

## 2025 - 2026 Compass Charter School Safety Plan

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**School Name:** Compass Charter School

**Address:** 300 Adelphi Street  
Brooklyn, NY 11205

**Precinct:** 88 Precinct, Sector D

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### School Contacts

**Main Office:** 718-310-3588

**Brooke Peters, Executive Director:** 347-677-2294

**Nazneen Patel, School Principal:** 908-227-3278

**Sal Casella, Custodian Engineer:** 917-416-2126

**Incident Assessor: Steph Myrie:** [steph@brooklyncompass.org](mailto:steph@brooklyncompass.org)

**Special Need Coordinator: Charlotte Bourgault:** [charlotte@brooklyncompass.org](mailto:charlotte@brooklyncompass.org)

**Assembly Point Coordinator: John Thomas:** [john@brooklyncompass.org](mailto:john@brooklyncompass.org)

**Recorder: Kendall Kincaid:** [kendall@brooklyncompass.org](mailto:kendall@brooklyncompass.org)

**4th Floor Sweeper: Aniysha Richards:** [aniysa@brooklyncompass.org](mailto:aniysa@brooklyncompass.org)

**3rd Floor Sweeper: Hayden Scott:** [haydenscott@brooklyncompass.org](mailto:haydenscott@brooklyncompass.org)

**School Safety:** 1111

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**Office of Safety & Youth Development:** (212) 374-4368

**Office of Pupil Transportation:** (718) 392 - 8855

**Division of School Facilities:** (718) 349 - 5799

**Office of Special Investigations:** (718) 935-3800

**Respect For All (Bullying) Hotline:** (718) 935-2288

**Neighborhood Coordination Officers:**

PO Christopher O'Neill   Christoph.ONEill@nypd.org

PO James Shaw         James.Shaw@nypd.org

**Office of Special Commissioner of Investigations for the New York City School District:** (212) 510-1500

**New York State Central Register (Reporting of Suspected Child Abuse):** (800) 635-1522

### **Building Response Team (BRT)**

The Building Response Team (BRT) should consist of a BRT Leader (Principal from one of the schools on campus) and at least five additional staff who form the building's core emergency response group. The Building Response Team includes the following roles:

|                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|-------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| BRT Leader        | The BRT Leader is responsible for providing direction, leadership and guidance to BRT members during an emergency. At the onset of an incident, s/he activates the necessary BRT roles. The BRT Leader also acts as the communications liaison between the BRT and Principal during an emergency.                                                                                                                                                      |
| Emergency Officer | The Emergency Officer (EO) provides support based on the specific circumstances of each incident. The EO may relay information between BRT members if communication devices are unavailable. In some incidents, the EO may be required to report to the hospital with staff or students. The EO may be assigned to a relocation site prior to staff and student arrival to review the relocation plan with the host school. The EO may also coordinate |

|                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                                             | <p>parent staging areas if required. Based on building size, the BRT Leader may assign more than one Emergency Officer and activate them as needed during an incident.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <p>Incident Assessor (s): To work with the nurse in medical situations and the custodian during facility situations</p>                                                                     | <p>The incident assessor conducts an on-scene initial assessment of the incident or emergency to assess the severity of the situation. S/he fulfills a secondary role by collecting all essential elements of information (EEI) from the scene, relays the information to the BRT Leader, and compares this information to other information gathered by the BRT recorder for the purpose of completing official reports. [EEI includes incident specific information that is documented during an incident, such as names of 911 responders, DOE, and external agency responders.]</p>                                                                                                  |
| <p>Special Needs Coordinator: On a campus with a Living for the Young Family through Education (LYFE) Center and/or District 75 program, an additional SNC is required for each program</p> | <p>The Special Needs Coordinator (SNC) serves as the primary contact when issues with special needs students and staff arise during an emergency. S/he tracks all special needs students and staff during emergencies, collects information on unaccounted for Limited Mobility individuals, and ensures that all special needs students and staff have what they need during incidents that involve an evacuation or sheltering-in. S/he works with the school's Coordinator for Limited Mobility students and staff to ensure that staff members assigned to limited- mobility students are present (daily) and that they keep track of necessary personal equipment and supplies.</p> |
| <p>Assembly Point Coordinator</p>                                                                                                                                                           | <p>The Assembly Point Coordinator monitors and assists with the relocation of staff, teachers, and students to either an internal or immediately external assembly point(s) during an emergency. S/he fulfills a secondary role by collecting information from teachers and other staff on missing students or unaccounted for individuals (including contractors, vendors, substitute staff, or persons who were signed into the building as visitors) for emergency responders.</p>                                                                                                                                                                                                    |

|          |                                                                                                                                                                                                                                                                                             |
|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Recorder | The recorder is responsible for collecting detailed information from the beginning to the end (recovery phase) of an incident. Multiple recorders can be assigned to a BRT and activated in an incident. One recorder may work with the Principal and another may work with the BRT Leader. |
|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Chain of Command

