



BRONX CHARTER SCHOOL FOR EXCELLENCE

REOPENING PLAN

**BRONX EXCELLENCE 1
BRONX EXCELLENCE 2
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BRONX EXCELLENCE 5**

July 31, 2020

EXECUTIVE SUMMARY

The mission of the Bronx Charter Schools for Excellence 1-5 is to prepare our scholars to compete for admission to and succeed in top public, private and parochial high schools by cultivating their intellectual, artistic, social, emotional, and ethical development. Education in the midst of a global pandemic necessitates a shift in the manner by which instruction is delivered, but by no means does it alter our mission or deviate from our intent to ensure all of our scholars have equitable access to our high-quality educational programs. Within this document, we describe how we will educate our scholars through careful planning and the necessary agility to adapt based on local health data, individual considerations, and surrounding circumstances.

This plan was developed by CMO representatives from each of our key departments (Executive, Schools and Innovations, Operations, Academics, Finance, HR, Technology, and Development), and with crucial input from a licensed health professional, instructional leadership, staff, and families. It should be noted that these plans are considered living documents as implementation and health data will likely inform better practices and require constant evolution in execution. The Board of Trustees will review, and if necessary revise, the plan at the next Board meeting scheduled in August. Our full reopening plan and any subsequent updates will be posted to our website on our dedicated COVID-19 Resource landing page at: <https://www.excellencecommunityschools.org/contact-us/covid19resources>.

Bronx Excellence 1-5 (hereafter referred to simply as Bronx Excellence or BCSE) submits the following plan that contemplates the school's physical plant for live instruction to take place. Until it is safe and feasible to operate a full-time instructional model for all students everyday and unless health data necessitates a shift to fully remote learning, our intent for the 2020-21 school year is to implement a hybrid that allows live and direct instruction to take place while maximizing space and scheduling flexibilities to minimize the chance of transmission. Families may also choose to opt out of any in-person instruction based on individual considerations, and participate in a fully remote option with robust synchronous and asynchronous learning opportunities. Paramount to our considerations is the safety, health, and wellbeing of our scholars, families, and staff. Bronx Excellence is focused on ensuring equitable access to our high quality instructional program, whether in-person or remote. Therefore, our plans contemplate a continuum of options for our school community that may be implemented concurrently.

To the greatest extent possible, Bronx Excellence schools will implement our approved educational model with fidelity, but with particular accommodations to promote health and safety through a continuous and potentially concurrent implementation of the hybrid and remote operational models. The narratives that follow describe our instructional delivery systems and the safety measures we will take to minimize health risks as students participate in learning within the brick and mortar setting. Bronx Excellence will ensure that the scholars, families, and staff are able to access and smoothly modulate between the plans to ensure a continuity of learning, regardless of which operational plan is being utilized. As always, we will

be sure to preserve the equitable educational rights of all scholars, with particular attention to our most vulnerable populations.

For the 2020-21 school year, our schools will serve the following grades and enrollment figures:

School Name/Address	Grades Served	Projected Enrollment
Bronx Charter School for Excellence 1	K-8	810
- Elementary: 1960 Benedict Avenue, Bronx, NY 10462	- K-4	- 450
- Middle: 1952 Benedict Avenue, Bronx, NY 10462	- 5-8	- 360
Bronx Charter School for Excellence 2	K-5	360
- Elementary: 1804 Holland Avenue, Bronx, NY 10462	- K-4	- 300
- Middle: 1946 Bathgate Avenue, Bronx, NY 10457	- 5	- 60
Bronx Charter School for Excellence 3	K-4	390
- 3956 Carpenter Avenue, Bronx, NY 10466		
Bronx Charter School for Excellence 4	K-3	240
- 3956 Carpenter Avenue, Bronx, NY 10466		
Bronx Charter School for Excellence 5	K-2	180
- 1946 Bathgate Avenue, Bronx, NY 10457		

NEW YORK FORWARD REOPENING PLAN

The Bronx Charter Schools for Excellence 1-5 (hereafter referred to simply as Bronx Excellence or BCSE) submit the following to fulfill our requirements for the New York Forward Reopening Plan submitted to the Department of Health (DOH). The Reopening Plan was developed by Excellence Community Schools, the charter management organization for Bronx Excellence 1-5, with representatives from each of our key departments (Executive, Schools and Innovations, Operations, Academics, Finance, HR, Technology, and Development), and with crucial input from a licensed health professional, instructional leadership, school leaders, staff, and families. It should be noted that these plans are considered living documents as implementation and health data will likely inform better practices and require constant evolution in execution. Our full reopening plan and any subsequent updates will be posted to our website on our dedicated COVID-19 Resource landing page at:

<https://www.excellencecommunityschools.org/contact-us/covid19resources>.

While the aforementioned are considered the Responsible Parties for developing the plan, affirming to have read and adhering to the guidance provided by DOH, our school Principals will be designated as the primary Coordinator for each site. S/he will be fully supported by the CMO, leader residents, administrative staff, assigned licensed nurse, Director of Operations, Board, parents, local safety officials, and instructional support specialists in making integral and informed decisions that impact the school community. As with all of our general operations, it will be a coordinated and collaborative effort among all stakeholders, including the school's leadership, staff, scholars and families, to uphold and maintain the policies and protocols established and described herein. We educate our scholars within the school community, and therefore, it will be a community effort to faithfully implement the plan to preserve our safety, health, and wellbeing.

2a. Reopening Operations

Capacity

Bronx Excellence will reduce capacity by restricting access to the school to admit only staff, students, and essential personnel. All attendants will be required to wear a face covering and submit to pre-screening. Parents and other visitors will not be permitted into the building during normal school hours absent an emergency. Our schools will be implementing a hybrid model for instruction, which allows us to increase social distancing and reduce classroom capacity to 50% so that there are no more than fifteen (15) students in each classroom. Where possible, areas such as the gym and cafeteria will be used for instruction to help reduce classroom size.

Scholars will be pre-assigned to one of two self-contained groups to attend school in-person on an alternating schedule for two days a week, and participate in remote instruction for the remainder of the week. For example, Group A is on campus on Monday and Tuesday, and learns remotely from Wednesday through Friday. Group B learns remotely Monday

through Wednesday, and is on campus on Thursday and Friday. The campus will be closed on Wednesday and weekends to facilitate deep cleaning. The hybrid model also groups staff into two cohorts: in-person staff and remote staff. Teachers may be deployed to mirror the paths of their classroom cohort, or they may be assigned to deliver remote instruction based on need. Both cohorts will share the responsibility of the academic success for all students in the grade. If local health data and/or Executive Order necessitate a fully remote model, all staff will be supporting students virtually.

The use of “cohorting” will play a crucial role in minimizing transmission and facilitating testing and tracing procedures should they be enacted. Scholars will primarily remain with their classroom cohort throughout the day, with the exception of the specials teachers and lunch coverage who will push into classrooms while maintaining social distancing. Our middle school students will remain with their classroom cohorts while content area teachers rotate through a fixed set of classrooms while maintaining social distancing. Therefore in addition to controlled contact with a specific set of staff, class sizes will be reduced to maximize available space for appropriate social distancing of 6 feet. Parents will also have the option to “opt-out” of live instruction based on individual considerations, and will receive provisions for remote learning with both synchronous and asynchronous opportunities.

Transportation is provided by the NYC Department of Education Office of Pupil Transportation. Accordingly, Bronx Excellence students and families will adhere to the regulations and restrictions determined by their transportation services including capacity limitations, requisite face coverings, and potentially staggered schedules.

Social Distancing

Bronx Excellence will use one-way markers, signs, and postings to control foot traffic and allow for maximum distancing, including at the school’s entrance and throughout the school building in common areas, bathrooms, and stairways. Classroom furniture will be spaced to provide six feet of distancing where possible. Alternatively, where six feet of social distancing is not possible, we will procure partitions/sneeze guards or other suitable protective dividers to distance students and staff. The teacher’s desk will also be spaced to provide six feet of social distance where possible. The gym/cafeteria will be used to create additional overflow space for instruction and social distancing. Additionally, social distancing markers will be placed on the playground and proximal outdoor spaces directly outside of the building where students may line up for entry or buses. Capacity in other areas such as staff lounges will be controlled through restricted access and sealing off or removing furniture.

PPE and Face Coverings

Bronx Excellence will purchase PPE including face coverings for all staff and students. All entrants and occupants of the facility, which will be restricted to scholars, staff, and essential personnel, will be required to wear face masks at all times. If a student or staff member does not have a facemask, a disposal mask will be provided at the point of entry. Signs noting the requirement of wearing face coverings will be posted throughout the school building and teachers and staff will receive training and regular reminders that face coverings are required at all times. Extra face coverings will be available at the front desk and at designated locations on every floor. Additionally, no-touch hand sanitizer stations will be available throughout the building (containing at least 60% ethyl alcohol or 70% isopropyl alcohol).

COVID Student Safety and Health Policy:

No student will be denied access because of the inability to obtain a face covering. Any student that does not have a protective face covering will receive a disposable facemask. If there are no masks available or if the student simply refuses to wear a mask, he/she will be denied access to the facility and referred to the COVID coordinator who will contact the student's parent/guardian. If the student has a medical condition or other appropriate reason for not being able to wear a face covering, he/she will be referred to the COVID coordinator and school nurse for assessment. If the student shows no signs of COVID-19, he/she will be sent to the isolation room and a plan will be implemented to address the concerns (request medical documentation and provide ADA-compliant accommodations, etc.). Any student who is not able to participate in instruction on site will be able to engage in remote learning.

Additionally, temperature checks and use of hand sanitizer will be required at every point of entry. All persons will have their temperatures checked via a contactless thermometer. Any individuals with a fever or above normal temperature will be denied access. All persons with an acceptable temperature will be allowed access and be required to use sanitizer at a contactless station upon entry to the building.

Parents/guardians and staff members will be provided resources to educate them on how to identify symptoms of COVID-19 and to screen the health of students each morning before sending them to school. School staff will be required to complete a daily self-assessment and temperature check prior to arrival at school. Parents/guardians will be required to screen their child before sending them to school. Additionally, all students and staff will receive a daily temperature check before entering the school. (Per NYSDOH, 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).)

Parents/guardians and school staff will be instructed that any student or staff member with a fever of 100°F or greater and/or the following symptoms of possible COVID-19 virus infection should not be present in school:

- Fever or chills (100°F or greater)
- Cough;
- Shortness of breath or difficulty breathing;
- Fatigue;
- Muscle or body aches;
- Headaches;
- New loss of taste or smell;
- Sore throat;
- Congestion or runny nose;
- Nausea or vomiting; and/or
- Diarrhea.

