Bronx Charter School for the Arts

COVID-19 PLANNING

A GUIDE TO REOPENING OUR SCHOOL

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Our Guiding Principles

At Bronx Arts, we provide a safe place for our students to learn and grow. Once COVID-19 became a factor in our community, we quickly realized that it would affect our students, families and staff. Providing quality learning experiences at this time is essential but not enough. Our families rely on us to ensure that their children are growing and that depends on our ability to assess learning and overall well being of our students and overall well being of our students and change plans accordingly.This is a learning experience that will allow us to grow our practice as educators and deepen our connection to our students when we return to teaching in the school building. All of the Distance Learning experiences that we coordinate should be transferable to a traditional school structure so that the information and skills we obtain in this period make us stronger as a school. Bronx Arts will continue to emphasize the incorporation of technology, executive-functioning skills and independence, as these skills directly translate to success at higher levels of education. We will also always focus on what is age appropriate for our students and lead instruction with that at its core.

The Health and Safety of our students and staff are of paramount importance at this time and always.

We work to ensure that we do everything possible to keep our community safe and healthy. As a guiding principle, this is front and center in our decisions to return to our building and also our connections with our students and their families.

Relationships are the foundation for all of our work.

Our relationships allow us to work together as a school community and share in the success of each individual child. During this time, our team works harder to strengthen relationships with staff, families, and scholars and deepen the connection so that when things get difficult, we can rely on one another.

While at a distance, consistent communication is the key to ensuring that staff and families feel supported by our school. Daily communication with all families is a necessary part of our process regardless of whether or not we are in a building together.

Access challenges will not get in the way of success.

Education is a fundamental right of all children. Learning can only happen if families have access to the necessary

tools (computer, internet, food, etc.) that allow them to set up children for learning. It is our responsibility during this time to work diligently to remove impediments to access for our staff, families, and scholars.
This includes experiences that our scholars are typically accustomed to having while a student at Bronx Arts. Community events, celebration, arts experiences, and field trips will remain a focus each week to ensure that we do not compromise our values because of access to one space.

Quality is more important than quantity.

Every child has to succeed and be provided high-quality rigorous, relevant experiences. This includes ensuring developmentally appropriate practices. Our focus is to facilitate a targeted amount of very important things well instead of trying to provide a wide range of activities to scholars. Maintaining a granularity of focus during this time allows us to go through multiple improvement cycles and constantly grow in our practice. This principle also translates to scholar work during this time ensuring that fewer standards with more frequent deep experiences will result in higher performance.

All situations need to be approached with grace and flexibility.

It is impossible to understand the scope and affects being felt by all members of our community in this pandemic and the impact grows as it continues. Every member of the team needs to be willing and able to take on multiple roles to ensure that families are supported and scholars are successfully learning. Each of our team members needs to retrain their mind to focus less on accountability and more on understanding as we work with families and scholars dealing with an extraordinary amount of trauma. It is not unreasonable to ask for flexibility in every aspect of schooling and we will listen more and work through solutions together with all members of our community assuming that not everyone is comfortable asking for grace or support.

The Arts and Creativity are essential to the way we approach all learning.

In difficult times, we are finding various ways in which the Arts shape our daily lives. The Arts provide us a space to ponder, and challenge what we *think* we know. We take those challenges as an opportunity to use our creativity and artistic skill to affect positive change in our immediate school community and the community at large. Our commitment to the Arts and Arts Education is unwavering. In distance learning, we continue to develop artistic

skills and curate artistic experiences for our scholars and Bronx Arts staff.

Additional Guiding Principles

TRANSITION/FLEXIBILITY - Leadership will consistently provide updated information and resources on developments that impact the Bronx Arts community

ACCESS challenges will not get in the way of providing an equitable education/experience for all in diverse ways.

TRAUMA - Our collective community has experienced various levels of loss and trauma over the past year. Holistically, we will center the overall well-being of our community.

Communication

Establishing a Renewed Culture of Communication

Establishing strong relationships is our first guiding principle. We do this by establishing frequent, consistent, and transparent lines of communication. This includes disseminating information to staff, families, students, the board, and other stakeholders.

- This reopening plan includes feedback from all stakeholders mentioned above. Bronx Arts communicates with our stakeholders via surveys, phone calls, emails, social media, and our website.
- This reopening plan will be shared with our stakeholders as well as posted on our website.
- The reopening plan and all communications will also be available in Spanish
- Each student that attends Bronx Arts is provided with an iPad or Chromebook to facilitate learning as well as facilitate communication with the school.
- Families will be surveyed regularly to ensure they have stable internet connectivity.

- Families are aware of the resources available from Bronx Arts to address any technology issues or needs.
- Bronx Arts will continue to collect feedback throughout the reopening process from stakeholders and update the plan accordingly.
- Bronx Arts will share resources beyond strictly educational purposes for families.

Bronx Arts Charter School for the Arts has developed email groups using MailChimp to communicate reopening plans for students, parents, legal guardians and staff. These communications are sent at a minimum of twice a month. Once our reopening plans are submitted to the state, we will communicate further via social media and our website.

Covid-19 Communication

Per our first guiding principle, Bronx Arts values the safety of all of our students and staff. To guard this safety, the following measures have been put in place.

- Only staff and students will be allowed into the building beyond the main entry point.
- Bronx Arts has purchased the following Covid-19 safety and informational signage, in both English and Spanish, that has been placed throughout both school sites.
    - Staff and students only beyond this point
    - No entry without mask
    - List of Covid-19 symptoms
    - "Did you check your temperature today?"
    - Marking for 6 feet apart
    - Sanitizing stations
    - Proper hand washing protocol
    - Max occupancy for each space
- Bronx Arts will hold virtual training for students, families and staff around the health and safety protocols outlined in this plan prior to school opening.
- During the first week of school, and routinely as needed, students will receive training on Covid-19 safety protocols, including hand washing hygiene, proper use of face covering, social distancing, and respiratory hygiene.

Health and Safety

Health Checks

Any student or staff member with a fever of 100°F or greater and/or symptoms of possible COVID-19 virus infection (listed below) will not be allowed in school. This list of the most common symptoms of COVID-19 will be updated periodically to reflect the Center for Disease Control's (CDC) most up to date information:

