

[Back to Top \(double click\)](#)



# BCCHS Family & Student Handbook

2020-2021

BCCHS家庭和学生手册

Manual para estudiantes y familias de BCCHS

[Back to top \(double click\)](#)

[Back to Top \(double click\)](#)

## Table of Contents

### Teaching & Learning:

1. [Format of Google Classroom](#)
2. [Online Instruction: expectations for students & teachers](#)
3. [Online Instruction: synchronous instruction norms & models](#)
4. [Online instruction: asynchronous instruction norms & models](#)
5. [Online Instruction: schedule for live instruction](#)
6. [assessment](#)
7. [Advisory](#)
8. [Elective curricula](#)
9. [Online only classes](#)
10. [Special Education & ENL](#)
11. [Remote Only Students: Book & materials distribution](#)
12. [Online Learning: Tools & Resources](#)

### In-person learning:

1. [Student groupings](#)
2. [School schedule](#)
3. [Models for a mixed classroom \(students in two subjects in one room\)](#)
4. [Building movement plan](#)
5. [Classes that travel](#)
6. [Teacher spaces](#)
7. [Classroom Assignments](#)

[Back to top \(double click\)](#)

[Back to Top \(double click\)](#)

## **Policies:**

1. [Attendance: students](#)
2. [Grading & Due Dates](#)
3. [Academic Intervention Plan](#)
4. [Supports for Students At-Risk](#)
5. [Student Expectations](#)
6. [Discipline & Restorative Practices](#)

## **Resources:**

1. [Teacher & staff directory](#)
2. [Key Contacts](#)
3. [Teams](#)
4. [3 E's School-wide Beliefs](#)
5. [BCCHS Core Values](#)
6. [Course of Study 20-21](#)

## **Health & Safety**

1. **What to Do if a Student Arrives on the Wrong Day**
2. **Visitor Protocol**
3. **COVID-19 School Health Policy**

[Back to top \(double click\)](#)

[Back to Top \(double click\)](#)

# Teaching & Learning

## 1. Format of Google Classroom

- All classes will have a course syllabus and classroom norms on their google classroom.
- The schedule for synchronous instruction and when students engage will be posted on the main page of google classroom.
- Teachers will post a weekly outline at the start of each week on the announcement page. This includes weekly learning targets, unit of study and topics to be covered.
- Materials are organized under the “Classwork” tab by unit “topic”.
- Students will be invited to google classroom by their teachers. There is one classroom for each class you take. Families will be added to google classroom as well.

## 2. Online Instruction: expectations for students & teachers

### **Teachers will:**

- Post instructional materials by 9:00 am each day
- Post a weekly schedule by 9:00 am each Monday
- Teach at least one synchronous lesson per week per subject.

[Back to top \(double click\)](#)

[Back to Top \(double click\)](#)

Each assignment, including watching of a video, should take no more than 30 minutes in core classes

- ▶ Students will then be formatively assessed on their knowledge of the assignments by their teachers through jamboard, kahoot, quizlet, timed google form quizzes, etc. Students that need additional assistance can be assigned small group instruction with the teacher.
- ▶ Students may also challenge themselves with an extension activity
- ▶ Students will be given an exit ticket at the end of each session (and posted for remote students via google classroom) that aligns to the learning target.

***Students will:***

- Join synchronous instruction that they are scheduled for
- Be encouraged to turn cameras on, and actively participate in the lesson
- Reach out to their teacher if they request a modification due to exigent circumstances
- Submit class work by the end of the school day & submit long-term assignments by the due date, 9:00 am.

### **3. Online Instruction: synchronous instruction norms & models**

*Each lesson will follow this model:*

- Learning Target posted for the lesson
- Opening engagement activity (do now, chat question, warm up)
- Review of content (teacher direct instruction, group activity, resource review)
- Formative assessment: student voice - sharing understanding of activity

BCCHS Goals for learning:

- **Relevance:** connecting content to student's lives and the world around us.

[Back to top \(double click\)](#)

[Back to Top \(double click\)](#)

- **Relationships:** building in spaces for students to make connections to one another and for teachers & students to make connections. Support social/emotional well-being of students (and/or avoid undermining that well-being)
- **Rigor:** engaging students in the content and having systems that ask them to rise to expectations. (such as firm due dates, higher order thinking questions). Provide supports for students who need more, without full remediation.
- **Realness:** bring your authentic self to the space. Allow for student voice in lessons and in what they are learning and how they are learning. Provide students with choice. Talk about race in the classroom and respond to current events when they occur.

#### 4. Online instruction: asynchronous instruction norms & models

- Students will be assigned activities on home days and will complete them along with exit ticket assessments and challenge activities with their teacher utilizing the flipped classroom model.
- All lessons are planned in an asynchronous format. Teachers then turn these lessons 'live' for whatever group of students they have either in person or in synchronous instruction.

#### 5. Online Instruction: schedule for live (synchronous) instruction

Online instruction will take place daily from 1:20-2:40 pm. All students who are not in school that day will join the remote instruction lesson that aligns with their class section. Students who were in school that day can also join. If they cannot, due to travel time, they must communicate with their teacher.

**This section will be updated by 9/15/20**

**Grade 9**

[Back to top \(double click\)](#)

[Back to Top \(double click\)](#)

901 & 902 take Health Term 1 and Art Term 2. 903 & 904 take Art term 1 & Health term 2.

