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[Haitian Kreyol Translated Plan](#)



Boston Renaissance Charter Public School

Final Reopening Plan

Table of Contents

1. [Letter from the Head of School](#)
2. [Executive Summary](#)
3. [Mission Driven Approach](#)
4. [Analysis of Facilities](#)
5. [Health & Safety Measures](#)
6. [In-Person Model](#)
7. [Hybrid Model with Schedules](#)
8. [Remote Learning Model Updates with Schedules](#)
9. [Special Populations \(ELs, SWD, Homeless, Socio-Economic\)](#)
10. [Specialty & Out-of-School Time](#)
11. [Curriculum & Instruction & Professional Learning](#)
12. [Student Support & Well Being](#)
13. [Families' Needs & Communication \(tech support\)](#)
14. [Family & Staff FAQs](#)
15. [Links to DESE Guidance](#)

1. Letter from Head of School

Dear BRCPS Community,

It is with deep gratitude that I open this letter to you and thank you for all of the feedback and questions that you have provided as we made this very challenging decision about reopening our school in the middle of a pandemic. In developing our plan for reopening, we engaged our entire community – teachers, families, and our board – to determine the best plan to meet our school's unique health and safety needs, as well as to continue to deliver a high-quality education to all of our students.

On June 25, 2020, The Department of Education released its initial reopening guidance for the upcoming school year. The guidance required each district to draft plans for three reopening models: (1) In-Person Model, (2) Hybrid Model, and (3) Remote Learning Model. The purpose was for schools to be able to move in and out of each plan fluidly depending on the state of COVID. Beginning last Spring, we formed committees that began working to plan for the safest reopening plan possible. In total we have 11 committees focused on the following areas: 1) In-Person Learning Model, 2) Hybrid Learning Model, 3) Remote Learning Model, 4) Special Populations, 5) Students' Well Being, 6) Drop-off / Pick-up, 7) Curriculum & Instruction, 8) Parents & Families, 9) Staff PD & Needs, 10) Building & Safety, and 11) Technology Support. Along with feedback from families and staff, the recommendations from these committees has helped to guide the development of our re-entry plan and will continue to guide us throughout the school year.

BRCPS will have a **full remote start** to begin the year with staff returning to the building on August 26 to begin health and safety measures training, curriculum and instruction planning, classroom remote learning support, and one to one Family Intake Interviews to prepare for a school start with students on September 14th. The **transition to a hybrid learning model** (beginning first with our highest needs students) will be gradually phased in as routines become familiar and circumstances around the trajectory of the virus permit. Based on feedback from families and staff, when we transition into our hybrid model the preference is a model with homogeneous groups coming to school a few days per week and learning remotely the other days. **Please note:** families have the choice to keep their children home in a hybrid and full in-person model. It is hoped that a hybrid experience for all students will be in place as soon as possible in the fall, provided current COVID-19 trends continue or remain low.

While we plan to start the school year engaging in remote learning, our committees are currently engaged in planning to ensure all students will have access to daily synchronous and asynchronous instruction when we reopen. While we will continue to follow state guidelines and emerging health information, we are confident that the plans developed in partnership with our teachers, families, and board will help us to continue to meet the mission of our school, while keeping the safety of our community at the forefront.

Sincerely,



Alexandra Buckmire
Head of School

2. Executive Summary

BRCPS will implement a **phased reopening** beginning on September 14, 2020. We have updated our [SY21 School Calendar](#) to reflect the additional days of training for staff and time to conduct Family Intake Interviews in order to appropriately plan for hybrid and remote learning placement.

- Staff will return to the building between August 26th and September 11th for health and safety measures training, curriculum and instruction planning, classroom remote learning support, and one to one Family Intake Interviews.
- On September 14th, BRCPS will begin remote instruction for nearly all learners and will prioritize in-person instruction for High Needs Students (special education in sub-separate, EL students with ELD levels 1 & , and 2 homeless).
- From September 14th through October 2nd, High needs students will be phased in - learning safety protocols for an in-person start (4 days per week) to begin October 5th.
- In late October, and if it is safe to do so, will offer a limited number of students who need to participate in remote learning in a safe environment to come to school to engage in remote learning in a supervised classroom with a cohort of no more than 10-12 peers. We recognize the hardship that remote learning can put on students, families, and staff. This is why we are committed to providing a contained, safe place for students who need to learn in person..
- When public health metrics dictate that it is safe to do so, we will open our doors to all students whose families wish for them to return in person. Instruction will be conducted using a **hybrid model**: Students will be divided into two groups, with each group learning in-person two days a week and at home for the remainder of the week. **Families who prefer their child(ren) remain at home, learning remotely full time, will be allowed to do so.**
- We do not expect a **full in-person opening** with all students in the building until the pandemic is over.
- Our plan identifies various models, plans, schedules and necessities for staff, students and families.

3. Mission Driven Approach

The mission of the Boston Renaissance Charter Public School is to nurture and develop academic, social and emotional competence while building confidence, character and citizenship among its students. We made decisions collaboratively, as a school community, considering how best to achieve the core beliefs above and remain true to our mission statement. Our mission and core beliefs embody whole child education. In order to meet the needs of the whole child and their families, we have carefully considered and weighed the myriad of challenges and opportunities in each of the three models outlined below. To achieve this mission we structure our staffing, instruction, enrichment – our entire school – around a set of core beliefs:

- We believe children grow and learn best in environments where they feel loved and connected to caring adults.
- We believe the purpose of education is to provide children with the knowledge, skills, and vital personal attributes needed for success in a complex and changing world.
- We believe all children have the ability to achieve at the highest levels when challenged and held to high expectations, academically and socially.
- We believe educators have a responsibility to work collaboratively, with students' well-being and growth always as the highest priority.
- We believe teachers have the capacity to be leaders and the responsibility to be self-reflective learners, to continually advance their practice.
- We believe, to truly flourish and thrive, urban students must be allowed to see beyond the horizon of their surroundings, must be inspired to greatness and taught to believe there is no dream or goal in this world beyond their reach.

4. Analysis of Facilities

Our feasibility study determined that we can only accommodate 3 feet of distance in most classrooms while eliminating our model of small group instruction and co-teaching. It is not feasible to provide in-person instruction and services, with 3 feet distancing, to our high needs population from ESL, small group intervention, related services with OT, speech, group counseling and restorative circles. We were able to create one isolation room for students who present with COVID symptoms, however given the size of our population one isolation room and staffing for monitoring those students is insufficient. We have determined that the 6 foot distancing requirement is necessary for us to ensure safety for all. Given our large number of students (944) and staff (200+) there are unique challenges. Additionally, the age group of our students (K1-6) grades make it increasingly challenging to ensure social distancing, especially in our K1-2 grade span which has over 500 students. Prior to COVID our building capacity was stretched. We utilize every space within the school to provide a wide-range of services to students

Given all of these factors we have determined that not all DESE models are feasible. Therefore we will focus on hybrid and remote instruction and assess our capacity to meet the needs of students prioritized for in-person.

5. Health & Safety Measures

Face Coverings

Students and employees will wear face coverings throughout the school day. Students and staff should bring their own mask to school each day, but the School will have a supply of disposable masks for use at reception and in each classroom should a mask become contaminated or broken. Scheduled mask breaks will be provided for students and staff. Students will be taught to properly remove and put on masks during these breaks.

Physical Distancing

Movement in school will be directed to reduce the mixing of students. In classrooms, students will be seated with 6 ft. distancing to minimize transmission risk of Covid. During hallway passing times, students will be encouraged to stay apart from each other by the use of visual cues and with signs and adult supervision.

Additional safety precautions will be taken for school nurses and any staff supporting students with disabilities in close proximity, when distance is not possible. These precautions include eye protection, mask/face covering, gloves, disposable gowns when necessary.

Personal Protective Equipment (PPE) Policy

We will enforce a strict Personal Protective Equipment (PPE) policy. In cases when the school is operating in an in-person, hybrid, or remote model, any individual who is on campus must adhere to the following policies below.

- All individuals are required to wear a mask/ face covering that covers their nose and mouth. Wearing a mask is **not optional** for students who opt to learn in-person.
 - Exceptions to mask/face covering requirements will be made on an individual basis for those for whom it is not possible due to medical conditions, disability impact, or other health and safety factors. A doctor's note is required to waive the mask/face covering requirement. Exceptions to mask/face coverings may be directed to the remote learning model.

