

Hebrew Public Charter Schools



NYS School Emergency Remote Instruction Plan SY2023-24

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Introduction

Hebrew Public developed the following **Emergency Remote Instruction Plan** to address the instruction of students if extraordinary circumstances prevent students and staff from physically attending school.

Hebrew Public Emergency Instruction Plan

The **Emergency Remote Instruction Plan** meets the requirements of New York State Education Commissioner's Regulations for inclusion in the 2023-2024 District-Wide School Safety Plan.

Explanatory Note

1. Hebrew Public is a Charter Management Organization (CMO) which oversees three NYC schools: Hebrew Language Academy Charter School (HLA), Staten Island Hebrew Public (SIHP), and Hebrew Language Academy Charter School 2 (HLA2). All descriptions of Hebrew Public's practice refer to the practice at all three schools.
2. All three NYC Hebrew Public schools are located in private spaces.
3. None of the three NYC Hebrew Public schools share their school building with other schools, businesses, or other entities.
4. This document reflects the planned course of action as of 9/5/2023. As guidance emerges and the health situation evolves, Hebrew Public will adhere to new guidance and best practice.
5. This plan reflects the guidance set forth by NYSED in [this document](#).

Overarching Vision

Hebrew Public Mission: To lead a national movement of exceptional, diverse public charter schools that teach Modern Hebrew to children of all backgrounds and prepare them to be successful global citizens.

We know, in any circumstance, the following are our core beliefs about instruction.

1. High expectations are driven through warmth and humanity.
2. A rigorous, inquiry based approach to learning will best prepare students for the world.
3. Data must drive instruction.
4. We value diversity and work to ensure the diversity of our world is reflected in our organization and schools at every level.
5. Teaching Hebrew is a gateway to building community and appreciating other cultures

In order to remain true to these core beliefs and achieve our mission, the following parameters drive our planning for hybrid and remote instruction.

- **Relationships are at the core of teaching.** Students are under the care of adults (both parents and teachers) who care about them, check in regularly on them, and provide them the support they need to be successful in school and life. Teachers and all staff must create a positive, structured, psychologically and emotionally safe classrooms and online/remote experience. Families are an essential part of this endeavour - it is our job to build relationships with them by communicating clearly and regularly with them
- **Data must continue to drive instruction.** We must have clearly defined goals and measures of academic achievement and progress for each student. We must have regular opportunities to collect and analyze data at the classroom, school, and network level.

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- **It is imperative that our in-school academic program and remote program are tightly aligned.** We want to maintain our core curriculum that prioritizes inquiry-based instruction as much as possible, and we will have to rely on aligned instructional platforms (e.g. Zearn, Amplify Reading) to ensure our students have opportunities to practice independently in the absence of in-person and live remote instruction.
- **We must act in a way that prioritizes the health and safety of our community.**
- **We must be budget-conscious:** We are not in a world of unlimited resources. In fact, we are in a world where the resources available to us are reduced. We need to focus on the solutions that are going to enable us to meet our vision while being budget savvy. We also need to be able to plan to be nimble if the budget situation worsens.
- **We will design for the vast majority.** We recognize that there may be a subset of students (students who are the primary caregivers of young siblings because their parents are working, students who truly do not have a quiet space to work) who may struggle to meet the demands of our academic program. We absolutely MUST know who these students are and create a series of modifications, but these must be individual modifications based on strong communication with the student and parent, not changes to our core expectations.
- **To create our vision for students, we must also be mindful of our staff:** In our planning we must be mindful of the demands that are placed on staff. In order for our students to feel known, loved, and challenged, our staff must feel that way too.
- **We must remain anchored in our OLAM values.** In order to be successful in this moment in time we must be outstanding problem solvers when situations arise that present a challenge to our plans. We must be lifelong learners who adapt to ever-changing circulates. We must constantly be aware of and intentional in our communication. We must be focused on making a difference.
- We must plan for and provide additional social-emotional supports.

Input

The following feedback from stakeholders informed these plans.

