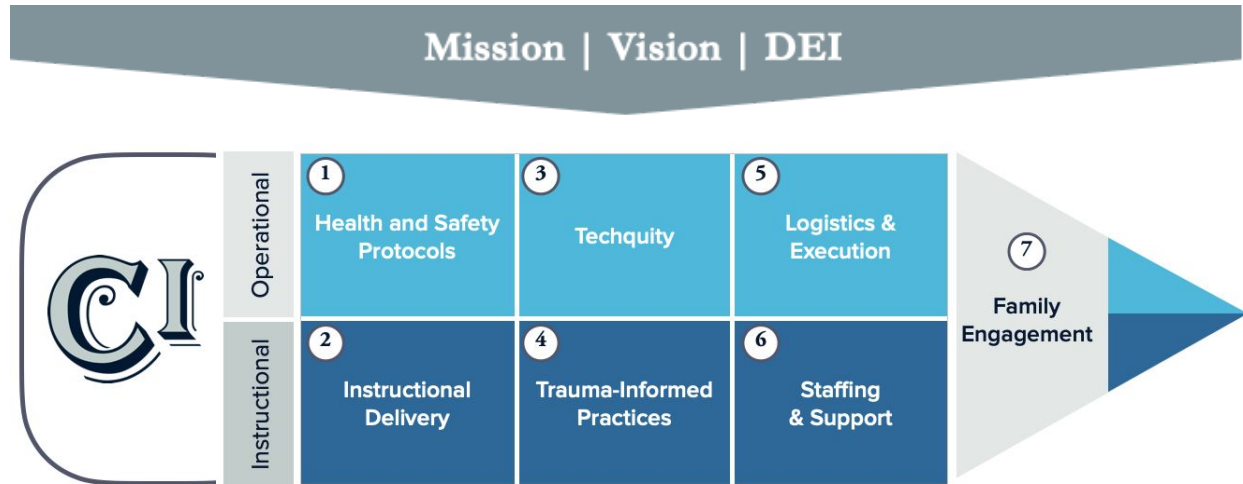


## Back to School Blueprint 2020 - 2021

{Version: August 12, 2020}

The purpose of this document is to outline our school's priorities, guiding principles, initiatives and approach in returning to school in the face of unprecedented tragedy, trauma, and challenge.



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### References & Links

- FY21 Calendar - Coming Soon
- [Operating Norms](#)
- [Employee Resource Dashboard](#)

## Introduction

We know there isn't a "normal" that we return to come fall.

Knowing that COVID-19 won't disappear, that kids everywhere missed out on instructional time, that remote learning will be part of our future instructional model for the near term, and most importantly, that our kids and community deserve more -- our objective at Coney Island Prep is crystal clear. We have to lay out a blueprint for reopening our schools this fall that reflects our values of equity, our aspirations for kids, and commitment to our broader community.

Our goal isn't simply to open our doors this fall. We want to keep every single member of our community safe and make sure the learning never stops.

We want our scholars to not just manage, but thrive with new tools at their fingertips.

We want our parents to feel equally confident that their child will stay healthy when with us, and that they are progressing through remote classes at home.

We want our families to feel they are supported -- both with the real health and economic challenges of the moment, and in managing learning at home.

We want our staff to know we will prioritize their health and safety, and we want our staff to feel supported, equipped, and prepared to work on behalf of kids. Balancing the many complex and competing constraints that allow us to open our doors for kids and families is only possible if our staff is well cared for.

For the past several months, we've been furiously planning to do all of the above. Our team has written a comprehensive, detailed roadmap that reflects the seven drivers of success that we know will impact school opening in fall 2020.

What sets our school apart is not some of the strategies that we'll take to operate this fall, but the lengths we'll go to make sure that kids are also served with equity.

We asked ourselves what if? What if we had the courage to dream of an experience that does more than mitigate risk of exposure, or triage learning? This Back to School Blueprint is our answer.

## Health and Safety Protocols

### Overview

At CIP, the health and safety of our scholars and staff is our first priority. As we plan to navigate in-person learning and mitigate the risk of exposure to COVID-19, we have studied models and best practices from school systems around the world, in addition to guidelines from the Center for Disease Control and New York's Department of Health. Our goal is to exceed minimum health guidelines whenever possible to keep our community safe.

Our health and safety protocols will leverage the following strategies which are detailed below:

1. **Facilities Readiness & Advanced Cleaning Protocols**
2. **Limited Class/Cohort Sizes & Minimal Teacher Changes**
3. **Physical Distancing**
4. **Regular Health Monitoring & Containment**
5. **Use of Cloth Face Coverings & Gloves**
6. **Restrictions on Shared Materials & Spaces**
7. **Adjusted Daily Systems**
8. **School and Campus Closure Triggers**



These are the core principles we will look to:

- Operating with excellence, accountability, and sustainability.
- Aligning practices across campuses, and ensuring that when practices differ there is a clear rationale grounded in both equality and equity.

### Links to Detailed, Campus-Specific Protocols

For the purposes of this section, protocols may be determined by the facility and daily systems required to operate inside of that school building.

- Coney Island Prep Lower Elementary | 8787 24th Ave | K-2
- Coney Island Prep Upper Elementary | 294 Avenue T | 3-5
- Coney Island Prep Middle | 501 West Ave | 6-8
- Coney Island Prep High | 294 Avenue T | 9-12

## COVID-19 Safety Coordinators

CIP designates Ashley Weech, Chief Operating Officer, as the COVID-19 safety coordinator for the organization. The safety coordinator's responsibilities include continuous compliance with all aspects of the school's reopening plan, as well as any phased-in reopening activities necessary to allow for operational issues to be resolved before activities return to normal or "new normal" levels. At the campus level, COVID-19 safety coordinators are as follows:

- LES: Kristina Tricomi, Academic Operations Manager
- UES: Karen Johnson, Director of Operations
- MS: Melissa Wasley, Director of Operations
- HS: Patricia Sanchez, Director of Operations

### 1. Facilities Readiness & Advanced Cleaning Protocols

**The set of preparations before doors are opened will ready our facilities and ensure proper supplies are available for increased cleaning.**



- Signage will be posted to ensure facilities offer frequent reminders of needed protocols, including reminders for scholars and staff to wear facemasks and keep distance.
- Every Coney Island Prep facility will be regularly and thoroughly cleaned with solvents that eliminate 99% of bacteria and are lethal to COVID-19, with an emphasis on high-contact surfaces and high traffic areas.
- Schools will be stocked with needed supplies for good hygiene, including soap, hand sanitizer with at least 60 percent alcohol (for staff and older children who can safely use hand sanitizer), paper towels, tissues, disinfectant wipes, cloth face coverings (as feasible) and no-touch/foot-pedal trash cans.
- Schools will maintain stock to last 60-90 days.
- Each classroom and all frequently traveled spaces will have an installed hand sanitizer machine.
- Within classrooms, we will be asking scholars and staff to wipe down surfaces with frequency as detailed in campus-specific plans.
- Barriers and sneeze guards will be hung/installed in relevant locations and will be used during temperature check procedures.
- Windows will be opened at all opportunities.
- Adult bathrooms will include guidance for staff to wipe down after usage.

## 2. Small Class/Cohort Sizes & Minimal Teacher Changes

The primary lever for minimizing risk of exposure will be to limit the size of classes and cohorts, and to minimize overlap between cohorts. Groups of scholars will stay together with the same teachers throughout and across school days, and will not mix. This will minimize spread and facilitate contact tracing if necessary.



- We anticipate launching the school year with 10-15 *scholars* in one classroom, and at most 3 *adults* at a time, generally not to exceed 15-16 *total persons* in a classroom at a time.
- Scholars will stay in the same classroom all day. Transitions between classrooms will be suspended.
- Where required due to teacher departmentalization/content specialization, teachers will transition between classrooms to a limited set of cohorts.
- Scholars who will be in the same classroom together will make any needed transitions together, and dismiss together.
- Large group gatherings and assemblies will be suspended, including field trips, athletics, and after-school programs.
- In general, Coney Island Prep will be limiting access to its campuses to all visitors.
  - Meetings with scholars' families will be conducted via phone and video conference.
  - Staff will not be allowed to bring their own children to work under any circumstances.

## 3. Physical Distancing

Even with established groups/cohorts, staff and scholars must maintain physical distancing protocols.



