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The ICS Reopening Plan

The first priority of Integration Charter Schools (ICS) is keeping students and staff safe. Therefore the plan on how to safely reopen and operate ICS will be fluid, continuously evaluated and amended as needed. The ICS Reopening Plan aims at providing clear guidance on how we will reopen in September 2020 physically and virtually. The ICS Reopening Plan will abide by CDC, State and Local guidelines. The needs of our students, staff and families have also been reviewed and taken into consideration.

Students and staff will return in September with increased health and safety measures. Before we open our doors on September 10, 2020, our facilities will be prepared with increased cleansing and the proper amount of PPE (Personal Protective Equipment).

Dana Volini, Vice President of Administration, has been appointed as the ICS COVID-19 safety coordinator. Mrs. Volini will ensure continuous compliance with all aspects of the reopening plan, as well as any phased-in reopening activities necessary to allow for operational issues to be resolved before activities and instruction return to “normal” or the “new normal”.

For any education/instructional questions please contact the school’s Principal.
For any operational/health questions please contact the Director of Operations, Susan Varvara, at svarvara@integrationcharterschools.org

Facility Readiness Before September 10

- Every ICS facility will be thoroughly cleaned with a cleaning solution and disinfectant solvent (approved by the CDC and EPA), including all classroom materials.
- Signage will be posted at entrances and throughout the facilities to remind students and staff of necessary safety protocols such as wear a mask, keep socially distant, use hand hygiene, etc.
- Markings will be made on floors and walls to show 6 feet measurements at entrances, bathrooms and other appropriate areas.
- Each classroom and frequently visited area will have hand sanitizing machines installed in accordance with FCNYS 2020 Section 5705.5.
- Each facility will be stocked with PPE equipment including soap and hand sanitizer with at least 70% alcohol, paper towels, tissues, gloves, disposable face coverings, disinfecting wipes and solutions, and no touch trash bins.
- Sneeze guards/plastic separators will be installed in appropriate locations such as reception desks. These will comply with the 2020 BCNYS Section 2606.
- Air conditioning units will be inspected to ensure they meet school standards for increased ventilation.
- Door stoppers will be used to prop appropriate doors open.
- No touch soap dispensers will be installed in bathrooms.



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Floor markings will be made so that student desks remain 6 feet apart from each other.

Operational Action Plan for the Reopening of School

I. Facility Action Plan:

- Based on the size of our classrooms, we will launch the 20-21 school year with a maximum of 10 students in each physical classroom.
- There will be signage on each door with the maximum capacity for staff and students based on each individual rooms square footage.
- All middle and elementary students will stay with their same cohort and in the same classroom throughout the day. Transition for high schools students will be limited as much as possible.
- Large group gatherings and assemblies will be suspended, including field trips and athletics.
- Parent-Teacher Conferences will be held virtually.
- Parents, guests and visitors will not be allowed on school premises. If a contractor or guest must have access the premise, they must wear a face covering, complete a health questionnaire and receive a temperature check
- If a student is being picked up early, the parent/guardian must call reception when they arrive outside. A staff member and the student will meet the parent/guardian outside of the student entrance.
- Student bathrooms will be monitored with no more than two students allowed in at a time. Students must wear face coverings inside the bathroom.
- All mandated fire drills and lock down drills will be performed and practiced with modifications to allow for socially distancing.
- On Wednesdays and on weekends there will be no students or staff in any ICS facilities. This will allow for deep cleaning and extra sanitizing.
- All facilities will be cleaned nightly, including desks, chairs and frequently touched areas.
- All hand sanitizing machines and soap dispensers will be replenished as needed.
- A minimum of a 30 day supply of PPE will be on site.
- Staff and students will be encouraged to wipe their own work space during the school day.
- Lockers will not be used.
- Student supplies will not be shared.
- Each facility will have a designated isolation room which will be properly stocked with PPE.
- There will still be a nurse and medical room at each facility. The medical room will be used for healthy students to obtain medications and nursing treatments. The NYCDOH will supply and stock the medical room with PPE.
- All mandated inspections such as fire inspections, NYCDOH kitchen inspections and lead testing will be conducted as usual.



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II. Health and Safety Action Plan:

A. Face Coverings

- Face coverings will be required by all staff and students.
- Staff and students will be asked to bring a reusable cloth or a disposable face covering with them each day to campus.
- On the first day of school, ICS will provide each student and staff member with a reusable and washable face covering.
- Disposable face coverings will be available to anyone who does not have one.
- Exceptions can be made for any staff or student who has a medical condition that prohibits them from wearing a face covering. Face shields will be available for those students or staff and must be requested in writing. (A medical note may be required.)
- Face coverings can be removed during meals only after students are seated at their socially distanced desks.

B. Temperature Checks and signs of symptoms

- ICS will keep staff and student medical information private.
- All staff must complete a daily health screening questionnaire via email.
- All students must complete a health questionnaire monthly and before returning to the building in September.
- All students and staff will be given a non-contact temperature check before entering any ICS facilities.
 - Any person with a temperature of 100.0 degrees or above will be restricted from entering the facilities, if possible.
 - If a student cannot be picked up immediately, a staff member will assist the student to the isolation room where they will await pick up.
- Staff and students who are sent home with a fever must present a doctor's note advising ICS of either a positive Covid-19 test or clearing them to return.
- Once a staff or student is inside the building and shows symptoms of illness they must be sent to the school nurse. The nurse will assess if the individual needs to go home and/or to the isolation room until they can be picked up. If the nurse is unavailable, administration will treat the student or staff as having potential symptoms and require them to go to home. Individuals sent home cannot return to the building until cleared by a medical professional.
- Parents and staff will receive resources and materials with common COVID-19 symptoms to look out for.

