Brooklyn Laboratory Charter
2020-2021 Continuity of Learning Plan, July 31st 2020

Consistent with the Interim Guidance For In-Person Instruction at Pre-K To Grade 12 Schools During The Covid-19 Public Health Emergency, July 2020 NYSED Reopening Guidance, July 17th 2020 NYSED Submission of Reopening Plans and July 22nd NYSED school reopening FAQ’s this draft Continuity Plan provides an early response to the request from NYSED for schools to have “clear opportunities for equitable instruction for all students; ensuring continuity of learning regardless of the instructional model used; providing standards-based instruction; ensuring substantive daily interaction between teachers and students; and clearly communicating information about instructional plans with parents and guardians.”

Brooklyn Laboratory Charter School and the Edmund W. Gordon Brooklyn Laboratory Charter School jointly hereafter referred to as LAB, developed and continues to refine a plan for ensuring our scholars have continued and consistent access to educational opportunities. LAB’s chartered operating model is designed to provide scholars with a catalog of standards based learning experiences and teacher supports to ensure “180 days of instruction...counted for programs that are delivered in-person, remotely, or through a hybrid model.” The LAB Continuity of Learning Plan for the 2020-2021 school year is designed using the School Facilities Tool Kit and Instructional Program Scheduling Map to

- Ensure continuity of learning for the 2020-2021 school year for in-person, remote, and hybrid models of instruction.
- Design instruction aligned with the outcomes in the New York State Learning Standards
- Ensures Equity is at the heart of all school instructional decisions.
- Ensures all instruction whether delivered in-person, remotely, or through a hybrid model due to a local or state school closure, has clear opportunities for instruction that is accessible to all students aligned with State standards including routine scheduled times for students to interact and seek feedback and support from their teachers.
- Includes regular and substantive interaction with an appropriately certified teacher regardless of the delivery method
- Creates a clear communication plan for how students and their families/caregivers can contact the school and teachers with questions about their instruction and/or technology.
- Is accessible to all, available in multiple languages based on district or charter school need, widely disseminated, and includes clear and multiple ways for students and families to contact schools and teachers (e.g., email, online platform, and/or by phone).
- This document leverages the LAB Continuity of Learning Plan released on March 17th, and updated on April 29th outlining how LAB is planning to support all learners and families.
TEACHING AND LEARNING SUMMARY
COMPONENT 1: Ensures continuity of learning for the 2020-2021 school year for in-person, remote, and hybrid models of instruction

**Context for Recommendations**

LAB follows public health guidance on social distancing in designing options regarding where, what, when, how, and with whom components of learning happen. LAB’s 2020-2021 Continuity of Learning Plan provides a framework to support clear communication between administrators, educators, families, and scholars so that our school community continues to inclusively work to promote safety, health, well-being, and learning for in-person, remote, and hybrid models of instruction.

LAB’s plan is consistent with John King and Randi Weingarten recommendation for “increased social-emotional supports, a positive and welcoming school climate, increased instructional time and attention, and effective dropout prevention and re-engagement programs — especially for the most vulnerable.”

To ensure equity, LAB has created a cross-functional team to manage programmatic planning to ensure performance for maintaining health, wellness, and safety of the entire school community, maximizing student learning and ability to thrive (e.g., access-gap reduction, academic growth), supporting educators and staff to adapt and respond (e.g., family satisfaction). LAB’s 2020-2021 Continuity of Learning Plan provides:

**In-Person Learning Model:**
- In-person, on-campus learning five (5) days a week.
- In-person courses are complemented by targeted online supports and assignments.
- Students will attend either a morning (AM) session or an afternoon (PM) session each day to limit the number of students, entering, exiting, and inhabiting the building at any point in time.
- In-person middle school scholars can submit an application to attend an extended day session at LAB facilities that includes Small Group Instruction and New York City Department of Youth and Community Development (DYCD).

**Enhanced, Fully-Remote Learning Model:**
This approach includes:
- Fully remote-learning five (5) days a week.
2020-2021 Preparation for Continuity of Learning Considerations

- Develop instructional experiences that are inclusive, culturally responsive, consider the needs of all students, and adhere to all established state regulations and guidelines (please see the Special Education and English Language Learner sections for more specific guidance).
- Develop a plan for how to support students who, due to the 2019-2020 school closure, need additional social, emotional, or academic support to ensure success in the 2020-2021 school year. Students and their families should be involved in the planning for any remediation or support whenever practicable.
- Maintain a positive mindset about student learning loss during the 2020 school closure. Allow ample time for students to re-adjust to the school setting.
- Before students are assessed, spend time on socialization and creating a climate of safety, comfort, and routine.

School Schedule Options

- **In-Person Learning Model:** This approach includes:
  - In-person, on-campus learning five (5) days a week.
  - In-person courses are complemented by targeted online supports and assignments.
  - Students will attend either a morning (AM) session or an afternoon (PM) session each day to limit the number of students, entering, exiting, and inhabiting the building at any point in time.
  - In-person middle school scholars can submit an application to attend an extended day session at LAB facilities that includes Small Group Instruction and New York City Department of Youth and Community Development (DYCD).

- **Enhanced, Fully-Remote Learning Model:** This approach includes:
  - Fully remote-learning five (5) days a week.
  - Any family may elect this option of homebound instruction.
LAB Approach to For Designing In-person, remote, and hybrid models of instruction.

<table>
<thead>
<tr>
<th>System Preparation/Operation</th>
<th>Content Delivery</th>
<th>Ensuring Access</th>
<th>Designed for Unique Students</th>
<th>Preparation for the Long-Term</th>
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<tr>
<td>LAB will record daily attendance using a learning management system for in-person, remote, and hybrid models of instruction. LAB shares weekly correspondence to scholars and families electronically and has communicates daily updates with scholars and families to</td>
<td>LAB provides an <strong>In-Person Learning Model</strong> on-campus learning five (5) days a week with courses complemented by targeted online supports and assignments. LAB provides an <strong>Enhanced, Fully-Remote Learning Model</strong> (5) days a week through synchronous and</td>
<td>LAB has provided devices for scholars to access instruction in all learning models and hosts weekly office hours to support scholars and families in learning to navigate learning management systems LAB has published a support hub for home instruction resources and guidance for</td>
<td>LAB executes professional learning days focused on student learning data to review and communicate to families student progress in the continuity of learning plan and provided student specific progress to learning goals</td>
<td>LAB hosts an ongoing focus groups and daily task force charged with problem solving concerns with operations and enhance culture of support for staff, scholars, and families</td>
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<td>LAB Academic committee continues to guide long term</td>
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<td>Educating All Learners to ensure the continuity of special education services during remote instruction and to spotlight best practice approaches for schools and educators</td>
<td><strong>Scholars and Families</strong> will have access to best-possible instructional supports through weekly live lessons and calls home from scholar advisors. Methods for alternative instruction needs for scholars will be planned and communicated to families. IEP meetings will be planned and sustained through collaboration with the CSE and virtual meetings for in-person, remote, and hybrid models of instruction. Scholar Social Supports will be sustained and delivered.</td>
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<td>Survey scholars, families, and teachers to determine technology needs and internet access</td>
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<td>Create school-wide Google Classrooms with scholar accounts and additional course content</td>
<td><strong>Survey scholars, families, and teachers to determine technology needs and internet access</strong>. Educating All Learners to ensure the continuity of special education services during remote instruction and to spotlight best practice approaches for schools and educators.</td>
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<td>The School will utilize our existing Learning Management System (LMS) for gradebook functionality and attendance.</td>
<td><strong>Survey scholars, families, and teachers to determine technology needs and internet access</strong>. Educating All Learners to ensure the continuity of special education services during remote instruction and to spotlight best practice approaches for schools and educators.</td>
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<td>An SOP developed for tracking and maintaining scholar attendance, to be utilized for the duration of the closure. Attendance will be entered into our SIS daily and verified through an audit and analytics log from GoGuardian.</td>
<td><strong>Survey scholars, families, and teachers to determine technology needs and internet access</strong>. Educating All Learners to ensure the continuity of special education services during remote instruction and to spotlight best practice approaches for schools and educators.</td>
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<td>Provide guidance on in-person, remote, and hybrid models of instruction with key dates and preview upcoming academic priorities and progress</td>
<td><strong>Survey scholars, families, and teachers to determine technology needs and internet access</strong>. Educating All Learners to ensure the continuity of special education services during remote instruction and to spotlight best practice approaches for schools and educators.</td>
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<td>LAB provides tutoring support in all models to guide student work completion and practice. LAB communicates progress reports and updates on student learning in all models</td>
<td><strong>Survey scholars, families, and teachers to determine technology needs and internet access</strong>. Educating All Learners to ensure the continuity of special education services during remote instruction and to spotlight best practice approaches for schools and educators.</td>
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<td>LAB offers training and support for students and families/caregivers to ensure comfort and ease with instructional programs and any technological platforms</td>
<td><strong>Survey scholars, families, and teachers to determine technology needs and internet access</strong>. Educating All Learners to ensure the continuity of special education services during remote instruction and to spotlight best practice approaches for schools and educators.</td>
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<td>Scholar Social Supports will be sustained and delivered.</td>
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<td>The School will plan to continuously improve responses to feedback from teachers, staff, scholars, and families.</td>
<td><strong>Survey scholars, families, and teachers to determine technology needs and internet access</strong>. Educating All Learners to ensure the continuity of special education services during remote instruction and to spotlight best practice approaches for schools and educators.</td>
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<td>Further development of stand operating procedures and supporting processes to support remote learning.</td>
<td><strong>Survey scholars, families, and teachers to determine technology needs and internet access</strong>. Educating All Learners to ensure the continuity of special education services during remote instruction and to spotlight best practice approaches for schools and educators.</td>
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<td>Communication with families</td>
<td><strong>Survey scholars, families, and teachers to determine technology needs and internet access</strong>. Educating All Learners to ensure the continuity of special education services during remote instruction and to spotlight best practice approaches for schools and educators.</td>
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<td>Tech Support</td>
<td><strong>Survey scholars, families, and teachers to determine technology needs and internet access</strong>. Educating All Learners to ensure the continuity of special education services during remote instruction and to spotlight best practice approaches for schools and educators.</td>
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<td>The preparation of teachers to host learning experiences for in-person, remote, and hybrid models of instruction through Professional Development</td>
<td><strong>Survey scholars, families, and teachers to determine technology needs and internet access</strong>. Educating All Learners to ensure the continuity of special education services during remote instruction and to spotlight best practice approaches for schools and educators.</td>
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<td>A system for tracking adult performance and remote working expectations will be built and sustained throughout the duration of the closure.</td>
<td>Regular parent and scholar communication through multiple channels - phone, email, social media, targeted messaging.</td>
<td>LAB continues to identify any additional professional development needs for administrators, teachers, and teaching assistants for the upcoming school year, particularly those needs related to teaching remotely and the use of technology.</td>
<td>LAB will sustain and build positive school culture outcomes for in-person, remote, and hybrid models of instruction.</td>
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<td>learning materials for enrichment activities including virtual field trips and coding classes is available.</td>
<td>and devices used to deliver instruction.</td>
<td>LAB is planning for possible contingency of fully remote learning by working with families to have both devices and internet connections to ensure student learning while at home.</td>
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<td>Scholar advising and academic counseling will continue and be delivered throughout for all learning models</td>
<td>LAB use a locally determined formative or diagnostic assessment to determine individual student needs and target extra help to ensure both academic and social-emotional needs are addressed.</td>
<td>LAB ensures that all students have access to and interaction with an appropriately certified teacher on a regular basis through daily calls and check-ins.</td>
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SYSTEM PREPARATION AND OPERATION:
- Additional Learning infrastructure set-up
- Teacher communication and training with remote work guidance for scholars
- Parent/guardian communication
- Creating an online Resource Hub for all stakeholders
- Establishing unique scholar tech support models
- Establishing unique and specialized vulnerable population outreach models including those that address access and accessibility issues

