Re-Opening Handbook

Updated: Friday, September 4th

Key	
Updated Wednesday, August 26th	
Updated Friday, September 4th	

Contents

Vision & Principles

This document is the centralizing document that outlines, summarizes, and eventually details Classical's reopening plan. The primary three areas of focus are: Safety, Equity, and Excellence.

Safety & Health

Our primary goal is ensuring that our scholars, families, and staff are safe and healthy. Staff and students will 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 will be cleaned and disinfected daily.

Social & Emotional Support

Classical continues to provide scholars with frequent formal and informal counseling needs. To ensure Classical most equitably supports families during this most unprecedented time, we have reached out to all families to learn more about what's going on, and how we can partner with families to provide needed support.

Parent Choice

Our primary goal is ensuring that our scholars and families are safe and healthy. Families will be able to choose from our remote or hybrid options. While our school year will began remotely on August 19th, hybrid learning (a combination of in-person and remote instruction) will begin as soon as school buildings are open across the city. Buildings are tentatively set to re-open on September 21st. By July 31st, families chose a remote only or hybrid option for their scholar by completing this form.

PLEASE NOTE: Once parents opt-in to remote learning, they cannot switch to in-person learning. However, any scholar can opt into remote learning at any time.

Hybrid Academic Model

Back in March, Classical committed to providing all scholars with a remote learning program designed to dramatically reduce the impact of school closure on scholars and continuing to provide a high quality, rigorous educational experience. The program capitalized on our already established scripted curriculum, the strong relationships teachers and staff have built with families, our current instructional and cultural supports from school leadership. We continue to dedicate much of our time to improving our Remote Learning Program, so that it can catch up to our typical, Blue Ribbon winning on-site program. This progress continues, and we believe both options are viable.

Safety

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
- Staff will no longer greet scholars, parents, and visitors with a handshake, but rather with a friendly wave instead.
- In addition to physical distancing, admittance and dismissal will be spread out over at least 30 minutes with signage to assist for distancing. Both will occur outside in all weather. For school buildings without sufficient outdoor space, a plan for minimizing congregation of people will be in place. Parents should not enter the building for drop-off or pick-up.
- Meals will be served in classrooms to promote social distancing.
- For SBC I and SBC II, the DOE has provided enrollment numbers for each classroom. SBC III and SBC IV will use the same square foot assumption as the DOE guidelines (55 square feet per student).
- The main office will have a wellness barrier to promote social distancing with anyone entering the space.
- Desks will be spread apart in classrooms to promote social distancing. Rugs will not be used for instruction during stage 1. Having scholars in desks for instruction across the day will reduce movement within classrooms and allow for safe social distancing.
- A clear panel barrier will be provided 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 are ill must stay home and get tested immediately and follow the guidelines for returning to school after illness.
- All scholars and staff will have their temperatures checked daily. Those with temperatures above 100.0ºF will be 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 and families will observe for signs of illness and symptoms of COVID-19 including fever, cough, 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.
- Prior to the start of in-person instruction, school-based staff are asked to get tested for COVID-19. Participation in COVID-19 testing is entirely voluntary. Mayor De Blasio is actively working to develop a testing policy for teachers, staff, and students.

Daily Screening Questionnaire
- All staff and scholars will be required to complete a daily screening questionnaire before entering the school building. The staff questionnaire will be sent to all staff via email each morning by 5 am. The student questionnaire will also be available to all families each morning by 5 am via Jupiter.
- The questionnaire will determine 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; 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.

- o Any staff member who answers "yes" to one of these questions will be 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. See more guidance here. A policy will be developed for longer holidays as the year progresses and exceptions will be made for bereavement.
- o 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 will wear face mask/coverings while in the building. Any contractors or vendors will also be required to wear face mask/coverings while in the building.
- Scholars will be required to wear a face mask when transitioning but not during meals, which will be in classrooms. All scholars will wear masks during instruction. Teachers will 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.
    - o Water Breaks: Scholars will be able to take off masks during the first three minutes of independent practice or independent reading for water and mask breaks.
    - o Meals: Scholars will eat meals silently. Once meals are finished and masks are back on, scholars can resume talking to one another.
- Per DOE guidelines, Classical will provide each staff member with 1 mask per day they are in the building. Classical will also provide 1 disposable mask per week per scholar. Parents are expected to also provide masks. Classical has procured disposable blue surgical masks for distribution. An extra box of masks will be available in each classroom in the event of a scholar mask breaking or becoming unusable.
- 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 will be considered "high-intensity" staff as they interact with multiple cohorts. They will be distributed additional PPE including face shields, eye protection, and gloves daily.
- Water bottles will be distributed to all scholars to reduce traffic at water fountains and contact with common surfaces.
- In advance of reopening schools, a medical expert will present to staff regarding the use of PPE in an optional presentation at 3:45 pm on Thursday, September 17th. Staff should submit questions for the presentation here by EOD Tuesday, September 15th. More details with the Zoom link is forthcoming.
- Clear masks will be provided to K-1 teachers and Speech & Counseling staff to support phonics instruction and other services.

Cleaning and Disinfection

- Custodians will disinfect chairs, desks, tables, and keyboards daily in the evening; Classical staff will do the same mid-day for their classrooms or office space.
- Cool down desks must be sanitized by the teacher after every use.

- School Directors will be 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 will also be available to all staff in a central location within each school-site.
- Staff will disinfect bathrooms after each use. In school buildings with bathroom facilities with stalls, only 1 staff member will be allowed in the facility at a time. Scholar bathrooms will be disinfected throughout the day by Operations and other cleaning staff depending on school site.

Ventilation
- At SBC I and SBC II, all rooms will have windows and doors open, where possible, to increase ventilation with outdoor air. At SBC III and IV, the central circulation system will be 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 will be restricted to use by a single person per day.
- A plan will be developed for rooms that rely on windows for proper ventilation during the colder winter months pending guidance from the DOE.

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:
  o 10 days have passed since the first symptom and
  o The individual has been symptom free for 24 hours without the use of medication.
  o 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.
  o Executive Director/ School Directors notify Operations Manager and informs affected teacher(s).
  o 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:

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-19can 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 least10 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. See more information related to short-term learning preference changes here.

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

There will be no school tours, visitors, or on-site interviews. All interviews will be conducted remotely.

Any contractors or vendors, including food services, deliveries, or copier repairs, will undergo 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 will be prominently placed across each school site. Signage will include 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 will also be 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).

Equity

Family Outreach & Support

We have all experienced a very difficult year thus far, but our collective heart goes out to those in our community who have been particularly affected. These medical, financial, and social crises are stressful even when we are not directly affected. Classical (Deans and Operations) will call parents to ascertain if each scholar/family:

- has or had COVID-19, or has a health condition that elevates their risk of infection
- needs grief counseling or other mental health supports
- needs a device, has connectivity issues, or help with remote learning
- is food or shelter insecure
- needs help supporting a child with special needs
- needs help with translation services, cash assistance, etc.

Counseling

Classical features a Counseling Team that will work with school leaders and school staff to reach out to support scholars who are or might be experiencing anxiety, stress, sadness, or other possible challenges. Further, they will work with deans to ensure that character education includes lessons on building pro-social skills and strategies. Classical's use of 'turn and talks' will continue to foster social interaction during each lesson, and social interaction during lunch time will still be encouraged. Each morning will include a short morning meeting where scholars and teachers can connect to ensure that needs can be voiced.

In the survey open from July 24th – July 31st, parents identified if their scholar has shown social, emotional, or behavioral changes due to COVID-19. The Counseling Team screened all scholars during PD from August 11th – August 18th to determine who needs to be in these groups. COVID-19 groups began meeting remotely on Monday, August 24th.

Social Skill Groups for Scholars

Throughout the school year, Classical will be providing families and scholars with informal services and resources to help cope with the effects of COVID-19. Scholars that have been socially, emotionally, or behaviorally affected by COVID-19 due to a sudden fear of diseases, a change in living situations, separation anxiety, or the death of a loved one are entitled to social skills groups conducted by the Counseling Team. This group will consist of 5 sessions over the course of 6 weeks and will cover topics including what is COVID-19, how COVID-19 can impact you and others emotionally and behaviorally, and strategies for managing the effects of COVID-19. During the final session, scholars will be administered a post-test to ensure that they are emotionally equipped to handle the impacts of COVID-19. Any scholars that exhibiting consistent social-emotional/ behavioral struggles will be referred to the Counseling Team through an SST referral to continue support on a more regular basis. The Counseling Team will reach out to families and staff to inform all parties when this occurs.