C. Positive Cases

- Staff who test positive for COVID-19 should contact HR immediately with a list of others who they were in close contact with. HR will contact those employees, while



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not revealing the name of the person who tested positive, advise them to quarantine for 14 days and suggest them getting tested.

- Students who test positive should notify their homeroom teacher immediately who will then notify the Director of Operations. The Director of Operations will contact the NYCDOH and all protocols will be followed.
- Students and staff who test positive for Covid-19 will be asked to stay home for a period of at least 10 days, and be retested as soon as possible. They will only be allowed to return with a negative test result.
- If a staff or student tests positive appropriate communication will be made to the NYCDOH so they can take appropriate contact tracing measures and advise ICS on next steps. ICS will cooperate with the NYC's Test and Trace Corp. program and any other mandates required by the NYCDOH.
- If a staff or student tests positive their class cohort will go to full remote learning for 14 days.
- If another person in the same residence of the student or staff member is diagnosed with COVID-19, that student or staff member should not attend school in-person.
- If someone is contacted via contact tracing and told that they have been in contact with someone who has tested positive, and are told to quarantine, they should do so.
- Data on local hospital capacity will be requested from the NYCDOH will be requested regularly.
- ICS will follow all metrics as set by NYCDOH if cases in NYC are increasing beyond an appropriate level and modify in-person instruction as necessary.
- NY state has issued guidance providing for up to 14 days of paid, job-protected sick leave for any employee asked to quarantine or recover as a result of coronavirus/COVID-19. More information is available [here](#).
- The Families First Coronavirus Response Act (FFCRA) has issued expanded protections and benefits for employees adversely impacted by COVID-19 from April 1, 2020-December 31, 2020. See [here](#) for public notice.

III. Transportation

- ICS does not employ their own transportation staff, nor contract with a private vendor at this time.
- Students with Disabilities who are entitled to transportation services on their IEP will still be provided yellow bus service through the Office of Pupil Transportation.
- If NYCDOE public school students are being provided busing, the NYCDOE will provide busing to ICS students in the same manner.
- All eligible students will still receive MetroCards.
- Dismissal staff will continuously remind students about social distancing and using face coverings on buses.
- ICS will rely on NYCDOE Pupil Transportation to ensure that school bus companies and personnel follow all appropriate guidelines for safety. Those families relying on NYC public transportation will be provided with full information and guidance for using public buses according to NYCDOH rules.



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IV. **Child Nutrition**

- All student meals, snacks and sides will be pre-packaged and served as a grab and go.
- All student food and beverages will be delivered to and served inside the classrooms. The cafeteria will not be used for meal services.
- All meals and food services will abide by NYSED Child Nutrition guidelines and protocols.
- Students will be able to take home additional meals for the days they will be in remote learning, and/or meals will be available on school operating days on campus for pick up.
- Students will be called one by one to wash hands with soap and water or sanitize hands at a sanitizing station inside their classroom before and after all meals.
- Sanitizing/alcohol wipes will be provided to students to wipe down desks before meals.
- Staff will make an announcement discouraging students from sharing food and beverages before each meal.
- The safety of students with food allergies will be a priority of the Child Nutrition staff and all staff will be given guidance on what the signs are for food allergy symptoms.
- The Child Nutrition reopening guidelines will be included in the ICS Reopening Plan which will be translated into our top spoken languages at ICS.
- A separate garbage bin/bag will be used for food trash. At the end of breakfast/lunch/dinner, the garbage will be tied up and placed outside the classroom for pick up.

V. **Staffing**

- ICS knows that the staffing needs must be flexible and fluid during the 2020-2021 school year.
- Non-instructional staff members will be encouraged to work remotely as much as possible, while still supporting the needs of the schools.
- Following the CDC guidelines and DOH, we anticipate reasonable accommodations will need to be made for the groups identified as high risk for COVID-19.
- We know that some staff members may have additional reasonable accommodation requests based on their own or their families' needs, and we will do our best to respond to those accommodations requests in a reasonable and equitable manner.
- To protect all personal information, staff accommodation requests must be received in writing and submitted to hr@integrationcharterschools.org.
- Approval or denial of accommodation requests will be made to staff members by the Director of Human Resources. If approved, the staff members supervisor will be notified. If denied, the staff member's options will be discussed (ex: FMLA, PTO, etc.)
- Based on the number of final accommodations needed, we may need to adjust staffing plans.
- Reasonable accommodation requests will be reviewed continuously.



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- All staff must have cleared fingerprints in the TEACH system and will be employed appropriately based on their certification
- We will continue to follow guidelines set forth by OSHA, CDC, EEOC and the NYCDOH.

VI. Technology

- ICS has scaled up to 1:1 devices to support remote learning.
- All students will receive a laptop to take home.
- We will also maintain on-campus devices as needed.
- All staff members can request a staff laptop to bring home if needed.
- A small number of Verizon Wireless Hotspots are available to families or staff who have limited internet access.
- New families will complete the ICS Technology Survey so laptop and internet access at home can be assessed.
- Staff will continuously check in on any student not attending virtual classes and bring any connectivity issues to the ICS Information Technology Department for assistance.

VII. Finances and Reporting Compliance

ICS will continue to meet existing state aid reporting and fiscal requirements unless otherwise instructed by law, regulation or executive order. Data submissions, budgets, audits, per-pupil billing and all other reports will be submitted as required. ICS will continue to update all school and district policies with counsel as needed.