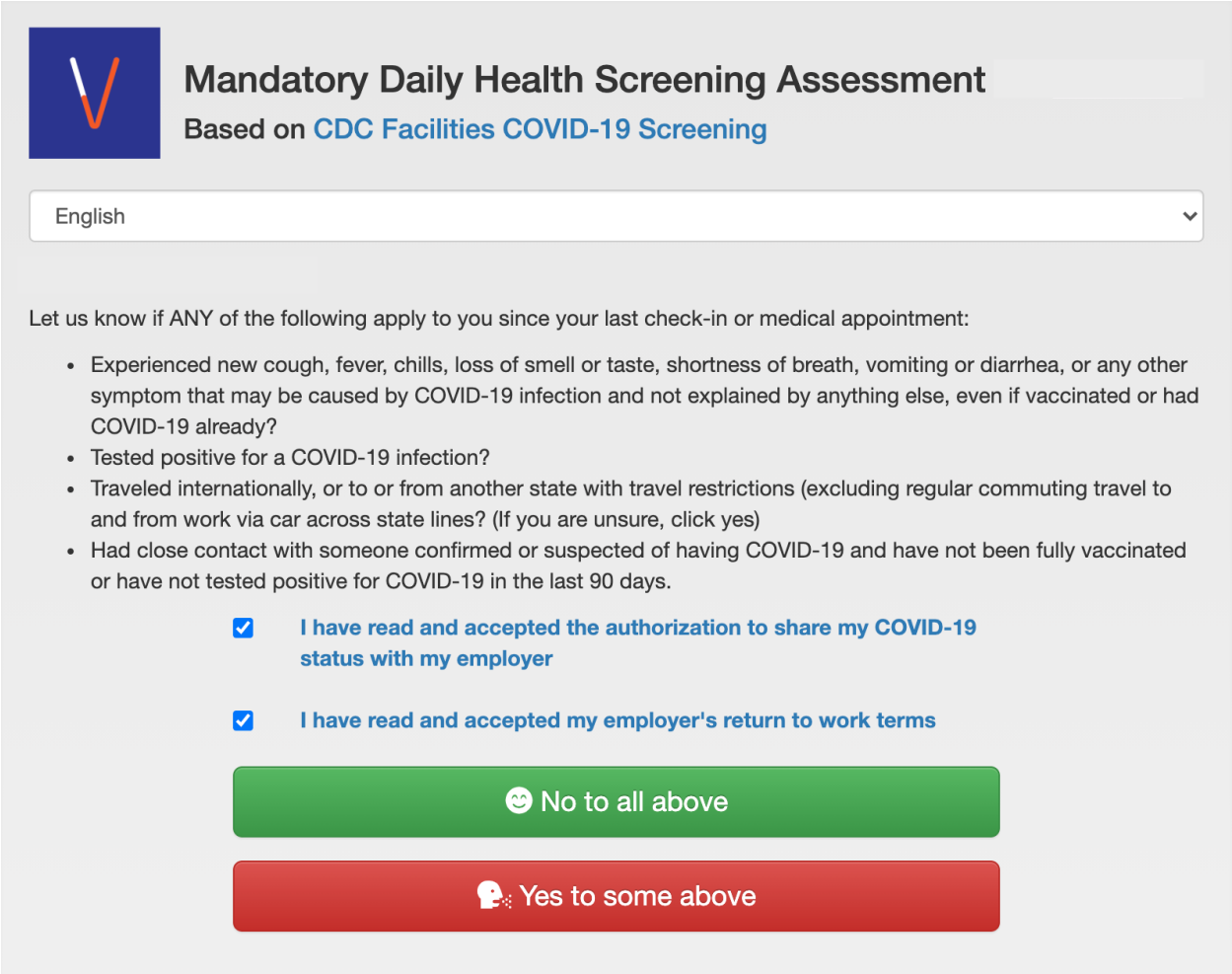
- Fever or chills (100°F or greater)
- Cough
- Shortness of breath or difficulty breathing
- Fatigue
- Muscle or body aches
- Headache
- New loss of taste or smell
- Sore throat
- Congestion or runny nose
- Nausea or vomiting; and/or
- Diarrhea

We will ask that all staff and visitors conduct a self assessment to determine if they present symptoms of COVID-19 each morning before entering the school building.

To ensure our families and staff are aware of the potential symptoms Bronx Arts will:

- Post Covid-19 symptoms on our website
- Send messages to families with Covid-19 information and links to the CDC website
- Discuss signs in our Family and Staff Town Hall Meetings
- Post signs throughout the school in English and Spanish

In addition to the daily screenings and/or temperature checks, staff will be asked to complete a screening questionnaire. Each morning, staff will complete the following survey:



Once the daily health assessment has been completed, a work pass will be issued and must be displayed prior to entry each day.

All Bronx Arts school buildings will be equipped with large posters, placed outside the main entrance, in English and Spanish, asking the above questions to determine if students can enter the premises.

Staff members will receive training to monitor and report observations of the following symptoms in students or other staff members:

- Flushed cheeks
- Rapid or difficulty breathing (without recent physical activity
- Fatigue and/or irritability
- Frequent use of the bathroom

Any staff or student that displays signs of Covid-19 will be sent to the isolation room and assessed by the school nurse. The school nurse will assess to determine if a rapid

Covid-19 test should be administered onsite. Staff or students who are experiencing other symptoms that are not directly related to Covid-19 will not be sent to the isolation room but will be sent to the school nurse as per normal protocol.

Onsite Screening

We are aware that not all Bronx Arts families will be able to assess their child prior to arriving at school. In an abundance of caution, we will conduct onsite screenings for students. Upon arrival, students will be greeted by a staff member who has been trained per NYSED and CDC guidelines.

The staff member will be provided with:

- ➔ a mask,
- ➔ a box of gloves
- ➔ Hand sanitizer
- ➔ a no contact thermometer
- ➔ a spreadsheet with all students and staff listed alphabetically to track "cleared" or "not cleared" status.

We will conduct screenings and will use contactless thermometers for each student. This screening will include the symptom check "how are you feeling today?", a temperature check and hand sanitization. Students who need a mask will be issued a new mask. Staff members will also be trained to monitor for visual symptoms, at a proper social distance, for signs of illness such as flushed cheeks, rapid or difficulty breathing, fatigue, and/or extreme fussiness.

Students will be monitored by staff to ensure they maintain social distancing while waiting to be screened.

Healthy Hygiene Practices

Beginning with the first day of school, and periodically throughout the year, staff and students will receive training on healthy hygiene practices.

- Bronx Arts will train teachers who will then convert these training into lessons for students.
- Students will be reminded not to touch their face.
- Healthy hygiene signs will be posted in every office and room in the building including:
    - Covid-19 symptoms

    - "Did you check your temperature today?"
    - Markings for 6 feet apart
    - Sanitizing stations
    - Max occupancy for each space
- Additional signage about proper hand washing will be posted outside of sink areas and in the bathrooms.
- We will also send email campaigns including videos from the CDC website regarding Covid-19 prevention to families and staff.

Hand Hygiene

We understand hand washing is one of the most effective methods to prevent the spread of Covid-19. Therefore, Bronx Arts has implemented the following policies and procedures:

- As part of the healthy hygiene curriculum, students will be taught how to properly wash their hands
- Scheduled time throughout the day for students to wash their hands before and after meals, recess or any other activity.
- Hand sanitizing stations in each room and in key places throughout the building
- Hand sanitizer will be at least 60% alcohol or greater
- Families will be urged to purchase a personal sized hand sanitizer for each student
- All bathrooms will be properly equipped with soap, hand sanitizer, non-touch hand dryer, and non-touch trash can.
- At a minimum, hand washing will be expected from students and staff in the following cases:
    - Upon entering the building and each classroom;
    - After using shared objects or surfaces
    - Before and after snacks and lunch;
    - After using the bathroom;
    - After helping students with toileting;
    - After sneezing, wiping or blowing nose, or coughing into hands;
    - Upon coming in from outdoors; and
    - Anytime hands are visibly soiled.

Respiratory Hygiene

Students and staff will be taught to practice proper respiratory hygiene to prevent the spread of Covid-19. Staff and students will be asked to keep on their mask throughout

the school day. In the event that the mask is removed, we will instruct staff and students to adhere to the following guidelines:

- Covering your mouth and nose with a tissue when coughing or sneezing
- Sneeze or cough into the inside of their elbow if no tissue is available
- Wash their hands or use hand sanitizer after coughing or sneezing or handling soiled materials

Each classroom will be equipped with:

- Tissues
- Hand sanitizer
- No contact trash bins

Social Distancing

Bronx Charter School will follow the CDC social distance recommendations. Staff and students will be instructed to follow social distancing rules at all times when possible. Per CDC and DOE guidance, we Bronx Arts has returned to school at full capacity. We are not able to maintain social distancing while in the building. As a result, we are committed to a layered approach to combating the spread of Covid-19

Additionally, the following best practices will be implemented in each classroom.

