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**Brooklyn Laboratory Charter Schools (LAB)** - Brooklyn Laboratory Charter School and Edmund W. Gordon Brooklyn Laboratory Charter School - first closed our school doors on March 13, 2020, in accordance with the New York State Education Department. LAB worked to provide robust remote learning and tiered supports to help about 800 scholars in grades 6 through 11 continue learning through the end of the 2019-2020 school year.

In mid-April, with New York City in the throes of the COVID-19 outbreak, LAB began planning for the 2020-2021 school year, diving into the public health and medical science and research on strategies that safeguard health, support learning and promote socio emotional wellbeing for scholars, families, staff and our larger community. We returned to 5-days a week, in-person programming in August of 2020.

Our goal throughout the pandemic has been to secure the health and safety of everyone in our schools, children, families and larger community while addressing all aspects of returning to in-person learning. At the end of a year of working to equitably engage students, families, educators, and experts to ensure that solutions meet real needs we proudly graduate our first class of seniors, the class of 2021.

Planning for Reopening for SY 21-22 presents a range of complex challenges – catching up on months of lost in-person instruction; addressing students’ social and emotional needs, healing the ongoing impact of losses during COVID-19 and ensuring all students have the ability to participate equitably. Our process sought to develop and refine meaningfully informed recommendations that engaged our community stakeholders to explore the most impactful things schools can do to meet the unique and diverse needs of our students and create a thriving culture as they return to school during the 2021-22 school year.

We consulted experts in diverse fields ranging from public health to design to education to equity. We embarked on a reflection and discernment process to rebuild a learning environment that prioritizes and protects the safety, health, and well-being of everyone in our community. Our process was driven by health and safety, prioritizing an increased return to in-person instruction as an integral lever for connection, socialization, engagement and academic success of our students. Our core partners in designing our facilities and safe shared spaces included Urban Projects Collaborative (UPC), a company that supports capital projects that improve quality of life and a better built environment, and five design firms: Gensler, PBDW, PSF Projects, SITU, and WXY. We also engaged Tiffany Kimmel Carlin as an architect-in-residence and collaborated with AKA Studios, the architecture firm that designed LAB’s high school. Each of these team members supported our efforts to interview, conduct interviews with, survey, and solicit input from LAB families.
We set out to answer key ongoing questions:
- How can we best maximize in-person learning for all students? How can we best honor our Mission and Key Design Elements during the pandemic, and ensure they are reflected in our Reopening Plan and ongoing preparation to serve our school community?
- How can we best address the impact of lost instructional time, and set students up to learn and thrive?
- How can we best avoid outbreaks by using layered prevention strategies and cohorting to prevent and contain the spread?
- How can we best support student social, emotional, behavioral, and mental health needs?
- How can we best provide services to children with disabilities and English Language Learners during the COVID-19 outbreak?
- How can we best utilize summer learning and enrichment opportunities to extend learning and engage learners?
- How can we best address the risk presented to students and families by COVID-19 while serving migratory, homeless, and foster children?
- How can our school best balance performance accountability and our performance framework with our Key Design Elements and the emergency needs of our scholars and families during COVID-19?

We held more than 250 meetings (including a set of intensive working sessions, or charrettes in design parlance) to gather insights from industry experts, government officials, architects, urban designers, educators, staff members, parents, scholars, and many others. After 12 months of grappling with the COVID-19 pandemic, the promise of vaccines brought one of the first stabilizing conditions for reopening schools and exploring a return to more opportunities for more safe options in person-learning. LAB, as part of the School Vaccine hub co-developed curricular resources intended to engage and empower students with science-based facts about the risks of the virus and the efficacy of the vaccine to encourage impactful conversations with family members and others who may be hesitant to get vaccinated. The School Vaccine Hub provides school communities with a central source of information and resources about COVID-19 vaccines from trustworthy medical and public institutions.

As we launch SY 21-22, LAB is committed to continuing to build back better to serve families and communities by following public health guidelines, handling the social-emotional impacts on our
communities and restoring strong operational and financial foundations. Strengthen connections with a safe, predictable, and joyful return to school.

1. Establish and support adult culture in schools.
2. Design for belonging to create an equitable school culture.
3. Rebuild connections to yourself and others to cultivate belonging and purpose.
4. Support psychological safety at school.
5. Transform school culture to center positivity.
6. Reestablish an ethic of excellence.
7. Create a thriving school culture through vision, empathy, and effort.

Later in the process, we welcomed the pro-bono support, advice, and counsel of educational industry experts including the Center for Learner Equity, the National Center for Learning Disabilities, EdTogether, Public Impact, The New Teacher Project, City Year, EL Education, The Forum for Youth Investment, The Center for Black Educator Development, InnovateEDU, ASU Mary Lou Fulton Teachers College, Transcend, Turnaround for Children, Character LAB, Dr. Anindya Kundu, The Equity x Innovation Lab, Q.E.D., Seton Montessori Institute, and Dezudio. Our reopening preparation and responsiveness to community feedback also benefited from Yukata Tamura, founder of nXu, a nonprofit that helps youth and adults find their purpose; Charles Wesley Jones, middle school director at Brooklyn LAB; Jerel Bryant, school leader at Collegiate Academies in New Orleans and 2021 Louisiana High School Principal of the Year; Benjamin Ure, dean of students at Excel Academy in Boston; Stuart Warshawer, program officer with ArtistYear, which provides artist-teachers to Title I schools; Dave Stuart Jr., author and teacher; Chris Bostock, co-founder of Bostock Education Consulting, Inc. and managing director of high schools at KIPP New Orleans Schools; and Geoffrey Fenelus, founder and executive director of Promise Prep in Indianapolis. We intentionally sought to make these community responsiveness joint-design sessions safe zones to share our community’s hopes, fears, concerns, and ideas, placing a value on vulnerability as an avenue to learning and growth. Most recently, in response to family and scholar feedback, we worked to focus on how we rebuild school culture to be more effective, equitable, and joyful for scholars and educators.
Purpose: Brooklyn Laboratory Charter School and the Edmund W. Gordon Brooklyn Laboratory Charter School first issued a reopening guide to ensure the safe return to school in the Summer 2020 when we believed that students would return to school in person that August. Since that time, we have continued to evolve and update our reopening plan in accordance with state and public health guidance, and this executive summary is intended to summarize the most recent updates and changes as of December 31, 2021.

Summary of Updates and Changes: As we have continued to revise and update our reopening guide in accordance with state and public health guidance, we have maintained much of the substance and want to highlight the following updates and changes:

Family and Community Engagement: Over the last year and a half we have continued to engage families and community members to understand their priorities and guidance with regard to a safe return to school. a student-centered, effort-driven school culture in which students control their own academic success. We have now held more than 250 focus group sessions, empathy interviews, town hall meetings, and other sessions (increased from 150 a year ago) to gather insights from families, educators, parents, scholars, industry experts, government officials, architects, urban designers, staff members, and many others to inform our plan. At the midpoint of SY21-22, LAB is continuing our commitment to build back better to serve families and communities by following public health guidelines, handling the social-emotional impacts on our communities and restoring strong operational and financial foundations. We have begun to see strengthened connections across our community with a safe, predictable, and joyful return to school.

This includes:

1. Establishing and supporting a strong and responsive adult culture.
2. Designing for belonging to create an equitable school culture.
3. Rebuilding connections to self and others to cultivate belonging and purpose.
4. Supporting psychological safety at school.
5. Transforming school culture to center positivity.
6. Reestablishing an ethic of excellence.
7. Creating a thriving school culture through vision, empathy, and effort.