- Masks/face coverings should be provided by the student/family, but extra face masks will be made available by BRCPS for students who need them. Reusable masks/face coverings provided by families should be washed by families daily.
- BRCPS will provide masks to all staff, unless they opt to bring their own. Staff are responsible for washing their personal reusable masks daily.
- Reusable face coverings or masks should be kept clean by washing them daily, or more often if contamination occurs. Disposable masks should not be reused.
- Masks or face coverings should not be shared.
- Students and staff should avoid putting face coverings or masks on any surface that may contaminate either the covering or the surface.
- Students and staff should not use any PPE that has been damaged or potentially contaminated.
- Increased PPE, including face shields and KN95 masks, will be offered to staff with medical concerns for themselves or their families.
- Transparent face coverings will be made available for staff and students that rely on visual/facial cues in class, students who are deaf and hard of hearing, EL students, and their teachers.

Hand Hygiene

Students and staff will follow a regular schedule of hand washing or use of hand sanitizer throughout the day. Frequent handwashing is an important part of preventing spread of illness. Alcohol-based hand sanitizer will be utilized when hand washing is not available. Hand sanitizer dispensers will be available in every classroom and outside every hallway and entrance to ensure regular access.

Enhanced Cleaning & Disinfection Schedule

Daily cleaning practices will be compliant with CDC recommendations, including the types of cleaning products used and the frequency of cleaning. Special attention will be paid to the cleaning of high touch surfaces throughout the day. All classrooms will be equipped with diluted disinfectant spray to be handled by staff only, paper towels, disinfectant wipes, and gloves. The evening professional cleaning staff will continue to clean and disinfect all buildings daily.

HVAC System

BRCPS has a combination of HVAC systems that are approximately 10 years old. The main building has baseboard heat fed from the boiler plant and displacement diffusers in the spaces. There are two AAON rooftop air handlers feeding the main building for makeup air. The gym wing, music area and cafeteria are fed by three AAON units on the lower roof. The kitchen is fed by a Makeup Air and HV unit which work with the exhaust fans. The Admin Wing is fed by an AAON unit for makeup air, which goes to induction units. These induction units are two pipe units. There are summer/winter valves in the boiler room and 4th floor which switch from the boiler/HW system to the air-cooled chiller, which feeds these induction units in the admin wing. Preventive mechanical maintenance is performed on a quarterly basis. The control system is maintained on a monthly basis. A controller upgrade on RTU's 1-5 was recently performed. These were converted from DX9100's to FX-PCG's. The programs were rewritten and have been operating and controlling very well since the upgrade.

BRCPS is working on reprogramming the mixed air dampers to work more aggressively with the return air CO2 sensors, allowing us to modulate the fresh air percentage with greater effectiveness. The current minimum damper position is at 10%, this can likely be pushed to 15 or 20%. We will be testing the real limit and adding an exception in the program to allow that 10% as we reach design days, particularly during the heating season. Daily, the equipment will be run for longer operating

hours: Two hours before and after occupied hours, this will help keep the air fresh in the spaces. We are currently looking at upgrading the filters to a higher MERV rating. We are looking to add i-wave air purifiers in the RTU's as an option. We will be sanitizing the induction units and mini splits into our regular quarterly PM service visits and increase the frequency of these cleanings as needed. We will also increase the frequency of sanitizing the coils on the RTU's. We will also spend more time vacuuming the displacement diffusers in the classroom spaces. The fabric duct on RTU-3 will be regularly cleaned as well. These are good steps in the process to maintain clean and comfortable air in these systems. We will continue to work together with our HVAC Company (General Air & Heating) to achieve optimal comfort and air quality.

Cohorts & Decreased Mixing of Students

Academic schedules and classroom use will be designed to keep students in smaller, more consistent groups with assigned seating during the day. This will reduce the risk of Covid transmission and allow for discrete cohorts to quarantine in the event of infection.

Response to Suspected or Confirmed COVID-19 Cases

BRCPS will strictly follow the guidance set forth by DESE for responding to suspected or confirmed COVID cases. [DESE Protocols for Responding to COVID-19 Scenarios](#).

6. In-Person Model

Per our feasibility study, we are unable to accommodate 6 feet distancing recommended by CDC. As a school community, we are not willing to compromise and risk the health and safety of our students, staff and families without ensuring that 6 feet distancing at minimum seeing as anything less than 6 feet will have a higher potential of risk for contracting Covid. We are currently receiving more data and additional survey responses from over 200 staff and 944 families to appropriately respond with input from our school community.

- Our school community has a documented high risk student population with near 40% of asthma and other health related risks. In addition, a significant number of staff have reported and are identified as being high risk.
- It would be impossible to accommodate all families in-person with our staffing and physical space given the current context, parameters on social distancing and high risk populations.
- In addition, our young students' from the age of 4 years old do not have enough agency or self-regulation to not socialize or interact with other students and it will be impossible for monitoring, supervision and requiring masks all day for younger students who are just learning about body space awareness and social skills.
- While we cannot accommodate for all students and staff to return physically to the building, we are prioritizing students with disabilities and English learners for in-school services to be provided.

We believe this model would only work if we were able to achieve all recommended safety measures fully, including ensuring 6 feet distancing, for 944 students and 200 staff with more minimal risk for the 8 hours that staff and students are interacting daily, if Covid was not prevalent.

Our plan for in person instruction will provide instruction five days a week for all grades. Families will have the option for remote instruction. All students in grades K1 - 6 will be required to wear masks. All adults will be required to wear a mask. Desks in classrooms will be spaced apart a minimum of 6 feet apart and further when possible. Students will eat breakfast and lunch in their classrooms to limit movement. All specialty classes will be held in homeroom classrooms. Windows in classrooms will be opened when weather permits. Students will be provided frequent

opportunities to wash and/or sanitize their hands. All classrooms will have gloves and cleaning wipes for staff use. All bathrooms will be cleaned throughout the day. Nightly cleaning with a fog cleaner will take place. Large spaces in the school such as the gym and cafeteria will be used to support physical distancing for students and staff. A conference room will be converted to accommodate students who present with COVID like symptoms. Visitors will only be allowed in the building by appointment only.

BRCPS will prioritize in-person instruction for High Needs Students (special education in sub-separate, EL students with ELD levels 1 & 2, homeless). BRCPS plans on phasing in individual or small groups of students to practice beginning the week of September 14th for Health and Safety Measures before full in-person services and instruction starts on October 5th (4 days a week). Please see Special Populations (section 9) below for more information/guidance.

7. Hybrid Model with Schedules

Parent/Family Choice

Given our preliminary survey data in which families and staff were asked their preferred hybrid model, BRCPS will implement a hybrid model that is consistent with the feedback from families and staff of 2/3 days in person and alternating between remote learning. BRCPS will move towards Monday / Tuesday option for in-person; remote learning for all students on Wednesday; and Thursday / Friday option for in-person. Our families will be interviewed for selection of days M/T or Th/F options to identify which student cohorts will be grouped for those days. *Additionally, all families will continue to have the option and select full remote learning (Monday-Friday) for their child.*

Student Cohorts

The hybrid learning model in Lower (K1-2) and Upper schools (3-6) student cohort groupings will group students to attend either Monday/Tuesday or Thursday/Friday as a cohort based on parent choice.

- Cohort A consists of all students who will participate in a remote only learning model.
- Cohort B represents BRCPS “high need” population and is composed of students with disabilities in sub-separate settings, English Learners with ELD 1-2 and homeless students in grades K1-6 who will be learning in-person Monday/Tuesday/Thursday/Friday.
- The remaining students in grades K1-6 will be distributed based on parent preferences as much as feasible between Cohorts C&D.
 - Cohort C group will attend Monday & Tuesday in-person and Wednesday & Thursday/ Friday remotely.
 - Cohort D group will attend Thursday & Friday in-person and Monday/Tuesday/Wednesday remotely.

Structure and Schedule

BRCPS’s hybrid learning model will engage students in a blend of in-person and remote learning. The ratio of in-person to remote learning will be determined by the cohort to which a student is assigned. Students in Cohort A will engage in remote learning only. Students in Cohort B will engage in in-person learning four days per week (Monday, Tuesday, Thursday and Friday) and remote learning one day per week (Wednesday). Students in Cohort C will engage in two days of in-person learning (Monday and Tuesday) and students in Cohort D will engage in two days of in-person (Thursday and Friday).

On Wednesday, all students will engage in Social Emotional Learning sessions, hands-on-activities connected to standards. Specialty classes will also be built into the hybrid model so students have access to Art, Music, Physical Education, Dance, & Library.

