



District Safety Plan
2025-2026
Adopted: August 29, 2025

Bridge Preparatory Charter School (“Bridge Prep”) is committed to ensuring that our school is a safe, secure, and orderly environment in which students can meet high academic standards, educators can teach toward those goals, and parents can be assured that their children are learning in a safe and positive school setting. A safe and supportive school depends upon the efforts of all members of the school community to treat one another with mutual respect.

To provide for the health, safety, and wellbeing of students and employees and for the preservation of district resources and property, the Chief Executive Officer (“CEO”) shall establish a District Wide Safety Plan for the school district, in accordance with Commissioner’s Regulations and law. The District Safety Plan is created and developed based on the School Safety Plan which was created and established in collaboration with other schools in our building, operated by the New York City Public Schools (“NYCPS”). The District Wide Safety Team reviews and edits the School Safety Plan annually. Members of the school team are part of the Emergency Response Team. From our side, our School District Chief School Safety Officer is the CEO, and in his absence, is the Principal.

The team created plans for evacuation, lockdown, shelter-in, and hold drills, as well as visitor controls. In all cases, staff were provided guidance and policies through the Building Response Team (BRT) and School Safety Committee, who collaborated to refine and improve these practices. Providing an orderly plan for dealing with emergencies is an important component of the management of the schools on our campus and there are a range of emergencies. Through careful planning, the disastrous effects of an emergency can be minimized.

The guiding principles for emergency management planning are protection of life first, then preservation of property, and restoration to normal activities. Mandates that influence planning and decision-making are included in the School Safety Plan, which shall be accessible in the school’s Main Office and can be requested via email.

The key components of the Bridge Prep and the NYCPS’ District-Wide Safety Plan can be found below.

SCHOOL SAFETY TEAM

In addition to the School Safety Committee, Bridge Prep has appointed a School Safety Team consisting of, but not limited to the: CEO, Principal, Director of Strategy, Assistant Principal of Operations, Assistant Principal of Student Support, Assistant Principal of Specialized Instruction, teachers, staff, and other representatives.

ADMINISTRATIVE REGULATIONS

The School Safety Plan is in place and all personnel have a responsibility to follow its directions. A copy is available in the main office of the school and at individuals' request. The Plan is reviewed and updated as necessary annually.

This plan incorporates the policies and procedures for maintaining a safe and orderly learning environment. The Plan includes policies and procedures for: responding to acts of violence or other criminal activities; contacting and notifying parents; and contacting and notifying law enforcement officials. The Plan also addresses strategies



for detecting potentially violent behavior; intervention and prevention strategies; strategies to improve communications among students and between students and school staff; the role and responsibilities of school safety personnel; training of school safety personnel; school building security and security devices; emergency response protocols; safety training for staff and students, including training on the emergency response protocols; and drills and other exercises to test these protocols and other components of the Plan.

Each staff member who has a responsibility in an emergency shall become familiar with that responsibility so as to expedite the appropriate response process. Each member of the Building Response Team is assigned an emergency portable two-way battery-operated radio.

When an emergency is declared, the Principal will begin implementing the emergency plan by activating the chain of communication. The Principal will remain in communication with the CEO during the emergency. The decision to close school remains exclusively with the CEO.

The CEO, during a local or state emergency, shall act as the chief communication liaison for all agencies within the district, including parochial schools, and shall address all news media. The CEO will also be responsible for notifying the NYCPS as soon as possible whenever the emergency plan results in the closing of a school building within the district (except routine snow days).

The school shall provide information at the start of each school year to all students and staff about emergency procedures and shall provide for at least one sheltering drill and at least one early dismissal during each school year. Transportation and communication procedures shall be included in the tests. The sheltering drill may occur at any time during the school day. The early dismissal will begin fifteen minutes prior to the end of the regular school day.

The CEO, Principal, and other stakeholders shall review and revise, if necessary, the District Safety Plan at least once each year.

GENERAL RESPONSE PROTOCOLS (GRP)

The following are the emergency response protocols that schools must follow for conducting lockdowns, evacuations, and shelters in place. Each protocol has specific staff and student actions that are unique to each response. These are the actions schools take until first responders arrive. For all three protocols, 911 must be called. If the CEO, Principal, or other member of the School Safety Committee did not initiate the call, they must. Be advised immediately that the call was placed, in accordance with NYCPS Chancellor's Regulation A-412, which sets forth the policies and procedures regarding contacting the New York City Police Department (NYPD) and 911.

These protocols were created to allow schools to immediately and safely respond to various types of emergencies that may occur both inside schools, or within the surrounding community. GRP prepares schools for emergency situations such as fire, intruders inside the school, active shooters within the school or dangerous conditions outside the school building. These protocols outline the immediate response school staff and students will take until first responders arrive.

In an emergency, all employees have a responsibility to protect and maintain the health, safety, and welfare of students. Staff members may be assigned to accompany and supervise students. Ordinary rules of work hours,



work site, job descriptions and any other contractual provisions are subject to state, county, or local directives. Staff members involved in the response shall continue their response actions until the emergency is ended.

Drills

Bridge Prep will conduct twelve (12) evacuation drills during the school year eight (8) will be evacuation drills and four (4) will be lockdown drills. Of these twelve (12) drills, eight will need to be completed by December 31 for each calendar year. In addition, the annual drill schedule will include one early dismissal drill. The Building Response Team carries out their responsibilities during the drills.

All drills will be trauma-informed. Trauma-informed drills means avoiding tactics in training or drills that may introduce or activate prior trauma, such as use of props, actors, simulations, or other tactics intended to mimic a school shooting, incident of violence, or other emergency, or inclusion of developmentally or age-inappropriate contact; and to recognize that drills may inadvertently prompt a negative emotional or psychological response in staff or students because of previous exposure(s) to trauma.

As such, students and staff will be informed when a drill is being conducted. Drills shall occur after annual training in emergency procedures have been provided to all students and staff. Drills will be completed on different dates, days of the week, and during different times of the school day. All families will receive notification via text message, email, and/or robocall at least a week before each drill.

Lockdown

Soft Lockdown is a drill that implies that there is no identified imminent danger to the sweep teams. Administrative teams, Building Response Teams, and NYPD School Safety Agents (SSA) will mobilize to the designated command post for further direction. Hard Lockdown implies that imminent danger is known and NO ONE will engage in any building sweep activity. The following will be announced: “Attention: We are now in a Lockdown. Take proper action.” (Repeated twice over the PA system.) All individuals, including SSA, will take appropriate lockdown action and await the arrival of first responders.

Students are trained to: Move out of sight and maintain silence.

Teachers are trained to:

- Check the hallway outside of their classrooms for students, lock classroom doors, and turn the lights off.
- Move away from sight and maintain silence.
- Wait for first responders to open the door, or until hearing the “All Clear” message: “The Lockdown has been lifted,” followed by specific directions.
- Take attendance and account for missing students by contacting the main office.

Evacuation

The fire alarm system is the initial alert for staff and students to initiate an evacuation. However, there may be times when the PA system and specific directions will serve as the alert initiating an evacuation. Announcements will begin with “Attention,” followed by specific directions. (Repeated twice over the PA system.)

Students are trained to: Leave belongings behind and form a single file line. In cold weather, students should be reminded to take their coats when leaving the classroom. Students in physical education attire WILL NOT



return to the locker room. Students without proper outdoor attire will be secured in a warm location as immediately as possible.

Teachers are trained to:

- Grab the evacuation folder (with attendance sheet and Assembly Cards).
- Lead students to evacuation locations as identified on Fire Drill Posters. ALWAYS LISTEN FOR ADDITIONAL DIRECTIONS.
- Take attendance and account for students.
- Report injuries, problems, or missing students to school staff and first responders using Assembly Cards.

Secure Lockout (Shelter In)

The following will be announced: “Attention: This is a Secure Lockout. Secure all exit doors.” (Repeated twice over the PA system.)

Students are trained to:

- Remain inside of the building.
- Conduct business as usual.
- Respond to specific staff directions.

Teachers are trained to: Increase situational awareness + Conduct business as usual.

The Secure Lockout directive will remain in effect until hearing the “All Clear” message: “The Secure Lockout has been lifted,” followed by specific directions. Building Response Team members, floor wardens, and staff will secure all exits and report to specific post assignments. These BRT members and their specific responsibilities are outlined in this document, as well as in the School Safety Plan .

Hold

Hold is initiated when there is a condition inside the school building, and the immediate need to address the condition requires staff, students, and visitors to remain in place and conduct business as usual until the “All Clear” is announced. Hold might be initiated to manage an incident in the building that does not place the school community in danger, or whenever directed by first responders. Hold does not replace a soft or hard lockdown. Upon hearing the Hold announcement:

Staff must:

- Lock the door.
- Hold in their current location.
- Contact the main office to report any students who were out of the class when the Hold was announced.

Students/staff must:

- Remain where they are until the “All Clear” announcement is made.
- Ignore any bells that usually signal the end of the class.
- Remember that there is no use of the classroom pass and everyone must remain in place until the Hold is lifted.



Shelter (New in 2025-2026)

Shelter is called when specific protective actions are needed based on a threat of hazard: tornadoes, earthquakes, hazardous materials situations, or other local threats. An announcement will be made to shelter, for a specific hazard, using a specific strategy.

Students are trained to: use appropriate safety strategies for the hazard.

Teachers are trained to:

- Lead safety strategy
- Account for students and notify the Main Office if there are any missing, injured, or extra students.

GENERAL GUIDELINES

Six steps which are standard responses to any emergency situation in schools are: Summon Expert Help; Administer First Aid; Follow Instructions of the Expert; Evacuate to a Safe Place; Shelter inside the Building; and Send Everyone Home (Go Home). Obviously, all six steps will not be utilized in every emergency. Indeed, some are part of the planned response to a school emergency.

