



BRIGHTWORKS
**FALL
PLAN**

SEPT 8,
2020



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Introduction

COVID-19, the most serious health crisis the world has experienced in generations, has challenged us to embody Brightworks' values and pedagogy like never before. As a school that lets kids use chop saws and build elaborate electro-magnetic machines to climb the rafters, one of the biggest lessons we teach at Brightworks is how to assess and mitigate risks. We ask our students to be informed, make a plan to reduce risk, and compassionately prepare for all possibilities. We as adults must continue to model this approach as we prepare for what new challenges we face during this unprecedented time.

We are preparing the logistics, building, and staff for two scenarios: In-person 5 days a week (with a distance learning option) and full distance learning, as well as how — transition between them.

When the San Francisco Department of Public Health lifts its school closure order, and Brightworks reopens for in-person learning, all staff, students and families will all have a role to play in helping reduce the risk of exposure to COVID-19 and slow its spread by following public health guidelines. Masks, physical distancing and strict podding may make our beloved school feel like a strange place. But as the great filmmaker Orson Welles once said, "The enemy of art is the absence of limitations." We must draw on all our creativity and compassion to work within public health constraints to invent new ways of connecting and caring for one another.

There is no doubt that COVID-19 will continue to impact our lives this school year. We've compiled this re-open plan to share how we are preparing during this time of heightened risk and uncertainty. This document looks at our reopening preparations through three lenses: our learning scenarios, the physical and emotional safety of our community, and our finances.

This is a living document. We are committed to being responsive and ensuring that our practices are grounded in the best research/public policy. Because the data regarding the impact of school reopening on COVID-19 transmission dynamics remains incomplete, we will continue to learn and revise our plan accordingly. Below are the guiding principles for our re-open plan. As we adapt to the evolving recommendations, The Fall Planning Taskforce will be guided by these principles.

Guiding Principles of the Brightworks Re-Open Plan

Safety. The health and well-being of the Brightworks community is our top priority. We will work to mitigate risks to protect the health of everyone in our school community, and especially the most vulnerable members of our community. While no single action will eliminate the risk of COVID-19, we will work with our students and staff to implement interventions that will reduce the risk of spread. We will use public health policy and medical professional advice to guide our decisions.

Addressing the holistic needs of our students. In the spirit of Brightworks' overriding belief that everything is interesting — and every experience, no matter how difficult, is an opportunity for positive growth — we recognize that in the long-term, this is an experience that we will get through together, and that has the potential to make us and our children stronger and more resilient. Toward that end, as we interpret safety guidelines, we are also strongly considering and weighing carefully what we know to be true about children's learning and their overall holistic needs as people in our re-opening plans, with the goal of making the best of the experience in the most Brightworks-like way possible.



Learning in person. We will seek to provide as much in-person school as possible in accordance with state and city health guidelines, as they continue to evolve. If and when we are able to be together in person, we will monitor health guidelines and do everything we can to remain open for in-person learning.

Community. We will emphasize the importance of the Brightworks community by maintaining a space to connect and learn in a meaningful, loving way. We will balance the need for students to have academic structure with the need for students and staff to establish new ways of being together and continue to see school as a place of support and love, with additional emphasis on mental health and well-being.

Access. We will work to ensure equitable access to learning for all of our families. We understand there is a vast range of needs in our community, and we seek to ensure that all students have equitable access to materials and resources.

Flexibility and Adaptability. We will remain agile as we adapt to new ways of being in the same space together. We recognize that any plan Brightworks develops to reopen safely must rely on circumstances out of our control and that we are doing our utmost to make plans that serve and support every member of our school community.

Communication. As the situation changes, we will continue to be in open dialogue with our students, staff, and families, and share all available information with the community about health guidance changes, alterations to our reopening plan, and shifts in how we carry out the guidelines listed in this plan in a timely manner. Communication with families will be clear and regular. We always invite families to let us know what they see at home with their children and articulate concerns and needs.

