

## REOPENING PLAN FOR SY2020 - 2021



# Introduction

This document represents Broome Street Academy's endeavor to plan the safest way possible to begin School Year 2020-2021. Our overall approach was to limit exposure first and then to mitigate the dangers of exposure if exposure occurs. This document follows NYSDOH school reopening guidance and presents the data that has been examined to make decisions as well as the plans that were made to keep our community safe.

In order to keep our community safe:

- We plan to start the school year remotely on September 10th. We will plan to start blended learning with students and teachers coming to the building on a limited basis on October 5th.
- Students whose families would like for them to remain in remote instruction after the blended learning option begins will be supported in doing so.
- We have planned to cohort students so if they choose to take advantage of blended learning opportunities when they are available will significantly reduce the number of other people they are exposed to at Broome Street Academy.

Broome Street Academy would like to thank our Caregivers, teachers, staff and students for their feedback, understanding, and faith as we have worked to make sure that school is safe for everyone. We are looking forward to the start of this year and will continue to endeavor to work as hard at implementing this plan as we have worked to create it. Thank you all.

# Reopening Operations

Academic programming may be the most complicated endeavor that Broome Street Academy has undertaken in the reopening planning. We believe that the planning that has gone into this section is the most valuable use of time because these decisions directly impact student access to their coursework and the safety of the community, our two most important goals.

BSA will ensure that all students have access to the course work they require to remain on the path towards graduation that had been set by them by our Guidance Team prior to the Covid-19 Health Emergency. No student's courses were changed to accommodate the plan we have set out. In the same uncompromising fashion, we have designed a program that addresses capacity and limits the number of students coming to the building on a daily basis.

The total student population will be subdivided into daily cohorts of no greater than 100 students (at most a third of the normal student population) and the number of teachers reporting on a daily basis will be reduced to half or two-thirds of the total teaching staff.

First, we are allowing all students to opt into a 100% remote learning model if their caregivers prefer that to a blended model. In these cases, the student would not report to the building at all and would engage with all course work and teachers remotely. Additionally, all families have the option to change models of instructions to or from remote learning and the blended model at any time during the period of remote and/or hybrid model instruction.

We have planned for the school to be able to move nimbly between three delivery modes for instruction:

**Remote Learning** - using Google Classroom as the primary way students and caregivers will access the curriculum, students will be using BSA-issued Chromebooks and BSA Gmail accounts to access all of the curriculum and contact with their teachers. Additionally, teachers will have standard office hours during which any student can drop in for assistance using a static Zoom address under their professional BSA Zoom account.

**Blended Learning** - students will attend school face-to-face and in-person once a week in their daily cohort for their full academic schedule and, on the remaining days, the student will engage in remote learning as described above.

**Traditional Instruction** - students will attend school face-to-face and in-person five days a week for their full academic schedule and, on any missed days, the student is engaging in remote learning as described above. Teachers will still be expected to curate and deliver curriculum in Google Classroom to students. Students are expected to have their Chromebook with them during all delivery models for instruction that the school is planning for going forward. The constancy of the Chromebook will allow for flexibility and constancy needed to transition as need arises to blended learning.

## Capacity: Phasing and Quantity of Persons Allowed to Return

In remote learning, all safety concerns are met and no scheduling issues arise regarding coursework or curriculum as BSA has had a one-to-one analogue for its code deck since September 2019. Students are programmed into an analogous schedule with the same teachers assigned as instructors and learning and instruction occur virtually.

For blended learning, many safety considerations have been included in designing the basic model of each student appearing in school for one-to-one in-person instruction for a regularly scheduled day once a week in their cohort.

First, being co-located with our partner and CBO, The Door, A Center of Alternatives, Inc. at 555 Broome Street, New York, NY 10013, the decision was made to limit in-person instruction to spaces on the fourth floor of the building (and fifth floor as necessary) and restrict student presence on the other floors as much as possible. This allows the opportunity to greatly reduce social density.

Then, using the Covid-19 Floor Spacing Plan (*fig.1*), nine classrooms are available for use during each day of in-person instruction. Three additional classrooms are available on the fifth floor as need arises. Each classroom can safely accommodate twelve (12) persons at a time using at least six feet of social distancing space, proper donning of PPE (including masks worn by all individuals at all times), and physical barriers between rooms in the existing walls. The floor can safely accommodate 132 persons; the nine classrooms, 108 persons.

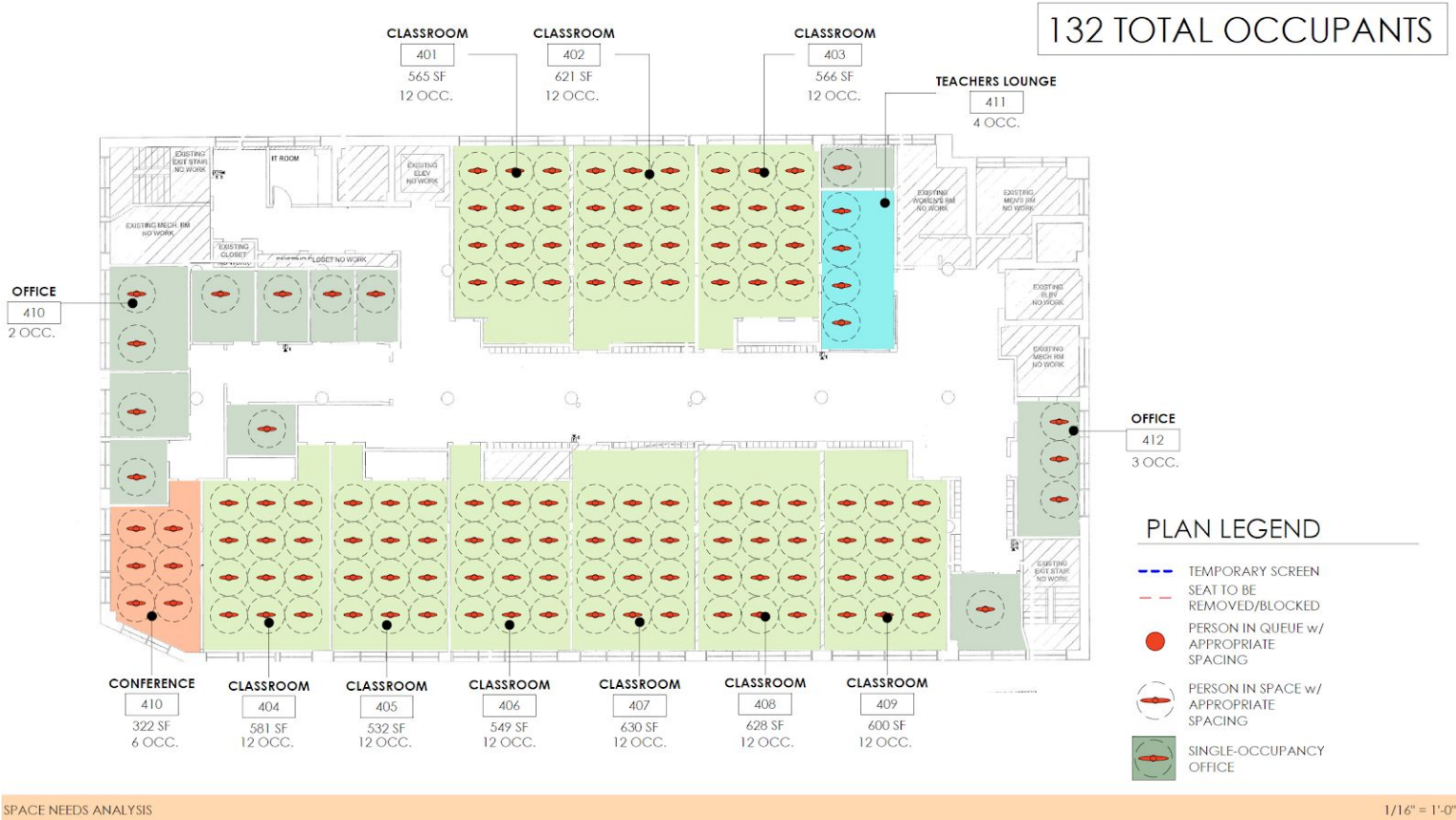
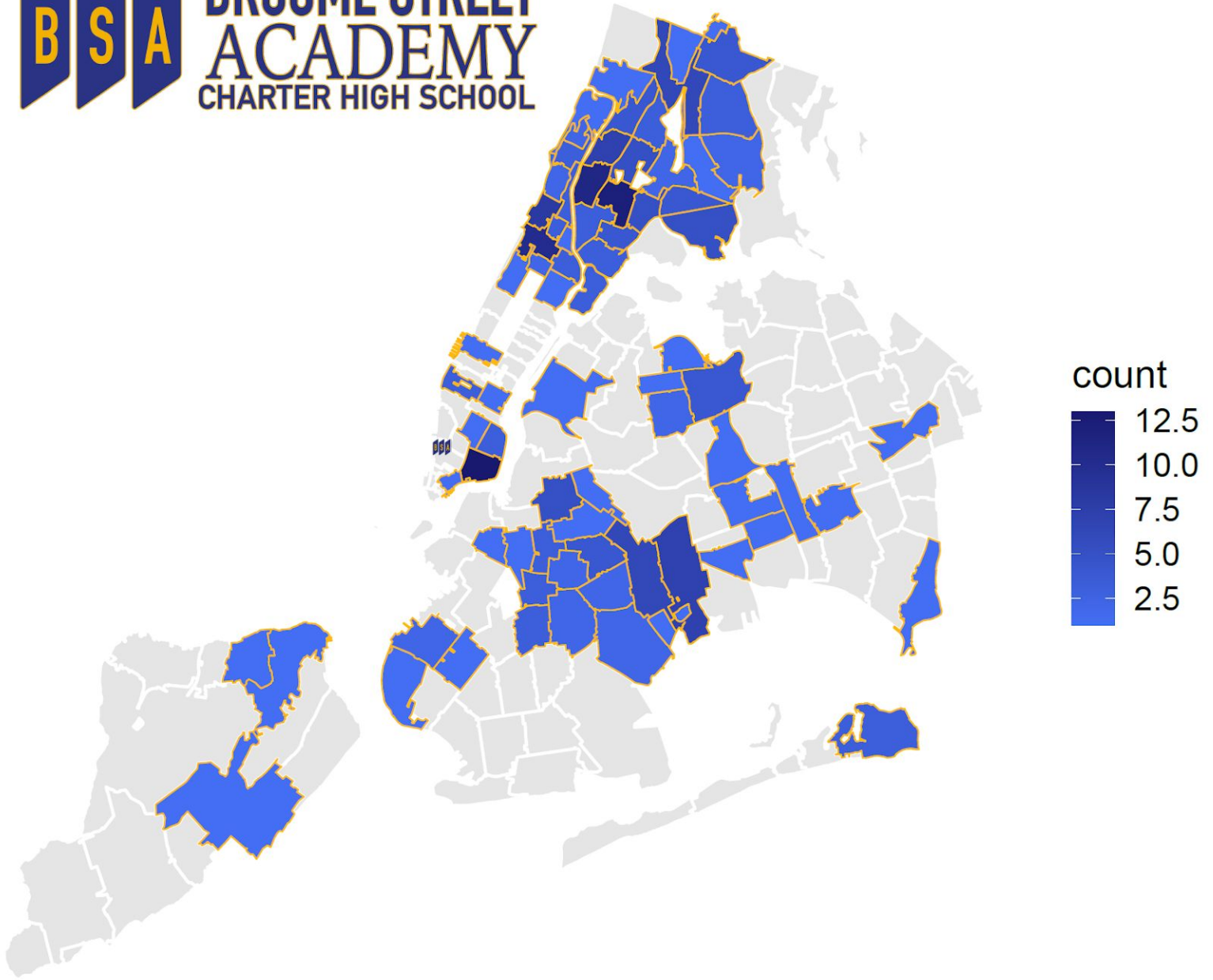


