



222 West 134<sup>th</sup> Street  
New York, New York

Meghann Persenaire, Principal

## 2020 – 2021 Plan for Reopening ...as of January 4, 2021

### Overview

#### Hybrid Model *with* Plan for Distance Learning

##### Preparation

To prepare these plans, we engaged with school stakeholders and community members. Specifically, we engaged with faculty and staff during our year-end feedback circles, and we engaged with parents and scholars during the summer via the weekly parent communication and phone calls with both new and returning families.

##### Fall of 2020

We will “prioritize efforts to return all students to in-person instruction at this time.” However, for the health and safety of our school community, we have developed a hybrid model for in-person instruction that is the safest and healthiest option we can follow under the circumstances.

Later in this document, we will articulate our plan for both our hybrid model *and* our plan for distance learning, ensuring that we are able to quickly and seamlessly transition to full distance learning if guidance changes *or* if a member of a cohort tests positive for COVID-19 and it is deemed necessary after consultation with the Department of Health.

### Parent Choice

**St HOPE Parents: You have a choice, and we will respect and honor your choice.**

##### Parent Choice

At this time, parents are facing an impossible decision. They are faced with weighing the mental health of their child and lost benefits of not being with their peers, teachers and school community against the physical health of their child and whether or not it is safe for their child to travel to and from school and participate in school, even in a hybrid model.

When teachers, parents, and scholars are asked about St HOPE, the word “family” is often mentioned. As teachers, we take seriously our role as parental figures *and* teachers by day. St HOPE Family, you have a choice. We ask you to review the health and safety measures we will take and ask yourself if you feel safe sending your child to school in a hybrid model. If you do not, we will respect and honor your choice, and we will provide full remote learning and accompanying resources to your child. Similarly, if your scholar is at high risk or lives with a person who is at high risk, we will provide full remote learning and accompanying resources.

If you choose the **hybrid model** and, later, feel it is not safe, you can choose to transition to full distance learning. If you choose **distance learning** but later want to choose the hybrid model, you can only do so on the dates below.

If you choose full **distance learning**, we thank you in advance for partnering with us, your school community, in ensuring your scholar participates fully in our distance learning program.

We are asking families to finalize their choice by **4 weeks prior to the end of each academic quarter**.

### Calendar

#### August and September



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### **August**

- Week of August 17<sup>th</sup>: Laptops will be distributed to 6<sup>th</sup> grade scholars.
- Week of August 24<sup>th</sup>: Laptops will be updated and/or distributed to 7<sup>th</sup> and 8<sup>th</sup> grade scholars.
- August 26: Full Distance Learning for 6<sup>th</sup> Grade focused on New Student Orientation
- Week of August 31<sup>st</sup>: Full Distance Learning for 6<sup>th</sup> – 8<sup>th</sup> Grade focused on Returning Student Orientation

### **September – January**

- Month of September through January 19<sup>th</sup> : Fully Remote Learning for 6<sup>th</sup> – 8<sup>th</sup> Grade

### **January**

- January 19<sup>th</sup>: “Learning Centers” begin.

### **February**

- February 23<sup>rd</sup>: “In-Person Learning” begins for scholars who selected “In Person Learning” on their Quarter 2 “Learning Format Survey.”

## **Hybrid Model Schedule with Scholar Cohorts**

We will “prioritize efforts to return all students to in-person instruction at this time.” However, for the health and safety of our school community, we have developed a hybrid model for in-person instruction that is the safest and healthiest option we can follow under the circumstances.

### **Blue and Silver Cohorts**

If necessary and based on the number of scholars who select in-person learning, our school community will be divided into two cohorts, a “Blue” and “Silver” cohort. During a “Blue Week,” that cohort will be onsite from Monday – Thursday while the other cohort is offsite and engaged in distance learning. Similarly, during a “Silver Week,” that cohort will be onsite from Monday – Thursday while the other cohort is offsite and engaged in distance learning. On Fridays, our entire school community will be offsite and engaged in distance learning.

Family members will be assigned to the same cohort. We will also accommodate, to the greatest extent possible, special requests for non-family members who travel to school together. Families may then re-evaluate their choice 4 weeks before the end of each academic quarter.

Cohorts will remain static. In other words, staff members will either be on a “Blue” or “Silver” cohort. Similarly, scholars will remain on a “Blue” or “Silver” cohort. Cohorts will be re-evaluated and, possibly, adjusted after parents evaluate their choice on the dates previously set. Classes, or pods, within the “Blue” and “Silver” cohorts will also remain static.

If, based on the number of scholars who select in-person learning, one cohort is necessary and social distancing to the largest extent possible can be maintained, then there will only be one cohort that meets Monday – Thursday.

### **Class Size Within Blue and Silver Cohorts**

Classes, or pods, within each cohort will not exceed 14 persons to ensure that desks can remain 6 feet apart at all times. The maximum number of scholars per classroom will be based on a square footage assessment of each classroom. In other words, in classrooms that allow 14 desks and the teacher to remain 6 feet apart at all times, then the limit for that class, or pod, will be 14 persons. Classes and cohorts will remain fixed, classes will remain in one classroom, and teachers will transition between classrooms, maintaining appropriate social distancing at all times.