Students and staff will be required to notify the school when they develop symptoms or if their condition changes during or outside of school hours.

If a student or staff member exhibits these signs with no other explanation after being admitted to the building, s/he will be sent to the designated isolation room for an assessment

by the school nurse. The parents/guardians of students suspected of having COVID-19 will be contacted for immediate pickup and the student will be safely isolated from others with a staff member utilizing the appropriate PPE until the parent/guardian arrives. If a separate room is not available, a six-foot distance will be kept between the ill student and other persons. If the student cannot be isolated in a separate room from others, a facemask (e.g., cloth or surgical mask) will be provided to the student if the ill person can tolerate wearing it and does not have difficulty breathing, to prevent the possible transmission of the virus to others while waiting for transportation home. The parent or guardian will be instructed to call their health care provider, or if they do not have a health care provider, to follow up with a local clinic or urgent care center.

Management of Ill Persons

Students and staff with symptoms of illness should call the nurse and will be sent to the designated isolation room for assessment and monitoring. The nurse will isolate and dismiss any student or staff member who has a fever or other symptoms of COVID-19 that are not explained by a chronic health condition for follow up with a health care provider. The student's parent/guardian will be contacted and notified that his/her child may be ill and should be picked up and taken for medical care/observation.

If Students or Staff become Ill with Symptoms of COVID-19 at School

BCSE will follow Education Law § 906, which provides, 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 director of school health services (nurse) shall immediately notify a local public health agency of any disease reportable under the public health law.

School staff will be required to immediately report any illness of students or staff to the school nurse or other designated school staff. Such reports should be made in compliance with FERPA, and Education Law 2-d. All precautions and steps necessary to protect the student's confidentiality will be taken. School nurses and other school health professionals assessing or providing care to ill students and staff will follow Transmission- based precautions which includes the use of appropriate PPE.

Return to School after Illness

BCSE will follow CDC guidance for allowing a student or staff member to return to school after exhibiting symptoms of COVID-19. If a person is not diagnosed by a healthcare provider (physician, nurse practitioner, or physician assistant) with COVID-19, s/he can return to school:

- Once there is no fever, without the use of fever reducing medicines, and they have felt well for 24 hours;
- If they have been diagnosed with another condition and has a healthcare provider written note stating they are clear to return to school.
- If a person is diagnosed with COVID-19 by a healthcare provider based on a test or their symptoms or does not get a COVID-19 test but has had symptoms, they should not be at school and should stay at home until:

- It has been at least ten days since the individual first had symptoms;
- It has been at least three days since the individual has had a fever (without using fever reducing medicine); and
- It has been at least three days since the individual’s symptoms improved, including cough and shortness of breath.

The school may request documentation supporting a positive or negative COVID-19 test result.

Operational Activity

As previously indicated, Bronx Excellence intends to implement a hybrid schedule, which incorporates a staggered schedule for instructional delivery. Scholars will be assigned into one of two self-contained groups to attend school in-person on an alternating schedule for two days a week, and participate in remote instruction for the remainder of the week. The campus is closed on Wednesday and weekends to facilitate deep cleaning. To the greatest extent possible, the school will align members of the same family to the same schedule for instruction on campus. The hybrid model also groups staff into two cohorts: in-person staff and remote staff. Teachers may be deployed to mirror the paths of their classroom cohort, or they may be assigned to deliver remote instruction based on need. If local health data necessitates a fully remote model, all staff will be supporting students virtually.

The use of “cohorting” will play a crucial role in minimizing contact and facilitating testing and tracing procedures should they be enacted. Elementary school scholars will primarily remain with their classroom cohort throughout the day, with the exception of the specials teachers and lunch coverage who will push into classrooms while maintaining social distancing. Middle school students will remain with their classroom cohorts, and an assigned set of teachers will rotate with social distancing for subject area content delivery. In addition to controlled contact with a specific set of staff, class sizes will be reduced to maximize available space to allow for appropriate social distancing of 6 feet. We anticipate to some degree that daily attendance will also be reduced as some families may choose to opt out of in-person instruction in favor of a fully remote option. A school-wide survey will be disseminated prior to reopening to advise us on staffing and resource allocations.

Scholars and staff will also be asked to avoid common areas outside of designated instructional spaces and congregations outside of their cohort group will be prohibited. This will allow the school to use common areas such as the gymnasium, cafeteria, and staff lounge as additional learning space rather than for large gatherings. Specials and lunches will take place in homerooms with designated staff that will maintain social distancing. Physical education will also push into classrooms with careful spacing restrictions or will take advantage of outdoor spaces as much as possible. Students and staff will be permitted to take scheduled “mask breaks” if social distancing allows sufficient space. Field trips and congregate events such as concerts will be canceled for the school year.

Each student will have their own baggie, cubby, or bin for their belongings, which will be kept next to them in the classroom to reduce foot traffic across the classroom. Students will also be discouraged from sharing items or materials to prevent contact or transmission. Hand and respiratory hygiene will be taught and practiced daily.

An enhanced cleaning crew will clean commonly touched and used areas between cohorts throughout the day, with deeper disinfecting taking place at night when the building is vacant. As much as possible, we will ask staff to adhere to a schedule so that cleaning can take

place between cohorts. The building will be closed after school operational hours and on weekends and Wednesdays to facilitate deep cleaning and disinfection of all spaces.

Bronx Excellence will use one-way markers to control foot traffic and allow for maximum distancing, including at the school's entrance and throughout the school building in common areas, bathrooms, and stairways. Classroom furniture will be spaced to provide six feet of distancing where possible. Alternatively, where six feet of social distancing is not possible, we will procure partitions/sneeze guards or other suitable protective dividers to distance students and staff. The teacher's desk will also be spaced to provide six feet of social distance where possible. Additionally, social distancing markers will be placed on outdoor spaces proximal to the building where students may line up for entry or buses.

Entry into the building will be heavily restricted to scholars and essential staff. Parents and other visitors will not be permitted absent an emergency. All entrants and occupants of the facility will be pre-screened and required to wear face masks at all times. If a student or staff member does not have a face covering, a disposal mask will be provided at the point of entry. Family meetings and gatherings will be conducted virtually or over the phone.

Classrooms and bathrooms will be equipped with no touch soap/hand sanitizer dispensers, paper towels, cleaning and disinfecting supplies, and no touch trash bins. Each classroom will have extra face coverings to replace any that may have become soiled. Bathroom breaks will be scheduled and only one cohort will go at a time. Students will only have access to every other stall to maximize distancing. Bathrooms and surrounding areas will be disinfected and sanitized after each cohort has completed its use.

Students who opt out of in-person instruction will have the ability to participate in a Remote Learning Model. The student's needs will be assessed on a case-by-case basis in consultation between the child's family, Principal, teachers, and possibly under the advisement of a healthcare professional. The leadership team will provide clear expectations for the roles and responsibilities of the staff, scholar, and guardian, to include attendance and assignment completion, as well as any implications that each option might have. The school will ensure that the scholar has all necessary resources to successfully participate in learning, to include an internet-capable device and support attaining Wi-Fi connectivity. Whether on site or learning remotely, students will be assigned a specific computer for sole use to avoid transmission.

Restart Operations

All BCSE facilities with HVAC systems will have systems inspected to ensure compliance with current pandemic ventilation requirements. Filters will be replaced where necessary and systems will be adjusted to ensure proper ventilation where required and necessary. The air filters will be cleaned and/or replaced in all stand-alone window AC units. Older non-HVAC systems will also be assessed and equipment such as EPA approved air cleaners will be provided. Prior to restarting operations, all facilities will undergo a deep cleaning that includes, cleaning, sanitizing, and disinfecting of the entire building. All water fountains will be closed and students and staff will be provided with individual water bottles. The sharing of heavy touch surfaces will be limited by closing access to refrigerators, microwaves and common eating areas such as the staff lounge. Hand sanitizer (containing at least 60% ethyl alcohol or 70% isopropyl alcohol) will be available near essential high touch surfaces such as printers and elevators, and will be required before touching any surfaces.

Hygiene, Cleaning & Disinfection

BCSE will perform frequent disinfection of surfaces and objects touched by multiple people. The school will follow the CDC's Reopening Guidance for Cleaning and Disinfection with specific guidance for schools along with the Cleaning and Disinfection Decision Tool to aid in determining what level of cleaning and/or disinfection is necessary. School wide cleaning will include sanitizing and disinfecting classrooms, restrooms, cafeterias, and playgrounds. All surfaces and areas will be cleaned routinely with soap and water, followed by disinfection using US Environmental Protection Agency (EPA)-approved disinfectants against COVID-19 such as ammonia, and hydrogen peroxide. When EPA-approved disinfectants are not available, alternative disinfectants such as bleach (e.g., 1/3 cup of bleach added to 1 gallon of water or 70% alcohol solutions) will be used. All disinfectants will be securely stored out of the reach of children.

Cleaning, sanitizing, and disinfecting of learning spaces, surfaces, common and high traffic areas will increase throughout the day. Hand rails, door knobs, push bars and high touch surfaces will be disinfected at least every hour or after high usage intervals throughout the day. Classrooms and bathrooms will be cleaned at least twice daily.

Cleaning logs noting the date, time, and scope of cleaning and disinfection in a facility or area will be kept at every location. Additionally, custodians and cleaning staff will be required to use the appropriate PPE such as face coverings, disposal gloves and protective eye wear when cleaning and disinfecting any areas.

Extracurriculars

BCSE will not participate in extracurricular, co-curricular or interscholastic activities. Students and staff will only engage in extracurricular activities that can be shared/provided remotely.

Before and After Care

BCSE facility staff will maintain cleaning schedule of disinfecting all surfaces that have been frequently touched. Before- and after-school care will not be offered as a precaution. In the event that care is required (e.g. when a parent is late to pick up their child), social distancing, social distancing signs and markers will be present in the area that is to be used for such care. In addition, any such area will be restricted to no more than 50% capacity. All locations will have hand sanitizer, wipes and other such PPE to protect students and staff.

