

2020 – 2021 Plan for Reopening ...as of August 17, 2020

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 **Friday, August 21st**. Families that chose the distance learning model may re-evaluate their choice at the following times:

- **Friday, October 31st**
- **Friday, December 18th**
- **Friday, February 12th, if needed**
- **Thursday, April 1st, if needed**

Calendar**August and September****August**

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

September

- Month of September through October 12th : Full Distance Learning for 6th – 8th Grade
- Week of October 12th: The hybrid model will begin with Silver Cohort onsite and Blue Cohort offsite in distance learning. Families who chose full distance learning will continue with the online program. Please note that this date may change based on COVID-19 positivity rates in NYC and building preparedness.

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

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 at the following times:

- Friday, October 31st
- Friday, December 18th
- Friday, February 12th, if needed
- Thursday, April 1st, if needed

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.

Enrichment Courses and Wellness Breaks

When a 6th grade scholar is onsite, they will have Homeroom, ELA, Math, MAP Accelerator, and Achieve 3000. Science, Social Studies, Lexia, and Physical Education will be fully remote. When a 7th or 8th grade scholar is onsite, they will have Homeroom, ELA, Math, US History and Science. Art, Physical Education, and Achieve 3000 will be fully remote. Breakfast will be provided in classrooms during homeroom, and lunch will be delivered to their classroom prior to dismissal. At least twice per day, there will be wellness breaks scheduled with physical breaks or moments for mindfulness or meditation.

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 periodic screening questionnaire prior to the beginning of their cohort's onsite week.
- 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.

For both student and staff screenings, we understand NYCDOH is creating a questionnaire for schools that we plan to use. **If a scholar shows symptoms of COVID-19 while at school:**

- Scholars showing symptoms of COVID-19 will be escorted to the Isolation Room by a designated staff member wearing appropriate PPE.
- The nurse or health professional will evaluate the scholar for symptoms of COVID-19, such as fever, cough, shortness of breath, sore throat, lack of sense of taste or smell, and other symptoms.
- The scholar will wait in the supervised Isolation Room for pick-up.
- A family member or guardian will be contacted by a staff member and asked to pick up the scholar.
- Upon pick up, the nurse and school staff will strongly encourage the family to visit a doctor and get the scholar tested for COVID-19, and provide the information of the closest testing site, if asked.

- If the scholar has had no known contact with a positive case, the scholar can only return to school when all of the following are met: Presents clearance from a health care provider evaluation AND the scholar has been symptom free for 24 hours without the use of medication.
- The scholar should participate in remote learning, if feeling well enough.
- If DOHMH or Test + Trace determine the scholar is considered a close contact of a positive case, the scholar can only return to school when all of the following are met: The scholar has completed a 14-day quarantine regardless of symptoms or test results since their last exposure to that case, AND presents clearance from a health care provider evaluation, AND the scholar has been symptom free for 24 hours without the use of medication. Additionally, the scholar should participate in remote learning, if feeling well enough.
- If the scholar does not get tested, then the scholar cannot return to school until 10 days have passed since the first symptom AND the scholar has been symptom free for 24 hours without the use of medication.

If a school-based staff member shows symptoms of COVID-19 while at school:

- The staff member showing symptoms at COVID-19 will be directed to leave the building.
- The school will strongly encourage the staff member to visit a doctor and get tested for COVID-19.
- If the staff member has had no known contact with a positive case, the staff member can only return to work when all of the following are met: the staff member has been symptom free for 24 hours without the use of medication AND presents a negative COVID-19 test result OR presents clearance from a healthcare provider evaluation
- If DOHMH or Test + Trace determine the staff member is considered a close contact of a positive case, the staff member can only return to work when all of the following have been met: The staff member has completed a 14-day quarantine regardless of symptoms or test results since their last exposure to that case AND the staff member has been symptom free for 24 hours without the use of medication.
- If a staff member does not get tested or does not present clearance from a health care provider, then the staff member cannot return to school until: 10 days have passed since the first symptom AND the staff member has been symptom free for 24 hours without the use of medication.

Arrival and Dismissal

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 134th St. between 7th and 8th, 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 40 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 134th Street, between 7th and 8th Avenues, with markers along the sidewalk.

Daily Greeting



222 West 134th Street
New York, New York

Meghann Persenaire, Principal

Introducing: The St HOPE Wave

Gone are the days of “The St HOPE Fist Bump.” During the 2020-2021 school year, we will introduce the contact-free “St HOPE Wave.”

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 134th 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

During New and Returning Student Orientation, 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. A supply of tissues *and* no touch/floor pedal trash cans will be available in each classroom. 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.

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 full distance 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.

Contact Tracing and Return to School

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. In addition, the following steps will be taken:

- The Principal will notify the Building Response Team and inform affected teachers.
- The Building Response Team will notify the Borough Safety Director.
- All scholars and teacher(s) in class(es) with a confirmed case will be assumed close contacts and will be instructed to quarantine for 14 days since their last exposure to that case.
- Learning will continue remotely for scholars who are in quarantine.
- A negative COVID-19 test result for a scholar will not reduce the 14-day quarantine period.
- Test + Trace contact tracing will interview the case and school administration to establish if there were any other additional close contacts.
- Test + Trace contact tracing will interview staff members to verify levels of contact with the confirmed case.
- If a staff member is deemed NOT a close contact then the staff member can opt to return to school.
- If a staff member is considered a close contact then the staff member is required to complete the 14-day quarantine.
- We will communicate to all families and scholars when a case is confirmed.
- Families of scholars who are confirmed close contacts of the positive case will receive a letter stating that their child has been in close contact with a COVID-19 positive individual; this letter will give clear direction to quarantine for 14 days.
- Families of scholars who are not considered close contacts will receive a letter stating that there was a confirmed case of COVID-19 at the school but that their child is not considered a close contact therefore there is no need to quarantine.

