July 2020

Dear Scholars Academies Community,

We are in a time that is challenging us to rethink, deconstruct, and imaginatively construct an equitable and engaging world of teaching, learning, and care for our students and families. Inevitably, uncertainty of this scale that has tormented the very fabric of our nation for more than four months can bring about a number of emotions, many of which are grounded in anxiety and worry. However, one emotion that these moments should also invoke is hope - hope for a radically-free and abolitionist future where all students are provided with a community to thrive.

James Baldwin penned that “in the face of unfathomable tragedies, hope must be invented every day.” As we approach the reopening of our campuses this fall, we must approach each day of the reopening with a renewed sense of hope for what we are poised to create something that has never been seen, heard, or experienced in response to the tragedies we’ve endured. We also approach the reopening of our campuses with a commitment to science, data, and the unfolding reality of reemergence that is happening across the country.

It is my hope that this Reopening Plan will address many of the emotions and concerns we all share in the midst of the COVID-19 pandemic and, as a result, bring about more clarity and calm on how we will safely operate our schools. While there will need to be adjustments along the way (and knowing that all plans are subject to change in the event of an increase in positive-cases in our city and state), this approach allows us a path forward, and you an opportunity to begin planning your fall semester.

On behalf of our network leadership, thank you to all who have engaged and participated in this process. Your individual and collective voices of more than 300 staff survey responses, along with more than 1200 responses from our families, were heard and taken into account for the development of this plan. While there will be parts of this plan you may not agree with, know that the Scholars Academies reopening approach is based on three guiding principles, each of which centers our students.

Finally, while many of the practices and procedures we will put into place are for the safety and well-being of all, they are also put into place because we care about East Harlem as a community. In this time of crisis, East Harlem has been particularly vulnerable in positive cases, hospitalization trends, and unemployment rates, all of which directly speak to the systemic racism plaguing communities of color. Consequently, as a community-based network of schools serving more than 1,500 students and families, we are taking these action steps not just because it is our responsibility, but because we care about the health, wellbeing, and improvement of the East Harlem community.

Thank you for your tireless commitment to our students and families.

Dr. Robert S. Harvey
Superintendent, Senior Managing Director
SECTION ONE: GUIDING PHILOSOPHY

Our three guiding principles for re-entry into our campuses are as follows:

1. The health and safety of our students, families, teachers, and staff.
2. The delivery of an anti-racist, healing, and excellent educational experience for all students.
3. Our community responsibility to partner with our families who are returning to work.

With our priority being the health and safety of students, families, and our teachers and staff, our principals and network leadership studied and strategized a number of possible options for next year, including the possibilities of being fully-virtual, reopening completely, or reopening partially until the threat of COVID-19 infection subsides. Informed by guidance of the Centers for Disease Control and Prevention (CDC), New York Department of Public Health data, statistics and predictive modelling on the spread of the infection, close consultation with our colleagues at SUNY and the New York City Charter Center, we have developed a set of recommendations that we believe support the unique conditions of the Scholars Academies environment, the East Harlem community, and our population.

SECTION TWO: DATA AND SPACE RECOMMENDATION

Our principals and network leadership took into account a number of factors that are unique to Scholars Academies, including having private facilities and co-located Department of Education facilities, 600+ family survey responses, 150+ staff survey responses, and the intersection of infection and employment rates in East Harlem. We also took into account the physical size of our campuses, making note of the size and capacity of our classrooms, cafeterias, gyms, offices, and support service rooms to calculate maximize occupancy that would enable 6-foot physical distancing, an extremely critical factor in prevention.

Based on those factors, we determined that 50-60% of our normal on-campus, in-person capacity is the upper limit for optimum safety. Additionally, given the considerations of what is required to deliver high quality instruction, we concluded that elementary and middle school students must be given priority for multiple-day in-person instruction, along with smaller groups of high school students.

SECTION THREE: ACADEMIC EXCELLENCE PLAN

Because our campus can only accommodate 50-60% percent of its total population, our principals and network leadership recognize that the Academies have a particular responsibility to ensure a high-quality educational online experience that matches the high quality of the Academies in-person instruction.

3a: Opening Dates and Model
Based on our data, we are recommending the first day of school as: **Monday, August 24, 2020, which will be digital and remain digital until Friday, September 25, 2020.** If the threat of COVID-19 continues to decrease in positive cases and hospitalization trends using official health department data in New York City, we will begin **staggered, in-person instruction on Monday, September 28, 2020.**

*Note:* based on positive cases and hospitalization trends, we may be forced to reduce occupancy density, modify our in-person schedule start date, or transition to fully-digital learning at any given moment.

### 3b: In-person Instructional Structure

With our low-density hybrid plan, we are recommending the following for *in-person instruction*:

1. **Four (4) days:** PreK students
2. **Two (2) days:** elementary students*  
   * = 90 students (15 per grade) will be invited for an additional day of in-person instruction coordinated with the Principal, Network Director, and Dean of Inclusive Learning.
3. **Two (2) days:** middle school students
4. **One (1) day:** high school students*  
   * = students with Individual Education Plans (IEPs) will have an additional day of in-person instruction coordinated with the Network Director and HS Chair of Inclusive Learning.

In all of our schools, students will be assigned to pods (also called, cohorts) of 13-15 students, along with a designated teacher (or co-teachers), and they will stay with the teacher for the entire day. Grouping students into cohorts reduces potential viral transmission, allows the school/network to conduct rapid temperature checks, and reduces potential learning disruptions for the school community if a COVID-19 case is identified and confirmed.
We’re also differentiating the amount of in-person instruction based on the ages, grades, and developmental learning needs of all student populations. For example, while K-8 students learn in a hybrid-model of 2 days in-person, we are recommending that all PreK students learn 4 days in-person, and high school students learn 1 day in-person. Opportunities for additional in-person instruction will be prioritized for diverse learners, multi-language learners, and students who need additional academic, social, and emotional support.

