoms	<ul style="list-style-type: none"> - Remove and dispose of gloves, perform hand hygiene, replace gloves when needed - Sanitize/disinfect face shield/goggles, remove/change gown
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When assessing COVID symptoms	- Gloves, gown, face shield (in addition to mask) or goggles						
Between cases of COVID symptoms	<ul style="list-style-type: none"> - Remove and dispose of gloves, perform hand hygiene, replace gloves when needed - Sanitize/disinfect face shield/goggles, remove/change gown 						

Appendix A: Medical Supplies for Classrooms and Main Office

Main Office	<ul style="list-style-type: none"> • PPE: Disposable gloves, Hand sanitizer, sanitizing wipes, Lysol spray • Injuries: Band-aids, Gauze and tape, antibacterial ointment, disposable ice pack, cotton q-tips
Classrooms	<ul style="list-style-type: none"> • PPE: Hand sanitizer, sanitizing wipes, Lysol spray

Sick Student Protocols

Sick Child Protocol	
Arrival	<ul style="list-style-type: none"> • Students with fevers may not enter the school building
Isolate	<ul style="list-style-type: none"> • If teacher observes COVID symptoms or student reports COVID symptoms, student goes immediately to Satellite Nursing Room

	<ul style="list-style-type: none"> ● Nurse and student perform hand hygiene and don appropriate PPE 				
Examine	<ul style="list-style-type: none"> ● Take temperature using no-touch thermometer ● Observe/ask about the following symptoms: <ul style="list-style-type: none"> ○ Rash appearing on skin ○ Dry cough ○ Flu-like symptoms: chills, muscle/body ache, lethargy, loss of taste and smell, headache, chest pain/difficulty breathing, etc. 				
Determine Next Steps	<table border="1"> <tr> <td>COVID symptoms</td> <td> <ul style="list-style-type: none"> ● Send home if: <ul style="list-style-type: none"> ○ Fever over 100.4 degrees ○ 2 COVID-like symptoms (dry cough + headache)– even if no fever ● Communicate COVID symptoms to Director of Operations </td> </tr> <tr> <td>Non- COVID symptoms</td> <td> <ul style="list-style-type: none"> ● Determine if student should be sent home or go back to class. ● If student is being sent home but does not have COVID symptoms, student should not wait with students being sent home with COVID symptoms. </td> </tr> </table>	COVID symptoms	<ul style="list-style-type: none"> ● Send home if: <ul style="list-style-type: none"> ○ Fever over 100.4 degrees ○ 2 COVID-like symptoms (dry cough + headache)– even if no fever ● Communicate COVID symptoms to Director of Operations 	Non- COVID symptoms	<ul style="list-style-type: none"> ● Determine if student should be sent home or go back to class. ● If student is being sent home but does not have COVID symptoms, student should not wait with students being sent home with COVID symptoms.
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Send Home if applicable	<ul style="list-style-type: none"> ● Make phone call to family informing them of the decision to send the student home. ● Update send-home letter stating reason for send-home and conditions for building re-entry. ● Adult picking up student must sign letter. School keeps one copy, and family keeps another copy. 				
Care if unable to go home immediately	<ul style="list-style-type: none"> ● Provide care: allow student to rest, give water, provide comfort as possible/needed ● If student is not picked up within two hours, reassess/examine (take temperature, assess cough, etc.) every two hours to monitor symptoms and communicate updates to family 				
Post Send-Home Checklist	<ul style="list-style-type: none"> ● Perform hand hygiene, remove and replace all PPE- take off gloves inside out, throw gloves away, replace mask, remove and replace gown, and remove and clean goggles/face shield ● File signed student send home letter in student health file. ● Sanitize any surfaces the sick student touched, and all surfaces within 6 feet 				
Monitoring Symptoms at Home	<ul style="list-style-type: none"> ● Monitor symptoms through daily family communication ● Email daily communication about sick students <ul style="list-style-type: none"> ○ Arrival staff: List of students who require doctor’s note for re-entry 				
Return to School	<ul style="list-style-type: none"> ● A student presenting symptoms of COVID in schools must stay home until dated doctor's note is received, clearing student to return to school ● If determined that the child has tested positive for COVID-19, the Director of Operations will escalate to appropriate health and local officials per New Jersey State Guidance 				

Immunocompromised/Medically Fragile Students

Not Medically Exempt from School	Medically Exempt from School
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<p>Students who have asthma, or any other condition that causes increased risk:</p> <ul style="list-style-type: none"> ● may not be medically exempt from school, <u>but</u> ● might need an individual plan (similar to an asthma action plan) <p>Final action plans should be determined on a case-by-case basis, at the discretion of the school.</p>	<p>Students who have conditions that cause significantly increased risk (Chroner's disease, leukemia, cancer, severe asthma, etc):</p> <ul style="list-style-type: none"> ● may be medically exempt from some or all parts of in-person school, <u>and</u> ● would require an individual instructional plan (not IEP/504) <p>Final action plans should be determined on a case-by-case basis, at the discretion of the school.</p>
<ul style="list-style-type: none"> ● Additional preventative measures: <ul style="list-style-type: none"> ○ Preferential seating in classroom (close to door/window, nearest to air vent for circulation, etc) ○ Supplemental sanitizing of desk and chair ○ Extra opportunities to wash/sanitize hands under supervision ○ Phone calls to monitor and educate family on social distancing, hand hygiene, etc ● Additional symptom monitoring: <ul style="list-style-type: none"> ○ Temperature monitoring throughout day (past arrival) ○ Daily check-ins with Nurse for observation ● Alternate arrival/dismissal location(s)/time(s) to avoid crowds 	<ul style="list-style-type: none"> ● Reduce time in the building: <ul style="list-style-type: none"> ○ Zoom in to classroom to 'participate' in in-person learning from home (ChromeBook in back of classroom) ○ Reduced time spent in building, with supplemental work sent home/opportunities for remote learning ● Eliminate time in the building: <ul style="list-style-type: none"> ○ Participate in remote learning, including daily Zoom instruction 5 days/week ○ Zoom in to classroom to 'participate' in in-person learning from home (ChromeBook in back of classroom) ● Additional instruction to be provided at Leader discretion
<ul style="list-style-type: none"> ● Continuous disinfecting of classrooms and therapy rooms that service students with complex disabilities, including tools for communication, mobility, and instruction. ● Any student or staff member who has a documented medical reason that prevents them from tolerating a face mask will be required to maintain a social distancing of 6ft. If social distancing cannot be maintained, we will continue to work with the individuals but will also rely on other risk-mitigation measures we are taking to protect the student and the cohort that the student is in (frequent handwashing, etc.) 	