- A. Surveys
- B. Peer Networks
- C. NYSED
- D. Town Halls

Communications

- A. Hebrew Public is committed to communicating our plan thoroughly with all parties. Methods of communication include:
 - a. Town Hall meetings for staff and families
 - b. Webpages devoted to remote learning

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- c. Social media posts on Hebrew Public’s social media page and on each school’s closed parent/guardian page about remote learning
 - d. Email newsletters about remote learning, in the languages spoken at home by our community.
 - e. Surveys to solicit input, ideas, and questions
- B. Hebrew Public has a communication plan for communicating a closure of a single cohort or the school building.
- C. All plans include regular, substantive interaction between teachers and students whether delivered in- person, remotely or through a hybrid model of instruction.
- D. Family communications include contact-people for families to reach out to for questions about instruction and/or technology. This information is available in multiple languages and includes multiple methods of communication.

In the event that we need to close school due to an emergency, we must have a plan in place that aligns with our planned brick and mortar curriculum. We will use the lessons learned from this Spring to ensure we have an aligned, data driven program for students, and staff have been trained on [best practices for remote instruction](#).

Assumptions:

- Live instruction is valuable in small groups for skill building and content, in larger groups for community building. Large group online classes, especially for early elementary, are not the highest leverage use of time.
- We need data points in addition to teacher collected data about student mastery of content and skills; learning platforms can support that data collection

When To Implement Remote Instruction

Whenever a school building must close to instruction due to the activation of its **District-Wide School Safety Plan or Building-Level Emergency Response Plan**, a **Report of School Closure** must be submitted to the Commissioner of Education by the School Superintendent as required under CR 155.17(f) via the NYSED Report of School Closure portal. Even when remote instruction is provided during an emergency closure, a Report of School Closure must be submitted. This also applies when instruction can be delivered in an interim location or via another instructional modality.

When it is determined that it is safe to re-open a school building after an emergency closure, the School Superintendent must notify the Commissioner by completing a corresponding Report of School Re-Opening, via the NYSED Report of School Re-Opening portal.

The Report of School Closure is intended to provide immediate notification to the Commissioner regarding an emergency closure. The Report of School Re-Opening notifies the Commissioner of the

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re-opening and also collects the actual duration of the closure, the location and modality of instruction, and detailed information that may not have been available at the time of the closure.

Reasons for building closures may include, but are not limited to, natural disasters, power outages, instances of infectious disease, extraordinary adverse weather conditions and threats of violence. It is no longer required to submit a Report of School Closure for routine snow days.

The Commissioner's regulations define remote instruction as "instruction provided by an appropriately certified teacher, or in the case of a charter school an otherwise qualified teacher pursuant to Education Law §2854(3)(a-1), who is not in the same in-person physical location as the student(s) receiving the instruction, where there is regular and substantive daily interaction between the student and teacher." For the purpose of this plan, remote instruction means the instruction occurring when the student and the instructor are in different locations due to the closure of one or more of the district's school buildings due to emergency conditions as determined by the Superintendent of Schools. Emergency conditions include, but are not limited to, extraordinary adverse weather conditions, impairment of heating facilities, insufficient water supply, prolonged disruption of electrical power, shortage of fuel, destruction of a school building, shortage of transportation vehicles, or a communicable disease outbreak, and the school district would otherwise close due to such an emergency.

Ensuring Accessibility And Availability (Internet, Computers / Devices)

All Hebrew Public students are provided with a Chromebook at the start of the school year. In the event of an emergency, closing provisions will be made to the greatest extent possible to ensure that all students have their device at home for instruction.

Should devices not be taken home prior to a school closure, members of the non-instructional staff will work to mail computers home.

Similarly, should a computer need to be repaired, a loaner will be sent to the student's home with a box to return the broken computer. In the event there is a gap between when the computer is delivered, asynchronous activities will be provided for the student to manage instructional needs.