It is expected that to mitigate risk to teachers and staff, planning meetings and office hours will mostly occur online. In-person classes will be taught in a manner and in spaces that optimize best practices. These include mandatory wearing of masks/face coverings, the maintenance of physical distancing, hand hygiene, and low-to-no transitions. In order to be on campus, all students, along with all teachers and staff, will be required to abide by a set of rigorous protocols that include symptom screening and monitoring, and isolation and/or quarantine if infection or symptoms are present. The protocols are outlined more fully below in Planning, Protocols, and Practices.

If in-school instruction is not possible -- either due to increased COVID-19 cases in the area or because of confirmed cases at a specific school/location -- we will be able to transition our reopening plan to fully support digital (home-based) learning.

3c: In-person Instructional Cohort and Bell Schedule

<table>
<thead>
<tr>
<th>PREK (On-Campus)</th>
<th>Monday - Thursday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Morning Check-In &amp; Fine Motor</td>
<td>8:00 - 8:30a</td>
</tr>
<tr>
<td>Breakfast</td>
<td>8:30 - 9:00a</td>
</tr>
<tr>
<td>Bathroom &amp; Morning Circle</td>
<td>9:00 - 9:20a</td>
</tr>
<tr>
<td>Center Play</td>
<td>9:20 - 10:00a</td>
</tr>
<tr>
<td>Small Academic Group Time</td>
<td>10:10 - 10:30a</td>
</tr>
<tr>
<td>Outdoor/Indoor Play</td>
<td>10:40 - 11:30a</td>
</tr>
<tr>
<td>Family Style Lunch</td>
<td>11:40 - 12:35p</td>
</tr>
<tr>
<td>Story Time</td>
<td>12:45 - 1:15p</td>
</tr>
<tr>
<td>Nap &amp; Rest</td>
<td>1:15 - 2:15p</td>
</tr>
<tr>
<td>Free Play &amp; End of Day Activities</td>
<td>2:30 - 2:50p</td>
</tr>
<tr>
<td>Snack</td>
<td>2:50 - 3:10p</td>
</tr>
</tbody>
</table>
# Rolling Dismissal

**3:15 - 3:30p**

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## ELEMENTARY SCHOOL

### Blended Learning Rotation

<table>
<thead>
<tr>
<th></th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Cohort A</strong></td>
<td>On Campus</td>
<td>Virtual (Self-Guided)</td>
<td>On Campus</td>
<td>Virtual (Self-Guided)</td>
<td>Virtual (Teacher-Guide)</td>
</tr>
<tr>
<td>(K-5)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Cohort B</strong></td>
<td>On Campus</td>
<td>Virtual (Self-Guided)</td>
<td>On Campus</td>
<td>Virtual (Self-Guided)</td>
<td>Virtual (Teacher-Guide)</td>
</tr>
<tr>
<td>(K-5)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Cohort C</strong></td>
<td>Virtual (Self-Guided)</td>
<td>On Campus</td>
<td>Virtual (Self-Guided)</td>
<td>On Campus</td>
<td>Virtual (Teacher-Guide)</td>
</tr>
<tr>
<td>(K-5)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Cohort D</strong></td>
<td>Virtual (Self-Guided)</td>
<td>On Campus</td>
<td>Virtual (Self-Guided)</td>
<td>On Campus</td>
<td>Virtual (Teacher-Guide)</td>
</tr>
<tr>
<td>(K-5)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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## Daily Bell Schedule

<table>
<thead>
<tr>
<th></th>
<th>K-2nd M-Th</th>
<th>3-5th M-Th</th>
<th>VIRTUAL M-Th</th>
<th>VIRTUAL Fridays</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Morning Arrival</strong></td>
<td>7:45-8:00</td>
<td>7:45-8:00</td>
<td>PK-Kinder</td>
<td>8:15-9:15</td>
</tr>
<tr>
<td><strong>Breakfast</strong></td>
<td>8:05-8:15</td>
<td>8:05-8:15</td>
<td>7:45-8:15</td>
<td>Community Circle (PK-2nd)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>9:15-9:45</td>
</tr>
<tr>
<td><strong>Social Emotional Learning</strong></td>
<td>8:15-8:45</td>
<td>8:15-8:45</td>
<td>Community Circle (3rd-4th)</td>
<td>10:00-10:30</td>
</tr>
<tr>
<td><strong>Period 1</strong></td>
<td>8:45-10:50</td>
<td>8:45-10:05</td>
<td>8:15-9:30</td>
<td>2nd-3rd</td>
</tr>
<tr>
<td><strong>Period 2</strong></td>
<td>10:50-11:35</td>
<td>10:15-11:35</td>
<td>9:30-10:30</td>
<td>4th-5th</td>
</tr>
<tr>
<td><strong>Period 3</strong></td>
<td>12:30-1:30</td>
<td>12:30-1:15</td>
<td>10:30-11:05</td>
<td>Specials</td>
</tr>
<tr>
<td><strong>Lunch</strong></td>
<td>11:45-12:15</td>
<td>11:45-12:15</td>
<td></td>
<td>Inclusive Learning Intervention</td>
</tr>
<tr>
<td><strong>Period 4</strong></td>
<td>1:30-2:00</td>
<td>1:15-2:00</td>
<td>11:05-11:45</td>
<td>Professional Development</td>
</tr>
<tr>
<td><strong>Period 5</strong></td>
<td>2:10-2:50</td>
<td>2:00-2:50</td>
<td>12:15-2:00</td>
<td></td>
</tr>
</tbody>
</table>

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Scholars Academies Reopening Plan (2020-2021) 5
**Period 6** | 2:00-3:30 |  
---|---|---
**Dismissal** | 3:00-3:30 | 3:00-3:30 |  

