

UPDATE: AUGUST 10, 2020

1. When Will the School Year Begin?

Our school year will begin on Tuesday, September 8th, the day after Labor Day.

2. Beginning the Year with Remote Learning for All

The first two weeks of school will be fully remote for all students.

For families that choose the Hybrid Learning Model, in-school instruction will begin the week of September 21st, UNLESS we are required to wait longer due to an increase in the COVID-19 infection rate in New York.

3. Choosing a Learning Experience for Your Child

Our team has been hard at work designing two different options for your family to choose between:

1. The first is a Hybrid Learning Model, in which most students will come to school two days per week, and will engage in remote learning on the other three days. Kindergarteners will come to school four days per week. There will be significant health and safety measures that your child will be required to follow for their own safety and for that of your family and the whole school community.
2. The second is a Fully Remote Learning Model, in which your child will not come to school, and will have a mix of live instruction and other learning activities.

Both of these options are described in much greater detail below. Some of the information below is the same as what we shared on July 31st, but we have added important additional details.

In both models, the word “synchronous” is used to mean that students are receiving live support from a teacher during that time. The word “asynchronous” means that students are not directly engaged with a teacher at this time; for example, they may be watching a pre-recorded lesson, engaging in independent work, or using an on-line learning program.

When you are done reviewing this memo, please [click here](#) to fill out the form to make your choice of a hybrid or fully remote model for your child by Monday, August 17th.

4. Switching Between Models

Families who choose the Hybrid Learning Model may switch to the Fully Remote Model during the first marking quarter. Families can expect up to two weeks of transition time before being assigned to a Remote Academy class during which they will continue their remote learning with their school-based cohort. We will make every effort to ensure the transition is as seamless as possible to limit the impact on a student's academic progress.

Other than in rare circumstances, we will not be able to allow switches from Fully Remote to Hybrid during the first quarter.

5. Home Technology & Internet Access

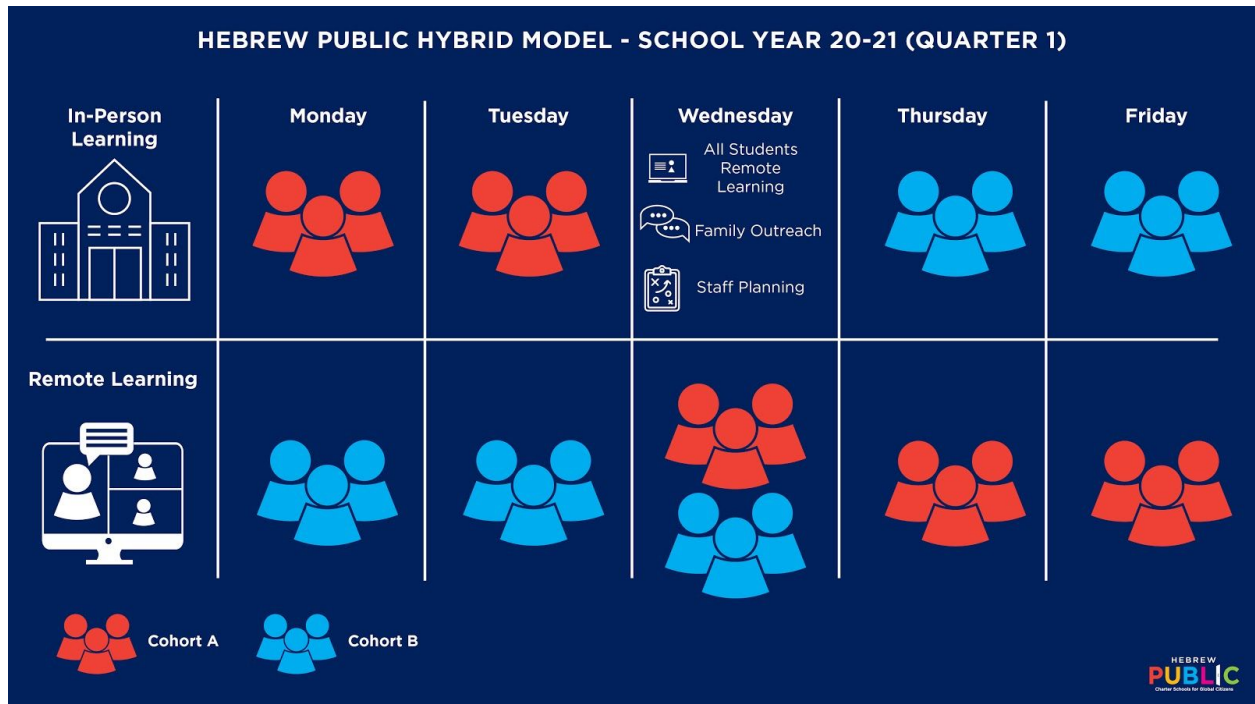
In both models (Hybrid and Fully Remote), we will ensure that each student has a Chromebook for use at home. We will also work with families to ensure that each household has internet access.