BRCPS Hybrid Model Cohorts	Monday / Tuesday	Wednesday	Thursday / Friday
Cohort A - Full Remote (Mon-Fri) - Family Choice - Medical Quarantine	Remote / At Home		
Cohort B - In Person - Students with Disabilities in Sub-separate settings - English Learners with ELD 1 & 2 - Homeless students	In Person / At School	Remote / At Home	In Person / At School
Cohort C - 1/2 all other students (not in cohort A & B)	In Person / At School	Remote / At Home	Remote / At Home
Cohort D - Remaining students not (not in cohort A, B & C)	Remote / At Home	Remote / At Home	In Person / At School

The hybrid learning model will utilize all existing staff to support students while they engage with in-person and remote teaching. All staff will utilize synchronous Google Meets or Zoom platforms for remote teaching to provide equity and access for all learners. Teachers will take attendance for both in-person and remote student groups which will be reported in BRCPS's Student Information System (PowerSchool).

8. Remote Learning Update with Schedules

Building off of our experience with remote learning last Spring, BRCPS is adjusting our remote offerings to reflect the components of a high quality education. After reading through the updated DESE guidance, surveying staff and families on their experience last year, teacher-driven committees began creating non-negotiables for a rigorous remote learning model for our scholars.

Participation

Participation will be measured observationally by teachers with formative assessments through synchronous learning sessions. Participation will be measured through a "participation checklist" of assignments and completion of daily learning tasks/teacher grading and/or any asynchronous learning experiences. Students will be given participation grades as weighed in their cumulative grade. Students and families will be provided a list of graded assignments and all assignments will be uploaded via BRCPS's Student Information System (PowerSchool).

Attendance

Attendance will be tracked during synchronous learning sessions (using the guidelines below) and will be recorded daily on PowerSchool for all students.

- Students are considered absent if not in attendance for live instruction.
- Students can complete daily recorded assignments for participation grades
- Live/video camera on for duration of lesson or thumbs up & chat requirement
- Entry/Exit tickets

Grading

Grading will be standards-based and used to monitor student progress in meeting grade level standards through participation during live instruction, online assignments and assessments.

- Live instruction will be used to adjust participation weight for grading - Parents are expected to communicate with teachers if a student cannot attend live sessions.
- If not in attendance for live instruction, daily assignments can be completed for completion or participation grades depending on the assignment. All live sessions will be recorded for review by students in case the live session is missed.
- Students & families will be notified of assessments and expectations for synchronous or asynchronous completion and grading weight.
- Families, students and teachers will receive guidance for grading scales 1-4 similar to our grading scales in general, that align with meeting grade level standards, and in alignment with our SY20 Trimester 3 guidance during Covid closure.

Remote Learning Structure & Schedules

Synchronous Learning Experiences:

- 30-60 minutes of daily content delivered in ELA with Social Studies embedded and Math;
- Science will be delivered 1-5 sessions weekly in grades K1-4 and daily in grades 5-6;
- Live video instruction will be tied to online platforms with additional assignments and/or project based tasks;
- Teachers will be expected to deliver rigorous instruction in accordance with the grade level pacing guides that meet state standards throughout the year;
- SEL and restorative justice circles are essential to student and classroom connection and provided daily or weekly.
- Specialty classes will be offered via live instruction 1-3 a week.

Asynchronous Learning Experiences:

- Daily minutes logged on online platforms for ELA with Social Studies; Math & Science, pre-recorded videos to review key standards and topics for student/family flexibility.
- Practice with content and specialty classes will be provided through other platforms for students to continue learning and engage.
- Independent practice or other assignments can be graded with exit tickets and for completion towards cumulative standards based grading.

Schedule Samples with Parent Preferences with Family Intake Interviews:

- Students will be grouped as a cohort for either A or B schedules based on parent preference as one cohort with a teacher.
- K1-K2 grades' schedules reflect the need for small group instruction as developmentally appropriate. Schedules A & B samples provided for parents as a choice during intake.
- 1-2 & 3-4 grades' schedules reflect the need for increased online/live instruction with Schedules A & B samples provided for parents as a choice during intake.
- 5-6 grades' schedules reflect our in-person model for one group's student rotation with all core content classes - ELA / Social Studies / Science / Math). *No parent choice provided.*

Lower School Scheduling Considerations:

- Teachers will gradually build up Zoom classroom stamina appropriate for their grade level (times on the schedule are the max amount)
- Predictable and routine instruction/flow to day with clear schedule on Class Site
- K1/K2 families will be matched with Schedule A or B; teachers will teach Zoom classes to Group A in the AM and Group B in the PM
- 1st/2nd families will be matched with Schedule A or B; teachers will teach full class on Zoom on either Schedule A or Schedule B, not both.

Upper School Scheduling Considerations:

- Teachers will start and stick with the schedule to build the routines and expectations for students & families, build in more breaks in between and asynchronous assignments initially.
- Schedules and sites with links will be posted on individual teacher google sites.
- 3rd-4th grade families will be matched with Schedule A or B; teachers will teach Zoom classes to Group A in the AM and Group B in the PM. Teachers will only teach one schedule, either A or B.
- 5th-6th grade families will not have an option therefore the schedule will be a rotating schedule mimicking in-person.

DRAFT SAMPLE SCHEDULE - LOWER SCHOOL GRADES K1-1

LOWER SCHOOL (K1-K2)	Schedule A: M/T/TH/F	Schedule B: M/T/TH/F	WIN Wednesday
Block 1 8:30-10:30	<u>LIVE ZOOM CLASSROOM</u> <ul style="list-style-type: none"> ●Morning Meeting + SEL (30 min.) ●ELA/Social Studies (45min.) ●Math (45min.) 	<u>INDEPENDENT PRACTICE + SMALL GROUP</u> <ul style="list-style-type: none"> ●SeeSaw assignments ●WIN groups ●Online Platforms ●Assessments 	<u>LIVE ZOOM CLASSROOM + RECORDED LESSONS</u> <ul style="list-style-type: none"> ●Morning Meeting (30min.) ●WIN Block (intervention groups) ●Social Emotional Learning ●Gross & Fine Motor Skills: Handwriting
BREAK/SNACK			
Block 2 11:00-12:30	<u>LIVE ZOOM + RECORDED LESSONS</u> <ul style="list-style-type: none"> ●Specials (30min.) ●Science/Writing (30min.) ●Library or Chinese (30min.) 	<u>LIVE ZOOM + RECORDED LESSONS</u> <ul style="list-style-type: none"> ●Specials (30min.) ●Science/Writing (30min.) ●Library or Chinese (30min.) 	<u>INDEPENDENT PRACTICE</u> <ul style="list-style-type: none"> ●SeeSaw assignments ●Online Platforms ●Theme Based Projects ●Math Fluency Practice ●Independent Reading Time ●Outdoor Exploration
LUNCH/REST/RECESS			
Block 3 1:30-3:30	<u>INDEPENDENT PRACTICE + SMALL GROUP</u> <ul style="list-style-type: none"> ●SeeSaw assignments ●WIN groups ●Online Platforms ●Assessments 	<u>LIVE ZOOM CLASSROOM</u> <ul style="list-style-type: none"> ●Community Meeting + SEL (30 min.) ●ELA/Social Studies (45min.) ●Math (45min.) 	<u>LIVE ZOOM + CONNECTIONS/ FEEDBACK</u> <ul style="list-style-type: none"> ●Specials (30min.) ●Library or Chinese (30min.) ●Wonderful Wednesdays: Communities! (30min.) ●1-1 Student Check-Ins & Feedback

**K1 & K2 classes are split in half with teachers teaching Group A in the AM and Group B in the PM for smaller, more developmentally appropriate learning experiences. Students are matched based on Family Intake Interviews with the best option and adhere to either Schedule A or B. All students participate in WIN Wednesday regardless of A or B schedule.*