Definitions

- **Summon Expert Help:** Clearly, in most emergency situations, the need for expert help is evident. Fires are fought by firefighters; acts of violence and intruders are handled by police, and heart attack victims must be provided proper medical care.
- **Administer First Aid:** First aid is usually defined as treatment that will protect the life of a victim and provide comfort until more expert help is secured.
- **Follow Instructions:** Once expert help has arrived, those experts are usually “in charge.” At that time, the procedure is to follow instructions of the expert.
- **Evacuate to a Safe Place:** Evacuation may mean only going outside, away from the building and waiting until the danger has passed. In some circumstances, however, the nature or duration of the emergency may require transportation and temporary housing of the occupants in some other building.
- **Shelter Inside the Building:** There are circumstances when it is safer to stay inside the building than to go outside. For example, the sheltering procedure is called for during severe electrical storms, or radioactive emergencies.
- **Go Home:** Similar to evacuation, early dismissal or “go home” is a procedure for evacuating scholars from a building and uniting them with their families or other responsible surrogates designated by the parents.

BOMB THREAT: Bomb threat procedures are outlined in the School Safety Plan.

RESPONSE TO THREATS AND CRIMINAL ACTS

The BRT and all school staff must be prepared to respond to threats or acts of criminal behavior, by students, school personnel and visitors, from physical assaults to bomb threats. The procedures for notifying law enforcement officials of school-related incidents, crimes committed by students or school employees, or medical emergencies are contained in NYCPS Chancellor’s Regulation A-412 and other policies. As outlined above, the General Response Protocols (GRP) will be. Used to respond to all threats and acts of violence, along with an immediate response by staff and 911 first responders. Upon arrival, all district and emergency response efforts will be coordinated with school officials and SSA to provide incident specific support.



When a student engages in behavior that poses a substantial risk of injury to the student or others, school officials must make every effort to safely de-escalate the behavior by using strategies and interventions for addressing behavioral crises and utilizing the in-school and community resources identified in the school's Crisis De-escalation Plan. Additionally, the parent must be given an opportunity to speak with the student if safety considerations permit. If the situation cannot be safely addressed, the principal/designee must call 911 as set forth in NYCPS Chancellor's Regulation A-411.

SCHOOL SAFETY PERSONNEL

In September of 1998, the NYCPS, the Chancellor, and the City of New York entered into an agreement to implement a joint program between the NYCPS and the NYPD, under which school security functions including the selection, deployment, training, evaluation and management of school security personnel would be the responsibility of NYPD. This agreement was subsequently continued and then modified on June 19, 2019.

The revised MOU continues the framework for providing security in NYCPS buildings and addresses the role of school administrators, SSA and NYPD in maintaining a safe and secure school environment; emphasizes the school's primary role in addressing student misconduct; defines the circumstances for when school staff should contact SSA to address student misconduct; provides for training of SSA and NYPD officers, including in de-escalation; includes procedures for when and how NYPD can question students on school property; includes expectations regarding when an arrest or summons can be issued with the least restraint necessary; and provides for use of diversionary or alternatives to arrest or the issuing of a summons.

PARENT NOTIFICATION - THREATS OR ACTS OF VIOLENCE

The threat to commit or the actual commission of an act of violence at a school affects an entire school community. In the event of threats or acts of violence, school officials are prepared to contact the appropriate law enforcement agencies (as set forth above). The Principal or their designee will employ the use of school specific notification systems to alert parents and the school community of specific emergencies occurring at the school. At Bridge Prep, this system is our school wide messaging app (SchoolInfo). Additionally, pursuant to NYCPS Chancellor's Regulation A-415 parents, staff, and elected officials may voluntarily subscribe to receive emergency notifications through electronic text messages, phone calls, and/or electronic mail through NotifyNYC.

BUILDING-LEVEL SCHOOL SAFETY PLAN

Pursuant to NYCPS Chancellor's Regulation A-414, every school on a NYCPS campus/building must establish a School Safety Committee for developing a building-level school safety plan. As set forth in each school safety plan, every school is required to establish a Chain of Command and multiple teams, including, a Building Response Team and a Crisis Team, and to designate administrative staff, who coordinate the school's response in emergency situations. As noted above, this plan was created and established in collaboration with other schools in our building, operated by the NYCPS and is also shared with members of our campus council, which includes representatives from other organizations and schools located on the campus.

The plan also describes, among other things, the school's building entry and visitor control procedures; security assignments and schedules; intruder procedures; emergency communications systems, including the names and telephone numbers of appropriate law enforcement personnel; missing student protocol; procedures for responding to door alarms; and evacuation procedures for all students, including those with limited mobility.



Each plan describes the Building Response Team's roles and training to address all emergency response protocols for students and staff. Each building level plan establishes the protocols for responding to emergency situations, such as hazmat spills, intruders, bomb threats, hostage-taking or shooting, including whether to evacuate, shelter-in, or lockdown. Building level plans are consistent with a safety plan template developed by the NYCPS Office of Safety and Youth Development (OSYD) and must be updated annually. Building level safety information that can be shared with staff and families is available, upon request, from the Principal. Pursuant to state education law, building level emergency response plans must be confidential and must not be disclosed.

RESOURCES INCLUDED IN THE SCHOOL SAFETY PLAN

- Building Floor Plans
- Local emergency responders: Police 911; Fire / Ambulance 911
- Building Level Emergency Response Plans
- Response to Serious Violent Incidents.
 - Serious violent incidents are defined by the Commissioner of Education as incidents of violent criminal conduct that are, or appear to be, life threatening and warrant the evacuation of scholars and/or staff because of an imminent threat to their safety or health, including but not limited to: riot, hostage taking, kidnapping and/or the use of threatened use of a firearm, explosive, bomb, incendiary device, chemical or biological weapon, knife or other dangerous instrument capable of causing death or serious injury.

SPECIFIC PROCEDURES

Assaults and Fights

1. Call 911 to request police assistance when the assailant is armed, an outsider or if the situation warrants.
2. Is there a continued danger to the individuals already involved or to any other potential victims?
3. Determine the identity, number and location of victims.
4. Determine the need for first aid and medical response. Determine the need for Hold-In Place procedure.
5. Move others to safety. If the assailant has not been contained and continues to be a threat to others, initiate Lockdown or Secure Lockout procedures as appropriate, call 911.
6. Fights - Intervening and managing physical altercations and/or fights require making a judgment call. Individual circumstances will determine the priorities of your interventions. Interventions may include:
 - a. Disperse the crowd or bystanders and ensure the safety of the students.
 - b. Call for help and assistance in managing the incident.
 - c. Focus on defusing the fight.
 - d. Use proximity and voice.
 - e. Separate the individuals fighting by telling one to go into a nearby room or other location.
 - f. Attend to any medical needs.
 - g. Use common sense when intervening with individuals who are dangerous.
7. Provide first aid for victim(s) using medically trained staff. Call 911 for medical assistance if warranted. Direct someone to the main entrance to direct the ambulance staff to the victim.
8. Interview participants and/or bystanders to gather information on the event. The police will need details/take statement(s) as Assault/Battery are chargeable offenses.
9. The parents, guardian (or spouse/family member of employee) of any participants should be notified as soon as possible.



10. The CEO should be contacted as soon as possible for events involving serious injury or criminal acts. The CEO, or their designee, will handle all media and community inquiries into the event(s).
11. Convene Crisis Response Plan as needed to inform staff/students and coordinate counseling services as the situation warrants.

Biological Agent or Poisonous Substance Threat

If you receive a letter, package or container claiming to be infected with a Biological Agent (e.g. Anthrax) or Poisonous Substance or phone call saying there is such a threat present at your location, **YOUR FIRST ACTION SHOULD BE TO CONTAIN THE THREAT TO AS FEW PEOPLE AND AS SMALL AN AREA AS POSSIBLE.** This is accomplished by the following:

1. Immediately isolate the threat by not moving the letter, package or container from its original location.
2. Move people away from the immediate area and do not allow ANYONE to touch or move the threat.
3. Close doors and windows to the area and lock the room if possible to avoid others accidentally contacting the threat. Those individuals originally present when the threat was discovered should remain nearby and not in contact with uninvolved individuals. They will not receive an additional exposure if the threat remains undisturbed.
4. Notify the Principal and Call 911 and advise the operator of your situation. Remain on the line until instructed to hang up.
5. The Principal will notify the CEO.
6. It is not necessary to confine students to classrooms, evacuate the building, or directly send students to a predetermined assembly area within the school unless these actions aid the response efforts of the emergency service responders or these efforts will eliminate possible exposure to the threat if it is widely disseminated through the building or its location within the school is unknown. If the potential exists for a distribution through the building, the air circulation system(s) will be shut down and the area or building evacuated.
7. The heating, ventilation and air conditioning systems within the building will be shut down if the threat was directed at the HVAC system or the package/container was found within the HVAC system.
8. Individuals who came in direct contact with the threat should be advised not to eat, drink, smoke or chew, rub their eyes, ears, nose or mouth or place their hands near their face.
9. Law enforcement and health officials will advise if any additional precautions need to be undertaken by any potentially exposed individuals or if specific cleanup procedures should be utilized.

Dangerous Persons

These procedures are a guide in responding to a situation in which a student, staff member, or outsider is armed, has assaulted or threatened another person, or is behaving irrationally. The first person to meet the individual suspected of being a threat should use common sense and remain calm. Remember, if the person is armed, then he/she is in control, and the staff should do what he/she requests.

