

COVID Health & Safety 2021-22

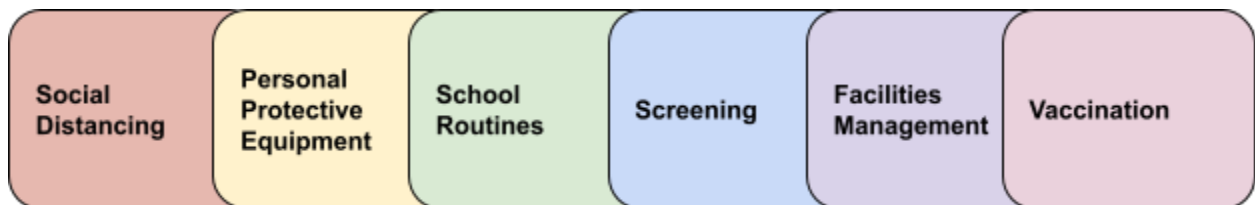
Hebrew Public Schools

COVID-19 Safety Coordinator

Each school shall designate a COVID-19 safety coordinator (administrator) whose responsibilities include continuous compliance with all aspects of the school's reopening plan, as well as any phased-in reopening activities necessary to allow for operational issues to be resolved before activities return to normal or "new normal" levels.

Layered Mitigation Approach

Hebrew public is committed to providing in-person learning for all students while maintaining our high standards for health and safety for our students, staff, and visitors. To achieve this, we apply a **layered mitigation** approach based on the following principles.



We believe that strictly and faithfully applying all of these critical elements allows Hebrew Public to create the safest possible environment in our schools. All of the Health & Safety strategies outlined in this document are made more effective when Hebrew Public, our staff, our students, and our entire community understand and assist in this layered mitigation strategy.

Social Distancing

Hebrew Public schools will apply the following social distancing guidelines whenever possible when we open in the Fall of 2021:

	Between Students	Between Students and Adults	Between Adults
In the classroom	3 feet	6 feet	6 feet
Elsewhere in the school building	6 feet	6 feet	6 feet
Outside	3 feet	6 feet	6 feet
During meals	6 feet	6 feet	6 feet

Classroom Arrangement

Whenever possible, classrooms will be organized according to the following guidelines:

- All desks should be situated in rows and columns that face the same direction (or are slightly angled in toward the teacher's presentation space)
- All students should have a clear line of sight to the front of the room.
- When classroom size allows, seats should be situated at least 3 feet apart in all directions. Rows should be spaced at no less than 3 feet between the centers of each seat at all times.
- The first row in front of the teacher's presentation space should be no closer than 6 feet from the front wall.
- Teachers should maintain 6 feet of distance from students while teaching

Classroom Activities

Classroom activities will be organized in ways that comply with the Social Distancing Policy:

- Limit gatherings, events, and extra curricular activities to those that can maintain social distancing, support proper hand hygiene, and restrict group size
- Routines that call for physical contact (handshakes, high fives, etc.) should be replaced with non-contact alternatives
- Staff and students should never touch each other except when an emergency requires it

- Students will be taught new or altered routines for the following items. In all cases, routines shall comply with all applicable mandates and will take all applicable recommendations into account. Routines shall be reworked to minimize exposure and maximize hygiene. Routines will be age appropriate and will be reinforced on a regular basis.
 - Using the bathroom
 - Blowing one's nose
 - Class line up
 - Moving to morning meeting spots
 - Hand Washing
 - Hand sanitizer use
 - Peer discussions ("turn and talks")
 - Cubby and locker usage
 - Eating breakfast, lunch and snack
 - Refilling water bottles and drinking water
 - Storing personal items while in school (water bottles, pens, pencils, tissues, etc)
 - Sharing items such as manipulatives and supplies

Evacuation and lockdown drills

Hebrew Public schools are mandated to conduct evacuation and lockdown drills each year. In 2021-22 evacuation drills will be conducted in a way that maximizes social distancing whenever possible.

Personal Protective Equipment (PPE)

Face Masks

Face masks or coverings must be worn by any adult or student at all times while inside the school building except when eating or drinking, when instructed to remove by a nurse or other staff member, or if a student has an exemption on the basis of health or developmental need. Extra disposable face coverings will be kept on site to distribute to students or staff who forget their masks .

Unvaccinated adults will be required to wear N95, KN95, or dual layer (cloth over paper) masks. Vaccinated adults can wear any kind of mask.