Sick Staff Protocols

<ul style="list-style-type: none"> ● Schools must have a clear and comprehensive symptoms-monitoring plan implemented at arrival daily <ul style="list-style-type: none"> ○ Must include touchless temperature checks for all staff ○ Any staff member with a fever of 100.4 or higher should not enter the building
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Sick Staff Member Protocol

Arrival	<ul style="list-style-type: none"> ● Staff members with fevers may not enter the school building 				
Isolate	<ul style="list-style-type: none"> ● Staff member experiencing symptoms of COVID comes directly to Satellite Nursing Room ● Nurse and staff member perform hand hygiene and don appropriate PPE 				
Examine	<ul style="list-style-type: none"> ● Take temperature using no-touch thermometer ● Observe/ask about the following symptoms: <ul style="list-style-type: none"> ○ Dry cough ○ Flu-like symptoms: chills, muscle/body ache, lethargy, loss of taste and smell, headache, chest pain/difficulty breathing, etc 				
Determine Next Steps	<table border="1"> <tr> <td>COVID symptoms</td> <td> <ul style="list-style-type: none"> ● Communicate COVID symptoms to Director of Operations and Principal ● School Leader sends staff member home immediately </td> </tr> <tr> <td>Non- COVID symptoms</td> <td> <ul style="list-style-type: none"> ● Determine if staff member is well enough to return to classroom ● Communicate update to Director of Operations and Principal </td> </tr> </table>	COVID symptoms	<ul style="list-style-type: none"> ● Communicate COVID symptoms to Director of Operations and Principal ● School Leader sends staff member home immediately 	Non- COVID symptoms	<ul style="list-style-type: none"> ● Determine if staff member is well enough to return to classroom ● Communicate update to Director of Operations and Principal
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Send Home <i>if applicable</i>	<ul style="list-style-type: none"> ● If physically possible, staff member should leave the building immediately ● If staff member is unable to get home alone, Director of Operations calls emergency contact to pick them up ASAP 				
Care <i>if unable to go home immediately</i>	<ul style="list-style-type: none"> ● Provide general care to sick staff member if they are unable to leave immediately 				
Post Send-Home Checklist	<ul style="list-style-type: none"> ● Perform hand hygiene, remove and replace all PPE- take off gloves inside out, throw gloves away, replace mask, remove and replace gown, and remove and clean goggles/face shield ● Sanitize any surfaces the sick staff member touched, and all surfaces within 6 feet 				
Return to Building	<ul style="list-style-type: none"> ● A staff member presenting symptoms of COVID in schools must stay home until dated doctor's note is received, clearing staff member to return to school ● If determined that the individual has tested positive for COVID-19, the Director of Operations will escalate to appropriate health and local officials per New Jersey State Guidance 				

External Visitors Policy

Partnership between the community and schools is highly valued at North Star Academy. In creating the safest possible educational environments, NSA is working to reduce the risk of infection from COVID-19 to the school community, and as such, must revisit the mechanisms for partnering with the community and sharing the work of our schools externally. In order to reduce the spread of COVID-19, NSA must restrict access to its school facilities to all external visitors.

An external visitor is any non-Uncommon Schools staff member who is not engaged in contracted work at a school facility. Prior to COVID-19, external visitors consisted of job candidates, donors, community members, elected officials, prospective families, other educators and media.

2F: Critical Area of Operation #6: Contact Tracing

Summary

In the case of an individual testing positive for COVID-19, Uncommon Schools North Star Academy will notify local and state departments of health immediately upon being informed. North Star Academy will also support local health departments in tracing all contacts of the individual, in accordance with the protocols, training, and tools provided through the CDC and New Jersey Department of Health guidelines. Confidentiality will be maintained as required by federal and state law and regulations and Uncommon Schools North Star Academy is committing to adhering to all applicable federal and state requirements regarding privacy of educational records (e.g. FERPA). Uncommon Schools North Star Academy will also cooperate with local and state department of health contact tracing, isolation, and quarantine efforts. Moreover, all policies relevant to contact sharing will be shared with school administrators, school leaders, counselors, staff, families and students and we will continue to communicate New Jersey Department of Health guidelines as part of our ongoing collaboration. Any student, family or staff member is strongly encouraged to self-report symptoms and/or suspected exposure and all staff and students will be educated on proper hygiene and social distancing etiquette.

2G: Critical Area of Operation #7: Facilities Cleaning Practices

Summary

In addition to adhering to existing required facilities cleaning practices and procedures, Uncommon Schools North Star Academy will adopt any additional and specific requirements from local and state health departments and use common EPA-registered cleaning products for disinfection purposes accordingly. All cleaning guidance in this document is based on and may be superseded by updated guidelines from CDC, DOE or state mandates in a region.

- ✓ All buildings must be sanitized before allowing any occupants to return
- ✓ All buildings must be sanitized between student/staff shifts (ie. at night) and must implement day-time classroom sanitizing protocols
- ✓ All buildings must implement a day-time sanitizing schedule for high-risk areas (doorknobs, bathrooms, water fountains, athletic equipment, shared technology, phones, etc.)

Cleaning Checklist

In Session

Cleaning that takes place daily and ongoing while students are in buildings

HIGH-TOUCH SPACES: <i>Doorknobs, Water Fountains, Elevator Buttons, Hand Railings, Kitchen Surfaces, etc.</i>	
Task/Scope	Supplies needed
<i>Standard Cleaning Expectations</i>	<ul style="list-style-type: none"> ✓ PPE - Rubber Gloves, Masks & Safety Glasses ✓ EPA Approved Disinfectant (ex. DIC-1 Spray Disinfect)
1. Wipe clean surfaces with duster and clean rag	

COVID-19 Specific Expectations		<ul style="list-style-type: none"> ✓ Microfiber Cloth/Sponges ✓ Spray Bottle ✓ Dusters ✓ Clean rags or paper towel ✓ Garbage Liners 	<ul style="list-style-type: none"> ✓ EPA Approved Glass Cleaner (ex. DIN13 Glass Cleaner) ✓ Paper Towels
2. Sanitize surfaces with EPA Approved disinfectant and EPA Approved Glass Cleaner			
<p>Rationale: According to CDC guidance, sanitization using EPA-approved disinfectants against COVID-19 can help reduce the risk. Frequent sanitization of surfaces and objects touched by multiple people is important.</p>			
<p>CLASSROOM & OFFICE SPACES: <i>All Classrooms, Main Office, Teacher Work Rooms, Conference Rooms, etc.</i></p>			
Task/Scope	Supplies needed		
Standard Cleaning Expectations			
1. Empty and remove trash in waste receptacles	<ul style="list-style-type: none"> ✓ PPE - Rubber Gloves, Masks & Safety Glasses ✓ 18" or 24" Dust Mop ✓ Mop/Bucket and wringer ✓ Broom & Dustpan ✓ Microfiber Cloth/Sponges ✓ Spray Bottle ✓ Dusters ✓ Clean rags or paper towel ✓ Garbage Liners 	<ul style="list-style-type: none"> ✓ EPA Approved Floor Cleaner (ex. DIN20 pH Neutral Floor Cleaner) ✓ EPA Approved Disinfectant (ex. DIC-1 Spray Disinfect) ✓ EPA Approved Glass Cleaner (ex. DIN13 Glass Cleaner) ✓ Toilet Paper ✓ Paper Towels ✓ Liquid Hand Soap ✓ D1N1 All Purpose Cleaner 	
2. Damp wipe waste receptacles inside and out to remove soil			
3. Replace plastic trash liners			
4. Clean glass in doors and partitions and on the inside of windows to remove smudges			
5. Sweep and dust mop floors			
6. Wet Mop smooth floors			
7. Clean bathrooms <i>if applicable</i> (See specifications for bathroom cleaning and sanitizing)			
COVID-19 Specific Expectations			
1. Wipe and sanitize students and teachers' desks, tables, and chairs			
2. Wipe down and sanitize classroom doors completely. (frame jams, top, sides, glass inside and out, hinges, knobs, light switches)			
3. Clean and sanitize trash cans			
4. Clean and sanitize countertops			
5. Clean and disinfect soap and paper towel dispensers / refill			
<p>Rationale: Disinfectants kill germs on surfaces. By killing germs on a surface after cleaning, you can further lower the risk of spreading infection. EPA-approved disinfectants against COVID-19 are an important part of reducing the risk of exposure to COVID-19.</p>			
<p>RESTROOMS: <i>Staff and Student</i></p>			
Task / Scope	Supplies Needed		
Standard Cleaning Expectations			
1. Test all dispensers to ensure all are in working order (paper towel, soap, etc.) (Report any damaged)	<ul style="list-style-type: none"> ✓ PPE - Rubber Gloves, Masks & Safety Glasses ✓ Toilet Brush and EPA Approved Toilet Bowl Cleaner (ex. IN8 Clinging bowl cleaner) 	<ul style="list-style-type: none"> ✓ EPA Approved Disinfectant (ex. DIC-1 Spray Disinfect) ✓ Dusters ✓ EPA Approved Glass Cleaner (ex. DIN13 Glass Cleaner) 	
2. Empty and remove trash in waste receptacles			