- All students will be seated in classrooms with 3ft of space between them and other students in each direction
- The school will continue to maintain 6ft of social distance in the following circumstances:
    - Between adults (staff, teachers, visitors) and between adults and students
    - When eating meals or snacks, drinking, or other activities where masks must be removed
    - When participating in activities that require students to project their voice, like singing, or playing a wind instrument
    - In common areas outside the classrooms (lobbies, hallways, auditoriums, cafeterias) when possible
- Students will be assigned to a pod that they will remain with throughout the day for the remainder of the semester
- We will limit the use of shared supplies to the extent possible
- Windows will be opened to increase ventilation when appropriate and available
- Desks will be turned in the same direction and not facing each other
- Students will receive and consume meals in their classrooms

The buildings will adhere to these additional measures to promote social distancing:

- Students will be assigned varied entry points to the building based on their transportation method to avoid funneling students and close contact situations
- Dismissal will be staggered when possible
- Floor decals will be placed throughout the building demarcating traffic flows and 6 ft spacing intervals.
- Student movement throughout the building will be limited and monitored
- Lunch will be served in the classroom if data supports a trend of positive cases
- Visitor entrance into the school will be strictly limited and monitored
- Staff will monitor students to ensure masks are worn correctly during assemblies and large school gatherings

Bronx Arts is an arts school, and the arts are deeply embedded in our curriculum and culture. As a school, we have decided to return to physical, visual arts, theater, music, and dance activities for all students. ***After school programs will require students who are eligible for vaccination to be vaccinated***.

Personal Protective Equipment (PPE)

All staff and students will be required to wear PPE and where possible, practice social distancing.

PPE and other items will be purchased to enhance safety throughout the building. Bronx Arts has already secured a 3 month supply of the following PPE items:

- Three ply medical masks

- N-95 Masks
- Disposable gowns
- Gloves

Other supplies and equipment to reduce Covid-19 exposure have also been purchased.

- Hand sanitizer
- Disinfectants
- Motion soap dispensers
- Motion hand sanitizer dispensers
- Temperature scanner - handheld
- Temperature scanner - standing unit
- Acrylic sneeze guards for staff and students desks
- Outdoor Tents
- Indoor room dividers
- Floor signs - 6ft markings
- Wall signs - Covid safety

We continue to monitor changing guidance regarding PPE. As such, the below table may change slightly based on that best, most up-to-date guidance.

Distribution of PPE:

	3-ply mask	N95 mask	Gloves	Face Shields	Gowns	Notes
Teachers and admin staff	✓		✓			
Students	✓					
Operations Staff		✓	✓	✓		
School nurses		✓	✓	✓	✓	

Aerosol Generating Procedures

Bronx Arts has many students with respiratory conditions, including asthma. When the nurse treats students for these conditions, the nurse will wear the following equipment:

- Gloves;
- N95 mask;
- In lieu of N95 - a 3-ply mask with face shield;
- Eye protection; and
- A gown (if necessary).

The nurse's office will also be equipped with an air ionizer to filter the air.

Cloth Face Coverings

Bronx Arts has not made a decision on purchasing cloth face coverings as we have secured a supply of N95 and 3-ply masks. When we reach a one month supply, we will purchase additional 3-ply masks.

Isolation Room

In order to accommodate a student who may exhibit symptoms of COVID-19, every building must designate space to be used as an Isolation Room. An Isolation Room is a place where a student or staff with suspected COVID-19 symptoms can be safely isolated in the building until they can be picked up by a guardian.

- A student showing symptoms of COVID-19 must be escorted to the Isolation Room by a staff member wearing appropriate personal protective equipment (PPE).
- The area where the student was showing symptoms must be immediately cleaned and disinfected.
- If there is a nurse or health professional assigned to the building, the student must be evaluated by the nurse/health professional in the Isolation Room.
- Should the nurse/health professional be unavailable to examine the student **OR** the school does not have a nurse or access to a health professional at that time, the student must wait in the building's Isolation Room.
    - The principal will designate a staff member to supervise a student in the Isolation Room.
      o The school (or schools, if on a campus) must provide additional staff to support the supervision of the Isolation Room.
- The nurse/health professional and any additional staff supervising the Isolation Room must be given the appropriate PPE, including, but not limited to N95 respirators, gloves, gowns, and face shields or goggles.
- When an ill student has been picked up, the Isolation Room must be closed and a deep cleaning must be performed before it can be used again.

Management of Ill Persons

If a student or staff presents with an elevated temperature upon arrival at school or shows other signs of symptoms of Covid-19, the following steps will be followed.

In cases of elevated temperature:

1) Person will be taken to the designated isolation area
2) Person will be given cold water
3) Person will sit for 5 minutes
4) After 5 minutes, temperature will be rechecked
    a) If temperature reads within the normal range, the person will be sent to class
    b) If the person's temperature is still elevated, the person will be sent home. In the case of a student, the nurse will contact the family member and he/she will be kept in isolation until the student is picked up.

In cases of symptoms:

1) Person will be sent to the nurse's office
2) The school nurse will assess the individual to determine if the symptoms are caused by a chronic health condition or symptoms of Covid-19.
    a) If the person is assessed as probable Covid-19, that person will be sent home (more detailed protocol in next section)
    b) If the symptoms are determined to be caused by a chronic health condition other than Covid-19 that does not pose a risk to the community, the person may return to class or work
3) If no school nurse is available for any reason, the person presenting symptoms will be sent home

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

Students or staff showing symptoms of COVID-19 will be escorted to the Isolation Room by a designated staff member wearing appropriate PPE. The area where the student was showing symptoms must be immediately cleaned and disinfected.

Symptoms of COVID-19 are:

- Fever of 100.0°F or higher or chills,
- Cough, shortness of breath or difficulty breathing,
- Fatigue,

- Muscle or body aches,
- Headache,
- Loss of taste or smell,
- Sore throat, congestion or runny nose,
- Nausea or vomiting
- Diarrhea.

In the event that a student or staff member becomes ill with symptoms of Covid-19 at school, the following procedure will be followed:

1) School staff must immediately report any illness of students or staff to the school nurse or other designated school staff
    a) The nurse or health professional, wearing appropriate PPE, will evaluate the student in the Isolation Room for symptoms of COVID-19.
        i) If no nurse or health professional is available, the student will wait in the supervised Isolation Room until picked up.
    b) Confidentiality of students and staff will be maintained throughout screening
    c) If multiple people are seeking assessment, 6 ft of social distancing will be enforced in the line or the room
    d) A separate room will be available for students or staff seeking medical assistance from school health professionals unrelated to Covid-19 (e.g. medication distribution, injuries, etc)
    e) School health professionals will be provided and wear all recommended PPE
    f) If the student or staff member is showing emergency signs of Covid-19, such as trouble breathing or chest pain in the chest, the school will immediately call 911 and inform the operator of suspected Covid-19 infection
2) If upon assessment by a school health professional the person is suspected of having Covid-19, that individual will be sent home.
    a) The person should remain in isolation while awaiting transportation home
    b) 6 ft social distance will be maintained by a supervising adult in the case of students. If this is not possible, PPE, including face masks, must be used.
    c) Staff member or parent/guardians in the case of students should be instructed to contact a health professional for a Covid test
    d) Symptomatic students or staff members will follow CDC's "Stay Home When You Are Sick" guidance unless otherwise directed by a healthcare provider or the local department of health
3) Areas used by the sick person will be closed off to others until they can be properly cleaned and disinfected. If possible, the affected areas will be closed for 24 hours before cleaning and disinfecting.

Return to School after Illness

Bronx Arts will follow CDC guidance for allowing a student or staff member to return to school after exhibiting symptoms of COVID-19. Any individual (student or staff member) showing signs of COVID-19 can only return to school when all the following conditions are met:

Received a positive COVID-19 test AND

- Isolated for 10 days AND
- Presents clearance from a healthcare provider AND
- The individual has been symptom free for 24 hours without the use of medication.