1. Institute Lockdown and then CALL 911, give as much information as possible on the location, identity and description of the individual. Do not hang up until told to do so. Notify the Principal immediately. The CEO should be notified as soon as the situation allows.
2. Try to remain calm. Speak calmly and reasonably. Encourage the person not to act hastily. Be reassuring and non-threatening.
3. Reassure others and try to keep people calm.
4. As quickly as possible, move anyone away that is not directly involved with the incident.



5. If the person attempts to leave the building, allow this. Observe whether a car is used and note license number and description of vehicle.
6. If the person attempts to leave the building with a student or member of the staff, be cautious in trying to intervene. Remember that the most important consideration is the safety of all students and staff.
7. Try to gather as much detailed information as possible. As the situation allows and without putting anyone in danger, try to determine:
 - a. Location, identity, and detailed description of individual(s) & weapon(s)
 - b. Identify witnesses
 - c. Determine number and location of victims
 - d. Any pertinent background information on individual, including possible reason for carrying out actions
8. When police arrive they will take control of the situation. Have master keys, a floor plan and site map of the school available for the police. Provide all available information.
9. Initiate follow-up district communications, public information and crisis counseling.

Hostage Situation

If there is a hostage situation the procedures for Dangerous Person, above, will be followed. This means all staff/students/visitors are to take refuge. Follow Lockdown Procedures. If the danger is confined, responding law enforcement agencies may recommend an orderly evacuation of certain sections/areas away from the danger.

1. First person on scene
 - a. Identify the hostage situation.
 - b. Notify the Principal
2. Principal
 - a. Announce a Lockdown.
 - b. Call 911 and follow the instructions for handling intruder(s).
 - c. Notify the Building Response Team.
 - d. Notify the Campus Safety Committee.
3. Upon arrival of police officials, implement the following response actions as necessary.
4. The police will determine the termination of the emergency.

Intruder

1. First person on scene
 - a. Identify the intruder situation.
 - b. Notify the Principal
2. Principal
 - a. Announce a Lockdown.
 - b. Call 911 and School Safety and follow their instructions for handling intruder(s) and ensuring safety of students and staff.
 - c. Notify the Building Response Team and Campus Safety Committee.
 - d. Inform the team of the situation and actions taken.
 - e. Based on the advice of the police, confront the intruder.
 - f. Escort intruder out of the building.
3. Police determine the termination of the contingency.

Kidnapped Person

1. First person on scene
 - a. Identify the intruder situation.
 - b. Notify the Principal
 - c. Principal
 - d. Announce a Lockdown.
 - e. Call 911 and advise them of the situation. Follow their instructions.
2. In coordination with police, notify parents or spouses of individuals who are or could be kidnapped.
3. Prepare an official response in the event of the media making an inquiry.
4. Police to determine the termination of the emergency.
5. Develop attendance procedures to account for pupils and for unscheduled releases during school.

Student Elopement and Wandering

Elopement: A student leaving an assigned area without permission from or knowledge of staff, often to escape and/or avoid a school-related situation or task.

Wandering: Meandering which results in a student getting lost, leaving a safe environment or entering an inappropriate place, often due to the student's inattention or distractibility.

1. Prevent the occurrence of wandering and elopements.
2. Staff should intercede when a student appears to be unsupervised.
3. Take appropriate action so that the child is redirected to the supervised activity or location.
4. Report any unsafe or inappropriate behavior about a student to administration or staff working with that student.
5. Ensure that staff members are assigned strategically to areas around the school buildings during arrival, dismissal, lunch, recess, and other transitions to minimize chances of elopement.
6. If a student leaves the classroom, staff must ensure that adequate supervision is provided.
7. Establish a procedure to direct actions to be taken when an elopement does occur.
8. Notify the main office/administrator.
9. Initiate "Hold in Place".
10. Do an all call for 'insert student name' to come to the main office.
11. Call the parents of the child.
12. Initiate search team.
13. Announce that we are looking for "insert student name".
14. All staff should look outside their windows and in the hallway for the student.
15. Any staff member not assigned to students at this time, come to the office.
16. Conduct a coordinated search both in the building and on school grounds.
17. Have two people go in opposite directions outside of the school building starting and ending at the playground.
18. Call the police (911) if a student has not been located in 5 minutes.
19. Have a picture of that child to show to law enforcement.

Epidemic/Food Or Water Poisoning

1. School Nurse
 - a. Identify the problem as possible epidemic/food or water poisoning.
 - b. Notify the Principal and coordinate with the Main office.



2. Principal
 - a. Notify the CEO and the New York City Health Department.
 - b. Follow directives of Office of School Health and other public health officials, recognizing that public health officials have highest authority. Curtail or cease building operation as appropriate.
 - c. Notify parents, staff, and students.

Resources:

- Emergency Telephone Numbers: Fire/Ambulance 911
- Building occupancy requires potable water. If water is undrinkable, cease operation of building unless equivalent provisions are made, including bottled water and single service disposable cups.
- News media, public address system, Remind Message

Fire/Explosion

1. First person on the scene
 - a. Upon discovery or detection of smoke or fire, or in the event of an explosion, sound building fire alarm immediately.
 - b. Notify the Principal of what prompted the fire alarm, location, and source of fire/explosion if known.
 - c. Summon Fire Department 911 give location of fire if known and entrance number to building.
2. Custodial Engineer
 - a. Report to the Command Center on any fire alarm.
 - b. Investigate source and contain fire, if possible or practical. Keep the Building Administrator informed.
3. All building occupants
 - a. On the sound of any fire alarm, evacuate the building in accordance with established emergency evacuation plans posted in each classroom. After evacuation, close doors behind you.
4. FDNY
 - a. Termination of the emergency.
5. Principal
 - a. Confirm next steps with the CEO
 - b. Resume, curtail, or cease building operations as appropriate. Notify staff, parents, and students.

Carbon Monoxide Alarm

1. All building occupants
 - a. On sound of any fire alarm, evacuate the building in accordance with established emergency evacuation plans posted in each classroom. After evacuation, close doors behind you.
2. Principal
 - a. Summon Fire Department at 911 and give location of fire/alarm if known.
 - b. Notify the CEO
 - c. Notify Custodian Engineer.
3. Custodial Engineer
 - a. Investigate source and contain fire, if possible or practical. Keep the Principal informed of the situation.
4. Assistant Principal of Operations
 - a. Alert Office of Pupil Transportation and Pioneer Bus Company of possible need to evacuate students and staff to another building or alternate location.



- b. Upon fire department's arrival, advise of the situation and follow instructions.
 - c. Resume, curtail, or cease building operations as appropriate. Notify staff, students, and parents.
5. FDNY
 - a. Termination of emergency.

Resources:

- Local Emergency Responders: Police 911; Fire / Ambulance 911
- Zoned fire alarm system with annunciator panel
- Fire extinguishers serviced and charged
- Staff trained in First Aid, CPR and AED use

Snow/Ice/Wind Storm

1. CEO
 - a. Monitor National Weather Service broadcast frequency and road conditions.
 - b. Notify the Principal of the impending situation.
 - c. Curtail or cease all outdoor activities as appropriate.
 - d. Select appropriate Emergency Response Action and relay instructions to the School Leadership.
2. Principal
 - a. Terminate emergency as possible.

Resources:

- National Weather Service app on smartphone
- Office of Pupil Transportation
- Local emergency responders: Police 911; Fire/Ambulance 911
- Staff trained in First Aid, CPR, and AED use

Medical Emergencies

1. First person on the scene
 - a. Identify the situation.
 - b. Summon a Responsible Person (School Nurse, Principal, Assistant Principal of Operations)
2. Responsible Person
 - a. Calm and disperse other persons who are present.
 - b. Comfort the person and administer appropriate first aid.
 - c. Summon ambulance (911) if the situation warrants. Designate someone to meet the emergency squad/ambulance outside the building to direct emergency personnel to the scene.
 - d. Notify the Principal
3. Custodial Engineer
 - a. Clean up body fluids according to district "Procedure For Cleaning Up Body Fluid Spills".

Resources:

- School Nurse or responsible person capable of handling a medical emergency
- Local emergency responders: Fire/Ambulance 911
- Staff trained in First Aid/CPR/AED
- Staff person(s) familiar with contingency plans
- Copy of district "Procedures For Cleaning Up Body Fluid Spills"
- If Narcan is used, complete the "Narcan Utilization Reporting Form" and forward it to the school nurse.

Natural And Manmade Disasters



Hurricanes, Blizzards and Floods

1. Principal
 - a. Warnings and instructions may be relayed via the National Weather Service.
 - b. Implement the Emergency Response Action in coordination with above agencies.
 - c. Communicate selected emergency response action to the parents, staff and students.
 - d. Termination of emergency will be issued by the CEO.

Earthquake

1. Building Occupants
 - a. If indoors when an earthquake occurs, do not try to leave the building. Stay inside against an inside wall or under sturdy furniture. Assume a tuck position with hands over the head. If you are outside, get away from the building, utility poles, and trees.
2. Building Staff
 - a. After an earthquake has occurred, check for injuries and fires or fire hazards and report status to the Principal. Report fallen power lines and gas leaks.
3. Principal
 - a. Summon local emergency responders if needed.
 - b. Inform the CEO of the situation.
 - c. Instruct Custodial Engineer to shut down building systems (electricity, gas, and/or water) if damaged or leaking.
 - d. Evacuate the building if safety of occupants is threatened; use discretion in event of electrical hazards.
 - e. Be aware that aftershocks often occur.
 - f. If a total breakdown of communications occurs, implement the most appropriate Emergency Response Action to the best of his/her ability using resources available.
4. CEO
 - a. Coordinate selected emergency response action with local, county and state agencies.
 - b. Termination of emergency will be issued by the CEO.