Crisis Counseling for Scholars

Crisis counseling occurs when scholars are experiencing intense trauma both inside/outside of school. Crises include:

- Suicide
- Self-harm (consisting of cutting, scratching, or hitting one's own body parts)
- Separation or divorce
- Temporary housing (not having a stable residence, including but not limited to living in a shelter, hotel, friend's house, etc.)
- Death/Grief
- Child Abuse (safe and unsafe touch)
- COVID-19

A scholar will be identified for this support after parents or staff members reach out to Deans about one or more of the above crises taking place in their family. The Deans will then meet with staff to complete a crisis counseling form that provides background information on the reported situation(s). The Counseling Team will then be alerted to contact parents and conduct screeners for scholars to evaluate for the needed supports. Crisis counseling occurs throughout the school year, lasts for 4 weeks, and includes a post-test during the last session. If a scholar continues to exhibit social-emotional/ behavioral needs, the Counseling Team will request for the Deans/ teachers to complete an SST referral form for long-term support. Parents will also be contacted to update them on whether a scholar needs additional services.

Family Meetings

On a weekly basis, Counseling Team members and Deans will lead discussion groups for parents to converse on the impacts of COVID, in- and out-of-school supports, and other chosen topics. These sessions will all be held over Zoom regardless of if scholars are in-school learning or remote learning. These meetings will take place every Monday at 4:45 from Monday, August 24th to Monday, September 21st. On Fridays, topics will be sent out to families via Jupiter.

Family Counseling

Led by the Counseling Team, individual Counseling Team members will have sign-up times to meet with parents or families to discuss death, violence, social justice, racial inequality, and other topics upon request. Parents will receive more information regarding scheduling in August. The Counseling Team will hold scheduled 30-minute sessions each week for family/ parent counseling until Friday, September 25th. Families are required to sign up 24 hours in advance of the appointment time. When signing up, they will need to identify a time to meet, provide a phone number, explain the purpose of the session, and identify who will be attending (parents, one parent, parent and scholar, etc.).

Parent Choice

While our school year will begin remotely on August 19th, hybrid learning (a combination of in-person and remote instruction) will begin as soon as school buildings are open across the city. By July 31st, families chose a remote only or hybrid option for their scholar by completing this form. The number of days of on-site instruction offered to each scholar will depend on the number of scholars who opt-in to on-site instruction. As a result, the number of days of on-site instruction for each cohort is subject to change during stage 2.
PLEASE NOTE: Once parents opt-in to remote learning, they cannot switch to in-person learning until the next stage. However, any scholar can opt into remote learning at any time.

State immunization and health requirements must be met before scholars enter the building.

Health Compact

Everyone in our community wants to minimize the risk that we will be exposed or expose others—essential workers, students, teachers, staff, neighbors, family, and friends—to COVID-19.

We are requiring any families participating in on-site instruction to sign a health compact. This compact is our community's call to action and to recognize our shared responsibility for community health, informed by science and founded on mutual respect.

Each of us knows that we, and Classical, need to operate differently now than we did pre-pandemic, and that these changes require new habits and difficult adjustments. We also know these daily life changes—both at school and at home—are essential to our ability to be together on campus. This understanding is the foundation for the Classical Community Health Compact.

All of us at Classical — students, faculty, and staff—commit to doing what we can to reduce and stop transmission of COVID-19 within and around the Classical community.

The health compact will be available for all families to sign on Jupiter during the week of September 14th.

Response to Death in Our Community

Classical firmly believes that our health and safety guidelines will adequately minimize the risk of spread based on current guidelines from health officials. In the event of a death in our community, Classical will respond with a message to our community—staff and families—and ensure that all those directly impacted by the death receive adequate support and access to grief and crisis counseling services.

Parent Informational Sessions and Handbooks

In advance of each stage, Classical will host a series of parent sessions and publish a parent handbook (stored here) to inform families of any changes in scheduling or policies and to address any concerns and answer questions. All sessions will be held via Zoom.

Stage 1 Parent Sessions will be held at the dates and times listed below. A Jupiter message with the schedule and Zoom details will be shared with families in advance of the meeting.

	English-Only	Spanish-Only
Tuesday, September 15th at 10am	https://zoom.us/j/91760082986	https://zoom.us/j/7992165120
Wednesday, September 16th at 7:30 pm	https://zoom.us/j/98278093757	zoom.us/j/2301609232
Thursday, September 17th at 4 pm	https://zoom.us/j/94375419718	https://zoom.us/j/9124476271

Excellence

Hybrid Academic Model

The primary considerations in building our hybrid model are firstly safety, support, and parent choice, but also taking into account the vastly differing age groups and how they would be affected by the use of technology. Our challenge: how do we maximally educate 1,600 deserving scholars while limited to 800 seats, while honoring our commitment to parent choice and, separately, acknowledging technological inequities?

Classical has developed a plan which will prioritize parent choice in stages staggered across the year. In every stage of learning, parents will be asked to select remote or hybrid learning for their scholar. Once survey results are finalized, School Directors will work to build schedules which maximize in-person instruction. The schedule below reflects what will likely be feasible, at minimum, across all stages. Each stage will prioritize in-person learning for K-2 scholars as our youngest and newest scholars lack the accumulated benefits of Classical education and have the biggest challenges with technology.

Sample Hybrid Schedule for Stage 2 and Beyond

	Monday	Tuesday	Wednesday	Thursday	Friday
K-2nd Grade	On-site	On-site	On-site	On-site	On-site
3-4th Grade	On-site	On-site	Remote	Remote	Remote
5-6th Grade	Remote	Remote	On-site	On-site	Remote
7-8th Grade	Remote	Remote	Remote	Remote	On-site

Stage 1 On-Site Schedule

During Stage 1, Classical will be able to offer on-site learning 5 days a week to any scholar who opted into it during the parent survey due on July 31st. In September, families will select their learning preference for stage 2. On the stage 2 survey, families will be asked the number of in-person days they would like. While preferences are not guaranteed, Classical will use these preferences to inform the on-site or hybrid model for stage 2. At this time, we cannot guarantee that 5 days of in-person learning for all grades will be available in stage 2.

	Monday	Tuesday	Wednesday	Thursday	Friday
K-8th Grade	On-site	On-site	On-site	On-site	On-site

Content taught across the remote only and hybrid model will be aligned to ensure an equitable education for all and to allow scholars to seamlessly switch between the two models between stages. There will be on-site only and remote-only features to accounts for breaks and timing across the day. For example, on-site scholars will receive recess and study hall

each day. The remote program offered beginning in August 2020 features a more well-rounded program than the spring with more content-area subjects like Social Studies or Science.

Once parents opt-in to remote learning, they cannot switch to in-person learning until the next stage. However, any scholar can opt into remote learning at any time.

Key Re- Opening Dates (Tentative)

EVENT	DATES	LOCATION
Parent Survey Live	Friday, July 24th – Friday, July 31st	Online
Network Kick-Off	Monday, August 10th	Fully remote
Staff Professional Development	Tuesday, August 11th – Tuesday, August 18th	Fully remote
Stage 0: Remote Instruction	Wednesday, August 19th – Friday, September 18th	**Kindergarten**: Fully remote instruction begins 9/10 **Grades 1-8**: Continues remote instruction.
Half-Day (Professional Development for Staff)	Friday, September 4th	Fully remote Instruction for scholars ends at 1:30 pm.
Labor Day	Monday, September 7th	CCS is closed in observance of Labor Day.
Classroom Set-Up	Monday, September 14th	All staff on-site to support with classroom set-up. Remote teaching responsibilities are finalized. *Remote stage 1 advisors and on-site stage 1 teachers should introduce themselves to families via a whole-group Jupiter message.* No instruction for scholars
Stage 1: Remote and In-Person Instruction	Monday, September 21st – Friday, October 9th	On-site only and remote-only instruction begins for stage 1. This stage will last 15 instructional days regardless of start date.
Yom Kippur	Monday, September 28th	CCS is closed in observance of Yom Kippur.
Columbus Day	Monday, October 12th	CCS is closed in observance of Columbus Day
Stage 2: Hybrid Instruction	Tuesday, October 13th	A combination of remote and in-person. Number of remote and in-person days for scholars opting into hybrid will be determined based on parent interest and building capacity.
Note: During Stage 1, in-person learning for SBC IV scholars will take place at SBC III (3458 3rd Ave), and in-person learning for SBC II-B scholars will take place at SBC I (977 Fox Street). Once construction of SBC IV is finished (anticipated late September), in-person learning for SBC IV and SBC II-B will move to SBC IV (757 Concourse Village West).		