Educational Reopening Plan

In response to feedback from families regarding re-entry and to minimize health risk to students and staff while providing rigorous instructional programming, we have developed the following ICS re-entry plan.

Results of family surveys indicate 60% of Lavelle Elementary, 73% of Lavelle Middle School, 64% of Lavelle High School, 59% of Nicotra High School and 89% of New Ventures families prefer a full distance learning model in the fall. Additionally, a high percentage of families showed significant concern about their child's ability to social distance and/or wear a mask in school. There were also notable family concerns about transportation to and from school. This was not surprising given the location of our schools which are not neighborhood schools and the fact that many of our students travel to school from various parts of Staten Island using yellow bus and public transportation.



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Since the majority of our students come to us significantly below grade level and/or with special needs, they are greatly in need of and learn better with the support of a live teacher. Providing students with live instruction and access to teachers and teaching assistants four days per week better supports their learning and academic growth while minimizing learning loss. Further, maximizing live instructional time reduces parents' burden of supporting and assisting students with asynchronous and independent learning. All ICS students will have a five day per week instructional program.

Below we have outlined our proposed blended learning model for fall. As with our current distance learning model, our plan is to continually assess the model, survey families, students and staff and analyze relevant data to ensure success. If and when we feel that changes are necessary, we plan to be flexible and reflective in revising this model.

I. Teaching and Learning/Instructional Schedule

Draft instructional schedules were shared with all stakeholders for feedback in July and adjusted based on that feedback. Venues included family and staff Town Halls and email. Based on family feedback at Town Halls, we will try our best to accommodate siblings and family requests when scheduling. All families will be provided with a form enabling them to select either the hybrid or fully remote instructional model. Families will be permitted to change their preferred model at strategic times during the year and based on individual circumstances. Should a student or their family member be symptomatic or test positive for COVID, they will immediately be switched to the remote learning model. To ensure continuity of learning, all schools are prepared to shift to a fully remote instructional model should the need arise for any reason. Final schedules will be shared with families via email and class dojo as soon as possible and with sufficient notice for families to arrange for childcare and transportation if necessary. Staff will be available for phone and online conferences should families have any questions about their child's schedule.

a. In school learning:

All Lavelle Prep and Nicotra students will be invited to come into the school building for NYS standards aligned core subject instruction 1 day per week from 8:00am - 1:15pm. All New Ventures students will be invited to come into the school building for core subject instruction 2 evenings per week from 2:45pm - 7:08pm. Social distancing will be maintained in all classrooms. Elementary and middle school students will remain in one classroom from 8:00 am - 1:15, with grab and go breakfast in their classrooms, snack in their classrooms and packed lunch picked up by students at dismissal time. High School students will remain in one classroom as often as possible with teachers moving from class to class. For the small group of high school students who may have to switch classrooms, social distancing guidelines will be followed. Group cohorts will be fixed and limited in capacity in order to maintain social distancing. Shared spaces will not be used for multiple classes and instead, will be used to enable students to maintain proper social distancing during instruction. Classroom supplies and



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computers will not be shared among students. Each student will be provided with a computer to take to school and use at home.

b. Online synchronous learning:

All ICS students will receive NYS Standards aligned synchronous distance learning with a live teacher 3 days per week.

c. Online asynchronous learning:

All ICS students will participate in NYS Standards aligned asynchronous learning supported by teachers and teacher assistants one day per week. This is the day that the other half of their class is in school with their teachers. This asynchronous instruction will be supplemented with live small group and individual sessions primarily led by teachers and teacher assistants who have been granted reasonable accommodations. Whenever possible, asynchronous lessons will be recorded so that students and families can access them if they were unable to attend or need to review the lesson.

d. Students opting for full remote instruction:

ICS students who are high-risk and/or whose families opt for full remote learning will receive a combination of NYS Standards Aligned live synchronous and asynchronous instruction taught and supported by teachers and teacher assistants. Our plan is to pair this groups of students with teachers and teacher assistants who have been granted reasonable accommodations. Their instruction will mirror the instruction being delivered to their classmates attending school in the building. These students will then complete the remainder of the school week with their class.

e. Teaching Model:

All **core** classes will be planned for, taught by, and supported by either a dually certified teacher or a certified special educator and certified content teacher working as a team. All teachers will work in collaborative teams and have common planning time incorporated into their schedule.

f. Additional support:

Students will be provided additional opportunities for more intensive academic support through individual and small group instruction sessions in the school building and/or through distance learning as needed. Additional social, emotional, or academic support needed as a result of the 2019-2020 school closure or for any other reason will be provided virtually in small group and individual instructional sessions with teachers that will be planned with families and students to the greatest extent possible. When appropriate, families will also be invited to these learning sessions. In addition to participating in live core instruction students will participate asynchronously and synchronously in Wellness, Movement, Arts, and/or Electives In an effort to make sure we are teaching from a holistic approach. As part of our Movement program, yoga will also be offered to middle and high school students as an additional means of alleviating stress and supporting students.