fig.1 - Covid-19 Floor Spacing Plan - Nine classrooms available for 12 persons each.

BSA serves a diverse population of students who live in more than 80 different ZIP codes representing some of the communities most affected by the COVID-19 Pandemic and travel an average distance of 9.4 miles to attend school in SoHo, Manhattan (*fig.a.2*). As a community school away from home, BSA appreciates the willingness of students to travel great distances for the holistic services provided in our partnership, but BSA also appreciates the increased dangers of mass transit.





*fig.2 - BSA Community Map - Students are counted by ZCTA and shaded by count.*

The mitigation strategies in the blended learning model include:

- Placing students in daily cohorts,
- Restricting student transitions throughout the in-person school day, and
- Limiting the number of staff teaching each cohort.

The first decision was to create “daily” cohorts labeling students as ‘9, 10, 11, or 12’ to provide in-person instruction to these cohorts one day each week -- 9, Monday; 10, Tuesday; 11, Wednesday; 12, Thursday.

A student's daily cohort is determined by the average instructional level of their entire schedule to limit their interactions with students at a percentage of the total student population.\* (fig.3)

L	M	N	O	AB	AC	AD	AG	AJ	AK
ZIP	Borough	Neighborhood	ist	CrTra	HS	Crs	CrsName	Foi	Cr:
11208	Brooklyn	Cypress Hills/East New York	9.3	Freshman	2	AAS21	Art 1	2	2
11208	Brooklyn	Cypress Hills/East New York	9.3	Freshman	2	EES83	English 10	2	2
11208	Brooklyn	Cypress Hills/East New York	9.3	Freshman	2	HGS43	Global 2	2	2
11208	Brooklyn	Cypress Hills/East New York	9.3	Freshman	2	MGS21	Geometry 1	2	2
11208	Brooklyn	Cypress Hills/East New York	9.3	Freshman	2	PHS10	Health	2	2
11208	Brooklyn	Cypress Hills/East New York	9.3	Freshman	2	PPS42	Gym 2	2	2
11208	Brooklyn	Cypress Hills/East New York	9.3	Freshman	2	SES21	Earth Science 1	2	2
10002	Manhattan	Chinatown/Lower East Side	1.4	Senior	4	PPS44	Gym 4	4	4
10002	Manhattan	Chinatown/Lower East Side	1.4	Senior	4	MGS21	Geometry 1	4	2
10002	Manhattan	Chinatown/Lower East Side	1.4	Senior	4	EES87	English 12	4	4
10002	Manhattan	Chinatown/Lower East Side	1.4	Senior	4	SCS21	Chemistry 1	4	3
10002	Manhattan	Chinatown/Lower East Side	1.4	Senior	4	AAS23	Art 2	4	4
10002	Manhattan	Chinatown/Lower East Side	1.4	Senior	4	HES11	Economics	4	4
10002	Manhattan	Chinatown/Lower East Side	1.4	Freshman	2	AAS21	Art 1	2	2
10002	Manhattan	Chinatown/Lower East Side	1.4	Freshman	2	EES83	English 10	2	2
10002	Manhattan	Chinatown/Lower East Side	1.4	Freshman	2	FSS61	Spanish 1	2	2
10002	Manhattan	Chinatown/Lower East Side	1.4	Freshman	2	HGS43	Global 2	2	2
10002	Manhattan	Chinatown/Lower East Side	1.4	Freshman	2	MGS21	Geometry 1	2	2
10002	Manhattan	Chinatown/Lower East Side	1.4	Freshman	2	PPS42	Gym 2	2	2
10002	Manhattan	Chinatown/Lower East Side	1.4	Freshman	2	SES21	Earth Science 1	2	2
11422	Queens	Rosedale	16.6	Senior	4	MPS21	Pre-Calculus 1	4	4
11422	Queens	Rosedale	16.6	Senior	4	EES87	English 12	4	4
11422	Queens	Rosedale	16.6	Senior	4	HES11	Economics	4	4
11422	Queens	Rosedale	16.6	Senior	4	TTS83	Tech 2	4	4
11422	Queens	Rosedale	16.6	Senior	4	PPS44	Gym 4	4	4
10457	Bronx	Belmont/Claremont/Mount Hope/Tremont	10.6	Senior	4	HVS21X	AP US Government and Politics 1	4	4
10457	Bronx	Belmont/Claremont/Mount Hope/Tremont	10.6	Senior	4	SPS21	Physics	4	4
10457	Bronx	Belmont/Claremont/Mount Hope/Tremont	10.6	Senior	4	MSS21X	AP Stats	4	4
10457	Bronx	Belmont/Claremont/Mount Hope/Tremont	10.6	Senior	4	EES87X	AP Lit 1	4	4
10457	Bronx	Belmont/Claremont/Mount Hope/Tremont	10.6	Senior	4	HES11	Economics	4	4
10457	Bronx	Belmont/Claremont/Mount Hope/Tremont	10.6	Senior	4	PPS44	Gym 4	4	4
10453	Bronx	Morris Heights/Mount Hope/University Heights	10.4	Senior	4	EES87	English 12	4	4
10453	Bronx	Morris Heights/Mount Hope/University Heights	10.4	Senior	4	HBS21	History of Latin America 1	4	4
10453	Bronx	Morris Heights/Mount Hope/University Heights	10.4	Senior	4	HES11	Economics	4	4
10453	Bronx	Morris Heights/Mount Hope/University Heights	10.4	Senior	4	PPS44	Gym 4	4	4
10453	Bronx	Morris Heights/Mount Hope/University Heights	10.4	Senior	4	MRS21	Algebra 2 / Trig 1	4	3
11226	Brooklyn	Flatbush/Prospect Lefferts Gardens	6.6	Sophomore	3	EES85	English 11	3	3
11226	Brooklyn	Flatbush/Prospect Lefferts Gardens	6.6	Sophomore	3	HUS21	US History 1	3	3
11226	Brooklyn	Flatbush/Prospect Lefferts Gardens	6.6	Sophomore	3	PPS43	Gym 3	3	3
11226	Brooklyn	Flatbush/Prospect Lefferts Gardens	6.6	Sophomore	3	MRS21	Algebra 2 / Trig 1	3	3
11226	Brooklyn	Flatbush/Prospect Lefferts Gardens	6.6	Sophomore	3	PHS10	Health	3	3
11226	Brooklyn	Flatbush/Prospect Lefferts Gardens	6.6	Sophomore	3	SES21	Earth Science 1	3	2
11226	Brooklyn	Flatbush/Prospect Lefferts Gardens	6.6	Sophomore	3	AAS21	Art 1	3	3

fig.3 - Forced or Daily Cohort - Ex. Student 219772191 has six course requests ranging from 10th to 12th grade level with four at the 12th grade level, the student is placed in cohort '4'.



The current counts for these daily cohorts are: 9, 101\* students; 10, 58 students; 11, 99 students; and 12, 68 students.

\*estimated based on current enrollment status.

