

Harlem Village Academies

2020-2021 Reopening Plan

prepared for the SUNY Charter Schools Institute

Friday, August 14, 2020

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Response 1: Executive Summary

Harlem Village Academies (“HVA”), consisting of Harlem Village Academies East Charter School, Harlem Village Academies West Charter School and Harlem Village Academy West 2 Charter School, places the highest value on the safety and security of our students, families, and staff. Therefore, we will begin our school year on a fully remote basis through at least October 16, 2020.

During this time, we will assess the overall situation in New York City, including infection rates, family and staff perspectives, and the viability of public transportation. We will also learn from observing the actions and experiences of other educational institutions to determine if it is appropriate to transition to a hybrid environment in which students have the option of remote or in-person instruction.

Before returning to our physical campus, we will implement procedures to comply with NYSDOH requirements and to train staff and students on COVID-19 safety procedures.

Response 2: Reopening Operations, Monitoring, Containment, & Closure

2a. Reopening Operations

Capacity

Three of our schools (East Elementary, East Middle, and West Middle) are in NYC Department of Education (“DOE”) buildings. The number of people allowed in each classroom in accordance with social distancing best practices has been calculated by the DOE Facilities group, based on 50 square feet allowable for each occupant. HVA School Operations Directors have reviewed the DOE calculations for accuracy.

Three of our remaining schools (West Lower Elementary, West Upper Elementary, and HVA High School) are in private facilities, all of which are located on 124th Street in Harlem and serviced by Hensel Phelps (“HP”), a third-party Facilities Management Company. We have applied the DOE 50 square-foot-per-person allowance to HP measurements in these buildings to determine the number of people permitted in each room.

Social Distancing

Our three schools in DOE buildings will be subject to the protocols set by the DOE, which have yet to be formally released. We expect these protocols to be similar to the procedures we set in each of our schools located in private facilities, including:

- Staggered arrival and/or dismissal times
- Visual aids to illustrate traffic flow and appropriate spacing to support social distancing
- Modification of classes where students are likely to be in close contact
- Specialist teachers will travel to classrooms, versus rotating all students through a shared space
- Lunch and breakfast delivered directly to classrooms
- Rearrange desks and common seating spaces to maximize the space between students
- Turn desks to face in the same direction
- Cancel field trips, in-person assemblies, and other large gatherings

- Installation of polycarbonate plastic barriers to protect security and HVA staff seated at the entrance of each school and in other locations (such as the main office)
- One-way stairways, either Up or Down, marked with appropriate signage
- Signage to remind staff, students and visitors to wear face masks and social distance

PPE and Face Coverings

Face coverings that meet CDC guidelines will be required for all staff, students, facilities personnel and visitors entering any HVA school. HVA will provide reusable face masks for staff and students, or staff and students may wear their own masks that meet CDC guidelines. HVA will also have ample supply of masks, gloves, and other PPE supplies as recommended by the NYC Department of Health for students and staff.

Individuals who are not able to medically tolerate a mask will be encouraged to take advantage of the remote learning option that will be available to all families for the foreseeable future.

Operational Activity

All students and staff will be fully remote during HVA's initial phase, until at least October 16, 2020. Rather than having all students return to school at once after October 16, HVA intends to pursue a hybrid approach to learning that combines face-to-face and online instruction during this phase. The most likely scenario for the hybrid phase is for students who are willing and able to attend school in person for two days a week (either full days or half days) and to learn online for the remaining three days a week. For instance, half the students in each class could attend on Mondays and Wednesdays, and the other half could attend on Tuesdays and Thursdays. On Fridays, students and teachers would both work remotely while custodial staff deep cleans the entire building. We expect to finalize the exact details for the hybrid solution in September.

Visitors will be discouraged, and any necessary visitor (e.g. repairman or computer support) will be subject to the same face mask and other requirements as HVA staff.

Lunch will be served in classrooms, which will allow cafeteria space to be repurposed for educational purposes. Gymnasiums may also be repurposed.

Remote learning will be available to any student who is not able to return to an in-person educational environment, or who is uncomfortable doing so.

All field trips are cancelled until city-wide health conditions improve.

Restart Operations

Our private buildings have been maintained since we closed in March. HP staff have conducted regular building walkthroughs and reviews of all building systems, which were partially shutdown. All buildings have undergone (and will continue to undergo) air and water testing as well as deep cleaning.

We will increase the frequency of cleaning the heating, ventilation, and air conditioning (HVAC) ductwork and will inspect and replace all filters more frequently. In addition, we have engaged our HVAC engineers to increase fresh airflow within our facilities. They have also installed additional air purification capabilities within our system. We are implementing indoor air quality testing and measurement protocols to test for particulate matter (PM2.5), moisture, formaldehyde concentration (HCHO), and Volatile Organic Compounds (VOCs).

As well documented in the press, the DOE processes have not been announced but we expect them to be similar to procedures for our private buildings.

Hygiene, Cleaning and Disinfection

Our custodial protocols are designed to meet or exceed the guidelines for building sanitation and disinfection as recommended by the relevant authorities in New York City, e.g. the Centers for Disease Control and the NYS Department of Health.