2020-2021 Academic Content

Key	Hrs/Week
Academic Content	23.75
On Site Only	16.25
Remote Only	10.00

Kindergarten

Subject	Days	Min. Per Week
Math	5	175
Read Aloud	5	200
Phonics	5	150
Writing	5	150
Guided Reading	5	300
Reteach	2	60
Number Stories	3	90
ELA Reteach	3	90
Close Reading	2	60
Specials	5	225
Arrival / Morning Meeting	5	100
Lunch	5	150
Bathroom Breaks	5	150
Specials 2	5	225
Recess	5	100
Snack	5	50
Dismissal / HW	5	200
Break 1	5	150
Break 2	5	150
Lunch and Break	5	300

1st Grade

Subject	Days	Min. Per Week
Math	5	175
Read Aloud	5	200
Phonics	5	150
Guided Reading	5	300
SS/SCI	5	150
Reteach	2	60
Number Stories	3	90
Grammar	3	90
Close Reading	2	60
Specials	5	225
Arrival / Morning Meeting	5	100
Lunch	5	150
Bathroom Breaks	5	150
Specials 2	5	225
Recess	5	100
Snack	5	50
Dismissal / HW	5	200
Break 1	M-F	150
Break 2	M-F	150
Lunch and Break	M-F	300

2nd Grade

Subject	Days	Min. Per Week
Math	5	200
Read Aloud	5	200
Guided Reading	5	300
SS/SCI	5	175
Reteach	2	80
Number Stories	3	120
Grammar	3	120
Close Reading	2	80
Specials	5	225
Arrival / Morning Meeting	5	100
Lunch	5	150
Bathroom Breaks	5	150
Specials 2	5	225
Recess	5	100
Snack	5	50
Dismissal / HW	5	200
Break 1	5	150
Break 2	5	150
Lunch and Break	5	300

3rd Grade

Subject	Days	Min. Per Week
Math	5	225
Read Aloud	5	200
Textual Analysis	5	200
SS/SCI	5	150
Guided Reading	3	180
Close Reading	2	120
Reteach	2	80
Number Stories	3	120
Specials	5	225
Arrival / Morning Meeting	5	100
Lunch	5	150
Bathroom Breaks	5	150
Specials 2	5	225
Recess	5	100
Snack	5	50
Dismissal / HW	5	200
Break 1	5	150
Break 2	5	150
Lunch and Break	5	300

4th Grade

Subject	Days	Min. Per Week
Math	5	225
Read Aloud	5	200
Textual Analysis	5	200
History	3	90
Science	2	60
Guided Reading	3	180
Close Reading	2	120
Reteach	2	80
Number Stories	3	120
Specials	5	225
Arrival / Morning Meeting	5	100
Lunch	5	150
Bathroom Breaks	5	150
Allocated Across Content Blocks	5	225
Recess	5	100
Snack	5	50
Dismissal / HW	5	200
Break 1	5	150
Break 2	5	150
Lunch and Break	5	300

5th Grade

Subject	Days	Min. Per Week
Math	5	225
Reading	5	200
Textual Analysis	5	200
Guided Reading	3	180
Close Reading	2	120
History	3	90
Science	2	60
Reteach	2	80
Number Stories	3	120
Specials	5	225
Arrival / Morning Meeting	5	100
Lunch	5	150
Bathroom Breaks	5	150
Allocated Across Content Blocks	5	225
Recess	5	100
Snack	5	50
Dismissal / HW	5	200
Break 1	5	150
Break 2	5	150
Lunch and Break	5	300

6th Grade

Subject	Days	Min. Per Week
Math	5	225
Reading	5	200
Textual Analysis	5	225
Guided Reading	3	120
Close Reading	2	80
History	3	120
Science	2	80
Reteach	2	90
Number Stories	3	135
Specials	5	225
Arrival / Morning Meeting	5	100
Lunch	5	150
Bathroom Breaks	5	150
Allocated Across Content Blocks	5	225
Recess	5	100
Snack	5	50
Dismissal / HW	5	200
Break 1	5	150
Break 2	5	150
Lunch and Break	5	300

7th-8th

Subject	Days	Min. Per Week
Math	5	225
Reading	5	225
Textual Analysis	5	225
History	5	200
Science	5	200
Latin/Debate	5	200
Specials	5	225
Morning Meeting	5	150
Lunch	5	150
Bathroom Breaks	5	150
Allocated Across Content Blocks	5	225
Recess	5	100
Snack	5	50
Dismissal	5	150
Break 1	5	150
Break 2	5	150
Lunch and Break	5	300

Academic Calendar 2020-2021

This calendar is subject to change upon the release of the NYC DOE 2020-2021 school calendar.

August 2020						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

September 2020						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

October 2020						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

November 2020						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

December 2020						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

January 2021						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

February 2021						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

March 2021						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

April 2021						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

May 2021						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

June 2021						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

July 2021						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

There are 192 school days in the 2020 - 2021 academic year. Black boxes indicate no school. Grey boxes indicate important dates. <u>Diagonal lines indicate early dismissal days (at 1pm)</u>

HOLIDAYS/IMPORTANT DATES

August 19	First Day of School	November 26-27	Thanksgiving Recess	April 1-9	Spring Recess
September 7	Labor Day	December 4	Parent Conferences	May 12	Eid al Fitr
September 28	Yom Kippur	Dec. 24-Jan 1	Winter Recess	May 31	Memorial Day
October 12	Columbus Day	January 18	MLK Jr. Day	June 3	Chancellor's Day
November 3	Election Day	Feb 12-19	Mid-Winter Recess	June 25	Last Day of School
November 11	Veteran's Day	March 5	Parent Conferences	June 28-Jul 16	SLA Program
				July 5th	Independence Day

Staffing

Professional Expectations

Attendance

Any employee who has absences related to COVID-19, must reach out to 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. Remote teachers must also include the IC point person for their cohort.

Quarantining after Travel from Out-of-State

Any staff member traveling from a state requiring quarantine per NY's Advisory List will be required to quarantine. During this time, staff will need to 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 family emergencies, bereavement, etc. A policy for travel during extended breaks later in the year is forthcoming.

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 will begin at 7:30 am during all stages of the 20-21 learning program.

GTL Collaboration Meetings will take place during the monthly At-A-Glance sessions during Professional Development.

Weekly grade team meetings will resume beginning the first week of instruction during August 24th. Meeting topics include data analysis (following assessments), unit launches, teach-backs, and more. GTL's should reference the GTL handbook or PD materials for further information regarding planning and agendas. 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. This would require a remote teacher to begin working on-site to allow the on-site teacher to work remotely as they await test results.

- If a Specials teacher is absent, the rotating on-site remote or hybrid teacher will teach Specials to ensure all teachers maintain their prep time.
- In an effort to maximize safety, Classical will not use 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 will begin at 7:30 AM for on-site and remote teachers
  - Remote instruction will run from 8:45 am – 3:45 pm, allowing teachers prep both before (8-8:45 am) and after (3:45-4:45 pm) the instructional day.
  - On-site instruction will run from 7:50 am to 4 pm, allowing teachers a prep after the instructional day from 4 to 4:45, in addition to other prep times within the day.
  - 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.
- Remote teachers may request the option to work on-site. The decision will be made at a school-level pending space availability. Remote teachers who are interested in this option should reach out to their direct manager and school director.

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 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 three 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
Category 1: Staff entitled to accommodations under the ADA	• 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)
Category 2: Staff who have childcare needs	• 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
Category 3: Staff not legally entitled to apply for accommodations but returning poses a health risk	• Staff who live with someone who is at "high risk" for COVID-19 complications due to an underlying medical condition • Staff who care for or live with an elderly relative • Staff who live with someone who is regularly exposed to COVID-19 (e.g. medical staff)

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.

Scholar Materials

Copy Deadlines and Distribution Dates

Instructional Coaches compiled and Operations printed the first two weeks (8/24- 9/05) of instructional materials for scholars.

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

Each round of materials will be known as a specific set. For example, set 1 includes materials from August 24th to September 4th. Teams should upload materials within the correct sub-folder. Set numbers for the first few weeks are outlined below and will be communicated in the memo on a weekly basis.

Below is an outline of deadlines for copy submissions.

Instructional Dates	Copy Deadline	Family Distribution Dates	Set Number
Week of September 7th and 14th	Friday, August 21st	Friday, September 4th	Set 2
Week of September 21st and 28th	Friday, September 4th	Friday, September 18th	Set 3
Week of October 5th and 12th	Friday, September 18th	Friday, October 2nd	Set 4
Week of October 19th and 26th	Friday, October 2nd	Friday, October 16th	Set 5
As the 20-21 learning program continues, grade teams will continue to submit copy requests in 2-week cycles by the Friday two weeks before instruction.			

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.

The pacing calendar will be updated to reflect the 20-21 school year by Friday, August 14th.

Vetting

As in years past, curriculum will be vetted on a weekly basis. For Set 2 materials to be printed in time for instruction, two weeks of lesson plans will be due on Sunday, August 16th.