The above outlined plan:



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- Reduces health risks for students and staff.
- Maximizes live instructional time for students (our plan affords students at least 4 days per week of live instruction for all students and only one day of asynchronous learning which will be supported by instructional staff.)
- Is responsive to family survey and Town Hall feedback.
- Is responsive to staff survey and Town Hall feedback.
- Allows us to continue to improve our distance learning model which is currently rooted in live instruction.
- Reduces the amount of asynchronous learning since we know our students learn better with the support of a live teacher.
- This schedule allows deep cleaning of our building at least twice per week (Wednesday and on weekends).

g. Master Schedule:

8:00-1:15	Monday	Tuesday	Wednesday	Thursday	Friday
IN THE BUILDING INSTRUCTION	Elementary Group A Middle School Group A	Elementary Group B Middle School Group B	----- BUILDING CLEANING	Lavelle HS Core Classes Group A Nicotra Core Classes Group A	Lavelle HS Core Classes Group B Nicotra Core Classes Group B
DISTANCE LEARNING	All LP/NECCS High School LP Elementary Group B LP Middle School Group B All fully Remote	All LP / NECCS High School LP Elementary Group A LP Middle School Group A All fully Remote	All LP / NECCS High School All LP Elementary All LP Middle All fully Remote Learning students	LP / NECCS High School Group B All LP Elementary All LP Middle All fully Remote Learning students	LP / NECCS High School Group A All LP Elementary All LP Middle All fully Remote Learning students



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	Learning students	Learning students			
New Ventures	Fieldwork and Evening Classes In School Building 2:45-7:08	Fieldwork and Evening Classes In School Building 2:45-7:08	Fieldwork and Evening Classes Distance Learning 3:00-7:08	Fieldwork and Evening Classes Distance Learning 3:00-7:08	Internships Distance Learning (times will vary)

h. **Comparison Chart**

BLENDED LEARNING AT HOME AND IN SCHOOL	FULLY REMOTE LEARNING AT HOME
Students go to the Teleport Campus for age-appropriate, standards-based, in-person instruction on designated days; and continue their learning from home remotely on the other days of the week. On in-person days, students will attend classes in the school building.	Students participate in a regular schedule of age-appropriate, standards-based remote learning from home every day.
All core classes will be designed, planned for, supported and delivered by either a dually certified teacher or a special educator and content teacher working as a team.	All core classes will be designed, planned for, supported and delivered by either a dually certified teacher or a special educator and content teacher working as a team.
Students will have live instruction with teachers and peers at least 4 days per week.	Students will have live instruction with teachers and peers at least 4 days per week.
On in-person and remote learning days, students will have opportunities for whole class, small group, and individual work and collaboration with classmates and teachers.	During remote learning students will have opportunities for whole class, small group, and individual work and collaboration with classmates and teachers.



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Any student in need will be provided with an ICS laptop.	Any student in need will be provided with an ICS laptop.
We will make every effort to ensure students will be taught by a consistent set of teachers in-person and remotely, who work together throughout the year to maintain continuity and maximize learning.	We will make every effort to ensure students consistently have the same instructors throughout the year.
There will be an emphasis on social-emotional learning across school communities to ensure the mental health and wellness of students and families.	There will be an emphasis on social-emotional learning across school communities to ensure the mental health and wellness of students and families.
Teachers will regularly engage students and families to check student work, provide timely feedback, and adjust instruction as necessary, in-person and via remote learning platforms, calls, emails, video chats, etc.	Teachers will regularly engage students and families to check student work, provide timely feedback, and adjust instruction as necessary, via remote learning platforms, calls, emails, video chats, etc.
Students and families will have access to one-on-one support to help with instructional activities.	Students and families will have access to one-on-one support to help with instructional activities.

II. **Maintaining Communications with ICS Families**

ICS has maintained our strong commitment to family communication throughout this crisis. In addition to maintaining our “open door” policy allowing families to reach out to staff via email, app, or phone any time they have a concern or question, we have increased our proactive communication efforts. ICS school teams and communications teams have created a COVID-19 tab on each of our school’s websites curated by school administration in coordination with our Director of Communications. This page includes Principal’s messages, staff contact information, family support links, articles, and videos, resource information, technology support and wellness tips. Essential documents will be translated into dominant languages at ICS as reported by families and posted to the website. ICS employs staff members who are proficient in multiple languages and offers translation services for families as needed.

Our schools have created parent email groups and list serves which are being used in addition to robocalls and personalized phone calls and emails. Apps including Class Dojo and Remind are also being utilized to ensure continuous communication with families and students. Staff and students created digital newsletters, social media posts and videos featuring staff and students and online morning announcements are just a few examples of the fun and exciting tools we are using to maintain family and student morale and engagement.



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Since the beginning of this crisis ICS has made a concentrated effort to increase our social media presence in order to acknowledge student and staff success, keep families informed and uplift and encourage positivity. Examples of posts include student of the month/term recognition, student awards, teacher appreciation messages, funny morning skits and publicizing school events including virtual open houses, PTA meetings and parent support groups, including a group for Spanish speaking parents. We are excited about sharing our progress and good work with our various school communities, the community at large and our elected officials.

In response to family requests, we are also providing personalized supports to groups of families, our counseling team has created a Spanish speaking parent support group, our school teams have translated digital resources into Spanish and other languages as needed so that parents can better support student learning, teachers have started inviting parents to academic tutoring and small group instruction sessions. Schools created, administered, and reviewed parent and student surveys and have hosted Town Halls which have informed and will continue to inform enhancements made to the ICS Re-Entry plan.

Schools will continue to use the Appointly app, to set up virtual parent-teacher and/or student-led conferences. These virtual conferences will offer students the opportunity to reflect on their work and learning and set goals, offer families updates on student progress, and provide opportunities for collaboration in order to ensure student growth and success.

III. Attendance Tracking

Attendance is monitored in a variety of ways. Remote learning and in school building attendance will be monitored, recorded and input into Power Schools by designated staff members using specific codes indicating remote or in school building attendance for the day. For Remote Learning, students will be considered present if they attend a live synchronous session or if they complete the work assigned during the live session. Seat time for asynchronous and/or independent study courses will be tracked and monitored through presence in teacher support sessions and/or completion of assignments. Attendance will also be tracked through completion of lessons and assignments on adaptive online learning programs such as IReady and Imagine Math. To the greatest extent possible, ENL teachers will record students' attendance in mandated units of English as a New Language when in the Remote Learning model.

