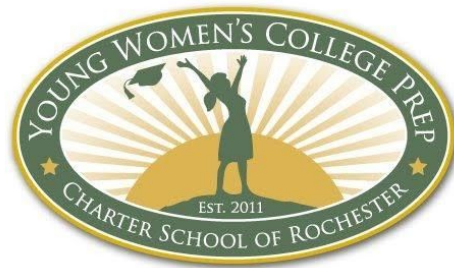


YOUNG WOMEN'S COLLEGE PREP COVID - 19 REOPENING PLAN

2020-2021 SCHOOL YEAR



DRAFT AS OF JULY 31, 2020

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Capacity Assessment

The top priority during the planning process was to maintain the health and safety of the entire school community. The development of the plan considered the number of students and staff allowed to return in person. The following factors were considered by School Administration to determine the resumption of in-person instruction:

1. Ability to maintain appropriate social distance
2. PPE and cloth face mask availability
3. Availability of safe transportation

The District, in partnership with Monroe County and the health department, considered local hospital capacity. Capacity of the local hospital was not considered a barrier in the operations reopening plan.

Hybrid Learning Model

The New York State Education Department and New York State Department of Health released guidelines to help school districts as they plan to reopen. These guidance documents outline strict health and safety mandatory requirements that districts must follow in order to reopen schools safely. After reviewing the guidance documents thoroughly, YWCP has determined that due to 6ft social distancing requirements and uncertainty of the availability of safe transportation, that **we cannot open school for in-person instruction for all students** at this time.

Our plan will be a **Hybrid Learning Model**. This means that we will have both remote-learning and some in-person instructional opportunities.

In the first phase, we will **begin the 2020-2021 school year with all students engaged fully in remote learning**. As we continue to navigate through the health and safety requirements, we will add in-person instructional opportunities beginning with our most vulnerable students, and continuing to include all cohorts of students.

While we move forward with remote learning **we are entirely focused on developing and supporting parents, students, and teachers in this process**.

Communication

Young Women's College Prep will continue to engage with school stakeholders and community members (e.g., administrators, faculty, staff, students, parents/legal guardians, Board of Trustees, Education Committee, Department of Health, NYSED Charter Office, NY Charter Schools Association) to develop the health and safety reopening plan.

Young Women's College Prep will utilize numerous communication channels to inform parents, students, teachers, administrators, staff and the community regarding procedures and protocols with respect to this COVID-19 pandemic. Our platforms of communication will include, mailings, email, robo calls, text messages, Remind App, and social media outlets. The school website, **www.youngwomenscollegeprep.org**, will be a primary location for important letters, documents, updates, frequently asked questions and general information as we work through this difficult time. Clear and transparent communication is of utmost priority given our focus on safety and well-being for everyone.

Health and Safety

The health and safety of the students, staff, and families at YWCP is our priority. We are following NYSED, CDC, and DOH guidance to provide preventative measures. Regardless of the model of instruction, YWCP will continue to educate and regularly communicate with all stakeholders to ensure the health and safety of all stakeholders.

[INTERIM GUIDANCE FOR IN-PERSON INSTRUCTION AT PRE-K TO GRADE 12 SCHOOLS DURING THE COVID-19 PUBLIC HEALTH EMERGENCY](#)

COVID-19 Safety Coordinator

Kwame Donko-Hanson (Assistant Principal): kdonko-hanson@youngwomenscollegeprep.org

Health Checks

Young Women's College Prep will inform and educate staff, students, and parents about required health checks and screenings.

We will ensure that:

- Prior to coming to school, students and staff will be encouraged to self-assess and self-monitor symptomatology to avoid exposure on campus.
- Any student or staff with a fever of 100 degrees or greater and/or symptoms of possible COVID-19 virus infection **will not be** present in school.
- All students will be temperature checked daily at the designated entries for students before entering the building.
 - There will be assigned staff members at the designated entries taking temperatures each morning.
 - Students will only be allowed to enter the building after having their temperature checked.
 - Any student with a fever of 100 degrees or greater will be isolated until they can be sent home.
- All students will periodically be administered a screening questionnaire upon entry to the school building.
- All staff will be temperature checked daily upon arrival to the school building.
- Staff will complete an online screening questionnaire daily (electronically) before reporting to work. If anyone answers yes to any of these 4 questions, they are to stay home and follow appropriate staff call-in procedures.