6. The Two Learning Models: You will need to choose one for your child

Option 1: Hybrid Learning Model

Two days in school, three days at home:

As we shared in our last update, in the Hybrid Learning Model, most students will come to school two days per week, and will engage in remote learning on the other three days. This is illustrated in the graphic below:



Kindergarteners Will Come to School 4 Days Per Week:

Because this first year of public school is so important, we have prioritized our staffing and space so that Kindergarteners who participate in the hybrid model will come to school four days each week, with remote learning on Wednesdays.

Keeping Households Together:

For families that choose the Hybrid Learning Model, we will ensure that children from the same household are in the same cohort. In other words, the children of the same household would all attend school on the same days.

We will not be able to accommodate requests for cohort preferences (for example, requests to be in the same cohort as friends).

Special Education Services and Multi-Language Learning Support:

Children who receive these services will receive support from student support services staff.

Small Class Size:

Because of COVID-19 safety requirements, class sizes will be kept small during in-person days. Depending on classroom configuration, most classes will have between 8 and 15 students on in-person learning days. This smaller group size will allow for more targeted instruction and individualized attention.

The In-Person Days Experience:

On days when children are in our school building, they will engage in core instruction in prioritized content. There will be a slightly later start time to the in-person day and a slightly early end time. Teachers will work to maximize in-person instruction time to introduce new content.

Below are sample schedules of your child's experience during an in-person day. Exact coursework and class timing will vary slightly depending on individual grade and school. The start and end time of the in-person school day will not. Special education and multi-language learner support services will be integrated to ensure all students' needs are fully met.

Elementary Grades Sample Schedule - Hybrid Model, 2 In-Person Days per week, except for Kindergarten

Time	Component
8:45-9:30	Staggered Arrival and Breakfast Children and families arrive and follow health and safety protocols for arrival to school. Children engage in spiraled academic activities while they eat their breakfast in classrooms and their classmates arrive in stages.
9:30-9:50	Morning Meeting Children and Teachers start the day with community connections and social emotional skill building based on the Responsive Classroom Morning Meeting Model
9:50-10:10	Foundations/Phonics Instruction Teachers will lead students through engaging whole group phonics instruction as a building block to early literacy development
10:10-11:00	Guided Reading Students get small group support on their reading levels and engage with technology independently to improve literacy skills. Amplify (online learning platform) will be integrated to support the alignment between in-person and remote learning days for students.
11:00-12:00	Math: Eureka + Zearn Teachers use inquiry methods to engage students in math learning on new concepts. Students get support through one- on-one conferencing and targeted skill building. Zearn (online learning platform) will be integrated to support the alignment between in-person and remote learning days for students.
12:00-12:45	Lunch and Outside Time Students will eat lunch in classrooms without masks but maintain social distance and other health protocols. When possible, classes will spend time outside with masks following social distancing protocols.
12:45-1:15	Reader's Workshop Teachers engage in reading instruction through the Reader's Workshop model

	including fluency modeling, with one on one conferencing and targeted skill building
1:15-1:45	Writer's Workshop Teachers engage in writing instruction and modeling paired with one on one conferencing and targeted skill building
1:45-2:15	Specials/Movement Students will engage in specials classes that are varied and school-specific including Dance, Physical Education and Art. This may also be a Movement class consisting of structured movement activities indoor or outdoor led by homeroom teachers, specialists or other support staff.
2:15-2:45	Number Stories/Science (alternating) Students engage in alternating classes of Number Stories in which complex math problems are dissected and discussed, and hands on Science
2:45-3:30	Staggered dismissal Children will be dismissed to families outside of the school building or to bussing and follow health and safety protocols for departing from school.

Middle School Grades Sample Schedule - Hybrid Model, 2 In-Person Days per week

Time	Component
8:45-9:30	Staggered Arrival + Breakfast Children and families arrive and follow health and safety protocols for arrival to school. Children engage in spiraled academic activities while they eat their breakfast in classrooms and their classmates arrive in stages.
9:30-10:00	Advisory Children and Teachers start the day with community connections and social emotional skill building based on the Responsive Classroom Advisory Model
10:00-10:45	Close Reading Students will apply the close reading method of questioning a text and author's craft, written response to literature and informational texts, and discourse with targeted facilitation by teachers
10:45-11:45	Expeditionary Learning Students will read a class novel and engage in discourse and written response based on their novel and related readings, explicit writing instruction will be integrated throughout
11:45-1:05	Math Eureka + Zearn/IXL Teachers use inquiry methods to engage students in math learning on new concepts. Students get support through one on one conferencing and targeted skill building. Zearn and IXL (online learning platforms) will be integrated to support the alignment between in-person and remote learning days for students.
1:05-1:55	Lunch and Outside Time

	Students will eat lunch in classrooms without masks but maintain social distance and other health protocols. When possible, classes will spend time outside with masks following social distancing protocols.
1:55-2:45	Social Studies/Science Students alternate classes between Social Studies and Science
2:45-3:15	Staggered Dismissal Children will be dismissed to families outside of the school building or to independent walking/bussing and follow health and safety protocols for departing from school.