3. Damp wipe waste receptacles inside and out to remove soil	<ul style="list-style-type: none"> ✓ Mop/Bucket and wringer ✓ Clean rags or paper towel ✓ Microfiber Cloth/Sponges ✓ Spray Bottle EPA Approved Floor Cleaner (ex. DIN20 pH Neutral Floor Cleaner) 	<ul style="list-style-type: none"> ✓ EPA Approved Stainless Steel Cleaner (ex. DIC11 Stainless Steel Cleaner) ✓ Toilet Paper ✓ Paper Towels ✓ Liquid Hand Soap ✓ Garbage Liners 		
4. Clean mirrors; chrome and glass				
5. Dust / sweep floor				
6. Wash doors completely; (frame jams, top, sides, glass inside and out, hinges, knobs)				
7. Clean glass interior doors, etc.				
8. Spot clean walls				
9. Sweep and mop all hard floor surfaces				
COVID-19 Specific Expectations				
10. Clean and sanitize toilets & urinals; valves				
11. Clean and sanitize sanitary dispensers / Refill with Brown Sanitary Bags				
12. Clean and sanitize countertops sink / faucet				
13. Clean and sanitize soap, paper towel and toilet paper dispensers				
14. Clean and sanitize trash cans				
15. Clean and sanitize partition doors				
16. Clean and sanitize rubber mats (if applicable)				
<p>Rationale: Disinfectants kill germs on surfaces. By killing germs on a surface after cleaning, you can further lower the risk of spreading infection. EPA-approved disinfectants against COVID-19 are an important part of reducing the risk of exposure to COVID-19.</p>				
COMMON SPACES: Hallways, Gym, Commons, Elevators, etc.				
Task / Scope	Supplies Needed			
Standard Cleaning Expectations	<ul style="list-style-type: none"> ✓ PPE - Rubber Gloves, Masks & Safety Glasses ✓ Broom & Dustpan ✓ Mop/Bucket and wringer ✓ Clean rags or paper towel ✓ Microfiber Cloth/Sponges ✓ Spray Bottle ✓ EPA Approved Floor Cleaner (ex. DIN20 pH Neutral Floor Cleaner) 			
1. Empty and remove trash in waste receptacles	<ul style="list-style-type: none"> ✓ EPA Approved Disinfectant (ex. DIC-1 Spray Disinfect) 			
2. Move trash to collection point and dispose of in proper disposal container or dumpster.	<ul style="list-style-type: none"> ✓ Dusters 			
3. Damp wipe waste receptacles inside and out to remove soil.	<ul style="list-style-type: none"> ✓ EPA Approved Glass Cleaner (ex. DIN13 Glass Cleaner) 			
4. Clean glass in doors and partitions and on the inside of windows to remove smudges	<ul style="list-style-type: none"> ✓ EPA Approved Stainless Steel Cleaner (ex. DIC11 Stainless Steel Cleaner) 			
5. Dust mop smooth floors with a treated dust mop.	<ul style="list-style-type: none"> ✓ Paper Towels 			
6. Wet mop floors	<ul style="list-style-type: none"> ✓ Garbage Liners 			
7. Thoroughly vacuum and spot clean all stains on all carpeted areas	<ul style="list-style-type: none"> ✓ Electrostatic Gun 			
8. Dust and clean all windows and ledges by stairwells. handrails				

9. Sweep and mop all hard floor surfaces	
10. Wipe down & Clean with Stainless steel all Elevators, including elevator buttons	
COVID-19 Specific Expectations	
11. Wipe and sanitize all tables, chairs, flat surfaces	
12. Clean and sanitize trash cans	
13. Wipe and sanitize all doors/entrances	
Rationale: Disinfectants kill germs on surfaces. By killing germs on a surface after cleaning, you can further lower the risk of spreading infection. EPA-approved disinfectants against COVID-19 are an important part of reducing the risk of exposure to COVID-19.	

Between Student & Staff Shifts Cleaning Checklists

Cleaning that takes place daily while students/staff are not in the building (after students/staff leave and before they return)

CLASSROOM & OFFICES: <i>All Classrooms, Main Office, Teacher Work Rooms, Conference Rooms, etc.</i>	
Task/Scope	Additional Supplies needed
Standard Cleaning Expectations	<ul style="list-style-type: none"> ✓ Vacuum Cleaner ✓ Electrostatic Gun
1. Perform all standard contract negotiated cleaning	
COVID-19 Specific Expectations	
2. Spray disinfectant DIC – 1 with the electrostatic sprayer	
3. Vacuum rugs daily (if not already in regular contract)	
Rationale: Electrostatic disinfection reduces the time it takes to cover and sanitize all surfaces and hard-to-reach places by 50% compared to conventional methods; improves infection control and the spread of viruses such as influenza, MRSA, HIV and many others; applies chemicals in a more efficient, controlled manner, eliminating the dangers of overuse Source: Commercial Cleaning Corps	
RESTROOMS: <i>Staff and Student</i>	
Task / Scope	Additional Supplies Needed
Standard Cleaning Expectations	<ul style="list-style-type: none"> ✓ Electrostatic Gun
1. Perform all standard contract negotiated cleaning	
COVID-19 Specific Expectations	
2. Spray disinfectant DIC – 1 with the electrostatic sprayer	
Rationale: Electrostatic disinfection reduces the time it takes to cover and sanitize all surfaces and hard-to-reach places by 50% compared to conventional methods; improves infection control and the spread of viruses such as influenza, MRSA, HIV and many others; applies chemicals in a more efficient, controlled manner, eliminating the dangers of overuse Source: Commercial Cleaning Corps	
COMMON SPACES: <i>Hallways, Gym, Commons, etc.</i>	
Task / Scope	Additional Supplies Needed
Standard Cleaning Expectations	<ul style="list-style-type: none"> ✓ Electrostatic Gun
1. Perform all standard contract negotiated cleaning	

COVID-19 Specific Expectations	
2. Spray disinfectant DIC – 1 with the electrostatic sprayer	
<p>Rationale: Electrostatic disinfection reduces the time it takes to cover and sanitize all surfaces and hard-to-reach places by 50% compared to conventional methods; improves infection control and the spread of viruses such as influenza, MRSA, HIV and many others; applies chemicals in a more efficient, controlled manner, eliminating the dangers of overuse</p> <p>Source: Commercial Cleaning Corps</p>	

2H: Critical Area of Operation #8: Meals

Summary

Given the limits on crowds and additional precautions necessary to ensure student health & safety, our meal service systems will adjust to all social distancing, cleaning, and behavioral guidelines outlined by local and state officials. As always, we will comply with the New Jersey Department of Agriculture’s Child Nutrition Program rules and regulations.