If there are two or more confirmed cases in our school:

- If two or more cases present within seven days of each other, NYC Test + Trace Corps and DOHMH begins investigation immediately and makes every attempt to conclude the investigation within 24 hours.
- The Principal will notify the Building Response Team and inform affected teachers.
- During the NYC Test + Trace Corps and DOHMH investigation, two or more confirmed cases within the same school (not the same classroom) triggers classroom quarantines and the school is closed for a minimum of 24 hours while the DOHMH investigation is underway. NYC Test + Trace Corps and DOHMH must determine by 6 p.m. whether the school needs to remain closed beyond the minimum 24 hours in order to reach the conclusion of the investigation. Two or more confirmed cases within the same class triggers a classroom quarantine, but the school stays open.
- Once the NYC Test + Trace Corps and DOHMH investigation is complete, and if the result is school closure, the Principal will communicate the school closure decision to the school community. Scholars in the affected cohort will move immediately to remote learning during the temporary closure.
- Any exposed contacts will be directed to COVID-19 testing resources.

To return to school, the person testing positive or, similarly, the person who presented symptoms may return to school *after* remaining at home and in isolation for 10 days. The person testing positive, or a person who is symptomatic, must also be fever-free for at least 24 hours. A negative diagnostic test or doctor's note may not be required. However, 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.



222 West 134th Street
New York, New York

Meghann Persenaire, Principal

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

Prior to the start of school:

- Scholars are strongly recommended to be tested for COVID-19. Testing is free and readily available at numerous locations.
- Teachers are strongly recommended to be tested for COVID-19 and monthly thereafter.

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

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.

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

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 40 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.



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New York, New York

Meghann Persenaire, Principal

St HOPE Leadership Academy: Hybrid and Distance Learning Overview

Hybrid 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. will be the window for academic instruction.
- 12:30 p.m. to 12:50 p.m. will be the window for dismissal. Scholars will be given the option of eating lunch in their cohort's classroom, or they may take their school-provided lunch home. Their choice, which must be consistent, will determine the scholar's dismissal time.

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.

Expectations After Dismissal

Scholars are expected to go home immediately after dismissal. Following dismissal, scholars will be expected to:

- Complete their daily A3K assignment for an onsite week (6th completes it onsite, 7th – 8th).
- Complete their daily Lexia assignment for an onsite week (6th only).

Distance Learning Overview

Length of School Day (Monday – Thursday)

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

- Daily Advisory Assignment
- 80 minutes for ELA
40 minutes for ELA
40 minutes for Achieve 3000
- 80 minutes for Math
40 minutes for Math
40 minutes for Math MAP Accelerator
- 40 minutes for Social Studies
- 40 minutes for Science
- 20 minutes for Independent Reading
- 40 minutes for Enrichment
7th and 8th grade scholars have Art 2 days per week.
7th and 8th grade scholars have PE 2 days per week.
6th grade scholars have PE 4 days per week.

The instructional experiences within these minutes will vary including, but not be limited to, time spent completing online modules; watching instructional videos; responding to posts or instructor questions; engaging with other class participants in an online or phone discussion; conducting research; and doing projects, all of these experiences being aligned to state standards. *A break will be scheduled from 12:30 – 1:15 p.m.*

Length of School Day (Friday)

Both cohorts will be offsite on Fridays and will follow the schedule below. Fridays will alternate between STEM and Humanities

- 30 minutes for the Friday Advisory Zoom Gathering (STEM and Humanities)
- 60 minutes ELA (Humanities)
- 60 minutes for Social Studies (Humanities)
- 45 minutes for Art (Humanities) or Physical Education (Humanities)
- 60 minutes for Math (STEM)
- 60 minutes for Science (STEM)
- 60 minutes for Community Building Circles (STEM)

The instructional experiences within these minutes will vary including, but not limited to, time spent completing online modules; watching instructional videos; responding to posts or instructor questions; engaging with other class participants in an online or phone discussion; conducting research; and doing projects, all of these experiences being aligned to state standards.

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.

Distance Learning: Attendance

Attendance

When a cohort is 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.”
- 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.

Distance Learning: 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

Distance Learning *and* Hybrid Model: 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.
- Our scholars will be encouraged to complete a daily reflection, sent directly to the Principal.
- We will introduce "Daily Announcements," posted on FlipGrid each morning by a different scholar or staff member each day.
- We will introduce a "Daily Quote, Birthday Corner, and Jam Board," through which we shout out scholars virtually, wish scholars a "Happy Birthday," and inspire scholars via a daily quote posted on FlipGrid each morning.

Distance Learning and Hybrid Model: 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

Hybrid 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

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

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 7th and 8th 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 6th Grade Social Studies

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 7th and 8th 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 6th 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



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.