All schools will communicate regularly with families regarding student in person and remote learning attendance. Communication to families includes daily calls to students who are absent, communication via class Dojo to our elementary and middle school students, use of the Remind App for our New Ventures students and their families, and daily communication from counselors to any of our high risk students and any others newly identified by teachers or other staff. These calls seek to support families in dealing with any barriers that are preventing or impeding their children from engaging in instruction.

Additionally, each school's attendance team, comprised of school leadership, counselors and teachers, will continue meeting at least weekly to track patterns and trends, identify new



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students and families in need of attendance support and communication, and work to implement strategies to reduce chronic absence. Attendance teams will continue to follow up with students and families who are having difficulty attending. Students returning to school following a long term absence will be provided with counseling and academic support. All ICS schools will fully comply with all mandates around attendance.

Each school will continue to recognize students who maintain excellent attendance and who have improved attendance. School leadership teams reports daily attendance to ICS leadership, who review this data in our leadership meetings and with our Board so that we can target any issues, delve into the data to assess additional supports needed, and work with school leaders to brainstorm innovative and proactive solutions and incentives.

IV. Special Populations

The ICS charter model provides all students will instruction in the LRE in inclusive classes where they are learning alongside their general education peers. We will continue to provide FAPE through the ICS hybrid instructional model and/or full remote learning model which will meet the needs of our special populations as well as applicable legal requirements including IDEA and Section 504 of the Rehabilitation Act as delineated in our charters to the greatest extent possible. All **core** instruction whether in the school building or in remote learning will be planned, taught by, and supported by either a dually certified teacher or a certified special educator and certified content teacher working as a team. All teachers will work in collaborative teams and have common planning time incorporated into their schedules.

All teachers and support staff have digital access to student IEPs and 504 plans. Students are given all individualized accommodations, modifications, Specially Designed Instruction, RTI and Supplementary Aids Services as delineated in their IEP or 504 plan to the greatest extent possible. These supports are provided through a combination of synchronous and asynchronous remote learning classes, in person classes, online parallel teaching sessions, small group break-out sessions, student self-selected and teacher invitation tutoring sessions, and one-to one tutoring. Additionally parents have been invited to participate in many of these tutoring sessions so that they feel better equipped to support their child. School leaders support and monitor this process in a variety of ways including conducting observations of planning and delivery of lessons, reviewing lesson plans and student work/progress, utilizing tracking sheets, and continuing virtual meetings and professional development with their teams. Assigned ICS staff also continue to work with the CSE, Charter Schools Office, NYSED and the Collaborative for Inclusive Education in addition to other remote learning education experts to learn about and turn key best practices and helpful online resources for special populations during this unprecedented time.

ICS teachers and staff consistently communicate with our CSE team around IEP conferences, IEP goals, and IEP implementation. ICS teachers and staff continue to coordinate with our local CSE around student progress, family contact information, remotely conducting IEP conferences,



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transition planning conferences, vocational assessments, and any other conferences or assessments that a student needs. ICS staff have continued to communicate with families about upcoming CSE conferences and IEP related supports and concerns. ICS staff will continue to track and monitor student progress and communicate progress to families regularly. We will continue to collect data, whether in-person or remotely, and use these data to monitor each student's progress toward IEP annual goals and to evaluate the effectiveness of the student's special education services. ICS will continue to comply with Child Find mandates. ICS continues to provide families with all documents and materials needed to effectively prepare for and participate in IEP meetings. Whenever families need a translator or a translated document, ICS collaborates with the CSE in order to provide families with the necessary information. Should families fail to attend IEP meetings, school and counseling staff checks in with the family to see if assistance is needed. In lieu of creating and uploading Remote Learning Plans to SESIS in addition to the comprehensive documentation teachers are completing for our large special needs population, they are personally and regularly communicating with families about the individualized distance learning supports and behavior interventions that they are providing to meet their children's unique social emotional and academic needs in the preferred communication mode and language. Remote learning plans and updates are also being shared with our local CSE and are being discussed at IEP meetings to ensure there is an understanding of the provision of services consistent with the recommendations on/individualized education plans and to ensure that students have access to the necessary accommodations, modifications, supplementary aids and services, and technology to meet their unique needs.

All related services will be provided to students through the Department of Education. ICS staff continues collaboration with our local CSE and agency providers to assist them in ensuring that students receive their mandated related services. ICS has requested that related services remain remote in order to ensure proper social distancing, to minimize visitors to our schools, and limit the number of people students have contact with.

ICS staff will continue to frequently check-in and communicate online and via telephone with all students, especially those with special needs, ELL students, and students with section 504 plans. ICS schools will make use of translation/interpretation services as needed to communicate with students and families. All ICS teachers servicing ELL students continue to work collaboratively with ENL teachers to individualize and tailor instruction to student's needs through differentiation and by providing support, accommodations and modifications as needed.

All elementary students receive the individualized required dosage of ENL support each week. ICS elementary ENL teachers provide a wide range of student support through the use of resources such as Google Classroom, iReady, AudioBooks, MyOn and Quill and adjust these supports based on academic progress and achievement data. The ENL teacher works directly with ELA teachers twice a week during scheduled meetings focusing on students' progress and adjusting the required supports as needed prior to implementation. The ENL teacher also collaborates directly with students and families through video conferencing, directly on Google



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Docs, telephone and via email/Class Dojo. The ENL teacher virtually meets with students and/or guardians when requested or scheduled whenever they are not pushing into classes virtually. ENL teachers conduct small group video conferencing sessions to further support students.

