



Re-entry Plan

Pinnacle Academy's mission and purpose remain stronger than ever during these challenging times. When we left our campus on Spring Break 2020, we shifted to a remote learning plan in the context of a global emergency. We are no longer in response mode for a sudden crisis. The summer months have provided us an opportunity to consult with experts worldwide in preparation for the updated training needs of our staff and to prepare our campus for the Fall. Extensive measures will be taken to intersect health management and education to navigate a safe and effective new normal. The scientific community's understanding of this virus is changing rapidly. Disease spread and timing are not fully predictable and we will collectively need to recognize that the dynamic nature of knowledge during a global pandemic requires a flexible and adaptive approach.

We have developed, and will continue to refine, our industry-leading re-entry plan to provide both safety and learning continuity for all of our students while consulting with the following organizations in a collaborative and evolving decision-making process:

- Florida Council of Independent Schools
- Southern Association of Independent Schools
- American Academy of Pediatrics
- Johns Hopkins University
- Occupational Health and Safety Administration
- Florida Department of Education
- Center for Disease Control
- Harvard School of Public Health
- Frontline Education Research Team
- State and Local Health Department

Campus is scheduled to open on August 10th unless Authorities declare schools to remain closed. Administration has developed three different re-entry scenarios to enable our faculty to deliver instruction to every child under all circumstances.

ON CAMPUS LEARNING

Your child(ren) will begin the 20-21 academic year on campus with the expectation that specific health and safety procedures will be strictly enforced. In the event that local authorities close schools or initiate a stay-at-home-order, students will transition to e-learning/blended support learning.



BLENDED E-LEARNING

In the event of school closure, your child(ren) will continue with Pinnacle Academy's blend of synchronous (live instruction) and asynchronous (teacher directed) e-learning with modifications to ensure that students are receiving a well-balanced and academically fulfilling experience and personal support and frequent check-ins with faculty.

REMOTE LEARNING

The student will work independently and asynchronously through their academic courses from home. This plan will be made available to students who are considered medically vulnerable and unable to return to campus. Medically vulnerable students should develop a plan for returning to school with their family doctor. The student will be provided with one teacher support session per week to review assignments and address questions/concerns.

Despite global uncertainty, one certainty remains: Students learn best in a community of caring adults who know them and understand their needs. The core of Pinnacle Academy's community was stronger than ever during the Spring of 2020 and will remain strong moving into the new school year. We do not expect to continue broad-based remote learning options for our educational program beyond the requirements due to the COVID 19 pandemic crisis. Ultimately, our value proposition is a personal, customized experience that is rooted in close, nurturing relationships and in our unique brain-based learning environment. Our re-entry plan is designed for expected COVID waves where on-campus and off-campus learning can flow seamlessly and families and faculty can work collaboratively to ensure that every student has the maximum support needed to achieve uninterrupted learning. Our re-entry plan intends to design resilient, solution-focused systems and programs that can withstand changing scenarios and help our school community to pivot as needed, while keeping our school vision and mission alive.

Health and Safety

There will be no exceptions to safety requirements without documentation that shows the variation is appropriate, approved, and safe for the circumstances. Our re-entry plan outlines a thoughtful risk mitigation strategy. However, it will be imperative for all stakeholders to pay careful attention to new policies and procedures. Every employee will receive comprehensive training in recognizing symptoms, screening students/staff, and responding to concerns. It will be the goal of the school to create visible, safe learning zones. This will assist in minimizing uncertainty and ultimately, risk on our campus. Everyone will recognize what safety looks like from the moment they arrive on campus. Learning spaces will encourage a visible sense of health and safety so that students and faculty can settle in to learning, rather than wondering or worrying.



Communication

Our student information system will be enhanced with the transition to Blackbaud for the 2020-2021 school year. Blackbaud is the leading student management software for K-12 schools that offers cutting-edge Cloud innovation to provide an enhanced and consistent user experience, improved communication, data organization, and easy access to instructional resources in the classroom. Families and students will be kept abreast of important information throughout the school year via Blackbaud. Additional updates will be provided on the school's social media sites. The School Office will be responsive to consumer needs during the hours of 8:00 am to 4:00 pm.