The Remote Days Experience:

On days when children are not in our school building, they will engage in a variety of learning experiences that integrate with the core instruction they will receive during the in-person days. There will be both synchronous and asynchronous coursework and students will be accountable to their in-person teacher for their progress.

Below are sample schedules of your child’s experience during a remote day. Exact coursework and class timing will vary slightly depending on individual grade and school. Special education and multi-language learner support services will be integrated to ensure all students’ needs are fully met.

Wednesdays

In addition to the full remote days outlined in the schedules below, we will also be providing a modified remote schedule on Wednesdays. You can expect that students will receive live, synchronous instruction with their school-based cohort teachers to start the day at 8am, followed by a combination of some live, synchronous instruction with asynchronous assignments and activities throughout the day with a slightly shorter end. This schedule is still being finalized and will be similar in terms of complexity activities and topics to other remote days. This full, final schedule will be shared with you at least two weeks prior to the start of our Hybrid model launch. This is true for Elementary and Middle school.

Elementary School Sample Schedule - Hybrid Model, 2 Remote Days per week except for Kindergarten

Time	Component
8:00-8:30	Morning Meeting & Daily Preview <i>Synchronous</i> Children will start the day with community connections and social emotional skill building based on the Responsive Classroom Morning Meeting Model via Zoom. Their school-based teacher that teaches them on in-person days will facilitate from the school building and students will engage from their homes. Following Morning Meeting, their school-based teacher will preview their

	assignments and schedule for the remote day to ensure all students are ready to engage.
8:40-9:10	<p style="text-align: center;">Phonics <i>Asynchronous; online learning platform</i></p> <p>Students will engage independently with differentiated coursework on Amplify (an online learning platform) that is aligned with our core literacy instruction.</p>
9:10-9:45	<p style="text-align: center;">Reader's Workshop <i>Asynchronous; pre-recorded video</i></p> <p>Students will watch a pre-recorded video of a Hebrew Public teacher or our expert partners of the Reader's Workshop model and engage in independent reading focusing on a target skill.</p>
9:45-10:15	<p style="text-align: center;">Movement break/Outdoor time <i>Independent; family choice</i></p> <p>This is a flexible block to support children and families with managing the remote day and ensure intentional breaks from screen facing activities.</p>
10:15-10:45	<p style="text-align: center;">Writer's Workshop <i>Asynchronous; pre-recorded video</i></p> <p>Students will watch a pre-recorded video of Hebrew Public teacher or our expert partners of the Writer's Workshop model and engage in independent reading focusing on a target skill.</p>
10:45-11:15	<p style="text-align: center;">Hebrew <i>Synchronous</i></p> <p>Students will participate in small group Hebrew instruction facilitated by their school-based Hebrew teachers. Teachers will use the proficiency approach and immersive experiences to build fluency and conceptual understanding.</p>
11:15-12:30	<p style="text-align: center;">Lunch and Outside Time <i>Independent; family choice</i></p> <p>This is a flexible block to support children and families with managing the remote day and ensure intentional breaks from screen facing activities. Students are encouraged to use this time to eat and go outside if possible.</p>
12:30-1:30	<p style="text-align: center;">Math <i>Asynchronous; online learning platform</i></p> <p>Students will engage independently with pre-identified, differentiated coursework on Zearn (an online learning platform) that is aligned with our core mathematics instruction.</p>
1:30-2:00	<p style="text-align: center;">Science <i>Asynchronous; video</i></p>
2:00-2:30	<p style="text-align: center;">Movement Break/ Snack <i>Independent; family choice</i></p> <p>This is a flexible block to support children and families with managing the remote day and ensure intentional breaks from screen facing activities.</p>
2:30-3:00	<p style="text-align: center;">Specials <i>Synchronous & Asynchronous</i></p>

	Students will either engage in live, synchronous classes from their school-based specials teacher or watch a pre-recorded video of Hebrew Public teachers or our expert partners of specials classes such as Art, Physical Education and Dance.
3:00-4:00	Homework and Independent Reading <i>Independent</i>

