



Brilla Schools

Reopening Plan

2020-2021



BRILLA
Public Charter Schools

R-01 Executive Summary

Brilla Public Charter Schools seek to educate children holistically -- in mind, body, and spirit. Since our buildings closed in mid-March, we have continued to live up to our mission by delivering rigorous, remote academics, robust character formation, financial support to our families, and emotional support to our students, families and staff in an intentionally joyful way. We reached virtually all of our 921 students and maintained daily attendance rates (based on completion of assigned work) of over 90% this past spring. In order to support the social, emotional and physical needs of our students and their families, we raised and spent over \$300,000 to feed and house some 150 of our most vulnerable families. We also invested some \$125,000 to distribute Chromebooks and secure Internet connectivity so that each and everyone of our students would have access to the tools they needed to continue learning this past spring.

As it relates to reopening in the fall, our holistic mission has informed our planning. Our top priority is to bring our students and staff back to school since there simply is no substitute for in-person care and attention. But we recognize that we need to do so in a safe way which meets or exceeds state and local guidelines. We have consulted families, staff, community partners, and health experts in designing this reopening plan. Our board reviewed key summary elements of the plan at our July 21, 2020 board meeting and will formally vote on these full plans at our August 18th board meeting.

The following norms have guided our thinking:

1. **Urgency-** We need to quickly diagnose and intervene with best practices, decisions, and plans to ensure healing and growth is responsive and timely
2. **Flexibility-** Structures and systems will need to bend and adapt to ongoing needs and guidance; we will face the challenges with grace and an adaptive mindset
3. **Safety-** Emotional and physical well-being are essential to strong reopening; a focus on health both mental and physical provides comfort and safety for all stakeholders
4. **Prioritization-** Not everything can or should be done "first;" tough decisions are made with an objective view of reality and need
5. **Support-** Individuals require flexible and individual support to operate fully and with quality; supporting diverse needs ensures no one falls through the cracks

We will begin the school year on **August 31st** remotely. Even though we operate in private facilities, we plan to begin in-person instruction when the NYC DOE opens for classroom instruction, so September 10th at the earliest. All our schools are fully enrolled, so we expect to serve 1,360 K-8th grade students starting August 31st at:

- Brilla College Prep Elementary (BCPE): 470 students, K-4th graders
- Brilla College Prep Middle School: 335 students, 5th-8th graders
- Brilla Veritas Elementary: 375 students, K-3rd graders
- Brilla Pax Elementary: 90 Kindergarteners
- Brilla Caritas Elementary: 90 Kindergarteners



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When we do open for in-person instruction, we will offer:

1. An **in-person, blended** option where scholars
 - a. Alternate between on-campus learning and remote learning ***weekly (one week at school, one week learning from home)*** for ***grades 1st-8th.***
 - b. Attend on-campus, in-person learning ***100% of the time*** for ***kindergarten and some SpEd students***
2. A **fully 100% remote** option for grades K-8th for those families who desire it

We plan to implement extensive safety measures including, but not limited to, requiring face masks/shields, regular hand washing, and daily health screenings. To ensure social distancing, we will allow fewer people (both students and adults) into our buildings based on capacity guidelines published by the DOH and CDC. In order to adequately address social-emotional needs, we have contracted [Maria Droste Counseling Services](#) to provide grief and crisis counseling therapy to students, families, and staff for at least three months, starting in September.

Vigilance and flexibility will continue to inform how we operate during this rapidly-evolving COVID situation which has placed such a heavy burden on all of us. We will continue to endeavor to act in a prudent, not fearful way to best serve both our families and our staff knowing that what we do is so important for the wellbeing and future of our community and our country.

Respectfully,

Luanne D. Zurlo
Executive Director
Brilla Schools Network
An Initiative of Seton Education Partners

R-02a Reopening Operations

Capacity

- Brilla will serve just under fourteen hundred students across five school buildings in two Bronx community school districts this upcoming school year. In carefully planning for the safe reopening the following considerations have been made as it relates to the physical space of it's buildings. Optimal usage of space and creative staggering of students and staff to meet Department of Health safety guidelines. Such considerations include but are not limited to maintaining appropriate social distancing, mandating the usage of personal protective equipment, local medical capacity and referencing safe transportation plans from state officials.
- Brilla will rely on NYCDOE Pupil Transportation to ensure that school bus companies and personnel follow all appropriate guidelines for safety. Those families relying on NYC public transportation will be provided with full information and guidance for using public buses, subways, and taxis according to NYCDOH rules.

Social Distancing



- **Social Distancing:** As per the Center of Disease Control and Prevention (CDC) social distancing is referred to as the physical separation of six feet from individuals not living in the same household for both indoor and outdoor spaces. Brilla will maintain and develop appropriate social distancing protocols and procedures at all times throughout the scheduled in person school day.

That includes but not limited to;

- Usage of CDC approved physical barriers when functionally needed
- Building plan layout with routed paths for space usage
- Classroom assignment and timed schedule for each stakeholder group
- Permanent space assignment for each individual
- Amendments to existing school procedures to incorporate appropriate social distancing measures and precautions at all times
- Repurposing existing spaces to accommodate needs
- Social distancing will be adhered to in hallways, for travel into schools, and within classroom spaces.
- Students with special health care needs or disabilities whose learning (e.g., direct instruction) or other needs (e.g., assisting with toileting or



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	<p>ambulation) may require closer proximity and/or direct contact will be screened daily by a Brilla employee. This screening will rely, in part, on the employees' experience and knowledge of the student and their unique/personal affect. If for any reason our employee raises a concern, the nurse will be notified and an advanced screening will occur.</p> <ul style="list-style-type: none"> ○ To ensure social distancing is followed in school spaces, signs and floor markings will be installed to illustrate social/physical distancing.
<p>PPE and Face Coverings</p>	<ul style="list-style-type: none"> ● Personal Protective Equipment (PPE) and <u>Face coverings</u> are an essential part of Brilla's reopening plan. Ensuring the safety of each stakeholder is of the utmost importance, face coverings will be required prior to entry of any Brilla school. <ul style="list-style-type: none"> ○ As per the DOH face coverings are meant to protect other people in case the wearer is unknowingly infected but does not have symptoms. Cloth face coverings are not surgical masks, respirators, or other medical personal protective equipment will be available as needed. ○ Any individual unable to tolerate a face covering due to a medical concern will be required to provide documentation from their doctor. In such cases schools will make socially distant accommodations in accordance with CDC and DOH guidelines. ○ All students and staff will be required to have an acceptable face covering before entering school grounds, facilities or any school administered space. Building entrance will be denied to any individual without appropriate PPE. This is a face covering disposable or cloth, covering both nose and mouth. Face coverings will be provided by school personnel at entry point and throughout the day if needed. ○ For anyone who has trouble breathing, or anyone who is unconscious, incapacitated or otherwise unable to remove the mask without assistance, face coverings and masks will not be required, per CDC guidance. <div data-bbox="485 1297 1484 1814" data-label="Image"> </div>
<p>Operational Activity</p>	<ul style="list-style-type: none"> ● The day to day operations of each Brilla school will be altered to appropriately accommodate the needs of each building. In order to be in compliance with all



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- state and local guidance, school wide procedures will be updated.
- Arrival will consist of a multi-door, staggered time entry and will include a temperature check prior to building entry. The procedure will be clearly communicated to families and signs will be posted to help traffic flow. Staff will be available to support families that arrive after the drop off window.
 - Any student arriving late will enter through the main entrance, receive a temperature check that will be documented and escorted either to the main office or classroom depending on need.
 - Any student picked up before the pick up window will need to notify the main office and ensure that it falls fifteen minutes before the dismissal time.
 - Dismissal will consist of a multi-door staggered dismissal in which students are escorted to the door.
 - Any student picked up late will be escorted to the main entrance door upon parent arrival.
 - During classroom transitions and throughout the day students and staff will be expected to remain socially distant from each other.
 - Visitors will not be allowed into the building without a scheduled appointment. These appointments will be used for emergency visits only. The goal is to minimize the number of people entering the building on a daily basis.
 - Safety drills will be conducted as per state guidance. Following the General Response Protocol (GRP) instructions with added social distancing restrictions.
 - Lunch will be in the classroom for all students. Keeping students in the same spaces for the majority of the day will help stop the spread of COVID-19.
 - Brilla staff will minimize the need to have multiple students sharing high touch materials. Staff will plan in advance to determine if additional materials or supplies are necessary to support instruction. Materials include, but are not limited to books, computers, calculators, writing utensils, computer keyboards/headphones, and art supplies.
 - Brilla employees will clean, disinfect, or sanitize materials at the end of each school day, consistent with [CDC guidelines](#) and procedures outlined further in this reopening plan.

Restart Operations

- In planning for the restart of operations of each Brilla school the following factors were considered as the need of each building is widely different.
 - Individualized plan per site based on pre-existing building condition and capacity need.
 - Increased building ventilation in areas or spaces without windows or existing airflow.
 - Update bathroom fixtures to touch free functionality to promote less hand contact.
 - Plan for rigorous cleaning, disinfecting and sanitizing routines in accordance with DOH guidance



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	<ul style="list-style-type: none">○ Equip each school with the necessary materials and resources needed to safely return for school reopening○ Modification of schedules and daily routines to promote and maintain appropriate social distancing requirements
Hygiene, Cleaning & Disinfection	<ul style="list-style-type: none">● All Brilla Schools will adhere to regulations when conducting daily routine cleaning procedures and protocols. Promotion of all hygiene, cleaning and disinfection guidance set forth by DOH and CDC including strategies for cleaning and disinfection of exposed areas and appropriate notification to occupants of such areas;<ul style="list-style-type: none">○ Schools will be equipped with all essential supplies needed to protect students and staff from COVID-19; including hand sanitizer, soap, disinfectants, thermometers and additional PPE.○ Additional access and built in scheduled times for students and staff to wash hands and use hand sanitizer during the day.○ Added routine cleaning of common spaces and frequently touched surface areas throughout the day; classrooms, bathrooms, building entrance and exit, stairwells, door knobs and shared equipment if needed.○ Each classroom will be provided a cleaning supply station that includes; disinfecting wipes, hand sanitizer, extra PPE and tissue.○ Deep and thorough nightly cleaning of each school building will be conducted with the adoption of electrostatic sprayers.○ Cleaning records will be kept and reviewed to track daily and nightly check out per room and space.○ Each building will post DOH approved signs regarding public health protections against COVID-19 to instruct staff and students in correct hand and respiratory hygiene. All signage will uphold NYC health's four core actions for prevention. Posted throughout the building in common areas, hallways, classrooms, offices and bathrooms.○ Improving and adding HVAC systems were needed to ensure proper ventilation at all times.○ Brilla will rely on NYCDOE Pupil Transportation to ensure that school bus companies and personnel follow all appropriate guidelines for cleanliness and disinfection. Any school buses contracted directly by charter schools will meet the same guidelines as provided by NYCDOH.
Extracurriculars	<ul style="list-style-type: none">● Extracurricular activities will mainly occur out of school hours in our optional afterschool programs. These activities will be in the lower risk and moderate risk sports and recreation tiers named below as per the DOH guidance. The following increased safety measures will be taken. Program will follow the same guidelines for exposure prevention - masks, social distancing, limited cohorts of students - as followed during the school day to the extent possible as recommended by the NYCDOH.<ul style="list-style-type: none">○ Lower risk sports and recreation activities are characterized by:



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	<ul style="list-style-type: none">■ Greatest ability to maintain physical distance and/or be performed individually;■ Greatest ability to (1) avoid touching of shared equipment, (2) clean and disinfect any equipment between uses by different individuals, or (3) not use shared equipment at all; and distance and/or limit exposure to shared equipment prior to such equipment being cleaned and disinfected.○ Moderate risk sports and recreation activities are characterized by:<ul style="list-style-type: none">■ Limited ability to maintain physical distance and/or be done individually;■ Limited ability to: (1) avoid touching of shared equipment, (2) clean and disinfect equipment between uses by different individuals, or (3) not use shared equipment at all; and distance and/or limit exposure to shared equipment prior to such equipment being cleaned and disinfected.
Before and After Care	<ul style="list-style-type: none">● Brilla Schools does not offer a before care program. The two after school options are optional and traditionally serve forty percent of enrollment per building.<ul style="list-style-type: none">○ Each program is physically located in an existing Brilla site. They will follow appropriate social distancing measures and provide PPE as needed.○ Building maintenance and cleaning routines will continue from the school day into the afternoon.○ Student grouping will be considered and cohorts from during the day will be maintained as much as possible in after school programming.○ Will follow the same guidelines for exposure prevention - masks, social distancing, limited cohorts of students - as followed during the school day to the extent possible as recommended by the NYCDOH.
Vulnerable Populations	<ul style="list-style-type: none">● All members of the Brilla community are an essential part of the reopening plan. Returning to in person instruction will certainly take a village. The safety and well-being of all stakeholders is the most important part of planning for school return, special accommodations and considerations will be taken for stakeholders who are categorized as part of the vulnerable population, such as individuals who are at a greater risk if in contact with COVID-19. Students will have the option for 100% remote instruction. A process is in place for staff requisitions of work accommodations based on role and core work responsibility. Any stakeholder physically in person will need to request accommodations with documentation from their doctor for each school to appropriately plan for their individual needs.● Staff:<ul style="list-style-type: none">○ Brilla Public Charter Schools is committed to doing all within its ability to deliver on its mission while protecting the health and well-being of its entire community. In light of the COVID-19 pandemic, we understand that certain staff members may request accommodations based on