Drop Off and Pick Up Procedures

Pinnacle will take a "front-door approach" to reduce risk at entry points on campus. Drop off and pick-up times will be staggered across classes to allow for distancing and daily health screening. Each parent/guardian will be assigned a numbered parking space to report daily for student drop off. Students are to remain in the vehicle until a faculty member takes/records their temperature. Students will then be released to class and expected to follow distancing guidelines to allow for each student to enter the classroom with adequate spacing. Students in the Upper School will have temperature screenings in the car line with assigned drop off times.

Temperature

Each building will have a hospital-grade, digital thermometer. All faculty and students will have their temperature taken daily and report to the recording faculty member about health symptoms (see list). Results will be recorded daily in an effort to monitor health trends on the campus and report concerns. Anyone with an elevated temperature (above 100.4 F) will not be permitted into the school facilities and will be provided with information regarding a return to campus.

Health Screening List

Faculty and staff will be required to report any symptoms of illness to Administration at the onset and should not report to duty if experiencing any of the following health concerns:

- Fever or chills
- Cough
- Shortness of breath or difficulty breathing
- Unusual fatigue
- Muscle or body aches
- Unusual headache
- New loss of taste or smell
- Sore throat
- Congestion or runny nose
- Nausea or vomiting
- Diarrhea



Hygiene

While faculty and students are eager to return to campus in the Fall, Pinnacle Academy will rely on a collaborative approach from staff, students, and parents in discussing up-to-date COVID 19 risk factors and practicing protective behaviors across settings.

- Students will be required to clean hands upon entry to the building each day, before lunch, and after restroom use. Faculty will teach and reinforce appropriate handwashing with soap and water for at least 20 seconds and increase monitoring to ensure adherence to procedures.
- Education on healthy preventative hygiene and self-screening practices will be provided to all students in the first week of school to reinforce the CDC guidelines for handwashing, care of coughing and sneezing, use of PPE, distancing, and care of personal belongings.
- Touchless hand sanitizing stations will be accessible in each building entry.
- Teachers will open/close doors as needed in the classroom and distribute hand sanitizer to students at the end of each class and as needed to prevent contact with sanitizing bottles.
- Posters and signage across campus will provide visual reminders to students about hand washing and hygiene protocols.
- Students will have assigned restroom blocks (primary and elementary) and signage for waiting with distancing.
- Students will be released from classes to prevent bottlenecking in doorways and hallways.
- Classroom cleaning protocol conducted between class transitions in the upper school.
- Restroom use by one student in Primary/Elementary and maximum two students in Upper school.

Facility Modifications

- Signage provided in each building to represent distancing, handwashing, and hygiene protocols.
- Kick stands installed on all doors in the Upper school building to eliminate contact with door handles.
- Touchless trash receptacles campus-wide.
- Directional stanchion in the Upper school hallway to direct student traffic flow during class transitions.
- Traffic flow controlled in Pre-K and Elementary buildings.
- Drinking fountains restricted.
- Touchless hand sanitizing stations at every entry point.
- Plexiglass partition at Science lab and Maker Lab stations.
- Partitions and disposable covers for technology lab stations.



Face Coverings

Faculty will be provided with a face shields (may provide own or mask). Face shields are preferred to allow for students to engage with the teacher's facial expressions and non-verbal feedback. Students will also be required to wear facial coverings with a few exceptions during the school day. Training will be provided to staff and students in the proper use and care of PPE. Individuals should clean their hands before putting on or removing the mask, only touch the mask by its straps, avoid touching the mask while it is being worn, and change masks if it becomes wet. Individuals should make sure the mask fits snugly to cover the nose bridge, mouth, and chin. Masks that fit improperly, such as leaving gaps, have been found to result in a greater than 60% decrease in filtration efficiency. Infographics from the Center for Disease Control and Prevention (CDC), will also be posted around the school. Face coverings should be school-appropriate and follow the dress code requirements (see handbook).

Cleaning Protocol

Classroom cleaning procedures will include a two-part process, as outlined by the CDC and the EPA:

Cleaning: Refers to the removal of germs, dirt, and impurities from surfaces with soap and water. It does not kill germs, but by removing some of them, it lowers their numbers and the risk of spreading infection.