Mask Breaks

Schools may allow students to remove their face coverings for a brief period of time. These "mask breaks" can be offered throughout the day, at a school's discretion. The frequency of mask breaks may vary by grade level within a school.

- Mask breaks should not last for more than five minutes.

- Mask breaks can only occur when:
 - Students are outdoors or well-ventilated areas.
 - Students can remain at least six feet apart.

Hand Sanitizer

Hand sanitizer dispensers will be strategically placed throughout the building including at all entrances and exits, by bathrooms, and within classrooms. All staff will be expected to use hand sanitizer upon entrance and exits to the building, bathroom, and classrooms.

Hygiene Kits

Every room will be stocked with a Hygiene Kit that will include disinfecting wipes, hand sanitizer, tissues, disposable masks, and gloves (for meal distribution and cleaning). Kits will be refilled as needed to ensure all items are available at all times when staff and students are in the building.

School Routines

Access to School Buildings

It will be school policy to exclude those who show symptoms (listed below) from entering the building until it is made clear that they are not infected with COVID.

Anyone, student or adult, entering the building will be required to:

- Wear a mask/face covering that covers both the mouth and nose when entering and transitioning throughout the building. The school will have a limited number of masks available, so all guests, students, and staff are asked to bring/wear their own mask.
- Have their temperature checked
- Follow social distancing policies (outlined below)

Visitor Protocol

Visitors include guests, contractors, and vendors. All visitors entering the building will be required to:

- Enter and exit through a single point of entry (the main entrance)
- Submit to a temperature check and health screening
- Show ID to security
- Sign in to security
- Let security know the purpose of their visit
- Follow security requested procedures which could include:

- Waiting outside or in vestibule while security calls main office
- Waiting to enter main office until social distancing allows
- Waiting for staff to come down to them

The following new visitor policies are also in place.

- Establish limits on number of visitors in the building and in specific spaces like the main office
- Clearly mark areas inside and outside where visitors should wait
- Whenever possible, prevent visitors from entering the school beyond the main office.

Movement Protocols

Movement protocols will be implemented to achieve one-directional traffic flow wherever possible to allow for physical distancing consistently. We will update our elevator usage policy to align with social distancing protocols

Hand Washing & Sanitization

Students and staff will be expected to wash their hands or use hand sanitizer often and follow best practices. Reminders of proper hand washing techniques will be posted throughout the building and in every bathroom.

Teachers will be expected to reinforce messaging around frequency and best practice with students. Teachers will provide opportunities for students to wash or sanitize hands - while maintaining appropriate social distance - particularly whenever the following criteria are met:

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

Meals

Whenever possible, students will maintain 6 feet distance during meals.

- Meals may be held in cafeterias, multi-purpose rooms, classrooms, or outside in order to maintain social distancing whenever possible.
- Meal handling and distribution will comply with Social Distancing Policy.

- Allergies: a plan will be in place to mitigate access to allergens for those with allergies. This includes informing teachers of students' allergies so they can safely supervise meal and snack times.
- Students will be expected to wash or sanitize their hands before and after eating. This shall be taught and reinforced by the classroom teacher.
- Students will be expected to refrain from sharing or trading food or beverages. This shall be taught and reinforced by the classroom teacher.
- The meal policy shall comply with the Child Nutrition Program.
- The meal policy shall be communicated to families in the languages spoken by families.
- During meal consumption, masks will not be expected.

Transition Flow Management

- When possible, designate hallways as one-way, posting directional reminders on the walls and/or floor.
- Where possible, designate entrance and exit doors for classrooms and restrooms to reduce the chance that people meet face to face.

Screening

Hebrew Public schools will continue to conduct temperature checks for all individuals entering our school buildings and will continue periodic COVID-19 testing for staff and students.

Temperature checks

Every student's and staff member's temperature will be taken daily, either at home or at school.

All visitors to the school will be required to undergo a temperature checks will be administered via contactless thermometers

- Any individual who registers a temperature above 100 degrees will be denied access to the building. If an individual inside the building has a temperature above 100, they will be asked to leave (adults) or taken to the isolation room (students)
- Records of student, faculty, staff, and visitor health data (e.g., the specific temperature data of an individual) will not be kept. Records that confirm individuals were screened and the result of such screening (e.g., pass/fail, cleared/not cleared) may be kept.
- The individual taking temperatures shall wear a face mask.

