

Hebrew Public Charter Schools



NYS School Reopening Plan SY2020-21

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Explanatory Note

1. Hebrew Public is a Charter Management Organization (CMO) which oversees three NYC schools: Hebrew Language Academy Charter School (HLA), Harlem Hebrew Language Academy Charter School (HHLA), and Hebrew Language Academy Charter School 2 (HLA2). All descriptions of Hebrew Public's practice refer to the practice at all three schools.
2. All three NYC Hebrew Public schools are located in private spaces.
3. None of the three NYC Hebrew Public schools share their school building with other schools, businesses, or other entities.
4. This document reflects the planned course of action as of 11/16/2020. As guidance emerges and the health situation evolves, Hebrew Public will adhere to new guidance and best practice.
5. This plan reflects the guidance set forth by the [NYS DOH in this document](#).
6. In fall 2020, some Hebrew Public schools have shifted to fully remote due to government directives as in response to neighborhood Covid rates and/or in accordance with our [exposure policy](#).
 - a. When closures are necessary, school staff follow the guidance outlined in our [Pandemic Emergency Closure Action Plan \(PECAP\)](#) document, including completing any necessary forms on the SED portal or similar.
 - b. When reopening is clear, school staff follow the guidance outlined in our [Reopening After Closure Action Plan \(ReCAP\)](#) document, including completing any necessary forms on the SED portal or similar.

Overarching Vision

Hebrew Public Mission: To lead a national movement of exceptional, diverse public charter schools that teach Modern Hebrew to children of all backgrounds and prepare them to be successful global citizens.

Health and Safety Framing:

- The health situation is rapidly changing. In response, health and safety best practices and governmental guidance are emerging.
- In response to the changing situation, and changing guidance, Hebrew Public's reopening plan may change.

We know, in any circumstance, the following are our core beliefs about instruction.

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1. High expectations are driven through warmth and humanity.
2. A rigorous, inquiry based approach to learning will best prepare students for the world.
3. Data must drive instruction.
4. We value diversity and work to ensure the diversity of our world is reflected in our organization and schools at every level.
5. Teaching Hebrew is a gateway to building community and appreciating other cultures

In order to remain true to these core beliefs and achieve our mission, the following parameters drive our planning for hybrid and remote instruction.

- **Relationships are at the core of teaching.** Students are under the care of adults (both parents and teachers) who care about them, check in regularly on them, and provide them the support they need to be successful in school and life. Teachers and all staff must create a positive, structured, psychologically and emotionally safe classrooms and online/remote experience. Families are an essential part of this endeavour - it is our job to build relationships with them by communicating clearly and regularly with them
- **Data must continue to drive instruction.** We must have clearly defined goals and measures of academic achievement and progress for each student. We must have regular opportunities to collect and analyze data at the classroom, school, and network level.
- **It is imperative that our in-school academic program and remote program are tightly aligned.** We want to maintain our core curriculum that prioritizes inquiry-based instruction as much as possible, and we will have to rely on aligned instructional platforms (e.g. Zearn, Amplify Reading) to ensure our students have opportunities to practice independently in the absence of in-person and live remote instruction.
- **We must act in a way that prioritizes the health and safety of our community.**
- **We must be budget-conscious:** We are not in a world of unlimited resources. In fact, we are in a world where the resources available to us are reduced. We need to focus on the solutions that are going to enable us to meet our vision while being budget savvy. We also need to be able to plan to be nimble if the budget situation worsens.
- **We will design for the vast majority.** We recognize that there may be a subset of students (students who are the primary caregivers of young siblings because their parents are working, students who truly do not have a quiet space to work) who may struggle to meet the demands of our academic program. We absolutely MUST know who these students are and create a series of modifications, but these must be individual modifications based on strong communication with the student and parent, not changes to our core expectations.
- **To create our vision for students, we must also be mindful of our staff:** In our planning we must be mindful of the demands that are placed on staff. In order for our students to feel known, loved, and challenged, our staff must feel that way too.

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- **We must remain anchored in our OLAM values.** In order to be successful in this moment in time we must be outstanding problem solvers when situations arise that present a challenge to our plans. We must be lifelong learners who adapt to ever-changing circulates. We must constantly be aware of and intentional in our communication. We must be focused on making a difference.
- We must plan for and provide additional social-emotional supports.

Input

The following feedback from stakeholders informed these plans.

- A. Surveys solicited feedback on remote learning in Spring 2020 and feedback on proposed models for 2020-21.
 - a. Returning Families: A survey to all current families yielded 574 responses networkwide, of which 473 came from NYC parents (Hebrew Public also operates a Philadelphia school).
 - b. New Families: A survey to all new families yielded 187 responses networkwide, of which 150 came from NYC parents.
 - c. Staff: A survey to all returning NYC staff members yielded 98 responses.
- B. Peer networks: Hebrew Public discussed reopening plans with peer networks and sought out information on peers' reopening plans.
- C. Departments of Health: Hebrew Public sought information and guidance from the NYC and NYS Departments of Health
- D. Town Halls:
 - a. Hebrew Public conducts regular Town Hall meetings for staff and families. These meetings elicited feedback and questions.

Communications

- A. Hebrew Public is committed to communicating our plan thoroughly with all parties. Methods of communication include:
 - a. Town Hall meetings for staff and families
 - b. Webpages devoted to reopening
 - c. Social media posts on Hebrew Public's social media page and on each school's closed parent/guardian page about reopening
 - d. Email newsletters about reopening, in the languages spoken at home by our community.
 - e. Signage in the school (see below)
 - f. Professional development sessions for staff detailing health and safety guidance and how to teach hand hygiene, proper face covering wearing, social distancing, and respiratory hygiene to all students

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- g. Surveys to solicit input, ideas, and questions
- B. Hebrew Public has a communication plan for communicating a closure of a single cohort or the school building.
- C. All plans include regular, substantive interaction between teachers and students whether delivered in- person, remotely or through a hybrid model of instruction.
- D. Family communications include contact-people for families to reach out to for questions about instruction and/or technology. This information is available in multiple languages and includes multiple methods of communication.

Fall 2020 overview

Hebrew Public's first instruction for all students on 9/8/2020 with two weeks of fully remote instruction. Starting 9/21/2020, we welcomed students who opted for hybrid instruction back into the building. Approximately 50% of students opted for hybrid, with the remainder opting for fully remote. Families and staff are adhering to the practices, policies, and procedures outlined in this document.

Hybrid Model Overview

This Fall we re-opened with a hybrid model of remote and in-person instruction. Students receive daily instruction across content areas. We have built systems and made curriculum adjustments to ensure our remote and in-school learning is tightly aligned, and that teachers have frequent and accurate checkpoints for student learning.

The hybrid model will limit our daily in-person attendance, thereby enabling greater social distancing.

