



*"Connecting Students to Literacy"*

## **BPCS Back to School Framework- Updated August 31, 2020**

### ***Back to School Overview***

*Opening Our Building*  
*Commencement of Instruction*  
*School Calendar*  
*School Schedule and Hours*

### ***Health and Safety***

*Protocols and Responsibility*  
*COVID-19 Testing*  
*Health Monitoring and Screening*  
*School Wide Policies and Procedures*

### ***Academics***

*Instructional Scheduling*  
*Teaching and Learning*  
*Special Education*  
*Support for English Language Learners*  
*Assessments*  
*Attendance*  
*Technology and Connectivity*  
*Professional Learning*  
*Certification, Incidental Teaching, and Substitute Teaching*

### ***School Wide Social-Emotional Well-Being***

### ***Communication and Engagement***

*Developing our Back to School Framework*  
*Communicating and Engaging with Families*  
*Methods of Communicating and Engaging*



*“Connecting Students to Literacy”*

### *Back to School Overview*

The COVID-19 pandemic has affected individuals and families in many ways- physically, emotionally, financially, and educationally and we know that this impact will continue through the 2020-21 school year and beyond. While no one can predict all the challenges that may arise over the coming weeks and months, it is imperative that we have a **“Back to School Framework”** that allows for a safe and orderly 2020-2021 school experience.

Designing, developing and building a new school is a daunting task for a community on its own. When faced with the monumental task of creating a **“Back to School Framework”** during this uncertain time and needing to assure we remain true to our mission and vision- our team continues to rise to the challenge. When our school building closed in March 2020, instruction and support services continued and our amazing community worked tirelessly to ensure that our students continued their educational experience.

Every decision made in our **“Back to School Framework”** and all of the thinking our team has done around planning, keeps our mission of providing our students with educational equity at the forefront. We recognize that like our students, our families have a variety of needs and that one size does not fit all when it comes to reimagining the school experience.

Without question, our main concern is doing our part in ensuring the health and safety of our school community- students, staff and families- which comes with many complex challenges:

- Catching up on months of lost in-person instruction;
- Addressing the social and emotional needs of our students in the wake of this catastrophe;
- Ensuring that any form of virtual learning provided our students with the ability to participate equitably, and that families were supported as much as possible
- Importantly, complying with all health and safety guidelines and procedures outlined by the CDC, NYS DOH, NYC DOHMH and New York State Education Department.

We acknowledge the difficulty that the uncertainty of the current time brings for our community and will continue to do our best with the scenario in front of us to meet the challenge of this current time. We continue to do our best to develop creative solutions for our unique community. We know that this is not forever and that by partnering with our amazing families and committed staff- we will succeed and will continue to be **BOLD, BRIGHT**, and **UNIQUE**.

We ask that all members of our community understand that the planning during this unprecedented period is not a one time event. This **“Back to School Framework”** is meant to be a “living, breathing document” and we expect specific elements of this plan will adapt and be updated over the course of the next several weeks. We will continue to remain in daily contact with NYSED, the NYC DOE and both the state and local health departments, as well as with our families, staff and outside consultants. Any updates will be included in a new version, which will be uploaded to our website.



*“Connecting Students to Literacy”*

### ***Opening Our Building***

Bridge Prep is bound by state and city decision-making with regards to how soon we can reopen our schools. As of August 31, 2020, Governor Cuomo has authorized schools across New York State to open. Schools will close if the regional infection rate is greater than 9% using a 7-day average. On July 31, 2020, NYC Mayor Bill de Blasio announced that all schools in NYC will need to close if the percentage of positive tests are equal to or more than 3% using a 7-day rolling average.

Since Bridge Prep is co-located on the Michael J. Petrides Campus, alongside two NYC DOE schools, it is our understanding that Bridge Prep is required to follow NYC DOE rules regarding access to and re-opening of our building’s physical space. This means that Bridge Prep will **not** be able to offer in person instruction if the NYC DOE determines their buildings to be safe to open. If DOE buildings are closed, and specifically, if buildings on the Petrides campus are closed, our building will be closed as well.

### ***Staffing***

As we launch the 2020-2021 school year, we recognize our ***“Back to School Framework”*** needs to be flexible and incorporate the needs not only of our students and families, but also the needs of staff members, who we believe are the most important assets we have in pursuit of our mission. We recognize that staff members will have unique needs and perspectives as we return to school, and we are committed to working with each staff member to meet them to the best of our ability.

Planning for the 2020-2021 school year requires us to identify which Bridge Prep staff members are considered “essential” in our building, to ensure the safe and effective operations of our ***“Back to School Framework”***. In general, we define “essential” staff as:

- Two (2) teachers (per classroom in use);
- Social Workers;
- School Aides;
- SETSS Teachers;
- Family and Community Engagement Coordinator;
- Dean of Specialized Instruction;
- Director of Teaching and Learning;
- Director of Operations; and
- Executive Director

Without each of these roles on site every time students are learning in-person, we do not believe we can safely or effectively operate our school. All staff members are expected to work according to the schedule assigned to them, both virtually or in-person.

The School asks all staff who are scheduled to report to the school building each day to complete an at home health and temperature check, prior to reporting to the building. Prior to entering the school building (upon arrival) staff may have their temperature read using a non-touch thermometer. This is in addition to the required at-home temperature checks.

School-based staff cannot report to the school building if they have:



### *“Connecting Students to Literacy”*

- Experienced any symptoms of COVID-19 (chills, cough, shortness of breath or difficulty breathing, fatigue, muscle or body aches, headache, loss of taste or smell, sore throat, congestion or runny nose, nausea or vomiting, or diarrhea), including a temperature of greater than 100.4°F, in the past 14 days;
- Been knowingly in close or proximate contact in the past 14 days with anyone who has tested positive through a diagnostic test for COVID-19 or who has or had symptoms of COVID-19 (fever or chills, cough, shortness of breath or difficulty breathing, fatigue, muscle or body aches, headache, loss of taste or smell, sore throat, congestion or runny nose, nausea or vomiting, or diarrhea);
- Tested positive through a diagnostic test for COVID-19 in the past 10 days; and/or
- Traveled internationally or from a state with widespread community transmission of COVID-19 per the New York State Travel Advisory in the past 14 days.

New York City strongly recommends all its residents to get tested for COVID- 19. Testing is free and readily available at many locations across NYC. In order to support testing, New York City will prioritize access to testing and communication of test results at any of 34 city-run testing locations, where they will receive test results in 24 hours.

All staff must be tested for COVID-19 at least seven calendar days prior to their first day expected day of work in the school building. Additionally, the School encourages that all staff get tested on a regular basis (at least once a month). Staff members must report COVID-19 test results via email to our dedicated email address: [health@bridgeprepcharter.org](mailto:health@bridgeprepcharter.org) or our direct health reporting phone- line. If a positive case is reported, Bridge Prep will follow the procedures outlined in our ***Back to School Framework***.

All staff medical information will be kept private, in compliance with FERPA. Additionally, according to the NYS DOH, schools are prohibited from keeping records of faculty, staff, and visitor health data (e.g., the specific temperature data of an individual), but are permitted to maintain records that confirm individuals were screened and the result of such screening (e.g., pass/fail,cleared/not cleared).

### ***Accommodation Requests***

We know that some staff members may have accommodation requests based on their own or their families’ needs, and we will do our best to respond to those accommodations requests in a reasonable and equitable manner. Staff were made aware that any staff member who is [immunocompromised](#) or otherwise medically diagnosed as being high risk for contracting COVID-19(according to the CDC ) or whose immediate family member(s) living with them is [immunocompromised](#) or otherwise at high risk contracting COVID-19( according to the CDC) requesting an accommodation should notify the school and then submit a Work Accommodation request in the Little Bird Nest. Any employee with questions about this process can reach out to LittleBird HR directly at [HRSupport@littlebird.hr](mailto:HRSupport@littlebird.hr).

Please note: Employees requesting an accommodation should be prepared to share the following information:

- How the disability creates a limitation
- How the requested accommodation will effectively address the limitation
- Whether another accommodation could solve the issue



### *“Connecting Students to Literacy”*

- How the proposed accommodation will enable the employee to continue performing the job's essential functions
- Documentation from their medical provider

LittleBird HR will coordinate on behalf of staff members with Bridge Prep and the school will make the final decision about whether to approve/deny accommodation requests. Approval or denial of the request will be communicated to staff members by the school. The staff member's manager will be notified as to the staff member's overall status without disclosing the reason for the accommodation request. If the accommodation request is denied, the staff member's options will be discussed. If the accommodation request is approved and the staff member's job is not conducive to remote work, other duties may be assigned.

If an accommodation request is deemed unreasonable, that is, if approving the accommodation request would otherwise place an undue hardship on Bridge Prep's ability to operate or fulfill this ***“Back to School Framework”***, staff members are encouraged to open dialogue with Bridge Prep to identify if any additional adjustments may be available. Additional information may be found in the updated version of the Staff Handbook.

Bridge Prep may be able to fulfill accommodation requests without undue hardship by making scheduling adjustments. In doing so, Bridge Prep will ensure that workloads remain evenly distributed among all team members such that fulfilling the accommodation request will not place an undue hardship or outsized workload on other employees.

#### ***Non-Medical Accommodations***

We understand that parents/caregivers will have a particularly unique experience navigating the school experience and managing parent/caregiver responsibilities. Knowing that increased flexibility may be needed, we encourage staff members to proactively work with their manager to identify and manage their needs. We will explore flexible solutions that honor our commitments to students where possible.

#### ***Families First Coronavirus Response Act***

Additional Sick Day and Family Leave options have been made available under the [Department of Labor Families First Coronavirus Response Act \(FFCRA\)](#), from April 1, 2020-December 31, 2020. See [here](#) for public notice.

There are six(6) reasons why an employee would request a COVID-19 related leave, which would fall under the FFCRA if the employee is unable to work:

- If the employee is subject to a Federal, State or local quarantine order related to COVID-19
- If the employee has been advised by a healthcare provider to self quarantine related to COVID-19.
- If the employee is seeking COVID-19 symptoms and is seeking a medical diagnosis
- If the employee is caring for an individual subject to a Federal, State or local quarantine order related to COVID-19 or self quarantine related to COVID-19.
- If the employee is caring for his or her child whose school place of care is closed due COVID-19 related reasons.



### *“Connecting Students to Literacy”*

- If the employee is experiencing any other substantially-similar condition specified by the U.S. Department of Health and Human Services.

***\*Note: If an employee can do their assigned job remotely, they are not eligible for leave under FFCRA.***

When requesting this form of paid sick leave or expanded family medical leave, employees will need to submit specific information in writing. Guidance about what information and documentation employees must submit will be provided to employees in the Staff Handbook.

Any staff member that is required to quarantine by a health professional for an extended period of time and is unable to work remotely, should inform their director supervisor immediately, orally or in writing. Upon notification from the employee, supervisors are asked to follow School communication protocols outlined in this ***Back to School Framework***.

### ***Commencement of Academic Year 2020-2021***

The 2020-2021 Academic Year will commence virtually for ***all*** students on September 9, 2020. There are many factors that go into our thinking and decision making around a start-date for in-person instruction, namely:

- Delivery of an equitable academic experience- both in person and virtually- for all teachers and students.
- Accounting for factors outside of our control, directly controlled by the NYC DOE such as: final confirmations on transportation, special education services, and finalized construction of new spaces.
- Assurance from the NYC DOE that the building’s HVAC and air filtration systems are cleared for occupancy of students and staff, according to mandated guidelines.
- Allowing time for essential new procedures and systems (arrival/dismissal, food services, transportation issues, nursing and school safety) to be in place on our campus before Bridge Prep attempts to bring students into the school building. We will keep our students safer and ensure they are cared for if we give time to the larger system to get up and running before we also operate out of the campus.
- Providing time for students and families to adapt to our virtual platforms, provide focused support for families and students related to technology and troubleshoot any remaining technology access issues.