The ICS ELL identification process will take place within 30 school days of the start of the school year for all students who enrolled during COVID-19 school closures in 2019-20, as well as all students who enroll during summer of 2020 and during the first 20 school days of the 2020-21 school year. After this 20 day flexibility period, identification of ELLs will resume for all students within required 10 school days of initial enrollment as required. ELL students receive the individualized required amount of ENL support each week. ICS ENL middle school teachers monitor student academic progress through teacher conferences, student sessions, and data analysis from adaptive online programs such as I-Ready and Imagine Math. ENL teachers assign individualized supplementary online assignments and lessons from various sources including Teenbiz, NewsELA and MyOn. ENL teachers provide students with support for their class assignments and projects via email, telephone, Class Dojo and google classroom. ENL teachers also conduct small group video conferencing sessions to further support ELL students. In addition, the ENL teacher is able to access all student work submitted electronically and provide feedback as needed. The ENL teacher virtually meets with students and/or guardians when requested or scheduled whenever they are not pushing into classes virtually. ENL teachers work hand in hand with middle school ELA teachers who are available for joint virtual conferencing with students.

New Ventures, Nicotra and Lavelle Prep High School ENL students receive the individualized required dosage of ENL support each week through distance learning. ENL teachers meet virtually with their high school students individually to determine the academic areas in which they need support. For example, if they are struggling with writing assignments the ENL teacher can have an editing session with the student. By using Google Docs the teacher can provide real time support in editing and providing writing support. In addition, ICS high school students utilize live stream google classrooms in core subjects. During these classes, ENL teachers are available to push in to support the students as well as providing teachers with resources to best help their students. The ENL teacher virtually meets with students and/or guardians when requested or scheduled whenever they are not pushing into classes virtually.

ELL students are provided with and supported in utilizing a variety of NYSESLAT test preparation materials focusing on speaking, reading, listening, and writing through a variety of formats. The ENL teachers conference with individual and small groups of students meeting the required hours based on student levels.

School leaders support and monitor ELL support in a variety of ways including conducting observations of planning and delivery of sessions, reviewing student work and progress and continuing virtual meetings and professional development with ENL teams and teacher teams. ENL teachers also serve as a support to one another and meet as needed with each other, teacher teams and school leaders to share best practices and troubleshoot issues. In response to our



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parent surveys, teachers have begun translating instructional resources and presentations into families native languages so that they can support their student's learning.

V. Assessments

Frequent checks for understanding and assessments are built into all instruction at ICS and drive teacher planning. All schools will utilize MAP for diagnostic and formative assessments upon re-entry. Lavelle Prep will also utilize I-Ready and Imagine Math.

In order to ensure that our teachers can use assessment data to drive and make adjustments to instruction, ICS has provided interested teachers with Nearpod subscriptions. Nearpod allows teachers to assess students in real time, gives students an opportunity to participate individually and in group discussion formats. It also provides options for mini assessments throughout the lesson and collects that data. Test Wizard and similar subscriptions have also been provided so that teachers can create and administer differentiated and comprehensive quizzes and summative assessments to assess student learning. Results of these various assessments in addition to exit tickets drive planning and instruction in the form of reteach lessons, small group tutoring, and individual support.

VI. Student Teachers, Volunteers and Visitors

To minimize student and staff contact with outsiders, we will not be allowing volunteers or visitors in the school building. As of right now, we will not be hosting and student teacher programs however, we are open to working with our higher education partners should an opportunity to support student teachers remotely arise.

VII. Remote Afterschool/Saturday Program and Activities

ICS has implemented a remote After and Saturday school program with a Performing Arts and core instructional focus that will continue in Fall, 2020. Students join virtual learning sessions for one hour per day, five days per week in cohorts. Teachers delivered supplies to students' homes as needed for successful participation in the program. During Virtual Saturday School teachers utilize virtual breakout rooms to provide individual and small groups of students supplementary instruction and support to meet their learning needs in math and ELA. Additionally, our teachers will continue to provide students with opportunities to get their mind off of the crisis and engage with peers. Activities such as weekly read aloud bedtime stories, spirit weeks, movie nights, virtual dance parties, mindfulness exercises, arts and crafts tutorials and virtual field trips will be provided on an ongoing basis.

VIII. EVALUATING EFFECTIVENESS



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ICS employs several methods to monitor organizational and instructional quality. The Director of Program Evaluation is responsible for data collection and analyses to ensure that we are constantly monitoring the impact of the program. This information is provided to the principals and the various teams that work on improving teacher effectiveness and student achievement. These teams meet regularly to review and discuss data and collaborate with school teams to develop action plans as needed. Instructional coaches work closely with teachers and school leaders to monitor and ensure the cultural and academic health of our schools. To monitor instructional practices, ICS uses a peer review process that has recently been awarded a dissemination grant which allowed us to share our practice with district schools. Observations, based on the Danielson Framework for Teaching, consist of an observer, the teacher, and a group of invited peers who participate in all three segments of the formal observation: a pre-observation, the observation, and the post-observation. The entire process focuses on the collection of evidence and comparing that evidence to the rubric. Participants discuss what worked and what can be improved, as the entire process focuses on the improvement of instruction and student achievement and includes specific suggestions and actionable next steps for teachers to implement to improve their practice and increase student outcomes. Under the supervision of the school principal, coaches and leadership team members also observe and meet with teachers on an ongoing basis to collaboratively improve lesson planning including planning for special populations and execution of plans.