- All staff and scholars must adhere to CDC physical distancing guidelines (currently 6 feet apart) at all times.
- Each classroom will maintain a desk configuration that enhances physical distancing, allowing scholars and staff to remain several feet apart, facing front.
- Handshakes and any other routines that call for physical contact are prohibited. Staff may not touch scholars. Only virtual hugs, handshakes, and high fives.
- Tape markings will be placed on the floor in areas where scholars transition to assist in maintaining distance.

#### 4. Regular Health Monitoring & Containment

We will engage in regular monitoring and screening of scholars and staff health to ensure that we can appropriately exclude those who might be infected and break the chain of transmission for the potentially impacted cohorts of scholars and staff. When suspected cases are identified, we will have clear protocols to ensure containment of the virus.



- CIP will keep scholar and staff medical information private.
- All scholars and staff will have their temperature checked using non-contact thermometers upon entry into the building. Staff who perform temperature checks will wear masks and gloves, and will stand behind plastic barriers wherever possible.
- Any scholar or staff member with a temperature above 100.0 degrees will be restricted from accessing the classroom and sent home.
  - School nurses will be immediately informed.
  - Each campus will have a health exclusion room for scholars who cannot be picked up immediately.
  - Staff will be sent home
  - Staff will wear masks and gloves and monitor any student in a health exclusion room at 6 feet of distance.
  - Upon parent/guardian pick up, the family will receive instructions that the student must be seen by a health care provider.
- Staff will be required to complete a daily screening questionnaire for faculty and staff according to the latest guidance regarding COVID symptoms ([NYS guidance p. 21](#)).
- CIP will also use a similar screening questionnaire with students every night.
- CIP will instruct parents/guardians to observe for signs of illness in their child that require staying home from school according to the latest guidance regarding COVID symptoms ([NYS guidance p. 21](#)).
- CIP will have clear protocols regarding quarantine for suspected cases, confirmed cases, and exposures within the school staff and student body.
  - **Suspected Case:** Scholars and staff who have a suspected case will be asked to stay home for a period of at least 14 days, and display no symptoms before returning to school.
  - **Exposure:** If another person in the same residence of the scholar or staff member is diagnosed with COVID-19, that scholar or staff member should not attend school in-person for a period of at least 14 days, and display no symptoms before returning to school.

- **Note:** This 14-day quarantine is because for exposed individuals, the infection takes longer to manifest as infectious for those who are not confirmed to be infected.
- **Confirmed Case:** Scholars and staff who have a confirmed case must stay home for a minimum of 10 days and have no symptoms before returning to school.
  - **Note:** This 10 day quarantine is because medical professionals have a greater sense of the infectious period for confirmed cases.
- **Contact Tracing:** 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.
- **Note:** CIP believes that it would be safest if we were able to require scholars and staff to provide evidence of a negative COVID test before returning to school in any of the above scenarios. However, with limited testing availability and extended wait times for confirmed results, we do not believe the city, state, or federal government has provided our community with ample resources to equitably mandate testing. We will continue to look to state/city guidelines regarding testing, and whether we will be able to exclude scholars/staff who decline to test.
- For any of the above, CIP staff will implement a normed response protocol that will:
  - Communicate cases to the Department of Health and ensure that they can take appropriate contact tracing measures. CIP will support local health departments in contact tracing efforts using the protocols, training, and tools provided through the New York State Contact Tracing Program.
  - Inform relevant stakeholders, while taking measures to protect the privacy of scholars and staff members.
  - Close a specific batch of scholars for a minimum of 14 calendar days (see “Closure Triggers”).
  - Coordinate with the local health department regarding discharge from isolation and return to school.
  - Ensure relevant facilities are deep cleaned before staff and students re-enter.

## 5. Use of Cloth Face Coverings & Gloves

According to the CDC, “COVID-19 spreads mainly from person to person through respiratory droplets produced when an infected person coughs, sneezes, or talks. These droplets can land in the mouths or noses of people who are nearby or possibly be inhaled into the lungs.”





**We will wear cloth face coverings to limit the spread of the virus and slow unknowingly infected people from transmitting it to others.**

- CIP will distribute, at a minimum, 1 reusable mask to each staff member and student. Extra disposable face coverings will be kept on site.
- Staff will wear masks at all times.
- Gloves will be available for staff to wear when cleaning classrooms or touching shared items.
- Scholars in K-12 will be required to wear them at all times, and most notably in times when physical distancing is difficult.
- Students should be frequently reminded not to touch the face covering and to wash hands frequently.
- We will give all community members guidance around sanitation of face coverings and reuse.
- Schools will develop plans for supporting students in meeting this expectation, including protocols for students who struggle with this expectation, and will have a clear protocol for mask breaks.
- CIP will work to secure one face shield per adult as an additional protection for staff. At this time, these are made available for staff who would like to wear them in addition to their mask and will not be required. They *may not* be worn as a substitute for a cloth face covering or mask.

## **6. Restriction on Shared Materials & Shared Spaces**

**We will limit use of shared materials and spaces where staff might be introduced to the virus still living on those surfaces.**



- **Shared Materials**
  - Schools will ensure adequate supplies to ensure no sharing of materials wherever possible.
  - As noted in the Techquity section, students will have 1:1 technology which they will bring to and from school.
  - Staff will have self-contained supplies, including whiteboard markers, PPT clickers, and other key materials.
- **Shared Spaces**
  - Students will not use shared spaces.
  - Staff access to, and use of shared spaces will be limited (ex. TWR, Main Office will have maximum capacities depending on space).
  - K-2 scholars will not use carpets.



- 9-12 grade scholars will not have access to lockers.
- K-12 students will not be permitted to use water fountains.

## 7. Adjusted Daily Systems and Training

In order to support staff and scholars in executing on all of the above expectations, school leaders have begun to adapt daily systems as follows to ensure the health of students and staff. Schools will also conduct relevant training.



- **Adjusted Daily Systems**

- Upon staff entry, staff will receive a temperature check.
- Huddle modifications may be required depending on size of staff and space available (must be socially distanced).
- Arrival procedures will be modified to ensure physical distancing, staff will perform hands-free temperature checks of students, and all students will use hand sanitizer.
- Meals will be served in classrooms or with strong physical distancing in the cafeteria.
- Dismissal procedures will be modified to ensure physical distancing.
- Dean supports, social work services, and related services will require adjustments to space in which they are offered and how they are provided.
- Student bathroom procedures will be specified to ensure limited numbers of students, physical distancing, and hand washing.
- In-class procedures will minimize students touching the same items - must make adjustments for passing papers.
- There will be no in-person grade-level or school-wide community meetings.
- Students and staff will engage in frequent hand-washing and sanitizing, and designated times will be identified in the schedule.

- **Training**

- Training will be conducted regarding all of the above with the following stakeholders.
- Directors of Operations will conduct trainings with teachers and staff for whole school systems in August during Staff Orientation, and again immediately before buildings open.
- Principals and other school leaders will teach and practice in-class systems on days immediately before re-opening.
- Students will receive explicit instruction during the first two weeks about health and hygiene through the Advisory curriculum.

- There will be a Family Empowerment Workshop scheduled before buildings open for in-person learning.

- [\[For School Leader View Only: List of Action Steps/Deliverables\]](#)

## 8. Closure Triggers

To ensure the health and safety of our students and the broader community we serve, Coney Island Prep will treat suspected cases of COVID-19 which require quarantine in the same manner as we will treat confirmed cases with regards to decision making around closure of school facilities to in-person instruction.

### Rationale

- Due to the limited availability of free, rapid-response testing in New York City, Coney Island Prep cannot rely on testing in order to determine the safety of keeping doors open to students and families.
- New York State guidance suggests that schools should close when 10% of people have confirmed cases. As you will note below, Coney Island Prep plans to adhere to protocols which are more aggressive than New York State guidance.

### Considerations

- The following protocols are general frameworks we aim to apply, but are not mandates.
- Coney Island Prep maintains the right to close a physical school campus, or our entire K-12 in-person operations, in order to more aggressively protect the health of the community we serve. In other words: the protocols outlined below are a “ceiling” (maximum number of cases) and not a “floor.” The health of our students, staff, and their families must come first.
- Relatedly, our schools also aim to have efficient and purposeful operations. We also reserve the right to move to an all-virtual model and close our schools to in-person learning at a low level of commitment to in-person attendance.
- Decision making with regards to school closure will be made by our Chief Executive Officer, in consultation with our Chief Operating Officer, Chief Schools Officer, Principal, and Directors of Operations. Additional circumstances to be considered will be: the expansiveness of the contact of the individual with others.
- Coney Island Prep will ensure compliance with state and city regulations, and will engage in positive collaboration with and compliance with the local health department.

