



## Student and Family Handbook- 2020-2021 School Year

*\*\*Please note, This handbook is subject to change during the 2020-2021 school year. Any additions, changes or attachments will be included as separate addendums, or attachments and will be provided to parents/ guardians.*

### School/Family Contract

#### COMMITMENT TO OUR STUDENTS AND FAMILIES

Welcome to Bridge Preparatory Charter School (“Bridge Prep”, “the School”)! We are committed to providing our students, known as Bridge Builders, with a safe, structured and welcoming school environment in where they learn to enjoy learning and develop their social emotional skills as they grow into responsible and caring young people. We view families as critical partners in the success of our students and ask your support in helping to deliver our mission and vision by agreeing to the following.

#### ATTENDANCE

- I will ensure that my student comes to school(in-person and virtually) on time, ready to begin at 8:15 a.m.
- I understand that if my student has more than 10 **unexcused** absences absent within the school year, they may have to repeat their current grade.
- I understand that an absence is excused only if I have contacted the school and written a detailed note regarding student illnesses, family emergency, or religious observance.
- I understand that the school day ends at 4:15 p.m. on Tuesday and Thursday and 3:15 p.m. on Wednesday and Friday, and my child is required to remain in school for the entire day.

#### CODE OF CONDUCT

- I agree to promote and support the rules of behavior as outlined in the Family Handbook, and accept responsibility as a partner in my Bridge Builder’s learning.
- I understand and accept the School’s various infraction levels and related consequences.
- I understand that the Code of Conduct and all classroom rules and expectations account for the time that my student is learning at Bridge Prep. I understand that this includes both in-person instruction and virtual instruction.
- I understand that while my Bridge Builder is in school, which includes both in-person and virtual learning, they are not permitted to use, or have out in plain sight, cell phones, iPods, music players, video game players, or other electronic devices.
- I understand that the School has a **zero** tolerance for bullying and that if my student bullies another student, they will be disciplined accordingly which may result in loss of school privileges, detention and/or suspension from school.
- I understand that verbal and physical aggression will not be tolerated and that if my Bridge Builder demonstrates verbal or physical aggression toward classmates and/or school staff, they will be disciplined accordingly, which may result in loss of school privileges, detention, and/or suspension from school.

#### SCHOOL DRESS CODE

- I will ensure that when my Bridge Builder is scheduled for in-person instruction, they will come to school in uniform and that when my student is virtually learning from home, while they are not required to wear the school uniform, they will be dressed appropriate for learning.

## FAMILY SUPPORT

- I agree to support my Bridge Builder’s academic work by communicating regularly with his or her classroom teachers.
- I understand that my Bridge Builder’s report card will be backpacked home with them, several days prior to Family-Teacher conferences.
- I agree to attend Family-Teacher conferences, family meetings and other school-sponsored events, as scheduled by the school either virtually or in person on a regular basis.
- I agree not to send soda, candy or gum to school with my Bridge Builder, as well as not to send any glass or metal containers of any kind, since students are not allowed to have these items at school.
- I agree to respond to communication from school staff members(calls, emails or Remind messages) promptly.

## VIRTUAL LEARNING

- I agree that on the days that my student is scheduled to be learning virtually (not in-person) that they will login to their Google Classroom based on the schedule provided to me by their teacher.
- I understand that my student will be counted as “present” on all days that they are not in person (virtual learning days) if and only if:
  - They are logged in to their virtual classroom from 8:15 a.m-12:45 p.m., with their camera on and microphone muted unless instructed otherwise by their teacher.
- I understand that my student is responsible for completing the work assigned by their teacher on their Google Classroom in CORE Content Subjects, as well as Science and Social Studies. I understand that all work assigned on the Google Classroom is used to identify student understanding of content and will be accounted for on my student’s Report Card.
- I agree to provide my student with a quiet and distraction free work- space for virtual learning, free of outside noise and distractions, to the best of my ability.
  - In the event that my student cannot be exclusively in a quiet place, I agree to have my student wearing their headphones, to limit background noise for them and for other students in the classroom.
- I agree to not disrupt my student’s virtual classroom when they are logged on for live instruction and that any questions I have for my student’s teacher will be shared to them directly via Remind Message or e-mail, and not live during the class.
- I acknowledge that my student is part of a virtual classroom community that includes other students and families in real time. I am aware that any inappropriate language, dress, and behavior is unacceptable.

Parent/Guardian Name (Print) \_\_\_\_\_

Parent/Guardian Signature \_\_\_\_\_

Date \_\_\_\_\_

## Commencement of Academic Year 2020-2021

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

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

Bridge Prep has been made aware by the NYC DOE that their buildings are scheduled to open for in person instruction on September 21, 2020 and as such, Bridge Prep's blended learning schedules will begin on September 22, 2020. Please note that in-person instructional programming start dates are subject to potential modifications as a result of the various factors noted above.

## School Calendar

Bridge Prep has developed a comprehensive, thorough school calendar that reflects relevant dates, events (virtual or otherwise), vacations, and important academic milestones. As was the case in our inaugural school year, our calendar aligns very similarly to the NYC DOE's calendar given the many crosswalk services between Bridge Prep and the NYC DOE, as well as the knowledge that many families have children in both Bridge Prep and NYC DOE schools. All families have been provided a copy of the 2020-2021 School Calendar via email and it can also be found on our website.

## School Schedule and Hours

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

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

When accounting for our existing and newly created instructional space and specific health and safety protocols, we are limited to having between 35-50% of our whole school capacity in our building at one time.

Understanding these guidelines, and assuring that we are doing our best to keep students and staff safe, families will be allowed to select from **1 of 3 instructional schedules**: an option that allows students to remain home for all virtual instruction and two blended learning options. Blended learning is a combination of in-person and virtual instruction.

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

Any day that students are learning from home, we are committing to providing student(s) with LIVE teaching in our CORE instructional content: Math, ELA, Guided Reading and Orton-Gillingham. We will be providing our LIVE virtual teaching via a special technology we have purchased called a Swivl. All families were provided a survey asking them to choose a schedule that best meets their needs. Families will not have to commit to any option for the entire school year, and will be able to make changes to their chosen schedule only after communicating with the School to determine availability in classrooms.

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

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

**Remote Hours** account for a start time of school that is consistent with the start time that students will have when they attend in-person instruction. Remote hours are effective on days that students are scheduled to be not in the building, based on their programmed schedule and for students daily on the **UNIQUE** schedule. Remote hours are divided into two different time blocks: Live Instructional time (from 8:15 a.m.-12:45 p.m.) and Structured Virtual Enrichment time on Google Classroom.

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

[Code of Conduct](#)

Bridge Prep is committed to providing a safe, orderly and nurturing environment in which students can achieve academic excellence and flourish socially and emotionally. Having a firm, clear and consistently applied discipline policy allows students and teachers to maximize class time to promote student learning.

We will use positive re-enforcements to encourage good behavior in our students. However, students whose behavior does not meet the School community's clearly defined standards will not be permitted to disrupt the educational experience of others. Therefore, infractions of School standards will have consequences. This is the basis of our student Code of Conduct.

### **Definitions**

For purposes of the Code of Conduct, the following definitions apply:

1. "School" or "Bridge Prep" is Bridge Preparatory Charter School.
2. "Bridge Builder" means student.
3. "Parent" means that parent, guardian, or person in parental relation to the student.
4. "NYC DOE" means the New York City Department of Education
5. "School premises" means on or within any building, structure, athletic playing field or playground used by the School.
6. "School property" means property belonging to or leased by the school.
7. "School function" means any school-sponsored extra-curricular or in- school event or activity.
8. "Violent student" means a student who:
  - a. Commits an act of violence or uncontrolled behavior upon a school employee or attempts or threatens to do so.
  - b. Commits, while on school premises or at a school function, an act of violence or uncontrolled behavior upon another student or any other person lawfully on school premises or at the school function, or attempts or threatens to do so.
  - c. Possesses a weapon while on school premises or at a school function.
  - d. Displays what appears to be a weapon while on school premises or at a school function.
  - e. Threatens to use a weapon or replica of a weapon while on school property or at a school function off campus.
  - f. Knowingly and intentionally damages or destroys school property.
  - g. Physically intimidates, threatens, or bullies others while on school property or at a school function.
9. "In School" refers to a time when the student is attending school, both in-person and virtual.
10. "Weapons" includes but is not limited to:
  - a. A firearm, razor, air gun, mock gun, knife, box cutter, sling shot, martial arts instruments, deadly or hazardous chemicals, mace, pepper spray
  - b. Any other type of deadly or dangerous instrument

## Prohibited Student Conduct

Bridge Prep holds all students accountable for their behavior, both in-person and virtually. Infractions are grouped into five levels based on the severity of the infraction. Each level of infraction provides a set of possible disciplinary responses that may be imposed by the School.

### Infraction Levels

- Level 1 - Engaging in Insubordinate and/or Disorderly Conduct
- Level 2 - Engaging in Conduct that Endangers the: Safety, Morals, Health, or Welfare of Self or Others
- Level 3 - Engaging in Violent, Disruptive, and/or Threatening Conduct

Examples of Level 1 Infractions	
Unexcused absence from school	Selling, using or possessing obscene material
Violating the dress code	Gambling
Arriving late to school	Using abusive or profane language or treatment
Arriving to class unprepared	Forgery
Cutting school, class, detention, or mandatory school events.	Making unreasonable noise
Misbehaving on school-provided transportation	Defamation
Misbehaving inside or outside of class	Possession of inappropriate property
Disrupting class or preventing teaching	Being disrespectful toward a staff member or their designee
Gum, food and beverages during unauthorized times	Failing to comply with the directive of staff member or their designee
Cheating, plagiarism, copying other's work, or allowing others to copy work	Being disrespectful toward a student
Failing to comply with School imposed- consequences	

Possible Disciplinary Responses	
Oral warning	Written warning
Written notification to parent/guardian	Conference with parent(s)/guardian(s)
Detention	In-school disciplinary action (e.g., exclusion and/or removal from a particular class or event)
Confiscation	Suspension from transportation

Examples of Level 2 Infractions	
Theft, loss, or destruction of personal or School property	Violating the civil rights of others
Mistreatment or inappropriate use of technology or School property	Harassment/bullying and discrimination
Sexual harassment	Engaging in sexual activity or inappropriate touching
Lewd behavior	Hazing
Gang membership	Leaving the classroom or school building through any exit without prior approval from a School staff member.
Using or possessing drugs, alcohol, or tobacco products	

Possible Disciplinary Responses	
Conference with parent(s)/guardian(s)	Confiscation
Detention	In-school disciplinary action (e.g., exclusion and/or removal from a particular class or event)
Short term in-school suspension	Short term out-of-school suspension

Examples of Level 3 Infractions	
Committing a physical or emotional act of violence on self or others	Fighting or unwanted physical contact
Play fighting, threatening, bullying, and/or intimidating	Possessing, displaying, using, or threatening to use a weapon or dangerous object
Committing arson	Setting off a false alarm or making a threat

Possible Disciplinary Responses	
Conference with parent(s)/guardian(s)	Confiscation
In-school disciplinary action (e.g., exclusion and/or removal from a particular class or event)	In-school disciplinary action (e.g., exclusion and/or removal from a particular class or event)
Short term out-of-school suspension	Long term out-of school suspension
Expulsion	

### Where and When the Discipline Code Applies

The standards set forth in the Discipline Code apply to behavior:

- In school, which includes both in-person instruction and virtual instruction, during school hours;
- Before and after school, while on school property;
- While traveling on vehicles funded by the NYC DOE;
- At all school-sponsored events on or off campus;
- On other-than-school property when such behavior can be demonstrated to negatively affect the educational process or to endanger the health, safety, morals, or welfare of the School.

When misbehavior involves communication, gestures, or expressive behavior, the infraction applies to oral written or electronic communications, including but not limited to texting, emailing, and social networking.