Instructional Dates	Lesson Plans Due	Lessons Vetted By	Copy Deadline	Set
Week of September 7th and 14th	Sunday, August 16th at 6:00pm	Tuesday, August 18th at 12:00pm	Friday, August 21st	Set 2
Week of September 21st	Sunday, August 23rd at 6:00pm	Tuesday, August 25th at 12:00pm	Friday, September 4th	Set 3
Week of September 28th	Sunday, August 30th at 6:00pm	Tuesday, September 1st at 12:00pm	Friday, September 4th	Set 3
Week of October 5th	Sunday, September 6th at 6:00pm	Tuesday, September 8th at 12:00pm	Friday, September 18th	Set 4

Week of October 12th	Sunday, September 13th at 6:00 pm	Tuesday, September 15th at 12:00 pm	Friday, September 18th	Set 4
Week of October 19th	Sunday, September 20th at 6:00 pm	Tuesday September 22nd at 12:00 pm	Friday, October 2nd	Set 5
Week of October 26th	Sunday, September 27th at 6:00 pm	Tuesday, September 29th at 12:00 pm	Friday, October 2nd	Set 5

SharePoint Architecture

Curriculum → 20-21 Learning Program

Documents related to the logistics of the 2020-2021 Learning Program including Zoom links, teaching responsibilities, scholar materials, and schedules will be posted within Curriculum--> 20-21 Learning Program.

Remote Learning

Schedule

Stage 0 schedule is posted here and included below.

Kindergarten	
Time	**Subject**
8:45 - 9:20	Math
9:20 - 10:00	Read Aloud
10:00 - 10:30	Break
10:30 - 11:00	Phonics
11:00 - 11:30	Writing
11:30 - 12:30	Lunch and Break
12:30 - 1:00	RT/NS
1:00 - 1:30	ELA Reteach / CR
1:30 - 2:00	Break
2:00 - 2:45	Specials
2:45 - 3:45	Guided Reading

1st Grade	
Time	**Subject**
8:45 - 9:20	Math
9:20 - 10:00	Read Aloud
10:00 - 10:30	Break
10:30 - 11:00	Phonics
11:00 - 11:30	SS/SCI
11:30 - 12:30	Lunch and Break
12:30 - 1:15	Specials
1:15 - 1:45	RT/ NS
1:45 - 2:15	Break
2:15 - 2:45	Grammar / CR
2:45 - 3:45	Guided Reading

2nd Grade	
Time	**Subject**
8:45 - 9:25	Math
9:25 - 10:05	Read Aloud
10:05 - 10:35	Break
10:35 - 11:15	RT/ NS
11:15 - 11:50	SS/SCI
11:50 - 12:50	Lunch and Break
12:50 - 1:35	Specials
1:35 - 2:15	Grammar/ CR
2:15 - 2:45	Break
2:45 - 3:45	Guided Reading

4th Grade	
Time	**Subject**
8:45 - 9:30	Math
9:30 - 10:10	Textual Analysis
10:10 - 10:40	Break
10:40 - 11:10	History/SCI
11:10 - 11:50	Read Aloud
11:50 - 12:35	Specials
12:35 - 1:35	Lunch and Break
1:35 - 2:35	GR/NS
2:35 - 3:05	Break
3:05 - 3:45	RT/NS

5th Grade	
Time	**Subject**
8:45 - 9:30	Math
9:30 - 10:10	Textual Analysis
10:10 - 10:40	Break
10:40 - 11:40	GR/CR
11:40 - 12:40	Lunch and Break
12:40 - 1:20	Reading
1:20 - 2:00	RT/NS
2:00 - 2:30	Break
2:30 - 3:00	History / Science
3:00 - 3:45	Specials

6th Grade	
Time	**Subject**
8:45 - 9:30	Math
9:30 - 10:15	Textual Analysis
10:15 - 10:45	Break
10:45 - 11:25	GR/CR
11:25 - 12:05	Reading
12:05 - 1:05	Lunch and Break
1:05 - 1:50	RT/NS
1:50 - 2:35	Specials
2:35 - 3:05	Break
3:05 - 3:45	History / Science

7th Grade	
Time	**Subject**
8:45 - 9:30	Math
9:30 - 10:15	Textual Analysis
10:15 - 10:45	Break
10:45 - 11:25	Science
11:25 - 12:05	Latin/Debate
12:05 - 1:05	Lunch and Break
1:05 - 1:50	Reading
1:50 - 2:30	History
2:30 - 3:00	Break
3:00 - 3:45	Specials

8th Grade	
Time	**Subject**
8:45 - 9:30	Textual Analysis
9:30 - 10:15	Math
10:15 - 10:45	Break
10:45 - 11:25	History
11:25 - 12:05	Science
12:05 - 1:05	Lunch and Break
1:05 - 1:50	Reading
1:50 - 2:30	Latin / Debate
2:30 - 3:00	Break
3:00 - 3:45	Specials

Logistics

First Three Days of School

Scholars will return for their first day of school remotely on Wednesday, August 19th. Consistent with previous years, the first three days of schools (Wednesday, August 19th – Friday, August 21st) will include teacher and scholar introductions, culture-building activities, and a review and practice of expectations and procedures.

During the first three days of schools, scholars will have specials during the blocks listed in the [stage 0 schedule](#).

GTL's across the network should leverage existing minute-by-minutes for the first three days of school to create an analogue virtual experience for scholars. When creating the minute-by-minute, teachers should reference the [remote schedule](#) and create programming for each block. This will also support scholars in adjusting to their new schedule and practicing logging into Zoom at the correct times.

Minute-by-Minute Planning

- GTL's should reference [this agenda](#) to plan out their minute-by-minute planning meeting after PD on Tuesday, August 11th.
- During team minute-by-minute planning on Tuesday, August 11th, teams should plan to review [stage 0 teaching responsibilities](#), completing the advisory group, breakout room, and teaching responsibility tabs by end of day.
    - For breakout rooms, teams should specify in what way they intend to create groups (ex. leveled instruction, behavior management, advisory groups).
    - On the teacher responsibility tab, GTL's should add a row for each teacher on their team, adjusting responsibilities as necessary to ensure all teachers have a role during each block.
    - Advisors will check-in daily with assigned scholars either in a small group or one-on-one session. Homework and reading conference calls will no longer be required.

At-Risk

At-Risk groups and structure will be determined following the first running record deadline on Thursday, August 27th. At-Risk instruction will begin on Monday, August 31st. During the week of August 24th, At-Risk staff will support with running record testing and support struggling readers with 1:1 instruction.

Attendance

See more information regarding logistics for attendance [here](#).

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

Behavior Management

The behavior management systems will be as similar as possible between on-site and remote learning. Teachers will track 'warnings' 'checks' and 'bonus points' across both learning models. Scholars in the remote learning model will have the same number of color and check resets through the day. The remote learning resets should be based around the breaks in the day.

Scholars in remote learning or in building are still given the same opportunities to make great choices for behavior by setting clear directions, re-setting expectations when time has passed, positively narrating those who are meeting expectations, and giving a reminder to a scholar when appropriate.

Cool downs are a product of the Behavior Management Action Group and will be the equivalent to the former first reflection (either first red or 7 checks). During a cool down, a scholar will turn their mic off and keep camera on for 5 minutes. During this time, the scholar should "cool down" by putting their head down, taking deep breaths, or using another strategy.

A **reflection** will now refer only to what was previously known as a "buddy" or a second reflection. Both cool downs and reflections will be tracked. One reflection sheet will be included in each scholar packet. Scholars should use the questioning in the packets to refer to when writing their reflection on a separate piece of paper. This way, if a scholar completes more than one reflection, the scholar can continue to reference the questions in the packet to complete it.

Daily Phone Calls

Instead of daily homework and reading calls, teachers will only call each scholar learning remotely once per 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](#).

Homework

In place of homework calls, teachers will 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 will continue to be printed in packets as an alternative and for on-site scholars during Study Hall. Homework will be tracked and entered daily on Jupiter using the 0/1 scoring code and including a note for parents for scores of 0. Click here for more information regarding homework during on-site learning days. Click here for more information regarding using Formative to assign homework.

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

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 Staffing and Teams

This document outlines the remote staffing teams including class names, teachers, IC point person, and number of scholars in each remote cohort.

Teacher Responsibilities

During the on-site classroom set-up day on September 14th, remote teams will meet with their IC point person via Zoom to outline teaching responsibilities for stage 1, including breakout rooms, teacher roles, and advisor groups. Remote advisors should have open lines of communication with GTL's regarding struggling scholars.

Remote teachers will have more prep minutes that on-site teachers. As a result, the IC point person will assign additional tasks (ex. unscripted planning) to remote teachers to maximize their additional prep time in service of the entire grade team.

Scholar Technology

Families completed a survey during the week of July 27th indicating which devices scholars have access to on a daily basis. Classical Charter Schools will work to replace any Kindles with Chromebooks. Eventually, the goal is to provide any scholar who does not have access to a computer with a Chromebook, pending funding availability.