Fall Planning Task Force

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Learning Scenarios

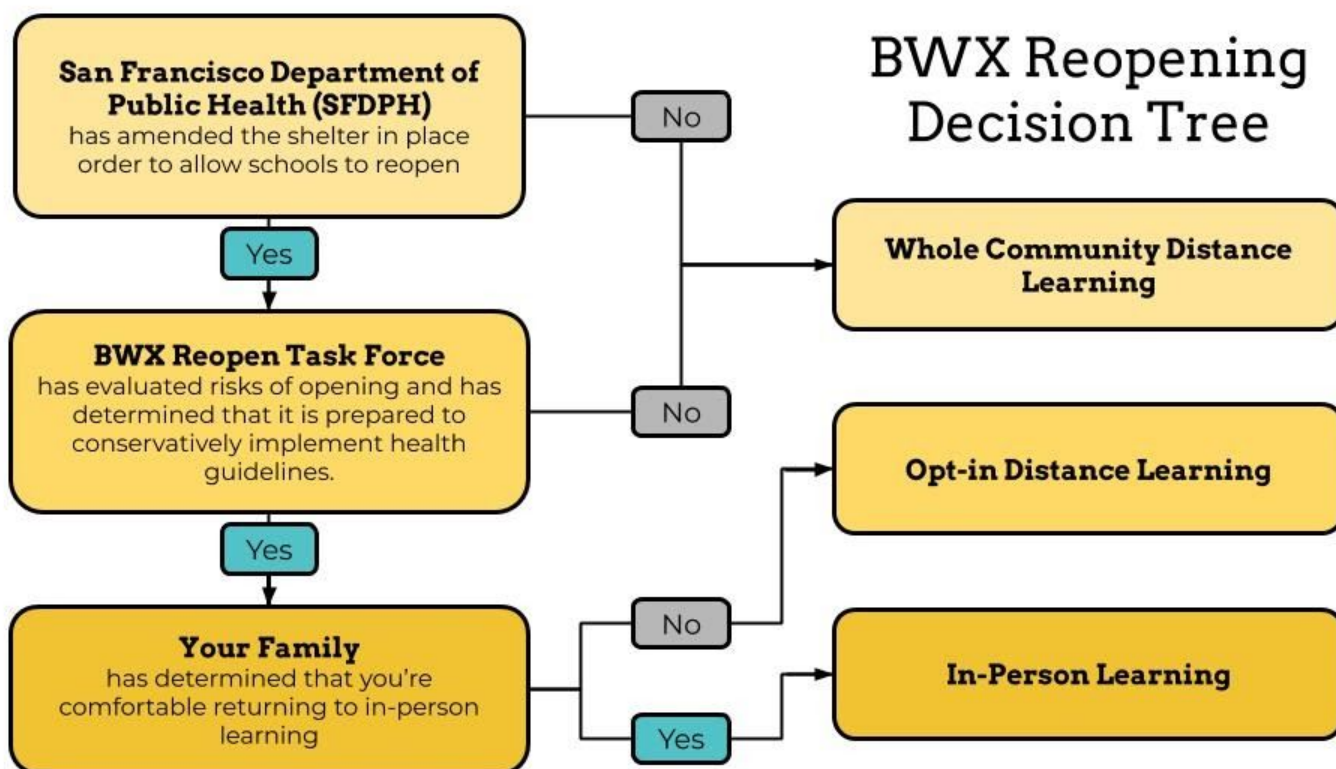
Brightworks endeavors to create a learning experience that is engaging, contextualized, and co-constructive. We learned much this spring about how to bring our educational philosophy to distance learning, and are committed to continuing to innovate on that front for as long as this continues. That said, we are eager to return to in-person learning and are making all the necessary preparations. We will be looking to the San Francisco Department of Public Health (SFDPH) and the other risk indicators to determine when it is safe for schools to open for in-person learning.

Brightworks is fortunate to have a large building, small community, staff resources, and proximity to beautiful outdoor spaces to conservatively meet public health guidelines. This means that when the SFDPH lifts the school closure order we will be prepared to return to full in-person learning five days a week. That said, we understand that some of our families have children or household members who have risk factors for a severe infection and may not be able to return just yet to in-person learning. For these families, we will continue to offer a distance-learning option.

For this school year we've prepared the following scenarios:

- **Hybrid: Full in-person learning with a distance learning option**
- **Distance learning**

Making the transition between these modes of learning will take a considerable amount of planning and preparation. To support our staff in making this transition smoothly, we will take at least 2 staff in-service days when we transition from in-person to distance or distance to in-person. We've added extra instructional days to the school year to accommodate this possibility.



Hybrid: In-Person Learning with a Distance Learning Option

When the San Francisco Department of Public Health lifts its school closure order, Brightworks is prepared to implement public health guidelines and open the school for 5 days a week of in-person learning. In the Health and Safety section of this document, you can read more about how public safety guidelines will be implemented. Though there will certainly be a lot of changes to get used to, we believe that we are best able to deliver our mission of student-centered, hands-on project-based learning if we are in person.

We understand that we have families that will be unable to return or feel uncomfortable returning to school because of children or household members that are at high risk for infection. We are committed to providing these families with a distance-learning option.

What this distance learning option looks like will depend on the number of students that opt-in and the distribution of their ages. Choices related to staffing, the balance of synchronous/asynchronous work, and the age range of cohorts will need to shift based on who chooses this option. Our goals in designing and staffing a distance learning option for families include:

- To keep a feeling of connection and community across the whole school.
- To ensure that collaborators can provide the highest quality experience to their students by focusing on either in-person learning or distance learning and not juggling both.
- To staff for the physical safety of in-person students first and foremost.

Because of the complexities of staffing a distance learning option, we will be asking families to choose between distance and in-person learning before the beginning of each arc. Families must commit to either distance or in-person learning for the full arc.

To help families make an informed decision about what this distance-learning option might look like, we've sketched out three possibilities.

<p>Small number of families opt-in</p>	<p>Support staff act as distance learning coordinators. They post asynchronous projects and activities that approximate what their in-person band is doing. They will meet weekly to check in on the student's personal learning plan.</p>
<p>High number of families opt-in</p>	<p>We restructure the bands to create both in-person and online cohorts with broader age ranges. Distance learning band collaborators post asynchronous work and host daily synchronous discussions and check-ins, resembling full distance learning.</p>
<p>Overwhelming Number of Families opt-in</p>	<p>If more than half of families opt into the distance learning option (depending on the distribution of ages) we will not be able to properly staff both in-person and distance learning options. In this case, we will move the whole school to distance learning.</p>

Distance Learning: Whole Community

The goal of our distance learning plan is to give our students a sense of meaning and connection through their learning. There is a strong possibility that some portion of next year will be spent in distance learning. To prepare for that possibility, we've been gathering reflections from staff, students, and families as we build a dynamic and engaging distance learning experience. These insights, as well as those gleaned from Tinkering School's online camps, have guided us as we assemble materials, seek out professional development, and revise our Distance Learning Plan. Our [Revised Distance Learning Plan](#) is available on the website. When our whole community is in distance learning we can bring our whole staff to meet the challenge of maintaining meaningful connections and learning.

