

**International Leadership Charter High School  
Re-Opening Fully Merged Plan  
2020-2021  
Submitted July 31, 2020**

**Revised  
October 2, 2020**



## **Response 1: Executive Summary**

In order to have an active strategic resumption of charter school operations during the COVID-19 pandemic we must have a plan in place in order to assure the safety, health and well-being of our students and staff throughout the school building. This is critical, in order to mitigate the community-spread of COVID -19.

Our Re-opening plan will require action the following principles:

- To identify all operational tools, resources and PPE and health supplies that will be needed to prevent disease and infection;
- To assure that these items are in place for the prevention of virus contagion and infection;
- To hire additional staff as required that will be required in order to fully implement re-opening plan;
- To develop re-entry schedules and strategic plan for maintaining social distancing for grades 9-12;
- To provide professional development to faculty to maintain and sustain the high academic performance of our scholars; and
- To Re-calibrate the expectations for academic rigor and acceleration of learning, assessment of content mastery.



## **Response 2a: Reopening operations- policies to ensure safety of staff and students**

In accordance with guidance provided for K-12 Education by the NYS DOH to ensure equity in education, Responsible Parties should prioritize efforts to return all students to in-person instruction at this time. However, based on the dynamic nature of local community transmission of the COVID-19 virus, a phased-in approach or hybrid model combining in-person instruction and remote/distance learning may be necessary at various times through the 2020-2021 school year. In planning for these approaches and models, school plans should indicate if certain students will be prioritized to return to in-person instruction first or more frequently based on educational or other needs (e.g., early grades, students with disabilities, English language learners), given requirements for equity, capacity, social distancing, PPE, feasibility, and learning considerations.

Our Charter School is gearing up to restart operations on or about September 14, 2020 implementing a hybrid model for teaching and learning with staggered scheduling of students for 3 half days of instruction by grade; 2 full days of remote learning for all grades and; 5 Days a week for medically vulnerable populations based on medical documentation and request.

### **Capacity**

Phasing and quantity of students and staff allowed in person at a given time. Based on our total square footage and the total student enrollment of approximately 400 students, we have determined that we can safely manage and reintegrate 50% of our student body per grade. Each grade will be divided into 4-5 “cohorts” of students, to limit potential exposure to the COVID-19 virus. Cohorts, particularly for younger students, are self-contained, pre-assigned groups of students with reasonable group size limits. We will implement and enforce measures to prevent intermingling between cohorts to ensure that cohorts are fixed and contain the same students –for the duration of the COVID-19 public health emergency.

### **Social distancing:** Protocols and procedures for students and staff

In order to mitigate the spread of COVID 19, all classroom spaces have been reimaged. There will be collapsed classrooms for a socially distant classroom for replication throughout building and measuring the Square Footage (SF) of each classroom and positioning each student desk with 6 FT of distance. Using this criteria and method, there will be more than 10-12 students in each classroom that will be defined by the square footage for each classroom.

Collapsing common spaces and measuring the Square Footage (SF) of Café, Library and conference rooms and reimaging each space within these limitations. The Café for example that has been used to serve student breakfast and lunch, will be limited to carry and go meals. This space will be used for a meeting and overflow of learning spaces on the second floor as needed, with 6 FT of Distance between tables. The Café will also be used for socially distant meeting space for school leadership team and faculty.

### **PPE and Face Coverings**

In order to mitigate the spread of COVID 19 PPE will be mandated for use for all personnel and students. These supplies have been ordered for faculty and staff.

- Face shields will be made available for the health, food service and counseling and maintenance personnel.



- Disposable and customized student masks have been ordered.
- Bulk orders from vendors have been placed for a 6-month supply.
- Plexiglass partitions have been ordered for common areas such as security and reception areas as well as Nurse station located in our health and wellness office.

### **Health Safety Signage**

Safety and social distancing signage are posted throughout the school facility and in the restrooms reminders and instructions for hand washing and sanitizing.

Reminders to personnel and students to adhere to proper hygiene, social distancing rules, appropriate use of PPE, and cleaning and disinfecting protocols.

### **Health Staff**

We have hired a full time Nurse to manage the temperature checks, the student and staff isolation room, and outreach to health agencies for emergencies.

### **Operational Activities**

We will administer a survey to gather information on the COVID Health of our school community and its Impact to determine the social and emotional needs of our returning and incoming student body on a daily basis.