LAB’s Continuity of Learning Plan considers scenarios including
- opening early to address learning gaps more quickly
- opening early with safety precautions (as contemplated in California)
- opening on time but ready to shift nimbly to remote learning in the event of resurgence.
- opening on time but with time-shifted (learners on different schedules) and/or place-shifted approaches (some learners in temporary facilities and some learners remote to support distancing); or
opening later, given a resurgence. SAMPLE SCHEDULE for 5 days a week In-Person Learning Model
Setting up Infrastructure for Instructional Support

- All teachers were given access to Google Classroom through the use of the LAB Google account.
- The Google Classroom accounts were set up to mirror the structure of our existing LMS to ensure continuity in the gradebook and SIS integration. Should a staff member have difficulty logging in, they can submit a tech ticket via the employee intranet.
- A team of people have been established to triage and answer technology tickets. Tech Ticketing will be done in two main ways: 1) portal on the home page of the Brooklyn Lab website, www.brooklynlaboratoryschool.org and 2) specialized email that allows tickets to be directly forwarded to a dedicated team at studenttech@brooklynlaboratoryschool.org
- Teachers communicate to families plans for daily live lessons, office hours and ongoing opportunities to review student feedback and progress

In planning for the 5 day In person model in the fall to support flexible teaching and learning, LAB

- Allow for flexible configurations to support whole group and small group instruction,
- Discussion groups, one-to-one or support, push-in related services allow for open,
- Furniture configurations that support physical distancing but allow for instructional strategies that include movement and physical/multi-sensory instruction provide multiple options for infection risk mitigation that support the need for mask-less and closer physical interaction during service delivery like speech and occupational therapy provide space for mindfulness and self-regulation where students can disconnect, cool-down and re-center provide concrete support and scaffolding for teachers and students to successfully move between configurations

In planning for the fall to bridge in-home and in-school learning, LAB

- Provides rigorous work can be done at home and allows for synchronous participation and engagement between home remote classrooms using technology to capture instruction and classroom activities to allow for accessible asynchronous participation
- Collaborate with parents to support home learning, create a space for home learning, and develop consistent routines

SAFETY CONSIDERATIONS

- Limit of 15 students in any classroom at any given time
- School will use a combination of desk spacing and barriers in all classrooms to deliver large and small group and 1:1 services Compliance
- Lead teachers working in classrooms with students with disabilities have dual certification
- Students with disabilities will be educated in classrooms with student : teacher ratios as outlined in IEPs Content Delivery
- All core content delivered in-person and related and compensatory services provided in connected-spaces or remotely
- All student in all learning models—including those with IEPs—will participate in virtual community meetings, town halls, shared communication channels, celebrations, feedback sessions, “House” activities, and other rituals and routines
Teacher Communication and Training:

- LAB utilized existing professional development cycles, which include topics such as scholar privacy and security, digital learning and tools, digital safety and security, and a host of other professional development that has been delivered to teachers throughout the year consistent with our academic model.
- LAB specifically communicated expectations for teacher attendance, instructional delivery, and scholar communication.
- LAB has communicated additional guidance, including but not limited to metrics for accountability to establish norms with staff regarding remote work expectations and in person teaching.

Collaboration, Planning, & Leadership Time | Phases

**Phase 1: Maximum Social Distancing Remote & Asynchronous**
- Teacher Leaders create video messages / PD
- Teachers & Residents submit weekly reflections / plans
- Team meetings by videoconference while students work

**Phase 2: Moderate Social Distancing In-Person & Synchronous**
- Teams meet 2-3 times / week in person with Residents & Fellows providing release time, overseeing students while teams meet.

Staff for 2020-2021 Learning Continuity
Staff members will be expected to track time and working in all learning environments
● **Staff Hour Reporting:** LAB staff will be responsible for adhering to the following regular business hours:
  - Monday through Friday, 7:45am to 4:45pm for instructional employees
  - As otherwise indicated by the terms of employee offer letters and the employee handbook

● **Daily Routine Work:** LAB staff are expected to complete the following activities in supporting learners:
  - All instructional responsibilities as communicated outlined in section “Instruction and Completion of Work” section below
  - Remain available for potential phone conferences with administrators, parents, or scholars
  - Submit a normal IP and expected submission dates in accordance with high school guidelines
  - Staff will utilize a time carding procedure for clocking in and out each day to record work hours
  - Participate in one 45-minute remote department meeting per week via Google Meet or Hangouts
  - Participate in all mandated staff meetings
  - Complete outreach to families in advisories
  - Check email throughout the day and address all correspondence
  - Be fully available, reachable, and ready to execute on tasks during all official work hours
  - Complete IEP teacher reports by their due date
  - Record scholars’ daily attendance using both active participation metrics and a presence metrics, and report to School Operations. This is verified through third party software

  **Note:** Employees telecommuting must continue to abide by LAB’s Employee Handbook and all other employee policies, including policies on Non-Discrimination and Anti-Harassment, Ethical Conduct, Confidentiality, Social Media, and Standards of Conduct. Failure to follow LAB’s policies may result in disciplinary action. Employees are prohibited from engaging in unauthorized work during their telecommuting work hours. Any nonexempt employees who telecommute must comply with LAB’s timekeeping policies and standard payroll practices. Employees must accurately record all working time. Please be aware that access and connection to LAB’s networks may be monitored.

● **Scholar Attendance Procedures:** To address in part the lack of active user logging in Google Classroom, the School has developed a [Home Instruction Attendance Standard Operating Procedure](#), which is being regularly revised to remain consistent with guidance from the NYSED and experts. Teachers will provide scholars with an interactive participation question to record class by class participation. The operations and tech team will continue to communicate with the leadership team and taskforce to review processes and make any necessary changes. They will be codified in revised SOPs. The LAB Tech Team and Cortex Team will work to establish an API connection between Google Classroom and the LMS/SIS (Cortex) to ensure compliance with privacy and security mandates. The relevant settings will be configured, and the LAB Data and Ops Team will monitor this process to ensure quality control. Until the connection is built, we will use a third-party monitoring software to validate individual user logins, monitor access to appropriate content, and monitor usage.
Instructional Responsibilities and Academic Communication Expectations:
Teachers shall be responsible for delivering regular instruction by doing the following:

- Preparing daily lesson per day, consisting of:
  1. clear directions for what scholars must do/how they should use provided resources;
  2. instruction in the form of notes or an instructional video clip, either created by the teacher or by a third party;
  3. a substantial assignment aligned with the school’s learning framework; and
  4. a discussion post for each day, containing a question about one piece of the day’s work.

- School leaders will track daily assignments and provide feedback.
- Active participation and comments in the chat window and comment windows
- Instructional teams meet weekly to share trends on student participation rates and completion rates to adjust cycles of support and feedback
- Monitoring and reporting daily attendance of scholars
- Delivering said resources and lessons to scholars daily via platforms
- Engaging with their advisory to support whole child development and especially for social and emotional supports through phone calls and email to scholars.
- One daily grade entered in the gradebook of record for each remote workday
- Teachers are responsible for reaching out weekly to the scholars who are failing their class and logging any such communication in DeansList.
- Teachers will be assigned as a primary point of contact for a set of scholars. They need to make a weekly call to these families and log all communication in DeansList. Teachers will report on scholar grades as a starting point and additional information as communicated by LT as “Learning Advisement Call”
- School leaders will use a daily dashboard with professionalism and completion metrics to report to Leadership Team
- Teachers engage in Data day planning with goals of communicating academic expectations for continued closure to scholars and families

Methods for Evaluating Quality of Staff Work: Staff materials and workflow will be reviewed and managed in accordance with the Core metrics below:

- IP Submission rating (1-5)
- Assignments uploaded in Google Classroom and the assignment tracker daily
- Daily grade entered in gradebook record
- On-time meeting attendance
- Clocking in and out to record attendance
• Emails returned in a prompt manner
• Weekly parent and scholar contact

Performance Management | The Five Questions

Blended Core focuses on five basic questions:

Culture of Learning: Are all students engaged in the work of the lesson from start to finish?

Essential Content: Are all students working with essential content for their subject and grade?

Academic Ownership: Are all students responsible for doing the thinking in this classroom?

Demonstration of Learning: Do all students demonstrate that they are learning?