### Discipline Responses

Students who are found to have violated the School’s Code of Conduct may be subject to the following penalties, either alone or in combination with another:

#### 1. Suspension from Transportation

Students who do not follow the School’s Code of Conduct on school transportation may have their riding privileges suspended temporarily or permanently by the Executive Director or their designee. In such cases, the student’s parent or guardian will become responsible for seeing that their Bridge Builder gets to and from school safely.

#### 2. In-School Disciplinary Procedures

When a Bridge Builder engages in behavior, which is substantially disruptive of the educational process or substantially interferes with a teacher’s authority over the classroom, the student may be subject to disciplinary action of any of the following:

- Oral warning



- Written warning
- Written notification to parent/guardian
- Confiscation
- Exclusion and/or removal from a particular class or event

### **3. Short Term In-School Suspension: 10 Days or Less**

Because we believe that students benefit from instruction in a school setting, even when suspension is an appropriate disciplinary response, we provide alternative instruction for suspended students within the school setting, unless the severity of the conduct leading to the suspension makes immediate return to school inappropriate or the School does not have adequate facilities or staff to provide a supervised alternative program. To the extent possible, the alternative in-school instructional program will be hosted at a location on-site and will provide similar academic curriculum that students would receive if attending regular classes. Alternative instruction will be provided for at least two hours per day.

### **4. Short Term Out-of-School Suspension: 10 Days or Less**

Given the School's limited excess space availability and the need to socially distance students or if for any other reason, the student's presence in the school causes a risk of continuing disruption or a risk of danger for the student or others, the Executive Director may direct that the alternative instruction be provided off-site.

### **5. Long Term Suspension: 10 Days or More**

As with short-term suspension, alternative instruction may be provided in-school or outside of school, depending on the availability of space within the school facility, the severity of the conduct which led to the disciplinary proceeding and whether return to school can be safely accomplished without continuing disruption or danger to the student or others.

### **6. Expulsion**

Expulsion is reserved for extraordinary circumstances, including not limited to circumstances where a student's conduct posed or continues to pose a danger to the safety and well-being of other students, school personnel, or any other person lawfully on school property, attending a school function, or on school-provided transportation. The procedure for expulsion shall be the same procedure set forth for long-term suspension.

## **Procedures and Due Process for Short Term Suspension**

The Executive Director may impose a short-term suspension and shall follow due process procedures consistent with federal case law pursuant to *Goss v. Lopez* (419 U.S. 565). Before imposing a short-term suspension, or other, less serious discipline, the Executive Director shall provide the student notice of the charges against them, and if the student denies the charges, an explanation of the evidence against them. The student will also be provided a chance to present their version of the events.

Before imposing a short-term suspension, the Executive Director shall immediately notify the student's parent or guardian in writing that the student may be suspended from school. Written notice of the decision to impose suspension shall be provided by personal delivery or express mail delivery within 24 hours at the last known address(es) of the student's parent or guardian. Where possible, notification also shall be provided by telephone. Such notice shall provide a description of the incident(s) for which suspension is proposed and shall inform the parents or guardian of their right to request an immediate informal conference with the Executive Director. Such notice and informal conference shall be in the dominant language or mode of communication used by the parent or guardian. The parents or guardian of the student and the student shall have the opportunity to present the student's version of the incident and to ask questions of the complaining witnesses. Such notice and opportunity for an informal conference shall take place prior to the suspension of the student unless the student's presence in the school poses a continuing danger to persons or property or an ongoing threat of disruption to the academic



process, in which case the notice and opportunity for an informal conference shall take place as soon as possible after the suspension as is reasonably practicable.

The School's decision to impose a short-term suspension may be challenged by the student's parent or guardian in accordance with the School's Complaints policy.

### **Procedures and Due Process for Long Term Suspension**

The Executive Director may impose a long-term suspension. Such a suspension may be imposed only after the student has been found guilty at a formal suspension hearing. In extreme circumstances, the Executive Director may expel the student from school. Upon determining that a student's action warrants a possible long-term suspension, the Executive Director shall verbally inform the student that they are being suspended and is being considered for a long-term suspension (or expulsion) and state the reasons for such actions. The Executive Director also shall immediately notify the student's parent or guardian in writing. Written notice shall be provided by personal delivery, express mail delivery, or equivalent means reasonably calculated to assure receipt of such notice within 24 hours of suspension at the last known address. Where possible, notification also shall be provided by telephone if the school has been provided with a contact telephone number for the parent or guardian. Such notice shall provide a description of the incident or incidents that resulted in the suspension and shall indicate that a formal hearing will be held on the matter that may result in a long-term suspension (or expulsion). The notification provided shall be in the dominant language used by the parent or guardian. At the formal hearing, the student shall have the right to be represented by counsel, question witnesses, and present evidence.

If the School initiates the suspension proceeding, they shall personally hear and determine the proceeding or may, in their discretion, designate a hearing officer to conduct the hearing. The hearing officer's report shall be advisory only and the Executive Director may accept or reject all or part of it. The School's decision to impose a long-term suspension or expulsion may be challenged by the parent or guardian through an appeal process to the School, the details of which shall be determined. In any instance where the Executive Director is directly involved in the instance(s) at issue for a suspension or expulsion, the Board of Trustees shall handle any investigation, hearing and determination.

### **Firearm Violations**

Federal and New York law require the expulsion from school for a period of not less than one year of a student who is determined to have brought a firearm to the school, or to have possessed a firearm at school, except that the Executive Director may modify such expulsion requirement for a student on a case-by-case basis, if such modification is in writing, in accordance with the Federal Gun-Free Schools Act of 1994 (as amended). "Weapon," as used in this law means a "firearm," as defined by 18 USC § 921, and includes firearms and explosives. (New York Education Law §3214 effectuates this federal law.) The following are included within this definition:

- Any device, instrument, material, or substance that is used for or is readily capable of causing death or serious bodily injury. Knives with a blade of two and half inches or more in length fall within this definition;
- Any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive;
- The frame or receiver of any weapon described above;
- Any firearm muffler or firearm silencer;
- Any destructible device, which is defined as any explosive, incendiary, or poison gas, such as a bomb, grenade, rocket having a propellant charge of more than four ounces, a missile having an explosive or incendiary charge of more than one-quarter ounce, a mine, or other similar device.

The Executive Director shall refer a student under the age of sixteen who has been determined to have brought a weapon or firearm to school to a presentment agency for a juvenile delinquency proceeding consistent with

Article 3 of the Family Court Act except a student fourteen or fifteen years of age who qualifies for juvenile offender status under Criminal Procedure Law § 1.20(42).

### **Provision of Instruction During Removal**

Bridge Prep will ensure that alternative educational services are provided to a student who has been suspended to help that student progress in the School's academic program. For a student who has been suspended, alternative instruction will be provided to the extent required by applicable law. For a student who has been expelled, alternative instruction will be provided in like manner as a suspended student, until the student enrolls in another school for a reasonable period thereafter or until the end of the school year.

Alternative instruction will be provided to students suspended or expelled in a way that best suits the needs of the student. Instruction for such students shall be sufficient to enable the student to make adequate academic progress, and shall provide them the opportunity to complete the assignments, learn the curriculum and participate in assessments. Instruction will take place in a designated room on-site. During any removal for drug or weapon offenses, additional services shall include strategies designed to prevent such behavior from recurring. Instruction will be provided by School staff, who shall be certified or qualified in accordance with § 2854(3)(a-1) of the Education Law and the federal *No Child Left Behind*.

### **Freedom of Expression**

All members of our community are entitled to express their personal opinions verbally, in writing, or by symbolic speech. The expression of such opinions, however, shall not interfere with the freedom of others to express themselves, and written expression of opinion must be signed by the author. Any form of expression, including print, verbal or personal apparel that involves libel, slander, the use of obscenity, or personal attacks, or that otherwise disrupts the educational experience of any student is prohibited. All forms of expression, must be in compliance with school policies and consequences resulting from any infractions will be addressed in accordance with the Code of Conduct.

Student participation in the publication of any school-sponsored newsletters, yearbooks, literary magazines and similar publications is encouraged as a learning and educational experience. The publication and content of all student- developed publications shall be supervised and reviewed by a qualified staff advisor(s) at the School.

No person shall distribute any printed or written materials on school property without the prior permission of the Executive Director. The Executive Director may regulate the content of materials to be distributed on school property to the extent necessary to avoid material and substantial interference with the requirements of appropriate discipline in the operation of the School. The Executive Director may also regulate the time, place, manner and duration of such distribution.

### **Off-Campus Events**

Students at school-sponsored off-campus events, both virtually or in-person shall be governed by all the guidelines of the School and are subject to the authority of school officials. Failure to obey the instructions or directions of School officials shall result in a loss of eligibility to attend School-sponsored off-campus events and may result in additional disciplinary measures in accordance with the Code of Conduct.

### **Student Records**

The School will maintain written records of all suspensions and expulsions including the name of the Bridge Builder, a description of the behavior engaged in, the disciplinary action taken, and a record of the number of days a student has been suspended or removed for disciplinary reasons. Bridge Prep will comply with NYSED's VADIR data collection requirements and disciplinary data and submit that information to NYSED by required deadlines.

The School is subject to the federal Family Education Rights and Privacy Act of 1974 (FERPA) that requires a school to protect a student's privacy and will not disclose any information from a student's permanent

record(s) except as authorized pursuant to FERPA, or in response to a subpoena, as required by law. The parent or guardian of a student under 18 years of age is entitled to access to the student's school records by submitting a written request to the Executive Director. Further information concerning the disclosure of student information and limitations on such disclosure may be found in FERPA and the school's FERPA policy.

### **Discipline of Students with Special Needs**

In addition to the discipline procedures applicable to all students, Bridge Prep shall implement the following disciplinary policy and procedures with respect to students with disabilities.

- A student not specifically identified as having a disability, but whose school district of residence or charter school, prior to the behavior which is the subject of the disciplinary action, has a basis of knowledge—in accordance with 34 CFR 300.527(b)—that a disability exists may request to be disciplined in accordance with these provisions. Bridge Prep shall comply with sections 300.519-300.529 of the Code of Federal Regulations (CFR) and the following procedures, except that in the event that the following procedures are inconsistent with federal law and regulations, such federal law and regulations shall govern.
- If a Bridge Builder violates the School's Code of Conduct and is being considered for a suspension or removal, the School must ensure the following due process protections are provided to the student and to the student's parent(s) in addition to those set forth in the school Code of Conduct:
  - For suspensions of five school days or less, the student's parent or guardian must be provided with a written notice, and a follow up telephone call if possible, within 24 hours of the incident leading up to the suspension which describes the basis for the suspension and explains that the parent or guardian has the right to request an informal conference with the Executive Director and appropriate staff to discuss the incident and question any complaining witness against the student.
  - For suspensions in excess of five consecutive school days, the student's parent or guardian must be provided with a written notice which indicates that the district proposes to suspend the student from school in excess of five consecutive school days, describes the basis for the proposed suspension, explains that the student has an opportunity for a fair hearing conducted by the Executive Director or their designee at which the student will have a right to question any witnesses accusing him/her of committing the misconduct charge and to present witnesses on their behalf. Where possible, notification must also be provided by telephone.
  - In addition, the School must provide alternative education to the student during the suspension as set forth below, including any special services required by the Individualized Education Program (IEP) prepared by the Committee on Special Education (CSE) where the school is located. The final determination on a suspension or removal of a student, following due process, shall be made by the Executive Director.

Bridge Prep shall maintain written records of all suspensions and expulsions of students with a disability including the name of the student, a description of the behavior engaged in, the disciplinary action taken, and a record of the number of days a student has been suspended or removed for disciplinary reasons.

Students for whom the IEP includes a Behavior Intervention Plan (BIP) will be disciplined in accordance with the BIP. If the BIP appears not to be effective or if there is a concern for the health and safety of the student or others if the BIP is followed with respect to the infraction, the matter will be immediately referred to the CSE where the school is located for consideration of a change in the guidelines.