Staff	Scholars
<ul style="list-style-type: none"> <li>● LES/ UES If three or more staff</li> </ul>	<ul style="list-style-type: none"> <li>● LES/ UES/ MS If three or more pods</li> </ul>

<p>members require being quarantined at the same time - the entire campus will proceed directly to remote immediately - defined as the very next day.</p> <ul style="list-style-type: none"> <li>● <b>MS</b> If three or more staff members require being quarantined at the same time <i>on the same grade level</i>, the entire campus will proceed direct to remote immediately - defined as the very next day. <ul style="list-style-type: none"> <li>○ We will also consider the impact of quarantined staff members across grade-levels and make a determination on a case by case basis.</li> </ul> </li> <li>● If an entire campus must be quarantined (either LES/ UES/ MS) and other campuses do not have any evidence of need for a shut down of in-person learning (i.e., spouse/partner/ leader exposure): <ul style="list-style-type: none"> <li>○ Unaffected campuses may stay open on a case by case basis <ul style="list-style-type: none"> <li>■ Likely yes. But note: UES/HS 24 or 48 hour shutdown between for deep cleaning.</li> </ul> </li> </ul> </li> </ul>	<p>or batches of scholars require being quarantined at the same time - the entire campus will proceed directly to remote <i>immediately</i> - defined as the very next day.</p> <ul style="list-style-type: none"> <li>● If an entire campus must be quarantined (either LES/ UES/ MS) and other campuses do not have any evidence of need for a shut down of in-person learning (i.e. sibling exposure): <ul style="list-style-type: none"> <li>○ Unaffected campuses: <ul style="list-style-type: none"> <li>■ Likely yes. Determine if sibling has had any impact or exposure at affected campus</li> <li>■ Likely yes. But note: UES/HS 24 or 48 hour shut down of in-person learning between for deep cleaning.</li> </ul> </li> <li>○ All schools may be closed if multiple pods are shut down of in-person learning across CIP (4 across 3 campuses), but no one campus has triggered closure on its own.</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>● Given fewer days on campus, the <b>HS</b> will only close if it has multiple cases amongst staff, at a similar rate as our other schools (i.e. three).</li> </ul>	<ul style="list-style-type: none"> <li>● Given fewer days on campus, the <b>HS</b> will only close if it has multiple cases amongst its pods or scholar batches.</li> </ul>

## Length of Closure

Any return from fully remote will require a closure of at least 14 calendar days, or two full school weeks. It's foreseeable that parents will not be inclined to send their scholars back to CIP if we rush back to campus, only to close again.

Following proposed dates of return based on closure dates:

Decision to Close Date Range	Earliest Date of Return
September 10 - September 25	After Indigenous Peoples' Day
September 25 - October 23	After Election Day
October 23 - November 13	After Thanksgiving
November 23 - Winter Break	January 2021

### Communication Sequence

- Staff or family member communicates possible infection to school staff, who ensure the Operations Team is informed
  - Operations Teams will follow up with families regarding the following questions:
    - Does this student have any siblings enrolled at Coney Island Prep Schools?
    - Has your student had any contact with anyone outside of Coney Island Prep who attends our school?
    - Is there anyone who we should help you to inform inside or outside of our school community regarding this?
- Operations Team simultaneously informs *confirmed cases* DOH & senior leadership (CEO, COO, CSO, P, DOO)
- Operations Team informs suspected cases to senior leadership only (CEO, COO, CSO, P, DOO)
- Senior leadership (CEO, COO, CSO, P, DOO) makes determination to Operations Team on whether closure is triggered
- Operations Team informs staff & families when closure protocol is triggered, using mass email, text, robocall -- according to our same plan as a closure due to inclement weather

### School/Pod Closure Length

- School will remain closed as long as necessary to ensure deep cleaning of the facilities, and to ensure containment of the virus
- Coney Island Prep will coordinate with the local health department regarding quarantine of individuals and length of closure of the school
- If the entire school is closed, the closest Friday will become a professional development day with no remote instruction offered to allow staff to prep for transition and upcoming week

- Depending on how safety and guidance from the local health department, some teachers and Operations Team members may be required to report to campus the following day in order to ensure the facility is set up for a longer-term closure

## Instructional Delivery

### Overview: Vision & Guiding Principles

We have updated [our original classroom vision](#) to reflect an instructional delivery model that leverages **both in-person instruction and remote live instruction**.

As we welcome students back to CIP this year, we know we're welcoming them back into a school and environment that looks very different from anything they've experienced in the past. A student could be in a physical classroom with a dozen of their classmates or a Zoom classroom with twenty. Assignments that were once pencil-to-paper will now be largely completed and submitted using technology. And, the social interactions which once were so easy to come by will take a little more planning.

While it's bound to feel different this school year, it's our job to ensure that no matter how a student attends school at CIP, they all receive the same rigorous instruction and support. What makes the difference is the intentional instructional design and effective use of instructional strategies. Given that, we've updated the CIP Classroom Vision for this school year to reflect any type of classroom.

As we approach a fall with hybrid instruction, **four principles have guided us** in staying faithful to our original classroom vision:

1. Our scholars should have **access to technology** that supports 21st century learning for the long-term
2. No matter the space, our classrooms should **build scholars' identities** as learners, thinkers, and intellectuals
3. We are aiming for a **seamless integration** between in-person and virtual live instruction. A scholar should be able to transition back and forth without skipping a beat.
4. We will leverage **curricular support programs that facilitate engaging personalized learning** and at-home practice

We create equitable classrooms, both in-person and virtually, and envision a school that empowers scholars. To that end, we have done our jobs not just when scholars have mastered

standards, but when scholars' sense of ownership and demonstration of learning reflects both their identities and their preparation and readiness to lead. [Read our full classroom vision here.](#)

### Links & Resources

- LES (K-2)
- UES (3-5)
- MS (6-8)
- HS (9-12)

Virtual	Hybrid/ In-Person Learning
<p>We recognize that remote learning will remain a feature of instruction at CIP for the immediate, foreseeable future.</p> <p>Both for families who prefer not to send their scholars to school and to implement distancing guidelines, we anticipate remote learning will be part of our instructional design.</p>	<p>Most scholars will not be able to receive in-person daily instruction. Still, we recognize that remote instruction does not provide equitable access and may not be feasible for all scholars.</p> <p>Facing uncomfortable trade-offs, we prioritized in-person instruction for scholars in the following order:</p> <ul style="list-style-type: none"> <li>• Grades K-1</li> <li>• IEPs that require services more than 60% of the time</li> <li>• Transition grades: 5, 9</li> <li>• College readiness grades: 11,12</li> </ul> <p>Generally, we also anticipate that older scholars can more independently thrive with remote instruction than younger ones.</p>

**Remote Instruction Frequency**



K - 2

1x/week



3 - 5

2x/week



6 - 8

3x/week



9 - 12

4x/week

**In-Person Instruction Frequency**



K - 2

4x/week

3.5 – 5.5

8787 24<sup>th</sup>  
Ave



3 - 5

3x/week

5.5

**294 Ave T**



6 - 8

2x/week

6

501 West  
Ave



9 - 12

2x/week\*

6

294 Ave T

**Class sizes will  
be limited to 12-  
15 scholars.**

\*Each scholars only receive one day in-person

**Grading Policy & Approach to Assessment**

We have built a grading policy and assessment approach that will be flexible for implementation whether we are engaging in in-person, hybrid, and virtual learning.

[\[For School Leader View Only: Grading Policy & Assessments\]](#)





## Techquity

### Overview: Vision

Coney Island Prep will invest in the infrastructure, resources, and tools that enable our teachers to flexibly and reliably deliver instruction virtually and in person. This investment includes developing the capabilities for students to view and review live instruction, virtually submit work and receive feedback, and engage in academic social interaction with teachers and peers.

We will transform our school by (1) investing in fixed assets; (2) creating the support infrastructure to enable flexible learning, and (3) expanding our instructional and cultural vision statements to include expectations for technology engagement.

