



SY 2020-2021 School Reopening Plan

Principles for Reopening Schools

Schools are more than just places to learn; they are one of the essential anchors that every community depends upon to protect kids, support families, and to give everyone a sense of stability. IMLCS is committed to being an effective anchor in East New York for our school community. With this mission in mind, IMLCS is committed to opening school and providing an effective instructional program via multiple formats: in-person, blended, and full remote.

Imagine Me Leadership Charter School (IMLCS) plans to reopen with the following goals and expectations:

- To create structures and routines that keep students, families, and staff healthy and safe.
- All protocols aligned with the CDC and NYC Department of Health Guidelines
- Learning environments are appropriate and meaningful all for students regardless of the instructional format selected by their parents for them.
- Opportunities are created for social-emotional learning that engages students, rebuilds relationships, and establishes necessary academic learning foundations.

Reopening IMLCS amid an unstable national economic and health environment, we realize that there will be a need to consistently monitor the implementation of this current IMLCS instructional and organizational plan for its effectiveness. With guidance and information from national and local authorities providing new information daily, this current plan has been generated with the ability to be restructured without interrupting the flow of our educational mission.

The foundation of this reopening plan was generated from the collection of collaborative input from IMLCS stakeholders. In Spring 2020, IMLCS hosted listening sessions for teachers, parents, and the Board of Trustees. These sessions provided participants with the opportunity to voice their concerns and suggestions regarding the reopening of school. In addition, IMLCS used a parent survey to collect feedback on remote learning, device availability, internet connectivity, and preferred learning format for Fall 2020. The school administration participated in webinars hosted by the New York State Education Department, the New York Charter Collaborative, the NYC Department of Education, and the NYC Department of Health. Being driven by the aforementioned entities and feedback from the school community, the reopening plan is structured to be operational, compliant, and stakeholder friendly.

This plan will be posted on the IMLCS school website in English and Spanish. Parents will receive biweekly school reopening updates via email and Jupiter Grades in both English and Spanish. We will also utilize social media outlets to communicate our ever-evolving school reopening plan. We will be hosting the following reopening plan virtual meeting:

- Teacher and Staff Feedback Session: August 4, 2020
- Parent and Community School Reopening Meeting: August 6, 2020, August 25, 2020, September 8, 2020

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Commitment to Equity

Imagine Me Leadership Charter School is committed to the success of all stakeholders. Whether in-person or remotely, students, families, teachers, and staff are provided with the tools required to expand their academic and social-emotional state of being. We strive to provide a learning environment where all members can develop and sustain success regardless of challenges. We are intentional in our teaching practices and curriculum planning to provide a space for all stakeholders to succeed.

Priority Population

To ensure equity in education, IMLCS will prioritize efforts to return all students to in-person instruction at this time. However, based on the dynamic nature of local community transmission of the COVID-19 virus, a phased-in approach or blended model combining in-person instruction and remote learning is necessary at various times throughout the 2020-2021 school year. In planning for these approaches and models, the IMLCS school plan indicates in-person instruction more frequently based on educational or other needs (MLL, early grades, students with disabilities, essential workers, and sibling preference).

Health and Safety Policies

The health and safety of students and staff are of the utmost priority when considering reopening schools. IMLCS has worked diligently to determine thresholds for providing instruction during this pandemic.

In order for schools to reopen and stay open, the percentage of positive tests in New York City must be less than 3% using a 7-day rolling average. Schools will need to close if the percentages of positive tests in New York City are equal to or more than 3% using a 7-day rolling average.

It is important to note that the above threshold is just one trigger for closing schools but may not be the only trigger. For example, a decision to close schools would be made where there were recurrent, uncontrolled outbreaks of COVID-19 in schools, even if the overall case rates across New York City were to remain low.

Pre-Opening Testing for School-Based Staff

School-based staff are asked to get tested for COVID-19 prior to the start of in-person instruction. Participation in COVID-19 testing for school-based staff is entirely voluntary. Any school-based staff member can opt into pre-opening testing.

Staff are recommended to get a polymerase chain reaction (PCR) COVID-19 test at least seven days before school opens.

DOHMH is providing free, prioritized PCR testing at any of 34 city-run testing locations at a staff member's convenience.

Any school-based staff member testing positive for COVID-19 during this time is required to quarantine for 14 days and be symptom-free for 24 hours without the use of medication.

Once School is Open

- School-based staff members are encouraged to opt into monthly repeat surveillance COVID-19 testing.
- The DOHMH will help establish a rolling pattern of testing for all teachers and staff.
- Testing may occur at any location, but school-based staff are encouraged to use City-run sites where tests for teachers will be prioritized, and they will aim to receive test results in 24 hours.

Daily Health Screenings

Families prior to sending/bringing students to school, must complete daily health screenings, including temperature checks, at home. The designated school staff will conduct random temperature checks.

School-based staff and students cannot report to school if they have:

- Been knowingly in close or proximate contact in the past 14 days with anyone who has tested positive through a diagnostic test for COVID-19 or who has or had symptoms of COVID-19.
- Tested positive through a diagnostic test for COVID-19 in the past 14 days.
- Experienced any symptoms of COVID-19, including a temperature of greater than 100.0°F, in the past 14 days.
- Traveled internationally or from a state with widespread community transmission of COVID-19 per the New York State Travel Advisory in the past 14 days.

Random Temperature Screenings

Every morning, prior to entering the school, specific staff will perform random samplings of temperatures for both students and school-based staff using non-touch thermometers.

- Schools are prohibited from recording or track student and/or staff temperatures or other health information.
- Designated staff taking temperatures will wear face coverings and gloves continually.
- The nurse or health professional in the Isolation Room must evaluate any staff member or student exhibiting a fever from a random temperature check.
- The staff must be released from the building immediately. Students must stay in the Isolation Room until picked up.

Isolation Room

In order to accommodate a student who may exhibit symptoms of COVID-19, every building will have a designated space to be used as an Isolation Room. An Isolation Room is a place where a student with suspected COVID-19 symptoms can be safely isolated in the building until they can be picked up by a guardian.

A student showing symptoms of COVID-19 must be escorted to the Isolation Room by a staff member wearing appropriate personal protective equipment (PPE).

The area where the staff member/student was showing symptoms will be immediately cleaned and disinfected.

A nurse or health professional assigned to the building must be evaluated by the nurse/health professional in the Isolation Room. Should the nurse/health professional be unavailable to examine, the student OR the school does not have a nurse or access to a health professional at that time, the student must wait to be picked up from school in the Isolation Room under the supervision of a designated staff member.

The nurse/health professional and any additional staff supervising the Isolation Room will be given the appropriate PPE, including, but not limited to N95 respirators, gloves, gowns, and face shields or goggles.

When an ill student has been picked up, the Isolation Room will be closed, and a deep cleaning performed before it can be used again.

Student Shows Symptoms of COVID 19 While At School

Students showing symptoms of COVID-19 will be escorted to the Isolation Room by a designated staff member wearing appropriate PPE.