## **Hybrid Model Health & Safety Measures**

### **Daily Screenings and Temperature Checks**

### Staff

- Upon arrival, the temperature of staff members will be checked at random by a member of Leadership Team. Staff members with a body temperature at or below 100.0 F will be permitted to enter the building.
- Upon arrival, a member of leadership team will ensure each staff member has an adequate face covering. If not, one will be provided.
- Faculty and staff will be required to complete a daily screening questionnaire prior to arriving at school.
- Staff will be reminded to observe for signs of illness that require staying home from school.

### Scholars

- Upon arrival, each scholar's temperature will be checked by a member of the Operations Team. Scholars with a body temperature at or below 100.0 F will be permitted to enter the building. If a scholar has a body temperature above 100.0, they will be escorted to one of the isolation rooms until they can be picked up from school.
- Upon arrival, a member of the operations team will ensure each scholar has an adequate face covering. If not, one will be provided.
- Scholars' families will be asked to complete a screening questionnaire prior to arrival each morning.
- Scholars' families, through our various modes of communication, will be reminded to observe for signs of illness in their child that require staying home from school.
- If a scholar arrives at school with a body temperature above 100.0 and/or is experiencing symptoms of COVID-19, the scholar may be required to remain at home in isolation for 10 days but may also transition to full distance learning during that time of isolation.

### Cases at School

- If a scholar or teacher is feeling sick, they are required to stay home and, if their symptoms are consistent with COVID-19, are asked to get tested. If a scholar begins experiencing symptoms in school, they will be isolated and monitored by a dedicated staff member until they are picked up by their family. Staff members who become symptomatic at school are asked to immediately leave the building.
- Whether symptoms begin at home or in school, there will be a clear flow of information to facilitate fast action and prevent spread. A positive confirmed case will trigger an investigation by NYC Test + Trace and DOHMH to determine close contacts within the school. We will communicate to all families and scholars at school once a case is laboratory confirmed.
- St HOPE will work in tight coordination with DOHMH and the Test + Trace Corps to identify, isolate, and prevent spread of COVID-19. In the event that there is a laboratory-confirmed case in a school, all scholars and teachers in that class are assumed close contacts and will be instructed to self-quarantine for 10 days since their last exposure to that case.
- Additionally, the DOHMH and Test + Trace Corps will begin an investigation into the risk of exposure to the school community and work with us to issue clear guidance and decisions for next steps based on the outcome.
- These protocols center the health of our scholars and staff at the very core of this school year, while pursuing the resumption of in-person learning and educational services. We will continue to closely monitor health conditions, and if community transmission begins to rise across boroughs, a decision may be made to close our school and switch to full-time remote learning. If the NYC DOE closes all school buildings, then we will also have to close and switch to full-time remote learning.

### Arrival and Dismissal



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All scholars, faculty and staff will enter and exit using the St HOPE entrance/exit (Stairwell B of the PS92 school building) to ensure proper social distancing and daily temperature checks. The designated area for student drop-off and pick-up is on 134<sup>th</sup> St. between 7<sup>th</sup> and 8<sup>th</sup>, at the gate next to the St HOPE banner. Scholars who arrive before 7:45 a.m. will line up along the fence with their face covering on while maintaining an appropriate social distance.

The window for arrival will be 45 minutes, with staggered arrival times, to facilitate social distancing. Upon arrival, both scholars and staff will be provided with hand sanitizer, complete a brief health screening (scholars) by a member of our Operations Team, and have a daily temperature screening. The results will be logged as "Pass" or "Fail."

Furthermore, the window for dismissal will be 20 minutes instead of 10 minutes to ensure proper social distancing. The timeframe for dismissal will be less because daily temperature checks will not be required. Parents waiting for their children at dismissal will be encouraged to stand 6 feet apart along 134<sup>th</sup> Street, between 7<sup>th</sup> and 8<sup>th</sup> Avenues, with markers along the sidewalk.

## Daily Greeting

### Introducing: The St HOPE High Five

Gone are the days of "The St HOPE Fist Bump." During the 2020-2021 school year, we will introduce the contact-free "St HOPE High Five."

## Visitors

Visitors will not be permitted in the school building without prior notice. If a parent or guardian needs to meet with a teacher or administrator, they will be encouraged to meet virtually. If a virtual meeting is impossible, the parent or guardian will be required to make an appointment, and a log tracking all visitors will be maintained, including but not limited to parents or guardians, delivery persons, etc. The visitor will be required to complete a screening questionnaire and their temperature will be checked upon arrival.

If a parent or guardian has to pick up a scholar early, they must notify the main office in advance, call the main office (212-283-1204) upon arrival, and wait at the front entrance on 134<sup>th</sup> St. until a person in the main office can walk their child to the front entrance, all while remaining at least 6 feet from other persons waiting for their children.

## Hygiene, Cleaning, and Disinfection

Leading up to and on the first day of in-person learning, teachers will train all scholars on proper hand and respiratory hygiene, proper face covering wearing, and social distancing. In addition, classrooms will be equipped with hand sanitizer and disinfecting wipes with routines for regular scholar and teacher-facilitated cleaning and disinfecting of desks, chairs, door handles, and supplies.