If a student identified as having a disability is suspended during the course of the school year for total of 8 days, such student will immediately be referred to the CSE where the school is located for reconsideration of the student's educational placement. Such a student shall not be suspended for a total of more than ten days during the school year without the specific involvement of the CSE where the school is located prior to the

eleventh day of suspension, because such suspensions may be considered to be a change in placement. In considering the placement of students referred because of disciplinary problems, the CSE where the school is located is expected to follow its ordinary policies with respect to parental notification and involvement. Bridge Prep shall work with the district to ensure that the CSE where the school is located meets within 7 days of notification of any of the following:

- The commission of an infraction by a student with a disability who has previously been suspended for the maximum allowable number of days;
- The commission of any infraction resulting from the student's disability;
- The commission of any infraction by a disabled student, regardless of whether the student has previously been suspended during the school year if, had such infraction been committed by a non-disabled student, the Executive Director would seek to impose a suspension in excess of 5 days.

Also, Bridge Prep will ensure that when the suspension or removal of a student with a disability will constitute a disciplinary change of placement, the CSE will be immediately notified so that the CSE can meet its required obligations to:

- Convene a CSE meeting within 10 school days to make a manifestation determination.
- Convene a CSE meeting within 10 business days to develop a plan to conduct a functional behavioral assessment or review an existing functional behavioral assessment or behavioral intervention plan.
- Provide the student's parent with a copy of their procedural due process rights.
- Work closely with the CSE where the school is located in determining education services or the interim alternative educational setting consistent with the FAPE requirements.

### **Provision of Services During Removal**

Any student removed for a period fewer than 10 days will receive all classroom assignments and a schedule to complete such assignments during the time of their suspension. Provisions will be made to permit a suspended student to make up assignments or tests missed as a result of such suspension. The School also shall provide additional alternative instruction with the reasonable promptness and by appropriate means to assist the student, so that the student is given full opportunity to complete assignments and master curriculum, including additional instructions, phone assistance, computer instruction and/or home visits and one-on-one tutoring.

During any subsequent removal that, combined with previous removals, equals 10 or more school days during the school year, but does not constitute a change in placement, services must be provided to the extent determined necessary to enable the student to appropriately progress in the general curriculum and in achieving the goals of their IEP. In these cases, the Dean of Specialized Instruction, in consultation with the Executive Director and the student's teacher, shall make the service determination.

During any removal for weapon, drug or infliction of serious bodily injury-related offenses pursuant to 34 CFR §300.530(g)(1), (2) and (3), respectively, services will be provided to the extent necessary to enable the Bridge Builder to appropriately progress in the general curriculum and in achieving the goals of their IEP. These service determinations will be made by the CSE where the school is located. The school will place students in interim alternative educational settings as appropriate and mandated by the IDEA.

During any subsequent removal that does constitute a change in placement, but where the behavior is not a manifestation of the disability, the services must be provided to the extent necessary to enable the student to appropriately progress in the general curriculum and in achieving the goals of their IEP. The CSE where the school is located will make the service determination.

## CSE Meetings

Meetings of the CSE where the school is located to either develop a behavioral assessment plan or, if the student has one, to review such plan, are required when the student is first removed from their current placement for more than 10 school days in a school year and when commencing a removal which constitutes a change in placement. The Dean of Specialized Instruction, along with the student's teacher will attend all meetings regarding the student initiated by the CSE where the school is located.

Subsequently, if other removals occur which do not constitute a change in placement, the School will work with the CSE where the school is located to review the student's assessment plan and its implementation to determine if modifications are necessary. If one or more members of the CSE where the school is located believe that modifications are needed, then the CSE is expected to meet to modify the plan and/or its implementation.

## Due Process

Any discipline that would constitute a change in placement for a Bridge Builder must take the following steps no later than the date on which the decision to take such action is made:

- The parent or guardian of the Bridge Builder with a disability shall be notified of that decision and provided the procedural safeguards notice described in 34 CFR §300.504 and, immediately, if possible, but in no case later than ten school days after the date on which such decision is made.
  - Immediately, if possible, but in no case later than ten school days after the date on which such decision is made, the CSE where the school is located and other qualified personnel shall meet and review the relationship between the student's disability and the behavior subject to the disciplinary action.
- If, upon review, it is determined that the student's behavior was not a manifestation of their disability, then the student may be disciplined in the same manner as a student without a disability, except as provided in 34 CFR §300.121(d), which relates to the provision of services to students with disabilities during periods of removal.
- A parent or guardian may request a hearing to challenge the manifestation determination. Except as provided below, the student will remain in their current educational placement pending the determination of the hearing.
  - If a parent or guardian requests a hearing or an appeal to challenge the interim alternative educational setting or the manifestation determination resulting from a disciplinary action relating to weapons or drugs, the student shall remain in any interim alternative educational setting pending the decision of the hearing officer or until the expiration of the time period provided for in the disciplinary action, whichever occurs first, unless the parent and the School agree otherwise.

The following protocol has been established should a parent or guardian wish to appeal a disciplinary consequence:

- **Level 1:** Appeal the decision with the staff member that assigned the disciplinary action;
- **Level 2:** Appeal the decision with the Executive Director;
- **Level 3:** Appeal the decision with the Executive Director;
- **Level 4:** Appeal the decision with the Board of Trustees in accordance with the School's Complaints Policy.
- **Level 5:** Appeal the decision to the School's Authorizer, the New York State Education Department, in accordance with the School's Complaints Policy.

Additionally, before a student is returned to class, the parent or guardian will be required to attend a post-suspension conference with the Executive Director or their designee.

## Student Searches

The Executive Director, Director of Operations and School Safety Officers are authorized to conduct searches of students and their belongings, if they have reasonable suspicion to believe that the search will result in evidence that the student violated the law or the School's Code of Conduct or otherwise constituted a threat to the health,

safety, welfare or morals of the School, other students, school personnel, or any other person lawfully on school property or attending an off-campus school event.

These authorized School officials may search a student or the student's belongings based upon information received from a reliable informant. Individuals, other than the School's employees, will be considered reliable informants if they have previously supplied information that was accurate and verified, they make an admission against their own interest, they provide the same information that is received independently from other sources, or they appear to be credible and the information they are communicating relates to an immediate threat to safety. School employees will be considered reliable informants unless they are known to have previously supplied information that they knew was not accurate.

Before searching a student or the student's belongings, the authorized School official should attempt to get the student to admit that they possess physical evidence that they violated the law or the School code, or get the student to voluntarily consent to the search. Searches will be limited to the extent necessary to locate the evidence sought.

Whenever practical, searches will be conducted in the privacy of administrative offices and students will be present when their possessions are being searched.

Students have no reasonable expectation of privacy rights in school lockers, cubbies, desks, or other School storage places. The School exercises overriding control over such school property, which may be opened and subjected to inspection at any time by school officials.

### **Dignity for All Students Act (DASA)**

Bridge Prep promotes a nurturing school culture that has respect for diversity among students and between students and staff. We provide all students with a supportive and safe environment in which to grow and thrive academically and socially. The ability of students to learn and our ability to educate our students are compromised when students engage in discrimination, harassment, bullying, or intimidating behavior toward other students. These behaviors affect not only the students who are its targets, but also those individuals who participate and witness such acts.

Bullying and harassment can take many forms and includes behavior that targets students because of their actual or perceived race, color, national origin, ethnicity, citizenship/immigration status, religion, creed, disability, sexual orientation, gender, gender identity, gender expression, or weight.

### **Bullying**

Bullying is understood to be a hostile activity which harms or induces fear through the threat of further aggression and/or creates terror. In order to facilitate implementation of this policy, provide meaningful guidance and prevent behaviors from rising to a violation of law, this policy will use the term bullying (which is usually subsumed under the term "harassment") to describe a range of misbehaviors such as harassment, hazing, intimidation or discrimination. The accompanying regulation provides more guidance regarding the definition and characteristics of bullying.

### **Discrimination**

Discrimination is the act of denying rights, benefits, justice, equitable treatment or access to facilities available to all others, to an individual or group of people because of the group, class or category to which that person belongs (as discussed, under Harassment, below).

### **Harassment**

Harassment has been defined in various ways in federal and state law and regulations. Bridge Prep recognizes that these definitions are important standards, but our goal is to prevent misbehavior from escalating in order to promote a positive school environment and to limit liability. The Dignity for All Students Act (§§10-18 of



Education Law) defines harassment as the creation of a hostile environment by conduct or by verbal threats, intimidation or abuse that has or would have the effect of unreasonably and substantially interfering with a student's educational performance, opportunities or benefits, or mental, emotional or physical well-being; or conduct, verbal threats, intimidation or abuse that reasonably causes or would reasonably be expected to cause a student to fear for his or her physical safety.

The harassing behavior may be based on any characteristic, including but not limited to a person's actual or perceived:

- race.
- color,
- weight,
- national origin,
- ethnic group,
- religion,
- religious practice,
- disability,
- sex, sexual orientation, or
- gender (including gender identity and expression).

In some instances, bullying or harassment may constitute a violation of an individual's civil rights.

### **Prevention**

In the school setting, we are provided the opportunity to develop our students into caring, smart well-rounded young people, and our Social Emotional Learning programming and school culture is rooted in respect for others. Our targeted social emotional programming and emphasis exists to not only decrease incidents of bullying, but to help our students learn to develop supportive relationships with one another. Staff are provided with targeted supports to identify the warning signs of bullying, as well as to their responsibility to become actively involved in the prevention of bullying before overt acts occur.

In order to assure the success and fidelity of our Social Emotional programming, the School has a designated DASA Coordinator who works with the entire staff to coordinate the dissemination of information on anti-bullying, implement strategies to prevent bullying, and enforce this policy. The DASA Coordinator meets directly with School Leadership to provide updates and to share concerns or request needed support.

### **Intervention**

Intervention by adults and bystanders is an important step in preventing escalation and resolving issues at the earliest stages. The purpose of intervention, which may involve remediation according to the School's Discipline Code, is to correct the problem behavior, prevent another occurrence of the behavior and protect and prioritize the safety of the target.

### **Reporting and Investigation**

School employees who witness harassment, bullying or discrimination, or receive oral or written reports of such acts, must promptly orally notify the Executive Director no later than one school day after the employee witness or receives such acts. The Executive Director or their designee will lead or supervise a thorough investigation of all reports of harassment/bullying and discrimination, and ensure the investigation is completed in a timely manner.

When an investigation verifies a material incident of harassment, bullying or discrimination, the Executive Director or their designee will take prompt action, reasonably calculated to end the harassment/bullying or discrimination, eliminate any of the hostile environment, create a more positive school culture and climate, prevent recurrence of the behavior, and ensure the safety of the student or students against whom such behavior was directed.



The Executive Director or their designee will promptly notify the appropriate local law enforcement agency when it is believed that any harassment/bullying or discrimination constitutes criminal conduct.

### Non- Retaliation

Retaliation by any School employee or student is prohibited against any individual who, in good faith, reports or assists in the investigation of harassment/bullying or discrimination.

### Student Dress Code

In order to improve the School’s educational environment, promote a more effective climate for learning, foster school unity and pride, and allow students to focus solely on learning and not on attire, the School has a dress code for students that applies to in-person school days and school-sponsored events. When students are at home for virtual learning, they are not mandated to wear their school uniform, however they must be dressed appropriately for school (ex. no pajamas). Any student that is learning from home, that is seen on their Virtual Classroom without appropriate dress for school is subject consequences from the School’s Code of Conduct.

A majority of Dress Code items can be purchased at various retail stores, or directly through Flynn & O’Hara by calling 1-800-441-4122. The School Sweater and Polo are available exclusively at Flynn & O’Hara and as such, these items must be purchased from Flynn & O’Hara. Families with questions about ordering uniforms can reach out to the Family and Community Engagement Coordinator at: [rosemarie@bridgeprepcharter.org](mailto:rosemarie@bridgeprepcharter.org), for support.