For the cohorts, mitigation works by subdividing the daily cohorts into groups of no more than 10 students (for ICT courses, providing for the additional two teachers present) and no more than 11 students (for elective and non-ICT courses, providing for the presence of a teacher). (fig.4)

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T
1	Course	I	S	J	S	C	II	IC	II	IC	Section	Size	A	T	V	F				
2	AAS21.1	0	22	0	0	N	0	7	0	0	2	11		2			✓	AAS21.1.T1	AA21.1.T2	
3	AAS21.2	0	20	0	0	N	0	8	0	0	2	10		2			✓	AAS21.2.T1	AA21.2.T2	
4	AAS21.3	0	0	12	13	N	0	0	3	3	2	6,7			2	2	✓	AAS21.3.W1	AAS21.3.W2	AAS21.3.R1
5	AAS23.1	0	0	30	0	N	0	0	9	0	3	10			3		✓	AAS23.1.W1	AAS23.1.W2	AAS23.1.W3
6	AAS23.2	0	2	0	16	N	0	2	0	5	2	8				2	✓	AAS23.2.R1	AAS23.2.R2	
7	EES83.1	0	19	0	0	Y	0	6	0	0	2	10		2			✓	EES83.1.T1	EES83.1.T2	
8	EES83.2	0	19	0	0	Y	0	6	0	0	2	10		2			✓	EES83.2.T1	EES83.2.T2	
9	EES83.3	0	19	0	0	Y	0	6	0	0	2	10		2			✓	EES83.3.T1	EES83.3.T2	
10	EES85.1	0	0	18	0	Y	0	0	7	0	2	9			2		✓	EES85.1.W1	EES85.1.W2	
11	EES85.2	0	0	18	0	Y	0	0	7	0	2	9			2		✓	EES85.2.W1	EES85.2.W2	
12	EES85.3	0	0	17	0	Y	0	0	6	0	2	9			2		✓	EES85.3.W1	EES85.3.W2	
13	EES85.4	0	0	17	0	Y	0	0	6	0	2	9			2		✓	EES85.4.W1	EES85.4.W2	
14	EES85X	0	0	23	0	N	0	0	2	0	2	12			2		✓	EES85X.W1	EES85X.W2	
15	EES87.1	0	0	0	14	Y	0	0	0	5	2	7			2		✓	EES87.1.R1	EES87.1.R2	
16	EES87.2	0	0	0	14	Y	0	0	0	5	2	7			2		✓	EES87.2.R1	EES87.2.R2	
17	EES87.3	0	0	0	14	Y	0	0	0	5	2	7			2		✓	EES87.3.R1	EES87.3.R2	
18	EES87.4	0	0	0	11	Y	0	0	0	5	1	11			1		✓	EES87.4.R		
19	EES87X	0	0	0	13	N	0	0	0	2	2	7			2		✓	EES87X.R1	EES87X.R2	
20	EWS11.1	0	0	19	0	?	0	0	9	0	2	10			2		✓	EWS11.1.W1	EWS11.1.W2	
21	EWS11.2	0	1	0	16	?	0	1	0	3	2	8			2		✓	EWS11.2.R1	EWS11.2.R2	
22	FSS61.1	0	26	0	0	?	0	10	0	0	3	9		3			✓	FSS61.1.T1	FSS61.1.T2	FSS61.1.T3
23	FSS61.2	0	0	24	0	?	0	0	10	0	2	12			2		✓	FSS61.2.W1	FSS61.2.W2	FSS61.2.W3
24	FSS61.3	0	0	11	12	?	0	0	7	3	2	11,12			1	1	✓	FSS61.3.W	FSS61.3.R1	FSS61.3.R2
25	FSS63	0	3	10	7	?	0	2	1	3	2	10,7			1	1	✓	FSS63.W	FSS63.R	
26	FSS65	0	0	5	5	?	0	0	0	2	2	5,5			1	1	✓	FSS65.W	FSS65.R	
27	HBS21.1	0	2	23	0	?	0	1	4	0	2	12			2		✓	HBS21.1.W1	HBS21.1.W2	HBS21.1.W3
28	HBS21.2	0	0	16	8	?	0	0	3	3	3	8,8,8			2	1	✓	HBS21.2.W1	HBS21.2.W2	HBS21.2.R
29	HES11.1	0	0	0	24	Y	0	0	0	8	2	12			2		✓	HES11.1.R1	HES11.1.R2	
30	HES11.2	0	0	0	24	Y	0	0	0	8	2	12			2		✓	HES11.2.R1	HES11.2.R2	
31	HES11.3	0	0	0	14	N	0	0	0	0	2	7			2		✓	HES11.3.R1	HES11.3.R2	
32	HGS41	TBD	0	2	0	?	TBD	0	2	0							☐			
33	HGS43.1	0	18	3	0	Y	0	6	2	0	2	9		2			✓	HGS43.1.T1	HGS43.1.T2	
34	HGS43.2	0	20	0	0	Y	0	7	0	0	2	10		2			✓	HGS43.2.T1	HGS43.2.T2	
35	HGS43.3	0	20	0	0	Y	0	7	0	0	2	10		2			✓	HGS43.3.T1	HGS43.3.T2	
36	HUS21.1	0	0	19	0	Y	0	0	7	0	2	10			2		✓	HUS21.1.W1	HUS21.1.W2	
37	HUS21.2	0	0	19	0	Y	0	0	6	0	2	10			2		✓	HUS21.2.W1	HUS21.2.W2	
38	HUS21.3	0	0	18	0	Y	0	0	7	0	2	9			2		✓	HUS21.3.W1	HUS21.3.W2	
39	HUS21.4	0	0	17	5	Y	0	0	6	2	3	9,9,5			2	1	✓	HUS21.4.W1	HUS21.4.W2	HUS21.R
40	HUS21X	0	0	19	0	N	0	0	2	0	2	10			2		✓	HUS21X.W1	HUS21X.W2	

fig.4 - Course Counts - Here, each course request is counted by code deck and delimited by section count requirements by ICT, generates "orphans" for problematic scheduling, and outputs the needed sections for each in-person day per cohort.

Factors contributing to section counts include the number of students generating the requests and the number of courses available each day. Section counts for the 10 (Tuesday), 11 (Wednesday), and 12 (Thursday) daily cohorts are, respectively, 43, 74, and 51.

For the 9 and 10 daily cohorts, mitigation works efficiently based on commonality of schedule and limiting student transitions by keeping the groups together in the fewest number of rooms with a limited number of teachers.

The 9 daily cohort course catalogue contains nine possible courses and the 10 daily cohort course catalogue contains twelve possible courses. This makes the subdivision relatively straightforward and student transitions can be limited to a maximum of three throughout the entire day due to common schedules.

For example, the 10 daily cohort of 58 students is subdivided into 6 groups and, of those 58, 30 students can remain in the same classroom without transitioning the entire day and 22 students use only two classrooms a day. The day can be staffed with a minimum of 10 teachers. (fig.5)

**10 Cohort Tuesday (Limited Student Movement)**

	1	2	3	4	5	6	7	8
Group 1	401	401	401	401	401	<i>laptop</i>	GYM	lunch
Group 1	401	401	401	401	401	<i>laptop</i>	GYM	lunch
Group 1	401	401	401	401	401	<i>laptop</i>	GYM	lunch
Group 1	401	401	401	401	401	401	GYM	lunch
Group 1	401	401	401	401	401	401	GYM	lunch
Group 1	401	401	401	401	401	401	GYM	lunch
Group 1	401	401	401	401	401	401	GYM	lunch
Group 1	401	401	401	401	401	401	GYM	lunch
Group 1	401	401	401	401	401	401	GYM	lunch
Group 1	401	401	401	401	401	401	GYM	lunch
Group 2	402	402	402	402	402	lunch	402	GYM
Group 2	402	402	402	402	402	lunch	402	GYM
Group 2	402	402	402	402	402	lunch	402	GYM
Group 2	402	402	402	402	402	lunch	402	GYM
Group 2	402	402	402	402	402	lunch	402	GYM
Group 2	402	402	402	402	402	lunch	402	GYM
Group 2	402	402	402	<i>laptop</i>	402	lunch	402	GYM
Group 2	402	402	402	<i>laptop</i>	402	lunch	402	GYM
Group 2	402	402	402	402	402	lunch	<i>laptop</i>	GYM

fig.5 - Limited Student Movement - Here, two groups of greatest commonality of schedule are shown by room number and instructional period. The fewest number of students and teachers a 10 cohort student encounters in a day is 20 individuals, while the maximum number of individuals encountered is 38.

While the 9 daily cohort presents the same opportunity for limited transitions and contacts throughout the school day; the 11 and 12 daily cohorts present unique challenges.

The diversity of academic needs and offerings for our older students (12 daily cohort) allows our students twenty-five possible courses they can take. Mitigation is attempted by subdividing the 12 daily cohort into groups based on commonality of schedule and limited transitions; however, of 68 students, no two students have the same schedule. Whereas, in the 10 daily cohort, only three students have unique schedules. This diverse course offering presents a unique challenge for our Seniors.



With courses subdivided into sections of 10 and 11, 54 course sections\*\* can be distributed across eight periods into the nine available classrooms; however, scheduling strongly resembles a regular academic day where all 68 students interact with each other at least once per day and with a larger staff of teachers or approximately 85 individuals.

The 11 daily cohort presents even greater challenges for a larger student cohort (99 students) with 24 offered courses subdivided into 74 course sections. This will require the use of three additional classrooms on the fifth floor. These classrooms will be socially distanced in the same fashion and cleaned and disinfected in the same manner as all other classrooms.

In further limiting the number of persons in the building and person-to-person interactions, teachers will report for two instructional days per week divided between Monday-Tuesday (9/10 daily cohorts) and Wednesday/Thursday (11/12 daily cohorts). The teacher population on the fourth floor is larger on Wednesday and Thursday due to more course offerings throughout the instructional day.

Currently, Monday in-person instruction under the blended learning plan would involve 132 persons at a maximum on the fourth floor at any given time; Tuesday would involve a maximum of 78 persons (58 students and 20 teachers and staff) on the fourth floor at any given time with 38 persons being the maximum number of persons a student would share a room with throughout the instructional day; Wednesday would involve 125 persons (99 students and 26 teachers and staff) on the fourth floor at any given time with 115 persons being the maximum number of persons a student would share a room with throughout the instructional day; and Thursday would involve 94 persons (68 students and 26 teachers and staff) on the fourth floor at any given time with 84 persons being the maximum number of persons a student would share a room with throughout the instructional day.

\*Note: In using a daily cohort model includes the consequence of reduced access to out of sequence in-person instruction for both the vulnerable population of students with IEPs (for example, a 12 daily cohort student who still needs Algebra I) and higher achieving students (for example, a 10 cohort student who passed Algebra I in middle school, Geometry as a freshman, and as a sophomore is offered a seat in AP Statistics). Every risk factor is multiplied by an increased factor of one for each day of in-person instruction. Students will still have access to these courses and instruction under the remote learning plan.

\*\*Note: BSA rejected decreasing course offerings in AP classes to 11 to reduce the section counts and lowering the demands on transitions and interpersonal interactions.