- Limited interactions between classrooms (e.g. lunch in classrooms) to decrease movement across the building and limit exposure
- Slightly shorter hours to account for safe, socially distant arrival and dismissal *and* supporting our remote students
- Special Education & Multi-Language Learner services continuously implemented and monitored

Family Choice

All families have the opportunity to choose whether they would prefer 100% remote instruction or the hybrid model on a quarterly basis. We know that the needs for each family are unique and feel offering this option is essential in order to account for those diverse needs. **Based on**

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conversations with families, we the vast majority of students who are at high risk or who live with a person at high risk will opt for fully remote instruction. In the event that such individuals opt for hybrid instruction, accommodations will be made on a case by case basis.

Kindergarten and Pre-Kindergarten

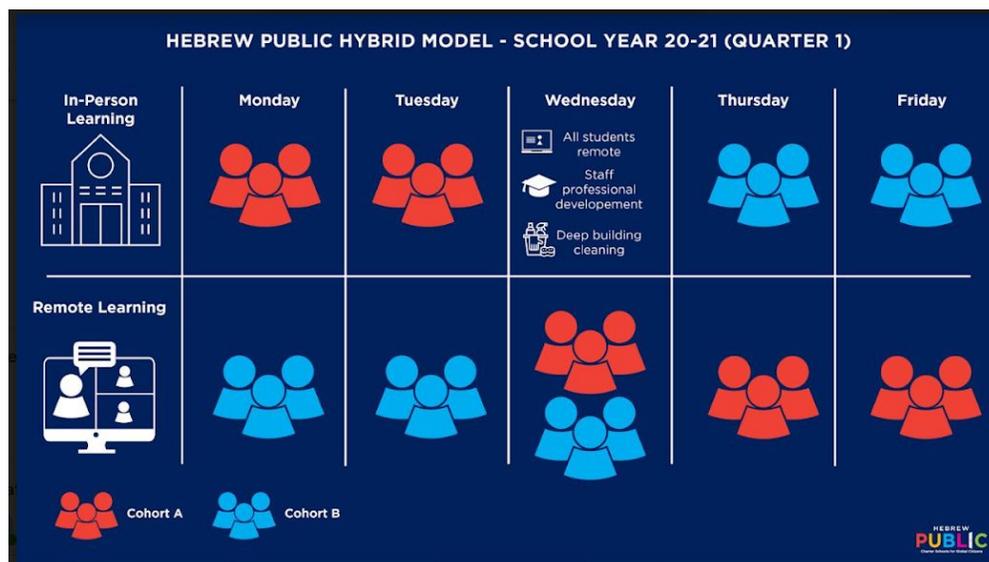
At our two larger schools, Harlem Hebrew Language Academy Charter School (HHLA) and Hebrew Language Academy Charter School (HLA), Kindergarten and Pre-K students will be offered an in-school learning option on Mondays, Tuesdays, Wednesdays, and Thursdays. Kindergarten and Pre-K are critical years, as students learn important foundational reading and math skills that serve as anchors for years to come. In addition, we know that the challenges of remote learning are more pronounced for the early elementary grades. Therefore, we believe that offering four days of in-school instruction for Kindergarten is mission-critical.

Unfortunately, we do not have sufficient space to offer four day a week Kindergarten at our smallest school, Hebrew Language Academy Charter School 2 (HLA2) while maintaining social distancing. See below for the hybrid plan for Kindergarten at HLA2.

All other grades

Grades 1-8 at all schools, and Kindergarten at HLA2, will have a hybrid model, in which about 50% of each section attends on an A/A/B/B schedule. Each class is divided into 2 groups - an A group and a B group. The A groups will attend on Monday and Tuesday. The B group will attend on Thursday and Friday. On Wednesdays, staff will attend professional development and the school will be deep cleaned and sanitized.

On a week when there is a Monday holiday, the A group attends school on Tuesday and Wednesday.



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Mix of Synchronous and Asynchronous Learning

We know that nothing replicates being in school, in person for learning. We also know that effectively facilitating and gauging student understanding via a large Zoom class is very challenging. Therefore, we want to strategically use the limited time we have for live instruction on remote days for community building and small group conferences.

During remote days all students launch with “live” instruction through a morning meeting, preview of the day’s assignments, and mini-lesson tied to English or Math content. Following this morning session, students will have live Hebrew, Specials, and will work on independent work connected to their in-school learning, either through SeeSaw, Google Classroom or a learning platform.

Small Group Prioritization

Small groups will enable social distancing in classrooms. The size of each in person cohort is informed by the room size, but shall not exceed 15 students per classroom in individual desks. The smaller group size, while a difficult reality, will offer opportunities for targeted instruction while students are in school.

On Wednesdays, which are remote learning days for all students, students will have small group live instruction with a teacher.

Intentional Prioritization of Content

For our hybrid model, and if needed, a fully remote model, we have made decisions about what content to prioritize and the best mode of delivery-whether that be via video, asynchronous platform, live sessions, or in-school prioritization. Wednesday professional development time will be critical for teachers to plan together how to structure their week.

Full School Day

Our hybrid remote model includes a full day of learning, with a variety of classes and experiences, including live morning meeting, Zoom specials, recorded videos, learning platforms, and independent work.

Specials

K-4 students will take Specials classes via push in at school. Whenever possible, Specials will occur outdoors (Dance, Physical Education). For grades 5-8, Specials teachers do remote classes via Zoom on their remote days.

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All Hebrew will be delivered during remote instruction days via Zoom. Classes will be 30 minutes. This will allow us to continue our proficiency approach and targeted instruction.

Due to the nature of remote instruction in the pandemic, and the needs for major Hebrew assessments, major Hebrew assessments, including STAMP and OPI, will be suspended for 2020-21

Technology

- Our hybrid learning plan relies on effective use of technology. In the spring, our technology and operations staff were able to ensure that very nearly every family had access to a laptop.
- We will provide 1-1 devices for all students. We will also provide wi-fi support for families who need it. Students in grades K-2 will leave their devices at home, and there will be one Ipad cart per grade for support. Students in grades 3-8 have access to devices at school via cart.
- We will also provide wi-fi support for families who need it.
- **Chromebook Distribution**
 - Google Chromebooks will be distributed to all students by the end of the first week of school. Every student will have their own assigned Chromebook. Families and students will sign a technology agreement that summarizes usage and responsibilities.
 - The expectation is that 3rd-8th students will bring their computers into school every day with a full charge. Each classroom will have a charging station with a few power cords and main offices will have chromebook carts with charged spare machines for students who forget their machines.
- Internet: All families will be surveyed to gather information on their access to high-speed internet. Hebrew Public will provide assistance for those who need help obtaining high-speed internet.
- If, after the provision of Chromebooks and internet assistance, a student is still unable to participate in learning or demonstrate mastery of learning standards, alternate arrangements will be made on a case by case basis.

Assessment

During our hybrid learning model, it will be important to assess whether students are learning. Our understanding of student achievement cannot be anecdotal or impressionistic, but backed by what we see students doing in their work, informally and formally. See [Hebrew Public Approach to Data and Assessment](#) for additional context.