Middle School Sample Schedule - Hybrid Model, 2 Remote Days per Week

Time	Component
8:00-8:30	Advisory & Daily Preview <i>Synchronous</i> Students start the day with community connections and social emotional skill building based on the Responsive Classroom Advisory Model via Zoom. Their school-based teacher that teaches them on in-person days will facilitate from the school building and students will engage from their homes. Following Advisory, their school-based teacher will preview their assignments and schedule for the remote day to ensure all students are ready to engage.
8:30-9:15	Close Reading & Amplify <i>Asynchronous</i> Students will independently apply the close reading method of questioning a text and author's craft with an unfamiliar text completing a written response. Students will additionally engage independently with differentiated coursework on Amplify (an online learning platform) that is aligned with our core literacy instruction.
9:15-10:00	Social Studies <i>Asynchronous</i> Students watch videos and complete assignments independently designed to be complementary to in-person instruction
10:00-10:30	Break <i>Independent; student & family choice</i> This is a flexible block to support students and families with managing the remote day and ensure intentional breaks from screen facing activities.
10:30-11:30	Math <i>Asynchronous; online learning platform</i> Students will engage independently with pre-identified, differentiated coursework on Zearn and IXL (online learning platforms) that is aligned with our core mathematics instruction.
11:30-12:00	Hebrew <i>Synchronous</i> Students will participate in small group Hebrew instruction facilitated by their school-based Hebrew teachers. Teachers will use the proficiency approach and immersive experiences to build fluency and conceptual understanding.

12:00-12:45	<p style="text-align: center;">Lunch and Outdoor Time <i>Independent; student & family choice</i></p> <p>This is a flexible block to support children and families with managing the remote day and ensure intentional breaks from screen facing activities. Students are encouraged to use this time to eat and go outside if possible.</p>
12:45-1:30	<p style="text-align: center;">Science <i>Asynchronous, video and independent work</i></p> <p>Students watch videos and complete assignments independently designed to be complementary to in-person instruction</p>
1:30-1:45	<p style="text-align: center;">Break <i>Independent; student & family choice</i></p> <p>This is a flexible block to support students and families with managing the remote day and ensure intentional breaks from screen facing activities.</p>
1:45-2:30	<p style="text-align: center;">Expeditionary Learning <i>Asynchronous, video and independent work</i></p> <p>Students will watch a short video filmed by a Hebrew Public teacher to launch their asynchronous lesson, and complete independent reading and writing work that aligns with the EL work they are doing in school.</p>
2:30-3:00	<p style="text-align: center;">Specials <i>Synchronous & Asynchronous</i></p> <p>Students will either engage in live, synchronous classes from their school-based specials teacher or watch a pre-recorded video of Hebrew Public teachers or our expert partners of specials classes such as Art, Physical Education and Dance.</p>
3:00-3:30	<p style="text-align: center;">Homework and Independent Reading <i>Independent</i></p>

Option 2: Fully Remote Learning Model

The graphic below provides an overview of the Fully Remote Learning model:

For families who choose to keep their child at home for the first marking quarter, we will ensure that your child has an engaging and meaningful learning experience.



Students whose families choose the Fully Remote Learning model will be paired with a Hybrid Model cohort. They will join their classmates on the days that the Hybrid Model students are participating in remote instruction. It is important to us that your child continue to feel a part of their class's community. On the two days that their classmates will be in school, your child will be provided with alternative programming.



Students whose families choose the Fully Remote Learning model will also be integrated into the Hebrew Public Remote Academy which will consist of students from all of our schools whose families have chosen this option. On the two days when your child's Hybrid Model cohort is receiving live instruction in the school building, your child will receive live instruction online from a Remote Academy teacher who is specifically assigned to the Remote Academy. Students will receive 3 hours of live instruction in English Language Arts and Math on these days as well as independent work. All Remote Academy instruction will be aligned with the coursework students in the Hybrid Cohort are receiving in the school building.



Live instruction on the Remote Academy days will take place either from 8-11am or 12-3pm in order to accommodate all students and keep class size to 25 or fewer students. We will assign a morning or afternoon block based on the overall ratio of families who select the Fully Remote Learning model and will not be able to accommodate individual requests for morning or afternoon.



Our goal with this model is to provide a rich and rigorous learning experience for students regardless of their location. The content and curricula is aligned with our in-person model.

Assessment and Grading

Assessment and grading will be aligned with the in-person model as well. We will use both traditional forms of assessments such as written assignments and more innovative approaches including online assessments. We will be transparent with families about student progress throughout.

Sample Student Schedules

Below are sample schedules of what your child will experience during the two days per week when their Hybrid Learning peers are in school. Exact coursework and class timing will vary slightly depending on individual grade and school. Special education and multi-language learner support services will be integrated to ensure all students' needs are fully met.

Please note that on the other three days of the week, your child will follow the same schedule as their Hybrid Learning peer cohort does when those students are also at home.