- Overnight and between class sessions, high-touch surfaces will be wiped down. We will wipe down all regularly used hard surfaces, such as desks and tables, as well as learning materials such as toys and supplies. Other high-touch points, such as light switches, door handles, handrails and bannisters, and restroom fixtures will be sanitized with cleaning agents that are certified as disinfectants for coronavirus. All floors will be mopped with disinfectant cleaners and all carpets will be vacuumed. We will use electrostatic disinfectant sprayers as appropriate.
- During school hours, we will monitor hallways, restrooms, and common areas and disinfect high-touch areas. We will also respond to any emergency spills or bodily fluids. All nap materials for younger children will be disinfected after each use.
- Touchless hand sanitizer stations will be positioned around the school in strategic and high-traffic locations (e.g., at entryways, elevator lobbies, commons, cafeteria, and near stairwells) and individual pump dispensers will be available in all classrooms.
- Paper towels will be provided in restrooms to operate any sinks, urinals, or toilets that are not configured as “touchless.” Air dryers will be disabled.

Extracurriculars

We do not anticipate participation in interscholastic sports, and we will not plan in-person assemblies. Any smaller groups that might get together will adhere to social distancing protocols.

Before and After Care

We currently have no plans for before or after school care. We will be considering options during the period that we are in remote learning.

Vulnerable Populations

Remote learning will be available to any student who is not able to return to an in-person educational environment, or who is uncomfortable doing so.

A process will be available to receive and assess staff member accommodation requests. The process for accommodation will follow the same evaluation protocol as for someone who requests accommodation under the American with Disabilities Act (“ADA”).

Transportation

HVA schools participate in the DOE MetroCard program, but we generally do not provide transportation to our students. In a few rare cases, students are bussed to HVA. Those services are provided by the DOE and we expect our students to comply with all DOE-established protocols if DOE bus transportation is in fact available.

Food Services

HVA schools utilize DOE’s School Food Services, which has not released any information on its COVID-19 procedures. We anticipate that meals will be pre-packaged for easy distribution to students.

Cafeterias will be closed and students will receive pre-packaged meals in their classrooms. Sharing food will be discouraged, and students will wash their hands or use hand sanitizer prior to eating. Teachers and/or School Aides will utilize PPE supplies as they distribute food, and disinfect all surface areas. Once students complete their meal, the Teacher and/or School Aide will utilize a new set of PPE supplies to disinfect and dispose of the trash. HP will provide support to remove trash from classrooms after meals.

Mental Health, Behavioral, and Emotional Support Services & Programs

The Dean and the Social Workers at each school will be the point persons to identify any students who require support on their return to the physical school. Staff will receive additional training in trauma-informed practices, which will support identifying warning signs in students and staff.

Staff members have access to assistance from our medical insurer as well as an Employee Assistance Program from a second insurer. In addition, our Human Resources staff will be alert to issues regarding staff members and can direct staff to appropriate resources.

Communication

Family and Staff completed surveys to understand their concerns and desires for the upcoming school year, and this data assisted in informing our planning for the fall, including our decision to continue remote learning until at least October 16.

A website is under development for staff and one for families, which will be available to them well prior to our return to our buildings.

2b. Monitoring

Screening

Our three schools in DOE buildings will be subject to the protocols set by the DOE, which have yet to be formally released. We expect these protocols to be similar to the procedures we set in each of our schools located in private facilities, including the following:

- Prior to returning to school buildings, a communication to families and staff will be distributed describing COVID-19 symptoms per the CDC, informing and encouraging everyone to stay home if they or family members are experiencing COVID-19 symptoms. Signage will also be developed to communicate the same message to students and staff, as well as to communicate healthy hygiene protocols.
- Using a digital screening platform, we will request a daily self-declaration of health and well-being from families, staff, and visitors.
- Students, staff, DOE contractors for student services, and third party Facilities staff will all be subject to mandatory health screenings for COVID-19.
- Staff will be educated on the symptoms of COVID-19 in order to observe students and fellow staff members.
- Visitors to HVA-controlled buildings will be limited to those who must be in the school (e.g. for emergency repairs or building inspections) and will require pre-approval by the Head of Facilities Management or the Chief Operating officer. All visitors must wear face masks and will be subject to mandatory health screenings.
- Temperature checks will be performed on every student entering the building. Any student who has a temperature in excess of 100 degrees will be denied building access.

- The mandatory health screening will include the following questions which must be answered in the digital screening application. A paper form will be used as a backup procedure. Anyone who answers Yes to one of the questions will be denied building access:
 1. In the past 14 days, have you been in close contact or near someone who has tested positive through a diagnostic test for COVID-19?
 2. In the past 14 days, have you tested positive through a diagnostic test for COVID-19?
 3. In the past 14 days, have you been in close contact or with anyone who has or had symptoms of COVID-19?
 4. In the past 14 days, have you experienced any symptoms of COVID-19, including a temperature of greater than 100 degrees?
 5. In the past 14 days, have you travelled internationally or from a state with widespread community transmission of COVID-19 per the New York State Travel Advisory?

In accordance with NYSDOH regulations, the school will only maintain a record of pass or fail on this daily symptom screening.

All students, staff and visitors will be reminded that they should report to their nurse, teacher, or the Operations staff if their answers change during school or outside of School hours.

Health Testing Protocols

If it is believed that a student or staff member is symptomatic, HVA will contact the School Nurse (if available). The Principal or Operations Director will ensure that the symptomatic individual is handed off to the School Nurse or another trained staff member to quarantine the individual. We generally expect that a family member may need to come take the person home.

The parent, guardian, or staff member will be instructed to call their health care provider, or if they do not have a healthcare provider, to follow up with a local clinic or urgent care center. The school will also contact the NYC Department of Health and Mental Hygiene for guidance.

Symptomatic students or staff members will follow the CDC's [Stay Home When You Are Sick](#) guidance unless otherwise directed by a healthcare provider or the NYC Department of Health. If the student or staff member has emergency warning signs (such as trouble breathing, persistent pain or pressure in the chest, new confusion, inability to arouse, bluish lips or face), the Operations staff or the Principal will call 911 and notify the operator that the person may have COVID-19.