In Case of Exposure: Learning During Quarantine

In the Health and Safety Plan below, we go into depth about the actions we will take in case of an exposure. One of those actions is to move any exposed groups to distance learning for the 14 day quarantine period. We will take the first two days of the 14-day quarantine to transition and then provide distance learning for the remainder of the quarantine. If students with a close contact are asked to quarantine we will provide them distance learning with no prep period. Those students who are not exposed will continue to learn in-person.

COVID-19 Risk Indicators for Opening School

Level 1 Minimal	<ul style="list-style-type: none"> ● SF Department of Public Health recommends reopening schools ● Daily Local Cases are less than 1 per 100K ● Test Positivity Rate is less than 2% ● School Community has no confirmed cases and attendance is stable ● Safety Guidelines are being closely followed ● Other Schools are fully opening
Learning Environment	<ul style="list-style-type: none"> ● Campus is open 5 days a week ● All students are on campus ● Full in-door learning permitted
Timeline	Possibly late spring & summer 2021



Level 2 Moderate	<ul style="list-style-type: none"> • SF Department of Public Health recommends reopening schools • Daily Local Cases are in the range of 2-3.9 per 100k • Test Positivity Rate is in the range of 2-4.9% • School Community has no confirmed cases and attendance is stable • Safety Guidelines are being closely followed • Vaccines are not widely
Learning Environment	<ul style="list-style-type: none"> • Campus is open 5 days a week • All students on campus with a Distance Learning option available • Staff and students adhere to strict podding guidelines • Elevated Screening, Distancing, PPE and Sanitation Measures • Outdoor Learning encouraged part time
Timeline	Possibly Fall and Winter 2020

Level 3 Substantial	<ul style="list-style-type: none"> • SFDPH recommendations for staying open are uncertain • Daily Local Cases are in the range of 4-6 per 100k • Test Positivity Rate is in the range of 2-4.9% • School Community has confirmed cases and attendance is dropping • Safety Guidelines are a struggle to adhere to consistently • Vaccines are not yet available
Learning Environment	<ul style="list-style-type: none"> • Campus open 5 days a week. • Some bands in DL because of exposure in pod • Staff and students adhere to strict podding guidelines • Elevated Screening, Distancing, Hygiene and Sanitation Measures • Outdoor learning majority of the time
Timeline	Possibly Fall and Winter 2020

Level 4 Widespread	<ul style="list-style-type: none"> • SFDPH orders school closures • Daily Local Cases are above 7 per 100k • Test Positivity Rate is above 5% • School Community has several confirmed cases across bands • Safety Guidelines are not being met • Other Schools are closed • Vaccines are not yet available
Learning Environment	<ul style="list-style-type: none"> • Campus Closed • Whole school shifts to Distance Learning
Timeline	Possibly Fall and Winter 2020

Health and Safety

Brightwork's approach to health and safety has five pillars: Health Screening and Hygiene; Physical Distancing; Cleaning, Sanitizing and Disinfecting; Routines and Training; and Mental Health. Each of these efforts helps us to mitigate the risks inherent in returning to in-person learning. To create these pillars we drew upon guidelines from the EPA, CDC, California, and San Francisco Departments of Public Health as well as a growing body of research about how to mitigate the risk of exposure to COVID-19. To ensure that these guidelines are actionable, we have already put in place the infrastructure we need to follow this plan. We will begin the school year with a 60 day supply of all cleaning and hygiene products and resupply every 30 days. We will be posting a completed [Appendix A: Social Distancing Protocol](#) at the entrance of our building.

As we move forward the leadership team will continue to communicate with greater specificity about these guidelines.

Health Screening and Hygiene

- Symptom Screening
- Temperature Checks
- Hand Washing
- Masks
- Ventilation and Use of Outdoor Learning Spaces

An essential pillar recommended by health care professionals involves mandated health screenings and preventive hygiene, which begins with hand-washing and the use of masks. Coupled with physical distancing, these are the most effective strategies in containing COVID-19.

Health Screening and Staff Testing

Our daily health screenings will include an individual temperature and symptom check. The goal of daily health screenings is to prevent symptomatic children and adults from entering the school.

Parents/Guardians will play a critical role in these daily health screenings as well by taking and recording temperature at home and submitting answers to the symptom screening questions before arriving at school. Staff, Students and Parents will use parent square to submit their health screening questionnaires. We will be careful to protect the privacy of all student's health information. Given the fact that a case in our community would likely lead to a full or partial short term closure of our building, we must all do our part to mitigate risks and detect symptoms early. To that end please keep your student home if they are sick.

In addition to the home health screening, BWX staff will be taking temperatures at the door with a no-touch thermometer. Students and Staff who don't pass the health screening will be sent home. If students who arrive at school don't pass their health screening or develop symptoms at school their parents will be called to pick them up and the student will be immediately separated from others to wait in a specially designated quarantine room. Read more here about [Health Screenings](#) and when and how students can re-enter the school if they have a fever or symptoms.

In addition to daily health screenings our staff will be tested monthly for Covid-19. To accommodate this regular testing Wednesday will be a half day ending at noon. Staff will go through their primary health care provider to receive testing, Brightworks will cover, within reason, testing costs not covered by insurance.



Should a staff member have Covid symptoms and be required to get tested Brightworks will also cover that testing cost if not covered by insurance.

Handwashing

Everyday hygiene practices are another key pillar to prevent virus transmission. It's been well-documented that hand washing many times daily with soap and water is critical. We've purchased portable sinks so that every band will have their own handwashing station and installed hands-free sinks on the first floor. Handwashing strategies recommended by the CDC include, "washing with soap and water for at least 20 seconds, especially after going to the restroom; before eating; and after blowing nose, coughing, or sneezing".