COVID-19 Testing

Hebrew Public schools will continue to conduct onsite testing of a portion of our population on a weekly basis. Testing will include both staff and students and we will target testing 100% of staff no less than every other week and a significant portion of students such that every student is tested within a reasonable time frame.

In the event of a positive result, the school and network will implement our COVID Exposure Protocols as outlined below.

Health/Symptom Screening Questionnaire

Hebrew Public schools will continue to mandate that Health Screening Questionnaires are to be filled out for all staff and students before they enter the building. Staff and students' guardians will be asked to answer a few questions remotely via app or website prior to the beginning of each school day.

Symptom Screening (Screening)

Staff will be trained to screen students for typical COVID symptoms, listed below. If one or more symptoms are observed or reported, ill students and staff will be assessed by the school nurse or medical director. If the school nurse or medical director is not available, ill students and staff will be sent home for follow up with a healthcare provider. Parents/guardians who observe any of the following COVID symptoms in their child should keep their child home, and staff who note any of the following symptoms in themselves should stay home.

Symptoms include, but are not limited to:

- Fever or chills
- Cough
- Shortness of breath or difficulty breathing
- Fatigue
- Muscle or body aches
- Headache
- New loss of taste or smell
- Sore throat
- Congestion or runny nose
- Nausea or vomiting
- Diarrhea
- Temperature above 100 F

Students with a temperature above 100 F, signs of illness (see above), and/or a positive response to the questionnaire shall be sent directly to a dedicated isolation area where students are supervised, prior assessment by the nurse and then being

picked up or otherwise sent home. Staff who meet the above criteria shall be sent home.

Facilities Management

Cleaning Protocols

Hebrew Public schools will continue to implement the enhanced cleaning procedures that were introduced at the beginning of the COVID-19 pandemic. Enhanced procedures include nightly disinfection of all spaces within the school buildings and extra cleaning and disinfection throughout the day, with increased focus on high touch surfaces.

School Operations teams have established schedules for ongoing and routine environmental cleaning and disinfection. These include:

- A master schedule that allows for cleaning and sanitizing as frequently as possible, particularly after group usage and prior to a new group accessing space
- Focus on high-touch areas (door handles, stair rails, faucet handles, toilet handles, playground equipment, drinking fountains, light switches, desks, tables, chairs, kitchen countertops, cafeteria and service tables, carts, and trays)
- Use of a specialized sanitizing mister with EPA approved disinfectant on a daily basis
- PPE inventory management schedule/chart for checking and refilling:
 - i. Hand sanitizing stations
 - ii. Hand washing supplies
 - iii. Classroom/Office Hygiene Kits
- Staff will be trained to clean and disinfect key parts of their classrooms/offices at the end of each school day. These will include the following:
 - Phones
 - Document cameras
 - Remote controls
 - Speakers
 - Laptops & tablets
 - Office Equipment
 - Desk
 - Chair back and armrest
- Adult bathrooms will have guidance posted for staff to wipe down surfaces
- All CDC and NYS DOH guidance will be followed.

Signage

Signage will be posted to ensure students and staff are confronted with frequent reminders of required protocols and best practices, including but not limited to:

- Reminders for students, staff, and visitors to wear face masks at all times
- Social distancing expectations, including floor stickers and directional markers
- Hand washing and respiratory hygiene best practices and expectations
- Entry signs educating people on how to identify the symptoms of COVID-19
- Signs reminding students and staff to wash visibly soiled hands with soap and water, rather than hand sanitizer.

Drinking Water

Drinking spigots at water fountains will be disabled or made inaccessible. Where available, bottle fillers will be left on. Students will be taught water bottle filling procedure and will be taught not to share water bottles.

Isolation Room

Each school will designate a private room with a closable door, close to the nurse's office if possible, that can be used for isolation in the event of symptoms. When the ill student is placed in the Isolation Room, the building nurse will be contacted and will come to the Isolation Room and assess the student. Should the nurse/health professional be unavailable at that moment to examine the student, the student must wait in the building's Isolation Room until assessment is complete. The student cannot be released to the guardian until the health assessment is completed.

- School leadership teams will be trained on how to manage the procedures isolation room.
- Each school will designate a staff member who will escort and stay with students who are being isolated until they have been picked up by a parent or guardian.
- Enhanced health procedures - Isolation room staffers will be provided enhanced PPE including robes, gloves, masks, face shield. Isolation rooms will be outfitted with sneeze guards for each student area and disinfecting supplies.
- Cleaning Protocols:
 - When the ill student has been picked up and the Isolation Room is empty, the Isolation Room must be closed momentarily for a rapid deep cleaning, so the room may be opened again quickly. A deep cleaning of the Isolation Room must be performed at the end of the day.

