



Brilla Public Charter Schools
2020-2021 Return-to-School Framework

Purpose: This document is meant to outline Brilla Schools’ 2020-2021 School Opening Plan after the extended closure due to COVID-19. The guiding ideas that ground this plan are **urgency, support, and safety**. In order to establish a return to provisional normalcy, school **must** look and feel different during the first trimester in order to ensure a dignified and urgent approach to re-establishing our entire school community and it’s holistic mission.

Alignment: It is absolutely imperative that our reopening plan honors the commitment and promise that Brilla makes to its families. While many external pressures will focus primarily on learning loss, Brilla will set the standard in continuing to balance community and culture with academics. Foundational to all that we do, striking the balance will require significant flexibility and expertise at each school in order to ensure high impact, research-based practices are implemented with quality.

Three key principles— human dignity, free choice, and enduring truths— provide the important “why” to all that we do. Thus, Brilla Schools must both extol these principles in decision-making and in the development of an environment for both staff and students - guiding all users in their quest to love the truth; love each other, themselves, and their communities; and love and respect the gift of free choice.

Scenario Planning: Scenario planning is critical to ensure we are able to meet the needs of families and staff. However, scenario planning also involves making difficult decisions grounded in reality - what resources will we have, what does the operating environment look like, what can we do really well versus what we will need to give up, what expertise and bandwidth currently exists, and what timeline is reasonable and urgent. Thus, we must consider and plan, at a high level for different scenarios as well as decide on “Go and No-Go” timetables. Each scenario will include a specific, common framework for planning.

1. Normal Reopening
2. [Delayed Reopening](#)
3. [Dual Pathway Re-opening \(some in school, some virtual\)](#)
4. [StaggerBookmarked Reopening by time slot](#)
5. [Staggered Reopening by week day](#)
6. [Abrupt Closure during Re-opening](#)

Scenario Planning Components
SECTION A: Prior to Reopening Considerations (Safety, Training, Communications)
SECTION B: Proposed Adjustments to Schedules and Content (Examples for Stakeholder Groups)
SECTION C: Culture, Operational & Finance Needs and Notes
SECTION D: Considerations for Special Populations (SPED, ELL, Health-Compromised)
SECTION E: Rationale + Linear Timeline and Action Steps

Stakeholder Anticipatory Analysis

Stakeholder Group	Potential Gaps & Considerations for Reopening
Incoming Kindergarten	<ul style="list-style-type: none"> ● Keeping hands to self (hygiene) ● Lack of time in school - need for extended routine/procedure work with them ● Time to re-socialize ● Pacing of curriculum (preK skills, language, etc.) ● Home to school transition (being with family all day) ● Bathroom needs ● Food needs ● Self-advocacy to know what they know and do not know ● Lack of physical activity ● Attention/distractions and stamina ● Trust and safety ● What do parent workshops look? What is the content? (Opt-in, frequency) Community circles/focus groups for families? ● Families connecting with each other ● Pre-existing conditions for all stakeholders ● Lessons that teach/explain the why of what is happening ● Communication streamlined across stakeholders ● Relationships/feelings ● Teacher training on what trauma looks like for their age band and what the signs are (and family training) ● Writing skills/Fine motor skills ● Unlearning certain strategies ● Sight words gap ● Access to quality books ● Ability to monitor emotional responses ● Promoting healthy attendance - protocols/expectations ● Scheduling - what is MOST important? What is essential content?
Kindergarten-1st Graders	<ul style="list-style-type: none"> ● Keeping hands to self (hygiene) ● Pacing of curriculum (K skills, language, etc.) ● Blending grade level curriculum ● Home to school transition (being with family all day) ● Bathroom needs ● Food needs ● Self-advocacy to know what they know and do not know ● Lack of physical activity ● Attention/distractions and stamina ● Trust and safety ● What do parent workshops look? What is the content? (Opt-in, frequency) Community circles/focus groups for families? ● Families connecting with each other ● Pre-existing conditions for all stakeholders

	<ul style="list-style-type: none"> • Lessons that teach/explain the why of what is happening • Communication streamlined across stakeholders • Relationships/feelings • Teacher training on what trauma looks like for their age band and what the signs are (and family training) • Writing skills/Fine motor skills • Unlearning certain strategies • Sight words gap • Access to quality books • Novel blended learning programs (Smarty Ants) • Ability to monitor emotional responses • Promoting healthy attendance • Scheduling - what is MOST important? What is essential content?
1st Graders-2nd Graders	<ul style="list-style-type: none"> • Keeping hands to self (hygiene) • Pacing of curriculum (1st grade skills, language, etc.) • Blending grade level curriculum • Home to school transition (being with family all day) • Self-advocacy to know what they know and do not know • Lack of physical activity • Attention/distractions and stamina • Trust and safety • What do parent workshops look? What is the content? (Opt-in, frequency) Community circles/focus groups for families? • Families connecting with each other • Pre-existing conditions for all stakeholders • Lessons that teach/explain the why of what is happening • Communication streamlined across stakeholders • Relationships/feelings • Teacher training on what trauma looks like for their age band and what the signs are (and family training) • Writing skills/Fine motor skills • Unlearning certain strategies • Sight words gap • Access to quality books • Novel blended learning programs (Smarty Ants) • Ability to monitor emotional responses • Promoting healthy attendance • Scheduling - what is MOST important? What is essential content?
2nd Grader-3rd Graders	<ul style="list-style-type: none"> • Switching back into routine (non-virtual learning) • More intense goal-oriented testing year • No 1:1 attention • Energy levels (Back into school routine, not necessarily currently doing physical activity) • Attention span might be shorter (blocks of learning are longer than Nearpod)

	<ul style="list-style-type: none"> ● Independent work (still developing in 2nd grade) ● Relationship building between students and teachers (building trust especially since they have been working so closely with 1 teacher) ● Some scholars have not been engaged with content at all ● Stress from trauma (implement research based trauma-informed practices) ● Family relationships - adjusting to being back in school, not having teachers available all day, different from who they've been building strong relationships with currently ● Lack of written skills (not doing much writing during online school) ● Missing some of the content (what was missed based off of the way Nearpod was created) ● Missing some critical PATHS lessons (community building, relationship building) ● Missing conceptual knowledge behind math strategies (esp. If parents have been supporting by teaching algorithms)
3rd Graders-4th Graders	<ul style="list-style-type: none"> ● Switching back into routine (non-virtual learning) ● Still New to state testing (will never have experienced this) ● No 1:1 attention ● Energy levels (Back into school routine, not necessarily currently doing physical activity) ● Attention span might be shorter (blocks of learning are longer than Nearpod) ● Relationship building between students and teachers (building trust especially since they have been working so closely with 1 teacher) ● Some scholars have not been engaged with content at all ● Stress from trauma ● Family relationships - adjusting to being back in school, not having teachers available all day, different from who they've been building strong relationships with currently ● Lack of written skills (not doing much writing during online school) ● Missing some critical PATHS lessons (community building, relationship building) ● Missing conceptual knowledge behind math strategies (esp. If parents have been supporting by teaching algorithms)
4th Graders-5th Graders	<ul style="list-style-type: none"> ● Switching back into routine (non-virtual learning) ● Transition into middle school ● Amount of change absorbed by this cohort (had a very inconsistent year in the building prior to closure) ● No 1:1 attention ● Energy levels (Back into school routine, not necessarily currently doing physical activity) ● Relationship building between students and teachers (building trust especially since they have been working so closely with 1 teacher) ● Some scholars have not been engaged with content at all

	<ul style="list-style-type: none"> ● Stress from trauma ● Family relationships - adjusting to being back in school, not having teachers available all day, different from who they've been building strong relationships with currently ● Missing conceptual knowledge behind math strategies (esp. If parents have been supporting by teaching algorithms) ● Lack of written skills (not doing much writing during online school) ● Missing some critical PATHS lessons (social-emotional regulation)
5th Graders-6th Graders	<ul style="list-style-type: none"> ● Back into routine (routine in day-to-day life, getting to do things at a specific time, listening to teachers) ● Transition back to pen and paper assignments ● Math concepts (especially if they have been exposed to algorithms at home) ● Adjustment to MS (only had 5 months to adjust to MS vs. Elementary) 5th graders also had less opportunity to know staff outside of 5th grade teachers within the building. Relationship building in entire staff and students ● Support for their families. Families are all experiencing this differently and we need to have support to identify needs and support ● Social emotional support. Specific training for staff to be empathetic and supportive while also moving forward with urgency. ● Staff being keenly aware of and teaching hygiene. What are signs that a Scholar needs extra support with this, who do we alert to support, etc.? ● Masks→ Entry into the building so it is safe from disease but also so we know who is in the building. ● Pre-determine plans for how to handle potential illness and communicate that to families transparently ● Can budgets be reallocated for hygiene supplies? (hand sanitizer, tissues, Reusable uniform masks for Scholars?, etc.) ● Opportunities in all content areas to incorporate writing (can anticipate gaps that will have developed due to this) ● Remediation for math units. This group is already behind academically so we need to ensure there are supports in place to accelerate urgently (multiplication and division facts mastered. This is when we start to see the major divide in math of who has these computation skills and can move into multi-step problems and those who will struggle to move forward)
6th Graders-7th Graders	<ul style="list-style-type: none"> ● Back into routine (routine in day-to-day life, getting to do things at a specific time, listening to teachers) ● Transition back to pen and paper assignments ● Math concepts ● Introduction to high school placement begins here. How do we remediate academics and support the overall transition that is upcoming? ● Support for their families. Families are all experiencing this differently and we need to have support to identify needs and support ● Social emotional supports