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The purposes of assessment will be as follows: a) To measure ongoing and cumulative student mastery of content and plan intervention, b) To provide teachers and learners with timely data to inform instruction and coaching.

We do not know what will happen with the NYS exam. However, many of our assessments can continue to be administered in a remote environment. At a high level, there are several different types of network-supported assessment throughout the year.

- o MAP Growth
- o MAP Fluency
- o Formative assessments (i.e. exit tickets)
- o Network normed quizzes
- As of 11/16/2020, the first MAP Growth exam has been administered and the the results have been reviewed by network and school leaders to inform instruction.
- **Due to the nature of remote instruction in the pandemic, and the needs for major Hebrew assessments, major Hebrew assessments, including STAMP and OPI, will be suspended for 2020-21**

All Students 100% Remote Model

In the event that we need to close school due to a Covid outbreak, we must have a plan in place that aligns with our planned brick and mortar curriculum. We will use the lessons learned from this Spring to ensure we have an aligned, data driven program for students, and staff have been trained on [best practices for remote instruction](#).

Assumptions:

- Live instruction is valuable in small groups for skill building and content, in larger groups for community building. Large group online classes, especially for early elementary, are not the highest leverage use of time.
- We need data points in addition to teacher collected data about student mastery of content and skills; learning platforms can support that data collection

Two sample schedules are below. Schedules for hybrid students in person and on remote days are available as well.

PreK-2 100% All Students Fully Remote Sample Schedule

Timing	Component
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9:00a - 9:15a	Morning Meeting with Teacher <i>Synchronous (Whole Class)</i>
9:15a - 9:45a	Reader's Workshop <i>Option 1: Asynchronous video followed by small group conferences</i> <i>Option 2: Synchronous whole class launch followed by small groups</i>
9:45a - 10:30a	Guided Reading / Independent Reading/ Amplify Rotation <i>Synchronous (Small Groups for GR) and asynchronous for others</i>
10:30a-11:00a	Break or Enrichment
11:00a - 11:30a	Writer's Workshop <i>Option 1: Synchronous Launch and Independent Work</i> <i>Option 2: Asynchronous Launch and Independent work</i>
11:30a - 12:15	Phonics (GrK-2) <i>Synchronous (Small Groups)</i>
12:15p - 12:45p	Lunch & Movement Break
12:45-1:00p	Writer's Workshop Discourse <i>Synchronous (Whole Class)</i>
1:00p - 1:15p	Math Workshop Launch: Zearn/Eureka <i>Synchronous (Whole Class)</i>
1:15p - 2:00p	Math Independent Work <i>Asynchronous</i>
2:00p - 2:30p	Math Discourse <i>Synchronous (Whole Class)</i>
2:30-3:00p	Hebrew <i>Synchronous (small group)</i>
3:00p - 3:30p	Specials / Science <i>Synchronous or Asynchronous</i>

**Student will complete an additional 45 minutes/day of independent reading for homework*

3rd-8th All Students Fully Remote Sample Schedule

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Time	Component	Details
8:00-8:30	MM/Advisory	
8:30-9:30	Independent Reading, Guided Reading, and Amplify Reading	Students “rotate” through independent work and small group synchronous instruction (GR). The log in to zoom when it is their small group time.
9:30-10:15	Hebrew	Synchronous, small group, scheduled at same time across school
10:15-11:00	Close Reading	
11:00-11:30	Number Stories	
11:30-12:00	Lunch and Outdoor time	
12:00-12:15	Math Launch	Group mini lesson (synchronous or asynchronous), assigned Zearn independent work, small group meeting
12:15-1:00	Math Independent Work	
1:00-1:30	Specials	Synchronous
1:30-2:00	Reader’s Workshop	Asynchronous, recorded teaching point (same for the network) and independent practice
2:00-2:30	Writer’s Workshop	Asynchronous, recorded teaching point (same for the network) and independent practice
2:30-3:30	Small group conferencing	

Attendance

The following attendance protocols are applicable to fully remote and hybrid models:

We want to simplify our attendance system heading into the Fall. We think it is critical that the information is housed in Powerschool (still allows for Datastudio reporting) so it is centralized.

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- Schools will take period by period attendance for both elementary and middle school students, for both remote and in person learning.
 - In person: Present means attending class
 - Remote: Present means attendance during synchronous classes
- Any period attendance counts for ADA (Average Daily Attendance).

For start of year (all remote)

- Teachers will take period by period attendance in MM/Advisory, ELA, Math, Hebrew during 100% remote instruction. For NYC this will be the first two weeks, 9/8-9/18.
- For PHP, this will be through their remote learning period.

We will use the following codes:

- P = Present In Person
- AE = Absent (from In person - Excused) - OPS ONLY
- AU= Absent (from In Person - Unexcused)

- PR = Present Remote
 - Showed up on time
- PRT = Present Remote - Tardy
 - Showed up for a session late
-
- ARE = Absent Remote – Excused - OPS ONLY
- ARU = Absent Remote – Unexcused

We will also be tracking student completion of work through learning platforms and including this as attendance. If added in the learning engagement platform information we can designate it by: PLP = Present Learning Platform

For hybrid model in person instruction, grades K-4 teachers will take attendance only in morning meeting on their in-person days. This should be done within the first moments of class in PS.

For hybrid model, remote instruction, grades K-4, classroom teachers take morning meeting attendance, Hebrew teachers and synchronous Specials will take attendance. This should be done within the first moments of class in PS.

For hybrid model in person instruction, grades 5-8 teachers will take attendance for Advisory, Math, ELA, Social Studies, Science. This should be done within the first moments of class in PS.

For hybrid model, remote instruction, grade 5-8, classroom teachers take Advisory attendance, Hebrew teachers and synchronous Specials will take attendance. This should be done within the first moments of class in PS.

Remote academy teachers would take attendance for MM, ELA, and Math, and Hebrew on their “live” remote learning days. On their remote days, they would take attendance during MM.

SETSS Attendance Tracker

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SETTS attendance will be taken via a Google form.

Social-Emotional Support

- A. District-wide and building-level comprehensive developmental school counseling program plans, developed under the direction of certified school counselor(s), shall be reviewed and updated to meet current needs. A collaborative working group shall provide input and feedback to inform the comprehensive developmental school counseling program plan.
- B. The school's referral and resource provision policy shall continue to be in place in 2020-21 to address mental health, behavioral, and emotional support services and programs.
- C. Professional development opportunities for faculty and staff on how to talk with and support students during and after the ongoing COVID-19 public health emergency, as well as provide supports for developing coping and resilience skills for students, faculty, and staff, shall be available.
- D. Some remote systems for social-emotional support at Hebrew Public are outlined below

System	Details
Advisory/ Morning Meeting	Every student, whether attending live class or remotely, should have live advisory or morning meeting.
Family outreach	Students and families receive frequent, informative touchpoints with our staff that help them keep informed about their scholar's progress. Teachers reach out to each family in class at least 1x week.
Counseling and other support	Systems for live and remote counseling are built into the schedule / Social Worker R&R. Every student who needs at-risk or mandated counseling should receive it during live or remote instruction. (Note: some counseling can be provided by trusted community organizations.) Remote counseling must be HIPAA compliant
Classroom Environment	Teachers will continue to reinforce the tenets of Responsive Classroom whether in person or virtually.
Community building	Live and remote rituals build community and school/grade/class pride happen frequently.

