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Urban Assembly Charter School for Computer Science COVID-19 Reopening Plan SY 20-21:

Reopening Operations, Risk Reduction and Communication

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I. Guiding Principles

How We Developed This Plan

We developed this plan in consultation with input from every stakeholder in our community, state and local authorities, and in consultation with eminent public health experts (for example, this doctor and this one). Our process began in April, when we consulted Dr. Somava Saha and Dr. Prabhjot Singh, who helped us understand the basic principles of infection control and helped us interpret developing COVID research. From there, we discussed possible academic and operational models with our staff, and previewed a version of our hybrid model with faculty, including draft schedules at 50% capacity, with full distancing. We also previewed the most likely scenarios with parents and students at virtual town hall meetings in June for new and current families, and for the school's Board of Trustees, in June and July board meetings.

The Principal has continued to meet with a smaller parent advisory council over the summer, and has regularly consulted with department chairs and operations staff on the operational instructional plans outlined below.

Priorities

1. Physical Health/Infection Control
2. Social Emotional Health of Kids and Teachers
3. Learning (making up for learning loss)
4. Cultural Cohesion
5. Fiscal Health/Sustainability

Goals

1. Reduce risk as much as possible while effectively launching hybrid instruction.
2. Ensure staff, students, families, co-located school leaders, custodial staff, our school foods team, and all district partners understand our approach and all of key protocols.
3. Have clear standards and protocols for quarantine and temporary closure, including in the event of
    - confirmed or suspected exposure at home,
    - confirmed or suspected cases in the school, and
    - local or citywide increases in rates of infection.

Culture and Investment

For this operational plan to be successful we need to understand the why behind each system/procedure, work quickly to normalize these systems, and develop a deep commitment to protecting each other and the broader community. We need to establish a **culture of care** that deeply invests the community in this plan so it becomes second nature.

The following provides an overview of the cultural goals in different phases. Where applicable, the following plans will address both the operational and cultural considerations of re-opening.

Culture Phase 1: Making Sense of the Crisis
Prepare students and families for a hybrid model and normalize social distancing procedures while laying the social and emotional foundations to heal trauma.

- Summer Advising - use check-ins to help students process and understand their experience of the COVID19 crisis.
- Family Communication:
    - Use town halls to answer questions and ease anxiety about re-opening
    - Admin creates and sends video tours of the building and entry procedures to start the process of normalizing them, so students and families can start visualizing and processing how the school will look and feel.
    - Ops will send summer messaging to families to normalize and encourage self-reporting and testing.
        - Weekly reminders to turn in medical forms over the course of the summer, goal is 100% of students have them when we return to the building.
        - Summer and fall communication to families about where they can get Covid19 and antibody tests to normalize being in the know and testing that will occur in school.

Culture Phase 2: Building Community, Independence, and Ownership
Primarily through Advising[Draft], but also using guidance outlined here where culture intersects with the operational plan, we need to connect kids with the ways they can shape culture and take ownership of their learning and our collective safety.

- Week 1
    - Build investment and normalize protocols through educating and community building in advisory
    - Evaluate individual trauma/grief counseling needs in the community
    - Implement restorative practices[Draft] for the handling of non-compliance with COVID19 plan
    - Daily Admin check-ins for the first 4 weeks, bi-weekly plan review to ensure flexibility and responsiveness
    - Daily, virtual all staff debrief for the first two weeks of school
    - Daily parent updates for the first two weeks of school

- Weeks 2-5
    - Weekly parent updates going forward

    - Equip students with deep understanding of impact of COVID19 on our community
    - Work towards Advising goals: Making Sense of the Crisis, Building Community, Independence and Ownership

Culture Phase 3: Building on the foundation set during orientation

- Continue healing and grief informed practices
- Continue teaching kids to use an understanding of COVID crisis to inform social interactions
- Continue to cultivate a sense of connection to the community so every student develops a sense of empowerment to impact the culture.

II. Methods of Risk Reduction

Principles of Risk Reduction

There is one number that governs viral transmission, called the Reproductive number of a virus (R). This is the number of people one person usually infects in a fully susceptible population. If it is above 1, then the virus is spreading in a community, setting, state or country. If it is below, it's extinguishing. This isn't a fixed number. It's possible for a setting to put up enough "barriers" and "safeguards" to bring it below 1. The **purpose** for everything below is to minimize the chance of transmitting SARS-CoV-2 in our school and to people outside of school, and if it does spread to a student or faculty member, to create an environment where transmission is hard (R as close to 0 as possible)!

In consultation with medical professionals, and federal, state and local authorities, **we have identified four key principles for reducing risk** (getting that R number as close to 0 as possible). These four basic principles inform all of our protocols, procedures, and practices.

Identifying Those at Risk
The first key principle to reducing risk is understanding who is at greater risk of serious harm in the event of exposure to the virus. Practically speaking, that means asking staff and students to identify any specific conditions that place them at higher risk and providing additional protections ranging from enhanced personal protective equipment (PPE) to fully remote instruction (based on preference and feasibility).

Time and exposure
Another key principle is to reduce *time* exposed to anyone new (reduce or eliminate mixing between batches of students) and to reduce *exposure* (either *people* emitting coronavirus or *surfaces* that can carry SARS-CoV-2; or removing someone who is known to have active Covid-19 from the school setting). Since children often have *mild* symptoms or are *asymptomatic*, the operational practices outlined below aim to reduce time, dose and exposure risk even when viral transmission isn't obvious. Because at least some of the time, it won't be.

Batching
One of the most operationally important public health principles that a school can use is **batching**. This basically means putting together a group of students that only physically interact with each other, and then keeping them in one place as much as possible so that they create less **exposure** surfaces and opportunities for a different batch of students.

Much of the procedures below describe a batching system that we believe we can sustain over a full year, from an operational, educational, and social-emotional perspective.

Monitoring
Monitoring has two meanings in this context. First, the school needs to be in constant communication with families and the New York City Department of Health (NYCDOH) to ensure we are monitoring the infection risk in the neighborhood and within our own population of families. Second, we need to monitor our staff and students for symptoms of infection so we can take action to confirm if there is infection, quarantine any infected or directly exposed staff and students, and communicate with families and NYCDOH to aid in monitoring and contact tracing.

Batching	
Component	*Operational Procedure & Guidelines*
Reduced Capacity and Alternating Schedules	We will only have a maximum of 165 students (50% of our student body) in the school on any given day, using an alternating day, cohort schedule (you can find our detailed instructional plan here).
Learning and Advisory Cohorts	There will be up to 12 advisories in the building at any given time. Students will be batched into groups of 10-15/class. Students will begin their days in Advisory, and transition into their following classroom where they will be for three periods, prior to transitioning to their last class of the day. Teachers will push into classrooms between P1-P3.

Teacher Work Spaces	Assigning teacher workspaces by grade.