- If a person is not diagnosed by a healthcare provider (physician, nurse practitioner, or physician assistant) with COVID-19 they can return to school, subject to the following:

- Once there is no fever, without the use of fever reducing medicines, and they have felt well for 24 hours
- If they have been diagnosed with another condition and have a note from a healthcare provider stating they are clear to return to school
- If a person is diagnosed with COVID-19 by a healthcare provider based on a test or their symptoms or does not get a COVID-19 test but has had symptoms, they should not be at school and should stay at home until:
 - It has been at least ten days since the individual first had symptoms
 - It has been at least three days since the individual has had a fever (without using fever reducing medicine) medicine
 - It has been at least three days since the individual's symptoms improved

Health Testing Responsibility

The School Operations Director, in consultation with the Chief Operating Officer, will have the responsibility for referring and administration of testing.

Early Warning Signs

HVA will monitor attendance and sickness at each of its six schools for patterns that might indicate a trend within the school. HVA will also monitor infection rates published by the NYC Department of Department of Health and Mental Hygiene and NY State, which are readily available on their websites.

2c. Containment

School Health Offices

HVA utilizes nurses provided by the NYC Department of Health and Mental Hygiene. If it is believed that a student or staff member is symptomatic, HVA will contact the School Nurse (if available) and NY Department of Health and Mental Hygiene for guidance. The Principal or Operations Director will ensure that the symptomatic individual is handed off to the School Nurse or another trained staff member to quarantine the individual. We generally expect that a family member may need to come take the person home.

The parent, guardian, or staff will be instructed to call their health care provider, or if they do not have a healthcare provider, to follow up with a local clinic or urgent care center.

Students or staff suspected of having COVID-19 who are awaiting transportation home will be isolated in a room or area separate from others, with a supervising adult utilizing appropriate PPE.

Isolation

The Principal or Operations Director will ensure that the symptomatic individual is handed off to the School Nurse or another trained staff member to quarantine the individual. In some cases, we expect a family member may need to come take the person home.

The parent, guardian, or staff will be instructed to call their health care provider, or if they do not have a healthcare provider, to follow up with a local clinic or urgent care center.

Students or staff suspected of having COVID-19 awaiting transport home by the parent/guardian will be isolated in a room or area separate from others, with a supervising adult present utilizing appropriate PPE. Multiple students suspected of COVID-19 may be in this isolation room if they can be separated by at least 6 feet.

A supervising adult will be present and should have easy access to a bathroom and sink with hand hygiene supplies. School nurses or staff assessing or providing care to ill students and staff should use appropriate PPE including an N-95 mask (if available), disposable gloves or a face shield with underlying cloth mask and, if necessary, a gown.

Collection

The School Operations Director will reach out to the parents/legal guardians and ask them to pick up the child at the School. The parents/legal guardians will be informed that the child must be seen by a health care provider or an urgent care center.

The parents/legal guardians will be asked to call the Operations Director prior to arrival at the School so that the individual can be brought out of the building to them. The staff that is supervising the isolated individual will move them to the parent/legal guardian under the direction of the Operations Director, in order to ensure there is no contact with any other students or staff.

Infected Individuals

Symptomatic students or staff members will follow the CDC's [Stay Home When You Are Sick](#) guidance unless otherwise directed by a healthcare provider or the NYC Department of Health and Mental Hygiene.

If a person is not diagnosed by a healthcare provider (physician, nurse practitioner, or physician assistant) with COVID-19 they can return to school:

- Once there is no fever, without the use of fever reducing medicines, and they have felt well for 24 hours.
- If they have been diagnosed with another condition and has a healthcare provider written note stating they are clear to return to school.
- If a person is diagnosed by a healthcare provider based on a test or their symptoms or does not get a COVID-19 test but has had symptoms, they should not be at school and should stay at home until:
 - It has been at least ten days since the individual first had symptoms;
 - It has been at least three days since the individual has had a fever (without using fever reducing medicine); and
 - It has been at least three days since the individual's symptoms improved, including cough and fever.

Exposed Individuals

Individuals who have been known to be exposed COVID-19 shall quarantine for fourteen days. The Schools will coordinate with the NYC Department of Health and Mental Hygiene regarding their return to School.

Hygiene, Cleaning and Disinfection

In accordance with CDC and NYSDOH recommendations, HVA will:

- Close off areas used by a sick person and not use these areas until after cleaning and disinfection has occurred.
- Open outside doors and windows to increase air circulation in the area.

- Wait at least 24 hours before cleaning and disinfection. If waiting 24 hours is not feasible, we will wait as long as possible.
- Clean and disinfect all areas used by the person suspected or confirmed to have COVID-19, such as offices, classrooms, bathrooms, lockers, and common areas.
- Once the area has been appropriately cleaned and disinfected, it can be reopened for use.
- Individuals without close or proximate contact with the person suspected or confirmed to have COVID-19 can return to the area and resume school activities immediately after cleaning and disinfection.

Contact Tracing

The Schools can assist public health departments in knowing who may have had contact at school with a confirmed case by:

- Keeping accurate attendance records of students and staff members
- Ensuring student schedules are up to date
- Maintaining a log of any visitors which includes date, time and where in the school they visited
- Assisting local health departments in tracing all contacts of the individual at school in accordance with the protocol, training, and tools provided through the NYC Department of Health's Test and Trace Program

Communication

School stakeholders (e.g., administrators, faculty, staff, students, parents/legal guardians of students) were all surveyed regarding reopening plans. Further discussions and staff training will take place with staff during Summer Institute beginning on August 3rd and prior to reentry to our buildings. This will cover safety protocols and emotional and mental health regarding COVID-19.