Student Agency: Do all students demonstrate ownership over the process of their learning and the progress of their learning?

● Expectations for Scholar Work Completion
  o Teachers will participate in regular huddles reviewing trends in scholar work completion
  o Teacher leaders will support grade teams to ensure scholars receive feedback daily on the learning management system
  o Feedback will reflect completion and accuracy

● Staff Meeting Cadence
  o LAB staff will make sure that high communication remains the norm throughout the remote work and home instruction period.
LAB will continue its normal cadence of meetings online via the Google Hangouts feature of its GSuites
LAB will utilize Zoom on select occasions.

Culture Team Expectations

Even in a remote learning environment, the school will take on the proactive work of building and sustaining school culture. Issues may sometimes arise between scholars, particularly when scholars communicate with each other via social media. Deans and Associate Deans will send messages to scholars about their ability to connect with culture staff should they experience any conflicts or other problems with scholars, but instructional staff should report any issues that they encounter. Deans will also remotely check-in with 10-15 scholars identified with unique SEL needs in each grade level to check in.

Remote working expectations for campus Culture Team will have the following responsibilities:

- Complete a data table of assigned scholar by the close of business on March 9, 2020
- Send Parent Communication regarding Culture Team roles via DeansList the day before remotely working begins
- Be available for Culture Team Communication 7:45 AM-5:30 PM. Answer phone calls, text messages, and emails
- Attend regularly scheduled meetings for check-in on scholar culture and wellness
- Reach out to the scholars on the identified needs list and log the communication in DeansList daily
  - These communications will include:
    - Checking in around social interactions
    - Following up on violations of the scholar acceptable tech use policy
    - Checking on emotional health of the child and asking if the child needs to be connected with a social worker via phone call or email
    - Checking in to see if the scholar needs specific help from a teacher (and alerting the teacher via email or phone call/text message)
    - Encouraging the scholar to complete the daily assignments (and reminding the scholar that this is how attendance is counted)
- Culture Teams will respond to all emails from scholars regarding social and emotional needs and conflicts. Help teachers and other staff members regarding attendance and any attendance concerns
- Follow-up with scholars who have not attended a Google Class or completed assignments

- **Preparing Scholars for Remote Learning:** LAB continues to ensure excellent communication with and support for scholars regarding their transition to online learning. LAB has a long history of working with scholars to understand and use technology in a manner consistent with acceptable use, including the ability to learn online and submit lessons in a digital format. Scholars at LAB are aware of the continuation of course scope and sequences, as well as the expectations for them to continually attend sessions and complete all work. The following efforts were made in preparation for our shift to remote learning:
  - Written messaging about the shift was sent home to families and reviewed with scholars in advisories
  - Scholar messaging about the shift from school directors during grade-level town hall meetings
  - Advanced creation of all Google classes and rostering of courses consistent with our LMS
  - Emergency Google Classroom training for teachers, using an opt-in model based on experience
  - Scholars received instructions on the usage of Google Classroom and the Google Classroom mobile app usage
  - A “online registration” day where teachers walk scholars through how to access the Google Classroom platform
  - The creation of a scholar trouble-shooting email
  - The creation of teacher and scholar “to-do” calendars for the first week
  - The creation of scholar attendance procedures via a Google Poll question and other metrics including an independent third-party monitoring software
  - Initial check-in phone calls from scholar advisors (made to anyone who did not log in as of 3/17/20)
  - The creation of tiered plans for ongoing scholar contact and support (by teachers, deans, and counselors)
The repeated messaging of scholar core responsibilities for each course, including dissecting daily instructional resources (readings, notes, instructional videos); completing one major assignment; and returning that assignment by the next day via the Google Classroom platform.

**Parent and Family Communication:**
- LAB has sent regular, comprehensive communication to Brooklyn LAB Families. This communication has been available with language translations and shared through email, text, and social media. Copies of communication are available upon request.
LAB continues to send weekly correspondence and communication to parents and families with notifications on progress with student learning and upcoming events and ways to engage staff and faculty.

**The Creation of a Central Digital Resource Hub:**
- LAB has created a resource and information hub linked on our website to provide families with information regarding food access, health, learning, best practices, activities, and more. LAB will update this page daily with materials to support our families as more information becomes available.

**COMPONENT #2, CONTENT DELIVERY:** In preparation for in person learning and fully remote learning and a home instruction and remote learning environment the school took on training and collaborative planning space to ensure that scholars can continue to receive Core instruction in alignment with the Scope and Sequence of each course. The school is committed to sustaining learning with the previously selected curricular materials including:

- Instruction must be aligned with the outcomes in the New York State Learning Standards.
- Are the instructional experiences, when considered as a whole, comparable in rigor, scope, and magnitude to a traditionally delivered (180 minutes/week) unit of study?

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<th>Grade</th>
<th>ELA</th>
<th>Math</th>
<th>Science</th>
<th>History</th>
<th>ELA</th>
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<td>9th. Pre.AP English 1 Supplement</td>
<td>10th.AP World History</td>
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At Brooklyn Laboratory Charter School (LAB), we are confident that students with disabilities can achieve at high levels if they receive specialized instruction tailored to their unique needs, supports that build on their strengths and mitigate their challenges, and an environment that is engaging and sparks their desire to learn. Through extensive collaboration with NCLD, LAB has explored how personalized learning systems can help our school provide these things when implemented appropriately.
LAB has worked with NCLD to help understand, explain and address how schools implementing personalized learning systems can systematically and appropriately include students with disabilities. This work was part of a larger effort to develop recommendations addressing the needs of traditionally underserved groups of students and it included a parallel project by the National Council of La Raza, who focused on the needs of English learners. The Brooklyn LAB support services model is informed by the process and partially derived from recommendations for service implementation to ensure students with exceptionalities receive the best education in the least restrictive learning environment.

Definitions Matter: What “Personalized Learning” Means for Students with Disabilities at LAB

Personalized Learning
As the personalized learning movement is growing, the knowledge base supporting it continues to expand and become more refined. To ground this work and focus our efforts, NCLD chose to use this definition of personalized learning: Students’ learning experiences – what they learn, and how, when, and where they learn it – are tailored to their individual needs, skills, and interests, and enable them to take ownership of their learning. Although where, when, and how they learn might vary according to their needs, students also develop deep connections to each other, their teachers and other adults.”

**Focus Population**

Our work at LAB focused on all students with disabilities and the full range of learning needs that students with disabilities may present. To accomplish this, the participants invited had expertise in the full range of disabilities, such as students with learning and attention issues, intellectual disabilities, autism, and significant cognitive disabilities. Through our investigation, it became evident that no two students will have the same learning needs and that personalized learning systems are uniquely positioned to address this. Yet, to do so, educators must carefully consider and plan for the diverse needs of students with disabilities.

**Recognizing the Potential: Improving Outcomes & Building Self-Advocacy Skills Through Personalized Learning**

**The Philosophy and Approach**

Personalized learning allows students to be educated in a general education environment while also receiving many supports and tailored interventions that address their needs. Because students with disabilities are more often than not instructed in general education classrooms with their non-disabled peers and will be participating in personalized learning where it is offered, these systems must be designed to fully include students with disabilities and allow them to meaningfully participate.

**Making the Most of Personalized Learning for Students with Disabilities**

Personalized learning systems, by design, offer a prime opportunity for students to develop self-advocacy skills. This opportunity is vital to the growth and success of students with disabilities and should not be overlooked. A recent study by NCLD found that students with learning and attention issues are four times more likely than their non-disabled peers to struggle with self-confidence.[1] The study also found that self-confidence is one of the biggest predictors of success for young adults with learning and attention issues.[2] Because self-confidence is such an important factor for success in school and life, students with disabilities must be offered opportunities to build that confidence through making positive choices about and taking ownership of their learning.

Personalized learning offers exactly the type of environment that can help students build these skills. It requires students to become active, engaged learners who take ownership of their learning, and it also provides the conditions and opportunities required for students to develop those skills. By tailoring education to meet the needs of each unique learner and requiring students to be deeply involved in their learning, personalized
learning settings are the perfect opportunity for students with disabilities to develop higher-level skills such as self-advocacy. This skill will serve students with disabilities well throughout life and can be critical to their success. Now is the time to design and implement systems that purposefully focus on and incorporate the development of self-advocacy skills for students with disabilities.

**Vision for Personalized Learning: Essential Conditions for Success**

**Aligning Critical School Frameworks with Personalized Learning Systems**

Personalized learning holds the promise of truly customizing education to meet every child’s learning needs but requires thoughtful implementation to ensure that all students – including students with disabilities – are truly engaged, supported, and able to succeed. For schools to fully meet students’ needs in personalized learning systems, there are two critical frameworks that must converge with personalized learning: universal design for learning (UDL) and multi-tiered systems of supports (MTSS). These frameworks are foundational to how educators at LAB provide effective instruction and supports for students with disabilities.

**Universal Design for Learning**

Universal design for learning (UDL) is essential to the education of students with disabilities and must be a core component of any personalized learning system. UDL is a set of principles for curriculum development that give every student the opportunity to learn. UDL addresses how information is presented (representation), how students demonstrate what they know (expression), and how students interact and engage with the material (engagement). These elements and the principles of UDL are core to what personalized learning sets out to do: tailor instruction and the learning experience for every single student. All materials, assessments, and instructional strategies must be designed using UDL for instruction to be customized for each student’s individual needs. UDL is especially important for students with disabilities, who often need multiple methods to show what they know or may need content presented in a different way than other students. UDL seeks to optimize instruction for all students by tailoring each aspect of learning to meet the needs and build on the strengths of each student.
COMPONENT #3, ENSURING ACCESSIBILITY:

In preparation for closure, the school identified the need to have all scholars set up with the appropriate technology and support in maintaining that technology. The school has been preparing the instructional and operational teams to provide remote learning during the COVID-19 pandemic since the beginning of March. The school has been communicating with families regarding their ability to access remote learning resources provided through Google Classroom and Cortex. With the responses received, the school decided to distribute loaner Chromebooks to families whose scholars needed them. LAB developed an SOP with our Finance team and Operations team to ensure that assets are tracked and accounted for, and that an agreement with families about the technology and its return was signed before technology was distributed. From March 16th to March 18th, the school held and will continue to hold office hours in the morning to loan families Chromebooks and/or prepaid MiFi, Wi-Fi hot spot units. This loaner program builds on a pilot LAB ran last year for scholars without access to reliable internet and technology services, particularly those in temporary shelters. LAB also worked with Verizon to procure additional units if necessary.