Symptoms of COVID-19 are:

1. Fever of 100.0° F or higher or chills
2. Cough, shortness of breath or difficulty of breathing,
3. Muscle or body aches,
4. Headache
5. Loss of taste or smell
6. Sore throat, congestion, runny nose,
7. Nausea or vomiting
8. Diarrhea

A family member or guardian will be contacted by a staff member and asked to pick up the student. Upon pick up, the nurse/health professional and school staff will strongly advise the family to visit a doctor and get the student tested for COVID-19, and provide the information of the closest testing site if asked. The Isolation Room will be closed, and a deep cleaning performed before it can be used again.

School-Based Staff Member Shows Symptoms of COVID-19 While At School

School-based staff members showing symptoms at COVID-19 will be directed to leave the building.

Symptoms of COVID-19 are:

- Fever of 100.0° F or higher or chills
- Cough, shortness of breath or difficulty of breathing,
- Muscle or body aches,

- Headache
- Loss of taste or smell
- Sore throat, congestion, runny nose,
- Nausea or vomiting
- Diarrhea

IMLCS will strongly advise the staff member to visit a doctor and get tested for COVID-19. The area where the staff member was showing symptoms will be immediately cleaned and disinfected.

Criteria for Returning to School After Showing Symptoms

Any individual (student or staff member) showing signs of COVID-19 can only return to school when all the following conditions are met:

- Received a positive COVID-19 test AND
- Isolated for 10 days AND
- Presents clearance from a healthcare provider AND
- The individual has been symptom free for 24 hours without the use of medication.

OR

- Received a negative COVID-19 test AND
- Presents clearance from a healthcare provider AND
- The individual has been symptom free for 24 hours without the use of medication.

OR

- Never got a COVID-19 test AND
- At least 10 days have passed since symptoms started AND
- Presents clearance from a healthcare provider AND
- The individual has been symptom free for 24 hours without the use of medication.

If DOHMH or NYC Test & Trace Corps determine the individual is considered a close contact of a positive case, the individual can only return to school when all the following are met:

- The individual has completed a 14-day quarantine regardless of symptoms or COVID-19 test results since their last exposure to that case AND
- Presents clearance from a healthcare provider AND
- The individual has been symptom free for 24 hours without the use of medication.
- Students in quarantine should participate in remote learning if feeling well.

Positive COVID-19 Case in School

Definitions

Case: A person (student or staff member) with infection caused by the virus that causes COVID-19.

Contact: A person (student or staff member) who has close contact (exposure) to a case.

Infectious Period: The period of contagiousness when COVID-19 can be transmitted to another person. For COVID-19, the infectious period is two days before symptom onset until ten days after illness onset, as long as the case has been at least three days fever-free without the use of medication. For people with no symptoms (asymptomatic), the period is two days before through ten days after specimen collection.

Incubation Period: The period after exposure during which a person is at risk of becoming sick. For COVID-19, the incubation period is two to 12 days.

Exposure: Defined as close contact less than six feet for more than ten minutes with a probable or confirmed case of COVID-19 during the case's infectious period regardless of the use of a face covering or barrier. In the school setting, people who use a classroom at a different time from a case are not considered exposed.

Important to Note:

Anyone with a positive COVID test (staff member or student) must self-isolate for a minimum of 10 days since the onset of symptoms. The period of self-isolation may need to be longer if the case has fever or symptoms between days seven to ten, as the case must be symptom-free for at least 24 hours without the use of medication.

A positive case can be reported through:

1. NYC Test & Trace Corps finds through case interview,
2. Staff or parent alert school,
3. Staff or parent alert DOHMH hotline.

DOHMH will begin investigating self-reported positive COVID-19 test results from a school community within three hours. All case contacts will be monitored by NYC Test & Trace Corps and linked to COVID-19 testing and Take Care services. Contact tracing will not be activated without a laboratory-confirmed case or without a presumed case due to a recent close contact developing symptoms. Cases are confirmed via the New York State lab results system or by DOHMH confirming the lab results presented by a teacher, staff, or parent.

Unconfirmed Case in a School

Any student or staff member who self-reports an unconfirmed positive case of COVID-19 or is exhibiting COVID-like symptoms will be immediately removed from the classroom or school building, told to stay home, and encouraged to get tested.

- The classroom and school building will remain open at this time.

- Contact tracing will only occur if there is a laboratory-confirmed case or if the person is a close contact of a presumed positive. If a positive case is confirmed, the school must follow the protocols listed below.
- If a negative test result is received, the individual may return to school after presenting clearance from a health care provider evaluation AND after being symptom-free for 24 hours without the use of medication.
- If the individual does not get tested or seek clearance from a health care provider, the individual cannot return to school until: 10 days have passed since the first symptom AND the individual has been symptom-free for 24 hours without the use of medication.

One Confirmed Case in a School

DOHMH will notify the principal of the confirmed case. The principal will notify Charter Oversight. Principal notifies Building Response Team that includes Director of School Culture Team, and informs affected teacher(s).

- Director of School Culture notifies Borough Safety Director.
- All students and teacher(s) in class(es) with a confirmed case are assumed to be close contacts and are instructed to quarantine for 14 days since their last exposure to that case.
- In schools where students travel between classes, the school must require quarantine for individuals in all classes attended by the confirmed case.
- Learning continues remotely for students who are in quarantine.
- A negative COVID-19 test result for a student does not reduce the 14-day quarantine period.
- NYC Test & Trace Corps will interview the case and school administration to establish if there were any other additional close contacts.
- NYC Test & Trace Corps will interview staff members to verify levels of contact with the confirmed case.
- If a staff member is deemed NOT a close contact, then the staff member can opt to return to school.
- If a staff member is considered a close contact, then the staff member is required to complete the 14-day quarantine.
- The school must communicate to all families and students at school when a case is confirmed by DOHMH.
- Families of students who are confirmed close contacts of the positive case will receive a letter stating that their child has been in close contact with a COVID-19 positive individual; this letter will give clear direction to quarantine for 14 days and see a health care provider.
- Families of students who are not considered close contacts will receive a letter stating that there was a confirmed case of COVID-19 at the school but that their child is not considered a close contact; therefore, there is no need to quarantine.

Two or More Confirmed Cases in a School

If two or more confirmed cases present within seven days of each other, NYC Test & Trace Corps and DOHMH will begin an investigation immediately and make every attempt to conclude the investigation within 24 hours.

- DOHMH will notify the principal of the confirmed case.
- The principal will notify Charter Oversight.
- Principal notifies Building Response Team that includes Director of School Culture Team and informs affected teacher(s).
- During the NYC Test & Trace Corps and DOHMH investigation:
 - Two or more confirmed cases within the same class trigger a classroom quarantine, but the schools stay open.
 - Two or more confirmed cases within the same school triggers classroom quarantines, and school is closed for a minimum of 24 hours while the NYC Test & Trace Corps and DOHMH investigation are underway.
 - NYC Test & Trace Corps and DOHMH must determine by 6:00 pm whether the school needs to remain closed beyond the minimum 24 hours in order to reach the conclusion of the investigation.
 - NYC Test & Trace Corps and DOHMH investigations will result in one of the below conclusions (see table).
 - NYC Test & Trace Corps makes recommendations to the Principal/CEO on the closure of classroom(s) and/or school as well as the duration of closure.
 - The Principal/ CEO informs the Board of Trustees of the recommendation to close the school.
 - A closure decision is communicated to the school community.
 - School moves immediately to remote learning mode during temporary closure.
 - Students on split schedules return for in-person learning on the next assigned day following reopening.
 - Any exposed contacts will be directed to see a health care provider and to COVID-19 testing resources.