**Responding to Vaccine Hesitancy:** After 12 months of grappling with the COVID-19 pandemic, the promise of vaccines brought one of the first stabilizing conditions for reopening schools and exploring a return to more opportunities for more safe options in person-learning. LAB, as part of the School Vaccine hub, co-developed curricular resources intended to engage and empower students with science-based facts about the risks of the virus and the efficacy of the vaccine to encourage impactful conversations with family members and others who may be hesitant to get vaccinated.

**Safe In Person Learning:** Safe in person learning is and continues to be our top priority. We know that students are making more academic growth when they are in person, so our efforts have prioritized the systems, structures, and supports to increase our provision of safe, in-person learning time this school year. Our approach remains consistent with New York State Education Department Health and Safety Guide for the 2021-2022 School Year guidance that schools “sustain the educational process in a manner that serves all students and supports their return to in-person learning” while keeping students and staff healthy and safe.” This includes but is not limited to:

- A full-time, in person schedule available to all students
- Evolving health and safety protocols taking place in the building to ensure safety and health
- Continuing to offer solutions to meet Tech connectivity needs, including secured funding through the Federal Government “Emergency Connect Fund” to support any families that need assistance
- A commitment to ensuring there are working computer devices available and assigned to all scholars, maintained by an insurance policy on all devices which protects the devices from hardware failure and accidental damage
- A shortcut button configured on all devices in the browser bar entitled “Need Tech Support” allows all enduser to put in a Tech Ticket to address technical issues and needs

Our team will continue to review public health and safety guidance as well as guidance from our authorizer and board to ensure we maintain alignment to the top health and safety recommendations. We believe that the best education for our students exists in the building where adults are available and ready to support them. We will do everything we can to continue to offer what our community most needs.
Consistent with New York State Education Department Health and Safety Guide for the 2021-2022 School Year guidance that schools “sustain the educational process in a manner that serves all students and supports their return to in-person learning“ while keeping students and staff healthy and safe” LAB’s SY 21-22 Reopening Plan provides a framework to support 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 and homebound models of instruction. LAB’s 21-22 Reopening Plan draws upon the Interim Guidance For In-Person Instruction at Pre-K To Grade 12 Schools During The Covid-19 Public Health Emergency, NYSED Recovery, Rebuilding and Renewing The Spirit of New York Schools, The 2020 NYSED Submission of Reopening Plans for BOCES, NYSED School Reopening FAQ's this School Reopening Plan provides a response to planning guidance from NYSED. With the support of our families, scholars, staff members and larger school community, our Brooklyn Laboratory Charter Schools community is committed to providing options for learners to engage in schools in a manner that promotes wellbeing, recovery and unfinished learning.

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 support The SY 21-22 Brooklyn Laboratory Charter School Reopening Plan is designed using the School Facilities Tool Kit and Instructional Program Scheduling Map, Continuity of Learning Plan released drafted March 17th 2020, Continuity of Learning Reopening Plan revised on April 29th outlining how LAB is planning to support all learners and families and Brooklyn Lab Reopening Plan released on July 31st 2020 to

- Ensure continuity of learning for SY 21-22 for in person on-site learning and homebound 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).
LAB follows New York State Department of Health guidance with regard to vaccination, masking, social distancing and safety in designing options regarding where, what, when, how, and with whom components of learning happen. LAB’s plan is consistent with Randi Weingarten’s recommendation for “increased social-emotional support, 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 within our school community and promote family choice, 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). As the New York State Department of Health provides a high level of specificity on safely keeping schools open and the rising COVID-19 cases in New York City, LAB school leadership recognizes our staffing approach and planning needs to be flexible and incorporate the needs of our scholars, families, teachers and staff members. In designing and refining solutions for the safe and equitable reopening of schools, Brooklyn LAB engaged in a process of:

Our school community is prioritizing:
1. Health, thriving, and wellbeing of scholars, staff members, and the school community
2. Quality of academic program and adjustments to delivery of learning and student socio emotional well being
3. A limited, time-bound preparation process is underway to finalize the adjustments to roles, responsibilities, schedules, and staffing plan
Health and Safety

**BKLAB Greenbook-Redbook:** The School Year 2021-2022 Restoration Solutions Facilities Guide was developed and updated to provide a framework, grounded in current recommendations from relevant governing bodies, for a safe return to and operation of LAB during the COVID-19 pandemic. We are committed to keeping our students, teachers, staff, and their families safe. We have taken additional precautions for students with disabilities, underlying health conditions, asthma or respiratory illness, and special education requirements.

**Required Health Screenings:**
- Arriving students and staff will enter the school and staff will instruct them to maintain social distancing to promote safety.
- Staff member(s) will check for masks and distribute masks as necessary.
- Symptom checking will consist of a temperature screen. Hand sanitizer stations will be placed throughout the line.

**Covid Testing**
- Staff members who receive a formal written exemption because they are unable to be fully vaccinated against the COVID-19 virus due to medical or religious exemptions are required to submit a negative COVID-19 test to LAB Human Resources on a set date and time each week, to be determined.
- Effective December 7, 2020, Brooklyn LAB followed a similar protocol to the city-wide public health official-directed student testing policy, requiring 20% of the on-site student population to be randomly selected for COVID-19 testing via an external testing group at LAB’s 77 Sands Street campus on a regular basis.
- For students who need a medical exemption, due to a health condition that would make it unsafe to undergo testing (e.g., facial trauma, nasal surgery), families will be able to request a testing exemption.

**Social distancing:**
- The CDC indicates social distancing is a simple, yet effective way to prevent potential infection in public space. The benefits of social distancing limits the use of common areas such as the cafeteria, offices, and playgrounds. To practice this measure, LAB will:
- Ensure a minimum of 3 feet of distance between individuals in common spaces, consistent CDC guidance unless safety or core function/work requires a shorter distance and as a result, individuals will be placed in cohorts to prevent spread among themselves
- Eliminate unnecessary contact such as handshakes or embraces
- Avoid touching surfaces touched by others to the extent feasible
- Avoid contact with or proximity to anyone who appears to present symptoms of COVID-19, such as coughing or sneezing
- Adhere to social distancing markers denoting 3 feet of space in all common spaces. Indicate flow of direction

**Cleaning**
- LAB’s cleaning staff will be responsible for daily intensive cleaning, paying particular consideration to high-touch areas including but not limited to doors, handles, tables, countertops, light switches, phones, handrails, computers, etc. LAB will keep the regular cleaning staff on site and they will be tasked with the day to day cleaning responsibilities.

<table>
<thead>
<tr>
<th>School Vaccination</th>
<th><strong>School Vaccine Hub</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Together with leading health and education organizations, Brooklyn Laboratory Charter Schools (LAB) and EquityByDesign.org have partnered with public health experts to launch the School Vaccine Hub—a centralized platform with credible vaccine information and accompanying lesson plans and curricular tools that schools can use to promote the uptake of COVID-19 vaccinations and address fears and concerns about vaccines in America's diverse public school communities. The hub includes a range of resources offered in multiple different languages.</td>
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<table>
<thead>
<tr>
<th>Facilities</th>
<th>The Back to School Facilities Kit provides an accessible and clear summary of health and safety approaches.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The Master Facilities Plan Binder documents who we approached COVID-19 protocols, room by room.</td>
</tr>
</tbody>
</table>
Master Facilities Plan Binder

About the Binder
This binder of documentation functions as a guide for preparing the physical spaces of Brooklyn Laboratory Charter School for reopening following the Coronavirus quarantine. The floor plans within reflect measures for social distancing, enhanced sanitation and contact tracing. This binder represents the practical adaptation of prototypical design concepts from the Facilities Toolkit and Scheduling Map to the specific spaces of Brooklyn Lab.

SEPTEMBER 4, 2020
Nutrition

LAB’s breakfast, snack, and lunch breaks will prioritize social distancing and promote effective personal hygiene practices. Students will consume meals in their respective classrooms in their cohort. LAB staggers classroom’s meal times to account for classroom meal delivery.