Reducing Exposure	
Component	*Operational Procedure & Guidelines*
Social Distancing	Students and staff will remain at least 6ft apart in class, and for the most part during arrival, dismissal, and other hallway transitions. During transitions, and at any other brief points in the day when students or staff are not able to maintain distancing, they will be wearing masks.
Masks	Comp Sci High will provide (CSH-branded!) cloth masks to all students and staff, along with disposable masks for any student or staff who arrives at school without a mask. CSH will also provide disposable KN95 or N95 masks to staff or students determined, based on CDC guidelines, to be at higher risk of serious illness. Students will wear masks when moving throughout the building (arrival, dismissal, transitions, bathroom) and in classrooms during activities and lessons that require a lot of speaking. They will be allowed to take “mask breaks” when working individually or reading.
Face Shields	Teachers and students at higher risk will also be provided a face shield, and can wear it at their discretion.
Other Barriers	Each classroom will also be equipped with a 30” x 66” clear rolling screen to allow teachers to place a movable barrier between them and the class or any individual student.
Limited Movement	Students will spend all of their time in either their Advisory Cohort or their Learning Cohort, and will not transition between rooms for class, limiting movement and therefore exposure.
Monitoring Shared Spaces	We will have individual staff members posted in each hallway (and near bathrooms) to remind students and staff to stick to our protocols, and in the case of bathrooms, to make sure no more than two students use the bathroom at a time.
Limiting In-Person Adult Interaction	Other than co-teacher planning, all staff/teacher meetings will be virtual, *except* weekly Department and Advisory meetings, which will be in large, empty classrooms where distancing is possible. Teachers will be required to wear masks during these in-person meetings, and high-risk staff will have the option of attending remotely from other locations in the building.
Air Filtration and Circulation	In addition to keeping windows open to allow for circulation, each room will be equipped with an air filter rated to filter-out viruses and to cycle all of the air in the room every 20-minutes (for example, this type of unit).
Hand Washing/ Cleaning	We will have touchless sanitizer dispensers in every room, throughout the halls, and at arrival and dismissal entrances and exits (using 60% alcohol sanitizer).
Cleaning	We will work with our NYCDOE custodial team to ensure that our classrooms, hallways, and common areas are cleaned and disinfected daily. We will also have teachers clean desks, copiers, microwaves, and any other shared resource after each use or before each transition.
Limiting and Screening Visitors	We will work with the NYCDOE to align our visitor policy to the campus policy. We will minimize the number of visitors allowed in the vicinity to 3 visitors at a time to limit exposure. Visitors will be required to wear a mask at all times and will be subject to temperature check prior to entering the main office (or designated visitor area).
Fully Remote Option	Students and families who decide that the risk of infection during in-person instruction remains too high will have the option of live streaming all of their classes, advisory, and teacher support(s) remotely. Our current communication to families requests that they decide by 9/15 whether they will remain remote for the Fall Trimester, however our scheduling model currently allows for families to opt-in and out of remote learning more frequently than that in extenuating circumstances.

Monitoring	
Component	*Operational Procedure & Guidelines*
Temperature Checks	For staff, we will require that they take temperatures daily and confirm a temperature under 100 degrees as part of the staff daily symptom questionnaire. For students, we will use two thermographic cameras to efficiently screen students as part of our arrival routine. Any student with a body temperature above 100.0 degrees will be asked to wait in the isolation room with a designated staff member while we contact the student’s parent to request student pickup.

Daily Symptoms Check	After arrival, students will go to their Advisory classroom. After getting settled in Advisory, students will then complete a very brief symptom questionnaire. Any student who reports fever, persistent cough, trouble breathing, loss of sense of taste/smell, or a case of COVID in their household will be discreetly asked to check in at the main office to follow-up with the Chief Operating Officer or Business Manager, and, upon confirmation of symptoms, to the isolation room or school nurse.
Weekly Family Survey	In our weekly parent update, we will include a weekly reminder/survey allowing families to report any COVID cases in the home.
Testing Information	When testing is required, we will refer staff, students, and families to this list of local testing sites; we will also give faculty the option to complete a self-administered saliva test in partnership with this provider.

III. Daily Procedures

Below is a detailed description of our daily risk-reduction protocols and routines, as they will happen over the course of a normal day.

- ➢ Full DRAFT Schedule
- ➢ Room Floorplan (note that we also have dedicated access to the 2nd Floor Gym and 1st Floor Dance Room daily from 11:30 - 4:30).
- ➢ For full detail on our approach to student cohorts and schedules, see the DRAFT Schedule section of our Instructional Plan.

Daily Operational Master Schedule			
	9th (Cohorts 9A1-4 +9C or 9B1-4+9C)	**10th** (Cohorts 10A1-4 +10C or 10B1-4+10C)	**11th** (Cohorts 11A1-4 +11C or 11B1-4+11C)
8:15 - 9:00	**Arrival**		
9:00 - 9:40	Advisory (Advisory Cohorts)		
9:40 - 9:48	**Transition to Learning Cohorts**		
9:48 - 10:48	Class (Learning Cohorts)	Class (Learning Cohorts)	Class (Learning Cohorts)
10:48 - 11:48	Class	Class	Class
11:46 - 11:50	**Transition**	No Transition	
11:48 - 12:48	Electives	Class	Class
12:48 - 1:18	**Lunch**		
1:18 - 1:20	No Transition	**Transition**	No Transition
1:18 - 2:18	Class	Electives	Class
2:18 - 3:18	Class	Class	Class
3:18 - 3:20	No Transition		**Transition**
3:18 - 4:18	Class	Class	Electives
4:20 - 4:30	Advisory	Advisory	Advisory
4:30 - 5:00	**Dismissal**		

Staff Arrival		
Staff will arrive through the main entrance before 8:15, and will complete a basic morning safety routine on their own.		
Action	**Description**	**Culture Notes**
Timing	We will need to work with students and families to make sure students DO NOT arrive before 8:15. The first arrival posts downstairs will begin at 8:15. We will work with students by Advisory to stagger arrival, which is naturally staggered already.	Our goal is to create a norm of mutual support around these kinds of protocols and requirements. They are going to sometimes feel burdensome. But, we need to model commitment and resolve for the kids, which means, as staff, we need to *help each other* stay consistent, as opposed to blaming each other for lax moments or mistakes. In most cases, the difference between blame and support boils down to tone and language. Staff will need to be self-aware and communicate with care when reminding each other to stick to the plan.
Temperature Check	Staff will check their own temperature before coming to work and later confirm that they are below 100.0 degrees before coming to work. Any staff member with a fever will text their manager and email the admin list as normal.	
Mask	Staff members will be required to wear a mask upon entering the building. Any staff who doesn't have a mask will be provided a disposable mask in the main office. For any staff that are posted to student arrival-duty, the school will also provide gloves and face shields as needed.	

Advisory Room Setup	Once staff arrive on the third floor, they will go to their office or Advisory room. Teachers will • ensure desks are in the right place (to ensure distancing), • open windows and make sure air purifier is on, and • turn on videoconferencing equipment and ensure it's working properly **by 8:30am**.	
Symptom Check	Teachers will then complete the daily symptom questionnaire, confirming that they took their temperature, and asking about other common symptoms such as cough, difficulty breathing, unusual fatigue (fatigue is sort of a symptom of being a teacher), or loss of taste/smell.	