	<ul style="list-style-type: none"> ● Social emotional support. Specific training for staff to be empathetic and supportive while also moving forward with urgency ● Opportunities in all content areas to incorporate writing (can anticipate gaps that will have developed due to this) ● Remediation in all content areas
7th Graders-8th Graders	<ul style="list-style-type: none"> ● Back into routine (routine in day-to-day life, getting to do things at a specific time, listening to teachers) ● Transition back to pen and paper assignments ● Getting reading for high school (remediation of 7th grade standards) ● Math concepts ● Standardized tests to qualify for high school? (seems like this is a choice from specialized HS) ● Socialization.. Grow more independence in the Scholars, as well as the life-skills to prepare for HS, study skills ● Support for their families. Families are all experiencing this differently and we need to have support to identify needs and support ● Social emotional supports ● Social emotional support. Specific training for staff to be empathetic and supportive while also moving forward with urgency ● Opportunities in all content areas to incorporate writing (can anticipate gaps that will have developed due to this) ● Informative writing ● Will have a new science test ● Remediation in all content areas
New to Brilla Staff	<ul style="list-style-type: none"> ● Training from grad school or most recent job might be incomplete ● Access to “Brilla Sauce” if start is virtual ● Relationship building ● Quality of information they’re receiving might be lower quality (i.e. roleplaying Bloom’s taxonomy from your living room might be less than the nest) ● Learning curve ● Some have never had the chance to visit Mott Haven nor a Brilla school ● Some may be moving to NYC for the first time ● Lack of closure from prior learning community* ● Will not be able to experience nor implement typical Brilla BOY experience
1st Year Brilla Staff	<ul style="list-style-type: none"> ● 5.5 months of non-virtual Brilla ● Gaps in EOY event experiences (Staff send off, Shine awards, Field day, etc) ● Gaps in EOY formation and development (MOY, EOY, etc) ● Lack of closure from prior learning community* ● New anxieties and fear triggered by re-entry* ● Didn’t experience validation of first ever EOY results ● Gaps in exposure to standards/content (didn’t get to teach Math standards X - Z, never learned the last 8 sub-virtues, etc) ● Closure with colleagues departing*

	<ul style="list-style-type: none"> ● Will not be able to implement what they had experienced as typical Brilla BOY experience
2nd Year Brilla Staff	<ul style="list-style-type: none"> ● Inability to implement new knowledge gained between Dec - March ● Hiccup in Mastery, didn't get opportunity to "teach it twice" ● Those promoted to leadership missed out on stretch opportunities ● Those entering new roles for 2020-2021 weren't "celebrated" in Brilla's traditional way ● Missed opportunity to apply or celebrate MOY feedback*
3rd - 4th Year Brilla Staff	<ul style="list-style-type: none"> ● Gaps in student and colleague relationships
5th+ Year Brilla Staff	<ul style="list-style-type: none"> ● 5th Year celebration
Long-term ELL Students	<ul style="list-style-type: none"> ● No NYSESLAT scores ● WIDA Assessment or something similar to gauge current levels <ul style="list-style-type: none"> ○ Specific, targeted instruction based on level
Tier 2 Students	<ul style="list-style-type: none"> ● Updated FBA/ BIPs ● Updated assessment data - use of small groups to get more frequent data
SPED Students Elementary	<ul style="list-style-type: none"> ● IEPs without full evaluations <ul style="list-style-type: none"> ○ Requesting (and pushing) re-evaluations ● PPE teaching + adaptations as needed <ul style="list-style-type: none"> ○ Protocols for hygiene -- direct teaching for young Special Education students ● Accommodations + PPE (i.e. repeated directions, etc.)
SPED Students Middle	<ul style="list-style-type: none"> ● 7th grade students with IEPs: grading system + high school placement <ul style="list-style-type: none"> ○ Transition goals given current context
ELL Students Elementary	<ul style="list-style-type: none"> ● WIDA assessment for levels ● Give grade level NYSITELL just to see? ● Home language survey review / Home visits ● Classroom teacher support for ELLs <ul style="list-style-type: none"> ○ Homework; family advocacy
Student Services Team	<ul style="list-style-type: none"> ● Behavior Response ● Capacity for intervention <ul style="list-style-type: none"> ○ Need for teachers to own Tier 2 ● Student Services team capacity is stretched thin during remote learning <ul style="list-style-type: none"> ○ Mentally prepared for shifts upon return to school ○ What is manageable for them? ● Building relationships with students + staff emotional capacity for response to trauma ● How do we capacitate staff + Fellows to meet student needs given limited capacity of Student Services team? ● Close of Year Sped Data + advocacy in Sep/ October to launch re-evals +

	<p>initials</p> <ul style="list-style-type: none"> ● New Student Services Managers at all 4 Elementary Schools <ul style="list-style-type: none"> ○ Training ● Training for staff re: MTSS ● Solicit feedback from stakeholders based on what they need ● Impact of potential trauma on students and staff <ul style="list-style-type: none"> ○ Basic needs once they transition back (continuing; track + monitoring- another Task-Force with additional stakeholder (teacher, families) ● Continuing training for staff on trauma ● Community resources- and lack of community resources in the Bronx due to significant need ● Ensuring we are not over-referring for evaluations due to gaps from remote learning
New Schools Founding Families	<ul style="list-style-type: none"> ● Lack of trust in Brilla (relationships) <ul style="list-style-type: none"> ○ Hardships that they are not comfortable sharing ● Not knowing us on a school culture level (example: how we high five every students at arrival) <ul style="list-style-type: none"> ○ May not have the experience of Back to School Night ○ Not having a tunnel the first day of school ● Lower attendance <ul style="list-style-type: none"> ○ Some families may not feel comfortable sending their child to school ● Transition from being at home all day to going into an educational setting ● Lack of closure of not attending an end of year ceremony in PreK ● Lack of socialization skills <ul style="list-style-type: none"> ○ Breakfast, lunch etc ● Not having a mascot for every event due to the cleanliness of the costume
Founding BCPM Families	<ul style="list-style-type: none"> ● The expectations changing (lack of physical contact) ● Change management in events such as Back to School Night, Roosting Rally, Bird Call ● The unknown of what HS placement will look like and preparing for HS applications ● Not being able to really get to know the new staff members due to lack of contact ● Not being able to say goodbye to staff members who will not be returning ● Being anxious of the different staff members going into different roles ● Not having a mascot for every event due to the cleanliness of the costume
Founding Veritas Families	<ul style="list-style-type: none"> ● The expectations changing (lack of physical contact) ● Change management in events such as Back to School Night, Roosting Rally, Bird Call ● The change in geography, this would be the third building move ● First year as a testing grade after not receiving education in a formal school setting

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| | <ul style="list-style-type: none">● Not being able to really get to know the new staff members due to lack of contact● Not being able to say goodbye to staff members who will not be returning● Being anxious of the different staff members going into different roles● Not having a GCL for each grade● Not having a mascot for every event due to the cleanliness of the costume |
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Scenario 1: Normal Reopening (EXAMPLE)

Section A: Prior to Reopening Considerations (Safety, Training, Communications)	
Safety Considerations:	<ul style="list-style-type: none"> ● Social Distancing Guidelines - 6 feet apart ● Guidelines for Gathering in Groups larger than class size <ul style="list-style-type: none"> ○ No Roosting Rallies ○ Lunches in Classrooms ○ Dismissal Procedures staggered, no one allowed into building ● Entry Protocol for students and staff with External Temps taken - masks distributed upon entry ● Mask Recommendations <ul style="list-style-type: none"> ○ Distribution, Sanitation, Reuse ● Hygiene education and resources - students receive explicit instruction during first two weeks about health and hygiene, both at school and at home ● Cleaning Schedule for Staff and Students ● Revise parent handbook re: sickness (create messaging and documentation for staying home, but still participating in school)
Training Considerations:	<ul style="list-style-type: none"> ● Staff Safety Protocols with Students (physical distancing, hand washing, masks) ● Small Group Instruction Facilitation ● Specialized student services and Character Initiatives training for all staff (i.e. Trauma-informed Care, SEL, Pro-social practices, etc) ● Training on diagnostics for new staff (Foundations, STEP) ● Intervention planning time ● Friday MIPs dedicated to review of data and planning for the next week?
Communications Considerations:	<ul style="list-style-type: none"> ● Safety Precautions in English and Spanish - posted outside and throughout building ● Website updates for safety expectations ● Plan in case of re-closure already identified and communicated to families ● Childcare/REC plan?
Other Pre-opening Considerations:	<ul style="list-style-type: none"> ● Adjustments to curriculum pacing calendar and report card process ● Re-inventory of laptops distributed during closure ● Permanent substitute plan ● Plan of support and care for staff ● Grading Policy for reopening Trimester ● Revision to BOY Staff Reviews - simplify, focus on prioritized measures