In alignment with the NYSED guidelines, LAB will:
● provide all enrolled students with access to school meals each school day;
| Transportation                  | Some LAB scholars will be eligible for full or reduced fare MetroCards to take public transportation to and from LAB. LAB will help scholar’s secure transportation as per state and city regulations. All requests or concerns regarding transportation must be communicated to the Campus Operations Manager. Please reference your scholar’s campus operational flow plan for specific dismissal instructions. Any updates to a family’s address or other contact information may result in up to a two-week delay in the school’s ability to provide a MetroCard. This is due to the requirements from the NYCDOE Office of Pupil Transportation. If a scholar loses a MetroCard the school will make its best effort to replace it immediately but there may be up to a two-week delay in the school’s ability to provide a MetroCard given required notification and timelines with the NYCDOE Office of Pupil Transportation. Parents are responsible for the cost of transportation due to a delay in receiving a MetroCard. For scholar’s whose IEP recommends bussing or other transportation, scholars will be picked up and dropped from their appropriate campus. Scholars who are tardy or late due to late bus arrival will not be marked tardy in the scholar’s attendance record. |
| Technology and Connectivity    | LAB offers training and support for students and families/caregivers to ensure comfort and ease with instructional programs and any technological platforms and devices used to deliver instruction. 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. Scholars will be provided access to Chromebook devices and MIFI internet hotspots provided by school on a loafer basis to families. Daily dedicated support for |
technology and limited in-person technology pick-up/shipping of devices Scholar account support infrastructure will be developed and communicated to families.

| School Schedules | Instructional Scheduling Map  
The Scheduling Map explores early directions in staff scheduling, class configurations, and planning considerations -- with a particular focus on IEP compliant, health protocol aligned schedules.  
MS Schedule and Calendar  
Middle School Calendar  
Middle School Schedule  
HS Schedule and Calendar  
High School Calendar  
High School Schedule |

<table>
<thead>
<tr>
<th>TEACHING &amp; LEARNING SUMMARY</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Instructional Programming</strong></td>
</tr>
<tr>
<td><strong>Social-Emotional Well-Being</strong></td>
</tr>
<tr>
<td><strong>Special Education</strong></td>
</tr>
</tbody>
</table>
while health and safety are at the forefront of everyone’s mind. Summary on designing for unique users provided below.

To train educators and support them to better understand the individual needs of our complex learners, the school helped launch the Educating All Learners Alliance (EALA) to create an interactive website of COVID Student Personas that maps out five distinct student personas and the dozens of trusted adults who comprise their circles of support.

| Content Delivery Academic Operations | LAB provides an In-Person On Site Learning Model on-campus learning five (5) days a week with courses complemented by targeted online support and assignments. LAB provides an (5) days a week Individualized Study and a Homebound Option for scholars. 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 |

**DAILY SCHOOL OPERATIONS**

Brooklyn Lab supports opportunities for students and staff to access COVID-19 vaccination clinics in collaboration with local health partners as one of the pathways to ensuring that there are safe communities to support overall wellbeing. LAB continues to adhere to state and local health and safety guidelines to ensure social distancing practices.
Health Checks
Upon Arrival to Campus
When consistent with NYSDOH and NYC Department of Health guidance, LAB will administer on-site temperature and health checks to determine students' current health status and ensure that they have the appropriate PPE to enter. The core structure of the arrival strategy is sequenced below:

<table>
<thead>
<tr>
<th>UPON ARRIVAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arriving students and staff will enter the school and staff will instruct them to maintain social distancing to promote safety.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>START OF LINE</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Mask check</em>: Staff member(s) will check for masks and distribute masks as necessary.</td>
</tr>
<tr>
<td>The arrival of students and staff should be managed to reduce the infection risk. Students (and staff) are to enter and exit at designated entrance and exit points, which will be easily identified via signage respective to their cohorts. Students (and staff) will arrive at staggered start times and be released in the order in which they arrived.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>IN LINE</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Symptom check</em>: Symptom checking will consist of a temperature screen. Hand sanitizer stations will be placed throughout the line.</td>
</tr>
</tbody>
</table>

Healthy Hygiene Practices
LAB students and staff will be directed to sanitize their hands or wash their hands for a minimum of 20 seconds following coughing/sneezing. Further, students and staff will be provided several venues to sanitize their hands. LAB will increase the number of hand-washing stations when or where feasible, and prioritize no-touch or low-touch surfaces/mechanisms. There will be multiple sanitation stations throughout LAB's corridors. In addition to the aforementioned resources, these items will also be kept readily available:
● hand sanitizer with at least 60 percent alcohol (for staff and older children who can safely use hand sanitizer);
● paper towels;
● tissues;
● disinfectant wipes; and
● no-touch/foot-pedal trash cans.

Social Distancing
The CDC indicates social distancing is a simple, yet effective way to prevent potential infection in public space. The benefits of social distancing limits the use of common areas such as the cafeteria, offices, and playgrounds. To practice this measure, LAB will:

- Ensure a minimum of 3 feet of distance between individuals in common spaces, consistent CDC guidance unless safety or core function/work requires a shorter distance and as a result, individuals will be placed in cohorts to prevent spread among themselves
- Eliminate unnecessary contact such as handshakes or embraces
- Avoid touching surfaces touched by others to the extent feasible
- Avoid contact with or proximity to anyone who appears to present symptoms of COVID-19, such as coughing or sneezing
- Adhere to social distancing markers denoting 3 feet of space in all common spaces.
- Control capacity as much as possible at a time in an elevator
- Direct stairwell traffic in one direction
- Floor stickers will be placed in the corridors to indicate flow of direction

Personal Protective Equipment (PPE) and Face Coverings;
At LAB, we are committed to aligning with official health protocol and the well-being of our school community. All individuals that enter LAB are required to wear face coverings. All LAB students and staff will receive three (3) fabric face masks at the beginning of the school year. While we highly encourage students and staff to bring their reusable mask, in the event that they do not have their cloth mask, LAB will provide face masks. This is in alignment with NYSED Executive Order 202.16. Masks will be distributed at the Second
Floor main desk. Based on the NY State Education Department, these are the suggested number of disposable masks to distribute to students and staff:

![Figure 1: NYDOE PPE Recommendations](image)

<table>
<thead>
<tr>
<th>Group</th>
<th>Quantity per 100 per group</th>
<th>12-week Supply at 100% Attendance</th>
<th>12-week Supply at 50% Attendance</th>
<th>12-week Supply at 25% Attendance</th>
<th>Assumptions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>100 masks per week</td>
<td>1,200</td>
<td>600</td>
<td>300</td>
<td>1 disposable mask per week per student (to supplement the cloth masks provided by parent/guardian).</td>
</tr>
<tr>
<td>Teachers and other staff</td>
<td>500</td>
<td>6,000</td>
<td>3,000</td>
<td>1,500</td>
<td>5 disposable masks per week per teacher.</td>
</tr>
<tr>
<td>School nurses and health providers</td>
<td>1,000</td>
<td>12,000</td>
<td>6,000</td>
<td>3,000</td>
<td>10 disposable masks per week per school nurse.</td>
</tr>
</tbody>
</table>

Personal protective equipment (PPE) will be available at every campus, and each classroom will have a supply of PPE.

CDC provides additional information about how to use and care for cloth face coverings. CDC provides print resources in multiple languages, like reminders to wear a mask and maintain distance, and tips for protecting yourself and others. You can also find PSAs that can be broadcast as well as video clips that can be shared with students, families, and staff.

For hearing impaired students, LAB will procure transparent face coverings for students and teachers within that cohort.