## **Social Distancing & Containment: Protocols and Procedures**

We will practice social distancing and containment to the extent possible in classrooms and common spaces across our campus with updated systems and routines in place. Certain of these systems and routines are highlighted in the below Health, Safety, and School Operations section.

Social distancing will be implemented in classrooms and hallways. Classrooms will have no more than 12 people including teachers depending on the size of the room. Each teacher has been given blue colored painters tape and will be asked, with the support of the Operations team, to use the one foot floor tiles to create 6 foot areas around the classroom for desks. We believe that this lasting visual aide will be necessary for all community members to learn and get used to knowing how much distance is expected between people when social distancing.

We will limit movement through the building, passageways will be consistently monitored in person and through video, and hall passes will be required for all students. As described above and detailed in [fig.a.5](#), we have limited movement within the school to the greatest extent possible for each daily cohort. Unlike most school programming efforts, the programming system developed at

BSA for during the pandemic not only includes, but prioritizes limiting human movement in the building as the second most important factor after filling student course needs. This is a significant change in how programming is done and we have limited student movement as follows: daily cohort 9 students do not have to transition more than twice per in-person days of instruction and daily cohort 10 students do not have to transition more than three times per in-person days of instruction. For the daily cohorts 11 and 12, transitions occur approximating a regular school day due to constraints described above; however, the total population occupying the fourth floor is greatly reduced throughout the day.

All caregiver meetings will be held by phone and on Zoom - drop ins into the building will not be permitted for safety reasons. BSA is proud to share that our families and caregivers developed skills and comfort with Zoom as a platform to communicate with the school. We believe that we will continue to give caregivers the option to meet with teachers and school officials using Zoom long after the COVID-19 Health Emergency has passed.

## **PPE and Face Coverings: Protocols and Procedures**

Broome Street Academy will issue masks for students to wear at school. Masks will be worn at all times by staff and students. Staff and students are encouraged to bring masks that they are comfortable wearing, however masks will be available.

We believe that any individual who cannot tolerate a mask for any reason should opt to take classes remotely. While we would do everything necessary to keep the young person safe, mass transit and other uncontrollable factors would lead us to recommend to the student and caregivers that they take advantage of our fully remote education option.

Broome Street Academy is proud to say that we are able to offer remote learning for all students in all classes if the Caregivers determine that they do not want the child to report to school for blended learning. We believe that being able to provide this choice is essential in serving our families. In the event that a student cannot be admitted to school for health reasons, that student can access all his or her classes remotely. Over the course of this past spring, we have developed a system that allows us to run remote learning and blended learning simultaneously. We would rely on this system in the event that a student is not able to attend school for a short or long period of time because he or she is sick or has been quarantined due to exposure.

In the event that a student will not comply with our PPE policies, we will provide PPE to the student. In the event that the student refuses to comply, the procedure is to have the student go to the quarantine area, formerly a deescalation room, until a Caregiver is contacted and arrangements can be made for the student to travel home.

Temperature checks will be conducted on all faculty, staff, and students at entry into the building each morning using a no-contact temporal artery infrared thermometer. If any individual presents a temperature of greater than 100.0°F, that individual will be denied entry into the facility or sent directly to the quarantine area, formerly a de-escalation room, until a Caregiver is contacted and arrangements can be made for the student to travel home.

Faculty and staff will be required to complete a daily symptom checker survey before entering the building. Students will BSA has adopted the health screening survey developed by the DOH and available here:

[Sample COVID-19 Symptom Screening Tool](#)

## **Operational Activity: Adaptations to Spaces and Activities**

BSA has elected to develop a remote delivery method for instruction to run simultaneously with a blended delivery method for instruction. The remote system is one we have been in since March 13, 2020. The remote model does not require any change in operational activity from what we have been doing during the Spring semester and the Summer semester. The blended model has students reporting to the building once a week and teachers reporting to the building twice a week. We have used a programming methodology to reprogram the school into the fewest face-to-face sessions as we can with as limited amount of student movement possible. We have considered and allowed for students whose families want them to remain in a remote situation and will allow families to request for a student to report to the building more than once a week.

For in-person instruction, BSA has severely limited the space used in the building from three floors to a single floor and from sixteen classrooms to nine. No adaptations to the nine classrooms being used are required in accordance with the Covid-19 Floor Spacing Plan. (*fig.1*)

BSA has a gymnasium; however, it is located five levels below the fourth floor where instruction is normally provided in-person and in a windowless space. Physical education will either be provided in the same socially distanced instructional setting of all other courses or outdoors in cooperation with the two neighboring high schools and the use of nearby parks and courts.

## **Restart Operations: Facilities Planning**

BSA is housed within a building owned and operated by our partner organization, The Door. Full sanitization of all school spaces including classrooms, stairwells and common spaces will be done nightly using electrostatic sprayers and traditional disinfectants. The school is also using sanitizing mats at the entrances of the school building. The building itself has never shut down and the ventilation and water systems are fully operational.

## **Hygiene, Cleaning, & Disinfection: Protocols and Procedures**

We have added additional hand sanitizing stations and will ensure soap is available in the restrooms at all times to encourage hand washing.

The school's facilities department has purchased electrostatic sprayers to sanitize the entire building nightly and sani-stride mats have been placed at entry points.

The Door is responsible for the cleaning and disinfection of the building. The plans and schedules are being developed and will be provided as soon as possible as a supplement to this response.

As a part of our week of Professional Learning that all staff members engage in the week before school opens, all employees will be required to attend this course provided by the CDC on the prevention of COVID-19 infections at the workplace: [Home - TRAIN Learning Network - powered by the Public Health Foundation](#)

BSA is posting [Protect yourself from COVID-19 and stop the spread of germs.](#) (*fig.6*)



## Protect yourself from COVID-19 and stop the spread of germs.

-  **Wash your hands** thoroughly with soap and water for at least **20 seconds**, especially before eating.
-  **Avoid close contact** with people who are sick and stay home if you are sick.
-  **Avoid touching** your eyes, nose, and mouth.
-  **Stay home** as much as possible. **Everyone** – even young people and those who feel well.
-  If you must go out, **stay at least 6 feet away** from others.
-  **You must wear a face mask or face covering in public** when social distancing (staying 6 feet apart) is not possible, especially on public transport, in stores and on crowded sidewalks.
-  **Cover your cough or sneeze** with a tissue, then throw the tissue in the trash.
-  **Clean and disinfect** frequently touched objects and surfaces.

**Stay Home. Stay Safe. Save Lives.**  
[www.ny.gov/coronavirus](http://www.ny.gov/coronavirus)



fig.6 - Protect yourself from COVID-19 and stop the spread of germs.

BSA is posting [New Yorkers working together can slow the spread of Coronavirus \(COVID-19\) in New York City.](#) (fig.7)

## NYC: STOP THE SPREAD OF CORONAVIRUS!

New Yorkers working together can slow the spread of Coronavirus (COVID-19) in New York City.

  
**PROTECT YOURSELF AND OTHERS**

- Wash your hands with soap and water often.
- Cover your nose and mouth with a tissue or sleeve when sneezing or coughing.
- Do not touch your face with unwashed hands.
- Do not shake hands. Instead wave or elbow bump.
- Monitor your health more closely than usual for cold or flu symptoms.

  
**STAY HOME IF SICK**

- Stay home and call your doctor if you have symptoms like coughing, shortness of breath, fever, sore throat.
- If you do not feel better in 24-48 hours, seek care from your doctor.
- If you need help getting medical care, call 311.
- NYC will provide care regardless of immigration status or ability to pay.

  
**PROTECT THE MOST VULNERABLE**

- If you have chronic conditions like lung disease, heart disease, diabetes, cancer or a weakened immune system, avoid unnecessary gatherings and events.
- If you have family or friends who have one of these conditions, do not visit them if you feel sick.

  
**REDUCE OVERCROWDING**

- Consider telecommuting.
- Stagger work hours, starting earlier or later.
- Walk or bike to work, if possible.
- If the train is too packed, wait for the next one.

Text COVID to 692-692 for real-time updates or visit [nyc.gov/coronavirus](http://nyc.gov/coronavirus).  
 Call 311 to report harassment or discrimination.  
 \*Messages and data rates may apply. Check your wireless provider plan for details.

**NYC** HEALTH | NYC is proud to be a 501(c)(3) non-profit organization.

Fig.7 - New Yorkers working together can slow the spread of Coronavirus (COVID-19) in New York City.

And Don't feel well? Stay Home When You Are Sick (fig.8)

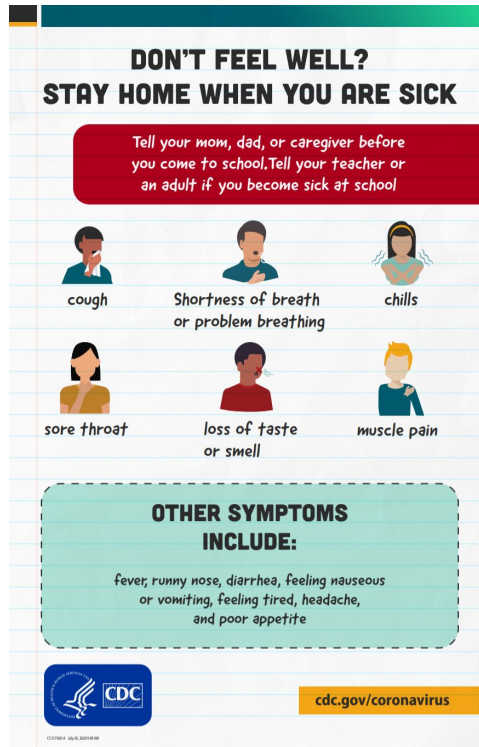


fig.8 - Don't feel well? Stay Home When You Are Sick

BSA is posting PREVENT THE SPREAD OF COVID-19 IN NYC! (fig.9)

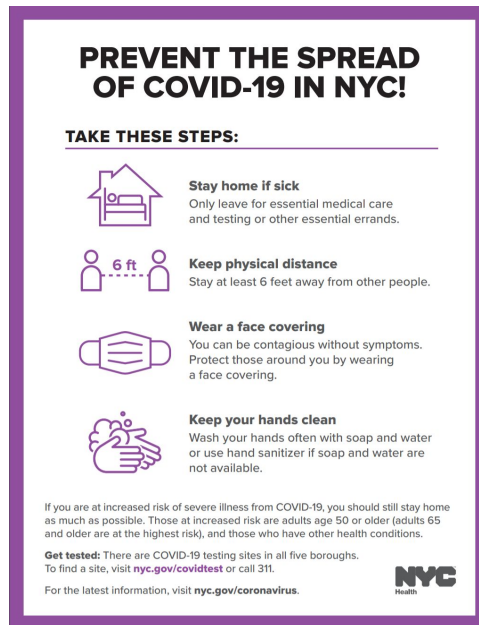


fig.a.9 - PREVENT THE SPREAD OF COVID-19 IN NYC!