### *Respiratory Hygiene*

Since the COVID-19 virus spreads from person to person in droplets produced by coughs or sneezes, scholars and staff will be taught to cover their mouths or noses with a tissue. Scholars and staff will also be taught to cough or sneeze inside their elbow if a tissue is not immediately available.

As a charter school in a co-located NYCDOE school building, we will rely on NYCDOE custodial engineers and follow directions from NYC Division of School Facilities (DSF) to ensure that ongoing cleaning and disinfection of all classrooms, shared spaces, and outdoor facilities meets standards as prescribed by the NYCDOH and CDC.



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## Closure with Full Distance Learning

If any individual within school facilities or on school grounds tests positive for COVID-19, the state and local health department will be notified immediately. Confidentiality will be maintained as required by federal and state law and regulations. For the affected class and, if necessary, cohort, we may immediately transition to fully remote learning for the recommended period of time, as directed by state and local health officials.

St HOPE Leadership Academy Charter School will follow all metrics as set by NYCDOH if cases in NYC are increasing beyond an appropriate level and modify in-person instruction as necessary.

## Regular Testing, Contact Tracing and Return to School

### Regular Testing

St HOPE Leadership Academy partnered with BioReference Laboratories and will provide weekly onsite COVID-19 testing for all scholars and staff members participating in in-person learning.

### Contact Tracing

- If a scholar or teacher is feeling sick, they are required to stay home and, if their symptoms are consistent with COVID-19, are asked to get tested. If a scholar begins experiencing symptoms in school, they will be isolated and monitored by a dedicated staff member until they are picked up by their family. Staff members who become symptomatic at school are asked to immediately leave the building.
- Whether symptoms begin at home or in school, there will be a clear flow of information to facilitate fast action and prevent spread. A positive confirmed case will trigger an investigation by NYC Test + Trace and DOHMH to determine close contacts within the school. We will communicate to all families and scholars at school once a case is laboratory confirmed.
- St HOPE will work in tight coordination with DOHMH and the Test + Trace Corps to identify, isolate, and prevent spread of COVID-19. In the event that there is a laboratory-confirmed case in a school, all scholars and teachers in that class are assumed close contacts and will be instructed to self-quarantine for 10 days since their last exposure to that case.
- Additionally, the DOHMH and Test + Trace Corps will begin an investigation into the risk of exposure to the school community and work with us to issue clear guidance and decisions for next steps based on the outcome.

These protocols center the health of our scholars and staff at the very core of this school year, while pursuing the resumption of in-person learning and educational services. We will continue to closely monitor health conditions, and if community transmission begins to rise across boroughs, a decision may be made to close our school and switch to full-time remote learning. If the NYC DOE closes all school buildings, then we will also have to close and switch to full-time remote learning.

St HOPE will follow CDC and DOE guidance for allowing a scholar or staff member to return to school after exhibiting symptoms of COVID-19 or a confirmed COVID-19 case. In all cases, this assumes that the scholar has had no known contact with a positive case.

**If a scholar or staff member tests positive for COVID-19, they can return to school when:**

- It has been at least 10 days since their symptoms started AND
- The person has been symptom and fever free for 24 hours without the use of medication.
- If the person tested positive for COVID-19 but never had symptoms, they can return 10 days after the date they were tested.
- The student should continue to participate in remote learning, if feeling well enough.

**If a scholar or staff member has symptoms of COVID-19, they can return to school when:**

- It has been at least 10 days since their symptoms started AND
- The person has been symptom and fever free for 24 hours and without the use of medication

**OR**

- They have a lab-confirmed negative COVID-19 diagnostic test (not an antibody test) and have been fever-free for 24 hours. The negative test must be from a saliva sample or nose or throat swab and must be a lab-confirmed diagnostic test. An antigen diagnostic test or blood antibody test is not acceptable for this purpose.

The scholar or staff member should continue to participate in remote learning, if feeling well enough.

St HOPE Leadership Academy Charter School will cooperate with NYC's Test + Trace Corp. program and any other mandates required by the NYCDOH. In addition, we will assist public health departments by:

- Keeping accurate attendance records of scholars and staff members;
- Ensuring scholar schedules are up to date; and
- Keeping a log of any visitors which includes date, time and where in the school they visited.

### **Faculty and Staff Meetings**

For the duration of our hybrid model or, if applicable, full distance learning, all faculty and staff meetings will occur virtually.

### **Containment**

If a scholar or a staff member is symptomatic upon arrival or develops symptoms during the school day they will be sent to one of our isolation rooms until pick-up can be arranged (scholar) or they may be sent home (staff member). While waiting for parent pick-up, the scholar will be supervised by an adult wearing PPE, and the adult will remain more than 6 feet from the scholar. The person who presented symptoms upon arrival or developed symptoms during the school day must follow the protocols outlined in Daily Screenings and Temperature Checks section, above.

As a charter school, we will consult with our assigned NYCDOH nurse to determine which staff and scholars presenting symptoms should be referred for COVID-19 tests. COVID-19 testing is available across New York City and unless determined otherwise by NYCDOH, scholars and staff will continue to use their own doctors or clinics/hospitals of their choice.

For scholars, they may participate in our distance learning program while in isolation. For teachers, in coordination with their direct supervisor, they may facilitate distance learning while in isolation.