Section B: Proposed Adjustments to Schedules and Content (Examples for Stakeholder Groups)	
Student Group Schedules:	Staggered Re-entry & Dismissal Times - exceptions made for sibling drop off? Elementary Schools:

- Kindergarten 7:30-7:40am; 3:00-3:10pm
- 1st Grade 7:45-7:55am; 3:15-3:25pm
- 2nd Grade 8:00-8:10am; 3:30-3:40pm
- 3rd Grade 8:15-8:25am; 3:45-3:55pm
- 4th Grade 8:30-8:40am; 4:00-4:10pm

***El Camino times stagger with dismissal. For example, El Camino begins at 3:20pm for Kindergarten and dismissal begins at 4:50pm for El Camino Kindergarten students

Middle Schools:

- 5th Grade 7:30-7:40am; 3:00-3:10pm
- 6th Grade 7:45-7:55am; 3:15-3:25pm
- 7th Grade 8:00-8:10am; 3:30-3:40pm
- 8th Grade 8:15-8:25am; 3:45-3:55pm

Elementary Minutes Parameters	
Component & Details	Minutes
Character Initiatives <ul style="list-style-type: none"> ● Extended morning meeting/advisory to launch day 	60
Small Group Intervention (MTSS) <ul style="list-style-type: none"> ● Math and Literacy Intervention targeted instruction 	60
Fine and Applied Arts <ul style="list-style-type: none"> ● One FAA per day 	45
Read Aloud & Writing (Grade Level) <ul style="list-style-type: none"> ● Combination Block - whole group co-taught 	45
Math Block (Grade Level) <ul style="list-style-type: none"> ● Small group - parallel taught 	45
Skills (Grade Level) <ul style="list-style-type: none"> ● Small group - differentiated 	45
Blended Learning <ul style="list-style-type: none"> ● Direct Instruction on Blended Learning Platforms ● Math & Literacy 	30
**Kindergarten & 1st Grade <ul style="list-style-type: none"> ● Socialization Centers + 1:1 Student Tutoring 	45

Middle School Minutes Parameters

	Component & Details	Minutes																								
	Character Initiatives <ul style="list-style-type: none"> Extended advisory to launch day 	60																								
	Small Group Intervention - Literacy or Math (MTSS)	60																								
	Fine and Applied Arts <ul style="list-style-type: none"> One FAA per day 	45																								
	Core Content Block (Grade Level) <ul style="list-style-type: none"> Co-taught rotation 	45																								
	Blended Learning <ul style="list-style-type: none"> Direct Instruction on Blended Learning Platforms Math & Literacy 	60																								
	**7th & 8th Grade <ul style="list-style-type: none"> AVID instruction 	30																								
Teacher Schedules:	<table border="1"> <thead> <tr> <th colspan="2" data-bbox="440 1031 1511 1098">Elementary Teacher Sample Schedule - Kindergarten</th> </tr> </thead> <tbody> <tr> <td data-bbox="440 1098 704 1165">7:15-7:30am</td> <td data-bbox="704 1098 1511 1165">Teacher Team Meeting in Classrooms</td> </tr> <tr> <td data-bbox="440 1165 704 1232">7:30-7:45am</td> <td data-bbox="704 1165 1511 1232">Entrance and welcome - breakfast in classrooms</td> </tr> <tr> <td data-bbox="440 1232 704 1299">7:50-8:50am</td> <td data-bbox="704 1232 1511 1299">Character Initiatives</td> </tr> <tr> <td data-bbox="440 1299 704 1367">8:50-9:50am</td> <td data-bbox="704 1299 1511 1367">Small Group Intervention (MTSS)</td> </tr> <tr> <td data-bbox="440 1367 704 1434">9:50-10:35am</td> <td data-bbox="704 1367 1511 1434">Read Aloud & Writing (Grade Level Content)</td> </tr> <tr> <td data-bbox="440 1434 704 1501">10:40-11:20am</td> <td data-bbox="704 1434 1511 1501">Grade Team Meeting - Fine and Applied Arts</td> </tr> <tr> <td data-bbox="440 1501 704 1568">11:25-11:50am</td> <td data-bbox="704 1501 1511 1568">Lunch (possibly students eat in classrooms)</td> </tr> <tr> <td data-bbox="440 1568 704 1732">11:55am-12:40pm</td> <td data-bbox="704 1568 1511 1732"> Socialization Centers (1:1 Tutoring & Wellness Check-ins) <ul style="list-style-type: none"> Fellows Sub out one teacher on rotating basis Individual Planning Prep 2x per week Possible staggered recess? </td> </tr> <tr> <td data-bbox="440 1732 704 1799">12:45-1:30pm</td> <td data-bbox="704 1732 1511 1799">Skills (Grade Level)</td> </tr> <tr> <td data-bbox="440 1799 704 1866">1:30-1:45pm</td> <td data-bbox="704 1799 1511 1866">Afternoon Snack & Stretch Break for Students</td> </tr> <tr> <td data-bbox="440 1866 704 1932">1:45-2:30pm</td> <td data-bbox="704 1866 1511 1932">Math Block (Grade Level)</td> </tr> </tbody> </table>		Elementary Teacher Sample Schedule - Kindergarten		7:15-7:30am	Teacher Team Meeting in Classrooms	7:30-7:45am	Entrance and welcome - breakfast in classrooms	7:50-8:50am	Character Initiatives	8:50-9:50am	Small Group Intervention (MTSS)	9:50-10:35am	Read Aloud & Writing (Grade Level Content)	10:40-11:20am	Grade Team Meeting - Fine and Applied Arts	11:25-11:50am	Lunch (possibly students eat in classrooms)	11:55am-12:40pm	Socialization Centers (1:1 Tutoring & Wellness Check-ins) <ul style="list-style-type: none"> Fellows Sub out one teacher on rotating basis Individual Planning Prep 2x per week Possible staggered recess? 	12:45-1:30pm	Skills (Grade Level)	1:30-1:45pm	Afternoon Snack & Stretch Break for Students	1:45-2:30pm	Math Block (Grade Level)
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	2:30-3:00pm	Blended Learning Block <ul style="list-style-type: none"> ● Fellows Sub out one teacher on rotating basis ● Individual Planning Prep 2x per week
	3:00-3:15pm	Dismissal Duty
	Middle Teacher Sample Schedule - 7th Grade	
	7:45-8:00am	Teacher Team Meeting in Classrooms
	8:00-8:15am	Entrance and welcome - breakfast in classrooms
	8:20-9:20am	Character Initiatives
	9:25-10:10am	Grade Team Meeting - Fine and Applied Arts
	10:15-11:15am	Full Grade Intervention
	11:15-11:50am	AVID Preparation Block <ul style="list-style-type: none"> ● Fellows Sub out one teacher on rotating basis ● Individual Planning Prep 2x per week
	11:55am-12:20pm	Lunch (possibly students eat in classrooms)
	12:25-2:50pm	Core Block Rotations (Teachers rotate into classrooms) <ul style="list-style-type: none"> ● Math (45 min) ● Science/Humanities (45 min) ● ELA (45 min)
	2:55-3:25pm	Recess option/Socialization? Blended Learning & 1:1 Wellness Check-ins <ul style="list-style-type: none"> ● Fellows Sub out one teacher on rotating basis ● Individual Planning Prep 2x per week
	3:30-3:40pm	Dismissal Duty
Leadership Schedules:		
Other Schedules:		

