



**CLASSICAL**  
CHARTER SCHOOLS

Re-Opening Handbook  
*Stage 2*

Updated: Wednesday, October 7<sup>th</sup>, 2020

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## Vision & Principles

This document is the centralizing document that outlines systems related to Classical's re-opening plan, specifically Stage 2. The primary three areas of focus are: Safety, Equity, and Excellence.

### Safety & Health

Safety continues to be our priority. Staff and students follow the most up-to-date guidelines regarding social distancing, PPE, screening & containment, prevention, and closure triggers. Further, school schedules are arranged to minimize potential safety concerns. Lastly, school environments are cleaned and disinfected daily. See [Appendix A](#) for health and safety guidelines.

### Equity

Our commitment to providing all scholars and families with an equitable learning experience during this challenging time remains a critical component of our reopening plan. Below outlines some key components of this commitment:

- Social Skill Groups for Scholars
- Crisis Counseling for Scholars
- Family Meetings & Counseling
- Parent Choice: In-Person or Remote

### Excellence

Our remote and in-person programs are aligned, providing all scholars with a Blue-Ribbon award-winning education. Classical prioritizes parent choice in stages staggered across the year. In every stage of learning, parents will be asked to select remote or in-person learning for their scholar. Once survey results are finalized, School Directors work to build schedules which maximize in-person instruction.

## 20-21 Learning Program

Documents related to the logistics of the 2020-2021 Learning Program including [Zoom links](#), [teaching responsibilities](#), [scholar materials](#), and [schedules](#) are posted within [Curriculum > 20-21 Learning Program](#).

## Overview of Stages and Academic Calendar

The below table outlines stages for the remainder of the year. Note that these stages are subject to change across the year as guidelines from the city and state evolve.

Following Winter Recess, Classical will enter a two-week remote period to allow scholars and families to safely transition back to learning in-person. All families who plan to participate in-person learning beginning on Tuesday, January 19<sup>th</sup> and all staff must return to the NYC area by Monday, January 4<sup>th</sup>. There are no plans currently to operate remotely following Mid-Winter Recess or Spring Recess. **Staff are strongly encouraged to travel only during Winter Recess, and not during Thanksgiving Break, so that they may safely quarantine without taking PTO and LWOP.** Any staff member who must quarantine after travel during Thanksgiving break will be required to take PTO and LWOP. See more information related to quarantining after travel [here](#).

Stage	Dates	Type
Stage 0	Wednesday, August 19 <sup>th</sup> – Friday, September 18 <sup>th</sup>	Remote-Only
Stage 1	Monday, September 21 <sup>st</sup> – Friday, October 9 <sup>th</sup>	In-Person and Remote
Stage 2	Tuesday, October 13 <sup>th</sup> – Wednesday, December 23 <sup>rd</sup>	In-Person and Remote
Stage 3	Monday, January 4 <sup>th</sup> - Friday, January 15 <sup>th</sup>	Remote Only
Stage 4	Tuesday, January 19 <sup>th</sup> - Friday, March 26 <sup>th</sup>	In-Person and Remote
Stage 5	Monday, April 5 <sup>th</sup> – Friday, June 25 <sup>th</sup>	In-Person and Remote
<b>***Subject to Change***</b>		

## Remote Learning Stages

During the period immediately following Winter Recess, Classical will enter Stage 3, a fully remote period to allow scholars and families to safely transition back to learning in-person. During this time, teams will utilize procedures, systems, and schedules from Stage 0. During any other periods that require remote learning (following a school closure or guidance from local health officials), teams will also utilize procedures, systems, and schedules from Stage 0.

## Academic Calendar

The Academic Calendar is posted on the homepage of SharePoint [here](#).

## Stage 2 System Updates

### Livestream Technology

Math and TA in grades 3-8 will be livestreamed to maximize staffing and ensure scholar:teacher ratios remain reasonable across remote cohorts. In addition, livestreaming will be used during teacher absences to maintain high-quality instruction for remote scholars. All teachers may also rely on livestreaming in the event of teacher absences. More details regarding coverage plans to come from school directors.

### Technology Set-Up

Each livestream classroom will be equipped with one of the following two set-ups:

#### Set-Up A

- Classroom Desktop with Webcam
- Microphone
- Teacher Laptop with Webcam

OR

#### Set-Up B

- WebCam
- Microphone
- Teacher Laptop with Webcam

When setting up a livestream classroom, teachers should set up the equipment in the following way:

<u>Set-Up A</u>	
Equipment	Purpose
Computer A (either laptop or desktop)	Connect to Document Camera and Zoom. Within Zoom, teacher should “Share Screen” so scholars can see DocCamera
Computer B (either laptop or desktop)	Connect to Zoom. This webcam will be recording the in-person teacher. The “Spotlight” within Zoom should be on this account.
Microphone	The microphone will be worn by the in-person teacher. The microphone should be connected to Computer B.

<u>Set-Up B</u>	
Equipment	Purpose
Teacher Laptop with Webcam	Connect to Document Camera and Zoom. Within Zoom, teacher should “Share Screen” so scholars can see DocCamera
Webcam	Placed at the center of the room and connected by a cord to the teacher laptop. This webcam will be recording the in-person teacher. The “Spotlight” on Zoom should be on the in-person teacher.
Microphone	The microphone will be worn by the in-person teacher. The microphone should be connected to the computer.

**A note on microphones:** Teachers should stand near the scholar who is speaking so that remote scholars can hear the audio of their peers.

### Troubleshooting

**WebCam:** If, in set-up B, a webcam is not available, the teacher can use the webcam on the computer and then toggle between Zoom and the DocCam presenter app as needed.

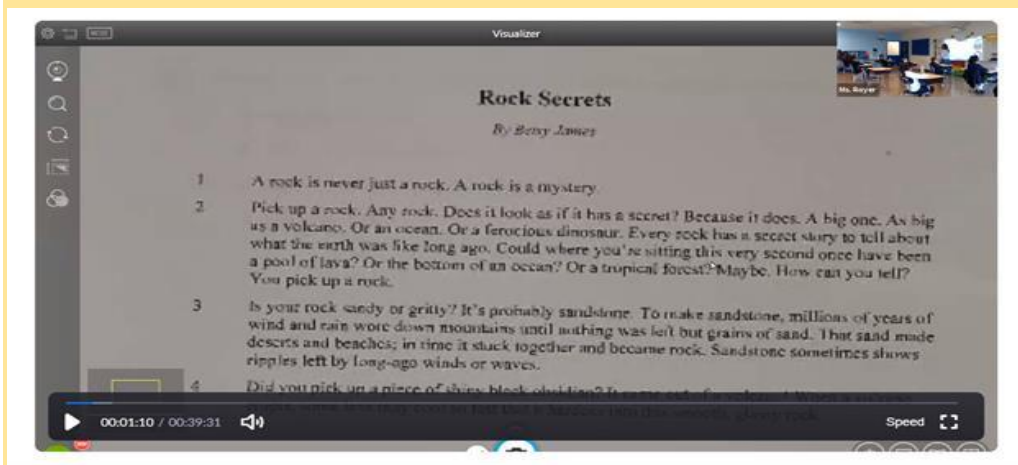
**Microphone:** If a microphone is not available or working, a teacher can opt to use their smartphone as a microphone. A teacher can set this up by logging into the Zoom link with their smartphone, turning off the camera, and using proximity when scholars are sharing so that they can be heard via the microphone.