### **Prevention Is Key**



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Signage will be placed throughout the school building noting the symptoms of COVID-19. In addition, during New and Returning Student Orientation and Ramp Up, the bullets below will be explicitly taught. Scholars and staff experiencing COVID-19 symptoms will be asked to remain home and be referred to the nearest testing center. In addition, signage will remind individuals to:

- Stay home if they feel sick.
- Cover their nose and mouth with an acceptable face covering.
- Properly store and, when necessary, discard PPE.
- Adhere to social distancing instructions.
- Report symptoms of, or exposure to, COVID-19, and how they should do so.
- Follow hand hygiene, cleaning and disinfection guidelines.
- Follow respiratory hygiene and cough etiquette.

## Face Coverings

### The St HOPE Face Covering

Each scholar and staff member will be given two machine washable St HOPE face coverings. In addition, we have disposable face coverings if a scholar or staff member forgets their face covering. Acceptable face coverings include but are not limited to cloth-based face coverings and surgical masks that cover both the mouth and nose. Scholars will be allowed to lower their face masks during meal times as long as they maintain appropriate social distance. Scholars are encouraged to clean (cloth) or replace (disposable) face coverings after use and cannot share them.

*Face coverings must be worn for the duration of the school day. If a scholar cannot wear a mask for physical or mental health reasons, reasons documented by a medical professional, they may be permitted to enter and we will ensure adequate social distancing. Similarly, if a scholar, for physical or mental health reasons, needs to take a mask break, a break will be allowed as long as they maintain adequate social distance.*

## Meals and Water

For scholars who are participating in our hybrid model, meals will be brought to scholars' classrooms and scholars will be permitted to remove their face covering during meals and for short breaks so long as they maintain appropriate social distance. For scholars with documented food allergies, they will be permitted to eat their lunch in a separate classroom not being used as an isolation room. Scholars will be given hand sanitizer before and after their meal, and sharing of food will be prohibited. Meals will also be available for scholars who are participating in remote learning.

As a charter school, we will rely on NYCDOE SchoolFood to ensure that service personnel follow all appropriate guidelines for safety as recommended by the NYCDOH. The school will train school staff as needed to reinforce the protocols adapted by food service and custodial personnel to ensure healthy, safe meals and the least disruption to the instructional day.

All scholars will be given a St HOPE water bottle and will be asked to bring it to school already filled with water but, should the scholar forget, it will be filled with water during homeroom in the morning.

## Ventilation and Air Purifiers

To the greatest extent possible, windows and doors will remain open to increase ventilation. Each classroom is equipped with an air conditioner. Air conditioners will only be used to better circulate outside air.

Medical and hospital-grade air purifiers will be placed in each classroom.



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## Safety Drills

Schools are required to conduct 8 evacuation and 4 lockdown drills each school year. As a school building council, while in a hybrid model, we may consider conducting drills on a “staggered schedule, where classrooms evacuate separately rather than all at once, so that appropriate social distance can be kept between scholars to the evacuation site. Scholars will be instructed that if it was an actual emergency that required evacuation or lockdown, the most imminent concern is to get to safety; maintaining social distancing in an actual emergency that requires evacuation or lockdown may not be possible and should not be the first priority. All scholars on both cohorts will receive instruction and participate in safety drills.

For a safety drill that requires “hiding or sheltering,” scholars will be taught *how* to “hide” or “shelter” but will not actually rehearse it during the drill.

## Extracurriculars

Clubs will not be permitted to meet in-person, but, when applicable, clubs will be encouraged to meet virtually.

As of the date of our plan, interscholastic sports are not permitted.

## Shared Spaces

We share a school building with two schools. While it is unlikely that we will use any of the shared space during hybrid instruction, final decisions on how and when to use the Auditorium, Cafeteria, Gym and Playground will rest with the Building Council.

As a charter school, we will collaborate with our co-located schools through our building council and shared space committee to follow all health and safety protocols as prescribed by the NYCDOE and NYCDOH while maximizing these spaces for instructional purposes.

We will rely on NYCDOE custodial engineers and follow directions from NYC Division of School Facilities (DSF) to ensure that ongoing cleaning and disinfection of all classrooms, shared spaces, and outdoor facilities meets standards as prescribed by the NYCDOH and CDC.

## Technology

All faculty, staff and scholars will be given a laptop to use for the duration of hybrid learning and, if applicable, full distance learning. When we resume traditional teaching and learning, we will transition to a 1-1 computer program through which scholars will keep the laptop they used during distance learning.

Each laptop will be equipped with the various tools we use to prepare our scholars for a college-preparatory high school including but not limited to: Achieve3000, Lexia, IXL Science, NWEA MAP, MAP Accelerator for Math, Prodigy, etc.

## Scholar and Teacher Supplies

Scholars and teachers will not share supplies. Each scholar will be given a pouch with pencils, markers, pens, etc. and that pouch will belong to them for the duration of hybrid instruction. Similarly, teachers will have a caddy with supplies that belong to them for the duration of hybrid instruction.