DRAFT SAMPLE SCHEDULE - LOWER SCHOOL GRADES 1-2

LOWER SCHOOL (1-2)	Schedule A: M/T/TH/F	Schedule B: M/T/TH/F	WIN Wednesday
Block 1 8:30-10:45	<u>LIVE ZOOM CLASSROOM</u> <ul style="list-style-type: none"> ●Morning Meeting + SEL (30 min.) ●ELA/Social Studies (50min.) ●Math (50min.) 	<u>INDEPENDENT PRACTICE + SMALL GROUP</u> <ul style="list-style-type: none"> ●SeeSaw assignments ●WIN groups ●Online Platforms ●Assessments 	<u>LIVE ZOOM CLASSROOM + RECORDED LESSONS</u> <ul style="list-style-type: none"> ●Morning Meeting (30min.) ●WIN Block (intervention groups) ●Social Emotional Learning ●Gross & Fine Motor Skills: Handwriting
BREAK/SNACK			
Block 2 11:00-12:30	<u>LIVE ZOOM + RECORDED LESSONS</u> <ul style="list-style-type: none"> ●Specials (30min.) ●Science/Writing (30min.) ●Library or Chinese (30min.) 	<u>LIVE ZOOM + RECORDED LESSONS</u> <ul style="list-style-type: none"> ●Specials (30min.) ●Science/Writing (30min.) ●Library or Chinese (30min.) 	<u>INDEPENDENT PRACTICE</u> <ul style="list-style-type: none"> ●SeeSaw assignments ●Online Platforms ●Theme Based Projects ●Math Fluency Practice ●Independent Reading Time ●Outdoor Exploration
LUNCH/REST/RECESS			
Block 3 1:15-3:30	<u>INDEPENDENT PRACTICE + SMALL GROUP</u> <ul style="list-style-type: none"> ●SeeSaw assignments ●WIN groups ●Online Platforms ●Assessments 	<u>LIVE ZOOM CLASSROOM</u> <ul style="list-style-type: none"> ●Community Meeting + SEL (30 min.) ●ELA/Social Studies (50min.) ●Math (50min.) 	<u>LIVE ZOOM + CONNECTIONS/ FEEDBACK</u> <ul style="list-style-type: none"> ●Specials (30min.) ●Library or Chinese (30min.) ●Wonderful Wednesdays: Community Projects (30min.) ●1-1 Student Check-Ins & Feedback

**1st & 2nd grade classes are not split in half. Teachers and students are matched based on Family Intake Interviews with the best option and adhere to either Schedule A or B. All students participate in WIN Wednesday regardless of A or B schedule.*

DRAFT SAMPLE SCHEDULE - UPPER SCHOOL (3-4)

Parent Option A (Morning): M/T/TH/F	Parent Option B (Afternoon): M/T/TH/F	FLEX Wednesday
<u>LIVE ZOOM CLASSROOM</u> <ul style="list-style-type: none"> ●8:30-9:00 SEL/student check in/attendance ●9:00-9:20 Math Whole Group ●9:20-9:25 Movement Break ●9:25-10:25 Math Independent Application & Small Group Rotation ●10:25-10:40 Snack/Movement Break ●10:40-11:10 STE ●11:10-11:15 Movement Break ●11:15-12:15 Teacher directed ELA/SS Whole Group ●12:15-12:45 ELA Independent Application 	<u>9:00-11:00 OFFICE HOURS:</u> <ul style="list-style-type: none"> ●FLEX Groups ●ESL Pull Out ●Special Education Instruction ●Related Services ●Teacher Planning 	Team Meetings SEL / RJ Circles Asynchronous support ESL services / Related Services / 1-1 Special Ed Instruction / Specialty FLEX Blocks
<u>12:45-2:30 OFFICE HOURS:</u> <ul style="list-style-type: none"> ●FLEX Groups ●ESL Pull Out ●Special Education Instruction ●Related Services ●Teacher Planning 	<u>LIVE ZOOM CLASSROOM</u> <ul style="list-style-type: none"> ●11:00-11:30 SEL/student check in/attendance ●11:30-11:50 Math Whole Group ●11:50-12:00 Movement Break ●12:00-1:00 Math Independent Application & Small Group Rotation ●1:00-1:15 Snack/Movement Break ●1:15-1:45 STE ●1:45-2:15 Teacher directed ELA/SS Whole Group ●2:15-2:30 Movement Break ●2:30-3:30 ELA Independent Application 	

DRAFT SAMPLE STUDENT SCHEDULE - UPPER SCHOOL GRADES 5-6

	M/T/TH/F	FLEX Wednesday
Block 1 8:30-9:50	<u>LIVE ZOOM CLASSROOM</u> ●8:30-9:00 SEL/student check in/attendance ●Math: 20 minutes mini-lesson live instruction; 30 minutes independent application	FLEX Block 1
Block 2 10:00-10:50	<u>LIVE ZOOM CLASSROOM</u> ●Science: 30 minutes mini-lesson live instruction; 20 minutes STE independent application	FLEX Block 2
Block 3 11:00-11:50	<u>LIVE ZOOM CLASSROOM</u> ●ELA: 20 minutes mini-lesson live instruction; 30 minutes independent application	SEL / RJ Circles
Block 4 12:00-12:50	<u>LIVE ZOOM CLASSROOM</u> ●Social Studies: 20 minutes mini-lesson live instruction; 30 minutes independent application	Asynchronous support ESL services / Related Services / 1-1 Special Ed Instruction / Specialty
1:00-1:30	LUNCH	DISMISSAL
Block 5 1:00-1:50	1:30-3:00 asynchronous support / office hours/ flex groups / ESL pull out/ 1-1 special ed instruction / specialty	Team Meetings

Vulnerable Student Populations

In the remote learning model, we are prioritizing students with disabilities in sub-separate setting and English learners with ELD 1 and 2 for in-school services to be provided. If a student must stay home for quarantine or isolation, teaching and learning will be provided remotely.

Student Populations	In-Person	Remote
Students with disabilities in sub-separate setting	X	
Students with disabilities in inclusion and resource room setting		X
Homeless students	X	
English learners ELD 1 & 2	X	
English learners ELD 3-5		X
Students At Home for Quarantine or Isolation		X

9. Special Populations

High Needs Students

BRCPS will be prioritizing in-person instruction for High Needs Students identified as:

1. *special education in sub-separate*
2. *EL students with ELD levels 1 & 2*
3. *Homeless*

BRCPS plans on phasing in individual or small groups of students to practice beginning the week of September 14th for Health and Safety Measures before full in-person services and instruction starts on October 5th (4 days a week). The following considerations are being made to ensure the safest in person instruction possible:

Health & Safety Measures in place:

- Individual student desk spaced 6 feet of distance
- Masks required for all students and staff
- Scheduled hand washing / sanitizing
- Sanitizing, disinfecting of spaces
- Use of outdoor space
- Schedule movement breaks

Optimizing in-person service opportunities with in-person instruction is an ongoing priority, as we continue to develop and plan the implementation of the special populations component of BRCPS back-to-school plan. In order to do so effectively we are following DESE guidance, which has focused on having districts prioritizing where possible, students with complex and significant needs a high priority for in-person instruction when developing plans for re-opening.

**Note: If there is resurgence in the virus in our area and we deem it unsafe to allow students and staff in the building, this option will no longer be viable.*

English Learners

English Learners (ELs) with ELD Levels 1 and 2 have been identified, as a high needs population and will be prioritized for in person instruction. ELs with ELD levels 1 and 2 are considered high needs because they require ongoing support to develop their English Language acquisition skills in all four modalities. In order to provide the necessary support required for ELD levels 1 and 2 students, they will be attending school in the building (4 days a week) on Mondays, Tuesdays, Thursdays and Fridays for in-person instruction. On WIN/FLEX Wednesday these students will engage in remote learning. English as Second Language teachers will provide:

- Remote learning support to students using technology
- Communicate and plan with teaching staff
- Provide 1:1 or small group support

ELs with ELD levels 3-5 will continue with remote learning alongside their peers with an SEI teacher. Students will continue to receive ESL instruction as mandated by an ESL certified teacher remotely and access as well as participate in all content learning as their peers with an SEI teacher.

ESL teachers will be collaborating with Sheltered English Immersion (SEI) teachers, special educators, service providers and other staff who support ELs and FELs, on lessons that will be aligned with standard based curriculum along with the ESL curriculum, ensuring that in person support and remote services are appropriate for each learner. These collaborative practices will be

provided for English Learners in the in-person model, hybrid model and remote model for the 2020-2021 school year. All Students will be provided with devices necessary to access learning in all three proposed models.

Students will continue to be identified as ELs when a language is identified with the home language survey. ELs will be continuously assessed in all four language domains by ESL teachers and across contents by SEI teachers. Students who are regressing or identified with large gaps will receive additional intervention services in addition to their required ESL services.

BRCPS will support the infrastructure needed to put in place the required instruction and services, including availability of computer devices, apps and parent training appropriate for language interpretation and communication. Parent training topics might include the use of devices and electronic learning and communication platforms, troubleshooting technology issues, expectations for structured learning time, supporting students' social/emotional needs and training will need to be offered in parent's primary languages.