### Links & Resources

- LES (K-2)
- UES (3-5)
- MS (6-8)
- HS (9-12)

### Fixed Assets Investments

- We've scaled up to 1:1 devices to support learning.
- **All scholars in grades K-2 will receive Apple iPads** with cases to take home. We will also preserve on-campus stores of iPads for scholars who may forget.
- **All scholars in grades 3-12 will receive Chromebooks.** Scholars in grades 9-12 can anticipate regularly being able to take their laptops home with them, even after we exit the need for remote learning.
- **All scholars will receive headphones** to support work at home.
- We have privately fundraised to support a small number of families in need with wireless hotspot devices from Verizon.

### Support Infrastructure

- We increased our device management support (including software updates, firewall and explicit content controls, malware removal, and tech support) with our technology consultant, mindShift.
- In addition, CIP will leverage the following online platforms to support instruction:

Platform	Expectations & Guidelines for Use
ABC Mouse	Educational games and activities for early childhood learners
Assistments	Platform for administering assessments online (6th - 12th).
Google Classroom	Learning Management System and virtual course homepage for all subjects in grades 1-12
Homeroom	CIP's hub for online learning and COVID-19 related updates
Nearpod	Interactive student engagement tools, including assessment, that can be paired with remote live instruction. All CIP staff members have accounts.
Parent Square	Parent communication tool that facilitates easy and equitable communication, including text messages to parents in multiple languages
Quill	Interactive grammar and writing program
Typsey	Touch-typing keyboard software app to teaching typing skills
Wit & Wisdom In- Sync	Standards-aligned, leveled texts for reading instruction
Zearn	Standards-aligned, immersive self-paced math instruction - now with workbooks!
Zoom	Zoom will be used for all meetings via video, including parent conferences, synchronous remote instruction, advisory, college counseling, family council meetings, and other typically in-person school systems. All CIP staff members have Zoom accounts as hosts.

## Trauma-Informed Practices

### School Culture

#### Overview: Vision

In a virtual environment and during this heightened awareness of racial injustice, we continue to be committed to providing scholars with an educational experience that will prepare them for the college and career of their choice. We are determined to provide an equitable space for scholars to learn and equitable access to resources for all students and families. We will support scholars and attend to their needs despite our changing educational setting.

We are intentional about the content our students grapple with in academic classes and as well as in Advisory. We raise social justice issues with our scholars and encourage their analysis of current events.

We also believe in ensuring our students experience joy and feel valued as they engage in their school experience, whether virtually at home or in classes at our buildings. We are committed to recognizing our students' humanity, work, and effort every day.

We remain committed to repairing harm when necessary and taking advantage of opportunities for communication with others to build strong relationships between teachers, scholars and families when opinions differ. Through our student core values and Advisory program, we ensure that all CIP scholars will have PRIDE in their identity, the diversity of their communities, and their own strength to take action in order to further justice.

#### Trauma Informed Practices

We believe that identifying and implementing research-based trauma informed practices is crucial to meeting students, staff, and families needs during and after these especially turbulent times. As a result, CIP has chosen to formally incorporate trauma informed practices into our [school culture](#) practices next year. We will all engage in on-going training and development with respect to these practices and strategies as we seek to be a safe learning and work environment for all our stakeholders.

#### Virtual Culture Principles:

Connection	Valued i.e. “I feel valued”	Joy
Engagement	Equity	Dignity
Student Survey Metrics		Guidelines
<ul style="list-style-type: none"> <li>- I feel my culture/background is respected at CIP.</li> <li>- If I don’t understand something, I can count on at least one of my teachers to help me.</li> <li>- I feel valued by my teachers during class.</li> <li>- When I work hard, teachers praise or notice me.</li> <li>- At CIP, I have multiple opportunities to build connections and learn from my peers.</li> <li>- At CIP, I have opportunities to learn and talk about injustice.</li> </ul>		<ul style="list-style-type: none"> <li>- No out of school suspensions</li> <li>- Calls for support only; no classroom send outs.</li> <li>- Students may be removed from classrooms by admin only.</li> <li>- No after school consequences</li> <li>- 100% use of restorative practices</li> <li>- Students may be required to do additional work or projects for “consequences”</li> <li>- Parent zoom conferences with teachers only</li> </ul>
Links & Resources		
<a href="#">Trauma Informed Practices</a> <a href="#">School Culture Vision</a>		
<ul style="list-style-type: none"> <li>● LES (K-2)</li> <li>● UES (3-5)</li> <li>● MS (6-8)</li> <li>● HS (9-12)</li> </ul>		

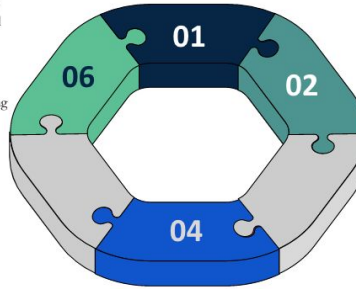
## Prioritized for the 2020-21 School Year:

### 6: Resilience & Social Emotional Learning

Trauma can derail the development of healthy skills in regulating emotions, cognitions, and behaviors, as well as healthy interpersonal skills. At CIP, we will teach, practice, and model wellness practices and the competencies of social emotional learning. We will reinforce the resiliency our scholars have by supporting their capacity as individuals and communities to negotiate for the psychological, social, cultural, and physical resources needed to sustain their well-being.

### 4: Compassion & Dependability

While healing from trauma and responding to stress, it's critical to build and maintain trusting connections with others. Strong relationships are a priority at CIP, whether between students, student-teacher, teacher-teacher, teacher-leader, and school-family.



### 1: Understanding Trauma & Stress

All CIP staff will work from the same language and understanding of how trauma and stress can affect individuals, relationships, health, and work. This understanding will help us reframe trauma-related behaviors that may otherwise lead to ineffective, stigmatizing, and/or punitive reactions.

### 2: Cultural Humility & Equity

CIP staff and students come from diverse cultural groups that may experience different trauma and stressors, react to those differently, and experience differences in how others respond to our traumatic experiences. We understand how trauma can be caused by historical, institutionalized, and societal oppression and respond to them with [cultural humility](#), which is an interpersonal stance that is open to others and their most important cultural identities. We are committed to providing equitable access to the support needed to address these experiences.

Source: UCSF - HEARTS Trauma-Informed Principles



## Logistics & Execution

### Overview: Vision

As we engage in preparations to re-open our schools, we understand that “failing to plan” is “planning to fail.” We know that every element of our vision will come to life, and bring success for our schools, through solid logistical plans on which everyone takes pride in executing at a high level.

See details and plans below for:

- I. Facilities Usage and Hours of Operation
- II. Re-Opening Timeline
- III. School Calendar
- IV. School Start & End Times
- V. School Schedules
- VI. Student Attendance
- VII. Meal Service Approach
- VIII. Transportation Approach
- IX. Conducting Safety Drills

These are the core principles we will look to:

- Ensuring we are thoughtfully planned and holistic - from the start. By considering the interconnected nature of different school departments, systems, and school/organizational priorities, we will more easily see all plans be consistently well-executed.
- Design programming, systems, and resources that prioritize academic success, equity and access for scholars and families, particularly focusing on systematizing seamless integration and transitions between in-person and virtual learning.
- Align practices across campuses, and when they differ there is a clear rationale grounded in both equality and equity.
- Operate with excellence, accountability, and sustainability.

### Links & Resources

- LES (K-2)
- UES (3-5)



- MS (6-8)
- HS (9-12)

## I. Facilities Usage and Hours of Operation

## II. Re-Opening Overview

- **When We Will Open**

Coney Island Prep is bound by state and city decision-making with regards to how soon we can reopen our schools. As of July 13, 2020, New York State intends to open schools by region. Specifically:

- The Governor will open schools if NYC is in Phase IV and the daily infection rate remains below 5% or lower using a 14-day average since unPAUSE was lifted.
- The State will decide if the region has met these criteria the week of August 1-7.
- Schools will close if the regional infection rate is greater than 9% using a 7-day average after the August 1st determination has been made.

- **Approach to Reopening**

When the state and city have determined it is safe to open schools, Coney Island Prep will approach re-opening differently for schools which are co-located than those which are operating out of our private facility.