- Vulnerable populations such as those with chronic health issues such as diabetes, asthma, kidney, cardiovascular or other health concerns will have a high-priority check- ins for attendance and to assure that we eliminate obstacles to distance learning if these students require the option of not attending classes in person.
- Hygiene, cleaning and disinfection  
Our school facility has received deep sanitizing and will follow the daily protocols for cleaning and sanitizing of all high touch areas such as restrooms, doorknobs, light switches and common meeting areas, student lockers, etc.  
All required sanitation stations are in place  
There will be disinfection daily at end of day of all classrooms and student desks.
- Extracurricular Activities  
We will postpone all in person extracurricular activities to include tutoring and Saturday Academy, which will take place remotely. In addition, Parent/Teacher conferences will be moved to remote meetings.
- Transportation  
99% of our students do not require busing and take public transportation. Our charter school will continue to process and provide Metro Cards that are provided by the NYDOE department of transportation.
- Food Services  
Our charter school has daily meal deliveries from an external vendor. We will review the daily meal options so that students will have options to pick up and have lunch at home or in their classrooms.



## **Mental health, behavioral and emotional support services, and programs for students and staff**

We have contracted out with our university partner at Fordham University who provides much of the Professional Development for our charter school. We have engaged this partner who has a customized offering of a series of trauma informed materials to provide training and wellness session for our students and staff.

In addition, in April, we began to implement a mindfulness series with a focus on Wellness for faculty, school leadership and students that will also be extended to the parent community throughout the year.

**Communication:** Plans to share protocols and safety measure taken with all relevant parties

We plan to utilize our website, Instagram and standard mailings to parents, students and staff. In addition, we have communication system known, Tele-Parent through Blackboard and PowerSchool. All families will receive communication about health and safety protocols. We will establish protocols for a communication plan for employees, visitors, and customers with a consistent means to provide updated information.

When a worker tests positive for COVID-19, the employer must immediately notify state and local health departments and cooperate with contact tracing efforts, including notification of potential contacts, such as workers or visitors who had close contact with the individual, while maintaining confidentiality required by state and federal law and regulations.

### **Visitor Policy**

Maintain a continuous log of every person, including workers and visitors, who may have close contact with other individuals at work site or area; excluding deliveries that are performed with appropriate PPE or through contactless means; excluding customers or parents who may be encouraged to provide contact information to be logged but are not mandated to do so.



## **Response 2b:**

### **Monitoring**

Specifically, all individuals must have their temperature checked each day. If an individual presents a temperature of greater than 100.0°F, the individual must be denied entry into the facility or sent directly to a dedicated area prior to being picked up or otherwise sent home. Responsible Parties must also use a daily screening questionnaire for faculty and staff reporting to school; and periodically use a questionnaire for students, particularly younger students, who may require the assistance of their parent/legal guardian to answer. Remote health screening (e.g., by electronic survey, digital application, or telephone).

### **Containment**

- i. School Health offices-protocols in case someone develops symptoms of Covid-19
- ii. Isolation-Procedures to isolate the individual(s) who screen positive upon arrival or are symptomatic during the day
- iii. Collection-protocols for how parents/guardians pick up students
- iv. Infected individuals-requirements that persons who have tested positive complete isolation and have recovered prior to returning to in person teaching/learning
- v. Exposed individual requirements that individuals who were exposed complete quarantine and have not developed symptoms prior to their return to in person teaching/learning

Our charter school's operations team in charge of health and wellness, will be the responsible parties to develop and disseminate protocols for containment and mitigation of COVID-19 infection and spread of disease. A critical component of containment is to maintain a continuous log of every person, including workers and visitors, who may have close contact with other individuals at work site or area; excluding deliveries that are performed with appropriate PPE or through contactless means; excluding customers or parents who may be encouraged to provide contact information to be logged but are not mandated to do so. If a worker tests positive for COVID-19, employer must immediately notify state and local health departments and cooperate with contact tracing efforts, including notification of potential contacts, such as workers or visitors who had close contact with the individual, while maintaining confidentiality required by state and federal law and regulations.

Our charter school has established a Health and Wellness Office (HWO), which will be where protocols for safely caring for a student, faculty, or staff member if they develop symptoms of COVID-19 during the school day will be maintained. Multiple public on-site and digital school community Bulletin Boards will be made available throughout the school building. The HWO one of the several avenues for communicating this important COVID-19 Prevention information. This Health and Wellness Center will follow the procedures to isolate individuals who screen positive upon arrival, or symptomatic individuals should they become symptomatic while at school, providing appropriate PPE for school health office staff caring for the symptomatic individual. These protocols communicated and disseminated to parents and staff for safe transportation, including pick-up arrangements, for symptomatic students, faculty, and staff.