OR

Received a negative COVID-19 test AND

- Presents clearance from a healthcare provider AND
- The individual has been symptom free for 24 hours without the use of medication.

OR

Never got a COVID-19 test AND

- At least 10 days have passed since symptoms started AND
- Presents clearance from a healthcare provider AND
- The individual has been symptom free for 24 hours without the use of medication.

Close Contact of a Positive Case

If DOHMH or NYC Test & Trace Corps determine the individual is considered a close contact of a positive case, the individual can only return to school when all the following are met:

- The individual has completed:
    - a 14-day quarantine regardless of symptoms (return on day 15)
    - 10 days with no symptoms(return on day 11)
    - 7 days with no symptoms and a negative PCR test taken on day 5 (return on day 8)
- The student or staff member has been symptom free for 24 hours without the use of medication.

o For COVID-19 the infectious period is two days before symptom onset until ten days after illness onset, as long as the case has been at least three days fever-free without the use of medication.

o For people with no symptoms (asymptomatic), the period is two days before through ten days after specimen collection.

• Incubation Period: The period after exposure during which a person is at risk for becoming sick.

o For COVID-19 the incubation period is two to 12 days.

If a person is not diagnosed by a healthcare provider (physician, nurse practitioner, or physician assistant) with COVID-19 they can return to school:

- Once there is no fever, without the use of fever reducing medicines, and they have felt well for 24 hours;
- If they have been diagnosed with another condition and have a healthcare provider written note stating they are clear to return to school.

If a person is diagnosed with COVID-19 by a healthcare provider based on a test or their symptoms or does not get a COVID-19 test but has had symptoms, they can not be at school and should stay at home until:

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

A fully-vaccinated, asymptomatic individual who is exposed to COVID-19 is not required to quarantine. Fully-vaccinated individuals must still monitor their condition for any symptoms of COVID-19 for 14 days following exposure to a confirmed case, per the CDC.

Covid-19 Testing

Bronx Arts will conduct weekly testing of all onsite staff and 30% of students.

Families in need of testing should contact their local physician, hospital system, or health department testing site. A link on the Bronx Arts website will direct families to the most up to date information from the state regarding testing information and testing locations.

The website to find a testing site is:
https://coronavirus.health.ny.gov/find-test-site-near-you

Contact Tracing

Bronx Arts will cooperate with state and local health department contact regarding tracing and assist public health departments in informing them of who may have had contact at school with a confirmed case by:

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

Health and Physical Screenings

Bronx Arts will follow the guidance and guidelines as stated in the Department of Health's memo, Health Examinations in Light of COVID-19 Pandemic, regarding protocols for health and physical screenings. This includes providing families with additional time to provide completed health exams and waiving hearing, vision, and scoliosis screenings.

Daily Health Screenings

Daily health screenings, including temperature checks, should be completed at home by families and by school-based staff. We have and will continue to educate parents and school-based staff how important these daily health checks are to keeping school communities healthy and safe. School-based staff and students **cannot** report to school if they have:

- Been knowingly in close or proximate contact in the past 14 days with anyone who has tested positive through a diagnostic test for COVID-19 or who has or had symptoms of COVID-19.
- Tested positive through a diagnostic test for COVID-19 in the past 14 days.
- Experienced any symptoms of COVID-19, including a temperature of greater than 100.0°F, in the past 14 days.
- Traveled internationally in the past 14 days.

CDC Recommendations for Vaccinated Persons:

This set of public health recommendations for fully vaccinated people will be updated and expanded based on the level of community spread of SARS-CoV-2, the proportion of the population that is fully vaccinated, and the rapidly evolving science on COVID-19 vaccines.

For the purposes of this guidance, people are considered fully vaccinated for COVID-19 ≥2 weeks after they have received the second dose in a 2-dose series (Pfizer-BioNTech or Moderna), or ≥2 weeks after they have received a single-dose vaccine (Johnson and Johnson (J&J)/Janssen).

Fully vaccinated people can:

- Visit with other fully vaccinated people indoors without wearing masks or physical distancing
- Visit with unvaccinated people from a single household who are at low risk for severe COVID-19 disease indoors without wearing masks or physical distancing
- Refrain from quarantine and testing following a known exposure if asymptomatic
- Resume domestic travel and refrain from testing before or after travel or self-quarantine after travel.
- Refrain from testing before leaving the United States for international travel (unless required by the destination) and refrain from self-quarantine after arriving back in the United States.

For now, fully vaccinated people should continue to:

- Take precautions in public like wearing a well-fitted mask and physical distancing
- Wear masks, practice physical distancing, and adhere to other prevention measures when visiting with unvaccinated people who are at increased risk for severe COVID-19 disease or who have an unvaccinated household member who is at increased risk for severe COVID-19 disease
- Wear masks, maintain physical distance, and practice other prevention measures when visiting with unvaccinated people from multiple households

- Avoid medium- and large-sized in-person gatherings
- Get tested if experiencing COVID-19 symptoms
- Follow guidance issued by individual employers
- Follow CDC and health department travel requirements and recommendations

Classroom/School Closures

In order for schools to reopen and stay open, the percentage of positive tests in New York City must be less than 3% using a 7-day rolling average.

Triggers for closing school

1) Schools will close if New York State or New York City mandate closures.
2) Schools need to close if there are recurrent, uncontrolled outbreaks of COVID-19 in schools, even if the overall case rates across New York City were to remain low. If the following occur we will close the school for 10 days.
    a) If there are 4 or more confirmed cases in different classrooms within a school over a 7-day period that can be traced to a known exposure within the school, the entire school will close for 10 calendar days and transition to remote learning.
    b) Two or more confirmed Covid-19 cases in a 7-day period traced to a student who:
        i) Has siblings in another pod
        ii) Or is a bus student

Triggers for closing a classroom

1) If there are 2-3 positive cases in different classrooms within a school over a 7-day period
    c) We will close the impacted classrooms
    d) COVID-19 surveillance testing will double from 20% to 40% of students and staff in the school on the next regularly scheduled weekly random testing day.
2) If there is at least one confirmed positive case in a class, regardless of the source of infection, impacted students will quarantine for 10 calendar days and transition to remote learning during this time.

Facilities

General Health and Safety

Bronx Charter School for the Arts is committed to meeting all the requirements for the health and safety of our community.

We will ensure that we:

- Maintain fire-code compliance
- Create a plan for socially distanced evacuation drills
- Conduct the mandated annual safety drills
- Report any changes or additions to our space to the Office of Facilities Planning (Middle School)
- Conduct the mandated lead testing

At this time, Bronx Arts has no plans to expand or alter the physical space of either site. Bronx Arts does not plan to use tents as alternative instructional or office space.

Access

Bronx Charter School for the Arts has traditionally been a place where all families are welcome at all times. Given the complexities of operating schools in a global pandemic, and given our responsibility to keep students and staff safe, we will drastically limit access to the building.

- Only staff and students of Bronx Charter School for the Arts will be allowed beyond the drop-off point.
- Only students who are designated for on-site instruction will be allowed entrance to the building
- Only staff who are working will be permitted inside the building
- Students being picked-up early will be escorted to the main entrance
- Parent meetings will be held via virtual conference or outside when the weather permits
- No vendors or other delivery personnel will be allowed beyond the drop off point unless access to the building is needed for assessment or repair.

Clean Water and Clean Air

Bronx Charter School for the Arts will provide students with access to the water dispensers and prohibit access to water fountains. We will also have bottled water available in classrooms and office spaces to limit movement in the building throughout the day.