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- The screening questionnaire determines whether the individuals have:
 - Knowingly been 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 degrees in the past 14 days.
 - Traveled internationally or from a state with widespread community transmission of COVID-19 per the NYS Travel Advisory in the past 14 days.
- All necessary visitors, guests, contractors, and vendors will be health screened upon arrival to the building. They will sign in with Security and attest to their answers on the questionnaire.

Health Hygiene

Health hygiene will be taught and re-taught at YWCP for our students and staff. YWCP will provide instruction to the school community in hand and respiratory hygiene as well as providing adequate supplies and time to allow for frequent hand hygiene.

We will ensure that:

- Department of Health guidelines for hand and respiratory hygiene will be taught to students and reinforced throughout the day. Signage will be posted throughout the building at entrances, restrooms, classrooms, hallways, offices and cafeteria reinforcing these practices.
 - All students and staff shall wash and/or disinfect their hands upon arrival, and throughout the day or whenever possible/necessary.
 - All students and staff are instructed to cover their mouth and nose with either sleeve or a tissue when coughing or sneezing and dispose of the tissue appropriately.
- Bathrooms will be cleaned periodically throughout the day and a cleaning schedule will be maintained by the custodial staff.
- Students' use will be staggered to accommodate social distancing guidelines.

Social Distancing

Social distancing or physical distancing means keeping a six foot space between yourself and others. YWCP will develop, implement, and enforce social distancing in our school and on school grounds.

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We will ensure that:

- All students and staff will maximize social distancing(6 feet apart) whenever possible.
- When social distancing is not possible, students, staff and visitors must wear acceptable face mask/covering,with the exception of students or staff who are not medically able to tolerate a face covering.
- Masks will be available when needed.
- In-school movement is reduced where possible.
- Student desks will face the same direction.
- Individual student belongings and instructional materials will be kept in designated individualized areas.
- Visual aids will be used to illustrate traffic flow and appropriate spacing to support social distancing.
- 12 feet of distance will be maintained between individuals while participating in activities requiring projecting the voice, playing wind instruments, or aerobic activity. E.g. in the gymnasium.
- Alternative spaces will be utilized within the building to allow for enhanced social distancing during in person instruction.
- Large events or gatherings will be held remotely or will be limited and in accordance with all social distancing guidelines.

Medically Vulnerable/High-Risk Groups

Students and staff who are at an increased risk for complications from COVID-19 are encouraged to consult with their healthcare provider. YWCP will make sure to accommodate the needs of these students in the school community.

We will ensure that:

- Accommodations will be met for the needs of medically vulnerable/high-risk students.
- If parents/guardians choose not to send their student back to school, YWCP will provide remote instruction.

Personal Protective Equipment (PPE)/Face Coverings

YWCP has reviewed the OSHA COVID-19 guidance and will follow all CDC recommendations to protect staff and students from potential exposures. Appropriate PPE will be provided in necessary situations.

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We will ensure that:

- All staff and students MUST wear a face covering when moving around the classroom and the building or within 6 feet of others.
- Face coverings will be available for students and staff who do not have one.
- Licensed healthcare professionals will utilize standard precautions at all times.
- Transmission-based precautions will be used when assessing persons suspected of having COVID-19.
- There will be adequate supplies of PPE for use by school health professionals to assess and care for ill students and staff members.
- Such PPE includes, but is not limited to:
 - face masks (disposable surgical masks)
 - respirators (N95) masks that are fit tested
 - eye protection or face shields
 - gloves
 - disposable gowns
- We will continue to order PPE as demand arises.
- Mask breaks shall occur throughout the day, and particularly when:
 - Individuals can be at least 6 feet apart or 12 feet in certain circumstances of heavy breathing.
 - Individuals are outside and maintaining social distancing.