The Vice Presidents of Education regularly observe and meet with school principals to provide feedback on instructional leadership, areas for professional growth and school culture. During monthly SILO meetings, weekly Education Cabinet meetings and monthly Education and Accountability meetings, principals have the opportunity to work with ICS leadership, board members, and colleagues to analyze school data and performance, identifying areas of strength and areas in need of growth. With this targeted feedback, principals are supported in implementing growth strategies in their schools. At the highest level, there are several board committees who receive regular reports as to the instructional health of the schools, as outlined in our charters.

Counseling, Mental health and Social Emotional Learning

Our Counseling Department consists of a Director of Counseling and nine counselors. This interdisciplinary team consists of four Licensed Clinical Social Workers, three Licensed Master Social Workers, one Licensed Mental Health Counselor and two Certified School Psychologists. The Counseling Department supports an established internship program in conjunction with various colleges in the New York City area. The Director of Counseling regularly meets with the Vice President of Academic Affairs and Vice President of Student Integration to review and develop counseling program initiatives, including COVID-19 and re-entry planning. Counseling initiatives are revised based on the ongoing and developing needs of students and families.



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The work of the Counseling Team has developed through the oversight and collaboration with the Board of Trustees through the Education and Accountability Committee as well as the collaboration between counseling and the ICS Executive Leadership Team, principals, teachers and feedback from students and parents. During the COVID-19 crisis and distance learning, we conducted an on-line counseling survey for parents and developed responses and outreach to families in need. The Counseling department prioritized COVID-19 impacted families and provided counseling support as well as linking them to needed community resources including food pantries, rent support, specialized grief counseling, and mental health referrals. We will continue to be responsive to the needs of families and seek family feedback this school year.

At the outset of remote learning, our school counselors contacted families whose children had been receiving on-going counseling services during the school year, to set up remote sessions. Families who had not been receiving services were advised to reach out to the counselor assigned to their grade, school or division, for support as needed. The counselor's email addresses and phone numbers were provided. In addition, an ICS counseling support email was set up and shared with all families. In addition to counselors servicing our most vulnerable and high risk students and families, ongoing counseling referrals were made to our counseling team by teachers and parents as issues arose in distant learning and at home. Student interventions have also been designed based on direct observation by the counselors in our remote classrooms.

During the school year, the counseling team coordinated care of our high risk students who were receiving IEP mandated counseling, with the DOE assigned counselors. Counselors have been available to students and caretakers for risk assessments to evaluate suicide and child abuse risk and provide appropriate follow up with emergency psychiatric evaluations and ACS. Throughout the summer months, counselors have been reaching out regularly to our high risk and COVID-19 impacted students and families. Counselors continue to collaborate with community based organizations, inform our families of the support they can provide, and direct families to appropriate organizations based on their needs.

- In the 2020-2021 school year, the counseling team will continue to provide the above services. For families who choose to remain fully remote or the blended learning model in September, counselors will be on duty both virtually and at the times and in the locations when students are present in class to provide in-person crisis intervention as crises arise. All regular on-going counseling sessions with students and parents will be done remotely, via video and/or phone meetings.
- A virtual "Counseling Corner" was added to all ICS school websites. This includes skills based videos, wellness tips, articles, mindfulness exercises and other resources to support students and families in dealing with the COVID pandemic, social distancing, the social and racial unrest and other related mental health issues. It also includes a directory of our counselors so that students and families can reach out if they need support. Many of these videos and tips have been included on our social media pages.



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- Based on feedback from families, our counselors have organized a support group for Spanish speaking families. This group provides social-emotional support and assists families to obtain needed resources.
- A remote drop in family support group will be offered by the counseling department in September to offer ongoing support to families as issues arise and needs develop. In addition to addressing issues around mental health, wellbeing and adequate housing, other supports will include issues around distance learning, re-entry to brick and mortar format, ongoing impact of COVID-19, and any issues arising from the ongoing social unrest post George Floyd.
- Wellness (Social-Emotional Learning) classes teach students skills to manage stress and emotional dysregulation and build interpersonal relationships and effectiveness through a combination of either DBT or Sanford Harmony models and ICS created curriculum.. These curriculums incorporate mindfulness, supports healthy living and resiliency and continue to take place digitally in both “live” and asynchronous learning formats. All students will receive Wellness instruction in the 20-21 school year.
- School leaders, teachers, counselors and other staff will continue to conduct wellness check-ins with students and their families throughout the week around attendance, work completion and well-being with particular attention to our high risk students.

Professional development opportunities for faculty and staff on how to talk with and support students during and after the ongoing COVID-19 public health emergency, as well as provide support for developing coping and resilience skills for students, faculty, and staff include:

- At the outset of remote learning, multiple age-specific resources were shared with staff including tips for coping with the COVID crisis and stay at home orders. Resources will continue to be shared this school year.
- Self-Care and Stress Reduction for students and parents has been provided by the counseling team through 1:1 discussions as well as through counseling corner skills based videos. The counseling team developed a drop-in “relax hour” for students and professional staff to share coping strategies, initially to discuss managing stressors related to COVID-19 and later, included reactions and stressors in the aftermath of the George Floyd killing and subsequent protests. This will continue in the 20-21 school year.
- All counselors have had training in Dialectical Behavior Therapy (DBT) and will provide ongoing skills teaching in conjunction with our DBT wellness classes.
- The majority of counselors have received trauma training and all new hires will be trained in August 2020.



