



THE
**Bronx Charter
School
for Children**



THE BRONX CHARTER SCHOOL FOR CHILDREN K-6 HYBRID SCHOOL PLAN 2020-2021

*Note this plan it is subject to change, given the uncertainties of COVID-19.
Changes will be communicated all school related platforms and revised with-
in this document.*

Table of Contents

Introduction	3-4
Guiding Principles	5
Health and Safety	6-12
Hybrid Model	13-15
At Home Model	16
Special Populations	17
Technology and Connectivity	18
Scholar Nutrition	19
Social Emotional & Family Supports	20-22
Attendance	23
Transportation	24
School-Home Connects	24-25
Additional Considerations	26
Frequently Asked Questions	27

Note this plan it is subject to change, given the uncertainties of COVID-19. Changes will be communicated all school related platforms and revised within this document.

Introduction

On July 17, 2022 the New York State Education Department (NYSED) announced a phased reopening for New York public schools. This plan outlined guidance on instructional and service delivery for the 2020-21 school year. This document is intended to communicate specific components of The Bronx Charter School for Children's (TBCSC) plans and preparations for reopening schools in August 2020.

Based on lessons learned from spring 2020, review of state guidance, and reflection on stakeholder input, TBCSC has refined its approach to flexible educational delivery. Expanded options reflect the needs and concerns of families and staff while maintaining priorities for health, safety, robust instruction, and support service.

Stakeholder Feedback

Since April TBCSC has collected feedback from stakeholders, this feedback supported the development of recommendations for the reopening plan.

The following perspectives ensured a range of community, staff, and scholar needs were considered as established:

- Staff representing classroom teachers, enrichment teachers, instructional support, specialists, counselors, and Family Liaison;
- Scholar representatives;
- Families;
- School leadership; and
- The Board of Trustees

Lessons Learned from Spring 2020

The impact of the school closures on scholar achievement and well-being has been studied by various organizations around the world. Building a reopening plan that takes into account common lessons learned within TBCSC and beyond has helped design an instructional and operational model aligned to scholar family, and staff needs. Six key areas of learning have been documented by TBCSC staff from analysis of our own experiences and review of recent articles and studies.

Instructional Model

- Consistent implementation of a communicated instructional schedule is needed to promote equity.
- More synchronous scholar learning (live, interactive learning) is preferred. Increased access to live teaching experiences is needed to reduce the family burden to support scholar learning.

Instructional Practices

- Staff need dedicated time to plan and work in collaborative teams.
- Ongoing professional development is needed to strengthen virtual teaching strategies.
- Digital citizenship concepts and skills should be integrated into lessons.
- Consistent inclusion of "specials" classes in elementary school and electives in middle schools is needed to support the whole child.

Introduction

Technology and Infrastructure

- Timely distribution of laptops and Mi-Fi devices must be further strengthened to support scholar access to online instruction.
- Learning platforms and video conferencing must be able to support consistent access by TBCSC scholars and staff.
- Scholars must have secure ways to access synchronous learning.
- Honoring scholars' individuality while maintaining security is critical, such as by reflecting preferred names within digital platforms.

Staff Support

Administrators, teachers, and support staff should receive sustained professional development on a range of crisis-related issues, self-care, and remote teaching.

Guiding Principles



Health, Safety and Operations

The safety and health of scholars and adults is paramount. TBCSC will adhere to state and local guidelines, as well as implement specific mitigating strategies to reduce risk of COVID-19 infection and transmission. We will practice social distancing to the extent possible and avoiding mass gatherings in large groups such as assemblies, cafeterias, field trips, and staff meetings.

Social-Emotional Well Being

The direct and indirect impacts of the global COVID-19 pandemic are expected to have a lasting effect on scholars and staff. TBCSC will reinforce and enhance practices focused on social-emotional learning, trauma, and relationship-building, whether in-person or through distance learning. All school staff will participate in a series of professional learning modules on social-emotional learning and mental health supports within reopening. A new wellness screener and improvements to mental health resources and partnerships within schools and the community will offer another critical layer of support for scholars, families, and staff.

Teaching and Learning

Since the emergency shutdown of in-school instruction in March 2020, the design of a standards-based, rigorous academic program has a primary focus. New curriculum guides are being designed in order to support the development of essential standards/skills for each grade level, as well as the prerequisite knowledge and skill scholars need in order to be successful with new content. Updated curriculum guides and resources will offer strategies for non-classroom instructional staff to support learners with differing needs.

In order to adhere to social distancing practices, we immediately recognized the impact it would have on both the master and daily schedule. The plan prioritizes maximizing direct instruction in order to provide a standards-aligned, rigorous academic program.