Section C: Culture, Operational and Finance Needs and Notes

<p>Culture Needs:</p>	<ul style="list-style-type: none"> ● Staff Culture <ul style="list-style-type: none"> ○ Revised RAK system for early start in the year? <ul style="list-style-type: none"> ■ Potential “gnoming” early on? ○ Unifying message and slogan/hashtag for response to CoVID work ○ Shine Committee reviews Culture events to assess alternatives for gatherings of more than 20 people? ○ Virtual Staff Community Events? ● Student Culture <ul style="list-style-type: none"> ○ Roosting Rallies in classrooms? ○ School Radio Station? ○ Scholar of the Week revised protocol? ○ Team-building and unity activities for Friday half days?
<p>Operations Needs:</p>	<ul style="list-style-type: none"> ● Updated Dismissal Protocol ● Updated school foods procedure ● Safety Entrance Procedure ● Updated hygiene products disbursement and access <ul style="list-style-type: none"> ○ Paper towels versus hand dryers ● Social Distancing measured and denoted in common spaces ● Identified Isolation Space/Room <ul style="list-style-type: none"> ○ Triage room different for COVID symptoms ● Parent Resource Center <ul style="list-style-type: none"> ○ Develop CBO partnerships with rotating staff onsite to assist families in need of supports
<p>Finance Needs:</p>	<ul style="list-style-type: none"> ● Intervention Curriculum Materials Purchase ● Budget increase for hiring counseling consultants ● Purchase of additional laptops and classroom videoconferencing equipment? ● Is there enough bandwidth available over wifi network? ● Purchase language learning software for Long-term ELL students

Section D: Considerations for Special Populations (SPED, ELL, Health-Compromised)

<p>SPED Considerations:</p>	<ul style="list-style-type: none"> ● Incoming Diagnostics <ul style="list-style-type: none"> ○ What other diagnostics should SPED students complete to discern intervention groupings and progress monitoring? <ul style="list-style-type: none"> ■ Wilson training and materials for all Learning Specialists and Fellows <ul style="list-style-type: none"> ● Include Content Leads? ● Virtual lessons? Continue using Near Pod or Google Classrooms for better access to assignments or content continuously (can refer back) ● Related Services Provider hours and schedules - will need to pull from core
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	<p>content</p> <ul style="list-style-type: none"> ● Explicit training by Learning Specialists for teachers <ul style="list-style-type: none"> ○ MTSS practices ○ Small group data tracking and reporting ● We should NOT see a drastic increase in referrals to SPED ● SPED student schedules - receive SETTS during Intervention Blocks
ELL Considerations:	<ul style="list-style-type: none"> ● Long-term ELLs likely to be most impacted <ul style="list-style-type: none"> ○ Purchase additional language programming
Behavioral Considerations:	<ul style="list-style-type: none"> ● FBAs and BIPs, realignment meetings with families - task Student Services Team with revised process for “Who-to-Call-When”
Health Compromised Considerations:	<ul style="list-style-type: none"> ● Remote Learning Still in Place - daily check-in with teacher at elementary level; conduct 1:1 Reading Lesson ● Teachers record lessons and post daily or create Near Pod Lessons ● Potential to hire on consulting or visiting nurse ● Students allowed to carry their own inhalers if asthmatic?

Scenario 2: Delayed Reopening

Section A: Prior to Reopening Considerations (Safety, Training, Communications)	
Safety Considerations:	<ul style="list-style-type: none"> ● Deteriorating physical and mental health ● Masks required upon entry for both staff and students. ● What will be required when doors open? <ul style="list-style-type: none"> ○ Temperature checks ○ Sanitation before entry ● Social distancing guidelines <ul style="list-style-type: none"> ○ Can kids follow them? ○ How will we teach kids to follow them? <ul style="list-style-type: none"> ■ Leverage organizations creating school based programs to support this. ○ How many people can be in one classroom? ● Ratio of teachers to students per classroom ● Hand sanitizer installed outside each room ● Arrival/Dismissal lines/entry - are we letting people in? <ul style="list-style-type: none"> ○ Staggered arrival/dismissal time to reduce number of people in the building and follow social distancing guidelines ● No large gatherings <ul style="list-style-type: none"> ○ Parent Universities ○ Roosting Rallies
Training Considerations:	<ul style="list-style-type: none"> ● Security Guard - signs to look for, people allowed/not allowed in ● Cleaning Staff - how/when/supplies ● Hygiene Training - staff/students/families ● Teachers/Staff <ul style="list-style-type: none"> ○ Trauma ○ Relationship building/Love and Logic ○ Priority focus (is it character/academics (ela/math..) or...?) ● New staff to Brilla - “Brilla Way of Life” <ul style="list-style-type: none"> ○ Use of remote platforms ○ Making family connections with families they have not met ● Onboarding <ul style="list-style-type: none"> ○ Zoom/nearpod trainings in rotations or schedules ○ Include opportunities for physical movement, led by FAA throughout the day ● Education and myth busting <ul style="list-style-type: none"> ○ Prevention v Testing Options (Knowledge is power) v Treatment & After care ○ Brilla support with testing/treatment (e.g. pay for IRT) <ul style="list-style-type: none"> ■ Previous exposure may indicate some level of immunity and provide some confidence.
Communications	<ul style="list-style-type: none"> ● Technology based communication (Eng/Span)

Considerations:	<ul style="list-style-type: none"> ● Communication fatigue in families ● Virtual conferences ● Getting communication supplies to new staff members
Other Pre-opening Considerations:	<ul style="list-style-type: none"> ● Families continue to need access to WiFi and technology ● Virtual Back to School Night <ul style="list-style-type: none"> ○ Teachers present in the classrooms to provide a class tour and families watch from home ● Day care availability for staff and families in states they live in ● Remote learning beginning September 1 - start school 'virtually' for half days as we would typically do the first week of school <ul style="list-style-type: none"> ○ le: Zoom community building 1 week then build on academics/small groups (can look different in Middle School)

Section B: Proposed Adjustments to Schedules and Content (Examples for Stakeholder Groups)	
Student Group Schedules:	<ul style="list-style-type: none"> ● First 4 weeks <ul style="list-style-type: none"> ○ Group A <ul style="list-style-type: none"> ■ Mon/Tues/Fri - in person ■ Wed/Thurs - Virtual ○ Group B <ul style="list-style-type: none"> ■ Wed/Thurs/Fri - in person ■ Mon/Tues -Virtual ○ What are we doing for these families when their child is virtual? How difficult will this be with child care etc. ○ Shortened school day to allow for cleaning staff?
Teacher Schedules:	<ul style="list-style-type: none"> ● Time in schedule for cleaning/sanitizing ● First 4 weeks <ul style="list-style-type: none"> ○ One week on/ One week virtual - split between cos ○ Rotating FAA - One week on/ One week virtual
Leadership Schedules:	<ul style="list-style-type: none"> ● Present - normal schedule
Other Schedules:	<ul style="list-style-type: none"> ● School calendar proposal sent 5/11 (*See proposed options below)

Section C: Culture, Operational and Finance Needs and Notes	
Culture Needs:	<ul style="list-style-type: none"> ● Virtual Back to School Night <ul style="list-style-type: none"> ○ Each team can create a video clip to send to families ● Welcome Event <ul style="list-style-type: none"> ○ ex: walking parade, staff members drive around where Brilla students live and encourage families to look outside windows with signs ○ Live stream using Social media for families

	<ul style="list-style-type: none"> ● Adjusted morning meetings ● Staff Bonding <ul style="list-style-type: none"> ○ Virtual RAK party
Operations Needs:	<ul style="list-style-type: none"> ● System to collect documentation from families <ul style="list-style-type: none"> ○ Birth certificates ○ Medical records ● Rotating system of 'on'
Finance Needs:	<ul style="list-style-type: none"> ● Paying for staff/stakeholders to get tested <ul style="list-style-type: none"> ○ Immune Response Blood Test ● Paying for cleaning supplies ● Paying for family impact (child care, food etc.)

Section D: Considerations for Special Populations (SPED, ELL, Health-Compromised)	
SPED Considerations:	<ul style="list-style-type: none"> ● Increase in the number of parent requests for evaluations ● What will the process be for evaluations? <ul style="list-style-type: none"> ○ Observations ○ Data Collection ○ Referral ● IEP Meetings <ul style="list-style-type: none"> ○ Moving forward if we are still remote host meeting using video and not just telephone to make it feel more personable ● What will ICT classrooms look like? ● How will MTSS be implemented if we have remote learning? ● Outside providers [Related Services: OT, Bilingual Speech, PT] <ul style="list-style-type: none"> ○ Scheduling <ul style="list-style-type: none"> ■ Students that should be in small groups where can therapy take place given pre existing space restrictions and social distancing guidelines? ○ Will they continue to be remote with the provider at a different location?
ELL Considerations:	<ul style="list-style-type: none"> ● How will students receive the support that they need to be successful? <ul style="list-style-type: none"> ○ What additional supports will be in place if we continue with remote learning? ○ Use of SmartyAnts or another program to promote continuation of language
Behavioral Considerations:	<ul style="list-style-type: none"> ● There may be an increase in the number of students with undesirable behavior as a result prolonged remote learning and varying routines ● Will we track behavior occurring at home during remote learning school days?
Health Compromised Considerations:	<ul style="list-style-type: none"> ● Modified attendance protocol for students and staff members that are immuno-compromised



Section E: Rationale + Linear Timeline and Action Steps

Rationale:

How does this plan for reopening connect to and honor the Guiding Ideas of urgency, support, and safety?