**MIDDLE SCHOOL**

**Blended Learning Rotation**

<table>
<thead>
<tr>
<th></th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gr. 6 - A</td>
<td>On Campus</td>
<td>Virtual (Self-Guided)</td>
<td>On Campus</td>
<td>Virtual (Self-Guided)</td>
<td>Virtual (Teacher-Guided)</td>
</tr>
<tr>
<td>Gr. 6 - B</td>
<td>Virtual (Self-Guided)</td>
<td>On Campus</td>
<td>Virtual (Self-Guided)</td>
<td>On Campus</td>
<td>Virtual (Teacher-Guided)</td>
</tr>
<tr>
<td>Gr. 7 - A</td>
<td>On Campus</td>
<td>Virtual (Self-Guided)</td>
<td>On Campus</td>
<td>Virtual (Self-Guided)</td>
<td>Virtual (Teacher-Guided)</td>
</tr>
<tr>
<td>Gr. 7 - B</td>
<td>Virtual (Self-Guided)</td>
<td>On Campus</td>
<td>Virtual (Self-Guided)</td>
<td>On Campus</td>
<td>Virtual (Teacher-Guided)</td>
</tr>
<tr>
<td>Gr. 8 - A</td>
<td>On Campus</td>
<td>Virtual (Self-Guided)</td>
<td>On Campus</td>
<td>Virtual (Self-Guided)</td>
<td>Virtual (Teacher-Guided)</td>
</tr>
<tr>
<td>Gr. 8 - B</td>
<td>Virtual (Self-Guided)</td>
<td>On Campus</td>
<td>Virtual (Self-Guided)</td>
<td>On Campus</td>
<td>Virtual (Teacher-Guided)</td>
</tr>
</tbody>
</table>

**Daily Bell Schedule**

<table>
<thead>
<tr>
<th></th>
<th>Monday - Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Period 1</td>
<td>8:00 - 9:20</td>
<td>Period 1: Intervention Groups 8:30 - 10:30</td>
</tr>
<tr>
<td>Period 2</td>
<td>9:25 - 10:45</td>
<td>Period 2: Community Circle 10:35 - 11:15</td>
</tr>
<tr>
<td>Period 3</td>
<td>10:50 - 12:10</td>
<td>Period 3: Office Hours 11:20 - 12:00</td>
</tr>
<tr>
<td>Lunch</td>
<td>12:15 - 12:35</td>
<td>Lunch 12:00 - 12:30</td>
</tr>
<tr>
<td>Period 4 (Intervention and Electives)</td>
<td>12:35 - 1:45</td>
<td>Teacher Professional Development</td>
</tr>
</tbody>
</table>
### HIGH SCHOOL

#### Blended Learning Rotation

<table>
<thead>
<tr>
<th>Period</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gr. 9 - A</td>
<td>On Campus</td>
<td>Virtual (Self-Guided)</td>
<td>Virtual (Teacher-Guided)</td>
<td>Virtual (Teacher-Guided)</td>
<td>Virtual (Teacher-Guided)</td>
</tr>
<tr>
<td>Gr. 9 - B</td>
<td>Virtual (Self-Guided)</td>
<td>On Campus</td>
<td>Virtual (Teacher-Guided)</td>
<td>Virtual (Teacher-Guided)</td>
<td>Virtual (Teacher-Guided)</td>
</tr>
<tr>
<td>Gr. 9 - C*</td>
<td>On Campus</td>
<td>On Campus</td>
<td>Virtual (Teacher-Guided)</td>
<td>Virtual (Teacher-Guided)</td>
<td>Virtual (Teacher-Guided)</td>
</tr>
<tr>
<td>Gr. 10 - A</td>
<td>Virtual (Teacher-Guided)</td>
<td>Virtual (Teacher-Guided)</td>
<td>On Campus</td>
<td>Virtual (Self-Guided)</td>
<td>Virtual (Teacher-Guided)</td>
</tr>
<tr>
<td>Gr. 10 - B</td>
<td>Virtual (Teacher-Guided)</td>
<td>Virtual (Teacher-Guided)</td>
<td>Virtual (Self-Guided)</td>
<td>On Campus</td>
<td>Virtual (Teacher-Guided)</td>
</tr>
<tr>
<td>Gr. 10 - C*</td>
<td>Virtual (Teacher-Guided)</td>
<td>Virtual (Teacher-Guided)</td>
<td>On Campus</td>
<td>On Campus</td>
<td>Virtual (Teacher-Guided)</td>
</tr>
</tbody>
</table>

*Students with IEPs will be in Group C, and receive individualized support On-Campus Day #2*

#### Daily Bell Schedule

<table>
<thead>
<tr>
<th>Period</th>
<th>Monday - Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Period 1</td>
<td>8:30 - 9:30</td>
<td>Period 1: Intervention Groups</td>
</tr>
<tr>
<td>Period 3</td>
<td>10:40 - 11:40</td>
<td>Period 3: Office Hours</td>
</tr>
<tr>
<td>Lunch</td>
<td>11:40 - 12:15</td>
<td>Lunch</td>
</tr>
<tr>
<td>Period 4</td>
<td>12:20 - 1:20</td>
<td>Teacher Professional Development</td>
</tr>
</tbody>
</table>
3d: Online Instruction
When students are not in-person, instruction will continue online for the duration of the fall semester (at minimum). We will review our in-person and digital learning schedule in advance of the spring semester.
We know, based on family and staff feedback, that the online experience is not a substitute for the rich set of experiences, classroom moments, and conversations that are part of the Scholars Academies culture.

3e: Elementary Inclusive Learning
Most of our related services, i.e. Speech and Occupational Therapy (OP) will be 95% virtual, with the possible exception of select Physical Therapy (PT) cases depending on DoE guidelines. For MLL/AIS/SETTS (all in-house SST), we will utilize a 20% on-site & 80% virtual hybrid model; and Friday will remain as an intervention on-site only by invitation.