Elementary School Remote Academy Sample Schedule - during the 2 days when Hybrid Learning peers are in school

Time	Component
8:00-8:10	<p align="center">Mini Morning Meeting <i>Synchronous with Remote Academy Teacher</i></p> <p>Teacher will facilitate community connections and preview the day's learning in an abbreviated model of the Responsive Classroom Morning Meeting</p>
8:10-9:30	<p align="center">Literacy Rotations <i>Synchronous</i></p> <p>Students will engage in literacy rotations with multiple structures including Phonics (small group) independent reading and differentiated coursework on Amplify (an online learning platform), and Guided Reading (small group)</p>
9:30-9:45	<p align="center">Break <i>Independent; family choice</i></p> <p>This is a flexible block to support students and families with managing the remote day and ensure intentional breaks from screen facing activities.</p>
9:45-10:00	<p align="center">Math Eureka Lesson Launch <i>Synchronous</i></p> <p>Teachers use inquiry methods to launch the Math lesson and engage students in exploring new concepts.</p>
10:00-10:30	<p align="center">Math Eureka Independent Work <i>Synchronous & Asynchronous</i></p> <p>Students will independently complete math tasks building on the lesson launch; teachers will conference with individual students and provide targeted support.</p>
10:30-11:00	<p align="center">Math Eureka Discourse <i>Synchronous</i></p> <p>Teachers will facilitate mathematics discussion on the previous tasks and elevate key understandings while providing students an opportunity to engage across schools and revise their thinking.</p>
11:00-12:30	<p align="center">Lunch and Outdoor Time <i>Independent; family choice</i></p> <p>This is a flexible block to support children and families with managing the remote day and ensure intentional breaks from screen facing activities. Students are encouraged to use this time to eat and go outside if possible.</p>
12:30-1:30	<p align="center">Homework and Independent Reading <i>Independent</i></p> <p>Students will complete related assignments that build on the Remote Academy live instruction and align to the Hybrid Cohort programming. Students will read independently.</p>

Elementary School Sample Schedule - the other 2 days per week (with their Hybrid Learning peers)

Time	Component
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8:00-8:30	<p style="text-align: center;">Morning Meeting & Daily Preview <i>Synchronous</i></p> <p>Children will start the day with community connections and social emotional skill building based on the Responsive Classroom Morning Meeting Model via Zoom. Their school-based teacher that teaches them on in-person days will facilitate from the school building and students will engage from their homes.</p> <p>Following Morning Meeting, their school-based teacher will preview their assignments and schedule for the remote day to ensure all students are ready to engage.</p>
8:40-9:10	<p style="text-align: center;">Phonics <i>Asynchronous; online learning platform</i></p> <p>Students will engage independently with differentiated coursework on Amplify (an online learning platform) that is aligned with our core literacy instruction.</p>
9:10-9:45	<p style="text-align: center;">Reader's Workshop <i>Asynchronous; pre-recorded video</i></p> <p>Students will watch a pre-recorded video of a Hebrew Public teacher or our expert partners of the Reader's Workshop model and engage in independent reading focusing on a target skill.</p>
9:45-10:15	<p style="text-align: center;">Movement break/Outdoor time <i>Independent; family choice</i></p> <p>This is a flexible block to support children and families with managing the remote day and ensure intentional breaks from screen facing activities.</p>
10:15-10:45	<p style="text-align: center;">Writer's Workshop <i>Asynchronous; pre-recorded video</i></p> <p>Students will watch a pre-recorded video of Hebrew Public teacher or our expert partners of the Writer's Workshop model and engage in independent reading focusing on a target skill.</p>
10:45-11:15	<p style="text-align: center;">Hebrew <i>Synchronous</i></p> <p>Students will participate in small group Hebrew instruction facilitated by their school-based Hebrew teachers. Teachers will use the proficiency approach and immersive experiences to build fluency and conceptual understanding.</p>
11:15-12:15	<p style="text-align: center;">Lunch and Outside Time <i>Independent; family choice</i></p> <p>This is a flexible block to support children and families with managing the remote day and ensure intentional breaks from screen facing activities. Students are encouraged to use this time to eat and go outside if possible.</p>
12:15-1:15	<p style="text-align: center;">Math <i>Asynchronous; online learning platform</i></p> <p>Students will engage independently with pre-identified, differentiated coursework on Zearn (an online learning platform) that is aligned with our core mathematics instruction.</p>
1:15-1:45	<p style="text-align: center;">Science <i>Asynchronous; video</i></p>

1:45-2:15	<p style="text-align: center;">Movement Break/ Snack <i>Independent; family choice</i></p> <p>This is a flexible block to support children and families with managing the remote day and ensure intentional breaks from screen facing activities.</p>
2:15-3:00	<p style="text-align: center;">Specials <i>Asynchronous; pre-recorded video</i></p> <p>Students will watch a pre-recorded video of Hebrew Public teachers or our expert partners of specials classes such as Art, Physical Education and Dance.</p>
3:00-4:00	<p style="text-align: center;">Homework and Independent Reading <i>Independent</i></p>