**Grade 10**

**Grade 11**

**Grade 12**

## **6. Assessment**

### **Assessment Plan for Remote learning**

- students will be asked to show mastery in several different ways.
- Each course will have several (1-2) benchmark assessments per unit of study, and a summative (end of unit) assessment.
- Students will be notified about what assignments are considered assessments
- Examples of online tests/quizzes:
  - Embedding assessment questions into edpuzzle videos
  - google forms
  - Creating a rubric in google classroom
  - Timed google forms

## **7. Advisory**

- Students who are at home when their advisory is scheduled to meet will join remotely. Once the teacher is in the advisory room, they will log into zoom and project this on the smartboard. Students in the advisory room will converse with their peers at home. The teacher will position their laptop so that students at home

[Back to top \(double click\)](#)

[Back to Top \(double click\)](#)

can view most of the room in a socially distanced circle format. *(this will need to be tested and adjusted in real time).*

- Advisory will meet once a week from 12:30-1:30 pm (there will need to be travel time embedded in the start)
- Students will have the first 10-15 minutes to eat lunch in the classroom, while the advisor waits by the door.
- Advisory will then begin on zoom, which will be logged on to the smart board.
- Students will engage in weekly circle check ins.

Advisory will meet in person as the last period of the school day, rotating by grade, one day a week. Students who are in school will go to an advisory room, and then students who are at home will join remotely.

*Advisory schedule:*

<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
Small group targeted support for SWDs/ELLs/STH	Grade 9 advisory	Grade 10 advisory	Grade 11 advisory	Grade 12 advisory

At the end of in-person period 5, at 12:30, students in all other grades will be dismissed, on a staggered dismissal. Once students are dismissed, advisories will be announced on the PA and one advisory at a time, students will go to their advisory rooms.

If the advisor is teaching remotely under a medical exemption, they will teach via computer and there will be a non-advisor assigned to the room.

Advisory Rooms

<b>9</b>	Hovsepien 213	Hunter 313	Kilic-Gonul 513	Mansour 517	Mendez 505
----------	------------------	---------------	--------------------	----------------	---------------

[Back to top \(double click\)](#)



[Back to Top \(double click\)](#)

<b>10</b>	Benowitz 213	Biggs 313	Blackman 410	Jonas 405	Zimmerman 305
<b>11</b>	Cogan 213	Cortissoz 313	Hawrylewicz 513	Hanna 517	Rondon 410
<b>12</b>	Gumina 513	Grey 517	Marengi 505	Marmo 410	Ross 405

Advisors will then turn on their SMART board, and advisees who are at home will join. Advisories will engage in circle discussions, check ins and socio-emotional circles.

## 8. Elective curricula

Students take their elective courses (see schedule) with weekly synchronous instruction one day per week (each day is for a different grade). Electives are one term long and are online only.

Students will complete two lessons a week for elective courses. One lesson is asynchronous, and the other is synchronous.

[Back to top \(double click\)](#)

[Back to Top \(double click\)](#)

<b>Grade 11</b>	<b>Grade 12</b>
Term 1: sociology (1 section) Computer Science (3 sections)	Term 1: College Prep (4 sections)
Term 2: College Prep (4 sections)	Term 2: Senior Exit Project (4 sections)
<b>Grade 9</b>	<b>Grade 10</b>
Health (2 sections)	Art (4 in person sections, 1 blended section)
Art (2 sections)	

### 9. Online-only classes

All classes have at least one synchronous lesson per week.  
The following classes do not meet in person, and only have online:

PE 9-11 (one synchronous lesson per week on elective days, 1 asynchronous assignment per week)	Art 9 (see electives)	Electives 11 & 12 (see electives)	Spanish 10 (3 asynchronous lessons per week; 1 synchronous)
Health 9 (see electives)			

[Back to top \(double click\)](#)

[Back to Top \(double click\)](#)

## 10. Special Education/English as a New Language:

- English as a New Language teachers (ENL) will provide support for our through small group ESL class twice a week (remote) and co-taught/co-planned blended support in core content classes.
- Special Education and ENL teachers will provide online resources to co-taught google classrooms such as audiobooks (booksource) for students, and modified assignments.
- Special Education teachers will post modified recordings/assignments/recordings/meets with small groups in the virtual setting.
- In online learning, special education teachers will support students and provide access points to learners in class and online.
- *In person pods have ICT sections, which is a blend of students with IEPs and general education students, to ensure the least restrictive environment.*

## 11. Remote Only Students: Book & materials distribution

Students who are remote-only can come into school between 10-11 am to collect breakfast, lunch & school books. These items will be in the gym for pick up. Book packets will be created the first week of school for students to collect.

## 12. Bandwidth & Technical Support

If your students experience internet-connectivity issues with their iPads, they can request help through the [Technical Support for Families form](#).

Students and families can also contact our BCCHS Technology Liaison: [Hameed Nusratty](#) and Assistant Principal [Gisele Hanna](#).

## 14. Online Learning: Tools & Resources

[Back to top \(double click\)](#)

[Back to Top \(double click\)](#)

[Getting Started With Zoom](#)

[Setting up your DOE Account for Zoom access](#)

[Getting Started with your iPad](#)

[Translated Support for Remote Learning \(家庭遠程學習概述\)](#)

[Free Microsoft Software](#)

[NYC Schools Account: How to access student records online](#)

## In-person learning:

### 1. Student groupings

- Students will be grouped by ICT and their assigned courses and remain in that pod for the day.
- For the last period of the day in school, students switch to advisories. This will be a staggered shift.
- There are three “pods” per grade level, and in each Cohort.
  - Cohort A: Pod 1, Pod 2, Pod 3 (grades 9, 10, 11, 12)
  - Cohort B: Pod 1, Pod 2, Pod 3 (grades 9, 10, 11, 12)
  - Cohort C: Pod 1, Pod 2, Pod 3 (grades 9, 10, 11, 12)
  - Cohort D: Remote only

[Back to top \(double click\)](#)

[Back to Top \(double click\)](#)

## 2. Schedule

We will have staggered start & end times.

