

# Rochdale Early Advantage Charter School (REACS)

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**Purpose ~ Passion ~ Proficiency**



## REACS REOPENING 2020 – 2021 Blended Learning Plan

Pursuant to the Department of Health's *Interim Guidance for In-Person Instruction at Pre-K to Grade 12 Schools during the COVID-19 Public Health Emergency*, schools must develop individual plan(s) for reopening and operating during the COVID-19 public health emergency. Each plan must meet the minimum standards set forth in the guidance and reflect engagement with school stakeholders and community members, including but not limited to administrators, faculty, staff, students, parents/legal guardians of students, local health departments, local health care providers, and, where appropriate, affiliated organizations (e.g., union, alumni, and/or community-based groups). Specifically, each school must prepare and submit to the State, a plan that, at minimum, covers: (1) reopening of school facilities for in-person instruction, (2) monitoring of health conditions, (3) containment of potential transmission of the 2019 novel coronavirus (COVID-19), and (4) closure of school facilities and in-person instruction, if necessitated by widespread virus transmission.

Plans should be presumed to be approved upon submission, unless otherwise notified by the State that modifications are necessary to ensure compliance with this guidance. Schools must conspicuously post completed reopening plans at the school and on their website for faculty, staff, students, and parents and legal guardians of students to access. For additional information, please consult the interim guidance.

### AREAS OF FOCUS

The Regents and the Department will consider the following areas of focus as they develop the guidance and regulatory changes that will enable New York's school districts to safely open their schools.



## Health and Safety

Focused on preventive actions in schools:

### Health Checks



- schools must instruct staff to recognize signs and symptoms of illness in students and staff, and health screenings per DOH guidance.

### Health Hygiene



- schools must instruct students and staff in proper hand and respiratory hygiene and provide necessary supplies.

### Social Distancing



- schools must develop plans to maximize social distancing whenever possible.

### Face Coverings and PPE



- requires students and staff to wear face coverings (or PPE based on job functions), per DOH guidance.

### Management of ill persons



- requires persons with signs and symptoms of COVID-19 to be isolated until they can be sent home.

### Cleaning and Disinfecting



- reviews cleaning and disinfecting procedures for the school in accordance with CDC recommendations.



## REACS Health and Safety Protocols

### Health & Safety

### REACS Protocols

Health Checks during Arrivals & at Dismissal

*Daily systems below will ensure safety of all REACS stakeholders.*

- All Staff and Scholars will arrive at staggered times.
- Upon staff entry, they must sanitize hands at the entrance.
- REACS Staff will show completed health screening questionnaire via screening app
- REACS Staff/visitors will receive a temperature check. Staggered time and social distance.
- A Social distance team. Staff member will perform hands-free temperature checks of students/staff during arrival.
- All Scholars will use hand sanitizer.
- Meals will be served in classrooms
- Dismissal procedures will be modified to ensure social distancing.
- Social Distance team, social work services, and related services will make adjustments to space in which they provide services and to how services are provided.
- Scholars 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.
- Scholars and staff will engage in frequent hand-washing and sanitizing, and designated times will be identified in the schedule.
- REACS will provide trainings for Staff and Scholars during the first week about health and hygiene through protocols.
- REACS cohort scholars will enter and exit the building at the specific time indicated. Times are staggered to allow for social distancing. During Arrival staff will greet scholars at each door to perform temperature check.

- Dismissal will occur using the same doors as arrival with the specific times to allow for social distancing.

### REACS Scholar Arrival Schedule

Grade/Class (In Cohorts)	Class	Time	Entrance	Staff TBD
Kindergarten	K-11	7:45 AM	Driveway entry to classrooms	Mr. Wallace Vacancy
	K-12	8:00 AM		
Grade 1	101	7:45 AM	Main Entrance	Ms. Pierre TBD
	102	8:00 AM		
Grade 2	201	7:45 AM	Church Door Left	Ms. Johnson Ms. Zhang
	202	8:00 AM		
Grade 3	301	7:45 AM	Church Door Center	Ms. Allen Ms. Miles
	302	8:00 AM		
Grade 4	401	7:45 AM	Church Door Right	Mr. McMillan TBD
	402	8:00 AM		
Grade 5	501	7:45 AM	Driveway to Gym Building Left Entrance	Ms. Holder Mr. Johnson
	502	8:00 AM		
Grade 6	601	7:45 AM	Front Entrance to Gym Building Right Entrance	Mr. Phillips Ms. Rodriguez
	602	8:00 AM		
Grade 7	701	7:45 AM	Front Entrance to Gym Building Center Entrance	Mr. Boyd TBD
	702	8:00 AM		

### REACS Scholar Dismissal Schedule

Grade/Class (In Cohorts)	Class	Time	Exit	Staff TBD
Kindergarten	K-12	3:00 PM	Driveway entry to classrooms	Mr. Wallace Vacancy
	K-11	3:05 PM		
Grade 1	101	3:00 PM	Main Entrance	Ms. Pierre TBD
	102	3:05 PM		
Grade 2	201	3:00 PM	Church Door Left	Ms. Johnson Ms. Zhang
	202	3:05 PM		
Grade 3	301	3:00 PM	Church Door Center	Ms. Allen Ms. Miles
	302	3:05 PM		
Grade 4	401	3:00 PM	Church Door Right	Mr. McMillan TBD
	402	3:05 PM		
Grade 5	501	3:00 PM	Driveway to Gym Building Left Entrance	Ms. Holder Mr. Johnson
	502	3:05 PM		
Grade 6	601	3:00 PM	Front Entrance to Gym Building Right Entrance	Mr. Phillips Ms. Rodriguez
	602	3:05 PM		
Grade 7	701	3:00 PM	Front Entrance to Gym Building Center Entrance	Mr. Boyd TBD
	702	3:05 PM		

### Physical Social Distancing

**All REACS staff and scholars must maintain Social 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.
- Handshakes and any other routines that call for physical contact are prohibited. Staff may not touch scholars. Only virtual hugs, handshakes, and high fives.
- Markings will be placed on the floor in areas where scholars transition to assist in maintaining distance.
- Staff will monitor and aid scholars in maintaining distance.