Students and staff will be required to wash their hands upon entering and exiting band spaces or restrooms, Before and after park time, lunch, and other outside activities. We will have hand sanitizing stations throughout the school when hand washing is not practicable. We will be educating students and staff on other preventative measures including coughing or sneezing into tissues or the inside elbow and avoiding touching one's face.

Masks

Another element of daily hygiene is face coverings or masks. "CDC advises the use of simple cloth face coverings to slow the spread of the virus and help people who may have the virus and do not know it from transmitting it to others." Therefore, we ask staff and students to come to school with a comfortable face mask (that doesn't ventilate outwards). For equity and safety purposes, the School is prepared to provide disposable masks to any student or staff who loses, soils, or forgets their mask, or who has difficulty acquiring masks. We will be supplying the staff with face shields to use in addition to masks for extra protection. Staff and students should wash their reusable masks daily.

In accordance with the California Department of Public Health guidelines, students and staff must wear face masks while at school. While students under 9 years of age are strongly encouraged to wear masks, students 9 years of age and older are **required** to wear masks. This means that if you are 9 years of age or older and refuse to wear a mask you will not be allowed to remain in the building. There may be exceptions for staff and students with documented medical or behavioral contraindications.

Staff working with our emergent readers and writers can use a face shield with a cloth drape tucked into the shirt (beekeeper style), however they should maintain as much distance as practicable.

Students can take off their masks to eat or exercise. When students temporarily take off their masks the mask should be properly stored in a clean paper bag with their name and date on it.

The goal of these guidelines is to reduce risk so that students can learn in person. We understand that it may be difficult to adjust to wearing masks with such frequency and duration. We suggest that you and your children practice wearing masks during the summer so you can find one that is comfortable for long-term use.

Ventilation and Use of Outdoor Spaces

It has been established that COVID-19 is primarily spread through droplet transmission and that transmission happens when you have extended exposure to the virus. One of the most effective ways to



mitigate risk is to ensure that we increase the circulation of air through our indoor spaces and go outside as much as possible. To that end, we will be keeping our windows open and holding class outside as much as possible.

We've always admired forest schools, now is our opportunity to be one! For outdoor learning we will be utilizing both the parks near to our school as well as our backyard space. Staff will be equipped with outdoor learning kits. While we are in the Covid-19 red "substantia" zone, bands will be encouraged to spend the majority of their time outside. When virus transmission becomes moderate we will move more activities indoors.

Air Quality Safety Plan

In the event of smoke from a fire impacting the air quality, Brightworks will closely monitor weather patterns and the Air Quality Index (AQI). Since the measures we would take to protect our students from air quality in the "Unhealthy for Sensitive Groups" category, such as closing windows and doors and playing inside, could increase the spread of COVID-19 we will make a temporary switch to Distance Learning when the AQI is above 101 ppm.

EPA Designation	AQI	BWX Action Plan
Good	0-50	BWX is meeting in person
Moderate	51-100	BWX is in person and closely monitoring AQI
Unhealthy for Sensitive Groups	101-150	BWX is in Distance Learning
Unhealthy (and above)	151-200	BWX is in Distance Learning

Social Distancing Procedures & Navigating the Space

- Stable Pods of Students and Collaborators
- Social Distancing in Classrooms
- Staggered Drop off, Pick up, park time and breaks
- Directional Hallways and Stairs

Stable Pods of Students and Collaborators

Keeping students and collaborators in stable pods contains exposures and minimizes the number of contacts each person has in a day. To that end, we've been creating schedules, sub plans, and band arrangements that allow us to keep pods from mixing. Learning, activities, and events during the day will occur within the band. Because we won't be gathering as a whole school or mixing bands, we will need to tap into our collective creativity to find ways to stay connected as a whole community.

Social Distancing

Social distancing, along with masks, is the best way to reduce droplet transmission between people. We understand that following social distancing guidelines will be a challenge for all students. To that end, we'll be providing infrastructural guides to help students practice social distancing, particularly when indoors. We will have floor markers to indicate proper distancing where students line up. Inside band spaces,



seating will be arranged at least 6 feet apart and facing forward when feasible, and windows will remain open for ventilation. We will also post and enforce occupancy limits on different spaces in the school.

For our youngest students, for whom the physical play is so vital for social-emotional development we will prioritize other strategies to mitigate risks, such as being outside, staying in stable cohorts, and wearing masks. The SFDPH guidance states that among elementary students, “During group activities, playtime and recess, physical distancing may be relaxed for students in stable classroom cohorts who are wearing face coverings. When outside or in shared spaces, preventing interactions between cohorts should be prioritized over distancing of students within a cohort.”

Moving Throughout the Space

Foot traffic flow through the space will be designed with one-way routes when possible to maximize social distancing. Visual reminders, such as floor markings, floor mats, and health and hygiene signage will be displayed around the building. In order to maintain the flow of people through the space, the following will be implemented:

- The north stairs (in the office hallway) will be used as an UP stairway; the south stairs (in the shop hallway) will be used as a DOWN stairway.
- The internal auditorium doors will always remain open for easy access to both hallways.

Arrival and Departure from School

Monday + Tuesday + Thursday + Friday

Grade	Drop Off	Start Time	End Time
K-1 & 6th	9:00-9:15	9:15	2:45
2-3rd & 7th	9:15-9:30	9:30	3:00
4-5th & 8th	9:30-9:45	9:45	3:15

Wednesday

Grade	Drop Off	Start Time	End Time
K-1 & 6th	9:00-9:15	9:15	1:00
2-3rd & 7th	9:15-9:30	9:30	1:15
4-5th & 8th	9:30-9:45	9:45	1:30

A staggered start and end time schedule will be implemented for all students to support health checks, social distancing, and traffic patterns.