Based on the most recent information provided by the NYC DOE as of August 13, 2020, Bridge Prep anticipates that we will be able to have students in our building for in-person instruction ***no earlier than September 22, 2020***. Please note that in-person instructional programming start dates are subject to potential modifications as a result of the various factors noted above. We will continue to keep families updated should any changes to this decision occur.

### ***School Calendar***

Bridge Prep will work to have a comprehensive, thorough school calendar that reflects relevant dates, events (virtual or otherwise), vacations, and important academic milestones. As was the case in our inaugural school year, we will attempt to align our calendar to the NYC DOE’s calendar as much as



*“Connecting Students to Literacy”*

possible given the many crosswalk services between Bridge Prep and the NYC DOE, as well as the knowledge that many families have children in both Bridge Prep and NYC DOE schools. As of August 31, 2020, Bridge Prep has not seen a copy of the NYC DOE calendar for the 2020-2021 school year. Bridge Prep anticipates sharing a copy of our finalized 2020-2021 school calendar with families by Family Orientation on September 8, 2020.

***School Schedule and Hours***

Our approach with school schedule and hours works to accomplish the following goals:

- Provide students with meaningful academic experiences and enough daily time to not have to reduce academic and enrichment offerings. This meant planning our academic days to mirror our current school schedule, which offers a longer school day and additional hours of academic time.
- Provide predictability and consistency for students and their families, preparing for school in the current time and in the future.
- Mirror the school day structure as best as possible.
- Withstand changes in external context which may require us to move in and out of different in-person or remote scenarios
- Take family feedback into account and accommodate needs of families who have varying home specific scenarios that may include work related issues or the need to support multiple students in at-home learning
- Assure that when students are at home learning, that they are not being asked to spend an entire day in front of a screen.
- Understand the needs of teachers and staff, both professionally and personally.

When accounting for our existing and newly created instructional space and specific health and safety protocols, we are limited to having between 35-50% of our whole school capacity in our building at one time. Understanding these guidelines, and assuring that we are doing our best to keep students and staff safe, families will be allowed to select from **1 of 3 instructional schedules**: an option that allows students to remain home for all virtual instruction and two blended learning options. Blended learning is a combination of in-person and virtual instruction.

		Monday	Tuesday	Wednesday	Thursday	Friday
<b>Blended Learning Schedules</b>	<b>BOLD</b>	Virtual Instruction	In-Person Instruction	In-Person Instruction	Virtual Instruction	Virtual Instruction
	<b>BRIGHT</b>	Virtual Instruction	Virtual Instruction	Virtual Instruction	In-Person Instruction	In-Person Instruction
<b>Fully Virtual Schedule</b>	<b>UNIQUE</b>	Virtual Instruction	Virtual Instruction	Virtual Instruction	Virtual Instruction	Virtual Instruction

Any day that students are learning from home, we are committing to providing student(s) with LIVE teaching in our CORE instructional content: Math, ELA, Guided Reading and Orton-Gillingham. We will be providing our LIVE virtual teaching via a special technology we have purchased called a Swivl. More



*“Connecting Students to Literacy”*

information about Swivl can be found by clicking [here](#). All families were provided a survey asking them to choose a schedule that best meets their needs by **August 6**. Families will not have to commit to any option for the entire school year, and will be able to make changes to their chosen schedule.

- Any family that chooses the **BOLD** or **BRIGHT** schedule (blended learning), can choose to go to the **UNIQUE** schedule (all virtual) at any time and will need to make Ms. Ebanks aware prior to making the switch.
- Families who start their student on the **UNIQUE** schedule (all virtual) that want to switch their student into the **BOLD** or **BRIGHT** schedule, *must* first check with the school to see which schedule (if any) and classroom have available space availability before making the switch/transition.

**In-Person Hours** will be kept consistent with what would have been true this school year. These hours will be effective on days that students are scheduled to be in the building, based on their specific programmed schedule, **BOLD** or **BRIGHT**.

**Remote Hours** account for a start time of school that is consistent with the start time that students will have when they attend in-person instruction. Remote hours are effective on days that students are scheduled to be not in the building, based on their programmed schedule and for students daily on the all virtual **UNIQUE** schedule. Remote hours are divided into two different time blocks: Live Instructional time and Structured Virtual Enrichment time.

In-Person Hours	Remote Hours
Staff Arrival: 7:00-7:30AM Student Arrival: 7:40-8:15 AM Dismissal: <ul style="list-style-type: none"> <li>• Monday, Tuesday, Thursday - 4:15 PM</li> <li>• Wednesday and Friday - 3:15 PM</li> </ul> *Please note that arrival and dismissal times are subject to potential modifications as a result of staggering needs. Specific time windows may be assigned.	Start of Live Instruction: 8:15 AM End of Live Instruction: 12:45 PM End of Official School Day: <ul style="list-style-type: none"> <li>• Monday, Tuesday, Thursday - 4:15 PM</li> <li>• Wednesday and Friday - 3:15 PM</li> </ul>

*Health and Safety*

*Protocols and Responsibility*

Bridge Prep will remain compliant with NYS Education Law § 906, which states:

- “whenever...a student in the public schools shows symptoms of any communicable or infectious disease reportable under the public health law that imposes a significant risk of infection of others in the school, he or she shall be excluded from the school and sent home immediately, in a safe and proper conveyance.”
- “the school shall immediately notify a local public health agency of any disease reportable under the public health law.” and;



### *“Connecting Students to Literacy”*

- “the school nurse, or other health professionals acting upon direction or referral of the DOH, or District Medical director, may make such evaluations of teachers and any other school employees, school buildings and premises as, in their discretion, they may deem necessary to protect the health and safety of the students and staff.

Bridge Prep will engage in regular monitoring and screening of students and staff health to ensure that we can appropriately exclude those who might be infected and break the chain of transmission for the potentially impacted cohorts of students and staff.

Bridge Prep will ensure that all students and staff are taught and trained on how to follow and adhere to CDC and DOH COVID-19 protocols safely and correctly through verbal presentations and messaging, and written communication (signage, flyers and notices). This communication, which will be provided in multiple languages spoken by staff and families in our community, will include (but is not limited to) information on:

- Resources and information about COVID-19 signs, symptoms and access to testing;
- Hand hygiene and respiratory hygiene.
- Use of PPE, specifically acceptable face coverings and those to be used at school;
- Social distancing; and
- New school policies and procedures.

This information will be shared with families as well, so that they may be sharing this information with their students at home.

### ***COVID-19 Testing***

Bridge Prep will consult with our assigned NYC DOHMH school nurse to determine which staff and students presenting symptoms should be referred for COVID-19 tests. COVID-19 testing is available across New York City and any student or staff member who is experiencing COVID-19 symptoms or has been exposed to COVID-19, should get tested.

In the event that Bridge Prep students and staff need access to large-scale testing, we will follow directions from the NYC DOHMH regarding where testing should happen and will communicate that to the school community in multiple languages. Bridge Prep will follow all metrics as set by NYC DOHMH if cases in NYC are increasing beyond an appropriate level and modify in-person instruction as necessary.

All student and staff medical information will be kept private, in compliance with FERPA and Education Law 2-d. Additionally, according to the NYS DOH, schools are prohibited from keeping records of student, faculty, staff, and visitor health data (e.g., the specific temperature data of an individual), but are permitted to maintain records that confirm individuals were screened and the result of such screening (e.g., pass/fail,cleared/not cleared).

### ***Health Monitoring and Screening***

All students and staff will have their temperature checked using non-contact thermometers upon entry into their specific entry point of the building. Staff will complete a daily screening questionnaire upon



*“Connecting Students to Literacy”*

arrival to school. **Any student or staff member with a temperature above 100.4 degrees will be immediately sent to the school nurse for an assessment before accessing their classroom.** If the school nurse is not available, or at the direction of the school nurse, the school will contact the parent/guardian to come pick up their student. The student will wait in the assigned isolation room until they are picked up. If the School is unable to get in touch with the parent or guardian, or if the parent is unable to come pick up their student, the School will call the emergency contacts listed on the student’s Emergency Card to come pick up their student.

Staff conducting temperature screenings will supervise students who are waiting their turn to ensure that they are socially distanced. Bridge Prep will provide PPE for staff conducting temperature screenings of students and other staff members. It is the understanding of Bridge Prep that the DOHMH will provide all the PPE and supplies necessary for outfitting the school health office and school nurse, including but not limited to eye protection, gloves, gown, and masks.

Throughout the school day, staff will observe students and other staff members for signs of any type of illness such as flushed cheeks, rapid or difficulty breathing (without recent physical activity), fatigue and/or irritability, and frequent bathroom use. Any staff or student exhibiting these signs with no other explanation for them, will be sent to the school health office for an assessment by the school nurse. If the school nurse is not available, or at the direction of the school nurse, the School will contact the parent/guardian to come pick up their child or send the staff member home. The student will wait in the assigned isolation room until they are picked up. If the School is unable to get in touch with the parent or guardian, or if the parent is unable to come pick up their student immediately, the School will call the emergency contacts listed on the student’s Emergency Card to come pick up the student.

Staff will immediately report any illness of students or other staff members to the school nurse or members of the School Leadership Team. Such reports will be made in compliance with FERPA and Education Law 2-d.

Any student or staff member who has a fever or other symptoms of COVID-19 that are not explained by a chronic health condition, such as asthma, allergies, chronic gastrointestinal conditions, etc., **must** be sent home. The student’s parent or guardian will be instructed to call their health care provider, or if they do not have a healthcare provider, to follow up with a local clinic or urgent care center. Should symptomatic students or staff members have emergency warning signs such as trouble breathing, persistent pain or pressure in the chest, new confusion, inability to arouse, bluish lips or face, the school nurse or the School will call 911 and notify the operator that the person may have COVID-19.

If a student or staff member reports having tested positive for COVID-19, Bridge Prep will notify the local health department immediately to determine what steps are needed for the school community.

Bridge Prep has designated multiple spaces to be used for school health purposes. One room will be for healthy students to obtain medications and nursing treatments and another will be a space for ill persons. Any student who cannot be picked up immediately will be supervised. Bridge Prep has identified additional spaces that can be made available in the event that more space is required to maintain safety, or keep students separated further.



*“Connecting Students to Literacy”*

All families and staff will be provided with resources to educate themselves regarding the careful observation of symptoms of COVID-19 and health screenings to be conducted each morning before coming to school in multiple languages. Any student or staff member with a fever of 100.4°F or greater and/or symptoms of possible COVID-19 virus infection should not be present in the school building. The CDC keeps an up to date list of symptoms of COVID-19 on its website. This list is not all inclusive as some individuals may display other symptoms or none at all.

As of 8/31/2020, the following are listed as the most common symptoms of COVID-19:

- Fever or chills (100°F or greater);
- 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; and/or
- Diarrhea.

Families and staff are required to notify the school when they develop symptoms during or outside school hours. If an individual has symptoms of COVID-19 they are asked to get tested as soon as possible. Families and staff members must report screening results and positive COVID-19 test results via email to our dedicated email address: [health@bridgeprepcharter.org](mailto:health@bridgeprepcharter.org) or our direct health reporting phone line. If a positive case is reported, Bridge Prep will follow the procedure outlined below (see Positive Case Procedures).

Bridge Prep will follow CDC, NYS DOH and NYC DOHMH guidance for allowing individuals to return to the school building after exhibiting symptoms of COVID-19.