Hebrew Public shall survey families yearly to find out who has a reliable high-speed internet connection. A survey conducted in 2020 identified families who live in the district that do not have access, therefore remote learning is a challenge, if not impossible, for these students. Since 2020, every student who enrolls in the district provides information on internet access and computer accessibility. All survey information is stored and available in our PowerSchool SIS. When students do not have internet access, the district works with the families to provide mobile hotspots.

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If not possible for any reason, Hebrew Public will develop a plan to provide instructional materials for them as well as a process for recording attendance and grading.

The district works with the community to provide locations where internet access could be used if they are able to use these locations. Locations are scouted by non-instructional staff and disseminated through ParentSquare.

Staff also receive personal technology at the start of the school year and will follow similar procedures for repairs and maintenance. Should a staff member not have access to wi-fi a hotspot will be provided.

Pedagogy

All faculty should have an alternative general activity for students in the event that widespread power outages or other disruptions to connectivity occur preventing synchronous connection. If students lose connectivity, then the expectation is they will complete the alternate assignment provided.

All teachers in grades K-8 will use the academic platforms as their primary instructional platform.

Several district provided instructional technology software programs are available to support instruction along with a wide array of other resources curated by faculty. Teachers will utilize these programs to differentiate instruction, accessing a variety of delivery methods that best suit their course, grade level, and teaching style. The instructional approach **may include a combination of:**

Synchronous “Live” Instruction - Using ZOOM along with other digital platforms, teachers will deliver real time instruction to a full group or subset of students for up to 2 hours. Teachers may incorporate asynchronous or project-based opportunities within this model.

Teachers will make personal connections with all students during scheduled class times via Google Classrooms. These connections will allow teachers to take attendance, introduce new content or skills and will allow students to connect with their teachers and peers in order to be guided through lessons, ask questions, and maintain personal relationships. The duration of these synchronous connections depends on the grade level and daily instructional plan but should be the primary mode of instruction and substantial enough to guide learning.

Asynchronous Instruction - Using a variety of digital platforms, teachers will deliver captured or recorded lessons with associated expectations for students’ participation and assignment completion. These activities may include teacher/student synchronous interactions for a portion of the lesson.

Authentic Independent Instruction - Using a variety of methods, teachers will engage students in high quality learning activities. These activities must engage students in the learning process. Teachers will provide assistance to students in this mode of instruction through asynchronous and synchronous methods outlined above.

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Hebrew Public staff will also receive professional development from both network staff and partners like the Lavinia Group around how to best engage students in remote instruction.

Support For Students With Disabilities Or Special Needs

Hebrew Public will make every effort to implement support, services and accommodations, as indicated in students' IEPs or 504 Accommodation Plans, to the best of their ability, when providing virtual instruction. NYSED recognizes that there may be limitations to implementing certain services or accommodations through remote instruction and as a result, encourages districts to apply a "lens of reasonableness" to their approach.

Hebrew Public schools provide: a Free Appropriate Public Education consistent with the need to protect the health and safety of students with disabilities and those providing special education and services; meaningful parental engagement regarding the provision of services to their child; collaboration between the Committee on Preschool Special Education/Committee on Special Education (CPSE/CSE) and program providers representing the variety of settings where students are served; access to the necessary instructional and technological supports to meet the unique needs of students; and documentation of programs, services and communications with parents.

- Communication with parents
 - We have created Special Education Remote Learning Plans for each student who has an IEP. Remote Learning Plans are summaries of a student's IEP needs and include ways that educators plan to meet each of those needs during the virtual learning period. These plans are used during planning periods to identify supports for individual student needs during remote learning. These are also utilized during 1:1 check ins as a guide for teachers to maximize their time with a student. These plans serve as structured and documented efforts to support our students during this time. These plans are also shared with parents in their preferred language.
- CPSE and CSE: Hebrew Public staff collaborate very closely with the CPSE and CSE. **As an example of what that has looked like in the past**, CSE outreach in Spring 2020 consisted of the following:
 - Each school's Special Education Coordinator communicated with the relevant CSE every day. Calls were placed to the CSE's School Psychologist, Special Education Teacher, and/or Chairperson. In the rare event that all calls were unsuccessful, an email is sent. After each call, an email was sent to the CSE documenting the conversation. Note: each school has a different CSE.
 - Topics discussed included, but are not limited to,
 - Related services updates
 - Suggestions around proposed remote learning initiatives
 - Mandates and suggestions around documenting attendance and outreach

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- Emerging guidance and best practices

To support those with additional needs, the following policies are in place.