BSA is posting signs about handwashing NYC Health Adult Handwash Poster (fig.10)



fig.10 - NYC Health Adult Handwash Poster

BSA is posting signs about why masks are important and mandatory How to Safely Wear and Take Off a Cloth Face Covering (fig. a.11) and MASKS REQUIRED (fig.12).



fig.11 - How to Safely Wear and Take Off a Cloth Face Covering



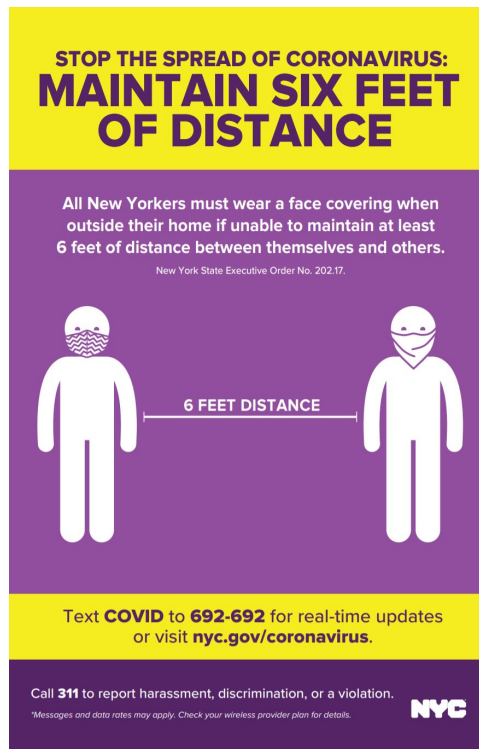


**Cloth face coverings  
required.**

Wear a cloth mask to cover  
your nose and mouth.

*fig.12 - MASKS REQUIRED*

BSA is posting signs defying and encouraging social distancing. Social Distancing Poster 11x17 (fig.13)



*fig.13 - Social Distancing Poster 11x17*

## **Extracurriculars: Policies**

The DOH's [Interim COVID-19 Guidance for Sports and Recreation](#) indicates that the recreational activities beyond 'low-risk' (as determined by the Empire State Development Corporation) will be permitted effective July 6, 2020 for regions in Phase 3 of reopening. New York City is currently in Phase 4 of reopening; however, 'Phase 4' has been heavily modified from the original parameters set forth by New York Forward. For instance, gyms are still not open and even professional sports (where players have access and resources to be [tested for COVID-19 every other day](#)) must be played without audiences.

Regarding low-risk recreational and athletic activities (such as tennis and badminton), these require space and facilities simply not accessible to our students (or most individuals) in SoHo, Manhattan. Additionally, interscholastic sports are not permitted at the time of the provided guidance.

Broome Street Academy does not believe that we can offer sports and most extracurriculars safely. We also do not believe that we can offer the majority of our extracurriculars while we are running the blended learning model because it would limit the number of participants down to the students in the building on a given day or ask students to travel by bus and/or subway on days they are not set to come to the building multiplying risk factors for the individual and increasing risk to those they encounter. We are not comfortable increasing student exposure to public transport for extracurricular activities.

That said, we will have the teachers who run our Town Halls, an extracurricular activity dedicated to student voice on big events facing our community like the recent Black Lives Matter protests. We conducted these forums on Zoom and will continue to do so.

We will also continue to offer Chess Club, National Honor Society, Philosophy Club, Comic Book Club, and a few others that lend themselves well to the remote format. Additionally, remote access will be provided to programming conducted by our CBO, The Door.

## **Before and After Care: Not Applicable**

BSA does not offer before and after care. There has been no request from our community to do so during the Covid-19 Health crisis.

## **Vulnerable Populations: Policies**

BSA is allowing students to opt to continue to learn in a remote format. We believe that this will allow for all students who are too vulnerable to come to the building or feel too uncomfortable with coming to the building to continue to learn remotely.

## **Transportation: Protocols and Procedures**

BSA will post reminders at all available exits reminding students that proper use of PPE and social distancing continues up to and beyond the end of the school day and carries beyond the walls of the school building. Students will be urged to follow the recommended safety practices until they return home to their family unit. Students will be instructed in the proper washing and reuse of durable PPE. Students will not be allowed to congregate at the exits during dismissal. (See [figs.a.6](#), [a.7](#), [a.9](#), and [a.11](#))

The vast majority of Broome Street Academy students come to school on public transportation. We will be encouraging them to keep their PPE on at all times while on public transport. The few students who take a school bus, take a bus through a contract with the Department of Education. The New York City Department of Education has assured us that the bus companies contacted are all in full compliance with the [guidance set out by the State Department of Education](#). BSA will rely on such assurances from NYCDOE Pupil Transportation to ensure that school bus companies and personnel follow all appropriate guidelines for safety. Those families

relying on NYC public transportation will be provided with full information and guidance for using public buses, subways, and taxis according to NYCDOH rules.

## **Food Services: Open Campus**

Broome Street Academy is deeply committed to ending food insecurity for our students. We have been a school that has provided three free meals daily to all students. We will continue to provide breakfasts and lunches to all students and will also make food available to be packed and brought home or picked up.

Broome Street Academy hopes to open the campus for lunch. We believe that students must wear masks as often as possible and when they cannot wear a mask, they should be allowed to go outside to eat where it is safest. In cases when students do not want to leave the building due to weather or other conditions, lunch will be delivered to classrooms by gloved and masked staff to avoid crowding in the cafeteria. Hand sanitizer will be available before, during, and after meal service in each classroom, most notably reinforced when entering and leaving the meal space. The table tops will then be sanitized by school staff using common disinfectants before resuming instruction. As an alternative, students on shortened onsite days may be handed bagged lunches during dismissal to avoid undue need for removing masks during the school day.

With older students, meal sharing is not a common issue. As the school enforces social distancing in classrooms, students will be monitored at all times and asked to remain seated in their designated distanced space and will not be allowed to stand or shift spaces during meal service as would be common in a traditional cafeteria setting. This will limit food sharing attempts. Also, the school will inform students and caregivers of the risks of food sharing, per DOH guidance, using our various communication methods (text, email, website, mailings, etc.). Our Food and Nutrition department will be able to provide valuable support to the school to ensure messaging and healthy eating during COVID 19 facts are available and updated as needed.

Healthy meals will be made available daily (Monday through Friday) to all students who are interested. As a high school with a student population that originates from every borough in the city, we anticipate that many students may not pursue the option on remote learning days due to travel, though meals will be made available. We will send daily texts to caregivers to notify them that meals are available for students for pick up and will continue to post our menu on the school website. In the event that a family would like to have meals packed for them and made available for pick up they will be accommodated. Similarly, on days when students are not scheduled for on site classes, we will give instructions on times and procedures for picking up meals via text and website.

## **Mental Health, Behavioral, and Emotional Support Services & Programs: Resources and Referrals**

During the period of remote learning due to COVID-19, the social work team provided robust, compassionate, and reliable social support to students at BSA, some of whom require counseling as part of their IEP mandate, and other students who choose to participate in counseling services due to ongoing mental health concerns, academic or personal concerns. Many students also opted for counseling related to grief and loss due to the ongoing pandemic. The four BSA social workers, along with the Director of Social Work, are able to provide this resource inside or outside of the building. These services are best provided remotely due to the close proximity of therapists to students.. The work that the department provides is confidential, which requires the worker and the student to be in a room together. The private offices are small, which does not allow for proper social distancing. The option of teletherapy with students exists for students with IEPs, and will be explored, though the team worked handily using simple telephone-therapy with students, and phone contacts with caregivers and collateral contacts.



Going into the 2020-2021 school year, the social workers will be working closely with students on issues of trauma related to loss of friends and loved ones, anxiety regarding the vast changes and losses they have endured in recent months, as well as academic challenges related to remote learning/blended learning.

## **Communications: Plans and Systems**

Broome street Academy uses several ways to communicate with all of the school's stakeholders. These systems are longstanding and have been effective before and after we switched to Remote learning in March.

BSA uses SwiftK-12 for robocalls and text messaging to the entire community via PowerSchool. Additionally, all students are issued a BSA Gmail account, an Edgenuity account, a PowerSchool account, and a Remind code for mass and targeted communications.

BSA will use signage on the premises as described above. BSA will also have sufficient staff to send mailings.

BSA maintains a website for all important communications.

BSA has the ability to translate communications into the preferred languages of our caregiver community and will enlist translation services if new demands for translation arise.

# Monitoring

In responding to protocols and procedures for monitoring, BSA has provided 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,
- 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.

## Screening: Protocols and Procedures

The overall number of people who will report to the building on a given day has been reduced to 25% of what would normally be our count on a regular non-pandemic day. The lightened census will allow us to screen all students entering the building for a temperature. We will be scanning people's foreheads for a temperature reading using a no contact temporal artery infrared thermometer. As per the guidance from the CDC, all persons with a temperature over 100.0°F will be quarantined from the rest of the school and can be seen by the school nurse for advice and evaluation, or advised to seek medical attention and self-quarantine. We will use the de-escalation room on the first floor as a space to quarantine the student in until a Caregiver can be contacted and arrangements can be made for the student to be sent home or picked-up.