Management of Ill Persons

Students and staff with symptoms of illness must be sent to the health office to be assessed.

We will ensure that:

- Anyone showing signs or symptoms of COVID-19 will be isolated and assessed by the school nurse. If the school nurse is not available, that person will be sent home to be assessed by their healthcare provider.
- Any staff member or student with a fever of 100 degrees or greater, exhibiting other symptoms of COVID-19 that are not explained by a chronic health condition, and/or with a positive response to the screening questionnaire will be isolated until they can be sent home.
 - The most common symptoms of COVID-19 include:
 - Fever or chills (100 degrees fahrenheit or greater)
 - Cough
 - Shortness of breath or difficulty breathing

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- Fatigue
 - Muscle or body aches
 - Headaches
 - New loss of taste or smell
 - Sore throat
 - Congestion or runny nose
 - Nausea or vomiting
 - Diarrhea
- All staff will be educated to observe students/staff for signs of illness such as: flushed cheeks, rapid or difficulty breathing, fatigue or irritability, frequent use of the bathroom Any students/staff exhibiting any of these symptoms will be seen by the school nurse.
 - Any students/staff who are sick with COVID-19 symptoms, who have recently had close contact with a person with COVID-19, or who have tested positive for COVID-19 will stay at home and notify school officials and follow up with their healthcare provider.
 - Students and staff are required to notify the school when they develop symptoms or if their answers to the questionnaire change at any time during or between school hours.
 - If a student/staff member is suspected of having COVID 19 we will follow the CDC and NYSDOH recommendations as follows:
 - Close off areas used by a sick person and not using these areas until after cleaning and disinfection has occurred.
 - Open outside doors and windows to increase air circulation in the area.
 - Wait at least 24 hours before cleaning and disinfection. If waiting 24 hours is not feasible, wait as long as possible.
 - Clean and disinfect all areas used by the person suspected or confirmed to have COVID-19, such as offices, classrooms, bathrooms, lockers, and common areas.
 - Once the area has been appropriately cleaned and disinfected it can be reopened for use.
 - Individuals without close or proximate contact with the person suspected or confirmed to have COVID-19 can return to the area and resume school activities immediately after cleaning and disinfection.
 - Refer to DOH's "Interim Guidance for Public and Private Employees Returning to Work Following COVID-19 Infection or Exposure" for information on "close and proximate" contacts.
[Interim Guidance for Public and Private Employees Returning to Work Following COVID-19 Infection or Exposure](#)

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- If more than seven days have passed since the person who is suspected or confirmed to have COVID-19 visited or used the facility, additional cleaning and disinfection is not necessary, but routine cleaning and disinfection will continue.

Returning to school

The return to school of students and staff following illness or diagnosis of confirmed cases of COVID-19 or following quarantine due to contact with a confirmed case of COVID-19 will be coordinated with the local health department. We will follow CDC guidance for allowing a student or staff member to return to school after exhibiting symptoms of COVID-19.

www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/guidance-for-childcare.html#ScreenChildren

We will ensure that:

- If person has NOT been diagnosed with COVID-19 by a health care provider, they can return to school:
 - Once there is no fever (without the use of fever reducing medicine) and have felt well for 24 hours.
 - If they have been diagnosed with another condition and have a healthcare provider written note stating that they are clear to return.
 - If a person **has** been diagnosed with COVID-19 by a health care provider, they will not return to school and stay home until:
 - It has been at least 10 days since the first symptoms.
 - It has been at least 3 days since a fever (without the use of fever reducing medicine)
 - It has been at least 3 days since symptoms improved (including coughing and shortness of breath).

Cleaning and Disinfecting

The CDC provided Reopening Guidance for Cleaning and Disinfection is used with specific guidance for schools along with the Cleaning and Disinfection Decision Tool to aid in determining what level of cleaning and/or disinfection is necessary.