- Urgency
 - It goes without saying that the virus has exacerbated inequalities we were already aware of and fighting against. This is especially so given the populations and subgroups we proudly serve. Our plan, and in particular, our proposals around calendar adjustments, seek to ensure that academic instruction is a priority. Teacher <-> Student <-> Content interactions (virtual or in person) are honored within the parameters of a 180 day school year. Ensuring our students get enough actual “days” of instruction was vital.
- Support
 - This looks different for different stakeholder groups. Furthermore, within stakeholder groups there are different needs (academic, social, emotional, financial, etc). The overarching theme of our plan is to continue to be responsive and provide differentiated support while communicating and reinforcing structures that were created to provide support.
- Safety
 - Key stakeholders (staff, families and students) will need to feel confident that Brilla is providing a safe learning and working environment. Learning and quality work cannot happen if people do not feel safe, and our plan proposes some robust safety precautions. These may be hard to implement, monitor and adjust to - however the risks are too great not to treat them as essentially non-negotiables. We’re talking about human life here.
 - Once the thorough safety plan is in place, communicated and rehearsed/practiced , we can begin to work our way up Maslow's hierarchy of needs and focus on some of our key design elements as a school.

How does this plan connect to our Vision Alignment statement?

- In drafting this plan, we considered health & safety, academic growth & achievement and our core beliefs around love and community. We are aligned with the vision in ensuring that we honor the dignity and well being of all our stakeholders.

Timelines & Proposed Calendar Shifts

- Option 1:
 - School Begins Aug 24th
 - Aug 24 - Remote Learning Week 1 (4 days) - Virtual PD on Friday
 - Aug 31 – Remote Learning Week 2 (4 days) - Virtual PD on Friday
 - Sept 8 – First week in person; ½ Days
 - Sept 14 - Full days start
 - School Ends June 25th
- Option 2:
 - School Begins Aug 31th – Remote Learning Week (5 days)
 - Sept 8 – First week in person; ½ Days

- Sept 14 - Full days start
- School Ends June 30th
- Option 3:
 - School Starts Sept 8th – First week in person; ½ Days
 - Sept 14 - Full days start
 - In Session: October 15, October 16, January 29, February 15, May 28
 - *Change Oct 30 to Development Day*
 - Taken Days: 2 Development days, 1 Data Day, 2 Vacation Days
 - School Ends June 30th
- Option 4:
 - School Starts Sept 8th – First week in person; ½ Days
 - Sept 14 - Full days start
 - Every Data Day/Development Day is Virtual for Students
 - School Ends June 30th
- Option 5
 - School Starts Sept 8th – First week in person; ½ Days
 - Sept 14 - Full days start
 - Every Data Day/Development Day AND October Break is Virtual for Students
 - School Ends June 25th

Date:	Action Step:	Directly Responsible Individual:
<i>TBD</i>	<i>[insert action steps aligned with the option chosen/recommended]</i>	<i>Task Force</i>
E.g. Option 3 Early June	Message Delayed Re-opening plan to SLs and share proposed calendar to consider various implications. (Some revisions may be required based on feedback)	Superintendent + CAO
	[cascade continues]	

Scenario 3: Dual Pathway Reopening (some in school, some virtual)

Section A: Prior to Reopening Considerations (Safety, Training, Communications)	
Safety Considerations:	<ul style="list-style-type: none"> ● Social Distancing Guidelines - 6 feet apart ● Guidelines for Gathering in Groups larger than class size <ul style="list-style-type: none"> ○ No Roosting Rallies ○ Lunches in Classrooms ○ Dismissal Procedures staggered, no one allowed into building ● Entry Protocol for students and staff with External Temps taken - masks distributed upon entry ● Mask Recommendations <ul style="list-style-type: none"> ○ Distribution, Sanitation, Reuse ● Hygiene education and resources - students receive explicit instruction during first two weeks about health and hygiene, both at school and at home ● Cleaning Schedule for Staff and Students ● Revise parent handbook re: sickness (create messaging and documentation for staying home, but still participating in school)
Training Considerations:	<ul style="list-style-type: none"> ● Managing in person instruction vs. virtual <ul style="list-style-type: none"> ○ Implications for co-teaching ● Virtual lesson planning and curriculum planning <ul style="list-style-type: none"> ○ Virtual scopes ● New teachers- remote learning best practices and non-negotiables ● New teachers-gap in learning from co-teachers
Communications Considerations:	<ul style="list-style-type: none"> ● Very clear schedules that staff sticks to during the duration of the time ● Communicate parent choice <ul style="list-style-type: none"> ○ Opt in to virtual all the time if wanted vs. half and half ○ Choice in days ● Teaching incoming K families about virtual learning
Other Pre-opening Considerations:	<ul style="list-style-type: none"> ● What to do about working families- if students are home all week/half the week for virtual learning ● Student groupings - communicating that to families ● Considering siblings when scheduling days

Section B: Proposed Adjustments to Schedules and Content (Examples for Stakeholder Groups)	
Student Group Schedules:	<ul style="list-style-type: none"> ● Option A: 50-50 divide of classrooms: Half the class comes in twice a week & switch (MW, T TH schedule) <ul style="list-style-type: none"> ○ Half students virtual, other half in person then switch two days a week

	<ul style="list-style-type: none"> ○ Co teachers also switch days ● Option B: Alternating days for specific grades- MS example (5th & 6th MW, 7th & 8th T TH) ● Option C: Students come to school everyday for half days- some students come AM, some come PM ● Option D: K-3 in person, 4-8 virtual (4-8 virtual more robust, synchronous learning blocks) <ul style="list-style-type: none"> ○ K-3: 3 days a week in person, 4-8: 2 days a week ● Option E: Students below grade level in person; students at or above grade level virtual <ul style="list-style-type: none"> ○ Students with disabilities need to be in school full-time to receive services ● Option F: Parent choice- 50-50; ranked preference <ul style="list-style-type: none"> ○ Send out survey to families in advance ● <i>Option G</i>: Small groups of 7-8 (if 50% capacity is too much): <ul style="list-style-type: none"> ○ K, 1, 2 ○ 3, 4, 5 ○ 6, 7, 8
Teacher Schedules:	<ul style="list-style-type: none"> ● One co-teacher always virtual, one co-teacher always in person ● Rotate
Leadership Schedules:	<ul style="list-style-type: none"> ● Proportional representation of leadership team staff mirroring teacher schedules for monitoring. E.g., if half of students are remote and half of students are in-person, then the leadership team reflects that proportion.
Other Schedules:	<ul style="list-style-type: none"> ● FAA shorter, more frequent classes to accommodate small groups

Section C: Culture, Operational and Finance Needs and Notes

Culture Needs:	<ul style="list-style-type: none"> ● Community building: <ul style="list-style-type: none"> ○ Synchronous learning with other half of the class on Zoom on the Smart Board ○ New teachers- building community with people you don't see regularly; won't know half of the class well ● Canceling large group celebrations- revamp of what culture means in a virtual world ● Fully in school- mid-year reset button for teachers + students <ul style="list-style-type: none"> ○ Mini-onboarding (October development day?) ○ Summer school plans with circles, community building ● Staff morale <ul style="list-style-type: none"> ○ Staff retention
Operations Needs:	<ul style="list-style-type: none"> ● Arrival/dismissal logistics ● Hygiene procedures (masks, sanitizer, hand washing, etc.) ● Visitor protocols ● Meals- if students are coming half day do we offer lunch and dinner/ breakfast

	and lunch?
Finance Needs:	<ul style="list-style-type: none"> ● Paying for hotspots, wifi, technology ● Staffing to manage both in-person and virtual ● Costs of extensive cleaning in between different groupings coming into and out of the building

Section D: Considerations for Special Populations (SPED, ELL, Health-Compromised)	
SPED Considerations:	<ul style="list-style-type: none"> ● Services in/ out of school (i.e. 3x week Speech, but 2x week in person) ● Considerations for students who require 5 day/week services ● All SPED students, but more so, OT/PT students will receive lower quality services if they are remote ● Consider all students with disabilities in schools full time
ELL Considerations:	<ul style="list-style-type: none"> ● Consider all ELL students in school full time ● No NYSESLAT assessment at the end of this year- will need some type of assessment to get a more accurate level for 20-21 SY ● Students may have lost some English language skills being at home with adults who do not predominantly speak English at home
Behavioral Considerations:	<ul style="list-style-type: none"> ● Students: <ul style="list-style-type: none"> ○ High likelihood that students may have experienced trauma at home during this pandemic ○ Incoming K-2nd grade students- stage of brain development- huge impact ○ Should be intentional about small group classes- “How would you split this class?” ○ Lack of routine for these student populations ○ Lack of social structures during remote learning ○ Think critically about unstructured times (recess) ○ MS: Being mindful of social interactions when creating classes to be mindful of social belonging ● Teachers: <ul style="list-style-type: none"> ○ In-person teachers should have strong classroom management ○ Newer teachers will not be learning from co-teacher
Health Compromised Considerations:	<ul style="list-style-type: none"> ● Some S and T may not be comfortable coming back to in-person school ● Parents should have the option to keep students at home for remote learning all year long ● Students with paraprofessionals (another body in the classroom) ● Option for teachers to be fully remote (considering the weight of responsibilities- lesson planning, etc.)