### Student Arrival and Dismissal

**No student will be permitted to enter the building prior to 7:45 a.m. each day.** Bridge Prep will implement modified arrival and dismissal procedures to ensure physical distancing and temperature screenings. Students will have designated entry and exit points based on their classroom location to allow for minimal movement throughout the building and to provide direct access from entry to their classroom destination. There will be designated signage on campus, to direct students towards their appropriate entry point. The following is the current plan for student entry and exit from the building:

Class	Entry Location	Dismissal Location
101	D1 Entrance (next to Fields)	D1 Entrance (next to Fields)
102	D1 Entrance (next to Fields)	D1 Entrance (next to Fields)
201	Main Entrance	Main Entrance
202	Main Entrance	Main Entrance
203	Main Entrance	Main Entrance
301	D1 Entrance (next to Fields)	D1 Entrance (next to Fields)
302	Main Entrance	Main Entrance
303	D1 Entrance (next to Fields)	D1 Entrance (next to Fields)

All staff and students will use hand sanitizer upon entry into the school building. Students who arrive after 8:15 should report to the Main Entrance for temperature screening.

### Arrival/Drop-off

When students are scheduled to attend school in-person, based on their specific assigned schedule, student drop-off is between **7:45- 8:15 a.m.** The School day officially begins at **8:15 a.m.** Any Bridge Builder who would like to have breakfast prior to the start of the school day may arrive beginning at **7:45 a.m.** In order to reduce traffic congestion and to have less people walking around in the morning around the campus, Bridge Prep’s designated student drop-off location during the morning drop-off time will remain behind the gates on Safety City Blvd, directly off Renwick Avenue.

### Dismissal/Pick-up

Dismissal for students is at 3:15 on Wednesday and Friday and at 4:15 on Tuesday and Thursday. Families must stand on the markings on the ground at the designated locations, outside of their student’s dismissal location, to

wait for their student to be dismissed. Teachers will escort their socially distant cohort of students to their dismissal location. Parents must contact the Main Office if they are picking up a student before dismissal time and must wait outside of the Main Entrance for their student. Families should call the Main Office when they arrive, so their student can be brought to them outside for sign out.

Should the School designate a day where students are attending in-person as an early dismissal day, families will be notified in advance. Traditionally, early dismissal on these designated school days is at **1:00 p.m.**

### **Early/Late Pick-up**

We ask that you please arrive promptly to pick up your Bridge Builder. In the event that you are running late, please notify the school immediately. If you arrive to pick your Bridge Builder up prior to the designated pick-up dismissal times above, you must call the school at least 15 minutes prior to your arrival, so that your student is ready for pickup. A staff member will meet you at the designated student pickup location for you to sign out your student. Any student who is not picked up by the end of the dismissal window will be escorted to the main office.

Unless a parent or guardian has contacted the School in advance and provided a signed note to the School explaining the situation, and the School has granted permission, no student will be dismissed early from the school building.

If a student is planning on attending a religious education program (such as CCD), that would require the student to leave early from school on a school day, the parent or guardian will need to provide a note in writing to the Director of Operations and the student's teacher with the specific details with the prior to the start of the school year. The parent/guardian and the School will develop a plan and agreement for the logistics of the circumstance.

In order to minimize disruption for teachers and students, we ask that notification regarding early dismissals be made as far in advance as possible but not later than 8:30 a.m. on the day of the early dismissal.

In the interest of student safety and to honor our agreement with the rest of the Petrides Campus community, we urge you to support our priority of student and traffic safety around the campus. Safe driving around the grounds improves the security for all students on the campus, including yours. We know that arrival and departure times can be stressful and that the campus parking areas can get congested, especially during inclement weather. Please allow enough time to pick-up and drop-off students safely and be sure to model respect and kindness to other drivers.

### **Safe Driving**

When driving around the campus at all times, we ask you to please:

- Use the Bridge Prep designated drop-off/pick-up areas only.
- Drive slowly at all times on the campus (obey the speed limit).
- Cross at the crosswalks only and do not cross the street between or in front of the buses.
- Do not drive by any school buses when their lights are flashing and/or the Stop Sign is extended, as State law requires vehicles to stop when the lights are flashing.
- Yield to pedestrians at all times.
- Do not block crosswalks, driveways, red zones, or fire hydrants.
- Be courteous to your fellow parents or guardians, employees of all schools on the campus, and School Safety Agents or Crossing Guards.
- Remain alert and encourage others to follow these safe-driving tips.

If you choose to carpool, please notify the Director of Operations and your student's teacher in writing of the arrangements and the names of the adults with whom your Bridge Builder may be transported.

Any parent or guardian with questions about Bridge Prep's drop-off/pick-up policies should connect directly with the Director of Operations at: [fahron@bridgeprepcharter.org](mailto:fahron@bridgeprepcharter.org). We thank you for your help and cooperation in making our school community safe!

## **Lateness**

Lateness for students at Bridge Prep is defined as arriving any time after 8:15 a.m. When students arrive late for school they miss valuable time of the school day and disrupt the educational experience of other students. Excessive lateness, which is defined as 5 unexcused latenesses per trimester, will result in a mandatory family meeting. When students arrive late they should go to the Main Office to sign-in and wait for a staff member to bring them to their classroom. The School policy is that 4 late arrivals equal 1 unexcused absence.

## **After-School Programming**

At this time, due to COVID-19 guidelines and regulations, any in-person after-school programming at Bridge Prep is on hold until further notice. Any change in after school programming will be provided to families by the school and all decisions will continue to prioritize student and staff health and safety. Any family that is interested in identifying or partnering in virtual after-school programming should contact the Family and Community Engagement Coordinator or the Bridge Prep Family Association(BPFA) to discuss their ideas, which will be presented to the Executive Director for review.

## **In the Classroom**

At Bridge Prep, we are committed to the academic achievement of all of our Bridge Builders as well as each of their social and emotional growth. To ensure that we are all successful, we expect that **all learners**:

- Try their best everyday;
- Treat others the way they want to be treated;
- Be accepting of others' differences, including thoughts and opinions; and
- Make mistakes and learn from them.

## **Attendance Policy**

It should go without saying that in order for our students to be successful they must be present and prepared to learn every day. While we understand that circumstances arise that may cause a Bridge Builder to miss days of school, excessive unexcused absences will not be tolerated. If a Bridge Builder is absent without an excuse for more than 10 days of the school year, the School may have a conversation with the student's family about retention in their current grade.

In order to offer equitable access to all of our families, as well as continuing to value and prioritize planning time in the daily schedules of our staff, we have communicated to families our intent to operate within the regular school hours as often as possible, offering four and a half hours (4 hours and 30 minutes) of LIVE teaching in our CORE instructional content during the morning and early afternoon from 8:15 a.m.-12:45 p.m.

Attendance will be taken daily by teachers in-person or when students are streamed into Morning Meeting at 8:15 a.m. Students will be marked present if they are indeed present in-person or streamed into the classroom. Students are only able to be marked present for the day if they are in-person, or on all days that they are not in person (virtual learning days), if they are logged in to their virtual classroom from 8:15 a.m.-12:45 p.m., with their camera on and microphone muted unless instructed otherwise by their teacher.

Students will be marked absent if they are neither present in-person or logged in and streamed into their classroom. Should a student be logged on to their Google Classroom, but their camera and microphone remain off, or are turned off for an extended period of time during the class, the student will be marked absent. Absences will be considered excused if the family provides a doctor's note or calls the office explaining the reason for the absence.

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

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

If a student is not attending school (in-person or virtual) because they are sick or for any COVID-19 related reason (ex: Exposure, or possible exposure, experiencing symptoms, under required quarantine or scheduled for testing by a healthcare provider) a parent or guardian **must** call the school directly and select the option on our automated telephone system, which will direct them to our health reporting phone line. Families are expected to call this number as early as possible, but no later than 8:30 a.m., Families can also email this information to our dedicated email address [health@bridgeprepcharter.org](mailto:health@bridgeprepcharter.org), which is the same address where families are asked to report COVID-19 related information to the school.

If a student will not be attending school (in-person or virtual) for any other reason with the exception of being sick or for a COVID-19 related reason (as outlined above), families can report this information to the Main Office at: [mainoffice@bridgeprepcharter.org](mailto:mainoffice@bridgeprepcharter.org) as early as possible, but no later than 8:30 a.m.

Earlier, written permission is both welcomed and appreciated. Calls should be made as far in advance as possible and can be left on the School's voicemail if necessary. If a student is not in class and the School has not been notified, their parent or guardian will be called at home and/or work. In phone calls, voice mails, and notes, please leave or list the student's name, your relationship to the student, the day(s) on which the student will be absent, and the reason for the absence.

All questions regarding student attendance and attendance records should be directed to the Director of Operations at [fahron@bridgeprepcharter.org](mailto:fahron@bridgeprepcharter.org).

A student is considered absent with excuse when the student's parent or guardian has contacted the School regarding student illness, family emergency or religious observance. All other absences will be considered unexcused, including but not limited to: family vacation, participation at sports tournaments and recreational activities, attendance at entertainment events, or when the parent or guardian has not contacted the School with a satisfactory reason.

Since all students are provided the ability to learn virtually, and thus can still learn/stream into their classroom from home, missed student work is able to be completed at all times. Work will not be provided in advance of any absences. The student's parent or guardian will be responsible for working with the student's teacher to identify any class work, projects, quizzes, or exams missed during absences, which will be posted on their Google Classroom.

If notification of the reason for an absence has not been provided in advance, a student returning from an absence is required to bring, on the day of their return or immediately afterwards, a note or email from their parent or guardian explaining in detail the reason for the absence. If the student made a medical visit, a note from their doctor is required.

Since repeated absence means missing instructional time, and missing instructional time affects academic achievement, excessive absences will result in lower grades. Therefore, it is imperative that students are attending their scheduled academic program, either virtually or in-person on time, every day.

If a student is absent for the first 5 days of school, the School will reach out to the parent or guardian listed on the student's enrollment documentation to schedule an in-person conference to discuss the student's enrollment status. If a student is absent for 5 consecutive days or more during the school year, the School will contact the student's parent or guardian via phone and email to set up an in-person conference, to discuss the attendance concern.

In accordance with NYS Education Law, any enrolled student over the compulsory attendance age in their school district shall not be dropped from enrollment at Bridge Prep unless they have been absent twenty (20) consecutive school days and the School follows the procedures outlined in NYS Education Law Section 3201.1(a).

### **Virtual Learning**

On the days that my student is scheduled to be learning virtually (not in-person) students must will login to their Google Classroom based on the schedule provided their teacher.

Student's are responsible for completing the work assigned by their teacher on their Google Classroom in CORE Content Subjects, as well as Science and Social Studies in the afternoon(see below). All work assigned on the Google Classroom is used to identify student understanding of content and will be accounted for on a student's Report Card.

We ask that student's are provided with a quiet and distraction free work- space for virtual learning, free of outside noise and distractions, to the best of a family's ability. In the event that a student cannot be exclusively in a quiet place, families are asked have the student wearing their headphones, to limit background noise for them and for other students in the classroom.

It is also imperative to remember that families are not disrupt their student's virtual classroom when they are logged on for live instruction. As students are part of a virtual classroom community that includes other students and families in real time, any inappropriate language, dress, and behavior is unacceptable, especially from adults.

Any questions that a family member has for their student's teacher must shared to the teacher directly via Remind Message or e-mail, and not live during the class. I acknowledge that my student is part of a virtual classroom community that includes other students and families in real time. I am aware that any inappropriate language, dress, and behavior is unacceptable.

### **Structured Virtual Enrichment (On Virtual Days in the afternoon)**

Teachers will post all materials needed for students to engage in their work, for each subject that they are teaching to in-person students in the afternoon. This means that students and families will have access to content/materials via their Google Classroom, that mirror what will actually be taught to students who are in-person on that day, in the following subjects

- Science
- Social Studies
- Leadership
- SEL
- Skill Enrichment.

### **Sundog Theatre Art Programming**

Each class will have two periods per week where students will receive arts- based enrichment via Sundog Theatre. These classes will be a part of every class' Google Classroom. During periods students will be able to logon to their Google Classroom to be live streamed into the art class or have access to a video and activities posted by the Sundog Teaching artist, depending on the student's class schedule. During these live art periods, a student's classroom teacher will live stream and recording the class, so that students are able to stream into the class to experience the enrichment. The recorded class will be posted to their Google Classroom for students who miss the class. No submission of work for Sundog arts- based classes is required at this time. All students, both in person and virtually will need materials to participate in the arts programming. Students will be provided with any materials and instruments that were not a part of their previously assigned supply list.