Support for Special Populations

Special considerations have been given to scholars with disabilities and Multilingual Language Learners to ensure appropriate instruction while complying with federal and state requirements. A specially designed schedule will be implemented to provide intensive instruction as deemed needed by various data points.

Health and Safety



Health Screenings

TBCSC will implement health screening practices for all persons who want/need to enter the school building (388 Willis Avenue), this includes scholars, staff and visitors conducting school business. The school's nurse will participate in screenings as needed.

Daily Attestations Prior to Entry

Scholars

Each day a COVID-19 Health Screening Questions will be completed electronically by a parent/guardian prior to arriving for school; these will be accessed on each scholar's PowerSchool account

- If their temperature is normal, they must go to Google Forms and submit their child's daily attestation.
- If their child has a fever, they must inform the school immediately by leaving a message on the schools automated phone answering system at (718) 402-3300.

Any scholar whose family has not submitted their daily attestation on PowerSchool must report to the Temperature Check station in the Main Lobby upon arrival.

Staff

On days that staff members are expected to report to the school building, they must check their temperature prior to entry.

- If their temperature is normal, they must enter this in the "Notes" section of [TimeMD](#) and then click "Clock IN".
- If they have a fever, they must inform the school immediately by calling/texting the Director of Operations at (718) 678-3386.

Any staff member that has not submitted their daily attestation on TimeMD must report to the Temperature Check station in the Main Lobby upon arrival.

All school visitors will be required to complete the health screener and have temperature taken before being allowed to enter the building. Visitors' and volunteers' access to the building will be decreased to support health and safety measures.

Healthy Hygiene Practices

Routine hygiene practices are a foundational measure to protect against COVID-19 and other illnesses. TBCSC hand washing guidelines indicate that scholars and adults must wash hands for at least 20 seconds after blowing their nose, coughing, or sneezing before eating, and upon entering classrooms/highly trafficked areas. Signage will be posted in all bathrooms and on hallway bulletin boards. Breaks will be provided for hand washing, as needed.

Scholar Arrival

Any scholar whose family has submitted their daily attestation on Google Forms, will enter through the front door and go to the Main Office window for verification.

If the staff member is able to verify their submission, the scholar may proceed to their classroom.

If they would like a "Grab and Go" breakfast, they will go to the cafeteria and then use Stairwell B to go to their classroom.

If they do not want the school breakfast, they will use Stairwell A to go to their classroom.

If the staff member is not able to verify their submission, the scholar will be sent to the Temperature Check Station.

Any scholar whose family has not submitted their daily attestation on Google Forms must report to the Temperature Check station in the Main Lobby OR back door upon arrival. Escorts will be directed to wait outside until their child has cleared the temperature check. If the temperature check shows that:

The scholar has a fever (>100.0 degrees), the scholar AND any members of his/her household that also attend TBCSC will be sent home immediately. The staff member will report their absence to the Main Office. It is recommended that the child see their primary care physician and/or take a Covid-19 test. Guidelines for "Re-Entry" (see below) will be followed.

The scholar does not have a fever, s/he may proceed to their classroom.

If they would like a "Grab and Go" breakfast, they will go to the cafeteria and then use Stairwell B to go to their classroom.

If they do not want the school breakfast, they will use Stairwell A to go to their classroom.

Schedule

If space permits, bus riders will be able to enter the building upon arrival. If there is a crowd, they may be asked to remain on the bus until they can safely enter the premises. All other scholars should arrive to the school according to the "Scholar Arrival Schedule" below.

Time	Last Name
8:00 am - 8:10 am	A-C
8:10 am - 8:20 am	D-I
8:20 am - 8:30 am	J-O
8:30 am - 8:40 am	P-Z

Reporting Contact with Positive Covid-19

Staff

Any staff member who tests positive for Covid-19, lives with someone that has tested positive for Covid-19 and/or has been exposed to someone with Covid-19, must quarantine and inform the school immediately by calling/texting the Director of Operations at (718) 678-3386. They will be able to return to the school building upon submission of a negative Covid-19 test result or if they have been asymptomatic for at least 10 days.

Scholar

Any scholar who tests positive for Covid-19, lives with someone that has tested positive for Covid-19 and/or has been exposed to someone with Covid-19, must quarantine and their parent must inform the school immediately by calling the Main Office at (718) 402-3300. All scholars that live in the same household must also quarantine. They will be able to return to the school building upon submission of a negative Covid-19 test result or if they have been asymptomatic for at least 10 days