## Social Distancing





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Appropriate social distancing means six feet of space in all directions between individuals. These guidelines will be adhered to at the following times and in the following places:

- Arrival: We will increase our arrival window to 45 minutes and stagger the arrival times for each grade.
- Transition: We will ensure scholars remain at an appropriate social distance when transitioning to their cohort's assigned classroom.
- Classrooms: Desks will be placed six feet apart, and persons will remain six feet apart at all times. In addition, all desks will face the front of the classroom. Teachers' checks for understanding, which might require a scholar and teacher to be less than 6 feet from each other, will be brief. Student-student and student-teacher touch will not be permitted.
- Desks: Desks will be turned to face the same direction rather than facing each other to reduce transmission caused by virus-containing droplets.
- Dismissal: We will increase our dismissal window to 20 minutes and stagger the dismissal times for each grade. Scholars in the same household will be dismissed at the same time.

## St HOPE Leadership Academy: In-Person and Remote Learning Overview

### In-Person and Fully Remote Overview

#### Length of School Day

When a cohort is onsite, scholars will follow the schedule below:

- 7:45 a.m. to 8:30 a.m. will be the arrival window.
- 8:30 a.m. to 12:30 p.m. and 1:30 p.m. to 4 p.m. will be the windows for academic instruction.
- Scholars will have a lunch break from 12:30 to 1 p.m.
- Scholars will have advisory from 1:00 to 1:30 p.m.
- Scholars who are onsite will be dismissed at 3 p.m. to ensure there is sufficient time for classroom cleaning.

#### Instructional Model

Given the unique circumstances of re-opening, our instructional model has to also be flexible while still providing as many of the pieces of our student-centered instructional approach as possible. Students will receive three levels of support across both our hybrid and virtual models. All classes will conduct virtual small groups that have the most student-to-student collaboration and our smallest student-teacher-ratio. Small groups in distance learning will be mandatory for every scholar, but teachers will continue to be flexible around scheduling. Students who opt for hybrid instruction will also have times for collaboration and student-teacher interaction that meets all safety standards. Lastly, all students will receive independent assignments that drive home instruction. As we continue to evaluate the needs of students, we will still implement interventions and individualized plans to support academic needs. A more detailed vision for each subject can be found in the sections below.



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## **In-Person and Fully Remote: Attendance Policy**

### **Attendance**

When a cohort is on or offsite, we will ensure accurate attendance by:

- Register as “Present” on the SHLA Distance Learning Portal.
- In each class, scholars will have a brief “Do Now” through which they will be marked as “present.”
- In each class, the teacher will mark scholars as “Absent” if they are absent during the synchronous class.
- At 10 a.m., our Operations Team will call scholars who have not been marked “present.”
- If a scholar has not been marked “present” or does not engage with classes during the day, their advisor will be the primary point of contact.
- A scholar’s advisor will be their “ally,” someone who is responsible to check in on the scholar every day, whether in-person or remote.
- Attendance will further be measured by assignment completion, participation in daily Zoom meetings, and engagement with classes, as measured by Google Classroom.
- A schoolwide engagement tracker will be maintained to prevent scholars from registering as “Present” but not engaging with their virtual classes.
- Each day at 12 p.m., an initial attendance roster will be emailed to staff. A final attendance roster will be sent the following morning.
- If a scholar is listed as “Absent” but participated in distance learning, the affected teacher will email a member of the Operations Team.
- Attendance will also be recorded in Power School, our school’s SIS.
- If a scholar is chronically absent, daily attempts will be made to contact the family, and each attempt will be documented in Power School. The school will contact ACS if necessary.

## **In-Person and Fully Remote: Building On Our Foundation**

**We will continue to use programs that were already in use, our foundation:**

- Achieve 3000
- Lexia
- MAP Accelerator with Khan Academy
- IXL Science
- Google Classroom
- Castle Learning (Earth Science and US History)
- NewsELA

**In addition, we will continue to use online platforms that were successful in the Spring:**

- Zoom Meetings
- FlipGrid
- TumbleBooks: Teen Cloud
- Prodigy

## **In-Person and Fully Remote: School Culture and Scholars**

**We have programs that have contributed to our strong school culture, which will continue, specifically:**

- Our scholars will continue to participate in an advisory program, with a daily character-centered advisory assignment or activity for scholars in distance learning and a weekly advisory gathering on Fridays.
- Our scholars will continue to meet with their advisor at least two times per week via Zoom meetings. A scholar's advisor will be the scholar and family's primary point of contact.
- Our scholars will continue to participate in Community Building Circles, a part of the restorative continuum and vital part of our school's culture.
- Our Behavior Intervention Specialists will continue to complete wellness checks two times per week. A wellness check can occur offsite or onsite and includes, but is not limited to, access to food, access to our online learning program, and well-being.

**In-Person and Fully Remote: School Culture and Teachers**

**We have adult-centered systems that have contributed to our strong school culture which will continue, specifically:**

- Departments will continue to meet bi-weekly via Zoom.
- Grade teams will meet every Monday afternoon via Zoom.
- Grade team leaders will continue to meet weekly via Zoom.
- Coaches will continue to meet formally, via Zoom, with the teachers they coach once per week.
- Our entire staff will continue to celebrate "Gratitude Hour" one time per week.
- We will continue to follow a Friday afternoon professional development plan.
- We will continue to host "Ramp Up," a weeklong conference in August through which our staff members are introduced to new ideas, share knowledge, collaborate, and prepare for the new year. This will occur virtually.
- We will continue to host "New Teacher Orientation," a 3-day conference in August through which we introduce our new staff members to the mission and vision of St HOPE. This will occur virtually.
- In addition, we will introduce ongoing and optional "Listening Circles" to develop plans of action around literature we have read on topics including, but not limited to anti-racism and culturally responsive pedagogy.