Any community member who has any of the five (5) symptoms published by the CDC will be brought to the school nurse for evaluation and assessment. Depending on the determination of the nurse, the community member may be advised to seek medical attention, be barred from the building and self-quarantine.

Any student who cannot attend school because a screening process has found them to be at risk for spreading COVID-19 can participate immediately in our remote learning program. They will have the same teachers and materials as the students who are coming to the building.

Temperature checks will be conducted on staff and students at entry into the building each morning .

Staff will be required to complete a daily symptom checker survey before entering the building. At minimum staff will be asked:

1. In the last 4 weeks have you been diagnosed with COVID-19 or had a positive test for COVID-19? **Yes** or **No**
2. In the last 14 days, have you been in contact with someone who has known or suspected COVID-19? **Yes** or **No**
3. In the past 14 days, have you or anyone you have been in contact with...  
  
Travelled internationally? **Yes** or **No**  
  
Travelled to Alabama, Arkansas, Arizona, California, Florida, Georgia, Iowa, Idaho, Kansas, Louisiana, Minnesota, Mississippi, New Mexico, North Carolina, Nevada, Ohio, Oklahoma, South Carolina, Tennessee, Texas, Utah, and/or Wisconsin? **Yes** or **No**  
  
Had a fever (temp of 100.0 degrees or higher)? **Yes** or **No**

Had chills?	<b>Yes</b>	or	<b>No</b>
Had a cough?	<b>Yes</b>	or	<b>No</b>
Had a sore throat?	<b>Yes</b>	or	<b>No</b>
Had unexplained diarrhea?	<b>Yes</b>	or	<b>No</b>
Had muscle aches?	<b>Yes</b>	or	<b>No</b>
Had a persistent headache?	<b>Yes</b>	or	<b>No</b>
Had loss of taste or smell?	<b>Yes</b>	or	<b>No</b>
Had chest tightness or shortness of breath?	<b>Yes</b>	or	<b>No</b>

If you have answered “**Yes**” to any of these questions, you should contact your supervisor and let them know you are unable to report to the office. You should discuss with them if you can work remotely. It is also suggested that you contact a health care provider to discuss your symptoms. If you have answered “**No**” to **all** of the above questions, then you have screened “negative” for Covid-19 symptoms and should report to work.

Temperature checks will be conducted on staff and students at entry into the building each morning .

Staff and students (via their caregivers) will be required to complete a daily symptom checker survey using an app, email or other online survey tool (Survey Monkey, Google Forms, etc.) before entering the building.

Vendors will not be permitted on school floors where staff and students are present. All deliveries will be made to the 1st floor front desk, 5th floor reception area and/or through the loading dock on the side of the building. Packages will be quarantined up to 72 hours and/or sprayed with disinfectant when feasible if packages are urgent.

All other guests or unplanned deliveries will be turned away and asked to schedule phone or Zoom meetings as needed.

Any visitor who has been barred from the building for health concerns will be given the opportunity to conduct the business of their visit via Zoom.

### **Health Testing Protocols: Provision/Referral of Diagnostic Testing**

While BSA will not be providing diagnostic testing for students, faculty, and staff for COVID-19, BSA serves students from all five boroughs and will continually communicate to students, caregivers, faculty, and staff the testing sites by borough via the school’s website, posters and flyers, and as part of the communications plan via email, SwiftK-12, and phone calls. See [COVID Testing Sites - Letter to Families](#).

BSA will consult with their assigned NYCDOH school nurse to determine which staff and students presenting symptoms should be referred for COVID-19 tests. COVID-19 testing is available across New York City and unless determined otherwise by NYCDOH, students and staff will continue to use their own doctors or clinics/hospitals of their choice.

In the event a member of the BSA community becomes symptomatic or fails a screening (via symptom questionnaire, travel questionnaire, or temperature check), that member will be referred, on recommendation from the NYCDOH assigned school nurse, for diagnostic testing at the nearest available testing site to the school or to the member's home address.

Additionally, on referral of a BSA community member for diagnostic testing, contact tracing protocols will be initiated and appropriate communication and referrals will be made to potentially affected parties.

### **Health Testing Responsibility: Responsible Party**

The Dean of Students and his team will be responsible for screening at entry and recording this data in an deidentified manner so the personal medical information is both secure and usable by BSA staff. Additionally, the Dean of Students, his team, and the NYCDOH assigned school nurse will be the primary points of contact for determining which BSA members should be referred for COVID-19 testing.

COVID-19 testing is available across New York City and unless determined otherwise by NYCDOH, students and staff will continue to use their own doctors or clinics/hospitals of their choice. In the event a member of the BSA community becomes symptomatic or fails a screening (via symptom questionnaire, travel questionnaire, or temperature check) and the NYCDOH assigned school nurse makes the recommendation, that member will be referred for diagnostic testing at the nearest available testing site to the school or to the member's home address.

Additionally, on referral of a BSA community member for diagnostic testing, contact tracing protocols will be initiated and appropriate communication and referrals will be made to potentially affected parties.

If the BSA community needs access to large-scale testing, BSA will follow directions from NYCDOH regarding where testing should happen and communicate such to the BSA community.

### **Early Warning Signs: Metrics**

The State of New York has been using seven metrics for its "Phase" process by region. The metrics fall into two categories: Monitoring New Infections (Decline in Total Hospitalizations, Decline in Deaths, New Hospitalizations, Hospital Bed Capacity, and ICU Bed Capacity) and Diagnostic Testing and Contact Tracing (Diagnostic Testing Capacity and Contact Tracing Capacity). The state is divided into ten regions, BSA is in the New York City Region and its Regional Control Room is led by [Secretary of State Rossana Rosado](#). See [Regional UnPause Chart | New York Forward](#).

While the New York City Region (and all others) have been declared to be in 'Phase 4,' the metrics are understood as 'flattening the curve' metrics for preparedness of future outbreaks. Importantly, indoor dining, theaters, schools, &c. remain closed and the state is involved in ongoing monitoring. Each region reports data to the [Early Warning Monitoring Dashboard | New York Forward](#).

"Once a phased reopening begins, it is essential that the rate of transmission be carefully monitored and remain under control," [Metrics to Guide Reopening New York | New York Forward](#)



In understanding the Early Warning Monitoring Dashboard, six of the seven metrics are tracked for maintenance; however, two new metrics are added regarding New Infections: Positive Tests Per Day (7-Day Rolling Average) and New Cases Per 100K (7-Day Rolling Average) to inform tracking the rate of transmission for each region.

During the COVID-19 pandemic, unprecedented efforts and resources have been dedicated to data collection and distribution. For example, [Coronavirus in New York City: How Many Confirmed Cases Are Near Me?](#) uses the data provided to the New York City Region to break down the region by ZIP code and report positive tests per thousand people and deaths per thousand people.

Using the [same publicly available data](#), BSA is able to monitor the rolling 7-day average of positive new tests for each ZIP code inhabited by its students, staff, and faculty and in the aggregate for each daily cohort, the total BSA member population, or any subset down to the individual daily. Additionally, the deltas for positive new tests for each ZIP code inhabited by the BSA community are monitored daily (to three-day, seven-day, and fourteen-day rolling averages) to signal upward and downward trends in the neighborhoods of the BSA community throughout the five boroughs. ([fig.14](#), [fig.15](#))

As the non-final guidance from the Governor's Office states, schools can only open for in-person instruction if their region is in Reopening Phase 4 and its daily infection rate remains below five percent (5%) using a 14-day average since PAUSE was lifted. And, after reopening, if the region's infection rate rises above nine percent (9%), using a 7-day average, schools will be directed to close.

BSA serves students and families from some of the [hardest hit neighborhoods](#) in the five boroughs by the COVID-19 Pandemic. This data and our ability to analyze it, allows us to see the full picture of what our students may be facing in their community without off-setting that informed understanding by averaging in infection rates from less hard-hit areas. We are proud that this monitoring tool allows us a more accurate view of how the virus is present among our students locally.

This data also allows us to understand our students better and, by being the most accurate data available, will help inform any communications and reporting to the DOH. All planned monitoring of early warning signs will be considered in the aggregate for decisions regarding daily cohorts and the total student body; decisions about individual student participation in blended or remote learning are not anticipated in this methodology. Any decisions regarding reduction or cessation of in-person learning will be made in consultation with DOH and local health departments.