Section E: Rationale + Linear Timeline and Action Steps

Rationale:	<p><i>How does this plan connect to our Vision Alignment statement?</i></p> <ul style="list-style-type: none"> ● Urgency: We get staff and students back into the building as soon as possible, acknowledging that in person learning is more effective than remote. ● Support: Creates a differentiated approach based on student population. Parents have choice and input. ● Safety: Maintains social distancing practices and all CDC guidelines.
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Timeline:	<table border="1" style="width: 100%;"> <thead> <tr> <th style="width: 15%;">Date:</th> <th style="width: 60%;">Action Step:</th> <th style="width: 25%;">Directly Responsible Individual:</th> </tr> </thead> <tbody> <tr> <td>07/30/20</td> <td>Send out teacher survey about ability (health and safety concerns) to teach in-person</td> <td></td> </tr> <tr> <td>08/01/20</td> <td>Send out parent survey about remote vs. in person learning <ul style="list-style-type: none"> ● Willingness to commute to a different campus ● Staggered schedule ● MS more robust survey- virtual is more of a reality </td> <td></td> </tr> <tr> <td>08/20/20</td> <td>Use survey data to determine which pathway is feasible</td> <td></td> </tr> <tr> <td>09/01/20</td> <td>Create a staffing model for selected pathway</td> <td></td> </tr> <tr> <td>09/01/20</td> <td>Create programming/train staff around dual pathway instruction</td> <td></td> </tr> </tbody> </table>			Date:	Action Step:	Directly Responsible Individual:	07/30/20	Send out teacher survey about ability (health and safety concerns) to teach in-person		08/01/20	Send out parent survey about remote vs. in person learning <ul style="list-style-type: none"> ● Willingness to commute to a different campus ● Staggered schedule ● MS more robust survey- virtual is more of a reality 		08/20/20	Use survey data to determine which pathway is feasible		09/01/20	Create a staffing model for selected pathway		09/01/20	Create programming/train staff around dual pathway instruction	
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Scenario 4: Staggered Reopening by time slot

Section A: Prior to Reopening Considerations (Safety, Training, Communications)	
Safety Considerations:	<ul style="list-style-type: none"> ● Social Distancing Guidelines - 6 feet apart: <ul style="list-style-type: none"> ○ Furniture needs (need for more desks, not putting small groups together at U-tables or rugs) ● Guidelines for Gathering in Groups larger than class size <ul style="list-style-type: none"> ○ No Roosting Rallies ○ Lunches are Grab and Go for morning shift; Lunch in classroom for afternoon (½ in class and ½ in Nest) ○ Breakfast in classroom (or spaced out in Nest) ○ Dismissal Procedures staggered, no one allowed into building ● Entry Protocol for students and staff with External Temps taken - masks distributed upon entry; distancing guidelines for door entry ● Mask Recommendations <ul style="list-style-type: none"> ○ Distribution, Sanitation, Reuse ○ Differentiated ● Hygiene education and resources - students receive explicit instruction during first two weeks about health and hygiene, both at school and at home ● Cleaning Schedule for Staff and Students; ensuring cleaning happens between student groups mid-day <ul style="list-style-type: none"> ○ Option to have morning group only use some classrooms and afternoon group the other classrooms to provide more time for sanitizing classrooms ○ Public spaces will need to be cleaned between groups ● Revise parent handbook re: sickness (create messaging and documentation for staying home, but still participating in school) ● Sanitizing/handling materials that come from home: <ul style="list-style-type: none"> ○ Gloves
Training Considerations:	<ul style="list-style-type: none"> ● Staff Safety Protocols with Students (physical distancing, hand washing, masks) ● Small Group Instruction Facilitation ● Specialized student services and Character Initiatives training for all staff (i.e. Trauma-informed Care, SEL, Pro-social practices, etc) ● Training on diagnostics for new staff (Foundations, STEP) ● Brilla 101 for New Staff ● Training on how to use remote learning platforms for new staff ● Intervention planning time ● Friday MIPs dedicated to review of data and planning for the next week; assigning at home learning ● Training on the different remote learning data paired with formative assessment from in-person lessons and how to utilize both for planning ● Revamping remote learning expectations/content so that we are better targeting students' needs and differentiating for students ● Structures for collaboration with co-teachers/grade teams if one is remote

<p>Communications Considerations:</p>	<ul style="list-style-type: none"> ● Safety Precautions in English and Spanish - posted outside and throughout building ● Website updates for safety expectations ● Plan in case of re-closure already identified and communicated to families ● Childcare/REC plan? ● Grade-specific schedules and group specific schedules (morning and afternoon groups)
<p>Other Pre-opening Considerations:</p>	<ul style="list-style-type: none"> ● Plan for what do if a staff or student becomes ill ● Plan for staff with children at home if their child's school/daycare is remote during this time ● Adjustments to curriculum pacing calendar and report card process ● Re-inventory of laptops distributed during closure ● Permanent substitute plan ● Plan of support and care for staff ● Grading Policy for reopening Quarter/Trimester ● Revision to BOY Staff Reviews - simplify, focus on prioritized measures ● Creating schedules for scholar groups (who goes in the morning vs afternoon; ensuring siblings are in the same groups) ● Data centralization ● Privacy considerations of filming any in-person lessons

<p>Section B: Proposed Adjustments to Schedules and Content (Examples for Stakeholder Groups)</p>	
<p>Student Group Schedules:</p>	<ul style="list-style-type: none"> ● 2 Time Slots: <ul style="list-style-type: none"> ○ 7:30-8:00 Morning Arrival + Breakfast <ul style="list-style-type: none"> ■ Staggered? ○ 8:00-11:00 Morning Group ○ 11:00-11:15 Morning Dismissal ○ 11:45-12:15 Afternoon Arrival + Lunch <ul style="list-style-type: none"> ■ Staggered? ○ 12:15-3:15 Afternoon Group ○ 3:15-3:30 Afternoon Dismissal ● Content taught in person <ul style="list-style-type: none"> ○ Character ○ Math ○ Writing ○ Read Aloud (K-2), Close Reading (3-8) ○ TLB (K-2) ● Remote Learning should be reinforcement of the concepts taught in the classroom; All blended learning occurs remotely <ul style="list-style-type: none"> ○ Middle School may also teach NFS remotely ● FAA? <ul style="list-style-type: none"> ○ Lunch/Breakfast time

- Alternate days
- Leveraged in the school for small group instruction: some in FAA, some with teacher

Sample Elementary Schedule

7:30-8:00	Arrival, Breakfast, Morning Work
8:00-8:30	MM + Character Initiatives
8:30-9:15	Math
9:15-9:45	Read Aloud
9:45-10:15	Writing
10:15-11:00	TLB/Skills (1x per week - FAA, rotating by class)
11:00-11:15	Dismissal

Teacher Schedules:

- Co-teachers split remote/in-person teaching assignments:
 - One teacher in charge of remote, one teacher in charge in person
 - Can switch off weekly or bi-weekly
- Collaboration time:
 - Weekly co-teacher collaboration time (Zoom)
 - One grade team meeting (Zoom)
- In Person Schedule:
 - 7:00-7:30- Arrival + Temperature Check; Morning Meeting
 - 7:30 - Doors Open/Breakfast
 - 8:00-11:00 - Teaching
 - 11:00-11:15 Dismissal
 - 11:15-11:45 Lunch
 - 11:45-12:15 Arrival
 - 12:15-3:15 - Teaching
 - 3:30-4:15 - Planning Time
 - Co-teacher Planning
 - GLM
 - All Staff MIP?
- Remote Schedule:
 - 7:15 - Morning Meeting
 - 7:15-8:00 -
 - 8:00-11:15 - Teaching:
 - Blended Learning Check-ins/Small Groups
 - Nearpod Lesson Creation
 - Updating gradebooks