Student Arrival		
Arrival is the biggest daily challenge from an operations and safety standpoint. If we expect students to distance, we need to make sure it's efficient and fast. But, we need to check a lot of boxes as they enter, collecting phones, distributing masks, taking temperatures, and remembering to treat our students like people we love, and not strangers in an airport. To that end, all non-advisor staff members without increased risk will be asked to support with arrival for the first 3-4 weeks to help create a positive environment during arrival and ensure students are adhering to mask and social distancing guidelines.		
Component	***Operational Procedure & Guidelines***	***Culture Notes***
Mask Distribution (as needed)	There will be an Ops team member outside to distribute masks to any student not wearing one, prior to safety and temperature scanning.	Non-instructional staff will use this time for relationship building with students waiting in line to enter the school. It is crucial we take advantage of this moment in the day to help students manage fear and anxiety and to ensure that their days start with a positive interaction. This procedure could become very clinical and cold, and our presence ensures that it is a warm and welcoming one. It's also crucial that we maintain our restorative, community-oriented culture in moments like arrival. We have to view (and talk to) students as partners in keeping arrival safe, and build on the idea that we need to support and remind each other to stick to a difficult and sometimes unnatural set of restrictions. **If distancing during arrival becomes a disciplinary interaction, it will ultimately *reduce* real compliance by reinforcing the idea that these guidelines are a power-struggle for compliance instead of an expression of care and concern for others in the community and loved-ones at home.**
Socially Distant Line-Up for Scanning	Students will line up under scaffolding on Boynton, near the main entrance. Standing spots will be spray painted on the sidewalk and at least 2 staff members (in masks) will be outside to remind students to distance and very briefly check-in with students (as we normally do during arrival).	
Phone Drop-Off	Before going through security and temperature scanning, students will drop off phones (in pouches) in the cell bin. (Bins/phones will be briefly disinfected with a UV wand before being returned).	
Temperature Check	After students pass through scanning, students will pause briefly in a marked floor spot, where a thermal camera will take their temperature (monitored by a member of the admin or operations team). Any student with a fever over 100.0 degrees will be sent to the first floor isolation room, the main office will call their parents, and they will be picked up or sent home. The ops team will keep a log of students who are flagged as having a fever or report symptoms in the daily symptom questionnaire (*for contact tracing and case-confirmation purposes only*).	
Transition Upstairs	Students will walk across the lobby to stairwell 6 (not 5), which will be a dedicated arrival stairwell for our school. There will be staff posted at the bottom and top of the stairwell to greet students and make sure they are using the right stairwell and keeping masks on.	

ADVISORY		
Component	***Operational Procedure & Guidelines***	***Culture Notes***
Breakfast	Students who want breakfast must arrive upstairs before 9am. Grab and go breakfast options will be available on the third floor landing, where the staff on hallway duty will log the names of students as they go. Students will eat their breakfast in Advisory. Students who buy breakfast before school will generally be asked to eat it outside before entering to minimize the number of students eating inside. But, if a student does need to eat breakfast, they can do so in Advisory, before 9am. Students cannot walk around/hang out in the hallway.	It is crucial to build the kinds of relationships with your advisees that will allow you to know if kids are not ok, especially when it comes to whether they are getting enough food. School food does not have a history of appealing to students, and it will likely be less appealing in bag or box form. Kids who are not eating in school need to be checked-in with to ensure they are able to eat at home. Family food needs should be escalated to Director Gonzalez as soon as they come to light.
Attendance & Daily Symptoms Survey	When students enter the Advisory classroom, the first thing they should do is take out their	Plan intentionally to normalize transparency and honesty in self-reporting in your advisory. Norm this as a moment of reflection in our busy lives to learn to

	Chromebook and complete the Daily Symptom Check Survey. For attendance, Advisors should select a student who monitors the classroom Google Meeting for attendance. At 9am, while students are finishing the symptom check, Advisors should text parents of any missing students and begin Advisory. ***At 9:30***, the Advisor should confirm remote and in-person attendance (Alma will have the following options: "Present," "Present Remotely", "Late," and "Late Remotely.") Mark any late students as such, and submit attendance in Alma. Students attending in-person will go to the Main Office to sign-in if they arrive after 9:30. Students attending remotely who join after 9:30 will be marked absent in Advisory and will have their attendance updated based on class attendance later in the day.	listen to our body and to check-in with ourselves. Model transparency by sharing your own self-check-in with students.
Advisory Lesson	See our Draft Advising/SEL Plan Here.	Advisory is actually our most powerful method of risk-reduction. This is where we actually teach our students both the reasons for all of the precautions and help them build the compassion and empathy necessary to follow lots of annoying guidelines and put the needs of others before their own.

HALLWAY TRANSITIONS / TRANSITION TO LEARNING COHORTS		
Transitions will be limited this year to only 3-4 in one day: after Advisory (whole school), after P3, from Electives, and dismissing from the Advisory. Transitions will be 5 minutes total, to accommodate for a scaffolded transition.		
Component	***Operational Procedure & Guidelines***	***Culture Guidelines***
Masks	Students and staff must wear either a disposable or reusable mask while transitioning in the hallways at all times.	This is likely to be one of the systems that feels most like policing of bodies. While this may be uncomfortable, it is crucial that we stick to it, and frame the importance of this system in keeping all community members safe. In-the-moment addressing of hallway behavior is challenging to prioritize in normal transitions and will be that much harder in social distancing ones. **The success of this system relies on effective framing beforehand.** Our habitual response to behaviors in the hallway is "Stop --[running, roughhousing, etc]--!!" (likely because of the short nature of transitions). Try to reframe that default to focus on the care we need to take with each other to stay safe: "Keep eachother safe!" "Are you making sure [friend student is talking too closely] is safe from risk?" "Think about how you are currently [moving through hallway] and how it is impacting those around you."
Socially Distancing	Students and staff should adhere to social distancing guidelines while in the hallways at all times. There will be floor decals and bulletin boards reminding students and staff to distance.	
Transition from Advisory, Gr9	At 9:40, 9th graders will switch from Advisories to Learning Cohorts. Students will exit their Advisory classroom one at a time, with about 5-7 seconds between students, using hand-sanitizing dispensers on each door as they exit. They will transition to their learning cohort (which will either be in the same room as their Advisory, or in a classroom no more than 40 feet away). Based on previous years, the entire grade should be able to transition in about 2 minutes. There may be moments when some students won't be able to stay a full 6 ft from each other, but they will have masks on, and if we do it right, students will be in the hall for less than 30 seconds.	
Transition from Advisory, Gr10	10th Grade will run the same procedure at 9:43.	
Transition from Advisory, Gr11	11th Grade will run the same procedure at 9:46.	

ELECTIVES		
Component	***Operational Procedure & Guidelines***	***Culture Guidelines***
Electives	For all of orientation, cohorts will rotate through electives together, by week, both to experience them and to minimize mixing. Phys Ed will have no more than 20 students in a 9000 square foot gym, and whenever possible, will use outdoor fields. Dance will do the same, while Music and Art will be in classrooms, following the same social distancing rules as in any other room. If reopening goes well, both at our school and citywide, and we don't see significant increases in infection rates, we *may* consider	

	allowing choice-based electives, increasing exposure risk slightly in favor of giving students access to the activities that bring them the most joy.	