MODIFIED_ZCTA	NEIGHBORHOOD_NAME	BOROUGH_GROUP	COVID_CASE_COUNT	COVID_CASE_RATE	POP_DENOMINATOR	COVID_DEATH_COUNT	COVID_DEATH_RATE	PERCENT_POSITIVE	TOTAL_COVID_TESTS	Percent Positive of New Tests
10035	East Harlem	Manhattan	3	8.71	34426.65	0	0	-0.14	81	3.70%
10036	Hell's Kitchen/Midtown Man	Manhattan	5	19.08	26211.25	1	3.82	-0.08	105	4.76%
10037	Central Harlem (North)/East	Manhattan	0	0	20649.62	0	0	-0.18	55	0.00%
10038	Chinatown/Financial Distric	Manhattan	1	4.54	22047.96	0	0	-0.11	56	1.79%
10039	Central Harlem (North)/Was	Manhattan	2	7.56	26457.52	0	0	-0.23	76	2.63%
10040	Washington Heights (North)	Manhattan	4	8.92	44808.28	0	0	-0.12	89	4.49%
10044	Roosevelt Island	Manhattan	1	8.54	11700.29	0	0	-0.07	19	5.26%
10065	Lenox Hill/Upper East Side	Manhattan	2	6.89	29061.49	0	0	-0.06	99	2.02%
10069	Lincoln Square	Manhattan	0	0	6338.13	0	0	-0.1	16	0.00%
10075	Lenox Hill/Upper East Side	Manhattan	0	0	23634.14	0	0	-0.12	69	0.00%
10128	Upper East Side/Yorkville	Manhattan	2	3.26	61351.93	0	0	-0.1	202	0.99%
10280	Battery Park City	Manhattan	0	0	9618.7	0	0	-0.1	20	0.00%
10282	Battery Park City	Manhattan	0	0	5515.44	0	0	-0.19	14	0.00%
10301	Silver Lake/St. George	Staten Island	4	10.1	39613.55	0	0	-0.18	101	3.96%
10302	Elm Park	Staten Island	0	0	18773.99	0	0	-0.14	20	0.00%
10303	Graniteville/Mariner's Harb	Staten Island	0	0	26231.66	0	0	-0.17	41	0.00%
10304	New Dorp/Todt Hill	Staten Island	2	4.72	42448.71	0	0	-0.11	57	3.51%
10305	Arrochar/Midland Beach/Sh	Staten Island	1	2.35	42560.99	0	0	-0.11	48	2.08%
10306	Lighthouse Hill/Midland Bea	Staten Island	2	3.72	53685.66	0	0	-0.15	101	1.98%
10307	Tottenville	Staten Island	-2	-13.14	15214.56	0	0	-0.25	22	-9.09%
10308	Great Kills	Staten Island	1	3.37	29635.33	0	0	-0.13	42	2.38%
10309	Charleston/Prince's Bay/Wo	Staten Island	1	3.03	33004.98	0	0	-0.14	52	1.92%
10310	Port Richmond/Randall Man	Staten Island	0	0	23870.96	0	0	-0.16	41	0.00%
10312	Annadale/Rossville	Staten Island	3	4.98	60304.33	0	0	-0.18	119	2.52%
10314	Bloomfield/Freshkills Park	Staten Island	5	5.51	90834.29	1	1.1	-0.16	166	3.01%
10451	Concourse/Melrose	Bronx	3	6.29	47718.77	1	2.1	-0.17	109	2.75%
10452	Concourse/Highbridge	Bronx	4	5.19	77035.04	0	0	-0.2	172	2.33%
10453	Morris Heights/Mount Hope	Bronx	3	3.7	81184.04	0	0	-0.17	131	2.29%
10454	Mott Haven/Port Morris	Bronx	2	5.23	38223.41	0	0	-0.19	88	2.27%
10455	Mott Haven	Bronx	1	2.37	42174.38	0	0	-0.22	91	1.10%
10456	Claremont/Morrisania	Bronx	9	9.63	93441.91	1	1.07	-0.11	151	5.96%
10457	Belmont/Claremont/Mount	Bronx	5	6.69	74685.06	0	0	-0.15	143	3.50%
10458	Belmont/Fordham Universit	Bronx	6	7.15	83807.74	0	0	-0.15	134	4.48%
10459	Charlotte Gardens/Hunts Po	Bronx	3	6.2	48354.56	0	0	-0.29	150	2.00%
10460	Charlotte Gardens/Tremont	Bronx	3	4.99	60073.25	0	0	-0.15	93	3.23%
10461	Morris Park/Pelham Bay/Wi	Bronx	2	4.04	49479.56	2	4.04	-0.18	110	1.82%
10462	Parkchester/Pelham Parkwz	Bronx	1	1.29	77332.41	2	2.58	-0.21	171	0.58%

fig.14 - Deltas for Positive New Tests by ZIP Code

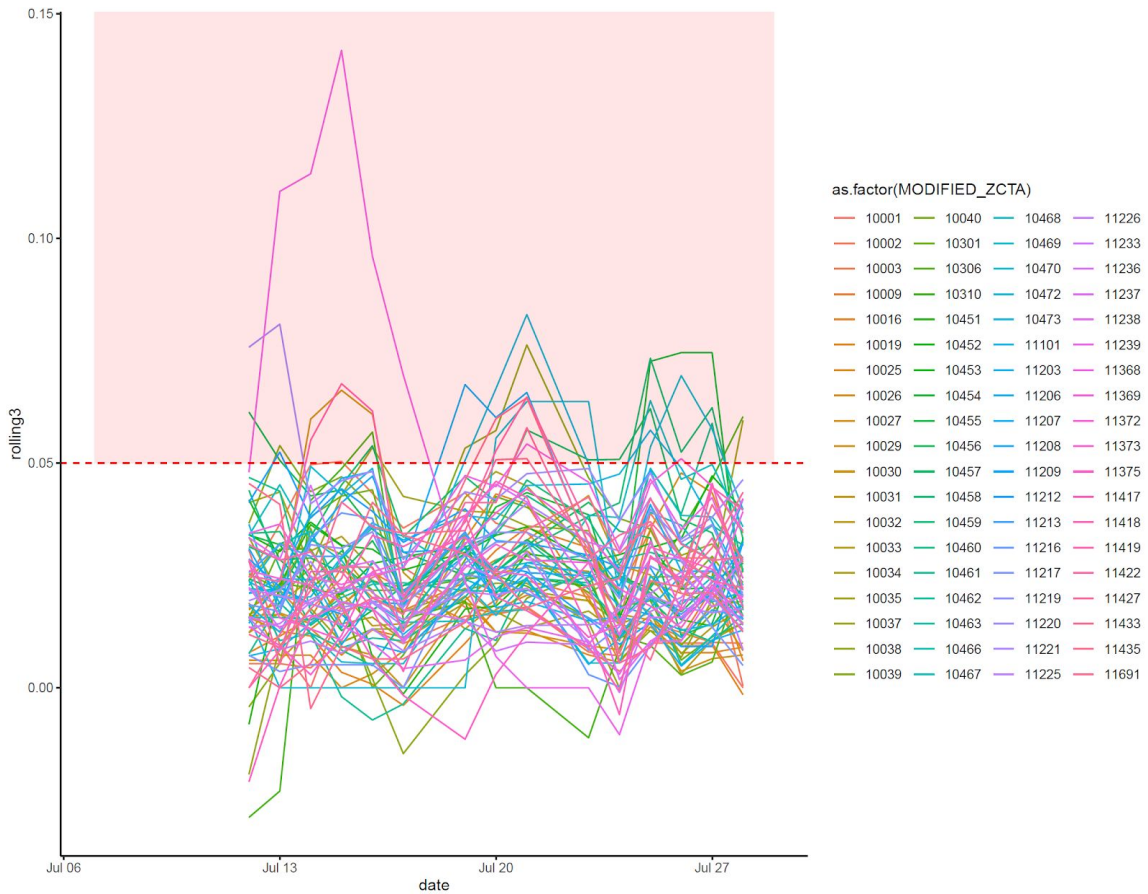
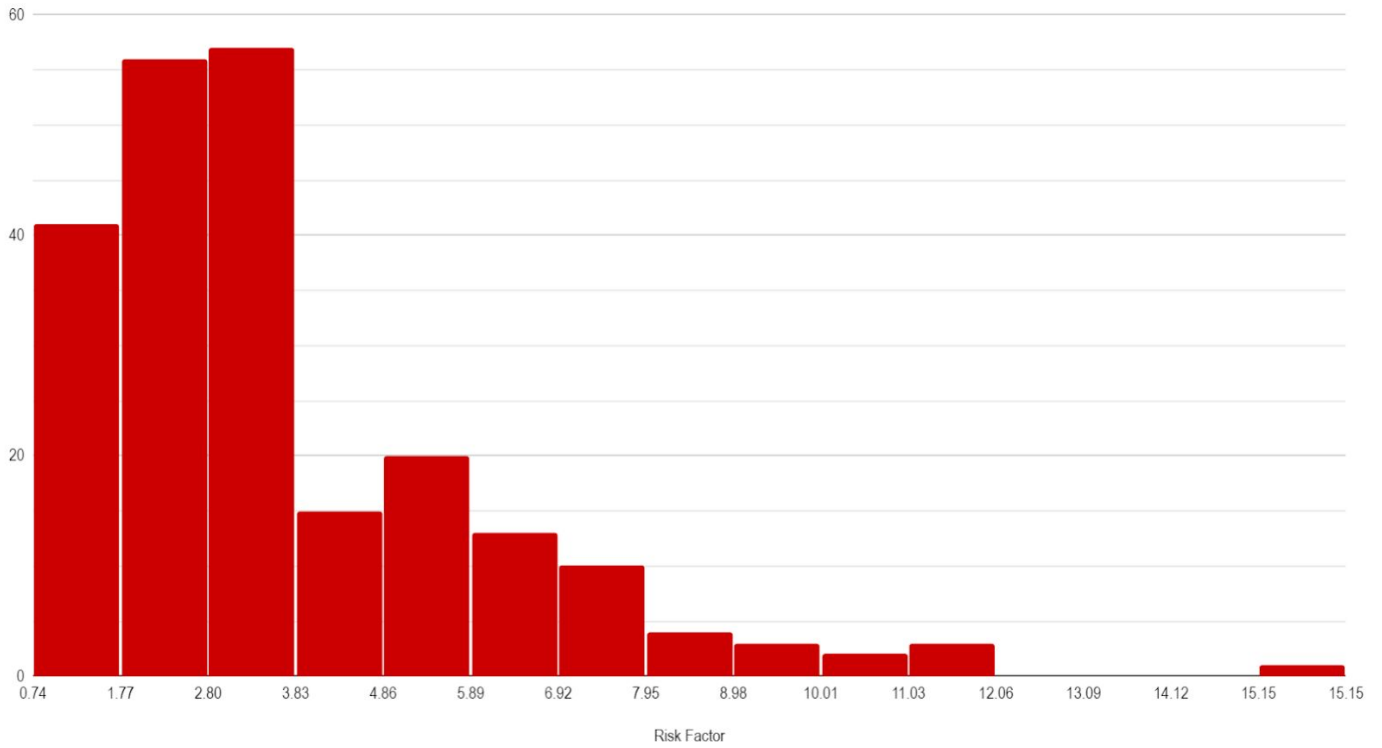


fig.15 - Rolling 3-Day Average of Percent New Positive Tests by BSA Region (0.05 Indicated)

Additionally, BSA keeps track of designated risk factors for each of its students related to positive new tests, distance traveled to school, size of daily cohort, number of in-school interactions, and duration of time onsite. This information will be collected in both a database and in a histogrammatic manner. (*fig.16*)

Histogram of Risk Factor



*fig.16 - Histogram of Risk Factor*

# Containment

In responding to containment protocols and procedures BSA has established a quarantine and isolation room for suspected cases and clear policies on return procedures for infected and exposed persons.