Bronx Arts will install ventilation skylights in classrooms at the elementary school with windows that do not open. Each room will be equipped with a mechanical air purification machine. We will ensure these machines are proven to assist with Covid-19 reduction and have been approved by a Nationally Recognized Testing Laboratory.

Cleaning and Disinfection

Bronx Arts will conduct deep cleaning and sanitizing of all classrooms, offices, restrooms, cafeterias, libraries each evening after dismissal. In addition, the following protocols will be followed:

- Disinfection of commonly touched surfaces and frequently used items, These surfaces include, at a minimum:
    - Tables;
    - Doorknobs;
    - Light switches;
    - Countertops;
    - Handles;
    - Desks;
    - Phones;
    - Keyboards and tablets;
    - Toilets and restrooms; and
    - Faucets and sinks
- Establish disinfection schedule based on facility type, which will include a log to note date, time, and level of cleaning to ensure completion

Bronx Arts will ensure all cleaning staff are properly trained and have the required protective equipment to safely clean the facilities. Students will not be present when disinfectants are being used. Students will be taught to keep their desk area clean.

School Health Office Cleaning

The school health office will be cleaned after each use of:

- Cots;
- Bathroom; and
- Health office equipment (e.g. blood pressure cuffs, otoscopes, stethoscopes, etc.) will be cleaned following manufacturer's directions.

Disposable items will be used as much as possible in the health office.

Safety Drills

Bronx Arts will continue to conduct mandatory safety drills but in a modified fashion to reduce close contact and risk of spread. In order to conduct the drills safely, Bronx Arts will:

- Require masks be worn by all participants (unless a person is exempt for a health reason)
- Consider conducting the drills on a staggered schedule
- Ensure all students who are on campus are able to participate by conducting multiple drills if necessary due to a hybrid model of learning (i.e. if not all students are in the building on the same day)
- In the event of a modified drill, explain to students the differences if it were an actual emergency and emphasize the priority for students should be to get to safety

Child Nutrition

Bronx Charter School for the Arts is proud of our existing Child Nutrition Program. We have consistently followed the mandated protocols to run programs that are district and state regulated. We have a No Child Hungry practice at both sites. We are proud to offer healthy meals containing the required components. We also provide fresh fruits and vegetables to all students each day.

Meal Service

We have been in communication with our meal vendors at both the Middle School and the Elementary School. Both vendors are able to provide single serve and grab and go meals if needed. Meals will be served in classrooms at the Elementary School for

the first few months of the school year with a goal of resuming normal service. Meals will resume as normal at the Middle School.

Safety and Sanitation

Bronx Arts maintains a high standard for the cleanliness of our meal prep and serving spaces. The school has long standing protocols and schedules to clean surfaces, utensils and equipment. With the emergence of Covid-19, we have increased the frequency of cleaning and continue to use cleaning agents that have been recommended to combat Covid-19 such as bleach and Lysol Wipes.

Bronx Arts will continue to:

- Identify any additional equipment or supplies such as thermometers, alcohol wipes or other equipment that may be needed to keep food, students, and staff safe
- Allow only kitchen staff and custodial staff to enter meal service and prep areas
- Ensure food service staff maintain proper licensure and complete annual compliance trainings
- Routinely clean and disinfect high-touch surfaces including tables, chairs, carts used in transportation, and point-of-service scanners
- Have adequate supplies of face masks, soap, hand sanitizer, and tissues in food service areas
- Wear single-use gloves when handling or delivering all foods
- Wear a disposable apron when handling or delivering foods
- Maintain production and consumption records

Transportation

24% of Bronx Arts students take the yellow school bus to get to our elementary school.

29% of students use a metrocard to use the public train or bus to get to our school.

Planning Assumptions

There has not been a plan presented to schools who depend on yellow buses to get students to and from school. Given this lack of planning at such a late time in the year, we can only assume one of three things.

1) There will be no yellow school buses for the 2020-21 school year, or
2) **Busing will continue,modified or as usual, with no plan for how to socially distance students. ← This happened**
3) Busing will continue modified or as usual, with a plan for how to socially distance students.

Bronx Arts will continue to fulfill existing mandates regarding the safe and effective transportation of students who are homeless (McKinney-Vento), in foster care, or have disabilities.

Bronx Arts has no ruling authority over the Office of Pupil Transportation (OPT). As we await guidance from OPT, we have come up with a plan to promote the safety of our students who travel on the school bus.

Safety Measures

Parents/guardians will conduct a health screening to ensure their child is not experiencing symptoms of Covid-19 or an elevated temperature prior to the child boarding the bus

- Students on the bus will be required to wear a mask.
    - If a student is unable to wear a mask for medical reasons, they will not be denied transportation.
    - If a student does not have a mask, one will be provided.
- Students will adhere to social distancing guidelines, this includes students in wheelchairs.
- Students in the same household will be instructed to sit together
- Students will be asked to travel with personal hand sanitizer. There will not be hand sanitizer stored on the bus due to its combustible nature.
- Bronx Arts will get confirmation from the Office of Pupil Transportation that:
    - School bus staff will perform a self-health assessment for symptoms of COVID-19 before arriving to work and will notify their employer and seek medical attention if they experience symptoms.
    - School bus staff will receive training and refreshers on identifying Covid-19 symptoms and proper usage of protective equipment.
    - School buses will be cleaned/disinfected at least once a day. In addition, high contact spots will be wiped down after the am and pm runs.
    - Proper Covid-19 signage will be displayed on the bus
    - Roof hatches will be kept open when the temperature is 45 degrees or more
    - School bus staff will have their own Personal Protective Equipment (such as face masks and shields) and wear gloves if they have direct contact with a student

Entry and Exit for Bus Students

All students arriving at Bronx Arts will all go through the same standard process upon entry (see entry/exit section). Bus students will enter through their respective grade designated entry point. **All bus students will be required to**

have a bus contract on file that lists a contact who can pick up the student in the event they are sent to school with an elevated temperature or become ill during the school day.

Most students who ride the bus will be on the bus for more than the 15 minute period indicated as the amount of time before someone in a closed space can be infected by Covid-19. It is important to assess bus students as a whole unit so we can isolate all bus students in the event that an elevated temperature is detected in one student.

Elevated Temperature

If a student presents with an elevated temperature, the following steps will be followed.

5) Student will be taken to the designated isolation area
6) Student will be given cold water
7) Student will sit for 5 minutes
8) After 5 minutes students temperature will be rechecked
    a) If temperature reads within the normal range, the student will be sent to class and all other students in that bus community will be allowed to go to class as well
    b) If the student's temperature is still elevated, the nurse will contact the family member and he/she will be kept in isolation until the student is picked up. The families of the other students will be notified.

Social Emotional Well-being

The Coronavirus Global Pandemic has not affected all communities equally though it has been traumatic for all students whose lives were disrupted and thrust into a situation that they certainly had trouble comprehending. As New York City found itself in the epicenter of a pandemic our entire City reeled and our children suffered. Getting back to school means addressing the trauma this moment has placed on those among us least able to make sense of it all and least able to deal with the stress and uncertainty. Like all educators, at Bronx Arts we understand that caring for our student's well-being and social and emotional health is a large part of what we do as we educate them. And so eagerly, we work to get back to school so that we can ensure the Health and Safety of our students physically and emotionally.

Overall, Bronx Arts' response to our students and families' needs is holistic and involves everyone: teachers, our Ops Team, and our social workers and counselors, our board. During the Pandemic, families have received assistance with child care, food, mental health resources and counseling. All family contact is tracked daily together with resources provided. Guidance Counselors will continue at-risk counseling to students who are identified as needing extra support. Bronx Charter School for the Arts also has a page for Family Resources located on our school website. Parents can get information on everything from food sources, technology support, mental health resources, and community counseling support.