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	Find opportunities to continue assemblies virtually (given that even for students who are present in live school, assemblies in a common area will not be possible).
Family Feedback	Regularly solicit feedback from families on their experience with hybrid and remote learning.
Teacher Loads	We need to recognize that some teachers may not be able to teach a “regular schedule” in a remote world. We also recognize that many teachers will have as much or more (without commutes and other obligations) time for teaching. We need to design schedules that honor the situations of different folks while trying to maximize the best possible instructional design for students. Remote schedules should not be designed, therefore, to be exactly like live school, but they also should not be designed with the assumption that all or most staff members could not work a similar number of hours as in “regular” times.

Special Education and Multi-Language Learner Education

Hebrew Public schools are committed to fully supporting special education students and multi-language learners, whether in person, hybrid, or remote.

Hebrew Public schools provide: a Free Appropriate Public Education consistent with the need to protect the health and safety of students with disabilities and those providing special education and services; meaningful parental engagement regarding the provision of services to their child; collaboration between the Committee on Preschool Special Education/Committee on Special Education (CPSE/CSE) and program providers representing the variety of settings where students are served; access to the necessary instructional and technological supports to meet the unique needs of students; and documentation of programs, services and communications with parents.

- Communication with parents
 - We have created Special Education Remote Learning Plans for each student who has an IEP. Remote Learning Plans are summaries of a student's IEP needs and include ways that educators plan to meet each of those needs during the virtual learning period. These plans are used during planning periods to identify supports for individual student needs during remote learning. These are also utilized during 1:1 check ins as a guide for teachers to maximize their time with a student. These plans serve as structured and documented efforts to support our students during this time. These plans are also shared with parents in their preferred language.

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- CPSE and CSE: Hebrew Public staff collaborate very closely with the CPSE and CSE. **As an example of what that has looked like in the past**, CSE outreach in Spring 2020 consisted of the following:
 - Each school's Special Education Coordinator communicated with the relevant CSE every day. Calls were placed to the CSE's School Psychologist, Special Education Teacher, and/or Chairperson. In the rare event that all calls were unsuccessful, an email is sent. After each call, an email was sent to the CSE documenting the conversation. Note: each school has a different CSE.
 - Topics discussed included, but are not limited to,
 - Related services updates
 - Suggestions around proposed remote learning initiatives
 - Mandates and suggestions around documenting attendance and outreach
 - Emerging guidance and best practices

To support those with additional needs, the following policies are in place.

ICT:

During the portion of the day that they are not teaching, ICT teachers will offer one of two options:

- 1) ICT teachers will call ICT mandated students once daily.
 - a) During this call, they can communicate differentiated packet expectations for specific students (ex: suggesting specific problems, readings, and /or questions for students to complete if they need scaffolded work).
 - b) They can and should also offer support towards the student's individualized IEP goals. Ultimately, the purpose of this time is meaningful and purposeful feedback to the student that will help them access their current learning environment.
 - c) They should log this communication in the remote learning spreadsheet.
**These daily calls will provide additional support to students who are logging onto synchronous instruction, as well as keep a consistent connection with students that may have difficulty using technology or have situations at home that are preventing them from logging on.*
- 2) Offer a small group (3-5 students) check in daily. These check ins will offer teachers the opportunity to lead discussions about the day/weeks lesson and allow for peer-to-peer discussion. This will also allow teachers to plan mini-lessons for these small groups with

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targeted objectives for the students needs. They should log this communication in the remote learning spreadsheet.

For either of these options, teachers will reference Special Education Remote Learning Plans. Remote learning plans are summaries of a student's IEP needs and include ways that educators plan to meet each of those needs during this virtual learning period. These plans should be utilized during planning periods to specify how we are going to support individual student needs during virtual classes. These can also be utilized during 1:1 check ins as a guide for teachers to maximize their time with a student. Finally, these plans would serve as structured and documented efforts to support our students during this time. This documentation is one component that is helpful to ensure continued funding.

ICT providers will support in bi-weekly IEP goal monitoring for the students they service. This data will be referenced during the creation of IEP progress reports.

SETSS:

SETSS Providers will begin the launch of an ELA or Math lesson in whole group and then hold "break out small group sessions" during ELA and Math lessons as they normally would in school. They will continue to provide students with their mandated number of sessions. For example, if a student is mandated to have 2 ELA sessions a week and 1 Math session a week, they will be invited to that number of break out sessions. During that break out session, the SETSS provider can support the students with accessing the current material being presented in whole group or they can provide individualized support that a student requires to complete packet expectations or to reach their individualized IEP goals.

SETSS providers will contact each student on their caseload once a week and track that contact in the Remote Learning Spreadsheet.

SETSS providers will use communication forms to send weekly progress updates to classroom teachers. This form will also contain data from any assignments or assessments that the provider is administering, aside from the classroom teacher's work. It will also reference the student's level of participation and progress towards their goals.

SETSS providers will reference Special Education Remote Learning Plans. Remote learning plans are summaries of a student's IEP needs and include ways that educators plan to meet each of those needs during this virtual learning period. These plans should be utilized during planning periods to specify how we are going to support individual student needs during virtual classes. These can also be utilized during 1:1 check ins as a guide for teachers to maximize their time with a student. Finally, these plans would serve as structured and documented efforts to

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support our students during this time. This documentation is one component that is helpful to ensure continued funding.

SETSS providers will support in bi-weekly IEP goal monitoring for the students they service. This data will be referenced during the creation of IEP progress reports.

MLL:

MLL providers will push into ELA classes for each student on caseload at least once a week. They may participate in breakout rooms or other additional support as needed. MLL providers will reach out to all students on their case load once a week in order to provide purposeful and meaningful feedback and support them in accessing their educational environment. They will track these contacts in the Remote Learning Spreadsheet. Additional detailed directives will be provided shortly in terms of MLL supports that we will be providing. Additionally, all MLL teachers created Learning Profiles for their students utilizing their most recent NYSESLAT scores. These profiles detail specific challenges and strengths that the student currently has and maps out a plan on how to best support that student. These profiles are referenced to guide each lesson with a student.

Remote Learning Plans

SpEd Remote Learning plans are created for all students who have an IEP. Remote Learning Plans are summaries of a student's IEP needs and include ways that educators plan to meet each of those needs during this virtual learning period. These plans can be used during planning periods to identify supports for individual student needs during remote learning. These can also be utilized during 1:1 check ins as a guide for teachers to maximize their time with a student. Finally, these plans would serve as structured and documented efforts to support our students during this time.