The Chain of Command is a listing of school personnel who, in sequence, are in charge of the school in the absence of the Co-Leaders. Each designated person should be knowledgeable about the Safety Plan and be able to assume a leadership role when necessary.

| Command Position | Name               | Title                           | Phone   |
|------------------|--------------------|---------------------------------|---------|
| First            | Nazneen Patel      | Principal                       | On file |
| Second           | Eric Rench         | Director of Data & Development  | On file |
| Third            | Elizabeth Blumenau | Director of Inclusive Education | On file |

### Lunch Schedule

| Time                                    | Location  | Supervisor  |
|-----------------------------------------|-----------|-------------|
| 12:55 - 2:00 PM<br>*(10:15 - 11:15) WED | Cafeteria | Steph Myrie |

### Recess Schedule

| Time                                    | Location | Supervisor      |
|-----------------------------------------|----------|-----------------|
| 12:55 - 2:00 PM<br>*(10:15 - 11:15) WED | Yard     | Kendall Kincaid |

### Dismissal Schedule

| School                 | Dismissal Time               | Using OPT | Exit               | Staff Assigned                          | Supervisor  |
|------------------------|------------------------------|-----------|--------------------|-----------------------------------------|-------------|
| Compass Charter School | 3:15 PM<br>*(1:45 PM)<br>WED | Yes       | Exit 5 - Cafeteria | Charlotte Bourgault,<br>Aniysa Richards | Steph Myrie |

Late student pick up: Main Office

Supervised by: Steph Myrie

### Additional School Activities

| Activity    | Mon            | Tues           | Wed            | Thurs          | Friday         | Supervisor                     | Special Needs Students |
|-------------|----------------|----------------|----------------|----------------|----------------|--------------------------------|------------------------|
| Lola & Tots | 3:15 - 6:00 PM | 3:15 - 6:00 PM | 1:45 - 6:00 PM | 3:15 - 6:00 PM | 3:15 - 6:00 PM | Jessenia Rios and Natalie Rios | Yes                    |

### Visitor Control Procedures

The Principal (or, in buildings with multiple schools, the Principals' Council / Campus Council) has the overall responsibility and authority to regulate admission of visitors and to oversee their conduct while in the school or on school property. Each principal also has authority to grant or deny a visitor's request to enter the school. Such decisions should be reasonable and consistent with the needs of the school, its safety, and the right of the public to visit the school.

In order to establish a uniform visitor control standard, the following procedures should be implemented in all Department of Education facilities. These procedures are designed to ensure minimum standards to control visitors to school buildings. The School Safety Committee may establish additional procedures beyond those outlined below.

**1. The main entrance must be covered by a Safety Agent or other appropriate staff person from the time the Custodian opens the building until the end of the school day.** The door used as the main entrance to the school may not be locked during times when the building is open. It must remain unlocked and accessible. The NYPD School Safety Division will assign a School Safety Agent (SSA) to the main entrance. When a school's designated SSA is not at that location, the Principal(s) shall designate an appropriate alternate person to be stationed at the main entrance. This person will follow the same visitor control procedures that the SSA must perform.