Management of Ill Persons;
What steps will our school community take when Brooklyn LAB learns that a scholar or staff member has COVID-19?

If a person in our school community has COVID-19 (positive diagnostic test), the Health and Safety Team will do the following:

- Confirm the person(s) had a diagnostic test for virus and not an antibody test (see COVID-19 Testing: Frequently Asked Questions for more information).
- Determine whether the person attended or worked in the school during their infectious period (defined below) potentially exposing others to COVID-19. Make sure they understand how to isolate safely at home and when they may return to work/school, (see What to Do If You Have COVID-19 and COVID-19: Understanding Quarantine and Isolation).
- The person needs to be isolated if they test positive for COVID-19, whether or not they have symptoms, even if fully vaccinated. We also recommend you provide information about how to access resources and receive paid leave, if eligible (see Appendix).
- If they attended school during their infectious period, identify everyone who was a close contact of the person with COVID-19 during the person’s infectious period.

CDC Guidance defines Close Contact through Proximity and Duration of Exposure. An infected person can spread SARS-CoV-2 starting from 2 days before they have any symptoms (or, for asymptomatic patients, 2 days before the positive specimen collection date), until they meet criteria for discontinuing home isolation.

- Exclude all unvaccinated close contacts from school and inform them that, per the NYS Department of Health (NYSDOH) requirements. The complete NYSDOH guidance document is available here, and pre-dates the updated CDC guidance. It applies to education settings and workers. It outlines that employers may allow a person to return to work after day 5 of their isolation period (where day zero is defined as either date of symptom onset if symptomatic, or date of collection of first positive test if asymptomatic) if they meet specific criteria.
- On December 27, 2021, the Centers for Disease Control and Prevention (CDC) announced that it is updating its guidance on post-COVID-19 infection isolation protocols as well as quarantine procedures following COVID-19 exposure for the general public. In the updated guidance, the CDC will shorten...
the recommended time for isolation from ten (10) days to five (5) days for individuals (regardless of vaccination status) infected with COVID-19 who remain asymptomatic, followed by five (5) days of wearing a mask around others. In its media statement, the CDC notes that “[t]he change is motivated by science demonstrating that the majority of SARS-CoV-2 transmission occurs early in the course of illness, generally in the 1-2 days prior to onset of symptoms and the 2-3 days after.”

- Additionally, the CDC is shortening the recommended quarantine period for individuals exposed to COVID-19. The CDC is now recommending quarantine for five (5) days followed by strict mask use for an additional five (5) days for people who are (i) unvaccinated, (ii) partially vaccinated, or (iii) are more than six months out from their second mRNA dose (or more than 2 months after the J&J vaccine) and not yet boosted. In the event a five-day quarantine is not feasible, an exposed person must wear a well-fitting mask at all times when around others for ten (10) days after exposure. Individuals who have (i) completed their primary series of the Pfizer or Moderna vaccine within the last 6 months; (ii) completed their primary series of J&J vaccine within the last 2 months; or (iii) received their booster shot do not need to quarantine following an exposure, but should wear a mask for ten (10) days after the exposure. In the event of any exposure, the CDC recommends a COVID-19 test at day five (5) after exposure. If symptoms occur, individuals should immediately quarantine until a negative test confirms symptoms are not attributable to COVID-19.

- Those who are fully vaccinated against COVID-19 or have had laboratory confirmed COVID-19 in the past 3 months and recovered do not need to be quarantined. For additional information on quarantine, including how to safely separate from others, see COVID-19: Understanding Quarantine and Isolation.

- Submit information on contacts so they can be enrolled in the NYC Test & Trace Corps program (see Appendix).

- Report the new COVID-19 case to the NYC Health Department by calling 866-692-3641. If the NYC Health Department determines that additional follow-up is needed, you will be contacted with instructions.

- Communicate to all staff (including Fellows and InnovateEDU staff) and to families of scholars in the affected grade that a confirmed COVID case has occurred in the community and that all close contacts have been notified separately through a separate procedure identified above. This communication is done by grade level leads in a form email to family lists and the COO to the staff
community via form email in the affected school by the end of day when a COVID-19 case is confirmed.

● Third-party entities who have staff members onsite will be alerted directly of a close contact.

**Are there any exceptions to quarantine?**
The following people do *not* need to quarantine and can attend school, as long as they have no symptoms of COVID-19:

- Anyone who is fully vaccinated against COVID-19. Fully vaccinated means it has been at least two weeks after they received their second dose of a two-dose vaccine (such as the Pfizer-BioNTech or Moderna vaccines) or two weeks after they received their single dose vaccine (such as the Johnson & Johnson/Janssen vaccine). People who completed COVID-19 vaccination series with a vaccine that has been authorized by the World Health Organization (WHO) are also included.
- Anyone who has had laboratory-confirmed COVID-19 in the past three months and recovered. Three months is measured from the date a person first had COVID-19 symptoms or, if they had no symptoms, the date of their first positive diagnostic test.
- In addition, an essential worker who the employer has deemed essential and critical for the operation or safety of the workplace, upon a documented determination by their supervisor and a human resources

**Cleaning and Disinfection**

LAB's cleaning staff will be responsible for daily intensive cleaning, paying particular consideration to high-touch areas including but not limited to doors handles, tables, countertops, light switches, phones, handrails, computers, etc. LAB will keep the regular cleaning staff on site and they will be tasked with the day to day cleaning responsibilities.

**Disinfecting Measures**

Developing increased sanitation practices is an important part of LAB's reopening strategy. Facilities staff and cleaning services will use EPA standards to develop robust cleaning and sanitation plans. Products used as disinfectants should follow EPA's criteria. EPA maintains an EPA list of registered
products that, while not tested, have demonstrated efficacy for killing viruses. Below is information about sanitizing varying porous objects:

**Cleaning and Disinfecting Protocols**
The CDC recommends the following cleaning protocol in the event of a confirmed or suspected case:

- Close off all areas used by the person who is sick. Note: Schools do not need to cease operations if they can close off affected areas.
- Open outside windows and doors to increase air circulation in the area
- Wait 24 hours before cleaning and disinfecting if possible. If not, wait as long as possible.
- Clean and disinfect all areas used by the person presenting symptoms.
- Vacuum the space if needed and use a vacuum with a HEPA filter, if available.
- If possible, turn off room fans and the central HVAC system that services the room or space, so that particles that escape from vacuuming will not circulate throughout the facility.
- Once the area has been thoroughly disinfected, it can be returned to use.

**TEACHING AND LEARNING**

**LAB Approach For Designing in Person & Homebound Instruction:**
Brooklyn Lab continues to design instructional experiences that meet the needs of all learners in the complex evolving needs and challenges in the wake of the Covid-19 pandemic. Providing more opportunities for in person instruction is critical to student health, well-being, academic success, and social functioning.

In alignment with international and national experts, Brooklyn LAB is committed to prioritizing in-person learning while adhering to multiple mitigation strategies that include vaccination, the appropriate use of face masks, physical distancing and screening testing to monitor transmission and inform local public health actions. Combining these mitigation strategies increases community confidence in in-person instruction and prevents transmission of COVID-19.
**Key Considerations:**
- Safety: Students and staff will wear masks and maintain social distance.
- 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.
- All students—including those with IEPs—will participate in community meetings, town halls, shared communication channels, celebrations, feedback sessions, “House” activities, and other rituals and routines.