### Scholar View

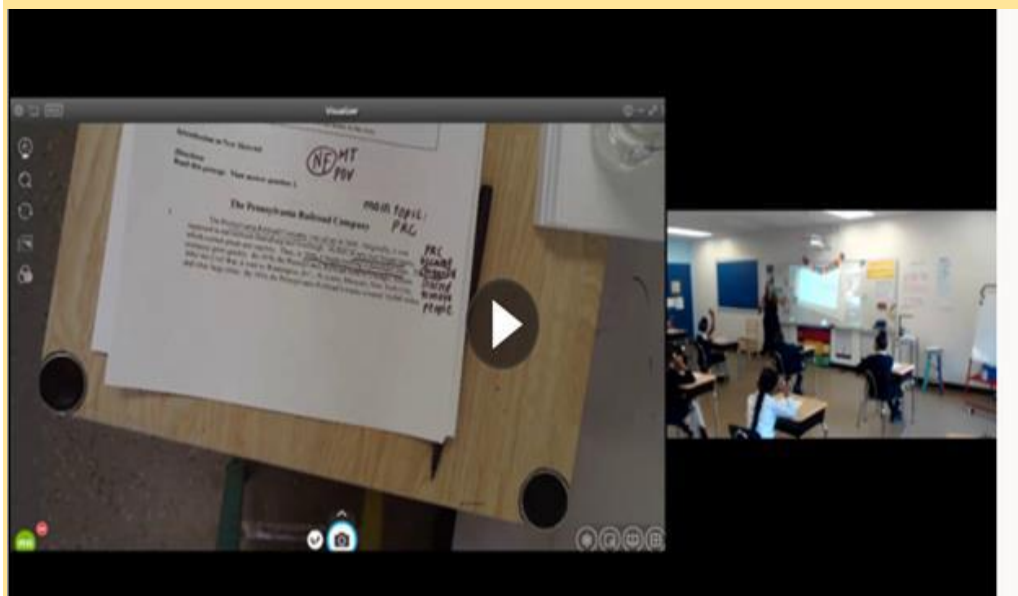
The default view for scholars will be standard view which will make the in-person teacher smaller in the top right hand corner.

For a side-by-side view, scholars can adjust their view by following these directions. It is up to the GTL's discretion to norm which view scholar should use.

### Default View



### Side-by-Side View





## Best Practices

Teachers are strongly encouraged to view these demo videos before executing a livestream lesson.

[Math](#)

[TA](#)

## Tips

- **Preparation:**

- In-person livestream teachers should script out questioning for in-person and remote scholars into plans. For example, whenever in-person scholars are jotting, remote scholars should be chatting. (Ex. *In-person scholars, jot down on your paper what the author is mostly teaching you here. Remote scholars, chat that idea to Ms.Schulman!*)
- In-person livestream and remote teachers should coordinate around which questions remote scholars will share out. This may take place in advance of the lesson during SUM or during the lesson. (ex. *Ms. Schulman, can you please unmute the scholar with the best chat to share out their answer for everyone?*)

- **Expectations:**

- Teachers should set expectations at the beginning of each lesson around materials, specifically for remote scholars. Ensuring remote and in-person scholars have the same materials will further align their experience.

- **Management:**

- In-person livestream teachers should praise and correct remote scholars when possible. The remote teacher should continue to use the chat feature to narrate behavior. However, the more the livestream teacher narrates or namedrops remote scholars, the more they will feel included in the class.
- In-person livestream teachers should call on remote scholars when possible. In-person scholars will be able to hear the audio of the remote scholar projected from the computer.

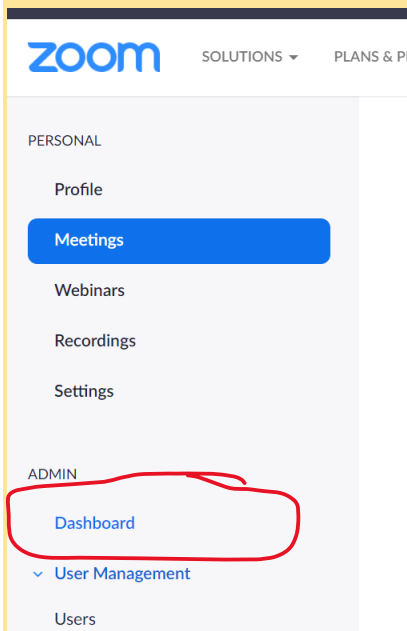
## Managing a Remote Room Independently

Some remote rooms may be managed by only one remote teacher where staffing and scheduling requires. Below outlines some logistics related to how to execute managing a remote room. School Directors will also be in touch regarding Dean and IC supports at individual school sites.

### Attendance

The licensed Zoom user of the remote cohort should export attendance records. The licensed user can do this by going to Zoom.us in your browser and selecting Dashboard > Past Meetings, then clicking on a specific meeting and exporting details to CSV.

### Zoom.us > Dashboard



### Past Meetings > Class

A screenshot of the Zoom.us 'Past Meetings' page. The 'Past Meetings' tab is circled in red. A text box with a black border contains the instruction: 'Click on meeting you need attendance records for.' A red arrow points from this text box to the first meeting row in the table. The first meeting ID, '555 417 4463', is also circled in red.

Meeting ID	Topic	Host	Start Time	End Time	Duration (hh:mm:ss)	Participants	Phone	VoIP	Video
555 417 4463	Danielle Green's Personal Meeting Room	Danielle Green	Oct 6, 2020 02:55 PM	03:08 PM	13:31	2	-	🟢	🟢
419 045 7833	Ms. Royer's Personal Meeting Room	Ms. Royer	Oct 6, 2020 02:52 PM	02:58 PM	06:23	3	-	🟢	🟢
419 045 7833	Ms. Royer's Personal Meeting Room	Ms. Royer	Oct 6, 2020 02:47 PM	02:51 PM	03:44	3	-	🟢	🟢
994 7929 4549	Ms. Kopeck's Speech Room	Michelle Kopeck	Oct 6, 2020 02:45 PM	03:16 PM	30:41	7	-	🟢	🟢
202 115 073	Speech and Language with Ms. Rossbach	Kristen Rossbach	Oct 6, 2020 02:43 PM	03:16 PM	33:20	2	-	🟢	🟢
910 0929 1539	Ms. Isa's Counseling Room	Hailey Isa	Oct 6, 2020 02:29 PM	02:45 PM	16:09	2	-	🟢	🟢
967 7021 2677	Speech with Ms. Gorton	Katherine Gorton	Oct 6, 2020 02:29 PM	03:02 PM	33:15	11	-	🟢	🟢

## Export Details to CSV

Past Meetings > Meeting Details

Meeting ID	Topic	Host	Start Time	End Time	Duration (hh:mm:ss)	Participants	Phone	VoIP	Video	Screen Sharing	Recording	CRC	Encryption
419 045 7833	Ms. Royer's Personal Meeting Room	Ms. Royer	Oct 6, 2020 02:47 PM	02:51 PM	03:44	3	-				-	-	

Search participants [Export Details to CSV](#)

Participant	Device	IP Address	Location	Network Type	Microphone	Speaker	Camera	Data Center	Connection Type	Join Time	Leave Time
Ms. Royer	Windows	108.6.49.135 	Elmhurst (US)	Wifi	Internal Microphone (Conexant SmartAudio HD)	Speakers / Headphones (Conexant SmartAudio HD)	Integrated Camera	United States (Cloud Top)	UDP	02:47 PM	02:51 PM 
Ms. Royer	Windows	108.6.49.135 	Elmhurst (US)	Wifi	Microphone Array (Realtek High Definition Audio)	Speakers (Realtek High Definition Audio)		United States (Cloud Top)	UDP	02:48 PM	02:51 PM 
Ms. Royer	iOS	107.77.223.124 	(US)	Cellular	MicrophoneBuiltIn	Receiver	Front Camera	United States (Cloud Top)	UDP	02:50 PM	02:51 PM 

## In-Person Testing

Remote scholars will have the option to test in-person on testing days. Only the assessments listed below will be offered in-person. Remote scholars will continue to take Running Records and K-1 Phonics assessments remotely.

- Interim assessments
  - K-8: Math and ELA
  - 7<sup>th</sup>-8<sup>th</sup>: Science and History
- K-2: Math and Read Aloud
- 3-8: Math and Textual Analysis

## Polling Families

Advisors should update which scholars will be taking an assessment remotely on the “Scholars” tab on the scholar’s school-site tracker [here](#) (20-21 Learning Program > Test Administration > In-Person Logistics). This tracker should be updated 5 instructional days in advance of the assessment.

Families will have the option for the scholar to be on-site for only the duration of the test or for the duration of the school day. Arrival and dismissal times vary by school site for remote scholars. Teachers should connect with their SD before sharing arrival and dismissal times with families.

Any scholars who will be in-person for testing and plan to stay the whole day will learn remotely while on-site. As such, they should bring both their device and headphones to ensure a concentrated remote learning period.

## Printing Assessments

Assessments will continue to be printed with copy deadlines outlined [here](#). However, any additional copies needed for remote scholars testing in-person should be noted in Column D on the “Assessment” tab of the school-site trackers [here](#) (20-21 Learning Program > Test Administration > In-Person Logistics). When noting how many copies are needed, insert a comment and @ Operations so that they are aware of the request.

## Scheduling

When creating remote schedules for assessment days, GTL’s should schedule assessments to take place during the first block. The 45 (3-8) or 60 (K-2) minute break should be scheduled immediately following the assessment so that families who are picking up their scholar have sufficient time to commute home in time for the next lesson.