**2. Signs should be posted at the main entrance informing visitors that they must stop at the desk to sign in and show photo identification.** A visitor entering the building will be requested to provide at least one (1) item of valid photo identification (for example, this may include a driver's license, foreign or US passport, or consulate identification card **(NYC Municipal ID card)**). **Parents who do not have acceptable photo identification shall not be denied access to their children's school. Where acceptable photo identification cannot otherwise be made and there is no other reason to deny access, the principal/designee, who may be the parent coordinator, must be contacted.** The principal/designee will then escort the parent to the office he or she is visiting and following the meeting escort the parent out of the building. The SSA or staff member on duty at the main entrance will record the date, time, visitor's name and visitor's destination in the Log Book. All visitors are required to sign next to the entry made by the SSA or staff person on duty. Log books must be maintained at the site for a period of three years. Posted signs should inform visitors that failing to follow these guidelines may result in their removal from the building. **Please note: signs regarding visitor access must be posted in all covered languages as defined in Chancellor's Regulation A-663.**

**3. Schools must ensure that parents in need of language assistance services are not prevented from reaching the school's administrative offices due to language barriers.** If a parent or visitor does not speak English, the SSA or staff member should try to determine the language the individual is speaking, and then attempt to locate a translator within the building by contacting the main office. If a translator is not present within the building, the SSA or staff member on duty should escort the individual to the main office, where a school representative should contact DOE's Translation and Interpretation Services Unit at 718-752-7373 to request telephone translation.

**4. Every visitor should be given a pass to the general office.** At the general office, visitors will be issued a second pass and/or appropriate instructions, should they be visiting other areas in the building. Before issuing a second pass, general office staff must confirm with the appropriate destination staff member that the visitor is expected.

**5. The SSA or staff person at the main entrance will record the time of departure in the Visitor's Log, parallel to the initial entry for that visitor, and collect all passes issued.**

**6. The SSA or designated staff person should make a periodic check of the Log Book to ensure that no one remains in the building for an extended, unauthorized period of time.** In such instance, it should be verified whether the visitor(s) is/are still in the building. In the event that a visitor remains in the building:

**7. Any school, program, or academy at the site may employ additional procedures (above and beyond but not inconsistent with the procedures defined above) to log visitors into the building.** For example, visitors may be issued color-coded passes to specify locations in the building, or visitors may be escorted by staff or students to their destination. Special visitor log procedures:

**8. Visitors who violate procedures regarding visits to schools, or whose conduct jeopardizes the safety of students/staff, interferes with programs in the school, or damages property are subject to immediate removal from the school by order of the Principal, and may be subject to arrest.**

**9. All staff members must be aware of visitors who do not have appropriate passes for a designated area, or who have no visitor's pass at all. Where feasible, staff should approach such persons and request that they return to the Main Office. Staff should then immediately notify the Principal and the NYPD SSA. of the situation.**

## ***General Response Protocols***

The General Response Protocol (GRP) outlines the initial response to a variety of conditions that may occur inside or outside of a school building that would require the administration to either Evacuate, Shelter-In, or Lockdown the campus. Each protocol has specific staff and student actions that are unique to each response. **In the event that a student or staff member identifies the initial threat, calling 911 and administration is required.**

**Implementation of each GRP Action is performed by all staff, students, and visitors until first responders arrive to provide specific direction to school officials.**

1. **Evacuate** is always initiated by the Fire Alarm or specific directions, and is used to move students and staff from one location to a different location out of the building. This may be used when the hazard is found inside or outside of the building. An evacuation may be conducted by the entire building at the same time, or in a controlled fashion based on the direction of first responders.

2. **Shelter-In** is always initiated with the announcement: "Attention: This is a Shelter-In. Secure the exit doors." and is the protocol used to safe guard students and staff within the building. It is always followed by a specific instruction and is used when the hazard is found outside of the building. The hazard may be environmental or be related to the actions of first responders in the neighborhood. Shelter-In may also include relocation to different rooms within the building.

3. **Lockdown** is initiated with the announcement, "**Attention. We are now in Soft/Hard Lockdown. Take proper action.**" and is the protocol used to secure individual rooms and keep students quiet and in place. Lockdown is used when the hazard is found within the building.

**Soft lockdown implies that there is no identified imminent danger to the sweep teams. Administrative teams, Building Response Teams, and School Safety Agents will mobilize at the designated command post.**

**Hard lockdown implies that imminent danger is known and NO ONE will engage in any building sweep activity. All individuals, including School Safety Agents will take appropriate lockdown action and await the arrival of first responders.**

## **Shelter-In vs. Lockdown**

The differentiation between Shelter-In and Lockdown is a critical element in GRP. A Shelter-In recovers all students from outside the building, secures the building perimeter and locks all outside doors. This would be implemented when there is a threat or hazard outside of the building. Criminal activity, dangerous events in the community, or even a vicious dog on the playground would be examples of a Shelter-In response. While the Shelter-In response encourages greater staff situational awareness, it allows for educational practices to continue with little classroom interruption or distraction. Lockdown is a classroom-based protocol that requires locking the classroom door, turning off the lights and placing students out of sight of any corridor windows. Student action during Lockdown is to remain quiet.