***Confirmed COVID-19 Diagnosis or Symptoms***

If an individual **receives a positive COVID-19 test or has been exhibiting symptoms and signs of COVID-19 and consults a healthcare provider**, they should not be at the school building and should remain home for virtual learning until:

- It has been 10 calendar days from when the individual first had symptoms;
- It has been at least 3 calendar days since the individual has had a fever (without using fever reducing medicine); and
- It has been at least 3 calendar days since the individual’s symptoms improved, including cough and shortness of breath; and
- The individual presents clearance from a healthcare provider evaluation, provided to the School and for employees, uploaded into the LittleBird Nest.



## *“Connecting Students to Literacy”*

### *Non- Confirmed COVID-19 Diagnosis*

If a person(student or staff member) **does not receive a positive COVID-19 test and is not diagnosed with COVID-19** by a healthcare provider (physician, nurse practitioner, or physician assistant) they can return to the school building:

- It has been at least **24 hours** since the individual has had a fever (without the using of fever reducing medicines) and the individual has felt well for all **24 hours**;
- If the individual has been diagnosed with another condition and has a written note from a healthcare provider stating they are clear to return to the school building.

### *Exposure to COVID-19*

Per the NYC Test + Trace Corps and DOHMH, any individual who has been in a classroom with a confirmed case are assumed to be close contacts and must be instructed to quarantine for 14 calendar days since their last exposure to that case. Learning will continue remotely for all classes impacted by any quarantine.

Any individual who is considered a close contact of a positive case can only return to the school building when all the following criteria are met:

- The individual has completed a 14-calendar day quarantine regardless of symptoms or test results since their last exposure to that case;
- The individual presents clearance from a healthcare provider evaluation, provided to the School and uploaded into the LittleBird Nest; and
- The individual has been symptom free for 24 hours without the use of medication.

### *Contact Tracing*

Contact tracing is a public health function performed by local public health departments to trace all persons who had contact with a confirmed case of COVID-19. In order to protect students and staff during the COVID-19 pandemic, the NYC DOHMH will support all schools in NYC by investigating confirmed COVID-19 cases. The NYC DOHMH and the NYC Test + Trace Corps, will perform contact tracing as recommended by the CDC, which is a key strategy for preventing further spread of COVID-19. The NYC DOHMH will support with rapid identification of close contacts within a school to identify individuals who need to quarantine. A positive case can be reported to a school in several ways:

- NYC Test + Trace Corps finds through case interview
- Staff or parent alert the School
- Staff or parent alert the NYC DOHMH hotline

The NYC Test + Trace Corps and DOHMH will begin investigating self-reported positive COVID- 19 test results from a school community within three hours. Bridge Prep will cooperate with the NYC's Test and Trace Corp. program and any other mandates required by the NYC DOHMH. Confidentiality will be maintained as required by federal and state laws and regulations. Bridge Prep will assist public health departments in knowing who may have had contact at school with a confirmed case by:

- Keeping accurate attendance records of students and staff members;
- Ensuring student schedules are up to date;
- Keeping a log of any visitors which includes date, time and where in the school they visited;



### *“Connecting Students to Literacy”*

- Assisting local health departments in tracing all contacts of the individual at school in accordance with the protocol, training, and tools provided through the NYC Test + Trace Corps

#### *Positive Case Procedures*

If Bridge Prep is made aware that a student or staff member has tested positive for COVID-19, Bridge Prep will:

- Report cases to all relevant stakeholders including the NYC DOHMH, school nurse, co-located communities, and other required health agencies and take appropriate contact tracing measures.
- Implement our normed communication protocol to staff and families while protecting the privacy of all students and staff.
- Schedule exposed cohort(s) of students and staff to fully virtual learning with no in-person instruction for **14 calendar days**.
- Close off areas used by a sick person until after cleaning and disinfection has occurred.
- Opening outside doors and windows to increase air circulation in the area.
- Wait at least **24 hours** before cleaning and disinfection. If waiting 24 hours is not feasible, wait as long as possible
- Clean and disinfect all areas used by the person suspected or confirmed to have COVID-19, such as offices, classrooms, bathrooms, lockers, and common areas.
- Reopen the area once it has been appropriately cleaned and disinfected.
- Allow individuals without close or proximate contact with the person suspected or confirmed to have COVID-19 to return to the area and resume school activities immediately after cleaning and disinfection.

If Bridge Prep is made aware that two or more confirmed COVID-19 cases are linked in the school, but not in the same classroom, the school building will close for **14 calendar days**. All students and staff will transition to fully remote learning.

If Bridge Prep is made aware that another person in the same residence of a student or staff member is diagnosed with COVID-19, the student or staff member will not attend school in-person for **14 calendar days** and will attend classes virtually. If someone is contacted via contact tracing and told that they have been in contact with someone who has tested positive, and are told to quarantine, they should do so.

#### *School Closure*

Bridge Prep will work with the NYC DOHMH to determine what conditions (i.e. number of positive COVID-19 cases in the building) would trigger a specific class cohort, whole schedule cohort, or full school closure and the amount of time of the closure. If absentee rates impact the ability of the school to operate safely, the Executive Director will consider closing school. Bridge Prep may choose to modify operations prior to closing to help mitigate a rise in cases. Bridge Prep will consult with the DOHMH when making such decisions.

All schools in New York City will need to close if the percentage of positive tests are equal to or more than 3% using a 7-day rolling average.



*“Connecting Students to Literacy”*

**School Wide Policies and Procedures**

***Facial Coverings & Hand Washing***

According to the CDC, “COVID-19 spreads mainly from person to person through respiratory droplets produced when an infected person coughs, sneezes, or talks. These droplets can land in the mouths or noses of people who are nearby or possibly be inhaled into the lungs.” Face coverings are meant to protect other people in case the wearer is unknowingly infected but does not have symptoms. We will wear facial coverings to limit the spread of the virus and slow unknowingly infected people from transmitting it to others.

**Students and staff will be required to wear facial coverings in the school building, most notably in the classroom, hallways and at times when physical distancing is difficult.**

The mandatory use of face coverings will be enforced for all individuals while **inside** the building at all times with the following exceptions: when students are eating or if/when they are receiving individual mandated special education services with the use of a protective partition to separate the provider and student. When outside, students may be permitted to take off their facial covering for a “mask break”.

In the event that a student refuses to wear their facial covering, or refuses to put on their facial covering when directed by a staff member, the student’s parent or guardian will be called to come pick them up and they will be sent home.

Bridge Prep understands that NYS has exemptions/waivers for children with medical or behavioral intolerances who can’t tolerate face masks. Students who cannot tolerate a face covering medically, including times where such coverings would impair their physical or mental health, may not be subject to wearing a face covering. Medical documentation from the student’s healthcare provider will be required and should be submitted to the school at least 7 days prior to the first day of in-person instruction for consideration and a determination.

Bridge Prep will provide 2 reusable/washable cloth facial coverings with a specialized windowed panel at the mouth to each student. Each staff member will be provided with reusable/washable face coverings, with transparent, windowed panels near the mouth as well as a clear face shield for additional protection. Extra disposable face coverings will be kept on site. All reusable facial coverings provided by the school are hand or machine washable. Additionally, staff and students that are at increased risk and have medical conditions will be eligible to receive an N95 mask (one per 30 days) upon submission of documentation from a medical provider to the School.

Families will be asked to make sure that their student arrives at school wearing a protective face covering and that the two reusable facial coverings provided by the school are sanitized (washed) prior to return to school. Staff will also be asked to arrive at school wearing a protective face covering, sanitizing their school-provided face coverings before and after usage.



*“Connecting Students to Literacy”*

Bridge Prep will provide all community members guidance around sanitation of face coverings and reuse. Students should be frequently reminded not to touch the face covering and to wash their hands frequently. Students and staff will engage in frequent hand washing and sanitizing, with designated times identified in their daily schedules. Students will receive explicit instruction about health and hygiene during their Morning Meetings for the first few weeks of school. Hand sanitizing stations will be placed at all entrances, all common spaces, and throughout classrooms. Staff and students will be asked to sanitize their hands when entering their classroom or office.

*Small Cohort Size and Physical Distancing*

The primary lever that Bridge Prep will use for minimizing the risk of exposure for students and staff will be to limit the size of classes and cohorts. Cohorts of students will stay together with their same teachers throughout and across school days, and will not mix. This will minimize spread and facilitate contact tracing if necessary.

We anticipate launching the school year with approximately 50% of students in an individual class at a given time, depending on the number of students that opt for a fully remote schedule and approximately 3 adults in a room at a given time. This translates into the following approximate breakdown by grade, which is subject to adjust slightly:

First Grade	Second Grade	Third Grade
5 to 8 students at once	9 to 11 students at once	10 to 13 students at once

Students will stay in the same classroom all day and transitions between classrooms will be suspended. Where required, teachers and staff will transition between classrooms to a limited set of cohorts and students needing to transition out of the classroom to receive services will do so. Special teachers (ex. art, music, etc.) will go to individual classrooms. Adjustments will be made to schedules and spaces utilized by social workers, SETSS teachers and related service providers. Bridge Prep will work with the CSE and our service providers to be sure that we are in compliance with individual students’ IEP service mandates, while continuing to prioritize the health and safety of students and staff and other elements of this **“Back to School Framework”**. Further clarification on scheduling and delivery of specific mandated services is forthcoming and will be communicated to families upon final guidance.

Generally, students who will be in the same classroom together will make any needed transitions together, and dismiss together. Large group gatherings and assemblies will be suspended until further notice, including field trips, athletics, and after-school programs. Classes such as physical education, dance, and chorus, where physical activity or singing are focal points, will be programmed during virtual learning periods only.

Even with established cohorts, staff and students must maintain physical distancing protocols. All students and staff must adhere to CDC physical distancing guidelines (currently 6 feet apart) at all times. Tape markings will be placed on the floor in areas where students transition to assist in maintaining distance. Single direction movement will be maintained at all times, unless otherwise necessary.



*“Connecting Students to Literacy”*

Each classroom will maintain a desk configuration that enhances physical distancing, allowing students and staff to remain several feet apart. All desks will face the same direction. Handshakes and any other routines that call for physical contact are prohibited. Staff may not touch students at all. Only virtual hugs, handshakes, and high fives.

In general, Bridge Prep will be limiting access to our building to all visitors and meetings with families will be conducted via phone and video conference. Any visitors, contractors, and vendors, including NYC DOE service providers, who must access the school building will be mandated to follow all of the policies and procedures outlined in this document, including having their temperature screened upon arrival and must wear a face covering at all times. Staff will not be allowed to bring their own children to work under any circumstances.

***Restriction on Common Spaces and Shared Materials***

Bridge Prep will limit use of shared materials and spaces where staff and students might be introduced to the virus still living on those surfaces. Staff will teach and reinforce classroom procedures that minimize students touching the same items.

Students will not have access to common spaces such as the main office, administrative offices, teacher planning space or high traffic areas. Staff access to, and use of, these spaces will be limited and each space will have maximum capacities (depending on size), sign up sheets for use, and will require staff to sanitize their hands before returning to their classroom or office.

All student restrooms will be utilized as single occupancy bathrooms. Students will be able to use the restroom one at a time and must wash their hands before leaving the restroom. Staff will monitor restroom use to ensure social distancing and hand-washing. Staggered restroom schedules will be implemented. Guidance will be provided to Staff around use of the staff restrooms, and will follow all pre-described health and safety guidelines and cleaning protocols.

Water fountain spouts will not be used. Students will not be permitted to use water fountains and will only be permitted to fill their own water bottle (provided in their welcome kit) at the water jet, once per day. There will be no sharing of water bottles among students. Students who come to school without their water bottle will be provided with a disposable alternative.