Identifying Possibly Infected Persons in the Building

Staff

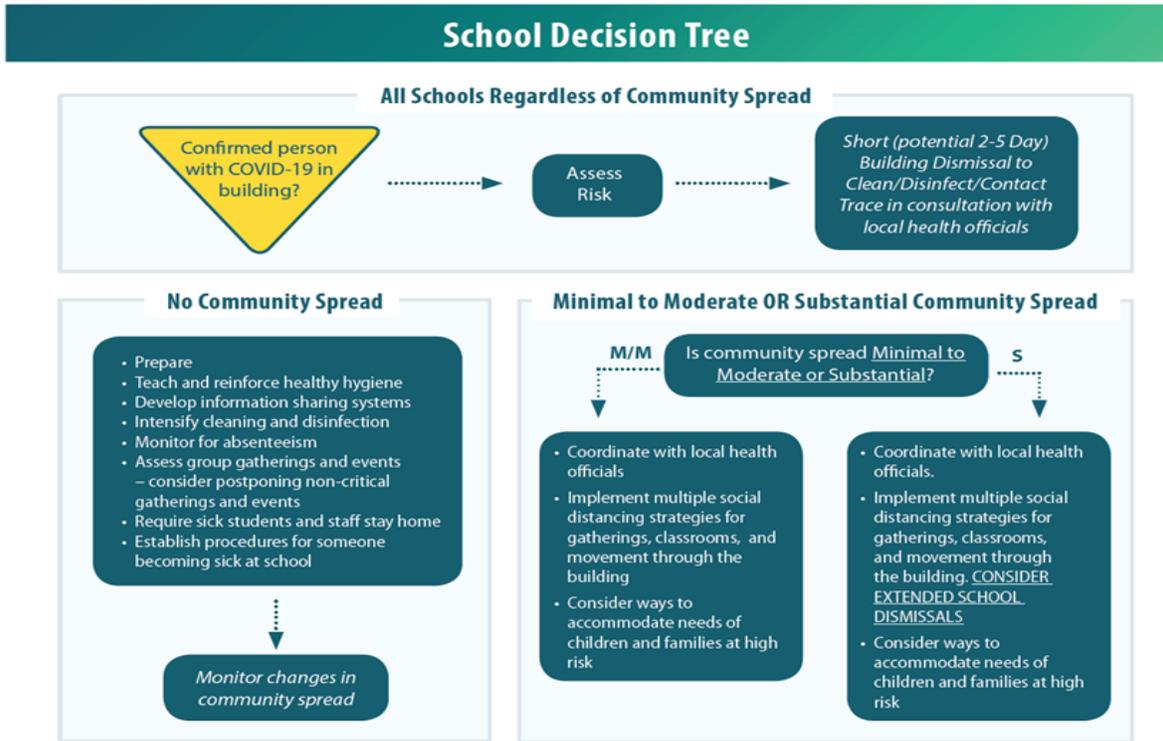
If a staff member in the building feels ill, s/he will contact their supervisor immediately. An announcement will be made to inform the community that transitions are on pause until further notice and will direct all persons to remain in their classroom/office.

If the ill staff member is a **classroom teacher**, their supervisor will cover the class while the staff member reports to the Medical Room. No-contact temperature checks of everyone in the room will be taken.

If the staff member is in a position that requires them to rotate between classes (e.g. ENL Teacher, Enrichment, SpEd Teacher, Speech, etc.), all classrooms visited on that day may be subjected to temperature checks.

If the staff member is someone that provides a service to the entire facility (e.g. security guard, maintenance, food services), early dismissal will go in effect and remote learning will begin the next day for a period of 2-5 days.

For all decisions, the school will follow the process for responding to possibly infected persons (see below).



When a confirmed case has entered a school

If an infected person has been in a school building, TBCSC will:

Coordinate with local health officials. The School Nurse and Director of Operations will contact the NYS DOHMH to report the case and determine a course of action.

Dismiss students from the building through an extended dismissal process. Families will be notified of the early dismissal on Class Dojo and with a phone call from School Messenger.

Communicate with staff, parents and scholars about the possible Covid-19 exposure.

Implement at-home learning for scholars and staff for 2-5 days.

Clean and disinfect the building thoroughly.

Re-entry

Any scholar or staff member that has tested positive for Covid-19 must submit documentation from a medical professional with proof of negative status prior to returning to the school building. If the scholar or staff member is unable to take a Covid-19 test, they must remain home until:

- It has been at least ten (10) days since the individual first had symptoms;
- It has been at least three (3) days since the individual has had a fever (without using fever reducing medicine); and
- It has been at least three (3) days since the individual's symptoms improved, including cough

reducing medicine); and

- It has been at least three (3) days since the individual's symptoms improved, including cough and shortness of breath.

UNSCHEDULED Early Dismissal Protocol

If the school building needs to close early in response to possible Covid-19 exposure, the following actions will be taken:

The early dismissal will be announced via School Messenger and Class Dojo School Stories. The announcement will include specific pick-up times based on last-names.

The dismissal procedures will be followed (see below).