### **Homework**

At Bridge Prep, our focus is making sure that we develop happy and health students and believe in maximizing the time during the school day for student learning and assessment. We also believe that supporting and involving

families in their student's academic experience is critical to student growth. While we do not assign traditional homework to students on a daily basis, families will be provided a subject by subject overview, on a weekly basis, to describe what is happening and expected of students in the classroom within each content area. Teachers will also provide conversation starters and questions for families to use with their student, so that there can be thoughtful and authentic conversations around what is happening at school. It is expected that families talk to the learners on a daily basis and help them reflect on their progress. Throughout the year, there may be various, take home activities for students, based on their growth and ability levels, to work on for a given content area.

## **Assessments**

Assessments and analysis of assessment data drives instruction. Our academic team made up of our Dean of Specialized Instruction, Assessment and Data Coordinator and instructional coaches and consultants, ensures that the assessment and reporting systems in place focus on state standards, are meaningful and that the data collected from these assessments provide insight into students' growth and proficiency. Teachers are then able to provide clear and targeted differentiation and personalized learning goals for students based on this data.

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

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

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

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

In each grade, students will maintain Summative Portfolios in both Science and Social Studies based on our standards aligned curricula in Science and Social Studies through HMH. Assessment of mastery of Science and Social Studies standards will be done according to a differentiated, school-created rubric, aligned to NYS Learning Standards.



## Family Engagement

We believe in transparency and keeping our families very much involved in the educational process. Family Engagement events are opportunities for our families and teachers to come together to support the progress and achievement of the student. Some events may look like traditional conferences and others may not. These events will take place several times during the year. Attendance is mandatory. If families are unable to attend an event, they can speak with the teacher to arrange a time convenient for both the family and the school. The Family Engagement schedule will be communicated to families at the beginning of every school year.

## Grading Policy and Report Cards

Report cards will reflect the student's progress toward mastery of grade level skills and measure student learning. Subjects will be broken down into learning targets that reflect a teachable concept or skill. Throughout the trimester, students engage in activities aligned to the learning targets and teachers assess the student output toward mastery of the learning target. The scale, ranging from 1-4, reflects the students' increase in skill. Each time a new concept or skill is introduced, it may be the case that the student will have minimal prior knowledge of the skill and will thus begin at 1 which reflects that the student cannot demonstrate the skill without assistance.

Throughout, students will learn more and their work and understanding will increase, which may result in the achievement of a 2, which reflects partial mastery or understanding. Our goal for all students is that by the end of the academic year, their work will achieve a 3, thus meeting the expectation of the learning targets. Once students meet the target, we work toward exceeding the target, which is reflected by a 4. Teachers will routinely communicate each student's progress toward mastering the learning target with families in a variety of ways.

## Grading Scale

Indicator	Description
4	The learner performs above the expectations of the learning target.
3	The learner meets the expectations of the learning target.
2	The learner is approaching the expectations of the learning target – demonstrates partial understanding or performs with assistance.
1	The learner is a beginner in regards to the learning target – cannot demonstrate mastery with assistance.

## Behavior and Expectations

Bridge Prep seeks to develop reflective leaders who are curious, critical thinkers. Our goal is to build our community of leaders and foster a love of learning by creating a safe environment where all learners are inspired to flourish, grow, and find their voice. All students will be taught the following habits, aimed to empower them with the leadership and life skills needed for long-term academic and personal success:

Habit 1: **Be Proactive.** *You're in charge of you.*

Habit 2: **Begin with the End in Mind.** *Make a plan and set goals.*

Habit 3: **Put First Things First.** *Get important tasks done first.*

Habit 4: **Think Win-Win.** *Everyone can be happy.*

Habit 5: **Seek First to Understand, Then to Be Understood.** *Actively listen to others first, then communicate ideas clearly.*

Habit 6: **Synergize.** *Teamwork makes the dream work.*

Habit 7: **Sharpen the Saw.** *Balance is best.*

All students are expected to listen and encouraged positively contribute in the classroom in order that learning can occur. If students' actions are not aligned to the behaviors and expectations of the school, it should be expected that there will be consequences as well as an opportunity for students to learn from their actions.



## School Environment

### **Connect Saturdays**

On Connect Saturdays, students and staff will attend school, either in person or virtually. Connect Saturdays are not optional for students and is optional for families. Each Connect Saturday is divided into two segments with the first part of the day focused on theme-based academic intervention or enrichment, and the second part of the day organized as Project-Based Learning celebration days or student presentations of their learning. The events may include international multicultural costume, cuisine and custom fairs, STEM or robotic exhibitions, community service civic projects, a presentation of students' work in art classes. No matter the event, families and community members will be invited as full participants. Connect Saturday dates for the 2020-2021 school year will be provided to families beginning in November.

### **Bridge Building Days and Whole School Events**

A key element of our School design is a focus on outside learning experiences and meaningful learning connections. Until further notice, all off-site school trips and events are postponed. Students will be able to attend virtual field trips and immersions as well as possible interactive activities outside of the building on campus.

In the event that at any point during the 2020-2021 school year, off site trips become allowed, it is important for all students to be responsible for their behavior since the site of the activity or event is a temporary extension of the School. A permission slip that allows students to leave the building on field trips will be sent home with the student, which must be signed and returned or students will not be permitted to leave the building. In the event that parents, guardians or other volunteers assist with any trips or whole-school events, students must afford these chaperones the same respect they would provide to School staff. The School's Code of Conduct must be followed when attending all School-sponsored events, and riding on School- provided transportation.

### **Family Association**

The Bridge Prep Family Association (BPFA) is an opportunity to work with other family members to get involved with ways to support Bridge Prep's development as well as a great opportunity to voice your suggestions or concerns and to help other families solve problems. The Family Association holds monthly meetings and work on special projects and all parents and guardians are automatically members of the Family Association. Some ways to get involved with the Family Association are as follows:

- **Run for an elected position:** The school will announce when elections will take place a few weeks in advance. Elected positions include: President, Vice President, Treasurer and Secretary.
  - **Additionally,** a seat on the School's Board of Trustees is held by the president of the BPFA, or his/her designee. This process is outlined in the BPFA's by-laws, a copy of which can be provided by the BPFA directly.
- **Attend a Family Association meeting:** Meetings are usually held after school and sometimes on Saturdays. A schedule will be distributed at the beginning of the school year.
- **Volunteer to help with an event or project:** Ask the Family and Communication Coordinator, or attend a meeting to find out how you can help and get involved.

If you are interested in getting involved with the BPFA, you can reach out to them directly at [bpfacharter@gmail.com](mailto:bpfacharter@gmail.com).

## **Communication**

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

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

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

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

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

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

#### **Academic Support**

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

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

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

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

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

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

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

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

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

### **Methods of Communicating and Engaging**

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

#### **Email**

- Each student and staff member has a personal Bridge Prep email account which they have exclusive access to.
- Communication to families will be through both the personal email account that we have on file, as well as the student's personalized Bridge Prep email account.

#### **Remind Message**

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

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

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

#### **Personal check-ins with families**

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

## **Building Closure Due to Emergency or Weather**

In the event of an emergency or poor weather conditions such as heavy snow, Bridge Prep will communicate school **building** closing decisions regarding with families via:

- Remind App Notification;
- Social Media; and
- Website Update.

Please check your local television or radio stations for relevant information regarding school cancellation. If New York City public school buildings are closed for emergency or weather, so is Bridge Prep. In the event of a school **building** related weather closure, only the school **building** will be closed, and students will revert to their Virtual Schedule for school.

## **Health Policies and Procedures**

There are a number of requirements that Bridge Prep will meet in order to ensure the safety and security of its students and staff. Cooperation on everyone's part will go a long way in guaranteeing that the business of the School- teaching and learning- can take place.

### **Protocols and Responsibility**

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

- “whenever...a student in the public schools shows symptoms of any communicable or infectious disease reportable under the public health law that imposes a significant risk of infection of others in the school, he or she shall be excluded from the school and sent home immediately, in a safe and proper conveyance.”
- “the school shall immediately notify a local public health agency of any disease reportable under the public health law.” and;
- “the school nurse, or other health professionals acting upon direction or referral of the DOH, or District Medical director, may make such evaluations of teachers and any other school employees, school buildings and premises as, in their discretion, they may deem necessary to protect the health and safety of the students and staff.

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

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

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

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

### **COVID-19 Testing**

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

19, should get tested. Bridge Prep will follow the mandates provided by the NYC DOHMH and NYS DOH regarding any testing of students or staff and will communicate any information

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

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

### **Health Monitoring and Screening**

All students and staff will have their temperature checked using non-contact thermometers upon entry into their specific entry point of the building. Staff will complete a daily screening questionnaire upon arrival to school. **Any student with a temperature above 100.4 degrees will be immediately sent to the school nurse for an assessment before accessing their classroom.** If the school nurse is not available, or at the direction of the school nurse, the school will contact the parent/guardian to come pick up their student. The student will wait in the assigned isolation room until they are picked up. If the School is unable to get in touch with the parent or guardian, or if the parent is unable to come pick up their student, the School will call the emergency contacts listed on the student's Emergency Card to come pick up their student.

Staff conducting temperature screenings will supervise students who are waiting their turn to ensure that they are socially distanced. Bridge Prep will provide PPE for staff conducting temperature screenings of students and other staff members. It is the understanding of Bridge Prep that the DOHMH will provide all the PPE and supplies necessary for outfitting the school health office and school nurse, including but not limited to eye protection, gloves, gown, and masks. Bridge Prep has designated multiple spaces to be used for school health purposes. One room will be for healthy students to obtain medications and nursing treatments and another will be a space for ill persons. Any student who cannot be picked up immediately will be supervised. Bridge Prep has identified additional spaces that can be made available in the event that more space is required to maintain safety, or keep students separated further.

Families members are required to notify the school when they or their student develop symptoms outside school hours. Students who are sick, whether they have symptoms of COVID-19 or not are asked to stay home. Any student or staff member with a fever of 100.4°F or greater and/or symptoms of possible COVID-19 should not be present in the school building. These symptoms include:

- Chills or Fever of 100.4°F or greater;
- New Cough;
- Shortness of breath or difficulty breathing; or
- New loss of taste or smell.

### **Symptoms of COVID-19 While at School**

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

If a student is experiencing one or more of the following COVID-19 related symptoms, they will be sent to the school health office for an assessment by the school nurse:

- Chills or Fever of 100.4°F or greater;

- New Cough;
- Shortness of breath or difficulty breathing; or
- New loss of taste or smell.

During school hours, any student or staff member who has a fever or other symptoms of COVID-19 that are not explained by a chronic health condition, such as asthma, allergies, chronic gastrointestinal conditions, etc., **must** be sent home. If the school nurse is not available, or at the direction of the school nurse, the School will contact the parent/guardian to come pick up their child or send the staff member home. The student will wait in the assigned isolation room until they are picked up. If the School is unable to get in touch with the parent or guardian, or if the parent is unable to come pick up their student immediately, the School will call the emergency contacts listed on the student's Emergency Card to come pick up the student. Parents or guardians will be directed to call their health care provider, or if they do not have a healthcare provider, to follow up with a local clinic or urgent care center and ask to be seen immediately for COVID-19 testing and evaluation. Should the student's parent or guardian have questions about where to get COVID-19 testing, the school will provide a list of local testing sites.

Upon visiting a healthcare provider, families and staff members must report COVID-19 testing results(positive or negative) or related medical notes and documentation from a healthcare provider via email to our dedicated email address: [health@bridgeprepcharter.org](mailto:health@bridgeprepcharter.org) or by calling the school directly and select the option on our automated telephone system, which will direct them to our health reporting phone line.