Plans are also being made by all school Principals for on-line family meetings as required by Governor Coumo..

Regular weekly written communication with families takes place during the school year, which begins on August 24th. We communicated the plan for the school year through October 16th to families on July 24th.

Family and Staff websites are being enhanced to facilitate communication.

Families will be provided with safety and health protocol details, including hand hygiene, proper face covering, social distancing, and respiratory hygiene prior to returning to our buildings.

Student safety training will take place prior to return to our buildings.

Signage will be posted to communicate safety procedures such as wearing a facemask, social distancing, etc. and markings on the floors and walls will assist in communicating the safety protocols.

2d. Closure

Closure Triggers

HVA will work with the NYC Department of Health and Hygiene to determine what conditions (i.e. number of positive COVID-19 cases in the building) would trigger a pod, section, or full school closure and the amount of time of the closure.

Public information is readily available on the infection status of NYC neighborhoods and this will be monitored along with NYC Dept.of Health and Mental Hygiene communications. HVA is also aware of the closure triggers that Governor Cuomo has published.

Increased absenteeism or increased illness in the school community will serve as early warning signs that positive COVID-19 cases may be increasing beyond an acceptable level.

Operational Activity

In the case of a closure of a school building due to an outbreak of COVID-19, we would first seek the advice of the NYC Department of Health and Mental Hygiene. We would then review the space in our other buildings to determine the best solution to continue with in-school instruction for as many students as possible.

If space is an issue, we would attempt to offer in-person learning for as many of our youngest learners as possible. For example, if an elementary school required closure, we would attempt to move the youngest children into the space in a middle school or high school, and we would have the middle school and/or high school students switch to remote learning as they are more able to function in the remote environment independently.

Communication

Regular communications will occur weekly from each school. In an emergency, we would use email and text communication to notify impacted families of any important information. The mass mailing technologies employed would be the same that were used when school shut down in March.

Response 3: Pre-Opening, School Calendars, & Scheduling

3a. Pre-Opening

Plan stakeholders. In preparing our fall learning plan, we analyzed survey results from staff and from families.

Staff onboarding plans. Senior network leadership and school leadership participated in a one-week Professional Development (“PD”) at the end of July. Staff are participating in a month-long PD in August. Both forms of PD were conducted remotely and emphasized how school teams can maximize the student experience in the remote environment, as well as how to prepare for a hybrid in-person solution beginning in October. In October, prior to reopening, we will provide additional training re: safety procedures and the logistics of the hybrid solution.

Student onboarding plans. In August, all students will participate in school-level orientations for remote learning. Students will review their schedules and classes, receive textbook sets, review how to use digital platforms for remote instruction, and receive direct instruction about remote norms and expectations. There will be an additional focus on students who are new to our school, such as incoming 6th and 9th graders. Families and students will receive advice for mental, physical, and social-emotional well-being, and will understand how to receive additional support if needed. Our operational staff will work with students and families to make sure that they have the technological tools and know-how to access the online school experience, including making sure that students without laptops or fast wireless internet receive Chromebooks and/or mifis from the school. In October, prior to reopening, we will provide additional training re: safety procedures and the logistics of the hybrid solution.

Fire, safety, and other drills. In preparation for re-opening of buildings, school operations teams will create updated drill plans for lockdowns, sheltering in place and evacuations (including fire) that incorporate crisis management best practices, social distancing guidelines, and Department of Health and Mental Hygiene guidelines for preventing the spread of Coronavirus. School teams will be trained in implementing each plan before students return in-person. Once in-person or hybrid learning begins, all students participating in-person will be taught and practice new drill procedures on a regular basis and in compliance with drill requirements and social distancing guidelines.

Technologies. Our family survey asked about access to laptops, ipads, phones, and fast, wireless internet sufficient for video calls. We are making phone calls to every student to ensure they have needed technology. Online “how-tos” are available for students and families. We have a dedicated student tech support line in place, as we did in the previous school year. We are

purchasing tablet chromebooks for all students in grades 5-12 to ensure that everyone has access to classes and also has tablet functionality for our pleasure reading program.

3b. School Calendars

Here is HVA's anticipated 2020-2021 calendar, which is subject to change based on health conditions. The total number of instructional days is 180.

2020-21 Calendar

July

Fri 7/17 – School Leader Prep Completed
 Mon 7/27-Fri 7/31 – K-12 Leader PL

August

Mon 8/3 – Institute Part 1 Begins
 Mon 8/24 – First day of remote learning for Grades K-8
 Mon 8/31-Thr 9/3 – HVAH Freshman Orientation

September

Wed 9/2- First day of remote learning for Grades 9-12
 Fri 9/4 – K-8 PL - No School
 Fri 9/4 – HVAH 9th-12th Community Day in Advisories
 Mon 9/7 – Labor Day – No School
 Mon 9/28 - We will assess the current public health situation and whether it makes sense to move toward reopening school buildings. If it does not make sense to move toward reopening buildings, we will remain exclusively remote, and then reassess in another six to eight weeks.