Tornado Warning

1. CEO
 - a. Monitor emergency broadcast channel and weather service watches/warnings.
 - b. Relay selected emergency response action to administrators, parents, staff, and students.
 - c. Cancel all outdoor activities and summon all persons into the building.
 - d. Do not assemble occupants in gymnasiums, auditoriums, or cafeterias.
 - e. Give instructions to building occupants over the public address system.
2. Building Occupants
 - a. Take shelter against inside walls away from any windows and under a table or desk in a tuck position with hands over the head.
3. Building Staff
 - a. After the tornado has passed, check for injuries and fires or fire hazards and report status to the Principal. Check for and report fallen power lines.
4. Principal
 - a. Summon local emergency responders if needed. Inform the CEO of the situation.
 - b. Coordinate response action in coordination with local, county, or state agencies.
 - c. Communicate instructions to parents, staff, and students.
5. CEO



- a. Termination of emergency will be issued by the CEO.

Toxic Spill, Radioactive Incident, or Air Pollution

1. CEO
 - a. Implement Response Action in coordination with local and county agencies
 - b. Relay selected response action to parents, staff, and students.
 - c. Termination of emergency will be issued by the CEO.
2. Principal
 - a. Cancel all outdoor activities and summon all persons into the building.
 - b. Direct staff to close all doors and windows by using the public address system.
 - c. Direct building custodians to close all vents and shut off fans bringing outside air into the school.

Resources:

- Cell phones to connect to key administrators
- Radio tuned to National Weather Service frequency
- Battery operated AM/FM radio/smartphone apps
- Local emergency responders: Police 911; Fire/Ambulance: 911
- Staff trained in First Aid, CPR, AED use

Hazardous Materials

1. First person on the scene
 - a. Notify the Principal.
 - b. Stop the source of spill, if possible.
2. Custodial Engineer
 - a. Evaluate the problem insofar as possible and stop source of spill, if possible, and commence remedial response; i.e. absorbent material and direct cleanup.
3. Principal
 - a. In conjunction with the Assistant Principal of Operations, will decide whether to curtail or cease building operation as conditions warrant.
 - b. Institute the correct Emergency Response.
 - c. Communicate recommendations to the CEO
 - d. Termination of contingency will be issued by the CEO.

Resources:

- News media, email, text
- Office of Pupil Transportation
- Local emergency responders: Police 911; Fire/Ambulance 911

School Bus Accident Procedure

In the event of a school bus accident or a mechanical problem resulting in an extended delay, the following procedures will be adhered to.

1. The first priority is for the safety and welfare of the students involved. The driver and Bus Attendant will ensure that, whenever possible, the vehicle is parked in a safe location. Depending on the physical condition of the passengers and vehicle as well as the prevailing weather and road conditions, the driver will determine whether the students should be removed from or allowed to remain on the vehicle. When circumstances require, the driver will use triangle reflectors to mark the scene.



2. Notify the Office of Pupil Transportation immediately as to the bus(es) involved, the magnitude and location of the accident, and whether or not students are on the school bus.
3. Record the names of all students. If any students/passengers are taken for emergency treatment, the names of those individuals will be recorded as well as their destination.
4. No accident is to be discussed or information released to any party unless required by the investigating authorities or approved by the CEO.
5. Submit to the Assistant Principal of Operations, in an accurate and timely manner, an accident report.
6. Principal
 - a. If the accident does involve students on one of our daily scheduled routes, make arrangements to go to the scene to provide supervisory assistance and determine the need for medical assistance.
 - b. Contact, as soon as possible on the same day, the parents of students involved in the accident. This step is also required for co-curricular trips.
 - c. Direct school nurse to meet with students involved to evaluate and report any injury. Contact parents of students involved for the completion of any accident reports needed.

Resources:

- Office of Pupil Transportation: 718-392-8855
- Pioneer Bus Company: 718-984-8077
- Two way radio in bus to contact Office of Pupil Transportation at any point along its daily route
- First Aid kits
- Local Emergency Responders: Police 911; Fire / Ambulance 911
- Emergency road flares or reflectors

Restricted Use Of Building

1. CEO
 - a. Relocate educational program(s) displaced by a contingency which renders all or parts of a building unusable for school purposes.
 - b. For temporary quarters, consult the School Leadership Team and Campus Council.
 - c. Revise student transportation system as necessary.
 - d. Notify staff, students, parents, and NYCPS.
 - e. Institute recovery as appropriate.

Unplanned Fire Alarm

1. All Building occupants
 - a. On sound of any fire alarm, all building occupants shall evacuate building in accordance with established evacuation routes posted in each room. Staff need to be aware that their situational awareness levels need to increase during an unplanned alarm. Staff should lead all students out of the building and to assigned areas. Be vigilant of your surroundings by observing and assessing your environment for threats and taking appropriate action to avoid those threats.
2. Custodial Engineer
 - a. Summon Fire Department 911 and explain the situation.
 - b. If upon inspection, fire is not found at the location where the alarm was initiated, a Custodian shall be assigned to the location until fire department officials arrive.
 - c. Return building to normal operations.
 - d. Notify Principal
3. Principal



- a. Alert Office of Pupil Transportation of possible need to evacuate to another building.
 - b. Upon fire department's arrival, advise of the situation and follow instructions.
 - c. Keep the CEO's office informed.
4. Fire Department:
 - a. Termination of emergency
5. CEO
 - a. Resume, curtail, or cease building operations as appropriate. Notify staff, parents, and students , as appropriate.

Resources:

- Local emergency responders: Fire/Ambulance 911; Police 911
- Chemical inventory with MSDSs
- Zoned fire alarm system with annunciator panel if available
- Fire extinguishers serviced and charged

Systems Failure

Upon discovery or detection of Loss of Power, Heat, Water, or Sewage Systems, Gas Leak, Noxious Fumes or Structural Failure, the first person on the scene shall notify the Principal, Assistant Principal of Operations, or the Custodial Engineer.

1. Custodial Engineer
 - a. Evaluate the problem insofar as possible, activate fire alarm if there is any question as to the safety of the building occupants.
 - i. GAS LEAK: Do not use the public address system.
 - ii. POWER FAILURE: Use fire alarm system and emergency lighting.
 - b. Notify the Assistant Principal of Operations
2. Principal
 - a. Curtail or cease building operations as appropriate, and notify staff, parents, and students and issue instructions.
 - b. Complete corrective actions and recovery.
 - c. If formal emergency resolution is needed, contact the CEO.

Resources:

- Local emergency responders: Police 911; Fire/Ambulance 911
- Emergency two way radios in the Main Office

EMERGENCY RESPONSE ACTIONS / FUNCTIONAL ANNEXES

Staff have been provided information on how to respond to crises that may occur on school grounds or during a school function. Staff will direct students to respond in a variety of ways depending on the situations listed below. Once administrators and first responders have accurate information to share, staff will be informed via email and students will be informed from staff. At this point the school will send information to parents via the schoolwide messaging app. Information can then be broadcast via social media, and the school website for parents.

- Early Dismissal
- School Cancellation
- Hold-In-Place
- Evacuate
- Shelter-In-Building



- Lockdown
- Lockout

More specific details regarding these scenarios are included in the Building Level Emergency Response Plans.

EARLY DISMISSAL

Early dismissal is announced in the event of a system failure such as heating/plumbing/electrical failure that renders the building unsuitable for instructional purposes. Early dismissal may be a viable option for other emergency situations as decided by the CEO. The Office of Pupil Transportation will be notified when and where to send buses. Early dismissal will normally follow normal dismissal procedures.

RECOVERY – DISTRICT SUPPORT FOR BUILDINGS

Bridge Prep's intention is to support and cooperate with the building Emergency Response Teams who are called into action, according to individual circumstances and needs.

DISASTER MENTAL HEALTH SERVICES

The Building Safety Plan includes procedures for dealing with crises that necessitate disaster mental health services. The New York Mental Health Department is a resource that can be called upon.

Discipline Policies and Code of Conduct

Bridge Preparatory Charter School ("Bridge Prep", "the school") 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. Aligned to our overall school mission, Bridge Prep commits to supporting the individual learning process for every student and our academic program and staff training and support plan is constantly refined to ensure that each student's needs are front and center. As we support the development of our students into self-advocates, we will continue to advocate for each student's best interests at all times.

Bridge Prep strives to create a positive, safe, supportive learning environment and it is our goal to avoid disruptions to the educational experience of any of our students. Our team will work to help students understand how their actions can lead to positive or negative consequences.

We understand that many students come to Bridge Prep because of the academic difficulties they are experiencing in school and that for most students, their past school experience was not positive. This means that there may be times where students exhibit behaviors, including those that come as a result of academic frustration, that have a negative impact on the community.

When this occurs, our team will use a range of student support interventions to help the student understand and learn to manage their behavior. These interventions, listed below, are in place to **Prevent** the behavior from continuing or happening again; **Teach** the student appropriate replacement behaviors or how the behavior violated the community expectations; and **Reinforce** when students are exhibiting positive behaviors. In the event that student behavior requires disciplinary action, consequences will be logical and fitting of the student's

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infraction. Infractions are grouped based on the severity of the infraction and each level of infraction, in addition to the student support interventions, has a range of possible disciplinary responses that may be imposed by the School.

We strive to create positive working partnerships with each student and their family and know that we must work in partnership with families to help best meet the needs of every student. This means keeping families informed about their student's learning progress, school activities, classroom events and anything that impacts classroom learning. Regardless of the level of infraction, teachers or staff members will complete outreach to the parent or guardian of a student via email, phone call or Remind Message to discuss any incident or behavior to make them informed as well as share with them the student support intervention(s) and/or disciplinary responses being put in place. Students who miss class time will be given the opportunity to make up any work that is missed and will return to class as soon as possible.