Vulnerable Populations

Teachers, staff, and families will be surveyed prior to the start of the school year. Students who are at an increased risk for severe illness will be able to participate in our fully remote learning program. The student's needs will be assessed on a case-by-case basis in consultation between the child's family, Principal, teachers, and possibly under the advisement of a healthcare professional. Similarly, any staff member who is unable to return to the campus will be assigned to implement the remote instructional program. The leadership team will provide clear expectations for the roles and responsibilities of the staff, scholar, and guardian, to include attendance and assignment completion, as well as any implications that each option might have. The school will ensure that the scholar and teacher have all necessary resources to

successfully participate in remote learning, to include an internet-capable device and Wi-Fi connectivity.

Transportation

All bussing services are contracted through the NYC Department of Education Office of Pupil Transportation, which is responsible for managing and negotiating bussing services. We will work closely and diligently to ensure that all students that are eligible are registered for bus transportation. Students and families will be expected to adhere to district regulations for transportation, which may include capacity, face coverings, pre-screening, and social distancing. If a child’s stop does not exist, we will request one be added to accommodate families. NYC DOE Office of Pupil Transportation eligibility guidelines as they currently exist are illustrated below for further details. As we recognize that the criteria may change as the opening of the school year draws closer, we will continue to work with NYC DOE Office of Pupil Transportation to ensure our scholars have equitable access to these services.

Grade Level	Distance Code A: Less than 0.5 mile	Distance Code B: 0.5 mile or more, but less than 1 mile	Distance Code C: 1 mile or more, but less than 1.5 miles	Distance Code D: 1.5 miles or more
Grades Kindergarten, 1, and 2	Not Eligible	School Bus or MetroCard	School Bus or MetroCard	School Bus or MetroCard
Grades 3-6	Not Eligible	MetroCard only	School Bus or MetroCard	School Bus or MetroCard
Grade 7-12	Not Eligible	MetroCard only	MetroCard only	MetroCard only

Morning Procedure:

Families will be asked to do a pre-screening of their child’s temperature and well-being before taking them to the bus stop and boarding the bus. Siblings will be required to sit next to each other as a precaution. All scholars will be required to wear a face covering and abide by regulations in accord with the district’s transportation guidelines. Upon arrival, all children will be screened again prior to entry.

Afternoon Procedure:

The school will ask the Office of Pupil Transportation to sanitize and clean the buses prior to our students boarding to go home. Bus loading will occur at specific locations with

staggered loading times. Each student will wear a mask and be trained on social distancing when stops and drop-offs occur. Siblings will be seated next to each other.

In a complete remote learning environment, transportation will not be available to students. In a hybrid-learning environment, transportation will still be provided to students who have chosen on site learning based on the guidelines shared above.

Students who are only eligible for a metrocard will be asked to wear a mask and gloves for the duration of their travel. When he/she has arrived at the school site, they will be asked to sanitize their hands upon entry into the building.

Food Services

BCSE will not allow students and staff to eat meals in the cafeteria. The cafeteria will be used for academics and/or as alternative social distancing space. Instead, all meals will be delivered to classrooms for students on site, or provided as grab and go meals for students who are learning remotely. Meals will be pre-packed in individual trays and delivered to each classroom following strict Food Service guidelines. Students will have the option of bringing breakfast/lunch from home or to receive a school prepared meal. There will be an alternative option for students who may not eat meat or specific foods due to allergies or religious reasons. Everyone in the room will have to sanitize their hands prior to handing out and receiving meals. Staff will don gloves for safe distribution. Students will be informed that they are not allowed to share food due to the risks involved. No touch waste and recycling bins will be provided and students will practice social distancing while throwing out their trash. Bronx Excellence will continue to comply with the USDA's regulations and policies for school meals and milk including meal pattern requirements. We will ensure that all compliance requirements for Child Nutrition are met and that each student lunch includes all required components.

For students who are learning remotely during hybrid model implementation, the school will designate times and locations for families to pick up meals. The designated area will be marked with clear guidelines/instructions for approaching the building, contacting the front office upon arrival, keeping social distance, picking up meals, and exiting the premises. Face coverings and hand hygiene will be required to prevent transmission during the transaction.

Classroom schedules will be coordinated to give students the opportunity to have bathroom breaks before and after meals, and all classrooms will have hand sanitizer available. All classrooms will be cleaned after meals are served. High-touch surfaces including tables, chairs, carts used in transportation will be routinely cleaned and disinfected. Supplies of facemasks, soap, hand sanitizer, and tissues will also be available in all classroom and food service areas. As food consumption requires the removal of facemasks, social distancing requirements will be particularly enforced during this time.

The cafeteria will be cleaned before, after, and during meal pick up and deliveries. Additionally, cafeteria personnel will be required to use disposal aprons and disposable single-use gloves when handling or delivering all food. The cafeteria will be sanitized throughout the day and disinfected every evening.

The school will use the ATS student database to determine eligibility for free or reduced food services. PowerSchool is our internal student database. We will capture food data with additional detail in this system. As always, free and reduced-priced meals will be provided while students occupy the building. Should local health data require temporary building closure, the school will coordinate grab and go meal services with the district, or provide

takeaway services on site if approved by the state to do so. As always, we will continue to communicate with our families regarding their meal plan options, through School Messenger, our parent communication platform, and on our school's website for grab and go site.

Mental Health, Behavioral, and Emotional Support Services & Programs

Scholars who require mental health and/or behavioral support services will continue receiving services within the school day, whether they are on site or learning remotely. Service providers may offer those services remotely. The school will continue to work with the Committee on Special Education (CSE) to ensure students receive the support they require. Teachers will check in with their assigned students daily and provide weekly, dedicated intervention services for struggling or vulnerable learners. Students who opt out and/or are learning remotely will be able to participate in team-building activities and exercises designed to promote a sense of connectivity and social-emotional wellbeing. For example, during the last school year, students participated in a virtual spirit week and shared photos and videos to be posted on our social media accounts.

Staff will also be trained to recognize signs of social-emotional distress, and provide activities to support mental health wellness. As mandated reporters, we will continue to adhere to our obligation to report any suspected incidents of abuse or neglect. The school nurse is also able to refer families to local resources for both physical and mental health services. If a family requires support beyond the capabilities of the school alone, the family will be referred to resources available within the Bronx community. Additionally, our HR team will be able to provide resources available to staff to support mental health and emotional wellbeing.

Communication

Bronx Excellence will continue to provide clear, transparent, and ongoing communication and support for our families. As we venture into educating children in a time of a global pandemic, it is essential that we work together to ensure the safety of our scholars and staff. The school's leadership team will hold virtual Town Halls and Family Chats to distribute information regarding our reopening plan, and respond to any questions or concerns they may have. Parents will also be able to continue to participate in all state and federally required family engagement opportunities, though they may be virtually held. This includes special education team meetings with the CSE, Board meetings, and Title I requirements. Families will continue to receive updates and will be notified of any changes through flyers, emails, phone calls, social media, and our School Messenger app, which also allows translation services for non-English speakers. Our goal is to ensure that our families are fully informed of the implications of each operational model, as well as all safety and health protocols prior to the school year so they may make the most informed decisions for their children. The reopening plan will be conspicuously posted on our website and updated with any necessary revisions.

Each school leader will be responsible for engaging with scholars, families, faculty, staff, Board members, and administrators to answer questions or concerns, and foster communication among the constituents. S/he will also be fully supported by the CMO, administrative staff, school nurse, Director of Operations, Board, parents, local safety officials, and instructional support specialists in making integral and informed decisions that impact the school community.

Communication Systems

Schools will use the following channels to communicate with parents, students, faculty, and staff.

- Office 365 Email: Faculty and Staff communication platform
- School Messenger: Parent communication platform
- Clever: Faculty, Staff, Parents, and student resource hub and communication platform
- School website and social media accounts

Multilingual Communication

School Messenger is a communication platform for parents. It facilitates communication via SMS (text messages), voice messages, and email. The platform has a built-in translation tool that can translate messages into over 100 languages.

Pre-Opening and Ongoing Two-Way Communication

Prior to the start of the school year, staff will participate in two weeks of pre-service training. During this time, the school leadership team will share the reopening plan, along with all safety protocols and procedures. Once the building is modified with all accommodations to support social distancing, the Principal will work with small groups of teachers on a staggered schedule so they can observe and practice the safety protocols they will be asked to adhere to throughout the brick and mortar setting. This might include procedures for scheduled bathroom breaks, one-way directional lanes to control foot traffic, social distancing markers throughout the building, and hand hygiene stations (containing at least 60% ethyl alcohol or 70% isopropyl alcohol).

The school's administrative staff will also hold a series of virtual Town Halls and Family Chats prior to the start of the school year. This will allow the school to share our reopening plan and strategies with our families and respond directly to any questions or concerns that arise. As significant policy, operational, or health data changes, Bronx Excellence has the capacity to notify parents through mass email, phone calls, and its dedicated parent communication platform, School Messenger. We will leverage this platform, as well as our social media accounts and website, for real-time updates and any changes in our COVID-19 response. Faculty and staff will use the Office 365 Email platform to standardize communication between leadership, faculty, and staff.

Communication Frequency and Critical Updates

As significant policy, operational, or health data changes, Bronx Excellence has the capacity to notify parents through mass email, phone calls, and its dedicated parent communication platform, School Messenger. We will leverage this platform, as well as our social media accounts and website, for real-time updates and any changes in our COVID-19 response. Faculty and staff will also be able to use email for standardized communication. Teachers will communicate with families on a daily, weekly, and bi-weekly basis for routine information. Parents will be notified immediately via phone, School Messenger, or email should any sudden changes or restrictions occur. If health data requires the school to shift into an operational model other than live instruction, Bronx Excellence leadership will notify its authorizer of any changes. In any suspected or confirmed cases, the Principal or Nurse will

contact the local DOH for guidance.

Plan Accessibility

Prior to the start of the school year, Bronx Excellence will share our reopening plan with staff and our families. The plan will also be conspicuously posted on our website. Our authorizer will be notified of any significant changes or updates and the revised plan will be reposted on our site.

Family Surveys

While we have gathered questions, concerns, and data from our families during informal virtual meetings, the school will disseminate an official survey using Google Forms and School Messenger prior to the start of the school year. Information garnered will allow us to prepare our staffing and allocate resources accordingly.

2b. Monitoring

Screening

Building access will be heavily restricted to students and essential staff during school hours. Parents and visitors will not be permitted entry absent an emergency. To the extent possible, contractors and vendors will be scheduled for service on weekends and after normal business hours.