### **Management of ill persons**

#### **REACS Isolation Plan**

- Isolation of any scholar or staff member with a temperature above 100.4 degrees
- Restricted from accessing classrooms and other areas and sent home.
- REACS has identified a health isolation room for scholars who cannot be picked up immediately.
- REACS will Contact Trace anyone who has been in contact with someone who has tested positive, and told to quarantine immediately.
- REACS will communicate with all stake holders and update as necessary.

### **Regular Health Monitoring & Screening**

#### ***REACS will engage in regular monitoring and screening of scholars and staff health.***

- REACS 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.
- Scholars and staff who test positive for COVID-19 will be asked to stay home for a period of at least 14 days, and re-tested for COVID-19 as soon as possible.
- If a scholar or staff member tests positive, REACS staff will implement the following:
  - Communicate cases to the Department of Health and ensure that they can take appropriate contact tracing measures.
  - Inform relevant stakeholders, while taking measures to protect the privacy of scholars and staff members.
  - Close the school for 14 days or more depending DOH guidance.

### **Use of Face Cloth Coverings and Gloves**

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

- REACS will distribute, a mask or face shield to all stakeholders. If one is needed, 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.
- All scholars will be required to wear a mask at all times, and most notably in times when physical distancing is difficult. Supervised breaks will occur throughout the day.
- Students should be frequently reminded not to touch the face covering and to wash hands frequently.

## **Enhanced Cleaning Protocols**

**REACS facility staff will be ready before school doors open daily to our facilities and 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.
- REACS buildings 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.
- REACS has inventory of 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, gloves, tissues, disinfectant wipes, cloth face coverings, shields, gowns (If necessary) and no-touch/foot-pedal trash cans.
- REACS will maintain stock inventory to last 60-90 days.
- Each classroom and all frequently traveled spaces will have an installed hand sanitizer machines.
- Within classrooms, we will be asking scholars and staff to wipe down surfaces with frequency.
- Adult lavatories will include guidance for staff to wipe down after usage.
- Frequent cleaning and sanitizing.
  - After each gathering (Ex: Lunch, PE, etc)
  - Common areas every (2) hours
  - Lavatories every 20 Minutes and as needed. Limit of (2) scholars at a time
  - Deep enhanced cleaning with Electrostatic sprayers (2) nights per week

## Nutrition

				
Include school food service directors in reopening plan discussions.	Provide all enrolled students access to school meals each school day. <ul style="list-style-type: none"> <li>• Students in attendance at school</li> <li>• Students learning remotely</li> </ul>	Address all applicable health and safety guidelines. <ul style="list-style-type: none"> <li>• Update standard operating procedures</li> </ul>	Ensure compliance with Child Nutrition Program requirements. <ul style="list-style-type: none"> <li>• Election and utilization of USDA flexibility waivers</li> </ul>	Communicate with families through multiple means in the languages spoken by families. <div>6</div>

### Scholar Nutrition

*REACS will continue to provide a full breakfast and lunch program to all scholars in school.*

- Provide breakfast to students' classrooms, or provides a bagged breakfast that they can bring to class. Having a healthy breakfast helps students think and perform better in class.
- Provide lunch to students' classrooms to limit contact
- Ensure no sharing guidance is followed

*REACS will communicate with families, determine needs in order to ensure that scholars have access to meals on full remote learning days where they are not in school.*



## Social-Emotional Well-Being

Social emotional well-being must be schools' and districts' top priority in supporting school transitions, not at the expense of academics, but in order to create the mental, social, and emotional space for academic learning to occur.



Communicate social emotional well-being and learning as a priority and engage members of the school community in implementation efforts.



Identify or build a team to lead your implementation. Decide how students, staff, and family will contribute.



Consider a prolonged orientation or transition period to support the social and emotional well-being and resiliency before phasing in academic content.

## Social-Emotional Well-Being



The district's school counseling/guidance program should be reviewed and revised to plan, develop, and implement a Multi-Tiered System of Supports (MTSS).



As part of an MTSS framework, SEL, mental health, and well-being supports offered at all levels should reflect school-wide implementation of effective, efficient, and evidence-based practices and strategies that all students can access.



Offer all staff opportunities to heal together, to build strong, mutually supportive relationships, and to process their own emotions, including bus drivers, cafeteria workers, office workers, nurses, pupil personnel services staff, and administrators.



Leverage Transformative SEL to support the work of adult anti-racism and anti-bias work.

## Scholar Social-Emotional Well-Being

*REACS will include various programs for scholars to address Social Emotion Well-Being*

- REACS will program advisory period for every scholar
- The Leader In Me program will include daily lessons. *Leader in Me* helps schools create well-rounded learners by developing the whole-person and preparing students to become life-ready leaders. *Leader in Me* unites students, staff, and families around a common goal to prepare students with college, career, and life-readiness skills that are necessary to thrive in today's ever-changing, fast-paced environment, like:  
Critical Thinking, Creativity, Self-Discipline, Vision, Initiative, Communication, Relationship Building, Goal Achievement, Public Speaking, Global Awareness, Social-Emotional Learning, Teamwork, Listening Skills, Time Management, Leading Projects, Self-Directed Learning, Valuing Diversity, and Problem Solving
- REACS Counselors will support mandated and non-mandated scholars and families as needed.
- REACS enact procedures and protocols for scholars to share topics of interest specific to their needs.
- Topics may include: Dealing with change and coping mechanism, How to be a better Me/Scholar (goal setting/self-awareness), "How will you become the change you want to see in the world?"