Teachers are provided with a clear protocol for tracking and flagging students, families or situations that requires immediate attention and support.

School support teams at both campuses, led by the school counselor, dean and social worker will continue to receive referrals and support students and staff. These team members, alongside teachers and support staff work together to ensure the academic and social emotional success of all of the students we serve. The Social Workers provide group and individual counseling to all of our mandated students and at risk students. The Guidance Counselors provide group and individual counseling to our at-risk students. The support team provides in-classroom support, out of classroom support, student observations, and provides strategies to all students and staff. These teams will continue to accumulate resources revolving around COVID-19 and assist staff with recognizing the signs of potential trauma. Staff will observe and collect anecdotal notes which will be shared with the appropriate professionals as well as the Instructional Leadership Team.

During Summer Institute and regular Professional Development, School Support Teams will conduct sessions for school staff on how to talk with and support students displaying uncharacteristic behaviors during these times. They will also meet with teachers weekly to discuss observations and trends noticed in the classroom, and provide in-classroom support. Additionally, at the elementary school, the Social Emotional Learning Program-*Promoting Alternative Thinking Strategies* (PATHS) offers a comprehensive, and evidence based SEL Curriculum which will be used in every classroom daily for 30 minutes. PATHS covers the five CASEL SEL Core Competencies and is a critical component of the educational experience at Bronx Arts Elementary. At the middle school level, the School Support Team is responsible for designing and delivering content based on the observed needs of students. Additionally, both schools have developed Equity teams that aim to build the skills and knowledge required to navigate and engage with challenging social issues that directly impact our students.

Understanding that these times are challenging for adults as well as children, all Bronx Arts staff members have the option to utilize *TalkSpace* which is a helpful resource that is available to assist with developing coping and resilience skills. Our support teams are also available to assist staff in identifying resources, as appropriate.

School Schedules

OVERVIEW

Bronx Charter School for the Arts will reopen in August 2021 at 100% capacity Monday through Friday. See the school Principal for student schedules.

Budget and Fiscal Matters

Bronx Charter School for the Arts is aware that Covid-19 has caused financial strain on our economy. We have made internal financial decisions to ensure that we are able to maintain our rigorous academic program.

We have applied for grants to secure funding to:

- Purchase needed technology
- Support families facing food insecurity
- Acquire Personal Protective Equipment
- Purchase needed equipment to increase safety in the building

Bronx Arts will continue to submit invoices to the city for per pupil funding to support day to day operational expenses.

Attendance

Attendance will be taken daily. Students arriving after 8:00am will be marked late. If a student is absent for 3 or more days, they will need a doctor's note to return to school. Students who are absent due to Covid-19 or exposure to Covid-19 will be marked Excused. The school must be notified and receive documentation for these absences to be considered excused.

Technology

Bronx Arts understands the important role technology plays in providing an equitable education to all students, and this became evident during the pandemic. Bronx Arts Elementary classrooms will be equipped with one to one devices for students. Bronx Arts Middle school students will be assigned a device that travels with them from class to class. Technology devices are assigned as follows:

- An IPad for every elementary school student in grades K-1
- A Chromebook for every student in grades 2-8
- Need technology to teachers and staff

Teaching and Learning

Plan Overview

The 2021-2022 Bronx Arts Plan for Teaching and Learning is also predicated on our guiding principles:

1 - The Health and Safety of our students and staff are of paramount importance at this time and always.

2 - Relationships are the foundation for all of our work.

3 - Access challenges will not get in the way of success.

4 - The Arts and Creativity are essential to the way we approach all learning.

5 - Quality is more important than quantity.

6 - All situations need to be approached with grace and flexibility.

We work through these guiding principles to welcome students back into the building after a long period of digital instruction and learning. There will be significant challenges, both academically and socially as a result of this time away and the trauma experienced and we need to remain steadfast in our dedication to providing a rich and vibrant instructional environment.

Additional Learning Time

In response to a digital year, we recognize the importance of additional learning opportunities. Providing increased frequency of Saturday and after school instruction will allow us to provide increased time for students to give the opportunity to extend learning beyond what is typically required. We determined that one of our Guiding Principles would be that "Quality was more important than Quantity" in order to ensure that we hold ourselves accountable to provide instruction that was rigorous and not simply digital babysitting. With a summer of planning under our belt, we are even more prepared to ensure that we provide the robust instruction our students have been receiving when in our building, just remotely.

Our digital instruction has the same requirements to engage students while moving them toward and beyond proficiency. Thus, central to the Bronx Arts Distance Learning Plan is the focus on teacher-led, rigorous, and individualized instruction with ample and significant opportunities for student participation and engagement. Additionally, we will ensure that teachers have the same level of observation and feedback as they received in the school building.

To do that, we utilize platforms such as G-Suite and Zoom coupled with other on-line instructional and learning resources and a host of rigorous curricula. At the Elementary School we use the Teachers College Reading and Writing Programs. This program is aligned to the Common Core State Standards in reading and writing and anchors specific units of study that are relevant to each grade level. For Math, both the Elementary and Middle Schools use the Achievement First Navigator Math Program which provides deep implementation support and coaching. The Achievement First Navigator Math curriculum is aligned with the Common Core State Standards. For Social Studies, Bronx Charter School for the Arts Elementary School uses the NYS Social Studies Framework and for Science, the Next Generation Science Standards/Curriculum. For Science, Bronx Arts Middle uses the IQWST Activate Learning program. In this standards-based curriculum, students investigate questions relevant to their lives by conducting investigations; collecting and analyzing data; developing and

using models to explain phenomena, and engaging in argument from evidence, all in a literacy and discourse-rich environment. For Social Studies, Bronx Arts Middle implements Success Academy's US History curriculum that takes an in-depth look at American history, eliminating the typical Eurocentric methodologies while focusing on incorporating sources from multiple perspectives. This curriculum incorporates robust experiences in literacy to further develop a student's ability to read, write and think critically.

Teachers will follow the instructional pacing calendar as planned and we will continue to follow the scope and sequence set forth in Summer Institute to ensure that our students are exposed to grade-level standards with the goal of mastery. Additionally, we will create virtual learning accommodations to reflect the same rigor of instruction for all students.

Our core focus is on students engaging in work as per the NYS Standards. The lesson cycle, facilitated by our teachers from the introduction of material purpose, and objective, reviewing norms to check for understanding, remains intact. Students share answers with one another, listen to and build off of each other with teachers facilitating this process in their virtual classrooms. Our teachers are committed to providing multiple methods of instruction and various strategies to ensure students are getting the differentiated instruction needed to be successful. Teachers will monitor student progress and outcomes using informal assessments and data checks as well as work with small groups of students to target specific skills based on the data collected. Bronx Arts will administer formative interim assessments to determine individual student needs and target extra help to ensure their academic needs are addressed. Once the data is collected, teachers will use common planning time as well as professional development to develop teaching strategies and a plan of action to support student growth and targeted instruction all based on the NYSLS. In addition to formative interim assessments and summative assessments, student learning will be assessed by the quality of classwork and participation, and other assignments assigned by teachers or other school leadership in every subject including the arts all via Zoom and Google classroom.