Bronx Excellence will use DOH and CDC guidance regarding how to identify COVID-19 symptoms and how to conduct proper temperature checks, which will be shared with all staff and parents. Staff and parents will be required to conduct self-assessments and temperature checks at home every morning before coming to school. All persons entering the school building will be required to complete a screening questionnaire prior to arriving at the school and will have their temperature checked before entering the building. Individuals with a fever of 100°F or greater and/or the following symptoms of possible COVID-19 virus infection will not be permitted to enter the building:

- Fever or chills (100°F or greater)
- Cough;
- Shortness of breath or difficulty breathing;
- Fatigue;
- Muscle or body aches;
- Headaches;
- New loss of taste or smell;
- Sore throat;
- Congestion or runny nose;
- Nausea or vomiting; and/or
- Diarrhea.

Parents/guardians of students denied access or sent home because of COVID-19 symptoms will be instructed to call their health care provider, or if they do not have a health care provider, to follow up with a local clinic or urgent care center. Arrangements will immediately be made to provide home instruction to the student while they are addressing the

medical needs. Students and staff will be required to notify the school when they develop symptoms or if their condition changes during or outside school hours.

Health Testing Protocols

Parents/guardians of students denied access or sent home because of COVID-19 symptoms will be instructed to call their health care provider, or if they do not have a health care provider, to follow up with a local clinic or urgent care center.

Health Testing Responsibility

Bronx Excellence will work with DOH and local authorities to identify available testing facilities. Students and staff will be referred to the DOH website for the list of hospital and testing centers in their area.

Early Warning Signs

Bronx Excellence will adhere to the metrics and guidance set by local, state and federal officials and follow the guidance of the CDC and DOH. The school receives and monitors all notifications and guidance issued by the CDC, DOH, SED and its authorizers in real time and will follow the recommendations and guidance. BCSE will work with DOH and local DOE to monitor reports and the appropriate course of action when there are signs of increased positive COVID-19 cases.

2c. Containment

School Health Offices

BCSE will follow Education Law § 906, which provides [w]henver...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 director of school health services shall immediately notify a local public health agency of any disease reportable under the public health law. The director of school health services, or other health professionals acting upon direction or referral of such 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 of the students and staff.

School staff must immediately report any illness of students or staff to the school nurse or other designated school staff. Such reports should be made in compliance with FERPA, and Education Law 2-d. If nurses choose to go to classrooms to make assessments of students, this also should be done in a manner that protects the student's confidentiality. If there are several students waiting to see the school nurse, arrangements will be made to have students wait at least six feet apart. The school will have two rooms for school health personnel - one room for healthy students who have injuries or need their medications or nursing treatments, and another room for assessing and caring for ill students and staff. Both rooms require a supervising adult to be present and should have easy access to a bathroom and sink with hand hygiene supplies. School nurses and other school health professionals assessing or providing care to ill students and staff should follow Transmission-based precautions which includes the

use of appropriate PPE.

Students suspected of having COVID-19 awaiting transport home by the parent/guardian will be held in an isolated room or area separate from others, with a supervising adult present utilizing appropriate PPE. Multiple students suspected of COVID-19 may be in this isolation room if they can be separated by at least six feet. A questionnaire will be sent to the students' parent(s) or legal guardian(s) electronically, which must be completed prior to the scholar returning to school.

Isolation

Students and staff suspected of having COVID-19 will be assessed by the nurse and isolated in a designated isolation room while he/she awaits transport home. The student's parents/guardians will be contacted immediately and asked to pick up the students. A supervising adult outfitted with the appropriate PPE will stay present with the student until the parents arrive. The isolation room will be off limits to all other staff and students.

If a student or staff member exhibits these signs with no other explanation after being admitted to the building, s/he will be sent to the designated isolation room for an assessment by the school nurse. The parents/guardians of student suspected of having COVID-19 will be contacted for immediate pickup and the student will be safely isolated from others with a staff member utilizing the appropriate PPE until the parent/guardian arrives. If a separate room is not available, a six-foot distance will be kept between the ill student and other persons. The isolation room will be off limits to all other staff and students. If the student cannot be isolated in a separate room from others, a facemask (e.g., cloth or surgical mask) will be provided to the student if the ill person can tolerate wearing it and does not have difficulty breathing, to prevent the possible transmission of the virus to others while waiting for transportation home. The parent or guardian will be instructed to call their health care provider, or if they do not have a health care provider, to follow up with a local clinic or urgent care center.

Potentially sick individuals will be informed to begin self-isolation and asked not to return until they have confirmed they have tested negative and/or have met the CDC's criteria to discontinue home isolation. Any area that may have been infected will be closed off for cleaning and disinfecting. Families of students, faculty and staff will be notified that there was a potential COVID-19 case. The identification of said individual will not be disclosed and confidentiality will be kept. However as a communicable disease, COVID-19 cases must be reported to the DOH by the nurse or Principal and any necessary precautions for isolation, containment, and potential closure will be taken.

1. Orderly closure: Teachers will notify the nurse to come pick up the student(s). The student(s) will be isolated in the designated isolation room and the nurse will contact the parents to make them aware of their symptoms.

- Contact with parent/guardian will include a survey of questions to get more details on their current symptoms.
- If student's symptoms are concurrent with COVID-19, they will be walked through the procedure of washing their hands, given a disposable facemask, sterilized gloves and isolated in an authorized area until parent/guardian pick up.
- Teacher and Students from the symptomatic student's classroom will be required to leave the school and quarantine for 14 days. *Students who exhibit potential symptoms during that time period should get tested. Parents should also notify the school. They

are required to email results to the nurse, whether positive or negative, and secondary tracing and containment protocols will be enacted accordingly.*

- Facilities will follow DOH procedures to properly clean and sanitize the authorized waiting area and the classroom.

2. Identification process:

- The school, class, and/or cohort (whether by classroom, grade level, or bus) will be closed for 14 days and we will temporarily switch to remote learning. We will keep families updated on all new policies and protocols during the closure.
- SUNY, Parent/guardian, faculty, stakeholders, and staff will be notified through email, school messenger, phone blast, social media, school website and Clever.
- The school will ensure all communications plans are available in all languages served in our community. Also, we will make it accessible to those with visual and/or hearing impairments.

The building will be limited to facility staff to clean and sanitize the whole building as required by DOH procedures.

Collection

If possible, once the parent/guardian of the student suspected of having COVID-19 arrives at the school door, the nurse will be notified and safely escort the child to the exit donning appropriate PPE. If this is not possible, parents/guardians of students suspected of having COVID-19 will be pre-screened, then safely directed to use the most direct and least occupied exit in order to avoid contact with others. Upon arriving to pick up the student, the parent will be with the COVID-19 coordinator and/or nurse and taken directly to the isolation room. Parents will be notified that they must seek medical attention and direct to take their child to their doctor, a hospital or a DOH test facility for medical attention. Additionally, the parent will be informed that the student must receive medical clearance before returning to school. Documentation of either a positive or negative test will be requested so the school can appropriately respond.

Infected Individuals

Should a student or staff member exhibit 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 nurse or Principal shall immediately notify the local public health agency of any disease reportable under the public health law. The nurse or Principal 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 of the students and staff.

School staff must immediately report any illness of students or staff to the school nurse or other designated school staff. Such reports should be made in compliance with FERPA and Education Law. If the nurse chooses to go to classrooms to make assessments of students, this also should be done in a manner that protects the student's confidentiality. If there are several students waiting to see the school nurse, arrangements should be made to have students wait at least six feet apart. The school will designate two rooms for school health personnel - one room for healthy students who have injuries or need their medications or nursing treatments,

and another room for assessing and caring for ill students and staff. Both rooms require a supervising adult to be present and should have easy access to a bathroom and sink with hand hygiene supplies. School nurses and other school health professionals assessing or providing care to ill students and staff should follow Transmission-based precautions, which includes the use of appropriate PPE.

Students suspected of having COVID-19 awaiting transport home by the parent/guardian will be held in an isolated room or area separate from others, with a supervising adult present utilizing appropriate PPE. Multiple students suspected of COVID-19 may be in this isolation room if they can be separated by at least six feet. Isolation, containment, and disinfection protocols will be enacted to prevent further spread of possible infection.

BCSE will follow CDC guidance for allowing a student or staff member to return to school after exhibiting symptoms of COVID-19. If a person is not diagnosed by a healthcare provider with COVID-19 (negative test by a physician, nurse practitioner, or physician assistant), they can return to school:

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

A questionnaire will be sent to the students' parent(s) or legal guardian(s) electronically which must be completed prior to the scholar returning to school.

Exposed Individuals

BCSE will follow the CDC and DOH recommendations for communication with exposed individuals' families. Parents/guardians will receive a digital letter will via our school communication system, School Messenger.

A questionnaire will be sent to the students' parent(s) or legal guardian(s) electronically which must be completed prior to the scholar returning to school. BCSE will notify the DOH and await guidance on allowing that student to return to school.

Hygiene, Cleaning, and Disinfection

BCSE will employ frequent disinfection of surfaces and objects touched by multiple people. The school will follow the CDC's Reopening Guidance for Cleaning and Disinfection with specific guidance for schools along with the Cleaning and Disinfection Decision Tool to aid in determining what level of cleaning and/or disinfection is necessary. School wide cleaning will include classrooms, restrooms, cafeterias, and playgrounds. All surfaces and areas will be

cleaned routinely with soap and water, followed by disinfection using US Environmental Protection Agency (EPA)-approved disinfectants against COVID-19 such as ammonia, and hydrogen peroxide. When EPA-approved disinfectants are not available, alternative disinfectants such as bleach (e.g., 1/3 cup of bleach added to 1 gallon of water or 70% alcohol solutions) will be used. Keep all disinfectants out of the reach of children.

Cleaning, sanitizing and disinfecting of learning spaces, surfaces, common and high traffic areas will increase throughout the day. Handrails, doorknobs, push bars and high touch surfaces will be disinfected at least every hour or after high usage intervals throughout the day. Classrooms and bathrooms will be cleaned at least twice daily.

Cleaning logs noting the date, time, and scope of cleaning and disinfection in a facility or area will be kept at every location. Custodians and cleaning staff will be required to use PPE such as face coverings, disposal gloves and protective eye wear when cleaning and disinfecting any areas.

Contact Tracing

BCSE will follow CDC and DOH recommendations for 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. This allows public health officials to put in place isolation or other measures to limit the spread of the virus. Schools must cooperate with state and local health department contact tracing. Schools can assist public health departments in knowing who may have had contact at school with a confirmed case by:

- keeping accurate attendance records of students and staff members.
- ensuring student schedules are up to date.
- keeping a log of any visitors which includes date, time and where in the school they visited; and
- Assist local health departments in tracing all contacts of the individual at school in accordance with the protocol, training, and tools provided through the New York State Contact Tracing Program.