These Protocols will include:

1. How parents or legal guardians should pick up their student with instructions that the student must be immediately seen by a health care provider.
2. Requirements for persons who have tested positive complete isolation and have recovered and will not transmit COVID-19 when returning to in-person learning.
3. Procedures to follow for when discharged from isolation and return to school will be conducted in coordination with the local health department.
4. Requirements that individuals who were exposed to the COVID-19 virus complete quarantine and have not developed symptoms before returning to in-person learning. Discharge from quarantine and return to school will be conducted in coordination with the local health department.

### **Contact Tracing**-support local health depart in contact tracing efforts

Contact Tracing: Responsible Parties must notify the state and local health department immediately upon being informed of any positive COVID-19 diagnostic test result by an individual within school facilities or on school grounds, including students, faculty, staff, and visitors. In the case of an individual testing positive, Responsible Parties must develop and maintain plans to support local health departments in tracing all contacts of the individual, in accordance with the protocols, training, and tools provided through the New York State Contact Tracing Program. Confidentiality must be maintained as required by federal and state law and regulations. Responsible Parties must cooperate with all state and local health department contact tracing, isolation, and quarantine efforts.

### **Decision for Closure**

- vi. Closure contingency plans and procedures
  1. Closure triggers-identification of conditions that would warrant closure in consultation with the DOH/local health dept.
  2. Operational activity-determine which operations will be decreased/ceased /conducted remotely.
  3. Communication



### **Response 3a: Pre-Opening Plan**

Our charter school re-opened its doors with professional development remotely starting the week of August 17, 2020 through the re-opening date of the school to provide a thorough review of the Re-Opening Plans. For new staff, there will be targeted with onboarding, as well as, professional development on technology for remote teaching and learning, reinforcement of our mission, goals, and additional instructional strategies to support teachers in planning for this school year. Professional development will continue weekly thereafter.

Our start date for instruction will be phased in. Re-opening will begin with our annual orientation for 9<sup>th</sup> grade beginning September 15, 2020, and grades 10-12 will begin the week of September 22, 2020.

### **Technologies Provided to Students**

International Leadership Charter High School follows a hybrid model. There are three days of in-person instruction and two days of remote instruction. All students have been surveyed to identify those students who require technology. Students who do not have laptops or Wi-Fi at home will be provided Chromebooks and hotspots to enable a Wi-Fi connection. Additionally, students with medical conditions who have full time remote accommodation will be provided Chromebooks and hotspots for Wi-Fi when needed.

All classrooms have been set up with HTE Technology to provide a camera and laptop to allow students who are remote only, to use Zoom to participate in class sessions that are held in-person at school Monday through Wednesday. During remote only days, Thursdays and Fridays, all students have been provided with their school domain emails and Zoom logins so they may participate in synchronous classes via Zoom. In addition, all students will complete work asynchronously on Schoology. To maintain the school's academic rigor and mission, Regents-based courses will also utilize Study.com and the 9<sup>th</sup> grade will use Achieve 3000 to provide differentiation for reading comprehension and writing.

All teachers will be provided with ongoing professional development on the use of technology and the platforms to ensure the academic success of all students. Teachers also review the norms and expectations for the use of these technologies and platforms in class to maintain alignment and support students in their remote instruction.

### **School Building & Health Safety protocols**

**Outside school perimeter:** Outside the school grounds, tape markings showing 6ft. social distancing between students, staff and visitors etc. will be used when individuals enter the school. Several decals each depicting “6ft. social distancing”, “Stay home if you are sick”, and “Face mask required when entering” will be placed on the outside walls.

**Temperature checks:** Prior to entering the school building students, staff, faculty and visitors etc. will move to a designated area to have their temperature checked as required. If an individual presents a temperature of greater than 100.0 F, the individual must be processed for isolation and containment and will be directed to seek a medical evaluation, testing and/or clearance.





**Security area:** Floor decals depicting 6ft. social distancing will be in place to guide students when entering the school. Signage depicting “COVID 19 Help Stop the Spread”, “Use hand sanitizers”, and “Face Masks are required” will be on the lobby glass doors and walls. Protective Plexiglas has been installed in the security area desk to prevent direct contact.