October

Mon 10/5 - If we are in fact moving toward reopening, our teachers will be asked to come into schools in person for critical preparation. During this period of preparation, we expect remote instruction to continue asynchronously.
 Fri 10/9 – K-8 PL Day – No School
 Mon 10/12 – Indigenous Peoples Day – No School
 Mon 10/19 - If we are in fact moving toward reopening, students will have the option of returning to the building.
 Fri 10/30 – HVAH PL Day – No School

November

Wed 11/11 – Veterans Day – No School
 Mon 11/16-Fri 11/20 – Book Shopping
 Fri 11/20 – Field Trips & Gratitude Events
 Mon 11/23-Fri 11/27 – Thanksgiving Break

December

Mon 12/14-Fri 12/18 – Book Shopping
 Mon-Tue 12/21-22 – Field Trips & Performances
 Wed 12/23 – Half day & Celebration
 Thr 12/24-Fri 1/1 – Winter Break

January

Mon 1/18 – MLK Day – No School
 Tue, 1/26-Fri 1/29 – January Regents (10-12)

February

Mon 2/8 -Fri 2/12 – Book Shopping
 Fri 2/12 – Field Trips
 Mon 2/15-Fri 2/19 – Mid-Winter Break

March

Fri 3/26 – HVAH PL Day – No School
 Mon 3/22-Fri 3/26 – Book Shopping
 Thr 3/25-Fri 3/26 – Field Trips
 Mon 3/29-4/2 – Spring Break

April

Wed 4/21-Thr 4/22 – 3-8 ELA State Test

May

Tue, 5/4-Wed 5/19 – IB Tests
 Wed 5/5-Thr 5/6 – 3-8 Math State Test
 Fri 5/14 – College Signing Day
 Tues, 5/25-Fri 6/4 – 4th & 8th Science Performance Test
 Fri 5/28 – No School
 Mon 5/31 – Memorial Day – No School

June

Mon 6/1-Thu 6/10 – Summer Book Shopping
 Mon, 6/7 – 4th & 8th Science Written Test
 Wed 6/9-Thr 6/10 – Field Trips & Performances
 Fri 6/11 – K-8 Last Day of School (Half day)
 Tue, 6/15 – HVAH Last Day of School for Students
 Wed 6/16-Thr 6/24 – June Regents
 Thr 6/24 – HVAH Graduation
 Fri 6/25 – Last Day of School for HVAH Teachers

3c. Scheduling for Students

We will begin the year remotely, and we anticipate transitioning to on-campus learning in October. Once we transition to on-campus learning, students will have a choice between remote or in-person learning. In-person learning will take place on laptops or chromebooks and video.

All students and staff will be fully remote during HVA's initial phase, until at least October 16, 2020. Rather than having all students return to school at once after October 16, HVA intends to pursue a hybrid approach to learning that combines face-to-face and online instruction during this phase. The most likely scenario for the hybrid phase is for students who are willing and able to attend school in person for two days a week (either full days or half days) and to learn online for the remaining three days a week. For instance, half the students in each class could attend on Mondays and Wednesdays, and the other half could attend on Tuesdays and Thursdays. On Fridays, students and teachers would both work remotely while custodial staff deep cleans the entire building. We expect to finalize the exact details for the hybrid solution in September.

HVA East Elementary Grades K-5 Schedule

Remote or On Campus

9:00-9:15	Opening Circle
9:15-12:00	Literacy <ul style="list-style-type: none"> ● Read aloud ● Writing ● Pleasure Reading ● Guided Reading ● Close Reading
12:00-12:40	Lunch
12:40-1:15	Problem Solving
1:30-4:00	Math, Science, Co-curricular <ul style="list-style-type: none"> ● Workshop ● Math Coaching ● Science ● Co-curricular <i>Times vary slightly by grade</i>
4:00-4:45	Pleasure Reading and/or Co-curricular

HVA West Lower Elementary Grades K-2 Schedule

Remote or On Campus

8:45-9:00	Opening Circle
9:00-9:30	Read Aloud
9:30-11:30	Literacy <ul style="list-style-type: none"> · Guided Reading · Pleasure Reading · Phonics · Close Reading
11:30-12:00	Independent Math Time/Math Games
12:00-12:45	Lunch
1:00-2:00	Math Coaching
2:00-2:45	Co-curricular
2:45-3:30	Independent Writing
3:30-4:30	Pleasure Reading

West Upper Elementary Grades 3-5 Schedule

Remote or On Campus

8:45-9:00	Morning Meeting
9:00-9:30	Read Aloud
9:30-11:30	Literacy <ul style="list-style-type: none"> ● Close Reading ● Pleasure Reading ● Guided Reading ● Writing
11:30-12:15	<i>Remote:</i> Independent work time and pleasure reading <i>On campus:</i> Co-curriculars (PE, Music, Art, Dance; Science 2x/week)
12:15-1:00	Lunch
1:00-1:30	Problem Solving
1:30-3:00	Math <ul style="list-style-type: none"> ● Workshop ● Math Coaching
3:00-3:45	<i>On campus:</i> Independent work time and pleasure reading <i>Remote:</i> Co-curriculars (PE, Music, Art, Dance; Science 2x/week)
3:45-4:30	Pleasure Reading

Middle School Sample Schedule

Remote or On Campus

9:00-9:30	Advisory
9:30-10:15	Pleasure Reading/Guided Reading
10:15-11:00	ELA
11:00-11:45	
11:45-12:30	Lunch (Asynchronous)
12:30-1:15	Science (or Social Studies)
11:15-2:00	Co-Curriculars (Art or PE)
2:00-2:45	Math
2:45-3:30	

High School Schedule

Remote*

9:00-9:20	Advisory (Mon/Fri)
9:30-10:10	Lesson 1
10:20-11:00	Lesson 2
11:10-11:50	Lesson 3
12:00-12:40	Lesson 4
12:40-1:40	Lunch (Asynchronous)
1:40-2:20	Lesson 5
2:30-3:10	Lesson 6
3:20-4:00	Lesson 7