LAB has advised families on how to access remote learning on both handheld devices and Chromebooks. Additionally, space has been created on LAB’s website about home instruction during school closure in New York, which details a list of resources and contact information. LAB has also been informing families of the Internet options available to them, which in addition to the MiFi units mentioned, include:

- **Spectrum**: Offering free public hotspot access as well as 60 day 100 Mbps broadband internet. Call (844) 488-8395
- **Comcast**: Offering free two months of internet service
- **Altice USA**: Altice USA is offering their advantage 30 Mbps broadband solutions for free for 60 days to any new customer households. Call (866)-200-9522
- **T-Mobile and Metro By T-Mobile**: Providing subscribing for the next 60 days unlimited smartphone data plus 20GB of mobile hotspot/Tethering (Apple/Android)
- **AT&T**: Keeping public Wi-Fi hotspots for free access.
- **Sprint Wireless**: Providing subscribing for the next 60 days unlimited smartphone data plus 20GB of mobile hotspot/Tethering

COMPONENT #4, DESIGNING FOR UNIQUE STUDENT NEEDS: LAB’s task force regularly considered learning models and how it affects families within the LAB community. The school recognizes that to continue providing access to remote instruction for LAB scholars with disabilities, schools and our NYCDOE district partners will need to be intentional in their planning to fulfill obligations under IDEA. The school believes that during this time services under IDEA are not optional – there is no hardship exemption that state or local education agencies (LEA) can fall back on¹. With that in mind LAB’s Task Force has been preemptive, thoughtful, and inclusive about how LAB will reach scholars with

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disabilities. Accommodations, modifications, or other supports guaranteed under Section 504 will continue to be provided\(^2\). As LAB begins to build home instruction processes, it is crucial for LAB to work closely with families to determine how to best meet the unique needs of all learners in what may be a chaotic and constantly changing environment. LAB determined the following actions were appropriate to meet the unique needs of all learners:

- **Educating All Learners**
  LAB has joined Educating All Learners to spotlight best practice approaches for schools and educators committed to resource sharing and community-building that supports the efforts to meet the needs of students with disabilities during the COVID-19 pandemic and continues to develop plans for all learning models. LAB is committed to helping develop the path for practitioners by providing curated, searchable resources, access to experts, and examples from the field.

- Committee on Special Education (CSE)
- Remote Learning
- Curriculum Resources - Core Materials and Supplemental Material
- Digital Differentiation
- Related Services
- College and Scholar Advisement Activities
- Necessary Parent Conferencing (Promotion in Doubt and Trimester 3 Report Cards)
- Informed Choice Session Counseling
- Preparatory Work Done by Social Workers
- Remote Work Expectations for Social Workers
- Expectations for Conducting for IEP and SpEd Meetings

**Continued collaboration with the New York City Department of Education Committees on Special Education (NYCDOE CSE):** LAB continues to manage its communication with the CSE and the IEP meeting processes through remote meetings. This includes active coordination with our Scholar Service Coordinators and timely completion of teacher reports for these conferences. LAB sent the following communication to staff regarding expectations:

- NYCDOE CSEs instructed schools to continue with the proposed meeting schedule for scholars
- Remote CSE meetings are planned and will continue as scheduled
- School leaders, teachers, and parents/guardians can teleconference into the meetings
- Please check in with Scholar Service Coordinators Anisa Phillip or Kelly Diaz for dates, times, and directions for conferencing into the meetings. Your participation is essential in understanding your scholar’s strengths and needs

● Please ensure your reports are completed on time to your Special Education Coordinator so that can be submitted to CSE.
● In the event of a school closure, Scholar Service Coordinators will support IEP teams with next steps (which may include sending home resources, calling families, and holding teleconference IEP meetings). All service providers should expect to have professional responsibilities/work regular school hours (possibly from home). Be prepared to respond to communication and directions from scholar service coordinators and site leadership. The School anticipates that on the first day of a closure, it will organize site based scholar service conference calls and all special ed team members would be asked to join the conference call for their site (this call will be facilitated by Scholar Services Coordinator). Staff will be assigned duties during the conference call. Duties assigned may include completing phone calls to families to review the plan for their scholar and schedule of any services that will be provided via home instruction and remote learning, support with translation, and supporting scholars in accessing school work. Throughout the closure, services and support will be provided via communications technology to the extent possible/appropriate.
● In preparation for potential closures, all service providers are being asked to complete a “COVID-19 Planning: Special Education Spreadsheet google spreadsheet. The Scholar Services Team is communicating expectations for completion of this document with site-based teams. Annual, Tri, & Initial IEP meetings will take place remotely (if possible). Special Education assessment will be completed remotely to the extent possible/feasible. If not possible, the CSE will provide guidance on a case by case basis.

Methods of Remote Instruction: The following methods of instruction are for continued Tier 1 instruction. SWD will continue to receive the recommended special education support services per their individual IEP mandates.

Online
● Accessibility – Scholars have been given Chromebooks to ensure continued access to instruction. LAB will check in with scholars to ensure that they have access to the proper tools required for continued participation in classes and are a part of the school community. Special Education Coordinators are providing targeted support for questions regarding access for your scholars.
● Communication on how to log into online learning platforms has been communicated with scholars and families in their home language.

Textbooks/Paper Resource
● For scholars who do not have online/internet access, printed text and hard copy textbooks or work packets can be made by teachers
● Teachers will need to follow up with scholars using phone calls to check in on work and to provide differentiated material and explanations
● Teachers can keep attendance in the same method as other scholars or as indicated by leaders

Combination Method
● Scholars who have access to remote learning will use the platforms the school has recommended for daily instruction and attendance
● Textbooks and paper copies can be distributed to scholars that need more options. These scholars can complete and submit work at the end of the remote instruction period
● Teachers can set up phone calls/group calls to support and provide guidance for these scholars
● Classwork and homework can be collected via the online platform for grading and for giving scholar feedback
● Materials can be differentiated and uploaded for specific scholars to support their access to the curriculum
● Teachers can assign times for online chats and extra support for scholars
● Teachers, fellows, culture staff, and social work teams will conduct one-on-one meetings with a caseload of scholars, or scholars who are not able to join, and/or scholars who need extra support

Resources

Consistent with the guidance from NYSED when serving our SWDs is “…to think outside the box”. We have instructed teachers to continue to allow for accommodations on the IEP as you would normally do during classroom instruction (extra time to complete assignments, small group connections/SETSS/individual check in sessions, prompts, etc.).

*Please be sure to identify all of the scholars you are supporting and document all of the differentiation strategies you use.*

Scholars will be provided with both core instruction materials and the grade level curriculum that LAB is using. It should be accessible to all learners using the designated online platform. Supplemental instruction materials will be used to support SWDs/ELLs. Supplemental Instruction also refers to the materials that are supplied to scholars to enhance and enrich their learning.

Our staff is utilizing the following resources and guides to assist in planning and implementing lessons with SWDs in mind:

● **NYCDOE** ³ grade level curriculum and resources for supporting scholars
● **Understood.org**
● **National Center for Special Education in Charter Schools** guidance on COVID-19
● **ENL learners** with translated documents
● **Duolingo** Language
● **Social emotional learning resources**

**Our staff has been given the following guidance on effective digital differentiation and will continue to provide professional development for staff to understand how to use these supports during weekly PD time.** ⁴

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³ [https://www.schools.nyc.gov/learning/learn-at-home/additional-resources](https://www.schools.nyc.gov/learning/learn-at-home/additional-resources)

Be consistent in how you post your content and share information

- Use the school’s learning management system and Google Classroom to post your documents
- Be open to sending documents through email (school platform preferred)
- Consider posting or sharing a Google Docs so you can update it as needed
- Be consistent—use the same approach each time you post or share information

Create a regular timeline for providing information and activities

- Will you post/share information the same time each day?
- or older scholars, maybe at different times throughout the day?
- Whatever you decide, it should remain unchanged to build comfort and routine

Use a consistent layout for sharing tasks and activities

- Put objectives at the top—use the same place for every task list
- Number your actions, like a checklist
- Keep your structure the same each time you share, with content in the same place, readings, actions, etc.

Offer multiple means of representation

- Just like in a classroom, all scholars will not learn the same way online
- Plan for different learning styles by offering options to access content
- Find ways to incorporate images, video, and audio in addition to reading (remember not all our learners are reading at grade level and may need information presented in other methods)
- Online tools are great for this differentiation and access
- Examples: Add narration to a set of Google Slides using Screencastify
- Chromebooks offer the ability to change text size, typography, and background to be adjusted for scholars who have language processing issues

Remember to use multiple means of action and expression

- Offer different ways for scholars to show what they know, other than formal writing
- Video or audio can be great options and now take on a new way of evaluating our process and product
- Consider how discussions can take place online, using tools such as Google Hangouts, Zoom Google Docs or Flipgrid

Introduce new tools in low-stakes ways

- “Low stakes” means a grade is not attached and the content should be light

Provide a structured drop-in option for help, questions, and support
Knowing you are there can ease your scholars’ anxiety
Consider chatting via text for these interactions
Decide if you want to offer a sign-up option or hold scheduled “office hour” times each day/week

Flexible pacing—scholars engage in work at their own pace, based on their learning goals, objectives, and progression toward mastery.

Chromebooks offer text to speech functions that offer SWDs a way to accommodate for his or her challenges so he or she can learn, communicate and function more easily within the curriculum.

**Related Services**

Many of our SWDs/ELLs/MLLs also receive support services that are critical to their understanding of content and their emotional wellbeing. With home instruction and remote learning comes the challenge of connecting with our scholars and families to ensure the School is meeting their Social Emotional Learning (SEL) needs.