FREQUENTLY USED STUDENT SUPPORT INTERVENTIONS

Prevent

- Seat Change
- Break Pass
- Redirection
- Outreach with parent(s)/guardian(s)
- Referral to the school's Student Support Team
- Referral to school provided Crisis Counseling
- Referral to external counseling services

Teach

- Peer Mediation
- Incentivized Behavior Tracker with Replacement Behavior
- Verbal Reminder/Warning
- Student/Teacher Conference
- School/Family Conference
- Individual Student Behavior Plan
- Student Visit to Classroom Calming Corner

Reinforce

- Positive Parent/Guardian Outreach
- Proactive Check-ins with Positive Reinforcement
- Behavior Tracker
- Class Job/Leadership Opportunity

DISCIPLINARY RESPONSES

Students who are found to have violated the school's community behavioral expectations and/or are disrupting the academic experience of other students may be subject to the following disciplinary measures, either alone or in combination with another:



- **Loss of Privileges:** A student may lose privileges based on their actions. This may include attending a field trip, party, or school wide event. In this case, parents/guardians will be notified by phone immediately.
- **Confiscation:** Teachers or other staff members may confiscate(take) items that are deemed inappropriate or distracting in the school setting, which will be returned at the end of the school day.
- **Letter Home (Written Warning)**
- **Temporary Exclusion from District-Provided Transportation:** A student may be temporarily excluded from district-provided transportation based upon their behavior on the bus. Prior to excluding a student from the bus, a conference will be arranged with the student's parent/guardian and other appropriate personnel to help resolve the student's behavioral problems on the bus and to arrange other means, if necessary, of getting the student to school. Exclusion from the bus does not mean suspension from school and shall not last for longer than five (5) consecutive days.
- **Detention:** A detention may be determined to be the logical consequence for taking learning time away from others by engaging in disruptive or distracting behaviors. Detentions last for 45 minutes and occur on a daily basis during lunch & recess or after school. Detention is a time for reflection on rule violations. In the case of any detention, the incident is discussed first with the parents/guardians by phone before the detention is served.
- **Short-term In-School or Out-of-School Suspension:** Procedures for short-term suspensions are set forth below.
- **Long-term Out-of-School Suspension:** Procedures for long-term out-of-school suspension are set forth below.
- **Expulsion:** Procedures for expulsion are set forth below.

As part of the student's return from a suspension, the school will hold a post-suspension conference to discuss additional strategies to support the student and the family moving forward and will encourage the student's parent/guardian to attend.

CODE OF CONDUCT

At Bridge Prep, we want to ensure that there is a fair and consistent Code of Conduct so that students know what is expected of them at all times. We have developed a school-wide discipline system that recognizes students for positive behavior, while ensuring that appropriate disciplinary action is taken when students do not adhere to the Code of Conduct.

Student disciplinary offenses are those actions or inactions that violate the School's Code of Conduct or interfere with the delivery of educational services, jeopardize the health, safety, and well-being of any member of the school community, or threaten the integrity and stability of the school itself.

A disciplinary offense may occur while the student is on school grounds, in the school building, (whether in-person or virtually), riding on school-provided or district-provided transportation or participating in a school-sponsored activity (whether in-person or virtually).

School-related disciplinary offenses may also include misconduct outside the school, including texting, emailing and/or activity on social media or at a school-sponsored activity off school grounds (whether in-person or virtually), when such behavior can be demonstrated to negatively affect the school learning environment or to endanger the School community.



School administration will use their professional judgment in determining which disciplinary action(s) will be most effective in dealing with the student's misconduct, taking into account the following factors:

- The student's age and maturity level;
- The nature and seriousness of the behavior and the circumstances/context in which the behavior occurred;
- The student's previous disciplinary record;
- The effectiveness of other forms of discipline;
- Information from parents/guardians, teachers and/or others, as appropriate;
- The student's Individualized Education Plan (IEP), Behavioral Intervention Plan (BIP), and/or 504 Plan, if applicable;
- The student's attitude; and
- Other relevant factors.

When a student does not meet behavioral expectations and a violation of the School's Code of Conduct has occurred, clear and consistent disciplinary action will ensue, and other consequences as further described below.

The following chart of infractions is not exhaustive but provides examples of violations of the Code of Conduct that may result in disciplinary or other consequences. The chart may be modified from time to time or supplemented by Bridge Prep upon advance notice to students and families.

Behavioral infractions are categorized starting at Level 1 and increase in severity to Level 5. Each infraction will be responded to using appropriate Student Support Interventions and disciplinary measures detailed in the tables below. When required, the school will contact law enforcement authorities.

Level 1 Infractions	
Minor disrespectful behavior (e.g., eye rolling, unfriendly tone of voice)	Communicating with a voice volume that is inappropriate for the setting
Chewing gum	Bringing in possessions from home that are disruptive to the educational process (e.g., toys, gaming cards)
Possible Student Support Interventions	
Redirection	Verbal Reminder
Student/Teacher Conference	Peer Mediation
Outreach with Parent(s)/Guardian(s)	Seat Change
Student Visit to Classroom Calming Corner	Incentivized Behavior Tracker
Possible Disciplinary Responses/Consequences	

Confiscation	Letter Home (Written Warning)
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Level 2 Infractions	
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Repeated Level 1 infractions	Being disruptive to the educational process (e.g. making excessive noise, walking around the classroom, refusing to do partner or group work)
Littering on school grounds	Verbally dishonoring peers, staff, family member, and other community members (e.g. name-calling, mocking, teasing)
Excluding classmates from games and activities	Being in an unexpected location of the school building or campus without permission
Leaving the classroom, lunchroom, or recess area without permission	Displaying and using personal electronics equipment from home without permission (e.g. cell phones, personal gaming systems, computers)

Possible Student Support Interventions	
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Outreach with parent(s)/guardian(s)	Student/Teacher Conference
School/Family Conference	Behavior Tracker
Peer Mediation	Referral to the Student Support Team
Individual Student Behavior Plan	Referral to School-Provided Crisis Counseling
Student Visit to Classroom Calming Corner	Incentivized Behavior Tracker

Possible Disciplinary Responses/Consequences	
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Confiscation	Letter Home (Written Warning)
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Level 3 Infractions	
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Using profane, obscene, or vulgar language, gestures, or behavior	Engaging in scholastic dishonesty, including plagiarism or cheating
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Shoving, pushing, or engaging in minor physical confrontational behavior with other students or staff members	Engaging in vandalism or intentional damage to school property
Being in an off-limits location of the school/building without permission	Leaving the school premises without permission of a supervising school personnel
Engaging in intimidating or bullying behavior, including cyber bullying	Throwing objects or spitting at another person
Repeated Level 2 infractions	
Possible Student Support Interventions	
Outreach with Parent(s)/Guardian(s)	Peer Mediation
School/Family Conference	Behavior Tracker
Referral to the Student Support Team	Referral to School-Provided Crisis Counseling
Individual Student Behavior Plan	Referral to External Counseling Services
Possible Disciplinary Responses	
Letter Home (Written Warning)	Confiscation
Detention	Loss of Privileges
Short-Term In-School or Out-of-School Suspension	Temporary Exclusion from District-Provided Transportation

Level 4 Infractions	
Repeated Level 3 infractions	Engaging in physically aggressive behavior which creates a substantial risk of or results in injury to others
Engaging in sexual activity or inappropriate touching	Engaging in reckless behavior that imposes a risk of serious injury to self or others
Harassment (verbal or physical behavior creating a hostile, intimidating or offensive environment; includes Sexual Harassment)	Taking or attempting to take property of the school or another person without authorization

Possession or use of tobacco (cigarettes, chewing tobacco), electronic cigarettes, or related paraphernalia (pipes, vaping devices)	Possession or use of a weapon or dangerous object
Possession or use of alcohol	Possession or use of drugs or illegal substance or drug paraphernalia
Starting a fire	Falsely activating a fire alarm or other disaster alarm
Possible Student Support Interventions	
Outreach with Parent(s)/Guardian(s)	Peer Mediation
Referral to School-Provided Crisis Counseling	Referral to the Student Support Team
Individual Student Behavior Plan	Referral to External Counseling Services
Possible Disciplinary Responses	
Detention	Confiscation
Letter Home (Written Warning)	Loss of Privileges
Short-Term In-School or Out-of-School Suspension	Temporary Exclusion from District-Provided Transportation
Long-term Out-of-School Suspension	

Level 5 Infractions	
Repeated Level 4 infractions	Making a threat
Engaging in physical aggression, including sexual aggression (compelling or forcing another to engage in sexual activity)	Causing a serious injury by engaging in reckless behavior
Inflicting or attempting to inflict serious injury upon students or others	Selling or distributing drugs or alcohol
Engaging in threatening, dangerous, or violent behavior that is gang-related	Using a weapon or firearm to threaten or to attempt to inflict injury upon school staff or other students
Possession or use of a firearm	Setting off a false alarm
Possible Student Support Interventions	



Outreach with Parent(s)/Guardian(s)	School/Family Conference
Referral to School-Provided Crisis Counseling	Referral to External Counseling Services
Possible Disciplinary Responses	
Short-Term In-School or Out-of-School Suspension	Long-term Out-of-School Suspension
Expulsion	

GUN FREE SCHOOLS ACT POLICY

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).

Any such expulsion must comply with the Individuals with Disabilities Education Act and its implementing regulations, for a student with or presumed to have disabilities.

“Firearm” as used in this law is defined by 18 USC § 921(a) and includes firearms and explosives.