Practices that Reduce the Spread of the COVID Virus

Social Distancing

Six Feet Pursuant to NYSDOH Guidance, schools must ensure that appropriate social distancing (i.e., 6 feet/barriers) is maintained between individuals while in school facilities and on school grounds (inclusive of students, faculty, and staff). Every classroom is designed to maximize space and distance between each student. Classroom furniture have been rearranged with floor markings to provide additional space.

Face Coverings Required While in the School Building

Students, staff, and essential visitors are required to wear face coverings on campus, especially when social distancing is not possible. Students shall wear these face coverings during extracurricular activities, as well as on school buses. Students wearing face coverings from home must be school appropriate and shall not interfere with the school's dress code policy. Shields and masks with ventilators do not meet the DOH requirements for masks; therefore, they will not be deemed acceptable for face covering.

IMLCS will provide disposable masks to students and staff that forget or lose a mask during the school day. We are using vendors from the NYS Centralized Contracts provided by the Office of General Services. The masks will adhere to NYC DOHMH requirements.

Students must wear face coverings in each area, especially where social distancing is not possible. This includes a classroom if desks are not spaced at least six feet apart, as well as cafeterias, hallways, and other shared spaces. Teachers will work with students to provide designated "mask breaks," during which time students will be socially distanced.

Exemptions:

1. Students or staff must have a documented medical issue for which a face covering would cause impairment. Students who cannot tolerate a mask will be offered reasonable accommodations, if feasible.
2. Students will not be required to wear a mask during mealtimes.

Programming Using the Cohort Model

Cohorts are groups of students, and sometimes teachers and staff that will stay together throughout the school day to minimize exposure for students, teachers, and staff across the school environment. The intention is for students and staff within a cohort to have limited physical proximity with others in the same cohort. This practice may help prevent the spread of COVID-19, by limiting crossover of students, teachers, and staff to the extent possible, thus:

- Decreasing opportunities for exposure to or transmission
- Facilitating more efficient contact tracing in the event of a positive case, and allowing for targeted testing, quarantine, and isolation of a single cohort in case of exposure
- All staff and teachers will assist "cohorts" students, to the extent practicable, to limit potential exposure to the COVID-19 virus.

- All staff and teachers will work to prevent intermingling between cohorts, to the extent possible (e.g., separation by appropriate social distancing, particularly if there are multiple cohorts in one area).
- All teachers and staff will make reasonable efforts to ensure that Cohorts are fixed, 'meaning contain the same students 'for the duration of the COVID-19 public health emergency.
- Teachers may instruct more than one cohort so long as appropriate social distancing is maintained.
- Pre-K and Kindergarten will have two classes each. Each class represents a cohort.
- First Grade will have two classes. Each class will be split into two groups to facilitate social distancing, but each class will represent one cohort.
- Second grade will have two classes. Each class will represent a cohort.
- Third and Fourth grade will have three classes each. Each class will represent a cohort.
- Fifth and Sixth grade will have three classes each. Each class will be split into two cohorts that will have instruction on alternating days.
- Seventh grade will have two classes. Each class will be split into two cohorts.

The instructional day will run from 8:00 am to 3:00 pm. The teachers will arrive at school at 7:30 am to prepare for the day. This will include temperature checks, hand washing, reminders of social distancing protocols, and preparation for student entry. 8:00 am-8:30 am students will receive wellness checks before entering the classroom (remotely or in-person). This will also include temperature checks, handwashing, and reminders of social distancing protocols throughout the day.

Teaching Handwashing Hygiene and Respiratory Safety

Teachers and students will receive training and periodic refreshers on handwashing protocol and respiratory safety protocols. These protocols will be incorporated into the school's curriculum.

Signage and Floor Markings

Signs Markings will be present throughout the school building to provide visual guidance for social distancing six feet. Markings will also be provided for directional movement and furniture positions.

Lunch and breakfast served in the classroom

Imagine Me Leadership Charter School will rely on the New York City Department of Education (NYCDOE) School Food to ensure that service personnel follow DOH guidelines for health and safety. The school will train school staff and teachers as needed to reinforce the protocols adopted by food service and custodial personnel to ensure healthy, safe meals and the least disruption to the instructional day. This training will include proper hygiene maintenance in which students will wash their hands before breakfast/lunch and after. Each classroom will also have a contactless hand sanitizer for the students to reinforce this practice.

IMLCS will continue to provide school breakfast and/or lunch to all students on-site and remote with the "Grab and Go" system in place. For students on-site, IMLCS will provide meals while maintaining appropriate social distancing between students. Students do not need to wear face coverings when seated and eating as they will be appropriately socially distanced. To the extent possible, students will also be allowed to eat outdoors while continuing to observe social distancing practices.

Information regarding “Grab and Go” food distribution sites for remote learners will be communicated to parents via website, and other virtual tools.

Ventilation

We have reorganized our classrooms to prioritize, placing students in classes with windows to increase and improve ventilation. Imagine Me Leadership Charter School will provide increased ventilation by opening windows and doors to the greatest extent possible. Each classroom and office space will be equipped with High-Efficiency Particulate Air (HEPA) filters. This will promote the maintenance of a healthy and safe learning environment for all individuals at IMLCS.

Reduce Class Size and Room Utilization

Every classroom will be designed to maximize space and distance between each student. Classroom furniture will be rearranged to provide additional space.

Elementary Pre-K - 4th Grade Room Utilization

Room & Class Utilization				
Room #	Grade/Class	Site Location	Maximum Student Capacity	# of Staff assigned
102	PreK-1	Main Building, Ground Floor	15	2
104	PreK-2	Main Building, Ground Floor	15	2
205	K01	Main Building, First Floor	14	2
207	K02	Main Building, First Floor	14	2
201	101	Main Building, First Floor	8	1
202	102	Main Building, First Floor	8	1
203	101	Main Building, First Floor	8	1
204	102	Main Building, First Floor	8	1
B317	201	Modular Classrooms, Back Row	15	2
B318	202	Modular Classrooms, Back Row	15	2
A301	301	Modular Classrooms, First Section	12	1
A302	302	Modular Classrooms, First Section	12	1
A303	303	Modular Classrooms, First Section	12	1
A304	401	Modular Classrooms, First Section	12	1
A305	402	Modular Classrooms, First Section	12	1
A306	403	Modular Classrooms, First Section	12	1
B307	404	Modular Classrooms, Second Section	12	1

Middle School 5th -7th grade

Room & Class Utilization				
Room #	Grade/Class	Site Location	Maximum Student Capacity	# of Staff assigned
B308	501	Modular Classrooms, Second Section	12	1
B309	502	Modular Classrooms, Second Section	12	1
B310	503	Modular Classrooms, Second Section	12	1
B311	601	Modular Classrooms, Second Section	12	1
B312	602	Modular Classrooms, Second Section	12	1
B313	603	Modular Classrooms, Second Section	12	1
B314	701	Modular Classrooms, Second Section	12	1
B315	702	Modular Classrooms, Second Section	12	1
B316	703	Modular Classrooms, Second Section	12	1

Cleaning and Disinfection

IMLCS will continually promote hygiene, sanitation, and disinfection guidance set forth by the New York State Department of Health (DOH) and the Centers for Disease Control and Prevention (CDC). The Maintenance team will receive training as well as ongoing monitoring of the school environment and the use of appropriate cleaning practices and supplies.