- **Co-Located Schools: Lower Elementary School (8787 24th Ave) & Middle School (501 West Ave)**
  - CIP will re-open to students in our co-located schools no sooner than 2 days *after* the start date of the co-located school (DOE start date).
  - This is to allow time for essential co-located systems to be in place before CIP attempts to bring students into the school building - for example, the co-located school's arrival and dismissal procedures, food service, nursing, and school safety. We will keep our students safer and ensure they are cared for if we give time to the larger system to get up and running before we also operate out of the facility.
- **Private Facility: Upper Elementary School and High School (294 Ave T)**

- The UES and HS will open on the day closest to, but not before, the DOE start date which aligns with the building use schedule.
- Note: Because our Lower Elementary School and Upper Elementary School will be running with a single Director of Operations, we will not open these schools on the same day as our Upper Elementary School.

### III. School Calendar

CIP will work to have a comprehensive, thorough school calendar that reflects relevant dates, events (virtual or otherwise), vacations, and major assessments. Calendar systems will remain as they have in years past, and strong execution on these systems will help us work to create a sense of predictability and consistency for our campuses!

- [Final Working Version / Shared] [School Calendar Overview](#)
- [To be Shared] School Calendar

### IV. School Start/End Times

Our approach with school start and end times works to accomplish the following goals:

- Be predictable for students and their families
- Withstand changes in external context which may require us to move in and out of different in-person or remote scenarios
- Take family feedback into account and accommodate needs of families who have multiple students that they are supporting students in at-home learning
- Prepare for and anticipate that we will have some students on a fully-remote learning plan

In-Person Hours	Hybrid Hours	Remote Hours
We will keep in-person hours consistent with what would have been true this school year, and identify school hours for UES that allow for siblings and families to drop off after LES. Please note that these are initial time stamps and arrival windows may be adjusted.*	<p>When students have in-person days, their hours will be as noted in the in-person hours to the left.</p> <p>When students have remote days, and in a fully remote context, their hours will be as noted on the right.</p>	Remote hours below have been developed based on parent input from surveys, and staggering start times to accommodate households with multiple CIP scholars. The day also begins late enough that a family member could feasibly complete in-person drop-off of a scholar, and return home in-time for remote learning.

<p><b>Lower Elementary</b> Staff Huddle: 7:00-7:10 AM Arrival: 7:10-7:25 AM Dismissal: TBA</p> <p><b>Upper Elementary</b> Staff Huddle: 7:20-7:30 AM Arrival: 7:30-7:45 AM Dismissal: TBA</p> <p><b>Middle</b> Staff Huddle: 7:30-7:40 AM Arrival: 7:40-7:55 AM Dismissal: TBA</p> <p><b>High</b> Staff Huddle: 7:55-8:05 AM Arrival: 8:05-8:20 AM Dismissal: TBA</p>		<p><b>Lower Elementary</b> Original Start: 8:15 AM End: TBA</p> <p><b>Upper Elementary</b> Start: 8:30 AM End: TBA</p> <p><b>Middle</b> Start: 8:45 AM End: TBA</p> <p><b>High</b> Start: 9:00 AM End: TBA</p>
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**\*Note re: Staggered Arrival & Dismissal:** Within an individual campus, student start and end times *will not be staggered* by cohort or grade level. In person learning on each campus will have a consistent “late” time for every student on that campus. Dismissal times will also be consistent, with staggered student egress.

**Rationale:** We want to keep our schedule as consistent as possible to make planning as easy as possible for our entire school community, and make it as easy as possible on families who have multiple students in our school community. The vast majority of our school community relies on public transit to get to and from school - precise arrival times would create inequities. Further, staggering arrival and dismissal times would require us to change start times in order to leverage the Office of Pupil Transportation yellow school bus service for grades K-5 should it be made available by the DOE.

**Approach to Health Safety at Arrival and Dismissal:** We will ensure that arrival and dismissal windows are wide enough to maintain social distancing. School leaders may choose to give individual cohorts suggested arrival times within the arrival window. Similarly, each school will have a consistent dismissal time. School leaders will ensure that student egress from the building is staggered and prevents cohorts from overlapping. We will work to be swift and efficient, but this

may mean families who pick students up may have a slightly longer wait-time at pick up in order to maintain safe protocols.

## V. School Schedules

School leaders have prepared school schedules that consider fully remote, hybrid, and fully in-person learning so that we are prepared to switch between the various models as internal and external circumstances change around health.

### Schedule Overviews:

 In-person instruction

#### Lower Elementary (K-2) Schedule Overview

Monday	Tuesday	Wednesday	Thursday	Friday
<ul style="list-style-type: none"> <li>Kindergarten</li> <li>All 1<sup>st</sup> grade</li> <li>All 2nd grade</li> </ul>	<ul style="list-style-type: none"> <li>Kindergarten</li> <li>All 1<sup>st</sup> grade</li> <li>All 2nd grade</li> </ul>	<ul style="list-style-type: none"> <li>Kindergarten</li> <li>All 1<sup>st</sup> grade</li> <li>All 2nd grade</li> </ul>	<ul style="list-style-type: none"> <li>Kindergarten</li> <li>All 1<sup>st</sup> grade</li> <li>All 2nd grade</li> </ul>	<ul style="list-style-type: none"> <li>In-person small group tutoring for select scholars</li> <li><b>Staff PD</b></li> </ul>

#### Upper Elementary (3-5) Schedule Overview

Monday	Tuesday	Wednesday	Thursday	Friday
<ul style="list-style-type: none"> <li>Third grade</li> <li>Fourth grade</li> <li>Fifth grade</li> </ul>	<ul style="list-style-type: none"> <li>Third grade</li> <li>Fourth grade</li> <li>Fifth grade</li> </ul>	<ul style="list-style-type: none"> <li>Third grade</li> <li>Fourth grade</li> <li>Fifth grade</li> </ul>	<ul style="list-style-type: none"> <li>Remote small group tutoring</li> <li><b>Staff PD</b></li> </ul>	<ul style="list-style-type: none"> <li>Remote small group tutoring</li> </ul>

## Middle (6-8) Schedule Overview



Monday	Tuesday	Wednesday	Thursday	Friday
<ul style="list-style-type: none"> <li>6 Bing</li> <li>6 Buff</li> <li>6 Cort</li> <li>8 Bing</li> <li>8 Buff</li> <li>8 Cort</li> </ul>	<ul style="list-style-type: none"> <li>7 Bing</li> <li>7 Buff</li> <li>7 Cort</li> </ul>	<ul style="list-style-type: none"> <li>In-person small group tutoring</li> <li><b>Staff PD</b></li> </ul>	<ul style="list-style-type: none"> <li>6 Bing</li> <li>6 Buff</li> <li>6 Cort</li> <li>8 Bing</li> <li>8 Buff</li> <li>8 Cort</li> </ul>	<ul style="list-style-type: none"> <li>7 Bing</li> <li>7 Buff</li> <li>7 Cort</li> </ul>

## High (9-12) Schedule Overview



Monday	Tuesday	Wednesday	Thursday	Friday
<ul style="list-style-type: none"> <li>Remote instruction</li> <li><b>Staff PD</b></li> </ul>	<ul style="list-style-type: none"> <li>Remote instruction</li> <li>Remote small group tutoring</li> </ul>	<ul style="list-style-type: none"> <li>Remote instruction</li> <li>Remote small group tutoring</li> </ul>	<ul style="list-style-type: none"> <li>Group A - TBD</li> </ul>	<ul style="list-style-type: none"> <li>Group B - TBD</li> </ul>

### Total In-Person Instructional Hours by Grade Band (for Hybrid Cohorts)

Grade Band	Daily In-Person Hours	Total 2020-2021 In-Person Hours
K-2	4.5	630
3-5	4.5	472.5
6-8	7.5	525
9-12	6.0	210

### Total Remote Instructional Hours by Grade Band (For Hybrid Cohorts)

Grade Band	Daily Synchronous	Daily Asynchronous	Total 2020-2021 Remote Hours
K-2	0.5	1.5	280
3-5	0.55	1.3	259
6-8	0.5	2.0	175

9-12	4.0	1.0	408
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**Total Remote Instructional Hours by Grade Band (For All-Remote *Parent Option* Cohort)**

Grade Band	Daily Synchronous	Daily Asynchronous	Total 2020-2021 Remote Hours
K-2	1.5	1.8	462
3-5	1.5	1.6	434
6-8	1.5	3.0	630
9-12	3.0	1.0	525

**Total Instructional Time by Cohort**

Cohort	Total 2020 - 2021 Hours
K-2 Hybrid	910
K-2 All-Virtual <i>Parent Option</i>	462
3-5 Hybrid	731.5
3-5 All-Virtual <i>Parent Option</i>	434
6-8 Hybrid	700
6-8 All Virtual <i>Parent Option</i>	630
9-12 Hybrid	618
9-12 All Virtual <i>Parent Option</i>	525

**Detailed schedules to be shared at a later date:**

- [\[For School Leader View - K-2 Daily Schedule\]](#)
- [\[For School Leader View - 3-5 Daily Schedule\]](#)
- [\[For School Leader View - 6-8 Daily Schedule\]](#)

- [\[For School Leader View - 9-12 Daily Schedule\]](#)

## VI. Student Attendance

The goal with attendance systems in the Fall will be to understand who is present for live or in-person learning time, who is not, and to provide supportive follow-up to students and families regarding their presence. We are shaping the attendance system to be simple in execution, meaningful, and executed in either a virtual or hybrid model. We aim to make improvements on our approach used during remote learning such that attendance marks will be more meaningful and can be leveraged in the Touchpoints system.