More detailed scenarios will be directed to the local health department. BCSE will maintain confidentiality as required by federal and state laws and regulations. School staff should not try to determine who is to be excluded from school based on contact without guidance and direction from the local department of health.

Communication

Each school leader will be responsible for engaging with scholars, families, faculty, staff, Board members, and administrators to answer questions or concerns, and foster communication among the constituents. S/he will also be fully supported by the CMO, administrative staff, school nurse, Director of Operations, Board, parents, local safety officials, and instructional support specialists in making integral and informed decisions that impact the school community.

Communication Systems

Schools will use the following channels to communicate with parents, students, faculty, and staff.

- Office 365 Email: Faculty and Staff communication platform

- School Messenger: Parent communication platform
- Clever: Faculty, Staff, Parents, and student resource hub and communication platform
- School website and social media accounts

Pre-Opening and Ongoing Two-Way Communication

Prior to the start of the school year, staff will participate in two weeks of pre-service training. During this time, the school leadership team will share the reopening plan, along with all safety protocols and procedures. Once the building is modified with all accommodations to support social distancing, the Principal will work with small groups of teachers on a staggered schedule so they can observe and practice the safety protocols they will be asked to adhere to throughout the brick and mortar setting. This might include procedures for scheduled bathroom breaks, one-way directional lanes to control foot traffic, social distancing markers throughout the building, and hand hygiene stations (containing at least 60% ethyl alcohol or 70% isopropyl alcohol).

The school's administrative staff will also hold a series of virtual Town Halls and Family Chats prior to the start of the school year. This will allow the school to share our reopening plan and strategies with our families and respond directly to any questions or concerns that arise. As significant policy, operational, or health data changes, Bronx Excellence has the capacity to notify parents through mass email, phone calls, and its dedicated parent communication platform, School Messenger. We will leverage this platform, as well as our social media accounts and website, for real-time updates and any changes in our COVID-19 response. Faculty and staff will use the Office 365 Email platform to standardize communication between leadership, faculty, and staff.

Communication Frequency and Critical Updates

As significant policy, operational, or health data changes, Bronx Excellence has the capacity to notify parents through mass email, phone calls, and its dedicated parent communication platform, School Messenger. We will leverage this platform, as well as our social media accounts and website, for real-time updates and any changes in our COVID-19 response. Faculty and staff will also be able to use email for standardized communication. Teachers will communicate with families on a daily, weekly, and bi-weekly basis for routine information. Parents will be notified immediately via phone, School Messenger, or email should any sudden changes or restrictions occur. If health data requires the school to shift into an operational model other than live instruction, Bronx Excellence leadership will notify the authorizer of any changes. In any suspected or confirmed cases, the Principal or Nurse will contact the local DOH for guidance.

Plan Accessibility

Prior to the start of the school year, Bronx Excellence will share our reopening plan with staff and our families. The plan will also be conspicuously posted on our website. Our authorizer will be notified of any significant changes or updates and the revised plan will be reposted on our site.

2d. Closure

Closure Triggers

BCSE will closely monitor communications from DOH, its authorizer, SED, the DOE and local health officials and experts. If there is an increase of cases or signs of increased COVID-19 cases within the school, school community or locally, BCSE will consult with DOH, the necessary experts and stakeholders and will move to close the school immediately or have the exposed parties isolate and quarantine themselves for fourteen (14) days. Parents/guardians will be notified via text and email notices of the closure or required quarantine. Staff will be instructed that the school building will be closed and the school or impacted parties will transition to online remote learning.

Operational Activity

All normal, extracurricular and co-curricular activity will cease. Staff and students will not be permitted in the building and will be instructed not to return until further notice. Staff and students will be directed to remote learning and the online instructions protocols will be distributed to all staff and parents.

1. Orderly closure:

- The school will consult with the LEA, DOH and stakeholders during the decision making process.
- The school will be closed and will temporarily switch to remote learning. Parents and staff will receive updates on all new policies and protocols during the closure.
- Department of Education, Parent/guardian, faculty, stakeholders, and staff (Kitchen and facility) will be notified through email, school messenger, phone blast, social media, school website and Clever.

The school will ensure all communications plans are available in all languages served in our community. Also, we will make it accessible to those with visual and/or hearing impairments.

- Remote access credentials will be issued to all students and staff.
- The school building will shut down and the facilities team will follow DOH procedures to properly clean and sanitize the building.

All systems and protocols will be shared with staff during pre-service training, and families during Town Halls prior to the start of the school year. Our reopening plan will also be posted conspicuously on the school's website for continual reference. Any revisions will be amended to the website.

Communication

Each school leader will be responsible for engaging with scholars, families, faculty, staff, Board members, and administrators to answer questions or concerns, and foster communication among the constituents. S/he will also be fully supported by the CMO, administrative staff, school nurse, Director of Operations, Board, parents, local safety officials, and instructional support specialists in making integral and informed decisions that impact the school community.

Communication Systems

Schools will use the following channels to communicate with parents, students, faculty, and staff.

- Office 365 Email: Faculty and Staff communication platform
- School Messenger: Parent communication platform
- Clever: Faculty, Staff, Parents, and student resource hub and communication platform
- School website and social media accounts

Communication Frequency and Critical Updates

As significant policy, operational, or health data changes, Bronx Excellence has the capacity to notify parents through mass email, phone calls, and its dedicated parent communication platform, School Messenger. We will leverage this platform, as well as our social media accounts and website, for real-time updates and any changes in our COVID-19 response. Faculty and staff will also be able to use email for standardized communication. Teachers will communicate with families on a daily, weekly, and bi-weekly basis for routine information. Parents will be notified immediately via phone, School Messenger, or email should any sudden changes or restrictions occur. If health data requires the school to shift into an operational model other than live instruction, Bronx Excellence leadership will notify the authorizer of any changes. In any suspected or confirmed cases, the Principal or Nurse will contact the local DOH for guidance.

3a. Pre-Opening

This plan was developed by CMO representatives from each of our key departments (Executive, Schools and Innovations, Operations, Academics, Finance, HR, Technology, and Development), and with crucial input from a licensed health professional, instructional leadership, school-based operational staff, and families. After careful review of guidance provided by SUNY, DOH, and NYSED, as well as local health data, the Reopening Plan Team met twice as a whole group to discuss the task of developing a plan, assigning teams to address its various components, and establish a timeline for review, completion, and submission. The Academic Team was primarily responsible for creating three concurrent instructional delivery systems (in-person, remote, and hybrid) that included attention to assessments, struggling learners, vulnerable students, and any potential loss of learning. The Facilities Team was assigned the task of creating protocols and systems to ensure the safety of the physical spaces and culture to promote health and wellbeing. These include one-way traffic flow throughout the building, wellness screenings, social distancing measures, cleaning and disinfection, transportation, and meal delivery. The Operations Team was charged with harnessing technology to facilitate communications, remote/hybrid learning (including distribution and tracking of devices), daily attendance, and data tracking. Human Resources focused on compiling staff input, as well as designing professional development programs for staff. Each of the teams also collaborated on sections that required an intersection of expertise. School staff members were surveyed and the feedback was also contemplated within our plan. We also gathered questions, concerns, and data from our families during informal virtual meetings. The schools will later disseminate an official survey prior to the start of the school year. Information garnered will allow us to prepare our staffing and allocate resources accordingly.

As with every school year, Bronx Excellence will provide two weeks of pre-service training. This year, much of the training will focus on ensuring staff are proficient with the educational models (in-person/hybrid and remote) with specific focus on protective measures for live instruction. Training will be a combination of virtual sessions with designated leaders, online workshops provided by assigned vendors (e.g. Operations Inc., curriculum-based, etc.), required readings, and on-site training. School leadership, with support from the CMO, is responsible for training staff for the safe implementation of the reopening plan, protocols, and safeguards. Once the physical plants are operationally modified with appropriate equipment and signage, teachers will be invited into the building in small groups on a staggered schedule to meet with school leaders and practice procedures and protocols. These include those implemented when instruction is provided in-person, including how to conduct fire and safety drills, scheduled bathroom use, movement into and throughout the building, nurse referrals, and any other routines requiring social distancing strategies. Throughout the school year on scheduled in-service dates and as new guidance is released, staff will receive any necessary refreshers or elaboration on any new information released by the state, DOH, or local health authorities. As with our established professional development model, teachers will also receive ongoing support with implementation of the instructional program and safety protocols.

School leadership will hold virtual Town Halls and Family Chats to disseminate and distribute to families the safety protocols that will be implemented in the fall. The goal is to ensure that upon reopening, families and staff will already be informed and optimally practiced with the tools and information they require to safely and seamlessly facilitate the opening and safe maintenance of our buildings. This will help to alleviate confusion and large crowds from gathering in front of and within the building upon reopening. Students will practice safety protocols with their teacher and classroom cohort particularly during the first two weeks of opening, and routinely throughout the course of the school year.

Training topics for staff, scholars and families will include the following:

- Appropriate use of face covering and PPE
- Screening protocols for building entry
- Hand and respiratory hygiene
- Cohort training
- Schedule and protocol for bathroom usage
- Social distancing
- Disinfecting common areas in the classroom
- Redesigned foot traffic patterns and spacing practices to promote social distancing within the building
- Signs and symptoms of infection
- How to manage suspected illnesses
- How to promote social-emotional wellbeing and recognize signs of pending distress
- Review and explanation of signage / notices posted throughout the building
- Updated guidance from CDC, DOH, state, and local resources
- Right to Accommodations
- Available community resources

Upon school closures in March, staff reached out to our families to assess and monitor technological capacity within the homes. To collect additional feedback from families, students and teachers, Bronx Excellence will use Google Forms and School Messenger to capture survey responses, which will be used to inform any necessary revisions to our remote learning plan. The school will also provide support in attaining dependable internet connectivity for those families in need. Teachers and students will have access to Google Meet, which is our video conferencing platform. We will continue to provide families in need with loaned Chromebooks and any training they need to facilitate hybrid and remote learning. This is particularly the case for our newly enrolling families. Our tech support team will be available to troubleshoot and mitigate any issues that may arise. Staff is required to provide daily check in's with families and contact those who are absent. Any concerns will be raised to the school's leadership team to mitigate as is necessary.