3f: Secondary Inclusive Learning
Most of our related services, i.e. Speech and Occupational Therapy (OP) will be 95% virtual, with the possible exception of select Physical Therapy (PT) cases depending on DoE guidelines. For MLL, 100% of services will be digital. For SETTS, student schedules will reflect small group classes planned and executed by Inclusive Learning teachers. Inclusive Learning teachers will also be asked to place a 2-3 hour block of time on their calendar for 1:1 check-ins (Office Hours) with students for individual touchpoints; and deans will work collaboratively to create a bank of videos to support instruction and development of skills to help bridge student gaps.

3g: Technology
We have surveyed present students and families, and teachers and staff to determine their technology for online learning, and the Academies is working to address the technology needs our students require to maintain academic excellence. Throughout the late summer and fall, we will begin remote technology training on our educational technology offerings, and reservation-only, physically-distant, small group in-person technology trainings on our 2050 campus. In addition, the Academies will promote access to self-paced tutorials. For the instruction that will occur online, the technology that students (and families) will need to know to participate in their courses will be standardized across all departments and subject areas using Blackboard as our learning management system. In the high school, individual teachers will communicate to their classes what additional technology access students may need for each course.

3h: Science Experiments and Art Creativity
On-campus science experiments and art creativity by teachers and students involving shared materials, co-handling equipment, liquid substances, or regular use of sinks will not resume until such time in Phase II or Phase III when all reopening prerequisites, training, and protocols are active. All science experiments and art creativity should continue virtually, and teachers should develop lesson plans and activities for students to conduct experiments and art creativity at home with self-guided learning.

3i: Student Supplies
Each student will be provided a grade-appropriate set of basic supplies necessary for engagement with the curriculum. The standard supply set will be ordered by the School Leadership Team and distributed on the first day of in-person instruction. All consumable supplies will be stocked in the Staff Collaboration Room to be replenished as necessary. 

**Supplies or materials, including, but not limited to, scissors, glue sticks, markers, and printed materials, should not be shared among students.** Any activities that otherwise demand shared supplies should be modified or should continue virtually. If teachers are uncertain how to meet the objective of a lesson without using shared supplies, they should reach out to their coach or manager for support. Certain supplies, including specialized technology equipment may be shared among students or classes only if checked into the main office and fully disinfected prior to moving.

**SECTION FOUR: OPERATIONAL EXCELLENCE PLAN**

Because our campus can only accommodate 50-60% percent of its total population, our principals and network leadership recognize that the Academies have a particular responsibility to ensure a high-quality operational and facilities experience that balances student, family, teacher, and staff needs.

4a: **Building Access**
Based on our data, we will **restrict building access to students, teachers, and staff.** All drop-off and pick-up will be school-coordinated at designated entry-points to prevent the number of families and visitors who are accessing the building. Families will be permitted access to the building on a case-by-case basis, but must agree to temperature checks (using infrared thermometers), hand sanitization, wearing a face mask, and only accessing the room designated by the school official they are meeting with. Anyone registering a temperature of **100°F or higher** will not be allowed in any building. **Nor will families and visitors be allowed to linger in lobbies, hallways, and public spaces.**

4b: **Family-Teacher Meetings**
Families may request virtual or phone meetings to discuss any aspect of their student’s education. Families wanting (or needing) to come to campus for any reason should contact their school office first, and receive written approval and instructions from their school’s principal.

4c: **Employee Self-Screening**
Every day, before reporting to and/or entering campus locations, every employee must self-assess for COVID-19 symptoms and any risk factors. If teachers or staff have **two (2) or more of any of the following symptoms (with one of those symptoms being fever),** they should not come to campus, and will not be allowed to enter (or remain on) the campus.

1. Fever (**100°F or higher**)
2. Shortness of Breath or difficulty breathing
3. Coughing
4. Chills
5. Repeated Shaking with chills
6. Muscle pain
7. Headache
8. Sore throat
9. Recent loss of the sense of taste or smell

Teachers and staff should communicate with their school leader by 6:00AM (EST) every morning if they are exhibiting any of the abovementioned symptoms; failure to self-screen and report by 6:00AM (EST) will have teaching and learning implications on our ability to serve students. Employees who show any evidence of symptoms will not be allowed to return to any building until medically certified as virus-free.

Should any teacher or staff develop symptoms while on-campus, that person must immediately report the matter to their school leader/principal, leave the campus, seek medical attention, self-quarantine for 14 days, and not return to campus until certified by a healthcare professional as virus-free. Infected persons will be asked to provide information (especially for those with whom they have been in contact with on campus) so that contacts can be traced and alerted regarding possible exposure to the virus.

4d: Student/Family Self-Screening
Every day, before reporting to and/or entering campus locations, every student/family must self-assess for COVID-19 symptoms and any risk factors. If students have two (2) or more of any of the following symptoms (with one of those symptoms being fever), they should not come to campus, and will not be allowed to enter (or remain on) the campus.

1. Fever
2. Shortness of Breath or difficulty breathing
3. Coughing
4. Chills
5. Repeated Shaking with chills
6. Muscle pain
7. Headache
8. Sore throat
9. Recent loss of the sense of taste or smell

Additionally, students who are a sibling, caregiver, or other residential family member who is exhibiting any of the abovementioned symptoms should not come to school. Note: Schools will not give out attendance awards for the duration of the COVID-19 health crisis.

