



**ANNE FRANK
INSPIRE ACADEMY**
A BRAINATION SCHOOL

REOPENING PLAN

2020-2021

Providing high-level instruction and meeting
the needs of each individual family.



REIMAGINING

EDUCATION

Anne Frank Inspire Academy (AFIA) was built to *reimagine education*. During this challenging time, we have an opportunity to change the direction of education yet again. We believe in public school choice, and that choice should not just be about where students physically attend school, but also the modality in which they receive instruction. The challenges of this time have inspired us to provide families the opportunity to decide which instructional model best meets their family's needs, while also being committed to creating an environment where each student can **BELONG, FIND JOY, and BE GREAT!**

We believe in public school choice, and that choice should not be just where students physically attend, but also the modality in which they receive instruction.



DEFINITIONS

MASK

For the purposes of this document, masks include non-medical and medical grade disposable face masks and cloth face coverings (over the nose and mouth). Full-face shields may be used in place of a mask to protect eyes, nose, and mouth whenever a mask is not feasible or whenever the education context may benefit from the ability to see an individual's full face.

CLOSE CONTACT

This document refers to "close contact" with an individual who is lab-confirmed to have COVID-19. The definition of close contact is evolving with our understanding of COVID-19, and individual 9 scenarios should be determined by an appropriate public health agency. In general, close contact is defined as: a. being directly exposed to infectious secretions (e.g., being coughed on); or b. being within 6 feet for a cumulative duration of 15 minutes; however, additional factors like case/contact masking (i.e., both the infectious individual and the potential close contact have been consistently and properly masked), ventilation, presence of dividers, and case symptomology may affect this determination.

SYMPTOMS

Have they recently begun experiencing any of the following in a way that is not normal for them?

- Feeling feverish or a measured temperature greater than or equal to 100.0 degrees Fahrenheit
- Loss of taste or smell
- Cough
- Difficulty breathing
- Shortness of breath
- Fatigue
- Headache
- Chills
- Sore Throat
- Congestion or runny nose
- Shaking or exaggerated shivering
- Diarrhea
- Nausea or vomiting

CONFIRMED CASE

Any individuals who themselves either: (a) are lab-confirmed to have COVID-19; or (b) experience the symptoms of COVID-19 (listed above) AND DOES NOT SEEK MEDICAL ATTENTION must stay at home throughout the infection period.

MITIGATING PROCEDURES

STAFF/STUDENTS

AFIA staff and students will be required to self-screen daily for symptoms listed above before campus arrival. They will also have temperature scans twice a day to ensure previous, and that current policy regarding being temperature free for 24 hours is being followed. While temperatures do not always present or confirm COVID-19, this procedure will help from causing alarm and other educational distractions.

VISITS

During this time, visitors will be restricted to the front office unless they have essential business on campus (e.g., parent conference). All visitors will be asked to self-screen before entering the building and will have a temperature scan upon entering. Facilitators and staff are trained specifically on the protocols outlined in this document.

CASE (Some events will happen simultaneously even though listed sequentially)

1. Individuals will be separated to a predetermined location.
2. Parents will be contacted for immediate student pickup, or staff will be sent home.
3. Areas individuals used will be secured and cleaned ASAP.

RETURN TO CAMPUS

In the case of an individual who was diagnosed with COVID-19, the individual may return to school when all three of the following criteria are met: i. at least one day (24 hours) has passed since recovery (resolution of fever without the use of fever-reducing medications); ii. the individual has improvement in symptoms (e.g., cough, shortness of breath); and iii. at least ten days have passed since symptoms first appeared.

If the individual has symptoms that could be COVID-19 and wants to return to school before completing the above stay at home period, the individual must either (a) obtain a medical professional's note clearing the individual for return based on an alternative diagnosis or (b) obtain an acute infection test at an approved testing location (<https://tdem.texas.gov/covid-19/>) that comes back negative for COVID-19.

Students with confirmed cases of COVID-19 should contact the school so instructional arrangements can be made.

FAMILY

INSTRUCTIONAL OPTIONS

Parents will have the option each Thursday to review and change the instructional plan for their child. Notification of changes to instruction plans must be received by 7:00 AM on Friday. If there is no change of notification received, the student will be expected to complete the same plan as the previous week.

Fridays are encouraged to be remote learning days for all students to provide time for facilitators to plan and prepare for the next week. A place for students to complete remote learning on campus will be provided for those families who need this option on Fridays or the month of December.