- **Virtual:** The purpose of an attendance system in a virtual-only setting will be to ensure students engage in live learning activities daily and that their families are informed about their participation. In particular, presence for virtual advisory activities will be a key measure of our success in social-emotional learning.
- **Hybrid:** The purpose of an attendance system in the hybrid model will be to ensure both that students are present for live learning activities, and to ensure presence for in-person learning and the safety of those students who are in our care, inside of our walls.
- **Use of Student Information System:** We will mark attendance in our Student Information System. We will have a COVID specific attendance code/note system.

## VII. Meal Service Approach

Last year, CIP migrated our vendor relationship from Red Rabbit (private vendor) to School Food (DOE program) at two of our three facilities (8787 24th Ave and 294 Ave T). This decision was made after considering participation, cost, and feasibility of daily operations and compliance work. While the start-up phase with School Food required lots of work from our campus teams, we have generally been comfortable with the School Food partnership, and seen increased rates of participation at CIPHS.

It is worth noting that this section is about vendor partnerships and approaches, not about health and safety protocols for meal service. All meals will be served in classrooms for health reasons. Age-appropriate protocols for in-class lunch will be detailed by P/DOO in the Health & Safety portion of this plan under “Daily Systems.”

- **Lower Elementary School (8787 24th Avenue)**



- **Tentative:** This campus currently relies on partnership with School Food making use of the shared cafeteria in the building. CIP is investigating what meal service will look like for our students in classrooms through partnership with School Food.
- **Upper Elementary School & High School (294 Avenue T)**
  - **Tentative:** This campus currently relies on partnership with School Food via a satellite program (in other words, food is prepared in a nearby cafeteria and brought to CIPHS). Meal distribution happens in the cafeteria, and relies on use of the warmers in the cafeteria to keep food at a safe temperature. CIP is investigating what meal service will look like for our students in classrooms through partnership with School Food as a satellite site.
  - **Shared Space = Shared Plan:** Given they share a facility, UES & HS will need to rely on the same vendor for meal service.
    - If we partner with School Food, this may mean our meal times and quantities will likely need to be consistent for UES & HS as this vendor is less flexible. And, creating a predictable plan will ensure we get reliability.
    - If we require a vendor change due to School Food inability to serve this campus, we may have more flexibility with regards to quantities and timing.
- **Middle School (501 West Ave)**
  - **Confirmed:** No vendor change or change of approach is currently required. Though the campus has worked hard to secure space in the cafeteria for next school year, it seems unlikely that working with School Food will be the plan for meal service that will best serve our students given the context. Given this, scholars will continue to receive meals in classrooms through partnership with external vendor, Red Rabbit.
  - **Additional Expectations:** Due to the high cost of Red Rabbit meal service during a time of decreased funding, meal service plans must ensure all students are fed with close to *zero* waste.

## VIII. Transportation Approach

CIP relies on the Department of Education's Office of Pupil Transportation (OPT) for all student transportation support - including MetroCards for students K-12, and yellow bus service. We historically have only provided yellow bus service to students in Gr K-4 who attended school at 8787 24th Ave. Our scholars' [eligibility](#) for yellow bus service, and whether they receive full or half fare MetroCards depends on the distance they live from their school site. Due to the change of

facilities for next school year, uncertainty around whether OPT will be able to secure contracts with bus vendors, and uncertainty around what bus service will look like to assure student health and safety, our transportation plan remains fluid but tentative plans are as follows.

To the extent that CIP provides any bus service, protocols will be put in place according to state and local guidelines in order to ensure social distancing and health safety on buses.

- **Lower Elementary School (8787 24th Avenue)**

- **Confirmed:** Scholars will be assigned MetroCards per OPT eligibility.
- **Confirmed:** There is enough uncertainty around OPT's ability to provide transportation to any schools this Fall that we will communicate to families in July family communications that GenEd and SpEd bus service may not be available this Fall and they should begin considering other methods of transportation. We anticipate that if the DOE is able to provide bus service, they will prioritize SpEd services and we will share this understanding with families.
- **Tentative:** In prior years, between 60-70% of our students at this campus have relied on yellow bus service. For this reason, if the DOE is able to secure bus contracts, we intend to work with OPT to provide yellow bus service for both GenEd and SpEd students at this site and to adhere to DOE guidelines regarding social distancing practices on buses.
- **Tentative:** In the absence of yellow bus service being in place, we will work to provide support in the form of adult MetroCards for families who must travel to-and-from school via public transit in order to bring their student to school.

- **Upper Elementary School (294 Avenue T)**

- **Confirmed:** Scholars will be assigned MetroCards per OPT eligibility.
- **Confirmed:** We will communicate to families in July family communications that GenEd and SpEd bus service is likely to be unavailable at this site. We anticipate that if the DOE is able to provide bus service, they will prioritize SpEd services and we will share this understanding with families.
- **Tentative:** In prior years, between 60-70% of our students at this campus have relied on yellow bus service. For this reason, if the DOE is able to secure bus contracts, we intend to work with OPT to provide yellow bus service for both GenEd and SpEd students at this site and to adhere to DOE guidelines regarding social distancing practices on buses.
- **Tentative:** In the absence of yellow bus service being in place, we will work to provide support in the form of adult MetroCards for families who must travel to-and-from school via public transit in order to bring their student to school.

- **Rationale for Yellow Bus Service:**
  - We know that many families will qualify as the majority of our students live about 3 miles from the school.
  - Most families will also be asked to make a transition to a new space, thus
  - Because we have not historically had bus service at this site, we are not guaranteed that we will secure it through a transportation request with OPT.
- **Long-Term Change Management:**
  - We have not historically offered yellow bus service to Gr 5 when it was located at 501 West Ave. There is a decision to be made around whether we continue offering bus service if this grade level transitions to 501 West Ave during the 2020-2021 school year.
- **Middle School (501 West Ave)**
  - **Confirmed:** No change currently required with regards to MetroCards. Scholars will be assigned MetroCards per OPT eligibility.
  - **Tentative:** There is enough uncertainty around OPT's ability to provide transportation to any schools this Fall that we will communicate to families in July family communications that SpEd bus service may not be available this Fall and they should begin considering other methods of transportation. We anticipate that if the DOE is able to provide bus service, they will prioritize SpEd services and we will share this understanding with families. If OPT provides SpEd bus service, scholars who are eligible in accordance with their IEP will receive this service if OPT provides it.
- **High School (294 Avenue T)**
  - **Confirmed:** No change currently required. Scholars will be assigned MetroCard per OPT eligibility.
  - **Tentative:** At this time, no students enrolled at CIPHS receive SpEd bus services. If enrolled, and OPT provides SpEd bus service, scholars who are eligible in accordance with their IEP will receive this service if OPT provides it.

## IX. Conducting Safety Drills

CIP schools will conduct the required 8 evacuation and 4 lockdown drills each school year. Each campus will develop specific schedules and protocols that will minimize the risk of spreading infection while conducting drills and ensure every student is trained. Given rotating student schedules, school leaders must schedule drills such that all students who receive in-person instruction are trained in emergency procedures.