Food Service Systems & Procedures

Health & Safety Guidance	Food Service Non-Negotiables
Capacity	<ul style="list-style-type: none"> ✓ Meal service should take place in classrooms and/or in groups of no more than 50 students.
Social distancing	<ul style="list-style-type: none"> ✓ Service systems must prioritize “batching” and limit cross-cohort interaction
Food safety	<ul style="list-style-type: none"> ✓ Schools will work with DOE/Food Service Vendor to provide unitized meals (all food items packaged together), to the extent possible ✓ If campuses are distributing hot meals, safety regulations must be followed to ensure that meals and milk do not fall below health and safety guidelines ✓ Establish a clean, sanitized surface/table that is designated for meal service where meals can be placed. ✓ Staff members handling food should: <ul style="list-style-type: none"> o Wash hands, following handwashing protocol by the CDC, prior to contact with any food or materials o Wear gloves ✓ Any food item or utensil that is touched by a student during meal must be thrown away
Hygiene & Transmission Control	<ul style="list-style-type: none"> ✓ Students must: <ul style="list-style-type: none"> o Wash hands / sanitize before and after meals o Wear face mask at all times, except when eating o Refrain from sharing food or utensils ✓ Students who are eating and not wearing a mask must be at least 6 feet apart from other unmasked students ✓ Students should not be seated facing each other ✓ All eating surfaces must be sanitized before and after meals ✓ The amount of staff members delivering and touching food will be limited ✓ Food should be handed out to students by staff members only. To minimize the risk of spread, students should not touch any packaged meals being distributed. ✓ Water fountains should be used with refillable water bottles only; no student should be drinking directly from the water fountain

2I: Critical Area of Operation #9: Recess/Physical Education

Summary

Lunch Recess and Physical Education systems will adhere to crowd size limitations (i.e. no more than 50 students in a space) and cohorts will be staggered to limit transmission risks across groups. All social distancing of at least 6 feet of open space will be maintained, as indicated by clear markings. Shared equipment should not be used, consistent with transmission control guidelines.

Outdoor Recess	Students remain in cohorts Stagger schedule and location to ensure small group size and maintain cohorting/batching model
Indoor Recess	Students remain in cohorts in classrooms Students play socially-distant games or structured activities, or can play computer games

- Locker rooms may not be used for any purpose other than restroom use.
- Restroom capacity will be limited to 1 person at a time.
- We will populate all shared spaces with clear markings and signage to maintain social distancing
- We will incorporate hand-washing practices after outdoor playtime
- If at any time playground or physical education equipment is used, it will be disinfected according to proper sanitization guidelines.

2J: Critical Area of Operation #10: Field Trips, Extra-curricular Activities, and Use of Facilities Outside of School Hours

Summary

Uncommon Schools North Star Academy will ensure that all cleaning, safety, and social distancing protocols are followed in all extra-curricular activities or gatherings, including athletic, non-athletic and after-school programs.

Field Trips

Field trips are on pause until at least 2021. At this time, we will revisit the policy and protocols for student field trips.

Extracurriculars

K-12 Athletics Guidelines

- All hard surfaces should be sanitized, including any equipment such as weight benches, athletic pads, etc., before and after an individual or groups of individuals enter a facility.
- Individuals should wash their hands for a minimum of 20 seconds with warm water and soap before touching any surfaces or participating in workouts (or use hand sanitizer if soap & water are not readily available)

- All individuals present (coaches, students, parents, athletic trainers, etc.) must be screened for signs/symptoms of COVID-19 prior to entering the facility. Screening includes a temperature check and visual symptom monitoring
- Any person with positive symptoms reported should not be allowed to take part in athletic activities
- Vulnerable individuals (as defined by the CDC) shall not oversee or participate in any workouts unless cleared by a physician prior to participating
- Players and coaches must wear face coverings to and from workouts, but players' masks may be removed while a player has entered his/her designated workout area and is engaged in activity.
- Unless permitted through federal (NFHS) or state (NJSIAA) associations, there will be no physical contact between any individuals
- There must be a minimum distance of 6 feet between players at all times, with players assigned designated workout areas that ensure they will remain 6 feet away from other individuals at all times
- All students must bring their own water bottle labeled with his/her name. Water bottles must not be shared

After School Guidelines

Health & Safety Guidance	After School Enrichment Non-Negotiables
PPE & Transmission Control	<ul style="list-style-type: none"> ● After School transitions must be staggered so that students always maintain 6 feet of social distancing. ● Transition to After School must be staggered so that no more than 50 students are in one space at any given time, including but not limited to: <ul style="list-style-type: none"> ○ Hallways ○ Classrooms ○ Stairwells ○ Auditoriums ○ Common Spaces ○ Multi-Purpose Rooms ○ Cafeterias ○ Sidewalks ● Students transition directly to designated After School Enrichment location. ● After School Enrichment track enrollment should guarantee that there are less than 25 people (staff and students) in a given space for an activity. This assumes that After School Enrichment will take more than 45 minutes.
Social Distancing	<ul style="list-style-type: none"> ● Staff and students should have no physical contact and should remain at least 6 feet apart for all activities.
Hygiene Practices	<ul style="list-style-type: none"> ● Designated After School spaces must be sanitized prior to students transitioning into given space. ● Sanitization of After School Enrichment materials and/or equipment must take place before student or staff contact. ● Hand sanitizing/hand washing should happen during the After School transition window and before starting activities

2K. Academic, Social, and Behavioral Supports

Mental Health, Behavioral, and Emotional Support Services & Programs

Uncommon Schools North Star Academy will create four lessons for each grade span that will be incorporated into the curriculum exploring intellectual, physical, emotional, social, and spiritual wellness. The objective is to provide students with safe spaces to explore their emotions during these challenging times and take care of their whole selves. In its continued and expanding efforts to support students in need of additional mental health, behavioral and emotional support, North Star Academy will have the following three centralized priorities for the 2020-21 school year.

(1) Centralized Sharing of Wellness Resources:

Schools will include a “Wellness Corner” in weekly communications to families and staff where both student and teacher-facing wellness resources and activities will be provided from the Uncommon Wellness Group (comprised of social workers from across all Uncommon Schools’ regions). These resources will be organized by an assigned “Wellness Lesson” of the month. Wellness Corner will also be added to a “Virtual Calming Room Website” which will be found on all Uncommon Schools’ websites.

(2) Streamlined Systems for Wellness Service Referral/Documentation

A “Student Wellness Referral and Tracker” tool will be utilized to identify any and all supports that students may need. This will allow teachers and staff to submit a referral directly to social workers and/or counselors who can determine the appropriate next steps.