K-12



FACE2FACE

Monday through Thursday:

Face-to-face instruction
on campus

Friday:

Remote learning encouraged

K-12



FACE2FACE + REMOTE

Tuesday/Thursday:

Face-to-face instruction
on campus

Monday/Wednesday/Friday:

Remote learning

K-12



REMOTE LEARNING

Monday through Friday:

Remote learning

K-12



FACE2FACE + CAMPUS REMOTE LEARNING

Monday through Thursday:

Face-to-face instruction
on campus

Friday:

On-campus remote learning



ELEMENTARY

FACE2FACE CAMPUS PLAN*

KINDERGARTEN THROUGH 5TH GRADE

- Parents will be asked to assess their child's health before arriving at school
- Temperature checks will be taken twice daily (upon entry and one other time)
- Students will wash their hands often throughout the day
- Students will be grouped in pods of four students
- Pods will not be changed unless there is an educational change
- Pods will remain throughout the instructional time
- Each pod will be six to ten feet from other pods
- All 4th and 5th grade students will be required to have a face covering
- Face coverings will be optional during pod groupings. Students that choose to wear face coverings will be placed in the same pods.
- Face coverings will always be worn when pods are not possible (e.g., activities that require movement around the room and other spaces on campus)
- Face coverings will not be required to wear outdoors
- Students will attend recess with their grade-level cohorts
- Facilitators will wear face coverings when unable to social distance



MIDDLE & HIGH SCHOOL

FACE2FACE CAMPUS PLAN*

6TH GRADE THROUGH 12TH GRADE

- Parents and/or students will be asked to self-assess students' health before arriving at school
- Temperature checks will be taken twice daily (upon entry and one other time)
- Students will wash their hands often throughout the day
- Face coverings will be worn at all times inside campus buildings
- Face coverings may be removed if a student is six to ten feet from other students, or for three to five minute intervals
- Students will be encouraged to social distance as much as possible
- Face coverings will not be required to wear outdoors
- Facilitators will wear face coverings when unable to social distance



ASYNCHRONOUS

ONLINE LEARNING

This year the Texas Education Agency has given the option for asynchronous online learning, which simply means that not all students will be required to be virtually present at the same time. However, schools will be required to monitor daily progress for all students to ensure daily engagement (See Attendance).

Asynchronous online learning gives families options as to the physical location and time in which learning occurs. To execute online learning, AFIA will provide a learning management system for students to receive and complete their assignments and communicate with the AFIA staff. Video conferences with students and families will be provided through Microsoft Teams for daily and weekly assigned times, providing access to facilitators and the option to schedule one-on-one time for intensive support and help.

**Plans are subject to change based on guidance from health officials*

GUIDANCE

ON CHOICE OF INSTRUCTIONAL MODEL

Below we have ranked each model in areas of student experiences to help identify which model might best fit a family's needs. Safety is a top priority for families and schools. Regardless of the safety procedures taken by a school, most students will be safer at home than in public.

Instructionally, researchers have found that the most significant impact on student performance is the teacher. Therefore the Face2Face model would be the most effective model for student learning.

Social development is dependent upon interaction with people. The more students are around others, the more they learn to handle challenging situations and develop socially. Personal situations should be the driving factor in choosing a model. We are committed to providing a challenging, meaningful educational experience for all students.

	FULL REMOTE	HYBRID	FACE2FACE
SAFETY	1 st	2 nd	3 rd
INSTRUCTIONAL	3 rd	2 nd	1 st
SOCIAL	3 rd	2 nd	1 st
PERSONAL SITUATION (MULTIPLY X 3)	?	?	?
AVERAGE	2.3	2	1.6

GRADING PROCEDURES

This year AFIA is changing our grading procedures to provide better feedback to students on areas of strength and opportunities for growth in their learning process. This method of grading is commonly referred to as standards-based grading or mastery learning. All facilitators will follow these grading procedures in all modalities of learning. Parents will receive two reports on learning every three weeks.

The first report will be feedback on what the student KNOWS of the content covered, what the student can DO with the content, and finally, what they are BECOMING during this process. The expectations for what a student should KNOW, DO, and BECOME will be laid out in a syllabus before every six weeks.

The second report will be a numerical grade for each subject area based on specific evidence of what a student KNOWS and CAN DO with the content. It is essential to understand that the numerical grade is not an average of assignments but a representation of what a student KNOWS and CAN DO at the time of the feedback. Students will have opportunities to improve this numerical grade until the summative assessment, which will be clearly identified in the syllabus. Also, note that what a student is becoming is not included in the numerical grade because the grade is based on student learning and not behavior.