- The area/classroom where the student was showing symptoms must be cleaned as soon as possible. A deep cleaning of the area/classroom must be performed at the end of the day.
- The Head of School asks the Operations Team/Teacher to follow up with the family regarding the ill students condition daily.

Environmental Management

Hebrew Public made adjustments, upgrades, and even replaced in some cases our Heating, Ventilation, and Air Conditioning (HVAC) systems at the beginning of the pandemic. This work, guided by audits and recommendations provided by engineers, focused on maximizing air flow, ventilation, and the pull of fresh air from the outside. We continue to monitor, maintain, and adjust as necessary all HVAC systems.

Vaccination

Hebrew Public believes that fully vaccinating as many members of our community as possible is a critical element of our layered mitigation strategy. All staff are required to report their vaccine status and we have continued to encourage all of our team members to get vaccinated. While we are not currently mandating COVID-19 vaccines, we may introduce that policy in the near future.

COVID -19 Exposure in Schools

In the event that a Hebrew Public school has a verified case of COVID-19 within one of our schools, we shall follow all guidance from applicable government bodies. This guidance could include mandating remote learning or work for individuals with confirmed or suspected COVID cases and/or those who have been in close contact with others with confirmed or suspected COVID cases.

Exposure Definition

The CDC refers to “close contact” when discussing potential exposure to COVID-19. It defines close contact as being within 6 feet of a person diagnosed with COVID-19 for a total of 15 minutes or more over a 24 hour period. The definition of a close contact applies regardless of whether either person was wearing a mask.

This definition does not change even when schools are allowing fewer than 6 feet of social distancing between students in classroom. Students sitting less than 6 feet from to another student or person diagnosed with COVID-19 for a total of 15 minutes or more should follow protocols for an exposed individual.

Positive COVID Case in School

Hebrew Public schools will primarily follow the direction and guidance of local authorities, including the NYC Department of Health and Mental Hygiene (DOHMH) for New York schools, when made aware of a positive COVID case within our school community. We may hear about such cases in different ways, but will generally apply the following protocols.

More detailed Exposure Protocols and communication plans can be found here. .

IN THE EVENT OF A POSITIVE COVID-19 CASE OR EXPOSURE

Type of Exposure	Who has tested positive?	Guidance
Primary	A single student or staff member who is part of a classroom*	<p>Positive Case: Must isolate for a minimum of 10 days after symptom onset, including abatement of all symptoms for 24 hours</p> <p>Non-vaccinated homeroom/advisory members, bus mates, and other individuals with close contact: Must isolate for 10 days from date of last exposure or 7 days with a negative test result on day 5 or later. <u>Any adults who have been fully vaccinated are not required to quarantine/isolate.</u></p> <p>Building Implication: Classroom off limits until disinfected.</p>
Secondary	A person who lives with or who had direct exposure to a student or staff member who is part of a classroom batch	<p>Exposed person: If not fully vaccinated, must isolate for 10 days from date of last exposure or 7 days with a negative test result on day 5 or later.</p> <p>Homeroom/advisory members, bus mates, and other exposed individuals: No action needed.</p> <p>Building Implication: None.</p>
Tertiary	A person who had exposure to a person who lives with or had direct exposure to a student or staff member (Person A)	<p>Person A: No action needed.</p> <p>Homeroom/advisory members, bus mates, and other exposed individuals: No action needed.</p> <p>Building Implication: None.</p>

****For staff members that are not a part of a single classroom, guidance is the same but applies to contact traced individuals and locations rather than members of a batch.***

If the individual is in school at the time of notification:

1. The individual will be isolated and guardians will be contacted (if a student) or sent home immediately (if an adult).
2. The classroom that the individual is a part of will be isolated from any other members of the community for the remainder of the school day.

3. School leadership and operations team will notify DOHMH and contact trace to determine who has had close contact with the individual.
4. Students and staff who are not part of the individual's classroom, who have not been fully vaccinated, and who are known to have had close contact individual will be isolated until the end of the school day
5. School staff should work with families of bussed stude with close contact to identify alternative transportation home

Vaccination Exceptions

Any vaccinated person who is exposed to a COVID-positive person will not be required to quarantine and can remain on site at school as long as they are not showing any COVID symptoms. They will be expected to take a COVID test 3-5 days after exposure.