The basics: Drop off will happen between 9:00 and 10 am on 9th Avenue. Each band will be assigned a 15-minute drop-off window for two bands at a time to enter through separate doorways and be screened by staff for temperature and health before entering. Health screening surveys and temperature checks will be administered to students, faculty, and staff upon arrival at school.



Pick up will be staggered according to morning drop off times. Two bands will be released at a time to 9th Avenue between 3 and 4 pm at 20-minute intervals. We are still determining the extent to which we can safely offer aftercare. This will likely hinge on the number of students opting into distance learning as well as the number of students who would want to use aftercare. We will communicate our aftercare offering in August.

Breaks During the Day

Bands will use both indoor and outdoor spaces. Lunch will be eaten in the band space or outside if possible. Each band has a designated break time in the yard as a solo group. During staggered park times for each band, we will divide the yard into two sections so that two bands may be outside for 40 minute staggered breaks between 11 and 1:30 pm. Bands will be paired based on age and minimal social mixing interest. Students will not be permitted to mingle with kids who aren't in their band.

Due to the precautions we are putting in place during the fall, we will be requiring that all students and staff stay on campus during school, unless the band is heading offsite to do school in one of the nearby parks. This includes not allowing high school students to venture off-site during lunchtime. This is a temporary measure during this health crisis.

Cleaning, Sanitizing, and Disinfecting

- Nightly disinfection by cleaning crew
- Daily cleaning and sanitizing of high touch areas by staff and students
- Use of “N” list cleaning products
- Removing soft porous objects that are hard to clean

The American Academy of Pediatrics explains, “The main mode of COVID-19 spread is from person to person, primarily via droplet transmission. For this reason, strategies for infection prevention should center around this form of spread, including physical distancing, face coverings, and hand hygiene... However, because the virus may survive on certain surfaces for some time, it is possible to get infected after touching a virus contaminated surface and then touching the mouth, eyes, or nose.” To mitigate the risk of transmission from surfaces Brightworks is working to ensure that our cleaning protocols follow guidelines established by the CDC and EPA.

Brightworks will use cleaning products, sanitizers and disinfectants on the EPA's COVID-recommended “N-list”. These are cleaning products composed of chemicals that are safer for students with allergies or respiratory problems. Our cleaning crew will be applying a more intense disinfectant nightly. To help do their part to keep the school clean, staff and students will each get their own spray bottle with soapy water.

What will the cleaning crew do?

- Wear gloves and PPE to ensure personal safety and hygiene.
- Conduct a deep clean and disinfection every night of classroom and shared spaces. High-touch objects and surfaces are first cleaned with soap and water to remove dirt and impurities, then disinfected to kill germs. High-touch areas include bathrooms, classroom desks, chairs, tables, doorknobs, handles, and stairway railings.
- We've purchased an electrostatic sprayer to ensure more efficient and complete disinfection.



What will collaborators and staff do?

- Use the school-provided cleaning and sanitizing spray bottles to help wipe down shared surfaces—desks, tables, doorknobs, window handles, tools, countertops, light switches.
- Encourage students to wipe down shared surfaces—desks, tables, doorknobs, window handles, tools, countertops, light switches, and shared spaces often.
- Attend to the empty sanitizing spray bottles by placing them outside rooms to be refilled.
- Open windows and prop open doors as frequently as possible depending on the weather.
- Be the primary door opener and closer to reduce the number of hands-on the doorknob.

What will students do?

- Use the school-provided cleaning and sanitizing spray bottles to help wipe down their personal workspace and materials.
- Let their Collaborator open and close the bandspace door.
- Avoid sharing objects. Each student will use their own learning supplies kit.

Cleaning After A Symptomatic Or Infected Person Has Been On The School Campus

In the event a student or staff member who exhibits symptoms of COVID-19 or who tests positive for COVID-19 has been on the School campus, Brightworks will close all areas of the campus the individual used or visited. The School will wait 24 hours before having Farway Janitorial Services clean and disinfect the areas. Farway Janitorial Services will use disinfectants from List N and will wear appropriate PPE while cleaning and disinfecting the areas. The School will prohibit anyone from entering the areas until after they have been cleaned and disinfected. The School will also clean and disinfect any surfaces or objects touched by the individual.

Routines and Training

- Signage
- Training & PSAs

We will support students and collaborators in following the safety routines and procedures by providing training and signage. We will provide community meetings for the parents to go over safety procedures. Will create PSA videos for the students to be shared in advance of coming back in person, and staff will provide time and space to learn, practice and discuss our routines in the up to three PD days we will take to return to the building. Signage will be hung throughout the school about sanitation, mask use, hand washing, and distancing requirements. New signs and training will be offered as needed and if the school and city guidelines change. This information will also be shared with parents so additional discussions can happen at home about the importance of these measures.

Day In The Life

To get a sense of what the typical day might look like outside of learning time, we've described the various transition moments that the students and staff will experience and what will be required for handwashing and sanitizing.



Arrival

Students arrive at their staggered start time to either the auditorium door or office hallway door for an in-person health screening from staff. We check their symptom survey and confirm their temperature with a touchless thermometer. After the student is given the go-ahead, they will wash their hands in the portable sink sitting by their designated entrance. Students will then go upstairs to their bandspace, following one-way floor markers, to meet their collaborator and fellow band-mates to start the day.