The length of our school day at the elementary school will continue at 330 minutes for ALL students, however synchronous instruction will take place for an average of 225 minutes and teachers will then assign projects and independent or asynchronous work that students can engage with independently throughout the rest of the day with teachers facilitating small groups and one on one conferences, remotely. Students in the building would also have time for small groups and one on one conferring. Taking into account the needs of our students and families from the Spring, they were more successful and engaged, when they had independent work time with projects and

assignments for which teachers provide feedback. Teachers will check in on those projects the following day. For example, in the early grades students may watch an educational video and draw a picture that summarizes its main idea. Teachers will also arrange conferencing time with small groups or individual students to check in on progress and provide additional instruction and support. Students will still have two arts classes per day and lunch time. This schedule mimics the same schedule as students who are in our building. The quality of lesson facilitation and student expectations will not change.

Bronx Arts Middle scholars will receive anywhere from 360-420 minutes of synchronous instruction per day. Each core academic subject is scheduled for 60 minutes of synchronous learning per day, including the Arts, which are a core academic class at Bronx Charter School for the Arts. Every single scholar will also receive additional RTI or SETSS time scheduled into their week to allow for both remediation and enrichment opportunities. This additional synchronous time allows our team to coordinate individualized experiences for each scholar and ensure that any learning loss can be addressed systematically. Additional enrichment experiences are also built into the schedule in the form of elective classes coordinated by teachers, including more specialized arts instruction, in order to provide opportunities that have been lost due to the lack of enrichment camps and programs. This is also built into the day for each scholar in an effort to provide a robust instructional program.

Professional Development

Teachers will receive two weeks of professional development prior to the beginning of the 2020-2021 academic year. Professional development focuses on adapting core curriculum to meet the expectations of the distance learning system without lowering the rigor. Teachers will be given the opportunity to look at their curricula with an equity lens to ensure our students are provided the best opportunities to grow and develop socially, emotionally and academically. They will also spend time exploring the accessibility features and determining appropriate interventions and supports based on the current needs of students. During the school year, coaching and feedback cycles will be maintained for all educators.

Professional development activities are organized under three areas:

1. School Mission
    a. Academic Reading & Discussion (BAM)
    b. Bronx Arts Graduate Profile (BAM)
    c. School Excellence (BAM)
    d. Goals (BAM)
    e. Student Performance (BAM)

2. Relationship Building
    a. Equity in Education for Students & Staff (BAM)
    b. Relationship Building in a Virtual Classroom (BAM)
    c. Student Advocacy (BAM)
    d. Home/School Communication (BAM)
    e. Virtual Classroom Management (BAM)
    f. Responsive Classroom (BAE)
    g. Planning and Implementing PATHS- SEL Curriculum (BAE)
    h. PowerSchool Parent Portal (BAE)
3. Curriculum, Instruction, and Assessment
    a. Leveraging Google Drive for Curriculum Collaboration (BAM)
    b. Student Engagement & Productivity via Google Meet & Classroom (BAM)
    c. Administering & Analyzing Student Achievement via Online Assessments (BAM)
    d. Lesson Planning (BAM)
    e. Intellectual Preparation for Units & Lessons (BAM)
    f. Individual Education Plans (BAM)
    g. Maintaining Rigor for Language Learners (BAM)
    h. Response To Intervention (BAM)
    i. Specially Designed Instruction (BAE)
    j. Creating Accessibility - Academic Support- Tier 1 Instruction (BAE)
    k. Supporting ELL Students in the Classroom (BAE)
    l. Independent Math Intellectual Preparation Vision (BAE)
    m. Adapting Navigator for Distance Learning (BAE)
    n. Unpacking and Implementing Units of Study (BAE)
    o. Data Walk-Small Group Instruction (BAE)
4. Crisis Prevention Verbal De-escalation training (BAE & BAM)
5. Arts
    a. Our Arts Identity
    b. Design For The Just City (BAM)
    c. Visual Thinking Strategies: Using Art to Deepen Learning Across Disciplines (BAM)
    d. The Artist's Process (BAM)
    e. Supporting Special Education Students in the Arts (BAE)

Extra Curricular Activities

Bronx Arts has a robust after school program that includes various community partnerships and internal staff members. Programming includes academic intervention/tutoring, semi-private instrument instruction, step, dance, poetry performance, yoga, theatre, visual art, and many more! We

are proud to offer this extended day experiential learning for all students. In addition to our internal program, we partner with external community-based organizations to coordinate and facilitate after school activities.

Special Education

Interaction with CSE and Providers

Throughout our Distance Learning period, Bronx Arts has been in contact with and collaborated with the Committee on Special Education (CSE) for our district to ensure that IEP's are being addressed during school closures. The CSE and the school administration are both working remotely. Going forward, we will continue to submit data for initial, annual, and triannual meetings. During the 2019-2020 school year, all IEP meetings were held in accordance with their compliance dates remotely through Microsoft Teams (via phone) with members of the CSE. Parents will continue to receive notice (mail, email, and phone calls) about the meeting day and time.

Additionally, to ensure our students get the most relevant and rigorous support during COVID, all providers (OT, PT, Speech, Counselors, and SETSS) receive school-based PD regarding available online learning tools. Providers review mandates on their caseload to determine how to best deliver appropriate services. Providers contact each parent and track all communication. Following this communication, schedules are created to deliver services. Our counselors and social workers provide teletherapy for our mandated students and our at-risk students. Consent forms are provided to parents and all session attendance is tracked. All consent forms are uploaded into SESIS.

All goals continue to be tracked by providers as written. In some instances, goals may not be applicable as a result of our current remote educational landscape (for example, goals related to social interactions or classroom behavior). Providers are using their discretion to determine whether there are discrete skills that can be worked on via teletherapy that will support progress toward this goal. As the length of time progresses, providers will determine whether goals need to be formally adjusted on the IEPs.

Bronx Arts has always enjoyed a collaborative relationship with our Committee on Special Education and that has continued during COVID. We have contact with and collaborate with the Committee of Special Education for our district SE to ensure that IEP's are being addressed during school closures. The CSE and the school administration are both working remotely. We will continue to submit data for initial, annual, and triannual meetings. All IEP meetings were held in accordance with their compliance dates remotely through Microsoft Teams (via phone) with members of the CSE during

the 2019-2020 school year. Parents continue to receive notice (mail, email, and phone calls) about the meeting day and time.

Teachers will provide modification and adaptations as needed to assignments that align to a student's IEP. These supports may include, but are not limited to extended time for assignments and assessments, accessible reading materials, highlighting, graphic organizers, charts, visual cues, and small group instruction. Teachers will utilize accessibility features available through G-Suite for Education such as text-to-speech, speech-to-text, and video captions to ensure all students can independently engage with grade-level material. Additionally, students who require assistive technology were given the opportunity and access to have their devices at home. Teachers will continue to establish and communicate daily office hours to parents and students.

While Federal disability law allows for flexibility in determining how to meet the individualized needs of the students receiving special education services, Bronx Charter School for the Arts will remain diligent and steadfast in ensuring that students with disabilities receive the services they are entitled to whether it be provided in-person, remotely, or through a hybrid model. If students with disabilities are unable to access the reopening plan as designed, we will facilitate individualized and alternative means of re-entry based on student needs, developmental levels, and parent input. Hence, we will consider blended learning schedules if needed.

Parent Engagement per IDEA

Bronx Charter School for the Arts is committed to ensuring communication with parents is varied in approach and accessible. We will continue to maintain communication with families in which English is a second language, regarding remote learning, instruction, and returning to the school building. Bronx Arts has procedures in place for supporting translation and interpretation for families with limited English proficiency. We communicate through robo-calls and individualized phone calls (dual language), social media and web sites, emails (dual language), and mailings (dual language). We continue to communicate with our families the high level of need to develop transition plans to assist our special population of students in their return to the school building. Bronx Charter School for the Arts will share with the parents the appropriate developmental strategies that will be used to reinforce new protocols, new concepts, and learning strategies necessary for the different teaching and learning platforms.