Unvaccinated individuals who have been in close contact with someone with a positive COVID case must quarantine for 10 days from last exposure (including at least 24 hours with no symptoms), even if the exposed individual does not present symptoms.

Exhibiting COVID symptoms

IN THE EVENT OF AN INDIVIDUAL SHOWING COVID-19 SYMPTOMS

TYPE	Who has symptoms?	Guidance
Symptomatic, no test results	A single student or staff member who is part of a classroom batch exhibits symptoms, does not have test results	<p>Individual: If not vaccinated, isolate for a minimum of 10 days after symptom onset, including abatement of all symptoms for 24 hours; OR present a negative COVID-19 test; OR present an alternate diagnosis from a doctor.</p> <p>Classroom, bus mates, and other exposed individuals: No action needed.</p> <p>Building Implication: None.</p>

COVID Programmatic Plan

Models, Staff Practices, and Resources

Overview

We are eager to launch the 2021-22 school year safely while providing as much academic and social emotional support as possible to all of our students. We will offer three program models to all students based on their eligibility at a given moment in time.

1. In-Person Learning

- a. Yearlong unless personal eligibility shifts
- b. Traditional, full program model

2. Temporary Remote Learning

- a. Short term, for the length of the quarantine
- b. Consisting of simulcasting via zoom of core content and community building
- c. Available to those students required to quarantine due to close contact or a positive test

3. Semi-Permanent Remote Learning

- a. Long term, for the length of two academic quarters at a minimum. We will determine if we extend through the year based on interest and need.
- b. Consisting of live tutoring via zoom of core content and simulcasting via zoom of community building

Below we describe the temporary remote learning and semi-permanent remote learning models further along with core staff expectations and practices associated with them.

Staff Practices & Expectations

With the addition of these two new models (temporary remote learning and semi-permanent remote learning) staff responsibilities will shift in some ways. The core staff practices and expectations are listed below.

Prior to the school year:

1. Create whole class clickable schedule for use in the event of class or whole school closure
2. Edit whole class clickable schedule to reflect only the core content below for temporary remote learning
3. Create Google Classroom and personalize it per school guidelines
4. Determine laptop location for simulcasted lessons including Morning Meeting or Advisory
5. Review simulcasting best practices

During the school year:

1. Simulcast Morning Meeting or Advisory daily if they have a student in their class who is enrolled in the semi-permanent remote learning
2. Simulcast core content as needed if they have a student temporarily assigned to the temporary remote learning model
3. Post, monitor, and provide feedback on the synchronous assignments that students are logging on for.
4. Post, monitor and provide feedback on asynchronous assignments as needed if they have a student temporarily assigned to the temporary remote learning model
5. Ensure whole class and temporary clickable schedules are up to date for immediate distribution as needed
6. Update Google Classroom with whole class clickable schedule and class or school closure message as needed, sample below:
 - o *"Hello <Tel Aviv>! As you know by now, we are shifting to remote learning. I look forward to seeing each of your faces in our zoom link so we can continue our learning together! Stay safe."*

Temporary Remote Learning

This model is made available to students on a short term basis if they have been required to quarantine due to close contact or a positive test and are not allowed to return to the school building for a prescribed length of time. During this time students will engage in simulcasted instruction, interacting with their teacher and classmates in real time via zoom. Only core content and community building will be simulcasted for students to join.

Simulcasted Content

Grade Level	Required* Core Content
K - 2	Morning Meeting Math: Number Stories ELA: Foundations, Reader's Workshop Hebrew
3-5	Morning Meeting or Advisory Math: Number Stories ELA: Close Reading Hebrew
6-8	Advisory Math: Eureka ELA: Close Reading Hebrew

* This is the minimum core content that should be available to a student during temporary remote learning. While we do not recommend that students "zoom in" for the full day, if HOSs determine additional content they would like to add they may do so.

Required Asynchronous Assignments

In addition to the simulcasted instruction we will also assign some asynchronous assignments to ensure students remain on track during their time out of the away.