The GTL should also plan for in-person coverage for remote scholars during breaks. During breaks, teachers can engage in SEL activities with scholars. Some examples are included [here](#).

## Staffing and Room Allocation

The remote teachers for the cohort will be the proctors for both in-person and remote scholars. If any support is needed with staffing for extended time, GTL’s should connect with their SD five instructional days in advance of the assessment and coordinate coverage. GTL’s and SD’s should update column E on the “Assessment” tab trackers [here](#) (20-21 Learning Program > Test Administration > In-Person Logistics) of the tracker if anyone outside of the grade team proctors extended time scholars.

## Remote Testing

Grade-level veters will continue to post the assessments on Formative. However, remote teachers will be responsible for [scheduling the assessment](#) and assigning the assessments to remote scholars by [restricting the assignment to individual scholars](#).

## Dates with Overlapping Assessments

Some dates may have assessments for multiple grades. School Directors are working to create a plan for these days and will be in touch with individual grade teams regarding adjustments during the week of October 12<sup>th</sup>.

## Roster Changes

### *Updated Policy*

Scholars may only switch into remote learning if they are doing so 1) for the remainder of the stage, 2) as a result of a [failed health screening](#), or 3) as a result of extenuating circumstances requiring advanced approval from the School Director to temporarily switch into remote learning. Scholars may not switch to remote for 1-day circumstances like doctor's appointments.

Scholars may only switch into in-person learning at the discretion of the School Director pending space availability.

### *Temporary Change*

When temporarily switching a scholar into remote learning, the teacher should add the scholar and date to the trackers posted [here](#) (20-21 Learning Program > Rosters > Stage 2 > Temporary Learning Preference Changes)

Remote teachers should take attendance for the scholar by marking the scholar present for the day on their in-person roster on Jupiter. If a scholar misses 1-2 hours of content a day mark them as tardy. If a scholar misses 2 hours or more a day mark them as absent. Any missed blocks are marked in the comments area.

### *Permanent Change*

If scholars are permanently switching into remote learning, the teachers should complete columns G-I on the original [stage 2 rosters](#) (20-21 Learning Program > Rosters > Stage 2) and be sure to insert a comment in column I notifying Ops, Data, and the SD.

### *Transition between Stages*

When transitioning between stages, there will be a "blackout period" in which scholars may not switch into remote learning. The purpose of this period is to allow teachers to fully prepare for the upcoming stage without significant changes in rosters. If a scholar switches into remote learning during this period, they will not be permitted to participate in remote learning on day 1 and will be marked absent. This will avoid last-minute changes into the remote program and allow teachers ample time to prepare advisors, breakout rooms and other logistics.

### *Planning for Staff Absences*

More information related to planning for staff absences is forthcoming from each school-site's School Director. However, generally, livestreaming will be leveraged to allow for remote teachers to provide in-person coverage where needed.

## Staffing

### Professional Expectations

#### *Attendance*

Any employee who has absences related to COVID-19, must reach out to [HR@southbronxclassical.org](mailto:HR@southbronxclassical.org) and their school director immediately to ensure COVID absences are marked appropriately on ADP and in compliance with the [Families First Coronavirus Response Act](#)

The attendance score on rubrics will only include days off related to Paid Time Off (PTO) and not any absences related to the Families First Coronavirus Response Act. As in years past, every day that a staff member is absent directly impacts our scholars' learning. Staff should continue to minimize absences when possible.

As in years past, when communicating absences, teachers must email their direct manager, Instructional Coach, School Director, grade-level Dean, and Operations Manager.

#### *Quarantining after Travel from Out-of-State*

Any staff member traveling from a state requiring quarantine per [NY's Advisory List](#) is required to quarantine. During this time, staff must take PTO. Classical cannot provide accommodations to work remotely for staff who have chosen to travel out-of-state. All staff receive 8 personal days. Any staff member who takes more than 8 personal days will be required to take Leave Without Pay (LWOP). There will be exceptions made for travel to attend the wedding of an immediate family member, bereavement, and immediate family emergencies. In these instances with SD approval, staff will have the option to work remotely during the quarantine period. Classical will run remotely for the two weeks following Winter Recess to allow staff and families to safely quarantine. There are no plans currently to operate remotely following Mid-Winter Recess or Spring Recess.

#### *Quarantining after a Failed Daily Screening Questionnaire*

If a staff member requires a negative COVID-19 test **before returning to work**, that staff member (as staffing allows) will be offered the option to work remotely. If a remote option is not available to a staff member, the staff member will not be required to take PTO as they await their test results. Any time off until the test results are returned will not be counted directly against the employees normal PTO; however, it will come out of a specific allotment allowed under the Family First Act, but once again HR needs to be informed immediately. If an employee cannot be tested within 24 hours, they must contact HR to discuss options. This section is only applicable to failing the first three questions on the **daily screening questionnaire**. Please see the above section for information regarding time off as it relates to travel out-of-state.

#### *Team Meetings*

Stand-up meeting begins at 7:30 am during all stages of the 20-21 learning program. GTL's also lead weekly team meetings during all stages of the 20-21 learning program. Team meetings can be held on-site or remotely at the discretion of each team's GTL.

#### *Work Hours & Location*

- All staff members must live within a commutable distance of our schools. Last-minute staffing changes may occur if an on-site staff member is required to quarantine and be tested. See below section on planning for staff absences for more information.
  - In an effort to maximize safety, Classical will not use external subs until further notice. GTL's will create coverage schedules in collaboration with SD's.
- On-site expectations staff are summarized below:
  - On-site and hybrid classroom teachers will be on-site every day. Remote teachers should reference their daily schedules for more information regarding which days they are on-site.
  - Specials, SST, and At-Risk staff will be on-site every day.

- School Directors, Operations, Instructional Coaches, and Deans will be on-site every day.
- Network staff should connect with their managers regarding number of days per week on-site and space assignment within school buildings
- Instructional staff, Operations and Deans daily working hours run from 7:30 am - 4:45pm.
  - Stand up begins at 7:30 am for on-site and remote teachers. A remote check-in immediately following SUM is no longer required.
  - On days during which staff does not an on-site commitment after 4 pm (debriefs, team meetings, etc), they may leave the building at 4pm when scholars have been dismissed. 4 to 4:45 will still be considered a portion of the staff member's prep time so by leaving the building at 4, the staff member is committing to completing any additional tasks remotely by end of day.

## Requests for Accommodations or Leave

See [Appendix B](#) for more information.

## Scholar Materials

### Deadlines and Distribution Dates

As in years past, teachers are responsible for assembling and submitting copy requests. During the 20-21 learning program, this occurs on a 2-week rotating basis. Grade teams should collaborate across the network to submit their copy requests. Materials are posted on SharePoint within [Curriculum > 20-21 Learning Program > Scholar Materials](#). Once PDF's have been uploaded, email the link to [Ms. Weitekamp](#) and each school site's Operations Team.

When creating scholar materials, teachers should reference the [pacing calendar](#) (Curriculum > Calendar) and the below guidelines:

- Organize the work by day, so each day will have all of the scholar IP work followed by the homework for each subject in the order in which the scholars have class each day.
- Because each day is a separate packet, name them by the date for which the scholars will have that class. Ex.: 04.01. Grade 1 Scholar Packet
- Please include page numbers on each page of the packet.

### Assessments

Assessments for on-site scholars should be uploaded (like scholar materials) to the folders [here](#) by the deadlines outlined above.

Once the assessment has been uploaded, each GTL should send an email to their school-site's Operations team with the following information:

- Link to the assessment
- # of copies needed (equivalent to the # of on-site scholars)
- B&W or Color

Ops will automatically print all assessments as double-sided, stapled, and without three-hole punch unless otherwise requested by the GTL.

Once teams determine which remote scholars will be testing in-person, teachers should communicate to Operations the number of additional in-person copies needed by following directions [here](#).

Any remote scholar who does not opt for in-person testing will take the assessment on Formative.



## Remote Learning

### Attendance

See more information regarding logistics for attendance in [Appendix E](#).

Scholars must have their camera on during remote learning. The only exception here is for scholars using only a phone or tablet for whom the camera turns off when using Formative.