The CDC provides a “self-check” to help individuals make a decision and seek appropriate medical care. The self-checker can be used for children and found here: Student/Child Self-Check

4e: On-Campus Safety
The Academies will provide PPE – masks/face coverings, hand sanitizers, and disinfectant cleaners for each school community (students, teachers, staff, and visitors, i.e. outside providers, when applicable). Any person on-campus will be required to wear a mask/face covering over the nose and mouth when in contact with others, practice hand hygiene, maintain 6-foot physical distancing, and observe all other safety protocols as indicated by public health guidelines and campus signage. The Academies reserves the right to remove from any building any person failing to adhere to health and safety protocols.
4f: Face Coverings
The Academies will require universal masking of students, teachers, and staff. Students will be required to wear a cloth or surgical face mask, subject to the health condition exception stated below. Students will not be required to wear face coverings when eating or drinking. Any student who has difficulty breathing or who is incapable of physically removing the face masks on his/her own will not wear face masks, and alternate methods of protection will be discussed by parents and staff, including the use of a face shield. Schools will also supply each student with two (2) face masks; and as approved, students may bring their own cloth or surgical face mask to and from school.

The Academies will also provide face shields, as needed. It is understandable that some students may require time to adjust to wearing face masks. Staff will use their professional judgement to assist a student having difficulty transitioning to wearing a face mask during the day by having a student use a face shield for no more than a 5-minute period at a time before transitioning back to wearing a face mask. This will be the exception and not the norm.

Note: Cloth and surgical face coverings are designed to protect other individuals rather than the individual wearing the covering. Accordingly, the greater number of students and staff wearing face masks, the greater the overall transmission mitigation that will be achieved.

4g: Gatherings and Meetings
We will adhere to current public health guidelines for size limitations of any campus gathering or meeting, whether indoors or outdoors. Maximum occupancy guidelines will be adjusted based on the size of the gathering space. Teachers and staff will be encouraged to conduct one-on-one and group meetings via online platforms whenever possible. When in-person meetings (co-planning, grade-team, etc.) are necessary, participants must adhere to all physical distancing guidelines, including face coverings, which will be maintained in all hallways and staircases, where appropriate signage will be installed.

4h: Trips and Activities
Field trips will be suspended for the entire 2020-2021 academic year. Teachers may use virtual learning opportunities (such as virtual tours of museums) to enhance students’ educational experiences. School-wide assemblies may not be held with students assembled in the same physical location. As an alternative (if feasible), school-wide assemblies will be held virtually, with student groups remaining in their classrooms. Large-scale school events such as “Back to School Night” or festivals will be cancelled or reconfigured in order to maintain physical distancing. Small-scale activities such as parent-teacher conferences will occur virtually except on a case-by-case basis. Other extracurricular activities, e.g. sports, will be cancelled unless the activity can be conducted in compliance with the protocols in this document.

4i: Breakfast and Lunch
Schools will use a multiple number of spaces during lunch including eating in classrooms, in the cafeteria and outside. Because masks cannot be worn while eating, students must eat within a 15-minute timeframe (which is considered active eating time, once the student has begun to eat) and proper physical distancing is more important than ever. Students will be prohibited from sharing lunch items with each other and outside food cannot be delivered to the school for students.
Note from the CDC: “Data are insufficient to precisely define the duration of time that constitutes a prolonged exposure. Recommendations vary on the length of time of exposure, but 15 minutes of close exposure can be used as an operational definition. Brief interactions are less likely to result in transmission.”

When eating in the classroom, students with food allergies may need appropriate accommodations. These may include, for example, taking the student to another location, such as a school conference room or the multipurpose room or administrative office, with one friend (so long as physical distancing can be maintained in the alternate location).

4j: Bathrooms
Students will enter bathrooms in groups no larger than the number of stalls/urinals in the bathroom, and will be required to wear face masks at all times. Posters reminding students of proper handwashing techniques will be displayed.

4k: Hand Washing
All students, teachers, and staff will wash their hands with soap and water for at least 20 seconds, or use hand sanitizer with at least 60% alcohol at the following times:
1. upon arrival at school (use hand sanitizer if there is no sink in the classroom)
2. after being outside for physical activity;
3. before and after lunch;
4. prior to leaving school for home;
5. after sneezing, coughing, or blowing nose; and
6. prior to and after removing and putting on a face mask.

4l: Communication and Points of Contact
Prior to students returning to campus, parents/families will be sent a copy (or directed to review a copy on the network’s website) of this plan. As part of this process, the Academies will send communication to all parents/families that outlines the symptoms for which parents must screen each morning, as well as the expectation that students will not be sent to school or placed on the bus if they are exhibiting symptoms.

The Academies will require, as part of the registration process and on a bi-monthly basis, a documented acknowledgement from parents/families regarding these protocols and agreeing to screen their children daily before sending them to school. Each school and the network team has a person designated to be the COVID-19 point of contact. This person will be responsible for answering parent questions regarding implementation of COVID-19 protocols.

The COVID-19 Points of Contact are:
1. **Max Turner**  
   Scholars Academies Network  
   mturner@eastharlemscholars.org
2. **Jessica Zannikos**  
   Scholars Elementary  
   jzannikos@eastharlemscholars.org
3. **Anthony Grant**  
   Scholars Elementary II  
   agrant@eastharlemscholars.org
4. **Tiffany McAfee**  
   Scholars Middle  
   tmcafee@eastharlemscholars.org
4m: Reporting Procedures for Symptoms and/or a Positive Test
The CDC’s, State, and City Health Departments’ procedures for reporting COVID-19 symptoms or COVID-19 positive tests change periodically. The following procedures may be updated and employees, parents and families will be notified of major changes to reporting procedures.

1. If a person becomes sick with COVID-19 symptoms or reports a positive COVID-19 test, the procedures listed below should be followed:
   a. Immediately report the situation ONLY to:
      i. If a student: School Principal, Leadership Team, and Social Work (see 4l)
      ii. If an employee: School Principal, Managing Director of Human Resources, and the Network Director of Operations (see 4l)

2. If an employee presents and/or develops COVID-19 symptoms (with a fever of 100°F or higher) at work, the employee will be sent home in a safe manner. If the employee is able to self-transport, the employee will leave the site. If the employee is not able to safely self-transport, a family member, friend, or other method of transport to get the employee home or to a healthcare provider will be arranged by the principal and/or Network Director of Operations. If the employee appears to be in medical distress, 911 will be called.
   a. The employee will quarantine at home, and if physically/mentally-capable, resume digital instruction for 14-days
   b. School-based Leadership Team, Operations, and Human Resources will be notified
   c. Employees will be recommended, with resources, to have themselves (and any household members) tested for COVID-19
   d. Employees will be able to return following the 14-day quarantine; employees will not be allowed to return to any building until medically certified as virus-free.