The cleaning schedule for the school is as follows:

Surfaces	Description	Schedule of Cleaning
Classrooms	Desk, chairs, shelves, doors, doorknobs, door glass, window sills, etc.	Daily
Bathrooms	Toilets, toilet handles, toilet paper holder, stall doors, partitions, walls, urinals, urinal handles, sinks, faucet handles, mirrors, hand dryer machines, doors, doorknobs, etc.	Every 15-20 minutes
Light Switches		Daily
Front Lobby	Doors, doorknobs, door glass, and security station	Every 15-20 minutes
Stairways	Railings, stairs, walls	Every 15-20 minutes
Cafeteria	Tables, walls, floors	After every use
Water Fountain		Every 15-20 minutes
Coat Cubbies		Daily
Physical Education Equipment		After every usage
Carpets		Vacuum daily Deep clean monthly

Program Models

To ensure students and staff meet physical distancing requirements to the extent possible for in-person instruction, IMLCS will offer the following instructional program models:

Grades Pre- Kindergarten and Kindergarten Program Models

- Students will follow a five (5) days per week in-person instructional model (Monday - Friday from 8:00 am - 3:00 pm)
- Parents can opt-in to a 100 % remote instruction program model

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
In-Person Learning 	In-Person Learning 	In-Person Learning 	In-Person Learning 	In-Person Learning 

Grades 1 - 4 Program Models:

- Students will follow a blended learning model consisting of three (3) in-person instructional days and two (2) days of remote instruction.
- Parents can opt-in to a 100 % remote instruction program model.

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
In-Person Learning 	In-Person Learning 	In-Person Learning 	Remote Learning 	Remote Learning 

Grades 5-8 (Middle School) Program Models:

- Students will follow a blended learning model consisting of two cohorts attending school on alternating days of in-person instruction (2 days) and remote learning (3 days).
- Parents can opt-in to a 100 % remote instruction program model.

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Cohort A 	Cohort A 	Cohort A 	Cohort A 	Full Time Online Synchronous Instruction Note: Live virtual instruction will feature whole group, small group, and individual support during the day.
Cohort B 	Cohort B 	Cohort B 	Cohort B 	

School Restart

Jumpstart - August 24 - September 3

IMLCS will begin the school year remotely as part of our Jumpstart Program. Jumpstart is the first two weeks of school where students and families work on getting reacclimated to school. During the first two weeks, we focus on:

- Rituals and Routines for in-person, remote and blended learning
- Behavioral and Academic Expectations
- Classroom Culture
- Building Positive Relationships with Students and Families
- Professional Development on Remote Learning with Families
- Connectivity

Staggered Start

In person instruction in the school building will begin on September 10, 2020 with a staggered start according to the schedule below.

Pre-Kindergarten	September 10, 2020
Kindergarten	September 21, 2020
Grade 1	September 28, 2020
Grade 2	November 2, 2020
Grade 3	November 2, 2020
Grade 4	November 2, 2020
Middle School Cohort A	November 2, 2020
Middle School Cohort B	November 4, 2020

Sample Student Schedules

PRE-KINDERGARTEN

TIME	IN-PERSON INSTRUCTION	100 % REMOTE INSTRUCTION
8:10 AM - 8:40 AM	BREAKFAST	BREAKFAST
8:40 AM - 9:00 AM	MORNING MEETING / READ ALOUD	MORNING MEETING / READ ALOUD
9:00 AM - 9:20 AM	MUSIC & MOVEMENT	MUSIC & MOVEMENT
9:20 AM - 10:20 AM	CENTER TIME	CENTER TIME
10:20 AM - 11:05 AM	RECESS	ONLINE INTERACTIVE ACTIVITY
11:05 AM - 11:15 AM	READ -ALoud	READ-ALoud
11:15 AM - 11:55 AM	LUNCH	LUNCH
11:55 AM - 12:45 PM	NAPTIME	NAPTIME
12:45 PM - 1:00 PM	WASH HANDS, BATHROOM AND SNACKS	WASH HANDS, BATHROOM AND SNACKS
1:00 PM - 2:00 PM	CENTER TIME	CENTER TIME
2:00 PM - 2:20 PM	RECESS	ONLINE INTERACTIVE ACTIVITY
2:20 PM - 2:50 PM	END OF DAY MEETING & DISMISSAL	END OF DAY MEETING & DISMISSAL

KINDERGARTEN

TIME	IN-PERSON INSTRUCTION		100% REMOTE INSTRUCTION	
8:00 AM - 8:30 AM	HANDWASHING/ BREAKFAST		BREAKFAST	
8:30 AM - 9:00 AM	MORNING MEETING SOCIAL-EMOTIONAL LEARNING		MORNING MEETING SOCIAL-EMOTIONAL LEARNING	
9:00 AM - 9:30 AM	ELA BLOCK		ELA BLOCK	
9:30 AM - 10:15 AM				
10:15 AM - 11:00 AM	PHYSICAL ACTIVITY		PHYSICAL ACTIVITY	
11:00 AM - 11:45 AM	MATH BLOCK		MATH BLOCK	
11:45 AM - 12:30 PM	HANDWASHING/LUNCH		LUNCH	
12:30 PM - 1:15 PM	MATH BLOCK	ADVISORY (MONDAY)	MATH BLOCK	ADVISORY (WEDNESDAY)
1:15 PM - 1:55 PM				
1:55 PM - 2:15 PM	PHONICS/JOURNALS		EXTRA SUPPORT/ OFFICE HOURS	
2:15 PM - 3:00 PM	SOCIAL STUDIES/SCIENCE	ART (FRIDAY)	SOCIAL STUDIES/SCIENCE	ART (FRIDAY)

GRADE 1

TIME	IN-PERSON INSTRUCTION	100% REMOTE INSTRUCTION
8:00 AM- 8:30 AM	HANDWASHING/BREAKFAST	BREAKFAST
8:30AM-9:00AM	MORNING MEETING SOCIAL-EMOTIONAL LEARNING	MORNING MEETING SOCIAL-EMOTIONAL LEARNING
9:00 AM -9:45 AM	GUIDED READING	GUIDED READING
9:45 AM -11:00AM	ELA BLOCK	ELA BLOCK
11:00 AM-11:15 AM	PHYSICAL ACTIVITY	PHYSICAL ACTIVITY
11:15 AM-12:00 PM	MATH	10 MIN ZOOM BREAK MATH
12:00 PM-12:45 PM	HANDWASHING/LUNCH	HANDWASHING/LUNCH
12:45PM-1:30 PM	MATH BLOCK	MATH SMALL GROUPS
1:30PM- 2:15 PM		EXTRA SUPPORT/OFFICE HOURS
2:15 PM- 3:00 PM	SOCIAL STUDIES/SCIENCE	SOCIAL STUDIES/SCIENCE
	ART (MONDAY)	ART (WEDNESDAY)

