

**Uncommon Schools**

**ROXBURY PREP**

**Reopening Plans**

**for the**

**2020 - 2021**

**School Year**

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## 1. Executive Summary

For Roxbury Prep, 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) Prioritize 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.

## 2. Letter From the Superintendent

Dear Roxbury Prep families,

We want to thank all our families for taking the time to engage with Roxbury Prep in planning for the 2020-21 school year. We are listening and appreciate your input. We know that we are strong as a collective community, and we appreciate the opportunity to work with you as we provide an excellent education for our children.

We have spent the last few months planning our return for the 2020-21 school year, and we are making all the necessary changes to prioritize the health and safety of students and staff. No matter the challenge during the COVID-19 crisis, we are dedicated to providing a world-class education to prepare every Roxbury Prep student to graduate from college and pursue their dreams.

We are excited to share with you our plans for how we will open our schools. We have determined that opening fully in-person without restriction is NOT viable given the logistical constraints of limited space in our schools to accommodate 6-foot social distancing. As such, Roxbury Prep will not be able to provide a full, in-person model until it is safe to return with limited to no health restrictions.

While we are looking forward to seeing your child in person soon, we want to share that learning for **Roxbury Prep will take place fully remotely at least until Monday, October 5th**. Then, if health conditions warrant, we will transition to a **hybrid model** for Middle School and High School students.

We will continue to monitor local health data, so the start of our hybrid model may change depending on conditions at the time.

Roxbury Prep's Middle School hybrid model will use A/B scheduling for in-person instruction. 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. For High School students under a hybrid model, the majority of instruction will remain remote, with the exception of one day per week of in-person instruction between Monday and Thursday. Full details of these plans can be found in the sections below.

While we are in a hybrid model, Roxbury Prep families will have the option of continuing with remote learning for their children. We know that even when schools reopen for in-person instruction, some families may need or wish to consider a fully remote option for their child due to health or safety concerns during the COVID-19 pandemic. In those situations, families can request to sign up for a remote-only option. Our top priority is the health and safety of our students and to ensure we are providing students with access to learning and instruction even when they are unable to be physically present in the school building.

So much can happen before August 31st, so we will continue to share updates throughout the summer. Families can get up-to-date information on our reopening plans at our [Uncommon family web page](#), including the following video providing an overview of our return to school: [Overview of School Video](#).

We thank you for your continuing support of Roxbury Prep, and we look forward to reengaging with the full school community, whether in-person or remotely, this fall.

Sincerely,  
Tera Carr  
Assistant Superintendent  
Roxbury Prep Charter School

### **3. Health and Safety Guidelines**

#### **Summary**

Roxbury Prep will follow and enforce CDC recommendations around social distancing, whereby individuals keep space between themselves and other people outside of their home, wearing cloth face coverings in public settings when other social distancing measures are difficult to maintain. As we have done 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. Roxbury prep certifies that our schools meet the final health and safety requirements issued by DESE. The details of our plan are below.

#### **Social Distancing and Mask Requirements**

- No activity can be done with fewer than 6 feet 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 6 feet of social distancing.
- Face coverings are always required for students and for staff, with limited exceptions\*\*\*
- Mask breaks will occur throughout the day, including during lunch, and will be done only when all students maintain 6 feet of distance.

*\*Limited exceptions/situations are defined as moments where it is impossible for a person to complete a function with 6 feet 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.*

*\*\*\*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 feet. 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 are 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 include 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.

## **Classroom Layout**

### **Guiding Principles:**

- 6 feet of distance will be maintained between each individual student desk, and each desk will face forward.
- Where possible, a 6-foot circulation path around the perimeter to the door will be maintained, for students to exit/enter the classroom during instruction.
- Desks will be staggered to maximize the placement of desks and open space to circulate.
- Desks will be lined intentionally to one wall to reduce footprint and maximize space.
- Where possible, circulation space will be left in front of the white board for teachers.
- Teacher workspace(s) will be placed as much out of the way as possible.
- At the door, a minimum of 6 feet of clearance should be maintained.
- A sanitization station will be placed inside the classroom, near the door, within or close to the 6-foot 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 6 feet of distance 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 feet apart.
- Roxbury Prep explored the possibility of renting out external spaces in an effort to accommodate full in-person school with 6 feet of social distancing, but there are no facilities in the proximity of our schools that would make this practical.

### **Sanitization Station:**

- Throughout this document we will refer to a "Sanitization Station." Each sanitization station will 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.

- Sanitization 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 feet apart and facing same direction
- Closing communal use of shared spaces for students/staff
- Staggering use of communal shared spaces for students/staff

### Transportation

Roxbury Prep will work with the local school district, Boston Public Schools, which provides buses for 5th and 6th graders, to maintain all health and safety protocols for transportation, including social distancing, proper facial coverings, and best practices for cleaning and disinfecting buses. Moreover, we will communicate the guidelines used by the MBTA 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. We are encouraging our families to find alternative modes of transportation when appropriate, including carpools with fixed cohorts, walking, and biking.