### BELL SCHEDULE

Students will remain in their pods for their academic classes. Students travel for PE (in the cafeteria, 2nd floor, grade 12 only), Art (grade 10 only - to the art room on the 5th floor), Science Lab (4th floor) and advisory.

Students will attend school according to Model 2:

#### **Model 2**

<b>Week</b>	<b>Mon.</b>	<b>Tues.</b>	<b>Wed.</b>	<b>Thurs.</b>	<b>Fri.</b>
	<b>Group D (Remote)</b>				
<b>1</b>	<b>Group A</b>	<b>Group B</b>	<b>Group A</b>	<b>Group B</b>	<b>Group C</b>
<b>2</b>	<b>Group B</b>	<b>Group C</b>	<b>Group A</b>	<b>Group B</b>	<b>Group C</b>
<b>3</b>	<b>Group C</b>	<b>Group A</b>	<b>Group A</b>	<b>Group B</b>	<b>Group C</b>

## 3. Models for a mixed classroom (students in two subjects in one room)

[Back to top \(double click\)](#)

[Back to Top \(double click\)](#)

While we did our best to create pods that were aligned to what subjects students are taking, it was not always possible. In some cases, a student may be in a pod that is not aligned with one of their classes (non-AP vs AP or Spanish levels). In this case, the teacher will:

- Have one-on-one check ins with students
- Review content, answer questions
- Engage in discussion, debate

#### 4. Hallway Movement

- All students enter through the main front doors. Prior to entry, students will line up on E. 25th street, to the corner of Park Ave S. facing the school, and to the front of the courthouse, facing the school. There will be markers indicating students should remain 6 feet apart.
- School safety and the Building Response Team will staff entry and dismissal. All teachers will be at the door to their assigned period 1 classroom, to usher students into the room as they arrive. **No students can remain waiting in the hallway.**
- All students will enter the school via stairway B. They will go to their classroom floor.

During the school day, stairway A is **only for moving down.**

- During the school day, stairway B is **only for moving up.**
- Stairway B is used for both entry and dismissal.

[Back to top \(double click\)](#)

[Back to Top \(double click\)](#)

- The elevator cannot have more than 1 person at a time. The elevator will remain locked, and students with medical needs will have a pass, and a member of our staff will open the elevator for them at entry and dismissal.
- Students will walk from Stairway B to their classroom. Hallways are one-directional for entry and dismissal.
- *For example, if you are a student who has class in room 313, you will walk all the way down the hall from stairwell B to your class upon arrival. When it is time for dismissal, you will be dismissed by Mr. Keijzer or Ms. Perez-Katz and then will walk back to stairwell B to leave. Teachers in the classroom will remind students not to exit from stairwell A.*
- Students and staff must stay to the right when walking on the staircase and in the hallways, single-file.

## 5. Classes that travel

The following classes will travel:

- Art will travel to the art room (510)
- PE 12 will travel to the cafeteria (2nd floor.) Students going to PE must arrive via stairwell A. They will enter through the main doors, and exit through the back doors, past the kitchen. They will then take stairwell B to go back upstairs to their classrooms.
- Science lab classes will meet in the lab (4th floor). Science teachers will advise students when they are to go to the lab. *Students will either go down staircase A to arrive/depart at lab, or up staircase B to arrive/depart.*

## 6. Teacher spaces

Each floor has at least one room for teachers to work in when they are not teaching:

3rd floor: room 321

4th floor: room 406

[Back to top \(double click\)](#)

[Back to Top \(double click\)](#)

5th floor: room 506, 507

### **Guidance Rooms:**

The following rooms are where a student can meet with a guidance counselor:

Room 413

Room 404 (for one-on-one meetings)

### **Related Services:**

Room 310 is our related services room. This is where our speech teacher, social worker and school psychologist will work. When students need to be seen privately, they will meet one-on-one in room 404.

## **7. Classroom Assignments**

Grades are divided by floor. This will ease entry and dismissal procedures. There are teacher classrooms on each floor to ease teacher travel time, as teachers now travel to rooms instead of students.

2nd & 3rd floor: 12th grade: (Pod 1 room 213; Pod 2 room 313; Pod 3 room 307)

3rd floor: 11th grade: (Pod 1 room 305; Pod 2 room 306; Pod 3 room 309)

4th floor: 9th grade: (Pod 1 room 407; Pod 2 room 405; Pod 3 room 410)

5th floor: 10th grade: (Pod 1 room 517; Pod 2 room 505; Pod 3 room 506; Pod 4 room 513)

## **Policies**

[Back to top \(double click\)](#)



[Back to Top \(double click\)](#)

## 1. Attendance policy

### Period attendance:

Teachers will take attendance for their individual classes. First period in person is our official attendance period. This is when you are marked present for the day.

All students are expected to attend both in-person and synchronous instruction.

Students who cannot attend a synchronous lesson must reach out to the teacher to discuss. Students who need additional supports and scaffolds will be referred to the attendance team.

The attendance team will communicate with teacher leads if a student has an alternate, approved plan, due to hardship. Otherwise, all students are expected to attend synchronous instruction.