ATTENDANCE

AFIA has strict guidelines that we must follow to ensure students are engaged in learning daily, regardless of the modality of instruction. Some of the guidelines are universal, such as:

- **All students must attend school 90% of the allotted instructional days.**
 - Students who fail to meet this requirement must make arrangements with the school to develop a plan.
 - Students who miss 75% of instructional days will not be allowed to make up time.
- **Students may not have three full or partial unexcused absences in a four-week period.** Students who fail to meet this requirement must make arrangements with the school to develop a plan.
- **Students may not have more than 10 full or partial-day unexcused absences in a six-month period.** Students who fail to meet this requirement must make arrangements with the school to develop a plan.

Each modality requires its own attendance procedures:

- **Face2Face attendance** will be taken each morning at 10 AM. A student will be counted absent if they are not on campus at 10 AM.
- **Asynchronous Remote Learning attendance** will be taken in multiple ways:
 1. Student may complete a daily exit ticket demonstrating understanding of learning for the day. This is our preferred method because it gives input to the facilitator on how to plan to meet a student's needs.
 2. Student may contact their facilitators by logging into the *Treehouse* family portal or via email to ensure progress is being made daily.
 3. Student may join a virtual call during the day with a facilitator or instructional assistant. Roll will be taken.
 4. Student may complete and turn in assignments for the day. Records will be kept in the learning management system.

If a student is scheduled for *Face2Face* learning but is unable to attend school, they may immediately move into *Asynchronous Remote Learning* and will be counted present by meeting one of the above processes. A student scheduled for *Asynchronous Remote Learning* may not move to *Face2Face* learning until the following week, provided they inform the school before 7 AM on Friday morning.



FREQUENTLY ASKED QUESTIONS

Question: Why do you have three instructional options?

Answer: As a school, our job is to provide a safe environment ensuring student learning. Your job as a parent is to make decisions that best meet your family's needs. We believe these options allow us both to do our jobs well. We cannot pretend that we will be able to keep students 100% free of the virus because some safety measures will have a negative impact or severely limit a student's learning options. We believe our plan reduces exposure the best we can while still providing an environment that maximizes student learning.

Question: Why do I have to decide by Friday at 7 AM which model I want to use? What if my child wakes up ill and we want or need change to remote learning?

Answer: Fridays are going to be a day for our facilitators to prepare and plan. They need accurate information in order to plan and maximize our resources. Facilitators need to know how to group students and what activities would be appropriate based on group size. If students become ill, they can move into Asynchronous Remote Learning and be counted present by meeting the procedures laid out in the attendance section.

Question: Why have a different plan for elementary?

Answer: At the time of publication of this document, Bexar County health officials do not require children under the age of 10 to wear face coverings in businesses. If this guidance changes, we will reevaluate our plan.

Question: Why are you limiting my elementary child's interaction to four students during instructional time?

Answer: The pod limits student exposure but allows for social interaction and development

Question: How will you handle lunch and recess?

Answer: At the elementary level, students will eat in their pods with their grade level (K-1st, 2nd-3rd, 4th-5th). For recess, each student group will be assigned a place to play, and students will be able to interact with other students in their group outside of their pod. Middle and high school students will be able to eat as usual with their friends in groups not larger than six.

Question: Why are you not requiring students at the secondary level to social distance?

Answer: Enforcing social distancing at these grade levels does not seem realistically feasible. We want to develop a plan parents can expect to be executed so you can make the best decision for your family.

Question: What will you do if my child doesn't wear a mask during the required times?

Answer: A mask will be provided for your child if they do not have one. Reminders will be given for students not wearing a mask. Students who refuse after reminders, or require continual reminders, will be assigned remote learning.

Question: If wearing a face covering is so important, then why are facilitators not required to wear one at all times?

Answer: A facilitator's job is to communicate, and a face covering will hinder students' ability to comprehend the facilitator during certain instructional activities. Facilitators will wear face coverings except when providing instruction and social distancing themselves. In addition, staff will self-screen and have temperature checks at school prior to being with any student.

Question: I work, what do I do with my child on Fridays and the month of December?

Answer: Unless health officials shut our doors, AFIA instructional assistants will be available each instructional day to provide a safe place for your student to attend. These days can be viewed as remote learning on campus with built-in activities for fun and connection.

Question: Why are you giving me two report cards?

Answer: At AFIA, we know that feedback on learning is crucial to improving learning. We do not believe that simple number grades provide the type of specific feedback needed for families to understand how to grow from the learning experiences provided. Therefore we must provide this ongoing specific feedback needed for student growth. Our guidelines as an open public charter school require us to provide parents a numerical grade every three weeks to show learning progress. In this situation, we have decided to do both to be in compliance and provide you, as a family, the information needed for a quality learning experience.