In order to ensure equitable access, Bronx Excellence will ensure all students are able to participate in high quality instruction whether they attend in-person instructional sessions, view live lessons synchronously in simulcast, or asynchronously through online lessons at a time that is available. We will attend to special considerations particularly for students who are struggling or vulnerable by providing additional dedicated time for intervention and support.

We will communicate with each family to ensure that students who are learning remotely or off campus have or receive an internet-capable device from which to work (e.g. Chromebooks). All of the school's Chromebooks will be outfitted with Securly, which is a cloud-based filter that allows the school to track devices and filter for inappropriate content particularly when operating outside of the school's firewalls. This includes monitoring for any signs of cyber-bullying, self-harm, or inappropriate content.



**Bronx Charter Schools for Excellence 1-5
RESPONSE 3b - School Calendar**

3b. School Calendars

BRONX CHARTER SCHOOL FOR EXCELLENCE 2020-2021

4 [Independence Day](#)

JULY '20						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

184 TOTAL SCHOOL DAYS

JANUARY '21						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

1 - NEW YEAR'S DAY
8 - STAFF PD
18 - [M.L. King Day](#)

18

8/24-8/28 - STAFF PD
8/31 - FIRST DAY OF SCHOOL

AUGUST '20						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

1

FEBRUARY '21						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

15 - [Presidents' Day](#)
16-19 - MID-WINTER RECESS

15

7 - [Labor Day](#)
18 - STAFF PD

SEPTEMBER '20						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

20

MARCH '21						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

23

12 - [Columbus Day](#)
16 - STAFF PD
31 - [Halloween](#)

OCTOBER '20						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

20

APRIL '21						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

16

02 - [Good Friday](#)
04 - [Easter Sunday](#)
2-9 - SPRING RECESS

3 - STAFF PD
11 - [Veterans Day](#)
26-27 - [Thanksgiving](#)

NOVEMBER '20						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

17

MAY '21						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

20

31 - [Memorial Day](#)

4 - STAFF PD
24-31 - WINTER RECESS
25 - [Christmas Day](#)

DECEMBER '20						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

16

JUNE '21						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

18

8 - CLERICAL DAY
25 - LAST DAY OF SCHOOL

3c. Scheduling for Students

Live Instruction

Our in-person instructional program is based on DOH’s recommendation to provide live instruction to the greatest and safest extent, particularly for students at greatest risk of struggling. Bronx Excellence will be implementing a hybrid model, which offers two days of in-school learning and three days for remote learning. Parents will have the option to “opt-out” of live instruction based on individual considerations, and will receive provisions for remote learning opportunities with synchronous, simulcast, and asynchronous lessons. Students will be provided full access to our rigorous curriculum with modifications in delivery to mitigate health risks. This includes the use of a tighter cohort model, reduced class sizes to allow for social distancing, health data monitoring, controlled one-way movement and single-use amenities throughout the building, screening policies and restrictive access to the building, and the use of protective equipment (masks, physical barriers, etc.).

All individuals in the building will be required to minimally wear a face covering over the nose and mouth, and subject to routine screenings prior to entry, such as contact-free temperature checks and questionnaires. Entry into the building will be carefully restricted. Deliveries, pick-ups, and drop offs will take place at specified times and designated entry points of the building. The brick and mortar setting will be enhanced to promote social distancing.

The use of “cohorting” will play a crucial role in minimizing contact and facilitating testing and tracing procedures should they be enacted. Scholars will primarily remain with their classroom cohort throughout the day, with the exception of the specials teachers and lunch coverage who will push into classrooms while maintaining social distancing. In addition to controlled contact with a specific set of staff, class sizes will be reduced to maximize available space to allow for appropriate social distancing of 6 feet. Our middle school grades 6-8 will also function in classroom cohorts with staff rotating to each classroom while maintaining social distancing to ensure comprehensive content delivery.

Prior to the start of the school year, all staff will participate in extensive training on the requirements to maintain safety, including the promotion of hand and respiratory hygiene, signs and symptoms of potential infection, monitoring and supporting social-emotional wellbeing, and practicing protocols to ensure safe distancing. Families will be engaged through virtual “Town Halls” that will allow us to share our reopening plan with families and answer questions directly. The school also holds family chats, which allow for a more personalized opportunity to speak with administrative staff about specific concerns and questions. Families will receive ongoing communication through our texting applications, email notifications, phone calls, and virtual meetings. As is mandated, Bronx Excellence will also ensure that our plan is conspicuously posted and available on our school website.

Scholars and staff will also be asked to avoid common areas outside of designated instructional spaces and congregations outside of the cohort group will be prohibited. This allows the school to use common areas such as the gymnasium, cafeteria, and staff lounge as additional learning space rather than for large gatherings. Students and staff will be permitted

to take scheduled “mask breaks” if social distancing allows sufficient space. An enhanced cleaning crew will clean commonly touched and used areas between cohorts throughout the day, with deeper disinfecting taking place at night when the building is vacant. As much as possible, we will ask staff to adhere to a schedule so that cleaning can take place between cohorts. The building will be closed on Wednesdays and over the weekend for deep cleaning and disinfection, per DOH and CDC guidelines.

Changes to the in-person instruction that differs from those in the current approved charter primarily involve instruction delivered by our specials teachers. We will continue using our research-based curriculum, such as Journeys and Eureka. Our Specials teachers usually teach across grade spans during small group reading instruction. However due to safety protocols, they will not be able to do so in the traditional manner outlined by our charter. Instead, small-group instruction will be facilitated by the teacher assigned to the classroom cohort.

Students who opt out of in-person instruction will have the ability to participate in our Remote Learning program. The student’s needs will be assessed on a case-by-case basis in consultation between the child’s family, Principal, teachers, and possibly under the advisement of a healthcare professional. The leadership team will provide clear expectations for the roles and responsibilities of the staff, scholar, and guardian, to include attendance and assignment completion, as well as any implications that each option might have. The school will ensure that the scholar has all necessary resources to successfully participate in learning, to include an internet-capable device.

In consideration of our requirement to plan for multiple operational models, the following illustrates how instruction will take place in various scenarios:

Group A - Scholars who are coming to school on a hybrid model. These scholars would be split into 2 groups and come 2 days a week for in-school instruction and stay home three days a week for distance learning and independent work.

Group B - Scholars who are coming to school on a hybrid model. These scholars would be split into 2 groups and come 2 days a week for in-school instruction and stay home 3 days a week for distance learning and independent work.

Group C - Scholars who voluntarily opt out of coming to school. These scholars will remain at home 5x a week for distance learning and independent work.

Group D - Scholars who are coming to school everyday on a full-time model. These scholars will remain at school 5x a week for in-school instruction. This model will only be implemented if the state mandates, the concerns over safe return to full-time instruction are completely alleviated, and health data no longer warrants social distancing protocols to be implemented. Under current circumstances, the full-time in-person model of instructing all students everyday cannot be safely implemented with appropriate social distancing measures enacted.

Hybrid/Opt Out Model - Scholars will be pre-assigned to one of two self-contained groups to attend school in-person on an alternating schedule for two days a week, and participate in remote instruction for the remainder of the week. If health data directs or individual considerations prevent a scholar from attending in-person, the school will offer a remote learning model.

Grades K-8	Monday	Tuesday	Wednesday	Thursday	Friday
On Campus	Group A	Group A	None	Group B	Group B
At Home	Group B & C following distance learning plan with heavy teacher support	Group B & C following distance learning plan with heavy teacher support	All groups at home for independent learning and project-based learning Teacher meetings, professional development and planning. School closed for deep cleaning and disinfection.	Group A & C following distance learning plan with heavy teacher support	Group A & C following distance learning plan with heavy teacher support

Remote Learning – If health data directs and requires, the school will shift to a fully remote learning platform.

Grades K-8	Monday	Tuesday	Wednesday	Thursday	Friday
At Home	All groups following distance learning plan with heavy teacher support	All groups following distance learning plan with heavy teacher support	All groups at home for independent learning and project-based learning Teacher meetings, professional development and planning.	All groups following distance learning plan with heavy teacher support	All groups following distance learning plan with heavy teacher support

Full In-person Model – If the state mandates, the concerns over safe return to full-time instruction are completely alleviated, and health data no longer warrants social distancing protocols, a full-time schedule aligned to our original charter will be implemented.

Grades K-8	Monday	Tuesday	Wednesday	Thursday	Friday
On Campus	Group D	Group D	Group D	Group D	Group D
At Home	Group C following distance learning plan with heavy teacher support	Group C following distance learning plan with heavy teacher support	Group C following distance learning plan with heavy teacher support	Group C following distance learning plan with heavy teacher support	Group C following distance learning plan with heavy teacher support

Instructional hours for the 2020-2021 school year

	Total in-person hours	Total remote hours	
		Synchronistic	Asynchronistic
Group A	324hrs	36hrs	432hrs
Group B	324hrs	36hrs	432hrs
Group C	0hrs	216hrs	540hrs
Group D	648hrs	0hrs	36hrs

Elementary School K-4 Sample Schedule

Daily Distance Learning	Hybrid Distance Learning
<p>3 ½ hour Block 8:30am - 12pm</p> <p>8:30-9am- Reading (Whole Group)</p> <ul style="list-style-type: none"> ● Direct instruction video ● Simulcast instruction ● Journeys independent work <p>9-10am- Reading (Small Group)</p> <ul style="list-style-type: none"> ● Independent Reading ● Guided Reading groups via BookNook (teacher guided) <p>10-11:00am - Math</p> <ul style="list-style-type: none"> ● Direct instruction video ● Simulcast instruction ● Independent work ● Small group w/ teacher support <p>11:00-12:00pm- Writing</p> <ul style="list-style-type: none"> ● Direct instruction video ● Simulcast instruction ● Independent work ● Small group w/ teacher support <p>12:00-1:00pm-LUNCH</p> <p>1:00-2:00- Tutoring (for IEPs, struggling scholars)</p> <p>2:00-3:00- Office Hours</p>	<p>3 ½ hour Block 8:30am - 12pm</p> <p>8:30-9am- Reading (Whole Group)</p> <ul style="list-style-type: none"> ● Direct instruction video ● Simulcast instruction ● Journeys independent work <p>9-10am- Reading (Small Group)</p> <ul style="list-style-type: none"> ● Independent Reading ● Guided Reading via BookNook (self-guided) <p>10-11:00am - Math</p> <ul style="list-style-type: none"> ● Direct instruction video ● Simulcast instruction ● Independent work <p>11:00-12:00pm- Writing</p> <ul style="list-style-type: none"> ● Direct instruction video ● Simulcast instruction ● Independent work <p>12:00-1:00pm-LUNCH</p> <p>1:00-2:00- Tutoring (for IEPs, struggling scholars)</p> <p>2:00-3:00- Office Hours</p>