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	<p>personal pre-existing medical conditions or medical conditions of others in their household. A reasonable accommodation is a change made to the work schedule, job duties and/or work environment of an employee to accommodate their specific needs and allow them to perform the essential functions of their job.</p> <ul style="list-style-type: none"> ● Students: <ul style="list-style-type: none"> ○ Our priority is to maximize in-person instruction time. Therefore, every scholar who chooses option one will be physically at school for at least every other week. Depending on grade-level and special education needs, a scholar may have more in-person instruction time. All kindergarten scholars will have the option to learn on-campus, in-person for 100% of the time. We have the capacity to welcome all of our kindergarten scholars on campus safely and believe that our youngest scholars should be given priority. Families who would prefer that their scholar continue receiving instruction remotely for 100% of the time may opt to do so, regardless of grade level. <ul style="list-style-type: none"> ● Option1- An in-person, blended option where scholars <ul style="list-style-type: none"> a. Alternate between on-campus learning and remote learning <i>weekly (minimum one week at school, one week learning from home)</i> for <i>grades 1st-8th</i>. ● Attend on-campus, in-person learning <i>100% of the time</i> for <i>kindergarten ONLY</i>. ● Option 2- A fully 100% remote option for grades K-8th
<p>Transportation</p>	<ul style="list-style-type: none"> ● Brilla provides bussing to mandated students only, as the wide majority of students are local commuters. We will rely on NYCDOE Pupil Transportation to ensure that school bus companies and personnel follow all appropriate guidelines for safety as recommended by the NYCDOH. Mandated students are those in temporary housing or mandated on their Individualized Education Program (IEP). Students will be socially distant while transported to and from the bus. During dismissal, Brilla will provide physical guides, such as signs and tape on the sidewalk, to ensure that students and school staff remain at least 6 feet apart while waiting for transportation.
<p>Food Services</p>	<ul style="list-style-type: none"> ● Brilla will rely on NYCDOE SchoolFood to ensure that service personnel follow all appropriate guidelines for safety as recommended by the NYCDOH. Brilla will train school staff as needed to reinforce the protocols adopted by food



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	<p>service and custodial personnel to ensure healthy, safe meals and the least disruption to the instructional day.</p> <ul style="list-style-type: none">○ School meals are a vital part of the services we provide students. Brilla’s food vendor is School Foods, the same as the Department of Education; a similar procedure will be implemented at every Brilla site.<ul style="list-style-type: none">■ Grab-and-go meals will be available for breakfast and lunch each day, though students will also be permitted to bring their own lunch if preferred. Doing so will allow for more flexibility for physical distancing during lunch time, a time when many students usually gather in one location.■ Lunch will be in classrooms to minimize interaction between groups of students.■ Grab-and-go meals will be delivered to students
Mental Health, Behavioral, and Emotional Support Services & Programs	<ul style="list-style-type: none">● Character Initiatives: Our instructional minutes used for Social Emotional Learning (SEL) will be increased at re-entry and scaffolded down to our typical number of minutes over the course of 8-16 weeks. Our SEL efforts and offerings will be guided by the 4 <u>CASEL SEL Critical Practices for Re-opening</u> and will utilize our in-house curriculum and best practices as well as Promoting Alternative Thinking Strategies, Human Dignity Curriculum, and Thriving Communities curricula.● Our interactions with and support of all students will be guided by the tenets of Love & Logic. These will also be informed by and involve Restorative Practices.● Further, Brilla is providing more intensive training on trauma-informed practices to all staff prior to student school start and has formed a 3-month partnership with Maria Droste Counseling Services to provide grief and crisis counseling group therapy to students, families, and staff upon the launch of the school year. Brilla will continue to ensure that each school has a full-time Social Worker.
Communication	<p>Brilla leverages a variety of modalities to communicate with students and families, including social media posts, ClassTag virtual communities, OneCall phone call blasts, postal service mail, and individual phone calls. All communication is provided in both English and Spanish. Staff communication relies primarily on email and phone calls.</p> <ul style="list-style-type: none">● Following a OneCall family survey to solicit family preferences for reopening models, our reopening plan options were summarized in a letter to families, blasted out via all electronic platforms. Staff then completed individual phone calls to ALL Brilla families to provide further details, answer questions about our reopening plans, and seek an initial commitment to the family’s preferred option. Families will receive a mailer confirming their selection after the initial commitment deadline of August 7th, and a follow-up phone call from their child’s classroom teacher. An optional Family Town Hall to review our reopening plans and take questions will be hosted on August 10th. Staff will lead a comprehensive mandatory training on our reopening plans for families during our Back to School Night events in mid-August, supplemented by an



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informational pamphlet. This event will be recorded and shared for families to review. Families will be made aware that they have the option to transition from the blended option to the fully remote option at any time; they may switch from the fully remote option to the blended option at specified times, established in accordance with our official in-person reopening date.

- Following the start of the school year, staff will engage in ongoing individual communications with families via ClassTag or phone calls to monitor progress and provide support. Families will receive school-wide updates and reminders about our procedures via all of the above named communication platforms.
- During the first weeks of in-person learning, students will receive direct instruction about our school procedures, with a specific focus on safety.
- Staff was informed of our reopening plans via email, with many receiving individual phone calls from administrators to discuss specific details based on role and need for accommodations as indicated on a staff survey. All staff were invited to attend an optional Town Hall on July 30th focusing on reopening plans. During four weeks of staff onboarding, staff will receive extensive training on our adapted school program and new safety protocols. Staff will be provided with updates and reminders on a daily basis as needed, via email communication and virtual staff meetings.
- All stakeholders will be required to sign a Community Commitment to assert their intent to comply with all safety guidelines as issued by the DOH and Brilla, both on campus and at home.
- DOH-aligned signage will be posted throughout all school buildings in accordance with safety procedures related to hygiene, PPE, and social distancing
- Visitors will be permitted entry on a very limited basis; all visitors will be briefed on our safety guidelines prior to entry, and required to adhere to guidelines for the duration of their visit.
- All family communications will be posted to the Brilla Schools website.



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R-02b Monitoring

Screening

- Brilla Schools will implement mandatory health screenings prior to building entry daily. These daily screenings will help limit the number of symptomatic individuals present for in person instruction.
 - Such screenings will include a temperature check of all students, faculty, staff, vendors and visitors to identify any individuals that may have or may have been exposed to the COVID-19 virus.
 - Temperature checks will happen daily prior to building entry. If an individual presents a temperature of greater than 100.4°F building entry will be denied or sent directly to a dedicated area prior to being picked up or otherwise sent home. Parent/guardian is expected to remain with the student until confirmed appropriate temperature reading.
 - Staff, vendors and visitors will be expected to complete a health screening questionnaire prior to building entry daily. It will be in electronic form and completion collection will be monitored.
 - Periodically a health screening questionnaire will be sent to students; younger students may require a parent or legal guardian to answer.
 - All building entry will be strictly limited to individuals conducting scheduled business in the school building; Any visitor requesting building entry will need to be by appointment only and approved by school administration prior to entry.

Daily student screenings

Immunization guidance from the Department of Health and Mental Hygiene which highlights the important requirements of staying up to date with immunizations.

- Parents and guardians should immediately notify the school Operations staff and their health care provider if they or their child display any of the symptoms below, become sick with COVID-19, test positive for COVID-19, or have been exposed to someone with COVID-19. Students who feel sick, have recently traveled to or from a CDC hotspot, or who have been exposed to a positive COVID-19 case, should stay at home and contact their health care provider and building administrator.
- Parents and guardians are strongly encouraged to screen their child on a daily basis for the following COVID-19 symptoms;
 - Fever above 100.0 or chills
 - Cough
 - Shortness of breath or difficulty breathing
 - Fatigue
 - Muscle or body aches
 - Headache
 - New loss of taste or smell



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	<ul style="list-style-type: none">■ Sore throat■ Congestion or runny nose■ Nausea or vomiting■ Diarrhea <p>Daily staff screenings</p> <ul style="list-style-type: none">○ Employees should immediately notify the building administrator or school nurse if they are experiencing any of the symptoms listed below, become sick with COVID-19, test positive for COVID-19, or have been exposed to someone with COVID-19.○ Employees who feel sick, have recently traveled to or from a CDC hotspot, or who have been exposed to a positive COVID case, should stay at home and contact their health care provider and building administrator.○ All Brilla Staff are expected to self screen daily for the following COVID-19 symptoms:<ul style="list-style-type: none">■ Fever above 100 or chills■ Cough■ Shortness of breath or difficulty breathing■ Fatigue■ Muscle or body aches■ Headache■ New loss of taste or smell■ Sore throat■ Congestion or runny nose■ Nausea or vomiting■ Diarrhea
Health Testing Protocols	<ul style="list-style-type: none">● Brilla will consult with their assigned NYCDOH nurse to determine which staff and students presenting symptoms should be referred for COVID-19 tests. COVID-19 testing is available across New York City and unless determined otherwise by NYCDOH, students and staff will continue to use their own doctors or clinics/hospitals of their choice. <p>Prevention</p> <ul style="list-style-type: none">● The CDC outlines the <u>ways in which COVID-19 is spread</u>; mainly through person-to-person contact.<ul style="list-style-type: none">○ Brilla staff will be trained on the signs and symptoms of COVID-19 listed <u>here</u>○ Individuals who are in close contact with one another for an extended period of time (15 minutes or longer, within about 6 feet).○ Through respiratory droplets produced when an infected person coughs, sneezes or talks.○ Droplets can land in the mouths or noses of people who are nearby or possibly be inhaled into the lungs.○ Individuals without symptoms may be able to spread COVID-19.



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- Keeping distance from others is especially important for people who are at higher risk of getting very sick.
- Most importantly all stakeholders who are sick or not feeling well, are advised to stay home
- All Brilla Schools will be trained and reinforce the following practices to help reduce the spread of infection

Building Disinfecting

- Brilla will ensure surfaces that are frequently touched will be cleaned and disinfected routinely and frequently throughout the day. This will include cleaning objects/surfaces not ordinarily cleaned daily such as doorknobs, light switches, classroom sink handles, countertops, toys and equipment or any items/surfaces expressly identified as in need of cleaning. All cleaning products are approved for use in schools.

Hand Washing

- Students and staff will be expected to wash hands often with soap and water for at least 20 seconds especially after being in a shared place, after blowing your nose, coughing, or sneezing.
- If soap and water are not available, hand sanitizer that contains at least 60% alcohol will be provided. When using hand sanitizer, be sure to cover all surfaces of your hands (front and back) and rub them together until they feel dry.
- Avoid touching your eyes, nose, mouth and face with unwashed hands.
- Wash/sanitize your hands upon arrival to school, when leaving/transitioning from a classroom for any reason, and when prompted to do so by an adult.
- Classroom cohorts, where applicable, will be assigned specific washing stations, and/or hand sanitizer dispensers.

Coughing and Sneezing

- Mouth and nose covered with a tissue when coughing or sneezing or using the inside of your elbow. Throw used tissues in the trash and immediately wash hands with soap and water for at least 20 seconds. If soap and water are not available, use hand sanitizer containing at least 60% alcohol.