All students will be provided adequate supplies to minimize sharing of materials in school wherever possible. Inside the classroom, each student will have their own cubby to store learning materials for the day. Cubby units will be spaced around the perimeter of the classroom to promote social distancing. As noted in the section about Technology, all students will have 1:1 technology which they can leave at home, for their virtual at home learning and will have access to individual technology in the classroom should it be required.

Students will hang their belongings (jacket, bookbag, lunch bag, etc.) on hooks (spaced apart) outside of the classroom. Students will only bring learning materials into the classroom. Given our no homework policy, we encourage all families to limit the amount of items students bring with them to school. Lunch



## *“Connecting Students to Literacy”*

boxes should only be sent if there are refrigeration needs. Bookbags should only contain necessary learning materials (books, writing materials, etc.).

Staff will have self-contained supplies, including whiteboard markers, PPT clickers, and other key materials. Each staff member will have their own locker, where they can keep their materials and personal items so as to not share space with other staff. Staff will also be encouraged to limit the nonessential items that they bring to school.

### *Arrival and Dismissal*

***No students will be permitted to enter the building prior to 7:40 a.m. each day. Staff will be permitted to enter the building beginning at 7:25 a.m. each day.*** Bridge Prep will implement modified arrival and dismissal procedures to ensure physical distancing and temperature screenings. Students will have designated entry points assigned to specific classes, to allow for minimal movement throughout the building and to provide direct access from entry to a student’s classroom destination. All staff and students will use hand sanitizer upon entry into the school building. Students who arrive after 8:15 should report to the Main Entrance for temperature screening.

Bridge Prep is developing specific locations on campus where families can stand and wait for their student to be dismissed. Families will need to stand at these designated waiting areas, which will include markings and signage, for their student. Teachers will escort their socially distant cohort of students to their dismissal location. Parents must contact the Main Office if they are picking up a student before dismissal time and must wait at the Main Entrance for their student.

### *Student Nutrition*

Bridge Prep takes part in the NYC SchoolFood Program and saw participation from a majority of our students in our inaugural year. All meals served to students will comply with the relevant Child Nutrition programs, including the School Breakfast Program and National School Lunch Program. All grab and go meals, as well as any meals served in classrooms, will follow all relevant USDA nutritional and meal pattern requirements. Bridge Prep has been made aware that the NYC DOE’s Office of Food and Nutrition Services is working closely with the NYSED Child Nutrition Office to ensure full adherence to USDA program accountability requirements. Particular attention is being given to the grab and go meals that will be served to students not attending school in person, ensuring appropriate measures are in place to guarantee that only meals served to enrolled students are claimed for reimbursement.

Bridge Prep has been notified by the NYC DOE that no students will be able to eat meals in the cafeteria unless otherwise given clearance. This means that meals (breakfast and lunch) will be held in classrooms. Grab-and-go meals will be available for breakfast and lunch each day, though students will also be permitted to bring their own lunch if preferred. Grab-and-go meals will be delivered to students in classrooms for lunch, and pickup points within the school will be designated for student pickup of breakfast. Sufficient stations will be set up throughout the school building to accommodate the student population and avoid overcrowding. Signage will be provided to direct students to pick up points within the school.



### *“Connecting Students to Literacy”*

There will be no food sharing of any kind. To reinforce students’ learning from the aforementioned health lessons, NYC DOE will provide posters to each school to remind students of these important hygiene protocols and to not share food or beverages. NYC DOE will also provide additional posters for schools to use as is appropriate for individual spaces, including directional signs.

Bridge Prep is in the process of working with SchoolFood to understand what in- classroom meal service(breakfast and lunch) and eating protocols will look like for students. Should this plan change and students be able to eat in the cafeteria, socially distant, this document will be updated accordingly.

Bridge Prep will rely on NYC DOE SchoolFood to ensure that service personnel follow all appropriate guidelines for safety as recommended by the NYC DOHMH. Bridge Prep will train staff as needed to reinforce the protocols adopted by food service and custodial personnel to ensure healthy, safe meals and the least disruption to the instructional day. Garbage will be emptied and all surfaces will be cleaned after every meal. After eating, staff will wipe down the area where they ate their meal with disinfectant wipes. Every evening, our Division of School Facilities will be cleaning the entire building with COVID 19 approved disinfectant. Students will be expected to clean their hands repeatedly throughout the day, including before and after meals/snacks.

Students who are not receiving in person instruction can pick up a lunch from the school building or an identified school building near their home. During the previous period of virtual learning at the end of the 2019-2020 school year, the NYC DOE identified locations as Meal Hub sites in communities across NYC. These sites were open to any New Yorker who wanted access to meals. Once Bridge Prep receives confirmation of these sites for the 2020-2021 school year, or if there is any update to the process for families to receive meals during virtual days, we will communicate that information to our families.

#### *Allergies*

Bridge Prep takes allergies, food safety, and student health very seriously. We cannot guarantee a nut, milk or “allergen-free” environment, but we do have an “allergen aware” policy. Students with allergies become aware of what they can and cannot eat, and staff members are alert and careful about each student’s allergies.

The school nurse works with the parent and the child’s health care provider to create an allergy response plan for each child that needs one. If a child has severe allergies, we request that parents have health care providers complete the Medical Review for Severe Allergies form and complete an Allergy Response Plan.

In the case of a severe allergic reaction, the affected student is immediately given his/her prescribed medicine by trained school staff or a nurse, and school staff call 911 and contact the student’s parent and health care provider. In addition, the school nurse trains school staff members to enact the student’s allergy response plan in an emergency.

#### *School Safety Drills*

Education Law § 807 requires that schools conduct 8 evacuation and 4 lockdown drills each school year. As a co-located school, Bridge Prep will continue to collaborate with other schools on the Campus



*“Connecting Students to Literacy”*

Building Council and members of the Campus Safety Committee to schedule and ensure completion of Safety Drills. Bridge Prep understands the important role that conducting drills plays in keeping students and staff safe in an emergency. We will also do our part to minimize the risk of spreading infection while conducting drills and when planning drills, Bridge Prep and other members of the Safety Committee will give consideration to how drill procedures for the 2020-2021 school year may be modified to minimize risk of spreading infection. Possible modifications to drill schedules may occur during the COVID-19 pandemic as follows:

**Evacuation drills:**

- All students must participate in drills.
- With consideration to overall number of students and physical distancing guidelines, drills may be conducted in stages rather than all at once. For instance, instead of an evacuation drill being executed for the entire building, it can be conducted in stages with select floors participating at one time. If a drill is conducted in stages, all students must participate in a staged drill before the completion of the school day.
- Drills must be scheduled to ensure that each group of the school’s blended learning schedule has an opportunity to participate in a drill. For instance, if the first drill of the school year includes students.
- Students should exit the building and proceed to their staging area in single file lines. Staff not assigned to students at time of drill should monitor staging areas.
- Students should be instructed to maintain a distance of six feet to comply with physical distancing guidelines and to wear a face covering.
- Holding hands and congregating in groups for now will be discouraged and students will remain in single file lines while exiting the building.
- All physical distancing guidelines must be followed as students and staff re-enter the building after any evacuation drill or emergency.

**Lockdown Drills:**

- All students must participate in drills.
- When scheduling a lockdown drill, each cohort of the school’s blended learning model has an opportunity to participate in a lockdown drill.
- During a drill, students should be instructed to remain in their seats and remain silent instead of moving to the safe corner.
- All instruction and movement within the classroom must cease until the lockdown drill has been lifted. All classrooms and offices must be provided with materials to cover the door visual panel during a lockdown drill (i.e. shade, poster board, non-flammable fabric, etc.)
- In larger spaces such as the gymnasium, cafeteria, auditorium, or library, students will be required to remain seated and silent until the drill has ended. In an actual soft or hard lockdown emergency, the priority is the immediate safety of all students and staff, and complying with physical distancing guidelines may not be possible nor should it be a priority. As mentioned above, during a soft or hard lockdown drill, students remain in their seats, however, in an actual soft or hard lockdown, students and staff must move to the safe corner and remain there until it is safe to move.



### *“Connecting Students to Literacy”*

Changes to any procedures around Safety Drills will be shared with all members of the Campus Safety Committee and with the Borough Safety Office. Understanding our planned cohort based scheduled, Bridge Prep will make sure that all students are receiving instruction in emergency procedures, and participating in drills while they are in attendance in-person

Students and staff will be instructed that if it was an actual emergency that required evacuation or lockdown, the most imminent concern is to get to safety. In an actual evacuation/emergency, the priority is exiting the building safely and expeditiously; as outlined in NYSED’s guidance, in an actual emergency, it is understood that physical distancing may not be possible.

### *Facility Preparation, Review and Space Adjustments*

Bridge Prep will continue to collaborate with our co-located school neighbors, through our Campus Council and Campus Safety Committee to follow all health and safety protocols as prescribed by the NYC DOE and NYC DOHMH while considering the use of any shared spaces, and hallways across the campus. The following actions were taken based on a thorough review and assessment of our existing space by our School Leadership Team, NYC DOE’s Division of Space Management, the Division of School Facilities and our Board of Trustees:

- A review of our current instructional and administrative footprint, and guidelines around necessary social distancing and health and safety measures (adequate required ventilation and temperature control; fire code).
- Classification of all space in our building as follows:
  - Viable for Multiple Uses
  - Viable for Administrative Use Only
  - Non Viable for Instructional or Administrative Use(Storage)
- Based on the Building Utilization Plan outlining the school’s space allocation during our growth, approved by the NYC Panel for Educational Policy (PEP), Bridge Prep collaborated with the NYC DOE Division of Space Management on the identification of additional spaces to accommodate our growing footprint, as well as the need to adhere to all current health and safety guidelines.
  - As a result of this process, additional instructional spaces were allocated to the school in Building D of the Petrides Campus(directly above our current space) which will be used for both instructional and administrative purposes.
  - Additionally, brand new spaces will be created and built in the front portion of our existing space(the da Vinci room) which will provide additional instructional space, as well as a critical flex space directly adjacent to the Nurse’s office, which can be used as an overflow medical space/health isolation room, as well as the continued use of a portion of our current, flexible multipurpose area. The space has been designed to ensure necessary ventilation and space for socially distant instruction.
  - The project is being facilitated by the NYC DOE’s Division of Space Management, School Construction Authority and Division of School Facilities. The NYC DOE has notified Bridge Prep that the project is scheduled to be completed in September.
- All instructional spaces being used by students (classrooms) have multiple windows that are able to be opened, and ventilation systems to allow for fresh air circulation.



### *“Connecting Students to Literacy”*

- Several rooms will shift in the way they were used last year, to account for needed social distancing, the decision to place School Leadership Team members spread in areas across the building, and taking a classroom that was used for instruction last year, offline for instruction based on concerns around appropriate ventilation.
- Lead-In-Water Testing at our building was conducted in September 2019, in accordance with NYS DOH regulation 67-4.
- On August 14, 2020 members of the Bridge Prep School Leadership team participated in a walkthrough of our space with our NYC DOE custodial engineers and two representatives from the NYC DOE Division of School Facilities, to discuss their assessment of our building’s HVAC system, air conditioning units and general air circulation and filtration. The NYC DOE’s Division of School Facilities provided Bridge Prep with assurances that the HVAC system and filters were functioning appropriately.

Should any outdoor learning spaces be erected for any temporary or permanent use on our campus, Bridge Prep will work with the NYC DOE to ensure that they adhere to the BCNYS standards. No firm decision on tents has been made to date.

### *Facility Readiness & Cleaning Protocols*

Bridge Prep will rely on our collaborative partnership with our NYC DOE custodial engineers and follow directions from NYC Division of School Facilities to ensure the safe restart of building systems as well as cleaning and disinfection of the facility. The set of preparations, planning and action items below will ready our building and ensure proper supplies are available for increased cleaning.