Compliance, Documentation and Communication

Bronx Charter School for the Arts is diligently keeping documentation of communication, services, and programs for students with disabilities. All documents will be provided to parents in their preferred language, including:

- Consent forms sent home to parents and tracked.
- Child's schedule shared with parent
- Attendance tracking with follow up phone calls/emails
- Progress Monitoring
- Teacher Reports to CSE
- School Progress Reports (quarterly)
- School Report Cards (quarterly)
- Weekly communication to parents about services provided to their child
- Goals tracked by providers
- Student attendance entered in SESIS

Central to our core values is that we educate *all* students, so even during our distance learning experience we are committed to consistently offering the services our students need. Bronx Arts will continue to use an appropriate video conferencing app to service ALL students. Teachers are scaffolding work and creating "break-out" rooms for small-group instruction and all push-in and pull-out services continue. SETSS and related services will continue to be offered and our ICT model continues as both teachers are co-teaching in the virtual classrooms.

Bronx Arts Middle School is using G-Suite for Education to ensure all students continue to have access to high-quality education during this time. Classroom teachers post assignments daily aligned to grade-level standards in their Google Classroom. In order to support our diverse learners, particularly those with IEPs, these assignments are accompanied by a direct instruction video aligned to the skills addressed in the assignments. Our general education and special education collaborative teaching teams host a Google Meet in which all students have the ability to ask questions and watch additional models. These Google Meet times are flexibly structured by teachers based on the assignments that were submitted. Sometimes both the special education and general education teachers and students stay in the same meeting to address class-wide misconceptions. Other times our special education teacher will pull a small break-off group to review and target a specific skill. All teachers reach out to students regularly to set up individual or small group meetings based on performance on assignments and engagement in the Google Meet.

Our self-contained 12:1 provides a higher level of support. All students are expected to log into Google Meet for an introduction to the assignment. The teacher explicitly

teaches, models and has students participate in guided practice. Subsequently, students are released to complete the work, but the teacher remains on the Google Meet to continue guiding or answering questions as needed.

All SETSS services are delivered by the assigned special education teacher in accordance with their mandated schedule. SETSS groups meet as they would during regular school operations, but occur using Google Meet.

In both schools, all teachers meet collaboratively in both grade level and content teams two to four times per week to discuss progress and pivot instruction and structure as needed. WIth ongoing communication and engagement with our students and their families, we will be able to adjust services to ensure we are meeting the needs of our students now and when we are back full-time in our school buildings.

Bilingual Education

Elementary School

Our core focus is on students engaging in standardized work. The lesson cycle, from the introduction of material (purpose and objective), reviewing norms, and checking for understanding, remains intact. Students share answers with one another and listen to and build off of each other with teachers facilitating this process in their virtual classrooms. Teachers will follow the instructional pacing calendar as planned.

Students will read, work on math concepts and fluency, write, explore and learn various social studies and science topics, and delve into social-emotional learning in virtual classes. We will continue to follow the scope and sequence set forth at the start of the year, to ensure that our students are exposed to grade level standards with the goal of mastery.

For our at-risk students, those having a disability, or English language learners, our tiered approach to teaching and learning is unchanged though it is now virtual. Special education, Response to Intervention and the ELL teachers continue to pull out (small group), push into virtual classrooms, and use breakout groups in addition to working with specified students in their own virtual classes. Teachers were trained on what was available and how to accommodate special population students. This consisted of, but not limited to:

- Read Aloud with Text To Speech
- Electronic Texts, Worksheets, Tests

- Visual Mapping/Graphic Organizers
- Text Annotator
- Highlighting
- Visuals
- PDF Annotator
- Use of virtual white boards
- Use of varied media (audio, videos, music,)

Student learning will be assessed by the quality of classwork and participation, and other assignments assigned by teachers or other school leadership in every subject including the arts all via Zoom and Google classroom.

Middle School

Teachers will engage in the task of aligning their instruction to a standards-focused curriculum map for remote learning, as they would have done for in-person learning. All assignments are from our core curricula with teachers taking the activities presented in those curricula and assigning them digitally via Google Classroom to ensure that students are practicing independently on rigorous tasks. Teachers use the school's YouTube channel to provide direct instruction, modeling, or remediation based on data just as they would in a classroom setting. These videos are designed to provide support to scholars during asynchronous learning time. Teachers provide synchronous learning opportunities using GoogleMeet to allow scholars to deepen their understanding of the content. Teachers use this time to provide additional guided practice for scholars as well as illuminate and clarify misconceptions scholars have. This live touch point allows for teachers to determine if interventions or enrichment opportunities are needed. Finally, teachers are available via Office Hours for individual meetings to ensure every child is receiving individualized feedback.

Maintaining a rigorous academic program with differentiated supports for students with learning differences is our priority. ICT Classes still follow the protocols established within the building while teaching students. The use of parallel teaching is consistent for each subject area. SETSS and ENL services are also provided in small groups with similar classroom activities according to the regular schedule with digital meetings. Service providers also push into the content area meetings to stay informed about the assignments and skills in need of support. All students are also provided with Intervention/ Enrichment in their daily schedule. For this class period, students are assigned to groups of 10 and provided with skill-focused interventions provided by the RTI Coordinator and differentiated by individual teachers.

Learning hinges on the teacher's ability to give frequent feedback. While in a virtual setting, teachers focus on both in the moment assessments of learning via Google Forms, Quizlet, Quizzizz and Kahoot as well as rubric-based grading for larger assignments. Grading policies in all classes will remain the same with the expectation that students are receiving assessment information for at least one work product in each class each day. This thorough assessment, paired with a detailed feedback and revision process will ensure our learners continue to grow.

Staffing

Bronx Charter School for the Arts strives to hire staff who are highly qualified and teachers who are certified. We will continue to ensure that students receive instruction from teachers who are experienced in the subject/grade being taught.

Substitute Teachers

In-Person Teacher Absence

Bronx Arts will not lean on substitute teachers as we plan for reopening schools. Instructional Leadership Team members will be utilised to instruct students in the event a teacher is absent for the day.

Teacher and Principal Evaluation System

Teacher Observations

Teachers will receive 10-12 observations in the school year. Each evaluation will last 10-20 minutes and focus on leverage components of the Kim Marshall Rubric for Teacher Evaluation as identified by the formal evaluation process. An observer will enter the classroom and record evidence. That evidence will be submitted to the teacher via email during the same day and a meeting will be set up with the affected parties within 24 hours. The evaluation will focus on leverage components and teachers will be provided with a transcript of evidence and written feedback. Six teacher observations will occur in the first half of the year (before January) and six will occur in the latter half of the year (January – June).

Formal Marshall Rubric Evaluation

The following components of the Marshall Rubric will be used to evaluate teacher practice:

A. Planning and Preparation for Learning
B. Classroom Management

C. Delivery of Instruction
D. Monitoring, Assessment, and Follow-Up
E. Family and Community Outreach
F. Professional Responsibilities

Formal Marshall Rubric reviews will be scheduled with all teachers three times each year where all components are reviewed with evidence provided. This session will serve as the Pre-Observation session for all subsequent observations in that time period.

Formal Review # 1: August/ September
Formal Review # 2: January/ February
Formal Review # 3: May/June

Principal Evaluation

At Bronx Arts we are implementing a 360 degree intuitive web-based system for our principal evaluations created by EchoSpan. This platform allows us to customize the competencies we track while also ensuring transparency and that we get a clear picture of performance by confidentially surveying all direct reports. Additionally, our principals meet weekly with the Executive Director and where they consider a dashboard that has their school's metrics and goals for the year. They also discuss a "9-Square" for teachers so as to communicate which teachers they feel are doing outstanding work and which teachers need additional support.