Materials

- Staff will minimize the need to have multiple students sharing high touch materials. Staff will plan in advance to determine if additional materials or supplies are necessary to support instruction. Materials include, but are not limited to books, computers, calculators, writing utensils, computer keyboards/headphones, and art supplies.
 - Staff will clean, disinfect, or sanitize materials at the end of each school day, consistent with CDC guidelines and procedures outlined



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	further in this reopening
Health Testing Responsibility and Early Warning Signs	<ul style="list-style-type: none">● Any member of the Brilla community who suspects or shows symptoms of COVID-19 are urged to get tested for COVID-19 prior to returning to the school building. It is the goal of Brilla Schools to provide a safe and secure environment for our students, staff, and visitors. In the event a staff or student are exhibiting symptoms of COVID 19, please implement the following: Symptomatic Individuals:<ul style="list-style-type: none">● Symptoms may appear 2-14 days after exposure to the virus. People with these symptoms may have COVID-19:<ul style="list-style-type: none">○ Cough○ Shortness of breath or difficulty breathing○ Fever○ Chills○ Muscle pain○ Sore throat○ New loss of taste or smell● Symptomatic before reporting to work or school the following procedures will be in place for all staff or students exhibiting <u>symptoms of COVID 19</u>:<ul style="list-style-type: none">○ Staff and students are encouraged to stay home if they are sick or not feeling well.○ Staff and students with recent international travel or travel within a state with widespread transmission of COVID-19 as designated through the New York State Travel Advisory, should adhere to quarantine guidance before returning in-person to the school. <u>here</u>○ Consult the CDC self checker <u>here</u>.○ Any staff or students that have been exposed to a known case of COVID 19 should consult with their healthcare provider and practice self quarantining guidance as recommended by the <u>CDC</u>.○ Any person with a temperature over 100.0 degrees should stay home and consult with their health care provider.<ul style="list-style-type: none">■ Staff or students should be fever free for a period of 24 hours before returning to work or school■ Staff or students looking for a testing site should visit this <u>Testing site page</u> for the nearest location.● If staff or students become symptomatic at school they should immediately report their symptoms to the school nurse and building administrator then do the following:<ul style="list-style-type: none">○ After reporting the concern to nurse and building administrator;



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- Maintain social distancing at all times and wear your PPE;
- Secure your personal effects and report to designated isolation area;
- Upon arrival at the designated isolation area, staff or student will be further screened by nurse or other healthcare provider (a secondary area will be identified for cases of overflow);
- Pending outcome of screening, staff or student will be released to their parent, guardian or responsible adult;
 - Release to parent/guardian will be facilitated by nurse, health aide or designee. PPE (mask and gloves) will be required.
 - Parent/guardian will arrive at designated location and call or text health or main office
 - Student will be escorted to main entrance
 - Staff will return to building, discard gloves, wash hands per CDC guidelines, and resume operations
 - The location will be appropriately cleaned utilizing CDC guidelines
 - Maintain a log of student and staff names that may have been exposed by date and location.
- Staff or students exhibiting symptoms may be required to complete additional assessment by a healthcare provider and are encouraged to share the results with their employer or appropriate school personnel.
- Upon verification of positive COVID-19 status, Principal, Operations leader, Chief of Schools and Chief Operating Officer will be notified and appropriate measures regarding collaboration with contact tracing professionals will commence.
- The appropriate cleaning and disinfecting measures will be taken in accordance with the CDC [School Considerations](#) .
- If students and staff need access to large-scale testing, Brilla will follow directions from NYCDOH regarding where testing should happen and communication to the school community.
- Brila will follow all metrics as set by NYCDOH if cases in NYC are increasing beyond an appropriate level and modify in-person instruction as necessary.

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R-02c Containment	
School Health Offices	<ul style="list-style-type: none"> ● Every Brilla building will have a Department of Health trained nurse onsite during hours of operation. A designated office space is set for each nurse to conduct daily visits of ill students or staff. Their list of responsibilities are guided by the DOE and DOH regulations listed here. In the event of a symptomatic staff member or student the School Nurse is the only trained professional able to conduct a thorough screening beyond the temperature check. ● DOH will provide all the PPE and supplies necessary for outfitting the school health office, including but not limited to eye protection, gloves, gown, and masks.
Isolation	<ul style="list-style-type: none"> ● A designated isolation room will be assigned in every Brilla building separate from the Health office. This space will accommodate individuals who exhibit symptoms consistent with COVID-19 and waiting to be picked up. Students will remain supervised in the isolation room at all times. Appropriate PPE will be provided for school health office staff caring for the symptomatic individual. The process listed above for on site symptomatic individuals will be followed. <ul style="list-style-type: none"> ○ Upon arrival to the designated isolation area, staff or student will be further screened by the school nurse and a secondary area will be identified for cases of overflow.
Collection	<ul style="list-style-type: none"> ● Release to parent or guardian from the isolation room will be facilitated by nurse or school staff designee. PPE (mask and gloves) will be required at all times. Parent or guardian will arrive to the designated location and call or text the main office prior to entering the building. Student will be escorted to the main entrance for contact free dismissal. Staff will return to the building, discard gloves, wash hands per CDC guidelines, and resume school operations. A log of student and staff names that may have been exposed by date and location will be kept.
Infected Individuals	<ul style="list-style-type: none"> ● Students and staff who test positive for COVID-19 are expected to notify school personnel immediately; who will take further action in notifying potentially exposed individuals and conduct extensive cleaning and disinfecting of the school building. All notification will be done confidentially in accordance with all federal regulation. <ul style="list-style-type: none"> ○ Any staff or student who tests positive for COVID-19 are to follow CDC guidance and remain isolated as per CDC guidance ○ Prior to returning to in person learning individuals must provide at a minimum, documentation of evaluation by a healthcare provider; healthcare provider note clearing a person to return to school, negative COVID-19 testing, and symptom resolution, or if COVID -19 positive, release from isolation as required by DOH and NYSED Guidance



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	<ul style="list-style-type: none">○ Students or staff that test positive for COVID-19 will be required to stay out of school for 10 days or until symptoms end per the guidance of the NYCDOH.
Exposed Individuals	<ul style="list-style-type: none">● All exposed individuals are encouraged to notify school personnel immediately to help avoid further spread of COVID-19; We will identify the ways exposed individuals are expected to take action in the event they are exposed directly to someone who tests positive for COVID-19.● Students or staff that have been exposed to COVID-19 will be required to stay out of school for 14 days. Brilla will consult with NYCDOH or NYC Trace to determine who is an "exposed" individual and must stay out of school.● As per CDC guidance the following quarantine requirements are to be followed if exposed to COVID-19. Anyone who has been in close contact with someone who has had COVID-19. All individuals who previously had COVID-19 and people who have taken a serologic (antibody) test and have antibodies to the virus.<ul style="list-style-type: none">○ What counts as close contact?<ul style="list-style-type: none">■ You were within 6 feet of someone who has COVID-19 for at least 15 minutes■ You provided care at home to someone who is sick with COVID-19■ You had direct physical contact with the person (touched, hugged, or kissed them)■ You shared eating or drinking utensils■ They sneezed, coughed, or somehow got respiratory droplets on you● Exposed Individuals are to stay home and monitor their health<ul style="list-style-type: none">○ Stay home for 14 days after your last contact with a person who has COVID-19○ Watch for fever (100.4°F), cough, shortness of breath, or other symptoms of COVID-19○ If possible, stay away others, especially people who are at higher risk for getting very sick from COVID-19
Hygiene, Cleaning, and Disinfection	<ul style="list-style-type: none">● Brilla schools will follow all guidelines set forth by the DOH and CDC for hygiene, cleaning, and disinfection and promotion of all buildings. The Isolation room and all potentially exposed areas will be strategically cleaned and appropriate notification will be given to occupants of such areas. <p>Additional preventative Measures as per the CDC-</p> <ul style="list-style-type: none">● Washing hands often with soap and water for at least 20 seconds. If soap and water are not readily available, use a hand sanitizer that contains at least 60% alcohol. Cover all surfaces of your hands and rub them together until they feel dry.● Covering coughs and sneezes with a tissue or inside of elbow, throwing the tissue away, and then washing hands.



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	<ul style="list-style-type: none">● Avoiding touching one’s eyes, nose, mouth, and cloth face covering.● Maintaining distance of at least 6 feet from other adults, and from students when feasible.● Wearing a cloth face covering especially when other social distancing measures are difficult to maintain.● Cleaning and disinfecting frequently touched surfaces, including tables, doorknobs, light switches, countertops, handles, desks, phones, keyboards, toilets, faucets, and sinks.● Staying home when sick, or after being in close contact with a person with COVID-19.● Limiting use of shared objects (e.g., gym or physical education equipment, art supplies, games) when possible, and cleaning and disinfecting these objects frequently.
Contact Tracking	<ul style="list-style-type: none">● For the purposes of contact tracing, a log of all persons who enter the isolation room will be maintained. Individuals supervising the room will be equipped with proper PPE. Brilla will work with local health departments in supporting all contact tracing efforts.<ul style="list-style-type: none">○ Will work with the NYCDOH to determine what conditions (i.e. number of positive COVID-19 cases in the building) would trigger a pod, section, or full school closure and the amount of time of the closure.○ using the protocols, training, and tools provided through the New York State Contact Tracing Program.○ Keeping stakeholders informed with accurate signage, contact tracing tool, What to expect.
Communication	<ul style="list-style-type: none">● Brilla will share all protocols and safety measures taken with all stakeholders. Including but not limited to parents or legal guardians, staff, students and the local community as needed. Keeping all parties informed is the best way to be proactive in stopping the spread of COVID-19.



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R-02d Closure

Closure Triggers, operations activity and communication

- Closure Triggers may include but not limited to;
 - Following the [Public Health Guidance for Community-Related Exposure](#) guidance.
 - Reducing in-person education in a particular class, grade or floor of the school building if
 - a reported positive case is confirmed in a staff or student who has had close contact (closer than six feet) for 15 minutes or more, will result in the entire grade transitioning to virtual learning for a 14 day period; in which the following rotation of students will be able to return for in-person instruction on their scheduled week.
 - multiple reported cases are confirmed in a scheduled week from at least two different grades will result in transition to virtual learning for a 14 day period for the entire building scheduled for that week
 - an excessive number of symptomatic individuals are sent home or absent from a particular class or floor of a building will result in class or grade transition to virtual learning for a 14 day period
 - School Closure of the entire school building if
 - a confirmed positive case in staff or student in more than one floor of the school building over both week rotation schedules
 - Statewide mandate from government officials if state infection rate is higher than deemed safe
- In the event any of the triggers listed above result in a school closure or reduced in-person learning the following systems and procedures will be put in place
 - Consultation with state and local officials to conduct an orderly and in compliant school closure
 - All stakeholders will be prepared to transition in and out of in-person and virtual instruction at all times as the hybrid model requires students to work virtually every other week for the majority of students. All Kindergarten and SPED students who choose the in person option and are in person 100% of the time will also be given devices in the event of a school closure or if they choose to transition out of the in-person learning option.
 - School based facilities teams will follow the [Reopening Guidance for Cleaning and Disinfecting Public Spaces, Workplaces, Businesses, Schools, and Homes](#) prior to building re-entry
 - Clear communication about school closure and next steps will be given to parent/ guardian and staff personnel
 - Internally
 - Exposed student or staff are expected to provide documentation from a health care provider clearing them to return to in-person work or instruction
 - All potentially exposed students and staff will be informed in writing and given instructions for transition



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- | | |
|--|--|
| | <ul style="list-style-type: none">to virtual learning● Communication will go out to parent or guardian of potentially exposed students○ Students will be phased back into their in person schedule rotation after their cohort or grade quarantine days are complete |
|--|--|

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Pre-Opening, School Calendars & Scheduling

R-03a Pre-Opening	
<p>Constituents Engaged in Establishing Reopening Plan</p>	<ul style="list-style-type: none"> ● As Brilla transitioned to fully remote learning for the last three months of the 2019-2020 school year, Brilla leadership engaged a set of six task forces that included school-staff, network staff, and family representatives to provide feedback about their current experiences and counsel/considerations for reopening in the fall. Task Forces generated ideas and solutions for stakeholder physical and emotional safety, building community and culture, formal and informal assessments, synchronous versus asynchronous learning activities, and communication methods. Task Forces were comprised of stakeholders across domains of the school program: teachers, student services personnel, fine and applied arts teachers, administrators, operations staff, and network leadership. ● Families provided ongoing feedback about remote learning through weekly check-in calls with staff; this feedback was considered in reopening plans ● A staff survey was distributed to collect information about staff needs for accommodations during reopening, in order to inform programmatic design based on expected staff capacity ● A family survey was distributed to collect information about family preferences for reopening, such as the preference for remote learning vs. in-person learning, and preferences for in-person learning rotating on a daily basis or weekly basis ● Brilla network leadership collaborated with leaders from other charter networks to share best practices, plan details, and relevant data in regard to reopening, as well as attending various information sessions and consulting resources provided by SUNY, DOH, CDC, NYC Charter Center, and other centralized bodies
<p>Pre-opening Training and Communications Schedule</p>	<p>Family Communication and Training</p> <ul style="list-style-type: none"> ● Week of 7/20: Reopening plan options were summarized in a letter to families, blasted out via all electronic platforms. ● Week of 7/27: Admin staff completed individual phone calls to ALL Brilla families to provide further details, answer questions about our reopening plans, and seek an initial commitment to the family’s preferred learning option ● Week of 8/10: Families will receive a mailer confirming their selected learning option to start the school year; optional Family Town Hall hosted; classroom teachers will complete follow-up phone call to ALL families ● Week of 8/17: Staff will lead a <u>comprehensive mandatory training</u> on our reopening plans and safety procedures for families during our Back to School Night events; supplemented by an informational pamphlet. This event will be recorded and shared for families to review. The pamphlet will be posted to our website. ● Ongoing Beginning 8/31: Staff will engage in ongoing individual communications with families via ClassTag or phone calls to monitor progress and provide support; families will receive school-wide updates and reminders about our