ICT:

During the portion of the day that they are not teaching, ICT teachers will offer one of two options:

- 1) ICT teachers will call ICT mandated students once daily.
 - a) During this call, they can communicate differentiated packet expectations for specific students (ex: suggesting specific problems, readings, and /or questions for students to complete if they need scaffolded work).
 - b) They can and should also offer support towards the student's individualized IEP goals. Ultimately, the purpose of this time is meaningful and purposeful feedback to the student that will help them access their current learning environment.
 - c) They should log this communication in the remote learning spreadsheet.

**These daily calls will provide additional support to students who are logging onto synchronous instruction, as well as keep a consistent connection with students that may have difficulty using technology or have situations at home that are preventing them from logging on.*
- 2) Offer a small group (3-5 students) check in daily. These check ins will offer teachers the opportunity to lead discussions about the day/weeks lesson and allow for peer-to-peer discussion. This will also allow teachers to plan mini-lessons for these small groups with targeted objectives for the students needs. They should log this communication in the remote learning spreadsheet.

For either of these options, teachers will reference Special Education Remote Learning Plans. Remote learning plans are summaries of a student's IEP needs and include ways that educators plan to meet each of those needs during this virtual learning period. These plans should be utilized during planning periods to specify how we are going to support individual student needs during virtual classes. These can also be utilized during 1:1 check ins as a guide for teachers to maximize their time with a student. Finally, these plans would serve as structured and documented efforts to support our students during this time. This documentation is one component that is helpful to ensure continued funding.

ICT providers will support in bi-weekly IEP goal monitoring for the students they service. This data will be referenced during the creation of IEP progress reports.

SETSS:

SETSS Providers will begin the launch of an ELA or Math lesson in whole group and then hold "break out small group sessions" during ELA and Math lessons as they normally would in school. They will continue to provide students with their mandated number of sessions. For example, if a student is mandated to have 2 ELA sessions a week and 1 Math session a week, they will be invited to that number of break out sessions. During that break out session, the SETSS provider can support the students with accessing the

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current material being presented in whole group or they can provide individualized support that a student requires to complete packet expectations or to reach their individualized IEP goals.

SETSS providers will contact each student on their caseload once a week and track that contact in the Remote Learning Spreadsheet.

SETSS providers will use communication forms to send weekly progress updates to classroom teachers. This form will also contain data from any assignments or assessments that the provider is administering, aside from the classroom teacher's work. It will also reference the student's level of participation and progress towards their goals.

SETSS providers will reference Special Education Remote Learning Plans. Remote learning plans are summaries of a student's IEP needs and include ways that educators plan to meet each of those needs during this virtual learning period. These plans should be utilized during planning periods to specify how we are going to support individual student needs during virtual classes. These can also be utilized during 1:1 check ins as a guide for teachers to maximize their time with a student. Finally, these plans would serve as structured and documented efforts to support our students during this time. This documentation is one component that is helpful to ensure continued funding.

SETSS providers will support in bi-weekly IEP goal monitoring for the students they service. This data will be referenced during the creation of IEP progress reports.

MLL:

MLL providers will push into ELA classes for each student on caseload at least once a week. They may participate in breakout rooms or other additional support as needed. MLL providers will reach out to all students on their case load once a week in order to provide purposeful and meaningful feedback and support them in accessing their educational environment. They will track these contacts in the Remote Learning Spreadsheet. Additional detailed directives will be provided shortly in terms of MLL supports that we will be providing. Additionally, all MLL teachers created Learning Profiles for their students utilizing their most recent NYSESLAT scores. These profiles detail specific challenges and strengths that the student currently has and maps out a plan on how to best support that student. These profiles are referenced to guide each lesson with a student.