- REACS will allow scholars to express themselves without fear of being judged.

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## Facilities

Promote social distancing while maintaining existing safety requirements that protect students from fire or other hazards:

### Physical Footprint / Utilization of Space

- Districts may expand their physical footprint or change the way they utilize spaces.

### Planning

- Many potential changes require that plans be submitted to NYSED's Office of Facilities Planning for fire/building code review. This includes leased space or temporary classroom units.

### Fire and lockdown drills

- Must still be conducted – districts must plan to ensure that social distancing measures are considered.

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## Facilities

### Ventilation

- Schools should continue to meet or exceed minimum ventilation requirements and may wish to consult with design professionals to increase ventilation and filtration.

### Plumbing Facilities

- Maintain minimum fixture quantities, access to drinking water.

### Operations & Procedures

- SED will expedite review of COVID-19 Projects.

## REACS Facilities

*REACS classrooms, offices, and other spaces will be used using the social distancing guidelines to protect the safety of all scholars and staff.*

- REACS will continue to fully utilize its facilities to ensure that scholars are educated within appropriate space. Ventilation and plumbing systems are maintained regularly.
- Safety protocols for social distancing during entry, throughout the school day, during evacuation and lockdown drills.

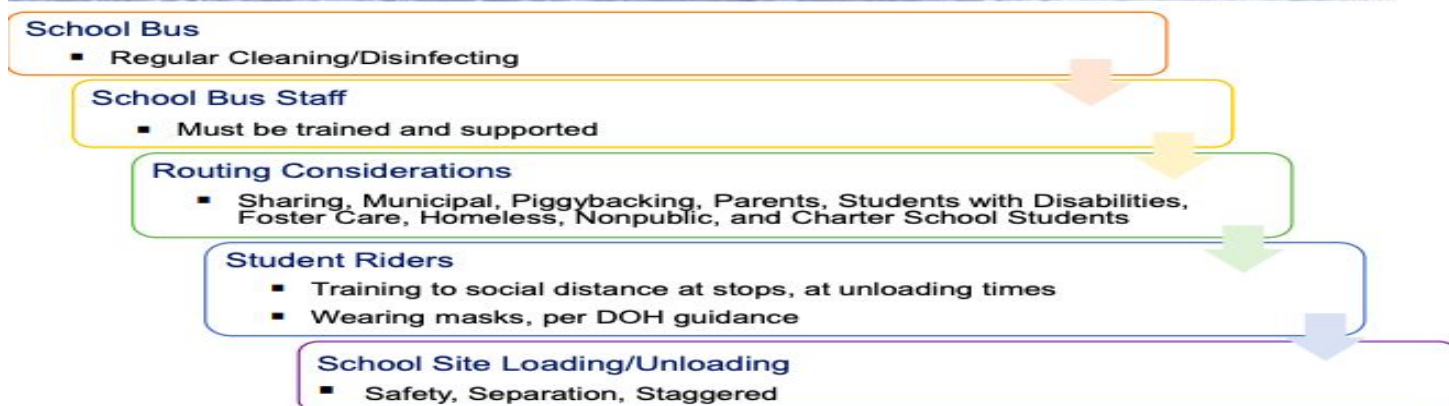


## Transportation

- ✓ The school bus is an extension of the classroom and services need to be provided to all with consistency and equity.
- ✓ Each district will need to develop its own plan, considering its own geography, community resources, and resident student needs.



## Transportation: Mandatory Requirements



### Scholar Transportation

*REACS will continue to adhere to NYC DOE Office of Pupil Transportation to provide transportation to eligible scholars.*

**2020-21 Services are TBD as of July 31, 2020**

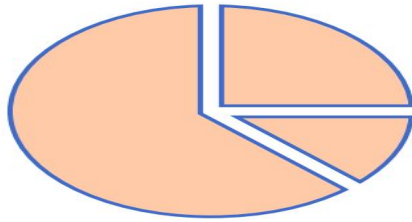
### DOE Types of Transportation Service

- At minimum, schools will provide student Metro Cards to eligible students
- Schools may also offer stop-to-school bus service if sufficient students meet busing eligibility criteria
- Curb-to-school or specialized bus service is provided to students with medical, health, or disability-related conditions or special circumstances that prevent them from being able to walk or utilize other forms of transportation to get to and from school.

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## Budget and Fiscal

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All existing state aid reporting requirements and deadlines must be maintained.

The content of data submissions will largely remain consistent with past practice, except where modified by law, regulation, or executive order.

## REACS Budget and Fiscal

### Financial Reports

- [NEW REACS Annual Report 2018-2019](#)
- [NEW 2018-2019 Audited Financial Statements](#)
- [2018 Audited Financial Statements](#)
- [2018 Statements on Auditing Standards](#)
- [2018 Annual School Report](#)

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## Attendance

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### Attendance for State Aid purposes

- Districts will continue to report attendance for state aid purposes through SAMS Form A, in accordance with the guidelines for instruction. Charter schools should continue to follow applicable guidance.

### Attendance for instructional purposes

- Schools are responsible for developing a mechanism to collect and report daily teacher/student engagement or attendance regardless of the instructional setting.

### Attendance for reporting purposes

- Attendance of any student of compulsory age, who resides in the district or is placed in another public school district, a charter school, or in an educational program outside the district, must be reported in SIRS.

## Chronic Absenteeism

School policies and procedures must focus on the academic consequences of lost instructional time and address absences before students fall behind in school.



Critical for schools to use a variety of creative methods to reach out to students and their families who have not engaged in distance learning.