On Campus

8:00-8:56	Lesson 1
9:00-9:56	Lesson 2
10:00-10:56	Lesson 3
11:00-11:56	Lesson 4
12:00-1:30	Lesson 5 (Inc. 30 minute lunch)
1:30-2:30	Lesson 6
2:30-3:30	Lesson 7

Planned Number of Instructional Hours

	Elementary	Middle	High
Remote	259hrs	212.75hrs	280.5hrs
<i>Synchronous</i>	<i>259hrs</i>	<i>190hrs</i>	<i>231hrs</i>
<i>Asynchronous</i>	<i>0hrs</i>	<i>27.75hrs</i>	<i>49.5hrs</i>
In-Person/Hybrid	1001hrs	822.25hrs	735hrs
Total	1260hrs	1035hrs	1015.5hrs

3d. Scheduling for Staff

Teacher hours are 8-4:30, with staff required to be with students as per the student schedule. Instruction will take place remotely Monday-Friday with a combination of synchronous and asynchronous learning times. Lunch is 60 mins.

On Friday our professional learning is from 1-4:30. Grade team and department meetings are weekly.

During remote learning, students will have the opportunity to attend office hours and receive mandate and at-risk services. During hybrid instruction, most classes will remain online in order to serve in person and remote students. We will also offer in-person enrichment following appropriate safety protocols.

Response 4: Enrollment and Attendance

4a. Enrollment

Since we have decided to offer a fully remote learning for all students until at least October 19, 2020, we will monitor any changes in enrollment with particular care. Our enrollment budget was prepared on a conservative basis.

See the Attendance data collection process below for information on how enrollment numbers will be justified.

4b. Attendance

Attendance Plan: tracking

Within the first five minutes of class, teachers record attendance in the attendance tracker. Support staff members will then follow up with families of students who are absent. Teachers will also make contact with families by the end of the day.

Each school has an attendance team that meets daily to discuss any necessary next steps. There is a weekly support staff meeting to review attendance and discuss next steps for individual students. There is a monthly support staff meeting with leadership to review attendance and academic data and to discuss next steps for individual students as well as system refinement.

Attendance Plan: Follow up

After the first absence, the teacher will contact the family by the end of the day (the attendance team will also contact the family). Following the third absence, a Dean will contact the family to support getting the student into class. At six absences, Dean and teachers will hold a meeting with the family, and supports will be offered. Following nine absences, a family meeting with the dean and social worker will be held to create an individualized plan. If the student reaches twelve absences, a family meeting will occur with the dean, social worker, principal to review the plan, create a new plan if necessary, and review academic data and the impact missing class has had on the student's growth.

Response 5: Academic Program

5a. Curriculum

For elementary and middle school students, the skills and content covered by the curriculum are the same as in our charters. We have implemented several digital applications to assist in delivering the curriculum electronically, such as Google Classroom, Zoom, Lightsail, and Epic. Students will still experience each component of the school day, just in a digital format. We are launching a new Humanities curriculum called Insight for K-5 and continuing to use our common-core aligned, in-house 6-8 curriculum. Our writing instruction is connected to our Humanities and Literacy units, as are our read-aloud books. Guided Reading is taught by the teacher of record while other students are engaged in pleasure reading. Those students will be supported and supervised during pleasure reading by another staff member to ensure that students are actively reading at that time. Our math curriculum is authored in-house and aligned to Common Core standards for K-5. We are using Illustrative Mathematics for 6-8. For science, we are introducing Amplify's curriculum. In high school we are leveraging curriculum we developed based on IB assessments and standards, as well as Common Core standards.

Harlem Village Academies High adheres to an "IB For All" philosophy, providing all students access to the International Baccalaureate Program. We are deeply committed to equity and access, and all 11th and 12th grade students participate in the IB program. Our full-IB diploma pathway is open to all students, and we offer a comprehensive support system to ensure student success in the IB Program. This decision was made last year and provides more access and equity during the current global pandemic. Over the course of the two-year IB Diploma Program, students take classes within the six subject groups. Our courses are: IB Language and Literature; IB Literature; IB Spanish; IB History of the Americas; IB Biology; IB Marine Science; IB Mathematics: Analysis and Approaches; IB Mathematics: Applications and Interpretation; IB Theatre; IB Visual Arts; IB Theory of Knowledge.

Because we have IB for All in the 11th/12th grades, it is crucial in 9th/10th that we are able to provide our students with the skills, content, and confidence to meet the rigorous standards of IB. We believe that our IB program provides more opportunity for students to think critically, write sophisticatedly and read voraciously. Additionally, we continue to meet Regents requirements by offering a full Regents prep course load.

5b. Instruction

Students enrolled in remote learning will experience a blend of synchronous and asynchronous instruction, and we have implemented digital applications as appropriate. Live classes will be taught on Zoom, and the "breakout room" function will be used throughout the day to ensure

students have access to small-group instruction. Teachers will reach out to families individually throughout the week to ensure individual support is provided. Additional asynchronous assignments will be provided to students to ensure each student has access to independent work time as they would during in-person instruction.

Students have live classes taught through Zoom and Google Classroom for every class. Additional interventions and support outside of the school day are also available to students, prioritizing mastery on assessments during the remote environment.

In regard to working with our students with disabilities, we are leveraging our co-teachers and ICT classrooms to meet the needs of all of our students. We currently have structures via Zoom for 1-on-1 teacher sessions. We have small-group instructions which support students with low, medium, and high reading levels. Our advisories incorporate social-and-emotional learning to meet the needs of all our students during these challenging times. This year, we have created and hired reading interventionist roles (Grades 6-12) to support students with their reading during the remote time, to allow more targeted reading instruction and reading intervention.