### Symptomatic Staff and Students

The following are our planned nursing and medical supply procedures:

<b>Satellite Nursing Room</b>	<ul style="list-style-type: none"> <li>● Dedicated space for students with COVID symptoms.</li> <li>● No students with non-COVID symptoms should enter this room.</li> <li>● Room must be supervised by an adult when there are students inside</li> </ul>
<b>Nurse’s Office</b>	<ul style="list-style-type: none"> <li>● Separate space to care for and treat students with injuries or non-COVID related illnesses (significant cuts and scrapes, vomiting, etc)</li> <li>● Schools will prepare Main Office to triage minor, non-COVID medical issues</li> <li>● <b>Appendix A:</b> List of supplies to be kept in Main Office and classrooms</li> </ul>

<b>PPE for Nurse</b>	<b>At all times</b>	- Mask
	<b>When assessing COVID symptoms</b>	- Gloves, gown, face shield (in addition to mask) or goggles
	<b>Between cases of COVID symptoms</b>	- 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**

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

**Cleaning Practices**

In addition to adhering to existing required facilities cleaning practices and procedures, Roxbury Prep will adopt the specific guidance from the Department of Elementary and Secondary Education 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 the CDC or the State Health Department.

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

**Recess**

- 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.

**Meals**

- Meal service will take place in classrooms
- Students will:
  - Wash hands / sanitize before and after meals
  - Wear face mask at all times, except when eating
  - Refrain from sharing food or utensils

- Students who are eating and not wearing a mask will be at least 6 feet apart from other unmasked students
- Students will not be seated facing each other
- All eating surfaces will be sanitized before and after meals
- The amount of staff members delivering and touching food will be limited
- Food will be handed out to students by staff members only. To minimize the risk of spread, students will not touch any packaged meals being distributed.
- Water fountains will be used with refillable water bottles only; no student will be drinking directly from the water fountain
- During remote learning, students will continue to have access to breakfast and lunch at their school. Meals will be provided for students to take home at their school or at a designated distribution site.
- Families who participate in the hybrid learning model can access student meals (breakfast and lunch) for the days they are learning remotely, by picking up meals on the days that their cohort group is learning on-site in school buildings.

## 4. Hybrid Learning Model

All Roxbury Prep Schools will begin the year in a remote model with students learning from home at least until October 5, 2020. Then, if health conditions warrant, schools will transition into a hybrid learning model for our Middle and High School students. We have decided to employ different hybrid plans for middle and high school students in order to accommodate the varied age-appropriate needs for structure, pace, flexibility, choice and independence.

### Middle School

Roxbury Middle Schools will use A/B scheduling for in-person instruction. 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. 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. Whenever students and staff are in the school building, they will practice a social distancing of 6 feet and wear PPE when they are on campus.

For the remote portion of hybrid learning, the start of instruction will be device agnostic, while school staff work to deploy Chromebooks to every family, and will also consist of a combination of synchronous and asynchronous lessons. Students will watch instructional videos produced by Uncommon's Master Teachers, work on deliverable expectations, and 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 remote hybrid learning which will consist of additional synchronous lessons. In this second phase, a number of new instructional platforms will also be utilized, including Zearn and Actively Learn, which allows Roxbury teachers to digitize their preexisting ELA curriculum. All students in the hybrid model will meet the 935 hour and 170 day requirement for student learning time.

## Sample Weekly Schedule for Grades 5-8

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Group A</b> Grades 5-8 (50% of students)	In-Person	Remote	In-Person	Remote	Remote
<b>Group B</b> Grades 5-8 (50% of students)	Remote	In-Person	Remote	In-Person	
<b>Group C</b> Students with IEPs	In-Person 3 to 4 days/week				

### High School

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. The complexity of schedules, given the wide array of course offerings, makes it impossible to group students for more than one day based on an analysis of our schedules. 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. Squads will also be assigned designated staff Squad Leaders to oversee the group during breakfast, lunch, dismissal, and advisory time. 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, and will also 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. On remote days, students will follow the same schedule as outlined in the Remote Learning section.

## Sample Weekly and Daily Schedules for Grades 9-12:

Please note that these are sample schedules, and schools may need to continue to make changes as external conditions and guidelines change during COVID-19.

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>GROUP A</b> Grades 9-12 (25% of students)	In-Person	Remote	Remote	Remote	Remote
<b>GROUP B</b> Grades 9-12 (25% of students)	Remote	In-Person	Remote	Remote	Remote
<b>GROUP C</b> Grades 9-12 (25% of students)	Remote	Remote	In-Person	Remote	Remote
<b>GROUP D</b> Grades 9-12 (25% of students)	Remote	Remote	Remote	In-Person	Remote
<b>GROUP E</b> Students with IEPs	In-Person	Remote	In-Person	Remote	In-Person

### Technology

Roxbury Prep 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 and safety guidelines. Separate needs assessments for students with special needs will be conducted in order to determine the best access to high quality instruction.