Dismissal Procedures

In order to limit contact, TBCSC will dismiss scholars from the building according to a staggered schedule based on last names. Families are asked to be **on-time** and **prepared** for dismissal to help us ensure that scholars are dismissed safely and quickly. Prepared means that the *authorized* escort knows:

Their family number;

Their designated pick-up door;

To bring ID and have it readily available; and

To practice social distancing.

Schedule for Pick-ups

Please note: this schedule may need to be adjusted based on the number of scholars that obtain Walk Waivers and ride the school bus. Any updates will be shared on Class Dojo School Stories and posted on our website.

Time	Last Name or Group	Pick-up Location
3:30 pm - 3:35 pm	Scholars with WALK WAIVERS	Front
3:35 pm - 3:45 pm	A-B	Front
	C	Back
3:45 pm - 3:55 pm	BUS Riders	Front
	D-F	Back
3:55 pm - 4:05 pm	G-I	Front
	J-L	Back
4:05 pm - 4:15 pm	M-O	Back
	P-R	Front
4:15 pm - 4:25 pm	S-Z	Front

Face Coverings

All staff, visitors (over age 2), and scholars will wear face coverings while inside the building. Face coverings may be cloth or disposable and will be provided for individuals who are unable to provide their own. We will implement a NO MASK NO ENTRY policy. Exceptions to this requirement include:

- While individuals are eating, drinking, or exercising;
- When under the supervision of a health official who directs the covering to be removed; and
- Individuals with a health condition, a communication or impairment, or disability that prevents them from wearing a face covering. **Medical documentation will be required.**

Personal Protective Equipment (PPE)

Additional protective equipment including face shields, gloves, and gowns will be provided, as appropriate, for settings that require close human contact, such as for staff providing certain supports for scholars with disabilities.

Intensified Cleaning and Disinfection

TBCSC will continue to use the contracted services of Executive Cleaning.

- Nightly deep cleaning and disinfecting using materials that are safe and meet standard guidelines will ensure the physical spaces, equipment, and materials scholars and staff come into contact with remain safe.
- Daily sanitizing will be implemented for high touch areas (doorknobs, handles, fixtures, etc.) with a medical grade sanitizing solution.
- Restrooms will be monitored and cleaned more frequently throughout the day.

Social Distancing Practices

- TBCSC will implement strategies to increase spacing between individuals, including adjusted seating arrangements for classrooms and posted signs to remind staff and scholars of 6-foot social distancing.
- Staff will maintain small groups by having scholars eat meals in classrooms, receive enrichment lessons in classrooms, and limiting volunteers and visitors in the building.
- Additionally, staff will use strategies to minimize mixing between groups whenever possible. More information will be disseminated regarding specific practices such as designating building entrances by grade level and/or last name, and mapping traffic patterns through the school. Changes regarding drop-off and pick-up locations will be communicated.

****Unannounced safety drills (i.e. fire, Code Blue, etc.) will be practiced within the social distancing context.****

Ongoing Monitoring Practices

TBCSC will regularly communicate and monitor developments with DOH regarding cases, exposures, hospitalizations, and any other relevant metrics that may require a change in school operations. In the event of an elevated number of cases in local health data or in the event of presumed or confirmed cases directly impacting the school and local community, TBCSC will collaborate with city and state authorities to implement all necessary health and safety protocols. This could include closure until health officials deem it safe to reopen. More information on preparations for future closures may be found in this plan.

TBCSC will adhere to Education Law 906:

“[w]henever...a scholar in the public schools shows symptoms of any communicable or infectious disease reportable under the public health law that imposes a significant risk of infection of others in the school, he or she shall be excluded from the school and sent home immediately, in a safe and proper conveyance. The director of school health services shall immediately notify a local public health agency of any disease reportable under the public health law⁷. The director of school health services, or other health professionals acting upon direction or referral of such director, may make such evaluations of teachers and any other school employees, school buildings and premises as, in their discretion, they may deem necessary to protect the health of the scholars and staff.”

Medically Vulnerable/High-Risk Groups

The following groups are at increased risk for complications from COVID-19 and may need added or alternative provisions for social distancing. TBCSC will make accommodations (See At Home Model page 17). We also recognize that many scholars have family members who are in high risk groups. Persons in these groups should consult with their healthcare provider regarding prevention:

- Individuals age 65 or older;
- Pregnant individuals;
- Individuals with underlying health conditions including, but not limited to:
 - o chronic lung disease or moderate to severe asthma
 - o diabetes
 - o chronic kidney disease undergoing dialysis
 - o liver disease
 - o sickle cell anemia
 - o children who are medically complex, who have neurologic, genetic, metabolic conditions, or who have congenital heart disease are at higher risk for severe illness from COVID-19 than other children.