Disinfecting: Refers to using chemical or approved non-chemical solutions, for example, EPA-registered disinfectants, to kill germs on surfaces. This process does not necessarily clean dirty surfaces or remove germs, but by killing germs on a surface *after* cleaning, it can further lower the risk of spreading infection.

In an effort to combat the spreading of the virus, proper and regular cleaning routines must be adopted. All school facilities will be thoroughly sanitized on a daily basis using EPA approved equipment and disinfectants. We have selected to use disinfectant products from the EPA's DfE list. These product ingredients are in the least-hazardous classes, unlikely to have carcinogenic or endocrine disruptor properties or neurotoxic effects, and have been shown to be effective against specified microbes. Using the least hazardous and most effective products available will protect the health of the children in our care. Using these products is also better for the environment. Teachers will be expected to clean and disinfect at least three times daily (or more, depending on use patterns) frequently touched surfaces and objects/materials with EPA registered disinfectants listed below. In addition, a commercial grade Atomizer will be used for regular disinfecting. This device is effective in decontaminating surfaces that ultra violet light cannot.

- Face shield
- Door knobs and handles
- Classroom desks and chairs
- Lunchroom tables and chairs-after each use
- Countertops
- Light switches
- Handles on equipment (e.g., athletic equipment)-after each use



- Shared toys/materials-after each use
- Shared remote controls-after each use
- Shared iPads-after each use
- Shared desktops-after each use
- Shared computer keyboards and mice-after each use

Cleaning Supply Storage

Cleaning supplies must be kept out of reach of students. Students in the Primary classes should conduct hand washing more frequently, as the use of hand sanitizer may pose health risks (if ingested). Alcohol-based hand sanitizer must be kept out of reach of Primary students at all times. Bleach-based cleaning products should not be used to clean while students are on campus.

Sick Child/Faculty-Illness Policy

Students who become ill during the school day will be transitioned to an isolation area to wait for parent pick-up. The student's symptoms will be documented and reported to the parent, who will monitor the child, consult with the pediatrician, and follow the necessary guidelines of the CDC if COVID is suspected. Parents are expected to be transparent with the school regarding illness and to strictly adhere to the school's illness policy. If a faculty member becomes ill during the school day, s/he will be sent home directly. In all cases of illness, areas that have been contacted will be sanitized by the CDC protocol (see cleaning procedures).

Positive COVID test

Staff and students should stay at home if they have tested positive for or are showing signs of COVID 19 symptoms. Those who have had recent close contact with a person with COVID 19 should also stay at home and monitor their health (recommended 10 days). Staff and families should notify the School Office if they become sick with COVID 19 symptoms, test positive for COVID 19, or have been exposed to someone who has a confirmed case. The school will follow cleaning procedures for exposed areas (see cleaning procedures). In accordance with the state and local laws and regulations, Pinnacle will notify the local Health Department, staff, and families of any exposure to COVID 19. The school will be obligated to protect personal data/maintain confidentiality while proactively managing information and risk. The school will then close any affected area (may be 2-5 days) to properly clean and disinfect and work with the local Health Department to determine an appropriate course of action for reopening.

Home Isolation Criteria

The school will communicate closely with any family who is following quarantine procedures, while maintaining contact with the local Health Department to guide stay-at-home timelines. Depending on exposure, test results, and symptoms, this may include 10-14 days or longer.



If an individual has symptoms, they should stay home until:

1. At least 3 days have passed since *recovery* (resolution of fever without the use of fever-reducing medications and improvement in respiratory symptoms) **AND** either:
 - a. At least 10 days have passed *since symptoms first appeared*
 - b. **OR** they have two negative results, spaced at least 24 hours apart, based on authorized COVID-19 diagnostic tests by a medical professional.

2. **Otherwise, if the individual tested positive** in a diagnostic COVID-19 test but does not get symptoms, they should stay home until:

- a. At least 10 days have passed since the positive result in the diagnostic test (assuming no symptoms appeared during that time)
- b. **OR** they have two negative results, spaced at least 24 hours apart, based on authorized COVID-19 diagnostic tests by a medical professional.