## 5. Remote Learning Model

As mentioned earlier, all Roxbury Prep schools will begin the year in a remote model with students learning from home at least until October 5, 2020. All students in the Remote Learning model will meet the 935 hour and 170 day requirement for student learning time.

### Middle School

For remote learning, Middle School scholars will receive online instruction in ELA, Math, History and Science each week. The start of instruction will be device agnostic, while school staff work to deploy Chromebooks to every family, and will also consist of a combination of synchronous and asynchronous lessons. Learning will include recorded videos and student work packets as well as independent reading for a total of roughly 5.5 hours per day. Students will watch instructional videos produced by Uncommon’s Master Teachers and work on deliverable expectations while receiving small group synchronous instruction remotely. Once an entire grade level is supplied with Chromebooks, they will be trained on Google Classroom and transition to the second phase of remote learning, which will consist of additional synchronous lessons. In this second phase, a number of new instructional platforms will

also be utilized, including Zearn and Actively Learn, which allows Roxbury Prep teachers to digitize their preexisting ELA curriculum. 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 be in communication each week with every scholar’s family in addition to holding office hours for students Monday through Thursday.

**Sample Schedule:**

Time	Subject
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
2:15m – 2:30pom	Break
2:30pm – 3:15pm	History
3:15pm – 3:30pm	Break
3:30pm – 4:00pm	Independent Reading

**High School**

Roxbury Prep 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. Class time 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.

## Sample Schedule:

### Monday–Thursday (55-minute classes)

<i>Period &amp; Time</i>	<i>Subject</i>
1 <sup>st</sup> Period 8:00–8:55am	Math
2 <sup>nd</sup> Period 9:00–9:55am	Science
3 <sup>rd</sup> Period 10:00–10:55am	Spanish
4 <sup>th</sup> Period 11:00–11:55am	Break
5 <sup>th</sup> Period 12:00–12:55pm	History
6 <sup>th</sup> Period 1:00–1:55pm	College Readiness (1-3 times/week)
7 <sup>th</sup> Period 2:00–2:55pm	English
3:00–3:55pm	Office Hours & Projects

### Friday (40-minute classes)

<i>Period &amp; Time</i>	<i>Subject</i>
1 <sup>st</sup> Period 8:00–8:40am	Math
2 <sup>nd</sup> Period 8:45–9:25am	Science
3 <sup>rd</sup> Period 9:30–10:10am	Spanish
4 <sup>th</sup> Period 10:15–10:55am	Break
5 <sup>th</sup> Period 11:00–11:40am	College Seminar or Arts Elective
6 <sup>th</sup> Period 11:45–12:25pm	History
7 <sup>th</sup> Period 12:30–1:10pm	English
1:15–1:45pm	Community Meeting
2:30–4:00pm	Optional Cross-Regional Project Intensives

## Attendance and Grades During Remote Learning

Roxbury Prep is dedicated to administering a highly rigorous curriculum across all schools and grade levels, and lessons are aligned to Common Core and MCAS. During remote learning, Roxbury Prep will support our families and students with consistent access to grade-level, appropriate materials, instruction, and interactions with educators. Core academic classes feature regular interim assessments, which consist of a quarterly exam with multiple choice and open-ended components. The interim assessments will continue during remote learning for both Middle School and High School students. Grades will be assigned to all students, just as they were during the spring shutdown in 2019-20.

Daily attendance will be taken for Middle and High School students during remote learning. For Middle School students, their submission of daily assignments will count as their attendance for the day. High School students will be tracked by their daily participation in Zoom classes and will be monitored by their teachers.

## 6. Students with Special Needs

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 when possible 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. Once we return to school in the hybrid model, for 5-8 instruction, special education students will be prioritized for in-person learning and will come to school approximately three days a week. For High School instruction in the hybrid model, squads with Special Education students will be prioritized to come in person more frequently than one day a week – ideally at least three days/week

(M/W/F or Tu/Th/F). Schools will work with special education coordinators to create separate schedules for any self-contained classrooms. Moreover, all of our students will receive Chromebooks and, when necessary, hotspots, in order to ensure equitable access to our online learning platforms across all socioeconomic backgrounds. For students with disabilities and English Language Learners, special education coordinators will work with their students to create schedules for small group instruction in order to ensure proper attention is given to their instructional needs.

## 7. Student supports and professional learning

### **Mental Health, Behavioral, and Emotional Support Services & Programs**

Roxbury Prep 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, Roxbury Prep 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 grade span 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

## **Professional Learning**

Leading up to the start of school year 2020-21, Roxbury Prep 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.

## **8. Communication**

Roxbury Prep will maintain communication with families, students and staff through bi-weekly emails, newsletters for accurate and timely updates. Prior to formulating our reopening plan we surveyed our families to get their input on health and safety concerns, transportation, and technology needs. Uncommon's President also held a series of small group family discussions to listen to family concerns and received input on Roxbury Prep's reopening plans. We 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 [Uncommon Family web page](#) 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.