- School leaders will implement plans that include **fire drill modifications** such as:
  - Conducting drills on a “staggered” schedule, where some classrooms evacuate separately rather than all at once
    - Note - if conducting drills using a modified procedure, it is required that the drill be conducted with all students in the school building on within that school day
    - Co-located schools may choose to conduct evacuation drills when the other school is not in session to avoid overcrowding
  - Use of tools to support student distancing (ex. for elementary students, use of a rope with knots on it 6 feet apart)
- School leaders will implement plans that include **lockdown drill modifications** such as:
  - Conducting lockdown drills on a “staggered” schedule with smaller numbers of students present - i.e. running a drill for only 7-8 students at a time
    - Note - if conducting drills using a modified procedure, it is required that the drill be conducted with all students in the school building on within that school day
  - Modifying such that students practice with lights off, doors locked, silence, but do not engage in physical movement that puts students in close proximity to one another
- Following each safety drill, teachers must give a clear explanation of how students should implement the protocols in an actual emergency - i.e. in an actual emergency, distancing may not be maintained as the most imminent concern is to get to safety.

## Staffing & Support

### Overview

As we launch the 2020-2021 school year, Coney Island Prep recognizes our Staffing & Support plans need to be flexible and incorporate the needs not only of our scholars and their families, but also the needs of teachers and staff members, who we believe are the most important assets we have in pursuit of our mission. We recognize that all staff members will have unique needs and perspectives as we return to school, and we are committed to working with each staff member to meet them. Given the nature of COVID-19, we anticipate specific considerations will need to be made for the groups outlined below and encourage school leaders and staff members alike to be proactive in planning and problem-solving for any concerns.

Below you will find more information and actions available for:

- I. Essential Staff
- II. Accommodation Requests/Medical Exemptions
- III. Parents & Caregivers Considerations
- IV. Sick Days & Sick Leave

Each campus will also have a Staffing & Support plan that reflects its location and facility, health safety protocols, academic schedule and other operational needs. In conjunction with our Logistics & Execution plans, our Staffing & Support plans will need to balance our ability to safely and effectively operate our academic program while honoring staffing flexibility.

#### Links & Resources

- [For School Leader View Only: [Operations Team Staffing Plan \(K-12\)](#)]

### **I. Essential Staff**

Returning to school requires us to identify who are considered “essential” staff on our campuses, including essential staff by role and an essential minimum number of staff to ensure the safe and effective operations of our schools. In general, we define “essential” staff as:

- One (1) teacher per classroom in use
- Operations Coordinators, Managers, and Academic Operations Managers (likely will limit campus presence to DOO + 1 Ops Team Member)
- Two (2) College Team members
- Social Workers
- Deans of Students
- Vice Principals
- Dean of College
- Directors of Operations
- Principals

Without each of these roles on campus every time scholars are learning in-person, we do not believe we can safely or effectively operate our schools.

### **II. Accommodation Requests/Medical Exemptions**

All staff members are expected to return to work virtually or in-person according to the Logistics & Execution plans. School leaders write schedules and plan staffing with the reasonable expectation that staff members are generally available unless notified of an accommodation request from the Director of Human Resources. We know that some staff members may have 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.

Accommodation requests will be prioritized in order of the following:

1. Employees who are [immunocompromised](#) or otherwise medically diagnosed as being high risk\* according to the CDC for contracting COVID-19
2. Employees whose immediate family member(s) is [immunocompromised](#) or otherwise at high risk\* according to the CDC for contracting COVID-19
3. Other circumstances that would be determined on a case-by-case basis

*\*Medical Documentation Required*

**To Submit an Accommodation Request:**

Accommodation requests must be received in writing or in conversation with the Director of Human Resources. An accommodation request is considered fully received when all required medical documentation is submitted in writing, where applicable. To protect personal information, all accommodation requests should be submitted to [hr@coneyislandprep.org](mailto:hr@coneyislandprep.org).

The Director of Human Resources will coordinate on behalf of staff members with Principals and Directors of Operations to approve/deny accommodation requests. Approval or denial of the request will be made to staff members by the Director of Human Resources. The staff member's manager will be notified as to the staff member's overall status without disclosing the reason for the accommodation request. If the accommodation request is denied, the staff member's options will be discussed. If the accommodation request is approved and the staff member's job is not conducive to remote work, other duties may be assigned.

It is unlikely that we will be able to approve all accommodation requests. In those instances, staff members are encouraged to open dialogue with their school leaders in conjunction with the Director of Human Resources to identify if any additional adjustments may be available. Additional information may be found in the Equal Employment Opportunity section of the Coney Island Prep Staff Handbook (pp. 7-8)

**Please note:**

- Employees requesting accommodation should be prepared to share the following information:
  - How the disability creates a limitation
  - How the requested accommodation will effectively address the limitation
  - Whether another accommodation could solve the issue
  - How the proposed accommodation will enable the employee to continue performing the job's essential functions
- To review in an equitable manner, accommodation requests will be evaluated on the following timeline:
  - Window 1: July 17, 2020 - August 7, 2020
  - Window 2: August 8 - Ongoing
- Accommodation requests will be reevaluated every 30 days or in alignment with CDC/Department of Education guidelines, whichever is less. Reapproval is subject to the stated prioritization of accommodation requests and needs of the Staffing & Support plan.
- Accommodation requests may be denied if deemed unreasonable, that is, if approving the accommodation request would otherwise place an undue hardship on Coney Island Prep's ability to operate or fulfill its Staffing & Support plan. Additional information may be found in the Equal Employment Opportunity section of the Staff Handbook (pp. 7-8).
- School leaders may be able to fulfill accommodation requests without undue hardship by making scheduling adjustments in coordination with the Director of Human Resources. In doing so, school leaders will ensure that workloads remain evenly distributed among all team members such that fulfilling the accommodation request will not place an undue hardship or outsized workload on other employees.
- In general, school leaders require a minimum of three school days to appropriately staff and plan for a temporary shift in staffing and responsibilities. We encourage staff to share full accommodation requests as soon as possible, as school leaders are unable to plan staffing on incomplete information, or information that has not been fully vetted by the Director of Human Resources.
- More information may be found through the [Equal Employment Opportunity Commission](#).

### **III. Parents & Caregivers Considerations**

We understand that parents/caregivers will have a particularly unique experience navigating the return to school and managing parent/caregiver responsibilities. Knowing that increased flexibility will be needed, we understand that a consistent “rule” for all campuses may not be ideal. We encourage any parent/caregiver to proactively work with their school leaders to identify and manage their needs. We will explore flexible solutions that honor our commitments to scholars.



We also understand that childcare may be available to varying degrees as a result of COVID-19, and that availability may change over time as context changes. In the event parents/caregivers are unable to work given a lack of access to childcare, additional Sick Day and Family Leave options have been made available:

- Two weeks (up to 80 hours) of paid sick leave at two-thirds the employee's regular rate of pay because the employee is unable to work because of a bona fide need to care for an individual subject to quarantine (pursuant to Federal, State, or local government order or advice of a healthcare provider), or to care for a child (under 18 years of age) whose school or child care provider is closed or unavailable for reasons related to COVID-19, and/or the employee is experiencing a substantially similar condition as specified by the Secretary of Health and Human Services, in consultation with the Secretaries of the Treasury and Labor; and
- Up to an additional 10 weeks of paid expanded family and medical leave at two-thirds the employee's regular rate of pay where an employee, who has been employed for at least 30 calendar days, is unable to work due to a bona fide need for leave to care for a child whose school or child care provider is closed or unavailable for reasons related to COVID-19.
- More information may be found at the [Department of Labor Families First Coronavirus Response Act \(FFCRA\)](#) information page.

Sick Days should continue to be submitted in accordance with guidelines in the following section.

#### **IV. Sick Days & Sick Leave**

##### ***Part A***

- Should staff ask or be required to log sick time for a doctor's visit, they can do so using the normal protocol in Zenefits.
- Should staff ask or be required to quarantine by a health professional for an extended period of time, please inform your manager, Principal, DOO, and [hr@coneyislandprep.org](mailto:hr@coneyislandprep.org).
  - For any employee impacted by quarantine, please log your sick days as "COVID-19 Sick Leave" in Zenefits. "COVID-19 Sick Leave" operates as a different category of sick leave than typical sick leave.
- 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. Extended Medical/Family Leave does not impact one's overall sick or personal days.

- More information may be found in the Covid-19 updates of the [Employee Resource Dashboard](#).