### Daily official attendance:

- Period 1 teachers (**in-person**) must take official attendance **by the end of period 1**.
- Our Parent Coordinator, Jancie Salmeri, will call homes and monitor attendance for in person students and families.
- **Period 1 Remote** teachers will take attendance for remote period 1 attendance in pupilpath. (1:30 pm)
- Janice Salmeri, Parent Coordinator, will then reach out to students who are marked absent from remote learning the following day.
- Families and students can see their attendance on their nyc schools account the following day.
- If you have questions about your attendance, please contact [Janice](#) or [Carol](#) (Chinese speaking).

[Back to top \(double click\)](#)

[Back to Top \(double click\)](#)

## Gradebook:

All work is submitted via google classroom. In school work can be submitted on paper.

- Work assigned in class is due by 3:00 pm (the end of fully asynchronous lessons each day).
- Long-term assignments will have a due date set by the teacher and are due at 9 am on the date assigned.
- Student attendance is taken daily for synchronous lessons. .
- Participation is evidenced through student discussion, chat, active engagement in jamboards, or other interactive activities.

### [BCCHS Grading Policy](#)

#### **BCCHS Grading rubric**

<b>Participation Accountability (weekly grade)</b> <i>submitting work that is checked for completion but not assessed; active engagement in live instruction.</i>	<b>Assessments Mastery assignments</b> <i>Administered at the end of a unit (smaller benchmark assessments can be assigned mid-unit).</i>	<b>Class work Graded for mastery</b> <i>Work that is graded for demonstration of mastery of standards. Collected weekly</i>
<b>20% of grade</b>	<b>50% of grade</b>	<b>30% of grade</b>
	Long-term assignments/homework is due in google classroom by 9 am the day it is due (start of school day).	Submitted to demonstrate mastery of content/skills All class work is due by the end of the period. For asynchronous classes, work is due by 3 pm.
10: Submits work on time, participates in	Assessments demonstrate mastery of skills/content	

[Back to top \(double click\)](#)

[Back to Top \(double click\)](#)

classes through chat, discussion, engagement, questioning.	(graded on a 100 point scale with separate rubrics)	10: all material is correct/accurate
8: Submits work at least 3 times that week on time, participates in class by active presence.		8: work is completed, with 80% accuracy
6: Submits 1 assigned work that week, participation is uneven.		6: did not master standards
0*: No work submitted		NC/0*: work is plagiarized, not submitted

[Back to top \(double click\)](#)

[Back to Top \(double click\)](#)

## **Academic Intervention Plan**

- Work is posted on google classroom by 9 am each day.
- Teachers will communicate with students & families if students are not submitting assignments.
- We will provide flexibility for students as they begin the new model - the first time a student forgets an assignment, they will not lose points. Students will have the opportunity to submit work. If the pattern continues, students will need an alternate plan.
- The student will be referred to the academic intervention team. This team (comprised of administration, guidance counselors, teachers) will invite students and families to review their progress and determine if a student and family need a more individualized support plan.
- This plan will be communicated to grade level leads/or individual teacher and advisor.

[Academic Intervention Guide](#)

[Academic Intervention System Flowchart](#)

## **Supports for Students At-Risk:**

- Teachers will provide scaffolds and modified assignments for students who will need additional support.
- Teachers follow the outreach plans for students at risk (see parent/family outreach section)
- Special education teachers will provide outreach to at risk/ students with IEPs and will be creating distance learning plans for students with IEPs
- Content teachers will reach out to gen-ed students in class who are not attending/succeeding
- Guidance will support tier 3 students who need additional support

[Back to top \(double click\)](#)

[Back to Top \(double click\)](#)

## Remote Discipline Code & Restorative Practices:

- We will Follow our existing policy:
- As a school, we follow a tiered response system.
- All interventions and supports are documented and families are informed.
- Disciplinary responses:
  - When students engage in harmful/biased language, we will follow the Equity Pledge
    - Students may engage in a mediated apology online if agreed to by harmed parties. Students will complete an assignment reflecting on the harm their words caused and submit to the Assistant Principal.
- Students who violate school standards can lose video/sharing access for a certain amount of time. This will be decided in consultation with the classroom teacher and communicated to all teachers on a grade level.

### Student Expectations

Responsibility:

**Our online classrooms have the same high expectations as the BCCHS community's in-person classrooms.**

**Please be sure to make sure you use all technology responsibly and respectfully.**

- Arrive on time to online classroom forums.
- You cannot share or copy images or videos of teachers without their express permission, even with other students in your class.
- Make sure your academic integrity remains intact and you take responsibility for your own learning.
- Please also be advised that any language used in a virtual learning environment is expected to be the same that would occur in a traditional classroom. All biased, defamatory, abusive, profane, threatening, or offensive remarks are strictly prohibited.
- Please adhere to the online guidelines set by your teacher. For example, follow instructions if the teacher/ host expects you to keep yourself muted until called on to speak.

[Back to top \(double click\)](#)

[Back to Top \(double click\)](#)

- Take space, make space. Now more than ever, in these online forums, it is important to ensure that all voices have the opportunity to be heard. Please limit your own air time, allowing others to share their questions, concerns, and ideas.
- Be positive and kind. Don't challenge or attack others.
- Reach out for support, as needed. If you have a question or concern, contact the teacher directly.