**Building Corridors:** Floor decals depicting 6ft. social distancing will be in place to guide students when entering the school. Signage depicting “COVID 19 Help Stop the Spread”, “Use hand sanitizers”, and “Face Masks are required” will be on the lobby glass doors and walls. Protective Plexiglas has been installed in the reception area on the 1<sup>st</sup> floor to prevent direct contact.

**Classrooms:** Re-configured to accommodate social distancing.

**Offices:** Any offices that are occupied by more than one person must adhere to the social distancing guidelines with desks 6 Ft or more apart and masks worn at all times.

**Personal Protective Equipment:** Secured a six month supply of PPE supplies such as masks, gloves, and gowns.

**Cleaning and Disinfection:** A vigorous implementation of an enhanced cleaning and disinfection of all surfaces to ensure the health and safety of staff and students.

## **Ventilation**

**HVAC systems:** Having maintenance visits to evaluate the system to ensure proper ventilation.

- We have installed Merv13 Filters
- We have purchased and placed ionizers in each classroom and office spaces.
- We have purchased and installed air purifiers that contain HEPA filters in every classroom and office spaces.

## **Emergency Safety Drills & Social Distancing Protocols**

**Fire Safety Drills:** During the course of the 2020-2021 school year, twelve (12) fire drills must be completed. Seven of these must be conducted by December 1<sup>st</sup>. The drills must be done in a quiet and orderly manner. Students must line up in their classrooms with their masks on and 6ft. apart from each other. Teacher will ensure the social distancing protocol is strictly followed. Students must move through the halls and stairs maintaining the 6ft. social distancing protocol. At this time, the Leadership team will ensure the social distancing protocol is strictly adhered to. No running through the halls or down the stairs. Staff and students will be met at their assigned exits by an “Exit Monitor” who will then guide them toward the Security Officer who will ensure safe and proper exiting. Full details can be found in the school safety and emergency plans.

**Lockdown drills:** Four (4) lockdown drills must be completed before the end of school year. Lockdown announced via intercom or by an administrator announcing the lockdown in person. Everyone is to stay where they are. Classroom teachers are to quickly glance outside the room to direct any students or staff members in the hall to go into their room



immediately. Teachers are to lock the door and then place students in a safe corner so that the intruder cannot see them looking in the door. Teachers turn out lights and keep students quiet. All operations staff and faculty will monitor to make sure all students are wearing masks.



**Response-03c: Scheduling for Students**

**9<sup>th</sup> Grade In Person Morning Schedule (Monday-Wednesday):**

Room Assignment	102	104	105	103	101
Time	9-1 A	9-2 A	9-3 A	9-4 A	9-5A
7:30	Arrival				
7:55-8:40	English	Algebra	Global	LE	Spanish
8:40-9:25	Algebra	English	LE	Spanish	Global
9:25-10:10	Global	LE	Spanish	English	Algebra
10:10-10:55	Spanish	Global	English	Algebra	LE
10:55-11:40	LE	Spanish	Algebra	Global	English

**9<sup>th</sup> Grade In Person Afternoon Schedule (Monday-Wednesday):**

Room Assignment	102	104	105	103	101
Time	9-1B	9-2B	9-3B	9-4B	9-5B
12:10-12:55	English	Algebra	Global	LE	Spanish
12:55-1:40	Algebra	English	LE	Spanish	Global
1:40-2:25	Global	LE	Spanish	English	Algebra
2:25-3:10	Spanish	Global	English	Algebra	LE
3:10-3:55	LE	Spanish	Algebra	Global	English



**10<sup>th</sup> Grade In-Person Morning Schedule (Monday-Wednesday):**

Room Assignment	204	Library	203	Chemistry Room
Time	10-1A	10-2A	10-3A	10-4A
7:30	Arrival			
7:55-8:50	English II	Algebra II	Global II	Mandarin
8:50-9:45	Algebra II	English II	Mandarin	Global II
9:45-10:40	Global II	Mandarin	Algebra II	English I
10:40-11:35	Mandarin	Global II	English II	Algebra II

**10<sup>th</sup> Grade In Person Afternoon Schedule (Monday-Wednesday):**

Room Assignment	204	Library	203	Chemistry Room
Time	10-1B	10-2B	10-3B	10-4B
12:10-1:05	English II	Algebra II	Global II	Mandarin
1:05-2:00	Algebra II	English II	Mandarin	Global II
2:00-2:55	Global II	Mandarin	Algebra II	English I
2:55-3:50	Mandarin	Global II	English II	Algebra II