(3) Explicit Wellness Instruction

Teachers will be provided with lesson plans specific to their gradespan that align with the monthly Wellness Lesson and will execute on those lessons monthly - either remotely or in-person. These lessons will be incorporated into the curriculum exploring intellectual, physical, emotional, social, and spiritual wellness. The objective is to provide students with safe spaces to explore their emotions during these challenging times and take care of their whole selves

In addition, before the start of the 2020-21 school year, two Uncommon Schools’ Social Worker Supervisors will be conducting two days of virtual professional development for all school-based social workers and counselors on the following topics:

- Who we are as Uncommon SW/Counselors
- Trauma - Fostering Resilient Learners & Trauma Sensitive Classrooms
- Social Emotional Learning (SEL)
- Wellness
- Grief, Loss, and Anxiety

3. Leadership and Planning

Summary

Uncommon Schools North Star Academy has created a cross-regional and centralized Comeback Team which has amassed research, created policies, and published school deliverables across 11 areas of work; namely Health and Safety, Policies and Regulation, K-8 Instruction, High School Instruction, School Operations, Professional Development, Office Operations, Reclosure, Events, Communication, and Finance. Collaborators

include Home Office employees, charter school boards of trustees, school administrators, school leaders, and content experts.

3A: Pandemic Response Teams

The Comeback Team will work in collaboration with our Pandemic Response Teams. We will keep equity at the forefront and ensure that our policies, deliverables, and communications are representative of non-English speaking families, students with disabilities, and other diverse socioeconomic backgrounds. The Pandemic Response team will oversee implementation of our reopening plan, provide leadership in terms of crisis and safety management, adjust existing protocols as needed per updated state and local guidance, ensure staff are trained properly, compile school health and safety data, including the monitoring of COVID-19, communicating with the broader school community, and allowing for staff, family and student voices to be heard and inform decision-making.

Pandemic Response Team Representatives
Managing Director (Lead Person)
Principal
Associate Chief Operating Officer
Associate Director, School Support
Senior Director, External Affairs
Dean of Curriculum & Instruction
Teachers
Senior Director of Special Education
Director of Social Work
School Nurse
Dean of Students
Director of Facilities
Parents

3B: Scheduling

We are committed to the well-being and safety of our students. We are designing our program to work as a hybrid model, with part time in-person and part time remote. Our hybrid model will provide elements of live instruction and socialization that we believe is extremely important for student socioemotional development and learning.

We know, however, that some families may need or wish to consider a full remote option for their child during the COVID-19 pandemic, due to health or safety concerns. In those situations, we do have a process families can follow to request a full remote option, as we are invested in providing all our students with access to learning and instruction, even when they are unable to be physically present in the school building. This process will include a survey to families to be sent out on July 31, 2020, due back on August 7 to allow us to make initial schedules. After that point, families will be given one more opportunity before the start of school to make a selection and will have the opportunity to choose between hybrid instruction or full remote instruction each quarter. Moreover, if at any point, circumstances require a shift back to virtual learning models, Uncommon will adjust to a full-remote model using existing curriculum plans as guidance. All-remote students will receive the same quality of education as hybrid students and both learning groups could undergo a combination of synchronous and asynchronous learning, further detailed in [Section 5C: Curriculum, Instruction and Assessments](#). Although all North Star Academy schools will begin the year in a remote model, our school buildings may be open for a select group of students based on need.

Additionally, Uncommon Schools North Star Academy will report to the NJDOE with data regarding participation in full time remote learning, including by each of the following subgroups: economically disadvantaged; major racial and ethnic groups; students with disabilities; and English learners, as expected by state guidance.

Remote Learning Model

K-8 Overview

We continue to believe that in-person instruction is important for the well-being of our students, while also prioritizing safety. As we monitor local and state conditions related to COVID and other factors, all Uncommon Schools North Star Academy students will begin the first two weeks of school in a remote model with students learning from home. We will start remotely on August 31st and continue remotely through October 2nd. During this time, our school buildings may be open for a select group of students.

Each week, during remote instruction from August 31st through October 2nd, elementary and middle school scholars will receive online remote instruction in ELA, Math, History and Science. Learning will include recorded videos and student work packets as well as independent reading for a total of roughly:

- Grades K-1: 2 hours per day
- Grades 2-4: 3 hours, 15 minutes per day
- Grades 5-8: 5 hours per day

Each family will be able to create a schedule that meets their individual needs and builds in time for students to complete assignments. At the end of every day, students will upload the day’s assignments. Teachers will also reach out to each scholar’s family to set up check-ins for 10-20 minutes each week. Teachers will also hold office hours Monday - Thursday from 9am-11am and 2pm-4pm for additional support.

K-8 Remote Instruction - Sample Daily Schedules

Please note that these all following schedules are sample schedules and will be modified to meet the needs of families. In addition, schools may need to continue to make changes as demand for remote learning changes.

K-2	
<i>Time</i>	<i>Subject</i>
9:00am - 9:45am	Skills - Phonics

9:45am - 10:00am	Break
10:00am - 10:45am	Narrative Reading
10:45am - 11:00am	Break
11:00am - 11:45am	Math
11:45am - 12:45pm	Lunch
12:45pm - 1:15pm	Independent Reading
1:15pm - 1:30pm	Break
1:30pm - 2:15pm	Knowledge - Writing

3-4	
<i>Time</i>	<i>Subject</i>
9:00am - 10:00am	Informational Reading
10:00am - 10:10am	Break
10:10am - 11:10am	Math
11:10am - 11:20am	Break
11:20am - 12:20pm	Narrative Reading
12:20pm - 1:20pm	Lunch
1:20pm - 1:50pm	Independent Reading
1:50pm - 2:00pm	Break
2:00pm - 3:00pm	Knowledge - Writing

5-8	
<i>Time</i>	<i>Subject</i>
9:00am - 9:45am	ELA - Reading
9:45am - 10:00am	Break
10:00am - 10:45am	ELA - Writing
10:45am - 11:00am	Break

11:00am - 12:30pm	Math
12:30pm - 1:30pm	Lunch
1:30pm - 2:15pm	Science
2:15pm - 2:30pm	Break
2:30pm - 3:15pm	History
3:15pm - 3:30pm	Break
3:30pm - 4:00pm	Independent Reading

High School Overview

All North Star Academy high school students will begin the year in a remote model with students learning from home. North Star high school students will have a set schedule of between 5 and 6 periods per day of remote instruction, with the other 1-2 periods reserved for breaks or work time during the school day.

Each class period will be led live by a teacher via Zoom. Classtime will include a combination of live, direct instruction and additional work time for students to complete assignments. Students will not be expected to have large amounts of additional assignments (homework) beyond what is expected in class, with exceptions for reading English novels and AP Classes which may have additional assignments due to the pace of the classes.

At the end of the school day, teachers will host Office Hours, or small group tutoring for students who need additional support. During this period as well, students will be able to continue engaging in extracurricular activities including Projects and Clubs like Speech, Debate, and Robotics. All projects will be fully remote and will be led by a combination of teachers and outside experts in their fields. Because they will be online, some projects will also be cross-campus, meaning students will have the opportunity to join together with other Uncommon students from other cities and states.