Signage will be posted throughout the building (interior and exterior) to ensure facilities offer frequent reminders of needed protocols, including reminders for students and staff to wear facemasks and keep distance.

As a school co-located on a NYC DOE campus, Bridge Prep will rely on the NYC DOE custodial engineers and follow directions from NYC Division of School Facilities to ensure that ongoing cleaning and disinfection of all of our classrooms, shared spaces, and outdoor facilities and any spaces shared with our co-located schools, meets standards as prescribed by the NYC DOHMH and CDC, with an emphasis on high-contact surfaces and high traffic areas. Bridge Prep has been made aware that NYC DOE custodians will sanitize the school building on a nightly basis with an electrostatic sprayer that is CDC approved and on August 14, 2020 representatives from the NYC DOE’s Office of School Facilities assured members of Bridge Prep Leadership Team that our campus had more than one CDC approved electrostatic sprayer available for use. Cleaning and disinfection will include all high touch surfaces including:

- Classrooms;
- Desks & chairs;
- Conference tables;
- Drinking fountains;
- Door handles and push plates;
- Light switches;
- Restroom fixtures;



### *“Connecting Students to Literacy”*

- partitions and hardware, buttons on hardware;
- Buttons on vending machines; and
- Elevator buttons.

Bridge Prep will be continuously stocked with needed supplies for good hygiene, including soap, hand sanitizer (for staff and older children who can safely use hand sanitizer), paper towels, tissues, disinfectant wipes, various forms of proper facial guards/coverings (disposal medical masks, face shields, transparent facial coverings) and no-touch/foot-pedal trash cans.

Each classroom and all spaces in which students and staff will spend regular time will have both an installed hand sanitizer machine and portable hand sanitizer dispensers, which can be moved around the room to avoid students needing to get up from their seat. Additionally, we have acquired permissible wellness screens, to be placed in relevant locations throughout the building, that do not restrict ventilation or air flow and comply with 2020 BCNYS Section 2606 to mitigate the negative impact of life and safety features of a school.

No-touch hand sanitizer standing dispensers will be placed throughout the building’s hallways for use by students and staff. Additionally, as part of their welcome kit, every student will be provided with a personal hand-sanitizer which will go on their lanyard, for continued use throughout the day. Bridge Prep has purchased a large quantity of hand sanitizer gel to refill each student’s personal bottle.

Throughout the building, we will be asking staff to wipe down surfaces with frequency and adult bathrooms will include guidance for staff to wipe down after usage. Gloves will be available for staff to wear when cleaning classrooms or shared spaces and materials.

### *Student Transportation*

Given the limited access to public transportation on Staten Island, as well as the specific geographic location of our school in the borough, most families will rely on some form of transportation to get their student to school - a right which they have. Bridge Prep relies on the Department of Education’s Office of Pupil Transportation for all student transportation support - most importantly yellow bus service. Given that Bridge Prep is a diverse, specialized charter school of choice, our students come from across the entire borough of Staten Island. While there are some families who drop-off/pickup their students, approximately 75% of all Bridge Prep students took the yellow school bus to school last year. Additionally, Bridge Prep has a percentage of students with busing services on their IEPs.

Bridge Prep will rely on NYC DOE Pupil Transportation to ensure that school bus companies and personnel follow all appropriate guidelines for cleanliness and disinfection. According to the NYC DOE’s reopening plan, all NYC DOE transportation will be cleaned and disinfected each day using CDC recommended cleaning and disinfection protocols, the specifics of which will be provided to parents prior to the start of school. Additionally, the NYC DOE states that all school transportation vehicles will be cleaned and disinfected each day using CDC recommended cleaning and disinfection protocols, the specifics of which will be provided to parents prior to the start of school. School buses will be equipped with non-flammable hand sanitizer, such as foaming sanitizer that is regularly used in medical facilities and is non- flammable. The NYC DOE will provide school bus vendors with CDC recommended guidance on COVID-19 symptoms as well as Federal Transit Administration guidance specific to



*“Connecting Students to Literacy”*

COVID-19, which will include guidance on PPE, cleaning, and disinfection. Vendors will be expected to share with their staff. This will include signage detailing the proper use of PPE and COVID-19 symptoms.

***PPE***

In accordance with NYSED and CDC recommendations, the NYC DOE will require all bus operators, monitors, and attendants to wear a protective face covering while on board any school transport vehicle. All drivers, monitors, and attendants in buses will be encouraged to use their own facial coverings but in the event that they don't have a face covering, or they forgot to wear one, the NYCDOE will provide one to use. All school bus operators, attendants, monitors, and anyone who has direct contact with students must wear gloves, which will be supplied by the NYC DOE.

In accordance with NYSED and CDC recommendations, NYCDOE will require all bus passengers to wear a protective face covering while on board any school transport vehicle, unless they are unable to medically tolerate a face covering, including where such covering would impair their physical or mental health.

Students who do not have a face covering when attempting to board a bus will be provided a face covering upon entering the bus. In the event that a child does not have a face covering when attempting to board a bus, protective face coverings will be available for distribution at the bus door inside the bus. Students with a disability which would prevent them from wearing a mask will not be forced to do so or denied transportation, but in these cases, the transportation provided may not be the conventional mode that the student had prior to March 2020. These will be addressed on a case-by-case basis. The NYC DOE will provide school bus vendors with CDC guidance on PPE. All school transportation vehicles and facilities will display informational signs that detail the proper usage of PPE, as well as the symptoms of COVID-19. Vendors will be expected to share with their staff.

While Bridge Prep does not currently contract any school buses directly, should the need arise to do so this year, we will assure that all school busses will meet the same guidelines as provided by NYC DOHMH. Additionally, Bridge Prep will rely on the NYC DOE Office of Pupil Transportation to ensure that school bus companies and personnel follow all appropriate guidelines for safety as recommended by the NYC DOHMH.

***Social Distancing***

According to the NYC DOE, social distance requirements will be implemented on all school transport vehicles, which will require all passengers to maintain a minimum of 6 feet apart. The only exception to this will be students from the same household who will be seated with each other and will still be required to wear face coverings. This will reduce the typical school bus capacity to approximately 25% of its normal operating passenger capacity.

Seating on the bus will be clearly marked to designate which seats may be used and which seats will be blocked off for social distancing. Parents will be notified prior to the start of school as to what the seat designators will look like so that they can instruct their children prior to boarding the bus. Wherever possible, individual bus route rosters will be scrutinized to attempt to seat individuals in proximity to the rear emergency exit that are capable of operating it.



## *“Connecting Students to Literacy”*

### *Health Assessments*

According to the NYC DOE, all school bus operators, attendants, monitors, and mechanics shall assess their own health daily to determine whether it is appropriate for them to go to work that day based on CDC guidelines.

### *Considerations*

As of August 10, 2020, Bridge Prep is not aware of the NYC DOE’s plans for provision of transportation for Bridge Prep students for the upcoming school year. Bridge Prep will continue to press the NYC DOE for answers regarding transportation on behalf of our families. It is assumed that should the NYC DOE continue to provide families with access to busing, all busing rules and mandates will remain in effect. The lack of response and clarity from the NYC DOE make the need for our live instructional program all the more vital, in the event students have difficulty getting to school.

In order to provide our families with as much support as possible, Bridge Prep has begun the process of partnering with our Family Association to connect families that live in the same neighborhood/near one another, to potentially develop a carpool system for drop-off and pickup. Each family was given the opportunity to indicate on their programming choice survey, if there were families who live near them that we should program their student with, so that this possible carpool/resource share option could be implemented if needed. We will also work to assure that the NYC DOE provides support in the form of adult MetroCards for families who must travel to-and-from school via public transit in order to bring their student to school and will provide all families relying on NYC public transportation with full information and guidance for using public buses, subways, and taxis according to NYC DOHMH rules.

### *Academics*

Welcoming students back to school this year will be a different experience than what they’ve experienced going back to school in previous years. Some students will be physically in a classroom with a small group of their classmates and teachers, while others are streamed into the classroom utilizing Zoom and *Swivl* to attend the live, recorded instruction. Every classroom will have it’s own designated Google Classroom allowing lessons to be uploaded for students who are unable to attend.

Small groupings are extremely beneficial for our students, allowing one teacher to engage with students remotely, providing them with data-driven, individualized instruction, while the other provides targeted, needs-based instruction to the group that is in-person that day in another section of the room. We know that these small, targeted groupings will be key for our students’ growth and achievement this school year and beyond.

Through the use of synchronous learning, we are able to mirror a typical school day, providing each student with the same opportunities to learn and develop their skills, honing in on our commitment to educational equity for every student. Learning will be continuous and will be built upon from day to day, avoiding any learning gaps that typically might occur with a distance learning program. To further enhance our students educational experience and to maintain building real-world connections, virtual field trips and experiences will be planned by grade teams. Therefore, whether learning fully remotely or blended, all students will receive the same high quality, targeted instruction every school day.



*“Connecting Students to Literacy”*

Even though this school year will indeed be different, we are committed to ensuring that all students receive the same rigorous instruction and support they need and deserve. We know that being intentional with the way we construct our instruction and use of effective instructional strategies will yield the most growth and achievement for our students.

***Instructional Scheduling***

**Swivl** is a robotic mount for an iPad, camera, or smartphone that comes with a remote control, audio recording Marker that hangs on a lanyard from the teacher’s neck. It is designed to track and, with the video capture abilities of the iPad, record videos of the teacher teaching a lesson. **Swivl** uses tracking, line of sight, technology and a 360° rotating platform to follow the teacher who has the Marker. **Swivl** also has an app that allows videos to be uploaded into the Google Classroom for students who may have missed the live lesson. Through **Swivl** technology Bridge Prep is able to offer fully virtual or blended learning instructional schedules that enable us to switch between models as internal and external circumstances change.

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>BOLD</b>	Virtual Instruction	In-Person Instruction	In-Person Instruction	Virtual Instruction	Virtual Instruction
<b>BRIGHT</b>	Virtual Instruction	Virtual Instruction	Virtual Instruction	In-Person Instruction	In-Person Instruction
<b>UNIQUE</b>	Virtual Instruction	Virtual Instruction	Virtual Instruction	Virtual Instruction	Virtual Instruction

The **BOLD** and **BRIGHT** blended schedules offer in-person instruction **2 out of the 5 days** of week.

The **UNIQUE** schedule offers families a fully virtual learning option.

**All** students will receive **daily, live** instruction in our **core content** from 8:15am - 12:45pm:

- Orton-Gillingham
- Guided Reading \*NEW\*
- English Language Arts
- Mathematics
- Morning Meeting.

Any students learning virtually, on any particular day, will use Google Classroom to access content that mirrors in-person instruction in the following areas:

- Science
- Leadership
- Physical Education
- Arts Based Enrichments
- Social Emotional Learning.



*“Connecting Students to Literacy”*

### ***Teaching and Learning***

#### **Core Instruction**

The signature instructional design used at Bridge Prep is the structured and multisensory *Orton-Gillingham* approach to teaching reading. Orton-Gillingham (OG) is an effective, research-proven approach to teaching literacy and improving reading skill development for all students in the areas of decoding, letter identification and phonological awareness. OG instruction includes explicit, structured language instruction, which is crucial for developing readers and for those who need additional support with reading, phonological awareness and language development. All teachers will provide (OG) instruction that includes an alphabet activity, the vowel cheer, the visual drill specific to the concepts the group learned the previous week, the auditory drill specific to the concepts the group learned the previous week, and the current sight words. Further, teachers will provide daily instruction of the following OG drills: rapid exchange, coding, a new concept mini lesson, spelling, and reading comprehension.