**11<sup>th</sup> Grade In Person Morning Schedule (Monday-Wednesday):**

Room Assignment	302	303	301	Physics room
Time	11-1A	11-2A	11-3A	11-4A
7:30	Arrival			
8:00-8:55	English III	Pre-Calculus	US History & Government	Mandarin II
8:55-9:50	Pre-Calculus	English III	Mandarin II	US History & Government
9:50-10:45	US History & Government	Mandarin II	Pre-Calculus	English III
10:45-11:40	Mandarin II	US History & Government	English III	Pre-Calculus

**11<sup>th</sup> Grade In-Person Afternoon Schedule (Monday-Wednesday):**

Room Assignment	302	303	301	Physics room
Time	11-1B	11-2B	11-3B	11-4B
12:10-1:05	English III	Pre-Calculus	US History & Government	Mandarin II
1:05-2:00	Pre-Calculus	English III	Mandarin II	US History & Government
2:00-2:55	US History & Government	Mandarin II	Pre-Calculus	English III
2:55-3:50	Mandarin II	US History & Government	English III	Pre-Calculus



**12<sup>th</sup> Grade In Person Morning Schedule (Monday-Wednesday):**

Room Numbers	307	305	305
Time	12-1A	12-2A	12-3A
7:30	Arrival		
8:10-9:00	College Essay	Research and College Composition	Government and Economics
9:00-9:50	Research and College Composition	College Essay	College Prep Seminar
9:50-10:40	Government and Economics	College Prep Seminar	Research and College Composition
10:40-11:30	College Prep Seminar	Government and Economics	College Essay

**12<sup>th</sup> Grade In Person Afternoon Schedule (Monday-Wednesday):**

Room Numbers	307	305	304
Time	12-1B	12-2B	12-3B
12:10-1:00	College Essay	Research and College Composition	Government and Economics
1:00-1:50	Research and College Composition	College Essay	College Prep Seminar
1:50- 2:40	Government and Economics	College Prep Seminar	Research and College Composition
2:40-3:30	College Prep Seminar	Government and Economics	College Essay



**Response-03d: Scheduling for Staff**

**Faculty Schedules for Remote Instruction on Thursday and Friday:**

**9<sup>th</sup> grade Remote Schedule (Thursday-Friday)**

	9-1	9-2	9-3	9-4	9-5
8:00-9:00	Global History	LE	English	Algebra	Spanish
9:00-10:00	English	Algebra	LE	Spanish	Global History
10:00-10:15	Break				
10:15-11:15	Spanish	Global History	Algebra	English	LE
11:15- 11:45	Lunch				
12:00-1:00	Algebra	Spanish	Global History	LE	English
1:00-2:00	LE	English	Spanish	Global History	Algebra
2:00-4:45	Common Planning Time and Professional Development				

**10<sup>th</sup> grade Remote Schedule (Thursday-Friday)**

	10-1	10-2	10-3	10-4
8:00-9:00	Global II	Mandarin	English	Algebra II
9:00-10:00	English II	Algebra II	Mandarin	Global II
10:00-10:15	Break			
10:15-11:15	Mandarin	Global II	Algebra II	English II
11:15- 11:45	Lunch			
12:00-1:00	Algebra II	English II	Global II	Mandarin
1:00-4:45	Common Planning Time and Professional Development			



**Faculty Schedules for Remote Instruction on Thursday and Friday (Continued):**

**11<sup>th</sup> grade Remote Schedule (Thursday-Friday)**

	11-1	11-2	11-3	11-4
8:00-9:00	US History and Government	Mandarin II	English III	Pre-Calculus
9:00-10:00	English III	Pre-Calculus	Mandarin II	US History and Government
10:00-10:15	Break			
10:15-11:15	Mandarin II	US History and Government	Pre-Calculus	English III
11:15- 11:45	Lunch			
12:00-1:00	Pre-Calculus	English III	US History and Government	Mandarin II
1:00-4:45	Common Planning Time and Professional Development			