High School Remote Instruction – Sample Daily Schedule:

Monday - Thursday (55-minute classes)

Time	Subject Option 1	Subject Option 2
8:00-8:55 AM	Math	English
9:00-9:55 AM	Science	College Seminar (1-3 days/week) Arts Electives (2-3 days/week)
10:00-10:55 AM	Spanish Full-Credit Electives (5 days/week) SpEd Pull Out (5 days/week)	English
11:00-11:55 AM	Math	
12:00-12:55 PM	History	College Seminar (1-3 days/week) Arts Electives (2-3 days/week)
1:00-1:55 PM	Science	History
2:00-2:55 PM	Spanish Full-Credit Electives (5 days/week) SpEd Pull Out (5 days/week)	
3:00-3:55 PM	Office Hours and Projects	Office Hours and Projects

Hybrid Instruction

K-8 Hybrid Instruction Schedule Overview

In implementing a hybrid instructional model, North Star Academy Elementary and Middle Schools will use A/B Scheduling. In this model, each grade will be split in half, with one group receiving in-person instruction on Monday and Wednesday, and the remaining students receiving in-person instruction on Tuesday and Thursday. Fridays will be entirely remote, with limited exceptions. Regional and school-based operations staff will coordinate to ensure families with multiple students, and other potential groups (such as carpools) attend schools on the same day. Despite A/B scheduling, Kindergarten classes and students with special needs will be in-person Monday through Thursday. In-person days will be focused on instruction that students will most benefit from having in person, such as text-based discussion, and will include opportunities for socialization, both of which are critically important for student socioemotional development. Staff and students will practice social distancing and wear PPE when they are on campus.

K-8 Hybrid Instruction - Sample Weekly Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
K & SPED	In-person				Remote
1 st -8 th grade M/W Cohort	In-person	Remote	In-person	Remote	
1 st -8 th grade T/Th Cohort	Remote	In-person	Remote	In-person	
Remote Cohort	Remote				

High School Hybrid Instruction Schedule Overview

We expect that Uncommon Schools North Star Academy will eventually open in a hybrid model where students will alternate days learning remotely and in-person.

High school scholars will attend school in person at least 1 day per week. Our goal is to create “squads” of students who have as many of the same class enrollments as possible, so that classroom teachers can rotate classrooms to teach and interactions on campus can be minimized. Staff and students will practice social distancing and wear PPE when they are on campus.

Students will be enrolled in all of the classes they would have been enrolled in previously, including electives, whether remote or in-person. In-person days will be focused on instruction that students will most benefit from having in person, such as text-based discussion or content on which students are likely to need additional support. They will also include opportunities for socialization, both of which are critically important for student socioemotional development.

On remote days, students will follow the same schedule as outlined in the Remote Learning section.

High School Hybrid Instruction - Sample Daily Schedule

Monday-Thursday (55-minute classes)

Time	Online Option 1	Online Option 2	In-Person Option 1	In-Person Option 2
7:00-8:00 AM			Extended arrival, breakfast, hand washing, and advisory	
8:00-8:55 AM	Math	English	Science	History
9:00-9:55 AM	Science	College Seminar (1-3 days/week) Arts Electives (2-3 days/week)	Math	English
10:00-10:55 AM	Spanish Full-Credit Electives SpEd Pull Out	English	History	Arts Elective (9-10) College Seminar (11-12)
11:00-11:55 AM	Math		Lunch + Wellness/PE	Spanish Full-Credit Electives SpEd Pull Out
12:00-12:55 PM	History	College Seminar (1-3 days/week) Arts Electives (2-3 days/week)	Arts Elective (9-10) College Seminar (11-12)	Lunch + Wellness/PE
1:00-1:55 PM	Science	History	Spanish Full-Credit Electives SpEd Pull Out	Math
2:00-2:55 PM	Spanish Full-Credit Electives SpEd Pull Out		English	Science
3:00-3:55 PM	Projects		Projects or Dismissal	
3:55-4:00 PM			Dismissal	

Special Education and ELL:

Regardless of whether we are in person, remote, or in a hybrid model, we remain committed to serving our students with disabilities and our English Language Learners. Students will continue to receive services, supports and modifications in accordance with their IEPs and 504 plans. Some of these supports will be in person and others will be provided via video conferencing based upon individual students' schedules. Additionally, once school re-opens we will resume initial evaluations and reevaluations. For K-8 instruction, Special Education students will be prioritized for in-person learning and will come to school 4 days a week, Monday through Thursday. For High School instruction, squads with Special Education students will be prioritized to come in person more frequently than one day/week – ideally at least three days/week (M/W/F or Tu/Th/F). Schools should work with Regional SpEd Directors to create separate schedules for any self-contained classrooms.

Scheduling for Staff

- Teachers will stay with their designated cohorts for in-person hybrid instruction
- Teachers will teach roughly the same number of periods in a hybrid model (in-person and remote instruction) as they would completely in person.

Medically Fragile Staff:

Uncommon will send out a survey to allow staff who need accommodations to request them from HR, which will be evaluated on a case-by-case basis. This will give the option of virtual instruction for staff who are at greater risk for the impacts of COVID-19.

Communication

Ongoing communication through bi-weekly emails, newsletters, and the like will regularly be maintained with families, students and staff for accurate and timely updates.

Short-Term Family Communications Plans

Date		7/17	7/31	8/14
Centralized Communication from Uncommon Schools North Star Academy		Bi-weekly Email	Bi-weekly Email	Bi-Weekly Email
Content	General	<ul style="list-style-type: none"> Overview of school video Link to Family webpage 	<ul style="list-style-type: none"> Expectations for when and what families will hear for the remainder of the summer 	<ul style="list-style-type: none"> Expectations for start of school details that will come from schools directly
	Re-Opening	<ul style="list-style-type: none"> New start date 8/31 	<ul style="list-style-type: none"> Status of reopening 	<ul style="list-style-type: none"> Re-opening decision status
	Policy / Health & Safety	<ul style="list-style-type: none"> Video and/or webpage highlighting health & safety policies 	<ul style="list-style-type: none"> Information regarding remote-only learning option 	<ul style="list-style-type: none"> High-level reminder of health & safety policies
	Operations	<ul style="list-style-type: none"> Family survey reminder 	<ul style="list-style-type: none"> Plan and timeline to deploy chromebooks to every student 	<ul style="list-style-type: none"> Technology expectations High-level operations FAQs What to expect to hear directly from schools
	Instruction	<ul style="list-style-type: none"> High School summer assignments 	<ul style="list-style-type: none"> Hybrid model sample schedules 	<ul style="list-style-type: none"> Instructional model overview What to expect to hear directly from schools

Long Term Family Communications

Uncommon Schools North Star Academy will continue to communicate with families every one to two weeks at the start of the 2020-21 school year. A dedicated resource page has been created on Uncommon's website that will be updated in real-time as more information becomes available. As the school year begins, schools will also communicate directly with families via email, text and robocall to provide real-time information about school reopening, any changes to the instructional program, and any other urgent information.

Attendance Policy

The safety, well-being and educational success of our students are our primary priority and guiding principles behind the attendance policy. While students are expected to be present and engaged in learning every day, North Star Academy understands that there are extenuating circumstances during this time which may require a student to be absent. Our hybrid and remote model is designed to ensure that students can be actively engaged in learning and have the opportunity to thrive at school, whether in-person or remote. If a student is absent from hybrid or remote learning for the day, we ask that a parent/guardian contact their teacher or the school's operations team through the school's email to notify us of their child's absence. Families should provide a doctor's note or other documentation for absences whenever possible.