[Back to top \(double click\)](#)

[Back to Top \(double click\)](#)

## Family and Parent Outreach

- Teachers will reach out to families of students who are not keeping up with remote work.
- Teachers will be available for daily 'virtual office hours' for students to log in to a hangout to ask questions or to answer student/family email questions/extra help sessions. 1-1:20 pm daily.
- The Principal sends weekly emails to the whole school community via google email, PTA eblast and pupilpath anecdotal with centralized updates.
- Teachers are monitoring student work and providing outreach with an escalation plan to advisors and guidance.

## Resources:

### Key Contacts

- Technology Issues: [nusratty.hameed@bcchsnyc.net](mailto:nusratty.hameed@bcchsnyc.net) and tech support form (Hameed works at school W-F)
- General Information or Concerns: Janice Salmeri, [salmeri.janice@bcchsnyc.net](mailto:salmeri.janice@bcchsnyc.net)
- Academic Concerns & Social Support: 11 & 12 grade – Ms. Wheeler, [wheeler.kalen@bcchsnyc.net](mailto:wheeler.kalen@bcchsnyc.net)
- Academic Concerns & Social Support: 9th and 10th Grade – Mr. Smith [smith.stephanie@bcchsnyc.net](mailto:smith.stephanie@bcchsnyc.net)
- College Process: Ms. Phillips, [phillips.bonnie@bcchsnyc.net](mailto:phillips.bonnie@bcchsnyc.net)
- Discipline and Social Issues: Mr. Keijzer [keijzer.douglas@bcchsnyc.net](mailto:keijzer.douglas@bcchsnyc.net)
- Assistant Principal of Math, Science, PE, Art, ENL – Ms. Hanna [hanna.gisele@bcchsnyc.net](mailto:hanna.gisele@bcchsnyc.net)
- Assistant Principal of Social Studies, Special Education – Mr. Keijzer [keijzer.douglas@bcchsnyc.net](mailto:keijzer.douglas@bcchsnyc.net)
- Professional Development/Mentoring: Ms. Di Rico [dirico.diana@bcchsnyc.net](mailto:dirico.diana@bcchsnyc.net)
- Testing: Ms. Hanna [hanna.gisele@bcchsnyc.net](mailto:hanna.gisele@bcchsnyc.net)
- Nurse: Shannon Chen [chen.shannon@bcchsnyc.net](mailto:chen.shannon@bcchsnyc.net)
- Health & Safety: Douglas Keijzer [keijzer.douglas@bcchsnyc.net](mailto:keijzer.douglas@bcchsnyc.net)

[Back to top \(double click\)](#)

[Back to Top \(double click\)](#)

- Principal: Alicia Perez-Katz, [perezkatz.alicia@bcchsnyc.net](mailto:perezkatz.alicia@bcchsnyc.net)

## Teams

### Leadership Teams:

Building Response Team	Attendance Team	Academic Intervention Team	Instructional Leadership Team	Equity Team
Douglas Keijzer (BRT leader), Bonnie Phillips (Assembly Point Coordinator), Kalen Wheeler (Incident Assessor), Alicia Perez-Katz (Emergency Officer), Carol Kei/Janice Salmeri (recorder)	Janice Salmeri, Douglas Keijzer, Stephanie Smith, Kalen Wheeler	Gisele Hanna (11/12), Douglas Keijzer (9/10), Stephanie Smith (9/10), Kalen Wheeler (11/12),	Vanna Marmo: 9 Vacant: 10 Jossie Forman: 11 Sam Zimmerman: 12	Xavier Gallon-Blackman: student equity lead mentor Janice Salmeri; Parent coordinator Alicia Perez-Katz, principal Diana Di Rico; teacher leader Laird Jonas: Data specialist Brandon Bello: student equity leader
Safety Team	Planning Team			

[Back to top \(double click\)](#)



[Back to Top \(double click\)](#)

Alicia Perez-Katz: Principal	Aneta Hawrylewicz, Rita Ross, Joanna Lamb, SLT			
Bonnie Phillips: UFT Chair				
Douglas Keijzer				
Sam Riley: SSA				
Vinnie Prendi: Custodial				
Shannon Chen: Nurse				

**Teacher Teams:**

<b>Department Teams</b>	<b>Grade Teams</b>	<b>Advisory Teams</b>	<b>Co-Teaching Partners</b>
<b>English:</b> Carolyn Castagna (9), <b>Diana Di Rico (10)</b> , Lauren Biggs (11), Rita Ross (12)	<b>9: Vanna Marmo (lead)</b> , Carolyn Castagna, Amanda Benowitz, Wael Mansour, Lara	<b>9:</b> Lara Hovsepian, Wael Mansour, Haley Hunter, Lizbeth Mendez, Ceren Kilic-Gonul	Hovsepian & Marmo Castagna & Marmo Mansour & Hunter Benowitz & Cortissoz

[Back to top \(double click\)](#)

[Back to Top \(double click\)](#)