Bridge Prep must report the incident involving the ill student to the NYC DOHMH and NYC DOE Situation Room, which will provide guidance on next steps for the school. If a student or staff member reports having tested positive for COVID-19, Bridge Prep will notify the DOHMH immediately to determine what steps are needed for the school community. Based on the school's understanding, if there is a **confirmed positive case**, that student's/teacher's classroom will close and the student or staff member **MUST** follow the protocols outlined below for a **Positive COVID-19 test**.

### **Returning to the School Building**

Bridge Prep will follow CDC, NYS DOH and NYC DOHMH guidance for allowing individuals to return to the school building after exhibiting symptoms of COVID-19. Any individual (student or staff member) showing signs of COVID-19, **both in school or at home**, can only return to the school depending on one of the scenarios below. These scenarios apply to students who are sent home from school with COVID-19 related symptoms

#### **Confirmed Positive COVID-19 Test Diagnosis or Symptoms**

If an individual receives a **positive COVID-19 test**, they should not be at the school building and should remain home for virtual learning until:

- It has been 10 calendar days from when the individual first had symptoms; and
- The individual has been fever free for 24 hours without the use of fever reducing medication and the individual's symptoms improved, including cough and shortness of breath.

#### **Negative COVID-19 Test**

If an individual **receives a negative COVID-19 test they** may not return to the school building unless:

- The individual has been fever free for 24 hours without the use of fever reducing medication and the individual's symptoms improved, including cough and shortness of breath; and
- If the individual has been diagnosed with another condition, they provide a written note from a healthcare provider stating they are clear to return to the school building.

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

If a person(student or staff member) **does not get a COVID-19 test**, they may not return to the building unless:

- It has been 10 calendar days from when the individual first had symptoms; and
- The individual has been fever free for 24 hours without the use of fever reducing medication; and



- If the individual has been diagnosed with another condition and has a written note from a healthcare provider stating they are clear to return to the school building.

### **Exposure to COVID-19**

According to the DOHMH, an individual (student or staff member) is considered a close contact if they have been within six (6) feet for more than ten (10) minutes of a confirmed positive case.

Exposure to COVID-19 is defined as close contact less than six (6) feet for more than ten (10) minutes with a probable or confirmed case of COVID-19 during the case's infectious period, regardless of the use of a face covering or barrier. In school, all class members of a case are considered exposed. Per the NYC Test + Trace Corps and the DOHMH, any individual who has been in a classroom with a confirmed positive case are assumed to be close contacts and must be instructed to quarantine for 14 calendar days since their last exposure to that case. Learning will continue remotely for all classes impacted by any quarantine.

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

- The individual has completed a 14-calendar day quarantine regardless of symptoms or test results since their last exposure to that case;
- The individual is not experiencing any symptoms of COVID-19 for 24 hours.

### **Contact Tracing**

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

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

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

- Keeping accurate attendance records of students and staff members;
- Ensuring student schedules are up to date;
- Keeping a log of any visitors which includes date, time and where in the school they visited;
- Assisting local health departments in tracing all contacts of the individual at school in accordance with the protocol, training, and tools provided through the NYC Test + Trace Corps

### **Positive Case Procedures and School/Classroom Closures**

Bridge Prep will work with the NYC DOHMH to determine what conditions (i.e. number of positive COVID-19 cases in the building) would trigger a specific class cohort, whole schedule cohort, or full school closure and the amount of time of the closure.

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



- Report cases to all relevant stakeholders including the NYC DOHMH, NYC DOE, school nurse, co-located communities, and other required health agencies and take appropriate contact tracing measures and follow recommendations for cohort or building closure.
- Implement our normed communication protocol to staff and families while protecting the privacy of all students and staff.
  - Families of students who are considered close contacts of the confirmed case will receive communication from the School indicating that their child has been in close contact with a COVID-19 positive case. These students will be instructed to quarantine for 14 days.
  - Families of students who are not considered close contacts will receive communication from the school indicating that there is a confirmed positive case in the school, but their student is not considered a close contact and thus does not need to quarantine.
- Opening outside doors and windows to increase air circulation in the area.
- Wait at least **24 hours** before cleaning and disinfection. If waiting 24 hours is not feasible, wait as long as possible
- Clean and disinfect all areas used by the person suspected or confirmed to have COVID-19, such as offices, classrooms, bathrooms, lockers, and common areas.
- Allow individuals without close or proximate contact with the person suspected or confirmed to have COVID-19 to return to the area and resume school activities immediately after cleaning and disinfection.

If Bridge Prep is made aware of **two or more confirmed COVID-19** cases, all of the above steps will be followed as well as:

- If there are two or more confirmed cases within seven(7) days in the same classroom, the school will remain open and the classroom will quarantine for 14 days and students and staff will transition to fully remote learning.
- If there are two or more confirmed cases within seven(7) days in different classrooms, the classrooms will quarantine for 14 days and the entire school building will close for 24 hours until the DOHMH and Contact Tracing can investigate further. Students and staff will transition to fully remote learning.

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

If absentee rates impact the ability of the school to operate safely, the Executive Director will consider closing school. Bridge Prep may choose to modify operations prior to closing to help mitigate a rise in cases. Bridge Prep will consult with the DOHMH when making such decisions.

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

### **Facial Coverings & Hand Washing**

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

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

The mandatory use of face coverings will be enforced for all individuals while **inside** the building at all times with the following exceptions: when students are eating or if/when they are receiving individual mandated special

education services with the use of a protective partition to separate the provider and student. When outside, students may be permitted to take off their facial covering for a “mask break”.

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

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

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

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

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

### **Small Cohort Size and Physical Distancing**

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

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

<b>First Grade</b>	<b>Second Grade</b>	<b>Third Grade</b>
5 to 10 students at once	5 to 13 students at once	8 to 16 students at once

Students will stay in the same classroom all day and transitions between classrooms will be suspended. Where required, teachers and staff will transition between classrooms to a limited set of cohorts and students needing to transition out of the classroom to receive services will do so. Special teachers (ex. art, music, etc.) will go to

individual classrooms. Adjustments will be made to schedules and spaces utilized by social workers, SETSS teachers and related service providers. Bridge Prep will work with the CSE and our service providers to be sure that we are in compliance with individual students' IEP service mandates, while continuing to prioritize the health and safety of students and staff. Further clarification on scheduling and delivery of specific mandated services can be provided by our Dean of Specialized Instruction, Ms. Quattrocchi.

Generally, students who will be in the same classroom together will make any needed transitions together, and dismiss together. Large group gatherings and assemblies will be suspended until further notice, including field trips, athletics, and after-school programs. Classes such as physical education, dance, and chorus, where physical activity or singing are focal points, will be programmed during virtual learning periods only. Even with established cohorts, staff and students must maintain physical distancing protocols. All students and staff must adhere to CDC physical distancing guidelines (currently 6 feet apart) at all times. Tape markings will be placed on the floor in areas where students transition to assist in maintaining distance. Single direction movement will be maintained at all times, unless otherwise necessary.

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

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

### **Facility Cleaning Protocols**

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

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

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

- Classrooms;
- Desks & chairs;
- Conference tables;
- Drinking fountains;
- Door handles and push plates;
- Light switches;
- Restroom fixtures;
- partitions and hardware, buttons on hardware;

- Buttons on vending machines; and
- Elevator buttons.

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

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

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

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

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

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

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

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

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

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

Students will hang their belongings (jacket, bookbag, lunch bag, etc.) on hooks (spaced apart) outside of the classroom. Students will only bring learning materials into the classroom. Given our no homework policy, we

encourage all families to limit the amount of items students bring with them to school. Lunch boxes should only be sent if there are refrigeration needs. Bookbags should only contain necessary learning materials (books, writing materials, etc.).

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

## **Medical Requirements**

Health Information Form: This form provides important information about a student's emergency contacts, health care providers, medications taken, existing health conditions/concerns and allergies. Most importantly, it gives the School permission to initiate emergency medical treatment in the event that a parent or guardian cannot be reached. We will ask for contact information for two individuals who can be reached if the parent or guardian is not available. Parents or guardians are expected to update this information annually and when contact information changes.

Notification of Health Conditions: At the beginning of each school year, it is the parent or guardian's responsibility to inform the School if there are medical conditions that require special procedures during the school day. Families can provide this information on the Health Information Form provided by the school. If special plans or accommodations are needed, the parent or guardian will be asked to participate in health plan meetings.

Authorization to Dispense Medication Form: If a student requires medication while in school, the School must have an *Authorization to Dispense Medication Form*, filled out by the student's physician, on file. No student is allowed to bring medication to the school without the School's full knowledge. All medication must be presented in its original container from the pharmacy. Additionally, a parent must deliver all medication and medication should NEVER be sent with the student. The nurse will administer medications prescribed by a licensed prescriber and only those medications which are necessary to maintain the student in school and which must be given during school hours will be administered.

The form must be updated annually. Also, if there are any changes to the medication (including to the dosage of the medication) a new form must be completed and submitted, including an updated physician signature. We advise families to request multiple copies of this form to bring with them to all regularly scheduled doctor's appointments, in the event medications need to change.

The *Authorization to Dispense Medication Form* requirement applies to all medication, including over the counter medication (e.g., Tylenol). If a student needs to take medication during the school day, the student must have the authorization signed by their physician and a parent or guardian on file, giving the School permission to administer the medication. The form requirement also applies to asthma inhalers. Students (other than those who have been authorized to self-medicate, as described below) should go to the Main Office first to receive a pass to the Nurse for administration of medication.

Students who may need inhalers or other asthma medication on an emergency basis may be permitted to carry the inhaler if the student understands the condition and the procedures and written permission has been granted by the child's health care provider and parent. Please notify the School for this approval if you believe that your child can self-administer the inhaler or other emergency medication. Students are prohibited from carrying any over the counter medications including but not limited to: Tylenol, Aleve, Advil or Benadryl.

Students should **never** carry or take medications outside of these procedures. Any student found in possession of over the counter or prescription drugs could face significant consequences.

## **Medical Records/School Health Records**

In accordance with the Public Health Law, all students must have an updated *Child & Adolescent Health Examination Form* completed within a year before their enrollment) on file with the school. Bridge Prep shall not permit students to attend for more than 14 days without being in compliance with Public Health Law.

### **Immunizations**

Bridge Prep will comply with Section 2164 of the New York Public Health Law and all other applicable laws regarding immunizations for students. Prior to enrollment, parents or guardians are expected to provide documentation of all required immunizations. Students who have not been immunized in accordance with New York State immunization requirements may be excluded from school until they comply with mandated requirements.

A Medical Exemption for a valid contraindication to vaccination is the **only** exception to immunizations according to New York State Law. A medical exemption must be certified by a physician licensed to practice in the State of New York and must specify which immunizations are contraindicated and why. Regardless of whether or not a student has received a medical exemption to immunization from their previous School District, Bridge Prep requires the parent or guardian to submit a **new** exemption request for the upcoming school year.

### **Medical Procedures**

The school nurse is available on a daily a basis to provide students with a general health consultation, medicine administration, and treatment. The nurse will work with the Family and Community Engagement Coordinator to maintain correspondence with students' families and as well as to coordinate vision and hearing screenings with the Department of Health and Mental Hygiene and, if necessary other community partners.

### **Keep Students at Home Policy/Communicable Illness**

In order to protect the health of all children in the building, please keep your student at home if you notice that they begin to show signs of an illness or contagious disease, specifically COVID-19(as described above). It is very important that you let the School know, as soon as possible, if your student has a communicable illness or infection. Please follow the following guidelines:

- Students with fever(100.4 F), vomiting or diarrhea should stay home until the symptoms are gone or until a doctor says it is okay to return.
- Conjunctivitis (Pink Eye) is contagious, and students with symptoms of this condition should be kept at home.

### **School-based Prevention**

**Bed Bugs:** Parents or guardians are notified if bed bugs are found in classrooms, and bed bug prevention literature will be provided.

**Head Lice:** The policy on lice and nits for all NYC public schools is as follows:

- Students with active head lice will continue to be excluded until they are lice-free.
- Excluded students will be examined for lice when they return to school and re-checked 14 days later to confirm that they remain free of lice.
- Students will not be excluded from school if they have nits (lice eggs).

