



# Reopening Plan

Plan as of August 12<sup>th</sup>, 2020

Dear Phoenix Families,

I want to express my unending gratitude and appreciation to all of you for maintaining your commitment to Phoenix Charter Academy Chelsea, Lawrence, and Springfield in these challenging and unpredictable times. This spring and summer of 2020 have been unprecedented for our team of revolutionaries across the state; and yet our community has persisted with brave truth-telling, empathy for our communities, and a commitment to the success of our young people that is stronger than ever before.

In the past few weeks we have heard from nearly all of our staff teams, as well as reaching as many students and families as possible who had time and bandwidth to help us think about school reopening. We have included learning and insight from the Phoenix Board. We have also worked in close partnership with our sending districts and community partners. We have observed how schools in other parts of the country have fared when they reopened and we have been watching the percent positivity rate creep up in some of our communities.

We take seriously the importance of not contributing to the increase in community spread of COVID-19. This is critical given the vulnerability of our communities and how disproportionately hard our communities have been hit. We have grappled with needing to prioritize student and staff safety and how to ensure that we are keeping student learning, achievement, and engagement at the center of our work - especially for the academically vulnerable students that depend on Phoenix schools.

As challenging as this time has been for our communities, Phoenix is committed to using this time to innovate and to develop a model that will ensure more of our students progress academically towards their post-secondary goals. There is still a great deal of work ahead.

With Gratitude,

A handwritten signature in black ink, appearing to read "Beth Anderson".

Beth Anderson  
Founder & Superintendent

# Overview

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# Reopening Plan Decision-Making

## Guiding Principles for the Reopening Plan

*Phoenix centered the creation of its learning models and decision around how to reopen, based on these critical key principles:*

- The **health and safety** of our staff, students, and broader communities.
- The **input and voice** of our community, including students, adult supporters, teachers, staff, and leaders around this critical issue.
- The **commitment to not contribute to the spread** of the virus in the communities that we serve.
- The **increased academic achievement** of our scholars, who are vulnerable in this time of disrupted schooling.
- The **engagement** of our scholars.
- The desire to leverage this time to be **innovative** with our model and school program in ways that will have a lasting positive impact.
- The goal to **collaborate and work in partnership** with our sending districts.

# Reopening Plan Decision-Making

## Decision-Making Process

*The senior leadership team was responsible for making the ultimate decision on how to reopen. This decision was informed by input from the Phoenix communities and based on data, including:*

- Launched **4 task forces** (Instructional, Safety & Operations, Child Development Center, and Culture) that worked on a critical aspects of the reopening plan and shared out the plans for feedback to the broader community.
- Analyzed **DESE's reopening guidance**.
- Collaborated with **local sending districts** and **local charter schools** on reopening plans.
- Conducted a **physical space feasibility study**.
- **Teachers and staff** provided input through task force participation, office hours, 1-1 conversations, and a survey.
- Gathered input from **students** through individual outreach.
- Collected input from **adult supporters** via a survey and 1-1 conversations with school staff.
- Watched the **rates of infection** (14 day positivity rate and daily cases per 100,000) closely.
- Operated small **in-person summer programming**, as pilots.

# Reopening Plan Decision-Making

## Community Input

Phoenix gathered feedback from students, adult supporters, and staff. We are continuing with our survey of Adult Supporters and our community.

- **62%** of Adult Supporters have expressed that they are not comfortable sending their student to school for in-person learning.
- Adult supporters raised many concerns around reopening in-person, including: health, safety, and transportation.
- **60%** of staff were concerned for their own personal safety.
- Over **90%** of staff mentioned or directly highlighted concerns about student safety and/or contributing to the overall spread of the virus within the communities Phoenix serves.