Stand-Up Meeting and Remote Check-In

Remote and hybrid teachers will attend their school-site's stand-up meeting. On days when the remote teacher is off-site, the remote teacher will attend their school-site's stand-up meeting via Zoom. Immediately following stand-up meeting until 8 am, the remote teaching team (including any hybrid teachers) will meet via Zoom to discuss logistics including attendance, wellness calls, any short or long-term scholar learning preference changes, and any additional relevant points covered in school-site stand-up meetings.
A sample agenda is posted here.

Teaching Materials

During stage 0, grade-level vetters coordinated with grade teams to ensure that lead teachers had necessary materials (ex. books, math manipulatives) to lead instruction remotely. During stage 1 and beyond, remote teachers will be provided with an opportunity to retrieve materials necessary for instruction from school buildings.

Technology Access

Technology distribution for families occurred on Tuesday, August 25th. Going forward, teachers should log any families in need of technology support, a new device, or WiFi hotspot on Jupiter to Operations.

Uniforms

During Stage 0, scholars are not required to wear uniforms remotely. During Stage 1 and beyond, to foster an equitable learning experience for our on-site and remote scholars, all scholars will be required to wear uniform except for network sprit 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.

Work Analysis

In Kindergarten- 6th Grade, remote teams must complete at a minimum 1 work analysis per day. Across the week, teams should complete 2 within ELA and 2 within Math, in addition to 1 of the team's choice.

In Grades 7-8, remote teams must complete at a minimum 3 work analyses per subject per week.

Templates

Templates for work analyses are posted here.

Teams must update the advisor and breakout room columns so that the summary table at the bottom of the tracker automatically calculates averages.

	ELA	Math	Advisory
Webb	#DIV/0!	#DIV/0!	#DIV/0!
Frias	#DIV/0!	#DIV/0!	#DIV/0!
Salvador	#DIV/0!	#DIV/0!	#DIV/0!
Deas	#DIV/0!	#DIV/0!	#DIV/0!
Downs	#DIV/0!	#DIV/0!	#DIV/0!
Moore	#DIV/0!	#DIV/0!	#DIV/0!
Gonzalez	#DIV/0!	#DIV/0!	#DIV/0!

For each work analysis, teams must update information about the specific lesson so that averages for ELA and Math can populate. See below for an example:

									ELA or Math?			ELA		Math				
									Subject			Textual Analysis		Math		ELA		
									Unit #			1		1		Math		
									Lesson #			12		13				
Last Name	First Name	School	ELA	Math	Average	Advisor	ELA Breakout Room	Math Breakout Room	9.21 Score	9.21 Notes	9.22 Score	9.22 Notes	9.23 Score	9.23 Notes	9.15 Score	9.15
costa	Franchelys	SBC 1	#DIV/0!	#DIV/0!	#DIV/0!											
guilar	Alyssa	SBC 1	#DIV/0!	#DIV/0!	#DIV/0!											
koto	Kevin	SBC 1	#DIV/0!	#DIV/0!	#DIV/0!											
nglada	Priscilla	SBC 1	#DIV/0!	#DIV/0!	#DIV/0!											
rroyo	Jose	SBC 1	#DIV/0!	#DIV/0!	#DIV/0!											
yee	Deborah	SBC 1	#DIV/0!	#DIV/0!	#DIV/0!											
zu	Joziah	SBC 1	#DIV/0!	#DIV/0!	#DIV/0!											
alde	Maimouna	SBC 1	#DIV/0!	#DIV/0!	#DIV/0!											
azan Pelaez	Matthew	SBC 1	#DIV/0!	#DIV/0!	#DIV/0!											
pampong	Aaron	SBC 1	#DIV/0!	#DIV/0!	#DIV/0!											
pateng-Dankwa	Maame	SBC 1	#DIV/0!	#DIV/0!	#DIV/0!											
anche	Mariaelisa	SBC 1	#DIV/0!	#DIV/0!	#DIV/0!											
ito	Nathan	SBC 1	#DIV/0!	#DIV/0!	#DIV/0!											
astanon	Kenneth	SBC 1	#DIV/0!	#DIV/0!	#DIV/0!											

The scholar's score should be calculated out of the total number of questions on the independent practice. Note that Formative will automatically calculate a percentage out of the total number of questions the scholar submitted unless the teacher uses the "force submit" feature.

If teams would like to complete additional work analyses, they can either create a separate workbook or add another tab within the existing template.

In the "Notes" column, teachers should note any issues with pacing, misconceptions, or any instructional next steps.

Rosters within the work analysis templates were updated on Wednesday, August 26th. Teams should ensure rosters within the templates are updated with all scholars using CCS Remote Jupiter.

Kindergarten

In lieu of whole class instruction from August 19th through September 4th, Kindergarten will offer 1:1 sessions with scholars to provide more individualized attention and opportunity for scholars to become familiar with their teachers and the procedures in school. GTLs will split class rosters between all teachers on their team (LTs, ATs and LS) so that teachers will each work with roughly 12 scholars each for 30 minutes daily. Note that teachers may extend time to 45 minutes, if conducive with their schedule, for scholars who need additional support.

First Three Days of School

GTLs will complete minute by minute planning for conversations with scholars on Days 1-3 (August 19th through August 21st). These conversations will include a welcome to school, overview of expectations, procedures and the traffic light system. Days 1 and 2 will focus primarily on welcoming the scholar to school and providing an overview of expectations, basic procedures, the Character Pillars and traffic light system. On Day 3, teachers will administer the ▣ to each scholar (excluding the final question #4 re: book covers) to gather data ahead of instruction. Intake assessments are expected to take 15-25 minutes to administer per scholar. Teachers will use the PowerPoint linked here for administration: ▣ and data will be tracked as we have done in previous years. to each scholar (excluding the final question #4 re: book covers) to gather data ahead of instruction. Intake assessments are expected to take 15-25 minutes to administer per scholar. Teachers will use the PowerPoint linked here for administration: ▣Kindergarten Intake Assessment.pptx and data will be tracked as we have done in previous years. and data will be tracked as we have done in previous years. to each scholar (excluding the final question #4 re: book covers) to gather data ahead of instruction. Intake assessments are expected to take 15-25 minutes to administer per scholar. Teachers will use the PowerPoint linked here for administration: ▣ Kindergarten Intake Assessment.pptx and data will be tracked as we have done in previous years.

Daily Schedule

Kindergarten teams will meet daily at 7:30 am for Stand Up Meeting. Scholar phone calls may begin at 8:45. Once teachers are assigned their advisory roster, they should coordinate with families to set a consistent daily meeting time for each scholar. Teachers will follow the learning scope (attached) for daily calls from August 24th through September 3rd. Within these 30 minute calls, teachers will cover abbreviated versions of the daily math and phonics lessons, execute number and letter drills and review weekly spelling and sight words. Scholars will have materials to practice letter and number tracing through the rest of the day. GTLs are encouraged to execute a model of this structure and practice with teachers before 1:1 instruction formally begins. *More information to follow about the half day schedule for Friday September 4th.*

Lesson Execution

Teacher Roles

Lead and support teachers will be designated for each lesson block to achieve the following goals:

(1) Lean on our strongest teachers in each subject area to deliver content directly to scholars
(2) Leverage all teachers on each remote learning team to improve teacher to scholar ratios for guided and independent practice
(3) Effectively and efficiently execute quality lessons and technological tasks simultaneously to create a seamless learning experience for teachers and scholars

The responsibilities for each teacher during remote instruction and a suggested allocation of responsibilities is included below:

Lesson Component	Lead Teacher	Support Teachers
Prior to lesson	• Mute all meeting participants • Assign host status to all teachers and coaches • Adjust microphone volume • Disable participant annotations feature on Zoom	• Arrive to meeting 2 minutes prior to start time
Opening	• Initiate Zoom meeting • Begin lesson using scripted lesson opening	• Take attendance • Determine scholar names for scholars phoning in • Troubleshoot via chat with any scholars experiencing tech difficulties • Contact IC if additional support required
Introduction to New Material	• Execute INM of scripted lesson • Share screen or utilize Whiteboard feature as necessary with all participants	• Assign breakout rooms based on advisory groups • Monitor scholar behavior (tracking screen, active participation) and privately message redirects to individual scholars
Guided Practice	• Broadcast message for time stamps "1 minute remaining" using chat feature in Zoom • Ask questions, review answers, and discuss strategy work	• Ask questions, review answers, and discuss strategy work
Independent Practice	• Broadcast message for time stamps "1 minute remaining" using chat feature in Zoom • Set individual time stamps for each question and review answers • Ask questions, review answers, and discuss strategy work based on Tips for Lesson Execution	• Set individual time stamps for each question and review answers • Ask questions, review answers, and discuss strategy work based on Tips for Lesson Execution