	Hovsepien, Melody Kwan, Anne Cortissoz, Haley Hunter		
<b>History: Lara Hovsepien (9)</b> , Xavier Gallon-Blackman (10), Widnel Rondon (11), Carolyn Marenghi (12)	<b>10:</b> Diana Di Rico, Xavier Gallon-Blackman, Ashley Grey, Ruth Cogan, Aneta Hawrylewicz, Lori Nardacci, Haley Hunter, Michelle Mistretta, Lizbeth Mendez	<b>10: Sam Zimmerman (lead)</b> , Laird Jonas, Amanda Benowitz, Xavier Gallon-Blackman, Lauren Biggs	Di Rico & Mendez Gallon-Blackman & Mendez Grey & Mistretta, Grey & Hunter Cogan & Mistretta
<b>Math:</b> Amanda Benowitz (9), <b>Ruth Cogan (10)</b> , Jossie Forman (11/12), Laird Jonas (11/12)	<b>11: Jossie Forman (lead)</b> , Lauren Biggs, Widnel Rondon, Ceren Kilic-Gonul, Lori Nardacci, Laird Jonas, Jenny Gumina, Danny Bononmini, Doug Keijzer, Anne Cortissoz	<b>11: Gisele Hanna (lead)</b> , Aneta Hawrylewicz, Widnel Rondon, Ruth Cogan, Anne Cortissoz	Forman & Cortissoz Biggs & Gumina Rondon & Keijzer Kilic-Gonul & Bonomini
<b>Science:</b> Wael Mansour (9), <b>Ashley Grey (10)</b> , Ceren Kilic-Gonul (11), Sam Zimmerman (12)	<b>12: Sam Zimmerman (lead)</b> , Rita Ross, Carolyn Marenghi, Laird Jonas, Jossie Forman, Danny Bonomini, Jenny Gumina	<b>12: Rita Ross (lead)</b> , Jenny Gumina, Vanna Marmo, Jossie Forman, Ashley Grey	Zimmerman & Bonomini Ross & Gumina Marenghi & Gumina Jonas & Bonomini

[Back to top \(double click\)](#)

[Back to Top \(double click\)](#)

## Health & Safety

### **What to do if a student arrives on the wrong day:**

Students will enter the building for a temperature check.  
There will be a sign in the lobby indicating the day of the week.

If a student arrives at your class and is not on your attendance for the day, you have them wait inside your classroom until the hallway is clear.

Teacher calls the main office x1063/x1062 to let them know they are sending a student to the gym to be picked up. Teachers provide the student name to the main office.

The main office will then call the student's home to confirm and the student will either wait in the gym for the parent, or will be released with a note from the main office after students have fully entered the building.

### **Visitor Protocol**

#### ***Visitor Protocols***

Visitors are encouraged to limit their need to visit the school, and to arrange for a virtual conference instead.  
If a visitor is coming to the school, they must have a temperature check and sign in with school safety.

School safety will radio a BRT member who will go to the lobby to take the visitor's temperature.

The visitor will only be allowed to go to the main office. There, they can speak with the office staff at the wellness barrier.

[Back to top \(double click\)](#)

[Back to Top \(double click\)](#)

When a student needs to get picked up by a family member, the family member will wait outdoors. In inclement weather, they will be screened (as indicated above) and wait between the double doors on the first floor.

### **COVID-19 School Health Policy**

Developed collaboratively with unions, the Department of Health and Mental Hygiene (DOHMH), and NYC Test & Trace Corp, this policy provides guidance for schools regarding:

- Thresholds for school opening and closure during the COVID-19 pandemic,
- Daily health screenings for students and school-based staff,
- The establishment of an Isolation Room,
- What to do if a student or staff member shows signs of COVID-19 while in a school,
- What to do if there is a confirmed positive case of COVID-19 of someone in a school, and
- COVID-19 testing scenarios for staff.

#### Thresholds for School Opening and Closure During the COVID-19 Pandemic

The health and safety of students and staff are of the utmost priority when considering reopening schools. The DOE has worked closely with DOHMH to determine thresholds for opening and, if necessary, closing Schools.

In order for schools to reopen and stay open, the percentage of positive tests in New York City must be less than 3% using a 7-day rolling average. Schools will need to close if the percentage of positive tests in New York City are equal to or more than 3% using a 7-day rolling average.

It is important to note that the above threshold is just one trigger for closing schools but may not be the only trigger. For example, a decision to close schools would be made where there were recurrent, uncontrolled outbreaks of COVID-19 in schools, even if the overall case rates across New York City were to remain low.

#### Daily Health Screenings

Daily health screenings, including temperature checks, must be completed at home by families and by school-based staff. The DOE will launch a robust education campaign that makes clear to parents and school-based staff how important these daily health checks are to keeping school communities healthy

[Back to top \(double click\)](#)

[Back to Top \(double click\)](#)

and safe. The DOE is also committed to purchasing thermometers for at-home use for families who may need them.

School-based staff and students cannot report to school if they have:

- Been knowingly in close or proximate contact in the past 14 days with anyone who has tested positive through a diagnostic test for COVID-19 or who has or had symptoms of COVID-19.
- Tested positive through a diagnostic test for COVID-19 in the past 14 days.
- Experienced any symptoms of COVID-19, including a temperature of greater than 100.0°F, in the past 14 days.
- Traveled internationally or from a state with widespread community transmission of COVID-19 per the New York State Travel Advisory in the past 14 days.

### **Random Temperature Screenings**

Every morning, prior to entering the school, specific staff will perform random samplings of temperatures for both students and school-based staff using non-touch thermometers. Additional guidance on random temperature screenings is forthcoming.

- Schools are prohibited to record or track student and/or staff temperatures or other health information.
- Face coverings and gloves will be worn continually by designated staff taking temperatures.
- Any student exhibiting a fever from a random temperature check must be evaluated by the nurse or health professional in the Isolation Room. The student must stay in the building's Isolation Room until picked up.
- DOE-contracted Community Based Organizations providing early childhood services must continue to conduct daily health checks and align with DOE and DOHMH issued guidance that pertains to their program and setting.

The DOE is also exploring enhanced at-school temperature check protocols and processes and will ensure such compliance with state health guidance.