We have also employed a comprehensive data system cycle that is carried out completely remotely. Aspects of this program include Fountas and Pinnell testing cycles, close reading text and data cycles, and interim assessment cycles for Grades K-12. The use of interim assessments and research-based technology platforms such as Khan Academy and DreamBox give us ongoing live, targeted data that informs assessment and instruction.

5c. Assessment

K-2

We will begin the year with a baseline assessment in all core subjects to assess students' current level and adapt our instruction to meet their needs. Assessments are given online in a 1-on-1 interview format. We are also using STEP assessments to inform our guided reading instruction.

3-5

We will begin the year with a baseline assessment in all core subjects to assess students' current level and adapt our instruction to meet their needs. We are using Teachers College running records as informal assessments between our formal rounds of Fountas and Pinnell assessments to inform our guided reading instruction. These reading assessments will be given entirely online in a 1-on-1 interview format. Our Math teams are revising Interim Assessments and quizzes to be done remotely and have developed a protocol to ensure that we get accurate data about student performance (i.e. performance unaided by parents or caregivers).

6-8

We will begin the year with a baseline assessment in all core subjects to assess students' current level and adapt our instruction to meet their needs. We will have a formal round of Fountas and Pinnell assessments to inform our guided reading instruction every 4-6 weeks. These reading assessments will be given all online in a 1-on-1 interview format. Our Math teams are revising Interim Assessments and quizzes to be done remotely and have developed a protocol to ensure that we get accurate data about student performance (i.e. performance unaided by parents or caregivers).

9-12

Teachers will use a variety of assessment tasks to inform instruction, improve learning, and report on student achievement. This will include: establishing clear expectations and guidelines for use of sources and collaboration and including them as part of the assessment task; post-assessment authentication through student reflection or teacher; student dialogue; and creating assessments that allow for student choice and development for how they will demonstrate learning.

Students may be asked to complete assigned non-graded assessments that provide a check for understanding. These may include (but are not limited to) discussions, forms, exit tickets, polls, and reflections. Teachers will monitor student progress with ongoing and regular feedback. Teachers will determine when summative assessments are administered based on the data collected from formative assessments. Teachers will actively engage with the student, parents, counselor(s), learning specialist(s) (ELL or Learning Support Teachers) and Dean of Students to support students who are not producing evidence of learning during a unit of study.

Students must complete formal International Baccalaureate internal assessments or formal regents internal assessments on a timetable set by the instructor and school. Students must complete assigned graded assessments (at least one per week for classes that meet daily; at least one every other week for split classes) to measure progress against learning targets. These may include (but are not limited to) electronic portfolios, electronic quizzes/tests, writing assignments, and multimedia submissions. Graded summative tasks that are performance-based will include a rubric and/or other forms of scoring criteria shared with students as part of the task overview when it is assigned. Direct feedback will always be provided on assessments that are not a part of an IB course IA submission process. Clear instructions on where and how to turn in assignments will be provided to students, including the deadline for submission.

Assessment Design

When in remote learning or hybrid, we will be giving our regular assessments for both ELA and Math on-line via Zoom and Google Classroom.

Storing and distributing assessments. All assessments are stored on our HVA shared Google Drives and will be shared with teachers by instructional leadership/data team to publish on Google Classrooms at least 3 school days ahead of an assessment date.

Assessment format. For constructed responses, students will receive an individual Google document with their assessment where they mark up the text with annotations and notes on passage main ideas. For multiple-choice questions and shorter responses, students will use an individual Answer Sheet built in Google Classroom.

Proctoring

Teachers will serve as proctors in Zoom classrooms, and students will be asked to keep their cameras on and complete assessments in a silent, proctored space.

Students with IEPs. Students with IEPs will be provided small group testing through additional Zoom classrooms proctored by additional teachers.

Testing environment. On Interim Assessment days, the entire teaching team will be utilized to support remote testing via an adjusted schedule. In the Zoom assessment rooms, students will be asked to stay silent/muted to create a focused working environment. Students who need tests read aloud will be pulled into specific breakout rooms to receive their services. If students need support, they will be asked to use the chat feature to communicate their needs to the teachers. Ideally, two teachers will be in a Zoom testing room to ensure that all student needs can be handled with the least amount of disruption to the group.

Scoring

Timetable. Once assessments are complete, teachers will score student assessments and analyze data within a week. Teachers will be responsible for inputting all data from Google Classroom into Illuminate for data analysis and recording purposes.

Scoring support. We will utilize Zoom to support teachers in scoring and analyzing assessment data through structured professional learning, which will be facilitated by school leadership.

Data storage. We will use Illuminate to score and analyze data in both remote and in-person instruction. We aim to make data analysis efficient and focused on how teachers analyze student

work to drive next steps for daily instruction. Teachers will be supported by instructional leadership to score and then analyze student work on assessments, including student annotations, main idea jots, game plan steps on multiple choice questions, short response writing, and multiple-choice responses. Similar practices are in place to support math teachers in their scoring and analysis of math Interim Assessment data as well.

We will also leverage technology tools (e.g. GoGuardian) to prevent plagiarism during assessments.

5d. At-Risk Populations

Social Emotional Learning and At-Risk Support

We are providing teachers with professional learning on Trauma Informed Practices to be ready to support our students and their families.