****For more information about conditions that are considered high-risk, please visit the school website. The Resource page provides a link to the CDC website that identifies these conditions.****

Hybrid Instructional Model



We will open the school year implementing a hybrid model, using cohorts to optimize scholar learning. In this model 1st-6th grades are divided into two cohorts (A, and B) that will alternate between on-campus learning and remote learning. Scholars in Kindergarten will be divided into AM and PM cohorts that report for in-school learning every day, EXCEPT Wednesday. Families will find out which cohort their child is in by early August.

Cohort A: 1st grade, 3rd grade and 5th grade

Cohort B: 2nd grade, 4th grade and 6th grade

Kindergarten

AM reports to school 8:30-12:00

PM reports to school 12:30-4:00

	Monday	Tuesday	Wednesday	Thursday	Friday
Kindergarten AM PM	ON	ON	OFF	ON	ON
G1	ON	ON	OFF	OFF	OFF
G2	OFF	OFF	OFF	ON	ON
G3	ON	ON	OFF	OFF	OFF
G4	OFF	OFF	OFF	ON	ON
G5	ON	ON	OFF	OFF	OFF
G6	OFF	OFF	OFF	ON	ON

Schedules

On track and off-track Instructional schedules will provide all scholars with a significant amount of scholar-teacher interactions. While off track, scholars will engage in small group, direct instruction with their same on track teacher, for every subject. This level of consistency is critically important to scholar success. Off track schedules will be slightly different than on track schedules in order to accommodate scholars who will participate in the Grab n' Go lunch program. The following are sample schedules:

On Track Schedule

8:45-9:05 Morning Meeting
9:10-11:10 English Language Arts
11:10-11:35 Lunch and Community Building
11:35-11:45 Bathroom, Handwashing, Sanitizing
11:45-1:00 Mathematics
1:00-1:45 Social Studies/Science
1:45-2:30 WIN (What I Need)/Intervention
2:30-3:10 Guided Reading
3:10-3:45 Enrichment
3:45-3:55 Pack-Up
3:55 Dismissal Begins

Off Track/Remote Schedule

9:15-9:30 Morning Meeting
9:30-11:00 English Language Arts
11:00-11:45 Guided Reading
*Scholars will be scheduled to work with teacher (ENL, Interventionist, Specialist) complete independent work, work on Reading A-Z and/or CKLA online platform. *
11:50-12:20 Lunch
12:20-1:30 Mathematics
1:30- 2:15 Social Studies/Science
2:15-2:40 Enrichment
2:40-3:00 Wrap-Up
3:00-4:00 WIN (What I Need)/Intervention
*Scholars will be scheduled to work with teacher (ENL, Interventionist, Specialist) complete independent work, work on assigned content platform including *Dreambox Math*.*

Curriculum

Recognizing the challenge many scholars may have experienced with learning during spring 2020, TBCSC is revising its English-Language Arts and Mathematics curriculum guides to highlight essential standards for each grade level as well as the prerequisite knowledge and skills scholars need in order to be successful with new content. Updated curriculum guides and resources will offer strategies for all instructional staff to support scholars with differing needs. While off track scholars and families will use Google Classroom as the main instructional platform where assignments will be posted and submitted. Other familiar platforms such as PowerSchool will continued to be used.

Assessments

Gaining a better understanding of each scholar's academic levels will be a priority prior to and at the onset of the school year. Some scholars will participate in virtual 1:1 sessions with an instructional specialist. This data will be used to further define grade level and individual goals. Additionally, TBCSC will adopt NWEA, an online assessment system that will provide essential progress monitoring data that will be used with data collected through traditional assessment tools (i.e. DIBELS, miscue analysis, exit tickets).

****At the end of every on track session, scholars will receive a progress report on PowerSchool. If a scholar needs Tier 2 interventions, she/he will be required to participate in additional intervention sessions.****

Academic Interventions

TBCSC will continue to provide flexible and responsive support for scholars academic, behavioral, and wellness needs. We have committed significant resources to support ongoing intervention services across 2020-21. Classroom teachers and support staff will receive professional development to plan and implement a multi-tiered system of supports (MTSS) reaching across on campus and remote learning,. Academic supports will provide focus and review of essential standards through whole-group and small-group instruction (Tier 1) and individual scholar intervention (Tiers 2 and 3). Our Response to Intervention (RtI) protocols and practices will remain in place. The newly adopted online assessment portal will strengthen systematic data collection, ongoing progress monitoring, and timely intervention. Intervention teachers and specialists , will work flexibly across the school to address scholar needs.

All K-5 schedules include a daily intervention block (45-60 minutes), however teachers will use formative data to identify scholars who will be required to participate in additional interventions. These sessions will be small group and/or 1:1. *Please see sample Daily Schedule.*

Option 2: At Home Model

TBCSC highly encourages ALL scholars to participate in the Hybrid Model, however we understands some families are not ready to have their child participate in learning at the school building. We are also keenly aware of scholars who may be medically vulnerable or live with family members who are medically vulnerable. The school will make accommodations.