[GUIDANCE FOR CLEANING AND DISINFECTING](#)

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We will ensure that:

- All areas of the school will be cleaned daily. Spray bottles with approved cleaning solution and disposable clothes will be available for staff members to utilize.
- School wide cleaning will include handrails, doorknobs, classrooms, restrooms, cafeterias, and offices.
- The frequency of the cleaning and disinfection of each area will be determined relative to usage.
- Logs will be maintained that include the date, time, and scope of cleaning and disinfection in each area.
- Cleaning plans will include considerations regarding the safety of custodial staff and other people.
- The school nurse office will be cleaned after each use and disposable items will be used as much as possible.

Safety Drills

Education Law § 807 requires that schools conduct 8 evacuation and 4 lockdown drills each school year. When planning drills, consideration will be given to how YWCP will modify drill procedures to minimize risk of spreading infection. Conducting drills is an important part of keeping students and staff safe in an emergency, however, steps will be taken to minimize the risk of spreading infection while conducting drills. As such, it is necessary for YWCP to conduct drills in the 2020-21 school year using protocols that are slightly different than established in the school safety plan.

We will ensure that:

- All lockdown and fire drills (emergency drills) will be conducted as required by NYS Education Law § 807 and NYSED guidance while using social distancing and PPE. PPE is required when proper social distancing is not possible.
- When allowed by Education Law § 807, table top drills will be executed.
- Post-conferencing and review of all drills will continue to identify concerns, including concerns related to social distancing and PPE.

Facilities

Physical spaces occupied by students and staff will be configured and maintained in a way that provides the maximum possible protection from spreading the virus.

Physical Footprint/ Utilization of Space: All areas of the building will adhere to guidance.

Classroom Seating:

- Students desks will be 6 feet apart (side by side).
- All students will be facing forward.
- Students must wear a mask at all times when not at their individual workspace.
- Students will not share any materials.
- Small group tables (horseshoe/ kidney) will not be allowed.
- Student spaces will be cleaned daily.

Hallways and Stairwells:

- Social distancing will be in effect in all hallways.
- Staff and students must wear face masks at all times in the hallways.
- Staff and students will move single file in hallways and stairwells and stay to the right-hand side.

Elevator Use:

- Elevators will be used only when absolutely necessary.
- Only two people are allowed on an elevator at a time.
- Students and staff must wear a mask while using the elevator.

Student Belongings:

- Students' personal and instructional belongings will be kept in a personalized designated area.
- Students are allowed to put away or retrieve their belongings one at a time.

Fire and Lock Down Drills:

- Must still be conducted and will plan for social distancing measures.
- All students and staff MUST wear face covering during emergency drills.
- The function, position, and operation of automatically released doors will remain unchanged.

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Plumbing Facilities:

- Students will have access to drinking water. Bottle fillers on drinking fountains will be operational and available, while spouts will be fully covered and unavailable for use.

Ventilation:

- We will maintain adequate, code required ventilation as designed.
- When possible windows will be open to improve ventilation.

Inspections:

- We will comply with and meet all deadlines for the Building Condition Survey or Visual Inspections.

Nutrition

YWCP students will have access to school meals each school day. Students in attendance at school will be served both breakfast and lunch.

Students will have access to grab and go meals in their home district on days when learning remotely. This information will be communicated with families through multiple means in the languages spoken by families.

We will:

- Ensure compliance with Child Nutrition Program requirements and address all applicable health and safety guidelines.
- Include measures to protect students with food allergies, if providing meals in spaces outside the cafeteria.
- Discourage students sharing food and beverages.
- Address all health and safety guidelines; including students maintaining 6 feet social distancing guidelines.
- Put protocols and procedures in place that require cleaning and disinfecting prior to the next group of students arriving for meals, if served in the same common area.

Transportation

The school bus is an extension of the classroom; therefore, many of the recommendations that apply to school buildings (like social distancing and frequent cleaning) will be applied to the school bus, as well. Social distancing, cleaning, and face coverings will be required.