**Distance Learning and Hybrid Model: Leadership Team Roles and Responsibilities**

**In both settings, distance learning and the hybrid model, members of leadership team will continue to:**

- Check-in with members of their team once daily.
- Review their teachers' weekly log and respond to questions and requests for feedback.
- Monitor their teachers' Google Classrooms and ensure scholars receive accurate and timely feedback on their work.
- Observe their teachers' Zoom meetings and FlipGrid videos and provide feedback, as they would in a "bricks and mortar" setting.
- Observe their teachers' onsite classrooms. If not a member of a teacher's cohort, their cooperating partner on Leadership Team will record and send a video from the teacher's onsite class.
- Meet two times per week via Zoom to plan for both distance and hybrid learning models and share examples of exemplar on and offsite teaching and learning, as well as share best practices.

**Ensuring Equity for Scholars with IEPs and ELLs: Distance Learning and Hybrid Model**

### **In-Person Co-Teaching Model:**

- The 2020-2021 instruction for Students with Individualized Education Programs (SWIEPs) will be guided by a goal based on the Blueprint for Improved Results for Students with Disabilities.
- During the duration of Hybrid Instruction, scholars with Individualized Education Programs (IEPs) will be placed in diverse small groups with one teacher (as opposed to two) in order to maintain the school's social distance policy. Co-teachers will still co-plan, differentiate instruction and specially design individualized instruction
- Specially designed instruction includes, but is not limited to: reviewing data regularly to ensure student progress, providing scholars with proper support, and adapting work for student access, which includes, but is not limited to multiple entry points, scaffolds, graphic organizers, and assistive technology.
- Students will be instructed in how to access supports and scaffolds within the classroom (assistive technology, graphic organizers, etc.). These supports will be personalized so that students may access them when they work independently at home.
- Students who receive related services according to the mandates on their IEP will continue to receive them. When appropriate and to the best of the team's ability Counseling, Speech Therapy, Occupational Therapy, and Physical Therapy will be provided in-house. Some services will need to be delivered via teletherapy.
- Students who receive paraprofessional services according to the mandates on their IEP will continue to receive them. As of right now, paraprofessionals are currently capped at working a max of 3 hours a day for Crisis Para mandates (no hours approved for HP mandates without special permission from the DOE). The DOE has expressed that schools will be able to request an extension to these hours and will be releasing a form shortly to be filled out in this event.
- All services will require direct consent from the legal parent/guardian.

### **Remote Learning Co-Teaching Model:**

- The 2020-2021 instruction for Students with Individualized Education Programs (SWIEPs) will be guided by a goal based on the Blueprint for Improved Results for Students with Disabilities.
- During the duration of Remote Instruction, scholars who are SWIEPs will be placed in diverse small groups in order to maintain the school's social distance policy. Co-teachers will still co-plan, differentiate instruction and specially design individualized instruction.
- Related services will be provided via teletherapy.
- All services will require direct consent from the legal parent/guardian.
- When possible, scholars are expected to attend live instructional sessions via Zoom.
- Students may also be assigned additional office hours as a part of an individualized plan to decrease the size of virtual student grouping and increase access to the instructor.
- All scholars who have IEPs will have a remote learning plan that will allow the scholar, family and teacher to have quick access to the plan of support.

### **Hybrid Learning ENL Instruction:**

- During the duration of Hybrid Instruction, scholars who are classified as English Language Learners (ELLs) will be placed in diverse small groups to maintain the school's social distance policy.
- The ENL teacher will still co-plan, differentiate instruction and specially design individualized instruction for scholars.
- Scholars who are classified as ELLs will be assigned the same cohort as the ENL instructor. This is to ensure that, when possible and to the best of the school's ability, they will receive direct instruction in the areas of listening, speaking, reading and writing.

### **Remote Learning ENL Instruction:**

- During the duration of Remote Instruction, scholars who are classified as English Language Learners (ELLs) will be placed in diverse small groups to maintain the school's social distance policy.
- The ENL teacher will still co-plan, differentiate instruction and specially design individualized instruction for scholars.
- When possible, scholars are expected to attend live instructional sessions via Zoom.
- When possible, the ENL teacher will be virtually present during these meetings and support scholar's access to learning targets. This is to ensure that, when possible and to the best of the school's ability, they will receive direct instruction in the areas of listening, speaking, reading and writing.
- All scholars who are classified as ELLs will have a remote learning plan that will allow the scholar, family and teacher to have quick access to the plan of support.

### **Distance Learning *and* Hybrid Model: Evaluating Scholar Work**

#### **In addition to collecting and archiving examples of scholar work and providing daily feedback:**

- Teachers will continue to evaluate scholars via learning targets and levels of mastery.
- Learning Targets and Levels of Mastery will be posted in teachers' onsite classrooms *AND* teachers' Google classrooms. Teachers' direct supervisors will evaluate this requirement daily.
- Teachers will continue to record levels of master and habits of mind in Jump Rope, our online standards-based grading platform.
- Advisors will continue to email scholars and parents their weekly progress reports.
- We will follow our academic calendar and, while following an alternating distance learning and hybrid model, will email report cards at the end of each quarter.
- At the designated times in the academic calendar, we will schedule virtual parent-teacher conferences.