The multi-sensory approach of OG is able to be reinforced remotely. Students will be able to trace and say each “card” (i.e. letter, sound, keyword) to reinforce the muscle to neural connections. Since OG is systematic and routine based, the students are extremely familiar with the routine of the OG lesson plan. This includes tracing (e.g. finger tracing on desks, “sky writing”, traditional tracing). Students can trace and say each “card” when reviewing visual and auditory drills whether they are in class or participating remotely. The spelling component of the OG lesson is innately multi-sensory. During the spelling portion, students are instructed to “finger spell”, or count each individual phoneme (sound) in each word. These multi-sensory components already routinized in every OG lesson allow for a seamless transition to be used remotely.

Teachers will create and deliver ELA, Social Studies, and Math lessons using our Next Generation Learning Standards aligned Houghton Mifflin Harcourt (HMH) curriculums. Our core curriculum text, workbooks and resources are available to access online through the publisher’s online platform and can be accessed by our students who are learning fully remotely. Whether physically in the classroom or streamed live, individuals and groups of students will receive scaffolded teacher-created support or differentiated tasks to ensure the students can access the standard.

Students who are fully remote or virtual for that day can turn in their work through multiple ways including, but not limited to, holding up their paper or white board to the screen, uploading a picture of written work, bringing in their work from home when learning in-person, answering questions on Google Classroom, uploading typed documents on the Google Classroom, and turning in tasks on the HMH Ed platform. Teachers will formatively assess what students are learning through turned in work, formative assessments, and informal checks for understanding during our live teaching.

This year, students will be engaged in Guided Reading. Guided Reading is an efficient way to differentiate and meet the specific needs of our students in small groups. Using our HMH Leveled Rigby Readers and other supplemental texts, students will be engaged in reading a variety of genres at their instructional reading level. During lessons, both in-person and remotely, teachers will observe the areas where students need assistance and provide strategies to scaffold them toward independence.



## *“Connecting Students to Literacy”*

Use of the research-based writing program, The Writing Revolution (TWR) - TWR strategies and activities are interwoven into all core content subject lessons and include grammar, note taking, single and multiple paragraph design, outlining, revision and editing. By the end of each day students participate in at least 30 minutes of dedicated writing activities through core content subject areas.

### *Science*

Students who are in-person for that day will receive Science instruction that incorporates experiments and project based learning. Teachers will create and deliver lessons using our Next Generation Learning Standards aligned Houghton Mifflin Harcourt (HMH) curriculums. For students who are fully remote or virtual for that day, teachers will post instructional videos, assignments, and projects on Google Classroom, aligned with our curriculum scope and sequence, via our curriculum partners, Houghton Mifflin Harcourt (HMH).

### *Arts Based Enrichments (Art, Music, and Dance)*

A key part of our academic programming and focus is the development of the whole child, Bridge Prep partners with Sundog Theatre, a Staten Island based community arts organization, to provide our students with art, dance, music, and chorus. The incorporation of the arts will also serve a social emotional learning tool, allowing our students to express themselves through the arts.

Resident Artists from Sundog Theatre will provide arts enrichment and programming to our students in person and virtually by sending videos to be posted in Google Classroom on the days they are scheduled to work with our students.

### *Physical Education*

Our physical education class will have its own Google Classroom page and will be fully virtual. Videos and activities will be uploaded to ensure our students are learning and engaging about the importance of physical health.

### *Social-Emotional Learning and Leadership*

At Bridge Prep, we pride ourselves on focusing on the needs of the whole child. This is specifically demonstrated by supporting social and emotional development for our students, as specifically indicated in our charter. Since our school’s inception, a social emotional learning (SEL) class has been embedded into our curriculum. Our SEL class is provided by our social workers during the day. Our social workers use the Sanford Harmony curriculum for the SEL class. They also bring in other materials and lessons deemed appropriate for each class. The classroom teachers are familiar with the Sanford Harmony curriculum used in order to carry over skills taught in SEL. As with all other academic subjects, our goal is for students to generalize strategies and skills taught in SEL across all environments.

Given the success and importance of our Social Emotional class period at Bridge Prep last academic year, we will continue to offer this class when students are learning in-person or remotely. This class will have a designated Google Classroom for students learning fully remotely or virtual for that day, where the Social Workers will upload videos, lessons, assignments, and activities.



## *“Connecting Students to Literacy”*

Our commitment to Social Emotional Learning is clearly reflected in our mission and is backed up by the school-wide programming choices we make around the establishment of school culture. Staying true to our charter, we will continue to use The Leader in Me (LIM) curriculum, based on *The 7 Habits of Highly Effective People*, which reinforces effective collaborative and cooperative strategies to foster prosocial behaviors and interpersonal skills for students. LIM supplements our core curriculum and supports the social emotional growth of our students through: self-reflection, problem solving, and the empowerment of student voice. This foundational leadership will continue this year and is taught as a class which all students receive and is embedded into interactions with students either in-person or remotely. This class will have a designated Google Classroom for students learning fully remotely or virtual for that day, where teachers will upload videos, lessons, assignments, and activities.

Play is an integral part of child development. At Bridge Prep, we understand the importance of unstructured play time - allowing children to be children. Prior to the COVID-19 pandemic, our students were given designated time for unstructured play (i.e. recess, designated time during class dependent on the teachers). Despite the current circumstances, we believe play still remains an important aspect of the school day.

Per DOHMH and NYSED guidance, playgrounds may continue to be used when proper safeguards are in place. Bridge Prep has confirmed that we will have exclusive access to both playgrounds outside our building and plan to provide students access to this space, as well as other outdoor spaces on campus as frequently as possible.

Our team is working to identify a schedule for student access to outdoor spaces, which will likely occur in the afternoon portion of a student’s in-person school day. Bridge Prep, alongside our partners on the Petrides campus, are working to develop designated outdoor spaces to be used whenever possible, for other parts of a student’s day including lunch, afternoon arts based enrichments and specialized programming such as special education mandated services and science class. When using the playground and other outdoor spaces, small cohorts/pods will travel together to allow for interaction between small groups of the same students. Staff will encourage and instruct students on appropriate, non-touch play options.

When outside, students may be permitted to take off their facial covering for a “mask break. All students will be required to wear a jacket during the fall and students will not go outside in inclement weather or if the temperature drops below 40 degrees.

### ***Special Education***

All students at Bridge Prep are entitled to a free and appropriate education (FAPE) in the least restrictive environment (LRE). During this unprecedented school year, our students with disabilities will continue to receive mandated IEP services keeping in mind the health and safety of all staff and students. We continue to collaborate with the New York City Department of Education (NYC DOE) and the Committee on Special Education (CSE) in District 31 to comply with IEP mandated services safely. This collaboration will also assure compliance with the Individuals with Disabilities Education Act (IDEA) and Section 504.

Whether our students are engaged in blended learning or are fully remote, all programs and services will be carried out as per each student’s IEP. Documentation of special education will be in compliance with



*“Connecting Students to Literacy”*

guidance given by the NYC DOE. Prior to the COVID-19 pandemic, Schoolrunner was used to log communications with families and record behaviors for each student. These communication and behavior logs can be easily accessed by staff, as needed. Schoolrunner will continue to be used to track family communication and behavioral data in the 2020-2021 school year.

At Bridge Prep, we believe that education for **all** students is a collaborative process. Collaboration is an integral part of educational success. In accordance with the NYC DOE, families of students receiving special education services will receive any communication regarding their child’s program in their preferred language. This includes translation services for IEP meetings. In order for families to be active participants in their child’s IEP meetings, they will be receiving a family report prior to their annual or triennial meeting. The family report outlines each domain targeted in the IEP. The families can address concerns regarding their child’s progress, highlight areas of growth, as well as list areas of importance they would like addressed in the IEP. The family report will be used in the PPT meeting to help the team collaborate in writing the new IEP.

Any necessary accommodations, modifications, supplementary aids/services, and assistive technology that are mandated as per the student’s IEP will be provided as written. During remote learning secondary to the COVID-19 pandemic, all students receiving ICT mandates were able to have small group instruction pre or post daily live teaching to answer any questions and/or reteach skills taught in a previous lesson. Related service providers and SETSS teachers were able to “push in” to live classes in order to meet any push in mandates as per IEP. All daily live teaching sessions were recorded and posted to the class’ Google Classroom to be reviewed as needed. Both teachers were able to post differentiated assignments/materials to students in accordance to goals written on their respective IEPs. For the 2020-2021 school year, teachers will be able to stream their lessons live through the Swivl. As previously stated, lessons streamed on Swivl are recorded and posted for access at any time. Post lesson, the co-teachers will be able to provide breakout rooms for small group instruction to meet the ICT mandates for such students. Assignments will still be differentiated to target the goals listed on each IEP.

Bridge Prep relies on the NYC DOE for other IEP mandated services, specifically: speech, occupational, and physical therapy, counseling, and paraprofessionals. Bridge Prep will work with the CSE and our service providers to be sure that we are in compliance with individual students’ IEP service mandates, while continuing to prioritize the health and safety of students and staff and other elements of this **“Back to School Framework”**. As of August 31, 2020, Bridge Prep has not yet been made aware by the NYC DOE about the final decision on scheduling and delivery of specific mandated services. In order to be proactive, Bridge Prep has begun planning for mandated services to be delivered either in-person, virtually or a combination of both.

Similar to the school building closure secondary to the COVID-19 pandemic, Bridge Prep will continue our collaborative relationship with the CSE to best serve our students receiving special education services. All mandated IEP services will be given with fidelity. This is to ensure continuity of special education services demonstrated in both blended and fully remote learning. The Dean of Specialized Instruction (DSI) will continue to act as the liaison between Bridge Prep and the CSE. Furthermore, the DSI will continue to seek direct support from CSE staff members, as needed (i.e. scheduling meetings, initiating an initial evaluation).



### *“Connecting Students to Literacy”*

We are still awaiting guidance from the NYC DOE regarding evaluations and annual and triennial IEP meetings. The DSI also liaises between contracted IEP mandated service providers (i.e. speech, occupational, and physical therapy, counseling, and paraprofessionals) and the school. We continue to await guidance regarding how the above-mentioned services will be delivered both in blended and remote learning contexts. Interdisciplinary collaboration will be fostered by the DSI in efforts to monitor student progress towards IEP goals, as well as communicate any pertinent information to the Pupil Personnel Team (PPT). The PPT serves as an advisory council that is made up of providers and staff directly treating the student. It meets periodically to discuss student progress towards IEP goals, bring up changes in behaviors or other concerns, turnkey protocols or programs used for a student, analyze data to determine effectiveness of an intervention, and discuss student progress prior to the annual review.

### *Support for English Language Learners*

All students and families receive the NYC DOE’s Home Language Identification survey at the beginning of the school year. Based on the results of the survey, any student who indicates a home language other than English will be tested using the New York State Identification Test for English Language Learners. This assessment will be given within the first ten (10) days of school. Scores on this test will determine proficiency in the English language; therefore, determining identification as an English Language Learner (ELL) student. It also determines if English as a New Language (ENL) services are necessary for the student. In the 2019-2020 school year, we had no students and families identify a home language other than English, though in our 2020-2021 cohort we are aware of families where English is not the native language. We will continue to follow all mandated reporting requirements around ELL student identification and are developing support for the delivery of hybrid and remote interventions for ELL students if needed.

We are committed to our mission of providing an educational experience that meets all students where they are. As a result, our programming is differentiated in order to be accessible for all students and our curriculum and instructional materials are able to be modified and tailored to meet the needs of ELL students. These modifications to our curriculum increase English language proficiency in ELL students, but increase overall language skills for all students. Visuals are always paired with words in order to increase receptive and expressive vocabulary in English. Frequently, students are given options to draw pictures or write responses to questions. The Frayer Model can be used to simplify a definition of a novel word as well as increase exposures to a word for future retrieval.