<table>
<thead>
<tr>
<th>Learning Model &amp; Location</th>
<th>IN PERSON ON SITE LEARNING</th>
<th>HOMEBOUND/INDIVIDUALIZED STUDY</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><img src="#" alt="Main School Building" /></td>
<td><img src="#" alt="Home" /></td>
</tr>
</tbody>
</table>
| Summary Description       | - In-person, on-campus learning five (5) days a week for grades 6-12.  
                           |   - In-person courses are complemented by targeted online support and assignments.  
                           |   - Students will attend an instructional day including all core subjects and electives.  
                           |   - Scholars learn in classrooms that support social distancing consistent with Department of Health and CDC Regulations.  
                           | Homebound fully remote-learning five (5) days a week.  
                           | Scholars login from home into live classes during their core instructional courses, starting at 9.00am  
                           | Individualized day starts at 9.00 am daily.  
                           | All core instruction and student services.  |
• 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).

  provided remotely. Related services scheduled as part of instructional day.

  Scholars receive remote special education support

HOMEBOUND & INDIVIDUALIZED STUDY DETERMINATION
Although Brooklyn Laboratory Charter Schools (LAB) does not currently plan to offer a “Remote School” or “Virtual School” option to families in the 2021-22 school year, there are two settings that include components of online learning: Homebound Instruction and Individualized Study. This FAQ document provides background on these two programs and the processes for requesting additional information.

**Homebound Instruction**

*What is Homebound Instruction?*

Homebound Instruction refers to the practice of providing instruction to scholars who are unable to attend school because of physical, mental, or emotional illness or injury. Members of the Brooklyn LAB community who are potentially eligible for this service must provide medical verification of the scholar’s inability to attend school for a time due to physical, mental, or emotional illness or injury. Families requesting these services must comply with local board of education requirements for notification and follow up with the school administration. These services are provided in accordance with relevant Commissioner's Regulations.

*How is Eligibility Determined for Homebound Instruction?*

Eligibility for Homebound Instruction is determined by a medical professional in coordination with a school administrator.

**Individualized Study**

*What is Individualized Study?*

As defined by the July, 29th 2021 NY State Educational Memorandum - schools may work with scholars and families to provide an individualized, appropriate set of online instruction “if it is deemed to be in the best educational interest of the scholar.” The Individualized Study program at Brooklyn LAB provides an alternative instructional approach, not an alternative curriculum. Individualized Study is appropriate in the instance of “documented medical conditions prohibit the safe return for scholars to in-person instruction” or “scholars who have otherwise struggled have excelled with remote learning.” With individualized study, scholars are responsible for attending synchronous instruction with a range of delivery models under the supervision of a qualified teacher or teachers and are held to all New York State attendance and graduation requirements.

*How is Eligibility Determined for Individualized study?*
As distinct from an informed choice process, the eligibility for individualized study is determined by an administrative review of a parent or guardian’s intake interview and supporting documentation. Existence of a qualifying medical condition or psychological condition, and (as further outlined in the July 29th, 2021 Memorandum) “who have otherwise struggled have excelled with remote learning.”
POSSIBLE CLASSROOM PLACEMENTS

The School is committed to provide services consistent with our obligations under federal and state law, the School’s charter, and the guidance contained in the NYC Department of Education Guide to Special Education Procedures for Students Attending Charter Schools as a Shared Path to Success. At a minimum, this includes:

- **Alignment with the School’s General and Special Education Programs and Services.** Cohorts, schedules, and staffing plans must be aligned to the School’s General and Special Education Programs and Services policy, which describes the School’s core instructional model for general education and any intervention models the school uses for academics and/or behavior, including any supplemental instruction that is provided.

- **Alignment to IEPs, as determined by the Scholar Services Team,** in coordination with the CSE. Schedules must adhere to the frequency, location, initiation dates, and duration of services codified in each scholar’s IEP. The individualized needs of each scholar drive services, and the schedule cannot be based solely on the current offerings or resources proposed by the charter school.

- **Alignment with the School’s Reopening Plan.** As LABfrom has increased in person, socially distanced offerings aligned to the Instructional Program Scheduling Guide -- the school-specific continuum of special education programs and services will be revised and updated in the School’s Reopening Plan, consistent with the Board’s Oversight. The School’s ability to do so takes into account identified needs, present levels of performance, annual goals, short-term objectives, accommodations, modifications, program and services on the IEP are clearly connected and enable the student to access, participate and progress in the general education curriculum.

- **Alignment of cohort assignment and composition with program and service requirements, and consistent with the School’s budget and staffing plan.** The School build cohorts that reflect the program and service requirements specified in scholar IEPs, consistent with the continuum of special education programs, which includes:
  - Integrated Co-Teaching (ICT); and
○ Special Education Teacher Support Services (SETSS);
○ Special Class (in a District 1-32 school (12:1/15:1, 12:1+1), in a specialized school (12:1+1, 12:1+(3:1), 8:1+1,
   6:1+1), or in a NYSED-approved non-public school)

The School has an obligation to fulfill (and implement) the IEP recommendations for programs and services that offer the student a free, appropriate public education in the least restrictive environment, and that honor the family's choice to enroll the student at the School.
## SAMPLE IN PERSON STUDENT JOURNEYS

<table>
<thead>
<tr>
<th>Middle School</th>
<th>High School</th>
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<tbody>
<tr>
<td><strong>English Language Arts</strong></td>
<td><strong>English Language Arts</strong></td>
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<td><strong>History</strong></td>
<td><strong>History</strong></td>
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<tr>
<td><strong>Science</strong></td>
<td><strong>Science</strong></td>
</tr>
<tr>
<td><strong>STEM Small Group Tutoring</strong></td>
<td><strong>Mathematics</strong></td>
</tr>
<tr>
<td><strong>Humanities Small Group Tutoring</strong></td>
<td><strong>Composition [Seminar]</strong></td>
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<tr>
<td><strong>Electives</strong></td>
<td><strong>Electives</strong></td>
</tr>
<tr>
<td><strong>Special Education related services</strong></td>
<td><strong>SETSS</strong></td>
</tr>
</tbody>
</table>

### Darien
Darien is an 8th grade student who is president of the student council and plays basketball in a community league with some of his friends. Darien has dyslexia, which manifests itself with severely compromised word attack skills, word identification, and single-word spelling. He dislikes reading, but persists through reading activities with supports such as audiobooks. He also responds positively to individualized teacher attention.

**Staff Specialization Requirements:**
- Orton-Gillingham Specialization
- Assistive Technology Trainer

### Justin
Justin is a 10th grade student who enjoys math and has strong problem solving skills. Justin has ADHD and is currently functioning in the average range of intelligence. At times, Justin acts impulsively and experiences behavioral outbursts including yelling and cursing loudly in the classroom when he feels like things don’t go his way. He has difficulty with self-regulation and receives group counseling to continue to develop executive functioning skills. Justin benefits from the breaking down of new content and use of computers during writing activities.

**Staff Specialization Requirements:**
- Assistive Technology Trainer
Supporting Multilingual Learners

Multilingual Learners are provided with vigorous holistic support for success in their classes and beyond in regards to measuring progress, assessing level and scaffolding class materials as needed and supporting our students pre class, in-class, post-class, and on an individualized basis.

Additionally, LAB has been focused on ensuring all educators are trained on best practices to support language learners in their classrooms.