Travel

Review updated [CDC information for travelers](#), including [FAQ for travelers](#), and consult with state and local health officials. Health officials may use CDC's Interim US Guidance for Risk Assessment and Public Health Management of Persons with Potential Coronavirus Disease 2019 (COVID-19) Exposure in Travel-associated or Community Settings to make recommendations. Individuals returning from travel to areas with community spread of COVID-19 will be expected to follow guidance they have received from health officials and take preventative measures to support the health and safety of our students and faculty.

Time Off/Sick Days/Leave

Faculty:

If an employee tests positive for COVID and their healthcare provider advised them to quarantine, they should not be using sick time and are eligible for up to 80 hours of Emergency Paid Sick Leave (if full-time). This applies immediately regardless of how long they have worked for the school. The school can use the refundable tax credit equal to 100% of the qualified paid sick leaves wages. If the employee is not released back to work after those 80 hours, then they would start using any accrued paid time according to the school policy.

Students:

It will be imperative for families to communicate with the School Office to report any student absence in advance or as soon as possible, as campus-wide attendance will be monitored closely. Students who experience flu-like symptoms should seek medical care/advise and testing (when appropriate).



Lunch Protocol

Classes will be afforded additional outdoor eating space (enough for each classroom to have an individual space with distancing). Schedules will allow for 10-15 minutes between lunch periods to clean and disinfect tables and common areas.

Parents can greatly assist to ensure lunchtime safety by packing lunches that do not require microwave heating. Packing the child's lunch with a reusable ice pack for cooling or a thermal insulated container for heating will reduce the need for students to stand in a line to wait for the microwave. Please be sure to pack all utensils with the student's lunch, as well.

Outdoor Recreation

Additional sports equipment will be purchased to allow for individual class use and to increase accountability of surface cleaning.

Faculty Use Areas

Faculty will be required to pack food in disposable containers or return personal use containers to a lunch container to clean at home. Coffee machines will not be in use until further notice. Each faculty member will be responsible for cleaning and sanitizing common areas as posted (i.e. copy room) after each use.

Classroom Modifications

- **Static groupings**
Whenever possible, teachers will remain in the classroom with students and differentiate instruction to avoid excessive transitions or mixing of classes. Students will be assigned to a desk or table seat to prevent multiple uses throughout the school day.
- **Arrangement for distancing**
In most classrooms, desks will be provided (all facing in the same direction). Class sizes will remain small enough to allow for one space between each student. Whenever and wherever possible, student seating has been spaced. In some rooms, it may not be feasible to attain 6 feet of separation. Clear partitions may be provided for round tables (i.e. Science Labs).
- **Student supplies**
Each student will have his/her own learning supplies and materials. Primary and Elementary school students will keep all personal items in a personal "cubby"/compartment to access throughout the school day without cross-contact with another student's belongings. Upper school students will be required to only pack necessary items for school in one backpack containing personal, student supplies necessary for learning in all classes.



- **Technology Use**
For the Fall semester, students in grades 4-12 are strongly recommended to bring a personal device to school to engage in technology instruction, as restrictions may apply to technology labs. Chrome books and Tablets may be available for loan per teacher discretion.
- **Center-based learning**
Teachers will prepare lessons that allow for students to remain in one location for learning whenever possible. Students will have an assigned location for learning/working in the classroom.
- **Shared materials/group learning**
Art-students will have personal supply kits.
Music-students will clean hands prior to use and instruments will be cleaned after each use.
Sports-students will be encouraged to wear sports gloves and equipment will be cleaned after each use.

School Office

Non-Essential Visitors will not be permitted into school buildings. Essential visitors will include those who have been approved by Administration and parents/guardians who must accompany a student for evaluation. All visitors must wait outside of the School Office to have their temperature taken and must be signed in by Office Support as a visitor. Visitors will not sign themselves in and no more than three people should be in the School Office at one time. Parents/guardians may not accompany children into class or school buildings (unless authorized by Administration).

Teachers will host quarterly parent progress meetings via phone or Zoom until further notice.