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- Training on creating trauma informed classrooms will be conducted for teachers in August 2020.
- The counseling team and wellness coach began creating space to have social and racial justice conversations post George Floyd with staff and administration. Videos were viewed together and then discussions included personal reflection on race/ racial identity, white privilege, explicit/unconscious bias, and how to move forward with Anti-Racist work within the school structure. These conversations will continue in September. School leaders are sharing opportunities for self-learning through webinars, virtual training through other educational institutions on topics about distant learning and Anti-racist work.
- Restorative practices and circles have been used by the counseling and wellness departments to resolve student conflict, repair harm caused, re-build student relationships and plan a safe re-entry into the school or classroom setting after an infraction. These practices will continue in the 20-21 school year.
- “Mindful Mondays” are virtually conducted by our Wellness Coaches for our students.
- Meditation groups and training are offered to all ICS staff by the President of ICS and the Vice President of External Affairs/Chief of Staff.



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Communications Reopening Plan

Engagement with school stakeholders and community members

ICS was, and will continue to be in consistent and clear communication with various organizational stakeholders and community members throughout our planning for reopening, and reopening.

- Student / family and staff surveys regarding comfortability and expectations as to how to navigate the 2020-2021 academic year.
- Town Hall forums via Zoom open to parents and/or guardians.
- Planning between our facilities and operations departments, cleaning company and leasing organization (The Nicotra Group), in an attempt to ensure we are providing a safe, sanitary environment according to guidelines.
- Communication will continue amongst all stakeholders to ensure an effective and safe environment throughout our reopening journey.

Sources of Information

- **Website:** Individual school websites as well as ICS' main website are consistently updated with new information. Each site has its own devoted "COVID-19 Resources Page" that has been shared with families and is updated in real time, as information and updates become available.
- **RoboCalls:** RoboCalls are one of our most helpful ways to ensure important messages and announcements are delivered to our parents and families. Whenever there is an important announcement, individual schools send RoboCalls to all registered students' parents/guardians.
- **Surveys:** Surveys regarding reopening we administered to staff as well as all families/guardians of enrolled students regarding reopening plans and comfortability. All responses were carefully considered in the drafting of our plans and decision making.
- **Facebook & Instagram:** More than ever before, our school's use of social media (Facebook and Instagram) has become of paramount importance. Any time an important announcement is made via the website is updated, a graphic and explanatory caption is also posted to Facebook and Instagram to ensure broad reach. Comments and questions made via these channels are also responded to within 24-hours, typically sooner.



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· **Class Dojo:** The elementary school relies heavily on Class Dojo as a form of communication with students and their families. The app offers messaging, posting of information and photos, and other tools to bridge the gap between home and school

ICS has provided equipment for those students and families without access to technology for the purpose of communication.

Providing Health and Safety Information

· Principals, or designees, must ensure all students are taught or trained how to follow new COVID-19 protocols safely and correctly.

· Flyers and signage will be posted around all facilities to educate and remind students and staff on the following:

- Social distancing, proper use of personal protective equipment, proper hand hygiene, respiratory hygiene. Staff will educate students on the first day of school on the importance these protocols
- Flyers will be sent home to Parents/guardians with instructions on how to observe for signs of illness in their child that require staying home from school.
- ICS will post signage and direct users to the CDC and DOH websites for up to date information

Accessibility

The reopening plan will be accessible in the top three languages spoken at home amongst ICS families and throughout the school community. Written plans will be accessible to those with visual and/or hearing impairments. Plans will be posted on each school website. As plans change, families and staff will be notified to revisit our **COVID Resource** page for up to date information.

Engagement with school stakeholders and community members

- ICS was in consistent and clear communication with various organizational stakeholders and community members.
- Student / family and staff surveys regarding comfortability and expectations as to how to navigate the 2020-2021 academic year.
- Town Hall forums were held via Zoom open to all parents and/or guardians for each school.
- ICS follows the guidance of NY State Departments of Health, Education and the CDC.



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- Planning between our facilities and operations departments, cleaning company and leasing organization (The Nicotra Group), in an attempt to ensure we are providing a safe, sanitary environment according to guidelines.
- Communication will continue amongst all stakeholders to ensure an effective and safe environment throughout our reopening journey.

Implementation of Reopening Plan

Instruction

- Screening of all students and staff for symptoms of COVID-19. Anyone who is confirmed or suspected to have COVID-19, or develop symptoms of COVID-19, shall be directed to the school nurse.
- Social distancing of at least 6 feet apart between individuals shall be maintained whenever practical.
- All students and staff must wear personal protective equipment (“PPE”) in the form of a face covering. Acceptable face coverings include but are not limited to cloth-based face coverings (e.g., homemade sewn, quick cut, bandana), and surgical masks that cover both the mouth and nose when worn to ensure safety of all.
- Students will be permitted to remove their face covering during meals, instruction, and for short breaks so long as they maintain appropriate social distance.
- All students and staff must practice scrupulous hand hygiene.
- Only those visitors, vendors and contractors with a scheduled appointment may enter the building and must be screened and adhere to the guidelines listed above. Any non-staff person refusing to adhere will not be permitted into the facility.

Training

- Principals, or designees, must ensure all students are taught or trained how to follow new COVID-19 protocols safely and correctly.
- The following flyers will be posted to our website and emailed to our students and their families.
 - Social Distancing
 - Proper use of personal protective equipment
 - Proper hand hygiene
 - Respiratory hygiene
 - Parents/guardians will be instructed on how to observe for signs of illness/symptoms in their child that require staying home from school.



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- Encourage and reinforce the training guidelines provided to students by the organization by the use of signage throughout the facilities.