## School Health Offices: Care Protocol

Broome Street Academy is fortunate to have a school nurse provided by the Department of Health. The school's goal for the Nurse's Office is to allow it to serve the health needs of the school community. We expect that the school nurse will treat all of our students who are in need of medical care and will follow DOH and school protocols and procedures if he or she suspects a student has COVID19.

The school has a crisis room on the first floor that was used for deescalating students in emotional crisis. That room will be used as an isolation room for community members who are presumed to have COVID-19.

## Isolation: Procedures

The school has a crisis room on the first floor that was used for deescalating students in emotional crisis. That room will be used as an isolation room for community members who are presumed to have COVID-19. The current nurse's office on the 4th floor can also serve as an isolation room in the event that the person who is presumed to be infected is already at school and on the 4th floor.

## Collection: Protocols

BSA will communicate with caregivers to coordinate pickup when warranted in accordance with our screening and isolation protocols. Caregivers will be informed in person on pick-up with instruction that the student must be seen by a health care provider.

## Infected Individuals: Requirements for Return

BSA will follow CDC and DOH guidance regarding individuals who have tested positive as follows:

A BSA member who has knowledge they have COVID-19 via a positive test and has symptoms consistent with infection can return to the community at least ten (10) days from the first appearance of symptoms and at least twenty-four hours with no fever (without use of fever-reducing medication) and symptoms have improved. A BSA staff member who has tested positive can return when there is no fever, respiratory symptoms have improved, and the member has received two negative test results in a row, at least twenty-four (24) hours apart.

A BSA member who has knowledge that they have COVID-19 via a positive test but had no symptoms can return to the community at least ten (10) days after the positive test. A BSA staff member who has tested positive can return when the member has received two negative test results in a row, at least twenty-four (24) hours apart.

A BSA member with a weakened immune system (immunocompromised) due to a health condition or medication may need to stay home longer than ten (10) days after a positive test. Such members will be encouraged to talk to their healthcare providers. A BSA staff member who has tested positive can return when the member has received two negative test results in a row, at least twenty-four (24) hours apart.



A BSA member who has had close contact with someone with COVID-19 must stay home for fourteen (14) days after exposure based on the time it takes to develop illness from the virus. See [When You Can be Around Others After You Had or Likely Had COVID-19](#).

Any BSA student who is unable to attend in-person sessions will be able to access instruction and activities via the remote learning model. No service will be limited or stopped.

### **Exposed Individuals: Requirements for Return**

A BSA member who has had close contact with someone with COVID-19 must stay home for fourteen (14) days after exposure based on the time it takes to develop illness from the virus. See [When You Can be Around Others After You Had or Likely Had COVID-19](#).

A BSA member who has traveled to destinations contained in the [COVID -19 Travel Advisory | Department of Health](#) must stay home for fourteen (14) days after their arrival in New York City based on the time it takes to develop illness from the virus.

Any BSA student who is unable to attend in-person sessions will be able to access instruction and activities via the remote learning model. No service will be limited or stopped.

BSA will consult with NYCDOH or NYC Trace to determine who is an "exposed" individual and must stay out of school.

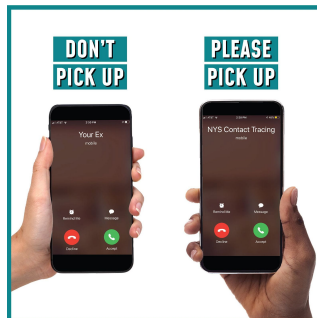
### **Hygiene, Cleaning, and Disinfection: Promotion and Strategies**

BSA is working in collaboration with our partner organization, The Door, to develop a coordinated promotion program and strategies regarding Hygiene, Cleaning, and Disinfection of our shared spaces. Signage, emails/text, website and virtual community events will continue to be utilized as a means to promote and support good hygiene practices. The Door provides BSA with a facilities management team that maintains the cleanliness, sanitation, safety, and overall integrity of the building's physical space that Broome Street Academy is housed within.

### **Contact Tracing: Plan and Efforts**

BSA will cooperate with the NYC's Test and Trace Corp. program and any other mandates required by the NYCDOH.

BSA will educate its students, family, staff, and faculty on contact tracing and provide communication to improve awareness among its members. (Ex. [Contact Tracers - Please Pick Up](#), *fig.17*)



*fig.17 - Contact Tracers - Please Pick Up*

## **Communication: Sharing Protocols and Measures**

Broome Street Academy has a web page linked from its home page that is dedicated to COVID announcements and resources. The webpage can be found here: [COVID-19 UPDATES](#)

# Closure

In creating contingency plans surrounding 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 reduction or cessation of any in-person learning.

## Closure Triggers: Conditions

As the non-final guidance from the Governor's Office states, schools can only open for in-person instruction if their region is in Reopening Phase 4 and its daily infection rate remains below five percent (5%) using a 14-day average since PAUSE was lifted. And, after reopening, if the region's infection rate rises above nine percent (9%), using a 7-day average, schools will be directed to close. Of course, if the New York City Region moves back to any previous Phase, BSA will close and all instruction and activities will move to the remote learning model.

While BSA is located in the New York City Region (which is currently in Phase 4), BSA can more specifically target its region by using [publicly available data](#) to monitor both the rolling 7-day average of positive new tests for each ZIP code inhabited by its students, staff, and faculty and in the aggregate for each daily cohort, the total BSA member population, or any subset daily. Additionally, the deltas for positive new tests for each ZIP code inhabited by the BSA community are monitored daily (to a three-day, seven-day, and fourteen-day rolling average) to signal upward and downward trends in the neighborhoods of the BSA community throughout the five boroughs. ([fig. 14](#), [fig. 15](#)).

BSA is able to access this data in a daily cohort fashion or whole school fashion.

If the 7-day average of positive new tests for a daily cohort by ZIP code exceeds nine percent (9%), that data point will be captured and reported for consideration of closure on the day associated with the school cohort.

If the 7-day average of positive new tests for two or more daily cohorts by ZIP code exceeds nine percent (9%), that data point will be captured and reported for consideration of closure of whole school in-person instruction.

Any BSA student who is unable to attend in-person sessions will be able to access instruction and activities via the remote learning model. No service will be limited or stopped.

As part of an orderly transition, all students, caregivers, staff, and faculty will receive instruction and information on remote learning and regular communications in accordance with BSA's communication plan.

Any decisions regarding reduction or cessation of in-person learning will be made in consultation with DOH and local health departments.

In a daily closure, in-person learning on that day of the week will not be available for at least two (2) weeks based on the time it takes to develop illness from the virus, but more likely longer based on the 14-day average of positive new tests dropping below the reopening five percent (5%) required since PAUSE was lifted.

In a whole school closure, in-person learning will not reopen for at least two (2) weeks based on the time it takes to develop illness from the virus, but more likely longer based on the 14-day average of positive new tests dropping below the reopening five percent (5%) required since PAUSE was lifted.

BSA will work with the NYCDOH to determine what other conditions (i.e. number of positive COVID-19 cases in the building) would trigger a pod, section, or full school closure and the amount of time of the closure. However, while pod and section closure may be possible for the 9 and 10 daily cohorts due to commonality of schedule, the 11 and 12 daily cohorts do not provide the same flexibility due to the inability to limit student movement to the same degree throughout in-person learning days.

### **Operational Activity: Reduction and Cessation**

As the remote learning model is always on, there is no cessation of academic operations but there is the potential for reduction in in-person learning. We have scaled back all that we feel we can from the Blended model with the idea that data will determine if we can open more to students as the Fall Semester evolves. Therefore the only scaling back to do is to move from the blended model to the fully-remote one. We are taking a risk averse approach with what we will offer while operating in a blended learning environment. We feel that the scaling back of activities has already happened and the next step if there is data on increased risk is to close the school and remain delivering instruction and services remotely until the data says it is safe for us to resume blended learning.

The remote learning model is pre-programmed for every student and allows the school to avoid cessation of academic operations. The current closure models involve single day closure based on daily cohort triggers or whole school closure based on the schoolwide closure trigger of two or more cohorts exceeding the positive new tests threshold. In the event a daily cohort is indicated to phase out or school closure is prompted by the closure triggers, the reduction of in-person learning is anticipated as a transition from blended learning to remote learning by either a single daily cohort or the total student body.

As outlined in *Early Warning Signs: Metrics*, BSA will be cross-referencing its community information database against COVID-19 data supplied by New York State and the Department of Health to inform decisions on reduction and cessation. (See *fig.14, 15*).

Whether a reduction is by daily cohort or total student body, a portion of the administrative staff will be available in the building for the following formerly scheduled days of in-person learning to advise any students arriving regardless of notice of the closure.

For affected students, they will receive notification (along with their caregivers) through all available means of communication (detailed below) of any reduction of academic operations due to a closure event. Students will be equipped with Chromebooks in the one-to-one model to ease the orderly transition between blended and remote learning.

For teachers, they will receive professional development in late August on orderly transition between the learning models as preparation for any closure event. They were well prepared in March and will be even more prepared in the future.

Transitions can occur within a week for either daily cohorts or the whole school. Milestones involved in the successful transition include confirming each student has their Chromebook or other equipment to access online learning platforms at home and accounting for student presence online via log-ins to virtual learning platforms and verified contact information.

BSA administration will consult the CEO and the BSA Board of Trustees as key personnel involved in school decisions regarding any reduction or cessation of operational activities.



## Communication: Plan

Website: Broome Street Academy has a web page linked from its home page that is dedicated to COVID announcements and resources. The webpage can be found here: [COVID-19 UPDATES](#)

Additional means of communication:

- BSA school also makes announcements using social media (Facebook and Instagram),
- Communicates directly to students with Remind,
- Makes general announcements through Edgenuity,
- Sends School-wide student facing messages to Google Gmail accounts,
- Sends Caregiver facing announcements using the SwiftK-12 communication system,
- Many announcements are also made through letters (translated when needed) to caregivers.