Late arrival policy

Each student will be assigned a Student ID number and parents will be given a QR code to sign in and out of the School Office for later drop-off or early pick-up. We will ask for parents to take care to arrive on time for classes and schedule appointments after school hours whenever possible to avoid disruptions to the class. In the event that the student arrives after drop off time, the following procedure will be followed:

- Parent will park in a space directly in front of the School Office and ring the bell to notify the Office of your need for a late check-in.
- A staff member will come to your car to take the child's temperature and sign the child in as "late".
- The child will be given a pass to enter class. Please note that students in elementary classes may need to wait until a transition time to enter the classroom.



Back-Up Staffing

All substitute teachers will receive information and debriefing in the campus policies and procedures related to Health and Safety and will follow the same requirements as all staff.

Resurgence Plan

Moving a traditional school environment to Distance Learning is not a simple task, and it must be done with serious consideration to practicality and availability to all students. Our reflection from the Spring 2020 will help ensure that all students in pre-kindergarten through twelfth grade have access to continuous high-quality learning opportunities from their homes. We are incredibly grateful for all the hard work of our faculty as they developed their instructional plans, supported their students, and moved from classroom learning to Distance Learning in response to the COVID-19 crisis in our country. The transition was not an easy one, but they handled it with incredible professionalism and grace.

E-learning "Mission-minded remote learning"

Following the recommendations from our consultants and trends from past pandemics, Pinnacle will be prepared for waves of interruption to on-campus learning. In the event our local community experiences a spike in COVID-19 cases and an interruption of physical operations occurs, a shift to e-learning with support/remote learning will happen immediately. In the event of school closure, our faculty will be prepared to shift off-campus to deliver remote learning that is engaging, exciting, and aligned with the vision and mission of the school.

Our Vision

For nearly 20 years, the Pinnacle Academy has been dedicated to understanding and educating students who have learning differences. In our small classes, their exceptionalities are accepted and individually supported. However, it is their strengths, interests, and talents that are at the forefront of a Pinnacle education.

Our Mission

- To empower students with language-based learning differences to become independent and successful learners
- To provide a unique and incomparable education that delivers a blended model of multi-sensory, brain-based, and project-based learning approaches that supports the theory of multiple intelligences in learning
- To provide a model program of excellence in the field of alternative, exceptional education and best-practice methods in teaching



Students will be equipped with a remote-learning kit in the event on-campus learning transitions to the blended support model/e-learning. Books, supplies, and manipulatives will be readily accessible in the event an interruption occurs. Each teacher has identified specific digital learning programs that will continue to facilitate multi-sensory learning and elevate the application of 21st century skills. Our faculty will provide training for parents and students in the use of resources to support e-learning, utilization of safety controls for the digital classroom, and ways to enhance remote learning. Digital learning programs will be consistently used when students are on campus and in remote learning to promote proficiency and continuity (i.e. SeeSaw, BoomCards, NearPod, etc).

Technology Support

In the event of school closure, Pinnacle will ensure that all students have access to learning materials and faculty support. Devices may be loaned to students for remote learning as needed. Parents should contact the School Office if they are experiencing difficulty (after communicating with the teacher) and a member of the Faculty will contact them for IT support.

Professional Development

All faculty will be provided with support during in-service training and weekly Department meetings to ensure that appropriate resources are selected to support student learning and to promote the student's need for accommodations or modifications. In addition, assessment and monitoring tools will be enhanced to continue to identify students who may struggle with bimodal learning.

Student/Parent Training

When schools were abruptly closed in the Spring of 2020, we were forced to quickly reorganize a societal structure that has been serving students and families for over a hundred years and then (practically overnight) sent a new model of education into their homes. During this trial effort to accommodate the new normal, our school community marveled at the resilience of our students during a dynamic transition. We also conducted extensive research to evaluate the effectiveness of various digital learning platforms and methods of delivering instruction and support. In the Fall, Pinnacle will develop training materials and video support to ensure that students and parents are equipped to access and navigate Blackbaud (student information system), class schedules, assignments, and required resources for educational materials. Parents of students in grades 2-6 will receive Parent Help pages to promote collaborative support for math instruction during E-learning in the event of school closure. It will be imperative for students to create a consistent workspace to store educational materials, access quiet/headphones, and post the weekly schedule for classes. Routines will continue to be essential to the student's overall success in school-under any conditions. Appropriate and consistent bedtimes, mealtimes, and schoolwork times are very important to success.