We rely heavily on building trust and strong relationships with our students and families. Teachers and staff do this through:

- Daily opening and closing circle in Grades K-6- this will happen in any model (remote, hybrid, in person)
- Daily advisory in Grades 6-8 -this will happen in any model, remote, hybrid, in person
- Weekly advisory in High School -this will happen in any model, remote, hybrid, in person
- Reaching out to families via phone calls or texts multiple times a week

Support Staff check in with families regularly to check on food needs; if families need assistance, we currently have a grant that allows us to extend support,, but then we also connect them with food services that we know of.

Weekly Support Staff meeting which consist of, Dean(s), social worker/school counselor, Sped Coordinator/Instructional support director/ Special Education Director, Operations Director and Principal to address the needs of students and the climate of school and work to put individual, whole class or whole school plans in place.

Use a Multi-tier system of support to create plans for students and teachers.

School Social Workers and Counselors provide counseling to students with IEPs with mandated counseling needs. They also provide at risk counseling services on a case by case basis. If a school social worker or counselor cannot provide counseling, we will connect families with outside agencies.

We will incorporate our Progressive Classroom Management tools and anchor our work in our CIRCLES values (Community, Integrity, Respect, Contribution, Loving Kindness, Emotional Self-Management and Social Justice).

Special Education Services

Remote Learning Special Education Programs/Services:

Case Management. Each student with an IEP is assigned a case manager. The case manager is responsible to ensure the student is receiving all his/her services and is continuing to thrive under these challenging circumstances. The case manager is liaison to all teachers, service providers, administrators etc. who work with the student to ensure clear communication and facilitate robust wrap around services for the student.

Integrated Co-Teaching. Students in an Integrated Co-Teaching classroom are currently receiving access to the General Education curriculum through Google classroom. Each student is also meeting with their special education co-teacher regularly 1:1 or in a small group through a video conference session in addition to the class time to support any learning needs or modifications to instruction or assignments necessary.

Special Education Teacher Support Services. Students receiving Special Education Teacher Support Services are currently receiving assignments through Google classroom and are meeting individually or in a group with the Special Education teacher, as written on the IEP. For each session, the Special Education teacher provides instruction and feedback through a videoconference session with the student. The Special Education teacher is continuing to monitor progress of Annual Goals, provide Present Levels of Performance and participate in IEP meetings as scheduled.

Related Services:

Counseling. Counseling services are provided by the school-based social worker as written on the IEP. Students are receiving individual and/or group counseling sessions via videoconference. The provider is continuing to monitor progress of Annual Goals, provide Present Levels of Performance and participate in IEP meetings as scheduled.

Speech-Language Therapy. Speech-language therapy is provided by an independent provider, City Sounds, an agency approved through the NYC DOE. Speech-language therapy services are provided as written on the IEP. Students are receiving individual and/or group sessions via videoconference. The providers obtained consent to provide services via videoconference, which has been uploaded in SESIS and sessions are scheduled through the parent/guardian. After the provision of services, the parent/guardian confirms the date/time sessions were held. The provider is continuing to monitor progress of Annual Goals and provide a Progress Report with Present Levels of Performance and recommendations for service in preparation for IEP meetings.

Occupational Therapy. Occupational therapy is provided by an independent provider working with students at HVA through an RSA provided by the NYC DOE.

Physical Therapy. Currently, there are no students mandated for physical therapy. Should students be mandated this coming year, we will collaborate with the NYC DOE so families can obtain an RSA for services in their community.

Paraprofessional. The NYC DOE has suspended all paraprofessional services at this time until schools return to a physical learning environment. This means that despite many schools/students joining in virtual learning, at this point NYC DOE has not authorized paraprofessionals working for RCM Healthcare Services through the NYC DOE contract to participate in this type of virtual setting.

Hearing Services. Hearing services are provided by the DOE assigned hearing teacher as written on the IEP. Students are receiving individual sessions through video conferencing. The provider will continue to monitor progress of Annual Goals, provide Present Levels of Performance and participate in IEP meetings as scheduled.

Progress Monitoring. Daily attendance of office hours and target skill work is documented for all students with ICT or SETSS programming to monitor student progress. The Special Education teacher is continuing to monitor progress of Annual Goals, provide Present Levels of Performance and participate in IEP meetings as scheduled.

For hybrid model:

Related Services: students who have multiple sessions, service providers will work to schedule 1 session in person and 1 using the online platform wherever possible.

SETSS and ICT: Student schedules will be modified in order to provide the most robust levels of support. Case managers will continue to provide 1:1 and small group academic support through video conference and as the schedule permits, in person.

Discipline

We use a restorative practice approach that takes in account the “whole child” when supporting students who are exhibiting challenging behaviors. We offer positive behavior supports for students who need it, and we use MTSS (Multi-Tiered System of Supports) or PBIS (Positive Behavioral Intervention and Supports) to create support plans for individual students. Our program includes:

- Check in check out systems
- Student leaderships opportunities
- Quick interventions between students and teachers
- Conversations with Deans
- Restorative conversations between student(s) and student(s)
- Restorative conversations between teacher and student

- Restorative conversations with student, teachers and families
- Recognizing the positive actions of students
- Emphasis on CIRCLES values (Community, Integrity, Respect, Contribution, Loving Kindness, Emotional Self-Management and Social Justice)

Events

To the best of our ability, HVAH will continue to plan events for students, staff and families while maintaining social distancing guidelines. In most cases of student events, HVAH will seek input from student leaders and encourage 100% participation.

Response 6: Pre-Existing School Plan Attachment(s)

We have no preexisting plan.

Response 7: Full Merged July 31, 2020

This requires us to create a PDF.

Reopening Plan (Responses 1-6)

Response 8: Charter Schools Included Under the Reopening Plan