GRADE 2

TIME	IN-PERSON INSTRUCTION	100% REMOTE INSTRUCTION
8:00 AM - 8:30 AM	HANDWASHING/BREAKFAST	BREAKFAST
8:30AM - 9:00AM	MORNING MEETING SOCIAL-EMOTIONAL LEARNING	MORNING MEETING SOCIAL-EMOTIONAL LEARNING
9:00 AM - 11:00 AM	ELA BLOCK	ELA BLOCK
11:00 AM - 11:15AM	PHYSICAL ACTIVITY	PHYSICAL ACTIVITY
11:15 AM - 12:00 PM	MATH BLOCK	MATH
	ADVISORY (FRIDAY)	ADVISORY (WEDNESDAY)
12:00 PM - 12:45 PM	HANDWASHING/LUNCH	LUNCH
12:45PM - 1:30 PM	MATH BLOCK	MATH BLOCK
1:30PM - 2:15 PM		SOCIAL STUDIES/SCIENCE
2:15 PM - 3:00 PM	SOCIAL STUDIES/SCIENCE	EXTRA SUPPORT/OFFICE HOURS

GRADE 3

PERIOD	TIME	IN-PERSON INSTRUCTION	100% REMOTE INSTRUCTION
	8:00 AM-8:30 AM	HANDWASHING/BREAKFAST	BREAKFAST
1	8:30AM-9:15AM	MORNING MEETING SOCIAL-EMOTIONAL LEARNING	SCIENCE
		ART (THURSDAY & FRIDAY)	ADVISORY (THURSDAY)
2	9:15AM - 10:00 AM	MATH BLOCK	MORNING MEETING SOCIAL-EMOTIONAL LEARNING
3	10:00 AM-10:45 AM		ELA BLOCK
	10:45 AM-11:30 AM		
4	11:15 AM - 11:30 AM	PHYSICAL ACTIVITY	
5	11:30 AM-12:15 PM	ELA BLOCK	MATH SMALL GROUPS
			ART (MONDAY & TUESDAY)
6	12:15 PM-1:00 PM	HANDWASHING/LUNCH	HANDWASHING/LUNCH
7	1:00PM- 1:45 PM	ELA BLOCK	MATH BLOCK
8	1:45 PM- 2:30 PM	SCIENCE	
		ADVISORY (WEDNESDAY)	
9	2:30 PM- 3:00 PM	EXTRA HELP/OFFICE HOURS	EXTRA HELP/OFFICE HOURS

GRADE 4

PERIOD	TIME	IN-PERSON INSTRUCTION	100% REMOTE INSTRUCTION
	8:00 AM - 8:30 AM	HANDWASHING/BREAKFAST	BREAKFAST
1	8:30AM - 9:15AM	MORNING MEETING SOCIAL-EMOTIONAL LEARNING	MORNING MEETING SOCIAL-EMOTIONAL LEARNING
2	9:15AM - 10:00 AM	ELA BLOCK	MATH BLOCK
3	10:00 AM - 10:45 AM		
4	10:45 AM - 11:30 AM	MATH BLOCK	ART
5	11:30 AM - 12:15 PM		SCIENCE
6	12:15 PM - 1:00 PM	HANDWASHING/LUNCH	LUNCH
7	1:00PM - 1:45 PM	SCIENCE	ELA BLOCK
8	1:45 PM - 2:30 PM	MATH	
		ADVISORY (MONDAY)	
9	2:30 PM - 3:00 PM	PHYSICAL ACTIVITY	OFFICE HOURS

GRADE 5

PERIOD	TIME	IN-PERSON INSTRUCTION	100% REMOTE INSTRUCTION
	8:00 AM - 8:30 AM	HANDWASHING/BREAKFAST	HANDWASHING/BREAKFAST
1	8:30AM - 9:15AM	MORNING MEETING SOCIAL-EMOTIONAL LEARNING	MORNING MEETING SOCIAL-EMOTIONAL LEARNING
2	9:15AM - 10:00 AM	ELA BLOCK	SCIENCE
3	10:00 AM - 10:45 AM		ELECTIVE
4	10:45 AM - 11:30 AM	SCIENCE	ELA BLOCK
5	11:30 AM - 12:15 PM	ELECTIVE	
6	12:15 PM - 1:00 PM	HANDWASHING/LUNCH	HANDWASHING/LUNCH
7	1:00PM - 1:45 PM	MATH BLOCK	MATH BLOCK
8	1:45 PM - 2:30 PM		
9	2:30 PM - 2:45 PM	PHYSICAL ACTIVITY	PHYSICAL ACTIVITY
	2:45 PM - 3:00 PM	EXTRA HELP	EXTRA HELP

GRADE 6

PERIOD	TIME	IN-PERSON INSTRUCTION	100% REMOTE INSTRUCTION
	8:00 AM - 8:30 AM	HANDWASHING/BREAKFAST	BREAKFAST
1	8:30AM - 9:15AM	MORNING MEETING SOCIAL-EMOTIONAL LEARNING	SCIENCE
2	9:15AM - 10:00 AM	ELA BLOCK	MORNING MEETING SOCIAL-EMOTIONAL LEARNING
3	10:00 AM - 10:45 AM		MATH BLOCK
4	10:45 AM - 11:30 AM	SCIENCE	ELA BLOCK
5	11:30 AM - 12:15 PM	ELECTIVE	
6	12:15 PM - 1:00 PM	HANDWASHING/LUNCH	HANDWASHING/LUNCH
7	1:00PM - 1:45 PM	MATH BLOCK	ELA BLOCK
8	1:45 PM - 2:30 PM		ELECTIVE
9	2:30 PM - 2:45 PM	PHYSICAL ACTIVITY	PHYSICAL ACTIVITY
	2:45 PM - 3:00 PM	EXTRA HELP	EXTRA HELP

GRADE 7

PERIOD	TIME	IN-PERSON INSTRUCTION	100% REMOTE INSTRUCTION
	8:00 AM - 8:30 AM	HANDWASHING/BREAKFAST	BREAKFAST
1	8:30AM - 9:15AM	MORNING MEETING/SEL	ELECTIVE ADVISORY (FRIDAY)
2	9:15AM - 10:00 AM	ELECTIVE ADVISORY (TUESDAY)	MORNING MEETING/SEL
3	10:00 AM - 10:45 AM	ELA BLOCK	SCIENCE
4	10:45 AM - 11:30 AM		MATH BLOCK
5	11:30 AM - 12:15 PM	SCIENCE	LUNCH
6	12:15 PM - 1:00 PM	HANDWASHING/LUNCH	
7	1:00PM - 1:45 PM	MATH BLOCK	ELA BLOCK
8	1:45 PM - 2:30 PM		
9	2:30 PM - 2:45 PM	PHYSICAL ACTIVITY	PHYSICAL ACTIVITY
	2:45 PM - 3:00 PM	EXTRA HELP	EXTRA HELP

Teaching and Learning

Imagine Me Leadership Charter School will provide multiple ways for students to participate in learning and demonstrate mastery of state standards in-person and remotely. All students will receive rigorous instruction from teachers with the use of materials provided by IMLCS. Lessons are planned and implemented to engage students while increasing their critical thinking skills and social-emotional development.