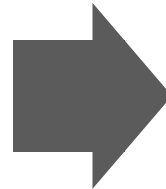
# Reopening Plan Decision-Making

City	Current # of Cases	14 Day Positivity Rate	% Change	Daily Cases per 100k	Status
<b>Chelsea</b>	<b>3151</b>	<b>4.52%</b>	<b>Decrease</b>	<b>19.2</b>	<b>Red</b>
Everett	1925	4.98%	Increase	11.2	Red
Revere	2106	5.50%	Decrease	18.4	Red
Lynn	4195	7.47%	Increase	24.3	Red
<b>Lawrence</b>	<b>3878</b>	<b>2.82%</b>	<b>Decrease</b>	<b>8.5</b>	<b>Red</b>
Haverhill	1291	1.10%	Stable	2.4	Green
Methuen	1096	1.08%	Decrease	2.0	Green
<b>Springfield</b>	<b>3123</b>	<b>2.37%</b>	<b>Decrease</b>	<b>4.2</b>	<b>Yellow</b>
Holyoke	1029	2.39%	Stable	9.0	Red
Chicopee	557	3.08%	Decrease	5.9	Yellow

# Plan for Reopening Schools

Ultimately, based on all of the data and input, we have made the decision to start the school year in a remote plus configuration as the first step to a phased in approach over the school year.

We will continue to utilize multiple data sources to assess the feasibility of pivoting to a hybridized model, when it is safe to do so.



Phoenix will utilize its terms as checkpoints to assess the potential of making a model pivot.

At each checkpoint, we will either continue with the current model, or pivot, based on the current data and safety considerations.

# Plan for Reopening Schools

## 2020 - 2021 Reopening Plan Timeline

### **August 24<sup>th</sup> - September 14<sup>th</sup>:** New Staff & Full Staff Institute

- 3 day New Staff Institute, tailored onboarding.
- Professional development for all staff to launch the school year.
- Dedicated training on the safety & operational structures and training regarding remote learning.

### **September 15<sup>th</sup>:** First day of school

- School will launch in our remote plus model.

### **October 22<sup>nd</sup>:** End of Unit 1

- First benchmark for re-evaluation of model.

### **December 10<sup>th</sup>:** End of Unit 2

- Second benchmark for re-evaluation of model.

### **February 4<sup>th</sup>:** End of Unit 3

- Third benchmark for re-evaluation of model.

### **June 17<sup>th</sup>:** Last day of school for students

### **June 18<sup>th</sup>:** Last day of school for staff

IMP TO NOTE: The timeline of these pivots could shift depending on guidance or mandates from DESE and/or the state of MA

# Plan for Reopening Schools

## Phase 1, Remote Plus: Beginning September 15<sup>th</sup> 2020

- Students will be enrolled in two core classes and will have flexibility around when they engage in learning.
- There will also be a tiny subset of students who will have the opportunity to access in-person supports on campus. This is designed for our students who have the most critical need for in-person programming.

## Phase 2, Lowest Touch Hybrid: Beginning no earlier than October 22<sup>nd</sup> 2020

- Additional students will have access for in-person supports, based on students with highest needs for in-person programming.
- Any student can choose to remain in a fully remote learning model.

## Phase 3, Lower Touch Hybrid: Beginning no earlier than December 14<sup>th</sup> 2020

- All students will have access to in-person learning once a week.
- Our most vulnerable learners will have access to in-person learning four times a week.
- Any student can choose to remain in a fully remote learning model.

## Phase 4, Higher Touch Hybrid: Beginning no earlier than February 8<sup>th</sup> 2020

- All students begin attending in-person learning multiple days in a week.
- Any student can choose to remain in a fully remote learning model.

***\* The timeline of these pivots could shift depending on guidance or mandates from DESE and/or the state of MA***

# Remote Plus Learning Model

## Core Tenants of Remote Model

### Deep Learning

Fewer total classes allow students to engage more deeply in learning material that will help them progress and show competence.

### Post-Secondary

Connect students' graduation and post-secondary plans to their daily work through their Individualized Learning Plan

### Asynchronous

This is when scholars are learning neither at the same pace nor at the same time.

### Primary Person

Primary Person Model is used to connect with school culture, monitor and maintain social emotional well being, and progress towards post secondary goals

# Remote Plus Learning Model

## Deep Learning

- Students will focus on two core classes at the beginning of the year.
- While students will take fewer courses at a time, given the ability to focus, students will be on target to complete courses in half the time and could still complete the same number of courses in a year, as in Phoenix's historical model.
- Our most independent learners will have the opportunity to take a third class, which may include dual enrollment opportunities.