Before initiating Educational Neglect or PINS processes, schools and districts should collaborate with local Departments of Social Services.



### Scholar Attendance & Chronic Absenteeism

#### *REACS will*

- REACS will take attendance to show whether a student is in school or not
- REACS will mark an absence as “excused” for religious reasons, illness, or some other reasons, but they are still absences and must be part of the student’s record.
- REACS Teachers will make attendance part of a class grade, it cannot be the only reason for a failing grade or not being promoted or graduating.
- REACS will communicate with families when students are absent or late.
- REACS teachers and other staff will carefully monitor both in school and remote learning attendance.
- REACS staff will monitor scholar attendance remote or in school and work with parents to ensure that scholars are not chronically absent.

## School Schedules

Schools must create a comprehensive plan for a schedule that includes:



In-person Instruction



Remote Instruction



Hybrid Instruction  
(in-person and remote)



Plans should be clearly communicated with as much advanced notice as practicable to students, families/caregivers, and staff.

# REACS School Year Calendar 20/21

## Blended Learning Calendar

Count of Days	Dates	Day of Week	Events	In School Building	Online Learning
1	September 10, 2020	Thursday	First Day of School		Cohorts A & B
2	September 11, 2020	Friday			Cohorts A & B
3	September 14, 2020	Monday		Cohort A	Cohort B
4	September 15, 2020	Tuesday			
5	September 16, 2020	Wednesday	Deep Clean Day – Cohort A & B Online Learning		
6	September 17, 2020	Thursday		Cohort B	Cohort A
7	September 18, 2020	Friday			
8	September 21, 2020	Monday		Cohort A	Cohort B
9	September 22, 2020	Tuesday			
10	September 23, 2020	Wednesday	Deep Clean Day – Cohort A & B Online Learning		
11	September 24, 2020	Thursday		Cohort B	Cohort A
12	September 25, 2020	Friday			
Yom Kippur	September 28, 2020	Monday	School Closed		
13	September 29, 2020	Tuesday		Cohort A	Cohort B
14	September 30, 2020	Wednesday	Deep Clean Day – Cohort A & B Online Learning		
15	October 1, 2020	Thursday		Cohort B	Cohort A
16	October 2, 2020	Friday			
17	October 5, 2020	Monday		Cohort A	Cohort B
18	October 6, 2020	Tuesday			
19	October 7, 2020	Wednesday	Deep Clean Day – Cohort A & B Online Learning		
20	October 8, 2020	Thursday		Cohort B	Cohort A
21	October 9, 2020	Friday			
Columbus Day	October 12, 2020	Monday	School Closed		
22	October 13, 2020	Tuesday		Cohort A	Cohort B
23	October 14, 2020	Wednesday	Deep Clean Day – Cohort A & B Online Learning		
24	October 15, 2020	Thursday		Cohort B	Cohort A
25	October 16, 2020	Friday			
26	October 19, 2020	Monday		Cohort A	Cohort B
27	October 20, 2020	Tuesday			
28	October 21, 2020	Wednesday	Deep Clean Day – Cohort A & B Online Learning		

29	October 22, 2020	Thursday		Cohort B	Cohort A
30	October 23, 2020	Friday			
31	October 26, 2020	Monday		Cohort A	Cohort B
32	October 27, 2020	Tuesday			
33	October 28, 2020	Wednesday	Deep Clean Day – Cohort A & B Online Learning		
34	October 29, 2020	Thursday		Cohort B	Cohort A
35	October 30, 2020	Friday			
36	November 2, 2020	Monday		Cohort A	Cohort B
Election Day	November 3, 2020	Tuesday	Professional Development Day - No School for Scholars		
37	November 4, 2020	Wednesday	Deep Clean Day – Cohort A & B Online Learning		
38	November 5, 2020	Thursday		Cohort B	Cohort A
39	November 6, 2020	Friday			
40	November 9, 2020	Monday		Cohort A	Cohort B
41	November 10, 2020	Tuesday			
42	November 11, 2020	Wednesday	Deep Clean Day – Cohort A & B Online Learning		
43	November 12, 2020	Thursday		Cohort B	Cohort A
44	November 13, 2020	Friday			
45	November 16, 2020	Monday		Cohort A	Cohort B
46	November 17, 2020	Tuesday			
47	November 18, 2020	Wednesday	Deep Clean Day – Cohort A & B Online Learning		
48	November 19, 2020	Thursday		Cohort B	Cohort A
49	November 20, 2020	Friday			
50	November 23, 2020	Monday		Cohort A	Cohort B
51	November 24, 2020	Tuesday			
52	November 25, 2020	Wednesday	Deep Clean Day – Cohort A & B Online Learning		
Thanksgiving	November 26, 2020	Thursday	School Closed		
	November 27, 2020	Friday			
53	November 30, 2020	Monday		Cohort A	Cohort B
54	December 1, 2020	Tuesday			