Additionally, we will be using very similar mechanisms for tracking attendance as we did in the Spring of 2020. For grades K-4, attendance on remote days will be monitored by student log-ins through instructional apps, which include Amplify and Zearn. In grades 5-8, we will be tracking attendance through Google classroom assignment submissions. In grades 9-12, we will be tracking attendance through live instruction via Zoom. In addition, for all instances of in-person instruction, our regular attendance tracking system will be used, where attendance will be logged in realtime in Powerteacher by the teachers in the classroom. For students who choose a fully remote option, teachers will continue to make wellness-check phone calls twice a week to monitor those students' progress.

Technology

- Uncommon Schools North Star Academy will supply a chromebook to every single student at our schools so that students have proper access to remote instruction. Additionally, we will be providing proper internet access via hotspots for families who indicate that they do not have regular access to the internet.
- Moreover, students and teachers will be trained on how to successfully use and access the online platforms that are necessary to carry out the curriculum.

3C: Staffing

Uncommon Schools North Star Academy will ensure equity and accessibility for all staff and will ensure the continuity of student learning by evaluating staff needs including health and safety, access to technology, and child care concerns. As always, Uncommon Schools North Star Academy will ensure that all applicable employment laws, including but not limited to the American Disabilities Act (ADA) and the Health Insurance Portability and Accountability Act (HIPAA), are adhered to. As outlined in [Section 3B: Scheduling](#), North Star Academy will send out a survey to allow staff who need accommodations to request them, and give the option of virtual instruction for staff who are at greater risk for the impacts of COVID-19. Educators will be held accountable to maintain quality instruction for all students, regardless of the learning model they are engaged with.

In a hybrid learning model, all instructional, administrative and support staff will reinforce social distancing protocol, ensure group interactions are limited, support health and safety logistics, and monitor transition periods. As usual, instructional staff will provide regular feedback to students and families on student progress and class expectations and maintain student engagement through instructional strategies. Curriculum planning will be centralized. Administrators will safely facilitate staff collaboration, prioritize needs of vulnerable students and staff, communicate expectations for high-quality instruction, and support staff, families, and students in its actualization. All support staff are expected to provide assistance in virtual and hybrid environments, in accordance with the learning expectations that are set.

During this time, we will continue to engage with staff through regular staff touchpoints, surveys, and one on one meetings to hear their input and engage them in the development of our ongoing plans and response.

3D: Athletics

All athletics proceedings will be in compliance with the New Jersey State Interscholastic Athletic Association (NJSIAA). For more details regarding this, please see [Section 2J: Critical Area of Operation #10: Field Trips, Extra-curricular Activities, and Use of Facilities Outside of School Hours](#)

4: Policy and Funding

All school funding will prioritize the outlined social distancing protocols and will be managed centrally by Finance, Development and Operations Teams to ensure that existing revenue is reallocated in the most beneficial manner for students, families, staff and the broader school community. They will also ensure that all existing contracts with the State of New Jersey are leveraged to reduce expenses.

5: Continuity of Learning

5A: Ensuring the Delivery of Special Education and Related Services to Students with Disabilities

Uncommon Schools North Star Academy is committed to providing quality education for all students, including students with disabilities and special needs. Students will continue to receive services, supports and modifications in accordance with their IEPs and 504 plans. Some of these supports will be in person and others will be provided via video conferencing based upon individual students’ schedules. For more information on scheduling, please see [Section 3B: Scheduling: Special Education and ELL](#).

CATEGORY	PLAN/MODIFICATION
Lesson plans	<ul style="list-style-type: none"> Like in person, teachers should continue to work with the Special Education Department to make all modifications and accommodations required of students’ IEPs.
Small group	<ul style="list-style-type: none"> Special Education Coordinators should work with their students to create a schedule for small group instruction. There are a few options for how this can look:

instruction	<ul style="list-style-type: none"> ○ PULL OUT: SpEd teachers can create pull out classes during student breaks or when students have elective blocks to form small-group classes. ○ PUSH IN: SpEd teachers can push into GenEd classrooms to support students with IEPs (either in person or remote). ○ Additional Supports: SpEd teachers can create small office hours during the Office Hours block to support students with IEPs
Communication and Documentation	<ul style="list-style-type: none"> ● It is important that we have documentation of all meetings and activities we provide while we are away from school ● Special Education Coordinators will need to keep a written log of all meetings & activities
IEP Meetings	<ul style="list-style-type: none"> ● Will continue via Zoom/conference call, or in person meetings following all social distancing protocols
Speech and Language	<ul style="list-style-type: none"> ● To the degree possible, speech providers should meet with their students via Zoom or in person ● SpEd Coordinators should work to schedule these meetings with students and help coordinate with GenEd teachers to ensure they are able to make up any work missed.
Counseling Support	<ul style="list-style-type: none"> ● Similarly, schools should work to continue to schedule mandatory counseling sessions, both one-on-one and group, with students. This can happen in person or via Zoom. ● Social Workers should work to schedule these meetings with their students and help coordinate with their GenEd teachers to ensure they are able to make up any work missed.
Occupational Therapy	<ul style="list-style-type: none"> ● OT Support will need to take the format of therapists suggesting activities for students to complete and students sending or sharing completed activities with OTs. ● Schools or OTs should provide activities and directions to families and/or students as appropriate. ● OT should only happen in person.
Mandated Reporting	<ul style="list-style-type: none"> ● It is important to remember that even though we are not in the school building, we are still mandated reporters. ● If any staff member sees or hears anything as they interact with students and their families on the phone or via web conferencing, they should follow the regularly prescribed steps for mandated reporting.

5B: Technology and Connectivity

Uncommon Schools North Star Academy will supply a chromebook to every single student at our schools so that students have proper access to remote instruction. Additionally, we will be providing proper internet access via hotspots for families who indicate that they do not have regular access to the internet. Moreover, students and

teachers will be trained on how to successfully use and access the online platforms that are necessary to carry out the curriculum. Deployment of technology will adhere to all state and local health & safety guidelines. Separate needs assessments for students with special needs will be conducted in order to determine the best access to high quality instruction.

5C: Curriculum, Instruction and Assessments

Curriculum

K-8

Curriculum at the K-8 level will remain predominantly as it has in recent years and as approved by current Uncommon Schools North Star Academy charters. The 2020-21 school year will begin with the same curriculum it does every year for each given grade level. Teachers will move forward with grade-level content and give remediation where necessary to catch up any students that may have fallen behind in the previous school year or over the summer. With the capacity to deliver at least partially synchronous instruction, teachers can divide students into homogeneous learning groups so as to target students that may need additional supports.

The most notable change to K-8 curriculum will come in the form of integrating instructional content from third party platforms into our existing instructional programs. It is our belief that these new platforms, such as Zearn for math and Amplify for ELA, will elevate remote learning content and the instructional experience for students.

High School

Uncommon Schools North Star Academy is not changing High School educational programming and it will remain consistent with programming in all current approved charters. Lesson scope and sequence will be the same in the 2020-21 school year; however, the mode of delivery of instruction will vary depending on scenario (be it in-person, remote, or hybrid).