# Remote Plus Learning Model

## Post-Secondary

- Phoenix students will create long-term goals that will anchor the student in their daily work through the use of our grad plan and individual learning plan
- Long-term goals will be part of a student's graduation plan. This plan will create the map and a pacing guide of the courses that a student needs to complete in order to graduate from Phoenix and be ready for their college and career goals.
- On a weekly basis a student's PPM will work with the student to create an Individualized Learning Plan (ILP) that will outline the student's goals and tasks for the week. The ILP will reflect the work that a student needs towards achieving the larger graduation plan and will reflect the daily goals connected to completing work in the learning bundles in the courses in which the student is currently enrolled.
- PPM's are responsible for tracking their students' goal completions week over week and will participate in weekly data meetings regarding students' progress towards their goals.

# Remote Plus Learning Model

## Asynchronous

- Students will progress at their own pace and engage in asynchronous work where applicable without having to repeat skills that they have already shown competence.
- Asynchronous learning is when is when scholars are learning neither at the same pace nor at the same time. There is still direct instruction and guided facilitation through the work of the PPM, Instructors, and Post-Secondary team. Students will gain independent learning skills developed over time through soft skill building facilitation and the use of learning bundles.
- Students will progress out of classes when they show competence in that course regardless of any time bound constraints.
- Students will use learning bundles, virtual live classes, and small group sessions to build the skills necessary to progress.
- Learning Bundles allow students to progress through learning activities at their own pace, engaging students in practicing and applying a skill or a group of several related skills in different contexts.
  - Teachers are responsible for designing learning bundles for each course they lead.
  - PPMs will organize learning bundles for each of their assigned students every week.
  - There will be scaffolds in place for students who need to build the skill of learning and working independently.

# Remote Plus Learning Model

## Primary Person Model

- PPMs will organize learning bundles for each of their assigned students every week in their ILP.
- PPMs will update ILPs every week with new learning material, new goals, and follow up on previous weeks goals.
- PPMs help a student navigating getting the academic support that they need from the student's content teacher to complete learning activities.
- PPMs check the social and emotional wellbeing of each of their students and connect them to any services they may need.
- PPMs use the ILP to connect the students daily work with their graduation map and their post-secondary goals.
- Each week, the PPMs directly connect with students, students' content teachers and the students' adult supporters.

# Student Experience & Staff Expectations

## Remote Plus Learning Model

- Learning will happen remotely, with the exception of a tiny group of students in-person. In-person teaching will be optional. Students will learn via Chromebooks provided by Phoenix.

## Live Virtual Instruction

- Teachers will be responsible for teaching classes live online classes regularly each week. Students will join these classes virtually to get direct content instruction on specific topics.

## Small Group Instruction

- Teachers will provide small group instruction. Students will be able to request slots in teachers' schedules to get small group instruction on subject material. In most cases this will last one hour and happen approximately 4-6 times a week.

## PPM Check Ins

- All staff members will be required to make their PPM checks-ins to each student a minimum of four times per week and to check-in with adult supporters. Adequate time in each staff members schedule has been created where they will solely focus on PPM work.

# Student Experience & Staff Expectations

## Professional Development & Planning Times

- Teachers will have targeted and strategic professional development and planning time carved out in their schedules.
- During professional development time, teachers will engage in the following types of activities:
  - Data protocols to analyze the academic progress of their scholars and create action plans.
  - Professional Learning Communities, collaborating with educators who teach the same subject and/or the same category of scholars.
  - New content, tailored to building teachers' skills in teaching remotely, increasing rigor of materials, and lesson planning in Phoenix's competency-based model.

# Student Experience & Staff Expectations

## Attendance

- Attendance will be based on whether students make their check-ins with their PPM and their teachers, attend or watch video instruction (logging in and time spent on google classrooms) and turning in their assignments.

## Grading

- Teachers are responsible for grading and giving feedback to all QPAs and Mini QPAs each term. Scores on each assessment will be stored in Phoenix's LMS.
- The student facing LMS will provide Phoenix scholars with all information regarding work completed for the year.
- When required, Phoenix will provide progress reports and report cards to send home to adult supporters.

# Student Experience & Staff Expectations

## Special Populations Support and Services

- Phoenix will continue to provide interventions, support, and resources to meet the academic needs of diverse learners, including but not limited to students with disabilities and English Language Learners.
- Students with disabilities will continue to receive special education and related services in the least restrictive environment.
- If possible and in line with health and safety guidance, Phoenix will prioritize in-person instruction for students with the most complex and significant disability needs.
- English Language Learning students will continue to be supported by teachers through differentiation in core academic courses as well as push-in support where appropriate.