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	<p>procedures via all of the above named communication platforms.</p> <p>Student Communication and Training</p> <ul style="list-style-type: none">● During the first weeks of in-person learning, <u>students will receive direct instruction about our school procedures</u>, with a specific focus on safety. <p>Staff Communication and Training</p> <ul style="list-style-type: none">● Week of 7/20: Staff was informed of our reopening plans via email● Week of 7/27: Admin staff completed individual phone calls to many Brilla staff to discuss specific details based on role and need for accommodations as indicated on a staff survey; all staff were invited to attend an optional Town Hall on July 30th focusing on reopening plans.● Week of 8/3 - 8/26: During <u>four weeks of staff onboarding</u>, staff will receive extensive training on our adapted school program and new safety protocols.● Ongoing Beginning 8/31: Staff will be provided with updates and reminders on a daily basis as needed, via email communication and virtual staff meetings. Further trainings will be hosted in our allotted professional development block
Fire, Safety, and Other Drills	<ul style="list-style-type: none">● All safety and fire drills will be conducted as per the General Response protocol with added social distancing measures and safety precautions. Staff and students will be required to wear appropriate PPE when drills are conducted and more time will be provided to contudeted drills in a safe way. All school wide procedures will be modified to allow for social distancing throughout each building while in person school is in session.
Technology Needs	<ul style="list-style-type: none">● In order to access the remote elements of Brilla’s learning plan, all Brilla students are provided with a computer to use at home. Computer distribution and pick-up is facilitated by campus operations teams prior to the start of the school year, with access confirmed and logged via a centralized system.● Families requiring a hot spot to ensure internet connectivity are provided one.● Families who have not previously experienced remote learning with Brilla will receive individual phone calls during the first week of remote learning to ensure smooth entry and access to platforms. A number of “how to” guides have been created as a resource to families and are posted to the Brilla website.● Classroom teachers monitor student completion and access to remote learning platforms on a daily basis, for all students.● Families are provided with explicit guidance for how to address tech troubles, with the option to consult our resource guides, call their classroom teacher, or call a designated tech support phone number for guaranteed access to a staff member who can provide support during business hours.



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2020 – 2021 Brilla Master Schools Calendar

27 New Staff Onboarding
3 Returning Staff Onboarding

August 2020						
S	M	T	W	T	F	S
26	27	28	29	30	31	1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

September 2020						
S	M	T	W	T	F	S
30	31	1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

31-4 Remote Learning Begins
4 Virtual C&C
7 Labor Day (No School)
8 First Day of School

2 Virtual C&C
3 PU #1
9 HHM; Wellness MIP (2:30)
12 October Break
13-16 Development Days
23 RR Homecoming
26-29 Homecoming Week
30 Data Day; EOQ1

October 2020						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

November 2020						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

6 Virtual C&C
9 New FAA
11-12 Family Conferences;
Book Fair
13 Staff Thanksgiving Potluck
16-20 Thanksgiving Food Drive
17 Perfect Attendance Breakfast
20 Thanksgiving Celebration; Wellness MIP (2:30)
23-27 Thanksgiving Break

1-4 Holiday Door Decorating
3 PU #2 (PM)
4 Virtual C&C
5 Holiday Party (PM)
18 Festive Friday; RR Holiday Showcase; Winter Celebration; Wellness MIP (2:30)
21-31 Winter Break

December 2020						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

January 2021						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

1 Winter Break
8 C&C; E 1.1
15 Spelling Bee; E 1.2
18 MLK Day
22 E 1.3
29 Data Day; EOQ2

3 100th Day of School
5 C&C; Olympics
10-11 Family Conferences (PM) + Book Fair + Bake Sale
12 FAA Showcase; E 1.4; AB Love and Friendship Day; Wellness MIP (2:30pm)
15-19 Mid-Winter Break
22 New FAA
23 Perfect Attendance Breakfast
26 RR/AB BHM; E 1.5

February 2021						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

March 2021						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

5 C&C; RAAD; RR E Spotlight; E 1.6
6 PU #3
12 Lucky Day + Sight Word Challenge; E 1.7
15 Development Day
19 RR WHM; E 1.8/Showcase
26 Cardinal Cotillion (PM); E 2.1

2 C&C; AB Eggstravaganza; E 2.2; Wellness MIP (2:30pm)
5-9 Spring Break
16 RR Earth Day; E 2.3
21-22 ELA NYST
23 Data Day; EOQ3
30 E 2.4; FAA Showcase

April 2021						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	1

May 2021						
S	M	T	W	T	F	S
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

3 New FAA
5-6 MATH NYST
7 C&C; Mother's Day Celebration; E 2.5
10-14 Staff Appreciation Week
12-13 Family Conferences (PM) + Book Fair + Bake Sale
14 RR E Spotlight; E 2.6/Showcase
18 Perfect Attendance Breakfast
21 Talent Show;
28-31 Memorial Day

1-4 Coin Drive
4 Mascot's Birthday
11 Field Day
18 Father's Day Celebration
19 PU
23 Shine Awards (PM)
25 FAA Showcase; Last Day of School; EOQ4; EOY Staff Sendoff (PM)

June 2021						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

July 2021						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

■ No School
 ■ Network Development
 ■ Campus Development
 ■ Half Days
■ Parent University
 ■ Family Conferences
 ■ Culture Events
 ■ Showcases/Spotlights



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- Per the above calendar, our school year will run from August 31st to June 25th. All dates of closure are indicated with a red box, indicating a closure for holiday, or a green box, indicating a closure for campus professional development, with one additional date of closure not yet indicated. This amounts to 180 days of instruction. First day of in person instruction will be aligned with the Department of Education.
- Students who select a fully remote option will receive fully remote instruction. Kindergarten students who chose an in-person option will report to school every day, as will students with specific SPED designations. First through eighth graders who select the hybrid model will attend school in-person for one week (minimum), and participate in remote learning for the subsequent week. The specific schedule of weeks to report for in-person learning is dependent upon the cohort. A sample schedule is provided below.

Sample Elementary School Schedule

Schedule			
W1	W2	W3	W4
K	K	K	K
1	2	1	2
3	4	3	4
SPED	SPED	SPED	SPED

Sample Middle School Schedule

Schedule			
W1	W2	W3	W4
5	6	5	6
7	8	7	8
SPED	SPED	SPED	SPED

- We may leverage the option to increase the frequency with which non-Kindergarten cohorts attend in-person instruction if building capacity allows. We will finalize the schedule of weekly rotations once families have committed to their preferred learning options, and readjust as needed for families who change their selection at the designated opportunities.

R-03c Scheduling for Students

As Brilla expands from three to five schools this coming year, each school will be able to serve students in different ways during the hybrid model of brick-and-mortar and remote learning. Overall, students will be able to attend brick-and-mortar school at least fifty percent of the time if not more. All kindergarten students will be onsite in brick-and-mortar buildings full-time, aligned to our commitment of a “smart-start” and using the benefits of large private space. All students with IEPs who receive SETTS services or have a classification of hours above the 60% threshold will also be accommodated in brick-and-mortar buildings full-time. All other grades (1st-8th) will alternate each week, allowing them five days of brick-and-mortar schooling, paired with five days of virtual schooling. In order to ensure simplicity and attentiveness to families, siblings in different grades and campuses will follow the same A/B Week schedule, when possible. Below are samples of brick-and-mortar student schedules and the corresponding virtual schedules by grade band. Due to the nature of safely reopening - and the time it will take to adequately meet student and staff needs - Brilla will be shortening its school day by 60-90 minutes.

(In-school) Elementary Schools Kindergarten-2nd Grade:

Content	Minimum Minutes	Aligned Structural Components
Arrival & Breakfast	30-45	<ul style="list-style-type: none"> Staggered split door entry arrival with added temperature check at entrance
Dismissal	30-45	<ul style="list-style-type: none"> Staggered dismissal split door entry and exit points
Lunch	20	<ul style="list-style-type: none"> Lunch in classrooms
Bathroom	30	<ul style="list-style-type: none"> Staggered scheduled bathroom break 15 min per class and 15 mins cleaning after each bathroom break
Read Aloud + Writing	60	<ul style="list-style-type: none"> Taught leading by content but with Close Reading strategies Writing occurs after Read Aloud
Intervention (TLB for K)	45	<ul style="list-style-type: none"> Math or Reading/Skill Intervention using Teacher Toolbox materials and personalized for students
Reading Skills	30	<ul style="list-style-type: none"> Uses scope and sequence provided; <i>intervention</i> can be used for remedial skill building
Morning Meeting & Character Studies	50	<ul style="list-style-type: none"> Morning Meeting & Character Initiatives should launch the day and be scheduled back-to-back in the morning 5 minutes Quietest Moment Of The Day
Mathematics	60	<ul style="list-style-type: none"> Incorporates Personalized Instruction
Fine & Applied Arts	40	<ul style="list-style-type: none"> FAA teachers rotate into classrooms by grade band 1 FAA class per day



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TOTAL	7.00 hours
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(Out-of-School) Elementary Schools 1st-2nd Grade:

Content	Minimum Minutes	Aligned Structural Components
*Humanities/Science	60 3x per week	<ul style="list-style-type: none"> ● 30 minutes Asynchronous lesson on Nearpod ● 30 minutes live time (in group) with teacher to review/receive feedback/check for mastery
Targeted Literacy	30 Daily	<ul style="list-style-type: none"> ● Send students home with appropriate texts or use free subscription ● Happens in small live Groups regularly scheduled; student grouped across the grade and assigned to specific teachers
Blended Learning	60 Daily	<ul style="list-style-type: none"> ● Asynchronous iReady lessons specifically assigned ● 1 Reading, 1 Math per day
Morning Meeting & Character Studies	30 3x per week	<ul style="list-style-type: none"> ● Using 2 of 5 options provided by Character Initiatives Team
*Mathematics	30-45 Daily	<ul style="list-style-type: none"> ● Happens in small live Groups regularly scheduled; students grouped across the grade and assigned to specific teachers
Fine & Applied Arts	30 3x per week	<ul style="list-style-type: none"> ● Asynchronous participation, students submit some type of CFU/Task to teacher for marked completion ● Same FAA as in-person
TOTAL (Max)	4.5 hours	

NOTE: Daily phone calls home if student has not completed assigned tasks for the day; Attendance dependent on logging into live group time and completing Blended Learning

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(In-School) Elementary Schools 3rd-4th Grade:

Content	Minimum Minutes	Aligned Structural Components
Arrival + Breakfast	30-45	<ul style="list-style-type: none"> Staggered split door entry arrival with added temperature check at entrance
Dismissal	30-45	<ul style="list-style-type: none"> Staggered dismissal split door entry and exit points
Lunch	20	<ul style="list-style-type: none"> Lunch in classrooms
Bathroom	30	<ul style="list-style-type: none"> Staggered scheduled bathroom break 15min per class and 15mins cleaning after each bathroom break
Extended Read Aloud + Writing	75	<ul style="list-style-type: none"> Taught leading by content but with Close Reading strategies Writing occurs after Read Aloud
Intervention	45	<ul style="list-style-type: none"> Math or Reading/Skill Intervention using Teacher Toolbox materials and personalized for students & small groups
Morning Meeting & Character Studies	50	<ul style="list-style-type: none"> Morning Meeting & Character Initiatives should be scheduled back-to-back in the morning 5 minutes QMOTD
Mathematics	60	<ul style="list-style-type: none"> Incorporates Personalized Instruction
Fine & Applied Arts	40	<ul style="list-style-type: none"> FAA teachers rotate into classrooms 1 FAA class per day
TOTAL	6.85 hours	

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(Out-of-School) Elementary Schools 3rd-4th Grade:

Content	Minimum Minutes	Aligned Structural Components
Humanities/Science	60 3x per week	<ul style="list-style-type: none"> 30 minutes Asynchronous lesson on Nearpod 30 minutes live time (in group) with teacher to review/receive feedback/check for mastery
Close Reading	30 Daily	<ul style="list-style-type: none"> Happens in small live Groups regularly scheduled; student grouped across the grade and assigned to specific teachers Can use RA Texts if agreed across campuses
Blended Learning	60 Daily	<ul style="list-style-type: none"> Asynchronous iReady lessons specifically assigned 1 Reading, 1 Math per day
Morning Meeting & Character Studies	30 3x per week	<ul style="list-style-type: none"> Using 1 of 5 options provided by Character Initiatives Team
Mathematics	60 Daily	<ul style="list-style-type: none"> 30 minutes Asynchronous lesson on Nearpod 30 minutes live time (in group) with teacher to review/receive feedback/check for mastery
Fine & Applied Arts	30 3x per week	<ul style="list-style-type: none"> Asynchronous participation, students submit some type of CFU/Task to teacher for marked completion Same FAA as in-person
TOTAL (Max)	5 hours	