**12<sup>th</sup> grade Remote Schedule (Thursday-Friday)**

	12-1	12-2	12-3
8:00-9:00	Research and College Composition	College Prep Seminar	Government and Economics
9:00-10:00	College Essay	Government and Economics	College Prep Seminar
10:00-10:15	Break		
10:15-11:15	Government and Economics	Research and College Composition	College Essay
11:15- 11:45	Lunch		
12:00-1:00	College Prep Seminar	College Essay	Government and Economics
1:00-4:45	Common Planning Time and Professional Development		

School Calendar-See Attached





## **Response-4ab: Enrollment and Attendance**

### **School Lottery & Registration**

The lottery was completed virtually in April pursuant to NYS Charter Law. Registration was completed virtually in May. The enrollment for the 9<sup>th</sup> grade has been secured and there were socially distanced and virtual orientations incoming 9<sup>th</sup> grade parents and students the latter part of August 2020.

### **Anticipated Effects on Student Enrollment during the 2020-2021 School Year.**

Overall we anticipate that the student enrollment is going to be fluid and that we may lose more than 20% of our projected enrollment given the uncertainty. There has been a lot of confusing messages that parents are receiving on the news with regard to NYC Public Schools potential teacher strikes and refusal to have schools opened for in person instruction. Numerous parents were not sure if they should send their child to school on the projected opening date of 9/14/20. We anticipate that many of our incoming parents will become apprehensive and chose to keep their child at home or enroll in another school that has remote learning 5 Days per week.

However, since we will be one of the only charter high schools opening in the area, this might also work for continued and ongoing enrollment. We have increased our advertisements in social media and local newspapers as well as bus shelter advertisements. We opened our doors to instruction 3 weeks before public schools opened and we are 100% COVID requirement safe and ready. This ongoing push and outreach to the school community has attracted working parents from other charter schools or NYC Public schools who are actually eager to enroll their child at our school for this purpose.

### **Counting Student Enrollment for Billing Purposes**

From the first day of school on September 14<sup>th</sup>, we are examining ATS student enrollment records daily and cross referencing with our internal daily attendance rosters, as well as reviewing the RADG list from attendance. In addition, we are making daily morning and afternoon calls to parents of students who have enrolled as part of the Lottery process for students who are appearing as no shows.

### **Communications with Families**

Our charter school's CEO, Dr. Elaine Ruiz Lopez, recorded a video message with all of the COVID -19 requirements and safety pre-cautions that are in place. There were frequent and ongoing messages to parents via Tele-Parent, mailed correspondence, phone calls and 3-Zoom meetings before August 21<sup>st</sup> for each grade. Our Director of Parent and Community Engagement fielded calls after August 3 and presented on re-opening plans. There were socially distant in person orientations for the incoming 9<sup>th</sup> grade class during the months of June, July and August. The ATS Coordinator collects daily attendance and monitors the discharges and admissions.

### **Enrollment Review Process**

Once the school year starts, the ATS coordinator will verify student enrollment through a review of the in person and remote learning attendance data that she enters into ATS. The ATS Coordinator will consistently monitor attendance records to differentiate between excused



absences and any unexcused absences that impact a student's enrollment status. Throughout the year, the ATS Coordinator will share enrollment counts with the school CEO for academic and financial reporting purposes.

### **Attendance in the Brick and Mortar Setting (Monday – Wednesday)**

On in person learning days, a school counselor will visit each classroom to record attendance once in the morning for students participating in the morning sessions and once in the afternoon for students participating in the afternoon sessions. School counselors will record attendance on a printed roster list that will be stored in a binder. School counselors will use the attendance forms to call parents and confirm any unexcused student absences. The complete list of absent students will be sent to the school CEO, the Director of Curriculum and Instruction, and the ATS coordinator. The ATS Coordinator will then use the attendance forms to enter the appropriate student absence codes into ATS.

A few students with preexisting medical conditions will attend classes remotely Monday through Wednesday. These students will participate in class discussions and assignments via Zoom. A school counselor will visually check the Zoom computer screen to see that a student has logged into the class. Login records are also stored in Zoom's database. The counselors will call the parents of full time remote students who do not log onto Zoom. Later this school year, International Leadership will transition to using PowerSchool's id scanning technology for in person attendance collection. This technology will scan student ids upon arrival and store a record of attendance in PowerSchool.

### **Attendance in the Remote Setting (Thursday - Friday)**

The entire student body will learn remotely on Thursdays and Fridays. On remote instruction days, teachers will send the Director of Instruction and grade level counselors an attendance spreadsheet, which accounts for the students who log into the remote learning Zoom classes. Login records are also stored in Zoom's database. A student will be counted as present for the day if the student logs into one of the Zoom sessions. School counselors call families of those students who are recorded as absent for the day. Counselors will also call students who show a pattern of missing individual remote learning Zoom sessions.