We will:

- Ensure that our 3rd party transportation providers will adhere to all of the mandatory health and safety requirements.

Social-Emotional

We know the COVID-19 pandemic has created different types of traumatic experiences and high levels of stress for many of our staff, students, and families. We know much uncertainty exists in all aspects related to this crisis, including the process of recovery as schools begin resuming activities. Recovery will take time and will be considered in a holistic manner given the scope of processes, people, and places affected by COVID-19. During a crisis such as the COVID-19 pandemic, it is common for everyone to experience increased levels of distress and anxiety, particularly as a result of social isolation. YWCP is prepared and experienced with addressing trauma and in response to grief.



[TIG – The Consortium on Trauma, Illness and Grief in Schools](#)

We will:

- Work to identify students and staff who need crisis counseling or are otherwise exhibiting signs that they are struggling with adjustments after a major trauma.
- Continue to review and update our Comprehensive Developmental School Counseling Plan to reflect remote learning services.
- Continue to utilize our advisory council (B.A.S.E Team and School-Based Planning Team) to inform the Comprehensive Developmental School Counseling Plan.
- Leverage our 15:1 student to adult ratio via Advisory to address mental health, behavioral, and emotional support needs.
- Continue to utilize resources and services within our Student Support Team to address mental health, behavioral, and emotional support needs.
- Our Student Support Team will use other indicators such as attendance and lack of engagement in remote learning as reported by teachers or parents to identify students who might be experiencing mental health issues.
- Continue to support faculty and staff in building connections amongst each other and with students.
- Continue to use Restorative Practices, especially Circle Work related to listening, relationship building, and community/teamwork development.
- Utilize Flex Fridays schedule to build relationships with students, implement team building circles, and provide safe places for social-emotional conversations and check-ins.

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- Utilize our Student Support Team to connect with vulnerable students regularly and provide immediate support to students in need.
- Work to design and plan virtual social-interaction activities and in person team building activities by grade level cohorts.
- Offer remote and in person Family Learning Sessions to develop relationships with families, and guide them in support of their daughter's remote learning.
- Offer professional development to all faculty and staff through our summer learning time and embed professional development throughout the school year.
- Continue to build upon our Social-Emotional learning initiatives, and incorporate the issues we all presently face relative to the impact of Covid-19/school closure and the Anti-Racism/Bias agenda.
- Recognize that Faculty and Staff have many factors and needs relative to their health, roles and responsibilities in the COVID-19 era of education. We will continue to assess their needs through surveys and individual conversations.

School-Schedules

YWCP's priority is to return students to in person instruction in the safest manner possible. Due to strict health and safety mandates, (social distance 6ft, uncertainty/feasibility of safe transportation, facility limitations) **YWCP will utilize a Hybrid Learning Model**. We will have both remote-learning and some in person instructional opportunities. Below you will find an outline of our phased approach for Hybrid Learning.

Phase 1: Planning and Implementation

- Extensive and ongoing review of all Department of Health and NYSED required mandates.
- Establish **communication with all Stakeholders**.
- Develop and implement Health and Safety Protocols; this will allow us to proceed with offering in person instructional opportunities.
- **Ensure every teacher, student, and family are prepared for remote learning**. This will include Chromebook distribution, internet connectivity assurances, and direction and support on the **“what-when-how of remote learning.”**
- Establish shared-decision making committees (YWCP COMMS).
- Connect every student and family with a **YWCP Point Person** to contact for immediate support (15:1 Advisory).
- Identify the highest priority groups for **Cohort 1 of in person instruction**.
- Establish student schedules and expectations for remote-learning.

Phase 2: Launch Full Remote-Learning

- Formally begin course work in the **remote-learning platform. (Pearson Connexus)**
- **Establish routines and rituals** for daily remote learning.
- Monitor student attendance and participation.
- Continue to **support all aspects of teaching and learning**.
- **Utilize data** to identify positive trends and roadblocks to remote learning.
- Adjust plans and support, to meet the needs of all stakeholders.
- Frequent **personal check-ins with families**.
- **Provide social-emotional support** to all stakeholders.
- Collaborate with students and families to design and provide in person instructional opportunities.
- Establish remote opportunities that **encourage social interaction for all students**.
- Clubs and Activities will begin remotely.
- In person instructional opportunities for Cohort 1 will begin.