All students receive daily OG instruction to teach foundational skills of reading, writing, and spelling in English. It has a systematic and multi-sensory approach that effectively teaches the complications of the English language. Students are placed in leveled OG groups in order to best meet their needs in reading, writing, and spelling skills. We are also waiting to receive guidance from the NYC DOE regarding hybrid and remote interventions for ELL students.

Achieving educational successes and benefits for students requires intense collaboration both in school and at home. Our staff is in constant communication with families via various channels (i.e. Remind app, phone calls, and emails). Bridge Prep has many families who primarily prefer to speak Spanish. We have a bilingual social worker on staff who is able to communicate with those families over the phone, email, and in person meetings. All correspondence and forms are available both in English and Spanish for



## *“Connecting Students to Literacy”*

families to increase accessibility. For families who prefer a language other than English or Spanish, translation services are available in order for all correspondence and materials to be given in the preferred language. Translation services are also used to in person meetings, as needed.

### *Assessments*

Assessments and analysis of assessment data drives instruction. The Director of Teaching and Learning, Dean of Specialized Instruction, and Assessment Coordinator ensures that the assessment and reporting systems in place focus on state standards, are meaningful and that the data collected from these assessments provide insight into students' growth and proficiency. Teachers are expected to provide clear and targeted differentiation and personalized learning goals for students based on this data.

Our students take the standards based, nationally normed NWEA Measures of Academic Progress (MAP) Assessment three times a year in ELA and Math. This assessment provides the precise learning levels of students in both areas, tracking areas of strength and areas of weakness. Teacher teams, our Assessment Coordinator, and our academic leadership work together to analyze individual students, as well school-wide data, and make changes to their groups and the curriculum as needed.

This year we will be using the Fountas & Pinnell Benchmark Assessment Systems. This assessment provides teachers with tools and texts to observe and evaluate specific reading behaviors, and then interpret and use that data to plan intentional reading instruction during the whole group and guided reading blocks. The assessment provides valuable information about reading accuracy, fluency, reading rate, and within, beyond, and about the text comprehension. Students will be assessed in the beginning of the year as a baseline and then again during the second and third trimesters.

Students are given an assessment, created by our school team and Orton Gillingham consultants, that focuses on foundational reading skills to identify appropriate grouping and targeted skill support and remediation. Each trimester, students are re-assessed to determine growth and monitor progress. Last year, the assessments enabled the formation of specific groups (classes) in which students moved fluidly throughout each trimester. OG assessment data will still drive much of the planning and grouping for students this year, however in order to align with the other elements of this plan, we must limit the amount of student transition between their assigned pods/cohorts. To account for this, our staff are identifying strategies and being trained by our academic team and OG consultants during their professional learning on various ways to deliver OG instruction both virtually and to students on varying skill levels, in the same classroom.

Using Houghton Mifflin Harcourt's (HMH) Digital Assessments, we will be able to assess and track mastery of anchor standards in both ELA and Math. These assessments can either be done in the classroom using student iPads or when learning remotely using their own Chromebooks. We will administer a baseline assessment of mastery of anchor standards from the previous grade in the beginning of this year to see which standards need to be retaught during our Skills Enrichment block. Data will be aggregated and disaggregated in a timely fashion and adjustments in upcoming lesson planning will be made to address what the data shows.

In each grade, students will maintain Summative Portfolios in both Science and Social Studies based on our standards aligned curricula in Science and Social Studies through HMH. Assessment of mastery of



### *“Connecting Students to Literacy”*

Science and Social Studies standards will be done according to a differentiated, school-created rubric, aligned to NYS Learning Standards.

#### *Attendance*

In order to offer equitable access to all of our families, as well as continuing to value and prioritize planning time in the daily schedules of our staff, we have communicated to families our intent to operate within the regular school hours as often as possible, offering four and a half hours (4 hours and 30 minutes) of LIVE teaching in our CORE instructional content during the morning and early afternoon.

Attendance will be taken daily by teachers in-person or when students are streamed into Morning Meeting at 8:15 a.m.. Students will be marked present if they are indeed present in-person or streamed into the classroom during Morning Meeting. Students will be marked absent if they are neither present in-person or streamed into the classroom. Absences will be considered excused if the family provides a doctor’s note or calls the office explaining the reason for the absence.

Attendance is input into Schoolrunner, our student information system and Main Office staff will follow up via phone with absent families. Families with technological issues will get forwarded to the members of the school administration team, and families with instructional questions will be forwarded to the classroom teacher.

Families will be instructed to email the teacher if they and/or their student are sick or not capable of joining lessons. Families should make every attempt to ensure that students attend daily CORE Live Teaching Sessions. Given that there are circumstances beyond our control, teachers will record their live lessons, and post them on their Google Classrooms.

#### *Technology and Connectivity*

Bridge Prep will ensure that all students benefit from techquity: educational equity through access to technology. Bridge Prep will communicate with families to determine the level of internet access all students and teachers have in their places of residence, and to the extent practicable address the need to provide devices and internet access to students and teachers who currently do not have sufficient access. We will also provide multiple pathways for students to participate in learning and demonstrate their mastery of the learning standards in both fully remote and blended instructional models.

In order to access all remote learning platforms and softwares for the 2020-2021 school year, Bridge Prep will provide **all** students with access to a brand new Chromebook for at-home school use. This will keep our instructional program and technology guidance streamlined, and assure that all students have access to the same level of needed technology. Each student’s Chromebook is equipped with both a keyboard **and** a touch screen for multisensory learners and those who struggle with typing. Student computers are meant to stay at home, and each student will have access to an individual iPad should they need technology in the building.

All staff members will be equipped with their own MacBooks and each classroom will have a personal Zoom Pro account, which teachers will use for the delivery of their live instruction. Each classroom will



*“Connecting Students to Literacy”*

be equipped with an iPad, Tango Board or Smart Projector, and a *Swivl* to provide 360° live instruction throughout the school day.

Bridge Prep will leverage the following platforms to ensure techquity for all families, students, and staff:

Platform	Expectations and Guidelines for Use
Google Classroom	Learning management system and virtual course for all classes and subjects
Houghton Mifflin Harcourt	Standards-aligned curriculum with online features such as iRead, online assessments, and differentiated, interactive texts
NWEA MAP	Platform for administering online assessments for all grades
Remind	Communication system offering quick and equitable messaging to families, including texts in multiple languages and urgent messaging for real-time updates
Schoolrunner	Student information system used to record academic, attendance, and culture data
Swivl	Hardware providing 360° tracking camera capabilities for engaging live instruction for remote students
Zoom	Video conferencing tool used for all meetings, including parent conferences, synchronous remote instruction, and other typically in-person school systems

***Professional Learning***

Our commitment to supporting our teachers and staff remains critical to the success of our students. Our administrative team will provide targeted support to meet individual staff members' needs and assure their continued development. Our Director of Teaching and Learning, and Dean of Specialized Instruction will continue to review lesson plans and develop an observation schedule and teachers will continue to be evaluated using the Danielson Framework for Teaching. Should a scenario arise where Bridge Prep needs to provide exclusively virtual instruction, observations will still continue virtually through visits to each classroom virtually and continued review of lesson plans.

Similarly, members of our Leadership Team will continue to be evaluated using our school framework for administrators. Prior to the start of the school year, all Leadership Team members will work with the Executive Director to develop their annual goals- aligned to our school-wide goals and mission- as well as their personal professional goals, which will be the basis for weekly check ins and their periodic evaluations. The School Leadership Team, led by the Executive Director, will continue to meet weekly throughout the school year and, throughout September, will meet bi-weekly to assure time and space to review and revise any and all systems and procedures.



*“Connecting Students to Literacy”*

Through the use of collaborative curriculum mapping for horizontal alignment of curriculum across subjects and vertical alignment of curriculum across grades, we are able to better meet the needs of our students. This past spring (2020), our staff collaboratively worked to identify key anchor standards that should be retaught, understanding that these key standards are essential to ensuring our students have a solid foundation and are ready to build upon them. In order to bridge any gaps in learning that may have occurred due to the current health crisis, we have included Skill Enrichment blocks into the school day. These blocks will exclusively be dedicated to teaching the key standards from the previous grade. Bridge Prep knows that teachers and staff are essential to achieving a culture of growth and achievement and as such, we offer a balanced, extensive professional learning experience for our staff. During the summer and throughout the school year in-person, or virtually.

One of these unique supports we offer is provided to staff in delivering and implementing multisensory OG instruction. In addition to a summer intensive training program, mandated for all staff, all teachers receive personalized coaching and professional learning from consultants from Literacy for Life twice a week. These direct coaching sessions include modeling, lesson planning support and individualized instructional strategies based on the needs of each classroom, teacher and group of students. In addition to OG support, staff members will receive professional development both from other outside vendors and in house, from our administrative team and consultants. Our professional learning is planned around our benchmark goals, key design elements and needs of our students and is evaluated by our Leadership Team based on teacher observations, student progress based on formative assessments and periodic assessments, such as the MAP assessment. Examples of professional learning opportunities that our staff will engage in this year are highlighted in the chart below. It is important to note that not all professional learning will be found here as we will continuously assess the on-going needs of all parties.

External Professional Development	
Math In Focus Curriculum and Online Support -HMH Coach supports teachers in facilitating the curriculum and is available to answer questions around differentiation.	Houghton Mifflin Harcourt (HMH)
Math in Focus Assessment Support- HMH Coach supports ways to facilitate and analyze the assessment.	HMH
Into Reading Curriculum (ELA) Coaching and Online Support - HMH Coach supports teachers in facilitating the curriculum and is available to answer questions around differentiation.	HMH
Into Reading Assessment Support - HMH Coach supports ways to facilitate and analyze the assessment.	HMH
The PAX Good Behavior Game, full staff training - A whole school understanding of classroom management, culture building, ways to support students with different needs using trauma informed strategies.	PAXIS Institute



*“Connecting Students to Literacy”*

Leader In Me- Leadership Training - Training for the Admin and the LIM coordinator to build LIM principals into the staff and school culture.	Leader in Me
The Writing Revolution: K-2 Workshop	The Writing Revolution (TWR)
The Writing Revolution: 3-12 Workshop	The Writing Revolution (TWR)
<b>Internal Professional Development</b>	
Supporting Students with Disabilities: Continuum of Services/Referral Process, Writing an IEP (Present Levels of Performance - PLOPS, goal writing, using data as evidence, incorporating family concerns/priorities, interdisciplinary collaboration), Behavioral v. Crisis/Interventions	
Classroom Environment	
Culture and School Structure at Bridge Prep	
Danielson Rubric: Understanding the Components	
OG Assessments: Facilitating, Collecting Data, Meaning of Data, Next Steps	
MAP: Facilitating, Collecting Data, Meaning of Data, Next Steps	
Fountas & Pinnell Assessments: Facilitating, Collecting Data, Meaning of Data, Next Steps	
Introduction to Guided Reading: Including GR during Remote Learning	
Blended and Remote Learning Overview: Assessment, Tools, Google Classroom, Swivl	
Best Practice Remote Learning Share	

In addition to the various targeted professional learning sessions provided to staff, teachers will be provided with time each week for common planning. Common plan time will occur on the day that all staff and students are fully remote. This planning time will be critical for our staff to communicate with each other, share best practices and effectively plan.

***Certification, Incidental Teaching, and Substitute Teaching***

Bridge Prep will continue to work with all of our teachers throughout the year to assure that they hold valid and appropriate certificates for their teaching assignments, certification requirements- except where otherwise allowable under the Commissioner’s regulations (e.g., incidental teaching) or Education Law- and we will continue to work with staff throughout the year to assure that certification requirements are regularly monitored and met.