For scholars who are persistently turning their camera off, follow the below guidelines:

Cameras-On Attendance Policy K-4	Cameras-On Attendance Policy 5-7
1. Typed reminder in chat	1. Typed reminder in chat
2. Warning	2. Check
3. Color change and removal to waiting room for phone call check-in follow by readmittance to class	3. Disruptive Behaviors and removal to waiting room for phone call check-in followed by readmittance to class
4. Dean Referral, removal from class, marked absent for lesson block	4. Dean Referral, removal from class, marked absent for lesson block

### Dean Support

Reference [this resource](#) (20-21 Learning Program > Dean Support > Dean Support Remote Learning) for more information regarding systems, procedures, and supports.

### Daily Phone Calls

Advisors must conduct daily wellness checks with each scholar in their advisory every day. These meetings can happen one-on-one or in a small group. The daily check-in should be structured to address topics covered in the on-site [morning meetings](#).

### Guided Reading

When creating guided reading groups, teachers should use the [teaching responsibilities](#) documents. One teacher should be responsible for monitoring scholars who are independently reading. If staffing is not feasible due to a high number of groups, reach out to IC's and SD to troubleshoot solutions.

### Homework

Teachers use Formative to check homework across the grade. Grade teams across the network should collaborate in the creation and assignment of resources on the platform. Homework continues to be printed in packets as an alternative and for on-site scholars during Study Hall. Homework is tracked and entered daily on Jupiter using the 0/1 scoring code and including a note for parents for scores of 0.

### Independent Reading

See [Appendix D](#) for more information for independent resources for remote scholars.

### In-Person Support

Hybrid and remote on-site teachers are able to support with on-site tasks like bathroom emergencies during times of day where they are not a lead teacher or executing a critical task (ex. taking attendance, making phone calls, or leading breakout rooms). Before leaving the Zoom room to assist with an on-site task, the teacher should privately message another remote teacher via Zoom to let them know what on-site task they are completing and for what time length.

## Independent Practice

As we continue to improve remote teaching, teachers should refer to [this document](#) (20-21 Learning Program> Handbook and Planning Documents) which outlines best practices.

## Meals

Currently, the Department of Education is providing grab and go breakfast and lunch options from the public schools across the city. Families can find the school located closest to you by entering your zip code at [this website](#).

## Remote Resources Page

In Spring 2020, while there were 38,968 visits to our [remote resources page](#), on average only 5 scholars (or .004% of our student body) used the recorded instructional videos and quizzes each day. As a result, scholar packets will continue to be available to families through the website, but recorded instructional videos will no longer be available.

Teachers may choose to record a video for a scholar and share it through OneDrive or similar platform, but it will not count towards attendance. If there are extenuating circumstances requiring that the scholar must watch a video for a certain subject each day, the teacher should reach out to a dean to create an attendance plan with the recorded videos.

## Remote Running Records

GTL's should coordinate a running record testing schedule using the guidelines below in advance of each testing round.

### Scheduling Running Records

- Testing can be done in breakout rooms during any remote block where there are more than 2 remote teachers in place of breakout rooms beginning on Friday
- Testing can be done during Guided Reading or breaks.

### Determining Testing Schedules

- Identify the blocks where scholars can be tested and who is available to test them
- Place scholars first in content blocks and guided reading to determine if breaks are a necessary time for testing
- Use breaks to account for the scholars who are unable to be tested during content and guided reading blocks
- Reach out to your IC or SD if you run into issues

## Remote Test Administration

Before administering assessments, teachers must review and follow protocols outlined in the Remote Test Administration Guide [here](#).

### *Troubleshooting*

If, during an assessment, scholars have technology issues which require a time extension. Reach out to Ms. Davis and the grade-level vetter for approval for a time extension. Teachers will be responsible for [extending time](#) within the assignment settings on Formative after receiving approval for the extension.

Teachers should continue to use daily wellness calls to troubleshoot Formative issues with scholars. A list of common issues and how to troubleshoot them is [here](#).

### *Make-Up Tests*

Teachers are responsible for creating and administering make-up tests by [duplicating](#) the original assessment, [scheduling a time for it](#), and [restricting access to individual students](#) who need to take the assessment.

## Uniforms

During Stage 1 and beyond, to foster an equitable learning experience for our on-site and remote scholars, all scholars are required to wear uniform except for network spirit days when scholars can accessorize their uniforms. Any remote scholars not wearing a uniform will require a teacher call after the first infraction and a dean referral after the second infraction.

Teachers should continue to log any uniform infractions on Jupiter.

## Work Analysis

Frequency and format of work analyses for remote scholars is at the discretion of the GTL.

## Zoom Links

The table below outlines the licensed Zoom account users for each remote cohort. Licensed users should create the classroom link and post it on [this spreadsheet](#) (20-21 Learning Program > Zoom Links > Stage 2) by Thursday 10/8 EOD. Ms. Cota will update the website with the new Zoom links on Friday.

Directions for how to set up a Zoom link are included in [Appendix G](#).

	SBC 1	SBC 2	SBC 3	SBC4
<b>Kindergarten</b>	Moore	Downs	Moore	Murray
<b>1st Grade</b>	Webb	Siavichay	TBD	Littlejohn
<b>2nd Grade</b>	Purisc	Joy	Danin	Paladino
<b>3rd Grade</b>	Binenfeld	Cynova	Schulman	Kelly
<b>4th Grade</b>	Hummel	Nunez	Clarke	Chung
<b>5th Grade</b>	Scazafave	Porbeni	Simchick	
<b>6th Grade</b>	Martini	Ureña	Macaulay	
<b>7th/8th Grade</b>	Regan	Amador		
	Urda	Rahman		
	Speziale	Perednia		

## In-Person Learning

### Morning Meeting

Morning meeting will run from the time of staggered entry into the classroom and last 20 minutes. During [arrival](#), scholars will pick up a packaged breakfast which they have the option of eating during the meeting. Resources for executing morning meetings are included [here](#). A PD session on morning meetings will be offered in October.

### Procedures

Refer to your school-site's manual for more information regarding procedures including staggered entry, dismissal, bathroom breaks, safety drills, and lunch. School-site specific information is posted [here](#). (20-21 Learning Program > Handbook and Planning Documents)

### Recess and Outdoor Spaces

Recess scheduling and logistics will be determined by each individual school site. For best practices regarding managing recess, please reference the [Recess Manual](#). Usage of outdoor space depends on availability within each school site. Any requests to use outdoor space must be approved by the school director and will require parent-signed permission slips.

### Rosters

When creating on-site rosters, team should work to strategically group scholars of similar reading levels together so that scholars will not have to move between rooms for this block. For example, a class of 12 could include 4 X's, 4 Y's, and 4 Z's. This would allow 3 different groups of 4 students each. Teams should reach out to support from instructional coaches and school directors, as needed.

### Routine Planning

In K-6, on-site grade teams can leverage unscripted blocks of the first three days of each stage to teach routines. In 7-8, teachers can leverage the first few minutes of each block to teach scholars routines associated with that subject.

School Directors will coordinate with GTL's to determine whether the unscripted blocks will be moved to a different time of day or remain at the scheduled time.

### Scholar Technology

Scholars may use non-phone devices they bring from home during Study Hall to complete homework on Formative. For more information, review [these documents](#) (20-21 Learning Program>Scholar Technology) which outline the school policy.

## Specials

### Schedules

Specials schedules are included in the scheduling documents located [here](#) (20-21 Learning Program > Schedules).

### Stand-Up Meeting

During the 20-21 learning program, Specials teachers meet at 7:30 am for daily stand-up meeting. The meeting will be held in subject teams across the network via Zoom. Team members should use [this agenda](#) to facilitate the meeting together daily.

### Curriculum

Specials teachers plan unscripted lessons each week to be taught for both on-site and remote instruction.

The 2020-21 specials curriculum for both onsite and remote learning is stored in the [specials folder](#) within the 2020-21 Learning page.

Each specials content area has its own curriculum folder that contains a subfolder titled "Stage 1+." This is where all of the remote and onsite curriculum for the 2020-21 school year will be stored by grade level and unit number.

### Pacing Calendars

Both on-site and remote teachers will use the pacing calendars linked below to identify which lessons will be taught each week. Subject Team Leaders will fill in the pacing calendars monthly. Within each calendar there is a tab for each school site, designating the lessons taught for on-site instruction as well as a tab labeled "Remote" which lists the lessons being taught for remote instruction each week.