Middle School Remote Academy Sample Schedule - during the 2 days when Hybrid Learning peers are in school

Time	Component
8:00-8:10	<p style="text-align: center;">Mini Morning Meeting <i>Synchronous with Remote Academy Teacher</i></p> <p>Teacher will facilitate community connections and preview the day's learning in an abbreviated model of the Responsive Classroom Advisory</p>
8:10-8:55	<p style="text-align: center;">Close Reading <i>Synchronous</i></p> <p>Students will apply the close reading method of questioning a text and author's craft, written response to literature and informational texts, and discourse with targeted facilitation by teachers</p>
8:55-9:30	<p style="text-align: center;">Expeditionary Learning <i>Synchronous</i></p> <p>Students will read a class novel and engage in discourse and written response based on their novel and related readings, explicit writing instruction will be integrated throughout</p>
9:30-9:45	<p style="text-align: center;">Break <i>Independent; family choice</i></p> <p>This is a flexible block to support students and families with managing the remote day and ensure intentional breaks from screen facing activities.</p>
9:45-10:00	<p style="text-align: center;">Math Eureka Lesson Launch <i>Synchronous</i></p> <p>Teachers use inquiry methods to launch the Math lesson and engage students in exploring new concepts.</p>
10:00-10:30	<p style="text-align: center;">Math Eureka Independent Work <i>Synchronous & Asynchronous</i></p> <p>Students will independently complete math tasks building on the lesson launch; teachers will conference with individual students and provide targeted support.</p>
10:30-11:00	<p style="text-align: center;">Math Eureka Discourse <i>Synchronous</i></p>

	Teachers will facilitate mathematics discussion on the previous tasks and elevate key understandings while providing students an opportunity to engage across schools and revise their thinking.
11:00-12:30	<p style="text-align: center;">Lunch and Outdoor Time <i>Independent; student & family choice</i></p> <p>This is a flexible block to support children and families with managing the remote day and ensure intentional breaks from screen facing activities. Students are encouraged to use this time to eat and go outside if possible.</p>
12:30-1:30	<p style="text-align: center;">Homework and Independent Reading <i>Independent</i></p> <p>Students will complete related assignments that build on the Remote Academy live instruction and align to the Hybrid Cohort programming. Students will read independently.</p>

Middle School Sample Schedule - the other 2 days per week (with their Hybrid Learning peers)

Time	Component
8:00-8:30	<p style="text-align: center;">Advisory, Intro, Mini-Lesson <i>Synchronous</i></p> <p>Students start the day with community connections and social emotional skill building based on the Responsive Classroom Advisory Model via Zoom. Their school-based teacher that teaches them on in-person days will facilitate from the school building and students will engage from their homes. Following Advisory, their school-based teacher will preview their assignments and schedule for the remote day to ensure all students are ready to engage.</p>
8:30-9:15	<p style="text-align: center;">Close Reading & Amplify <i>Asynchronous</i></p> <p>Students will independently apply the close reading method of questioning a text and author's craft with an unfamiliar text completing a written response. Students will additionally engage independently with differentiated coursework on Amplify (an online learning platform) that is aligned with our core literacy instruction.</p>
9:15-10:00	<p style="text-align: center;">Independent Reading <i>Asynchronous</i></p> <p>Students will read independently. Students will be able to check out books from the school library, and will also have access to electronic texts. This independent reading time should be spent on texts at the student's independent reading level.</p>
10:00-10:30	<p style="text-align: center;">Break <i>Independent; student & family choice</i></p> <p>This is a flexible block to support students and families with managing the remote day and ensure intentional breaks from screen facing activities.</p>
10:30-11:30	<p style="text-align: center;">Math <i>Asynchronous; online learning platform</i></p>

	Students will engage independently with pre-identified, differentiated coursework on Zearn and IXL (online learning platforms) that is aligned with our core mathematics instruction.
11:30-12:15	<p style="text-align: center;">Hebrew <i>Synchronous</i></p> <p>Students will participate in small group Hebrew instruction facilitated by their school-based Hebrew teachers. Teachers will use the proficiency approach and immersive experiences to build fluency and conceptual understanding.</p>
12:15-1:00	<p style="text-align: center;">Lunch and Outdoor Time <i>Independent; student & family choice</i></p> <p>This is a flexible block to support children and families with managing the remote day and ensure intentional breaks from screen facing activities. Students are encouraged to use this time to eat and go outside if possible.</p>
1:00-1:30	<p style="text-align: center;">Science/ Social Studies <i>Asynchronous, video and independent work</i></p> <p>Students watch videos and complete assignments independently designed to be complementary to in-person instruction</p>
1:30-1:45	<p style="text-align: center;">Break <i>Independent; student & family choice</i></p> <p>This is a flexible block to support students and families with managing the remote day and ensure intentional breaks from screen facing activities.</p>
1:45-2:30	<p style="text-align: center;">Expeditionary Learning <i>Asynchronous, video and independent work</i></p> <p>Students will watch a short video filmed by a Hebrew Public teacher to launch their asynchronous lesson, and complete independent reading and writing work that aligns with the EL work they are doing in school.</p>
2:30-3:00	<p style="text-align: center;">Specials <i>Synchronous & Asynchronous</i></p> <p>Students will either engage in live, synchronous classes from their school-based specials teacher or watch a pre-recorded video of Hebrew Public teachers or our expert partners of specials classes such as Art, Physical Education and Dance.</p>
3:00-3:30	<p style="text-align: center;">Homework and Independent Reading <i>Independent</i></p>