Modes of Instructional Delivery

1. **Blended:** Students participate in both in-person and remote instruction. Students go to the school buildings for in-person instruction on some days, and continue their learning from home remotely on the other days of the week. Teachers will instruct a class that is evenly divided into two pods (A & B). Pod A will report to school on Monday and Tuesday. Pod B will report to school on Wednesday and Thursday. Teachers will instruct both pods remotely on Friday. Teachers will report to the school building 5 days a week, except if you have been approved for a medical accommodation to work this school year remotely.
2. **Live instruction:** Students are interacting with a teacher and classmates synchronously in real-time. Live classes happen both in-person and remotely.
3. **In-person:** Physically in the building, on-campus working with a teacher, and a set cohort of classmates. Students will receive instruction from a teacher in the school building.
4. **100% Remote:** Students are only learning from home, remotely. Remote classes are a mix of live-streaming classes and synchronous, where students work with a teacher and classmates in real-time and independent, asynchronous work using Google Classroom, Jupiter Grades, and other learning materials.
5. **Asynchronous Learning:** Students complete assignments and tasks independently using Google Classroom or another online learning solution.
6. **Synchronous:** Students are “in class” (virtually or in the classroom) with a teacher live in real-time on Zoom or another video conferencing platform.

Meaningful Student Interaction: Remote and Blended Instruction

As the education systems across the country adjust to remote learning, the use of PDF, educational videos, and online instructional programs, IMLCS recognizes that those tools will not be enough. Therefore, educators will have to be intentional in their interaction with students and families to ensure that they are engaging with students in a meaningful and productive way. Best practices such as these foster effective instruction and promote student success. Below are some tools and strategies that are employed to promote meaningful student interactions:

- Implementation of meaningful feedback to students
- Strong teacher presence
- Peer collaboration
- Well planned instruction (remote and in-person)
- Frequently monitored student assignment submission

- Online assessments
- Data-driven instruction
- Documented student participation (online forum, chat log, or discussion thread)
- Student-initiated email or responses to teacher email
- Phone communication between school staff and families
- Additional evidence of participation as determined by the principal

The IMLCS remote and in-person instructional program prepare all students to be successful throughout the school year. Both forms of learning give students the skills needed to succeed in their present grade and beyond. The goal of IMLCS is always to sustain student growth and provide equity throughout the learning process.

The teacher roles and responsibilities are continually guided by academic state standards and the social-emotional needs of students. School leaders and teachers collaborate to monitor the progress of all students by, selecting educational materials, developing curriculum, and to use data to drive instruction.

Student Expectation during Remote Instruction

Students are expected to arrive to each class on time, come ready to learn and engage in online lessons. Zoom and Google Classroom are used for students to access remote instruction. All students are expected to follow Zoom Etiquette while developing mastery of content.

- Students engage in synchronous (Live Interactions) and asynchronous (pre-recorded lessons or independent learning) throughout the day.
- Delivery of Instruction will take the form of a whole group and small group.
- Academic core subjects will meet in 45 - 90-minute blocks to allow plenty of time for teacher instruction, question and answers, discussion, classwork, and student presentation.
- The schedule consists of instruction and tasks in the core subject areas and includes elective classes.
- Teachers will communicate daily the instructional flow of the day with the day's learning targets with the corresponding activities and tasks.
- Every student will regularly connect with their teacher(s) to discuss progress and feedback.
- Teachers, families, and caregivers work as a team, anchored in partnership.
- Teachers will continue to monitor, report, and record each student's progress towards learning goals and the Next Generation Learning Standards.
- Students will be encouraged to demonstrate critical problem solving, collaboration, communication, and creativity in their academic skills.

The Elements of Quality Instruction

IMLCS in-person and remote instruction focus on developing the whole child through the use of intentional curriculum planning. Our lessons are aligned with state standards and include modeling, ongoing assessment, and meaningful feedback. Teachers are able to deliver effective instruction due to the following elements:

1. **Curriculum Planning:** Teachers use the Backward Design approach to Identify desired results for students, Use data to drive instruction, and plan learning activities to obtain student mastery.
2. **Modeling:** Modeling provides students with examples of what they will do or learn.
3. **Collaborating:** Collaboration and class discussion between students are potent contributors to student learning.
4. **Coaching and Facilitating:** One of the primary ways teachers can support students in distance learning is through coaching and facilitating. Remote teachers will have office hours, and in-person teachers will utilize small group instruction as coaching sessions and opportunities to give students feedback.
5. **Effective Questioning Strategies:** Teachers will ask open-ended questions that elicit students' opinions, ideas, and feelings. Teachers will have students write and share their answers on response cards.
6. **Prompts and Cues:** Prompts assist students in completing tasks by encouraging their cognitive and metacognitive thinking.
7. **Independent Practice:** Students will be given opportunities to practice their skills and apply what they have learned. Students' practice must be deliberate, that is, practice to improve their performance and gain mastery over what they have learned.
8. **Meaningful Feedback:** Teachers provide descriptive next step instruction for students to reach their end goal. Feedback is meaningful, timely, and short to increase student mastery.

Special Education Services

Special Education students will receive priority for in-person instruction. We are committed to working with families to ensure that their students receive services as per their IEP. NYC Department of Education serves as the Special Education LEA and, as such, provide related services to our students in collaboration with Imagine Me Leadership Charter School. We will rely on NYCDOE guidance for Related Services.

Guidance for In-Person Contract and Independent Related Services during COVID-19 Pandemic Beginning August 3, 2020, the New York City Department of Education (DOE) will approve the provision of in-person related services contract and independent providers. Service may be provided individually, or, for students recommended for group services, in a group of 2; no larger groupings for in-person services are permitted until further notice. Remote service provision remains the preferred option.

IMLCS will work to navigate the request for in-person services. We will also conduct a Special Education and Related Services information session for parents in September 2020.

Medically Vulnerable Populations

Students with a high risk for severe COVID-19 illness will be allowed to participate in our entire school program 100% remotely. All content will be available via Google Classroom. Also, they will have access to our school's local resources via video conference.

Social-Emotional Learning and Mental Health Monitoring

All students will attend Advisory Classes in-person and remotely for character development social-emotional support. The Advisory classes are taught by our School Culture Team (School Culture Coordinator, School Counselor, and Grade Advisors).

School Culture Team: Roles and Responsibilities

School Culture Coordinator: Supervise special education services, IEP implementation, family engagement around IEPs, and at-risk related services. Support all teachers, school counselors, and grade advisors with (SEL) curriculum, specific student needs, and family needs, while also responding to the evolving needs of all stakeholders. They will also respond to the evolving needs of teachers and families while leading and collaborating with the School Culture Team in effectively supporting stakeholders' social-emotional and mental health.