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(In-school) Middle Schools 5th-7th Grade:

Content	Minimum Minutes	Aligned Structural Components
Arrival & Breakfast	30-45	<ul style="list-style-type: none"> Staggered split door entry arrival with added temperature check at entrance
Dismissal	30-45	<ul style="list-style-type: none"> Staggered dismissal split door entry and exit points
Lunch	20	<ul style="list-style-type: none"> Lunch in classrooms
Bathroom	30	<ul style="list-style-type: none"> Staggered scheduled bathroom break 15min per class and 15mins cleaning after each bathroom break
Literacy Comprehensive Block	45	<ul style="list-style-type: none"> Integrated Reading and Writing; content is taught in Close Reading “style”
Intervention	45	<ul style="list-style-type: none"> Corrective Instruction in Math or Reading, taught by all teachers using Teacher Toolbox
Advisory & Character Studies	50	<ul style="list-style-type: none"> Includes Morning Meeting components, Character Studies; happens first thing in the morning 5-minute Quietest Moment of the Day
Mathematics	45	<ul style="list-style-type: none"> Includes personalized learning
Nonfiction Studies	45	<ul style="list-style-type: none"> Aligns with Literacy Topics when feasible
Fine & Applied Arts	40	<ul style="list-style-type: none"> FAA teachers push into classrooms 1 FAA class per day
TOTAL	6.85 hours	

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(Out-of-School) Middle Schools 5th-7th Grade:

Content	Minimum Minutes	Aligned Structural Components
Humanities/Science	75 3x per week	<ul style="list-style-type: none"> 45 minutes Asynchronous lesson on Nearpod 30 minutes live time (in group) with teacher to review/receive feedback/check for mastery
Close Reading	30 Daily	<ul style="list-style-type: none"> Happens in small live Groups regularly scheduled; student grouped across the grade and assigned to specific teachers
Blended Learning	60 Daily	<ul style="list-style-type: none"> Asynchronous lessons specifically assigned 1 Reading, 1 Math per day
Advisory & Character Studies	30 3x per week	<ul style="list-style-type: none"> Using 2 of 5 options provided by Character Initiatives Team; and weekly Community Circle
Mathematics	75 Daily	<ul style="list-style-type: none"> 45 minutes Asynchronous lesson on Nearpod 30 minutes live time (in group) with teacher to review/receive feedback/check for mastery
Fine & Applied Arts	30 3x per week	<ul style="list-style-type: none"> Asynchronous participation, students submit some type of CFU/Task to teacher for marked completion Same FAA as in-person
TOTAL	6 hours	

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(In-school) Middle Schools 8th Grade:

Content	Minimum Minutes	Aligned Structural Components
Arrival & Breakfast	30-45	<ul style="list-style-type: none"> Staggered split door entry arrival with added temperature check at entrance
Dismissal	30-45	<ul style="list-style-type: none"> Staggered dismissal split door entry and exit points
Lunch	20	<ul style="list-style-type: none"> Lunch in classrooms
Bathroom	30	<ul style="list-style-type: none"> Staggered scheduled bathroom break 15min per class and 15mins cleaning after each bathroom break
Literacy Comprehensive Block	45	<ul style="list-style-type: none"> Integrated Reading and Writing; content is taught in Close Reading “style” <ul style="list-style-type: none"> Incorporates corrective instruction
Advisory & Character Studies	50	<ul style="list-style-type: none"> Includes Daily Circle, Character Studies; happens first thing in the morning; weekly community circle 5-minute Quietest Moment of the Day
Mathematics	45	<ul style="list-style-type: none"> Incorporates Small Group Instruction <ul style="list-style-type: none"> Incorporates corrective instruction
Nonfiction Studies	45	<ul style="list-style-type: none"> Aligns with Literacy Topics when feasible
High School Readiness	35	<ul style="list-style-type: none"> Leverages AVID instructional materials and high school readiness team (counselors, social workers, etc.)
Fine & Applied Arts	40	<ul style="list-style-type: none"> FAA teachers push into classrooms 1 FAA class per day
TOTAL	6.75 hours	

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(Out-of-School) Middle Schools 8th Grade:

Content	Minimum Minutes	Aligned Structural Components
Humanities/Science	75 3x per week	<ul style="list-style-type: none"> 45 minutes Asynchronous lesson on Nearpod 30 minutes live time (in group) with teacher to review/receive feedback/check for mastery
Close Reading	30 Daily	<ul style="list-style-type: none"> Happens in small live Groups regularly scheduled; student grouped across the grade and assigned to specific teachers
Blended Learning	60 Daily	<ul style="list-style-type: none"> Asynchronous lessons specifically assigned 1 Reading, 1 Math per day
Advisory & Character Studies	30 3x per week	<ul style="list-style-type: none"> Using 2 of 5 options provided by Character Initiatives Team; and weekly Community Circle
Mathematics	75 Daily	<ul style="list-style-type: none"> 45 minutes Asynchronous lesson on Nearpod 30 minutes live time (in group) with teacher to review/receive feedback/check for mastery
Fine & Applied Arts	30 3x per week	<ul style="list-style-type: none"> Asynchronous participation, students submit some type of CFU/Task to teacher for marked completion Same FAA as in-person
TOTAL	6 hours	

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R-03d Scheduling for Staff

R-03d Scheduling for Staff	
Elementary School Teachers	<p>On each grade cohort of approximately 90 students, the grade is split into 7 groups (1 Group Full Remote, 6 Groups Hybrid)</p> <ul style="list-style-type: none"> ● Remote group has “Teacher A” assigned ● 6 Hybrid Groups are assigned to one teacher and classroom, and remain with the teacher all day <ul style="list-style-type: none"> ○ Hybrid Group 1 has Teacher B assigned ○ Hybrid Group 2 has Teacher C assigned ○ Hybrid Group 3 has Teacher D assigned ○ Hybrid Group 4 has Teacher E assigned ○ Hybrid Group 5 has Teacher F (core instruction) and STF (non-core instruction) assigned ○ Hybrid Group 6 has STF (non-core instruction) and Teacher F (core instruction) assigned
Middle School Teachers	<p>On each grade cohort of approximately 90 students, the grade is split into 7 groups (1 Group Full Remote, 6 Groups Hybrid)</p> <ul style="list-style-type: none"> ● Remote group has “Teacher G” assigned ● 6 Hybrid Groups are assigned to a classroom, with four teachers rotating to the group throughout the day <ul style="list-style-type: none"> ○ Teacher A provides literacy instruction to hybrid groups 1-3; Teacher B provides literacy instruction to hybrid groups 4-6 ○ Teacher C provides math instruction to hybrid groups 1-3; Teacher D provides math instruction to hybrid groups 4-6 ○ Teacher E provides Science instruction to groups 1-3 ○ Teacher F provides Humanities instruction to groups 4-6 (rotates groups with Teacher E after two weeks)
Fine and Applied Arts Teachers	<p>Fine and Applied Arts Teachers rotate to different classrooms for one designated grade level on a given week. Students will receive FAA instruction in one discipline per quarter, and rotate to a new teacher at the quarter’s end</p> <ul style="list-style-type: none"> ● FAA Teacher A teaches Hybrid Groups 1-6 for 1st Grade for week A; teaches Hybrid Groups 1-6 for 2nd Grade for week B (substitute in 5th, 6th for middle school setting) ● FAA Teacher B teaches Hybrid Groups 1-6 for 3rd Grade for week A; teaches Hybrid Groups 1-6 for 4th Grade for week B (substitute in 7th, 8th for middle school setting)



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	<ul style="list-style-type: none">● FAA Teacher C teaches Hybrid Groups 1-6 for Kindergarten for weeks A & B (substitute in Remote 5th-8th for middle school setting)● FAA Teacher D teaches Remote option for K-4th (only in elementary setting)
Student Services Staff	<p>Learning Specialists provide mandated support to special populations and at intervention support to at risk populations in a push-in format</p> <ul style="list-style-type: none">● Learning Specialist A is paired full-time with Kindergarten (elementary only)● Learning Specialist B is paired full-time with 2 grade levels and 1 STF● Learning Specialist C is paired full-time with 2 grade levels and 1 STF <p>Social Workers provide mandated and at risk counseling in person, full-time via a pull out model</p>
Operations	Operations staff report in person full time
Admin and Instructional Coaches	Administrators and Instructional Coaches report in person at least three days per week, and work remotely the other days
Sample Schedule	Attached is a sample schedule for kindergarten students who are in-person for the hybrid model. Teachers A-F would each be assigned to a group. FAA Teacher C would rotate in to teach all 6 groups. Learning Specialist A would push-in to designated groups. The social worker would pull out designated students. Operations staff would assist with arrival, dismissal, meals, and bathroom. Admin and Instructional Coaches would provide oversight and support as needed.



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KINDERGARTEN - WEEK A								
	<i>Kinder A</i>	<i>Kinder B</i>	<i>Kinder C</i>	<i>Kinder D</i>	<i>Kinder E</i>	<i>Kinder F</i>		
7:15	Virtual Staff Morning Meeting							
7:20								
7:25								
7:30	Arrival/Breakfast	Arrival/Breakfast	Arrival/Breakfast	Arrival/Breakfast	Arrival/Breakfast	Arrival/Breakfast		
7:35								
7:40								
7:45								
7:50								
7:55								
8:00	Virtual Bird Call							
8:05								
8:10								
8:15	Morning Meeting + Character Studies							
8:20								
8:25								
8:30								
8:35								
8:40								
8:45								
8:50								
8:55								
9:00	FAA	Nest Bathroom	Skills	Nest Bathroom	Read Aloud	Read Aloud		
9:05								
9:10		Skills						
9:15		Read Aloud						
9:20		Read Aloud						
9:25								
9:30	Skills	FAA	TLB	Writing	Writing	Writing		
9:35							Nest Bathroom	Nest Bathroom
9:40							Nest Bathroom	
9:45								
9:50								
9:55								
10:00		Nest Bathroom	Nest Bathroom					
10:05								
10:10	TLB	FAA	Math	Math	Math			
10:15								
10:20								
10:25								
10:30								
10:35								
10:40								
10:45								
10:50								
10:55								
11:00								



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11:05	Recess/Brain Break	Recess/Brain Break	Recess/Brain Break						
11:10									
11:15				LUNCH	LUNCH	LUNCH			
11:20	LUNCH	LUNCH	LUNCH						
11:25									
11:30					Recess/Brain Break	Recess/Brain Break			
11:35	Read Aloud	Nest Bathroom	Nest Bathroom	FAA					
11:40									
11:45						Skills	Skills		
11:50		Read Aloud	Read Aloud						
11:55									
12:00									
12:05	Writing			Nest Bathroom		Nest Bathroom			
12:10									
12:15									
12:20		Writing	Writing						
12:25				Skills	TLB				
12:30									
12:35	Nest Bathroom					FAA			
12:40									
12:45	Math	Math	Math						
12:50									
12:55									
1:00								Nest Bathroom	
1:05									
1:10							TLB		
1:15								FAA	
1:20									TLB
1:25									
1:30									
1:35									
1:40				Recess/Brain Break					
1:45									
1:50	Pack Uo								
1:55	QMOTD	QMOTD	QMOTD	QMOTD	QMOTD	QMOTD			
2:00									
2:05									
2:10	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal			
2:15									
2:20									
2:25									



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R-04a Enrollment

Engagement and Retention Plan

- Student enrollment will look different this upcoming school year as a result of our hybrid model. Families more than ever will have access to alternative educational opportunities combined with great personal needs to meet. We anticipate enrollment numbers to change based on family needs throughout the upcoming school year. As a result our enrollment numbers are actively monitored to remain at max capacity at all times. Allowing room for turnover at the start of the school year. Our enrollment strategy consists of cultivating an ongoing waitlist and back filling all available seats in every grade. These efforts are led at the Network level by our Student Recruitment team and managed at the school based level by our Operations teams.
- Each student enrolled in a Brilla school goes through a full enrollment flight plan in order to truly be considered an enrolled student.

Flight Plan to the first day of school

- Offered Seat and Acceptance- Family is offered a seat either day of lottery or when name is reached on waitlist. Each family is given time to accept or decline such an offer. Seat acceptance or decline allows each school the opportunity to hold a seat or move on in the waitlist.
- Electronic Enrollment- Once seat is accepted families are to fill out an electronic enrollment packet. This packet formalizes the acceptance and the school is able to gather detailed information about the future student. Supporting documents are an additional requirement of the enrollment process; Birth certificate, proof of address, immunization records and Physical form are required at a minimum.
- Virtual intake- Each student participates in a virtual intake process that consists of a full school mission and expectations overview.
- Virtual Admissions celebration event- School administration welcomes new families to the school community and shares information on what is to come.
- Parent survey- Parents complete a character survey on their child which gives us insight on their behavior and social emotional well being.
- Virtual Home visit- A Brilla staff member meets one on one with the parent and student to conduct a baseline academic assessment and for a school orientation.
- New student Welcome box- Every new student receives a welcome box with ready for school materials.