Bandspace

Bandspace will be arranged so that each student has their own space. The cloakroom storage will be off-limits and students will have alternate spaces to store their things. They will also have their own set of school supplies to use while in the bandspace. Students will be responsible for tracking their things and sanitizing them at the end of every day. Windows will be kept open for increased airflow. Cleaning supplies and portable sinks will be stocked and ready in every bandspace.

Yard

Students will wash their hands before leaving for the yard and will wash them again when their outside time is over. We will have two scheduled staggered outside times for each band: a 20-minute recess break with a single band where the whole yard is available, and a 40-minute lunch break where two bands are outside and only half of the yard is available for each band. Collaborators will coordinate with each other if more time is wanted/needed per band.

Bands will have staggered 40 minute lunch breaks, with two bands outside for lunch break at a time. The yard will be divided in half with blue barriers to maintain distancing between bands, and students must stay on their side of the yard during the break. During the lunch break, doors to inside will be open, but students must remain outside unless they are using the bathroom (see bathrooms below). The water fountains will be off-limits; students will instead bring their own water bottles with them to the yard.

Lunch

Students will be eating lunch in their bandspace or outside. Food may not be shared. They will wipe down their tables before eating, establish safe distance and open and eat their lunch at their tables. After eating with support from the staff they will wipe down their table with disinfectant and paper towels to thoroughly disinfect them. Lunches should be in easy-to-open containers and ideally in a format that does not require assistance from others. At the end of lunch, students and staff must wash their hands thoroughly.

Bathrooms Throughout the Day

All downstairs toilets are specifically designated for student use only. Upstairs bathrooms won't be available due to the number of people who might need to use them during a day and the small enclosed space. Downstairs bathroom stalls will be designated two per band. Non-binary students have the option of using the single stall auditorium bathrooms. No wipe disinfectant alcohol spray will hang in each stall. Students will be instructed to use cleaning spray on the seat, flush lever, and door handle after each use. After spraying the stalls, the children will wash their hands for a minimum of 20 seconds with soap and water and return to their bandspace.



Departure

End-of-day pickup times will be staggered according to start times in the morning. Before leaving the bandspace, students will wipe down their tables and personal school supplies. They will wash their hands and walk downstairs with their collaborator to the 9th Avenue curb for pickup. Collaborators will wait with students on the curb until all students have been picked up.

Staff

Collaborators and support staff will maintain the sanitizing of classrooms and all materials. They will wipe down high touch surfaces (such as doorknobs, tables, and technology) each day while students are on the yard. iPads, laptops and mice are not to be shared and will be wiped down before and after use. Children will be asked to leave most personal items/toys at home, other than what's needed for school and comfort in the bandspace. All cloth furniture that is hard to sanitize will be packed away or covered in a cloth that can be changed and laundered daily. Auxiliary staff will be responsible for wiping down non-bandspace door handles, stair railings, and toilet seats before lunch periods and after lunch periods. Proper gloves and PPE will be provided for these cleanings.

Community and Mental Health

If you have made it to this point in the plan then you understand that safeguarding our community's physical health is a group effort and will take a level of vigilance and communication that may be mentally and emotionally taxing. Whether we are in person or distance, now more than ever we must double our efforts in caring for each other's mental health. We feel it is fundamental to our mission to provide as many points of connection and care so all of us and especially our children can be heard, encouraged and understood. To that end we commit to these efforts:

- We will establish a school wellness team that will be working throughout the year to meet with students, staff, and families to make sure all of our stakeholders are being heard, cared for and accommodated as they face a year filled with unique asks and challenges.
- With so many new rules and routines, many staff and families are wondering how we will approach the students who struggle with them. The leadership team is working on a framework for enforcing these guidelines that is restorative, relational, and in line with our values.
- Space and time will be made in each band for social-emotional learning and check-in circles around wellness, challenges, and special needs that arise. The wellness team will support collaborators in planning and creating these spaces.
- Time and space will be made for staff wellness practices and check-in circles.
- Weekly parent support groups hosted by the wellness team will help to map out challenges and discuss ways to meet these new obstacles holistically.
- Weekly digital extracurriculars will be offered outside of normal school programming to create places for play and connection across bands. Offers including fan favorites like cooking club, Minecraft meetups, and art.
- A speaker series that will feature mental health experts from the field to address community concerns around anxiety, depression, stress, and self-care plans for our families, staff, and students.

- Family works will be taking on an increased role in planning and facilitating meetups and connections for all of our families, with an increased emphasis on welcoming the new to our school families and helping them acclimate in this challenging year.

Through increased efforts and time made for support, self-care, reflection and we hope to build our community's capacity for empathy, resilience, and understanding as we face the challenges ahead.

Personal Responsibility and Assumption of Risk

The Brightworks Pledge

Part of our ability to stay safe as a community depends on each of doing what we can to limit our individual exposure. To that end, we are asking families to take this Brightworks Pledge, and to agree to follow its guidance.

The Brightworks Pledge

As a member of the Brightworks Community, it's my duty to protect those around me—especially those who are more vulnerable—by acting responsibly at all times. I will do my part to limit the spread of COVID-19 by making my own health and safety and that of others a priority. I understand that I must adopt behaviors that advance our collective ability to reduce the transmission of COVID-19. I agree to abide by all policies, procedures and orders related to COVID-19 implemented by the city, county, state and the School.

Specifically, outside of school our family pledges to:

- Begin adhering to the Brightworks Pledge 14 days before the start of school.
- Wear an appropriate face covering when sharing any space with another individual outside our household.
- We will avoid large gatherings and environments in which people are not observing recommended behaviors, such as wearing masks and practicing social distancing.
- Practice good personal hygiene consistent with public health protocols, such as frequent hand washing for twenty seconds, appropriately covering coughs and sneezes, using hand sanitizers.
- Take care of our immune systems by getting 8-9 hours of sleep each night, eating healthy foods, and drinking plenty of water.