### **Isolation Room**

In order to accommodate a student who may exhibit symptoms of COVID-19, every building must designate space to be used as an Isolation Room. An Isolation Room is a place where a student with suspected COVID-19 symptoms can be safely isolated in the building until they can be picked up by a guardian. The BCCHS isolation room is room 107.

- A student showing symptoms of COVID-19 must be escorted to the Isolation Room by a staff member wearing appropriate personal protective equipment (PPE).

[Back to top \(double click\)](#)

[Back to Top \(double click\)](#)

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

### **Symptoms of COVID-19 While at School**

Student Shows Symptoms of COVID-19 While at School

- Students showing symptoms of COVID-19 will be escorted to the Isolation Room by a designated staff member wearing appropriate PPE.
  - o Symptoms of COVID-19 are:
    - Fever of 100.0°F or higher or chills,
    - Cough, shortness of breath or difficulty breathing,
    - Fatigue,
    - Muscle or body aches,
    - Headache,
    - Loss of taste or smell,
    - Sore throat, congestion or runny nose,
    - Nausea or vomiting,
    - Diarrhea.

- The area where the student was showing symptoms must be immediately cleaned and disinfected.
- The nurse or health professional, wearing appropriate PPE, will evaluate the student in the Isolation Room for symptoms of COVID-19.

[Back to top \(double click\)](#)

[Back to Top \(double click\)](#)

- o If no nurse or health professional is available, the student will wait in the supervised Isolation Room until picked up.
- A family member or guardian will be contacted by a staff member and asked to pick up the student.
- Upon pick up, the nurse/health professional and school staff will strongly advise the family to visit a doctor and get the student tested for COVID-19, and provide the information of the closest testing site, if asked.
- The Isolation Room must be closed and a deep cleaning must be performed before it can be used again.

### **School-Based Staff Member Shows Symptoms of COVID-19 While at School**

- School-based staff members showing symptoms at COVID-19 will be directed to leave the building.
  - o Symptoms of COVID-19 are:
    - Fever of 100.0°F or higher or chills,
    - Cough, shortness of breath or difficulty breathing,
    - Fatigue,
    - Muscle or body aches,
    - Headache,
    - Loss of taste or smell,
    - Sore throat, congestion or runny nose,
    - Nausea or vomiting,
    - Diarrhea.
- The school will strongly advise the staff member to visit a doctor and get tested for COVID-19.
- The area where the staff member was showing symptoms must be immediately cleaned and disinfected.

### **Criteria for Returning to School After Showing Symptoms**

Any individual (student or staff member) showing signs of COVID-19 can only return to school when all the following conditions are met:

- Received a positive COVID-19 test AND
  - Isolated for 10 days AND
  - Presents clearance from a healthcare provider AND
  - The individual has been symptom free for 24 hours without the use of medication.
- OR
- Received a negative COVID-19 test AND

[Back to top \(double click\)](#)

[Back to Top \(double click\)](#)

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

OR

- Never got a COVID-19 test AND
- At least 10 days have passed since symptoms started AND
- Presents clearance from a healthcare provider AND
- The individual has been symptom free for 24 hours without the use of medication.

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

- The individual has completed a 14-day quarantine regardless of symptoms or COVID-19 test results since their last exposure to that case AND
- Presents clearance from a health care provider evaluation AND
- The student has been symptom free for 24 hours without the use of medication.
- Students in quarantine should participate in remote learning if feeling well enough.

### **Positive COVID-19 Case in School**

Definitions:

- Case: A person (student or staff member) with infection caused by the virus that causes COVID-19.
- Contact: A person (student or staff member) who has close contact (exposure) to a case.
- Infectious Period: The period of contagiousness when COVID-19 can be transmitted to another person.
  - o For COVID-19 the infectious period is two days before symptom onset until ten days after illness onset, as long as the case has been at least three days fever-free without the use of medication.
  - o For people with no symptoms (asymptomatic), the period is two days before through ten days after specimen collection.
- Incubation Period: The period after exposure during which a person is at risk for becoming sick.
  - o For COVID-19 the incubation period is two to 12 days.
- Exposure: Defined as close contact less than six feet for more than ten minutes with a probable or confirmed case of COVID-19 during the case's infectious period, regardless of the use of a face covering or barrier.
  - o In the school setting, people who use a classroom at a different time from a case are not

[Back to top \(double click\)](#)



[Back to Top \(double click\)](#)

considered exposed.

Important to Note:

- Anyone with a positive COVID test (staff, teacher, student) must self-isolate for a minimum of 10 days since onset of symptoms.
  - o The period of self-isolation may need to be longer if the case has fever or symptoms between days seven to ten, as the case must be symptom free for at least 24 hours without the use of medication.
- A positive case can be reported by:
  - o NYC Test & Trace Corps finds through case interview,
  - o Staff or parent alert school,
  - o Staff or parent alert DOHMH hotline.
- DOHMH will begin investigating self-reported positive COVID-19 test results from a school community within three hours.
- All case contacts will be monitored by NYC Test & Trace Corps and linked to COVID-19 testing and Take Care services.
- Contact tracing will not be activated without a laboratory confirmed case or without a presumed case due to a recent close contact developing symptoms.
  - o Cases are confirmed via the New York State lab results system or by DOHMH confirming the lab results presented by a teacher, staff, or parent.

### **Unconfirmed Case in a School**

Any student or staff member who self-reports an unconfirmed positive case of COVID-19 or is exhibiting COVID-like symptoms will be immediately removed from the classroom or school building, told to stay home, and encouraged to get tested.