School Counselor: facilitate individual and group counseling, peer meditation, teach students' skills to manage emotions, and form a trusting relationship with families to support students' social-emotional growth. They also provide training for families, staff, and teachers on self-care, crisis intervention, and stress management.

Grade Advisor: Support teachers with implementing peer mediation, behavioral expectations, and attendance compliance. Acts as a liaison between family/school with frequent communication. Provide students with community-building initiatives, conflict-resolution strategies, and prepare families on how to implement these strategies at home. Facilitate advisory classes that focus on the 7 Habits of Highly Effective People by Stephen Covey:

- Be Proactive, Begin with the End in Mind
- Put First Things First
- Think Win-Win
- Seek First to Understand, Then to be Understood
- Synergize and Sharpen the Saw

The School Culture Team will collaborate with teachers and families on lessons and curriculum. School Culture Curriculum focuses on strategies students can use to understand their emotions, show empathy for others, and cope with stress. Armed with Social-Emotional Learning strategies paired with character education, our students develop the skills to become their best selves. Whether in-person or remote, lesson activities will engage students and families in developing the skills needed to express the emotions of self while also understanding others' feelings. Classroom teachers and staff will receive ongoing professional development on character education, social-emotional learning, trauma-informed

pedagogy, and mindfulness. We will continue to have our virtual Monthly School-wide Assembly to promote social-emotional learning, community value while also providing incentives for academic effort.

Social-Emotional Learning (SEL) Activities

- Morning Meeting Check-ins: Emotional daily class check-ins; across all grades (Pre-K -7th)
- Weekly lessons focused on empathy, emotions, perspective-taking, conflict resolution, peer collaboration, and character education
- School Culture Team and teachers have problem-solving conversations with students as conflicts or challenges arise among peers
- 6th & 7th graders have the opportunity to mentor and collaborate with elementary school students during advisory, morning meetings, and lunch.
- Across grades, students engage daily with the same cohort to participate in community building activities, peer collaboration, Social-Emotional Learning, and brain breaks.
- School Culture Team have direct outreach to families via phone or email to support transitions (from Elementary, Middle, and High School).

Adult Social-Emotional Learning (SEL) and Wellness

Staff and teacher accountability buddies and scheduled check-ins

Professional Development:

- Workshops on social-emotional learning
- Managing stress
- Implementation of conflict resolution strategies
- Trauma-informed practices and self-care
- Mindfulness
- Building and sustaining positive relationships
- Create checkpoints throughout the year, to allow teachers and staff to reflect on their progress and build on their learning
- Plan events for staff to connect during instructional retreats, staff luncheons, and school-wide events
- Opportunities for staff to have 1:1 check-ins with the school counselor or school culture coordinator during Office Hours
- Twice-monthly teacher and co-teacher meeting with school culture team
- Ease of access to mental health counseling through school-provided insurance (list of providers who take school insurance, and how to use insurance website to find a mental health provider)
- Regularly distributed surveys to assess staff and family needs

Student Social-Emotional Learning (SEL) and Wellness

- Morning meetings with daily check-ins between students and teachers
- School-wide weekly advisory sessions based on the 7 habits of Highly Effective People
- Create events to give students opportunities to engage in social distancing activities
- Provide transition support with the School Culture Team to prepare students from in-person instruction to remote
- Provide students with access to additional mental health and trauma supports
- Monthly school assembly based on SEL themes
- At-risk and mandated individual and group counseling services
- In-school counseling referral system allowing students and families who need social-emotional support to receive
- At-risk and mandated individual and group counseling services
- Crisis intervention
- Behavior Intervention Plan
- Restorative circles with School Culture Team

Mental Health Monitoring

During in-class and remote interactions with students, teachers will use this opportunity to assess students' emotional well-being. During September and October, teachers will receive continuous training on identifying behaviors that indicate that students need additional support:

- Excessive crying or irritation in younger children
- Returning to actions that were previously outgrown (such as bedwetting)
- Excessive worry or sadness
- Unhealthy eating or sleeping habits
- Difficulty with attention and concentration
- Avoidance of activities enjoyed in the past
- Unexplained headaches or body pain

Students will be referred to our School Counselors to evaluate for further support; the counselors will communicate with families to determine the best course of action to provide socio-emotional support as necessary for those students. The counselor will also work with the instructional team to provide best practices to support students in crisis.

Mental Health Resources

Imagine Me Leadership Charter School will create a School Wellness Council that will engage in work that will support students, parents, and staff with social-emotional learning. The Council will seek representation from all stakeholders in the school community, including teachers, leadership, counselors, students, and parents. Members will receive training and awareness of mental health issues and best support the school community. These training will focus on, but not be limited to, the following strategies (curated from the [CDC](#), [National Alliance on Mental Illness](#), [Healthychildren.org](#), [Child Mind Institute](#), [World Health Organization](#)):

- Reassuring students that they are safe
- Focusing on the positive

- Sharing coping strategies that have worked for you
- Trying to maintain regular routines
- Limiting exposure to news, coverage, and social media
- Keeping in touch with loved ones
- Regularly communicating with peers and families about concerns

The School Wellness Council will be responsible for curating resources to share with the school community, including:

- Parents and Student Workshops
- [Mindfulness resources](#)
- [Crisis Text Line](#) connects individuals with a Crisis Counselor: Text HOME to 741741 to connect with a Crisis Counselor.
- [Suicide Prevention Lifeline](#) provides free and confidential support for people in distress, prevention, and crisis resources: 1-800-273-8255
- [The Substance Abuse and Mental Health Services Administration](#) is a free, confidential treatment referral and information service for individuals and families facing mental and substance use disorders: 1-800-662-4357
- The [Firstbook Trauma Toolkit](#) will be provided to staff and families to provide an overview of the causes of trauma in students, the impact, and how educators can best support students in responding.
- COVID-related grief: [NYS grief counseling hotline](#) (844-863-9314)
- [NYC Well](#) counseling service (888-692-9355)

Instructional Technology and Connectivity

To support the 21st-century learner, an upgrade in technology will be key to improving our educational program. Implementing remote learning this Spring taught us many lessons. So has the state, which is evidenced by stricter data protection policies. Adherence to these updated guidelines, feedback from parents and staff, and to better support overall instruction, we have devised the following approach towards the implementation of our virtual school infrastructure.

Also, classrooms will be set-up for live instruction to support students who are learning remotely.

Adherence to Data Policy

IMLCS will only use applications that are compliant with state and federal data laws, such as FERPA and COPPA. We will only use applications that have school contracts, thus we are limited to platforms that have admin accounts for user management. We will post all platforms that have access to students' personal data to our school website, along with Parents' Bill of Rights to their child data. We will notify the school community of any data breaches, if they occur, with steps for mitigation.

Streamlining Applications

The list of applications will be minimized to those that serve unique purposes with minimal overlap of application offerings. We will introduce a single sign-on (SSO) application so that the school community doesn't have numerous usernames and platforms to remember and have one central location to access all digital resources.