### ***GRP Summary of Staff and Student Response***

**Lockdown (Soft/Hard) –**Soft lockdown implies that there is no identified imminent danger to the sweep teams. Administrative teams, Building Response Teams, and School Safety Agents will mobilize at the designated command post for further direction. Hard lockdown implies that imminent danger is known and **NO ONE** will engage in any building sweep activity. All individuals, including School Safety Agents will take appropriate lockdown action and await the arrival of first responders

**“Attention: We are now in soft/ hard lockdown. Take proper action”**

**(Repeated twice over the PA system) Students are trained to:**

- 1. Move out of sight and maintain silence**

**Teachers are trained to:**

- 1. Check the hallway outside of their classrooms for students, lock classroom doors, and turn the lights off**
- 2. Move away from sight and maintain silence**
- 3. Wait for First Responders to open door or the “All Clear” message “The Lockdown has been lifted” followed by specific directions.**
- 4. Take attendance and account for missing students by contacting main office**



**Evacuate – The fire alarm system is the initial alert for staff and students to initiate an evacuation. However, there may be times when the PA system and specific directions will serve as the alert initiating an evacuation. Announcements will begin with “Attention” and be followed with specific directions. (Repeated twice over the PA system).**

**Students are trained to:**

**1. Leave belongings behind and form a single file line. In cold weather, students should be reminded to take their coats when leaving the classroom. Students in physical education attire WILL NOT return to the locker room. Students without proper outdoor attire will be secured in a warm location as immediately as possible.**

**Teachers are trained to:**

- 1. Grab evacuation folder (with attendance sheet and Assembly cards).**
- 2. Lead students to evacuation location as identified on Fire Drill Posters. ALWAYS LISTEN FOR**

#### **ADDITIONAL DIRECTIONS**

- 3. Take attendance and account for students.**
- 4. Report injuries, problems, or missing students to school staff and first responders using Assembly Card method.**



**Shelter-In – “Attention. This is a shelter-in. Secure the exit doors.” (Repeated twice over the PA system).**

**Students are trained to:**

- 1. Remain inside of building**
- 2. Conduct business as usual**
- 3. Respond to specific staff directions**

**Teachers are trained to:**

- 1. Increase situational awareness**

**2. Conduct business as usual**ALWAYS LISTEN FOR ADDITIONAL DIRECTIONS

**3. The Shelter- In directive will remain in effect until hearing the “All Clear” message “The Shelter- In has been lifted” followed by specific directions.**

**BRT members, floor wardens, and Shelter- In staff will secure all exits and report to specific post assignments**

## Reunification Planning Guide

There may be times when an emergency will require an evacuation and relocation to another building. When this occurs, dismissal procedures must be conducted in a safe and organized fashion by using procedures to account for all students who have been reunified with their families. Advanced planning, through the use of the Reunification Planning Guide, will result in a successful reunification. Various factors must be considered during a relocation which include the number of people being reunited, the available space at the relocation/reunification site, and the appropriate security personnel that may be required. During these emergencies, school officials must work with DOE staff and School Safety Agents who respond to the relocation site to assist.

### Reunification at all relocation sites will require:

- A minimum of four **pre-designated** rooms/ common spaces, or sections of the school yard (external only);
- A command post (established by the **host** building prior to the arrival of staff and students from the **relocation** building);
  - Access to the medical office or an established medical station to facilitate basic first-aid if needed.
  - Families must be informed in advance that identification will be required during the reunification process.

|                                                                                                                                                                                    |                                                                                                                                                                                                           |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1- The Family Staging Area:</b><br>Required staff (based on the size of the room and the number of parents): 1 Family Staging Area Coordinator (reporting to the Assembly Point | <b>2- The Student Staging Area:</b> Required staff: 1 Student Staging Area Coordinator (reporting to the Assembly Point Coordinator), all classroom teachers, 3-5 School Safety Agents, adding additional |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                                                             |                                                                          |
|-----------------------------------------------------------------------------|--------------------------------------------------------------------------|
| Coordinator), 2-4 staff (to collect information), 1-2 School Safety Agents. | agents as necessary based on the number of students in the staging area. |
|-----------------------------------------------------------------------------|--------------------------------------------------------------------------|

- This area must be separated from the student staging area.
- This area must be supervised by staff and School Safety Agents.
- Families must complete **Part 1** of the Student Release Form, prior to being escorted to the Reunion Area.