# Student Experience & Staff Expectations

## Social-Emotional Support

- The Primary Person Model will allow Phoenix staff members to have more personalized insight into each student's current emotional well-being. By forming meaningful relationships within a PPM, staff will be able to identify and manage social emotional supports for their cohort of students.
- Phoenix provides a wide array of social emotional supports for its students, based in restorative justice practices, consisting of but not limited to, Student Support Teams, social workers, and economic hardship programming support.

# Student Experience & Staff Expectations

## Post-Secondary Success

- PPMs will help students set and maintain goals regarding their post-secondary plan while progressing at Phoenix. Additionally, the Director of Post-Secondary Success will steward each graduate through the process of applying to colleges, finding meaningful career opportunities, securing financial aid and scholarship funds, and choosing the correct path for each student.
- At Phoenix, your growth does not end when you walk across the graduation stage. Phoenix staff will maintain relationships and keep information on all of our alumni and continue to work with them to progress through their changing needs.

# Health & Safety Measures

## Overview of Health & Safety Measures

- The health and safety of students, staff, and visitors is a priority for Phoenix.
- Based on the DESE guidance, we will follow all required safety and health standards for reopening schools.
- In addition to the standard guidance, we will take extra precautions to increase the safety of our students, employees, and community.
- The Safety & Operations Task Force dedicated its time working on health and safety measures that would allow students to return to school safely. This includes:
  - Procurement of safety supplies;
  - Cleaning & disinfecting;
  - Cohorting students;
  - Physical distancing of 6 ft or more;
  - Symptom & infection checking;
  - Air Quality; and
  - School closure Protocols
- While we are starting out in the Remote+ Model, we are continually preparing the school to be a safe and supportive environment for staff and students

# Health & Safety Measures

<b>Procurement of Safety Supplies</b>	<ul style="list-style-type: none"><li>• Phoenix has purchased ample safety supplies for staff and scholars, including: reusable and disposable masks, gloves, gowns, face shields, handwashing stations, and cleaning supplies</li><li>• Masks will be required at all times while anyone is physically in the school</li></ul>
<b>Cleaning &amp; Disinfecting</b>	<ul style="list-style-type: none"><li>• Cleaning protocols, including sanitation of bathrooms and frequently-touched surfaces multiple times per day.</li><li>• Procedures and time built in for frequent hand washing and sanitizing.</li><li>• Hand sanitizer available throughout the schools.</li><li>• Sanitizer supplies are available in classrooms for students and teachers to wipe down desks.</li></ul>
<b>Cohorting Students</b>	<ul style="list-style-type: none"><li>• Students will be grouped in pods, limiting interactions between students throughout the day.</li></ul>

# Health & Safety Measures

<b>Physical Distancing</b>	<ul style="list-style-type: none"><li>• Any time anyone is in the school physically they will maintain six feet of distance between them.</li><li>• Staggered passing times.</li><li>• One-directional hallways.</li><li>• In areas people may need to wait, signage and visual cues to help maintain distancing.</li></ul>
<b>Symptom &amp; Infection Checking</b>	<ul style="list-style-type: none"><li>• Educate families, students, staff and all community members to stay home if sick and what symptoms to look for.</li><li>• A room in each school has been selected and designated as a COVID-19 isolation room where any showing signs of COVID-19 will be required to stay while transportation is arranged.</li><li>• Phoenix will develop response protocols aligned with DESE recommendations for instances in which a community member is presenting symptoms and/or has tested positive for COVID-19.</li></ul>

# Health & Safety Measures

<b>Air Quality</b>	<ul style="list-style-type: none"><li>Phoenix is currently partnering with its building landlords and contractors to determine the status of its HVAC systems and to ensure the systems are moving the maximum air throughout the building and reducing or eliminating recycling of air.</li></ul>
<b>Closure Protocols</b>	<ul style="list-style-type: none"><li>Phoenix will develop closure protocols aligned with DESE recommendations and in partnership with local health agencies.</li></ul>
<b>Additional Info</b>	<ul style="list-style-type: none"><li>Additional guidance will be provided for when/if we pivot to a more hybrid model including a COVID-19 response team</li></ul>

## Questions about specific health & safety measures?

- Contact Valerie Taubes: [vtaubes@phoenixcharteracademy.org](mailto:vtaubes@phoenixcharteracademy.org) ; 978-505-2629