[Art Pacing Calendar 20-21](#)

[Fitness Pacing Calendar 20-21](#)

[Music Pacing Calendar 20-21](#)

## Scholar Services and At-Risk

### Quarantined Staff

In the event an SST staff member is required to quarantine and cannot be on-site, staffing will be adjusted to ensure scholars receive mandated services. Options when adjusting staffing including having the other provider in the building provide services or offering services to on-site scholars via Zoom.

### Meetings

IEP and 504 meetings will occur either in-person or virtually subject to further guidance from the Department of Education.

All scholars requiring IEP's or 504's will be assigned one teacher who is responsible for any reports across the school year. More information here is forthcoming.

Special Education evaluations will resume in-person during stage 1.

### Hybrid Sessions

To the extent an SST leads a session with a combination of remote and in-person scholars, any remote scholars will participate in the live session via Zoom on the SST member's computer.

### Attendance Support

If an SST/At-Risk scholar is absent for a session, the SST/At-Risk provider should Teams in a group chat the scholars' (1) remote advisor (2) the remote deans (Ms. Arndt and Ms. Tinti) and (3) Ms. Rodriguez. One person will respond to the chat to support with attendance.

The person who responds will (1) check if the scholar is in the main class' zoom room and message them on Zoom to join their SST/At-Risk service. The responder will wait in the room to confirm the scholar logged off and teams the SST/At-Risk provider sharing the scholar is on their way.

If the scholar is not on the grade zoom, the responder will call home to see if they are able to log in.

## Deans

Deans are on-site every day. Deans alternate between supporting on-site and remote scholars. Dean support is outlined below.

SBC 1		SBC 2		SBC 3		SBC 4	
K	Harris	K	Rockwood	K	Berger	K	Arndt
1	Harris	1	Rockwood	1	Helton	1	Arndt
2	Harris	2	Rockwood	2	Phillips	2	Tinti
3	Jackson	3	Ganaganayagam	3	Helton	3	Arndt
4	Jackson	4	Ganaganayagam	4	Phillips	4	Tinti
5	Jackson	5	Ganaganayagam	5	Helton		
6	Marion	6	Tinti	6	Phillips		
7	Marion	7	Tinti				
8	Marion	8	Tinti				

# Data

## Overview

Data	In-Person	Remote
Attendance	Jupiter	
Homework	Jupiter	
Referrals	Jupiter	
Academic Assessments	Remark bubble sheets + Novus	Novus + Formative
Running Records	RR App	
Cool Downs and Reflections and Incentive System Points	Data > <a href="#">Behavior Data</a> . Please watch video tutorial on how to use the behavior trackers: <a href="#">Tutorial Video</a> .	

### Attendance

See [Appendix D](#) for more information regarding how to take attendance.

### Assessments

To maximize instruction and reduce the amount of time spent on the logistical oversight of testing remotely and in the hybrid context, only the following assessments will be administered until further notice:

- Interim assessments
  - K-8: Math and ELA
  - 7<sup>th</sup>-8<sup>th</sup>: Science and History
- K-1: Phonics
- K-2: Math and Read Aloud
- 3-8: Math and Textual Analysis

For more information regarding in-person testing for remote scholars, see section [here](#). In-Person option/system

Any scholar who is unable to take their assessment in-person will take it on Formative. Grade-level vetters will continue to post the assessments on Formative. Remote teachers will be responsible for assigning the assessments to remote scholars by [scheduling the assessment](#) and [restricting the assignment to individual scholars](#).

### Rosters

See information related to roster changes during stage 2 in this section [here](#).

#### *Naming Convention*

On-site rosters will include the stage number and the lead teacher's alma mater (Stage Number\_Class Name). Roster names on Jupiter are restricted to 12 characters so abbreviations are likely depending on the length of the name. For example, 1\_Northweste or 1\_NW.

Remote rosters will include the stage number, remote learning, grade, and school sites. For example, 1R4\_S1\_S2 indicates stage 1, remote, 4<sup>th</sup> grade, SBC 1 and SBC 2.

### Promotion Criteria

The Data Team is working on systems to allow the differences between remote and in-person percentile ranking to be factored into the decision process. More information is forthcoming.



## Formative

Formative continues to be the platform Classical uses for remote scholars for homework, assessments, and periodic in-person classwork. See [Appendix F](#) for more information regarding set-up and troubleshooting.

## Next Steps

Subsequent versions of the handbook will be posted as plans develop and the school year progresses.

We want to hear from you! Please ask questions, share thoughts, or express concerns related to reopening [here](#).

## Appendix A: Health and Safety Guidelines

Our primary concern is scholar and staff safety. The following processes exist to maximize safety. All processes are subject to change based on the most up-to-date guidelines from local authorities.

### Social Distancing

- Arrival and dismissal are staggered to allow for social distancing. Parents should not enter the building for drop-off or pick-up.
- Meals are served in classrooms, not in the cafeteria, to promote social distancing.
- Desks are spaced across classrooms with scholars at least 6 feet apart. Classroom capacity is determined by allotting 55 square feet per student.
- Rugs are not used for instruction. Having scholars in desks for instruction across the day reduces movement within classrooms and allow for safe social distancing.
- [A clear panel barrier](#) is available to classroom teachers as an option to set-up a conferring table to minimize exposure during independent practice. The conferring table should be disinfected after each scholar's use.

### Screening and Containment

- Scholars and staff **who fail the daily screener** stay home and get tested immediately and follow the guidelines for [returning to school after illness](#).
- All scholars have their temperatures checked daily. Those with temperatures above 100.0°F are held in an isolation room until parent pick up and not allowed back in school until criteria for [returning to school after illness](#) have been met. We request that during admittance, parents stay until the temperature screen takes place.
- Staff must take their temperatures while completing the daily screening questionnaire at home. A thermometer is also be available for staff to use in school buildings.
- Staff and families should observe for signs of illness and symptoms of COVID-19 including fever, cough, loss of taste and smell, or shortness of breath. Any symptomatic student or staff member will be assessed by the school nurse. If a school nurse is not available, students and staff will be sent home for follow-up with a healthcare provider.
- Staff and scholars [are not able return upon a confirmed diagnosis](#) of COVID-19 until medically cleared.

### Daily Screening Questionnaire

- All staff and scholars are required to complete a daily screening questionnaire before entering the school building. The staff questionnaire is sent to all staff via email each morning by 5 am. The student questionnaire must be completed before entering the building.
- The questionnaire determines whether the individual has: a) Knowingly been in close or proximate contact in the past 14 days with anyone who has tested positive through a diagnostic test for COVID-19 or who has or had symptoms of COVID-19<sup>1</sup>; b) Tested positive through a diagnostic test for COVID-19 in the past 14 days; c) Has experienced any symptoms of COVID-19, including a temperature of greater than 100.0°F, in the past 14 days; and/or d) Has traveled internationally or from a state with widespread community transmission of COVID-19 per the New York State Travel Advisory in the past 14 days.
  - Any staff member who answers “yes” to one of these questions is required to stay home. If a staff member answers “yes” to a, b, or c, a remote work option will be provided to that staff member as staffing allows. For now, if a staff member answers “yes” to d, the staff member will be required to take PTO to follow the New York State Travel Advisory. Documentation to support a “yes” to any of these questions will be required for HR’s review.

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<sup>1</sup> Symptoms of COVID-19 include fever, shortness of breath, a new cough, or loss of taste/smell.

- Any student who answers “yes” to one of these questions will be required to stay home. The scholar will have the option to learn remotely.

## Prevention

### *Personal Protective Equipment (PPE)*

- All Classical staff must wear face mask/coverings while in the building. Any contractors or vendors are required to wear face mask/coverings while in the building.
- Scholars are required to wear a face mask when transitioning but not during meals, which occur in classrooms. All scholars must wear masks during instruction. Teachers use reminders to support scholars with remembering to keep masks on. Only in a case of active defiance should a teacher follow through with the behavior management system when a scholar is not wearing a mask.
  - Water Breaks: Scholars may take off masks during the first three minutes of independent practice or independent reading for water and mask breaks.
  - Meals: Scholars must eat meals silently. Once meals are finished and masks are back on, scholars can resume talking to one another.
- An extra box of blue surgical masks is available in each classroom. Masks are available for scholar and staff use, however, all are encouraged to bring their own masks.
- To the extent staff or scholars bring their own masks, they may bring any type of face covering [as approved by CDC](#).
- Kindergarten and Middle School teachers, Specials, At-Risk, Scholar Services, Operations, Deans, Instructional Coaches and School Directors are considered “high-intensity” staff as they interact with multiple cohorts. Additional PPE including face shields, eye protection, and gloves is available daily to high-intensity staff.
- Water bottles are available all scholars to reduce traffic at water fountains and contact with common surfaces.
- [Clear masks](#) are available to K-1 teachers and Speech & Counseling staff to support phonics instruction and other services.