55	December 2, 2020	Wednesday	Deep Clean Day – Cohort A & B Online Learning		
56	December 3, 2020	Thursday		Cohort B	Cohort A
57	December 4, 2020	Friday			
58	December 7, 2020	Monday		Cohort A	Cohort B
59	December 8, 2020	Tuesday			
60	December 9, 2020	Wednesday	Deep Clean Day – Cohort A & B Online Learning		
61	December10, 2020	Thursday		Cohort B	Cohort A
62	December 11, 2020	Friday			
63	December 14, 2020	Monday		Cohort A	Cohort B
64	December 15, 2020	Tuesday			
65	December 16, 2020	Wednesday	Deep Clean Day – Cohort A & B Online Learning		
66	December 17, 2020	Thursday		Cohort B	Cohort A
67	December 18, 2020	Friday			
68	December 21, 2020	Monday		Cohort A	Cohort B
69	December 22, 2020	Tuesday			
70	December 23, 2020	Wednesday	Deep Clean Day – Cohort A & B Online Learning		
Winter Recess	December 24, 2020	Thursday	School Closed		
	December 25, 2020	Friday			
	December 28, 2020	Monday			
	December 29, 2020	Tuesday			
	December 30, 2020	Wednesday			
	December 31, 2020	Thursday			
	January 1, 2021	Friday			
71	January 4, 2021	Monday		Cohort A	Cohort B
72	January 5, 2021	Tuesday			
73	January 6, 2021	Wednesday	Deep Clean Day – Cohort A & B Online Learning		
74	January 7, 2021	Thursday		Cohort B	Cohort A
75	January 8, 2021	Friday			
76	January 11, 2021	Monday		Cohort A	Cohort B
77	January 12, 2021	Tuesday			
78	January 13, 2021	Wednesday	Deep Clean Day – Cohort A & B Online Learning		
79	January 15, 2021	Thursday		Cohort B	Cohort A
80	January 16, 2021	Friday			

<b>MLK Day</b>	<b>January 18, 2021</b>	<b>Monday</b>	<b>School closed</b>		
81	January 19, 2021	Tuesday		Cohort A	Cohort B
82	January 20, 2021	Wednesday	Deep Clean Day – Cohort A & B Online Learning		
83	January 21, 2021	Thursday		Cohort B	Cohort A
84	January 22, 2021	Friday			
85	January 25, 2021	Monday		Cohort A	Cohort B
86	January 26, 2021	Tuesday			
87	January 27, 2021	Wednesday	Deep Clean Day – Cohort A & B Online Learning		
88	January 28, 2021	Thursday		Cohort B	Cohort A
89	January 29, 2021	Friday			
90	February 1, 2021	Monday		Cohort A	Cohort B
91	February 2, 2021	Tuesday			
92	February 3, 2021	Wednesday	Deep Clean Day – Cohort A & B Online Learning		
93	February 4, 2021	Thursday		Cohort B	Cohort A
94	February 5, 2021	Friday			
95	February 8, 2021	Monday		Cohort A	Cohort B
96	February 9, 2021	Tuesday			
97	February 10, 2021	Wednesday	Deep Clean Day – Cohort A & B Online Learning		
98	February 11, 2021	Thursday		Cohort B	Cohort A
<b>EID</b>  <b>Mid-Winter Break</b>	<b>February 12, 2021</b>	<b>Friday</b>	<b>School Closed</b>		
	<b>February 15, 2021</b>	<b>Monday</b>			
	<b>February 16, 2021</b>	<b>Tuesday</b>			
	<b>February 17, 2021</b>	<b>Wednesday</b>			
	<b>February 18, 2021</b>	<b>Thursday</b>			
	<b>February 19, 2021</b>	<b>Friday</b>			
99	February 22, 2021	Monday		Cohort A	Cohort B
100	February 23, 2021	Tuesday			
101	February 24, 2021	Wednesday	Deep Clean Day – Cohort A & B Online Learning		
102	February 25, 2021	Thursday		Cohort B	Cohort A
103	February 26, 2021	Friday			
104	March 1, 2021	Monday		Cohort A	Cohort B
105	March 2, 2021	Tuesday			

106	March 3, 2021	Wednesday	Deep Clean Day – Cohort A & B Online Learning		
107	March 4, 2021	Thursday		Cohort B	Cohort A
108	March 5, 2021	Friday			
109	March 8, 2021	Monday		Cohort A	Cohort B
110	March 9, 2021	Tuesday			
111	March 10, 2021	Wednesday	Deep Clean Day – Cohort A & B Online Learning		
112	March 11, 2021	Thursday		Cohort B	Cohort A
113	March 12, 2021	Friday			
114	March 15, 2021	Monday		Cohort A	Cohort B
115	March 16, 2021	Tuesday			
116	March 17, 2021	Wednesday	Deep Clean Day – Cohort A & B Online Learning		
117	March 18, 2021	Thursday		Cohort B	Cohort A
118	March 19, 2021	Friday			
119	March 22, 2021	Monday		Cohort A	Cohort B
120	March 23, 2021	Tuesday			
121	March 24, 2021	Wednesday	Deep Clean Day – Cohort A & B Online Learning		
122	March 25, 2021	Thursday		Cohort B	Cohort A
123	March 26, 2021	Friday			
Spring Break	March 29, 2021	Monday	School Closed		
	March 30, 2021	Tuesday			
	March 31, 2021	Wednesday			
	April 1, 2021	Thursday			
	April 2, 2021	Friday			
124	April 5, 2021	Monday		Cohort A	Cohort B
125	April 6, 2021	Tuesday			
126	April 7, 2021	Wednesday	Deep Clean Day – Cohort A & B Online Learning		
127	April 8, 2021	Thursday		Cohort B	Cohort A
128	April 9, 2021	Friday			
129	April 12, 2021	Monday		Cohort A	Cohort B
130	April 13, 2021	Tuesday			
131	April 14, 2021	Wednesday	Deep Clean Day – Cohort A & B Online Learning		
132	April 15, 2021	Thursday		Cohort B	Cohort A
133	April 16, 2021	Friday			
134	April 19, 2021	Monday		Cohort A	Cohort B
135	April 20, 2021	Tuesday	NYSED ELA Exam		
136	April 21, 2021	Wednesday	Deep Clean Day – Cohort A & B Online Learning		
137	April 22, 2021	Thursday		Cohort B	Cohort A
138	April 23, 2021	Friday			
139	April 26, 2021	Monday		Cohort A	Cohort B
140	April 27, 2021	Tuesday			
141	April 28, 2021	Wednesday	Deep Clean Day – Cohort A & B Online Learning		
142	April 29, 2021	Thursday		Cohort B	Cohort A
143	April 30, 2021	Friday			
144	May 3, 2021	Monday		Cohort A	Cohort B
145	May 4, 2021	Tuesday	NYSED Math Exam		
146	May 5, 2021	Wednesday	Deep Clean Day – Cohort A & B Online Learning		
147	May 6, 2021	Thursday		Cohort B	Cohort A