- Social workers and counselors will be reaching out to scholars through online platforms to ensure their needs are being met
- Counselors will be documenting attendance with scholars through a tool such as Encounter as they usually would until further instruction from the NYCDOE is given

**ELL/MLLs**

- Chromebooks have the ability to translate in a variety of languages, which ensures that LAB scholars can access the curriculum
- To ensure curriculum accessibility, scholars, families, and teachers can easily access the full scope of content that scholars need to achieve mastery of standards across all subjects and unit topics

NYSED will be providing information on how related service providers, such as speech and language services, will continue to support SWDs/ELLs. Our Special Education Coordinator and teachers are reaching out to specific providers to ensure lesson plans include supports that will allow scholars to access the curriculum.

- **IEP meetings**: LAB contacted CSE District 13 who indicated that they would continue to hold IEP meetings and triennials as scheduled, if there is no NYCDOE mandate for them not to report to the office. All conferences will take place via telephone, with the MS and HS coordinator reaching out to schedule all meetings and ensure participation by the CSE, teachers, and scholars. We will ensure parents know how to participate in these meetings via teleconference. Teachers who participate in IEP meetings will do so via Google Hangouts.

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● **Informed Choice Sessions for 8th Graders:** LAB will conduct remote training of staff and the 8th grade team to support remote consultations with families to support high school choice after the planned release of high school acceptance letters on March 20, 2020. LAB will ensure that scholars are scheduled for a one to one conference with trained staff from the CSO and 8th grade team to ensure that scholars feel supported in their choices for the difficult transition from middle to high school.

● **Prep work done by the Social Work team:** The Task Force considered the unique needs of scholars who are provided with regular, non-academic support. With that in mind, LAB expected social workers to complete the following pre-work prior to a closure:
  - Compile the list of scholars with unique needs, both mandated and at risk, by end of day Tuesday, March 10, 2020
  - Send out parent permission forms to obtain scholar cell phone numbers by the end of day Tuesday, March 10, 2020
  - Send an email requesting the updated list of outside providers/ROI’s (if needed) by the end of day Wednesday, March 11, 2020
  - Collect up-to-date contact information for scholars and parents by the end of day Wednesday, March 11, 2020
  - Coordinate with outsourced therapists about whether they will see scholars outside of school/general check-in
  - Complete list of resources for scholars and families of LAB (mental health needs/meal programs/health needs)

● **Social Work remote work expectations:** The LAB Social Work Team will complete the following responsibilities from home:
  - Send parent communication email (or phone call) to inform them of Social Work Roles and Expectations while the school is closed
  - Complete weekly check-ins with scholars from the completed counseling list
  - Be available to scholars, families, and any outside providers through phone calls, texts, and emails
  - Triage and respond to support requests for outside services
  - Conduct regular check-ins/contact with the culture team to discuss any scholar concerns around their grade check-ins
  - Complete ACS Attendance Calls
  - Coordinate regularly with Special Ed Coordinator and contract counselors (if necessary) to address any concerns or supports of mandated scholars. Be available to teachers, admin, or other staff to address scholar needs

**COMPONENT #5, LONG TERM PLANNING:** LAB has prepared for a COVID-19 mediated closure for a long time and in doing so prepared for the closure to be substantially longer than April 1st. With that in mind the school has created a pathway to continually communicate, maintain, improve, and update the Instructional Continuity Plan. Below is a summary of ongoing activities the school will take to ensure the success of our plan over an unknown and extended period:

● **Methods of Ongoing Communication:** As the school closure persists the frequency and variety of communication to families and staff will need to be augmented to fit the abilities and demands of a remote learning environment. Methods for communicating with families via phone, conferencing via conferencing apps, automated messaging, and other mediums will need to be maximized to ensure families are
continuously connected. At the time of writing, the school is continuing to intensify the frequency and continuity of how regularly staff will communicate with scholars and families in a proactive and operational manner. This includes the following outcomes:

- Creating a set of check-in questions and scripts for teachers to utilize when checking in with families
- Reporting on needs of scholars on learning, technology, and wellness
- Evaluating scholar learning and providing guidance on methods for improving in a remote learning environment
- Communicating methods for scholars and families to gain access to local supporting agencies
- Communicating method for scholars and families to maximize healthy and sustainable lifestyles that embrace practices of social distancing

**Enhanced Tech Support:** As the remote learning environment becomes fully operational the degree to which the school can support the tech needs of families will need to be consistently updated as tech issues become patterned and evolving. The school will continually communicate to families how support can be accessed, provide updated FAQs on common problem solving, and share problem solving techniques with teachers and culture staff during their ongoing check-ins with families.

**Professional Development for Teachers on Remote Instruction:** Remote learning is an emerging field that LAB has been long set-up to be successful in. However, the amount of remote learning scholars will be doing during a closure will require teachers to know the best practices for creating online learning experiences. The school will work to train teachers on the following remote learning practices:

- Building engaging agendas and workflows for scholars
- Video creation techniques
- Continual Checks for Understanding
- Use of Forums and Discussion Boards to foster argumentation, extension, and analysis
- Digital note taking structures
- Teaching scholars self-assessment
- Hands on experiences with common household goods
- Scholar engagement on video conferencing classrooms (e.g. cold calling, extension techniques, etc.)
- Use of writing to demonstrate learning on procedural tasks
- Others as needs become apparent

**Parent and Family Support for Remote Learning:** The use of remote learning will provide new levels of uncertainty and barriers to learning for families. During this time, the school will communicate methods to support their scholars in a manner that maximizes the family’s ability to understand, monitor, and reinforce scholar learning. The school will consider the following methods to support remote learning:

- Video tips on how to monitor scholar learning through Google Classroom
- Communication on daily learning targets for parents to check
Exemplar scholar responses to work for the parents to check scholar work with
○ Communication from the school on the scope and sequence or learning steps a scholar is undertaking
○ Survey to families and parents on a weekly basis about questions, frustration, and feedback on the remote learning model Office hours with organizational leadership to ensure active feedback with parents and families

- **Professional Development for building Sense of Belonging and that Scholars Are Known During Remote Learning:** During a period of closure, the social community that a scholar typically experiences becomes quite different. This change can greatly affect the degree to which a scholar can feel a Sense of Belonging and that they are Known to the school community. The school will take on professional development strategies for teachers and school communities to support both critical school culture outcomes with ongoing training and by researching and sourcing methods from other institutions.

- **Modification to Assessment Cycles:** The typical school curriculum will remain intact; however, the school will have to consider methods with which it measures scholar learning. Interim assessments and quizzes are typically protected content that cannot be delivered using remote methods. The school will continue to consider methods for the authentic assessment of learning as it is a critical step to preparation for state testing. We are actively working with our partners at NWEAMAP and the College Board to understand access to those assessments.

- **Burgeoning Access for Unique Student Needs:** LAB serves a large population of scholars with unique learning needs. In that light the school will be continuously collaborating with other institutions on methods for home-based services and supports. As is the case during normal operating status the school is consistently examining methods to improve scholar services.
# Addendum 1: Remote Instruction Roles and Responsibilities

## Home Instruction Roles and Responsibilities (3.17.2020 Working Draft)

<table>
<thead>
<tr>
<th>Scholar</th>
<th>Families*</th>
<th>Non-Instructional Staff</th>
<th>Teachers &amp; Instructors</th>
<th>Instructional Leaders</th>
<th>Org. Leadership Team</th>
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<tbody>
<tr>
<td>Own individual learning</td>
<td>Prioritize the safety and well-being of family</td>
<td>Provide additional support for caseloads of scholars, especially those who are instructionally vulnerable</td>
<td>Design and deliver grade-level instruction via appropriate media that puts the safety and well-being of scholars, families, and staff first and prioritizes scholars who are instructionally vulnerable</td>
<td>Design and lead a school-wide plan that puts the safety and well-being of scholars, families, and staff first and prioritizes scholars who are instructionally vulnerable</td>
<td>Design and lead a district-wide plan that puts the safety and well-being of scholars, families, and staff first and prioritizes scholars who are instructionally vulnerable.</td>
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<td>Complete independent assignments and submit them by deadlines</td>
<td>Monitor and support scholar participation in Home Instruction and remote learning and assignment completion</td>
<td>Support with the coordination and distribution of materials (texts, packets, technology, etc.) and other miscellaneous operational and service needs</td>
<td>Serve as primary point of contact at school for social, emotional, and instructional needs of their scholars</td>
<td>Manage instructional delivery systems and support teachers in lesson design and delivery</td>
<td>Manage technology inventory, support necessary system-level operations &amp; communications, including distribution of resources</td>
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<td>Advocate for personal needs and additional support when needed</td>
<td>Review communications from the school and teachers to understand the available support and expectations for your scholar’s Home Instruction</td>
<td>Establish structures for collaborative planning, coaching, and support</td>
<td>Monitor, grade, and provide feedback on submitted scholar work and maintain records</td>
<td>Establish structures for collaborative planning, coaching, and support</td>
<td>Coordinate with community organizations and resources to support children and families</td>
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<td><strong>Digital:</strong> Log in at designated times to participate in remote learning sessions</td>
<td>Create favorable conditions in the home to support productive scholar work</td>
<td>Ensure scholars have appropriate materials (physical and/or electronic) to engage in learning</td>
<td>Establish structures for collaborative planning, coaching, and support</td>
<td>Ensure scholars have appropriate materials (physical and/or electronic) to engage in learning</td>
<td>Ensure scholars have appropriate materials (physical and/or electronic) to engage in learning</td>
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<td><strong>Digital:</strong> Maintain open electronic chat function with scholars throughout the day to support them with their work and other needs</td>
<td>Design and lead a school-wide plan that puts the safety and well-being of scholars, families, and staff first and prioritizes scholars who are instructionally vulnerable</td>
<td>Design and lead a school-wide plan that puts the safety and well-being of scholars, families, and staff first and prioritizes scholars who are instructionally vulnerable</td>
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<td>Hold your scholar accountable to engaging actively in their learning</td>
<td>Hybrid: Support teachers by checking in one-on-one with caseload of scholars or scholars unable to join class to review homework, talk through hard questions, prepare them for the next set of assignments, and ensure they are still progressing</td>
<td>Digital: Facilitate discussions and collaborative opportunities for scholars</td>
<td>Digital: Manage a remote learning community</td>
<td>Digital: Monitor delivery of assignments, completion by scholars, and resulting data</td>
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<td>Analog:</td>
<td>Keep track of completed work and assignments and turn them into teachers at designated times</td>
<td><em>Note: The School recognizes the burden that this shift poses to parents. These recommendations should be considered only when possible for families.</em></td>
<td><em>Digital &amp; Hybrid:</em> Support your scholar with technology usage</td>
<td><em>Hybrid:</em> Hold office hours and individual/small group check-ins via phone and computer</td>
<td><em>Analog:</em> Create packets, handouts, and physical assignments to be delivered to scholars</td>
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### Addendum 2: Campus Leadership Team Instructional Readiness Checklist