*“Connecting Students to Literacy”*

### *School Wide Social-Emotional Well-Being*

In preparations to return to the school in September, our teachers will engage in social emotional support strategies as part of our summer professional development. We want to provide staff the appropriate tools to cope with the challenges of returning to the school in such an uncertain time.

A Key Design Element of our charter focuses on empowering our students to be leaders, through engagement in targeted programming, including the Leader In Me (LIM). All staff receive training on the LIM curriculum. A portion of the LIM staff training focuses on *The Seven Habits of Highly Effective People* by Stephen Covey, as it is the basis for LIM. Although the seven (7) habits facilitate leadership qualities, it also focuses on all domains of self (physical, mental, social-emotional, and spiritual). This allows for an increase in individual self-awareness. The goal is to make the 7 Habits seamlessly integrated into school culture. All staff use common language when interacting with students, specifically during times of conflict. Each month, teachers will nominate a “Spotlight Student” in their respective classes that have demonstrated one or more of the LIM habits throughout the school day and they receive recognition from the Executive Director and are highlighted on our TLIM board in our hallway. This recognition will happen either in-person or virtually.

To further our commitment to providing our students with a positive school culture and environment, last year we began implementing the PAX “Good Behavior Game” program as a tool to support classroom environment and behavior. PAX is a whole school system that increases academic growth, positive mental health, reduces negative behaviors, and explicitly teaches and reinforces positive prosocial behaviors.

PAX is trauma informed, meaning that the paradigm takes into account Adverse Childhood Experiences (ACEs), which affect all children regardless of socioeconomic background, and develops appropriate interventions to mitigate those behaviors at the classroom level.

PAX is a “phase in” program, meaning implementation happens in stages. We are committed to continuing to understand and identify areas of improvement and next steps to assure a successful PAX implementation for the beginning of this school year through additional PAX coaching and planning/alignment during our August professional development.

Keeping in mind our students’ social and emotional needs, especially during this time, each day the students and teachers will begin the day in an organized and structured manner with a Morning Meeting. The Morning Meeting helps to build culture, community, “check in” with each other, share feelings and concerns, and celebrate success. The Morning Meeting will consist of a greeting, message, an activity, and an opportunity for students to share out and speak to one another.

Furthering our commitment to our student’s social and emotional well being, we will continue to incorporate the arts into the school day. We know that the integration of the arts helps to foster a safe and supportive environment, encouraging uniqueness and a growth mindset, two characteristics which we are committed to instilling in our students.

Additionally, prior to the start of our staff meetings, teachers share “grows and glows” from the week, express hopes and concerns, and are given opportunities to problem solve with each other. By providing



### *“Connecting Students to Literacy”*

an open forum, staff should feel comfortable to share thoughts and feelings without judgement. Informally, administration encourages an “open door” policy with staff to discuss any concerns, ideas, or questions. This “open door” policy has been embedded in our school culture as a way to prioritize staff social and emotional well-being. All staff adopt this “open door” policy with students. We encourage students to share their thoughts, feelings, and ideas throughout the day. We strive for safety and comfort to openly communicate thoughts and feelings to be embedded in school culture.

In 2020-2021, we will now have two (2) full time social workers on staff, in the building daily( an increase from one in 2019-2020). Our social workers are an integral part of our school community and spearhead the SEL curriculum and interventions for our students. Prior to the COVID-19, our social worker provided an Response to Intervention (RTI)-like protocol in relation to social emotional development and mental health/wellness. Students who are identified to be “at-risk” in reference to behavior and social emotional function engage in crisis counseling. Such students are identified based on behavioral observations both in structured and unstructured settings, conversations with teachers, related service providers, and other staff who interact with the student. Given family consent, these students participate in six (6) to eight (8) weeks of crisis counseling with a social worker. The social worker identifies the targets of crisis counseling. Crisis counseling includes: art therapy, identifying emotions, calming strategies, positive social communication skills, and role playing prosocial behaviors. The social worker remains in contact with families. After this period, the social worker makes recommendations to the family based on the outcomes demonstrated from the counseling sessions. These recommendations can include, but are not limited to:

- A recommendation for referral to the Committee on Special Education (CSE) for school based interventions;
- A continuation of counseling services outside of school; or
- Carry over strategies for home, and referrals for other support services.

Social Workers also debrief with the student’s teachers regarding the applicable outcomes and carry over strategies for the classroom, if appropriate. Given the situations secondary to the COVID-19 pandemic students may have experienced, we will continue to use this tiered approach for social emotional development and mental health/wellness for our students.

Prior to the COVID-19 pandemic, our social workers worked closely with our students and families to provide any support and/or resources needed beyond academics. During the COVID-19 pandemic, they, as well as the teachers, FCEC, and school aides, continued contacting families providing various supports and resources. As we begin this unprecedented school year, our social workers will continue their outreach to families for support and resources.

Bridge Prep has an internal advisory council regarding special education and social emotional needs of our students known as the Pupil Personnel Team (PPT) which is led by our Dean of Specialized Instruction (DSI) and Director of Teaching and Learning (DTL). Other PPT members consist of social workers, related service providers (speech therapists, occupational therapists, physical therapists), school counselors, and classroom teachers. Our PPT meets regularly for the following: progress monitoring students, discussion of a student’s Individualized Education Plan (IEP) prior to an annual meeting, reviewing family report completed for a student, interdisciplinary collaboration regarding IEP goals, referrals (by school or family) for special education, reviewing student specific behavioral and/or



### *“Connecting Students to Literacy”*

academic data, and intervention strategies. If any staff member brings a social emotional concern regarding a student, the social workers facilitate appropriate interventions needed and determine next steps. The social workers then facilitate next steps regarding the social emotional concerns and turnkey to necessary staff members.

### **Communication and Engagement**

Regular and frequent communication across the Bridge Prep community- staff families, and the wider community- has played a key role in the development and success of our school in our inaugural year and is something we take pride in as a school. This section discusses communication and engagement with families specifically. Strategies and methods of communication and engagement with stakeholders (staff, students, families, health agencies) are included in sections throughout this document.

With all the uncertainty surrounding the spread of COVID-19 and its impact on both our school and local community, communication and family engagement will be more important than ever this year. We look forward to continuing to build these strong relationships, which will take regular, frequent, and transparent two-way communications.

### ***Developing our Back to School Framework***

Throughout the development of our ***“Back to School Framework”***, which began in late spring, Bridge Prep has engaged with and taken guidance and feedback from a variety of school community stakeholders including:

- Bridge Prep School Leadership Team members;
- Bridge Prep faculty and staff;
- Parents/legal guardians of our students;
- Bridge Prep’s Board of Trustees;
- The New York State Education Department;
- The New York City Department of Education;
- The NYC and NYS Department of Health
- Various district, charter and private school leaders and partners; and
- Outside experts, vendors and consultants

Bridge Prep created and shared multiple surveys and held several Community Focus Groups, where staff and family input, feedback and questions were accounted for and used to directly support and develop our plan to date.

### ***Communicating and Engaging with Families***

Through these difficult and unprecedented times, Bridge Prep has continued to engage and openly communicate with our families and offer support, as needed. We are committed to ensure that our families feel supported and secure in knowing that we at Bridge Prep will always have foremost the interest of our students as a whole. At Bridge Prep, we have a full-time Family and Community Engagement Coordinator, who liaises between our families and staff and is responsible for managing and supporting communication between the school and our families and community partners.



### *“Connecting Students to Literacy”*

Our families have navigated through difficult times ranging from but not limited to systematic racism, poverty, and loss of loved ones to COVID -19. We will continue to work with families to overcome any obstacles that we face in the upcoming school year in a variety of ways including:

#### **Continued appreciation for the hard work and involvement of all members of our community**

- Virtual celebrations, events and shout outs celebrating milestones and achievement.
- School wide family and community events.

#### **Academic Support (more explained in the Academic section of this plan)**

- Readiness with tools and resources to ensure understanding and efficiency with their student's assignments.
- Confidence in navigating virtual learning platforms.
- Improved classroom communication and celebrations through weekly classroom newsletters Newsletter highlighting what students are learning about each week in all areas, upcoming events, important dates, and any other pertinent information.
- Teacher conferencing with families when students are remote around assignments or questions on all academic material (CORE content or Arts based enrichment).

#### **Continued development and empowerment of our Bridge Prep Family Association(BPFA)**

- Our Family Association continues to develop alongside our school community and has proven to be a helpful resource and partner for our growing school community.
- We look forward to continuing to strengthen the relationship between the BPFA, school and Board of Trustees (of which the BPFA President is an appointed member).
- Empower the BPFA as a key partner as we continue to develop procedures, and plan during this uncertain time and provide them with any available resources and support needed to further their growth.
- Continue to collaborate with the BPFA on achieving their goal of increased membership and participation among all families at Bridge Prep, including their focus on assuring family representation that reflects our entire diverse school community.
- School Leadership Team members will continue to virtually attend and participate in monthly BPFA meetings, where all families are offered a platform and space for open discussion and input. The Executive Director will continue to present monthly to the BPFA.

#### **Provide families and community partners with direct access to school staff**

- Provide contact information points of contact on the School Leadership Team for families to reach on an emergency or immediate need basis or to provide assistance or guidance as often as possible.
- Continue to offer families direct access to one on one communication with our Social Workers for Social and Emotional Support.
- Provide community partners or resources with a direct point of contact to partner with in order to identify ways to support Bridge Prep, or to have Bridge Prep support them where possible.

#### **Continuation of our weekly school wide newsletter, *The Bolt***



### *“Connecting Students to Literacy”*

- During our previous period of Virtual Learning, our team developed a school wide newsletter, *The Bolt*, as an additional form of communication and school culture building for our larger school community.
- Now that *The Bolt* has become part of the culture at Bridge Prep, we will continue its issuance, increasing frequency to weekly.
- *The Bolt* offers important information and access to resources for families and members of our larger community and is an excellent way to provide groups within our school community, such as the BPFA, Board of Trustees, and individual staff members, with a space to showcase school happenings, celebrate our culture of achievement.

#### **Continued, personalized technology support for families**

- Provide families with access to a member of our staff who can support with issues regarding technology when students are learning at home.
- Provide families with access to resources and programs regarding the need for additional technology in their home, in order to support their student’s academic experience.
- Use our website as a resource page for troubleshooting technology issues.

### *Methods of Communicating and Engaging*

In the 2020-2021 school year, information will be shared in a variety of ways and in multiple languages based on the needs of our school community, including:

#### **Email**

- Each student and staff member has a personal Bridge Prep email account which they have exclusive access to.
- We will also communicate to a parent/guardian’s personal email account that we have on file.

#### **Remind Message**

- All families at Bridge Prep are a part of our school-wide communication and messaging app *Remind*.
- *Remind* can be accessed on any smartphone or IOS device and all messages on *Remind* will be translated, depending on the needs of specific families.
- This year, we have expanded our use of *Remind* which will now allow us to be communicate:
  - Any urgent messaging around health or safety or important notifications, including all COVID-19 related notifications and messages and decisions. These notifications will reach families via a text message, email and phone call at the contact information provided to the school.
  - Meeting notifications and reminders;
  - Important notices or letters, to reduce the amount of paper notices being sent back and forth to school; and
  - Direct communication between families and their student’s teachers. Each classroom will have their own Remind Group to better support communication between teachers and families.

#### **Social media accounts and website**



*“Connecting Students to Literacy”*

- We will continue to use our website as a place where important notices, documents and information lives.
- Our social media accounts will be used for important announcements, event or resource sharing and video posts.

**Personal check-ins with families**

- Members of our staff will continue regular check ins, via phone or video conference, with families and students.
- These check-ins could be academic or attendance based in nature, but we will prioritize doing “well check” calls with families to see how they are doing, offer a supportive ear or voice or provide any resources they may need- school based or not.