### *Cleaning and Disinfection*

- Custodians disinfect chairs, desks, tables, and keyboards daily in the evening; Classical staff disinfect mid-day for their classrooms or office space.
- Cool down desks must be sanitized by the teacher after every use.
- School Directors are in close contact with custodial services to outline and reaffirm adherence to all safety and cleaning protocol. School Directors will follow-up immediately in the event of inadequate cleaning with Operational staff supporting, as necessary.
- Cleaning supplies are available to all staff in a central location within each school-site.
- Staff must disinfect bathrooms after each use. In school buildings with bathroom facilities with stalls, only 1 staff member is allowed in the facility at a time. Scholar bathrooms are disinfected throughout the day by Operations and other cleaning staff depending on school site.

### *Ventilation*

- At SBC I and SBC II, all rooms must have windows and doors open, where possible, to increase ventilation with outdoor air. **If internal room temperatures fall below 65 degrees, the School Director will notify staff and scholars and staff will be permitted to wear additional layers, including jackets or coats.** At SBC III and IV, the central circulation system is on all day with MERV-13 filters to increase ventilation. We will continue to research best practices around ventilation and revise policies, as necessary.
- Rooms without windows and any other ventilation mechanisms are restricted to use by a single person per day.

## Closure Triggers

Classical will follow the guidelines released by NYC (and included below) regarding closure triggers.

In the event of a confirmed case within another school in our co-located buildings or across the network, staff and families will be notified and closure triggers will be closely followed.

### Unconfirmed case in a School

Any student or staff member who self-reports an unconfirmed positive case of COVID-19 or is exhibiting COVID-like symptoms will be immediately removed from the classroom or school building, told to stay home, and encouraged to get tested.

- The classroom and school building will remain open at this time.
- Contact tracing will only occur if there is a laboratory confirmed case or if the person is a close contact of a presumed positive.
- If a positive case is confirmed, Classical will follow the protocols listed below.
- If a negative test result is received, the individual may return to school after being symptom free for 24 hours without the use of medication AND presents clearance from a health care provider evaluation.
- If the individual does not get tested, then the individual cannot return to school until:
  - 10 days have passed since the first symptom and
  - The individual has been symptom free for 24 hours without the use of medication.
  - The DOE will explore the possibility of adjusting the standard for students returning to school who have been unable to seek COVID testing and health care provider evaluation.

### One Confirmed Case in a School

- Department of Health and Mental Hygiene (DOHMH) notifies Classical of confirmed case.
  - Executive Director/ School Directors notify Operations Manager and informs affected teacher(s).
  - Additional guidance on notifying other Borough Citywide Office points is forthcoming.
- All students and teacher(s) in class(es) with a confirmed case are assumed close contacts and are instructed to quarantine for 14 days since their last exposure to that case.
  - If students have traveled between classes, the school must require quarantine for individuals in all classes attended by the confirmed case.
- Learning continues remotely for students who are in quarantine.
  - A negative COVID-19 test result for a student does not reduce the 14-day quarantine period.
- NYC Test + Trace Corps will interview the case and school administration to establish if there were any other additional close contacts.
- NYC Test + Trace Corps 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.

While Classical will follow the guidelines above in the event of one confirmed case and will work closely with health officials in the event of a confirmed case, some clarifications below in how this would impact our staff at a minimum:

- **Specials:** If a Specials teacher taught in a class with an infected individual, that staff member will be required to quarantine per the guidelines of the closure trigger.
- **Scholar Services and At-Risk Team:** If an SST/At-Risk member taught a group which included an infected individual, that staff member will be required to quarantine per the guidelines of the closure trigger.
- **Operations/Instructional Coaches/Deans/School Directors:** NYC Test + Trace Corps will interview staff members and deem whether they are close contacts and must quarantine.

### Two or More Confirmed Cases in a School

- If two or more confirmed cases present within seven days of each other, NYC Test + Trace Corps and Department of Health and Mental Hygiene (DOHMH) begins investigation immediately and makes every attempt to conclude the investigation within 24 hours.
- DOHMH will notify Classical of confirmed case.
  - Executive Director/ School Directors notify Operations Manager and informs affected teacher(s).
  - Additional guidance on notifying other Borough Citywide Office points is forthcoming.
- During the NYC Test + Trace Corps and DOHMH investigation:
  - Two or more confirmed cases within the same class triggers a classroom quarantine but the schools stay open.
  - Two or more confirmed cases within the same school triggers classroom quarantines and school is closed for a minimum of 24 hours while the NYC Test + Trace Corps and DOHMH investigation is underway.
  - NYC Test + Trace Corps and DOHMH must determine by 6:00 pm whether the school needs to remain closed beyond the minimum 24 hours in order to reach the conclusion of the investigation.
- Once the NYC Test + Trace Corps and DOHMH investigation is complete:
  - NYC Test + Trace Corps and DOHMH investigations will results in one of the below conclusions (see table).
  - NYC Test + Trace Corps makes recommendation to NYC Department of Buildings and Central DOE on the closure of classroom(s) and/or school as well as the duration of closure.
  - Central DOE informs School Director and Executive Director and communicates closure decision to school community.
  - School moves immediately to remote learning mode during temporary closure.
  - Students on split schedules return for in-person learning on the next assigned day following reopening.

While Classical will follow the guidelines above in the event of one confirmed case and will work closely with health officials in the event of a confirmed case, some clarifications below in how this would impact our staff at a minimum:

- **Specials:** If a Specials teacher taught in a class with an infected individual, that staff member will be required to quarantine per the guidelines of the closure trigger.
- **Scholar Services and At-Risk Team:** If an SST/At-Risk member taught a group which included an infected individual, that staff member will be required to quarantine per the guidelines of the closure trigger.
- **Operations/Instructional Coaches/Deans/School Directors:** NYC Test + Trace Corps will interview staff members and deem whether they are close contacts and must quarantine.

## Return to School After Illness

See below for updated guidelines from the Department of Education regarding returning to school after illness.

Any individual (student or staff member) showing signs of COVID-19 can only return to school when all the following conditions are met:

- Received a positive COVID-19 test AND
- Isolated for 10 days AND
- Presents clearance from a healthcare provider AND
- The individual has been symptom free for 24 hours without the use of medication.

OR

- Received a negative COVID-19 test AND
- Presents clearance from a healthcare provider AND
- The individual has been symptom free for 24 hours without the use of medication.

## OR

- Never got a COVID-19 test AND
- At least 10 days have passed since symptoms started AND
- Presents clearance from a healthcare provider AND
- The individual has been symptom free for 24 hours without the use of medication.

If DOHMH or NYC Test & Trace Corps determine the individual is considered a close contact of a positive case, the individual can only return to school when all the following are met:

- The individual has completed a 14-day quarantine regardless of symptoms or COVID-19 test results since their last exposure to that case AND
- Presents clearance from a health care provider evaluation AND
- The student has been symptom free for 24 hours without the use of medication.
- Students in quarantine should participate in remote learning if feeling well enough.

Students who are required to stay at home due to illness or mandated quarantine may opt-in to remote learning. Any scholar who is expected on-site, but plans to learn remotely for the day, must communicate this via Jupiter to the student's teacher the day they choose to receive remote instruction.

If students feel too ill to attend classes remotely, a doctor's note must be provided to the school to grant an excused absence. To the extent a family is unable to visit an in-person doctor due to a local outbreak or other constraints, telemedicine options using ZocDoc are available.

Staff who are required to stay home may also work remotely, which may require immediate changes in staffing. For example, a remote teacher may need to become an in-person teacher to allow the teacher showing symptoms to work remotely until an evaluation by a healthcare provider, negative COVID-19 testing and symptom resolution. If a teacher feels too ill to work, that teacher can use a sick day to take paid time off. Any time off related to COVID-19 must be communicated with HR.

### Visitors & Network Staff

All interviews are conducted remotely until further notice. There are no school tours or visitors until further notice.

Any contractors or vendors, including food services, deliveries, or copier repairs, must complete a temperature check and complete the daily questionnaire upon entering the building.

Any traveling instructional staff (ex. teachers or SST/Specials managers) will work out of only one school site to reduce exposure. Most network staff will work remotely or report on-site a limited number of days per week in a designated office space. Any traveling network staff will not be permitted to visit more than one school site in a given week. More information is forthcoming related to available space within school buildings for network staff.