At Home Model

This model allows a scholar to receive instruction remotely every day. The scholar will adhere to her/his Cohort's On Track and Off Track schedules. Scholars will be expected to engage in instruction, including discussions at the same level as the scholars in the classroom. All classwork will be submitted in live time through Google Classroom.

Considerations:

- Once this model is chosen the family will need to consult with school administration prior to any changes (i.e. want to switch to Hybrid Model).
- There may be occasions the scholar must be in the building, such as to take NYS Tests, evaluations, or other assessment needs. These will be communicated and scheduled with each family.
- Family will need to respond to items that need to be picked up from the school (i.e. devices, books, materials). These will not be mailed to homes.
- Families will be responsible for dropping off instructional activities that cannot be uploaded to Google Classroom (i.e. projects).
- The school's Attendance Policy will be applied.

****All families will be required to submit their instructional model selection through PowerSchool by August 12, 2020. Families that select the At Home model will have a meeting scheduled with school administration to review the selection and to clarify expectations.****

Special Populations



Scholars with disabilities and Multilingual Language Learners have been given special consideration to ensure appropriate instruction while complying with federal and state requirements.

Scholars with Disabilities

Special education services for scholars with disabilities will include increased small group, direct instruction time and explicit expectations for greater consistency. Instructional delivery will be designed to ensure implementation of effective researched based strategies based on the scholar’s individual need. As needed based on IEP goals, this will include in-person specialized instruction. Scholars will continue to receive access to instructional materials for use at home, such as assistive technology tools. Related services will be provided on campus while scholars are on track, and through teleconferencing when scholars are off track. The scholar support model will be complemented by enhanced professional development for staff and regular training for families. When necessary, virtual meetings will be used to convene the Committee on Special Education (CSE), meetings.

Multilingual Language Learners (MLLs)

TBCSC hired an additional English New Language (ENL) teacher to support the development of MLLs. ENL services will include a defined minimum time allocation for English language development (ELD) instruction within the scholar’s daily schedule, with opportunities for extended instructional time provided to MLLs identified for interventions. Formative ELD assessments will be implemented to assist monitoring of scholars’ progress in development of reading, writing, listening, and speaking skills.

Technology and Connectivity



Devices

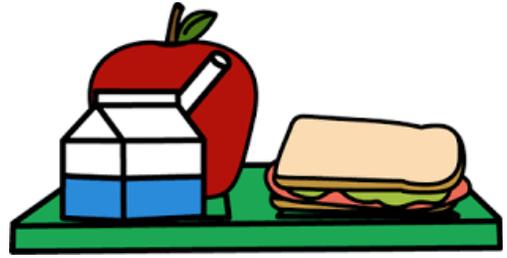
In the spring the Board of Trustees approved procuring a loaner device for every scholar to support learning on-campus and remotely. Families will be required to complete a loaner agreement and submit on PowerSchool. Additional information will be provided during summer Family Orientations.

- Kindergarten and 1st will receive tablets.
- 2nd-6th will receive Chromebooks.

Connections

TBCSC will continue to partner with the NYC Charter School Center to lobby for internet service providers to expand free and low-cost home service options in our community. Additionally, we will purchase MiFi devices for distribution to families, when reliable home internet access is not available.

Scholar Nutrition



Breakfast, Lunch and Snack

TBCSC receives food services (breakfast and lunch) from the Office of School Food and Nutrition Service (OSFNS). If your child has a food allergy, please notify the school immediately. If reasonable accommodations cannot be made, you may be asked to provide your child with breakfast/lunch.

Off-Track Scholars and Scholars Participating in the At Home Model

Scholars may pick up “Grab and Go” meals daily. Once the school receives more direction from OSFNS, pick up times will be determined and communicated to families. Scholars in grades 1-6 will receive two bags (breakfast and lunch). If they are off-track for half-days (kindergarten),

AM scholars may eat breakfast at the school and then will have the option to take a “Grab and Go” lunch prior to dismissal. They will not be permitted to eat lunch inside of the school.

PM scholars will have the option to pick up a “Grab and Go” breakfast between the designated times above. They will receive the lunch when they attend school in the afternoon,

On-Track Scholars

Scholars that are On-Track may pick-up their breakfast from the cafeteria upon arrival. Lunch will be delivered to the classrooms via transporter bags prior to scheduled lunch times. Any scholar that would like a school lunch will be directed to raise their hand while they remain seated at their desk. The teacher will distribute the lunches. If snack time is allotted during the day, the scholars will be permitted to eat their snack at their own desk.