#### Proactive and Preventative Steps

- Coordinate with Custodial Team to ensure:
  - adequate supplies are available
  - bathrooms are stocked with soap and paper towels
  - there is a cleaning schedule for custodial engineers and building managers to disinfect bathrooms, cafeteria, and common area doorknobs on a regular basis the building is properly ventilated (open windows, etc.)
  - Morning greeting should be immediately modified to limit physical contact with scholars and/or families (e.g. moving to verbal greetings)
Scholars should wash their hands with soap and water post arrival
scholars hand washing protocols should be included prior to mealtime
scholars should be discouraged from sharing food, drink, and electronic devices (e.g. video game handhelds, phones, tablets, etc.) with their peers prior to sanitization
Desks, laptops, and shared items (e.g. manipulatives, etc.) should include a Clorox wipe protocol between classes (e.g. End of class 3-minute protocol)

Incorporate into daily announcements (via Daily Staff Update, website, in class) the importance of:

- Covering your mouth and nose with a tissue when coughing or sneezing (in the absence of a tissue, cough or sneeze into your shirt sleeve or bent arm).
- Keeping your hands clean (wash your hands often with soap and water for at least 20 seconds, scholars can sing Happy Birthday twice).
- Staying home if you are sick and avoiding close contact with other sick people.
- Avoid touching your eyes, nose, or mouth with unwashed hands.
- Get the flu shot (at this time, there are no current vaccinations for coronaviruses)
- Post a scholar friendly “Cover Your Cough” poster at appropriate locations throughout the school.

Space Planning

- Need to identify a private room with a door in close proximity to the medical room for potential isolation needs (the private room should be large enough to maintain a comfortable 6 feet between the scholar and staff as well as have a desk phone; the room should therefore be larger than 6x6 feet, and have ventilation).
  - Prepare a laminated sign that reads “Occupied. Do Not Enter Without Proper Protective Equipment” for use on the room door.
- Need to identify School staff (primary and back-up) to:
  - Escort a scholar that meets the criteria for potential COVID-19 infection to the pre-designated private room and provide adult presence during isolation.
  - Nurse/designee will provide personal protective equipment to this staff person as indicated below.
  - The school nurse should have on-hand adequate supplies to assist with triage needs: face masks, gloves, gown, and face shield.
  - Additional supplies can be obtained.
  - The nurse will also provide DOE staff members with appropriate supplies as needed. Consideration should be made for go-bags/kits to include proper supplies as well as hand sanitizer.

Staff Training and Messaging
- Review overall protocols with all employees
- Advise employees that if they feel sick, they should stay home
- Advise employees that have fever, cough and/or shortness of breath, and recently traveled to an area with ongoing spread of coronavirus, or have been in close contact with someone who has recently traveled to any of those areas, they should not report to work and should call their doctor. If a connection to a health care provider is needed, they may call 311
- Remind employees that hospital staff will not ask about immigration status. Receiving health care is not a public benefit identified by the public charge test

**Symptomatic scholars**

- If you have a school nurse, the nurse will take lead on triage of scholars
- If you DO NOT have a school nurse, and a scholar is sick, complaining of fever, and cough or shortness of breath, school staff should:
  - designate a DOE staff member to don a gown, face mask, face shield and gloves and to escort the scholar from the medical room to the pre-designated private room. Masks are only effective when used in combination with frequent handwashing with alcohol-based hand rub or soap and water. Remind the staff member to clean their hands before putting on the mask and after removing it.
  - notify scholar’s parent/guardian about the situation, confirm exposure history provided by scholar, and inform that the NYC Department of Health and Mental Hygiene (DOHMH) will be contacted for consultation.
  - if parent/guardian cannot pick-up, please call 911 for hospital transport, and notify school-building and treehouse leadership.
  - upon completing the supervision of the scholar (likely transferring custody to parent), designee should remove gloves and wash hands. Then remove the following in this order taking care to touch only the back of the items: face shield, face mask, gown, then wash hands. Hands should be washed after removing each item.
- If a scholar is suspected to have COVID-19 infection, specific instructions will be provided by the Health Department. The private room should be left with the door closed for a minimum of 2 hours before cleaning and disinfection.

If a scholar is not referred for further evaluation (i.e., not suspected to have COVID-19 infection), School Director/designee/site coordinator should refer the scholar (through their parent/guardian) to their private physician for further care needs. After cleaning and disinfecting the room, the private room can be used immediately thereafter for other purposes

**Symptomatic Employees**

- If a staff member is sick and complaining of fever, cough or shortness of breath, supervisors should ask staff to wear a face mask and advise them to leave work and go to the doctor.
If the employee does not feel well enough to go to their doctor on their own, the supervisor should contact the building manager/School Director to arrange for ambulance services.

If an employee can perform their work function from home, work from home is permitted as a reasonable accommodation for an employee’s own health issue and supported by a doctor’s note.

These accommodation requests should be submitted to the Human Resources, their direct manager, and School Director.

If staff remain at home because of coronavirus, please ensure to use the new applicable timekeeping codes. Any employee who is out for coronavirus should have their time updated daily for tracking purposes.

Daily and Weekly Absences Reporting Protocol

Part of our disease surveillance mechanisms across the schools needs to be founded in accurate information around the wellbeing of our staff and scholars during the COVID-19 concern.

Considerations:
- Please communicate to staff that if they are calling in absent, to please specifically identify if they are struggling with flu or cold-like symptoms.
- Please ask families that report absences due to illness if it is flu or cold-related.
- Please escalate scholars or staff members that call out for more than 3+ consecutive days for cold or flu like symptoms to the Operations Manager.

The following simple google form is designed to capture the information so the School can make the most informed decisions based on our community needs.

Daily
- By 10 am daily, please complete the google sheet including Staff Absences and Scholar Absences

Addendum 3: Brooklyn Laboratory Charter School: Leveraging the National Council for Learning Disabilities (NCLD) Recommendations for Meeting the Needs of Students with Disabilities
Multi-tiered systems of supports

Building on the foundation of student access to content and curriculum through UDL, **students with disabilities must also receive the supports and interventions necessary to succeed in a personalized learning system through the use of a multi-tiered system of supports (MTSS)**. MTSS is an evidence-based and system-wide practice that uses data-based progress monitoring to make decisions and respond to students’ academic and behavioral needs. This system-wide approach gathers data and continually monitors student performance, identifying and addressing needs and challenges along the way. Because some approaches to personalized learning aim to meet students where they are and allow them to work at their appropriate level and pace, MTSS is a natural and critical piece of any personalized learning system.

**Success Coaching Supports**

Example Teacher Role Expectations
for 1:1 success coaching student supports:

1. **Gather data.** Teachers collaborate to effectively gather data on students’ demonstration of mastery of lesson content and/or progress towards IEP goals.

2. **Promote independence.** Teachers promote student independence by gradually releasing the supports that are provided to students.
Practice Recommendations

1. Personalized learning systems will seamlessly meet the needs of students with disabilities, reduce the stigma of special education, and maximize accessibility to enable students with disabilities to meet high standards.

To ensure that students with disabilities are successful in new systems, at LAB we consider and plan for meeting the needs of the full range of individuals with disabilities from the start and throughout the implementation process. When done effectively, personalized learning systems offer a learning environment that can reduce the stigma of special education and transform the learning experience for students with disabilities. In personalized learning systems at LAB we offer multiple methods of instruction for all students, it is not uncommon for students to rotate through various types of instructional settings during the school day. Students may participate in small group lessons, independent work with technology, or one-on-one tutoring. Students may even be working at their own pace or on slightly different content from their peers. When every student participates in these new methods, all students become less aware of who among them might be receiving special education services.

2. Educators develop a deeper understanding of the diverse learning needs of students with disabilities. At LAB we identify educators needing support and training that focus on meeting the needs of students with the full range of disabilities, supporting students’ executive functioning challenges, and appropriately using technology in the classroom.

Personalized learning systems represent a major shift in the role educators perform in the classroom each day. Educators must design and facilitate student learning while responding quickly to ever-changing student needs. To succeed, all educators are professionally developed ongoing support to help them address the needs of students with disabilities, including those with significant cognitive disabilities, and professional development must acknowledge and address this need. Specifically, professional development and targeted support should focus on two areas that are important for students with disabilities in the context of personalized learning: executive functioning and use of technology.

Focus area: Executive functioning

Executive functioning includes skills related to impulse control, emotional control, flexible thinking, working memory, self-monitoring, task initiation, and organization. At LAB, a number of student support services are designed to meet executive functioning needs both in the classroom and during small group instruction, with trained specialists. Personalized learning systems require increased executive functioning skills, especially in areas such as decision-making skills and organization. Students with disabilities and those with attention and/or executive functioning issues may struggle in this environment. For students with executive functioning issues, tasks that require planning, organization, or reflection on performance – much like personalized learning requires – are a challenge.

Focus area: Use of technology
Technology – while not synonymous with personalized learning – can be an important way to reinforce and differentiate learning based on each student’s needs. Educators at LAB use a variety of technology to help meet scholars where they are at, including but not limited to 1:1 Math Tutoring, Individually Designed Cortex Playlists, Google Classrooms, etc. and are trained over the course of the year and capable of using technology to adapt content and enhance instruction for each student to meet their needs.