**Parents must be escorted to the Reunion Area in small manageable groups (i.e. 1 staff member: 5 family members)**

- A family member completes/submits the Student Release Form with **Part 1** completed.
- The student is escorted to be safely reunited with their family, and **Part 4** of Student Release Form completed by staff.

**Family members must sign for students in Part 4 of Student Release Form to take custody of their child.**

- Teachers are required to have their classroom evacuation folder including class rosters, daily attendance, and GRP assembly cards.
- Students will remain with their class until they are reunited with a family member. Students must be escorted to the Reunion Area, restrooms, and medical areas by school staff.
- Classroom teachers must remain with their assigned students until a runner arrives to call for specific students.

**All students who were absent from school must be reported to the Assembly Point Coordinator upon reaching the Student Staging Area.**

- The Counseling Area must be identified upon arrival and used as needed.
- If the Counseling Area is used, components of the school Crisis Plan must be used as appropriate.
- The medical area must be located near the host-school medical office.

|                                                                                                                                                                                                     |                                                                                                                                                                                                                                      |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>3- The Reunion Area:</b> Required staff:<br>1 Reunion Area Coordinator (reporting to the Assembly Point Coordinator), 3-5 staff (to collect information), 4-5 runners, 3-5 School Safety Agents. | <b>4- The Counseling &amp; Medical Areas:</b><br>Required staff: <b>Counseling Area:</b><br>Members of the school crisis team (number of staff to be determined based on need).<br><b>Medical Area:</b> School nurse and health aide |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                                                                                                                                                                                                              |                                                                                                                                                                                                               |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Identification is verified by staff to ensure that the individual is listed on school records. The staff member will complete <b>Part 2</b> of the Student Release Form.</li> </ul> | <ul style="list-style-type: none"> <li>• Clinical staff (counselors, psychologists, etc.) will work with families and students who may need additional support before leaving the relocation site.</li> </ul> |
| <ul style="list-style-type: none"> <li>• The runner (school staff) is given the Student Release Form. When the student is retrieved, <b>Part 3</b> of the Student Release Form is completed by the runner.</li> </ul>        | <ul style="list-style-type: none"> <li>• If necessary, the Counseling Area is where the family will receive information about their child if the child cannot be released to them.</li> </ul>                 |

## Office of Safety and Youth Development (OSYD)

The goal of the Office of Safety and Youth Development (OSYD) is to make every public school in New York City a safe and secure teaching and learning environment for all students and staff. To achieve this goal, the Office of Safety and Youth Development works closely with the New York City Police Department and its School Safety Division as well as with regional support staff, principals and other school personnel.

Central Office of Safety and Youth Development (OSYD) staff, the Borough Safety Directors (BSDs) assigned to each of the five Boroughs and representatives from District 75 and District 79 address safety and security issues in our schools each day, providing information, guidance and support. Safety Administrators make site visits to schools; serve as a resource for principals; work with school safety teams; provide professional development and training to school personnel; and work with parents on issues relating to student safety. The Office of Safety and Youth Development also

conducts comprehensive safety and security assessments of schools on a continuing basis throughout the year to assist schools in implementing best practices that establish and maintain a safe and secure school environment, which is the foundation upon which effective teaching and learning take place.

In addition to its focus on day-to-day safety and security in school buildings and other Department of Education facilities across the city, the Office of Safety and Youth Development provides professional development to build the capacity of teachers and other school personnel to implement prevention and intervention programs that engage students in taking responsibility for and improving their own behavior. Professional development focuses on implementation of comprehensive conflict resolution programs, including peer mediation; programs which reduce and eliminate bullying and other forms of harassment; and instruction and programming that promote respect for multicultural diversity.

All students deserve the opportunity to achieve academic success and to grow and flourish emotionally and socially. Each school must be a safe haven in which students are challenged to meet high standards and are supported in their efforts to do so.

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### **Additional information and resources about school safety**

These sites are valuable sources of school safety information developed with parents in mind. The topics covered on these sites include safety in school, safety in the community, and safety on the Internet. Most of the other sites listed also include links to numerous other recommended school safety sites that may be of interest to parents.