When lice are identified, the parent or guardian will be notified, instructed in treatment of head lice and asked to pick up their student as soon as possible. The following steps will be taken upon the student's return to school:

- Students will be re-examined by the nurse.
- Students with head lice will not be allowed to re-enter until they are lice free.
- Students that have been cleared of lice will be re-examined in 14 calendar days (or closest school day if 14th day falls on weekend or holiday) by the nurse.
- Students found to have head lice on re-examination will once again be excluded until they are lice free.
- No school-wide surveillance will be conducted for nits.



## Wellness Policy

Throughout the school year, Bridge Prep will provide students with multiple opportunities to learn about leading a healthy lifestyle and practice mindfulness. Students will have access to educational programming, including “mindful movement” and breathing exercises, as well as learning initiatives that focus on positive thinking, a growth mindset, and making mindful, healthy choices. Community partners are invited to participate in developing strategies and events to model, foster and teach students about a healthy lifestyle.

## Guidelines for Outdoor Play

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

Per DOHMH and NYSED guidance, playgrounds may continue to be used when proper safeguards are in place. Bridge Prep has confirmed that we will have exclusive access to both playgrounds outside our building and plan to provide students access to this space, as well as other outdoor spaces on campus as frequently as possible. A schedule for outdoor recess has been provided to teachers which guarantees each classroom opportunities over the course of their in-person time in a given month, outdoor recess time.

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

When outside, students may be permitted to take off their facial covering for a “mask break”, but must continue to follow all social distancing guidance as directed by our staff. All students will be required to wear a jacket during the fall and students will not go outside in inclement weather or if the temperature drops below 40 degrees.

## Breakfast/Lunch

Bridge Prep takes part in the NYC SchoolFood Program and all students at Bridge Prep will have the opportunity to receive a free breakfast, lunch and snack each day provided by the New York City Department of Education’s Food Service program. For more information, including menus, please visit the Office of School Food’s Website at: <http://www.schoolfoodnyc.org/menusandrecipes/menus.htm>

All meals served to students will comply with the relevant Child Nutrition programs, including the School Breakfast Program and National School Lunch Program. Forms will be provided for all families to complete to remain in compliance with State and Federal regulations and mandates. This form must be filled out each year even if your family’s income has not changed. Please note:

- Any student who does not bring a lunch from home is required to take a tray during his/her lunch period.
- School meals are listed on a monthly calendar provided by the NYC Department of Education. For students participating in the school lunch plan, families can view the monthly calendar at [www.schoolfoodnyc.org](http://www.schoolfoodnyc.org).

Any additional inquiries pertaining to meal eligibility and regulations should be addressed to:

Office of School of Food and Nutrition Services  
44-36 Vernon Boulevard  
Long Island City, NY 11101  
718-720-6100



All grab and go meals, as well as any meals served in classrooms, will follow all relevant USDA nutritional and meal pattern requirements. Bridge Prep has been made aware that the NYC DOE's Office of Food and Nutrition Services is working closely with the NYSED Child Nutrition Office to ensure full adherence to USDA program accountability requirements. Particular attention is being given to the grab and go meals that will be served to students not attending school in person, ensuring appropriate measures are in place to guarantee that only meals served to enrolled students are claimed for reimbursement.

Bridge Prep has been notified by the NYC DOE that no students will be able to eat meals in the cafeteria unless otherwise given clearance. This means that meals (breakfast and lunch) will be held in classrooms. Should this plan change and students be able to eat in the cafeteria, socially distant, this document will be updated accordingly.

Grab-and-go meals will be available for breakfast and lunch each day, though students will also be permitted to bring their own lunch if preferred. Grab-and-go meals will be delivered to students in classrooms for lunch, and pickup points within the school will be designated for student pickup of breakfast. Sufficient stations will be set up throughout the school building to accommodate the student population and avoid overcrowding. Signage will be provided to direct students to pick up points within the school.

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

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

Students who are not receiving in person instruction can pick up a lunch from the school building or a NYC DOE school building near their home.

### **Lunches from Home**

In order for students to fully be present and commit on a daily basis to the rigorous academic schedule at Bridge Prep, it is important that students eat healthy, balanced meals. As such, families who decide to provide lunch from home must comply with the following guidelines. If your student is out of compliance with these requirements, inappropriate food items will be confiscated and returned at the end of day.

Foods with added sugar including candy or sweets of any kind are prohibited. Other prohibited foods and beverages for packed lunches include:

- Glass bottles;
- Soda of any kind (even diet); and
- Food that requires heat, hot water, or refrigerator.

Please note: Commercial food deliveries to school will not be accepted.

### **Food Allergies and Food Restrictions**

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

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

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

### **CPR, First Aid and AED training**

All staff are trained in school health policies and procedures, protocols for health emergencies, first aid, cardiopulmonary resuscitation (CPR) and the use of automated external defibrillator (AED) equipment. The following staff will maintain current First Aid and CPR Certifications:

- Executive Director
- Director of Operations
- Dean of Specialized Instruction
- Social Worker
- Family and Community Engagement Coordinator

### **School Safety**

For the protection of our entire school community, Bridge Prep has developed a comprehensive School Safety Plan, which is aligned to the Petrides Campus Safety Plan. Bridge Prep’s School Safety Plan is a separate document, which includes:

- General Building and Facilities Information;
- Assignment and Responsibilities of School Safety Agents;
- Emergency Assignments, Egresses and Relocation Sites;
- General Response Protocols;
- Procedures for: Safety and Evacuation, Shelter-In, Lockdowns, Fire Safety and Fire Drills, Medical Emergencies, Shooting/Hostage Situations, and Bomb Threats;
- Safety and Evacuation Procedures for Special Needs Students/Staff; and
- Alarm Protocols.

All staff are trained in School Safety policies and procedures and a hard copy of the Bridge Prep School Safety Plan is available in the School’s Main Office.

Education Law § 807 requires that schools conduct 8 evacuation and 4 lockdown drills each school year. As a co-located school, Bridge Prep will continue to collaborate with other schools on the Campus Building Council and members of the Campus Safety Committee to schedule and ensure completion of Safety Drills. Bridge Prep understands the important role that conducting drills plays in keeping students and staff safe in an emergency. We will also do our part to minimize the risk of spreading infection while conducting drills and when planning drills, Bridge Prep and other members of the Safety Committee will give consideration to how drill procedures for the 2020-2021 school year may be modified to minimize risk of spreading infection. Possible modifications to drill schedules may occur during the COVID-19 pandemic as follows:

### **Evacuation drills:**

- All students must participate in drills.

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

### **Lockdown Drills:**

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

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

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

### **Transportation**

Families have the option of dropping their student off/picking their student up at school, or requesting transportation from the New York City Department of Education's Office of Pupil Transportation (OPT). OPT determines student eligibility for busing and MetroCards based on grade level and the distance between the student's residence and the school building. Information about bus eligibility can be found on OPT's website at: <https://www.schools.nyc.gov/school-life/transportation/bus-eligibility/> and is also described in the table below. Additionally, OPT guidelines state that students must use the same stop in the morning and the afternoon.

<b>Grades</b>	<b>Distance Code A</b>	<b>Distance Code B</b>	<b>Distance Code C</b>	<b>Distance Code D</b>
	Students who live less than 0.5 miles away from school.	Students who live 0.5 miles or more, but less than 1 mile away from school.	Students who live 1 mile or more, but less than 1.5 miles from school.	Students who live 1.5 miles or more from the school.
Kindergarten-2	Half-fare MetroCard	Yellow School Bus or Full-Fare MetroCard	Yellow School Bus or Full-Fare MetroCard	Yellow School Bus or Full-Fare MetroCard
3-6	Not Eligible	Half-fare MetroCard	Yellow School Bus or Full-Fare MetroCard	Yellow School Bus or Full-Fare MetroCard

Please note that eligibility for any provided form of transportation, such as yellow school bus service, is determined by OPT and is **not** determined by Bridge Prep. Families should directly reach out to OPT with questions about their student’s route and stop information for pickup and drop off.

OPT also provides specialized transportation to students whose Individual Education Programs (IEPs) recommend this service or to other students with disabilities who cannot take public transportation. Specialized transportation refers to school buses that are staffed by both a school bus driver and an attendant. Instead of being picked up at a centralized stop, the student is picked up at the closest, safest stop to their residence.

**NYC DOE Health and Safety Guidelines**

Bridge Prep will rely on NYC DOE Pupil Transportation to ensure that school bus companies and personnel follow all appropriate guidelines for cleanliness and disinfection. As of September 8, 2020, the NYC DOE has shared that all NYC DOE transportation will be cleaned and disinfected each day using CDC recommended cleaning and disinfection protocols, the specifics of which will be provided to parents prior to the start of school. Additionally, the NYC DOE states that all school transportation vehicles will be cleaned and disinfected each day using CDC recommended cleaning and disinfection protocols, the specifics of which will be provided to parents prior to the start of school. School buses will be equipped with non-flammable hand sanitizer, such as foaming sanitizer that is regularly used in medical facilities and is non- flammable. The NYC DOE will provide school bus vendors with CDC recommended guidance on COVID-19 symptoms as well as Federal Transit Administration guidance specific to COVID-19, which will include guidance on PPE, cleaning, and disinfection. Vendors will be expected to share with their staff. This will include signage detailing the proper use of PPE and COVID-19 symptoms.

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

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

Students who do not have a face covering when attempting to board a bus will be provided a face covering upon entering the bus. In the event that a child does not have a face covering when attempting to board a bus, protective face coverings will be available for distribution at the bus door inside the bus.

Students with a disability which would prevent them from wearing a mask will not be forced to do so or denied transportation, but in these cases, the transportation provided may not be the conventional mode that the student had prior to March 2020. These will be addressed on a case-by-case basis.

The NYC DOE will provide school bus vendors with CDC guidance on PPE. All school transportation vehicles and facilities will display informational signs that detail the proper usage of PPE, as well as the symptoms of COVID-19. Vendors will be expected to share with their staff. Bridge Prep will rely on the NYC DOE Office of Pupil Transportation to ensure that school bus companies and personnel follow all appropriate guidelines for safety as recommended by the NYC DOHMH.

### **Social Distancing**

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

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

### **Health Assessments**

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

### **Student Conduct Aboard Busing**

For the safety of all students on the bus, it is essential that parents or guardians advise their student to obey the following rules when on the bus:

- All students must be seated on the bus at all times, with a seat belt fastened.
- Students are not permitted to lean out bus windows; hands and heads must be kept inside the bus at all times.
- Students should speak quietly on the bus and should not speak to the driver when the bus is in motion.
- Students should not throw objects inside the bus or out of the bus windows.
- No hitting, spitting, or fighting is allowed on the bus; no shoving is allowed when boarding or leaving the bus.
- Students shall board and leave the bus one at a time.

Misconduct on the bus can and will lead to disciplinary action. There are consequences for breaking the rules aboard the bus, depending on the severity of the student's actions. Consequences may include:

- Parent one-on-one meeting;
- Suspension from the school bus for a set number of days;
- Termination of busing rights
- Expulsion from school.

OPT provides "Safe Travel Tips" and best practices when riding the bus, including guidance about the use of seat belts, accommodations and walking to and waiting for the bus, which can be found on their website at:

<https://www.schools.nyc.gov/school-life/transportation/safe-travel-tips>.

### **Busing FAQs**

**Which bus route has my student been assigned to?**

- OPT determines student bus routes, based on the information provided to them by Bridge Prep. This information is obtained from the parent or guardian at the time of enrollment.
- A parent or guardian may get this information from the school, by calling OPT directly or by going online. To access your student's bus stop assignment online, visit: <https://www.opt-osfns.org/opt/Resources/SchoolRouteStSearch/SearchResult.aspx>

#### **Who is responsible for the management of the bus stops, established by OPT?**

- Once the initial set of bus stops is created by OPT, the school is responsible for the management of these stops. This means that the school, not the parent or guardian, will request that OPT:
  - Create a new bus stop when a student enters the school or moves.
  - Change the location of an existing bus stop; or
  - Delete a bus stop if no one is using the stop.
- If a parent or guardian has questions or concerns with their student's bus stop and would like to discuss a change to their assigned bus stop, they should contact OPT directly. Should OPT not be responsive, families should connect with the Family and Community Engagement Coordinator to discuss their concern. The Family and Engagement Coordinator will discuss the concerns with the parent or guardian and will inform the Director of Operations for action.