Unifying Approach towards Hardware

IMLCS will provide devices for every student of the school. Grades Pre-K to 2 will receive iPads that will be programmed with all the platforms that will be necessary for instruction this fall. Grade 3 through 7 will receive Microsoft Surface Go devices. The uniformity in device offerings allows for better monitoring, more agile and flexible program offerings, better security, and a more robust learning environment that will allow for comprehensive online instruction.

Expanding Training Programs

Training offerings for the school community will be greatly increased to accommodate schedules. They will occur evenings and weekends. Online resources will be identified and housed locally for parents to access via the school website and other internal portals. These offerings will include training on platforms the school is using, to how to monitor student activity, to soft technology skills. Our goal is to ensure that all members of our school community are well versed in technology to better support our leaders.

Communicating with Families

In response to the COVID-19 global health crisis, IMLCS developed a virtual school infrastructure, so teaching and learning could continue to be experienced while our school building was closed. A virtual Main Office was set up through our adopted communication platform, Ring Central. Through this application, IMLCS has been able to utilize a central phone number for the school outside of the physical building that could be answered by the same individuals that responded to general phone calls as if the school building was still open. All staff members are currently connected to this platform, so phone calls can be routed to any staff member that as needed. The virtual main office phone number has been circulated to all families and is posted on the school's website.

The Virtual Main Office and other parts of our communication infrastructure have afforded IMLCS to maintain positive and constant parent and student communication since March 2020. Parents can and will continue to communicate with Staff and Teachers by phone, email, remotely through ZOOM, Jupiter Ed, Class dojo, and engage in scheduled on-site appointments with CDC guidelines (masks/social distancing/temperature checks).

Students and parents can interact with School Counselors and Teachers on-site in class with social distancing and remotely through ZOOM for questions and extra help with academia and social-emotional issues.

School Foods

Imagine Me utilizes NYC DOE School Foods for breakfast and lunch for all grades in the school. NYC DOE is making free meals available daily for students participating in 100% and Blended Learning Models. Free meals can be obtained from any DOE school near the student home or from any 400 food hubs across the city.

- Meals can be picked up at all Meal Hubs 7:30 am to 1:30 pm, Monday through Friday
- Meals Hubs will operate for children and families from 7:30 am to 11:30 am, and for adults from 11:30 am to 1:30 pm
 - No one will be turned away at any time
 - All adults and children can pick up multiple meals at one time
 - Vegetarian and halal options available at all sites
- All meals are “Grab and Go”
- Parents and guardians may pick up meals for their children
- No registration or ID required

Testing Sites

Below is a list of few COVID-19 Testing Sites that are near IMLCS. For more information, please visit the link below <https://coronavirus.health.ny.gov/find-test-site-near-you>

Brooklyn Drive Through

Drive-thru



888 Fountian Ave , Brooklyn, NY 11208

(888) 364-3065

Open now: 8AM-5:30PM

- ✓ Appointment Required
- ✓ Screening Required

APPOINTMENT IS REQUIRED. Individuals who would like to be tested must make an appointment by calling NYS COVID-19 Hotline 888-364-3065. NO WALK-INS allowed. All patients must remain in the vehicle.

Source: <https://coronavirus.health.ny.gov/covid-19-testing>

NYC Health + Hospitals/Gotham Health, East New York

Clinic



2094 Pitkin Avenue, Brooklyn, NY 11207

(844) 692-4692

Open now: 9AM-3PM

Free Diagnostic Testing (Third-party Verified)

- ✓ Screening Required

Antibody Testing: Available

Housing Works East New York Health Center

Clinic



2640 Pitkin Avenue, Brooklyn, NY 11208

(718) 277-0386

Open now: 10AM-3PM

Free Diagnostic Testing (Third-party Verified)

- ✓ Appointment Required
- ✓ Physician Order Required
- ✓ Screening Required

Antibody Testing: Available

Please call 718-277-0386 and speak with the Triage Nurse at ext 4079 for an appointment. Walk ins welcome.

AdvantageCare East New York

Clinic



101 Pennsylvania Ave., Brooklyn, NY 11207

(866) 749-2660

Open now: 8AM-6PM

- ✓ Appointment Required
- ✓ Physician Order Required
- ✓ Screening Required

Antibody Testing: Available

Before someone receives a diagnostic or antibody test, they must first complete a clinical screening (virtual or telephonic visit) with an ACPNY provider. Please call 866-749-2660 to schedule this initial appointment. B... [more](#)

Brownsville - Brooklyn

Walk up only



592 Rockaway Ave, Brooklyn, NY 11212

(888) 364-3065

Open now: 9AM-12PM, 1PM-4PM

- ✓ Appointment Required
- ✓ Screening Required
- ✓ Restrictions Apply

APPOINTMENT IS REQUIRED. Individuals who would like to be tested must make an appointment by calling NYS COVID-19 Hotline 888-364-3065. NO WALK-INS allowed.

HealthCare Choices - East New York

CHC Walk Up



179 Jamaica Avenue, Brooklyn, NY 11207

(929) 267-5354

Open now: 9:30AM-6PM

Free Diagnostic Testing (Third-party Verified)

- ✓ Appointment Required
- ✓ Physician Order Required
- ✓ Restrictions Apply

Attendance Policy for Remote and Blended Instruction

As we transition to a program model that includes remote, in-person, and blended (hybrid) learning, attendance is critical. Attendance ensures regular contact with students and families, supports students' emotional well being, and ensures participation and academic achievement. All student attendance will be recorded in ATS and monitored according to the school's already established protocol, which includes daily phone calls for absent students and referrals of students who might need social-emotional support. For students learning remote attendance will be taken:

- Participation in Zoom
- Submitting work/assessments online
- Phone calls home by the teacher, grade advisor or office staff
- Other digital means of communication

The IMLCS Student Handbook details the school's attendance policy for students as it relates to on-site attendance.

Fire and Safety Drills

We will conduct staggered safety drills according to NYSED requirements, including fire drills and lockdown drills. During emergency drills, students will maintain social distancing, and all classrooms will not participate in any emergency drills simultaneously. Students instructed that in case of an actual emergency, exiting the building will priority over social distancing.

Students Transportation

Imagine Me Leadership Charter School will continue to rely on the New York City Department of Education (NYCDOE) Pupil Transportation to provide transportation to IMLCS for all students who qualify. IMLCS will also rely on NYCDOE to ensure that school bus companies and their personnel follow all appropriate guidelines for health and safety, as recommended by the New York City Department of Health (NYCDOHMH).

Certification, Incidental Teaching, and Substitute Teaching

Pursuant to Education Law 3001, individuals employed to teach in New York State public schools must hold a valid certificate. School districts, BOCES, and charter schools can review the SIRS 329 Staff Certifications report, which is available in Cognos for authorized users, to ensure that teachers hold the appropriate certificates for their teaching assignments. This report is refreshed weekly and lists all valid certificates for all staff identified in the school district, BOCES, or charter school Staff Snapshot. IMLCS continues to update and maintain all teacher certification information in TAA, BOCES, and SIRS

- IMLCS continues to work with teachers in the process of their certification to ensure completion. IMLCS is currently within the permitted allotment of non-certified teaching staff.
- IMLCS uses the services of Tempositions for certified substitute teachers and will ensure all substitute staff follows our protocols for social distancing and safety while on site.