GENERAL CLASSROOM GUIDELINES		
Paired with reducing classes to learning cohorts of 10-15 students, these procedures and guidelines ensure that we reduce the risk of infection spread throughout the school by reducing the risk within a cohort. We protect the broader school (and city) community by protecting our small circle of peers. ***Note:** During orientation, each grade will engage in a design challenge to come up with student-owned procedures for cleaning, materials management, teacher transitions into classrooms, and appropriate use of masks and distancing in the classroom. Our students have to feel ownership and responsibility for the classrooms and for their health and safety. They need to co-create classroom procedures with us (within these guidelines).*		
Component	***Operational Procedure & Guidelines***	***Culture Guidelines***
Cleaning Procedures	Students will design the specifics, but desks need to be wiped-down before transitions out of the room, and chromebooks and phones should be wiped at the start and end of the day (only the end, with phones).	Build a culture of ownership around each cleaning task, so all students are engaged and involved.
Entry/Exit Doors	In classrooms with two doors, one door will be designated for student “entry” and the other “exit.” Classrooms with only one method of entry cannot allow classes to overlap in their entry and exit, and should ask entering students to wait outside until everyone has left.	If you co-teach, consider having one teacher greet and one teacher say goodbye to students as they leave (no touching).
Locker Use	We will not use lockers this Fall, since we can’t assign individual lockers to each student. As we approach Winter, we will re-evaluate locker use for jackets and shoes.	
Student/Teacher Mask Parameters	Teachers and students should be wearing masks in classrooms during activities and lessons that require a lot of speaking. Both teachers and students can take “mask breaks” when working individually or reading. If teachers need to remove their mask periodically while teaching--to be understood, to breath more easily, etc--they must be at least 6ft from students. Teachers should minimize extended lecture--which is good teaching practice anyway.	Be intentional with reminders at different points in the lesson. Clarity of directions is key - **you should always lead with mask guidance**: “*Put your masks back on*, and be ready to answer question 7 if I call on you.” This is going to be hard. Remember that habit formation takes time, and that we all get frustrated and cheat sometimes with masks. Be consistent but understanding if students forget or are slow to put masks on at the required moments.
Desk Setup	Students must be sitting 6ft apart at all times. There should never be more than 10-15 students/classroom (depending on classroom size, each room has a max capacity based on size). All learning cohorts will be smaller than the max capacity of the classroom and will allow for desks to be 6ft apart.	
Shared Items	We will have assigned packs of select items for each student (pencils, pens, markers, etc). Students should not be sharing writing utensils. Shared chargers must be wiped with a sanitizing cloth before and after each use.	Having students be responsible for their own set of tools is a good way to reinforce independence. They will own the room, since teachers will be rotating. We will make that ownership explicit, and ask them to maintain and manage materials. Each grade team will work with students to create a system for managing materials that doesn’t stop instruction or require passing between people. (ie: charger borrowing station where chargers hang on hooks with Clorox wipes next to them, students exchange their hoody for charger, and must wipe it down when returned.)
Suspected Illness	If a staff member has reason to believe that they, another staff member or student are ill, flag Lopez, Kale or Noah immediately. The individual will sit (very comfortably) in room 318 until the COO or Principal can evaluate symptoms, consult with the school nurse, and determine if the student or staff member needs to be sent home (and evaluated by a doctor and kept out of school as per the suspected illness procedures below).	This can be scary and stigmatizing for kids. Flagging admin should be done discreetly, calmly and lovingly. ● If you can, be transparent with students by gently and discretely telling them you have noticed X, Y, Z and want to make sure you keep them and every other student in the room safe by having their temperature checked. ● If you don’t have a strong relationship or need to prioritize managing your own

		emotions/anxiety, allow an admin to handle it after you flag them, but **always** follow up with the student afterwards to restore the relationship and check-in.
Replacement Behaviors	Staff will need to replace certain habitual classroom behaviors with different behavior or methods. See below some examples for replacement behaviors: Conferencing/Checking Work - Teachers can do some of this digitally, using tools like Google Docs and Nearpod. However, there will be times when teachers will need to conference individually or look over a students shoulder. When teachers do, both the teacher and student need to have their mask on. For an extended individual conference, high-risk teachers/students should consider using the clear, movable screen as an additional barrier. Paper collection - each classroom will be equipped with a networked printer for immediate printing needs and small jobs. In general, teachers should use paper for materials that need to be distributed and used, **but not returned**. When collecting work, teachers should use digital forms and docs as much as possible, or have students take pictures of paper work with their chromebooks. Students can also use their whiteboard desks to work with Expo markers, so teachers can check (math) work from a distance without collection. Materials distribution - should be limited as much as possible and should be an assigned job for 1 student(s) in each batch. Students should wear gloves while distributing any materials. Physical contact (high five, fist-bump, etc) - Come up with a standard routine to show love or acknowledge excellence that doesn't require physical touch (fist pump, two claps, sticky note, sticker...even for high school, verbal praise, etc).	Framing of all replacement behaviors needs to center community care. Find personal ways for kids to connect ("Who are you protecting by wearing a mask?"). Whenever it is possible to make replacement behaviors fun and engaging, DO NOT HESITATE. These things will become tedious and frustrating for kids and adults if we don't effectively instill a community of care and design routines and systems that are enjoyable whenever possible.
Community Meetings	Grade and schoolwide community meetings will be virtual at the start of the year. We may consider having distanced grade-wide meetings in the Auditorium later in the year if infection rates remain low. But, until at least November, there will be no in-person assemblies.	Building school culture is still crucial and we will definitely have community meetings...but we'll have to get really good at doing them virtually!

BATHROOMS		
Both the boys and girls bathrooms will remain locked at all times. Whichever staff member is on hallway duty on either ends of the hallways will be responsible for letting students into the bathroom.		
Component	***Operational Procedure & Guidelines***	***Culture Guidelines***
Bathroom Keys	Students will no longer be able to retrieve/sign out a bathroom key from the Main Office. The staff member on hallway duty will be responsible for letting students in the bathroom.	This is likely to be one of the systems that feels most like policing of bodies. While this may be uncomfortable, it is crucial that we stick to it, and frame the importance of this system in keeping all community members safe. When kids get frustrated, which they inevitably will, re-iterate and remind them that we do this to care for each other. Alternative Break Taking Behaviors: ● REQUIRED: Create a space in the classroom where students can take a break when they need to, as a level of response that comes before actually leaving the classroom space. ● Have hallway passes designated for the bathroom and for hallway walk breaks. ● Frame early and often that students taking a break in the hall need to be responsive to directions from hall/bathroom monitors to keep traffic to a minimum.
Bathroom Stalls	Every other stall should be closed off to promote distancing measures. Notify Ops immediately if this is not the case.	
Time & Exposure:	The staff member on hallway duty should keep notice of the length of time students spend in the bathroom. To ensure social distancing, students should be in the bathroom ~≤5 mins.	
Batching:	There should be no more than 2 students in the bathroom at a time. The hallway duty person should track and monitor bathroom traffic, for easier case tracking.	
Monitoring:	The staff member on hallway duty should take notice if a student seems to be displaying COVID-like symptom(s) and flag Lopez or Kale if there's cause for concern.	