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R-04b Attendance

Attendance

- Attendance will be taken daily for all students whether they are enrolled in virtual or in person learning. In order to justify the instructional seat minutes necessary for tracking academic progress and to ensure promotional decisions are accurate for each student attendance tracking is essential.

Parameters: Teachers will be responsible for taking attendance every day on Illuminate our Student Information system by 8:00am of the day after. Operations verifies attendance by 10:00am. Students will be marked present if they meet the following criteria:

1. In-person
 - a. Student is present for in person scheduled school day
2. Hybrid Virtual
 - a. Students have completed at least one blended learning program (literacy or math) by 8:00am the day after; and
 - b. Students have participated in at least one live math or literacy instructional group the day of; and
 - c. Students have completed at least one Nearpod lesson (literacy, math, or nonfiction studies) by 8:00am the day after
3. Full-time virtual
 - a. Students have completed both blended learning program (literacy or math) by 8:00am the day after; and
 - b. Students have participated in at live math and literacy instructional group the day of; and
 - c. Students have completed at least one Nearpod lesson (literacy, math, or nonfiction studies) by 8:00am the day after

Notes and Exceptions:

1. If students have not completed the minimum parameters above by 8:00am, teachers should place a call to families to discuss ability to complete the expectations.
 - a. If families are able to complete the parameters within 48 hours, teachers should email operations email address to manually adjust the student attendance record to Present
 - b. For families who are regularly unable to complete the parameters daily, teachers may assist and create adjusted deadlines and may allow these unique situations to be marked as present and checking completion the following day. If parameters are not met, teachers should email operations email address to manually adjust the student attendance record to Absent



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c. Tardies will not be taken during Remote Learning and closure. Students should either be marked absent or present

2. **Teachers should consider their twice weekly calls as the minimum for students who require more communication.** For families struggling to ensure completion and attendance, teachers should use professional discretion to conduct more check-ins and loop in SSM/Cs and OMs
3. If teachers are unable to contact parents for more than 48 hours and students have not completed work for more than 48 hours, teachers should communicate directly with GCLs. If GCLs are unable to make contact within 24 hours, GCLs should notify Administration.
 - a. School teams should follow the [“who-to-call-when”](#) guide for Remote Learning Attendance

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R-05a Curriculum

In alignment to our vision for teaching and learning, as well as the importance of sustained academic achievement, Brilla will be modifying components of the curriculum to best serve students - including students with disabilities and English Language Learners (ELLs). Additionally, Brilla, in service of educating the whole child, will increase our level of socio-emotional support and curriculum. Further, in order to offer a “whole-child” curriculum while still maintaining physical safety for staff and students, Brilla will still offer Fine and Applied Arts on a reduced basis.

Primary Grades (K-2)	
Socio-emotional Support	<ul style="list-style-type: none"> Brilla employs a structure similar to Responsive Classroom’s Morning Meeting aimed at community building, relationship formation, and emotional well-being and support. Additionally, Brilla offers virtue formation for students in an additional block. This curriculum is authored in-house and also utilizes Human Dignity Curriculum and Promoting Alternative Thinking curriculum, This year, this block will be extended to a full 45 minutes.
Intervention	<ul style="list-style-type: none"> In recognition of significant learning gaps that may be present, Brilla is partnering with other charter organizations - Amber Charter Schools, DREAM Charter Schools, and Public Prep Charter Schools - to craft a common bank of high-impact, standards-driven intervention lesson plans in literacy and numeracy. Additionally, Brilla will employ a resource called <i>Teacher Toolbox</i> through Curriculum Associates that provides standard-specific intervention lesson plans in literacy and numeracy. These resources will couple with the beginning of year diagnostics to ensure student learning is personalized, either in-person or remotely.
Special Education & ELLs	<ul style="list-style-type: none"> Given our large population of students who are English Language Learners and/or who have IEPs, we are prioritizing the access to the curriculum for these students. ELL and SpED students will still participate in inclusive settings with general education peers, but receive targeted content. A benefit of our blended learning curriculum is that the programming is adaptive to student needs. Additionally, our curriculum includes embedded strategies and supports for language learners such as sentence frames and stems, discourse protocols, and targeted texts. Additionally, beginning stage language learners receive pre-teaching of content in certain subjects through the TEAM Toolkit Curriculum. Students in K-2 receiving services from Learning Specialists will be assessed using the Phonological Awareness Skills Test in order to identify gaps in decoding at the start of the school year. In alignment with CKLA Skills curriculum, students will receive intervention in decoding skills utilizing Wilson Foundations and Equipped for Reading Success. In addition, Learning Specialists will provide targeted pre-teaching of grade level content to build student vocabulary and knowledge. Learning Specialists will provide targeted mathematics support relying on the concepts of retrieval practice, interleaving, and spacing to build upon students’ current mathematical knowledge.
Core Curriculum	<ul style="list-style-type: none"> All Kindergarteners will be able to be in-person full time as part of our reopening



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	<p>plan so they will be able to participate in the full scope of the curriculum. 1st and 2nd grade curricula will be modified using tenets from <i>Powerful Teaching</i> research that incorporate interleaving, spacing, and retrieval from both the prior school year and 2020-2021. In 1st and 2nd grade the core curricula will be modified to prioritize grade-level anchor standards and model-critical content. For example, students will still participate in our humanities and science curriculum both remotely and in-person.</p> <ul style="list-style-type: none"> • Two other components of the curriculum will be modified for primary grades. First our Literacy Skills curriculum will be extended both in time and scope to address learning gaps and prepare students to meet our aggressive literacy benchmarks by the end of second grade. Additionally, our math curriculum will be modified to allow for more time both in-school and virtual. Lastly, our Close Reading block will be modified in order to leverage our content in Read Aloud. Close Reading will happen only virtually in live, small groups.
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Upper Elementary (3-4)	
<p>Socio-emotional Support</p>	<ul style="list-style-type: none"> • Brilla employs a structure similar to Responsive Classroom’s Morning Meeting aimed at community building, relationship formation, and emotional well-being and support. Additionally, Brilla offers virtue formation for students in an additional block. This curriculum is authored in-house and also utilizes Human Dignity Curriculum and Promoting Alternative Thinking curriculum, This year, this block will be extended to a full 45 minutes.
<p>Intervention</p>	<ul style="list-style-type: none"> • In recognition of significant learning gaps that may be present, Brilla is partnering with other charter organizations - Amber Charter Schools, DREAM Charter Schools, and Public Prep Charter Schools - to craft a common bank of high-impact, standards-driven intervention lesson plans in literacy and numeracy. Additionally, Brilla will employ a resource called <i>Teacher Toolbox</i> through Curriculum Associates that provides standard-specific intervention lesson plans in literacy and numeracy. These resources will couple with the beginning of year diagnostics to ensure student learning is personalized, either in-person or remotely.
<p>Special Education & ELLs</p>	<ul style="list-style-type: none"> • Given our large population of students who are English Language Learners and/or who have IEPs, we are prioritizing the access to the curriculum for these students. ELL and SpED students will still participate in inclusive settings with general education peers but receive targeted content. A benefit of our blended learning curriculum is that the programming is adaptive to student needs. Additionally, our curriculum includes embedded strategies and supports for language learners such as sentence frames and stems, discourse protocols, and targeted texts. Additionally, beginning stage language learners receive pre-teaching of content in certain subjects through the TEAM Curriculum. • Students receiving services from Learning Specialists with goals in decoding skills will be assessed using the Phonological Awareness Skills Test in order to identify gaps in decoding at the start of the school year. In alignment with CKLA Skills curriculum,



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	<p>students will receive intervention in decoding skills utilizing Wilson Foundations and Equipped for Reading Success. In support of linguistic comprehension, Learning Specialists will utilize Wilson’s Leveled Literacy Intervention texts to provide support in comprehension strategies for students in 3rd and 4th grade. In addition, Learning Specialists will provide targeted pre-teaching of grade level content to build student vocabulary and knowledge. Learning Specialists will provide targeted mathematics support relying on the concepts of retrieval practice, interleaving, and spacing to build upon students’ current mathematical knowledge.</p>
<p>Core Curriculum</p>	<ul style="list-style-type: none"> ● In 3rd and 4th grade, Brilla emphasizes strong writing. This year, during brick-and-mortar time, the writing curriculum, coupled with our Read Aloud curriculum will be extended in order to ensure students are entering middle school with the appropriate pre-requisite skills and content knowledge. Additionally, the third and fourth grade Close Reading curriculum will be adapted to occur during remote instruction only in order to better facilitate small group differentiation. ● As our strategic academic goal is to increase overall mathematics performance, the curriculum has been modified for 3rd and 4th grade to ensure daily instruction in mathematics whether in brick-and-mortar settings or remote. Lastly, our humanities and science curriculum will be slightly adjusted to focus on the most important content knowledge that spirals year-over-year due to a reduction in the number of lessons.

<p style="text-align: center;">Middle School (5-8)</p>	
<p>Socio-emotional Support</p>	<ul style="list-style-type: none"> ● Brilla employs a structure similar to Responsive Classroom’s Advisory aimed at community building, relationship formation, and emotional well-being and support. Additionally, Brilla offers virtue formation for students in an additional block. This curriculum is authored in-house and also utilizes Human Dignity Curriculum and Promoting Alternative Thinking curriculum, This year, this block will be extended to a full 45 minutes.
<p>Intervention</p>	<ul style="list-style-type: none"> ● In recognition of significant learning gaps that may be present, Brilla is partnering with other charter organizations - Amber Charter Schools, DREAM Charter Schools, and Public Prep Charter Schools - to craft a common bank of high-impact, standards-driven intervention lesson plans in literacy and numeracy. In 5th-7th grade, Brilla will employ a resource called <i>Teacher Toolbox</i> through Curriculum Associates that provides standard-specific intervention lesson plans in literacy and numeracy. These resources will couple with the beginning of year diagnostics to ensure student learning is personalized, either in-person or remotely. ● In 8th grade, intervention will be replaced with a high school readiness block that leverages the highly successful AVID curriculum to prepare students in the skills and dispositions necessary for a smooth transition to high performing high schools.
<p>Special Education & ELLs</p>	<ul style="list-style-type: none"> ● In middle school, a focus on speaking and listening is essential for both our SpED and ELL students. The curriculum leverages opportunities for discussion and will be able to continue to be prioritized both in-person and remote settings. ● Learning Specialists provide targeted pre-teaching of grade level content to build



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	<p>student vocabulary and knowledge. Learning Specialists will provide targeted mathematics support relying on the concepts of retrieval practice, interleaving, and spacing to build upon students' current mathematical knowledge. Students receiving services from Learning Specialists with specific goals in decoding skills will be assessed using the Phonological Awareness Skills Test in order to identify gaps in decoding at the start of the school year. Students in need of additional support will receive intervention in decoding skills utilizing Equipped for Reading Success. In support of linguistic comprehension, Learning Specialists will utilize Wilson's Leveled Literacy Intervention texts to provide support in comprehension strategies for students reading at a 3rd or 4th grade as needed.</p>
Core Curriculum	<ul style="list-style-type: none">● Due to the importance of high school readiness, the curriculum in 5th through 8th grade will be adapted in Science and Humanities to provide more time in intervention. This will also offer a greater focus on mathematics and literacy - leveraging more time in brick-and-mortar for writing and direct instruction in mathematics. Further our close reading scope and sequence will be adapted to allow for more novel study during the school day and will result in either shortening or excising certain lessons within the Wit and Wisdom curriculum.

R-05b Instruction

Since our March 13th school building closure, we have been successful ensuring consistent and frequent interaction between our teachers and students. While some schools have assigned their “best” teachers to lead whole group live, synchronous instruction, Brilla believes that having our teachers interact in small groups, or in 1:1 settings, is a more effective way of ensuring excellent instruction for our own students.

In-person instruction will be shortened by approximately 60-90 minutes to allow for teacher collaboration and preparation due to the high degree of differentiation and personalization required to lead multiple blocks of instruction during the day. Virtual instruction will be both synchronous and asynchronous. The schedule for virtual learning is meant to complement the brick-and-mortar schedule for students.

For example, guided reading (TLB) will occur synchronously in small groups with students so teachers can better differentiate and target specific students. This level of small group instruction would be inadvisable in-person given physical safety guidelines. In middle school, humanities and sciences will have both synchronous live instruction to check for understanding and asynchronous instruction to provide background knowledge to students. Brilla therefore, will operate in a cohort model for all grade levels and campuses. A benefit of a co-teaching model ensures that we can maximize our personnel to ensure small, safe cohorts for students. Students, in elementary school and middle school will be primarily stationary throughout the day, housed in the same space and classroom. Teachers, such as Fine and Applied Arts, or in content-specific teachers in middle school will travel between classes instead of students.