Tips for Execution by Lesson Component

Lesson Component	Best Practice
Preparation	• All teachers must fully prepare each lesson by completing I do/we do/IP/HW and internalizing lesson objective. Having all teachers prepared for each lesson every day will maximize the impact of breakout rooms and also allow for flexibility in case of any teacher absences or staffing shifts related to the hybrid learning plan.
I Do	• **Management:** Teacher sets expectations for class to sit with their eyes on the camera, materials ready, and silent. • Teacher fully models at least 1 I Do Question • Teacher checks for understanding with 2 scholars after the model-Make sure to unmute those 2 scholars for class to hear. Ex. *What did you notice about the way I solved this?*
We Do	• **Management:** Teacher sets expectations for participation. Ex. *I'm going to call on you, show me with a thumbs up that you are ready to be called on.* • Teacher reads question or part of text aloud. • Cue up the question "Show with a thumb to your chest" • Asks question, "What is the main idea of paragraph 2?" • Prompts for thumbs. "Thumbs up!" • Identifies 1 scholar, unmutes them, and calls on that scholar to share out.
Independent Practice	*Teachers should plan to use Formative, at a minimum, once per week for each subject. This will allow teachers to collect data and respond to any scholar misconceptions.* **Show Call Options During IP: Aim for at least 1 show call during each IP** • **Stop & Show:** For this option, the teacher sets expectations that all scholars stop working and sit in scholar. The teacher then asks all scholars to hold work up to camera for 30 seconds while teacher decides to a) quickly draft an exemplar version of scholar work or b) screen shot ("PrtSc" button and paste into word documents) scholar work to frame and share. Check for understanding before sending scholars back to work. • **Stop & Model:** Teacher stops class, sets expectations for scholar position, and then models an exemplar work habit or sample of lesson objective for all to see before checking for understanding and sending scholars back to work.
Lesson Closing	• **Management:** Teacher sets expectations for your class to sit with their eyes on the camera, materials ready, and silent. • For Multiple Choice questions, teacher prompts scholars to hold up a 1, 2, 3, 4 with their finger to go over each question. Ex. *Number 1, what is the main idea of paragraph 4. Show your answer with a 1 for a, 2 for b, 3, for c, or 4 for d.* • Teacher uses another ***Stop & Show*** to determine another work sample to show call during wrap up. • Teacher models one more IP question • Teacher Stamps the lesson objective and checks for understanding before moving on.

Running Record Testing

Running records will occur during the first three days of school and during the first week of instruction by 8 am on Thursday, August 27th. Grade teams should use the guided reading blocks across days to test scholars. One teacher will need to monitor independent reading of any scholars not testing during this time. Any scholar not being tested should reading independently using the resources here.

If more time for testing is needed, teachers can pull during Number Stories and Reteach and delegate classroom responsibilities to another team member. Teachers can pull scholars at any time during the first three days of school (8/19-8/21).

All Kindergarten scholars will not be tested during Round 0, but any scholar who is familiar with sight words or retained should be tested. Other Kindergarteners will first be tested during the mid-round due Thursday, September 17th.

For more information regarding running record testing, staff should reference the running record policy document.

Deadlines

Rounds	Mid-round due dates	End-round due dates
Round 0: August 19th- August 26th	N/A	Thursday, August 27th 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)

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.

During stage 0, Guided Reading will be taught using only online resources outlined below. During stage 1, teachers can use on-site books for on-site scholars. Remote or hybrid teachers also have the option of scanning books for their remote scholars or continuing to use online resources.

Independent Reading

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.

On-Site Learning

Schedule

Content taught has been determined and is linked here. Schedules and staffing for stage 1 are included here. (Curriculumà 20-21 Remote Learning Programà Schedules à Stage 1)

Logistics

Arrival
Signage will be placed outside school buildings to support social distancing as scholars line up to enter the school building. As scholars enter the building, a school staff member will take the scholar's temperature. Breakfasts will be available for scholars to pick-up and eat in classrooms during morning meetings.

Upon entering the building, K-1 scholars will wait in a large space (ex. cafeteria) until a group of ~10 scholars is ready to go upstairs. At that point, a staff member will transition the scholars upstairs. Transitions should be socially distanced with scholars 6 feet apart. On-site teachers will be in classrooms to welcome scholars as they enter classrooms.

Scholars in grades 2-8 will go upstairs to classrooms independently. Staff members will be stationed in stairwells to monitor scholars transitioning.

More details regarding arrival logistics including staffing will be determined by each individual school-site.

Students must clean hands with sanitizer or with soap and water after entry and before entering class.

Bathroom Breaks
Each grade has 30 minutes per day allocated within the schedule for bathroom breaks. Logistics regarding bathroom breaks are forthcoming and will be determine by each school-site.

Classroom Supplies
GTL's submitted requests for grade-specific scholar materials in late July. Teacher supplies will continue to be available to teachers through the supply request form. More information regarding logistics for any grades which are sharing classroom spaces is forthcoming.

Dismissal
A 40-minute study hall and dismissal block has been created to allow for a staggered dismissal. Dismissal logistics, including a plan for late pick-ups, will be determined by each individual school-site to allow for social distancing.

Homework
Homework will continue to be provided in scholar packets. Scholars should use Study Hall in the time leading up to their classroom's dismissal to complete homework in packets. If the scholar is learning remotely the following day, the teacher can check homework 1) at the end of study hall 2) by having the scholar input answers to Formative 3) by having the scholar take a picture of the homework and send it to the teacher or 4) using the Jupiter feature to comment on photos or PDF's that students turn in. Click here for more information regarding homework in the remote context. Click here for more information regarding assigning homework on Formative.

Lunch

Lunch will be in classrooms to avoid congregating in the cafeteria. Classroom teachers will supervise lunch in their classrooms. Teachers are welcome to eat lunch during this time with scholars. Teachers can use prep time to retrieve refrigerated lunches from the staff room or leave the building to get food from local businesses.

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.

Outdoor Spaces

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.

Recess

Recess scheduling and logistics will be determined by each individual school site. For best practices regarding managing recess, please reference the Recess Manual.

Rosters

Teams will create on-site rosters according to the timeline here. 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 will leverage unscripted blocks of the first three days of each stage to teach routines. In 7-8, teachers will 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.

Safety Drills

As in years past, fire and other safety drills will follow DOE guidelines. Any safety drills will be staggered or occur in stages to allow for appropriate social distancing.

Scholar Materials and Packets

Scholar materials and packets will be distributed to remote-only scholars on Friday distribution days. During stages with hybrid learning, hybrid scholar packets will be stored on-site. Teachers of hybrid scholars must ensure scholars are sent home with correct materials for remote learning days. Teachers should use Study Hall to prepare individual scholars for the next day of learning.

See here for more information regarding team responsibilities for compiling packets.

Study Hall

The study hall period was designed to allow social distancing and staggering during the dismissal procedure. In stages with hybrid instruction, teachers should also leverage this block to ensure hybrid scholars are prepared for remote learning days by distributing packets and other necessary materials. Scholars should work on and finish homework during study hall.

Specials

A Classical education means many things, but 'well roundedness' is toward the very top. Classical continues its unwavering commitment to providing scholars with lessons in Art, Music, and Fitness.

Specials will be taught in classrooms to reduce scholar traffic flow in the building and also allocate Specials classroom space for instruction.

As Specials teachers will move across the school building and come in contact with multiple cohorts, they will be considered "high-intensity" staff members and will be provided with additional PPE equipment including face shields, gloves, and eye protection.

Schedules

Specials teachers will teach each classroom on a 2-week rotating basis.

In K-3, every classroom will have Fitness every day and either Music or Art every day (excluding any days with Character Education).

In 4-8, every classroom will have either Fitness, Music or Art every day for a two-week period. After two weeks, classrooms will rotate which Specials they have.

The two-week rotating schedule will minimize Specials teachers' exposure to multiple cohorts across the school.

Sample: First Week

	Monday	Tuesday	Wednesday	Thursday	Friday
Sample K-3 Class	Fitness/Art	Fitness/Art	Fitness/Art	Fitness/Art	Fitness/Art
Sample 4-8 Class	Music	Music	Music	Music	Music

Sample: Second Week

	Monday	Tuesday	Wednesday	Thursday	Friday
Sample K-3 Class	Fitness/ Music	Fitness/ Music	Fitness/ Music	Fitness/ Music	Fitness/ Music
Sample 4-8 Class	Art	Art	Art	Art	Art

Sample: Third Week

	Monday	Tuesday	Wednesday	Thursday	Friday
Sample K-3 Class	Fitness/Art	Fitness/Art	Fitness/Art	Fitness/Art	Fitness/Art
Sample 4-8 Class	Fitness	Fitness	Fitness	Fitness	Fitness

Storage

Specials materials will be stored in classrooms given the two-week rotation schedule. To the extent any materials need to be shared across grade-levels, Specials teachers should coordinate with Ms. Greene to determine a plan which will include either outlining procedures for disinfection or ordering more materials for each class set.

