

Key Points on BSA Reopening Plan

Executive Summary:

In the executive summary we share the school's demographic data as well as the overall mission of the school. We also explained that it is our belief that in regards to our reopening plan the following is noted:

- Students whose families would like to remain in remote instruction after blended learning begins will be permitted to do so.
- BSA should start the year remotely in September on September 10th, the first day of school, and move to a blended model of instruction on October 5th.
- BSA should break the school up into cohorts (smaller groups of students) during the in-person portion of the blended learning model to keep the number of exposures low.
- BSA has a data driven approach to managing this crisis that we are confident in and believe gives us the best opportunity to keep students and staff safe.

Reopening Operations:

In our planning for reopening, an extensive amount of work went into maintaining social distancing including:

- Detailed floor planning (reducing classroom counts using 6 feet ratio.)
- Population counts (de-densifying by cohorting students by course requests.)
- Room use and limited student movement (programming with commonality of schedule in mind)
- Containment protocols and procedures (restricting access to BSA spaces)

The Reopening Plan also addresses BSA providing PPE to students and staff (and procedures for use), facilities planning (including electrostatic sprayers and traditional disinfectants), extensive signage and education addressing health and safety in and out of school, and a communications plan across many platforms to communicate important information as widely as possible. Additionally, plans are provided for continuation of remote services including mental health, behavioral, and emotional support; food services, and limited recreational activities.

Monitoring:

With respect to protocols and procedures for monitoring, BSA has plans to provide the following:

- Unified entry points and screenings (including daily staff and student surveys) by no contact temporal artery infrared thermometers following CDC and DOH guidance,



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- Health testing protocols in consultation with the DOH based around local testing centers and recommendations by our assigned NYCDOH school nurse
- Monitoring of early warning sign metrics informed by day-to-day data sourced from the same information provided to the New York City Regional Control Room from health centers and hospitals and focused on the safety of our student population.

Containment:

With respect to containment protocols and procedures BSA plans to: a) establish a quarantine and isolation room for suspected cases, and, b) clear procedures concerning infected and exposed persons returning to school.

Closure:

BSA will continuously monitor early warning metrics on the 3, 7, and 14-day rolling average rate of new positive cases for its community and will work in collaboration with the NYCDOH regarding any reduction or pause of any in-person learning.

Pre-Opening:

In the pre-opening section of the Reopening Plan we affirmed our commitment and ability to continue to conduct the safety measures that are expected of us on a yearly basis while we are operational in any capacity. For example, we will still conduct fire drills and meet other safety obligations in a remote setting as we would in a regular school year.

How BSA Plans to Operate this Fall

We shared our plans for Professional Learning for the Staff for the week of August 31st which will be largely dedicated to moving our work from analogue to digital as well as norming the staff to how we will operate in a blended model.

Enrollment and Attendance:

- BSA is responsible to keep records of student attendance when we are in remote situations, even when these remote situations are part of a blended model.
- We will take attendance as we did in the Spring Semester and the Summer Semester.
- When we are in person, attendance will be captured and reported to ATS by bubble sheets and in Powerschools.

Academic Program:

- This fall whether BSA is in a fully-remote learning environment or a blended learning environment we will use Google Classroom as the primary place students will connect with the curriculum that the teacher has prepared for them.
- In a fully remote situation, students would access Google Classroom Asynchronously and would connect with their teacher directly in one of two weekly Zoom sessions that are dedicated to that student's class section.
- In a blended situation, the student's experience would be exactly the same as when we are remote with the exception that one day of instruction will be live.
- Students would still be expected to access the curriculum and activities the teacher has curated for them in an asynchronous manner four days a week and access material for live instruction one day a week.
- In both environments, teachers will record sessions of themselves teaching to share with students through Google Classroom, curate standards aligned reading materials and instructional materials in Google Classroom, as well as interact with students using Remind, Zoom or the communication tools in Google Classroom.
- Students with an IEP will be served by their subject teacher as well as their ICT teacher who is assigned to that student's section. The ICT teacher is responsible for providing the scaffolding and support students with disabilities need. ESL students and otherwise vulnerable students will also have access to the ICT provider for the class.

Classes in Zoom will be supervised in the same way as live classes through live observations and written report of feedback. BSA will document the interactions with students and teachers through attendance capture systems. We track logins to Google Classroom and Edgenuity, and capture attendance using ATS on the day students attend school in person. Zoom sessions are documented through teacher submission of attendance through a Google form and verified through monitoring zoom attendance. BSA has purchased a site license for Zoom, which allows us to monitor all of the teacher student sessions to ensure they are happening at the correct times and to look back at lessons if the need arises.

BSA has worked very hard to strengthen the remote model, add on-on-one teacher student lessons into student schedules, and add additional technology programs to support online learning.