- . [www.schoolsecurity.org/faq/parents.html](http://www.schoolsecurity.org/faq/parents.html) . [www.psparents.net/studentsafety.htm](http://www.psparents.net/studentsafety.htm)
- . [www.keepschoolssafe.org/parents](http://www.keepschoolssafe.org/parents)
- . [www.pta.org](http://www.pta.org)
- . [www.healthinschools.org/](http://www.healthinschools.org/)
- . [www.fema.gov/kids/teacher.htm](http://www.fema.gov/kids/teacher.htm)
- . [www.kn.pacbell.com/wired/nonviolence/parent.htm](http://www.kn.pacbell.com/wired/nonviolence/parent.htm)
- . <http://pmct.org/helpsucceed/safety.html>
- . [www.fldoe.org/](http://www.fldoe.org/)

- . [www.safekids.com/](http://www.safekids.com/)
- . [www.fbi.gov/publications/pguide/pguidee.htm](http://www.fbi.gov/publications/pguide/pguidee.htm)
- . <http://www.nea.org/home/16364.htm>
- . [www.protectkids.com/kidsonline/chapt.7.html](http://www.protectkids.com/kidsonline/chapt.7.html)
- . [www.mcgruff.org/](http://www.mcgruff.org/)
- . [http://www.nasponline.org/resources/crisis\\_safety/neat.aspx](http://www.nasponline.org/resources/crisis_safety/neat.aspx)

## **Remote Learning Plan**

### **Purpose/Overview**

- We will provide supplementary social, emotional and academic supports while school is not in session.
- Remote learning is not meant to replace school-based instruction and we are not expected to provide the same number of instructional minutes of typical school days and weeks.
- We will do the most good and the least harm with the resources available to us at this time while also supporting our own health and safety and that of our own families.

### **Equity**

- Everybody gets what they need is especially important in our new school context
  - This means some children and families will get more time/resources as we provide equitable resources for our students and families.
  - Children with IEPs receive teletherapy (with family consent) for OT, PT, SETSS, counseling, hearing education
  - Children in tier 3 intervention receive virtual instruction from members of the Learning Support Team (with family consent)
  - Children who qualify for ELL services are receiving support from ELL Specialist
  - Children and families who qualify as Economically Disadvantaged (ED) and/or have special circumstances regarding housing/food/childcare insecurity, lack of access to consistent tech use, etc. receive additional supports from the school
    - The DCC team will focus on supports for this subgroup and create a plan for supports for family engagement, access/attendance, and instructional strategies.
- Families and students are expected to do what they can. We will not require completion of all work during this time. We will support families in accessing materials and creating a sustainable plan for their specific context.

### **Attendance**

- There are ways to show that students have engaged each day. Please remember that attendance does not equal completing all assignments. We will record evidence of engagement in the attendance tracker. Please reach out if you are unsure or have questions.
- Beginning in May, a cross section of staff members meets on Mondays for a Weekly Attendance Roll Up meeting where we review attendance documents from the past week, analyze data for trends, and make plans to support specific students and families.

### **Centering Integrated Curriculum**

- The time of remote learning is an opportunity to shift our planning and instruction to focus on our integrated units of study and an integrated curriculum. This work will

support children in providing an authentic and accessible context for remote learning work.

- Teachers will plan collaboratively to provide learning opportunities for students to grapple with content within the integrated units of study and develop literacy and math lessons to support with skill development.
- Curriculum Coordinators created a planning document to support teachers in planning for integrated curriculum and to support in finding connections between content areas.
- Studio teachers will collaborate with specific grade levels to further support integration of the arts and sustainability in authentic and meaningful ways.

### **Skill Labs or Access to Literacy and Math Instruction**

- Teachers provide access to reading, math, and writing work for each school day
  - Teachers will create integrated learning plans with connections between content areas where applicable. That being said, there are some skills that may not connect easily with the integrated units of study. Teachers will also provide access to ongoing literacy and math skills support such as:
    - Reading and Math Work could include the following: i-Ready lessons, Ready workbook lessons, activities to do at home such as games, phonics activities, etc, and/or pre-recorded video minilessons with activities to follow, prerecorded read aloud, and any other creative, authentic academic ideas
    - Writing work could include recorded minilessons, writing prompts, response to reading based on a specific article, passage, read aloud, creative writing provocations, and any other creative, authentic writing ideas.
    - Daily Independent Reading for all grades and classes and adjust the recommended time based on the stamina of your students and their age level.