7. School-Age Child Care on Remote Learning Days

We know that for some families, regardless of which option they choose, there may be a need for child care on the remote learning days when a child is not in school. The City is trying to create a large number of free school-age child care slots, but few details have been shared with schools so far. We will share any information about the City’s program with all families as soon as we receive it.

In addition, we are working to create partnerships with local organizations such as Kids in the Game and The Children's Aid Society to provide additional child care slots for our students. The Kids in the Game program will most likely be provided at the church building on 118th Street, right around the corner from our school building.

We will provide additional information about these partnerships as we work to finalize them. These programs will charge a fee, however, we are also working very hard to raise money to provide scholarships to cover some of the costs for families with significant financial need. We will also do our best to ensure that children in partnered child care programs are able to follow the same remote learning schedule as their peers who are at home.

We do not know if we will be able to connect every family that wants it with a school-age child care program, but will do our best to help meet this need.

8. Health & Safety in School

For families who choose the Hybrid Learning Model for their child, there will be a number of very important health and safety measures in place. We will need everyone's support to make this work: we all play an important part -- staff, children, and families -- to keep our school environment safe until it is safe to return to normal.

Some of these requirements will include:

- **Social distancing:** ensuring that physical distance is maintained between people, and limiting the number of people who can be in the school and in its different spaces.
- **Batching:** keeping children in smaller groups (typically 8 to 15) and limiting their contact with other children.
- **Arrival and Dismissal:** with your help, we will maintain social distancing during arrival and dismissal, and ensure that children are wearing masks. Arrival and dismissal procedures will be very clear for everyone, and arrival and dismissal will take longer than in prior years.
- **Masks:** Students and staff will be required to wear masks at most times of the day.
- **Visitors:** There will be restrictions on outside visitors, including parents and guardians, to minimize exposure. Any visitors that are admitted will be required to wear masks as well.
- **Screening & Monitoring:**
 - No-contact temperature checks for all staff, students, and visitors.

- Required reporting of children's health symptoms by families, and if a child has certain symptoms, a commitment by families to keep that child at home or pick that child up when needed.
- Staff members and children will be actively monitored for symptoms, and in some cases will need to be isolated for a period of time or sent home.
- **Meals:** Enhanced food handling procedures, with meals served in classrooms.
- **Sharing:** Restrictions on sharing items.
- **Hygiene:** Reinforced handwashing.

We know that this sounds like a lot, and it is! These health and safety measures are required by our State government, and are necessary to reduce risk. All public schools in New York (and in most of the United States) will be implementing similar measures. Here are some more details on our health and safety measures:

Testing for COVID-19

Each school staff member will be tested for COVID-19, and will have received the results of that test, prior to working with children. We will not be requiring COVID-19 tests for our students or their families.

Positive COVID-19 Test Results

If a staff member or student tests positive for COVID-19, we will follow the protocols required by the State and local Departments of Health. At this time, this includes immediate notification to the City Department of Health and, depending on circumstances, may include a temporary shift to remote learning for some students, entire classrooms or even the entire school.

Reporting of Symptoms and Screening for Symptoms

We will require all staff and student guardians to report daily on potential symptoms and asking anyone showing symptoms to stay out of the building. We will be sharing more information on the system we will use for this in the coming weeks. In addition, all school staff will be trained to screen students for typical COVID-19 symptoms.

Temperature Checks

We will be conducting no-contact temperature checks of everyone who enters the building and will be following strict protocols if anyone registers a temperature of 100.0 degrees Fahrenheit or greater.

Hand-Washing

All staff and students will be required to use hand sanitizer upon entry and exit of any room in the building. Teachers will have scheduled hand washing periods during the school day. Hand sanitizer dispensers will be strategically placed throughout the

building including at all entrances and exits, by bathrooms, and within every classroom.

Mask-Wearing

All adults and children will be required to wear masks except during meals. Masks will be worn by all students and staff with very limited exceptions due to mandated medical requirements.