The modifications and accommodations listed on this plan include those in the areas of listening, writing, speaking, reading, and behavioral- these are all areas affected in Social Studies and in all courses. The expectation is that we are servicing students by applying these accommodations in all subjects.

Related Services:

Students who have consented to receive their virtual related services will receive them using the same mandates as listed in their IEP. Students who have virtual learning scheduled in the first half of the day will be serviced by related service providers in the afternoon so as not to interrupt their learning schedule. Students who have virtual learning scheduled in the afternoon will be serviced in the morning. Providers are flexible and work with families to

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create the schedule that works best for each child. This may include providing services after the scheduled school day, as an example.

Operational strategies to minimize the spread of COVID

- A. Facilities Readiness: In preparation for the 2020-21 School Year, school staff will prepare facilities in the following ways:
- a. Signage: Signage will be posted to ensure students and staff are confronted with frequent reminders of required protocols and best practices, including but not limited to:
 - i. Reminders for students, staff, and visitors to wear face masks at all times
 - ii. Social distancing expectations, including floor stickers and directional markers
 - iii. Hand washing and respiratory hygiene best practices and expectations
 - iv. Entry signs educating people on how to identify the symptoms of COVID-19
 - v. Signs reminding students and staff to wash visibly soiled hands with soap and water, rather than hand sanitizer.
 - b. Hygiene Supplies: Schools will be stocked with a minimum of 60 days worth of hygiene supplies, including soap, hand sanitizer, paper towels, tissues. Hand sanitizer stations will be installed throughout the school.
 - c. Drinking Water: Drinking spigots at water fountains will be disabled or made inaccessible. Where available, bottle fillers will be left on. Students will be taught water bottle filling procedure and will be taught not to share water bottles.
 - d. Isolation Room: Each school will designate a private room with a closable door, close to the nurse's office if possible, that can be used for isolation in the event of symptoms. When the ill student is placed in the Isolation Room, the building nurse will be contacted and will come to the Isolation Room and assess the student. Should the nurse/health professional be unavailable at that moment to examine the student, the student must wait in the building's Isolation Room until assessment is complete. The student cannot be released to the guardian until the health assessment is completed.
 - i. School leadership teams will be trained on how to manage the procedures isolation room.
 - ii. Each school will designate a staff member who will escort and stay with students who are being isolated until they have been picked up by a parent or guardian.

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- iii. Upon arrival of the student's guardian, the BRT Emergency Officer escorts the student to the visitors' entrance for pick-up by the guardian, reviews the NYCDOE's "Sent Home With Symptoms" letter with the guardian, and advises the student to visit a doctor and get tested for COVID-19, and provides the information of the closest testing site.
- iv. Enhanced health procedures - Isolation room staffers will be provided enhanced PPE including robes, gloves, masks, face shield. Isolation rooms will be outfitted with sneeze guards for each student area and disinfecting supplies.
- v. Cleaning Protocols:
 - 1. When the ill student has been picked up and the Isolation Room is empty, the Isolation Room must be closed momentarily for a rapid deep cleaning, so the room may be opened again quickly. A deep cleaning of the Isolation Room must be performed at the end of the day.
 - 2. The area/classroom where the student was showing symptoms must be cleaned as soon as possible. A deep cleaning of the area/classroom must be performed at the end of the day.
- vi. The Head of School asks the Operations Team/Teacher to follow up with the family regarding the ill students condition daily. The Director of Operations will ensure that the incident involving the ill student is reported to the Situation Room by calling 866-692-3641.
- e. Movement Protocols
 - i. New movement protocols will be implemented to achieve one-directional traffic flow to keep people in cohorts and allow for physical distancing consistently.
 - ii. We will update our elevator usage policy to align with social distancing protocols
- f. Compliance with facility codes
 - i. No facility changes or additions are proposed at the moment. In the event that they are proposed at a later date, they will comply with the requirements of the 2020 New York State Uniform Fire Prevention and Building Code (BC) and the State Energy Conservation Code. All changes and additions will be submitted to OFP.
 - ii. This plan complies with the 2020 Building Condition Survey and Visual Inspection, where applicable.
 - iii. Lead-In-Water Testing as required by NYS DOH regulation 67-4 will be conducted fully and on schedule. Social distancing and mask wearing shall be in place.

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- iv. All existing and new Alcohol-based Hand-Rub Dispensers which are installed in any locations shall be in accordance with FCNYS 2020 Section 5705.5.
 - v. Plastic separators, if used, shall comply with the 2020 BCNYS Section 260.
 - vi. No room dividers, door dividers, new construction, temporary quarter projects, new facilities for leasing, temporary or permanent use of tents, or altered number of toilet or sink fixtures are proposed in these plans. If such proposals are later included, they shall comply with all applicable statutes.
- B. Cleaning Protocols: School Operations teams will establish a schedule for ongoing and routine environmental cleaning and disinfection. This will include:
- a. Establishing a master schedule that allows for cleaning and sanitizing as frequently as possible, particularly after group usage and prior to a new group accessing space
 - b. Focus on high-touch areas (door handles, stair rails, faucet handles, toilet handles, playground equipment, drinking fountains, light switches, desks, tables, chairs, kitchen countertops, cafeteria and service tables, carts, and trays)
 - c. Use of a specialized sanitizing mister with EPA approved disinfectant on a daily basis
 - d. Creating an PPE inventory management schedule/chart for checking and refilling:
 - i. Hand sanitizing stations
 - ii. Hand washing supplies
 - iii. Classroom/Office Hygiene Kits
 - e. Staff will be trained to clean and disinfect key parts of their classrooms/offices at the end of each school day. These will include the following:
 - i. Phones
 - ii. Document cameras
 - iii. Remote controls
 - iv. Speakers
 - v. Laptops & tablets
 - vi. Office Equipment
 - vii. Desk
 - viii. Chair back and armrest
 - f. Students will be asked to wipe down surfaces throughout the day
 - g. Adult bathrooms will have guidance posted for staff to wipe down surfaces
 - h. Deep cleaning and sanitizing will be conducted on Wednesdays and Saturdays in between cohorts.
 - i. All CDC and NYS DOH guidance shall be followed.
- C. Access to School Buildings:

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- a. Anyone, student or adult, entering the building will be required to:
 - i. Wear a mask/face covering that covers both the mouth and nose when entering and transitioning throughout the building. The school will have a limited number of masks available, so all guests, students, and staff are asked to bring/wear their own mask.
 - ii. Have their temperature checked (see below)
 - iii. Use hand sanitizer upon entering the building.
 - iv. Follow social distancing policies (outlined below)
 - b. Staff Protocol: For all staff entering the building:
 - i. There will be a single point of entry and egress.
 - ii. Staff will be required to answer a series of questions about possible symptoms and exposure every day upon clocking in.
 - iii. Staff who arrive before temperature taking staff are on site will be expected to report to the security desk when someone is there to have their temperature checked.
 - c. Visitor Protocol: “Visitors” includes guests, contractors, and vendors.
 - i. All visitors entering the building will be required to:
 - ii. Enter and exit through a single point of entry (the main entrance)
 - iii. Submit to a temperature check and health screening**
 - iv. Show ID to security
 - v. Sign in to security
 - vi. Let security know the purpose of their visit
 - vii. Follow security requested procedures which could include:
 - 1. Waiting outside or in vestibule while security calls main office
 - 2. Waiting to enter main office until social distancing allows
 - 3. Waiting for staff to come down to them
 - viii. The following new visitor policies will be in place.
 - 1. Establish limits on number of visitors in the building and in specific spaces like the main office
 - 2. Clearly mark areas inside and outside where visitors should wait
 - 3. Whenever possible, prevent visitors from entering the school beyond the main office.
 - d. **Student Protocol:** Schools will engage in regular monitoring and screening of students for typical COVID-19 symptoms detailed below.
- D. Health Monitoring & Screening
- a. It will be school policy to exclude those who show symptoms (listed below) until it is made clear that they are not infected with COVID. See the section entitled “Covid 19 exposure” for details.
 - b. Temperature checks

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- i. Students and staff: Every student's and staff member's temperature will be taken daily, either at home or at school.
 - ii. Visitors: temperature checks will be administered via contactless thermometers
 - iii. Any individual who registers a temperature above 100 degrees will be denied access to the building. If an individual inside the building has a temperature above 100, they will be asked to leave (adults) or taken to the isolation room (students)
 - iv. Records of student, faculty, staff, and visitor health data (e.g., the specific temperature data of an individual) will not be kept. Records that confirm individuals were screened and the result of such screening (e.g., pass/fail, cleared/not cleared) may be kept.
 - v. The individual taking temperatures shall wear a face mask.
- c. Symptom Screening
- i. Families will screen students for typical COVID symptoms (listed below) on a daily basis, either at home or at school.
 - ii. **Staff will be trained to screen students for typical COVID symptoms, listed below**
 - iii. **All school staff will be expected to answer symptom screening questions daily through the Namely Time application.**
 - iv. Examples of symptoms to be assessed include the following. **If one or more symptoms are observed or reported, ill students and staff will be assessed by the school nurse or medical director. If the school nurse or medical director is not available, ill students and staff will be sent home for follow up with a healthcare provider. Parents/guardians who observe any of the following COVID symptoms in their child should keep their child home, and staff who note any of the following symptoms in themselves should stay home.**
 1. Fever or chills
 2. Cough
 3. Shortness of breath or difficulty breathing
 4. Fatigue
 5. Muscle or body aches
 6. Headache
 7. New loss of taste or smell
 8. Sore throat
 9. Congestion or runny nose
 10. Nausea or vomiting
 11. Diarrhea

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12. Temperature above 100 F

- v. Students with a temperature above 100 F, signs of illness (see above), and/or a positive response to the questionnaire shall be sent directly to a dedicated isolation area where students are supervised, prior assessment by the nurse and then being picked up or otherwise sent home. Staff who meet the above criteria shall be sent home.

E. Hygiene items and Personal Protective Equipment

- a. Hygiene Kits: Every room will be stocked with a Hygiene Kit that will include disinfecting wipes, hand sanitizer, tissues, disposable masks, and gloves (for meal distribution and cleaning). Kits will be refilled as needed to ensure all items are available at all times when staff and students are in the building.
- b. Face Masks: Face masks or coverings must be worn by any adult or student at all times while inside the school building except when eating or drinking, when instructed to remove by a nurse or other staff member, or if a student has an exemption on the basis of health or developmental need. Schools will distribute, at a minimum, 1 reusable mask to each staff member and student. Extra disposable face coverings will be kept on site to distribute to students or staff who forget their masks .
 - i. Mask Breaks:
 - 1. Schools may allow students to remove their face coverings for a brief period of time. These “mask breaks” can be offered throughout the day, at a school’s discretion. The frequency of mask breaks may vary by grade level within a school.
 - a. Mask breaks should not last for more than five minutes.
 - b. Mask breaks can only occur when:
 - i. Students are outdoors or well-ventilated areas.
 - ii. Students can remain at least six feet apart.
 - 2. Mask breaks shall be those times when students are eating or drinking. Additional mask breaks can be granted on a case by case basis.
 - ii. Medical Exemption:
 - 1. The school may determine, through the exemption process described below, that a student cannot medically tolerate a face covering. School staff may also determine that a student can only minimally tolerate a face covering due to a documented social-emotional or developmental impairment. No student shall be excluded from school or bussing for these reasons; note additional precautions below when students are not wearing face coverings. A parent must seek an exemption from the face

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covering requirement where a specific medical condition prevents the student from wearing or tolerating a face covering at all; the process for seeking and reviewing such medical exemptions is described below.

2. If a student can medically tolerate a face covering but needs additional support towards compliance, the school should provide additional adherence support and additional breaks, explore the use of alternative personal protective equipment (PPE), and ensure other risk mitigation strategies such as handwashing and physical distancing are adhered to while the child progresses towards compliance. Students shall not be required to participate in remote-only instruction as they progress towards compliance.
 3. Parent or student disagreement with the face covering requirement is not an acceptable basis for relaxation of the face covering requirement. Students who do not comply with the face covering requirement for reasons not based on a documented medical, social-emotional, or developmental impairment, and notwithstanding the school's provision of a face covering and support towards compliance, will be required to participate in remote-only instruction.
- c. Disposable Gloves: Disposable gloves will be available in classrooms and the main office for staff to wear when cleaning classrooms or touching shared items
 - d. Hand Sanitizer: Hand sanitizer dispensers will be strategically placed throughout the building including at all entrances and exits, by bathrooms, and within classrooms. All staff will be expected to use hand sanitizer upon entrance and exits to the building, bathroom, and classrooms.
 - e. **Operations teams will regularly assess PPE inventory to ensure adequate supplies based on SED and DOH guidance of amounts of PPE to keep in inventory, currently 60-90 days of PPE inventory.**
 - f. If supplies of PPE are insufficient for student, staff, and visitor needs, capacity will be further limited, and remote education for all may be implemented in the case of a severe PPE shortage.
- F. Hand Washing & Sanitization
- a. Students and staff will be expected to wash their hands or use hand sanitizer often and following best practices. Reminders of proper hand washing techniques will be posted throughout the building and in every bathroom.
 - b. Teachers will be expected to reinforce messaging around frequency and best practice with students. Teachers will provide opportunities for students to wash

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or sanitize hands - while maintaining appropriate social distance - particularly whenever the following criteria are met:

- i. Upon entry into and exit from program space
- ii. When coming in to the program space from outside activities
- iii. Before and after eating
- iv. After sneezing, coughing, or nose blowing
- v. After touching or cleaning surfaces that may be contaminated;
- vi. After using any shared equipment like math manipulatives, computer keyboards, mouse
- vii. Before entering vehicles used for transportation of children
- viii. Before and after changes of gloves

G. Social Distancing

- a. Policy: all persons in school buildings should keep social distance of at least 6 feet whenever possible. During aerobic and singing activities, 12 feet shall be kept whenever possible.
- b. Strategies
 - i. Classroom and school capacity: Each room has been measured to determine its student and staff capacity with social distancing. Factors that were considered included: (1) Ability to maintain appropriate social distancing; (2) PPE and face covering availability; (3) Availability of safe transportation; and (4) Local hospital capacity – consult your local department of health. In all cases, Fall 2020 capacity will be far less than typical in person capacity. The instructional models outlined above detail how instruction will occur with some students in person and some remote.
 - ii. Classroom Arrangement: Whenever possible, classrooms should be organized according to the following guidelines:
 1. All desks should be situated in rows and columns that face the same direction (or are slightly angled in toward the teacher’s presentation space)
 2. All students should have a clear line of sight to the front of the room.
 3. When classroom size allows, seats should be situated at least 6 feet apart in all directions. Rows should be spaced at no less than 6 feet between the centers of each seat at all times. If there are space limitations, columns should be spaced at no less than 4 ½ feet between the centers of chairs, but with a goal of at least 6 feet when possible.

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4. The first row in front of the teacher's presentation space should be no closer than 6 feet from the front wall.
 5. Teachers should be encouraged to maintain 6 feet of distance from students while teaching
- iii. Classroom Behavior: Classroom activities should be organized in ways that comply with the Social Distancing Policy:
1. Limit gatherings, events, and extra curricular activities to those that can maintain social distancing, support proper hand hygiene, and restrict group size
 2. Routines that call for physical contact (handshakes, high fives, etc.) should be replaced with non-contact alternatives
 3. Staff and students should never touch each other except when an emergency requires it
 4. Students will be taught new or altered routines for the following items. In all cases, routines shall comply with all applicable mandates and will take all applicable recommendations into account. Routines shall be reworked to minimize exposure and maximize hygiene. Routines will be age appropriate and will be reinforced on a regular basis.
 - a. Using the bathroom
 - b. Blowing one's nose
 - c. Class line up
 - d. Moving to morning meeting spots
 - e. Hand Washing
 - f. Hand sanitizer use
 - g. Peer discussions ("turn and talks")
 - h. Cubby and locker usage
 - i. Eating breakfast, lunch and snack
 - j. Refilling water bottles and drinking water
 - k. Storing personal items while in school (water bottles, pens,pencils, tissues, etc)
 - l. Sharing items such as manipulatives and supplies
 - i. Schools will ensure adequate supplies to minimize sharing of materials wherever possible.
 - ii. Students will have 1:1 technology
 - iii. Staff will have self-contained supplies, including whiteboard markers, PPT clickers, and other key materials.
 - m. Cleaning throughout and at the end of each day

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- n. Evacuation and lockdown drills
 - i. Hebrew Public schools are mandated to conduct 8 evacuation drills and 4 lockdown drills each year. In 2020-21 evacuation drills will be conducted on a staggered schedule to maximize social distancing. Students and staff will be socially distanced and masked throughout the drill.
 - o. Arrival
 - p. Dismissal
- iv. Meals:
 1. Cafeterias and other group dining rooms will not be used. Student meals will be served and eaten in the classrooms.
 2. Meal handling and distribution will comply with Social Distancing Policy.
 3. Hebrew Public shall ensure that all students learning remotely have access to school meals each day. Each school has a station set up on premises to provide grab and go meals to school families for remote days. Each school shall share information from NYC DOE on how to access these meals.
 4. Allergies: a plan will be in place to mitigate access to allergens for those with allergies. **This includes informing teachers of students' allergies so they can safely supervise meal and snack times.**
 5. Students will be expected to wash or sanitize their hands before and after eating. This shall be taught and reinforced by the classroom teacher.
 6. Students will be expected to refrain from sharing or trading food or beverages. This shall be taught and reinforced by the classroom teacher.
 7. The meal policy shall comply with the Child Nutrition Program.
 8. The meal policy shall be communicated to families in the languages spoken by families.
 9. During meal consumption, masks will not be expected. Students will be expected to maintain six feet distance, or physical barriers shall be in place.
 10. Meals for remote students: Meals will be available for fully remote students and hybrid students on their remote days. Each school has a station set up on premises to provide grab and go meals to school families for remote days.
- v. Visible reminders

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1. Post social distancing markers, floor stickers, and signs throughout the building encouraging best practices
 2. Post signs outside each room with recommended maximum number of persons allowed
 3. See “signage” section for complete list
- vi. Transition Flow Management
1. Designate hallways as one-way, posting directional reminders on the walls and/or floor.
 2. Where possible, designate entrance and exit doors for classrooms and restrooms to reduce the chance that people meet face to face.
 3. Stagger arrival and drop-off times or locations, or put in place other protocols to limit close contact with parents or guardians and other individuals as much as possible.
- H. Batching: In order to minimize the risk of widespread virus transmission throughout the school, we will be practicing “Batching” among our students and staff. This will involve keeping all of our students and staff within a single class together while avoiding mixing with other students, staff, visitors, materials, or even air whenever possible. Batching strategies include:
- a. Students to report to a single classroom every day that they are at school
 - b. 10-15 students will be in each cohort
 - c. A class will not mix with other classes for any reason
 - d. Classes will spend the majority of their school day in that classroom or outside whenever possible
 - e. Most staff assigned to a single class will not enter classrooms other than their own
 - f. Staff will not share materials between classrooms or between students. Classroom supplies will be exclusively used by and in a single classroom. Whenever possible, classroom supplies should stay within the classroom they are assigned to
 - g. Staff that travel between rooms will receive a supply package/caddy that will include items such as pens, post it notes, dry erase markers.
 - h. Specials classes: in grades Pre-K-4th, specials teachers will “push in” to classrooms. In grades 5th-8th, specials instruction will occur remotely during students’ remote days.
 - i. Meals will be served and eaten within the same classroom.
 - j. Students who will be in the same classroom together will make any needed transitions together.
 - k. Large group gatherings and assemblies will be suspended.

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- I. Environmental Management
 - a. Steps will be taken to enhance ventilation and airflow to minimize virus spread by following best practice, modifying and/or enhancing ventilation systems.
 - b. Hand dryers in bathrooms will be disabled.
- J. COVID-19 Safety Coordinator
 - a. Each school shall designate a COVID-19 safety coordinator (administrator) whose responsibilities include continuous compliance with all aspects of the school's reopening plan, as well as any phased-in reopening activities necessary to allow for operational issues to be resolved before activities return to normal or "new normal" levels.
- K. Transportation: Hebrew Public typically works with NYC's Office of Pupil Transportation to arrange student transport and maintain vehicles. One school, Harlem Hebrew Language Academy Charter School, engages a private bus company for the transport of students living in the Bronx. Hebrew Public shall ensure any bussing options available to students comply with protocols around social distancing, cleaning, staff education, PPE, equity, and other safety related items.