Grade Level	Required* Asynchronous Content
K - 2	Math: Zearn videos
3-5	Math: Zearn videos ELA: EL chapter reading
6-8	Math: Zearn videos ELA: EL chapter reading

* This is the minimum asynchronous assignments that should be assigned to a student during temporary remote learning. if HOSs determine additional content they would like to assign they have

discretion to do so such as an independent reading log, Amplify or independent work from Eureka lessons associated with Zearn video. We would recommend that there is a plan for reviewing and providing feedback or grading on any assigned asynchronous content.

Attendance

Students will be marked present by their Morning Meeting / Advisory, ELA, Math and Hebrew Teachers in Powerschool using period by period attendance and will be considered present if they attend any part of their Morning Meeting / Advisory, Math, ELA or Hebrew classes using the standard “present remote” and “absent remote” codes.

Special Education & MLL Services

In addition to this core content, schools will make every effort to provide students with Special Education and Multi-Language Learner services during this time. This may consist of simulcasted small group sessions, 1:1 zoom support or modified instructional materials as is appropriate for the individual student.

Grading & Assessments

Students will be expected to complete all standard assignments and assessments associated with simulcasted classes. Teachers will collect work and grade work accordingly either through Google Classroom upon a student’s return to the school building.

Semi-Permanent Remote Learning

This model is made available to students on a semi-permanent basis if they have approved documentation indicating that they should not attend in-person learning in the school building in the current context due to medical risk factors. Once enrolled in this model a student will remain in this model for the first two academic quarters of the 2021-2022 school year. Should we continue to offer this program for additional quarters students will be able to continue pending any changes to their medical risk status.

A student in our remote program will receive approximately 130-160 minutes of live instruction daily via zoom. Live content will consist of:

- 50-60 minutes of English Language Arts
- 50-60 minutes of Mathematics
- 30-40 minutes of Hebrew

ELA and Math instruction will be provided by our external partners, Tutored by Teachers. Hebrew instruction will be provided by external Hebrew educators contracted centrally by the network. Students will also engage with their home school daily by joining Morning Meeting or Advisory via simulcast to maintain a connection with their school community.

Groupings of students will be determined by the number of students admitted and will likely be cross-network due to the small number of students deemed eligible.

Sample Schedule

Time	Component	Description
8-8:30	Morning Meeting via simulcast with school specific class	The student joins live Morning Meeting or Advisory lesson via simulcast with their "class" at their home school
8:30-9	Transition / Break	
9-11	Independent work	The student works independently or with the assistance of a caretaker at home on independent assignments including traditional curricular work and online learning platforms as assigned by their TbT instructor.

11-12	English Language Arts	The student receives ELA instruction either 1:1 or in a group ranging in size from 2-5 students
12-12:45	Lunch / Break	
12:45-1:45	Mathematics	The student receives Math instruction either 1:1 or in a group ranging in size from 2-5 students
1:45-2	Transition / Break	
2-2:40	Hebrew	The student receives Hebrew instruction either 1:1 or in a group ranging in size from 2-5 students

Attendance

Students will be marked present by their TbT Teacher and Hebrew Teacher in Powerschool using period by period attendance and will be considered present if they attend any part of their day (Morning Meeting, Advisory, Math, ELA or Hebrew) using the standard “present remote” code. Attending Morning Meeting or Advisory alone via simulcast **will** be considered present for the day, teachers should use the “present remote” code.

Special Education & MLL Services

In addition to this core content, schools will determine how to provide students with any required Special Education and Multi-Language Learner services. This may consist of authorized outside providers including, potentially, their primary TbT ELA and Math instructors. This will be determined on an individual basis.

Grading & Assessments

TbT & Hebrew Instructors will assess students over the course of a quarter with standards aligned assignments; collecting work and providing written feedback. Students will receive a holistic analysis of their progress at the end of each quarter in the form of a rating of Met, Approaching and Did not Meet Grade Level Standards and a portfolio of select samples of their work along with a written narrative provided by their Tbt & Hebrew Instructors.

Students will take NWEA MAP and Hebrew Public Interim Assessments as scheduled in the Hebrew Public central programming calendar.

Simulcasting

Overview

Simultaneous teaching, also called simulcast or concurrent teaching, describes a model in which the teacher leads class with students in the classroom and remote at the same time. Audio and video of both the in-person class and the remote student are exchanged live, and teachers and students interact with each other both in-person and via zoom.

We will be simulcasting classes in two different ways this year.

1. We will simulcast Morning Meeting or Advisory for our students in the semi-permanent remote learning model.
2. We will simulcast Morning Meeting or Advisory as well as core content (Math, ELA & Hebrew) for our students in the temporary remote learning model.