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- Develop plans for **in person instructional opportunities for Cohorts 2-6.**

Phase 3: Hybrid Learning Model in Motion

- **Monitor and assess** plans in motion.
- Continue regular communication with families, eliciting feedback often.
- Continue **to support all aspects of teaching and learning.**
- Continue to develop and **improve** routines and rituals relative to student monitoring, communication, and support.
- Implement staggered **in person instructional opportunities for Cohorts 2-6.**
- Continue to review all NYSED and Department of Health Guidelines.
- **Engage students** to develop and plan **Grade Level RISE-UP Anti-Racism/Bias** projects.
- Continue to design and plan remote opportunities that encourage social interaction for all students.
- Continue to **think creatively**, while keeping the **“YWCP Way”** at the forefront!

Cohort 1	7th Grade *Sped/ELL *Vulnerable Students
Cohort 2	8th Grade
Cohort 3	9th Grade
Cohort 4	10th Grade
Cohort 5	11th Grade
Cohort 6	12th Grade

Attendance/Absenteeism

School attendance is critical to student success. YWCP actively partners with families to support regular and consistent student attendance.

We will:

- Utilize our Student Information System, PowerSchool, the Learning Management System, Pearson Connexus, along with other data sources to collect and report daily teacher-student engagement or attendance regardless of the model of instruction.
- Communicate and support, to students and families, clear expectations for attendance in each model of instruction.
- Leverage our Advisory program's 15:1 student-teacher ratio and Student Support Team to monitor, collect data, and support regular and consistent student attendance.
- Consistently conduct outreach to families of students who are regularly and chronically absent. Outreach will utilize a variety of means of communication along with the established student-staff relationships so that each student has an "ally" regardless of the model of instruction.
- Per NYSED Guidelines we will report the attendance of:
 - All students in the Student Information Repository System
 - Any student until they exceed compulsory school age, they no longer reside in the district, or have provided documentation that the student has entered another educational program leading to a high school diploma
 - Any student who drops out of school will be kept on the school attendance register until they exceed compulsory school age or move out of the district

Technology and Connectivity

Whether exclusively remote or in person, technology will be an important tool to proceed with the learning process. During the initial COVID closure, faculty and staff learned to use many technological tools to deliver instruction to students. Every student at YWCP has been or will be provided with a Chromebook device. The device will be equipped with all applications necessary for 100% participation in remote learning.

We will:

- Assure all YWCP students have a functioning Chromebook.
- Survey our students/families to determine level of access to high-speed internet access in their home.
- Assure that faculty and staff have a computer, adequate internet access and necessary software.
- Provide ongoing professional development to all staff that focuses on the implementation of Remote-Learning, Pearson Connexus learning management system.
- Provide instruction that is standards-based, engaging, high-quality, and designed with independence and differentiation in mind.
- Ensure data privacy for all students following EdLaw 2D requirements.
- Provide orientation and training for Chromebooks, Google Suite and Pearson Connexus to all students.
- Provide specific attention to orienting new students.
- Provide parent and Family Learning Sessions that focus on training and knowledge of Chromebooks, Google Suite, and Pearson Connexus, in order to provide parents with the ability to support their students.
- Provide ongoing technical support throughout the year regardless of the model of instruction.

Teaching and Learning

YWCP's mission and vision exemplify our commitment to preparing students for graduation and beyond. We support students in their endeavors to achieve excellence in and out of the classroom, helping them to develop the strong voices they will need to be leaders. We believe in educating the whole girl, which encompasses academic achievement, career and college preparation, leadership, and personal and social development. To do this we must have highly qualified staff to provide relevant and rigorous curriculum and instruction.