Special Education

For school year 2020-2021, BRCPS will continue to provide students with disabilities required and recommended services and access to services in the least restrictive settings possible. BRCPS teams of special educators and service providers will review student's progress reports and data on their levels of performance prior to Covid closure in order to gather data on progress and assess for regression since the closure. The team will also assess and evaluate the students' skill gaps in order to make informed decisions on where their current skill levels are and make recommendations for interventions or additional services. BRCPS will comply with all DESE issued guidance relating to special education delivery and services that have already been issued or will be issued during the school year.

As we move into the start of the new school year, special educators will be collaborating with related service providers, content facilitators, ESL teachers, general educators, and other staff personnel who support children in Special Education, in order to ensure that in person and remote activities are both appropriate and accessible to these learners. These collaborative and best practices will continue throughout the school year to provide students with their IEP services.

Promoting Inclusive Services and the Least Restrictive Environment (LRE)

When BRCPS open for hybrid instruction we will carefully develop classroom assignments and service delivery schedules for students with disabilities so that they receive services consistent with their IEPs in the least restrictive environment, as defined in 603 CMR 28.02(12), while also maintaining the current health and safety protocols.

As such, the following service delivery models may be provided under remote model, in-person or hybrid learning models:

- Special education teachers and related service providers (speech language pathologists, occupational therapists, councilors, etc.), could provide special education services in the general education setting ("B Grid") services remotely from within the school building via video conference, instead of coming into the classroom to provide services. This practice would help to minimize foot traffic in and out of classrooms while also providing access to services that support the inclusion of students with disabilities.
- To support this model, BRCPS will train and utilize its Paraprofessionals to serve as facilitators for push-in services. Training will address technology-related issues, such as device use, electronic platform use, troubleshooting procedures, and other student-specific

needs and strategies.

- If service providers are not able to provide special education services in the general education setting remotely within the school building via video conference, those educators or related service providers will schedule services in a manner that maintains physical distancing requirements and avoids overlapping with other staff in the classroom or physical setting. Some classrooms might need to have a marginally reduced number of students in order to accommodate the additional educators and staff members who are needed to support students with disabilities throughout the school day.
- For students who have separate services (C Grid), those educators or related service providers will schedule services in a manner that maintains physical distancing requirements and avoids overlapping with other staff in the classroom or physical setting. Some classrooms might need to have a marginally reduced number of students in order to accommodate the additional educators and staff members who are needed to support students with disabilities throughout the school day.

Monitoring Student Progress

BRCPS will issue Special Education and English Learner progress reports as often as report cards or progress reports are provided for other students, in accordance with 603 CMR 28.07(3). progress reports may be sent to families, guardians and state agencies involved with the student through mail, email, student information systems, or online communication platforms, and translated into the language of the home when required. BRCPS will continue to maintain documentation of all Special Education and English Learner progress reports when issued.

Former English Learners will continue to be monitored and progress reports updated using our EL information system (ELLEvation). Teachers with FELs will be notified upon placement of students and informed of progress monitoring this group of students and recommend for re-identification if students are not making progress in accordance with MA DESE regulations. FELs are monitored for a period of four years following their exit of EL status and will be provided additional support and interventions as necessary to ensure their academic progress and success.

Educators and service providers will collect data and use this data to monitor SWD, ELs & FELs progress to develop progress reports. If there are periods of remote learning, educators, service providers, parents, and students will review a student's goals and identify the types of data that can be collected from the student and family. For hybrid or remote Models staff may use a tracking sheet to collect data from student videos, interviewing parents and students, or using assessments.

Initial Evaluations, Re-evaluations and IEP Team Meetings

BRCPS will continue to follow the guidance on meeting special education timelines as described in the DESE's Implementation of special education timelines during the COVID-19 state of emergency. BRCPS will be holding IEP meetings remotely to limit the number of people physically in the building, and we will continue to work with families to meet timelines or agree to extensions for initial evaluations, re-evaluations, and IEP team meetings.

BRCPS will continue to conduct IEP annual review team meetings as they are due, in accordance with 603 CMR 28.04 (3). BRCPS will update/develop the IEP as though the student will be attending school full time in-person; however, given the unpredictable nature of the COVID-19 virus, we are prepared to be adaptable in our approach to delivery of IEP services, based on the current health information and trends at that time. Any changes to service delivery will be documented in writing in the students N1 and will be communicated to the parent.

It is important to note that a change in the delivery of services due to a school's change in learning model, in-person, hybrid or remote, as a result of COVID-19 does not result in a change in placement. The services outlined in the IEP remain and are considered "stay-put." BRCPS will maintain open communication and collaboration with families as we respond to the Covid virus and make decisions about moving in and out of all DESE models.

Conducting In-Person Assessments

For the 2020-2021 school year BRCPS will be conducting in-person assessments in order to maintain reliability and validity while adhering to current social distancing and public health requirements. The following precautions were developed with the guidance of the Massachusetts Executive Office of Health and Human Services, the Massachusetts Department of Elementary and Secondary Education, and the Minimum Requirements for Health and Safety published by the Massachusetts Department of Early Education and Care.

- Hand sanitizer and hand washing facilities with soap, water, and disposable towels will be accessible to all students and staff.
- Assessments will be conducted in rooms large enough to allow for 6 feet between student and examiner.
- Students will be given single-use materials whenever possible:
 - Student response booklets are typically single-use
 - Reading passages will be photocopied and recycled after each student
 - Pencils will be provided and then students will take them home when done
- Staff will use gloves when handling student-use materials:
 - Blocks, shapes, or other manipulatives
 - Toys or tools used in early childhood assessments
 - Balls or tools used in PT/OT assessments
- Work spaces and reusable tools will be properly sanitized between assessments:
 - Tables and Chairs cleaned
 - Testing manipulatives sanitized
 - OT/PT tools sanitized

BRCPS is also exploring a number of digital assessment platforms and we are looking at investing in these to create more socially distant in person testing. They would require 2 ipads per testing session (one for the student, one for the evaluator) but would allow the evaluator to be 6-8 feet away in a larger space for most testing, besides OT.

Special Education Students with Significant (High) Needs

Special education students who are considered to have significant "high" needs are prioritized for our instructional model as students requiring sub-separate setting and in need of additional services. Students who require a sub-separate setting will be provided in-person instruction with all the services required on their IEP. For the purposes of this document, students with disabilities who have complex and significant needs include a subset of students already identified as "high needs" through the IEP process, such students must meet at least two of these criteria:

- Services provided outside of the general education classrooms;
- Service providers are special education teachers and related service providers;
- Special education services constitute more than 75% of the student's school day;
- Students who cannot engage in remote learning due to their disability-related needs;
- Students who primarily use aided and augmentative communication;
- Students who are homeless;
- Students who are dually identified as English Learners

Special Education Services through the DESE Models

BRCPS will provide special education services through the three proposed learning models (in-person; remote; hybrid) with special attention to the emphasis the Department of Elementary and Secondary Education (DESE) places on the importance of prioritizing in-person learning for students with disabilities, particularly preschool-aged students and those with complex and significant needs, if the school or district is unable to safely provide full-time in-person learning for all students.

BRCPS has identified students based on the criteria that DESE has provided. To prepare for this contingency, BRCPS has been exploring platforms that staff could use to provide teletherapy services for students. All Speech and Language Therapists are currently in the process of completing their ten hours of teletherapy training through the American Speech-Language-Hearing Association (ASHA). Once school begins, therapists will be scheduling students for in-person services or synchronous teletherapy services, depending on the individual needs and schedule of students. These services will be delivered individually or in small groups. Schedules will need to accommodate the time needed to sanitize these rooms after each student or small group. Parents of children participating in the Hybrid Learning Model may receive a combination of in-person and tele-therapies, as required.

In-person Model for High Needs Students

Students who have been identified as high needs, will attend school 4 days of the week (with the exception of Wednesdays). Students will receive their instruction and services in the school building. All special education or English learner services will be provided during the school day. BRCPS will be providing required services as safely as possible in the least restrictive environment. Whenever possible (and can be done safely), students with special needs and English learners will have opportunities to engage in learning and social interactions with all other peers.

BRCPS is committed to partnering with parents and families to support a smooth transition to re-opening of school, given the introduction of the new social distancing protocols and schedules. BRCPS special educators, service providers and staff will work closely with parents of children who experience difficulty with changes in routine (for example, students with autism) or children who experience anxiety with such changes. For example, providers will create social stories or video introductions for students. BRCPS will be phasing in individual or small groups of students to practice beginning the week of September 14th for Health and Safety Measures before full in-person services and instruction starts on October 5th (4 days a week).