By maximizing both asynchronous and synchronous learning in the virtual classroom, Brilla teachers will be able to conduct 1:1 check-ins with students and families to discern needs (either school or non-school related) as well as participate in their own ongoing professional development. Below is an expansion of the virtual schedules for students by grade band with an accompanying rationale for its categorization as either asynchronous or synchronous as well as its inclusion in a virtual setting versus in-person. In the event that in-person schooling again shuts down, and for students and families who require an all-remote scenario, the “All Virtual” schedule included at the bottom of these samples is provided.

As outlined in our charter, Brilla approaches all children with the same love and respect as learners and members of our community. We offer a fully inclusive model for our students with IEPs as well some additional support outside of the classroom. For students with IEPs and our ELLs, a virtual week of learning may also include 1:1 or additional small group synchronous instruction provided by our special education providers. This will ensure that there is no gap in services provided and that students are fully able to participate in our program.

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The following tables showcase the daily expectations for students and families during the alternating remote weeks for those who choose a **hybrid in-person/remote** option provided by Brilla.

1st and 2nd Grade Virtual Schedule			
Content	Minimum Minutes	Asynchronous/ Synchronous	Virtual vs. Brick-and-Mortar
*Humanities/ Science	60 3x per week	Half Asynchronous using NearPod platform to build background knowledge Half Synchronous live follow-up with an instructor to check for understanding	As part of Brilla's commitment to a classical education, content-specific knowledge is imperative. Our Read Aloud and Writing curriculum is aligned to Humanities and Science. Since writing is critical to students' early literacy success, this element will be paired with Read Aloud and extended in-person to allow for more teacher in-the-moment feedback.
Targeted Literacy	30 Daily	Synchronous via Zoom Rooms	Targeted Literacy, our version of guided reading will happen in small groups and be targeted to specific groups of instruction. Due to safety measures while in a school setting, these small groups can only occur in a virtual environment
Blended Learning	60 Daily	Asynchronous using iReady platforms	This full suite of adaptive math and literacy lessons aligned to standards gives teachers actionable data and allows for some flexibility in scheduling.
Morning Meeting & Character Studies	30 3x per week	Synchronous via Zoom Rooms	By showcasing to students and families the importance of relationship building and community in both virtual and in-person spaces, Brilla upholds its commitment to ensure each child is known and cared for.
*Mathematics	30-45 Daily	Synchronous via Zoom Rooms	Similar to Targeted Literacy, small group, differentiated mathematics instruction cannot happen during brick-and-mortar time due to physical safety reasons. This will allow our curriculum pacing to maintain its course.
Fine & Applied Arts	30 3x per week	Asynchronous using Brilla Website and Google Education Tools	Students will still participate in the Fine and Applied Arts via pre-recorded/pre-made resources aligned to the scope. Since in-person, students will only be able to participate in certain FAA classes for an extended time to maintain safety, the virtual exercises will offer a variety of activities.



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Teacher Check-ins	10-15 2x per week	Via Phone Calls or Zoom Rooms	At least twice per week, teachers will connect 1:1 with families and students to ensure that both school and non-school concerns/questions can be supported or addressed. Each school will maintain an accurate log of these check-ins. All confidential information will be appropriately communicated to counselors and operations teams.
TOTAL (Max)	4.5 hours		

NOTE: *This Virtual Schedule does not represent the schedule if the entire school is forced to go to full-time virtual again. This schedule is meant to complement our in-person school schedule.*



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3rd and 4th Grade Virtual Schedule			
Content	Minimum Minutes	Asynchronous/ Synchronous	Virtual vs. Brick-and-Mortar
*Humanities/ Science	60 3x per week	Half Asynchronous using NearPod platform to build background knowledge Half Synchronous live follow-up with an instructor to check for understanding	As part of Brilla’s commitment to a classical education, content-specific knowledge is imperative. Our Read Aloud and Writing curriculum is aligned to Humanities and Science. Since writing is critical to students’ early literacy success, this element will be paired with Read Aloud and extended in-person to allow for more teacher in-the-moment feedback.
Close Reading	30 Daily	Synchronous via Zoom Rooms/Nearpod	Close Reading is essential to our model, but not yet aligned in terms of content. This skill-heavy class can be best taught in small groups. Due to safety measures in brick-and-mortar these small groups can only occur in a virtual environment. Students can submit writing samples via Nearpod.
Blended Learning	60 Daily	Asynchronous using iReady platforms	This full suite of adaptive math and literacy lessons aligned to standards gives teachers actionable data and allows for some flexibility in scheduling.
Morning Meeting & Character Studies	30 3x per week	Synchronous via Zoom Rooms	By showcasing to students and families the importance of relationship building and community in both virtual and in-person spaces, Brilla upholds its commitment to ensure each child is known and cared for.
*Mathematics	60 Daily	Half Asynchronous using NearPod platform to build background knowledge Half Synchronous live follow-up with an instructor to check for understanding	In order to ensure that mathematics is prioritized both in-person and virtually, students will build background knowledge through asynchronous lessons and then have small group follow-up with the teacher to check for understanding. Again, as math in brick-and-mortar will be taught whole group, a virtual setting allows a higher degree of personalization.
Fine & Applied Arts	30 3x per week	Asynchronous using Brilla Website and Google Education Tools	Students will still participate in the Fine and Applied Arts via pre-recorded/pre-made resources aligned to the scope. Since in-person, students will only be able to participate in



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			certain FAA classes for an extended time to maintain safety, the virtual exercises will offer a variety of activities.
Teacher Check-ins	10-15 2x per week	Via Phone Calls or Zoom Rooms	At least twice per week, teachers will connect 1:1 with families and students to ensure that both school and non-school concerns/questions can be supported or addressed. Each school will maintain an accurate log of these check-ins. All confidential information will be appropriately communicated to counselors and operations teams.
TOTAL (Max)	4.5 hours		

NOTE: *This Virtual Schedule does not represent the schedule if the entire school is forced to go to full-time virtual again. This schedule is meant to complement our in-person school schedule.*



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5th - 8th Grade Virtual Schedule			
Content	Minimum Minutes	Asynchronous/ Synchronous	Virtual vs. Brick-and-Mortar
*Humanities/ Science	75 3x per week	Half Asynchronous using NearPod platform to build background knowledge Half Synchronous live follow-up with an instructor to check for understanding	As part of Brilla’s commitment to a classical education, content-specific knowledge is imperative. Our Read Aloud and Writing curriculum is aligned to Humanities and Science. Since writing is critical to students’ early literacy success, this element will be paired with Read Aloud and extended in-person to allow for more teacher in-the-moment feedback.
Close Reading	30 Daily	Synchronous via Zoom Rooms/Nearpod	Close Reading is essential to our model, but not yet aligned in terms of content. This skill-heavy class can be best taught in small groups. Due to safety measures in brick-and-mortar these small groups can only occur in a virtual environment. Students can submit writing samples via Nearpod.
Blended Learning	60 Daily	Asynchronous using iReady platforms	This full suite of adaptive math and literacy lessons aligned to standards gives teachers actionable data and allows for some flexibility in scheduling.
Advisory & Character Studies	30 3x per week	Synchronous via Zoom Rooms	By showcasing to students and families the importance of relationship building and community in both virtual and in-person spaces, Brilla upholds its commitment to ensure each child is known and cared for.
*Mathematics	75 Daily	Half Asynchronous using NearPod platform to build background knowledge Half Synchronous live follow-up with an instructor to check for understanding	In order to ensure that mathematics is prioritized both in-person and virtually, students will build background knowledge through asynchronous lessons and then have small group follow-up with the teacher to check for understanding. Again, as math in brick-and-mortar will be taught to the whole group, a virtual setting allows a higher degree of personalization.
Fine & Applied Arts	30 3x per week	Asynchronous using Brilla Website and Google Education Tools	Students will still participate in the Fine and Applied Arts via pre-recorded/pre-made resources aligned to the scope. Since in-person, students will only be able to participate in



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			certain FAA classes for an extended time to maintain safety, the virtual exercises will offer a variety of activities.
Teacher Check-ins	10-15 2x per week	Via Phone Calls or Zoom Rooms	At least twice per week, teachers will connect 1:1 with families and students to ensure that both school and non-school concerns/questions can be supported or addressed. Each school will maintain an accurate log of these check-ins. All confidential information will be appropriately communicated to counselors and operations teams.
TOTAL (Max)	5.25 hours		

NOTE: *This Virtual Schedule does not represent the schedule if the entire school is forced to go to full-time virtual again. This schedule is meant to complement our in-person school schedule.*

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The following tables showcase the daily expectations for students and families who choose a **full-time remote** option provided by Brilla.

ALL REMOTE OPTION Kindergarten		
Content	Minimum Minutes	Asynchronous/Synchronous & Description
Morning Meeting & Character Initiatives	30 mins Daily	<ul style="list-style-type: none"> Synchronous opportunity for students to build relationship and camaraderie with peer group Small Groups: Half classes led by one teacher
Skills + TLB	45 mins Daily	<ul style="list-style-type: none"> Synchronous opportunity for students to build basic literacy skills and learn to read Small Groups: 5-6 students led by one teacher
Literacy 1-1	30 mins Daily	<ul style="list-style-type: none"> Small Group Instruction OR Independent Reading/Application Time
Math	45 mins Daily	<ul style="list-style-type: none"> Synchronous opportunity for students to build basic numeracy skills and learn number sense Small Groups: 5-6 students led by one teacher
Math 1-1	30 mins Daily	<ul style="list-style-type: none"> Small Group Instruction OR Independent Reading/Application Time
FAA (Art and Dance)	30 mins M-Th	<ul style="list-style-type: none"> Synchronous opportunity for students to improve their fine and gross motor skills and learn about an art to enhance their creativity and innovation Half classes with one FAA teacher
QMOTD + Closing Meeting	30 mins Daily	<ul style="list-style-type: none"> Synchronous opportunity for students to socialize with games, get the logistics of day, reflect on/stamp the literacy, math, FAA and character learning, clarify HW Full classes and both teachers are together
1-1 Wellness Family Check-in	20 mins 1x a Week	<ul style="list-style-type: none"> Teacher 1-1 check ins with families and students to discuss wellness and provide supports
Read Aloud + Writing	20 mins Daily	<ul style="list-style-type: none"> Asynchronous opportunity through Nearpod Lesson Read a book for two days; 2nd day has a written output
Blended Learning - Math	20 mins Daily	<ul style="list-style-type: none"> Asynchronous opportunity through iReady Math Lessons
Blended Learning -	20 min Daily	<ul style="list-style-type: none"> Asynchronous opportunity through iReady Literacy



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Literacy		Lessons
TOTAL HOURS	5 hours	

ALL REMOTE OPTION 1st-4th Grade		
Content	Minimum Minutes	Asynchronous/Synchronous & Description
Morning Meeting & Character Initiatives	30 3x per week	<ul style="list-style-type: none"> Synchronous opportunity for students to build relationship and camaraderie with peer group
Humanities & Science	45 Daily	<ul style="list-style-type: none"> Asynchronous using Brilla Curriculum with embedded CFUs that can be discussed during live 1:1 check-ins
Read Aloud	45 Daily	<ul style="list-style-type: none"> Asynchronous using Brilla Curriculum with embedded CFUs that can be discussed during live Writing
Writing or Targeted Literacy	30 Daily	<ul style="list-style-type: none"> Kindergarten: Synchronous Targeted Literacy daily in small group 1st-2nd: May alternate between Synchronous Targeted Literacy and Writing depending on small group 3rd-4th: Synchronous Writing Daily in small group
Mathematics	60 Daily	<ul style="list-style-type: none"> Half Asynchronous on NearPod Half live in small group for CFUs and Application
Blended Learning	90 Daily	<ul style="list-style-type: none"> Asynchronous iReady Lessons 1 math and 1 reading - adaptive programming to remediate gaps in standards mastery Asynchronous typing program to improve access to online work
Independent Reading	20 Daily	<ul style="list-style-type: none"> Asynchronous - weekly log update to ensure students are practicing tips and strategies
Teacher 1:1 Live Check-in	20 2x per week	<ul style="list-style-type: none"> Family and Student Emotional and Academic Wellness Check in, via Zoom or Phone Call Logged and escalated if needed
Fine and Applied Arts	30 3x per week	<ul style="list-style-type: none"> Asynchronous with task submission in both physical arts and creative arts
TOTAL (Max)	6.15 Hours	



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ALL REMOTE OPTION 5th-8th Grade		
Content	Minimum Minutes	Asynchronous/Synchronous & Description
Morning Meeting & Character Initiatives	30 3x per week	<ul style="list-style-type: none"> Synchronous opportunity for students to build relationship and camaraderie with peer group
Humanities & Science	60 Daily	<ul style="list-style-type: none"> Science and Social Studies alternate days; Half Asynchronous self-paced, Half Synchronous live with teacher
Literacy	60 Daily	<ul style="list-style-type: none"> Full Asynchronous with embedded, curriculum driven assessments
Close Reading	40 Daily	<ul style="list-style-type: none"> Live in Small Groups with ELA Teacher
Mathematics	60 Daily	<ul style="list-style-type: none"> Half Asynchronous self-paced, Half Synchronous live with teacher in small groups
Blended Learning	90 Daily	<ul style="list-style-type: none"> Full Asynchronous Adaptive for students; one lesson daily in reading and math
Teacher 1:1 Live Check-in	20 2x per week	<ul style="list-style-type: none"> Twice weekly (more depending on need of family and student) to check on emotional well-being and academic progress
Fine and Applied Arts	30 3x per week	<ul style="list-style-type: none"> Full Asynchronous with embedded CFU
TOTAL (Max)	6.5 hours	

R-05c Assessment

At the beginning of the school year, Brilla will leverage tools and resources long-used as part of our long-standing blended learning model. In the beginning of the year, students will take the NWEA Measures of Academic Progress to discern standard mastery and help teachers develop a plan for small groups and individual differentiation. Additionally, students in Kindergarten through 4th grade will take the Curriculum Associates *iReady Diagnostic* that will be used to assist and assign students to blended learning learning lessons targeted at need. Lastly, students in Kindergarten through 4th grade will be given the UChicago STEP assessment. In middle school, Brilla is considering partnering with New Visions for Public Education’s new mathematics pre-assessment to help establish a pathway towards mastery for students in 5th through 8th grade.