In school year 2020-2021 we intentionally chose not to simulcast classes for our remote students. With 40-60% of students remote at a given time we were able to assign teachers to distinct roles as Hybrid teachers or Remote teachers and provide live, targeted instruction to all students.

With the reduction in social distancing requirements, the availability of the vaccine and the overall shift of the past 12 months we are now able to offer in-person learning to all students every day which will require the attention of all staff every day. As a result, we do not have any distinct remote classes and in order for students to remain on track when they are required to shift remote we will simulcast classes for them.

Technology

It is possible to simulcast with a laptop and we will do that as needed in the early part of the school year. We have also researched and purchased specialized technology designed to enhance simultaneous instruction and create a stronger learning environment for all students. This will be fully operationalized in schools by mid-Fall 2021 and consist of the items below.

Item	Description & Function
Television screen	<ul style="list-style-type: none">- Flat, ideally wall mounted if not on a stand- Allows remote students' faces to be projected to the class, increasing visibility and equitable learning engagement opportunities
Tablet	<ul style="list-style-type: none">- Standard tablet

	- Functions as mic and controller of overall system
Neat Bar	- https://neat.no/bar/ - Provides video and audio and interfaces with Zoom Rooms software
Zoom Rooms Software	- https://zoom.us/zoomrooms - Software that connects various hardware

Best Practices

As with any instructional model there are certain best practices that educators have developed over time that enhance the effectiveness of simulcasting. Many are true regardless of tech set-up and will be just as relevant when using a laptop to simulcast as when our full simulcast setup is in place.

Intentional narration

- At the start of the lesson, name there are several students out and that you will be navigating simulcast instruction.
- In order to keep everyone in your classroom and at home on the same page during instruction, intentionally narrate what you are doing at discrete moments of teaching. Some examples:
 - “Right now everyone at home and in class is completing their Do Now. You have five minutes.”
 - “I am circulating to check number 1. I am starting with my remote students.”
 - “We are opening up the discussion for number 3. I am starting with [IN CLASS STUDENT NAME] and then coming to my remote participants for comment.”
 - “I’m going to answer questions from the students on campus for 5 minutes, so if you are remote, put your questions in the chat for now and I’ll answer them in the next five.”

Plan for intentional engagement

- During turn and talks, have the students in the zoom room share with one another in breakout rooms.
- In the same way you would make an intentional circulation plan for your students in class, plan for intentional circulation and/or out loud engagement for your remote students. This should be at least 4x/lesson. Good times to do this during **Close Reading** are:
 - 5 minutes into drafting main idea or short answer when you’ve completed a lap for students in-person

- During the revision portion of the main idea or short answer
- To start or close a discourse with explicit narration “I’m starting with/ending with NAME.”

Good times to do this during **Number stories** are:

- 5 minutes into drafting a strategy, after you’ve completed a lap for students in-person
- To share a strategy you’ve pre-selected based on independent work review
- To start or close a discourse with explicit narration “I’m starting with/ending with NAME.”

Plan for showing student work

- In order to highlight remote student work in Number Stories, you will want students to write or draw their thinking on an interactive feature you can project to the class, such as whiteboard.fi or Peardeck. Practice using this feature in class with all students before someone is quarantined so students are familiar with it. Be sure your laptop is hooked up to the whiteboard so you can ensure that student work can easily be projected.
- Similarly, for Close Reading, students should be able to do their margin notes online and complete their main idea/short answer in Google. This will allow for easy submission of work and give you the opportunity to review progress in real time.

Set clear expectations re: simulcast instruction before quarantine

1. As part of going back to school procedures, do explicit instruction with students regarding your expectation for when students are in quarantine. These can include:
 - Video on
 - Microphone muted
 - Active participation
 - Volume expectations and clarity about what will cause students to be muted
 - All work completed and submitted via Google Classroom by the end of the class period
2. Set clear expectations for how you want your students to communicate with you during class regarding simulcast issues. For example, if a student can’t see the board or hear a participant, what should they do? One suggestion is that students visually raise their hand on screen, like an in-class participant and you intentionally scan the screen just as you would scan the class.

3. Set aside a time in your calendar when you will review quarantine work submission and follow up with families. With students out for ten days it is critical they are completing the asynchronous and synchronous assignments.
4. Teach all students how to access assignments on Google classroom prior to quarantine.