Curriculum

As they did during the remote learning program, the Specials Team will continue to adapt the current curriculum to satisfy health and safety requirements. This is included but not limited to maintaining social distance and not sharing materials prohibiting the use of wind instruments, singing with masks on, and ensuring safe movement within the classroom space.

Stand-Up Meeting

When on-site instruction resumes, Specials teachers will continue to 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.

Classroom Teachers and Specials

Classroom teachers will teach Specials to remote scholars to allow the Specials team to teach Specials on-site.

During the week of September 14th, Ms. Greene will meet with both classroom teachers teaching Specials and all remote teachers to review Specials logistics related to lesson pacing, plans, and execution. A calendar invite was sent to all on-site and remote Specials teachers on Friday, September 4th. If you did not receive a calendar invite but think you should have, please reach out to Ms. Montgomery.

Some on-site classroom teachers will also teach specials per the staffing documents.

Specials Remote and Onsite Curriculum

Specials teachers will 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 will be 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 onsite 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

Personal Space

Given that Specials teachers will no longer have a classroom, a specific space will be allocated for them to spend prep time, eat lunch, and store personal belongings. The space will be in compliance with DOE guidelines regarding maximum capacity.

Quarantined Staff

In the event a Specials staff member is required to quarantine and cannot be on-site, a rotating remote or hybrid teacher within each grade team will teach on-site Specials.

Scholar Services and At-Risk

Stage 1 Scholar Services schedules are included within each school-site's schedule here. Stage 1 SETSS schedules have been updated within each school-site's document. Stage 1 Speech and Counseling schedules will be included by Tuesday, September 1st.

Health and Safety

Classroom space capacity will use the same guidelines (55 square feet per scholar) as all space within our buildings.

SST Staff should leverage routines to promote cleaning and disinfection of materials in between blocks. These routines will be accounted for when creating schedules and transition times.

Speech and Counseling staff will be provided with clear masks to allow staff to appropriately provide their services.

Work Hours and Location

SST, like all instructional staff, will be required to be in school buildings at a minimum from 7:30 am – 4 pm (with 4-4:45 as a flexible prep time). SST staff will lead remote sessions in school buildings as their schedule will be a combination of remote and in-person instruction.

Until the completion of the SBC IV building, SBC IIB/IV staff will be located at SBC III. The SBC I SST staff will support SBC 2B scholars.

Any traveling SST members will remain at a single school site until further notice. Supervision meetings will occur via Zoom and managers should observe via recording. The Director of Special Services will travel but be subject to the requirements outlined for traveling staff.

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.

Deans

Responsibilities

When school buildings reopen, deans will be on-site every day. Deans will alternate between supporting on-site and remote scholars.

Teachers will continue to refer Remote Learning Concerns and Behavioral Referrals on Jupiter to the "Dean."

Ms. Tinti and Ms. Arndt will support remote scholars with any remote learning concerns such as 2 consecutive missed blocks, WiFi/Tech issues, not showing up for scholar services blocks. See below for dean support for each cohort. This information is also posted here.

Kindergarten	Class Name	1RK_S1_S2	1RK_S3_S4
	IC/Dean	Adelson/Tinti	Febbraro/Arndt
1st Grade	Class Name	1R1_S1_S4	1R1_S2_S3
	IC/Dean	Fox/Tinti	Leonard/Arndt
2nd Grade	Class Name	1R2_S1_S2	1R2_S3_S4
	IC/Dean	Laifer/Tinti	Fernandez/Arndt
3rd Grade	Class Name	1R3_S2_S3	1R3_S1_S4
	IC/Dean	Smith/Tinti	Newman/Arndt
4th Grade	Class Name	1R4_S1_S2	1R4_S3_S4
	IC/Dean	Gradess/Tinti	Boak/Arndt
5th Grade	Class Name	1R5_SALL	
	IC/Dean	Blount/Arndt	
6th Grade	Class Name	1R6_SALL	
	IC/Dean	Rosario/Tinti	
7th/8th Grade	Class Name	1R7_SALL	1R8_SALL
	IC/Dean	Emmerson-Pace/Tinti	

Each grade-level dean will support remote scholars with any behavioral concerns or referrals. See below for dean support for each grade within each school-site.

Deans Available for Behavior Concerns and Referrals							
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				

Deans are expected to respond to all referrals, on-site or remote, within 15 minutes of a referral being received. If Deans are unable to respond due to an outlying situation, they will Teams the referring teacher with an expected response time.

Scholars will have Character Ed on a weekly basis. At SBC 1-3, Deans will teach Character Ed on-site. At SBC 4, Specials will teach Character Ed on-site. Remote classroom teachers will teach their scholars Character Ed (one day per week), in addition to Specials.

Parent Workshops

Deans will host parent workshops once a month on a chosen topic at each school-site. For each workshop, one school-site will be responsible for recording and posting the recording to the Classical website.

School Culture Building

Deans will host remote school culture building events for scholars and families. These events may vary on the date, but each site will have the same number of events monthly. These events will be planned, organized and communicated by the deans, but can be facilitated by other staff members. Examples of events include trivia night, family movie night, arts and crafts, book read alouds, or yoga.

Individual referrals. Counseling should be second referral. If counseling cannot support then we IC's and Operations as back-up

Runner, unsafe situations which might require dean physical contact with a scholar. Communication. Immediate safety of the child vs health crisis

PPE face masks, face shields and gloves all day after close contact will they replace the PPE

Teacher Development

Professional Development

Professional Development structures will remain in place during the 2020-2021 school year. August PD will be remote from August 11th – August 18th. Professional Development will continue during half-days on the first Friday of each month. Professional Development will remain remote until further notice.

On half-days, schedules will prioritize academic content and cut Specials and recess to allow for a full day of learning. During remote learning, the instructional day will last

Observations

Instructional Coaches will be on-site and support both in-person and remote learning through at least weekly observations. When conducting in-person observations, Instructional Coaches will observe all safety procedures by wearing a mask and remaining at the back of the classroom or at least 6 feet apart from students and other staff.

Data

Overview

Data	In-Person	Remote	Notes
Attendance	Jupiter		Rosters in Jupiter will reflect location of scholars. See section below for more details.
Homework	Jupiter		Teachers will use a combination of Formative and packets to grade homework on-site and remote.
Cool Downs and Reflections	Data > Behavior Data. Please watch video tutorial on how to use the behavior trackers: Tutorial Video.		Unlike the RLP in the spring, teachers will now track both "cool downs" and "reflections" across remote and in-person learning.
Referrals	Jupiter		
Academic Assessments	Remark bubble sheets + Novus	Novus + Formative	See guidelines for remote and in-person testing here.
Running Records	RR App		Running record data is now stored in PowerApps!
Incentive System Points	Data > Behavior Data. Please watch video tutorial on how to use the behavior trackers: Tutorial Video.		Points, checks, cool downs, and reflections will be entered in the behavior workbook at the end of each day

Attendance

Teachers will take attendance by location.

1. **K-2**
   a. <u>In-Person</u>: 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.

   b. <u>Remote</u>: 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.

2. **3rd -8th**
   a. <u>Hybrid (applicable to stage 2 & later)</u>: 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.

   b. <u>Remote Only</u>: Teachers will take attendance for each subject. All subjects will be appear on the left-hand side.

Remote scholars must attend live for each subject to be marked as present. The remote resources page will no longer include 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

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

Short-Term Learning Preference Change

Students who are required to stay at home due to illness 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 by 7:30 am on the day they choose to receive remote instruction. The student's teacher will provide the Zoom link to the family and will update this tracker by 7:30 am. The remote teacher team will review the tracker after 7:30 am to make any necessary

adjustments to instruction, including breakout rooms, for the day. The Scholar Services Team should also review the tracker after 7:30 am to provide scholars with necessary Zoom links for any services.