Teachers and administrators will meet in groups by grade level to disaggregate and study student trends. Teachers will create and adapt plans as necessary depending on student mastery identified within the assessments. Further, teachers and administrators will be able to target instruction during the virtual weeks of learning in small groups by creating targeted groups and adapting certain materials. Teachers will make goals in literacy and math for students that will be tracked internally.

Brilla Schools will continue to use its pre-shutdown assessment and performance criteria to document growth and mastery in student learning. Mastery criteria and performance expectations will stay the same although pacing will be adjusted. Students will continue to receive regular assessments and feedback digitally.

R-05d At-Risk Populations

Special Education Services

As part of Brilla’s mission to teach every scholar who enters its door, and given that students with IEPs/504s and English Language Learning needs constitute approximately 40% of our overall student body, our support of these students is imperative to their success and participation in our mission. Brilla must ensure that students with disabilities also have equal access to the same opportunities as general education students, including the provision of a free appropriate public education. Brilla must ensure that, to the greatest extent possible, each student with a disability can be provided the special education services identified in the student’s IEP. There may be exceptional circumstances that could affect how a particular service is provided.

In a hybrid setting, Special Education services are best implemented in-person. In-person instruction allows teachers to provide meaningful and immediate feedback to drive student metacognition, and re-teach as needed with little delay. Students with IEPs and students with language needs in K-2 need access to in-person instruction in order to ensure appropriate phonological and phonemic awareness, skills that are difficult to convey via remote learning. Students who currently have academic services indicated on their IEP should spend an equitable amount of time in the school building to ensure they are receiving their academic instructional services.

Students provided with in-person learning will access the same remote learning opportunities as their General Education peers. On weeks where General Education peers are remote and students with IEPs are in the school building, students with IEPs will access remote learning opportunities, participating fully in synchronous and asynchronous General Education opportunities with General Education peers. In addition to accessing the General Education curriculum, they will be provided with in-person SETSS or small-group instruction in order to meet their mandate for academic services and provide the highest quality academic support. Therefore, students with IEPs mandating academic services will attend school in-person full time, in order to receive their academic services appropriately.

Students whose parents opt for full time remote learning will be provided with access to the general education curriculum in addition to targeted, small group instruction provided by Learning Specialists in literacy and math as per IEP Mandate. Students opting for full time remote learning will consent in writing to remote academic services as part of their beginning of year remote process.

Related Services will be provided in individual sessions in person to promote social distancing, or in small groups virtual via Zoom. Related Services will be strategically scheduled in person in order to ensure students are accessing all general education curriculum and intervention when in the building. Counseling services will be first priority for in person services, as the social-emotional wellbeing of students is essential.

Students with Behavioral Intervention Plans will continue to receive in school support, including creative ways of supporting students such as individualized calm down strategies posted at student desk and there will be an assigned staff member for crisis response per grade level who will be able to accompany students to private and regularly cleaned calm down spaces for de-escalation.

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For students who opt to learn fully remote, we will provide parents with consultation meetings once per month regarding behavioral intervention plans, along with supplies and materials as needed to make at-home versions of behavior intervention plans. In the spring, we piloted a version of our internal Student Study Protocol adapted for use with parents, and will continue to refine that meeting structure to meet parents where they are and provide as much support as possible virtually.

Sample Schedule- Student with Full Time ICT (2nd Grade)		
Week A	<ul style="list-style-type: none"> Participate in 2nd Grade classroom with General Education Teacher 	In-person
	<ul style="list-style-type: none"> Participate in mandated Counseling 	In-person
	<ul style="list-style-type: none"> Participate in mandated Speech 	Remote, student physically in Brilla Classroom
Week B	<ul style="list-style-type: none"> Participate in 2nd Grade <i>General Education remote learning</i> full time while in school building, while in a classroom with other students participating in remote learning 	In-person
	<ul style="list-style-type: none"> Receive small group instruction from Special Education teacher 	In-person
	<ul style="list-style-type: none"> Participate in mandated counseling 	In-person
	<ul style="list-style-type: none"> Participate in mandated Speech 	Remote, student physically in Brilla Classroom



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Sample Schedule- Student with SETSS (2nd Grade)		
Week A	<ul style="list-style-type: none"> Participate in 2nd Grade classroom with General Education Teacher 	In-person
	<ul style="list-style-type: none"> Participate in mandated Counseling 	In-person
	<ul style="list-style-type: none"> Participate in SETSS as a push in service 	In-person
	<ul style="list-style-type: none"> Participate in mandated Speech 	Remote, student physically in Brilla Classroom
Week B	<ul style="list-style-type: none"> Participate in 2nd Grade <i>General Education remote learning</i> full time while in school building, while in a classroom with other students participating in remote learning 	In-person
	<ul style="list-style-type: none"> Participate in SETSS as a push in service 	In-person
	<ul style="list-style-type: none"> Participate in mandated counseling 	In-person
	<ul style="list-style-type: none"> Participate in mandated Speech 	Remote, student physically in Brilla Classroom

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Response to Intervention (Multi-Tiered System of Supports- MTSS)

In a hybrid learning model, particularly given the realities of the quick transition to remote learning and the impact of COVID-19 on our community, academic support for students is essential. Brilla recognizes that students may need remedial support and intervention in order to regain grade level academic skills and knowledge. To that end, every grade level K-8 will have daily intervention blocks during in-person learning. 8th grade will have a daily block focused on high school readiness. The purpose of this block is to provide students with academic skills and remediation as needed to fill potential academic gaps.

Brilla will follow our standard MTSS protocols in determining the level of support for this block. Teachers and Learning Specialists will collaboratively analyze data from beginning of year assessments to determine specific interventions. Classroom teachers will provide Tier 1 differentiated support and Tier 2 and 3 intervention during intervention block. Learning Specialists will provide Tier 3 intervention during intervention block and throughout the school day. Tier 2 interventions continue to be characterized by small group support and monthly data collection and analysis for specific skills. Tier 3 interventions continue to be characterized by very small (1-3 student) targeted support and weekly data collection and analysis. All interventions target specific academic skills and use research-based interventions to support student learning. Grade-level teams will continue to meet monthly with Student Services team members to analyze Tier 2 data and collaboratively plan for intervention. Student Services teams will continue to meet every 6 weeks to analyze week-level data for students in Tier 3 and determine action plans. Further details of Brilla's MTSS process can be found in our MTSS Handbook, attached in Response 6.

These interventions will be implemented on a bi-weekly basis. During virtual weeks, support will be supplemented by small group targeted instruction in literacy and math. Due to scheduling constraints, it may be possible that students are taught by a different teacher during virtual learning than for their intervention block. Grade level teachers will meet regularly to discuss student data, including weekly data meetings, in order to inform small group instruction both virtually and in person.

Students who opt to participate fully in remote learning will be provided small group targeted instruction in literacy and math. As needed, remote learning teachers will provide Tier 2 intervention complementing these small groups. The data from these Tier 2 interventions will be analyzed monthly at Tier 2 meetings. As needed, fully remote students will be referred for Tier 3 virtual interventions with Learning Specialists. Tier 2 and 3 interventions may be modified to work in remote contexts, and some materials may be provided to fully remote students to support intervention efficacy, such as Foundations magnetic tiles or other visuals.

Child Find Procedures

At the beginning of the school year, Brilla will leverage tools and resources long-used as part of our long-standing blended learning model. In the beginning of the year students will take the NWEA Measures of Academic Progress to discern standard mastery and help teachers develop a plan for small groups and individual differentiation. Additionally, students in Kindergarten through 4th grade will take the Curriculum Associates *iReady Diagnostic* that

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will be used to assist and assign students to blended learning lessons targeted at need. Lastly, students in Kindergarten through 4th grade will be given the UChicago STEP assessment. The results of these screeners will be analyzed for any students who may potentially need remote services. Students who participate in remote learning full time will be screened using the NWEA Measures of Academic Progress and *iReady Diagnostic*, as well as a version of a STEP test adapted for remote learning.

In addition, extensive virtual home visits have taken place with all new to Brilla students, including brief assessment of academic skills and parent interviews around students academic and social emotional well being. A virtual Home Language Survey was also completed for all entering students.

Section 504 Requirements

Brilla plans to follow our policy for provision of Section 504 requirements. Parents and teachers will have the opportunity to submit a verbal or email request for a 504 planning meeting.

Educational Accommodations planning meetings may be held virtually as needed, including video based Zoom calls, to determine eligibility and plan accommodations as a team.

Educational Accommodations planning meetings must consider virtual and in-person accommodations, and the 504 Plan has been updated to include Remote Learning Accommodations as part of Section 3. Virtual accommodations must ensure the student can access the General Education curriculum during remote learning periods and ensure that the parent has the support and knowledge necessary to assist the student as needed. Classroom teachers will be responsible for ensuring accommodations are being held to fidelity during remote learning check ins with students and conferencing with parents regularly. Classroom teachers will periodically review remote learning accommodations with parents and caregivers as needed.

English Language Learner Support

All new to Brilla students have participated in a virtual “home visit.” During that remote meeting, parents were given the Home Language survey verbally. Until we are able to formally administer the NYSITELL assessment, Brilla will use information from the Home Language Survey and informal virtual student interviews to inform ELL support. Returning students will be provided support based on their 2019 NYSESLAT Assessment until further testing can be completed.

Given our large population of students who are English Language Learners, we are prioritizing the access to the curriculum for these students. English Language Learners will still participate in inclusive settings with general education peers, but receive targeted content. A benefit of our blended learning curriculum is that the programming is adaptive to student needs. Additionally, our curriculum includes embedded strategies and supports for language learners such as sentence frames and stems, discourse protocols, and targeted texts. As per our ELL Handbook, beginning stage language learners receive pre-teaching of content in certain subjects through the TEAM Toolkit Curriculum with Learning Specialists.

ELLs will be supported during remote learning with targeted small group instruction in literacy and mathematics, as well as 1:1 teacher check ins on academics and social-emotional well being. The blended learning program, *iReady*,

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is adaptive to their needs and successes, and includes multiple verbal prompts as needed. Content from Non-fiction Studies and Read Aloud will regularly be reinforced and previewed during in-person instruction to ensure success and knowledge building during remote learning periods.

Our families speaking languages other than English were given targeted support in the set up of remote learning in the Spring, and the school-based operations team remains available to support teachers with translation needs as needed. Parent communication, surveys, and updates from Brilla are delivered in English and Spanish, as the majority of our English Language Learners come from Spanish-speaking countries. As needed documents are translated verbally using the Translation Hotline for parents speaking languages other than Spanish and English. Our website includes resources for accessing remote learning in both English and Spanish, including videos and “how to” information.

Young Students

As indicated above, all Kindergarten students will be provided the opportunity for full time in person instruction. In addition, students with academic services on their IEP, most at risk for being unable to access online learning, will be provided the opportunity for full time in person instruction. Our first and second grade students are a priority for providing support during remote learning periods, and we will provide intensive instruction in person to support students with accessing remote learning, as well as provide parent training and support. Concepts from *Powerful Teaching* including retrieval practice, interleaving, and spacing will be used, in particular for our younger students, in order to ensure knowledge-building and carryover of skills from the remote to in-person environments. For parents of young students, related service providers will ensure a flexible schedule to meet while the parent is available whenever possible. K- 2nd students will have priority scheduling for remote related services in order to ensure maximum support.