### Signage

Appropriate signage instructing staff and students is prominently placed across each school site. Signage includes reminders to staff and students to:

- Stay home if they feel sick.
- Cover their nose and mouth with an acceptable face covering when unable to maintain social distance from others or in accordance with any stricter policy implemented by the school.
- Properly store and, when necessary, discard PPE.
- Adhere to social distancing instructions.

- Report symptoms of, or exposure to, COVID-19.
- Follow hand hygiene, and cleaning and disinfection guidelines.
- Follow respiratory hygiene and cough etiquette.

Additional signage is prominently placed to reduce bi-directional foot traffic using tape or signs with arrows, and post signage/distance markers denoting 6 ft. of distance in commonly used areas and areas where lines are formed or people congregate (e.g. outdoor spaces, class rooms, cafeterias, health screening stations).

## Appendix B: Requests for Accommodations or Leave

It is Classical Charter Schools expectation that staff will be present on-site to serve our students. However, we recognize that some staff may not be able to return on-site for various reasons and may be eligible for an accommodation to their work duties or schedule or leave, as provided for under applicable law, including the Americans with Disability Act, the Families First Corona Virus Response Act, the New York Paid Family Leave Act and the New York City Earned Safe and Sick Leave Act. If you believe you require an accommodation to your work duties or schedule or require leave as a result of your personal health or family needs, please email [HR@southbronxclassical.org](mailto:HR@southbronxclassical.org) CCing your direct manager and school director. Staff can provide any details which they would like to remain confidential directly to HR after making the initial request for accommodations.

All requests for accommodations will be categorized into one of two categories. Please note that only accommodations in categories 1 and 2 are legally required to be granted. Classical will engage in the required process to provide for a reasonable accommodation if your individual circumstances require it and the request does not present an undue hardship for Classical.

Categories	Scenarios
<b>Category 1: Staff entitled to accommodations under the ADA</b>	<ul style="list-style-type: none"><li>Staff who have a qualifying disability that requires reasonable accommodation (absent undue hardship) during the pandemic (e.g. those with an underlying medical condition which also places them at a “high risk” for COVID-19 complications as defined by the Center for Disease Control)</li></ul>
<b>Category 2: Staff who have childcare needs</b>	<ul style="list-style-type: none"><li>Staff who are eligible for accommodations as a result of the need to care for children who are at home as set forth in the Families First Coronavirus Response Act</li></ul>

### *Frequently Asked Questions*

- Does an ADA-qualifying medical condition automatically determine eligibility for an accommodation/exception?**  
Having a qualifying medical condition does not automatically determine eligibility for an accommodation/exception. Should the accommodation/exception create an undue hardship for Classical, we reserve the right to deny. We will try to accommodate whenever possible under existing law, but no outcome is guaranteed until final review.
- How is pertinent documentation required to accompany a request for an accommodation or exception handled?**  
HR reserves the right to request certain pertinent medical information regarding an accommodation or exception request.



## Appendix C: Running Record Testing

For information regarding running record testing, staff should reference the [running record policy document](#).

### Running Record Deadlines

<b>Rounds</b>	<b>Mid-round due dates</b>	<b>End-round due dates</b>
Round 0: August 19 <sup>th</sup> - August 26 <sup>th</sup>	N/A	Thursday, August 27 <sup>th</sup> by 7:30 am (fiction)
Round 1: August 31 – October 9	Thursday, September 17 by 7:30 am (nonfiction)	Thursday, October 8 by 7:30 am (nonfiction)
Round 2: October 12 – November 20	Thursday, October 29 by 7:30 am (fiction)	Thursday, November 19 by 7:30 am (fiction)
Round 3: November 23 – January 15	Thursday, December 17 by 7:30 am (nonfiction)	Thursday, January 14 by 7:30 am (nonfiction)
Round 4: January 19 – March 5	Wednesday, February 10 by 7:30 am (fiction)	Thursday, March 4 by 7:30 am (fiction)
Round 5: March 8 – April 23	Thursday, March 25 by 7:30 am (nonfiction)	Thursday, April 22 by 7:30 am (nonfiction)
Round 6: April 26 – June 11	Thursday, May 13 by 7:30 am (fiction)	Thursday, June 10 by 7:30 am (fiction)

## Appendix D: Independent Reading Resources for Remote Scholars

1. Primary Solution: Reading A-Z, ReadWorks, Newsela and Tumble Books
  - A. To find grade-level books, scholars should navigate to <https://classicalcharterschools.org/remote-resources/> (Password: Classical) and click on:
    - a. their grade level
    - b. the link to “Independent Reading Materials”
    - c. their reading level
    - d. the corresponding week/day
  - B. Scholars will have about 15 leveled texts available to them each week.
2. Supplementary resources: Epic Books and [SimplyE](#)
  - A. **Epic Books Description** – students have free access to over 40,000 books! Teachers can assign books according to F&P. Quickly sign up and invite your students!
    - a. Open your account at <https://www.getepic.com/educators> . It’s 100% free; all you need is a valid educator email
    - b. Sign-in to your account
    - c. Set up your student roster.
    - d. Invite your families from the student roster page.
    - e. **What to expect after inviting student families:**
      - i. Parents will receive an email, set up their account, and request permission to link to your classroom. You can track each student’s access status and approve family linking requests on your roster page.
      - ii. You will receive an email confirmation once the family account is successfully linked
    - f. **What does the Remote Student Access Experience include?**
      - i. Students can log on via a web browser on a desktop or laptop computer, or the Epic app on iOS or Android. The apps are free to download from the Apple App Store or the Google Play Store. Students can access the full library of over 40,000 e-books, audiobooks, learning videos, and quizzes that is available to them in class. (Materials in Spanish, French and Chinese, too!)
      - ii. Educators can assign a book, or collections of books, to individual students or to the entire class. Educators can monitor their students’ reading activity via their student reading logs.
  - B. **SimplyE Description** – all NYC residents have free access to the New York Public Library (NYPL). While libraries are closed due to COVID-19, NYC residents can apply for a library card online and begin accessing the vast resources of the NYPL through the app, SimplyE, which is compatible with both Android and iOS devices. Information on how to install the app and begin reading can be found [here](#).

## Appendix E: Attendance

Teachers will take attendance by location.

### 1. K-2

- a. In-Person: Teachers will take attendance only once per day. On Jupiter, all classrooms for a grade appear on the left-hand side for all teachers in that grade.

Student	Abs	Tar	Jun				
			M	Tu	W	Th	F
De Los Santos, Elisha	0	0	-	-	-	-	-
Diallo, Algasimu	1	0	-	-	-	-	-
Eze, Amarachi	0	0	-	-	-	-	-
Gomez, Logan	2	1	-	-	-	-	-

- b. Remote: Teachers will take attendance for each subject. All subjects will be appear on the left-hand side. If a scholar arrives more than 5 minutes late but before the halfway mark of the lesson, the teacher should mark the scholar present but note that the scholar is tardy in the comments area. If a scholars arrives after the halfway mark of the lesson, the teacher should mark the scholar as absent.

Student	Abs	Tar	Jul					Jul					
			M	Tu	W	Th	F	M	Tu	W	Th	F	
Alexandre, Zoey	0	0	P	P	P	P	P	P	P	P	P	P	P
Arnes, Samantha	0	0	P	P	P	P	P	P	P	P	P	P	P

### 2. 3<sup>rd</sup> -8<sup>th</sup>

- a. Hybrid (applicable to stage 2 & later): On in-person days, teachers will use the classroom tab (ex. Boston College) to take attendance once at the beginning of the day. On remote days, teachers will use the subject tabs to take attendance for each subject.

Student	Abs	Tar	Jul				
			M	Tu	W	Th	F
Agyeman, Joshua	0	0	P	P	P	P	-
Ahmed, Alicia	0	0	P	P	P	P	-
Amador, Delaney	1	0	P	P	P	P	-
Appiah-Kubi, Jehozadak	0	0	P	P	P	P	-
Armstrong-Mahone, Curtis	0	0	P	P	P	P	-
Arroyo, Jake	1	0	P	P	P	P	-
Asamoa, Rachel	0	0	P	P	P	P	-

- b. Remote Only: Teachers will take attendance for each subject within CCS Remote. All subjects will be appear on the left-hand side.