	<ul style="list-style-type: none"> ○ 11:15-11:45 Lunch ○ 12:15-3:15 - Teaching <ul style="list-style-type: none"> ■ Blended Learning Check-ins/Small Groups ■ Nearpod Lesson Creation ■ Updating gradebooks ○ 3:30-4:15 - Planning Time <ul style="list-style-type: none"> ■ Co-teacher Planning ■ GLM ■ All Staff MIP?
Leadership Schedules:	<ul style="list-style-type: none"> ● Schedules of O3s/Observations need to be built around teacher schedules ● Leadership present in building each day, but not necessarily all there at one time <ul style="list-style-type: none"> ○ Alternating by day/week ○ At least 5 members present in the building
Other Schedules:	<ul style="list-style-type: none"> ● Student Groups: <ul style="list-style-type: none"> ○ Siblings should be aligned when possible (including across ES and MS) ● Options for extended planning days once a month to plan all remote learning lessons and for more extended plan co-planning on the days (students work remotely on these days) ● Coverage plan if teacher who is teaching in person becomes sick <ul style="list-style-type: none"> ○ Options: Grade-wide coverage; STF ● STF schedules ● Consideration for staff members who have children

Section C: Culture, Operational and Finance Needs and Notes

Culture Needs:	<ul style="list-style-type: none"> ● Lunch/Breakfast - balance of social distancing with social needs <ul style="list-style-type: none"> ○ Ensuring that each group of students gets 2 meals <ul style="list-style-type: none"> ■ Morning group - Express Breakfast and Grab and Go Lunch ■ Afternoon group - Lunch (in classroom) and Grab and Go snack (Breakfast for the next day?) ● Virtual Roosting Rally and Bird Call ● Facilitating peer relationships between students in opposite schedule: <ul style="list-style-type: none"> ○ Possible weekly Zoom meeting ● Staff culture (how to keep engaged and connected if half of the staff is in the building),
Operations Needs:	<ul style="list-style-type: none"> ● Arrival/Dismissal Protocols <ul style="list-style-type: none"> ○ Staggered and from separate entrances ○ In classrooms or from designated areas outside ○ Observing social distance ○ Late dismissal ○ Morning Dismissal/Afternoon Arrival ● Attendance protocols: <ul style="list-style-type: none"> ○ Timing for morning and afternoon attendance ○ Protocol for tardies and attendance calls (now that it is twice daily)

	<ul style="list-style-type: none"> ● Room Assignments (utilize half of the classroom spaces in the morning and half in the afternoon) ● Cleaning protocol in between groups ● Technology for students at home: <ul style="list-style-type: none"> ○ Cost, warranty/insurance ○ Replacement for broken technology ○ New technology for K students
Finance Needs:	<ul style="list-style-type: none"> ● Cost of new technology ● Sanitation supplies (masks, hand sanitizer, thermometers) ● Dividers in classroom ● Custodial staffing?

Section D: Considerations for Special Populations (SPED, ELL, Health-Compromised)	
SPED Considerations:	<ul style="list-style-type: none"> ● Some remote sessions for related service ● Option for students to stay the whole day (must have clear criteria for this i.e Entering or Emerging ELL, Students with an IEP) - should probably start out the same for everyone and then adjust as we get data back and see where students ● ICT classrooms - would we be able to bill with only one teacher in classroom? ● Differentiated masks ● Push-in services permitted? ● Schedule for services
ELL Considerations:	<ul style="list-style-type: none"> ● Entering ELL assessment for all students to classify students <ul style="list-style-type: none"> ○ Potentially higher level of ELL due to entering K NYSESLAT assessments ● Pull-out service schedule
Behavioral Considerations:	<ul style="list-style-type: none"> ● Physical restrictions when handling escalated student behavior ● Limited support ● Increased need for counseling services ● Find ways to motivate students to complete their remote work
Health Compromised Considerations:	<ul style="list-style-type: none"> ● Staff and students who are immuno-compromised

Section E: Rationale + Linear Timeline and Action Steps

Rationale:

How does this plan for reopening connect to and honor the Guiding Ideas of urgency, support, and safety?

- Urgency
 - Focused on high impact content
 - Attention is focused on most important things (safety, well-being)
 - Gets students into the classroom
- Support
 - Flexible for students/families/staff based on need
 - Open communication around these things
 - Consider ELL/SPED/Behavior and Trauma supports
- Safety
 - Anchor of the whole plan
 - Follows CDC guidelines for health and safety (social distancing, hygiene)

Timeline:

Date:	Action Step:	Directly Responsible Individual:
July	Create survey for parents indicating preference of AM/PM groupings	Ops
Mid-July	Create Student Groups for AM and PM	Ops/Admin
Mid-July	Update arrival, dismissal and attendance protocols	Ops
Late July	Communicate time of student group with families	Ops
August 1	Create teacher schedule	Admin
Early August	Train all teachers on BL and Remote Learning Platforms	
Early August	Distribute technology to new students, ensure working technology for returning students	Ops
Early August	Train all staff on updated protocols, safety guidelines	

Scenario 5: Staggered Reopening by week day

Section A: Prior to Reopening Considerations (Safety, Training, Communications)	
Safety Considerations:	<ul style="list-style-type: none"> ● Systems and protocols for staying healthy and communication around this ● Sanitation of the building every day ● Being in the building 4 days Monday & Tuesdays or Thursday & Friday in order to sanitize on Wednesday ● Staff members knowing which day a student is supposed to be there, what to do if a student goes to school on the wrong day ● Hand sanitizing stations ● Markers on where students line up outside ● Seating in the classrooms and Nest
Training Considerations:	<ul style="list-style-type: none"> ● How to sanitize properly and use a checklist for it ● Trauma informed practices
Communications Considerations:	<ul style="list-style-type: none"> ● How is communication with different stakeholders and avoiding miscommunication for different groups ● Updated Classtag and email for every parent
Other Pre-opening Considerations:	<ul style="list-style-type: none"> ● Afterschool options for students who are not attending school on that day ● Social emotional needs for staff members ● Having siblings attend on the same day so that families are free to go to work

Section B: Proposed Adjustments to Schedules and Content (Examples for Stakeholder Groups)	
Student Group Schedules:	<ul style="list-style-type: none"> ● A: Having students be in school for an entire week instead of every other day <ul style="list-style-type: none"> ○ Could be by grade level or floor ● B: Every other day (Monday/Wed, Tues/Thurs or Mon/Tues Wed off Thurs/Fri) <ul style="list-style-type: none"> ○ Could be by grade level or floor ● C: 50% of all Scholars per building come every other day ● Determining which groups of students are in the building ● Can students zoom into lessons that are happening live ● In school would be more intervention based and when completing remote work working on grade level standards ● Prioritizing which content is taught in person
Teacher Schedules:	<ul style="list-style-type: none"> ● How are we determining which teachers go into the building ● C: Would mean more teachers in the building at once ● In MS have teachers rotate instead of students in order to avoid more students walking around ● Having staff with children that attend Brilla attend the same day as their child ● Have grade level meetings be virtually in order to maximize the time being in school

Leadership Schedules:	<ul style="list-style-type: none"> ● Determining which days they are physically attending the building ● Having staff with children that attend Brilla attend the same day as their child
Other Schedules:	<ul style="list-style-type: none"> ● SETSS and related service sessions (Counseling, OT, PT, Speech) ● School Foods and Maintenance staff schedules to be considered ● Having staggered weeks for FAA

Section C: Culture, Operational and Finance Needs and Notes

Culture Needs:	<ul style="list-style-type: none"> ● A, B and C: Could be challenging to build relationships with less frequent touch points ● How are we building culture amongst staff if not all are in the same building ● Helping families build a consistent routine at home ● Modifying events to be classroom based or virtual (broadcasting from the Nest) ● Modifying PAK parties in order to build community for staff
Operations Needs:	<ul style="list-style-type: none"> ● Arrival and dismissal protocols ● Protocols for attendance, are we still calling for absent students if they are not doing remote learning, are we considering students with underlying conditions when absent ● Protocol for students who are out of uniform
Finance Needs:	<ul style="list-style-type: none"> ● Laptops and devices broken, having insurance on them ● Utilize platform needs such as donors choose ● Low tech classes due to devices being at home ● Providing supplies for students when they are home ● Continuing to pay for Nearpod license if it is still being used at home

Section D: Considerations for Special Populations (SPED, ELL, Health-Compromised)

SPED Considerations:	<ul style="list-style-type: none"> ● Students not receiving the supports needed depending on staff present in the building ● Do we still use teletherapy and onsite ● ICT classrooms and how we are meeting the mandated needs
ELL Considerations:	<ul style="list-style-type: none"> ● Students not receiving the supports needed depending on staff present in the building ● Keeping group work for ELL students while maintaining social distance
Behavioral Considerations:	<ul style="list-style-type: none"> ● Increase in undesirable behavior due to lack of routine ● Data points to inform behavioral needs/supports ● Adding more supports for social work ● Train staff members that could alleviate the behaviors that will occur ● Find ways to motivate students to complete their remote work

Health Compromised Considerations:	<ul style="list-style-type: none">● Considerations for students but letting the parents choose to let students attend● Consider the schedule of staff members who are health compromised
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Section E: Rationale + Linear Timeline and Action Steps

Rationale:

How does this plan for reopening connect to and honor the Guiding Ideas of urgency, support, and safety?