Remote Learning Plans

SpEd Remote Learning plans are created for all students who have an IEP. Remote Learning Plans are summaries of a student's IEP needs and include ways that educators plan to meet each of those needs during this virtual learning period. These plans can be used during planning periods to identify supports for individual student needs during remote learning. These can also be utilized during 1:1 check ins as a guide for teachers to maximize their time with a student. Finally, these plans would serve as structured and documented efforts to support our students during this time.

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The modifications and accommodations listed on this plan include those in the areas of listening, writing, speaking, reading, and behavioral- these are all areas affected in Social Studies and in all courses. The expectation is that we are servicing students by applying these accommodations in all subjects.

Related Services:

Students who have consented to receive their virtual related services will receive them using the same mandates as listed in their IEP. Students who have virtual learning scheduled in the first half of the day will be serviced by related service providers in the afternoon so as not to interrupt their learning schedule. Students who have virtual learning scheduled in the afternoon will be serviced in the morning. Providers are flexible and work with families to create the schedule that works best for each child. This may include providing services after the scheduled school day, as an example.

Socio-Emotional Support:

System	Details
Advisory/ Morning Meeting	Every student, whether attending live class or remotely, should have live advisory or morning meeting.
Family outreach	Students and families receive frequent, informative touchpoints with our staff that help them keep informed about their scholar's progress. Teachers reach out to each family in class at least 1x week.
Counseling and other support	Systems for live and remote counseling are built into the schedule / Social Worker R&R. Every student who needs at-risk or mandated counseling should receive it during live or remote instruction. (Note: some counseling can be provided by trusted community organizations.) Remote counseling must be HIPAA compliant
Classroom Environment	Teachers will continue to reinforce the tenets of Responsive Classroom whether in person or virtually.
Community building	Live and remote rituals build community and school/grade/class pride happen frequently. Find opportunities to continue assemblies virtually (given that even for students who are present in live school, assemblies in a common area will not be possible).
Family Feedback	Regularly solicit feedback from families on their experience with remote learning.

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How will the district determine which students for whom remote instruction via digital technology is not appropriate? School specialists will assess each students' capacity and meet with families to determine appropriate instructional plan.

How will the district provide synchronous instruction for those students for whom remote instruction by digital technology is not appropriate? School staff will be available to provide synchronous instruction for small groups of students to meet their individual needs .

Student Expectations

All students will receive information on how to access course material and instruction from their teachers. Students are expected to follow all directions and requests to participate in instruction to the fullest extent possible. During synchronous instruction students are expected to be school ready. This includes being on time for class, engaging fully through video and audio as directed by their teacher, and presenting themselves in a manner that is in accordance with school expectations.

All students are expected to practice appropriate digital etiquette and responsible behavior during assigned Google Classrooms

- Mute yourself on meets as directed by your teacher
- **Cameras are to be kept on during classroom meets** unless directed specifically by your teacher to do otherwise.
- Students are expected to work in an appropriate setting when participating remotely / on-line. Work places include a desk, table, kitchen counter, etc... Other locations are not appropriate or acceptable.
- Student dress must be appropriate in all platforms - the Student Dress Code section of the Student Handbook / Code of Conduct applies to students in all platforms.
- If there are any circumstances preventing full and appropriate participation the student should let the teacher know. As this is a required attendance day, students must fulfill expectations for satisfactory participation as determined by their teacher.
- The virtual day will follow the same schedule framework as the MS and Elementary School to which the student is assigned. As with all school schedules, appropriate breaks will be included in the daily schedule for students and faculty, including time for lunch. Students will attend all assigned classes at their scheduled time. The method of instructional delivery will vary to facilitate appropriate screen time per age level within these parameters.

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Teachers will follow the same communication protocols that are established in school for addressing areas of academic or behavioral need. This includes a combination of email, phone calls, and academic/behavioral referrals to the administration. All effective strategies should be accessed to maintain effective communication.