		Attendance															
		Summer	Show 3 weeks	Jul 6 - Jul 17		Jul					M Tu W Th F						
Student	Abs	Tar	06	07	08	09	10	13	14	15	16	17					
Alexandre, Zoey	0	0	P	P	P	P	P	P	P	P	P	P					
Arnes, Samantha	0	0	P	P	P	P	P	P	P	P	P	P					

Remote scholars must attend live for each subject to be marked as present. The [remote resources page](#) no longer includes recorded videos.

As in years past, 7 in-person tardies is equivalent to 1 absence. In the remote context, the number of instructional blocks within the grade-level's schedule is equivalent to an on-site absence.

*SST and At-Risk Attendance*

- 1) By 8AM SST and At-Risk will enter in all attendance in Jupiter for scholars with Scholar Services (SS) and a comment marking what service (SETSS, Speech, Counseling, or At-Risk). Please ensure you click done to save the comment.
  - a. You can do this on Monday for the whole week, it just has to be done by 8AM to ensure all staff will see the updates
  - b. Once you mark them as SS it marks them as present, if a scholar is absent, to go back in and change the SS to A

		Attendance														
		All Present Today	Seat Chart	Remote Roll	Print	Revert	Done									
		1st Trimester	Show 1 week	Aug 24 - Aug 28		Aug										
Student	Abs	Tar	M 24	Tu 25	W 26	Th 27	F 28									
Agbere, Jaleel	0	0	P	P	SS	-	-									
Almodovar, Angel	1	0	A	P	-	-	-									
Asiedu, Henry	0	0	P	P	-	-	-									
Bah, Mariama	0	0	P	P	-	-	-									
Bassoum, Souna	1	0	P	P	-	-	-									
Beltre Moreno, Jhosmil	0	0	P	P	-	-	-									
Brobby, Charles	0	0	P	P	-	-	-									
Caraballo, Zayden	2	0	P	P	-	-	-									
Clachar, Shaila	0	0	P	P	-	-	-									
Compaore, Abdoul	1	0	P	P	-	-	-									
Dawkins, Yasin	0	0	P	P	-	-	-									
De Leon Metz, Jonael	0	0	P	P	-	-	-									
Dia, Grace	0	0	P	P	-	-	-									
Dzikunu, Kayla	5	0	A	A	-	-	-									
Edwards, Yusef	0	0	P	P	-	-	-									
Elia, Nash	0	0	P	P	-	-	-									

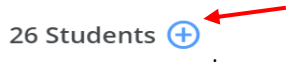
**P** Present  
**A** Absent  
**T** Tardy  
**E** Excused  
**O** Office/School Activity  
**C** Cut  
**SI** Suspended In-school  
**SO** Suspended Out-of-school  
**LP** Late Pick-up  
**EP** Early Pick-Up  
**TEP** Tardy and Early Pick-Up  
**EEP** Excused Early Pick-Up  
**SS** Scholar Services  
**-** Not enrolled or no record yet

- 2) Specials and teachers will not mark attendance for scholars if they have a SS and comment

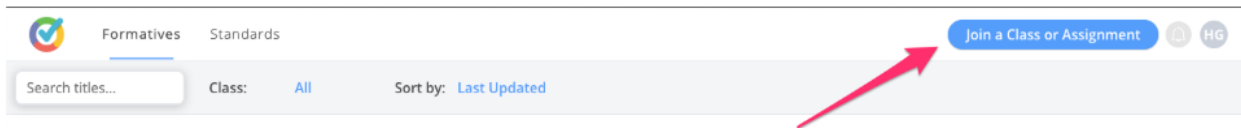
## Appendix F: Formative

### Rosters

Formative rosters will continue to be organized by each grade within each school site. Unlike the spring and SLA, scholars will **not** be automatically enrolled in the class on Formative. Instead, teachers must provide scholars with a join code so that they will be added to the roster.

Teachers can access the Join Code by selecting the + on the right-hand side of the roster .

Once scholars are signed in, they can enter the class code in the upper-right hand corner where it says "Join a Class or Assignment" to be enrolled in the class.



As rosters changes across stages, teachers may choose to use the existing rosters or create a new class by either [moving students](#) manually or creating a new Join Code.

Teachers who choose to create a new class should add the same list of co-teachers to ensure all have access. If grade teams create new classes, grade-level vettors should norm with GTL's which classes the Formative will be assigned to during assessments.

### Adding New Students

Any students who are new to the 20-21 school year and did not attend SLA will need a username and login. Teachers can create student username and logins by following [these steps](#). It is recommended to use a standard format (ex. JSmith) for usernames and consistent passwords across accounts for easy access.

### Adding Co-Teachers

Grade Team Leaders must add the following staff members as [co-teachers](#) to their classrooms.

- a. Team members
- b. School Director
- c. Ms. Davis
- d. School-site instructional coaches
- e. School-site deans
- f. Grade-level GTL's
- g. Grade-level vettors

### Homework & Assignments

Grade teams will collaborate across the network to upload and assign homework on Formative. Homework completion will be tracked on Jupiter.

Grade teams should continue to collaborate to upload assignments on Formative. Grade teams must upload at least one ELA and one Math assignment to Formative each week for scholars who opt-in to remote-only learning.

All homework and assignments should be posted within the network shared folder. Naming convention and sub-folder organization is up to each grade team.

- [Kindergarten](#)
- [1<sup>st</sup> Grade](#)
- [2<sup>nd</sup> Grade](#)
- [3<sup>rd</sup> Grade](#)
- [4<sup>th</sup> Grade](#)
- [5<sup>th</sup> Grade](#)
- [6<sup>th</sup> Grade](#)
- [7<sup>th</sup> Grade](#)
- [8<sup>th</sup> Grade](#)

As of Friday, August 7<sup>th</sup>, only GTL's have access to the above folders. Grade Team Leaders must add the following staff members as collaborators to the shared network folders:

- a. Team members
- b. School Director
- c. Ms. Davis
- d. School-site instructional coaches
- e. School-site deans
- f. Grade-level GTL's
- g. Grade-level veters

In order to add a collaborator to a shared folder, select the folder and click "Share." Then, give "edit & assign" access to those being added.



### Assessments

See information regarding assessment protocols [here](#).

To adjust settings for assessments on Formative, [schedule a start and end time](#) and [restrict individual student](#) access to ensure only scholars taking the assessment have access to it.

Settings for submission/scores should be as outlined below to ensure scholars do not receive feedback as they take the assessment and that scholars may continue working on the test even after a technical issue requires that they log out.

After submission	Allow edits ▼
Return scores	Don't show scores ▼
Return correct answers	Don't show answers ▼

### *Troubleshooting*

- Search the [Formative Help Center](#).
- Review this [one-pager](#) which addresses common issues such as:
  - [Creating Formatives](#)
  - [Assigning Formatives](#)
  - [Adding Co-Teachers](#)
- Reach out to your grade-level vetter.

## Appendix G: Setting Up Zoom Room

1. Go to [zoom.com](https://zoom.com) > my account > meetings > schedule a new meeting.
2. To schedule daily meeting complete the following fields
  - a. Topic: "School Grade" (for example: S3/4 Fourth Grade, S1 Kindergarten)
  - b. Start Date: 08/19/2020
  - c. Start Time: 8:00 AM
  - d. Duration: 8 hours
  - e. Click recurring meeting. Afterwards, you can delete the meetings that were made over the weekend.
  - f. Security
    - i. Deselect "Require meeting password."
    - ii. Select "Waiting Room."
  - g. Video: set to "On" for Host and participants
  - h. Advanced Options > Select
    - i. Enable join before host
    - ii. Mute participants on entry
3. **In the alternative hosts area, enter in all coaches and deans at your school, your school director, [jdavis@southbronxclassical.org](mailto:jdavis@southbronxclassical.org), and [agreene@southbronxclassical.org](mailto:agreene@southbronxclassical.org).** This step allows for all coaches and teachers to chat with scholars (and for scholars to chat with them).
4. An invitation will be generated that will allow you to invite scholars in many ways. All families will access instruction via the Join Zoom Meeting link that is to be posted on the website and emailed to parents from teachers.
  - a. **Zoom Link: [Upload the meeting link to the spreadsheet posted here \(20-21 Learning Program > Zoom Links\)](#).**
5. One-on-one and small group sessions not in the daily schedule should be shared with families directly via Jupiter.
6. Any scholars requiring a dial-in number should be shared by the teacher. Dialing-in should only be seen as a temporary solution as we work to update technology for any scholars in need of better devices.