There are two core High School Instructional Lesson Types - Inquiry and Guided Practice. To support teachers in crafting remote and hybrid lessons, the High School instructional team amended lesson planning guides for these two core lesson types to now include additional sections detailing “Techniques for teaching remotely.” These sections offer detailed guidance and tools tailored to remote teaching and learning.

In addition, lead lesson planners and course advisors now utilize a Weekly Grid tool that is designed to highlight for teachers the most important part of a given lesson over the course of a week as well as any modifications that can be made for conducting that lesson remotely.

Instruction

K-8

K-8 instruction in the 2020-21 school year will take a three phased approach: beginning entirely remotely, and then transitioning through two slightly varied hybrid models. As mentioned above, regardless of the phase, the scope and sequence of the curriculum will remain the same.

Remote Learning

For at least two weeks during the beginning of the school year, full-remote instruction will be offered for all K-8 students, which will be paper-based. For K-4 families, instructional materials will be within paper packs to be picked up at school buildings. In addition students will be required to watch 2 previously recorded instructional videos and submit 5 work deliverables per week. Assignments will be submitted directly to teachers. Students

will utilize Zoom to attend office hours and partake in weekly check-ins with teachers. During remote instruction, grades 5-8 will continue to access work through Google Classroom (as they did during remote learning in school year 2019-20). In addition, they will watch 2 previously recorded instructional videos per week and submit 5 work deliverables for each subject area. Work will be submitted through Google Classroom.

Hybrid Learning

Beginning as early as Mid-October, students will transition into a hybrid learning model during which they will attend school in-person for at least two days per week. At the start of hybrid learning, instruction will be device-agnostic while school staff work to deploy chromebooks to every family. It will also consist of a combination of synchronous and asynchronous lessons. Students will watch 5 videos per week and deliverable expectations will remain the same as during remote learning. When students are in-person they will receive small group synchronous instruction.

Once an entire grade level is supplied with Chromebooks, they will be trained on Google Classroom and transition to the second phase of hybrid learning, which will consist of additional synchronous lessons. In this second phase, a number of new instructional platforms will also be utilized. K-4 students will use Zearn to access some portion of their math curriculum, and Amplify for ELA material. 5-8 students will use Zearn in combination with Actively Learn, which allows Uncommon teachers to digitize their preexisting ELA curriculum. For all grades, small group synchronous instruction will happen remotely and in-person during this second phase.

In implementing a hybrid instructional model, North Star Academy Elementary and Middle Schools will use A/B Scheduling. In this model, each grade will be split in half, with one group receiving in-person instruction on Monday and Wednesday, and the remaining students receiving in-person instruction on Tuesday and Thursday. Fridays will be entirely remote, with limited exceptions. Regional and school-based operations staff will coordinate to ensure families with multiple students, and other potential small groups (such as carpools) attend schools on the same day. During hybrid instruction, when feasible, Monday through Thursday in-person instruction will be prioritized for Kindergarten classes and students with special needs and those from certain at-risk populations.

High School

Remote Instruction

High School students will begin the 2020-21 school year entirely remotely. Remote high school instruction will consist of 7 daily periods, with each subject being offered twice over the course of the day. Students will have 5-6 formal instructional periods per day, with the remaining 2 periods being reserved for breaks and additional work time. To accommodate this schedule, teachers will teach 2 periods during the school day. More specifically, teachers with 1 course will teach that course twice in one day—with half of their students attending each period. Teachers with 2 different courses will teach 1 period for each course. And the last period of the day will be reserved for Office Hours or Targeted Tutorial (additional small group support). Schools will need to create custom schedules to make this plan fit and support the enrollment needs of its students and the capacity of its teachers.

Classes on Monday through Thursday are 55 minutes, taught via Zoom, and will generally follow this structure:

- 5 minutes: “Do Now” or opening procedure
- 35 minutes: Synchronous, direct instruction
- 15 minutes: Independent practice/work time

However, teachers can choose to structure the 50 minutes after the “Do Now” in the way that works best for the lesson. The benchmark for student work is that 90% of students complete 100% of assigned work during

the class period. No additional homework will be assigned with the exception of reading needed for English classes and one homework assignment per week by AP teachers.

At the end of the school day, teachers will host Office Hours, or small group tutoring for students who need additional support. During this period as well, students will be able to continue engaging in extracurricular activities including Projects and Clubs. All projects will be fully remote and will be led by a combination of teachers and outside experts in their fields. Because they will be online, some projects will also be cross-campus, meaning students will have the opportunity to join together with other Uncommon students from other cities and states.

Hybrid Instruction

Under a hybrid model, the majority of instruction for High School students will remain remote, with the exception of one day per week of in-person instruction between Monday and Thursday. In order to maintain social distancing and accommodate varied class enrollment and teacher capacity, exact student schedules will vary by school.

For in-person instruction, student groupings, or Squads, will be created of approximately 12-15 students who have as many of the same class enrollments as possible so that classroom teachers can rotate to classrooms to teach. Groups of this size will increase the number of squads that are homogeneous in course enrollment, and allow for social distancing within classrooms. Squads will be assigned one classroom in which to spend the entirety of the school day. Squads will also be assigned designated staff Squad Leaders to oversee the group during breakfast, lunch, dismissal, and advisory time. Squads will replace advisories during a remote or hybrid scenario – squad leaders will complete typical advisor actions such as leading Report Card Conferences. In the event of return to full in-person instruction, schools can decide to revert to original advisories or reconfigure squads to create new advisories for the remainder of the year.

Assessment

K-8

Plans for K-8 student assessment are still evolving at the time of submission of this document in part because assessing K-8 students is most effective when done in-person. As a result, start-of-year assessments (usually given in week 3) will likely be postponed until in-person instruction begins. However, Uncommon Schools North Star Academy instructional teams are also currently evaluating online platforms that can be used to deliver assessments remotely so as to provide the necessary data should the school year begin remotely.

Once captured, student assessment data will be used to inform which curriculum will be delivered synchronously via small homogenous groups, and what additional work teachers should assign asynchronously to help with remediation. At the time of submission of this document, there are no plans to move other existing assessment windows that fall later in the school year. The content may be adjusted depending on student progress, but it's definitive that some form of assessments will be given.

High School

Uncommon Schools North Star Academy High Schools will continue with student assessments in a similar manner as was used during remote learning in school year 2019-20 in that assessments will be adapted for remote administration and completion. Assessments remain strong evaluative tools for learning, giving student and teacher feedback, driving instruction, and improving upon systems.

High School assessments will be done entirely remotely in both an all-remote and a hybrid learning model. Remote assessments will be shorter in duration than traditional in-person assessments and will be redesigned to be open note tests with largely open-ended responses that are synthesis based.

5D: Professional Learning

Leading up to the start of school year 2020-21 Uncommon Schools North Star Academy will send weekly emails to school leaders and bi-weekly emails to all staff containing updates about school reopening. In addition, detailed information will be shared during remote professional development for teachers and staff in August. School-based staff will also continually receive updates from their school leaders. Lastly, Uncommon Schools has created an internal info hub online for staff that contains relevant policies and guidelines and will continue to add to an existing HR library.