MEALS	
Per CDC and state guidelines, meals provided to students will be pre-packaged or boxed and must be eaten in classrooms. We will work with our NYCDOE-managed school foods team to ensure all students have safe access to food on a daily basis (including remote students.	
Breakfast	Students wanting breakfast must arrive upstairs before 9:00am. Grab and go breakfast options will be available on the third floor landing, where the hallway duty person will sign the names of students as they go. Students must eat their breakfast in Advisory. Students cannot walk around/hang out in the hallway.
Lunch	The Ops team will work with school foods to pick up grab & go lunches and distribute them by Learning Cohort. Students in each Learning Cohort will stay in classrooms to eat. *After reopening, assuming several weeks of smooth, infection-free school and low local infection rates, we will consider rotating one grade at a time through the cafeteria to allow students to socialize in groups of no more than 4 with friends in their Grade-Cohort (which would still limit each "pod" to half a grade, or approximately 50-60 students).*
Remote Students	The campus will designate a separate entrance staffed by school foods workers to distribute grab and go breakfast and lunch between 8:00-10am to remote students who want/need to pick up meals daily.

DISMISSAL		
All non-advisor staff members will be expected to support with dismissal for the first 3-4 weeks to assist with crowd control, ensure students are adhering to new social distancing guidelines, and there's minimal overlapping and socializing between both cohorts.		
Component	***Operational Procedure & Guidelines***	***Culture Guidelines***
EOD Advisory	The purpose of EOD Advisory is to give the Advisor a chance to quickly check-in with students, remind them of any staff check-ins they need to do before leaving, and distribute cell phones efficiently. 1. Students and the teacher transition into the room, and students sit at their desks. 2. Advisor or designated student does brief EOD announcements/reminders. 3. Students wipe down desks. 4. Advisor dismisses students who don't have any EOD check-ins. 5. Students take a sanitizing wipe and their phone as they exit. 6. Advisor waits 3 minutes, quickly debriefing with students about reasons they need to check in with any teachers. 7. Advisor dismisses students who need to check-in (allowing them to take their phone).	Students are usually *very* motivated to dismiss, so this is a chance to build really efficient, consistent routines. Ending the day in Advisory reinforces the sense of community, gives advisors a chance to gauge students' experience throughout the day, and provides one more chance to motivate students to do their remote/asynchronous work responsibly and seriously. This check-in is short but it's crucial.
Cell Phone Distribution	See detail here.	Be diligent in framing the routine for getting pouchless phones from the MO at the end of the day. They have a tendency to rush the door, and need to manage their impatience and separation anxiety to stick with the social distancing protocol.
Cleaning Procedures	See above EOD Advisory routine.	Build a culture of ownership around each cleaning task, so all students are engaged and involved.
Transition to Dismissal	11th Grade students will be dismissed from Stairwells 5/6. 9th Graders from Stairwells 3/4, and 10th graders from Stairwells 1/2. All non-advisor staff will be posted in hallways, stairwells, or outside during dismissal to remind students to maintain distancing in the building and dismiss from the neighborhood quickly to head home (3 in main hallway, one at the bottom of each stairwell, 2 outside exits, 1 who walks towards Westchester Ave).	We will need to work with students to avoid having them gather in large groups at the subway, and on Westchester Avenue generally. We need to help them understand what's reasonable (hanging out with friends outside, in small groups) and what's genuinely harmful and inconsiderate to the larger community (like planning to meet up in huge groups with students from the remote Cohort who didn't attend that day).

STAFF MEETINGS and TEACHER WORKROOM		
Component	***Operational Procedure & Guidelines***	***Culture Guidelines***
AM All Staff	Most staff will be asked to be on site by 8:00. Morning meetings	We'll need to set norms about not joining

	will be virtual, will happen on Mondays and Fridays, and will begin at 8:10.	these calls while driving, walking, etc., and being on camera and fully present.
Department Meetings	Department PLC meetings will happen every Friday from 2:00-3:00, followed by All-Staff circles and/or meetings from 3:00-4:00. Departments will have the option of holding meetings in person or virtually, from different classrooms. However, high-risk staff members should always have the option of joining remotely (which will be possible given the video-conferencing equipment that will exist in every classroom). The same applies to the smaller-group portion of any staff circles or all-staff meetings. The whole-group portion will always be virtual, as we cannot safely distance with the entire staff in the same room.	Our meeting time is limited, so we'll need to hold it sacred. That means *allowing* for a little time to relate and talk informally at every meeting AND being extremely goal-oriented, prepared, and organized with the time that remains.
Grade Team Advisory Meetings	Grade Team Advisory meetings will be Tuesday (9th), Wednesday (10th) or Thursday (11th) mornings, from 8:00 - 8:45. (other staff will cover those 5 advisory rooms). These meetings will be in room 310, where there is plenty of space to distance, and will be accessible remotely to high-risk staff who need to avoid joining in person.	Getting these logistics right will take some work, and we may find that at the start of the year, we need instead to opt for shorter, virtual end-of-day advising debriefs 2-3 times per week.
Teacher Workroom Use	The teacher workroom has both large copiers, a microwave, coffee makers, and our fridge. It will also continue to have school-provided snacks for teachers. However, this year, it can't be a place for informal conversation, eating meals, and working. Only 4 staff can use it at any one time (1 at the fridge, 1 at the microwave/coffee area, 1 at each copier), and all staff will be asked to sanitize their hands immediately before using equipment, and to quickly wipe down copiers, microwaves, etc. after use. We have also installed printers in every single classroom to reduce copier traffic in the teacher workroom (seriously, 16 more printers is a lot, we shouldn't need to use the copiers much except for large jobs).	This will be painful. The teacher workroom is where we go to find a sympathetic ear or supportive word during a hard day. It's also where we get water, coffee, and food.

IV. Infection Response

Given that we are in a co-located campus with a shared health clinic, and in a NYC Department of Education building, we will have two people serve, respectively, as the school-based Health Director and Deputy Health Director for COVID response. They will be responsible for overseeing the protocols below, including isolation, communication with families in the event of exposure and quarantine, and communication with the NYC Department of Health.