Please note:

- Food sharing is absolutely prohibited.
- Scholars will be allowed time to properly wash and/or disinfect their hands prior to eating.
- Only the teacher is permitted to distribute lunches. S/he will be provided gloves.
- Any leftover school food must remain in the transporter bag.
- Scholars must remain at their desk in their classroom while eating.
- Scholars must clean up their own areas. Masks must be worn as soon as they are finished eating, and prior to getting up from their desk. No scholar will be permitted to go to the garbage can without their mask on.

Social-Emotional Learning and Family Supports

The Bronx Charter School for Children’s mission is to empower our children to achieve their greatest potential both as a scholar and as members of their communities. Never before has our mission been challenged as it has now. We will continue to provide our scholars with optimal support that will help them understand and manage their emotions through these trying times.



The cornerstones of our social-emotional programming will remain intact for in school and remote learning. The following are examples:

- Morning Meetings
- Core Value Instruction
- Sanford Harmony (SEL Curriculum)
- Classroom Culture Building
- Social-Emotional Learning Workshops (formerly known as Preventive Groups)

Trauma Informed Practices

This world of instability and the unknown are causing chronic stress in our scholars. Prolonged exposure to stress can have a direct correlation with learning, functioning in social environments, managing emotions and causing behavioral problems. We recognize that traumatized scholars require explicit emotional training to regulate their emotions, process stress, and heal from their experiences.

We will partner with *Kognito*, a non-profit organization, to provide sustained training to all staff on how to identify and respond to trauma that may manifest in scholars’ behaviors. Evidenced based analytics will strengthen staff’s tools and appropriate follow through. Families will play an integral role with implementation. Additionally, staff will engage in development sessions with the National Child Traumatic Stress network.

Community Partners

The BCSC has a long standing partnership with four community organizations that we can utilize for additional support. NY Center for Children, NY Psychotherapy and Counseling Center and the Child Mind Institute, Bronx Trauma Center. These organizations have provided mental health services to our scholars and alumni for several years and have at times expedited the process for our scholars to get the appropriate mental health support needed.

Multi-Tiered Support System (MTSS)

We will be using a MTSS system, *Check In -Check Out (C.I.C.O)*. It is a check in/check out protocol which is offered to provide mentorship to scholars who have been identified as needing base level support. CICO mentors will involve both school counselors as well as 6 other staff members. CICO mentors provide support by speaking with the scholar once a week, speaking with the parent (if needed). They will build a relationship. This will be done once a week for six weeks. At the end of six weeks the CICO mentor will determine if the scholar no longer needs weekly support and will phase the scholar out; if not phased out the scholar may be referred for "at risk" counseling.

Home Visits

Each year, all families are required to participate in a Home Visit. This year they will all be conducted virtually. These visits will include discussions about home work space for the scholar.

Community Partners

The BCSC has a long standing partnership with four community organizations that we can utilize for additional support.

- NY Center for Children
- NY Psychotherapy and Counseling Center
- The Child Mind Institute,
- Bronx Trauma Center.

These organizations have provided mental health services to our scholars and alumni for several years and have at times expedited the process for our scholars to get the appropriate mental health support needed.

Family Support Team (FST)

The school's FST is ready and prepared to welcome all TBCSC families back with elbow bumps (formerly known as open arms). The team will be provisioned to support families with wrap-around services , and it understands the needs have increased. More information regarding the referral process will be shared in the Family Handbook and during Family Orientations.

Attendance and Chronic Absenteeism

TBCSC takes attendance very seriously. We believe a missed school day is a lost opportunity for scholars to learn. Scholars who attend school regularly have been shown to achieve at higher levels than scholars who do not have regular attendance.



Attendance Policy

During the implementation of the hybrid model, attendance will be taken every day. This means scholars' attendance will be taken during remote learning and for scholars who are participating in the At Home model. The school's Attendance Policy will be fully enforced. Please take special notation of the following expectations from the policy:

- Scholars will be in school (on campus, remote) every day school is in session.
- If a scholar is going to be absent for any reasons the parent/guardian must call and inform the school. School administration will continue to make daily calls if a scholar is not present.
- Five tardies/late arrivals equals one absence.
- If the scholar is absent more than 19 days, she/he may be retained in the current grade level.

Transportation

Approximately 15% of TBCSC scholars use transportation services contracted through the Department of Education which has not determined transportation services for the 2020-2021 school year. Once decisions have been made, further communication will be provided.

Scholars that meet the city criteria will be provided with Metro cards. Please contact the school I at (718) 432-3300 if you need additional information.