Special educators and general educators at LAB are provided with intentional opportunities to collaborate and customize instruction to provide support to students with executive functioning challenges. Educators intentionally plan for and create opportunities for students with disabilities to examine, discuss, and reflect on their learning so they understand the choices available and their implications. This includes the use of curriculum and explicit instruction that focuses specifically on executive functioning skill building.

3. In order for students with disabilities to succeed in a personalized learning environment, students are provided with multiple ways to show what they know and educators we continuously monitor student pace and progress and provide interventions to keep students on track to meet their goals.

For students with disabilities, providing multiple methods and opportunities for success is often critical. One way to accomplish this – as discussed in the introduction – is to incorporate universal design for learning (UDL), which is a framework that optimizes teaching and learning for all students by customizing and adjusting instructional goals, assessments, methods, and materials to meet student needs. Incorporating UDL is one effective way to ensure that all students with disabilities can meaningfully engage with content and curriculum. Further, students with disabilities have unique strengths and challenges, making some methods of assessment more challenging than others. Allowing students to choose from multiple ways to show what they know not only empowers students but establishes a sense of ownership and ensures that students with disabilities are given every opportunity to succeed.

*Focus-area: Competency-based systems*

How students can demonstrate mastery becomes especially important in systems – such as competency-based systems – that (among other things) allow students to advance upon demonstrated mastery. LAB uses Cortex to allow students to receive more support in areas or on competencies that are challenging, while accelerating in areas where they excel. However, this type of system presents a potential danger for students with disabilities who may struggle with learning. Without a comprehensive system that monitors student pace and intervenes appropriately, struggling students – including but not limited to students with disabilities – can easily fall behind, spending too much time on one or more competencies without receiving necessary supports. Monitoring student pace and progress can be done using “teacher pacing,” which allows teachers to compare student progress to a projected timeline of on-track performance. Schools can also implement a multi-tiered system of supports (MTSS) to track student progress and use data-based decision making to guide their instructional strategies and interventions for each student.

4. Personalized learning systems create opportunities for students with disabilities to build self-advocacy skills.
Perhaps one of the biggest benefits that personalized learning offers to students with disabilities is the opportunity to develop self-advocacy skills. Personalized learning provides an opportunity for students to work with educators to understand how they learn, identify strategies for learning, and take ownership of the learning process. If students develop a deep understanding of what works for them, experience success, and have opportunities to apply a successful learning process in different situations, they can develop a stronger sense of confidence and clearer understanding of what they need to succeed. This is especially important for students with disabilities, who need to develop strong self-advocacy skills.

Many students with disabilities will continue to need accommodations when employed, in college, and throughout their lives. Therefore, to thrive in settings like college and career, they need to understand what works for them, and know how to ask for what they need. Therefore, for these students, developing the ability to advocate for themselves is critical to future success. Personalized learning offers a great opportunity to build these skills, which will serve them well throughout life.


Addendum 4: February 2020 Brooklyn Laboratory Charter Schools Continuity Planning Teaching & Learning Guidance to Campuses

Brooklyn Laboratory Charter Schools has modified and embraced a core set of priorities to ensure the continuity of teaching and learning systems for scholars, families, and educators. The School is using these practices to help guide conversations around what to do in the event of a prolonged school interruption (due to a variety of reasons, like significant weather events). In this document, “school interruption” will refer to one week or more outside of the traditional learning environment.

For transparency, the School is providing the following guiding principles and practices, designed to clearly outline the responsibilities of schools, and the decision-making process.

Guiding Principles for Ensuring Continuity of Teaching & Learning Systems

- **Educator’s Responsibility.** LAB’s primary responsibility is to ensure that teaching and learning is prioritized for scholars, and that the School has sufficient flexibility in our instructional practices to ensure that our scholars continue to learn and grow in the event of a school closure.

- Teachers will continue to revise learning plans with the addition of end of course projects and assignments to guide scholars towards course completion

- **Designing for Different Age Groups.** Instructional design, course design and plans for support must be aligned with the skill level of age groups.
  - For example, those serving the middle school levels might have to consider creating instructional materials for both scholars and parents, while our high school scholars are more likely able to successfully maintain independent learning.

- **Supporting System Training.** Training is necessary for faculty, staff, scholars, and parents on the use of continuity of learning systems to ensure fidelity and accessibility.

- **Ensuring Accessibility.** Not all scholars have access to the Internet, phone lines, TV, or radio reliably, or at all, during a prolonged school closure or scholar absence. Additionally, within a diverse-by-design culture, socioeconomics may be a barrier to access. The School must also account for scholars with special learning needs as much as possible. Therefore, it is important to offer a variety of methods of home instruction.

- **Limit complexity.** While there are endless permutations of the scope of potential services the School could offer, it is important that the School work to ensure what is suggested is pragmatic, can be implemented, and is an extension of the current school practices.
**Staff well-being and health.** The School understands that school staff are not superhumans and want to do everything within their purview to ensure that scholars are supported through this difficult time. Some LAB employees have families, children, and are caretakers. Please keep your health as a critical component of your focus and communicate to the appropriate school staff members if you need support, coverage, etc.

**Decision-Making**

- **Guidance**
  - Brooklyn Laboratory Charter Schools will outline the larger guidelines of teaching and learning systems across the network, with explicit expectations for educators.
  - Divisions will develop implementation plans that align to the needs of their school community (e.g. Culture, Operations, Related Services, etc.)

**School Expectations**

- In the event of a school closure, Schools should organize and coordinate internal meetings with instructional leaders to gain feedback and tailor implementation plans to ensure the continuity of learning.

**Teaching and Learning Remote Learning Framework**

- Instructional delivery should be asynchronous through Google Classroom except for remote office hours.
  - This means using recorded (not real time) mini lessons, leveraging blended learning including computer-facilitated or adaptive learning platforms, and paper packets, where necessary.
  - Classes will also include rubrics for work evaluation and revision
  - Accessibility should be a core planning principle.
  - Existing resources should be utilized (e.g., laptops, online platforms)
- Effective Continuity of Teaching and Learning requires a clear flow of communication and meeting structures
- Current instructional delivery models should begin swift transitions to google classroom as a delivery mechanism to help support scholars.

**Practice agency and prioritize engagement.** Learner agency—including self-awareness, self-management, self-directed learning, and good decision-making—is critical to success in school and life. Whether you are planning for on-site or remote learning, it is worth considering how learners can practice agency and providing opportunities for learners to demonstrate ownership over the process and progress of their learning.
Instruction aligned to the academic program must include regular and substantive interaction with an appropriately certified teacher regardless of the delivery method (e.g., in person, remote or hybrid).

We will ensure that the academic program includes regular and substantive interaction with an appropriately certified teacher regardless of the delivery method (e.g., in person, remote or hybrid).

LAB ensures academic excellence by hiring certified, qualified, and effective Teacher Leaders. LAB is focused on hiring experienced, NYS-certified Special Education Teachers / Learning Specialists. We aim to hire educators who are certified in a content area as well as in Special Education. An administrator certified in Special Education works with the Student Services Coordinator and the Committee on Special Education (CSE) and serves as the Section 504 Officer. If a student with severe disabilities is admitted, LAB makes sure the student can work with certified aides and teachers. We invest in Special Education training for our teachers whenever possible and applicable, and we are committed to developing Special Education talent systems. To ensure that our ELL students master English expeditiously, we provide trained staff, specialized curricular materials, extra time, tutoring, and in-class services for students requiring extra support. All teachers and fellows receive PD in communicating with ELLs, understanding cultural heritage, and applying appropriate instructional methodology. Through intensive small group instruction, co-teaching, and 1:1 academic tutoring, LAB strives to meet the academic needs of all our students, all days.

In preparation for 2020-2021, the school identified the need to have all scholars set up with the appropriate technology and support in maintaining that technology. The school has been preparing the instructional and operational teams to provide remote learning. The school has been communicating with families regarding their ability to access remote learning resources provided through Google Classroom and Cortex. With the responses received, the school decided to distribute loaner Chromebooks to families whose scholars needed them. LAB developed an SOP with our Finance team and Operations team to ensure that assets are tracked and accounted for, and that an agreement with families about the technology and its return was signed before technology was distributed. From March 16th to March 18th, the school held and will continue to hold office hours in the morning to loan families Chromebooks and/or prepaid MiFi units. This loaner program builds on a pilot LAB ran last year for scholars without access to reliable internet and technology services, particularly those in temporary shelters. LAB also worked with Verizon to procure additional units if necessary.

The school has created and is refining a communication plan for how students and their families/caregivers can contact the school and teachers with questions about their instruction and/or technology. This information is accessible to all, available in multiple languages based on charter school need, widely disseminated, and include clear and multiple ways for students and families to contact schools and teachers (e.g., email, online platform, and/or by phone).
The school reopening plan, whether services are provided in-person, remote, and/or through a hybrid model, must address the provision of FAPE consistent with the need to protect the health and safety of students with disabilities and those providing special education and services.

Success Coaching Supports

To ensure that all students receive individualized success coaching supports within a hybrid instructional model, school leaders will need to set expectations for teacher performance aligned with lesson delivery format.

Example Teacher Role Expectations for 1:1 success coaching student supports:

- Setting goals. Teachers collaboratively write student goals that are aligned to students’ post-secondary goals.
- Positive behavior supports. Teachers use individualized and class-wide behavior plans to proactively prevent misbehavior.

Brooklyn LAB is committed to helping scholars navigate the complex life and learning transitions they will face during the 2020-21 school year. Given the realities of financial and health challenges due to COVID-19, as well as ongoing racial trauma, scholars will need support in a variety of learning contexts, including remote, in-person, 1:1, and small-group instruction. That is why we are building the capacity of the full range of adults
at Brooklyn LAB to serve as student success coaches—safe, trusted advisers who can guide each student in whatever learning environment they’re in.