3. If a student presents and/or develops COVID-19 symptoms (with a fever of 100°F or higher) at school, the student will be separated from all other students and staff, with the exception of one staff member to supervise the student. This staff member will wear additional PPE (a face shield, gloves, etc.) and maintain a distance of at least 6 feet from the student at all times, unless there is an emergency. The school will immediately notify a parent or emergency contact to pick up the student, and call 911 if the student appears to be in medical distress.
   a. The student will quarantine at home and resume digital learning for 14-days
   b. School-based Leadership Team, Operations, and Social Workers will be notified
   c. Student’s teachers will be notified
   d. Families will be recommended, with resources, to have the student (and any siblings in the home) tested for COVID-19
   e. Student will be able to return following the 14-day quarantine
4. Areas that were exposed to the symptomatic employee or student for a prolonged period of time will be thoroughly cleaned and disinfected per CDC guidelines. Depending on the situation, the areas of exposure may need to be closed for a 24-hour period.

5. The principal must/will determine whether other employees or students may have been exposed to the symptomatic individual (within 6 feet and for a prolonged period of time, typically longer than 15 minutes). If so, the principal will notify the Network Director of Operations. If it is determined that those who were potentially exposed should be notified, the notification will recommend that exposed individuals monitor their health closely, contact their healthcare provider if possible, and if symptoms develop, self-quarantine.

4n: Isolation/Quarantine
If a student presents and/or develops COVID-19 symptoms (with a fever of 100°F or higher) at school, the student will be quarantined in the following rooms until retrieved by a family member:

- **JREC:** Room 331 and Room 329
- **2050:** Gymnasium and Conference Room
- **Life Sciences:** Social Work Office and Library

Each of these rooms is large and will not otherwise be a full-class instructional space for the foreseeable future. The first room listed is the primary room, and the second room will be used only if there is more than one household exhibiting symptoms. Additionally, the rooms will be attended to by the following staff members, mostly in elementary and middle schools (to be used in this order):

- Building Director of Operations
- Deputy Director of Operations
- Director of School Culture and Family Engagement Or Dean of Students
- Operations Associate

All instructional positions must be available for teaching. We also want the person waiting with students to feel comfortable fielding potentially difficult questions from families picking up and tend to the mental/emotional health of the child who may be scared/upset/confused while waiting.

4o: Closing Metrics for a Positive Test
The following data-metrics will be utilized to determine physical closures. At the macro-level, following a confirmed case of COVID-19 at school, those exposed should be quarantined for 14 days.

**Cohort/Single Room**

1. **Level 1:** A pod/cohort of 15 max (grades 4th - 10th) should revert to digital instruction when 10% (approximately 1) of students and/or staff test positive.

2. **Level 2:** A pod/cohort of 15 max (grades PreK - 3rd) should revert to digital instruction when 20% (approximately 2) of students and/or staff test positive.

**Grade/Combined Rooms**
3. **Level 3:** A grade of 30 max (4th - 10th) should revert to digital instruction when 15% (approximately 4) of students and/or staff test positive.

4. **Level 4:** A grade of 30 max (PreK - 3rd) should revert to digital instruction when 20% (approximately 6) of students and/or staff test positive.

**Building**

5. **Level 5:** If the number of positive cases in a building attendance group (defined as the students across all grade levels in a building who attend school in person on the same days each week) is 3% or more, that in-person cohort will return to fully virtual instruction.
   a. **Analysis**
      i. **JREC:** 3% of 617 = 19 positive cases in the building
      ii. **Life Sciences:** 3% of 327 = 10 positive cases in the building
      iii. **2050:** 3% of 305 = 9 positive cases in the building

6. **Level 6:** If the number of positive cases among the full enrollment across grade levels and attendance groups is 3% or more, regardless of distribution among attendance groups, all students in that building will return to fully virtual instruction.
   a. **Analysis**
      i. **JREC:** 3% of 1235 = 37 positive cases in the building
      ii. **Life Sciences:** 3% of 655 = 19 positive cases in the building
      iii. **2050:** 3% of 611 = 18 positive cases in the building

All closure decisions will be made only with the written approval of the Superintendent, after consultation with local health officers and SUNY.

**4p: Paid-Time Off (PTO)/Sick Leave**

There is a new benefit regarding paid sick leave through the Families First Coronavirus Response Act (FFCRA) that provides paid sick leave and expanded family and medical leave (FMLA) for specific reasons related to COVID-19. The **FFCRA applies from April 1, 2020 through December 31, 2020.**

Please note the following:

1. Per the FFCRA, employees are eligible for up to two weeks of fully or partially paid sick leave for COVID-19 related reasons such as being advised by a health provider to self-quarantine or are experiencing COVID-19 symptoms and are seeking a medical diagnosis (further qualifications are listed with FFCR, which can be provided by Human Resources).
2. The two weeks of fully or partially paid sick leave for COVID-19 per FFCRA is in addition to the currently provided eight (8) days of PTO.
3. The FFCRA also provides up to an additional 10 weeks of job-protected, paid family and medical leave at two-thirds of the employee’s regular rate of pay when an employee who has been employed for at least 30 calendar days is unable to work due to a need to care for a child whose school or child care provider is closed or unavailable for reasons related to COVID-19.
4q: Travel Disclosure
All staff members are required to disclose travel outside of the tri-state area (New Jersey, Connecticut, New York) by email to their principal prior to and/or after their trip. Notification prior to travel allows school leaders to plan for potential coverage or shift to virtual learning.