### **Ensuring Equity in Distance Learning: Technology and Internet Access**

#### **All scholars:**

- Will be given a school-issued laptop, with each laptop being equipped with our commonly used applications.
- Will confirm that they have access to the Internet. In rare cases when scholars do not have access, the school will provide the family with a Hotspot or WAP.

#### **We will continue to use a central "SHLA Distance Learning Portal" for the entire school, which includes:**

- A link for daily attendance for scholars participating in distance learning.
- A link for our daily advisory program.
- A link for our daily mindfulness practice.
- A link to resources for our SpEd and ELL scholars.
- Daily time suggestions per subject for each grade.
- A link to each grade's Google classrooms.

### **Distance Learning: NWEA MAP Assessment in ELA and Math**



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Meghann Persenaire, Principal

**In the Fall and Winter, we will assess our scholars' baseline and midline performance in ELA and Math via the NWEA MAP Assessment.**

- For scholars participating in the hybrid model, these assessments will occur onsite. For scholars participating in distance learning, these assessments will occur offsite.
- The Leadership Team will attend webinars suggesting practices for administering these assessments virtually.
- Teachers and members of Leadership Team will analyze baseline results to prepare an individualized plan for each scholar that prepares them for a college-preparatory high school, according to our school's mission.
- Teachers and members of Leadership Team will analyze midline results to both evaluate the effectiveness of our hybrid and distance learning models and also make pedagogical adjustments according to scholars' progress and areas for growth.

## St HOPE Leadership Academy: Academic Visions by Department

### Hybrid Overview for ELA

Scholars will engage with a whole class novel. The reading of this novel will be driven by Common Core Fiction and Non-Fiction standards. The whole class novel will be accessed in the following ways:

- E-Book
- PDF (can be accessed online and can also be printed for scholars)
- Audio
- Book

Writing instruction will be tied to a common rubric (RACECE format). Scholars will have the opportunity to revise all writing assessments. Teachers will use modeling and exemplars to coach scholars through content and skills. Scholars will engage in peer feedback and revision while working towards mastery of grade-level standards through an authentic assessment. 6th grade scholars will also engage in Achieve3000 while in the building.

### Distance Learning Overview for ELA

Scholars who are at home will engage with their peers and teachers throughout the week as they read the whole class novel and work towards mastery of grade-level standards. Teachers will use modeling and exemplars to coach scholars through content and skills. Scholars will access the whole class novel / connected assessments through Google Classroom, and the whole class novel will be accessed in the following ways:

- E-Book
- PDF (can be accessed online and can also be printed for scholars)
- Audio
- Book

Teachers will be available for office hours several times a week to support scholars in reading the class novel and completing the academic work.

Writing instruction will be tied to a common rubric (RACECE format). Scholars will have the opportunity to revise all writing assessments. Scholars will engage in peer feedback and revision while working towards mastery of grade-level standards through an authentic assessment. Scholars will complete NY Ready assignments, which will be available on Google Classroom. Scholars will be able to collaborate on the practice portion, but will complete independent practice on their own.

### Hybrid Overview for Math



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Meghann Persenaire, Principal

**The Math Department will follow a small group model in both Hybrid Learning and Distance Learning.** Scholars will be placed in small groups for the block of time dedicated to grade-level standards and during the block of time dedicated to their “ready to learn” standards. In a “bricks and mortar” setting, scholars have one period of instruction at grade-level and one period of targeted teaching at their current instructional level. Our approach in our hybrid and distance learning models will be similar, but both periods will take place in a small group setting. Prior to developing these small groups, scholars will take a baseline assessment using the NWEA MAP Math Assessment. MAP Accelerator, in partnership with the NWEA MAP Math Assessment, will place scholars on an individualized learning path meant to push them towards their “ready to learn” standards. In addition, we will continue to use Prodigy, which provides a baseline assessment and supports scholars’ mastery of their “ready to learn” standards. In small groups dedicated to grade-level standards, teachers will assign work in Prodigy and Khan, while also leading small group instruction with a wide range of instructional experiences. Benchmark assessments will be used throughout hybrid and distance learning to assess mastery of grade-level standards. Small group work will continue to build on the growth mindset and mathematical mindset work that has been done over the past two years. Growth mindset research, messages, feedback, and activities will be used to support learning and provide improved access into Khan Academy, Prodigy, Benchmark Assessments, and the NWEA MAP Assessment.

### **Distance Learning Overview for Math**

**The Math Department will follow a small group model in both Hybrid Learning and Distance Learning.** Scholars will be placed in small groups for the block of time dedicated to grade-level standards and during the block of time dedicated to their “ready to learn” standards. In a “bricks and mortar” setting, scholars have one period of instruction at grade-level and one period of targeted teaching at their current instructional level. Our approach in our hybrid and distance learning models will be similar, but both periods will take place in a small group setting. Prior to developing these small groups, scholars will take a baseline assessment using the NWEA MAP Math Assessment. MAP Accelerator, in partnership with the NWEA MAP Math Assessment, will place scholars on an individualized learning path meant to push them towards their “ready to learn” standards. In addition, we will continue to use Prodigy, which provides a baseline assessment and supports scholars’ mastery of their “ready to learn” standards. In small groups dedicated to grade-level standards, teachers will assign work in Prodigy and Khan, while also leading small group instruction with a wide range of instructional experiences. Benchmark assessments will be used throughout hybrid and distance learning to assess mastery of grade-level standards. Small group work will continue to build on the growth mindset and mathematical mindset work that has been done over the past two years. Growth mindset research, messages, feedback, and activities will be used to support learning and provide improved access into Khan Academy, Prodigy, Benchmark Assessments, and the NWEA MAP Assessment.