### **Attendance Review Process**

The ATS coordinator along with the Enrollment and Admissions Associate is responsible for ensuring the accuracy and documentation of all student records. These staff members are responsible for data entry into ATS and ensuring the accuracy and the document collection that includes birth certificates, proof of immunization and proof of residence, etc. Our Director of Parent and Community Engagement will report attendance records and discharges weekly to the CEO for review and approval of the numbers prior to submitting for billing. Students are expected to have a minimum of 95% attendance throughout the school year. Students with excessive excused absences can anticipate they will meet with the School CEO and/or the grade level counselor to discuss the impact attendance has on their academic performance. Teachers may request an intervention if a student incurs eight or more excused absences.



### **Tracking Student Engagement on Remote Learning Days**

On remote learning days, students will submit assignments via Schoology. Remote student assignment submission rates will be tracked daily by the school's Data Manager. The Data Manager will then share this participation data with the school CEO, the Director of Curriculum and Instruction, and the teachers each week. Grade level teams will also receive weekly dashboards that provide remote learning assignment submission counts for each SWD & ELL. The Director of Instruction and the teachers will frequently review week over week Schoology participation trends and discuss strategies for increasing and maintaining high levels of student engagement. Teachers and grade level counselors will also call the families of students who do not submit remote learning assignments on Thursdays and Fridays.



## **Response-5ad: Academic Program**

### **Hybrid Model**

In order to accommodate social distancing, grades 9-12 will follow a hybrid teaching and learning model that alternates between in person and distance learning. This model will allow our school to provide quality instruction that ensures safety measures and maintains high expectations. Coursework will maintain at least a 60-minute schedule and will follow the same rigorous curricula.

### **Social Emotional Support for Students**

Social emotional supports will be available and provided within our school. Counselors will monitor students' attendance and follow up with students regularly to ensure their social and emotional well-being.

### **In Person Instruction Monday-Wednesday**

Monday through Wednesday, teachers will provide engaging in person lessons that will be synchronously available to full time remote learners via Zoom. All students will attend in person classes unless a specified medical condition prevents them from attending in person. All content area courses are aligned with the New York State common core standards and will comply with the seat requirement for 174 days per year and 990 hours of instruction for Regents preparation and for compliance with Part 100.5.

### **Remote Instruction Monday-Wednesday (medically vulnerable students)**

The scholars who will receive remote instruction Monday through Wednesday are those who provide documentation of their medical condition from a licensed physician. There are also students who will receive temporary remote instruction while they are in quarantine. These students will submit their assignments and assessments to teachers via Schoology. The faculty will provide feedback on Schoology. Students will view their grades on Schoology. Laptops with cameras have been placed in classrooms for remote students so they can view instruction live. Each remote student will be provided a school email and a link to Zoom. Students have their assigned school email and will have school emails of each faculty member for their grade level. They may email faculty via Outlook or on Schoology. On Thursday and Friday, scholars are able to log into Zoom meetings along with their classmates for remote instruction.

### **Remote Instruction Thursday-Friday**

Each Thursday and Friday morning, teachers will lead live lessons via Zoom technology. On Thursday and Friday afternoons, students will complete assignments on Schoology and PowerSchool, which is our Distance Learning platform. All assignments align with The New York State Standards and align with Part 100.5. We will provide students academically rigorous engaging student centered lessons, that target Regents preparation, allow for group discussion as well as individual work. All students in Regents-based courses will utilize Study.com to supplement their instruction in the Regents content area of study. For all remote assignments, faculty will continue to communicate high expectations in the same manner that they would in an in-person class setting.



In addition, for our incoming 9<sup>th</sup> grade students, we will continue to utilize Achieve 3000 as our Literacy and ELA platform to provide differentiated online reading comprehension and writing activities. The program's customizable learning and language scaffolds give all students including, ELLs and SWDs, frequent opportunities to learn and use academic vocabulary, practice close reading, find and cite evidence, write informally and formally, and demonstrate comprehension.

### **Providing Students Technology for Remote Learning**

All teachers and students will have school-based emails under our domain, giving them the access to all Microsoft Apps, such as word, PowerPoint, and OneNote. Laptops and Wi-Fi hot spots will be provided by the school for those scholars who require them.