### **Social Emotional Learning Access**

- All classes are required to host a minimum of one live weekly meeting each week for each class. This could be a morning meeting, closing meeting, or other social-emotional meeting (sing along, share, lunch hang, etc.)
- Please record all live meetings and post on parentsquare or google classroom for later viewing for students/families who are not able to join at the scheduled time and/or students who like to rewatch the meeting at a later time.
- Please check in with other classes to make sure your live meetings are not happening at the same time, especially if you have families with more than one child in the school. Many families are juggling one piece of tech for multiple children. Please also seek feedback from families and students regarding timing of live meetings and do your best to choose a time that works best for all, including teachers.

### **Organization/Timelines For Sharing Remote Learning Plans**

- Please create a timeline and organization plan for sharing daily and weekly plans with families and share the plan with the families in your class so they know when to expect learning plans, meetings, etc.
  - Many families shared that receiving a weekly plan has been helpful and/or receiving plans the evening before has been helpful. This was more common feedback for younger grades as families are trying to plan ahead.
  - We are not asking for all classes to send work on the same schedule. Classes can determine their own schedules. Just make sure families know the schedule.
- Many classes are now using google classroom.
- Parentsquare added a “resource hub” for resources, lessons, and materials. Items placed in the resource hub will not show up on the feed and this cuts down on notifications.

### **Feedback/individual conferences/check ins/small group instruction**

- During remote learning, we will shift our time and resources to provide more feedback, conferences, and individual check ins with students.
- Please schedule a minimum of one individual check in with student and/or family each week or small group learning session
  - Teachers can divide classes in half each teacher checks in individually with each student and/or family each week. Could switch the following week.
  - Check ins could be done via zoom, phone, or email for older kids (like a 5-10 minute chat if on zoom or phone)
  - Include feedback on the work they have done so far and encouragement for future work
    - For example, I noticed you have 4 already lessons in progress. One goal would be to finish one or two of those lessons in the next two days
    - I noticed that you are doing a lot of the math work we’re sharing. One goal would be to work on writing more next week.

### **Community Engagement**

- The following events/engagements will be available to the entire school community.
  - Weekly Community Gathering
  - Virtual FSC events
  - Virtual Author Visits
  - Family workshops (helping families create a sustainable schedule, parenting support, academic support, talking to kids about the pandemic, etc.)
  - Leadership Office Hours

### **For Families Who Want More**

- Additional Resources for Families

- Link:  
<https://docs.google.com/document/d/1c8kkstcEIBHvTA9aFuAJMjtlUWa5xvURHTPv8i8LV0Y/edit>

### **Attendance Procedures**

- Students must engage in (1) piece of curriculum/event in order to receive credit for attendance each day. This can be shown by completing ONE of the following:
  - Sending a video of activities to the teachers
  - Sending photos of activities to teachers
  - Working in iReady, Teachley, Dreambox, Epic, SeeSaw, or Google Classroom
  - Grownup communication w/ teachers about a daily summary of activities ( via text, phone call, email, Zoom, etc.)
  - Student communication w/ teachers about a daily summary of activities/questions about the material (via text, phone call, email, Zoom, etc.)
  - Completing question of the day (if applicable)
  - Participation in Community Gathering
  - Participation in class meetings
  - Participation in related services or counseling
- Evidence of engagement must be sent to teachers by 3 PM each day
- Students that do not show evidence of engagement will be marked “absent” by the teacher in PowerSchool
- Students should be marked absent by 3:00 PM each day
- Operations will send out a daily attendance report by 4 PM each day

### **Engagement Support**

- If teachers notice that a student is not engaging in the curriculum, they should reach out to the family and log their communication with the family in the communication log.. If after reaching out, the teachers still need support, they can reach out to Suzanne via email, and a member of the SST will follow up with the family to help provide support.

### **Family Communication**

- All family communication should be logged in Branching Minds

### **Technology Needs**

- All families are being offered a chromebook. If families need a new or replacement device, they should reach out to Eric and Charlotte via ParentSquare

### **Technology Support**

- If staff or families are having technological issues with learning platforms or their devices, they should submit a ticket using a Google Form that will be shared.