When using the short-term learning preference change tracker, please spell scholars' names exactly how they appear in Jupiter in a First Last name order. If you are unable to enter data, you can use either the drop down feature (see below). Data validation dropdowns are used to ensure we can accurately track all scholars.
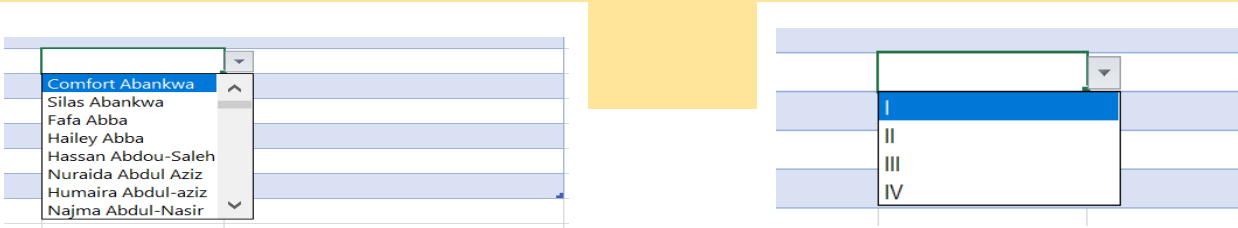
For a short-term learning preference change, the scholar's roster will not be adjusted on Jupiter. Remote teachers should take attendance for the scholar by marking the scholar present for the day on their in-person roster on Jupiter. If a scholar misses 1-2 hours of content a day mark them as tardy. If a scholar misses 2 hours or more a day mark them as absent. Any missed blocks are marked in the comments area.

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.

2-Week Quarantine Learning Preference Change
If a scholar must quarantine for 2 weeks and switch into remote learning during that time, the scholar will be temporarily added to the remote roster on Jupiter. Teacher should communicate these changes with the Operations team at their school-site to ensure the changes are recorded correctly on Jupiter.

Long-Term Learning Preference Change
Any scholar may choose to switch into the remote learning program at any time. In the event a scholar would like to switch into remote learning for the remainder of a stage, the family should contact the teacher via Jupiter. The teacher will then communicate the change with the GTL's on that grade-level so a remote plan can be coordinated. Additionally, the teacher will notify Operations who will then add the scholar to this tracker and adjust the parent survey trackers. SD's and OM's will review the tracker on a weekly basis to determine if space allocations or staffing will be affected.

CCS Remote

Jupiter

To accommodate remote classrooms of scholars from various Classical Schools, a remote school needs to be created in JupiterEd. This set-up will also affect how rosters are reflected in Novus, Running Record App, & report cards/ transcripts. Ms. Rodriguez will be the "OM" of CCS Remote and will be the main point of contact for managing rosters, checking daily attendance, updating staff permissions/ access to class rosters, sending messages to parents.

I. JupiterEd Structure

   a. All scholars in remote learning will be enrolled under "CCS Remote" for the 2020-2021 School Year.
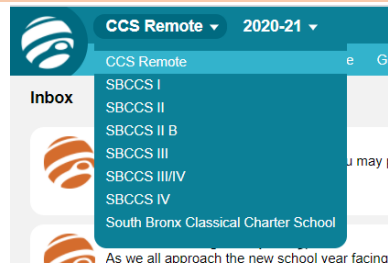
   b. A custom field called "Enrolled School" will be created to capture the actual school that a scholar is enrolled in. When exporting data from JupiterEd, Building # will reflect the JupiterEd School (SBCCS I, SBCCS II, SBCCS III, SBCCS IV, Remote) while Enrolled School will reflect the school each scholar is enrolled in (I, II, III, IV).

   c. Classes will be labeled by stage, grade, and school. See examples below:

      i. 1R3_S3_S4 (Stage 1, Remote Grade 3, Schools 3 & 4)

      ii. 1R6_SALL (Stage 1, Remote Grade 6, All Schools)

   d. Any staff that will interact with remote scholars or staff will be added to CCS Remote

Other Data Platforms

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
  - 7th-8th: Science and History
- K-1: Phonics
- K-2: Math and Read Aloud
- 3-8: Math and Textual Analysis

During stage 1, in-person scholars will take assessments and remote scholars will take the assessment remotely.

During any stages with a hybrid model (stage 2 and beyond), grade-level vetters will work with the lesson pacing calendar to schedule assessments on in-person learning days. All remote scholars will be given the option to schedule a window to take their assessment on Friday when fewer scholars are in buildings. Grade teams must notify the Data Team and grade-level vetters via a tracker posted on SharePoint (details forthcoming) of any remote learning scholars who are opting to take an assessment on-site. The tracker must be updated and finalizing test administration type for each scholar one week in advance of the assessment.

Any scholar who is unable to take their assessment in-person will take it on Formative. Using the list of scholars posted on the tracker, grade-level vetters will upload and assign assessments to Formative. For any scholars who take the assessment on Formative, teachers will manually enter data from Formative into Novus.

Rosters

Rosters will change during each stage when scholars opt-in to remote or in-person learning. In-person learning rosters will be determined by the physical classroom space the scholar is learning. Remote scholars for each grade within each school-site will remain on a single roster.

Timeline for Stage 1 Rosters

Date	Step	Staff
EOD 8/26	Stage 1 schedules and staffing finalized Templates for rosters are shared with GTL's	SD's Data Team
8/28-9/02	GTLs meet with teams and SD's to create rosters	SD's, GTL's, Teachers
9/03-9/04	Teachers submit rosters to Operations to enter to Jupiter	Operations
EOD 9/08	Dashboards & trackers updated for Stage 1	Data Team

Note: This timeline is updated from what was previously included in the 8/24-8/28 Weekly Memo.

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, 4th grade, SBC 1 and SBC 2.

Report Cards

Teachers will continue to write report card comments and Data will continue to generate report cards in December, March, and June. The report card will feature the subjects taught during the hybrid learning model.

Technology

Zoom

More details regarding classroom link set-up for stage 1 is forthcoming.

1. Go to 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, and 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. Link & Meeting ID: *Upload the meeting link to this spreadsheet by Friday, August 14th*.
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.

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   26 Students ⊕   .

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 vetters 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 by **Friday, August 14th**:
   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 vetters

Homework & Assignments

Grade teams will collaborate across the network to upload and assign homework on Formative. Homework completion will be tracked on Jupiter within their on-site or remote roster.

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
- 1st Grade
- 2nd Grade
- 3rd Grade
- 4th Grade
- 5th Grade
- 6th Grade
- 7th Grade
- 8th Grade

As of Friday, August 7th, 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 by **Friday, August 14th**:

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 vetters

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.
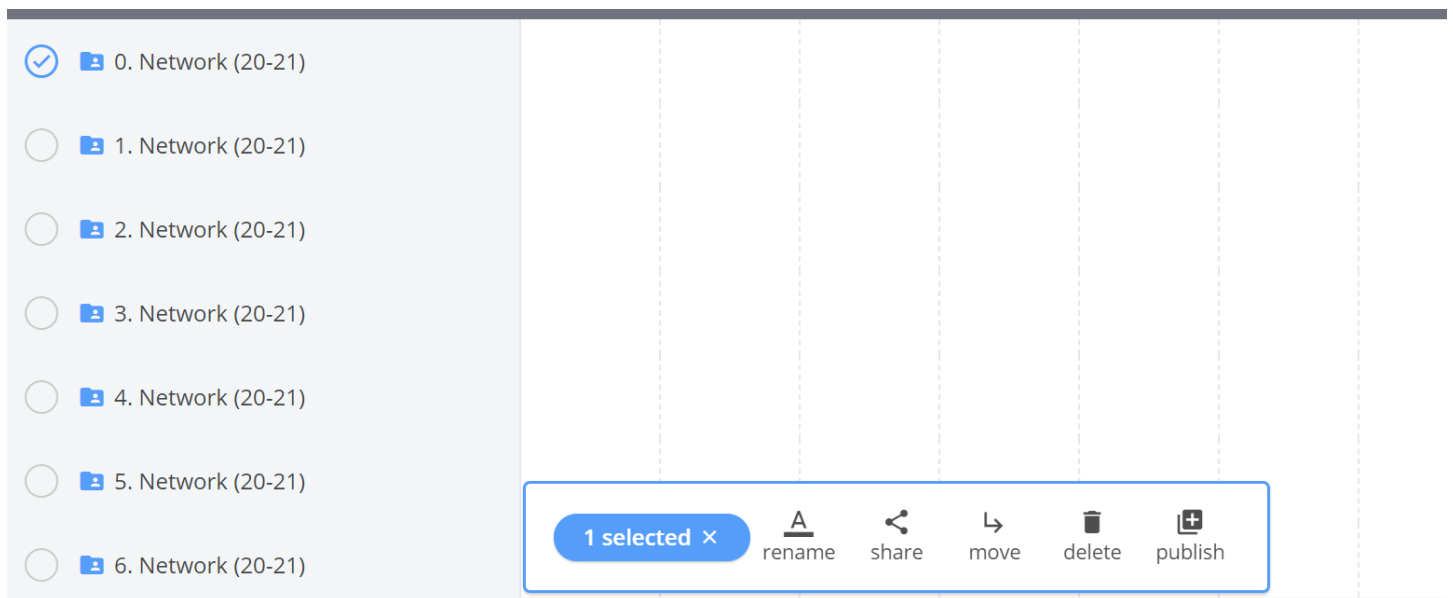
Assessments

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.

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.