Daily Schedule

Mix of Synchronous and Asynchronous Learning

We know that nothing replicates being in school, in person for learning. We also know that effectively facilitating and gauging student understanding via a large Zoom class is very challenging. Therefore, we want to strategically use the limited time we have for live instruction on remote days for community building and small group conferences.

During remote days all students launch with “live” instruction through a morning meeting, preview of the day’s assignments, and mini-lesson tied to English or Math content. Following this morning session, students will have live Hebrew, Specials, and will work on independent work connected to their in-school learning, either through SeeSaw, Google Classroom or a learning platform.

Small Group Prioritization

Students will have small group live instruction with a teacher.

Intentional Prioritization of Content

We have made decisions about what content to prioritize and the best mode of delivery-whether that be via video, asynchronous platform, live sessions, or in-school prioritization. Professional development time will be critical for teachers to plan together how to structure their week.

Hebrew

All Hebrew will be delivered during remote instruction days via Zoom. Classes will be 30 minutes. This will allow us to continue our proficiency approach and targeted instruction.

PreK-2 100% All Students Fully Remote Sample Schedule

Timing	Component
9:00a - 9:15a	Morning Meeting with Teacher <i>Synchronous (Whole Class)</i>

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9:15a - 9:45a	<p align="center">Reader's Workshop</p> <p><i>Option 1: Asynchronous video followed by small group conferences</i> <i>Option 2: Synchronous whole class launch followed by small groups</i></p>
9:45a - 10:30a	<p align="center">Guided Reading / Independent Reading/ Amplify Rotation</p> <p><i>Synchronous (Small Groups for GR) and asynchronous for others</i></p>
10:30a-11:00a	Break or Enrichment
11:00a - 11:30a	<p align="center">Writer's Workshop</p> <p><i>Option 1: Synchronous Launch and Independent Work</i> <i>Option 2: Asynchronous Launch and Independent work</i></p>
11:30a - 12:15	<p align="center">Phonics (GrK-2)</p> <p><i>Synchronous (Small Groups)</i></p>
12:15p - 12:45p	Lunch & Movement Break
12:45-1:00p	<p align="center">Writer's Workshop Discourse</p> <p><i>Synchronous (Whole Class)</i></p>
1:00p - 1:15p	<p align="center">Math Workshop Launch: Zearn/Eureka</p> <p><i>Synchronous (Whole Class)</i></p>
1:15p - 2:00p	<p align="center">Math Independent Work</p> <p><i>Asynchronous</i></p>
2:00p - 2:30p	<p align="center">Math Discourse</p> <p><i>Synchronous (Whole Class)</i></p>
2:30-3:00p	<p align="center">Hebrew</p> <p><i>Synchronous (small group)</i></p>
3:00p - 3:30p	<p align="center">Specials / Science</p> <p><i>Synchronous or Asynchronous</i></p>

**Student will complete an additional 45 minutes/day of independent reading for homework*

3rd-8th All Students Fully Remote Sample Schedule

Time	Component	Details
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8:00-8:30	MM/Advisory	
8:30-9:30	Independent Reading, Guided Reading, and Amplify Reading	Students “rotate” through independent work and small group synchronous instruction (GR). The log in to zoom when it is their small group time.
9:30-10:15	Hebrew	Synchronous, small group, scheduled at same time across school
10:15-11:00	Close Reading	
11:00-11:30	Number Stories	
11:30-12:00	Lunch and Outdoor time	
12:00-12:15	Math Launch	Group mini lesson (synchronous or asynchronous), assigned Zearn independent work, small group meeting
12:15-1:00	Math Independent Work	
1:00-1:30	Specials	Synchronous
1:30-2:00	Reader’s Workshop	Asynchronous, recorded teaching point (same for the network) and independent practice
2:00-2:30	Writer’s Workshop	Asynchronous, recorded teaching point (same for the network) and independent practice
2:30-3:30	Small group conferencing	