Hybrid Model for High Needs Students

BRCPS will be prioritizing in person services and instruction for Special Populations (ELs, SWD, Homeless) whether the school engages in a hybrid model or full remote model. BRCPS will engage families and staff on such decisions in order to provide the most effective and safest forms of in person support for these students. BRCPS will continue to follow state and federal Health guidelines to ensure all safety precautions are taken for a safe and successful in person experience.

In the hybrid-learning model, students with disabilities in an inclusion or resource setting, English learners with ELD levels 3-5 will receive required services and instruction delivered synchronously through online platforms that will allow for optimal instruction, communication, and observation between educators, therapist and student while some other support services will be provided asynchronously. High Needs Students (homeless, special education in sub-separate and EL students with ELD levels 1 & 2) will continue to be considered for continuous in-person learning. All SWD, EL and homeless students' families will continue to have the option for full remote learning.

Following are some examples of what this may look like for BRCPS students with hybrid learning:

- Therapies will be provided in-person for high needs/high priority populations when possible and remotely when appropriate, as dictated by the student's needs and schedule. Individual staffing schedule (situations) will be considered for in-person instruction.
- Special educators and related service providers may spend a portion of their day supporting some students in-person and another portion of their day providing students with remote asynchronous support.
- Special Education evaluations (initials, and three year re-evaluations will be conducted in-person.
- IEP meetings will be conducted remotely, to limit the number of people in a building, and as agreed upon with parents and guardians.
- EL services with ESL teachers will be provided.
- Homeless students will receive general education instruction unless dually identified as a student with a disability or an English learner.

Remote Learning for High Needs Students

High needs students receiving remote instruction are by parent choice or English learners with ELD 3-5; Students with disabilities in inclusion and resource setting; and students who are at home quarantining or in isolation. For the 2020-2012 school year, BRCPS will provide remote special education services through the "synchronous and asynchronous instruction and services mode of delivery will include the following components:

- A regular and consistent schedule of classes, interventions, services and therapies as required by the student's IEP, offered synchronously and/or asynchronously;
- Structured learning time designed so that the student can access state standards; and
- Frequent interactions with teachers and other staff members to ensure participation.
- Grading and Attendance
- Progress report monitoring

Consistency in classroom schedules, interventions, services, and therapies will consist of time spent in direct interaction with teachers and related service providers on a regular basis, as well as time spent doing independent work, and opportunities for interacting with classmates. Synchronous remote lessons or tele-therapy sessions may be provided via telephone or video conferencing. Students may also benefit from asynchronous pre-recorded videos of lessons to follow up with at home. For students receiving the majority of their daily instruction through special education, teachers and therapists will assign supplemental work (beyond lessons taught synchronously or asynchronously) during the school day that can be accomplished independently with guidance from and accountability to the teacher or therapist.

**Note: If there is resurgence in the virus in our area and we deem it unsafe to allow students and staff in the building, this option will no longer be viable.*

Parent Engagement

Special Education teachers and service providers will contact the parents of their students as soon as possible to discuss how a given student's IEP services will be delivered if different than described in a student's IEP, giving particular consideration to potential changes to how and where special education services will be provided. Using input from the discussion, teachers and service providers will provide parents/guardians with written notification containing specific information about how IEP services will be provided for the 2020-2021 school year. For example, if during in-person learning, a student will receive related therapies via video conferencing while in the general education classroom, parents will receive written notification (through mail, email, student information systems, or online communication platforms, and translated into the language of the home when required) describing this different mode of delivering IEP services.

English learner families will be reached out to in their preferred languages and interpretation will be made available and written documents with guidance and policies translated in the primary languages of BRCPS. All services required will be communicated to families in accordance with ELD levels.

Homeless families will be supported by our family homeless liaison with their preferred method of communication and contacts maintained for any changes of housing, phone or email.

10. Specialty & Out-of-School Time

Arts and enrichment are an essential part of every child’s education at BRCPS. From its founding over two decades ago, BRCPS has recognized and remained committed to the idea that arts education is not only a vital component of every student’s education, but (as a wide body of research has now demonstrated) actually strongly improves student academic performance and outcomes as well. It is with this spirit and the hard work of countless professional artist/teachers that BRCPS has developed its arts and enrichment education into the robust, nationally recognized program that exists today.

BRCPS Specialty classes will continue to be incorporated into the school day for all students. Classes will be taught through live synchronous instruction, as other academic classes, with varying days depending on the grade level. In addition, Specialty teachers will provide our scholars with project-based activities that can be completed independently. Parents should consider all Specialty classes as an integral part of the scholar’s school day. Specialty classes during remote learning will be 30-50 minutes depending on the schedule and the school in which they service. Students in Lower School (grades K1-2) will be offered Dance, Art, Music, Physical Education, Chinese and Library. Students in Upper School (grades 3-6) will be offered Dance, Art, Music, Physical Education, Chinese and Technology. Scholars may also receive more than one type of Specialty class during the remote learning period.

BRCPS will continue to offer the Voices of Renaissance Choir during Remote Learning for scholars in grades 3-6. Rehearsals for The Voices of Renaissance will include music, spoken word, and mentoring and activities. There will be a schedule for rehearsal with days and times that works around academic schedules. The Voices of Renaissance Choir will continue to present annual events for the school and community on a virtual platform.

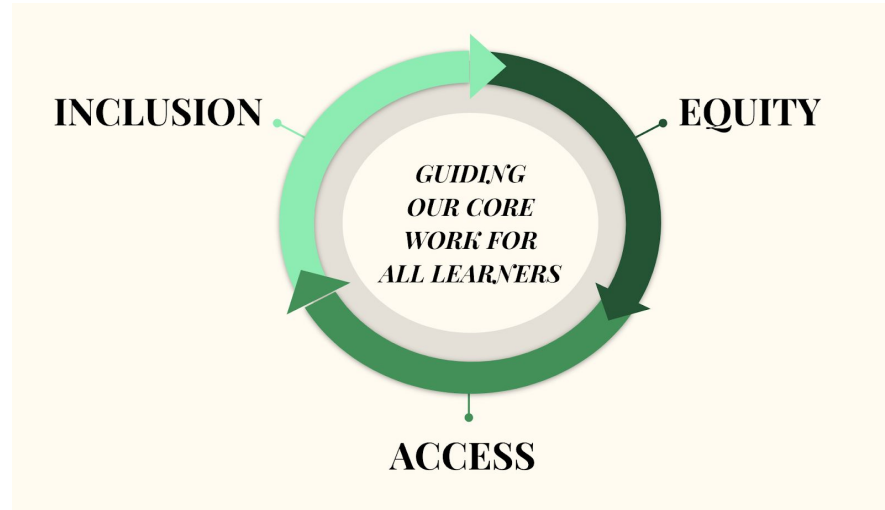
11. Curriculum & Instruction / Professional Learning

Instruction in Grade Level State Standards

Content facilitators created pacing guides and a timeline for beginning remote learning in which to guide teachers in identifying grade level standards for review, through beginning of the year data and assessments, and adjusting pacing guides of grade level standards to meet the needs of rigorous remote learning across the year.

<p>WIN Block (Lower School)</p> <p>&</p>	<p>Lower School WIN block is the “What I Need” Instruction block that is used to provide students with additional learning opportunities at their instructional level.</p> <p>Upper School FLEX block is a flexible block fulfilling the needs of students in addition to restorative choices, student choice courses and special programming in Upper School.</p>
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<p>FLEX Block (Upper School)</p>	<p><i>WIN/FLEX block will be:</i></p> <ol style="list-style-type: none"> 1. Targeted towards students needs and levels of performance: <ol style="list-style-type: none"> a. Intervention (I) - Ex: Number World / Project Read b. Enrichment (E)- Ex: extension activities / additional texts / review c. Advanced (A)- Ex: independent tasks / projects / research 2. Data driven and specifically supporting targeted instruction, building on skills, standards or advancing students towards higher grade level expectations 3. Instruction is flexible and fluid, both in student groups and content, therefore students can move in and out of grouping (I/E/A) throughout the year based on bi-weekly assessments 4. Requires collaboration and purposeful planning based on data 5. Learner-centered instruction places the student at the center of every decision and supports are built around them. 6. For Upper School, restorative justice circles, specialized classes based on student interests.
<p>ELA with Social Studies Embedded</p>	<p><u>Lower School (K1-2):</u></p> <p><i>ELA Guidance</i></p> <p>Using the guidance from the 2017 Massachusetts Curriculum Frameworks students will focus on grade level standards through daily English Language Arts lessons. In addition to using the state standards, we will identify standards from the previous year to revisit to ensure students have had opportunities to learn all grade level content.</p> <p>Teams will plan with facilitators to ensure the major and additional standards are covered in their daily ELA instruction. There will be additional small group ELA instruction based on bi-weekly assessments to check for understanding of skills and mastery of grade level standards during live instruction and WIN blocks.</p> <p>One goal for SY2021, is that as a lower school we will work to ensure we challenge our students through our choices of texts. Our text selections will be grounded in SFA/Wonders materials, yet we will work to incorporate more culturally inclusive texts, while also including more complex and rigorous texts.</p> <p><i>Pacing Recommendations for K1-2:</i></p> <ul style="list-style-type: none"> • Thematic learning approach • K1: continue similar SFA pacing from SY1920 • K2, 1st, 2nd: Similar to last year's Wonders pacing but shortened units to ensure all content is taught (K2- 3 week units, 1st/2nd- 5 week units- get rid of week 6 review) <ol style="list-style-type: none"> a. Units founded in Wonders, however focus will be on standards based planning and instruction b. Social Studies standards must be embedded in pacing/ELA lessons c. <u>[Example of major standards/additional standards]</u> provided for each lower school grade level <p><i>Daily Instruction (Gradual Release):</i></p> <ol style="list-style-type: none"> 1. Mini Lesson (I Do) 2. Practice in small group/ monitoring in breakout room (We Do) 3. Independent work - teachers will give feedback live (You Do)