Middle School 5-8 Sample Schedule

Daily Distance Learning	Hybrid Distance Learning
<p>8-9am Guided Reading/ Intervention</p> <p>9-9:45am-ELA</p> <ul style="list-style-type: none"> ● Direct instruction video ● Simulcast instruction ● Collections/Novel Independent work ● Independent work w/ teacher <p>9:50-10:35am-Math</p> <ul style="list-style-type: none"> ● Direct instruction video ● Simulcast instruction ● Independent work w/ teacher <p>10:40- 11:25am-Science/History</p> <ul style="list-style-type: none"> ● Direct instruction video ● Simulcast instruction ● Independent work w/ teacher <p>11:30-12:15pm-Lunch</p> <p>12:30-3pm-</p> <ul style="list-style-type: none"> ● Independent Work: Humanities, Science project, Daily Collections/Novel reading ● Specials/High School Placement ● Small Group ● Intervention/1:1 (IEP mandates) Check-ins 	<p>8-9am Guided Reading</p> <p>9-9:45am-ELA</p> <ul style="list-style-type: none"> ● Direct instruction video ● Simulcast instruction ● Collections/Novel Independent work <p>9:50-10:35am-Math</p> <ul style="list-style-type: none"> ● Direct instruction video ● Simulcast instruction ● Independent work <p>10:40- 11:25am-Science/History</p> <ul style="list-style-type: none"> ● Direct instruction video ● Simulcast instruction ● Independent work <p>11:30-12:15pm-Lunch</p> <p>12:30-3pm-</p> <ul style="list-style-type: none"> ● Independent Work: Humanities, Science project, Daily Collections/Novel reading ● Specials/High School Placement ● Small Group <p>Intervention/1:1 (IEP mandates) Check-ins</p>

3d. Scheduling for Staff

The hybrid model allows our staff to maintain their regular schedule, with physical distancing, while students are on campus. To facilitate instruction for students who are on campus and for those who opt out, staff will be grouped into two cohorts: in-person staff and remote staff. Teachers may be deployed to mirror the paths of their classroom cohort, or they may be assigned to deliver remote instruction based on need. Both cohorts will share the responsibility of the academic success for all students in the grade. The fully remote model will have all staff supporting students virtually. The remote learning model contemplates synchronous learning in the morning, and asynchronous scheduling in the afternoon. A sample schedule for a remote teacher is provided below:

Remote Staff Schedule- Elementary School	Remote Staff Schedule- Middle School
<p>8:00-8:30am Teacher is:</p> <ul style="list-style-type: none"> • Checking communication • Planning <p>8:30-9am- Reading (Whole Group) for Students Teacher is:</p> <ul style="list-style-type: none"> • Checking attendance • Conducting small group instruction <p>9-10am- Reading (Small Group) for Students Teacher is:</p> <ul style="list-style-type: none"> • Conducting Guided Reading groups <p>10-11:00am- Math for Students Teacher is:</p> <ul style="list-style-type: none"> • Conducting small group instruction <p>11:00-12:00pm- Writing Teacher is:</p> <ul style="list-style-type: none"> • Conducting small group instruction <p>12:00-1:00pm-LUNCH for All</p> <p>1:00-2:00- Tutoring (for IEPs, struggling scholars)</p> <p>2:00-3:00- Office Hours</p>	<p>8-9am Teacher is:</p> <ul style="list-style-type: none"> • Conducting Guided Reading Groups • Holding Interventions • Teaching Specials • Holding High School Placement Meetings <p>9-11:25am Teacher is:</p> <ul style="list-style-type: none"> • Conducting small group instruction area per content area • Reviewing student work & providing feedback • Holding check-ins <p>11:30-12:15pm-Lunch for All</p> <p>12:30-3pm Teacher is:</p> <ul style="list-style-type: none"> • Teaching Specials • Conducting small group instruction area per content area • Reviewing student work & providing feedback • Holding check-ins • Planning

Response 4: Enrollment and Attendance

4a. Enrollment

At this time, we remain fully enrolled for the 2020-21 school year. Bronx Excellence uses SchoolMint as our lottery application system. We leverage SchoolMint to engage with families on our waitlist via phone and email, and will backfill vacancies should any arise. Prior to the start of the school year, we will engage our families in a series of virtual Town Halls to share with them our Reopening Plan and protocols that will be implemented. We will survey our families again using Google Forms and School Messenger. Information garnered will allow us to prepare our staffing and allocate resources accordingly. We currently anticipate that in-person classes will be attended by at least 40-50% of our allotted enrollment. The other 50-60% may participate in remote learning. Our alternating schedule for on-site instruction reduces capacity to increase social distancing.

Regardless of whether students attend instruction on site or remotely, Bronx Excellence utilizes systems that allow us to take attendance daily in whatever operational model is being implemented. Daily attendance will be taken and recorded on site via PowerSchool and ATS. Students learning remotely or who have opted out of in-person instruction will use a login component through an app called CLEVER. This will also be recorded in ATS and PowerSchool. Attendance will be monitored to ensure that students are in physical attendance or logging in to engage in online learning. As always, students who are absent from either instructional platform will receive a call from administrative staff to check on the scholar's status. If we are unsuccessful in contacting the family and the student accrues a week of absences, we may collaborate with the Department of Children and Family Services to assist us with further investigation.

Teachers will communicate with families on a daily, weekly, and bi-weekly basis for routine information. For students learning remotely, in addition to logging into CLEVER, teachers will take attendance and document each touch-point they have with students daily. This documentation will be recorded via written anecdotes and accounts, online platforms such as Google classroom, accessible by all teachers and administration.

Our site Operations Managers and Directors will help to maintain accurate and up to date documentation including attendance records, teacher accounts, breakfast and lunch counts, and online participation tracking as supportive evidence to substantiate enrollment counts. Our CMO Operations and Finance teams will help to verify accuracy for billing.

4b. Attendance

Regardless of whether students attend instruction on site or remotely, Bronx Excellence utilizes systems that allow us to take attendance daily in whatever operational model is being implemented. Attendance will be monitored to ensure that students are attending instruction on-site or logging in to engage in remote learning. Daily attendance will be taken and recorded

on site via PowerSchool and ATS. Students learning remotely or who have opted out of in-person instruction will use a login component through an app called CLEVER. This will also be recorded in ATS and PowerSchool. Attendance will be monitored to ensure that students are in physical attendance or logging in to engage in online learning. As always, students who are absent from either instructional platform will receive a call from administrative staff to check on the scholar's status. If we are unsuccessful in contacting the family and the student accrues a week of absences, we may collaborate with the Department of Children and Family Services to assist us with further investigation.

Teachers will communicate with families on a daily, weekly, and bi-weekly basis for routine information. For students learning remotely, in addition to logging into CLEVER, teachers will take attendance and document each touch-point they have with students daily. This documentation will be recorded via written anecdotes and accounts, online platforms such as Google classroom, accessible by all teachers and administration.

Our site Operations Managers and Directors will help to maintain accurate and up to date documentation including attendance records, teacher accounts, breakfast and lunch counts, and online participation tracking as supportive evidence to substantiate enrollment counts. Our CMO Operations and Finance teams will verify accuracy for billing.

In lieu of a live clock that would require staff to be present on site and physically clock in and out of work, staff attendance will be documented through our payroll accounting program called Paycom, which allows staff to log in daily through an app, whether they are on site or working remotely. The Human Resource team has worked to ensure all staff are familiar with the program and will continue to monitor daily records to ensure staff attendance is accounted for and accurate. All records of attendance will be reviewed and approved in accordance with our Financial Policies and Procedures Manual by HR and Finance Teams.

Response 5: Academic Program

5a. Curriculum

Bronx Excellence will continue to use our approved curriculum, including those to support social-emotional learning and instructing students in special populations. However, minor modifications are required in order to implement a hybrid model, which combines live instruction and remote learning. The table below demonstrates how each program will be modified at each grade level to support various operational models, including videos of instructional content and access to supplemental resources. Bronx Excellence implements an inclusive model for teaching students with disabilities and English Language Learners and believes all children should have access to our rigorous and challenging curriculum. Therefore, the curriculum will not be revised to accommodate needs, but instead, our instructional strategies function as the primary driver for addressing the needs of our special populations.

	Reading	Writing	Math	Science	Social Studies
Grades K-5	Houghton Mifflin Harcourt Journeys Common Core: <ul style="list-style-type: none"> – modified cycles – prioritizing of content – use of instructional videos – access to supplemental online resources (i.e. iReady) 	Resources from The Teachers College Reading and Writing Project <ul style="list-style-type: none"> – prioritizing of content and materials – use of instructional videos – access to supplemental online resources (i.e. iReady) – more opportunities to 	Eureka Math <ul style="list-style-type: none"> – prioritizing of content – use of instructional videos – access to supplemental online resources (i.e. iReady) 	FOSS (Full Option Science System) Next Generation Edition <ul style="list-style-type: none"> – prioritizing of content – use of instructional videos – access to supplemental online resources – more opportunities for project- 	Houghton Mifflin Harcourt Into Social Studies (K-4): <ul style="list-style-type: none"> – prioritizing of content – use of instructional videos – access to supplemental online resources – more opportunities for project-based

Grades 6-8	Houghton Mifflin Harcourt Collections: <ul style="list-style-type: none"> - modified cycles - prioritizing of content - use of instructional videos - access to supplemental online resources 	submit written work outside the program		based learning and student collaboration <i>Engineering is Elementary</i> -less access to kits	Social Studies Alive (5th) and History Alive (6-8) <ul style="list-style-type: none"> - prioritizing of content - use of instructional videos - access to supplemental online resources - more opportunities for project-based learning and student collaboration
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Social-Emotional Health: Teachers will check in with their assigned students daily and provide weekly, dedicated intervention services for struggling or vulnerable learners. Students who opt out and/or are learning remotely will be able to participate in team-building activities and exercises designed to promote a sense of connectivity and social-emotional wellbeing. For example, during the last school year, students participated in a virtual spirit week and shared photos and videos to be posted on our social media accounts. Staff will also be trained to recognize signs of social-emotional distress, and provide activities to support mental health wellness. As mandated reporters, we will continue to adhere to our obligation to report any suspected incidents of abuse or neglect. The school nurse is also able to refer families to local resources for both physical and mental health services. If a family requires support beyond the capabilities of the school alone, the family will be referred to resources available within the Bronx community.