We will:

- Implement our continuity of learning plan for the 2020-2021 school year which prepares for in-person, remote, and hybrid models of instruction.
- Align all instruction with the outcomes in the New York State Learning Standards.
- Ensure that equity is at the center of all school instructional decisions regardless of the model of instruction.
- Instruction will be accessible for all students including opportunities for routinely scheduled times where students interact and seek feedback and support from teachers.
- Include regular and substantive interaction with an appropriately certified teacher regardless of the model of instruction. Students will have access to teachers in a variety of ways for synchronous learning opportunities as well as to receive feedback and additional support to promote academic progress and mastery.
- Regularly communicate with all stakeholders. This plan will include a clear means for students and families to contact YWCP if they have instructional or technical questions. Instructions will be disseminated in languages based on our families' needs. **Every family will be assigned a point person to contact for immediate support.** Additional means of communication include: email, phone, text, Pearson Connexus, YWCP website, social media, and Remind App.
- Continue to evaluate and assess our curricular needs and choices to ensure they are equitable, culturally responsive, and address possible student learning loss as a result of the 2020 school closure.
- Allow deliberate and significant time to attend to students' social-emotional needs and to adjust to the school situation and model of instruction.
- Use locally designed or determined formative and diagnostic assessments to determine individual student needs, both academic and social-emotional.
- Offer training and support via Family Learning Sessions to provide a better understanding and ease with instructional expectations, programming, and technology.

Special Education/English Language Learners

Students with Disabilities (SWD) and English Language Learners (ELL) face unique challenges with remote learning . As we reopen for the 2020-2021 school year, we will be mindful of the services, programs, and support that our most vulnerable students require to progress both academically and social-emotionally. Providing specialized programming and services and meeting these students' specific academic and social-emotional needs has been identified as a priority in our reopening plan.

Special Education

We will:

- Ensure that SWDs have a free appropriate public education (FAPE) that emphasizes special education and related services to meet their needs, as well as protecting the health and safety of these students.
- Continually provide meaningful parent engagement, in the parent's preferred language and mode of communication, regarding the provision of the student's services.
- Collaborate with the committees on special education (CSE) and program providers to ensure there is an understanding of the provision of services consistent with the recommendations on individualized education programs (IEPs), plans for monitoring and communicating student progress, and commitment to sharing resources.
- Ensure we meet the disability related needs unique to each student including access to accommodations, modifications, supplementary aides, services, and technology as evidenced by but not limited to differentiated instruction and individualized supports.
- Document the programs and services offered and provided to SWDs as well as communicate with parents in their preferred language and mode of communication by:
 - Collecting data and using this for progress monitoring regardless of model of instruction.
 - Following the progress monitoring schedule and frequency as per individual IEPs.
 - Regularly communicating with families about their student's progress.
- Prioritize in person instructional opportunities for our most vulnerable students including SWDs.

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Students with 504s:

We will:

- Ensure that students with a 504 have a free appropriate public education (FAPE) that emphasizes special education and related services to meet their needs, as well as protecting the health and safety of these students.
- Continually provide meaningful parent engagement, in the parent's preferred language and mode of communication, regarding the provision of the student's services.
- Ensure we meet the disability related needs unique to each student including access to accommodations, modifications, supplementary aides, services, and technology as evidenced by but not limited to differentiated instruction and individualized supports.
- Regularly communicate with families about their student's progress through their preferred language and method of communication.
- Prioritize in person instructional opportunities for our most vulnerable students including students with a 504.

English Language Learners

We will:

- Complete the ELL identification process within 30 days of the start of the school year for all students enrolled during the March 2020-August 2020 timeframe and who enroll during the first 20 days of the 2020-2021 school year. After this timeframe, identification of ELLs will be within 10 school days of initial enrollment.
- Provide the required Instructional Units of Study to ELLs as measured by their most recently completed NYSESLAT or NYSITELL.
- Regularly communicate with families about their student's progress through their preferred language and method of communication.
- Prioritize in person instructional opportunities for our most vulnerable students including ELLs.