Upper School (3-6):

**ELA with
Social
Studies
Embedded**

Overarching English Language Arts with Embedded Social Studies Learning:

- Equity with Racial/Cultural Framing: Annual Overarching Focus & Question with Units/Lessons that: *Cultivate Identity, Skills, Intellectualism to Move Students Towards Agency; Apply Learning to Real World Contexts; And All the While Uplifting Students Experiences & Resiliency Through Stories, Narratives & Texts Representative of Indigenous, Black and People of Color (BIPOC).*
- *Inclusion of all students in all aspects of ELA programming and offering including whole group and FLEX classes for those with disabilities, behavioral / social-emotional needs, language other than English, advanced learners and/or are economically disadvantaged.*
- *Access of information, texts, novels and materials for all learners including modifications as necessary with read-alouds, scaffolding, videos and 1-1 support as needed.*

Literature / Texts

- Texts within each cycle will align with trimester and overall themes
- Texts will be rigorous, culturally inclusive, and multimodal
- Our students voices and experiences will be represented in all cycles
- Primary & Secondary Sources

Skill Focus

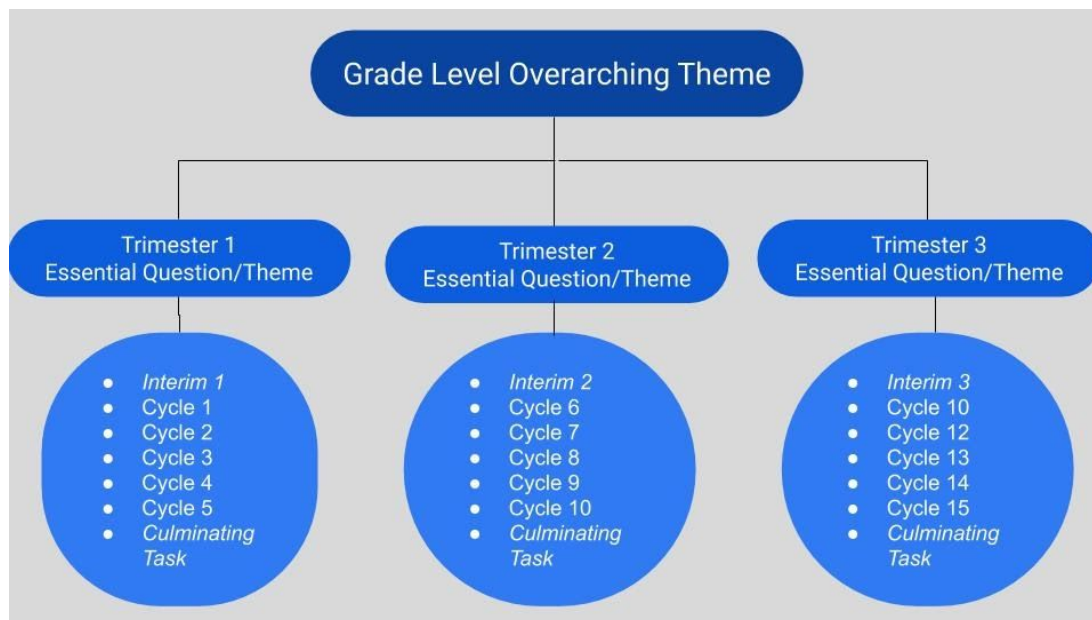
- Lessons will be grounded by grade level ELA with SS standards embedded
Emphasis on strengthening vocabulary, text dependent questions, and critical/independent student thinking & oral discourse

Planning using: Lesson Plan Templates and Week-at-a-Glance

- Weeks at a glance (WAG) given to teams by facilitator
- Teams will create lessons via slideshows for virtual learning
- Lessons will be interactive with the use of Google Classroom, Peardeck, Wonders, Epic, etc
- Grade Level Overarching Theme & Essential Question
 - Trimester (1/2/3) Theme/Essential Question
 - i. *Interim* 1: Data to drive focus standards in cycles
 - ii. 2 week cycles and planning modules
 1. Post-tests at end of each cycle
 - iii. Trimester 1 culminating task

2 week modules / cycles

- 2 week modules cycled throughout each unit with trimester culminating tasks.
- 2 week modules will include a variety of complex texts / genres
- Texts added to each cycle that are rigorous and culturally inclusive
- Post cycle assessments with individual student feedback



Using the guidance from the 2017 Massachusetts Curriculum Frameworks students will focus on grade level standards during daily math lessons.

Additional daily Math Intervention Blocks will provide small group lessons to students in all grade levels to provide support foundational standards.

Bi-weekly assessments will be given to students in order to properly identify areas of need and to monitor progress. These assessments will be given during the WIN/FLEX blocks.

The Illuminate platform will be used to assess/monitor progress based on grade level standards at the end of each module.

Students in K1 will follow the Success For All (SFA) curriculum unit pacing guides.

Students in K2 - 5 will use the Engage NY curriculum pacing guidelines. Teachers will focus their teaching on major standards of the grade level while embedding reviews of previous years' foundational standards throughout each lesson.

Students in grade 6 will use the Illustrative Mathematics program pacing guide while also focusing on the major standards of the grade and embedding reviews of previous years' foundational standards throughout each lesson.

Teachers will receive an outline of the major work for each module, foundational standards and Engage NY lessons that focus on the grade level standards. (Example). Teachers will focus the majority of their lessons (75-80%) on the major work of the grade using vetted materials/curriculum to reach the standards.

Math

Science	<p>Using guidance from the 2016 Science and Technology/Engineering Curriculum Frameworks students will focus on grade level standards during daily science lessons.</p> <p>Lessons will be grounded in 5-E's model providing students the opportunity to explore the world around them through a hands on approach allowing students to actively engage in each disciplinary core idea.</p> <p>Students will also engage with engineering projects in accordance with Massachusetts grade level standards during each unit of study so students can learn and apply the engineering design process to "develop solutions to problems, encourage building, and redesigning prototypes."</p> <p>Each unit will end with a culminating engineering task or assessment to monitor students' understanding.</p> <p>Mystery Science will be used as a curriculum supplement for grades K-5 Mystery Science Distance Learning Guide</p> <p>Teachers will focus their teaching on grade level Science Technology and Engineering standards while providing each cohort the opportunity to review the previous years standards.</p> <p>Each grade span will have the state recommended number of minutes of Science, Technology, and Engineering per week during the 2020-2021 school year.</p> <p>Unit length will vary depending on grade level and disciplinary core idea</p> <ul style="list-style-type: none"> ● Interim assessment data used to drive instruction and identify areas of strength and weakness among students. <ul style="list-style-type: none"> a. Pre and post assessments for each unit of study b. A culminating engineering task for each unit of study c. Targeted standards review for grades 3-5
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Professional Learning

Teachers and staff will engage in training on health and safety measures. Additionally, teaching staff will engage in various relevant professional learning opportunities to enhance skills and strategies for all models of learning. A schoolwide padlet and calendar of professional learning opportunities in person, online and recorded will be made available to all staff. Mandatory and optional professional development learning will be communicated by Lower & Upper School Directors.