At Brooklyn LAB, we aspire to build the capacity of Success Coaches to embrace strength-based mindsets and high expectations, cultivate scholar motivation and engagement, and seek to foster wellbeing and accelerate academic growth. We invited organizations across the country to support us in grappling with key questions related to Success Coaching:

● How might we leverage Success Coaching to support students in navigating multiple and complex life and learning transitions?
● How might we improve adults’ relationship building skills, coaching skills, and their ability to understand, design, and deploy tailored approaches to best support students from different contexts and cultures?
● How might we ensure Success Coaches foster and maintain high expectations of our students and employ strength-based and culturally relevant approaches?
● How might Success Coaches work more effectively with students and families to understand and build upon shared values, strengths, and assets that might be leveraged to ensure students learn and thrive?
● How might Success Coaches support students to start, persist, and put in deep effort for rigorous academic tasks and challenges?
● How might Success Coaches better remove barriers to motivation, including those related to value, self-efficacy, attribution, identity, and emotional states?
● How might Success Coaches dramatically accelerate students’ mastery of critical content?

Together with City Year, EL Schools, The Mary Lou Fulton Teachers College at Arizona State University, Transcend, Turnaround for Children, and Dezudio, Brooklyn LAB organized a series of conversations to address these questions. We have documented our learning in the Success Coaching Playbook, which uses research-based frameworks to build a robust, multi-tiered system of supports, protocols, and resources to help Success Coaches work with youth one on one. We are committed to using this resource and our partnerships to develop professional learning opportunities for our success coaches.

☐ The school reopening plan must address meaningful parent engagement in the parent’s preferred language or mode of communication regarding the provision of services to his/her child to meet the requirements of the IDEA.

LAB communicates and engages with families and the school community through:

(1) Strong internal relationship development.
(2) Strong systems and supports.
(3) A vibrant Parent Leadership Council; and
(4) A commitment to robust community engagement.

LAB maintains a commitment to developing strong relationships with families.

LAB conducts family input sessions for parents to share their opinions of school policies. Including families and the community in discussions about school design and planning is vital to our approach. This includes open forums and monthly Coffee with the Co-Founders, so that families and may voice questions and concerns. Online, phone, and paper-based surveys are administered to parents with report cards at the end of each trimester to assess their familiarity and satisfaction with policies. Survey results submitted online or with signed report cards help gauge the necessity and direction of future change. LAB translates printed materials and has hired bilingual staff to ensure effective communication with all students and their families. LAB staff meet with parents throughout the school year in the following formats: information sessions before the lottery; group orientation sessions and 1:1 meetings before the school year begins; monthly family events throughout the school year to celebrate student work and achievement; and formal parent-teacher conferences three times per year. LAB also has had a social worker and scholar services team on staff from Year 1 in part to support family communication and involvement.

LAB has a strong communication system and supports.

We believe the key to strong school-family relationships is ongoing communication. We encourage a real-time, two-way communication approach that includes in-person, formal, informal, written, and verbal dialogue between LAB and each family. Teachers regularly share achievement data with parents and students online and through a report sent home with students and signed by a parent/guardian. The report includes absolute and comparative data on homework completion, recent grades, and information on future assignments. Advisors, teachers, and LAB Fellows call home regularly to talk with parents about positive and negative academic and behavioral developments. At the middle and end of each semester, students receive a report for each class. Families are expected to attend a parent-teacher conference after the first end-of-semester report card. All staff members are required to return parent calls and emails within one school day, and staff members contact parents with every serious behavior concern, as well as every time a student earns a positive shout-out during Grade Meetings. Our online Cortex platform also enables LAB families to have 24-7 access to information from teachers about scholar academic achievement and upcoming assignments, assessments, field trips, behavior (Dean’s List), and events.

LAB supports an active Parent Leadership Council (PLC) by providing space to meet, access to email and school messaging boards, and information that parents need to organize their activities. Members of the Leadership Team attend PLC meetings and events and maintain an open-door policy for its officers in order to understand issues and concerns. Parents can attend and offer input during the open comment period of each Board meeting. Historically, a representative of the PLC has often attended Board meetings to offer updates on pertinent developments and is in regular communication with Board members on policy and governance matters.
LAB prioritizes building relationships with the entire community. Central to LAB’s philosophy is our presence as a school to serve all learners—particularly the most complex—from challenged neighborhoods across Brooklyn. LAB has engaged with local stakeholders, including representatives of local universities, companies, religious institutions, families, elected officials, school leaders, and members of community organizations. We have gained a deeper understanding of interest in our model and how we can continue to improve our work. Since 2014, LAB has conducted over 45 public information sessions in downtown Brooklyn, as well as a public hearing in October of 2015 for families to provide information and hear feedback on LAB’s vision, curriculum, and design. Our school website features a video about our approach, along with a “digital comment box” to solicit questions and feedback from the public. LAB also uses its social media channels to share school updates and seek community input.

We have conducted outreach at the Ingersoll, Whitman, Farragut, Gowanus, Wyckoff, Lafayette, and Bushwick public housing communities. We worked with community canvassers to conduct literature drops in the neighborhood, with a focus on nearby New York City Housing Authority (NYCHA) buildings, as well as nearby subway stops, community centers, and other gathering places. This resulted in the distribution of approximately 146,000 pieces of literature at NYCHA residential buildings and at community festivals and events. LAB staff followed up with phone and email communication to each indication of interest. LAB is committed to continuing to reach out to prospective families in Brooklyn using extensive, multilingual advertising and a range of media including radio, print media, leaflets, the school’s website, social media, and direct mail. We exceed expectations set out in the charter law passed in May 2010 regarding recruitment and retention of ELL students, publication of materials in additional languages spoken in the community, and wide distribution of information regarding our lottery.

b. Describe how teachers communicate with families to discuss students’ strengths and needs.

As detailed in Benchmark 3 - Answer 2a above, LAB maintains consistent, open communication with families to report on academic performance in a timely manner and to best support all students’ academic and social-emotional development needs. LAB’s strong focus on net affirmations sets the tone for the communication style we train our teachers to use with students and their families. We greatly value 1:1 communication with families, whether in-person or on the phone. We see these communications as key to building positive, honest, and symbiotic relationships with families and improving the overall learning experience for all our students.

c. Provide the strategies the school uses to assess family and student satisfaction and explain how those results weigh into schoolwide decision-making.

LAB manages a system of regular assessment of family and student satisfaction, followed by discussion of results to inform schoolwide decision-making. LAB administers an in-depth survey to all students in the school via Panorama Surveys⁶ and to families via Google Surveys. Parents are asked to rate their satisfaction with the school, their child’s teachers and tutors, and the level of communication and to make suggestions or express concerns. The data from the parent survey is presented to staff and the Board and informs the school’s continual

⁶https://www.panoramaed.com/surveys
improvement process. LAB publicizes survey results via our newsletter, the “Labrador Ledger”, Annual Report, and website. LAB undertakes annual programmatic audits in accordance with Education Law § 2851(2)(f) and a rigorous annual self-evaluation.

LAB engages a reviewer to conduct an annual whole school review to assess efficacy of our academic, scholar and staff culture, and school design. The review consists of classroom observations, school walkthroughs, and staff and student surveys, evaluated using a rubric. The goal of the review is to provide an accurate and unbiased account of school culture, achievement, and efficacy. The results of the review are compiled into a report that includes a summary highlighting strengths and potential areas of improvement. This helps ensure that leadership and the Board remain accountable for results.

The School will continue to collaborate with the committees on special education (CSE) and program providers representing the variety of settings where students are served to ensure there is an understanding of the provision of services consistent with the recommendations on individualized education programs (IEPs), plans for monitoring and communicating student progress, and commitment to sharing resources.

To enroll and retain scholars with IEPs, LAB focuses on growth and skills recuperation in its academic system design. NYC students with disabilities far underperform their nondisabled peers on state tests. In 2016, students with disabilities were three times less likely to demonstrate proficiency in math and four times less likely to demonstrate proficiency in English than the overall student population. Inheriting this challenge, LAB has established an extraordinary track record of dramatic academic growth that results in substantial increases in student achievement and college readiness for students enrolled for one or more years. LAB’s academic systems reflect our commitment to developing engaged citizens who demonstrate that all students can achieve at the highest levels.

LAB’s curriculum is differentiated to challenge students to do their best academically regardless of Special Education needs or academic level. Curriculum differentiation is achieved by: (1) Use of the Cortex online learning platform (designed by InnovateEDU), which allows for customized curriculum decisions based on student progress; (2) Personalizing course offerings for scholars based on student interest and learning level; and (3) Leveraging small group tutoring throughout the year to provide additional remediation or acceleration support for students based on individual student needs.

LAB operates multiple systems to ensure that the individual needs of all students are met, and that communication happens frequently between teachers, interventionists, school leaders, families, and the students themselves. This includes regular meetings between teachers and interventionists that are backed by SMART goals, LAB’s RtI framework for our most complex learners, mentorship through our academic Success Coaches program.

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7 New York City Department of Education, New York State Common Core English Language Arts (ELA) & Mathematics Tests, Grades 3-8, New York City Results 2016, available at http://schools.nyc.gov/Accountability/data/TestResults/ELAandMathTestResults.
To facilitate communication between interventionists and classroom teachers, LAB hosts scholar study teams composed of campus leadership team members, classroom teachers, counselors, and teachers with Special Education experience. These teams meet regularly on Wednesdays to discuss the progress of scholars both academically and social-emotionally. They use protocols to create plans and monitor progress. All discussions must end with a solution, and all solutions involve SMART goals aligned with the original concern. A point-person is assigned to follow up with the team on the scholar’s progression.

For students in the bottom quartile of academic and performance behavior, LAB’s multi-tiered RtI framework (detailed in Benchmark 2 - Answer 4a above) provides a clear system of support that is customized to the needs of the student. Our academic lifeguards program helps to keep staff members engaged while supporting struggling students. Staff members are assigned to serve as an academic lifeguard to a student, helping them turn assignments in on time and coaching them through challenges. Finally, the School Director, Dean of Instruction, the Dean of the LAB Fellows, and the Scholar Services Coordinator meet on a weekly basis to review student data and create plans to identify students needing intense remediation. This group revisits these plans frequently to ensure students are making progress and that no individuals are left behind.