Any staff member who travels to a region currently identified as a hotspot (widespread community positive-rates) for COVID infection must present a negative-COVID test prior to returning to work in person. Staff members are responsible for arranging a test and receiving results before their planned return-to-work date. Any days the staff member is unable to work due to the lack of a test are counted as PTO. If staff members need assistance identifying a COVID testing site, they should contact their Director of Operations.

We will ask that all families, likewise, disclose travel outside the tri-state area to their teacher and strongly recommend that all household members obtain a COVID test prior to any child’s return to in-person instruction. If families need support identifying a COVID testing site, the Director of Operations can identify local testing sites and resources. While a child is awaiting results of a COVID test, they should quarantine at home. While the child is awaiting results, teachers will provide online classwork and instruction.

SECTION FIVE: REOPENING PHASES

Phase I
The Restricted Phase (present – September 28, 2020): In this phase, the campus will make preparations for its student population and workforce to begin to return while maintaining 100% digital instruction for students, and 90% digital professional development, technology workshops, and family-facing training. Students and teachers and staff will participate in online health and safety training, including temperature-taking and sanitization protocols. Additionally, the Academies will purchase personal protective equipment (PPE) and cleaning supplies for academic and administrative buildings and common use areas in preparation for the fall semester staggered, in-person schedule. Additionally, administrators, teachers, and staff can begin to arrive on campus for classroom organization and design, by rotating days to control campus density. All teachers and staff members and students must comply with physical distancing, temperature checks, symptom self-monitoring, and a universal mask/face covering requirement.

Phase II
The Cautious Phase (September 28, 2020 – December 31, 2020): In this phase, academic and administrative buildings will be re-opened for a maximum of 60% occupancy (approximately 9-12 students per classroom and 1-2 adults), and will be cleaned and sanitized daily (multiple times), weekly, and monthly with EPA-approved disinfectants. Students, families, and staff at heightened risk of COVID-19 complications or uncomfortable health threats may apply for exemption with network leadership and continue digital learning and work (each application will be case-by-case). Over the course of the summer, the Academies will provide professional development for more than 100 teachers and staff to develop and execute well-designed online learning via Blackboard. All teachers and staff members and students must comply with physical distancing, temperature checks, symptom self-monitoring, and a universal mask/face covering requirement.
**Phase III**

**The Moderate Phase (January 1 – June 30, 2021):** In this phase, the Academies will attempt to increase capacity for a maximum of 75% occupancy (approximately 13-15 students per classroom and 1-2 adults). Classes will continue to be offered in-person and online, and classroom density will continue to be controlled by rotating groups/cohorts of students. All teachers and staff members and students must comply with physical distancing, temperature checks, symptom self-monitoring, and a universal mask/face covering requirement.

**Phase IV**

**The Progressive Phase (July 1, 2021 – going forward):** In order to enter this phase, the threat of COVID-19 will have to be contained or a vaccine readily available. In this phase, all academic and administrative buildings will return to normal density (i.e., fully occupied classrooms and offices, and safety protocols will be mostly lifted).

Note: *As guided by the CDC, phased plans contemplate the possibility of reverting to a previous phase should there be a sustained spike or second wave in virus spread or should there be a worrisome outbreak on any of our campuses. If conditions improve or a vaccine becomes available, the Academies may be able to move to Phase IV sooner, though our guiding principle of student, family, and staff safety will always take precedence. The Academies will put into place strict protocols to reduce the risk of transmission, which those returning to campus will be required to follow.*

**SECTION SIX: RESURGENCE PREPAREDNESS**

In the event of continued presence of COVID-19 in New York City or on campus; failure to find a vaccine or preventative medication; and/or a second wave or resurgence of infection spread, the Academies reserves the right to return to Phase I depending on the severity of the surge and of risks to our students and staff. The Academies will continually monitor its capacity for isolating and quarantining students, the number of COVID-19 cases among teachers and staff members and students (and families), and trends in city and state health data. If there is a substantial increase in positive school-wide, or campus-wide COVID-19 cases, the Academies will take action to move instruction online, vacate all buildings, and require teachers and staff members to work digitally. The Academies will be prepared at any time to comply with New York City, State, or federal requirements that may occur as COVID-19 evolves.

**SECTION SEVEN: CONCLUSION**

Members of the Task Force and EHTP leadership recognize that the size of our buildings, the composition of our students, families, teachers, and staff make Scholars Academies special, but also make the Academies community vulnerable. This plan is our community’s carefully-considered, carefully-researched action plan to provide a first-rate education as we do everything possible during the pandemic to keep the members of our community safe and well. We are grateful for the stellar leadership of our principals, network leadership, senior managers, central staff, teachers, staff, and families. Relying on the best
available medical evidence and data, each of the previously named stakeholders diligently carried out their assignment with great love for Scholars Academies and our students.
East Harlem Scholars Academies continues to base our guidance, particularly in regards to physical distancing and appropriate safety measures, on public health, Center for Disease Control, and World Health Organization recommendations. This applies to all phases and recommended actions. Additionally, this guidance is not intended to replace any existing or future applicable local, state, and federal laws, regulations, and standards.