When inside school our family pledges to:

- Abide by protocols established for hygiene in the use of restrooms.
- Practice good personal hygiene consistent with public health protocols, such as frequent hand washing for twenty seconds, appropriately covering coughs and sneezes, using hand sanitizers before and after leaving a room at school, wiping down surfaces when arriving and after each use.
- Follow marked directional signs in the building and follow the direction of Collaborators and staff.
- Maintain, whenever feasible, a distance of six feet between myself and any other person, with the understanding that I do not have to maintain six feet distance from my immediate family members.
- Respond to reminders keeping in mind Brightworks's core values of love and respect. I will do so kindly and cooperatively. I will also provide gentle reminders to those who appear to need them.
- Use Parent/Student Square to accurately report the results of personal daily symptom checks,



including body temperature.

- Receive a seasonal influenza shot this fall.
- Remain at home if I experience COVID-19 symptoms.
- Follow health authority and school instructions if I test positive or come into contact with someone who tests positive for COVID-19 and I am required to isolate myself from others.
- Participate in contact tracing as requested and share complete information with contact tracers about others who may be exposed.
- Seek testing for COVID-19, as directed by the school.
- Follow all school norms and policies regarding behavior.

I understand that my failure to adhere to this pledge may put others at considerable risk, and place peers and school employees in the unwelcome position of policing for my behavior. If I am unable to honor my pledge, I will remove myself from school and complete school remotely. If I do not take this step myself, I understand that I will have forfeited the privilege of being in-person at school, and in order to promote health and safety, the school may take administrative action to prohibit me from participating in any in-person school activities.

Waiver and Assumption of Risk

Part of returning to schools right now involves signing an assumption of risk form related to Covid-19, something required as part of the application process for being approved to open. This may possibly include a release of liability. Details on these will be forthcoming.

Response Plan: COVID-19 Exposure

With the current, a community spread it seems the question is no longer *if* we will have a COVID-19 exposure in our community but *when*. We have created a response plan for this scenario and will update it as we receive new information. Should one of our community members have a close contact or confirmed case of Covid-19 we will work under guidance from the SFDPH to take the appropriate steps to communicate with the community, determine if a closure is needed and disinfect the site. In the case of a student or staff member testing positive, we may need to close the whole school for 2-3 days for environmental cleaning. If individuals, band pods, or the whole school are required to quarantine for 14 days we will activate distance learning within three days. Understanding the impact a confirmed case in our staff or students would have on the community, we trust that everyone will take steps to mitigate their own risks for infection and make cautious decisions about when to stay home.

We have two staff members who have been trained as Contact Tracers through Johns Hopkins and will act as our liaisons to the SFDPH: Mackenzie Price and Ruby Harrison-Clay. These staff members will create lists of exposed staff and students to share with contact tracers and ensure that each of those staff and students are notified of their exposure. Mackenzie Price will also be in charge of documenting monitoring and collecting data on absences, transmission and follow up for the Department of Public Health.



	Scenario	Action	Communication
1	A student or staff member either exhibits COVID-19 symptoms, answers yes to a health screening question or has a temp of 100.4 or above with an oral thermometer or 100 or above with a touchless thermometer.	Student or Staff : <ul style="list-style-type: none"> Sent home and must contact healthcare provider/public health for testing. <p>Band OPEN</p>	Email sent to: Staff member or family of student with symptoms <ul style="list-style-type: none"> See this guidance for when it is safe to return to the school building. Families or Staff will need to sign a certification to return to school
2	A family member or someone in close contact with a student or staff member tests positive for COVID-19.	Student or Staff : <ul style="list-style-type: none"> Report information to an administrator and quarantine for 14 days Contact health care provider/Public Health for testing and guidance <p>Band OPEN</p>	Email sent to: Students, Families and Staff in the affected band(s) <ul style="list-style-type: none"> Template Letter: Household Member or Close Contact w/ C19+
3	A student or staff member tests positive for COVID-19.	Student or Staff : <ul style="list-style-type: none"> Report information to an administrator. quarantine and contact healthcare provider/ public health for testing <p>Possible School Closure Band CLOSED for 14 days from last exposure</p>	Email sent to: All Students Families and Staff <ul style="list-style-type: none"> Template Letter: Confirmed C19+ in Cohort Phone call to: community members who are considered a close contact.
4	A student or staff member tests negative for COVID-19 after any of the reasons in scenarios 1, 2 or 3	Student or Staff : May return to school under this guidance , however they must continue isolation if in contact with C19+ family Member	Email sent to: Student Families and Staff in the affected band(s) <ul style="list-style-type: none"> Template Letter: Negative Test Pod Member Families or Staff will need to sign a certification to return to school



Financial Report

As we navigate this current health crisis, Brightworks continues to align our budget with our values, with a clear focus on meeting short-term needs while maintaining long-term sustainability. We are committed to providing a safe learning and teaching environment and delivering on an extraordinary educational experience while staying in alignment with our financial resources. As such, the school finance committee has been working closely to manage and cut costs wherever possible and re-allocating those savings to meet the new financial demands we face.