148	May 7, 2021	Friday			
149	May 10, 2021	Monday		Cohort A	Cohort B
150	May 11, 2021	Tuesday			
151	May 12, 2021	Wednesday	Deep Clean Day – Cohort A & B Online Learning		
152	May 13, 2021	Thursday		Cohort B	Cohort A
153	May 14, 2021	Friday			
154	May 17, 2021	Monday		Cohort A	Cohort B
155	May 18, 2021	Tuesday			
156	May 19, 2021	Wednesday	Deep Clean Day – Cohort A & B Online Learning		
157	May 20, 2021	Thursday		Cohort B	Cohort A
158	May 21, 2021	Friday			
159	May 24, 2021	Monday		Cohort A	Cohort B
160	May 25, 2021	Tuesday			
161	May 26, 2021	Wednesday	Deep Clean Day – Cohort A & B Online Learning		
162	May 27, 2021	Thursday		Cohort B	Cohort A
163	May 28, 2021	Friday			
Memorial Day	May 31, 2021	Monday	School Closed		
164	June 1, 2021	Tuesday		Cohort A	Cohort B
165	June 2, 2021	Wednesday	Deep Clean Day – Cohort A & B Online Learning		
166	June 3, 2021	Thursday		Cohort B	Cohort A
167	June 4, 2021	Friday			
168	June 7, 2021	Monday		Cohort A	Cohort B
169	June 8, 2021	Tuesday			
170	June 9, 2021	Wednesday	Deep Clean Day – Cohort A & B Online Learning		
171	June 10, 2021	Thursday		Cohort B	Cohort A
172	June 11, 2021	Friday			
173	June 14, 2021	Monday		Cohort A	Cohort B
174	June 15, 2021	Tuesday			
175	June 16, 2021	Wednesday	Deep Clean Day – Cohort A & B Online Learning		
176	June 17, 2021	Thursday		Cohort B	Cohort A
177	June 18, 2021	Friday			
178	June 21, 2021	Monday		Cohort A	Cohort B
179	June 22, 2021	Tuesday			
180	June 23, 2021	Wednesday	Deep Clean Day – Cohort A & B Online Learning		
181	June 24, 2021	Thursday		Cohort B	Cohort A
182	June 25, 2021	Friday	Last Day of School 11:30 AM Dismissal for Scholars		

\*\* Snow days will become full Remote learning for the cohort due to be in school.

\*\*\* 2 professional days in June TBD

## School Uniform for In school learning cohorts

### Girls

- White collar shirt (PreK-5)
- Burgundy polo shirt (Grades 6-7)
- Khaki skirt/Khaki pants
- Burgundy sweater
- Burgundy or white stocking/socks
- Black Shoes

### Boys

- White Collar Shirts (PreK-5)
- Burgundy polo shirt (Grades 6&7)
- Khaki Pants
- Burgundy sweater or Blazer
- Black Shoes

### During Remote Learning – Online Presence

- Ready for instruction at 8:30 AM
- Scholars must be appropriately attired, however uniform is mandatory while learning from home
- Scholars must complete breakfast by 8:30 AM
- Scholars are expected to be seated in learning space by 8:30 AM
- Unblock video and mute/unmute to participate
- Remain focused onscreen participating with teacher/class
- Follow REACS protocols and discipline while on and off line
- Complete assignments, assessments and independent work within the online forum
- Submit assignments within the specified timelines

## Teaching and Learning: Mandatory Requirements



Clear opportunities for equitable instruction for all students



Maintain continuity of learning when using any of the three instructional models (in person, remote, hybrid)



Standards-based instruction



Substantive daily interaction  
(teacher to students and students to teacher)



Clear communication plans between parents and schools



## Teaching and Learning: Flexibility



Flexible student/staff ratio requirements in Prekindergarten



Extended time for Prekindergarten and Kindergarten screening to be completed



Waiver allowing districts to convert UPK seats from full-day to half-day



Flexibility with the 180 minutes per week Unit of Study requirement



Flexibility in the delivery of Physical Education



Allowance for a blend of hands-on and virtual science laboratory experiences



When appropriate, schools may utilize remote or virtual work-based learning experiences for CTE and CDOS programs

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### Teaching and Learning

*REACS staff will provide rigorous standards based instruction to scholars daily using a Blended approach with online and in school learning.*

### Class Schedule Template

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday	Clusters
A	7:45-8:30	<p><i>Arrival/Breakfast</i></p> <p>Ensuring that scholars have cleaned up from breakfast and settled is a TEAM effort It is your responsibility to make certain they are ready for the Welcome.</p>					Career Technology
M	8:30 – 9:00	Welcome/Homeroom Advisory (In School and Remote Scholars)					Mandarin
1	9:00 – 10:00						Spanish
2	10:00 – 11:00						
T	11:00 – 11:50	Lunch					Physical Education
3	11:50 – 12:50						Science
T	12:50 – 12:55						
4	12:55 – 155						Social Studies
T	1:55 – 2:00						
5	2:00-3:00						
D	3:00-3:10	Staggered Dismissal of in School Cohorts					
O	3:10-3:50	<p>Office Hours</p> <p>Scholars/parents can have online access to teachers prior to submitting assignments at 4:00 PM.</p>					

### Communication

- Systems to ensure that families are aware and notified regularly
- Class Dojo, IO Messenger, Robo calls, emails, phone calls and text will be used to communicate

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## Technology and Connectivity

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Sufficient access to a computing device and high-speed broadband is essential for educational equity.