### **Administering Assessments**

International Leadership will continue with our Quarterly assessments and our daily formative and ongoing summative assessments. Students will complete most assessments on our in-person days, and all classwork and homework will be monitored daily. Formative and summative data we will also utilize to monitor students' progress with their remote learning on Schoology. Regents courses will also incorporate built in assessments that are provided on Study.com to align assessments with Regents exams and preparation.

### **Identifying ELLS in Virtual Mod**

Since we are a high school it is likely that most of our ELL students have been previously enrolled in NYC Public Schools. However, for those who have been identified as new or recent arrival to the United States and first time enrollees in a public school system, our Education Corporation will administer the Home Language Survey during one of the 3 Days that we have designated for in person instruction.

### **Process for Identifying ELLs in cases is the case that previous records are not available.**

Student and parents will be interviewed via Zoom meeting to establish the details of the child's arrival to the United States and if it is established that we are the first public school that they have enrolled in, we will have our ELL specialist and/or General Education teacher proceed to administer the questions on the Home Language Survey (HLS)

a. Identify ELLs in virtual mode;

We will be able to administer in person at the start of 2021-2022. Unfortunately, since this assessment must be administered in person there does not appear to be a viable option.

b. Group ELLs for services in the absence of NYSESLAT levels from last school year We have access to previous years (2018-2019) NYSESLATT level and since ELLS are accommodated for several years beyond exit, we will differentiate services and instruction with that in mind.

c. Delivery services to ELLs in virtual mode

This is part and parcel of the differentiated instruction and scaffolding plans that we have for ELLS/FELLS/MLLs. We have an inclusive and blended model of learning for all and do not group ELLS for instruction during in person instruction. We will however make every effort to translate materials into



Spanish and to provide bilingual glossaries for the NYS Regents exams etc. Speech and Language and Counseling Services will be provided during remote learning days and during the morning or afternoon sessions that they are not in school.

### **Making Programs Accessible and Activities Available to ELLs Virtually**

Programs and activities for ELLs will be provided activities as they become available, during remote sessions via Zoom. Scaffolded and differentiated assignments will be uploaded to Schoology. Our Scholars with extended time for assessments can receive extra time on their assessments that are uploaded to Schoology. Students who receive directions read aloud can have this accommodation from videos with audio uploaded to Schoology.

### **Providing Section 504 Accommodations Virtually**

For those scholars who have section 504 requirements such as extended time for assessments, they will receive extra time on their assessments that are uploaded to Schoology. Students who receive directions read aloud can have this accommodation from videos with audio uploaded to Schoology.

### **Remote Response to Intervention (“RTI”) Program**

The scholars who require RTI during remote instruction will be supported by their teachers and the school counselors. These scholars have been identified because of their low academic performance during the 2019-2020 school year. Scaffolded and differentiated assignments will be created by the faculty and uploaded to Schoology. Coursework and assessments will be uploaded via Schoology. The counselors will provide check-ins and targeted support to meet the needs of the remote instruction scholars on their caseloads.

### **Providing IEP Services Virtually**

- a. IEP services will be provided during remote sessions via Zoom. Scaffolded and differentiated assignments will be uploaded to Schoology. Our Scholars with extended time for assessments can receive extra time on their assessments that are uploaded to Schoology. Students who receive directions read aloud can have this accommodation from videos with audio uploaded to Schoology. Students log into Zoom meetings for remote instruction. Zoom participants can be placed in break out (smaller) groups for SETSS.
- b. Students with IEPs will be placed in a class with no more than 10 students.
- c. Students with Behavioral Intervention Plans (BIPs) will be placed in a class with no more than 10 students, and they will be on the caseload of one of the four school counselors.
- d. Students with IEPs in the same grade will be grouped in breakout rooms during Zoom meetings based on their IEP goals.

### **Process for Conferring with District CSE**

The Student Support Service Coordinator would contact the CSE Representative for our school to request the scheduling of a meeting to determine the student’s need for a revision, or modification of services. Supporting documentation would be uploaded to SESIS for the CSE Representative to review. The documentation would include teacher progress reports, work samples, etc.



**Response 6- Pre-existing school plans**

**Response 7- Fully merged plan**

**Response 8- Charter school information**

Location

3030 Riverdale Ave, Bronx, NY 10463

Grade levels 9-12

Enrollment

385 total number of students at the site

Staff at the site-

32 Faculty

Note: Single site location