- We are considering how students, families, and staff are being supported during this time

How does this plan connect to our Vision Alignment statement?

- Making sure we are attending not only to the academics, but social and cultural community connections as well.

Timeline:

Date:	Action Step:	Directly Responsible Individual:

Schedule

[Mock Elementary School Schedule](#) (Mon+Wed, Tues+Thurs, Friday remote for all)

[Mock Elementary School Schedule](#) (½ Mon+Wed, ½ Tues+Thurs, Friday remote)

*the ½ option may require more staff to be in the building at one time

[Mock Middle School Schedule](#)

EC Mock Schedule (School Mon+Wed, Tues+Thurs, Friday remote for all)

S who come Mon+Wed and are enrolled in EC would stay for El Camino face-to-face Monday and Wednesday. On days where S are not at Brilla for school day, they would receive remote instruction for El Camino.

3:45-4:00-Homework help for EC students

4:00-4:10- Activities 1 starts (teacher pushes in), Catechism 1 (teacher pushes in) + SNACK

4:10-4:15- In classroom transition from snack to opening routines

	<p>4:15-4:25- Opening Routines 4:25-4:55- Rotation 1 (either Activities 1 or Catechism 1) 4:55-5:00- Teachers transition (Ops and Site Manager will support) 5:00-5:30- Rotation 2 (either Activities 2 or Catechism 2) 5:30-5:45- Staggered dismissal</p>
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Scenario 6: Abrupt Closure during Reopening

Section A: Prior to Reopening Considerations (Safety, Training, Communications)	
Safety Considerations:	<ul style="list-style-type: none"> ● Protocol for immediate closure (emergency exit plan) <ul style="list-style-type: none"> ○ Work Plan for each scenario and in each classroom ○ Drills ● Revamp supports for families ● Protocols/Policies for What Ifs (signs of sickness)? ● Testing before (and temperature tracking) for staff
Training Considerations:	<ul style="list-style-type: none"> ● Onboarding new staff on remote learning early ● How far in advance do we plan remote work on the pacing calendars? ● Basic lesson plan training for teachers? (Founding grades) ● Students training on Nearpod early ● Zoom, Google calendars, etc. for all stakeholders ● Communication with family (crucial conversation, etc.) ● Virtual Assessments ● Nurse or Ops training ● Teachers - What to look for remotely? What are red flags?
Communications Considerations:	<ul style="list-style-type: none"> ● Details in the beginning of the years of possibility and protocols ● Explaining to the new families what remote learning looks like/expectations ● Urgent parent meetings ● Scripted communication to various stakeholder groups and forms of communication (one call/text, ClassTag, SM, etc.)
Other Pre-opening Considerations:	<ul style="list-style-type: none"> ● Computer distribution (continue it or not?) - How long do they keep them for? ● Budget for computers ● Work packet/Workbook order in the beginning of the year ● Hotspots ordering ● School materials in Ziplocs bags and ready to go (for staff and students) - pencils, crayons, journals, etc. ● Family members with emails/multiple working numbers ● Distribution of student materials (lockers, mailboxes, desks, etc.) and curriculum ● RE-OPENING PLAN AFTER ABRUPT CLOSING!

Section B: Proposed Adjustments to Schedules and Content (Examples for Stakeholder Groups)	
Student Group Schedules:	<ul style="list-style-type: none"> ● 1st week is worksheet/workbooks only ● 2-+ is remote learning ● Normed amount of work - how many lessons? ● 2+ check-ins depending on the time of the year ● Character lessons

	<p>8-9 - ELA 9-9:30 Break 9:30-10:30 - Math 10:30-11:30 - Lunch 11:30-12:30 - NFS/Blended Learning for MS 12:30-1:00 - Character/Community Circle/Morning Meeting 1:00-1:30 - FAA</p>
Teacher Schedules:	<ul style="list-style-type: none"> ● Interactions with all students the first week (all staff - FAA, SS, etc.) ● 2+ check-ins depending on the time of the year ● Differentiated schedules by medical history <p>MIP - 2 hrs a week GLM/Team Meeting - 1 hour a week O3s - 30 minutes a week Data Meetings - 1 hour a week</p>
Leadership Schedules:	<ul style="list-style-type: none"> ● Virtual messaging (Bird Call, etc.) <p>LTM - 1 1/2 hr a week O3s - 45mins-1 hour a week O3s with Direct Reports - 30 mins.</p>
Other Schedules:	<ul style="list-style-type: none"> ● Technology Survey (especially for incoming K) ● FAA schedule/roll out ● SS schedule/roll out ● Fellows schedule/roll out

Section C: Culture, Operational and Finance Needs and Notes

Culture Needs:	<ul style="list-style-type: none"> ● All events will become virtual (or not happen) <ul style="list-style-type: none"> ○ Spirit Week/Homecoming ○ Back to School Night ○ Parent University ○ Hispanic Heritage Month ● Staff Culture - <ul style="list-style-type: none"> ○ Map our RAKs ○ GLMs ○ Bonding Time/HH ○ Co-teaching bonding ○ Team bonding ○ Culture Club Meeting ● Family Culture: <ul style="list-style-type: none"> ○ C&C ○ PUs ○ ClassTag
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	<ul style="list-style-type: none"> ○ One Text/One Call ○ Conferences ○ FIC meeting ○ Newsletters/Calendar
Operations Needs:	<ul style="list-style-type: none"> ● Cleaning Materials ● Up to date contact information ● Building cleanliness ● System to get information out to ALL families ● Plan to dismiss the building ● Door posts/6ft protocol/measurement ● Disinfecting after the building is empty ● Installment of cleaning items ● Access to masks and gloves ● Drills planned out
Finance Needs:	<ul style="list-style-type: none"> ● Ordering workbooks ● Ordering more computers/chargers/hotspots ● Blended Learning program access ● Medical supplies - thermometers, testing, etc. ● School supplies for students and teachers - pencils, crayons, journals, etc.

Section D: Considerations for Special Populations (SPED, ELL, Health-Compromised)	
SPED Considerations:	<ul style="list-style-type: none"> ● Protocol/process for evaluations ● What does ICT classrooms look like? How do we meet mandates?
ELL Considerations:	<ul style="list-style-type: none"> ● Continue ELL instruction and plan for implementing remotely ● How are we providing opportunities for language while social distancing
Behavioral Considerations:	<ul style="list-style-type: none"> ● Referral process for students who need counseling ● Possible social worker burnout <ul style="list-style-type: none"> ○ Utilize other staff with knowledge base that aren't social workers ● Differentiating support based on classroom and/or remote learning needs
Health Compromised Considerations:	<ul style="list-style-type: none"> ● Attendance protocol ● Distribution/Return of medical from nurse (that belongs to children) ● Are there students that will have to stay home 100% of the time?

Section E: Rationale + Linear Timeline and Action Steps

Rationale:

How does this plan for reopening connect to and honor the Guiding Ideas of urgency, support, and safety?

-

How does this plan connect to our Vision Alignment statement?

-

Timeline:

Date:	Action Step:	Directly Responsible Individual:
7/1	Packets with Materials (Packet for the first week, IR books, school supplies, etc.)	Ops
7/1	Purchasing of masks, gloves, hand sanitizers, medical supplies etc.	Ops
7/1	Purchasing of Hotspots or wifi enabled device	Ops
7/1	Abrupt Closure Plan with all Stakeholders - WORK PLAN	Network/Admin/Leadership
8/1	Family Communication Letter/Packet/Recommitment Letter	Admin
8/1	Teacher To Go Bags	Ops
8/3	Closure Plan Training for Staff	Admin/Leadership
8/3	Nearpod Training for Staff	Admin/Leadership
8/3	FAA Team, CI Team, SS Team map out remote learning	FAA, CI, SS
8/17	Blended Learning Training for Families	Admin/Leadership
August	Drills	School-based
August	Family Check-ins (updated numbers, emails, etc.)	Ops/Teachers



APPENDIX #1 - Sample Return to School Schedule

SAMPLE K-1 Return-to-School Schedule - 1st 90 days	
Time	Details
8:00-9:00am	Community Circle
9:00-10:00am	Small Group Intervention - Literacy & Math (Small Group)
10:00-10:40am	Fine and Applied Arts (Creative) - Classroom Teacher Intervention Planning
10:35-10:45am	Morning Stretch & Snack Break
10:45-11:45am	Read Aloud & Writing (Grade Level Expectations)
11:50-12:15pm	Lunch
12:20-1:00pm	Fine and Applied Arts (Physical) - Classroom Teacher Meeting Time
1:05-1:50pm	Skills (Small Group)
1:50-2:00pm	Afternoon Stretch & Snack Break
2:00-3:00pm	Math Block (Grade Level Expectations)
3:00-3:40pm	Socialization Centers (K & 1st Grade) + Tutoring
3:45-3:50pm	QMOTD
3:50-4:00pm	Dismissal