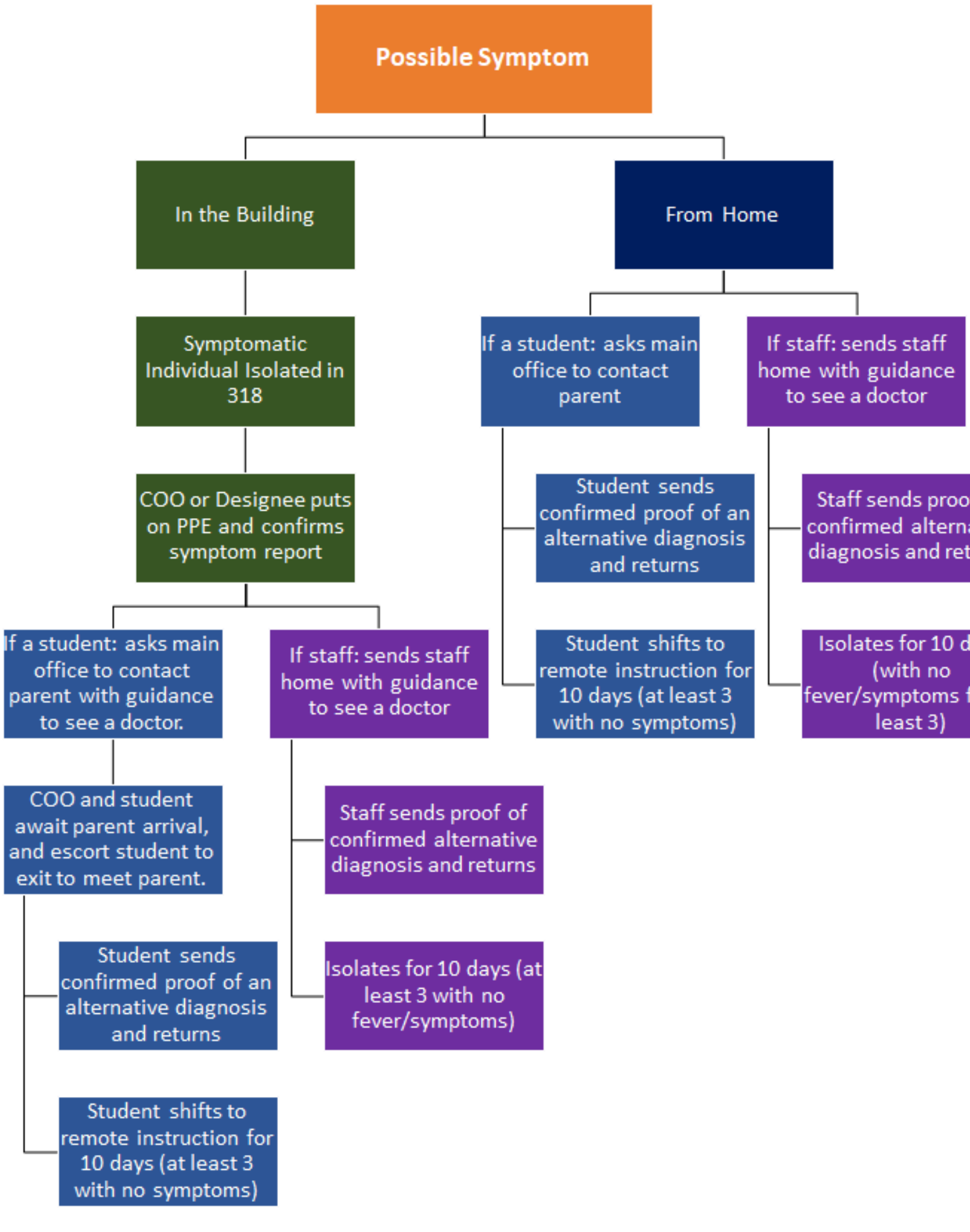
Our Health Director will be our COO, Estefany Lopez (estefany.lopez@compscihigh.org). Our Deputy Health Director will be our Chief of Staff, James Kale (james.kale@compscihigh.org).

Outbreak/Communication Guidance	
Possible Symptom Protocol	If a student or staff member arrives with or develops possible COVID symptoms--including shortness of breath, fever, anosmia, sore throat, or other common symptoms--we will initiate our possible symptom protocol. ● If detected at home and reported to the school, we will ○ Instruct the staff member or parent (if a student) to isolate themselves at home and engage in remote teaching or learning, assuming they are well enough to do so, ○ Ask that the staff member or parent (if a child) consult with a doctor and report the outcome to the school, ○ Notify the school nurse, ○ And they will be asked to remain at home until a confirmed alternative diagnosis, or ■ It has been at least ten days since the individual first had symptoms; ■ It has been at least three days since the individual has had a fever (without using fever reducing medicine); and ■ It has been at least three days since the individual's symptoms improved, including cough and shortness of breath. ○ In the event that the student or staff member is confirmed to have COVID, or reports COVID symptoms indicating a "suspected case" (determined using guidance forthcoming from NYCDOH), we would activate the suspected/confirmed case protocol below. ● If the symptoms are detected at arrival or develop during the day (and are reported by a student or teacher), teachers should discreetly send the student to room in 318 and immediately call or message the Main Office, who will immediately notify the Principal, COO and Chief of Staff. ○ The COO will then get the appropriate PPE (gown, face shield, N95 mask, and gloves) and speak with the student or staff member to confirm the symptoms. If a staff member, they will be sent home as per the steps above. ○ If a student, the COO or her designee will take the steps outlined above, consult with the school nurse, and supervise the student until a parent confirmed they are downstairs, at which point she will escort the student to the parent and confirm that the parent will take the child to get tested (we will also provide this list of testing sites).
External Exposure Protocol	If a student, parent or staff reports exposure to a confirmed or strongly suspected case, through the daily symptom check form, weekly parent survey, or any other means, the Chief of Staff (who reviews the forms daily), or other staff member receiving the report will initiate the same process outlined above for possible symptoms, with two modifications. The Chief of Staff will instruct the staff member or parent to consult a doctor immediately, but wait at least 48 hours after initial exposure to get tested, and he will notify the NYCDOH of the case, to ensure it was properly reported.
Suspected / Confirmed Case Protocol	If a student or staff member is strongly suspected to have COVID (using symptom guidance forthcoming from NYCDOH) or is confirmed to have COVID by the family or NYCDOH, the COO will do the following: ● Immediately close any rooms used by the sick staff or student for 24 hours to allow for disinfection and cleaning, ● Compile a list of staff and students that may have been exposed to the infected person (exposure is defined by NYCDOH as 10 minutes of contact at less than 6ft of distance), ● Report the case to the NYCDOH, and consult on contact tracing, and the possible isolation/quarantine of staff and students who were directly exposed, ● **Potentially Exposed Students.** Notify students and families of all students who shared a classroom with the infected person (the Advisory Group and Learning Cohort, likely 20-30 students) via phone, text, and email, and inform them that they must shift to remote instruction. Exposed students will be asked to shift to fully remote learning for a period of 14 days. ● **Potential Exposed Staff.** The COO will then notify and interview staff who may have been exposed to determine relative risk of exposure. All students who share a classroom with an infected student will quarantine (even if they don't meet the NYCDOH definition of exposure). However, staff quarantine will be determined on a case-by-case basis,

	depending on the amount of time they shared a classroom, and the distance maintained from the infected person. (For example, if a teacher had only one class with the infected student, and the student was 25 feet away, at the back of the room, we would likely not quarantine that teacher. If a teacher worked closely with that student for a few minutes, or had multiple periods with the student, we would likely ask that teacher to quarantine, even if they didn't meet the NYCDOH threshold for exposure.) As with students quarantined staff will teach remotely for 14 days.
Suspected or Confirmed Case/ Transporting Ill Individuals- Students	If a case is confirmed during the school day while students are in session, the school will coordinate with the NYCDOH to determine whether the school should hold a rapid dismissal or complete the school day before having all exposed staff and students shift to remote learning.