Specifically we have been engaged in:

○ Adapting curriculum for ENLs across content areas
○ Designing ways of amplifying learning and scaffolding course material
○ Teaching customized English Language Development courses, a separate course in students’ schedules, to ELL learners
○ Co-teaching models in content classes between content and ENL instructors to provide language support in class
○ Professional development workshops are provided to content teachers who are/will be working directly with ENLs so they are able to better provide support to their language learners
○ Family outreach is targeted and translated for our language learning scholars.
## Collaboration, Planning, & Leadership Time

### Phases

<table>
<thead>
<tr>
<th>Phase 1: Maximum Social Distancing Remote &amp; Asynchronous</th>
<th>Phase 2: Moderate Social Distancing In-Person &amp; Synchronous</th>
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<tbody>
<tr>
<td><strong>Professional Learning Communities</strong></td>
<td></td>
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<tr>
<td>• Teacher Leaders create video messages / PD</td>
<td>• Teams meet 2-3 times / week in person with Residents &amp; Fellows providing release time, overseeing students while teams meet</td>
</tr>
<tr>
<td>• Teachers &amp; Residents submit weekly reflections / plans</td>
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<tr>
<td>• Team meetings by videoconference while students work</td>
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<tr>
<td><strong>Scholar Study &amp; Team Check-In</strong></td>
<td></td>
</tr>
<tr>
<td>• Teams hold video meetings to discuss individual students and their own well-being, while Residents and Fellows cover classes</td>
<td>• Scholar Study and Team Check-In meetings happen in person, with Residents and Fellows providing release time.</td>
</tr>
<tr>
<td>• Deans can participate virtually to check in with team</td>
<td>• Dean may still join by video to limit exposure</td>
</tr>
<tr>
<td><strong>Data Analysis</strong></td>
<td></td>
</tr>
<tr>
<td>• Students take assessments online, team sees data</td>
<td>• Students still take assessments online to enable data flow</td>
</tr>
<tr>
<td>• Teachers review data asynchronously, submit plans for follow-up in instruction next week</td>
<td>• Data analysis meetings happen in person, with Residents and Fellows providing release time</td>
</tr>
<tr>
<td>• Teacher Leaders provide feedback, lead video meetings</td>
<td></td>
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<tr>
<td><strong>Observation &amp; Feedback</strong></td>
<td></td>
</tr>
<tr>
<td>• Deans &amp; Teacher Leaders observe by joining lessons on video and reviewing teacher / student artifacts</td>
<td>• Teacher Leader observations and debrief meetings can happen in person, with Residents and Fellows providing release time</td>
</tr>
<tr>
<td>• Residents provide release time for Teachers and Teacher Leaders to participate in videoconference feedback</td>
<td>• Deans may still do observations remotely to limit exposure</td>
</tr>
</tbody>
</table>
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 three 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
- 3) A shortcut button configured on all devices in the browser bar entitled “Need Tech Support” allows all enduser to put in a Tech Ticket to address technical issues and needs.
- 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 on site 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/multisensory 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
- 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.

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 department meeting per week
- 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 make adjustments on cycles of support and feedback
  ○ Monitoring and reporting daily attendance of scholars
  ○ Delivering said resources and lessons to scholars on a daily basis 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
○ 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. 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

**Culture Team Expectations**

As we return to an increased person learning, LAB 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 check-in with 10-15 scholars identified with unique SEL needs in each grade level in order to check-in.

Expectations for campus Culture Team will have the following responsibilities:
- Complete a data table of assigned scholar to grade team
- Send ongoing Parent Communication regarding Culture Team roles
- 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 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 Possible School Closing/Remote Days:
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.
ADDRESSING UNFINISHED LEARNING

In preparation for in-person learning and a homebound learning environment, the school took on training and collaborative planning spaces 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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<tr>
<th>Grade</th>
<th>ELA</th>
<th>Math</th>
<th>Science</th>
<th>History</th>
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<tbody>
<tr>
<td>6</td>
<td>6th Achievement First Literature</td>
<td>6th, Illustrative Math</td>
<td>6th Big History</td>
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<td></td>
<td>6th.AF Writing</td>
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<td>6th.Khan Academy Extension</td>
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<tr>
<th></th>
<th>7th. Achievem ent first Literature</th>
<th>7th Illustrative Math</th>
<th>Living Environm ent</th>
<th>7th. US History Honors</th>
<th>7th.AF Learning Passages</th>
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<td>Collegeboard Pre.AP.Algebra</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’s task force regularly considered learning models and how it affects families within the LAB community. The school recognizes that in order to continue providing access to 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 disabilities. Accommodations, modifications, or other supports guaranteed under Section 504 will continue to be provided2. 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 with Educating All Learners to identify 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)
- 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
- Work Expectations for Social Workers

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.
- 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 scholars' 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 schoolwork. Throughout the closure, services and support will be provided via communications technology to the extent possible/appropriate.
Planning for Staffing and Cohort Support

**Step 1**
Determine # of classes needed
- How many students at each grade level?
- How many students in classrooms with special staffing or class size requirements (e.g., special education)
- What proportion of students will be in school at a time due to social distancing?

**Step 2**
Determine # and type of staff needed
- What types of teachers are needed to staff each category of class identified in step 1 (general ed, special ed, special certifications)?

**Step 3**
Quantify over/under staffing capacity
- What is the school’s current staffing level by type and grade level?
- What % of staff do you project will be out of school due to illness or quarantine?

**Step 4**
Determine staffing shifts needed
- **If understaffed:** What is the school’s tolerance for shifting roles (legal requirements, school comfort level with shifts)?
- **If overstaffed:** What roles can the additional teachers play (e.g., supporting remote learning at home; serving as swing staff in the event of illness/quarantine)?

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**Student Experience**
Sample Types of Learning

[Diagram showing different types of learning experiences]
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. The study also found that self-confidence is one of the biggest predictors of success for young adults with learning and attention issues. 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. In particular, 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. In order 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.[3] 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 in order 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.

**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, WiFi 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 continues to offer solutions to meet Tech connectivity needs. In the 2021-2022 school year LAB has secured funding through the Federal Government’s “Emergency Connect Fund”. This fund provides subsidized funding for hotspots for qualified scholar families that cannot afford internet services or have insufficient internet throughput at home. LAB has surveyed scholar families to identify families that need assistance.

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](https://www.apple.com))
- **AT&T**: Keeping public wife 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:**

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

CULTURE, FAMILY & COMMUNITY ENGAGEMENT

Regular and frequent communication between schools, families, and the wider community has always been an essential element of effective family and community engagement. With all the uncertainty surrounding COVID’s spread and its impact on local communities, communication and family engagement
will be more important than ever this year. When families, schools, and communities work together and keep each other informed, students are more successful, and everyone benefits. As plans for reopening schools are being developed, districts must work together with families to foster trust and instill confidence. Building these strong relationships takes regular, frequent, and transparent two-way communications. These communications should be clear and consistent, and families should be encouraged to engage in the process.

- LAB has sent regular, comprehensive communication to Brooklyn LAB Families since the beginning of the outbreak. This communication has been available with language translations and shared through email, text, robo call, and social media. Copies of communication are available upon request.
- The Creation of a Central Digital Resource Hub:
- LAB has created a COVID-19 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.

Family Involvement in the Process
The first step in our process to safely reopen school doors was engaging diverse stakeholders across our school community. Since school doors closed in March 2020, the school has held over 200 sessions (including a set of intensive working sessions, or "charrettes" in design parlance) to gather insights from industry experts, government officials, architects, urban designers, educators, staff members, parents, scholars, and many others. As a result of these sessions, seventeen resources were published on EquitybyDesign.org to support the equitable reopening of schools. The school continues to leverage family and scholar voices as it develops new resources for scholars.

The Creation of the Vaccine Hub
As a response to the COVID-19 pandemic, the school partnered with leading public health and media institutions to develop the School Vaccine Hub, a tool that curates high-quality resources for schools and school leaders to share content from trusted public health institutions like the Centers for Disease Control and the World Health Organization to promote COVID-19 vaccination in school communities. The Hub was developed from December 2020 to March 2021, and continues to evolve as new vaccine information is released.

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 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.

LAB communicates school-wide updates, events, and campus-specific information via our newsletter, the “Labrador Ledger”, which is emailed to families at the end of each week while scholars are in session. The
Labrador Ledger newsletter serves as a regular form of communication to families and scholars, creating consistent messaging patterns families can rely upon.