Districts and Schools **must:**

Have knowledge of the level of access all students and teachers have in their places of residence.



To the extent practicable, address the need to provide devices and internet access to students and teachers who currently do not have sufficient access.



Provide multiple ways for students to participate in learning and demonstrate mastery of learning standards in remote/blended models.



NYS

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## Technology and Connectivity

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Districts and schools **should provide:**

Instruction on using technology and IT support for students, teachers, and families.



Professional Development for teachers and leaders on designing effective online/remote learning experiences and best practices for instruction in online/remote settings.



NYS

### Technology and Connectivity

*REACS Sufficient access to a computing device and high-speed broadband is essential for educational equity.*

- REACS Scholars will have a device 1-1 to facilitate remote learning.
- PK-Grade 3 Ipad
- Grades 4-7 Laptops
- IT support will ensure that scholars can access platforms for instruction and communication

*REACS will utilize various Remote Learning Resources*

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#### Instructional Platforms

- Google Classroom
- IO Classroom & Messenger

- Zoom
- Class Dojo
- HMH Online
- I-Ready
- Raz Kids

### Additional Learning Resources

**Khan Academy** offers practice exercises, instructional videos, and a personalized learning dashboard that empower learners to study at their own pace in and outside of the classroom. We tackle math, science, computer programming, history, art history, economics, and more. Our math missions guide learners from kindergarten to calculus using state-of-the-art, adaptive technology that identifies strengths and learning gaps.

<https://www.khanacademy.com>

**Khan Academy for kids ages 2-6 years old.** This program is designed for younger students (Pre K-1st) . It engages kids in core subjects like early literacy, reading, writing, language, and math, while encouraging creativity and building social-emotional skills.

<https://learn.khanacademy.org/khan-academy-kids/>

**MobyMax** helps struggling learners quickly catch up to grade level and closes learning gaps for all your students.

<https://www.mobymax.com>

**Newsela** is a database of current events stories tailor-made for classroom use. Indexed by broad theme (e.g. War and Peace, Arts, Science, Health, Law, Money), stories are both student-friendly and can be accessed in different formats by reading level.

<https://newsela.com/>

**ABCya** provides over 400 fun and educational games for grades PreK through 6.

<https://www.abcya.com/>

**IXL** is an online program that is designed to improve student understanding, performance, and confidence in math and English language arts. They create differentiated learning environments that generate questions at the right level of rigor for every student and continues to adapt with students as they grow.

<https://www.ixl.com/>

**Scholastics Learn at Home.** Scholastic has launched a "Learn at Home" website that has daily courses for students from Pre-kindergarten to grades 6 and higher.

<https://classroommagazines.scholastic.com/support/learnathome.html>

### Free Digital/ Audiobooks

#### ○ QUEENS LIBRARY

<http://connect.queenslibrary.org/1128>

#### ○ BROOKLYN LIBRARY

<https://www.bklynlibrary.org/borrow/ebooks-audiobooks>

#### ○ NYC LIBRARY

<https://www.nypl.org/books-music-movies/ebookcentral>

### Educational Videos

- **WATCH. KNOW. LEARN.** WatchKnowLearn has indexed approximately 50,000 educational videos, placing them into a directory of over 5,000 categories. The videos are available without any registration or fees to teachers in the classroom, as well as parents and students at home 24/7.

<https://www.watchknowlearn.org/>

## Special Education: Mandatory Requirements



Provision of a Free Appropriate Public Education consistent with the need to protect the health and safety of students with disabilities and those providing special education and services

Meaningful parent engagement in the parent's preferred language or mode of communication regarding the provision of services to their child

Collaboration between the CSE/CPSE and program providers representing the variety of settings where students are served

Access to the necessary instructional and technological supports to meet the unique needs of students

Documentation of programs and services and communications with parents

## Special Education: Recommended Elements



Consider in-person services a priority for high-needs students and preschool students with disabilities whenever possible; and



Consider contingency plans developed by the CSE/CPSE to address remote learning needs in the event of intermittent or extended school closures.



### Special Education

REACS will educate students with disabilities who require special education services with Individualized Education Programs (IEPs). The IEP contains information about your child's interests, strengths, needs, goals, and educational program.

- NYC Committee on Special Education (CSE) provides testing and oversight to REACS.
- A Free and Appropriate Public Education (FAPE)
- In the Least Restrictive Environment (LRE)
- REACS utilizes Integrated Co-Teaching Services (full or part-time). Classrooms with Integrated Co-Teaching (ICT) services include students with IEPs and students without IEPs. No more than 12 (or 40 percent) of the students in the class can have IEPs. There are two teachers—a general education teacher and a special education teacher. The teachers work together to adapt materials and modify instruction to make sure the entire class can participate.



## Bilingual Education and World Languages: Mandatory Requirements



Communications and translations to parents/guardians must be in their preferred language and mode of communication.



Instructional Units of Study must be provided to all English Language Learners (ELLs) based on their most recently measured English Language Proficiency, including Former ELLs.



Update to the Identification timeline, including proposed regulatory change for newly enrolled students during COVID-19 closures as well as newly enrolled students within the first 20 school days of 2020-21 re-opening.