Schoolwide Procedures for short and long term closures	• **Closure by the City or State Authorities.**
	  ○ The Governor has indicated that if the local testing positivity rate rises above 9%, schools in the region will close, and we will shift to fully remote instruction.
	  ○ Similarly, if local conditions in the community or school indicate rapid spread of the disease, the school would close at the direction of (and in consultation with) the NYCDOH and shift to fully remote instruction.
	• **Closure by the Principal or Board due to increased infection risk**
	  ○ In the event Bronx positivity rates rise above 7%, indicating increased infection rates, the Principal will close the school and shift the entire school to fully remote learning, in consultation with the school's Board and public health experts.
	  ○ If the school experienced multiple simultaneous infections (3-5, for example), implying COVID may be spreading actively among students and staff, the school would consult with NYCDOH, but may choose to close prior to a mandated closure from the NYCDOH.
	• **Short Term Closure due to large numbers of quarantined staff**
	  ○ In the event that infections required the school to quarantine more than 10 teachers, or a significant number of key administrators, the school would shift to fully remote instruction for a period of 14 days, at which point the quarentines would be over and most or all staff would be able to return and the school would shift back to its hybrid model.

Communication Regarding Infection	The COO and Chief of Staff, in consultation with the Principal, will manage all communication related to possible, suspected, or confirmed cases in the school, including communication with staff, students, families, the school nurse, co-located schools, and the NYCDOH. Protocols for possible, suspected, and confirmed cases, and for communications regarding COVID are charted below.
City Guidance	Review local and city guidelines and updates on COVID-19, weekly. Here; , Here and here


Possible Symptom
In the Building
From Home
Symptomatic Individual Isolated in 318
If a student: asks main office to contact parent
If staff: sends staff home with guidance to see a doctor
COO or Designee puts on PPE and confirms symptom report
If a student: asks main office to contact parent with guidance to see a doctor.
If staff: sends staff home with guidance to see a doctor
COO and student await parent arrival, and escort student to exit to meet parent.
Staff sends proof of confirmed alternative diagnosis and returns
Isolates for 10 days (at least 3 with no fever/symptoms)
Student sends confirmed proof of an alternative diagnosis and returns
Student shifts to remote instruction for 10 days (at least 3 with no symptoms)
Student sends confirmed proof of an alternative diagnosis and returns
Staff sends proof of confirmed alternative diagnosis and returns
Student shifts to remote instruction for 10 days (at least 3 with no symptoms)
Isolates for 10 days (with no fever/symptoms for at least 3)

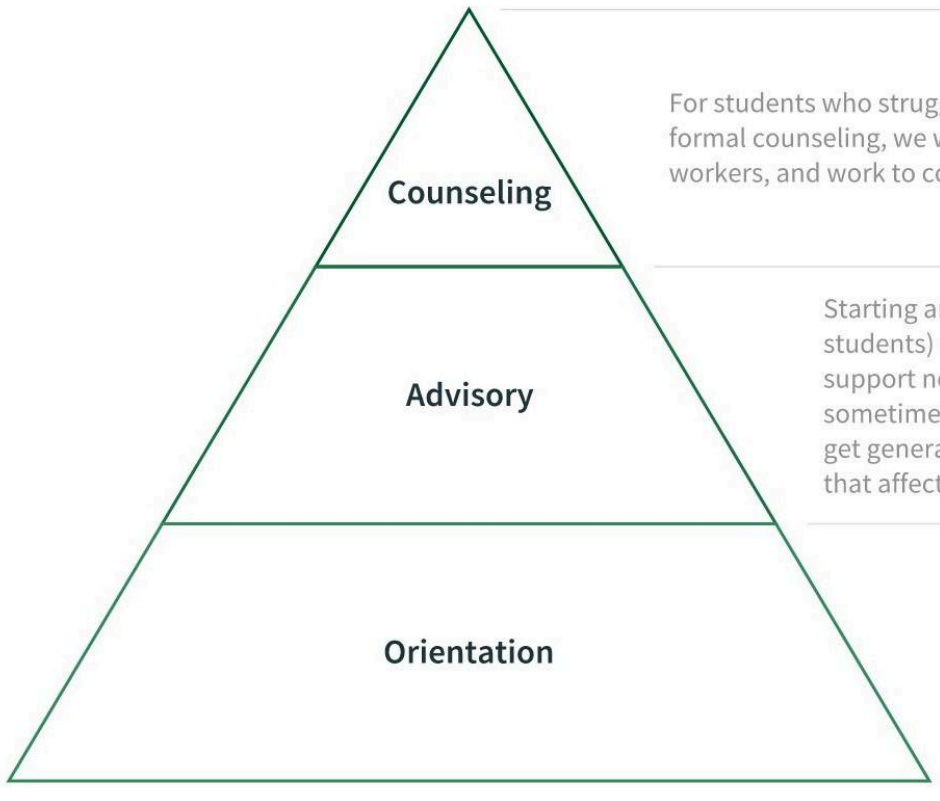
Suspected/Confirmed Case
Student or Staffmember is in the Building
From Home
Symptomatic Individual Isolated in 318 with COO or Designee (in PPE)
If student: COO contacts parent with guidance to see a doctor.
If staff: COO advises staffmember to see a doctor and calls NYCDOH.
If a student: asks main office to contact parent with guidance to see a doctor.
If staff: COO sends staff home with guidance to see a doctor and calls NYCDOH.
COO Contacts NYCDOH
Staff sends proof of confirmed alternative diagnosis and returns
COO and student await parent arrival, and escort student to exit to meet parent.
Staff sends proof of confirmed alternative diagnosis and returns
Student sends confirmed proof of an alternative diagnosis and returns
Isolates for 10 days (at least 3 with no fever/symptoms)
COO Contacts NYCDOH
Isolates for 10 days (at least 3 with no fever/symptoms)
Student shifts to remote instruction for 10 days (at least 3 with no symptoms)
Student sends confirmed proof of an alternative diagnosis and returns
Student shifts to remote instruction for 10 days (at least 3 with no symptoms)

V. Communication

Communication is among one our best and most important risk-reduction tools. If families, students, and staff are open, honest, and in constant communication, we will be able to respond quickly and keep any infections from spreading. Conversely, if communication is poor, we will struggle to keep our community safe. We have and will continue to keep families regularly informed of our reopening plans and progress and of state and local guidance, and continue to work with families to reinforce trust and foster open, consistent communication.