Enforcing Health and Safety Measures

All adults will be required to wear masks, wash and sanitize hands, socially distance and follow all other health and safety protocols as a condition of their employment. Students and families will similarly be required to follow all health and safety protocols as a condition to their participation in the Hybrid Learning Model. This will include mask wearing, social distancing, hand washing and sanitizing, and the use of individual supplies in addition to other safety protocols throughout the school day.

As with any student procedure, we expect to teach, re-teach, and teach again the importance and practicality of these procedures and have already been preparing lessons, incentives and logical, age-appropriate consequences to help students embrace these new structures. We will lean heavily on family partnership during this time to ensure children understand what is expected of them and are prepared to succeed in the hybrid environment.

How Many Adults in Classrooms

This will vary slightly by grade and class but will be limited to the teachers who directly teach the students of a given classroom and key support staff including Deans and Social Workers. For example, an Integrated Co-Teaching class would have both of their co-teachers in their room daily, and an assigned support staff member who covers lunch/recess/outdoor time. Classes would also be visited sparingly by Deans who support school culture and instruction, social workers who support with social emotional needs, and Heads of School who are responsible for the full school environment. All staff entering any room will be required to follow a strict safety protocol of hand sanitizing upon entry, social distancing from staff and students inside the room, limited interaction with staff and students, and sanitizing again upon departure. Masks will be worn by all students and staff with very limited exceptions due to mandated medical requirements.

Ventilation (Air Flow)

Air ventilation, flow, and sanitation are critical health factors and we are taking measures to improve the air in our school. We have had engineers visit the school building and will be following their guidance on ventilation, systems upgrades, and installation of supplemental systems where needed.

Transportation to and from School

Our schools receive busing from the New York City DOE Office of Pupil Transportation (OPT). OPT has not yet fully committed to providing busing for students and we do not yet know what busing will be available to our school. If your student would normally be eligible for, but is not offered busing by OPT, they will likely receive a student MetroCard from OPT, but this has not been confirmed. As we get more information, we will pass along updates to the community. We are also finalizing details of bus transportation for our Bronx families that rely upon that bus service.

FAQ

Will the building, classrooms, desks, objects that students and staff come across be disinfected everyday?

Yes. Our cleaning team will be ramping up our cleaning and disinfecting practices, with particular attention to high touch and high traffic areas. In addition, we have increased our evening cleaning staff to ensure that every room is sanitized and disinfected with new specialized equipment.

What is being done about air quality?

We are committed to improving our HVAC systems and, where necessary, installing supplemental systems and filtration modules to ensure clean air and good air flow throughout the building. We have engaged engineers who have studied our school's systems and will be calibrating existing systems to properly circulate outside air and maintain ideal humidity levels to battle virus spread and correcting, enhancing, and supplementing our systems according to their recommendations.

How are you ensuring that food service will be safe?

We will continue to provide prepackaged meals as is recommended by NYSED and will work with the same vendor that we used last year. This year, students will pick up breakfast as they enter the building and head to their classroom and lunch will be served in the classroom. Mealtime will take place inside the classroom. The onsite food service team will not directly handle any food and we will have protocols in place to ensure that all prepackaged lunches are delivered with minimal touch and while maintaining social distancing.

Will there be a nurse on site?

Yes. We will once again have an on site nurse through the Department of Health.

Will there be symptom screening?

Yes. All staff and student families will be expected to fill out a short symptom screening questionnaire before entering the school. In addition, everyone who enters the building will receive a no-contact temperature check. Anyone with a temperature of over 100.0 will not be let in the building or, if no guardian is present, will be referred to the nurse until they can be picked up.

What will be done if someone is positive for the virus?

In the event that the school is notified that a staff member or student has tested positive for COVID, we will follow the protocols required by State and Local Health Departments. At this time, this includes immediate notification to the City Department of Health and immediate compliance with their subsequent directives. Depending on circumstances, this may also include a temporary shift to remote learning for some students, entire classrooms

When someone falls sick what will be your response?

If a staff member observes a possible symptom in a student, they will be immediately referred to the nurse who will follow DOH protocol. If there is concern that a student may have COVID-19, they will be isolated from other students until they can be picked up and returned home. If a staff member becomes sick at work, they will be immediately sent home.

How exactly do you plan to enforce social distancing, specifically?

All staff will be expected to help students maintain social distancing at all times, including in classrooms and during transition periods. We will have signage and floor stickers posted throughout the school reminding everyone of the need for social distancing and providing guidance on how far apart they should stand. Hallways will be labeled with “lane markers” indicating one-way paths to prevent students from bumping into one another.

If I choose the Hybrid Model, could I select which days my child/ren will attend school in person?

Unfortunately, we cannot take requests for schedules. We will, however, work to ensure that siblings attend school on the same day. There are many guidelines for assigning cohorts, and we hope that you will understand that such requests cannot be honored.