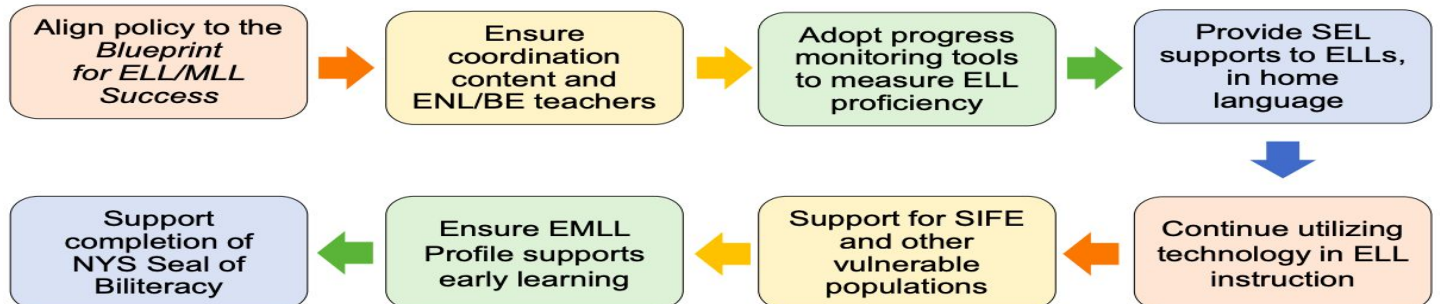


Professional learning opportunities for all teachers need to cover topics that support best practices and an equitable instruction for ELLs and help address the learning gaps caused by COVID-19 school closures.

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## Bilingual Education and World Languages: Considerations and Best Practices





## English Language Learners Education

### *REACS* will continue educating scholars in an Integrated ENL Program

- Students receive core content area areas (English Language Arts, Social Studies, Science, and/or Mathematics)
- English language development instruction including home language supports and appropriate ELL scaffolds.

## Staffing and Human Resources

Among school-based factors, teaching and school leadership are the two greatest influences on student learning. As LEAs create their plans for the 2020-2021 school year, they:

Must ensure that all teachers, school and district leaders, and pupil personnel service professionals hold a valid and appropriate certificate for their assignment.

Can continue to utilize incidental teaching when determining how to staff their classrooms.

Can also employ substitute teachers to address staffing needs for the allowable amount of days, given their qualifications and teaching assignment.

Should work with educator preparation programs to identify appropriate ways in which student teachers can support classroom instruction.

Should consider whether their currently approved APPR plans may need to be revised in order to be consistent with their plans for re-opening under an in-person, remote, or hybrid instructional model.



## Staffing and Human Resources

### *REACS Tentative 2020-2021 Organization*

Dr. Calvin Rice, CEO

Ms. Sylvia Fairclough-Leslie, School Leader

Dr. Al K. Knight, Administrator

**Vacancy**, Assistant Principal Ms. T. Muniz, Business/Ops. Manager

GRADE	General ED Teachers	Room Ext.	Ph.	Special Education Teachers	Teacher Assistant	Aide/Paras
Pre –K Team	Ms. McLemore	Annex			Ms. Dash	
	Ms. Boyd				Ms. Nelson	
Kindergarten Team	Ms. Stewart				<b>Vacancy</b>	Mr. Wallace (Both K Classes)
	Ms. Hover			Ms. Suberi		
First Grade Team	Ms. Jackson				Ms. Jack	
	Ms. Maxon			Ms. Lebon		
Second Grade Team	Ms. Tulloch				Ms. Johnson	
	Ms. Wilson			Ms. Springer		
Third Grade Team	Ms. Daley-Duperon				Ms. Miles	
	Ms. Cameron			Mr. Watson		
Fourth Grade Team	Ms. Carpenter				Ms. Holder	

	<b>Vacancy Ms. Griffin</b> (tentative candidate identified)			Ms. Kiminski		
Fifth Grade Team	Mr. Sanford (Looping)				Ms. Reid (Looping)	
	Ms. Wisdom			Ms. Pierre-Louis ss		
Sixth Grade Math	Ms. Anderson (Looping)				Mr. Philips (Looping)	
Sixth Grade ELA	<b>Vacancy Ms. Belo</b> (tentative candidate identified)			<b>Vacancy</b> (tentative candidate identified)		
Seventh Grade ELA	Ms. Gardner (Looping)				Mr. Boyd (Looping)	
Seventh Grade Math	Mr. Anglade (Looping)			<b>Vacancy Ms. Allen</b> (tentative candidate identified)		
Out of Classroom Teacher, Specialists, Business Office, Safety, Custodians						
SETTS Teacher	Ms. McTier			Business Office	Ms. D. Tate-Lewis, AA 103	
ELA Intervention Teacher K-3	Ms. Davis				Ms. M. Graham, Office Manager	
<b>ELA Intervention Teacher K-3</b>	<b>Ms. Joseph</b> (tentative candidate identified)				Ms. C. Cotterell, Operations Assistant.	
ELA Intervention Teacher	Ms. Brady				Ms. D. Lynch, Office Aide	
Math & Science Intervention Teacher	Dr. Sibble			School Safety	Mr. Anthony	
Career & Tech. Teacher	Mr. Johnson				Ms. Manley	
Social Studies Teacher	Ms. Taylor				Mr. Jean	
<b>Middle School Science Teacher</b>	<b>Vacancy</b>				Mr. Mitch	
Guidance Counselors Ext. 127	Ms. Allen			Cafeteria	Ms. Jennine	
	Ms. Pierre				Ms. Highsmith	
Phys. Ed & Health Teacher	Mr. Anderson				Ms. Valentine	
Mandarin Teacher Grades K-3	Ms. Zhang			Nursing	Ms. M. McDougal, DOH Nurse	
Spanish Teacher Grades 4-7	Ms. Rodriguez				Nurse Annex	
Social Worker (Scholar Success Coach)	Mr. McMillan			Custodians	Mr. Jay & Mr. Lamont	
Teacher's Lounge	Ext. 121				Ms. Jasmine Annex	