Grading/Performance

Although our campus may temporarily close to classes, “school” will continue as we engage students with experiences that advance the planned learning program and help them to stay connected with teachers and classmates. These learning experiences offer authentic opportunities to focus on key concepts, knowledge, and skills in order to successfully earn final grades and complete the students’ current grade levels and/or coursework to meet the high school graduation requirements. The faculty will develop curriculum that requires continued interaction and creativity, involving a balance of on-screen and off-screen tasks that help connect to previous learning and the current curriculum. It is the faculty’s goal to ensure that students are monitored and provided with customized planning and support to optimize participation and performance. Though e-learning does not replicate the on-campus experience and encouragement that are essential to promote self confidence in some of our students, the Spring of 2020 served as an opportunity for teachers to assess the student’s application of executive function skills: organization, time management, task completion, prioritization, and self regulation (see more below).

At-Risk Students

The End-of-Year assessment data collected by our faculty has assisted in the identification of students who struggled during the E-learning program of Spring 2020. These students will be scheduled for additional, personalized support to mitigate regression in the event of school closure. These support services will be provided on campus unless 1:1 personalized support is not permitted or small group instruction is recommended. Executive Function plays a central role in shaping student achievement. In a remote learning scenario, students are required to be productive amidst the distractions of phones and computers, which is challenging even for many adults. Adding to the stress, parents see that students may insist on managing their academics independently when they are unequipped to do so, given underdeveloped Executive Function skills. However, as students age, these self-management skills are needed for a smooth transition to college or a career, where heightened demands compete with new freedoms. Unaddressed, a deficit in the critical foundational area of Executive Function skills can have long-term effects on a student’s success and, consequently, their self-confidence as a learner. Our faculty have identified explicit lessons and programs to enhance these important, core skills for our struggling students.

Social/Emotional Wellness

Faculty

Upon return to school in the Fall, faculty will need clear and concise information from Administration to feel confident in educating students with new policies and procedures in place while being held accountable to strictly adhere to health and safety policies and procedures. Communication regarding changes to policies and procedures will be provided in a timely manner. It is the responsibility of Pinnacle Administration to monitor data-based trends and collaborate with state and local experts to ensure that



decisions focus on the health and safety of the school community. Weekly Department meetings provide opportunities for faculty to collaborate, offer feedback, and reflect on the effectiveness of instruction and campus protocol. This ensures that all faculty are regularly discussing and solving problems as they arise. In addition, the faculty will be strictly adhering to new health and safety procedures and will greatly appreciate the support of parents/guardians in recognizing the level of care that they have for their students. Above all else, our students come first.

Students

Upon return to school in the Fall, students will need reassurance that classrooms are a safe and welcoming place to learn, explore, and grow. A primary goal of the faculty will be to alleviate any anxiety students may have by implementing structured routines and warm, nurturing environments. Students will be given many opportunities to engage with each other, while socializing within the guidelines of the new normal. In addition, it will be essential for families to practice similar health and safety hygiene behaviors at home to establish good hygiene habits that generalize across settings and become part of each student's routine.

Our faculty are eager to be reunited with their classes and are prepared to establish a very positive atmosphere and to replace hugs, handshakes, and high fives with smiles, waves, and thumbs up.

Group Gatherings and Celebrations

Belonging to a community is essential for social and emotional well-being. Even though the way we gather, share, and celebrate may change, Pinnacle is dedicated to ensuring our values continue to thrive. Despite the learning platform, our students will feel a strong sense of community throughout the year. Just as we were able to joyfully celebrate our seniors in a new way, all returning and new students will continue to enjoy our signature traditions upon our return. We look forward to celebrating our students' achievements and hosting our traditional festivities in a safe and responsible way in the upcoming school year-both in the classrooms and as a campus community.

Marketing Plan

During this time, campus tours will be significantly restricted or eliminated altogether. Video tours will be made available to prospective parents and word-of-mouth will continue to remain the primary source of enrollment for Pinnacle Academy growth. Existing stakeholders (parents and faculty) will be encouraged to share their positive experiences during E-learning in the Spring of 2020 and stories of their student's progress and successes on social media and internet school search links (such as Great Schools.org).