### **Hybrid and Distance Learning Overview for 7<sup>th</sup> and 8<sup>th</sup> Grade Social Studies**

Maintaining our rigorous United States History curriculum for our 7th and 8th Grade U.S. History courses is of paramount importance. Students in both the Hybrid and Distance models will receive lessons geared toward addressing the New York State standards in United States History. The teachers have strategies in place to ensure that students in both in-person and virtual learning receive the benefits of the student-centered instructional approach that has been the foundation of their brick and mortar classroom. Strategies like jigsaw, peer feedback/editing, regular vocabulary quizzes, and turn and talks will happen in both the in-person and virtual settings. The course will still place a heavy emphasis on Regents Exam preparation through practice multiple choice questions, DBQ short answer questions, DBQ Essays, and Thematic Essays.

### **Hybrid and Distance Learning Overview for 6<sup>th</sup> Grade Social Studies**



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Meghann Persenaire, Principal

All 6th Grade Social Studies will occur in the virtual setting. 6th Grade Social Studies has a World History focus to begin to lay foundations for success in our 7th and 8th Grade Regents preparatory course. Our 6th Grade Social Studies curriculum uses New York State World History standards as a backdrop to focus primarily on the writing basics that will be necessary building blocks for the longer pieces of writing required by the Regents. Using strategies like RACE, 6th Graders will get necessary practice on Regents test writing. The strong pieces of student-centered instruction that happen in the building will also happen in the virtual setting through use of technology like the Google Suite and Zoom.

### **Hybrid and Distance Learning Overview for 7<sup>th</sup> and 8<sup>th</sup> Grade Science**

Much like U.S. History, our 8th Grade Earth Science course will still be conducted at a high school Regents Exam level based on New York State Standards. Students in that course will still conduct necessary Regents Prep like practice multiple choice questions and routine practice on the pieces of the practical part of the exam. 7th Grade Life Science and 8th Grade Earth Science are at the forefront of a push toward Project-Based Learning that meets Next Generation Science Standards which will still exist in both the Hybrid and Distance Learning models. The projects themselves may have to take on slight changes from what they might have looked like in a full in-person model, but authentic learning, student inquiry, and public products will still be at the heart of 7th and 8th Grade science curricula. Experiments and hands-on activities that meet safety guidelines will still be conducted both virtually and in person.

### **Hybrid and Distance Learning Overview for 6<sup>th</sup> Grade Science**

6th Grade Physical Science will happen exclusively in the Distance Learning setting through the computer program IXL. IXL will address all of the New York State and Next Generation Standards that would have been addressed in a full in person learning model. IXL exercises cover all four levels of the DOK chart (recall, skill/concept, strategic thinking, extended thinking), and students are given unlimited chances to practice a concept until they master it. Students who master concepts quickly will be given a chance to study ahead on 7th and 8th Grade Science Standards. Students will still meet with their Science teacher in small groups at least once per week.

### **Distance Learning Overview for Enrichment**

St HOPE Leadership Academy values the role that enrichment classes play in the lives of our scholars and will still be providing these courses to our students virtually through technology like the Google Suite, Zoom, FlipGrid, and Adobe. Art will be creating lessons and projects that both connect to students core classes and provide them with computer-based art skills that could have long-lasting impacts. Physical Education will use an approach that emphasizes personal fitness habits and exercises that students could do independently or in virtual groups.

### **Distance Learning Overview for Achieve3000 and Lexia**





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### **Achieve3000**

Scholars will be required to compete at least 5 articles every week. Progress will be tracked in Jump Rope.

#### *Grading*

##### Engagement (%)

- 4 is 88% or higher
- 3 is 75-79%
- 2 is 70-74%
- 1 is less than 70%

##### Work Completion (# of articles)

- 4 is 6+ articles
- 3 is 5 articles
- 2 is 3-4 articles
- 1 is 2 or less articles

### **Lexia**

Progress will be tracked in Jump Rope. The focus will be on building foundational reading skills and building a bridge between Lexia and the work that is done in ELA and A3K. This will be Lexia's version of the authentic assessment. Lexia data will be compared to Achieve3000 data to track growth.

#### *Grading*

##### Units

- 4 is 15+ units
- 3 is 12-15 units
- 2 is 6-10 units
- 1 is Less than 6 units

##### Minutes

- 4 is 100+ minutes
- 3 is 90-100 minutes
- 2 is 60-89 minutes
- 1 is Less than 60 minutes

## **St HOPE Leadership Academy: Staff Survey**

### **Staff Survey**

Prior to the start of the school year we will be surveying staff to determine if accommodations are necessary. Any staff requests for accommodations must be put in writing to the Principal.