The Principal shall refer to the criminal justice or juvenile delinquency system any student who brings a firearm or weapon to the school. “Weapon” as used in this context shall mean any device, instrument, material, or substance that is used for or is readily capable of causing death or serious bodily injury, except that such term does not include a pocket knife with a blade of less than two and half inches in length.

PROCEDURES AND DUE PROCESS FOR SHORT TERM SUSPENSION

A short-term suspension refers to the removal of a student from the Bridge Prep school community for disciplinary reasons for a period of up to ten (10) days. This includes in-school and out-of-school suspension.

The Principal may impose a short-term suspension and shall follow due process procedures consistent with applicable federal case law. Before imposing a short-term suspension, the Principal shall notify the student orally of the charges against them. If the student denies the misconduct, the Principal must provide an explanation of the evidence against them. The student shall be provided an opportunity to deny or explain the charges against them that led to the suspension.

The Principal shall immediately notify the student’s parent or guardian in writing that the student may be suspended from school. The written notice shall be provided by personal delivery or express mail delivery within 24 hours of the decision to impose suspension at the last known address(es) of the student’s parent or guardian. Notification also shall be provided by telephone if the school has been provided with a telephone number(s) for the purpose of contacting the parent(s) or guardian(s).

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 Principal. Both the notice and informal conference shall be in the dominant language or mode of communication used by the parent



or guardian. At the conference, 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 complaining witnesses under such procedures as the Principal may establish. Such notice and opportunity for an informal conference shall take place before the student is suspended unless the student's presence in 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.

An appeal of the Principal's decision to impose a short-term suspension may be made to the CEO, who will make his/her decision based solely upon the record before it. All appeals to the CEO must be in writing and submitted to the CEO by email or by letter sent to the School. The CEO will issue a written decision no later than thirty (30) days after receipt of the appeal. Final decisions of the CEO may be appealed to the Bridge Prep Board of Trustees ("The Board"), which will make its decision based solely upon the record before it. All appeals to the Board must be in writing and submitted to the Board by email to board@bridgeprepcharter.org or by letter sent to the School. The Board of Trustees will issue a written decision no later than thirty (30) days after receipt of the appeal. Final decisions of the Board may be appealed to the School's authorizer:

New York State Education Department
Charter School Office
89 Washington Avenue, Room 5N Mezzanine
Albany, NY 12234
(518) 474-1762

A long-term suspension refers to the removal of a student from the Bridge Prep school community for disciplinary reasons for a period of more than ten (10) days. Expulsion refers to the permanent removal of a student from school for disciplinary reasons. This is the final level of correction.

Upon determining that a student's action warrants a possible long-term suspension or expulsion, the following procedure, consistent with applicable federal case-law, shall be followed:

- The student shall immediately be removed from the class or school, as needed.
- The Principal shall verbally inform the student of the charges and the evidence for those charges; where applicable, the student will have the opportunity to explain their side of the events.
- The Principal shall immediately notify the student's parent or guardian in person or on the phone.
- The Principal shall provide written notice that the school is going to commence a disciplinary hearing to the student and their parent(s) or guardian(s) by personal delivery or express mail delivery as soon as possible at the last known address of the parents/guardians. Such notice shall provide a description of the incident or incidents that resulted in the suspension and shall state 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 parents or guardians if it is known to be other than English. The notice will state that at the formal hearing, the student shall have the right to be represented by counsel, present and question witnesses, and present evidence.
- The School will set a date, time and place for the hearing, which shall be set forth in the written notice described above.
- An audio transcript of the formal hearing will be created and made available to all parties upon request.



The Principal, or their designee, shall serve as hearing officer and preside over the hearing. When the Principal does not serve as hearing officer, the designated hearing officer shall provide a report to the Principal which shall be advisory only and the Principal may accept or reject all or part of it. A written decision will be issued within five school days after the formal hearing to the student and his/her parent(s) or guardian(s).

An appeal from the written decision may be made to the CEO, who will make his/her decision based solely upon the record before it. All appeals to the CEO must be in writing and submitted to the CEO by email or by letter sent to the School. The CEO will issue a written decision no later than thirty (30) days after receipt of the appeal. Final decisions of the CEO may be appealed to Bridge Prep's Board of Trustees ("the Board"), which will make its decision based solely upon the record before it. All appeals to the Board must be in writing and submitted to the Board by email to board@bridgeprepcharter.org or by letter sent to the School. The Board will issue a written decision no later than thirty (30) days after receipt of the appeal. Final decisions of the Board of Trustees may be appealed to the School's authorizer:

New York State Education Department
Charter School Office
89 Washington Avenue, Room 5N Mezzanine
Albany, NY 12234
(518) 474-1762

PROVISION OF INSTRUCTION DURING REMOVAL

Bridge Prep will ensure that alternative educational services are provided to a student who has been suspended or removed to help that student progress in the general curriculum of Bridge Prep. Alternative instruction for suspended students will be of sufficient duration to enable a student to cover all class material, take all tests and quizzes, keep pace with other students, and progress to the next grade level. All suspended students are entitled to receive alternative instruction commencing within 24 hours of the suspension or expulsion. Alternative instruction dates, times and forms will be listed on the student's suspension letter. All students will be provided with a minimum of two hours per day of alternative instruction.

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 or until the end of the school year, whichever comes first.

Instruction will take place either in-school or virtually. One or more of the following individuals will provide instruction: teacher, teacher aide, or a tutor hired for this purpose. Please note that whoever administers this instruction will meet all certification requirements as stipulated in Section 2854(3)(a-1) of the New York State Education Law.

DISCIPLINE OF STUDENTS WITH DISABILITIES

In addition to the disciplinary procedures applicable to all students, the following procedures are applicable 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 300.534—that a disability exists shall also be disciplined in accordance with these provisions. Bridge Prep shall comply with Sections 300.530-300.536 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.



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 appropriate Committee on Special Education (CSE) for any consideration of changes.

A student identified as having a disability shall not be suspended for a total of more than ten days during the school year without the specific involvement of the CSE of the student's district of residence 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 of the student's district of residence is expected to follow its ordinary policies with respect to parental notification and involvement.

Bridge Prep will ensure that the Assistant Principal of Student Support, and/or their designee along with the student's teacher will attend all meetings regarding their students initiated by the CSE of the student's district of residence. These meetings could be relating to the development and implementation of behavioral intervention plans, initial referrals, change in service, annual reviews, or Manifestation Determination Reviews (MDRs), among other things.

PROVISION OF SERVICES DURING REMOVAL

Bridge Prep will place students in an interim alternative educational setting as appropriate and mandated by 34 C.F.R. §§ 300.530 and 300.531.

Any student removed for a period of fewer than 10 cumulative days during the school year 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 to assist the student, so that the student is given full opportunity to complete assignments and master the curriculum, including additional instructions, virtual 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 progress appropriately in the general curriculum and in achieving the goals of their IEP. In these cases, the Assistant Principal of Student Support, in consultation with the Principal and the student's special education teacher, shall make the service determination.

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



progress appropriately in the general curriculum and in achieving the goals of their IEP. The CSE of the student's district of residence will make the service determination.

During any removal for drug, weapon, controlled substance and/or serious bodily injury offenses pursuant to 34 CFR §300.530(g), services will be provided to the extent necessary to enable the student to progress appropriately in the general curriculum and in achieving the goals of their IEP. These service determinations will be made by the CSE of the student's district of residence.

ADDITIONAL DUE PROCESS (MDR)

If discipline that would constitute a change in placement is contemplated for any student with a disability, the following steps shall be taken:

- No later than the date on which the decision to take such action is made, the parent(s) or guardian of the student 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, the CSE of the student's district of residence and other qualified personnel shall meet and review the relationship between the student's disability and the behavior that is the subject of the disciplinary action.

If, upon review, it is determined that the student's behavior was a manifestation of their disability, the IEP Team must conduct a functional behavioral assessment (FBA) (unless an FBA was conducted before the behavior that resulted in the change of placement occurred) and implement a BIP for the student, or review the existing BIP and modify it as necessary, and return the student to school unless the parent and the School agree to a change of placement as part of a modification of the student's BIP.

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 §300.530(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, 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 resulting from a disciplinary change in placement that would exceed ten consecutive school days, including a disciplinary change in placement relating to drugs, weapons, controlled substance and/or serious bodily injury offenses, whichever occurs first, unless the parent and the School agree otherwise.

STUDENTS WITH A 504 PLAN AND “DEEMED TO KNOW” STUDENTS

With regard to disciplinary actions, including suspension or expulsion, the Section 504 rights of charter school students with disabilities are the same as other students with disabilities. When addressing discipline for students with disabilities, including students with 504 plans or those who are “presumed to have a disability,” Bridge Prep will comply with applicable legal requirements governing the discipline of a student for misconduct.



COMPLIANCE WITH THE CHILD FIND REQUIREMENTS OF IDEA

Bridge Prep will comply with the federal Child Find requirements (34 CFR §300.111), which require schools to have in place a process for identifying, locating and evaluating students with disabilities. Students enrolling for the first time in a New York public school will be screened by a team of teachers (including both regular and special education teachers) to identify any possible indication that the child may need a specialized or Individualized Education Program, or referral to the CSE of the student's district of residence. Other students will be brought to the attention of the team if they are demonstrating any problems within the regular classroom environment. Strategies will then be implemented to address any identified special needs of the student. Should the problems persist, and a disability is suspected, the student will be referred to the CSE of the student's district of residence for an evaluation.