### **Part B**

- If an Employee is Experiencing COVID-19-Like Symptoms
  - If a staff member is experiencing COVID-19-like symptoms, as defined by the CDC, or living in the same household as someone experiencing COVID-19-like symptoms, that staff member must not report to work or be around any Coney Island Prep staff members or students. The staff member should follow the normal call-in procedures and request a Sick Day in Zenefits.
  - Staff member should immediately contact their healthcare provider and arrange for COVID-19 testing.
  - Symptoms could include:
    - Feeling feverish or a measured temperature greater than or equal to 100.0 degree Fahrenheit
    - Loss of taste or smell
    - Cough
    - Difficulty breathing
    - Shortness of breath
    - Headache
    - Chills
    - Sore throat
    - Shaking or exaggerated shivering
    - Significant muscle pain or ache
    - Diarrhea
  - Individuals or a designated family member should communicate with their manager and follow the advice of their healthcare provider. The staff member may work remotely during this time, if able.
- Testing Positive for COVID-19
  - Any staff member who tests positive for COVID-19, lives with someone who tests positive for COVID-19, and/or has been exposed to someone with COVID-19 is required to immediately follow these steps:
    - Communicate with their manager about their situation
    - Quarantine themselves per the policies below

- Individuals or a designated family member should communicate with their manager and follow the advice of their healthcare provider. As with all health information, this information is treated as confidential. The staff member may work remotely during this time, if able.
- When a Staff Member May Return to Work
  - Return to work policy after COVID-19 symptoms or positive test
  - Any individuals who themselves either: (a) are lab-confirmed to have COVID-19; or (b) experience the symptoms of COVID-19 (listed below) must stay at home throughout the infection period, and cannot return to work until cleared by Human Resources and any of the below conditions have been met:
    - In the case of an individual who was diagnosed with COVID-19, the individual may return to work when all three of the following criteria are met:
      - at least three days (72 hours) have passed since recovery (resolution of fever without the use of fever-reducing medications);
      - the individual has improvement in symptoms (e.g., cough, shortness of breath); and
      - at least 14 days have passed since symptoms first appeared.
    - In the case of an individual who has symptoms that could be COVID-19 and who is not evaluated by a medical professional or tested for COVID-19, such individual is assumed to have COVID-19, and the individual may not return to work until the individual has completed the same three-step set of criteria listed above.
    - If the individual has symptoms that could be COVID-19 and wants to return to work before completing the above stay at home period, the individual must either (a) obtain a medical professional's note clearing the individual for return based on an alternative diagnosis or (b) receive two separate confirmations at least 24 hours apart that they are free of COVID via acute infection tests at an approved COVID-19 testing location.
- Return to Work Policy After Direct Exposure to a Person with COVID-19
  - Individuals who have had direct exposure to someone with COVID-19 must stay home for 14 days after exposure and get tested. After 14 days, if no symptoms occur and tests come back negative, individuals can safely return

to work sites. Employees must submit a confirmed negative test to Human Resources.

## Family Engagement

### Overview: Vision & Guiding Principles

While we always strive to partner with families in pursuit of college and career access, our new context will require deeper engagement from families, and a renewed commitment on the part of our school to remove obstacles to family engagement. While our Blueprint framework considers operational and instructional elements of returning to school in the fall, we know our families play a critical role in keeping our plan together on both fronts.

We know from direct communication that many of our families have either lost loved ones, lost jobs, are behind on rent, or struggling with food insecurity during this pandemic.

These significant obstacles are symptoms of structural and systemic racism, poverty, and inequity that disproportionately impacts our community. Because Coney Island Prep exists to catalyze equity for our students, we are committed to doing as much as possible to support our families through this crisis.

We will strive, during these unexpected and turbulent times, for all families of CIP to feel:

- Supported emotionally, academically, and even financially when possible
- Equipped with tools and resources to help their students with their work
- Confident navigating virtual learning tools/platforms
- Appreciated for the hard work and effort they're doing to teach their students

Our back-to-school family engagement strategy includes

- Renewed Family Support through Microgrants
- Updated Attendance Systems
- New Communication Tool: ParentSquare
- Touchpoints
- Appropriate alignment with DEI Action Plan
- Intentional communication with and empowerment of families regarding their role in ensuring public health in school

These strategies and resources will be deployed in addition to our more traditional resources and tools, including multiple channels for outreach and direct contact with teachers and staff.

### **Family Support - Microgrants**

During the spring of 2019, Coney Island Prep raised funds and distributed more than \$50,000 directly to families in the form of microgrants. These direct cash assistance resources serve the purpose of alleviating the economic hardship caused by COVID-19.

To that end, we are committed to continuing our microgrant program and distributing *at least another \$100,000*. We aim to distribute \$50,00 by the end of September, and the full amount of microgrants until we run out of funds. Please reach out to your campus's Dean of Students for more information on requesting financial assistance.

### **Family Support - Uncovering and Addressing External Issues**

We remain committed to supporting our families with needs that arise outside of the school setting, that commitment has never been more important than in this moment.

We will continue our Touchpoint system in which students with the most socio-emotional and academic needs get more communication from teachers and leaders each week. Those extra "touchpoints" help us to uncover needs for our families and students more frequently. The revised "Touchpoints" system can be found below.

In addition to our "Touchpoints" system, we will continue to leverage Manager of Family and Community Engagement (FACE) and campus social workers to share information with families in need from McKinney Vento around transportation and housing issues. We also utilize information and resources from Urban Neighborhood Services to provide housing support for families. Our social workers will also expand their focus on referrals for family counseling to ensure families are provided with greater support during this challenging season.

Lastly, we are deepening our partnership with ACS. Our FACE Manager will meet with our ACS liaison to increase our knowledge and awareness of ACS services and support in south Brooklyn.

### **Family Support - Input, Information Sharing, and Training**

We will seek input and feedback from families in numerous ways. Through family surveys, Family Council meetings (monthly), and campus specific family functions i.e. Muffins with Moms and Donuts with Dad, we will gain knowledge of trends in family needs, keep parents informed of our decisions, and build community with families. We will also increase the number of family workshops and training from CIP this year to equip families with the knowledge and skills to help their scholars

academically at home.

### Touchpoints

The Touchpoints system was created to be a support for students and families through consistent outreach from staff and increased accountability from teachers and leaders. We believe that sustained contact with our most vulnerable students in a virtual or hybrid setting is crucial in fulfilling our promise to students and families. We will train staff this fall to “do” Touchpoint calls with a focus on implementation with great cultural sensitivity and humility. Follow up training will be held throughout the year as necessary.

In addition, ELL students and those with special needs will be assigned to Tier 1 automatically. As the quarter progresses, the weekly calls (minimum) by campus academic leadership will help to determine whether to increase communication with the family. If vulnerable students (those with special needs, language needs etc.) are found to be struggling academically, they will be moved to Tier 2 or 3. This adjustment will trigger additional social, emotional, academic, and/or family support as deemed necessary.

- **Programming, systems, and resources will prioritize academic success, equity and access for scholars and families.**
- **Operate with excellence, accountability, and sustainability.**

### Links & Resources

- LES (K-2)
- UES (3-5)
- MS (6-8)
- HS (9-12)

### Touchpoints Tiering

Fully Remote	Hybrid
Tier 1 = 1 call a week Tier 2 = 2 calls a week Tier 3 = 3 calls a week Training = staff orientation 1 session  And/or, 2 weeks Attendance data collected and factors into who gets what “Touchpoints”	Tier 1 - 1 call a week, in addition to a check in with an non-teaching staff when you’re at school  Tier 2 - 2 calls a week, in addition to a check in with an non-teaching staff when you’re at school

	- And/or, 2 weeks Attendance data collected and factored into who gets what “Touchpoints”
<b>Limited set of students are either Tier 1 OR Tier 2</b>	

### **Family Empowerment - Public Health**

CIP schools will provide families with regular communication around public health guidelines. Throughout the school year, CIP will also provide supportive reminders to parents/guardians regarding public health best practices and requirements via the following methods:

- CIP will lead a Family Empowerment Training regarding public health guidelines in August before schools re-open, and again on an as needed basis to address any changes which should occur during the school year.
- Families will be given multiple methods for informing CIP regarding student health screenings, and will ensure language is in the family’s native language.
- Regular reminders via automated telephone message on school phone
- Regular reminders via ParentSquare, emails, and texts in the family’s native language
- Weekly newsletters will contain quick tips and reminders about social distancing, hand washing and use of hand sanitizer, use of face coverings that completely cover the nose and mouth, cleaning of face coverings, respiratory and cough etiquette, and enhanced cleaning/disinfection of surfaces.