Reopening Communication Timeline

Student Communication and SEL Support

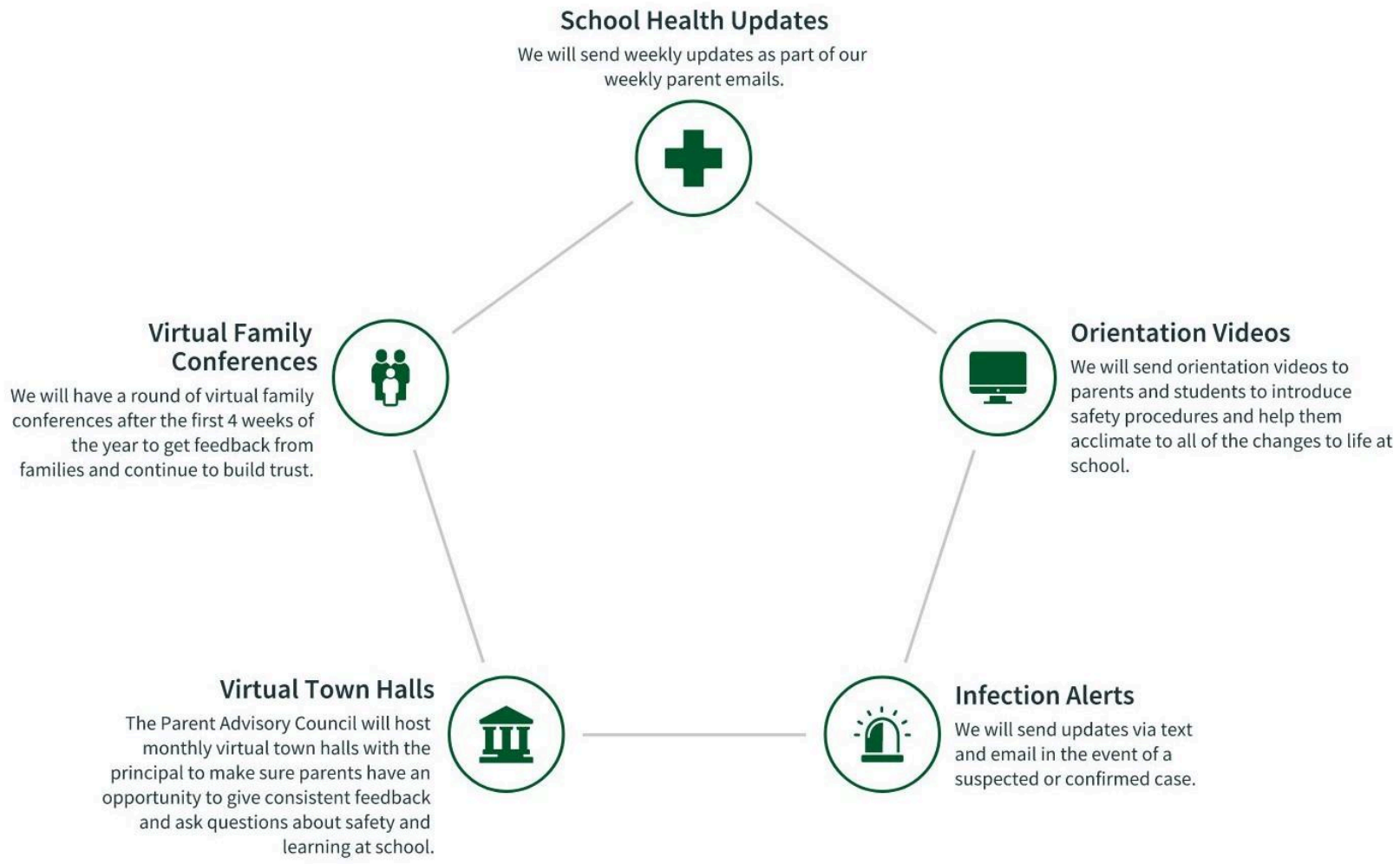


For students who struggle with the transition back to school, and don't already have formal counseling, we will provide informal counseling with one of our two social workers, and work to connect families with outside counseling resources as needed.

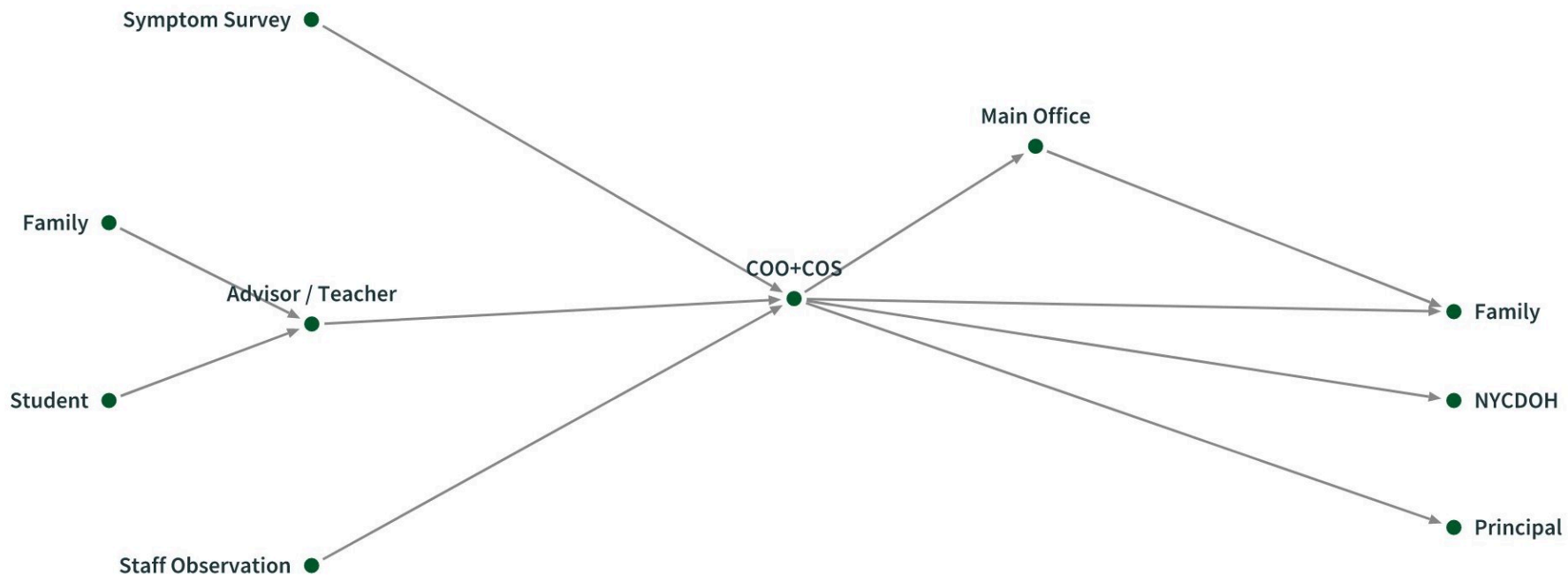
Starting and ending each day with Advisory (for remote and in-person students) will build the community and provide the social and emotional support necessary to weather a difficult year and stay committed to sometimes onerous health regulations. This is also where students will get general updates about any quarantines and any other COVID updates that affect the whole community.

During virtual and in-person orientation, we will help students make sense of the last six months, understand what we know and don't know about COVID, and understand the purpose of each of our safety protocols.

Family Communication During the Year



Communication Flowchart for Symptom/Infection Information



Appendix:

1. Office Visitor Policy
2. TWR Use Guidelines
3. Loaner Tech Plan
4. Tech Tracker
5. List of Testing Sites
6. Student Snack Plan
7. Cell Phone Collection and Distribution