COVID -19 Exposure

Hebrew Public schools shall follow all guidance from applicable government bodies (including NYSED, DOHMH, and DOH) about mandating remote learning or work, or PTO/excused absences, for individuals with confirmed or suspected COVID cases, and those who have been exposed to others with confirmed or suspected COVID cases.

- A. **Definition:** Per SED and DOH, "exposure" is defined as being within six feet of another individual for ten minutes or more, The following procedures shall be followed following confirmed or suspected cases of COVID-19.
- B. **Exhibiting COVID symptoms or tested positive for COVID:** Individuals who exhibit symptoms that may indicate COVID, including fever above 100 F, or who have tested positive for COVID must follow the following protocol:
 - a. Any individual (student or staff member) showing signs of COVID-19 can only return to school when all the following conditions are met:
 - i. Received a positive COVID-19 test AND
 - ii. Isolated for 10 days AND
 - iii. The individual has been fever free for 24 hours without the use of medication and overall symptoms are improving.
 - b. OR
 - i. Received a negative COVID-19 test AND
 - ii. The individual has been fever free for 24 hours without the use of medication and overall symptoms are improving.

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- c. OR
 - i. Never got a COVID-19 test AND
 - ii. At least 10 days have passed since symptoms started AND
 - iii. The individual has been fever free for 24 hours without the use of medication and overall symptoms are improving.
- C. **Resources for testing: Individuals referred for COVID-19 testing will receive a list of test sites in their area.**
- D. **Exposure:** Individuals who have been exposed to someone with a positive COVID case must quarantine for 14 days from last exposure, even if the exposed individual does not present symptoms.
 - a. [Please click here for responses to hypothetical exposure scenarios, communication templates, and FAQs.](#)
- E. Hebrew Public will assist all DOH investigations and follow all DOH protocols and recommendations around cohort closure, school closure, and other preventative actions.
- F. Partnership with contact tracers
 - a. To aid contact tracing efforts, the following information about interactions will be collected:
 - i. Visitor log
 - ii. Student attendance information
 - iii. Staff sign-in information
 - b. Protecting student and staff privacy
 - i. All HIPAA, NYSED, DOH, and DOHMH mandates will be followed.
 - ii. Names and other identifying characteristics of those who have a confirmed or suspected case of COVID will not be revealed to students or parents.
 - iii. Only staff who need to know for contact tracing purposes will be informed of the names of those who have a confirmed COVID case.
- G. In the event that a school needs to shift to fully remote learning, [the protocols and communication plan described here shall be followed.](#)
- H. When 1 or more confirmed cases are reported within a school building, the following protocols shall be followed:

<u>Conclusion of Investigation</u>	<u>During Investigation</u>	<u>Post Investigation</u>
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1 confirmed case	Close Classroom, transition to remote learning	Classroom remains closed for 14 days; students and staff in close contact with positive case self-quarantine for 14 days.
At least 2 cases linked together in school, <u>same</u> classroom	Close Classroom, transition to remote learning	Classroom remains closed for 14 days; students and staff in close contact with positive cases self-quarantine for 14 days
At least 2 cases linked together in school, <u>different</u> classrooms	Close school building, transition to remote learning	Classrooms of each case remain closed and quarantined, additional school members are quarantined based on where the exposure was in the school (e.g., the locker room)
At least 2 cases linked together by circumstances outside of school (i.e., acquired infection by different setting and source)	Close school building, transition to remote learning	School opens post investigation, classrooms remain closed for 14 days
At least 2 cases not linked but exposure confirmed for each outside of school setting	Close school building, transition to remote learning	School opens post investigation, classrooms remain closed for 14 days
Link unable to be determined	Close school building, transition to remote learning	Close school for 14 days

Partner-Run Programming and After-School

Hebrew Public partners with community based organizations to provide after-school care for students. We are exploring expanding these partnerships for 2020-21 to include socially distanced in person care during students' "remote" days. To minimize the spread of COVID, the

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same operational policies and exclusion policies outlined above shall be expectations for partner-run programming. In addition, to the extent possible, partner run programming shall maintain the cohorts established in school.

Staff Policies

- A. Exposure to a COVID positive individual or exhibiting COVID symptoms: see above
- B. Requesting Remote Duties: **Employees who are high risk, who live with someone who is high risk, or who have childcare responsibilities may seek remote duties. Staff have been instructed to contact Human Resources with questions or to seek remote duties.**
- C. Staff evaluation will occur in accordance with the school’s charter.
- D. Paid Time Off: Employees who cannot attend work for COVID-related reasons may be qualified to receive paid sick time under the Families First Coronavirus Relief Act (FFCRA). The following categories of leave are covered under FFCRA with the following rates and durations:

Reason for Leave	Amount Paid	Duration
1. Federal, State, or local quarantine or isolation order related to COVID-19	Full wage up to \$511 per day and \$5,110 in the aggregate (over a 2 week period)	Up to 2 weeks for full-time employees, pro-rated amount for part-time employees based on average work week
2. Has been advised by a health care provider to self-quarantine related to COVID-19	Full wage up to \$511 per day and \$5,110 in the aggregate (over a 2 week period)	Up to 2 weeks for full-time employees, pro-rated amount for part-time employees based on average work week
3. Experiencing COVID-19 symptoms and is seeking a medical diagnosis	Full wage up to \$511 per day and \$5,110 in the aggregate (over a 2 week period)	Up to 2 weeks for full-time employees, pro-rated amount for part-time employees based on average work week
4. Caring for an individual subject to an order described in (1) or self-quarantine as described in (2)	$\frac{2}{3}$ of normal pay up to \$200 per day and \$2,000 in the aggregate (over a 2 week period)	Up to 2 weeks for full-time employees, pro-rated amount for part-time employees based on average work week

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<p>5. Caring for a child whose school or place of care is closed (or child care provider is unavailable) for reasons related to COVID-19</p>	<p>⅔ of normal pay up to \$200 per day and \$12,000 in the aggregate (over a 12 week period)</p>	<p>Up to 12 weeks for full-time employees, pro-rated amount for part-time employees based on average work week</p>
<p>6. Experiencing any other substantially-similar condition specified by the Secretary of Health and Human Services, in consultation with the Secretaries of Labor and Treasury</p>	<p>⅔ of normal pay up to \$200 per day and \$2,000 in the aggregate (over a 2 week period)</p>	<p>Up to 2 weeks for full-time employees, pro-rated amount for part-time employees based on average work week</p>

For any leave that is not COVID-19 related, standard paid time off policies - as outlined in the employee handbook - apply.