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 Surveys[^3] 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 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 the 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

[^3]: [https://www.panoramaed.com/surveys](https://www.panoramaed.com/surveys)
under-standing 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.\(^4\) 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.

\(^4\) 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](http://schools.nyc.gov/Accountability/data/TestResults/ELAandMathTestResults).
The Dual Capacity-Building Framework for Family-School Partnerships (Version 2)

**The Challenge**
- **Educators**
  - Have not been exposed to strong examples of family engagement
  - Have received minimal training
  - May not see partnership as an essential practice
  - May have developed deficit mindsets
- **Families**
  - Have not been exposed to strong examples of family engagement
  - Have had negative past experiences with schools and educators
  - May not feel invited to contribute to their children’s education
  - May feel disrespected, unheard, and unvalued

**Essential Conditions**
- **Process conditions**
  - Relational: built on mutual trust
  - Linked to learning and development
  - Asset-based
  - Culturally responsive and respectful
  - Collaborative
  - Interactive
- **Organizational conditions**
  - Systemic: embraced by leadership across the organization
  - Integrated: embedded in all strategies
  - Sustained: with resources and infrastructure

**Policy and Program Goals**
- Build and enhance the capacity of educators and families in the “4 C” areas:
  - Capabilities (skills + knowledge)
  - Connections (networks)
  - Cognition (shifts in beliefs and values)
  - Confidence (self-efficacy)
- Educators are empowered to:
  - Connect family engagement to learning and development
  - Engage families as co-creators
  - Honor family funds of knowledge
  - Create welcoming cultures
- Families engage in diverse roles:
  - Co-creators
  - Supporters
  - Encouragers
  - Monitors
  - Advocates
  - Models

**Capacity Outcomes**
- Effective partnerships that support student and school improvement
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\(^5\) grade level curriculum and resources for supporting scholars
- [Understood.org](https://www.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.\(^6\)

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

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\(^5\) [https://www.schools.nyc.gov/learning/learn-at-home/additional-resources](https://www.schools.nyc.gov/learning/learn-at-home/additional-resources)

• 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 of 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 Screencast
• 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 Flip grid

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're 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

7 https://www.schools.nyc.gov/learning/learn-at-home/diverse-learning-for-special-populations/speech-therapy-supports
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 will continue to hold IEP meetings and triennials as scheduled, as long as 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.

- 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 or not 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 of time:

- 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. In particular, 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 scholar’s 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 very 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 of these 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>
</tr>
</thead>
<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>
</tr>
<tr>
<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>
</tr>
<tr>
<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</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>*Digital: Log in at designated</td>
<td>*Digital: Maintain open electronic chat function</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Scholar Families*
<table>
<thead>
<tr>
<th>times to participate in remote learning sessions</th>
<th>expectations for your scholar’s Home Instruction</th>
<th>with scholars throughout the day to support them with their work and other needs</th>
<th>feedback on submitted scholar work and maintain records</th>
<th>Coach teachers around delivering quality instruction in new model</th>
</tr>
</thead>
<tbody>
<tr>
<td>Submit electronic assignments via appropriate platform</td>
<td>Create favorable conditions in the home to support productive scholar work</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>Ensure scholars have appropriate materials (physical and/or electronic) to engage in learning</td>
<td>Digital: Manage a remote learning community</td>
</tr>
<tr>
<td></td>
<td>Hold your scholar accountable to engaging actively in their learning</td>
<td>Hybrid: Monitor delivery of assignments, completion by scholars, and resulting data</td>
<td>Digital: Facilitate discussions and collaborative opportunities for scholars</td>
<td>Hybrid: Hold office hours and individual/small group check-ins via phone and computer</td>
</tr>
<tr>
<td>Analog: Keep track of completed work and assignments and turn them into teachers at designated times</td>
<td>Advocate for your scholar’s needs</td>
<td>Analog: Coordinate relevant collection, printing, and delivery of instructional materials</td>
<td>Analog: Create packets, handouts, and physical assignments to</td>
<td>Analog: Coordinate relevant collection, printing, and delivery of instructional materials</td>
</tr>
<tr>
<td></td>
<td>Digital &amp; Hybrid: Support your scholar with</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>technology usage</th>
<th>be delivered to scholars</th>
</tr>
</thead>
<tbody>
<tr>
<td>*Note: The School recognizes the burden that this shift poses to parents. These recommendations should be considered only when possible for families.</td>
<td>Make group or individual phone calls to scholars to check in on work</td>
</tr>
</tbody>
</table>
Scholars should be discouraged from sharing food, drink, and electronic devices (e.g. video game handhelds, phones, tablets, etc.) with their peers prior to sanitation.

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.
  - Post “Occupied. Do Not Enter Without Proper Protective Equipment.” sign on the room door.
  - 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 is able to 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 well-being of our staff and scholars during the COVID-19 concern.
Considerations:

- 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:

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

**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. In particular, 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, in particular, 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 in order 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 are able to 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 are able to 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. That being said, 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 with the exception of 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)

- 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’re planning for on-site or remote learning, it’s 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).

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 of our students, all days.

In preparation for 2021-2022, 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. LAB 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 includes clear and multiple ways for students and families to contact schools and teachers (e.g., email, online platform, and/or by phone).

- SEL

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.
Brooklyn LAB is committed to helping scholars navigate the complex life and learning transitions they’ll 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’s why we’re 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:

**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’ll 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’s why we’re 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 Delude, Brooklyn LAB organized a series of conversations to address these questions. We’ve 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 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 lifeguards’ program.

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.
APPENDIX

Stakeholder Engagement and Summary of Findings

Stakeholder Engagement Process: In order to create an inclusive and comprehensive stakeholder engagement process, LAB contracted a consultant to engage with organizational stakeholders and community members to gather upfront input on their top needs and recommendations for allocation of funds for the 2021-2022 school year. Stakeholder conversations were specifically focused on the allocation of ESSER funding in the context of the allowable categories in conjunction with perceived highest areas of need related to accelerating learning and supporting students and families to transition back to school following COVID-19. The results of that process are a summary of findings and specific strategic recommendations for the 2021-2022 school year.

Summary of Findings: Staff members and community partners were asked to be open and honest about their perceptions of highest areas of need, and they had access to the allowable categories for ESSER funding to guide their thinking. The top areas for consideration fall in alignment with the following guiding values. Aligned to each value are the top areas of discussion that came up.

| Authentically engage students, caregivers, and the community | Engage families and community members in readiness planning: As part of the federal guidance on equitable distribution of ESSER funding and in accordance with our mission of serving all scholars, we can and must identify high leverage ways to involve family and community members in strategic conversations about prioritization and planning for the coming year.  
Prioritize and enhance the quality and consistency of family support programming: Many staff members referenced in different ways and contexts the need to deepen our work with families to support the various needs they are encountering and will continue to encounter over the next year. |


| Student belonging is the social and emotional priority | • Mental Health supports and services: Many staff members referenced the various needs students will bring with them back to the school year and the extent to which new, additional, expanded, and varied opportunities for mental health services and social emotional supports will be required.  
• Comprehensive SEL: Much of the research suggests that a comprehensive SEL curriculum or program should be a priority in the area of addressing student belonging and the high level of mental health support needs our staff references students bringing back to school with them.  
• Enrichment programs and offerings for students: Many teams spoke of the need to "bring joy back to school" for students, motivating them to bring excitement and a reinvestment back to the school year following a year of loss. |
| --- | --- |
| Grade level academic content is the academic priority for all students | • Understand and quantify scholars’ learning needs. Evaluate and select or create high quality, standards-aligned diagnostic assessment tools to authentically assess all scholars and determine the highest areas of need with regard to learning acceleration.  
• Develop a data and assessment strategy. Build the vision, tools, systems, and training to support implementation of short assessment cycles to authentically measure progress toward grade level learning and adjust instruction or content maps in accordance with student learning.  
• Invest in high quality content-based professional development and instructional coaching: In order to make sure all teachers are equipped to support students with a variety of learning needs to meet and exceed grade level standards, we must strengthen our content-driven professional development offerings and prioritize high quality instructional coaching aligned to supporting teachers with excellent execution of content.  
• Add capacity to address specific and individual student learning acceleration needs: In addition to equipping all teachers and leaders with the skills and content knowledge necessary to support students to access grade level content, we must ensure that when students require specific individualized supports that we have the staff knowledge and capacity to address those needs. This includes but is not limited to ENL supports and services, learning acceleration specialists, transition |
support for transitioning students with IEPs to college and postsecondary work, and robust data and progress monitoring support.