Examples Online/Remote PD:

- Seesaw / Google Education Suite
- Students with Disabilities & English Learners
- Illuminate & Assessment Platforms
- Zoom / Google Meets

Example Content PD:

- Anti-racist / ethnic / cultural pedagogy
- Complexity and selection of texts
- Academic Language / Sentences
- Science with Engineering / Tech

BRCPS Beginning of the Year Planning (dates subject to change)

Date(s)	Expectations
September 14 - 25	Getting to know students, backgrounds, remote learning experiences, core content activities (soft assessments), schedules, platforms. Focus on SEL and family connections.
September 28 - October 2	Content assessments; reviewing previous grade level standards; planning for instructional cycles; data & assessment routines. Continue to focus on SEL and family connections.
October 5 - October 16	Planning upcoming units/cycles and WIN/FLEX blocks for core instruction using data. Instruction focused on small projects / learning with bi-weekly assessments. Continue to focus on SEL and family connections.
October 16 - Onward	Units/2 week cycles; culminating tasks / projects by trimester; bi-weekly online assessments in both ELA & Math. Continue to focus on SEL.

12. Students' Well Being

Social Emotional Learning (SEL), Student Mental Health & Support

Given our whole-child approach the social emotional, mental health and health well-being of our students is central to our mission. All students will participate in social emotional learning structured lessons with their teachers and build on tools for communicating, socializing through remote learning and building on self as well as identity. As the saying goes, it takes a village to raise a child. And we have yet to determine the physical, emotional and mental impact of COVID on our children. However, we must pay close attention to their behaviors and mental state as some may experience more anxiety or present other symptoms related to their overall well-being.

The Students Well Being Team is composed of mental health (school psychologists, social workers, behavioral specialist, social-emotional coaches and student support staff and teachers from both Lower and Upper schools. The team has been focused on developing plans for students across the school to transition in-person high needs students, remote learning supports for students and plan for hybrid phase. The Student Well Being Team will plan for all aspects of uncertainty since the onset of quarantine last March. Shifts in routine, loss of peer socialization, food insecurity and isolation are just a few of the issues that students have and will continue to face. As such, the need to address, monitor and support the overall well-being of students will be a high priority in any learning model that is adopted.

In addition, the Student Well Being Team will dedicate time for social-emotional learning (SEL) skill-building activities and concepts (e.g., self-awareness, self-management, responsible decision-making, social awareness, and maintaining relationships and connections).

Students Well Being

Given our whole-child approach the social emotional, mental health and health well being of our students is central to our mission. All students will participate in social emotional learning structured lessons with their teachers and build on tools for communicating, socializing through remote learning and building on self as well as identity. As the saying goes, it takes a village to raise a child and we have yet to determine the physical, emotional and mental impact of COVID on our children. However, we must pay close attention to their behaviors and mental state as some may experience more anxiety or present other symptoms related to their overall well-being.

What we will do as a school community:

- Provide a clear schedule for daily routines, predictable systems and expectations
- Provide SEL or restorative circles to connect
- Provide additional support as needed from mental health in-school professionals
- See out guidance as needed from our SEL coaches, student support or behavioral staff
- Identify opportunities for movements, physical and nutritional health
- Share out additional in-school and community resources to support students *and* families
- Practice with children every transition and safety protocols in school environments

Students Well Being Plan

BRCPS will continue for 2020-2021 to provide specific support for the families within the community as needed. In addition to the already existing support we will provide additional social emotional support for families will also be implemented. We will continue to use Second Step or restorative justice circles and will share family components to further support students when they are at home and to allow for common language between home and school settings. BRCPS will provide information for these supports to the families via classroom teachers. Additionally, our online resources family page will be updated to include the changes and additions for support will be made available to families such as weekly Mental Health supports and articles for parents, mental health hotline for families and guardians will be available.

13. Family Needs & Communication (translation)

Family Needs during Remote Learning

We acknowledge the hardship that remote learning and hybrid models place on working parents/families including our own staff with children. With the remote model, the burden on families to assist their young children is evident and many survey respondents indicated they are supporting their children with remote learning at home.

Our next steps will be to work with each family and identify their individual needs to prioritize working parents who need to have their children in the school, provide options for parents to choose remote learning schedule preferences and match the hybrid days to families preferences as much as we can feasibly accommodate. We know this will not replace full time in-person instruction as we also hoped to be with our students and take the burden off of families at home. We are committed to doing everything we can to provide options for families and prioritize those with the greatest financial / economic / hardship impact.

Family Intake Interviews

BRCPS staff will adjust our typical “Family Day” at the beginning of the year to personal calls/intake interviews. The purpose of the calls is to gather information on personal experiences since last March, family/student-specific Remote Learning needs and needs for phase 2 of our reopening plan, the hybrid model.

- All Staff will support with family intake interviews (August 26 - September 2)
- Individual phone calls to assigned families (interpreters, if needed)
- Survey questions on a) family needs with childcare; b) preferences / selection for hybrid days or remote learning; c) student well-being; and d) transportation/buses.
- Remote Learning Expectations: Share information with families on updates, policies, guidance.
- Sign-up - families will get an email with online sign-up on August 17th - There will be one interview meeting per family.
- Next steps after calls - use family data to identify family preferences & confirm placement

BRCPS Reopening Parent Committee

BRCPS has a newly formed committee to support family communication, guidance, and resources for accessing all materials and information. The committee consists of BRCPS staff and parents who will gather family input, develop plans for communication and offer guidance for families focused on remote learning platforms and accessing learning materials.

Technology

- Internet Access: BRCPS is exploring avenues to increase access to the internet. We are excited to continue working on providing students and staff with access to technology. This includes continuing to support and provide Internet access and hotspots with access to these necessities for families who demonstrate need.
- Devices: All students K1-6 received or will receive Google Chromebooks in order to participate in their remote learning plan. It is the expectation that BRCPS students who will participate in a hybrid or in-person model will bring their devices to and from school daily.
- Tech Support: BRCPS has a dedicated email address for technology needs. Parents and staff receive responses within a 24-48 hour window so that we can prioritize students receiving their instruction. Additionally, we have teams monitoring use of school devices and follow up with families individually, as needed. Families can schedule appointments and drop off their equipment to address any issues.

Food Security

- All BRCPS students will continue to have access to Free Breakfast and Lunch for those engaging in in-person instruction.
- We will continue to provide the meal pick-up services to families who are participating in remote and hybrid learning every day between 11am-1pm.
- We will continue to provide partners and community agencies with food pantries or meals for our school community.

Interpretation & Translation

In addition to required services for English Learners, we want to ensure that all of our families have access to information regarding policies, updates or resources. Many families speak other languages and require translation or interpretation services.

- We will provide professional learning opportunities for families in need of translation and interpretation services on how to access information in their preferred language using commonly used apps. *Examples of commonly used apps: Remind app, google translate, and talking points etc.*
- Families will be provided with interpretation services as needed for IEP meetings or any other communication needs they may have. *Examples of Needs could include but are not limited to: setting up phones to receive text messages in their preferred languages.*

Family Hotline for Mental Health Support

Given the high need for mental health support with Covid, our mental health team will be available through a hotline for families to call and get support or referrals for mental health services in a confidential manner. BRCPS mental health professionals (i.e. school social workers, counselors and school psychologists) will continue to have updated community resources for families available to provide families with real time resources. BRCPS mental health team will also be available to provide guidance to families as needed, including a hotline for families to call and get direct support

or referrals for mental health services in a confidential manner. BRCPS will provide mental health information in multiple languages in order to ensure access for all families as we are committed to providing services and resources to its families that are equitable and address the diverse needs of the students and families that attend our school.

14. Family & Staff FAQs

For Families: We are incorporating family/parent survey responses and questions to develop a family FAQ online in order to address concerns and questions in accordance with DESE and state guidelines.

Reference: [Family Reopening Plan](#) Presentation in English (translations linked).

For Staff: We are incorporating staff survey responses and questions to develop a staff FAQ in order to provide guidance in accordance with DESE guidance and state guidelines.

15. Links to DESE Guidance

1. [Links To Relevant DESE Guidance](#)
2. [DESE Initial Fall Reopening Guidance 6-25-20](#)
3. [DESE Comprehensive Special Education Guidance 7-9-20](#)
4. [DESE Reopening FAQ's 7-10-20](#)
5. [DESE Protocols for responding to COVID-19 Scenarios 7-17-20](#)
6. [DESE Fall Facilities & Operations Guidance 7-22-20](#)
7. [DESE K-12 Reopening Transportation Guidance 7-22-20](#)
8. [DESE Fall Remote Learning Guidance 7-24-20](#)
9. [DESE Guidance for Courses Requiring Additional Safety Considerations 7-24-20](#)
10. [DESE Announcement Re: Additional Staff Training Days 7-27-20](#)