School-Home Connections

Communication

As always, we expect open lines of communication between home and school. It is more imperative under these circumstances. The school will regularly communicate important information using the following:

Class Dojo

The primary tool we use to communicate with families is Class Dojo. All families are expected to connect and stay active on Class Dojo. School-wide announcements are posted on Dojo "School Stories" and teachers post class-specific news in "Class Stories". Parents may be contacted via private message for anything specific to their child.

School Messenger

School Messenger sends automated messages to the primary phone number we have on file for each scholar. School Messenger is used for any emergency notifications, such as early dismissals, or for reminders of upcoming deadlines/events.

Social Media

The school maintains an Instagram, Facebook and Twitter account. These accounts are used to share photos of our school community, share resources, and post announcements.

[Handle: @bronxchildren]

Website

Our website is the hub of information for our school. On our [Family Resources](#) page, parents can view:

- Letters distributed to families during the past six (6) months
- Important web links and information for at-home learning

Our [Event Page](#) displays any upcoming school-wide Zoom meetings that parents are invited to attend.

Office Assistance for Families

We are discouraging families from entering the building, which is hard for us as we've always had an open door policy. For assistance, families may:

Call the Main Office at (718) 402-3300

Private message office staff members on Dojo or send an email.

Mr. Angel atorres@tbcsc.org

Ms. Candice cmanzano@tbcsc.org

Ms. Keyla kdelacruz@tbcsc.org

Ms. Michele mclarke@tbcsc.org

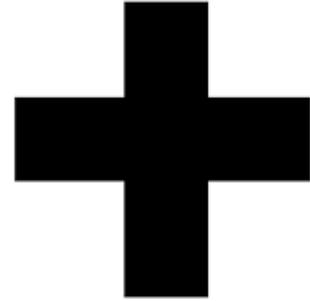
The following requests may be submitted via the PowerSchool Parent Portal:

Change of Address - Be prepared to upload a proof of your new address.

Consent to Release Educational Records to a Third Party

Throughout the year, parents will be asked to complete forms or surveys via the PowerSchool Parent Portal. This is in lieu of the paper forms that were sent home pre-COVID 1919,

Additional Considerations



TBCSC Staff

In addition to scholars, TBCSC’s staff is a significant stakeholder group. It is committed to supporting all scholars and families at this time. The staff also has needs that have been considered.

Adult SEL and Well Being

Staff will be provided with resources to support their mental well being. This includes counseling, yoga and workshops. Building school community has always been and continues to be a priority for TBCSC leadership. Staff will engage in structured sessions that build team trust and fosters personal connection.

Professional Development (PD)

Staff will engage in August PD in preparation of the school year. An increased emphasis will be placed on trauma informed practices, healthy hygiene practices, and virtual instruction. Job embedded professional development will continue throughout the year, so that staff is ready to better respond to scholar and families’ needs.

Frequently Asked Questions

(FAQ)

I have children in different grade levels and they are not in the same cohort. Will the school make family accommodations?

Unfortunately, TBCSC will not be able to make changes to individual families. We know this may present challenges, but it is what works best operationally for over 400 scholars.

If I have my own device, do I have to accept the school's loaner?

No if a child has access to a device that will enable her/him to fully participate in one of the instructional models, they do not have to use the school's loaner.

Will the school provide childcare?

TBCSC does not provide childcare. We are working with local Community Based Organizations to support families that may need help. Families will be updated as information is received.

Will there be a Morning Math and TBCSC after school?

No. In order to conduct daily deep cleaning and sanitizing; and due to social distancing practices we will not be offering these programs this year.

Will my child still receive special education related services?

Yes! Your child will services in each instructional model. Services will be provided through teleconferencing when scholars are off track.

Will my child still receive ENL services?

Yes! Scholar will work with ENL teachers through co-teaching, small-group and 1:1 instruction.

How many children will be in my child's classroom?

There will be no more than 13 scholars in each classroom, including Kindergarten.

Do scholars have to wear uniforms?

Yes, uniforms are required. When scholars are participating in remote learning (Off Track), and for those participating in the At Home Model, uniform top (from waist up) is expected.

What platform will the school be using for instruction?

The school will use Google Classroom. All assignments will be posted and submitted in one portal. Each scholar will receive a Google School account. Since scholars will be participating in direct instruction with a teacher for the majority of each day (95%), they will not be on multiple platforms working independently.

Will teachers still conduct home visits?

Yes, home visits will be conducted virtually with your child's teacher BEFORE the first day of instruction.

Can I help my child while she is working from home?

Yes, we expect families to support their children with their academics, however parents cannot assist while live instruction is occurring. Parents cannot assist when the child is taking an assessment.

Can I still send cupcakes, etc. in celebration of my child's birthday?

No.

If my child starts off in the At Home Model can he switch to the Hybrid Model?

Any scholar can switch models, **however** the request must be made through PowerSchool or by calling the main office. The school will inform he family when the switch will take effect.