SEARCH AND SEIZURE

For the safety of students and everyone in the school community, school property that is assigned to students, including lockers and desks, remain the property of the school. Students, therefore, have no expectation of privacy in these areas. School Leadership will make an individual search of a student's bag, backpack, desk, lockers and person only when there is reasonable suspicion to believe that a student is in the possession of an item which is prohibited on school property or which may be used to disrupt or interfere with the educational process. Searches will be conducted under the authorization of the Principal or their designee. Items which are prohibited on school property, or which may be used to disrupt or interfere with the educational process, may be removed from students' desks, bag, backpack, lockers and person by School Leadership.

NON-DISCRIMINATION

Bridge Prep welcomes all students equally. All students will be treated as individuals and different treatment based on race, color, national origin, disability status, sex, sexual orientation, religion or any other characteristic protected by local, state, or federal law will not be tolerated. Anyone who feels that he or she has been treated differently on any such basis should speak with the Dean of Culture, who will apprise the Principal of all reports. Anyone who raises any concerns of discrimination on any basis will be free from retaliation for raising such a concern.

POLICY DEFINITIONS

"School property" means in or within any building, structure, athletic playing field, playground, parking lot, or land contained within the real property boundary line of a public elementary or secondary school; or in or on a school bus, as defined in section 142 of the vehicle and traffic law.

"School function" means a school-sponsored extracurricular event or activity.

"Harassment" and *"Bullying"* shall mean the creation of a hostile environment by conduct or by threats, intimidation or abuse, including cyberbullying, that (a) 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 (b) reasonably causes or would reasonably be expected to cause a student to fear for his or her physical safety; or (c) reasonably causes or would reasonably be expected to cause physical injury or emotional harm to a student; or (d) occurs off school property and creates or would foreseeably create a risk of substantial disruption within the school environment, where it is foreseeable that the conduct, threats, intimidation or abuse might reach school property. Acts of harassment and bullying shall include, but not be limited to those acts based on a person's actual or perceived race, color, weight, national origin, ethnic group,



religion, religious practice, disability, sexual orientation, gender or sex. For the purposes of this definition the term “threats, intimidation or abuse” shall include verbal and non-verbal actions.

“*Cyberbullying*” shall mean harassment or bullying as defined above, where such harassment or bullying occurs through any form of electronic communication.

DIGNITY FOR ALL STUDENTS ACT (DASA) POLICY

Bridge Prep promotes a nurturing school culture that has respect for diversity among students and between students and staff. Bridge Prep is committed to providing a supportive and safe learning environment in which all students are treated with respect and dignity so they can grow and thrive academically and socially. The ability of students to learn and our ability to educate our students are compromised when members of our school community engage in discrimination, harassment, bullying, or intimidating behavior towards others. These behaviors affect not only those who are its targets, but also those individuals who participate in and witness such acts.

In accordance with New York State’s “Dignity for All Students Act” (“DASA”), Bridge Prep will promptly address incidents of harassment and/or discrimination of or by any student enrolled at the School. This includes bullying, taunting, or intimidation in all their myriad forms.

Students’ Rights

No student shall be subjected to harassment or bullying, including cyberbullying, by employees or students on school property or at a school function. Additionally, no student shall be subjected to discrimination based on the student’s actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, or sex, by school employees or students on school property or at a school function.

Bridge Prep’s Discipline Policy and Code of Conduct prohibits harassment and bullying, and students who engage in such behavior will be disciplined as set forth in the Code of Conduct. Further, the School reserves the right to discipline students, consistent with our Code of Conduct, who engage in harassment or bullying of students off school property under circumstances where such off-campus conduct:

1. affects the educative process;
2. endangers the health and safety of Bridge Prep students within the educational system; or
3. is reasonably believed to pose a danger to the health and safety of school students within the educational system.

This includes written and/or verbal harassment which materially and substantially disrupts the work and discipline of the school and/or which school officials reasonably forecast as being likely to materially and substantially disrupt the work and discipline of the school.

Dignity Act Coordinator (DAC)

Bridge Prep has designated the Dean of Culture to serve as the Dignity Act Coordinator (DAC). The DAC is trained to handle human relations in the areas of race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender and sex.



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

The name and contact information for the DAC is posted on the school's website and is as follows.

Nina Tarabus
Dean of Culture
ntarabus@bridgeprepcharter.org
718-274-3437

The DAC will be accessible to students and other employees for consultation and advice.

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. Students are provided with a weekly class period for Social Emotional Learning, led by one of our Social Workers, in addition to various other forms of social emotional programming, such as individual crisis counseling and peer groups which exist 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 support to identify the warning signs of bullying, as well as information related to their responsibility of being active participants in the prevention of bullying before overt acts occur.

In order to assure the success and fidelity of our Social Emotional programming, the School's DAC works with the entire staff to coordinate the dissemination of information on anti-bullying, implement strategies to prevent bullying, and enforce this policy. The DAC 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 Code of Conduct, is to correct the problem behavior, prevent another occurrence of the behavior and protect and prioritize the safety of the target.

Reporting and Investigation

All Bridge Prep staff members are responsible for reporting harassment, bullying or discrimination of which they have been made aware to their immediate supervisor. Any student who believes that s/he is being subjected to harassment, bullying, or discrimination, as well as any other person who has knowledge of or witnesses any possible occurrence of harassment, bullying or discrimination, shall report the harassment, bullying or discrimination to any staff member, the DAC, or to the Principal. A staff member who witnesses harassment, bullying or discrimination, or who receives an oral or written report of harassment, bullying or discrimination, shall promptly orally notify the Principal not later than one school day after witnessing, or receiving a report of, such acts and shall file a written report with the Principal not later than two school days after making such oral report.



The Principal or their designee shall promptly lead or supervise a thorough investigation of all reports of harassment, bullying or discrimination, and ensure the investigation is completed in a timely manner, and shall take appropriate action, including as necessary, referral to the next level of supervisory authority (e.g., the Board of Trustees) and/or other official designated by the Board to investigate allegations of harassment, bullying or discrimination. When an investigation reveals any verified harassment, bullying or discrimination, the School will take prompt actions that are reasonably calculated to end the harassment, bullying or discrimination, eliminate any hostile environment, create a more positive school culture and climate, and prevent recurrence of the behavior. Any such actions shall be consistent with Bridge Prep's Code of Conduct, which helps support our mission and our goal of ensuring a safe, supportive learning environment for all students that is free from discrimination and harassment. It is our goal that our students come to school every day ready to learn and participate as active members of our school community, respectful of the needs of their peers.

Follow up inquiries and/or appropriate monitoring of the alleged harasser and victim shall be made to ensure that the harassment, bullying or discrimination has not resumed and that those involved in the investigation of allegations of harassment, bullying or discrimination have not suffered retaliation.

The Principal shall provide a report on data and trends related to harassment, bullying and discrimination to the CEO, who will report these incidents to the Board of Trustees at least once during each school year. Material incidents of harassment, bullying and/or discrimination on school grounds or at a school function will be reported to the State Education Department as required by law.

The Principal shall promptly notify law enforcement authorities when the Principal believes that any harassment/bullying or discrimination constitutes criminal conduct.

No Retaliation

Bridge Prep prohibits any retaliatory behavior directed against complainants, victims, witnesses, and/or any other individuals who report or participate in the investigation of allegations of harassment, bullying or discrimination. All complainants and those who participate in the investigation of a complaint in conformity with state law and School policies, who have acted reasonably and in good faith, have the right to be free from retaliation of any kind.

Protocols for a State Disaster Emergency Involving a Communicable Disease

On September 7, 2020, Governor Cuomo signed into law Chapter 168 of the Laws of 2020, as amended by Chapter 30 of the Laws of 2021 that requires public employers, including public school districts, to adopt a continuation of operations plan in the event that the governor declares a state disaster emergency involving a communicable disease. The legislation (S.8617-B/ A.10832) amends subdivision 2 of section 2801-a of New York Education Law to require that District Safety Plans include protocols for responding to a state disaster emergency involving a communicable disease that are "substantially consistent" with the provisions of section 27-c of the Labor Law.



In September 2022 Commissioner's Regulation 155.17 was amended to require districts add emergency remote instruction provisions to their annual district-wide school safety plan. The below information addresses the regulatory components related to how the district will provide remote instruction under emergency conditions.

- A. A list and description of the types of positions considered essential in the event of a state-ordered reduction of the in-person workforce as a result of a state disaster emergency involving public health. Such designation may be changed at any time in the sole discretion of the employer.***

Bridge Prep employees who would be deemed essential are the Principal, Assistant Principal of Operations, Assistant Principal of Student Support, Assistant Principal of Specialized Instruction, Administrative Assistant, Dean of Culture, and Special Education Coordinator.

- B. A description of protocols the employer will follow for non-essential employees to telecommute including, but not limited to, facilitating or requesting the procurement, distribution, downloading, and installation of any needed technology, including software, data, and the transferring of office phone lines to work or personal cell phones as practicable or applicable to the workplace, and may include devices.***

Telecommuting Protocol: Occasionally, school facilities must be closed due to inclement weather and/or other exigent circumstances, like a communicable disease concern. In such an event, Bridge Prep reserves the right to require employees to telecommute. Employees required to telecommute will be paid their regular salary to telecommute.

Technology Distribution: The Operations Team will create a central on-site hub where staff and students can pick up their relevant technology in a safe manner. The Assistant Principal of Operations, in partnership with the school's technology consultant, will take all necessary precautions in terms of hardware prep and distribution. In circumstances where some staff are able to come onsite, the Operations team will mail relevant devices out but delivery times will be impacted by third-party shipping.

Software: The Assistant Principal of Operations, in partnership with the school's technology consultant, will leverage the existing remote management software, which is installed on every Bridge Prep staff laptop and done through Google Workspace for Chromebooks, to distribute relevant software to Bridge Prep staff and Students. Key resources (email, document storage) are cloud-based and thus accessible from any device or location.