- The classroom and school building will remain open at this time.
- Contact tracing will only occur if there is a laboratory confirmed case or if the person is a close contact of a presumed positive.
- If a positive case is confirmed, the school must follow the protocols listed below.
- If a negative test result is received, the individual may return to school after presenting clearance from a health care provider evaluation AND after being symptom free for 24 hours without the use of medication.
- If the individual does not get tested or seek clearance from a health care provider, the individual cannot return to school until:
  - o 10 days have passed since the first symptom AND
  - o The individual has been symptom free for 24 hours without the use of medication.

[Back to top \(double click\)](#)

[Back to Top \(double click\)](#)

### **One Confirmed Case in a School**

- DOHMH will notify the principal and Central DOE of confirmed case.
- Principal notifies Building Response Team, superintendent, and informs affected teacher(s).
  - o Please see additional guidance regarding the Building Response Team during COVID-19.
  - o Building Response Team notifies Borough Safety Director.
  - o Additional guidance on notifying other Borough Citywide Office points is forthcoming.
- All students and teacher(s) in class(es) with a confirmed case are assumed close contacts and are instructed to quarantine for 14 days since their last exposure to that case.
  - o In schools where students travel between classes, the school must require quarantine for individuals in all classes attended by the confirmed case.
- Learning continues remotely for students who are in quarantine.
  - o A negative COVID-19 test result for a student does not reduce the 14-day quarantine period.
- NYC Test & Trace Corps will interview the case and school administration to establish if there were any other additional close contacts.
- NYC Test & Trace Corps will interview staff members to verify levels of contact with the confirmed case.
  - o If a staff member is deemed NOT a close contact, then the staff member can opt to return to school.
  - o If a staff member is considered a close contact, then the staff member is required to complete the 14-day quarantine.
- The school must communicate to all families and students at school when a case is confirmed by DOHMH (letters are forthcoming):
  - o Families of students who are confirmed close contacts of the positive case must receive a letter stating that their child has been in close contact with a COVID-19 positive individual; this letter gives clear direction to quarantine for 14 days and see a health care provider.
  - o Families of students who are not considered close contacts must receive a letter stating that there was a confirmed case of COVID-19 at the school but that their child is not considered a close contact therefore there is no need to quarantine.

### **Two or More Confirmed Cases in a School**

- If two or more confirmed cases present within seven days of each other, NYC Test & Trace Corps and DOHMH begins investigation immediately and makes every attempt to conclude the investigation within 24 hours.
- DOHMH will notify the principal and Central DOE of confirmed case.
- Principal notifies Building Response Team, superintendent, and informs affected teacher(s).
  - o Please see additional guidance regarding the Building Response Team during COVID-19.

[Back to top \(double click\)](#)

[Back to Top \(double click\)](#)

- o Building Response Team notifies Borough Safety Director.
- o Additional guidance on notifying other Borough Citywide Office points is forthcoming.
- During the NYC Test & Trace Corps and DOHMH investigation:
  - o Two or more confirmed cases within the same class triggers a classroom quarantine but the schools stay open.
  - o Two or more confirmed cases within the same school triggers classroom quarantines and school is closed for a minimum of 24 hours while the NYC Test & Trace Corps and DOHMH investigation is underway.

NYC Test & Trace Corps and DOHMH must determine by 6:00 pm whether the school needs to remain closed beyond the minimum 24 hours in order to reach the conclusion of the investigation.

- Once the NYC Test & Trace Corps and DOHMH investigation is complete:
  - o NYC Test & Trace Corps and DOHMH investigations will results in one of the below conclusions (see table).
  - o NYC Test & Trace Corps makes recommendation to NYC Department of Buildings and Central DOE on the closure of classroom(s) and/or school as well as the duration of closure.
  - o Central DOE informs principal and superintendent and communicates closure decisions to the school community.
  - o School moves immediately to remote learning mode during temporary closure.
  - o Students on split schedules return for in-person learning on the next assigned day following reopening.
  - o Any exposed contacts will be directed to see a health care provider and to COVID-19 testing resources.

[Back to top \(double click\)](#)

[Back to Top \(double click\)](#)

NYC Test & Trace Corps and DOHMH Investigation Conclusions:

Conclusion of Investigation	During Investigation (for at 24 hours)	After Investigation
<b>One confirmed case</b>	Close classroom, transition to remote learning	Classroom remains closed for 14 days; Students and staff in close contact with positive case quarantine for 14 days
<b>At least two cases linked together in school, same classroom</b>	Close classroom, transition to remote learning	Classroom remains closed for 14 days; Students and staff in close contact with positive case quarantine for 14 days
<b>At least two cases linked together in school, different classrooms</b>	Close school building, transition to remote learning	Classrooms of each case remain closed and quarantined for 14 days  Additional school members are quarantined based on where the exposure was in the school (e.g., the locker room)
<b>At least two cases linked together by circumstances outside of school (e.g., acquired infection by different setting and source)</b>	Close school building, transition to remote learning	School opens after investigation; Classrooms remain closed for 14 days
<b>At least two cases, not linked but exposure confirmed for each outside of school setting</b>	Close school building, transition to remote learning	School opens after investigation; Classrooms remain closed for 14 days
<b>Link unable to be determined</b>	Close school building, transition to remote learning	Close school for 14 days

[Back to top \(double click\)](#)

[Back to Top \(double click\)](#)

[Back to top \(double click\)](#)