5b. Instruction

The manner by which Bronx Excellence will offer instruction is described in sections 3b and 3c. We will offer virtual synchronous and asynchronous instruction with the use of small groups, one to one instruction, check-ins via phone or video conferencing, teacher developed instructional videos, and in simulcast. Students attending school on a hybrid schedule and students learning fully online will receive the same content weekly. Students with disabilities and those identified as ELLs will receive all mandated instruction and/or interventions per their IEP or 504 plans. Academic plans have been created to address the needs of all learners. Teachers will take attendance and document each touchpoint they have with students daily. This documentation will be recorded via written anecdotes and accounts, online platforms such as Google classroom, accessible by all teachers and administration.

Students learning on site will participate in an instructional delivery similar to that

described in our approved charter. One minor modification includes instruction delivered by our specials teachers. Our Specials teachers usually teach across grade spans and due to safety protocols, will not be able to do so in the traditional manner outlined by our charter. Instead, small group instruction will be facilitated by the teacher assigned to the classroom cohort. We will continue using our research-based curriculum, such as Journeys and Eureka. Additional information illustrating how remote learning will be facilitated is provided below:

Distance Learning Academic Program- Elementary School

Reading (Whole Group)

- Video- Teacher will create and upload a *Journeys* Whole Group lesson (15-20 minutes)
- Simulcast instruction
- *Journeys* independent work- Students will complete workbook pages

Reading (Small Group)

- Independent Reading- Students will read leveled text via *Epic*, *Scholastic* or *RazKids*
- Simulcast instruction
- Guided Reading via *BookNook* (self-guided for hybrid/teacher led for all distance learners)

Math

- Video- Teacher will link *Eureka In Sync* video (20 min) for lesson (teacher will create and upload video if one is not provided)
- Simulcast instruction
- Independent work- Teacher will link and assign *Eureka In Sync* fluency activity, problem set problem, and exit ticket

Writing

- Video- Teacher will create and upload a *Writing Workshop* lesson (8-12 minutes)
- Simulcast instruction
- Independent work- Students will independently write in a composition notebook (K-2) or on a GoogleDoc (3-5)

Tutoring - Teachers will provide 1:1 tutoring for students with IEPs and struggling scholars (for hybrid and all distance learners)

Office Hours- Teacher will be available for communication (for hybrid and all distance learners)

Distance Learning Academic Program- Middle School

Guided Reading (5th)/Intervention

- Guided Reading via *BookNook* (self guided for hybrid/teacher led for all distance learners)
- Simulcast instruction

ELA

- Video- Teacher will create and upload a skill-based lesson (10-15 minutes)
- Simulcast instruction

- Independent Work- Scholars will work on a skill-based task and respond to discussion questions from Collections/Novel reading

Math

- Video- Teacher will link *Eureka In Sync* video (20 min) for lesson (teacher will create and upload video if one is not provided)
- Simulcast instruction
- Independent work- Teacher will link and assign *Eureka In Sync* fluency activity, problem set problem, and exit ticket

Science/Social Studies

- Video- Teacher will create and upload mini-lesson (10-15 minutes)
- Simulcast instruction
- Independent Work- Scholars will work on assigned task

Office Hours- Teacher will be available for communication (for hybrid and all distance learners)

Tutoring- Teachers will provide 1:1 tutoring for students with IEPs and struggling scholars (for hybrid and all distance learners)

5c. Assessment

Minor changes will be made from what currently exists in the approved charter regarding assessments. To assess students’ instructional needs at the start of the 2020-2021 school year, we will use F & P/Running Records as a reading baseline for K-4, iReady as a reading baseline for 5-8, and iReady as a baseline for math K-8. We will not use NWEA’s MAP assessment this year. One benefit of the iReady assessment program is that it allows us a consistent measure of progress as it can be administered whether students are learning in-person or remotely. The adaptive, benchmark, and diagnostic assessments capture students’ progress in meeting and exceeding grade level standards.

	Reading	Writing	Math	Science	Social Studies	Specials
Beginning of School Year Baseline	F&P K-4 iReady 5-8	NA	iReady K-8	NA	NA	NA
School-Year Assessment	Weekly Quizzes End Of Unit Assessments (approximately every 5-6 weeks)	One writing piece submitted per unit	Weekly Quizzes End of Module Assessments (approximately every 5-6 weeks)	Project submitted per unit	Project submitted per unit	Project submitted per unit

Data from multiple measures will enable staff to utilize student data to inform curricular and instructional decisions. Every Wednesday will be designated for online assessments.

Quizzes of 3-5 questions, longer exit tickets, and end of module/unit assessments will be administered. Projects will also be used as a form of assessment. Students will demonstrate mastery of all subjects through the successful completion of online quizzes, online end of module or unit assessments, and submission of written work samples. Performance-based assessments and projects with rubrics will also be used. Generated data reports and anecdotal documentation will provide evidence of student mastery.

Teachers and administrators will continue to use the data to inform instructional strategies. However under the hybrid or remote models, data analysis procedures and feedback to students will occur virtually. This includes student groupings for tutoring and intervention, lesson planning (i.e. scripting scaffolded questions for students), teacher professional development, and conversations regarding instructional practices (i.e. How am I presenting content to students?)

5d. At-Risk Populations

SPECIAL EDUCATION

Bronx Excellence will continue to provide equitable access to our high-quality instructional program to all students, including those with special needs and English Learners. The CMO has been carefully monitoring guidance offered by the state, local districts, CDC, DOH, and other resources. School leaders have been in close communication with our Special Education staff, and will be consulting with our district, CSE, and their service providers to ensure that our scholars receive essential services and diagnostic evaluations. Delivery of interventions and accommodations provided by our own special education staff will continue to be provided in all operational modalities. If possible, outsourced services such as speech and counseling may occur in person if social distancing and barrier protocols can be maintained, particularly if mask removal is necessary. However depending on determinations by the local district, outsourced services, such as counseling and speech, may need to occur virtually. The team will continue to work with the CSE and service providers to ensure all families are contacted and, where appropriate and feasible, consent to the use of telephonic and approved video platforms to facilitate services such as speech therapy, virtual counseling, tele-therapies, OT, and interventions.

If health data directs or if individual considerations require for a student to opt out of in-person instruction, Bronx Excellence will enact its remote learning model for our scholars with special needs. To that end, Bronx Excellence would create a customized plan to support our scholars of greatest needs especially those who are most vulnerable and/or younger learners. The team will work with service providers to develop a schedule for the provision of services. Teachers will be assigned a caseload of 4-8 students to provide intervention sessions for special education students and those at-risk and will consider the need to adjust hours to accommodate scheduling restrictions. Our teaching staff will facilitate the additional instructional support and interventions in accordance with students' needs and IEPs. The following illustrates a sample custom plan for teacher meetings with students working remotely:

Student Description	Session Per Student
Integrated Co-Teaching (ICT)	1 hour/3 x week
Special Education Teacher Support Services (SETSS)	1 hour/2 x week
At-Risk/Promotion In Doubt (PID)	1 hour/2 x week
On/Above Grade Level	See hybrid/remote schedule

As with our regular daily schedule, teachers will be provided time for collaborative planning with their colleagues, and to attend remote IEP meetings as needed. However, teachers will be required to adhere to social distancing protocols, which may require meetings to take place virtually. All teachers will be required to document their interactions and curate work samples and documents to monitor student progress toward IEP goals. Progress monitoring is also available through online learning platforms such as iReady.

Bronx Excellence will continue to attend meetings between the CSE, families, staff, and providers to ensure smooth service delivery. No sessions will be recorded to preserve students' safety and privacy. To the greatest extent possible, the school will continue to offer all appropriate and feasible services mandated in students' IEPs while depending on external service providers to make professional determinations of which can be offered remotely or in-person. School-based staff and providers will be expected to document consent, services, and progress. Staff will also document their interactions with students and their families.

ENGLISH LANGUAGE LEARNERS (ELLs)

For full-time, in-person instruction, Bronx Excellence will continue to teach English Learners in the same Sheltered English Immersion model that has proven successful for our scholars. For hybrid and remote learners, the school will offer virtual synchronous and asynchronous instruction with the use of small groups, one to one instruction, check-ins via phone or video conferencing, and teacher developed instructional videos. Students attending school on a hybrid schedule and students learning fully online will receive the same content weekly. Students with disabilities and those identified as ELLs will receive all mandated instruction and/or interventions per their IEP or 504 plans. Custom academic plans have been created to address the needs of all learners. Students who require additional support to gain English Language proficiency will receive equitable support through additional intervention time, as illustrated in the sample table shown previously. Teachers will take attendance and document each touch-point they have with students daily. This documentation will be recorded via written anecdotes and accounts, online platforms such as Google classroom, accessible by all teachers and administration. The school will also ensure that our families receive access to written and verbal communication in their preferred languages.

The curriculum is deliberately adjusted to address the needs of all learners. While all students are capable of achieving success, not all students are the same, learn the same way, or have the same needs. Teachers will continue to provide instruction uniquely tailored to each child that will challenge and support students through increased frequency of one on one interactions, group interactions, check-in calls, support during office hours as well as tutoring. Using and responding to ongoing, real-time data will dictate when and how these interactions will occur through the remote model. Coupled with scaffolding, enrichment, and making necessary, flexible accommodations to instruct students will allow us to meet their needs. This approach will ensure the continuation of the RTI program, fidelity in providing all enrolled

students with disabilities the services and supports identified in any IEPs, 504s and our very young scholars. Additionally, communication and curricula will be made more accessible to our ELLs and their families through specific placements of groups, staff support, and technical aids.

We will communicate with each family to ensure that students who are learning remotely or off campus have or receive an internet-capable device from which to work (e.g. Chromebooks). The school will also provide support in attaining dependable internet connectivity for those families in need. All of the school's Chromebooks will be outfitted with Securly, which is a cloud-based filter that allows the school to track devices and filter for inappropriate content particularly when operating outside of the school's firewalls. This includes monitoring for any signs of cyber-bullying, self-harm, or inappropriate content. Our tech support team will be available to troubleshoot and mitigate any issues that may arise.