#### **Who do I call if the bus is late?**

- In the event the school bus is late, the parent or guardian should immediately contact OPT directly at 718-392-8855 to report a late bus.
- The parent or guardian should also contact the main office to let the School know that the bus is late and, if needed, the School can directly connect with OPT to check on the status of the bus' arrival.

Status reports on school bus delays can also be accessed online at: <http://www.opt-osfns.org/opt/vendors/busbreakdowns/public/default.aspx?search=YES#top>.

#### **How can I request Specialized Transportation services for my student?**

- The school based support team or CSE IEP team at the Committee on Special Education (CSE) will address transportation needs as part of the Initial and Annual Review process of your student's IEP. Please discuss any transportation-related concerns with the Dean of Specialized Instruction, who will provide you with any necessary paperwork to complete as part of the review process.

#### **How can I change my student's method of transportation?**

- Please email the Director of Operations at: [fahron@bridgeprepcharter.org](mailto:fahron@bridgeprepcharter.org), if you would like to change your student's type of transportation service. It will take approximately two weeks for the change to be honored. Please plan accordingly for that transition.

If you have additional questions about transportation services, please contact the Director of Operations at [fahron@bridgeprepcharter.org](mailto:fahron@bridgeprepcharter.org)



## General School Information

<b>Bridge Preparatory Charter School</b>	
<b>Address</b>	715 Ocean Terrace, Building E Staten Island, NY 10301
<b>Main Office Phone Number</b>	718-274-3437
<b>Important School Leadership Team Contact Information</b>	<p>Timothy Castanza Executive Director <a href="mailto:tim@bridgeprepcharter.org">tim@bridgeprepcharter.org</a></p> <p>Fahron Ebanks Director of Operations <a href="mailto:fahron@bridgeprepcharter.org">fahron@bridgeprepcharter.org</a></p> <p>Alayna Quattrocchi Dean of Specialized Instruction <a href="mailto:alayna@bridgeprepcharter.org">alayna@bridgeprepcharter.org</a></p> <p>RoseMarie Illuzzi Family and Community Engagement Coordinator <a href="mailto:rosemarie@bridgeprepcharter.org">rosemarie@bridgeprepcharter.org</a></p>

We are committed to establishing and maintaining an open and respectful line of communication between families and our School staff, each of whom has their own dedicated school email address. If a parent or guardian has a specific question for a teacher, they are to email them directly at their school email address. Staff email addresses begin with the staff members name and end with @bridgeprepcharter.org. For example: RoseMarie Illuzzi's email is [rosemarie@bridgeprepcharter.org](mailto:rosemarie@bridgeprepcharter.org).

Should additional conversation be required between the family and teacher, the Family and Community Engagement Coordinator will facilitate a follow up conversation or meeting between the parent or guardian and staff member.

### **Chain of Command**

The Executive Director is in charge of the School and building at all times. In the absence of the Executive Director, the Director of Operations is in charge of the School and building. In the absence of the Executive Director and the Director of Operations, the Dean of Specialized Instruction is in charge of the building. In the event that all three (3) of the above leadership team members are out of the building, Executive Director will assign a staff member to be in charge of the School during the designated time period.

### **Nondiscrimination Policy**

Bridge Prep does not discriminate in admission to, access to, treatment in, or employment in its services, programs and activities, on the basis of race, color, or national origin, in accordance with the Civil Rights Act of 1964 (Title VI); on the basis of sex, in accordance with the Title IX of the Education Amendments of 1972; on the basis of disability, in accordance with Section 504 of the Rehabilitation Act of 1973 (Section 504) and Title II of the Americans with Disabilities Act of 1990 (ADA); or on the basis of age, in accordance with the Age Discrimination in Employment Act of 1974 (ADEA). In addition, no person shall be discriminated against in admission to Bridge Prep on the basis of race, sex, color, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language or a foreign language, or prior academic achievement.

### **Family Educational Rights & Privacy Act (FERPA)**

The Family Educational Rights & Privacy Act (FERPA) is a Federal law designed to protect the privacy of students' education records. FERPA gives families certain rights with respect to their children's education records. Those rights are as follows:

- Families or eligible students have the right to inspect and review all of the student's education records maintained by Bridge Prep. For records including information on more than one student, families are limited only to information pertaining to their child. Bridge Prep is not required to provide copies of materials in education records unless, for reasons such as great distance, it is impossible for families and/or eligible students to inspect the records. Bridge Prep may charge a fee for copies.
- At Bridge Prep, student records or other identifiable information are locked and maintained in a secure location to ensure confidentiality. Records that are no longer required or need to be disposed of are done so in a manner that ensures confidentiality and security.
- Families or eligible students have the right to request that Bridge Prep correct records believed to be inaccurate or misleading. If Bridge Prep decides not to amend the record, the parent/guardian or eligible student then has the right to a formal hearing. After the hearing, if Bridge Prep still decides not to amend the record, the parent/guardian and/or eligible student has the right to place a statement with the record, commenting on the contested information in the record.
- Bridge Prep must have written permission from the parent/guardian or eligible student before releasing any information from a student's record. However, the law allows schools to disclose records, without consent, to the following parties:
  - School officials with legitimate educational interest;
  - Other schools to which a student is transferring;
  - Specified officials for audit or evaluation purposes;
  - Appropriate parties in connection with financial aid to a student;
  - Organizations conducting certain studies for or on behalf of Bridge Prep;
  - Accrediting organizations;
  - Judicial orders or lawfully issued subpoenas;
  - Appropriate officials in cases of health and safety emergencies;
  - State and local authorities, within a juvenile justice system, pursuant to specific State law.

### **Court Orders or Subpoenas**

In the case of a valid court order or lawfully issued subpoena, the school will immediately notify the parent in writing of the information that is requested (unless the subpoena states otherwise). Police officers and other law enforcement agencies must also present valid court orders or lawfully issued subpoenas when requesting student information.

### **Child Protective Services**

Child Protective Service workers may request to see a student's school records at any time and the school must comply.

### **Procedure for Accessing Student Records**

1. A parent/guardian may request to review their child's student file. Any person requesting to review a student file must submit a request in writing to Bridge Prep, to the attention of the Executive Director.
2. Bridge Prep will review the request and determine whether to release the information to the requester. If the requester is not a parent/guardian, a *Consent for Release of Student Information* letter will be sent to the parent/guardian for permission.
3. Once permission is granted to review a student's file, the requester must sign a *Record of Access* form. If a student has an IEP, the requester must also sign a *Confidential File Access Log* form in the student folder.

## **Procedure to Amend or Appeal Student Records**

1. If a parent/guardian believes the education records relating to the student contain information that is inaccurate, misleading, or in violation of the student's right to privacy, they may ask that the record be amended. A parent/guardian may express the appeal in writing to Bridge Prep, sent to the attention of the Executive Director and must include the following:

- Information that is claimed to be inaccurate, misleading, or in violation of the student's privacy rights;
- Records in which the parent/guardian believes the information is contained;
- Basis for the claim (i.e., why they believe the information is inaccurate, etc.);
- The parent's/guardian's proposed change.

2. The Executive Director will review the request and make a determination within 14 calendar days of receiving the letter. Bridge Prep will provide the parent/guardian with a written response to the request and explain the reason for the decision. If the action is warranted, Bridge Prep may decide to remove, modify, or expunge the information in the record. Removing, modifying, or expunging an entry is not an admission that the entry was improper or that any person acted improperly by including the entry on the record.

3. If the request is denied or no ruling is made in the allotted time, the parent/guardian has the right to appeal the decision to the Board of Trustees within 20 school days from the adverse ruling or failure to rule.

4. The Board of Trustees will appoint a hearing officer. A hearing will be held within 21 calendar days after the parent/guardian files the request with the Board of Trustees and the parent/guardian will be given notice of date, place, and time of the hearing with sufficient advance notice.

5. A parent or guardian will be given the opportunity to present the appeal and may be assisted or represented by individuals of their choice or own expense. The hearing officer's decision must be based solely on the evidence presented at the hearing.

6. A written report containing a summary of the evidence and the reasons for the decision will be issued 14 calendar days from the conclusion of the hearing. If necessary, the hearing officer will direct the Executive Director to amend the records accordingly and inform the parent/guardian in writing. The hearing officer's decision will be final. If the parent or guardian does not agree with the decision, the parent or guardian has the right to place a statement in the record commenting on the contested information or stating why they disagree with the decision of the hearing officer, or both.

## **Complaints**

### **Academic Concern/Complaint Process**

If a parent of guardian has a complaint or concern that is academic in nature, meaning that the concern is specifically related to their student's academic experience, performance, growth the following process should be followed:

1. Request a meeting with your student's teacher to discuss the concern.
2. Once you have met with the teacher, if the situation has not been resolved, request a meeting with the Director of Teaching and Learning to discuss the concern.
3. After meeting with the Director of Teaching and Learning, if you still have a concern, request a meeting with the Executive Director, or complete a Complaint Form that will be forwarded to the Executive Director for review and follow up. Complaint forms can be requested at the Main Office, or from the Family and Community Engagement Coordinator.
4. The Executive Director will review the complaint/concern and contact the parent or guardian within 72 hours. Serious concerns are prioritized and responded to immediately. The parent or guardian will be required to attend a meeting at the School to discuss the concern/complaint.
5. If the concern has not been adequately addressed by the Executive Director after a meeting at the School, the concern/complaint is then submitted to the School's Board of Trustees. The parent or guardian is to

contact the Board of Trustees directly via email at [board@bridgeprepcharter.org](mailto:board@bridgeprepcharter.org) in order to submit a written complaint to the Board.

### **Non-academic concerns**

Section 2855 (4) of the NYS Charter Schools Act provides a formal complaint process for use by individuals (including parents) or groups who believe that a charter school has violated a term of its charter, a provision of the NYS Charter Schools Act, or any other provision of law relating to the management or operation of the charter school. The process requires that any and all complaints be brought first to the School's leadership, at Bridge Prep the Executive Director. A parent or guardian with a complaint should reach out directly to the Executive Director via email or request an in-person meeting. The Executive Director will work with the complainant to obtain a resolution to the complaint.

In the event the complaint includes the Executive Director or if the Executive Director does not provide the complainant with an adequate response, the complaint may be escalated to and addressed by the Board of Trustees. Any such complaint must be submitted in writing and addressed to the Chair of the Board of Trustees. Upon receipt of any complaint, the Chair will take such action as they think fit to resolve the complaint, including appointing a Board committee to investigate the complaint. The Chair will communicate their findings and the results of any investigation to the complainant within 10 calendar days. If the complaint is deemed urgent by the Chair, it will be escalated and a response will be provided within 5 calendar days.

If the complainant is still not satisfied with the resolution, they may address a complaint, in writing, to Bridge Prep's Authorizer, the New York State Education Department, via mail to: Charter School Office, NYS Education Department, 89 Washington Avenue, Albany, NY 12234, or via email to: [charterschools@nysed.gov](mailto:charterschools@nysed.gov). The subject line of the email should read: Complaint: Bridge Preparatory Charter School

The contents of the letter/email should include:

- A detailed statement of the complaint, including the provision of the School's charter or law that you allege has been violated.
- What, if any, response you received from the School's Board of Trustees (and the School's Charter Entity in the case of schools not authorized by the Board of Regents).
- Copies of all relevant correspondence between you and the School, and you and the Charter Entity, if applicable. (You should maintain copies of all correspondence and materials for your own files.)
- What specific action or relief you are seeking.
- Contact information for you – name, address, email address and telephone number.