School Budget: Revenue and Expenses

Revenue

The majority of the School's revenue, 90%, is generated via tuition, 7% is supported by community donations through the BWX Annual Fund, and 3% is non-tuition revenue (educator workshops, events and aftercare). Brightworks, being a relatively young school, does not have the benefit of an endowment or major donor support upon which to draw in times of uncertainty. As such the Board has enacted a plan that involves a re-prioritization of expenditures, accepting of government relief funds to build in a safety net (PPP + EIDL) for the next 12 months, and a redesign of the Tinkering School program to bring in year-round revenue in addition to its summer programming. Additionally, we have kept Brightworks Admissions open to applications for the upcoming school year to maximize the capacity our building affords, while of course maintaining our low student to teacher ratio and following all of the health and safety guidelines.

Expenses

Brightworks operational budget directs 71% of expenditures toward our collaborators and staff, program costs (classroom budgets, student projects, etc), and teaching tools and materials (shop, art studio, etc) Another 24% of our expenses go toward rent, insurance, and building maintenance. The Board mandates that a minimum of 5% of the budget is held as an emergency fund. Fundraising is required for any significant future endeavors, such as the long-time wishlist item: our own school building.

Investments in our Safety and Community

Enhanced Health and Safety Measures

To mitigate the risks of returning to in-person learning, Brightworks has already invested \$50,000 (~\$600 per student) in enhanced COVID-19 safety measures. Some of these measures include but are not limited to:

- Washing stations for every bandspace
- Hand sanitizing stations
- PPE for staff and students
- Increased cleaning practices
- Tables for proper indoor social distancing
- Electrostatic sprayer for efficient disinfecting

Investing in Learning at a Distance, in the Building and at Home

Brightworks will be investing an additional \$70,000 in the technology and staff we need to continue to offer innovative high-quality learning experiences during this time of podding, social distancing, and potential distance learning. These expenditures include laptop access for every student, digital tools, wifi access, and additional staffing. We are investing in these areas to allow for as seamless a transition as possible to the options for learning and as part of our commitment to equity and inclusion at Brightworks.

Prioritizing Community

Ultimately, it is the community, families, and staff, that make this place what it is. We are committed to retaining all of our students, and to working directly with families to understand their individual circumstances. We are also committed to retaining all of our employees during this time of global economic uncertainty. To accomplish this we have made financial decisions to pause any non-essential school building projects and future planning investments. While at the same time, we have applied for and received a relief loan from the Payroll Protection Program (PPP) through the Small Business Association that will provide a safety net for our staff as we enter the new school year. These decisions along with the anticipated support from the community through the BWX Annual Fund will allow us to provide the individualized, creative, and student-centered learning environment to which we are all committed.



Resources

Local Guidelines

San Francisco Department of Public Health, [Reopening TK-12 Schools Preliminary Guidance for School Year 2020-2021](#)
San Francisco Department of Public Health, [COVID-19 Health Checks at Programs for Children and Youth Summer](#)
San Francisco Department of Public Health, [For Parents and Guardians: COVID-19 Health Checks at Child](#)
San Francisco Department of Public Health, [Care Programs and Summer Day Camps](#)
San Francisco Department of Public Health, [Measuring Temperatures when Screening for COVID-19 Symptoms](#)
San Francisco Department of Public Health, [Interim Guidance for Child Care Programs and Summer Day Camps](#)
Marin County Department of Public Health, [Plan for exposure in the community](#)

State Guidelines

California Department of Public Health, [COVID-19 Industry Guidance: Schools and School-Based Programs](#)
California Department of Education, [Stronger Together - Coronavirus \(COVID-19\) \(CA Dept of Education\)](#)

Federal & National Guidelines

Centers for Disease Control and Prevention, [Clinical Care Guidance for Healthcare Professionals about Coronavirus](#)
Centers for Disease Control and Prevention, [Cleaning And Disinfecting Your Facility](#)
Centers for Disease Control and Prevention, [Interim Guidance for Administrators of US K-12 Schools](#)
Centers for Disease Control and Prevention, [Reopening Guidance for Cleaning and Disinfecting Public Spaces, Workplaces, Businesses, Schools, and Homes.](#)
Centers for Disease Control and Prevention, [School Settings | COVID-19.](#)
Environmental Protection Agency, [EPA Guidance for Disinfecting, Cleaning and Addressing Water Quality Challenges Related to Coronavirus \(COVID-19\) | Coronavirus \(COVID-19\) | US](#)
American Academy of Pediatrics, [Guidance Related to ChildCare during COVID-19](#)
American Academy of Pediatrics, [Guidance for School Re-Entry](#)

International Guidelines

World Health Organization, [Considerations for school-related public health measures in the context of COVID-19](#)
UNICEF, WHO, IFRC, [Interim Guidance for COVID-19 PREVENTION AND CONTROL IN SCHOOLS](#)
United Nations, [The Impact of COVID-19 on children](#)
Uptodate.com, [Coronavirus disease 2019 \(COVID-19\): Clinical manifestations and diagnosis in children](#)
UNESCO, [Education: From disruption to recovery](#)
Office of England. The Playwork Foundation. [COVID-19 and Children's Play: The Risks and Benefits" \(2020\).](#)

Research

Institut Pasteur, [COVID-19 in primary schools: no significant transmission among children or from students to teachers](#)
BMJ Journals, [Children are not COVID-19 super spreaders: time to go back to school](#)
New England Journal of Medicine, [Aerosol and Surface Stability of SARS-CoV-2 as Compared with SARS-CoV-1.](#)
Erin Bromage PhD, University of Massachusetts, Dartmouth, [The Risks-Know Them-Avoid Them](#)
New England Journal of Medicine, [Aerosol and Surface Stability of SARS-CoV-2 as Compared with SARS-CoV-1](#)
Science Magazine, [School openings across globe suggest ways to keep coronavirus at bay, despite outbreaks](#)