School Main Number: In coordination with the school's CEO, we will forward the school's main number to a designated cell phone.

- C. A description of how the employer will, to the extent possible, stagger work shifts of essential employees to reduce overcrowding on public transportation systems and at worksites.***

Work hours and shifts will be evaluated weekly, or as needed, to adjust to, and accommodate changing circumstances and health and safety guidelines.

- D. A description of the protocol the employer will implement, in order to procure the appropriate Personal Protective Equipment (PPE) for essential employees, based upon the various tasks and needs of such employees in a quantity sufficient to provide personal protective equipment to each essential employee during any given work shift. Such description shall also include a plan for storage of such equipment, to prevent degradation and permit immediate access, in the event of an emergency declaration.***

Bridge Prep will procure all necessary PPE through an RFP process. All shipments of PPE will be received by the Assistant Principal of Operations and will be provided to staff on site. All supplies shall be stored in an area easily accessible to key personnel for distribution in the event of an emergency declaration.

- E. A description of the protocol, in the event an employee is exposed to a known case of the communicable disease that is the subject of the state disaster emergency, exhibits symptoms of such disease, or tests positive for such disease in order to prevent the spread or contraction of such disease in the workplace. Include actions to be taken to immediately and thoroughly disinfect the work area of any employee known or suspected to be infected with the communicable disease as well as any common area surface and shared equipment, and employer policy on available leave to receive testing, treatment, isolation, or quarantine.***

Employee Exposure Protocol: In the event an employee has a known case of a communicable disease or becomes symptomatic while at the school, the staff member will be isolated and given the appropriate PPE to prevent spreading. If available, the school nurse will assess the fitness of the individual to travel home or to a medical facility for further treatment/testing.

Disinfection Protocol: The room(s) occupied by the employee will be deep cleaned. Facilities staff members will clean/disinfect any high-touch items in classrooms/offices. This includes door knobs, light switches, and any classroom items that must be shared between students.

Policy on Available Leave to Receive Testing, Treatment, Isolation or Quarantine: Bridge Prep will comply with all federal, state, and local requirements related to communicable diseases. This includes ensuring adoption of any isolation/quarantine periods as well as testing requirements that are put in place for an employee's safe return to the school community. All documentation required will be collected and kept in the employee's personnel file in the medical records section.

- F. A protocol for documenting hours and work locations, including off-site visits, for essential employees. Such protocol shall be designed only to aid in tracking the disease and to identify the population of exposed employees, to facilitate the provision of any benefits which may be available to certain employees and contractors on that basis.***

Employees must complete Health Screening daily prior to arriving at the facility. Schools must confirm this is submitted and the individual has passed the screening.

- G. A protocol for how the public employer will work with such employer's locality to identify sites for emergency housing for essential employees in order to further contain the spread of the***



communicable disease that is the subject of the declared emergency, to the extent applicable to the needs of the workplace.

N/A

H. Other requirements determined by the Department of Health such as contact tracing or testing, social distancing, hand hygiene and disinfectant, or mask-wearing.

Bridge Prep has individuals in place to monitor and coordinate closely with local health officials and the school district leaders to operationalize any new requirements.

EMERGENCY REMOTE INSTRUCTION PLAN

CURRICULUM AND INSTRUCTION

Professional development on curriculum design for virtual instruction (both synchronous and asynchronous) that considers developmental appropriateness and professional development on instructional and classroom management practices for virtual environments: In the event for the need to pivot to virtual instruction that would trigger the need for live, synchronous instruction, Bridge Prep will follow the model that was most effective for us during the pandemic using Zoom. Our standards based curriculum includes significant virtual/digital resources, and teachers are provided resources and digital tools on how to use the curricular resources for both in person and virtual instruction. At the start of the pandemic, Bridge Prep trained instructional staff members, and student support team members in virtual learning strategies based on research and best practices from across the country. Since returning to in person instruction on a permanent basis, the school has worked on securing additional resources and training for staff should the need for virtual learning arise. Our instructional leadership team are regularly refreshed in these strategies and the following resources are made available to school teams at any time.

Guidance on creating curriculum and content that is appropriate and meets fair use and copyright requirements: The school's standards based curriculum meets fair use and copyright requirements and is consistently reviewed by members of the School's Leadership Team, with specific support provided to teachers via the Principal and Assistant Principals .

Plan for all subject areas and student subgroups: Teachers will continue to use the school's lesson planning templates for planning instruction for students while virtual, and will receive support if needed, with modifying/tailoring the elements of the plan for the virtual setting. While these lesson plans are the base for instruction, teachers are required to adjust lessons based on their student population and serve the needs of students in their class just as they would when teaching in person. A copy of the school's lesson plan template can be made available upon request.

Plan for at least four cumulative hours of synchronous instruction: All remote lesson plans include a plan for at least four (4) hours of cumulative synchronous instruction.

Tools to facilitate assessments to ensure student engagement and mastery: Teachers have access to various virtual tools (including those that are included with the school's standards based curricula) that track

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engagement and impact. Similar to when students are in person, teachers will also rely on observation for the assessment of students. Finally, there is an ability to gauge mastery upon return to in-person schooling. If an assessment was already planned for this day- most of our assessments can be administered online if needed.

Synchronous instructional support for students seeking assistance: Students and teachers can use Zoom chat, breakout rooms, and whole group live discussion time to ask for support. In addition, there will be a point person for support during the day for students struggling to enter the Zoom classroom.

Demonstration of comparable levels of rigor between online and offline instruction: During the pandemic, a significant amount of time was spent on planning, revising and modifying the ways that our curriculum could translate into the remote space and focused heavily on ensuring we could offer a rigorous remote experience for our high needs students. To achieve this, we use live/sync instruction, which is critical for our students' success, as well as live checks for understanding and/or appropriate follow-up work.

Our special subjects are the primary courses that traditionally require an in person mode of instruction. However, for virtual enrichment, students continue to focus on the same content work in PE, Visual Art, Specialized Art Disciplines, Music, and SEL. Classes can still be held via Zoom are adjusted given the limitations of the medium. Given we plan to use remote instruction very rarely, most enrichment classes will focus these their time during virtual days on building and reinforcing content knowledge (e.g. evaluating performance videos, studying techniques, learning scales, studying the history of the discipline, or learning about exceptional artists and athletes), which is more effectively taught via Zoom than the active learning (designing, acting, singing, playing sports) that students usually engage in.

Method for determining all staff and student attendance: We will take attendance on remote learning days for all students. Students will be marked present for the day during their first class of the day. Students will be marked tardy if they arrive after the start of the first class of the day. Attendance will be logged by teachers in PowerSchool.

Plan for the accessibility of student services: During remote instruction, all classrooms will continue to be served by the same 2 teachers who teach the class in person. Under any circumstance where a teacher is unable to teach, the school will work to provide a replacement, specifically if the teacher unable to work is a Special Education teacher. Support for students with disabilities in remote settings is provided through accommodated work based on a student's needs and small group instruction to preview and/or remediate instruction via "breakout rooms" in Zoom. If for some reason students cannot access remote services, including their mandated related services, the school will work with the family to determine an alternative plan.

TECHNOLOGY AND SUPPORTS

Technology standards that support complete access to online learning services and resources utilized during virtual instructional days: The school is prepared to launch a 1:1 Chromebook distribution should we need for virtual instruction. Bridge Prep will also have a limited number of MiFi's for students who may not have internet access at home. At the start of the year, Bridge Prep will identify which students do not have access to the internet in order to prepare for the availability of that number of MiFi's.

Procedures for identifying and resolving inequitable off-campus student and teacher access to online services and resources: Throughout the pandemic, we diligently worked to understand the needs of our school



community and who needs support with the internet and other technology. The Operations Team works with families to ensure they have connectivity and technology access should they need to participate in virtual instructions. Bridge Prep has a limited number of MiFi's for students who may not have internet access at home.

Technical solutions provided and/or supported for modifications and/or accommodations during virtual instructional days: Staff and students have access to our virtual ticketing system to resolve tech challenges should they arise. Our technology consultant team is able to remote into all Bridge Prep devices and resolve issues as they arise.

Acceptable use policies include measures to ensure internet safety and security of students accessing school services and resources: Bridge Prep uses GoGuardian to monitor and manage internet safety. Our Student Support Team follows up on any flags from GoGuardian with both the students and teachers to ensure that we are mitigating any risks to students.

Training provided to staff, students, and (if applicable) parents on how to access and use online services and resources: Each year our staff completes training during school-based professional development in August. Students have daily access to Chromebooks and other virtual learning platforms, websites, and resources that would be utilized during virtual learning.

COMMUNICATION PLAN

Plan for participation in virtual instructional days including communication to staff, students, and parents: Bridge Prep uses the schoolwide messaging app (SchoolInfo) to communicate with families. This allows us to communicate via our school app, as well as, email, text messages, and robocalls with families in the event that we will need to hold instruction remotely. Staff have access to email and phone. In advance of needing to shift to virtual learning, the school has built out resources and done training with staff members so they are prepared in how to shift learning online and what to expect. Families are also familiar with using Google Classroom to access classroom assignments and Zoom links and the schedule for the day.

Defined protocols for instituting and communicating the occurrence of virtual instructional days: In the event that we do need to shift to remote learning, Bridge Prep will send out a message via email and SchoolInfo to alert the community. This will articulate the plan to distribute Chromebooks (in most cases students will take them home with them that day, but in some cases, we may set up a distribution plan at the school site). This will also provide information about which Zoom students will have to join at the start of the day. The school will provide a point of contact for technical support for any students or families who are having trouble accessing instruction during remote school days. In addition, teachers are aware of how to troubleshoot smaller technical issues on Zoom.