### REOPENING PLAN *(minimum requirements)*

**Plans for restarting campus operations including student, faculty, and staff return.**

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>DESCRIPTION / ACTION</th>
<th>STATUS</th>
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<tbody>
<tr>
<td><strong>CAPACITY</strong></td>
<td>Phasing and quantity of students, teachers, and staff to return to campus, considering factors such as ability to maintain social distance in public spaces and residence halls, testing capabilities, Personal Protective Equipment (PPE) availability, quarantine and isolation capacity, local medical capacity, and availability of safe transportation.</td>
<td>M</td>
</tr>
<tr>
<td><strong>PPE</strong></td>
<td>Obtain and provide acceptable face coverings to all students, staff, and families (and visitors) at all campuses; and determine the organization’s policy on requiring face coverings and/or other PPE to students.</td>
<td>M</td>
</tr>
<tr>
<td><strong>BUILDING ACCESS</strong></td>
<td>Restrict building access for families and visitors who are not in the building providing a required teaching, learning, and/or care function.</td>
<td>M</td>
</tr>
<tr>
<td><strong>FACE COVERINGS</strong></td>
<td>Mandate that all individuals must wear <strong>acceptable face coverings in all public and common areas</strong>, and in situations where physical distancing may be difficult to maintain, such as riding in elevators, entering/exiting classrooms, and traveling around the building.</td>
<td>M</td>
</tr>
<tr>
<td><strong>PHYSICAL DISTANCING</strong></td>
<td>Order a mechanism for indicating in hallways and public spaces 6 ft. apart indicators for students, staff, and families, and visitors.</td>
<td>M</td>
</tr>
<tr>
<td><strong>PHYSICAL DISTANCING</strong></td>
<td>Reduce bi-directional foot traffic using tape or signs with arrows in hallways or spaces throughout campus. Mark 6 ft. distance circles around desks, workstations, and common areas where gathering is likely to occur.</td>
<td>D</td>
</tr>
<tr>
<td><strong>TESTING</strong></td>
<td>Develop a protocol for screening and diagnostic testing students, teachers, and staff with recent travel to hot-spot (widespread community transmission) areas (domestically and internationally, including Texas, Georgia, Florida, California).</td>
<td>D</td>
</tr>
</tbody>
</table>
### Classes, Shared Spaces, & Student Schedules
Determine how classes, shared spaces, and activities may be adapted in various phases of return and operations (e.g., identify which classes will offer alternate approaches such as A/B schedules or digital instruction; appointment-only shared space use, etc.).

### Arrival and Dismissal Schedules
Develop staggered schedules by grade-bands and divisions to allow more time between classes to reduce large groupings in walkways and buildings.

### Re-Entry Date
Determine and announce a projected in-person, re-entry date for all students, families and staff.

### Shared Equipment
Develop a protocol to prohibit sharing equipment by identifying 1:1 access to laptops, notebooks, touchscreens, and writing utensils; and where 1:1 is not possible for teachers to implement a virtual option.

### Operations
Implement plans to safely reopen buildings such as cleaning and disinfection, air filter ventilation, water systems, and other key facility components.

### Vulnerable Populations
Survey all staff and families to identify vulnerable populations and/or those who are uncomfortable returning to in-person instruction.

### Hygiene, Cleaning, & Disinfection
Establish daily, weekly, and monthly campus-wide cleaning and disinfection protocols for classrooms, bathrooms, entryways, cafeterias, and other facilities with EPA-approved disinfectant products.

### Hygiene, Cleaning, & Disinfection
Purchase and implement hand sanitizer stations (manual and automatic), protective shields for reception and security desks on all campuses.

### Ventilation
Ensure ventilation systems operate properly and increase circulation of outdoor air as much as possible.

### Monitoring + Containment Plan (minimum requirements)
Policies to track health conditions on campus.

<table>
<thead>
<tr>
<th>CATEGORY</th>
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</tr>
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<tbody>
<tr>
<td>MANAGEMENT</td>
<td>Identify who is responsible for managing &amp; administering immediate actions in response to data and conditions in each school, and for the network; as well as corresponding the communication protocols.</td>
<td>M</td>
</tr>
<tr>
<td>COMMUNICATION</td>
<td>Develop and share plans and protocols taken by the school and/or network with a comprehensive communications plan (for internal use).</td>
<td>M</td>
</tr>
<tr>
<td>COMMUNICATION</td>
<td>Designate points of contact/coordinates upon the</td>
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</tr>
</tbody>
</table>
Identification of positive cases and who are responsible for subsequent communication. Coordinators should be responsible for answering questions from families regarding the COVID-19 public health emergency and plans implemented by the school and/or network.

| TESTING FREQUENCY & PROTOCOLS (staff only) | Determine testing frequency and protocols, including plans to test for cause (e.g. symptomatic individuals, proximate contacts, travel) for staff; and develop plans for group testing in highly-exposed cases. | D |
| EARLY WARNING SYSTEMS | Purchase forehead thermometers for all campuses. | M |
| EARLY WARNING SYSTEMS | Provide a training (virtually) for all teachers and staff on how to effectively take temperatures (by August 14th) | D |
| EARLY WARNING SYSTEMS | Determine metrics that will serve as early warning signs that positive cases are increasing beyond acceptable levels for continuing in-person instruction. | M |
| ISOLATION | Identify isolating procedures and multiple locations for symptomatic students (and siblings) until retrieved, while providing support and comfort. | M |
| QUARANTINE | Identify the protocol and timeline for positive, and/or exposed individuals to be quarantined away from the school community (i.e. 14 days); and a metric for # of positive and/or exposed cases indicates a section, grade, and/or school quarantine. | M |

**SCHOLARS ACADEMIES 2020-2021 COVID-19 REOPENING TASK FORCE**

- Dr. Robert S. Harvey: Superintendent, Senior Managing Director
- Sarah Caney: Deputy Superintendent of Secondary Learning
- Desree Cabrall-Njenga: Deputy Superintendent of Early Learning
- Susan Gonzowitz: Managing Director, East Harlem Teaching Residency
- Max Turner: Network Director of Operations
- Julia Arrington: Network Director of Inclusive Learning (6-12)
- Haley Hemwall: Network Director of Inclusive Learning (K-5)
- Jessica Zannikos: Scholars Elementary Principal
- Anthony Grant: Scholars Elementary II Principal
- Tiffany McAfee: Scholars Middle Principal
- Lena Dowdell: Scholars Middle II Principal
- Tammy Myers: Scholars High Principal
- Katurah John-Sandy: Special Assistant to the Superintendent, Operations Manager