| Address inequities head-on | • A commitment to equity is at the center of our work: As such, many staff members commented that there is room to deepen our commitment to Diversity, Equity, and Inclusion work across LAB as it relates to planning and aligning our strategic work for the coming year. |

Questions:
• How will we prioritize strategically? Embedded within this engagement process is a significant need to synthesize and prioritize, more than ever before. Although it is tempting to leverage the moment in time to radically change everything about how we have been operating, there is significant risk that comes with that approach in terms of successful implementation. We must be conscious of capacity to implement, especially with regard to the staff that is already on the team as of June 2021.
• How will we lay a foundation for sustainability in the long-term? Of paramount concern when it comes to spending allocated funding that is likely to not be available for the long-term is that we establish ways of being and operating that are not able to be sustained. We must consider ways that we can leverage the funding in the short-term to establish strength of foundation for the longer-term.
• How will we balance adaptive and technical challenges as we return from COVID-19? There are so many needs to consider as we return back to school buildings. Some of them are new and adaptive challenges, some of them are challenges we have always faced, and some of them are simply needs that need addressing. We must balance these considerations with finesse, as none is more or less important than the next.
Strategic Recommendations

**Adaptive Adjustments:** Adaptive adjustments have the potential to be changes in our way of being or way of operating in order to achieve different outcomes than before.

| Deepen Our Commitment to Diversity, Equity, and Inclusion | ● Collaboratively recommit to equity and inclusion for the coming year  
● Evaluate prior DEI programming for staff in alignment with our commitment  
● Select a sequence of DEI programming for staff for the 2021-2022 school year  
● Ensure the staffing and resources exist to execute this program |
| --- | --- |
| Prioritize Grade Level Content through Professional Development and Instructional Coaching | ● Ensure all core courses are based on a foundational curriculum aligned to grade level standards  
● Strengthen our partnership with The Lavinia Group to provide content-based PD for English and Math teachers  
● Send School Directors and Instructional Coaches to Relay programming to strengthen their instructional coaching capacity  
● Name clear instructional priorities for coaching for the coming year and establish systems to guide them  
● Position the Director of Academics or an outside consultant to work alongside school leaders to support implementation of instructional coaching expectations and progress on instructional priorities |
| Prioritize Learning Acceleration through Staffing and Resource Allocation | ● Establish a learning acceleration team, led by a Director of Learner Acceleration and including a Math Specialist, Literacy Specialist, and Data Coordinator  
● Task the learning acceleration team with the selection, planning, and implementation of diagnostic assessments, instructional recommendations, and learning acceleration programming throughout the year |
| Enhance and | ● Restructure the family engagement and community partnerships team |
| Improve Family Support | under a primary leader reporting to the COO and overseeing family and community support and partnerships more broadly  
- Add capacity and potentially restructure the team such that they are able to provide comprehensive in-year support to families as needed  
- Add funds to this group’s work to support increased family services and student experiences and/or set up a new student experiences role to strategically plan enhanced student experiences this year |
| Establish a Scholar Services Department to Guide Scholar Supports and Programming | • Establish a Deputy Director of Scholar Services reporting to the Director of Academics and overseeing a Scholar Services Department  
• Develop the team structure of the scholar services department in alignment with learning acceleration needs as well as the mission of LAB such that staff and resources are allocated to oversee ENL programming, supports for students with disabilities, and SEL/Mental Health and Social Work |

**Technical Needs:** Technical needs represent high leverage areas of need that are not adaptive in nature, and are usually rather straightforward.

| Sanitation and Safety | Make sure the day to day sanitation equipment is in abundance and never runs out. Invest in technical solutions wherever possible to increase cleanliness, maintain distancing, and adhere to public health guidelines. |
| Technology Enhancements and Replacements | Make necessary replacements and improvements to devices and infrastructure to support the potential need for remote learning in the 2021-2022 school year. Enhance the quality of equipment as needed. LAB has committed to ensuring there are working computer devices available and assigned to all scholars. This commitment is maintained by an insurance policy on all devices which protects the devices from hardware failure and accidental damage. |
| Re-Fund Role Reductions | Re-fund any roles that were eliminated due to the shifting context or uncertain funding landscape. (i.e. Tech/Ops, security personnel, handyman support) |
Empower Campuses with Discretionary Funding

| Allocate a discretionary fund to school directors with allowable use guidance and engage school directors in the process of prioritizing and selecting areas of focus for fund allocation in their schools. |

**Recommended Next Steps:**
- Leadership team reviews recommendations and creates a decision matrix around key decisions
- Consultant gathers round 2 of input from key stakeholders on particular decision points if needed
- Consultant continues stakeholder engagement, specifically with community partners, and makes adjustments to the plans as additional input becomes available
- Collaboratively, we turn the recommendations into a concrete budget proposal with added costs
- Plan stakeholder communication about strategic moves back to the organization

**Fund Allocations**

**Budget Planning:** The first phase of this document is organized as a series of recommendations, and the second phase will need to be oriented toward implementation as the recommendations get further fleshed out into concrete decisions.

**Strategy and Implementation for Reopening**

*This section will become a project plan to guide implementation of strategic decisions aligned to the above recommendations. This will need to include:*
- Budget tracking items
- Staffing and hiring -- defining new roles and hiring process
- Summer PD and ongoing PD throughout the year
- Partnerships and contractual agreements
- School director engagement and stakeholder communication

**Archive/Resources**
## Power Strategies for accelerating equity-focused recovery and redesign

<table>
<thead>
<tr>
<th></th>
<th>Empowering, Adaptable Instruction</th>
<th>Time and Attention</th>
<th>Improving the Teaching Job</th>
<th>Relationships &amp; Social Emotional Support</th>
<th>Community &amp; Family Partnerships</th>
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<tbody>
<tr>
<td>1</td>
<td>Ensure teaching teams have high-quality curriculum, time and support to collaboratively assess and accelerate learning and provide just-in-time support.</td>
<td>Expand and target individual attention and learning time inside and outside of traditional school hours, especially for students with the greatest learning needs.</td>
<td>Restructure teaching jobs and roles to be more rewarding, collaborative, and sustainable while enabling excellent instruction from a diverse teaching force.</td>
<td>Organize to cultivate positive student-adult relationships and ensure support for wellness and social emotional needs.</td>
<td>Engage families, community partners, and other out-of-school resources to increase academic, health, social, and emotional support for students.</td>
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- **Building Culture Back Better**
  Building Culture Back Better investigates ways to address the ongoing realities of COVID-19 and systemic racism—and to rebuild school culture to be more effective, equitable, and joyful for scholars and educators. It aggregates strategies and insights from on-the-ground practitioners in school communities across the country as they focus on preparing for the 2021–22 academic year.

- **Back to School Facilities Toolkit**
  The Back to School Facilities Toolkit Investigating facility ideas that make the return to school better for ALL students and staff: focused on Brooklyn Laboratory Charter Schools with tools and insights relevant to ALL K-12 facilities.